

**HOW TO REWARD AND LEAD THE NEXT GENERATION “Z”
IN THE WORKPLACE**



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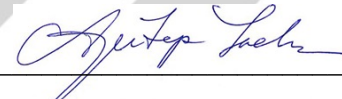
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Abstract

The objectives of this study were: 1) To understand Generation “Z” and how to deal with them in the workplace. 2) Understand what they need from their counterparts, supervisors and leaders. 3) Learn how to motivate them by focusing on both intrinsic and extrinsic rewards. 4) Understand the relationship between coaching style leadership and their job satisfaction. 5) Understand the relationship between job satisfaction and performance.

Research Methodology: Our sample consisted of 400 students in the Bangkok area, our aim was to study students in Generation “Z” by means of quantitative research using the data we collected. After the questionnaires were returned for our analysis using statistical methods, a Data Collection Method was developed for alternatives and solutions. The population for this research was junior high school students studying English language.

Research findings were separated into 5 parts: 1) General, 68.5% were Female, 52.3% were between 18-19 years of age. 2) Intrinsic & Extrinsic, over 50% were concerned with having a good salary, 87% need flexible time for work and to be fairly treated in their organization, 50% of them prefer to wait at least 6 months, if they have to, in order to work in the organization of their choice, about 90% want to perform to the best of their ability with their social peers. 3) Managing style, 90% need supervisors to take charge of coaching during work. 4) Job Satisfaction factors, 90% identified in the same way and agree. 5) Part of Performance, 90% agree with the performance method. Thus, most of them were prompted to join the workplace and need someone who can be a role model for them.

Keywords: Generation Z, Workplace, Motivate, Intrinsic Rewards, Extrinsic Rewards, Job Satisfaction and Performance

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CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGMENT	ii
CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	x
CHAPTER 1 INTRODUCTION	1
1.1 Background and Importance of the Issue.....	1
1.2 Objectives	6
1.3 Research Questions.....	6
1.4 Scope of the Research.....	6
1.5 Theoretical Framework.....	8
1.6 Significance of the Study	9
1.7 Definition of Terms.....	9
1.8 Hypothesis of the Study	10
CHAPTER 2 LITERATURES REVIEW	11
2.1 Generation Z: Who they are?.....	11
2.2 Dealing with Generation Z in work place.....	13
2.3 Coaching to Employees	15
2.4 Career Perception.....	17
2.5 How to Prepare and Recruit Generation Z.....	18
2.6 Job Satisfaction in the Work Place, Job Performance and Reward	20
2.7 How is the Boss Think in Term of Coaching?.....	23
CHAPTER 3 RESEARCH METHODOLOGY	25
3.1 Research Methods	26
3.2 Population and Sample Size Selection.....	27
3.3 Reliability Test.....	33
3.4 Data Collection Method.....	33

CONTENTS (Cont.)

	Page
3.5 Statistical Analysis.....	34
3.6 Value Interpretation	34
CHAPTER 4 RESEARCH FINDINGS	36
4.1 Descriptive Statistics.....	36
4.2 Data analysis	42
4.3 Inferential Statistics:	62
CHAPTER 5 SUMMARY, CONCLUSION & RECOMMENDATION.....	72
5.1 Summary	72
5.2 Discussion	73
5.3 Recommendations of the Study	75
5.4 Conclusion	83
REFERENCES.....	85
APPENDIX	
Appendix A Questionnaire	89
Appendix B Index of Item Objective Congruence Result	94
Appendix C Reliability Testing Result.....	99
Appendix D List Of Experts	102
BIOGRAPHY.....	104

LIST OF TABLES

	Page
Table 1.1 Population by age, sex and area. Whole Kingdom 2010	1
Table 1.2 Population by age sex and year was born. Whole Kingdom 2010	2
Table 3.1 School groups affiliated with Government Universities in Thailand	27
Table 3.2 School groups affiliated with the Rajabhat University	29
Table 3.3 School groups affiliated Under Private Universities.....	31
Table 3.4 Isaac and Michael’s sample size table	32
Table 4.1 Descriptive statistical analysis by Frequencies of Gender.....	36
Table 4.2 Descriptive statistical analysis by Frequencies of Age	37
Table 4.3 Descriptive statistical analysis by Frequencies of Grade.....	37
Table 4.4 Descriptive statistical analysis by Frequencies of kind of work	37
Table 4.5 Descriptive statistical analysis by Frequencies of most important thing.....	38
Table 4.6 Descriptive statistical analysis by Frequencies of good salary. I want to earn a good salary from the beginning of my career	39
Table 4.7 Descriptive statistical analysis by Frequencies of flexible hours. Do you prefer to have flexible working hours?	39
Table 4.8 Descriptive statistical analysis by Frequencies of fairly treated. Being fairly treated in my organization.	39
Table 4.9 Descriptive statistical analysis by Frequency of wait at least 6 months. Do you prefer to work in the organization that I like even though I need to wait at least 6 months after graduation?	40
Table 4.10 Descriptive statistical analysis by Frequency of the best ability. Having a job in which I can perform to the best of my ability	40
Table 4.11 Descriptive statistical analysis by Frequency of iPad during work. I prefer to work in organization which can use internet and other electrical devices, mobile, iPad and etc. during work hour?	41
Table 4.12 Descriptive statistical analysis by Frequency of extra course I would rather choose to have an extra course of education which I can choose to study outside of company or an exceptional experience; massage yoga course, spa and etc. rather than receiving money or other monetary forms as reward	41

LIST OF TABLES (Cont.)

	Page
Table 4.13 Mean and standard deviation of reward – intrinsic & extrinsic	42
Table 4.14 Descriptive statistical analysis by Frequency of the Coach me anytime. I prefer to have supervisor which can provide me assistant and coach me anytime.	44
Table 4.15 Descriptive statistical analysis by Frequency of consultant anytime. I would likely be satisfied with the job if my supervisor can provide assistance or consult with me anytime I need.	44
Table 4.16 Descriptive statistical analysis by Frequency of leader permitted. My leader should be someone whom I permit, not from the job title.	45
Table 4.17 Descriptive statistical analysis by Frequency of Immediate Coach. An immediate supervisor should be ready to coach me anytime.	45
Table 4.18 Descriptive statistical analysis by Frequency of requests. If I'm not satisfied with the job, I won't do anything more than what my supervisor requests from me.	45
Table 4.19 Descriptive statistical analysis by Frequency of achieving objectives. When we make the decisions, especially for problem solving, I need a supervisor's support to achieve the objectives.	46
Table 4.20 Descriptive statistical analysis by Frequency of without comment. I want to do my job, step by step, following the action plan as approved, without comment until finished.	46
Table 4.21 Mean and standard deviation of Managing style – Coaching	47
Table 4.22 Descriptive statistical analysis by Frequencies of faith in organization. If I have job satisfaction. I will have faith in the organization – Internal	48
Table 4.23 Descriptive statistical analysis by Frequency of challenge and knowledge. I will be satisfied with jobs that challenge my knowledge and abilities. – Internal	49
Table 4.24 Descriptive statistical analysis by Frequencies of recognized talent. I will be satisfied when colleagues recognized my talent. – Internal	49

LIST OF TABLES (Cont.)

	Page
Table 4.25 Descriptive statistical analysis by Frequency of fit the task to assignments. If I have job satisfaction, I will learn and develop the ability to fit the task to the assignments. – Internal	50
Table 4.26 Descriptive statistical analysis by Frequency of suggestions and plan. I will be satisfied when I can make suggestions and plan for the operation. – Internal	50
Table 4.27 Mean and standard deviation of Job Satisfaction in Internal Factors	51
Table 4.28 Descriptive statistical analysis by Frequency of job properly filled. I will be satisfied with the criteria for assessing the job if it is properly filled with justice and accountability. – External.....	52
Table 4.29 Descriptive statistical analysis by Frequency of compensation and benefits. I will be satisfied if the compensation and benefits received are appropriate for the amount of work I do – External.....	52
Table 4.30 Descriptive statistical analysis by Frequency of proof of performance. I will be satisfied when I get proof of my performance after my job is done well. – External	53
Table 4.31 Descriptive statistical analysis by Frequency of bonus and money. I will be really satisfied if I can earn a bonus and money as reward if I achieve my goal. – External	53
Table 4.32 Descriptive statistical analysis by Frequency of compliment from supervisor. I will be really satisfied if I can get a compliment from my supervisor right after I finish my job. – External	54
Table 4.33 Mean and Standard Deviation of Job Satisfaction factors in External Factors	54
Table 4.34 Mean and Standard Deviation of Job Satisfaction Factors overall	55
Table 4.35 Descriptive statistical analysis by Frequency of clear goals. Performance will be better when the goal of the work is clearly settled every time.	56

LIST OF TABLES (Cont.)

	Page
Table 4.36 Descriptive statistical analysis by Frequency of a good listener. Performance will be good with a good listener.....	56
Table 4.37 Descriptive statistical analysis by Frequency of good communication. Performance will be better with good communication within the organization.....	57
Table 4.38 Descriptive statistical analysis by Frequency of continual learning. Performance will be better by continuing to keep learning and developing myself anytime.	57
Table 4.39 Descriptive statistical analysis by Frequency of pre-planned operation. Performance will be better if there's a pre-planned operation.....	57
Table 4.40 Descriptive statistical analysis by Frequency of good relations. Performance will be better with good relationships in the organization.....	58
Table 4.41 Descriptive statistical analysis by Frequency of good responsibility. Performance will be better when given reasonable responsibilities and a well managed schedule.....	58
Table 4.42 Descriptive statistical analysis by Frequency of prompt advice. Performance will be better if a supervisor is prompt to advise me on the job.....	59
Table 4.43 Descriptive statistical analysis by Frequencies of incentive to work. Performance will be better with the incentive to work after successful.....	59
Table 4.44 Descriptive statistical analysis by Frequency of belief in the organization. Performance will be better when I'm satisfied and believe in the organization.	60
Table 4.45 Mean and Standard Deviation of Performance.....	60
Table 4.46 Mean and standard deviation of Gender	62
Table 4.47 Mean and standard deviation of Age	63
Table 4.48 Mean and standard deviation of Grade	64

LIST OF TABLES (Cont.)

	Page
Table 4.49 Mean and standard deviation of Kind of work	65
Table 4.50 Mean and standard deviation of Job satisfaction factors	66
Table 4.51 Mean and standard deviation of intrinsic & extrinsic	67
Table 4.52 Mean and standard deviation of managing style – coaching	67
Table 4.53 Mean and standard deviation of performance.....	68
Table 4.54 Mean and standard deviation of gender to managing style–coaching	68
Table 4.55 Mean and standard deviation of age to managing style–coaching.....	69
Table 4.56 Mean and standard deviation of Grade to Managing style–Coaching.....	69
Table 4.57 Mean and standard deviation of kind of work to managing style–coaching.....	70
Table 4.58 Mean and standard deviation of Most important thing to Managing style–Coaching.....	70
Table 4.59 Hypothesis summary result.....	71

LIST OF FIGURES

	Page
Figure 1.1 Theoretical Framework.....	8



CHAPTER 1

INTRODUCTION

This chapter presents the source of a generation's models, behaviors and attitudes in a group of people called Generation "Z", in order to understand their background, from their main problems to their minor problems, the hypothesis of the study, the scope limitations of the study, and the benefits of the study.

1.1 Background and Importance of the Issue

Referring to population research done by the National Statistical Office in 2010 on Generation "Z", this is a group of people born between the years 1992-2003, it is estimated that within the entire population with ages between 13-24 years old in Thailand, in 2016, approximately 11.2 million people of Thailand's population were in this age group. 51% were Male and 49% were Female (National Statistical Office, 2010).

Table 1.1 Population by age, sex and area. Whole Kingdom 2010

Age	Population			Single year of age in 2010	Single year of age in 2016	Year was born
	Total	Male	Female			
Total	11,273,225	5,747,558	5,525,667			
%	100	51	49			
7	808,895	414,972	393,923	7	13	2003
8	821,837	420,112	401,724	8	14	2002
9	844,188	435,307	408,882	9	15	2001
10	906,357	467,215	439,141	10	16	2000
11	880,023	453,998	426,025	11	17	1999
12	993,754	508,598	485,156	12	18	1998
13	1,049,743	537,414	512,329	13	19	1997
14	1,034,403	527,260	507,143	14	20	1996
15	997,437	508,158	489,279	15	21	1995
16	937,673	470,901	466,772	16	22	1994
17	963,589	485,953	477,636	17	23	1993
18	1,035,326	517,670	517,656	18	24	1992

Source: National Statistical Office, 2010: Online

Table 1.2 Population by age sex and year was born. Whole Kingdom 2010

Age	Population			Single year	Single year	Year was born
	Total	Male	Female	of age in 2010	of age in 2016	
Total	5,495,902	2,822,644	2,673,258	Total	Total	
%	100.0	51.4	48.6	Percent	Percent	
10	906,357	467,215	439,141	10	16	2000
11	880,023	453,998	426,025	11	17	1999
12	993,754	508,598	485,156	12	18	1998
13	1,049,743	537,414	512,329	13	19	1997

Source: National Statistical Office, 2010: Online

Table 1.3 Population by age and area. Whole Kingdom 2010

Age	Municipal area			Non-municipal area		
	Total	Male	Female	Total	Male	Female
Total	2,029,829	1,035,497	994,332	3,466,073	1,787,147	1,678,926
%	100.0	51.0	49.0	100.0	51.6	48.4
10	338,837	173,250	165,587	567,519	293,965	273,554
11	317,196	163,809	153,388	562,827	290,189	272,638
12	372,819	189,814	183,005	620,935	318,784	302,151
13	397,298	202,562	194,737	652,445	334,853	317,592

Source: National Statistical Office, 2010: Online

Composition, population table 1.1-1.3, shows the population that was born between the years 1997-2000 and at ages between 16-19 years old in 2016. Within the group represented by Generation “Z”, 51.37% were Male and 48.63% were Female, totaling approximately 3.8 million people. From the population above, one can see that the ratio of male to female compares with that of the Municipal area, where approximately 1.4 million were male, 51.15%, and females were 48.85%. That is almost identical with the population for males in non-municipal areas, which was 51.6% and 48.4%, respectively, out of approximately of 2.4 million people. (National Statistical Office, 2010).

Generation “Z” is the smallest age group of the current generation, these fewer births occurred because fertility rates, or the number of babies born per woman, were reduced. In the recent past such situations have occurred in several countries, including Thailand. There are a variety of reasons, caused by either 1) Women having better education, which leads to more work and financial independence, which delays marriage and reduces the number of pregnancies. 2) The availability of information, as well as better quality healthcare and increased birth control 3) The burden of lifestyle, work, housing costs and other costs of having children are increasing, making it more difficult to have more than 1-2 children (Ratchaphat Uttaradit University, 2011: online). Consequently, the Generation “Z” population was born into a generation growing up in the midst of rising quality and standards of living, and more and more costly, as well. (Mahidol University, 2010: online).

Generation “Z” is the generation that has changed the most in recent history. Rather than waiting, Generation “Z” will be those who want to do their own thing and lead new trends. Social media is helping break down barriers to communication about brands and products. This means that those looking for work can find and trace the story of an organization and employer more thoroughly than ever before. (Singh, 2014)

Especially in Asia, in some countries birth rates have dropped, such as in Hong Kong, Korea, Singapore, Taiwan, and due to China's one-child policy. Modern societies will have fewer options to choose from for their labor markets. It will also be a major force for environmental burdens and liabilities. The shortage of talent in Asia is increasing, and organizations will need to be competitive to attract the most talented employees in this new era.

Adecco, as a global leader in Human Resource services in collaboration with BD NRC, Asia’s specialist in market research, conducted a survey of the age group between 15- 18 years old in Asia for Generation “Z”, a demographic that has occurred since 1995 and is now beginning to enter the workforce or continue their education in the higher levels, and which will affect their professions in their next job (Adecco Group Thailand, 2014: Online).

Their survey of Generation “Z”, with respondents from 948 people across Asia, both male and female, from China, Hong Kong, Japan, Korea, Malaysia, Singapore, Taiwan, Thailand and Vietnam evaluated the behavior of Generation “Z”. Their goals

are what are needed in employment. With attitudes about the workplace, expectations and optimism for the future, they think in terms of their work and personal life. The findings highlight the different interests between the races in South East Asia. For example, Generation “Z” groups in China and North Asia are confident that a good education will help to prepare them for work. What’s interesting, though, is this. Internships with employers help them get known in the workplace, making it more likely that it will lead to additional employment.

Generation “Z” people are not in a hurry to join the work force. Many people choose to attend college, including people who want to study at a higher level than Generation “Z”, and are sometimes willing to wait for up to 6 to 12 months to join the company that they really like or prefer, because they feel that their first job is the most important thing for their career path and beginning of work.

Social media is important for influencing their selection of work, 26% of Generation “Z” received advice on finding a job from social media, and 50% said they use these sites while on the job in order to find out about the company they want to work for. It is not surprising that they use social media 2-4 hours a day. (Prachachat Online, 2014)

Generation “Z” groups are willing to invest for their future. Most of them would accept a lower salary at the beginning in order to get practice and get the best experience available. However, they are not paying attention to the salary only so they can work at a reputable company. This shows that the company has less power to drive them. A fun and interesting working atmosphere gets more Generation “Z” attention than big famous companies where Generation “Z” could plan for the future, which is evident from the fact that they have no intention of contributing to a pension plan from the start of their working life. Generation “Z” is generally optimistic. In some countries it is a fact that they cannot work during middle age or their late 50’s in developing areas of Asia, where Generation “Z” often think they could have done better than their parents. In Southeast Asia, especially Malaysia, Thailand and Vietnam, economic growth has created opportunities that their parents never had, with greater choices. A majority of Generation “Z” has the desire to work in the service industry, such as advertising, marketing, as media consultants and in professional services, as well as fine arts, sports and entertainment.

Generation “Z” will bring a new set of standards and expectations to employers and work places very soon. Sooner or later employers need to prepare and get ready to meet and to recruit them and work with them. Due to this point, it might be better to prepare things in advance in order to utilize their potential fully, and to get a commitment from them to the organization. Job satisfaction is also a very important issue. Some scholars link job satisfaction with how well employers lead those who are working below them, and how to reward them after they deliver results. These two factors are quite important because they have a direct relationship and impact the job satisfaction of the employees, which can lead to increased or decreased job performance in the end.

Generation “Z” accepts and views leadership style and reward differently than other generations before them. For example, they might value monetary rewards less than continuous education or experiences that the employers can offer them. Due to this point, it is better to understand the needs of this generation, and have the tools to deal with them before recruiting them to tailor made ways.

Generation “Z” groups have very little interest in traditional industries such as manufacturing, and very few want to work in the wholesale trade, which had been major industries in some Asian Countries. Generation “Z” has a high level of self confidence. This is clear from the survey; only about 30% said that the business itself is what they'd certainly consider, another 40% would like to be a business owner if there was a good chance to come to that. They ensure that monitoring technology is always changing and Generation “Z” understands that changes in technology create the most viable possibilities. At the very least it can help facilitate the kind of work that does not have to be in an office.

For those groups that may be thinking of becoming entrepreneurs and starting their own business, half think that starts at age 20. The same number wanted to start their own business as those going into businesses that are already family enterprises. Especially in China and Taiwan, 40% of Generation “Z” still believe in working with the government or government agencies, and nearly 20% said that this is the work they want to do after graduation. This is not exactly the same answer from Southeast Asia. There, for Generation “Z” many ranked job security as the most important reason to choose the job. Also, many people still want to work more. This is indicated by the unemployment rate, which is very low in Asia. The people who work in some countries,

including Asian countries, could look to other countries in the world with more emerging businesses and greater gross domestic product, largely due to the hospitality industry. The question is, will a handful of emerging businesses be successful (Adecco Group Thailand, 2014: Online)? Thus, many organizations depend on the speed of strategic adjustment in order to drive the organization. For the reasons mentioned above, the researchers are interested in studying the workplace for Generation Z. It is expected that the results from this research will contribute to understanding some guidelines for the appropriate employment of people in this group called Generation “Z”, and make the senior management of the organization aware of the needs and factors in the work of Generation “Z” in the future.

1.2 Objectives

1. To understand Generation “Z” and how to deal with them in the workplace.
2. Understand what they need from their counterparts, supervisors and leaders.
3. Learn how to motivate them by focusing on intrinsic and extrinsic rewards.
4. Understand the relationship between coaching style leadership and their job satisfaction.
5. Understand the relationship between job satisfaction and performance.

1.3 Research Questions

The research questions for this study were:

1. What are the characteristics of Generation “Z” and what do they need from their employers?
2. Between extrinsic and intrinsic rewards, which one is a better motivator for them?
3. Do they like coaching style leadership from their bosses?
4. Will job satisfaction lead to high performance?

1.4 Scope of the Research

1.4.1 Content

This research study gathers both primary and secondary data from researchers to respond to research questions and to understand specific issues. Particularly, the

researchers collected primary data during their research using research tools such as questionnaires and interviews. A survey was conducted using questionnaires to collect all necessary data, and then evaluate this data by the researchers. The questionnaires were given to 400 respondents in order to reach the researcher's objective. Moreover, the questionnaires included a section on the respondent's demographics and any insight factors that influenced further exploration, in order to understand the characteristics of the people in Generation "Z", as well as learn how to increase their job satisfaction by providing extrinsic and intrinsic rewards, and how they react to coaching style leadership. Apart from that, it also covers highlights on how the employer should prepare for them in the future in order to attract top talent from this group of people. The population of this study is defined as those teenagers who were born after 1997, live in the Bangkok area, and are well educated and able to read English. The interviews also include responses from professionals who are experts in the workplace. On the other hand, the secondary data was collected from published sources to support different perspectives from authors who are mostly in the literature review.

1.4.2 Population

The population of this study is a total of 400 Thai students, respondents who were requested to participate in this study. The survey questionnaire targets students who are in Satit's schools in the Bangkok area. The selected schools were 1) Wat Phrasimadhat secondary demonstration school of Phranakhon Rajabhat University 2) Chulalongkorn University Demonstration School 3) Demonstration School of Suan Sunandha Rajabhat University 4) The Demonstration School of Ramkhamhaeng University 5) Patumwan Demonstration School Srinakharinwirot University 6) Srinakharinwirot University Prasarnmit Demonstration School 7) Kasetsart University Laboratory School Center for Education Research and Development 8) Demonstration School of Bansomdejchaopraya Rajabhat University. Ages ranged from 16-19 years old with skills that include critical thinking, creative thinking, being well-rounded, skilled in the use of language for communication, problem solving and decision making skills, skilled in the use of technology and fight life (an innovative curriculum for teachers at Kasetsart University Laboratory School). The sampling location area is around Bangkok city, where the total population consists of over 100,000 students. Regarding results, most of the researchers used a 95% confidence level and a 5% margin of error to calculate the sample population

for the survey, which should be around 400 respondents in order to satisfy the research method.

1.4.3 Period of time

The survey was completed in three weeks, each interview lasted about 15-20 minutes per person, another part was filled in using Google Forms and selected by the leader of each room at each school to do at home because the students were in different areas and we needed the right sample to answer a qualitative questionnaire.

1.5 Theoretical Framework

This theoretical framework aims to explain the factors that impact job satisfaction on distinct and organized ideas regarding the characteristics of Generation “Z”, and what they need between extrinsic and intrinsic rewards when they go to work in the workplace. An independent variable is used to predict or explain a dependent variable. As shown in the theoretical framework of the study, independent variables are factors affecting Thai students who are looking for a boss and an organization to join after graduating from university, and priority factors to make them satisfied with their jobs. The dependent variable is an attitude that can be affected from independent variables.

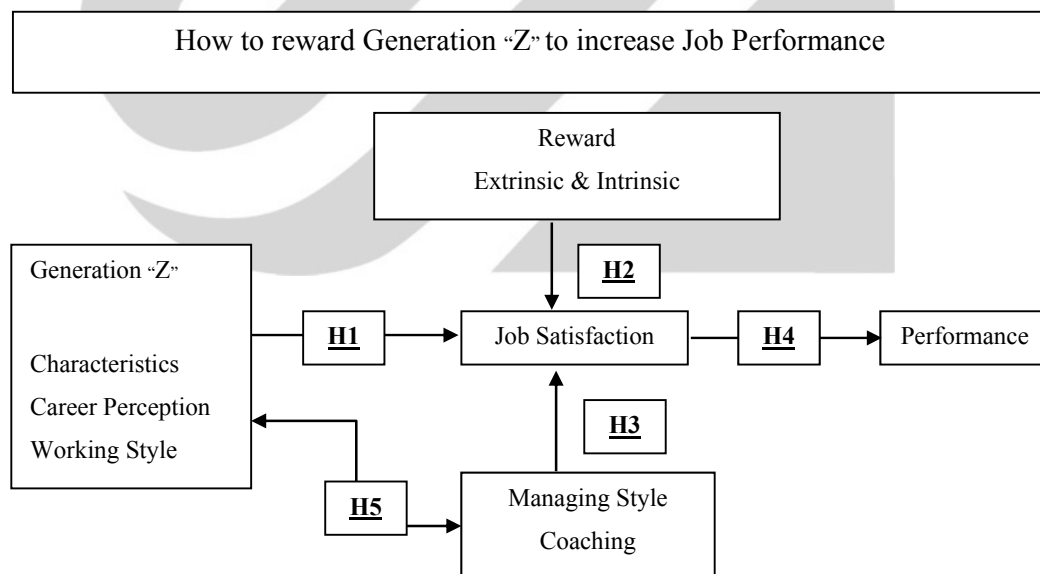


Figure 1.1 Theoretical Framework

1.6 Significance of the Study

This research can provide a guideline for employers in an organization. Apart from that, it also provides a deeper understanding of human resources in companies, so as to not only understand the factors that have been influencing them, but also to understand the behavior of Thai students who hope to join the workplace in the near future. These companies can better understand how to deal with Generation “Z” and how to motivate them by focusing on a few factors, including reward and coaching style, which therefore can increase job satisfaction and performance in the end, and also prepare them for how to reward using extrinsic and intrinsic rewards when the leadership comes from different generations. Not only that, this research will also provide a better understanding of Generation Z, who they are, how they perceive their career paths, and their preferred working styles. Also, employers can arrange and prepare themselves, not only to recruit these people but to stay competitive in their industries as well. These companies will be successful because high job satisfaction may lead to high performance and enjoyment in the workplace.

1.7 Definition of Terms

The key terms used for the research are defined as followed;

Generation Z – People who were born from 1997 on, and aged between 14- 19 years old in 2016. Their skills include critical thinking, creative thinking, being well-rounded, skilled in the use of language for communication, problem solving and decision making, skilled in the use of technology and fight life.

Workplace – The group includes people of different ages and various sexes within the same organization, who work together to ensure the success of the organization.

Motivate – Some internal and external stimuli that inspire people to be creative in achieving their objectives.

Intrinsic rewards – A return for someone that may have the ability to grow, increasing knowledge and pride in one’s work.

Extrinsic rewards – Compensation from a third party such as salaries, wages and promotions, certificates, compliments, etc. , generally from supervisors or senior executives.

Job satisfaction – In terms of the organization, job satisfaction is directly related to the Human Resource Department that is responsible for personnel and administration staff. If employees are satisfied they can be motivated to create great contributions for the organization.

Performance – The overall performance of the enterprise, linking related systems that work toward the organization's goals. This can include the annual budget, action plan, Risk Management International Standards, as well as the annual performance evaluation of the employees, combined. Therefore, it clearly visualizes the relationship between corporate contributions and employees.

1.8 Hypothesis of the Study

H1: Different general information has different impacts on job satisfaction factors.

H2: Reward – Intrinsic & Extrinsic reward has a positive impact on job satisfaction among Generation “Z” staff.

H3: Managing style – Coaching has a positive impact on the Job Satisfaction of Generation “Z” staff.

H4: Job satisfaction has a positive relationship with performance of Generation “Z” staff.

H5: Differences in General Information have different impacts to Managing style – Coaching.

CHAPTER 2

LITERATURES REVIEW

This chapter presents an overview of previous work on related topics: The workplace for Generation “Z” provides the necessary background for purposes of this research. The literature review concentrates on Generation “Z”, which is also known as Generation WHY because of their curiosity. Why to do this? Why to do that? Why is this no better than that? This point makes the Baby Boomer adults or Traditionalist groups argue that Generation “Z” likes disrespect and disobedience, they dare to act on alienating the age gap in the organization.

2.1 Generation Z: Who they are?

Generation Z, right after millennials or Generation Y, is also called Generation 2020 by Meister and Willyerd (2010). They define this generation as those who were born after the year 1997 and have grown up in the world of a hyper connected internet. They learned about the internet before entering elementary school and read with an iPad more than their textbooks. Many have forecasted that this group of people will bring a new set of digital requirements and expectations to their employers very soon. By learning and interacting with others through the internet and doing many things at the same time, they have acquired the skill to multitask and process big quantities of data and information since they were young (Addor, n.a.). On the other hand, Addor (n.a.) also suggested that the internet, technology, and life online has reduced their interaction time with real people in the real world. Due to this point, some of Generation Z will have a hard time dealing with difficult people or situations or define those who they can trust.

Apart from those skills described above, Generation Z is also accustomed to people from different regions, ideas, norms, cultures, etc. because they have learned about their new friends or new people they meet from a young age. Due to this point, it is very easy for them to adapt and to open their minds and become smarter (Addor, n.a.). However, every generation has some weak point, and this includes Generation “Z”, as well. Tulgan (2013) pointed out that they have a short attention span and lack face to face communication skills. The reason that they do not possess such face to face

communication skill is because they always connect to each other through social websites or their equipment, not through meeting a real person. It's not only the internet that has shaped their world, they have faced many events throughout the past 15 years as well; 9/11, boom and bust of the dot com, economic meltdown, and 10% unemployment rate (Tulgan, 2013). From this statement, it is quite clear that they have faced many historic events, right up until now, which have had a huge impact on everyone.

Compared to other generations before them, they are very active and want freedom to get their education anywhere at any time through their mobiles. They need to carry either a smart phone or a regular cell phone with them all the time, so that they can always connect to the world. Therefore, to attract and retain this group of employees, continuous educational opportunities, so that they can learn anytime and anywhere, and providing the necessary tools or equipment to help them to connect to the internet all the time, are a must for any employer wanting to prepare and get ready for them.

They do not really like to socialize with others as a real person or confront conflicts face to face. Not only that, they also lack problem solving skills and have short attention spans, but they are able to collaborate with others online very well (Kittitakulkarn, 2016), Manager Assistant in Accounting and Finance department of JMT Network Services Plc. Another point that Kittitakulkarn (2016) raises is that they like to socialize with others through social websites, multi-tasking with people who can chat on 5 screens at once to communicate with their social networks, they prefer clear procedures and processes and hate uncertainty. That said, he also related to the research from Kasetsart University Laboratory School Center for Education Research and Development, who researched their students, ages between 13-18 years old, and found them adept at critical thinking and creative thinking, well-rounded, skilled in the use of language for communication, have good problem solving and decision making skills, and are skilled in the uses of high technology. From the above statements, it seems Generation Z can bring a new set of skills, communication, technology and new fresh ideas into firms, but they also have some weak points, lack of problem solving skills and sometimes are unable to communicate face to face efficiently.

2.2 Dealing with Generation Z in work place

When this generation joins the workforce, they will bring a new set of expectations and requirements along with them. Employers will need to find a way to deal with them to earn their respect and commitment in order to bring out the best in them. Generation Z are very socially savvy, and always connected to each other and the outside world. Due to this point, managers must be the ones mastering the tools of social media and become able to direct and lead how they use social media to communicate within companies (Tulgan, 2013). People (2014) also agreed on this point, the suggestion was made to hire someone, or the manager him/herself should be appointed as an internal ambassador to govern and substantiate what they say in the social community.

Regarding Life Skills (2000), they conducted surveys with over 435 employers. Most of them agreed on the top ten personal qualities or skills; communication, motivation/initiative, teamwork, leadership, academic achievement, interpersonal, flexibility, technical, honesty, and problem solving skills. Compared to what Generation “Z” has to offer, it seems like they have already acquired the necessary skills and qualities that many employers are looking for.

When managers want to communicate with them, face to face can be a better means of communication than email (People, 2014). A survey shows that 51% of individuals prefer face to face communication, versus 16% with email, and 11% with instant messaging. During face to face talk, the manager should highlight the important point and point out that aspect first, get to the point quickly and be clear about what to say. Seemiller (n. a.) also confirmed why managers need to get to the highlight or main message quickly, because they seem to have a short attention span. It might be better for the manager to choose to communicate with them face to face and get to the highlight points shortly for an explanation, or whenever his/her people need advice or feedback.

Tulgan (2013) notes that people will perform their very best, for any individual, in an organization that they are engaged in. Employers must engage in teaching, parenting, and counseling relationships with Generation “Z” in order to earn their trust. They prefer to work in small defined groups with clear defined roles for each member and with a strong peer leader. Once the manager assigns them a task, with a defined role and a clearly set reward, they will feel responsible to carry out the task and try to succeed with their full effort. Managers should try to negotiate rewards for performance on a

regular basis, breaking down the job into smaller chunks, and providing small rewards all along the way if they can reach the set goal. By doing so, it will help to motivate this generation to engage in their jobs, and earn trust and loyalty as well.

What Tulgan (2013) suggested is also like what Miss Sasakorn Tiwsuwan, Vice President Accounting & Financial Control from Italthai Hospitality Co., Ltd. expressed. Therefore, to deal with this group of new staff, employers should try to give advice or act as consultants to this group all the time. Employers should try to give them a feeling of importance and being needed by the team. Whenever there is an important meeting, managers should try to let them express their ideas or opinions about corporate strategies and futures. Apart from that, employers should provide a clear policy and line of command or authority for these people, choosing those who have a leading skill to lead them. Set the KPI for each employee per their jobs and evaluate them fairly are what employers should do, in her opinion.

When they want to work, they will choose to work in their office rather than in their homes. The reason is very clear, with their short attention span they easily get distracted by various things in their own places. In addition to that, they will perform better in enclave spaces that support online group work where they can share space with a few people and connect with their team miles away (Knoll, 2014). By providing a space where they feel comfortable and private, along with Wi-Fi and other necessary online tools, they can perform their work and bring out the best in them.

Wongsakorn Kittitakulkarn, Assistant Director of Accounting and Finance from JMT Network Services Public Company Limited said that Generation “Z” likes to work in a spacious place which provides necessary tools for them to get online and connect to others visually. They also prefer a clear organizational structure as to who they need to report to or deal with. This generation does not like any uncertainty or anything that is unpredictable. It will cause annoyance to them. Whenever managers want to issue an order to them, it might be better to tell them through online technology, which can connect to them all the time. The organization also needs to adopt new ways to evaluate staff that is tailor made for each staff based on the job (Kittitakulkarn, 2016).

Singh (2014) stated that 61% of high school students and 43% of college students are interested in starting their own business and working for themselves. Many companies reach out to this generation when they are still in high school. Due to this point, they

acquire new skills, experiences, and knowledge about industries more than previous generations, which equips them to become better entrepreneurs. They do not feel attached to any one company or will stick with any company for a long period. They also want to try different fields before choosing what they really want to do. Apart from that, they also will try to work or to have several jobs at the same time (Kapil and Roy, 2014). From the above statements, it seems like Generation Z is more likely to try different career paths before choosing the one that suits them the most. Some of them also would like to work for themselves and will decide not to join the workforce at all. To keep this generation in the workplace, providing various paths and learning activities for them to pursue might be a good strategy to keep them and increase their motivation and performance in the process.

According to Maslow's Hierarchical Theory of Motivation, human behavior can be explained by the tendencies of many people. A desire and need to get something meaningful for themselves in life is a goal that they search for. It is true to say that the motive of the heart, according to the theory of Maslow's personality, is his theory that human beings are animals and it's difficult for humans to reach the stage of complete satisfaction. In Maslow's hierarchy of needs theory, when a person wishes to obtain satisfaction, and that person gets satisfaction in one thing, they still claim the satisfaction of other things going on, which is a feature of human beings who have a need to acquire things.

Maslow said that the inborn desires of people rise in a hierarchy, with the first step being Physiological needs, then Safety needs, Belongingness and love needs, Esteem needs and ultimately, Self-actualization needs. (Gawel, 1997).

2.3 Coaching to Employees

Employees in this era or new millennium prefer to receive immediate feedback or comments from their supervisors regarding their job and performance, because it is critical for learning and can motivate them to achieve their goals (Latham, Ford, and Tzabbar, 2012). Field (2013) also supports this point. Mentoring or coaching employees will help the business or company to get better results by keeping employees motivated, it increases job satisfaction and helps them to improve and fulfill their potential.

A delay of feedback could create a far less effective impact than immediate feedback; however, if performance appraisals or feedback regarding an employee's performance is conducted on a fixed interval basis, say once a year, there is very little impact or beneficial effect to improve overall performance of the employee (Latham and Mann, 2006). From the above researchers, there is a direct impact or relationship between feedback from supervisors and employees' performance. If supervisors can provide it in a timely manner, there is a high chance that the employee will take the advice and improve themselves, and at the same time increase their job satisfaction as well.

Latham, Ford, and Tzabbar (2012) also described how many employers believe that ongoing coaching is one of the best ways to develop and motivate employees to do their jobs better. The reason is quite simple, by adopting a coaching approach it can help to overcome the problem of evaluating using a fixed timeline. Employers will provide feedback on a regular basis, explain the mistake, and tell them how to improve on a certain issue. Based on that, a specific goal is set, expectation and outcome of performance is clarified, and lastly the employees will be inspired to take action and be motivated to achieve the goal, which results in better job performance. In their findings, a manager who continuously provides feedback, based on a mystery shopper's comment to staff in a restaurant, tends to find better performance from those staff. So, there is a relationship between continuous coaching and the performance of employees.

A theory which explains this relationship well is the Social Cognitive theory. It emphasizes feedback or comments from others who they are associating with, and who can help that certain individual to have more confidence in their ability and improve themselves to achieve their goals. This human resource theory also explains the importance of feedback to enable an individual to see and to understand the relationship between what they are doing and the result which they can expect (Bandura, 2001). This theory explains the relationship and how the importance and impact of the feedback from others to one's action affects the possible outcome. This is the reason why coaching is very effective. It helps certain individuals to see the results and understand how to improve on it from another's point of view.

2.4 Career Perception

When asking them about their career, they often express that they are quite worrisome toward it, because they feel that they are not ready or good enough for the ideal job or career that they hope to take on in the future. But from this sense of worry, they also get a sense of eagerness to learn and to excel in various areas, to make them become excellent workers (People, 2014). The economic meltdown when many companies laid off staff, and other events which have occurred during their time, might influence how they perceive their image toward their career and express their worry as well.

Generation Z views their careers differently than previous generations. They are looking for freedom in their work, flexible hours, freedom to do what they want to do and work whenever and wherever they want. They are not looking for someone who keeps an eye on them or monitors them all the time. What they need in their work is not a boss, but a friend who can get along and give them advice whenever they want. It seems like they need a space between themselves and their supervisors. Although they demand space, they also require immediate feedback, comments, and advice from their counterparts whenever they need it. Those who will manage Generation Z might have to manage them as a friend as well.

Kapil and Roy (2014) described the way they dress for work as whatever feels comfortable. So, employers might have to understand this and create a dress code which is acceptable for both parties. They view career as a tool or opportunity to develop their own life and increase their status. They are doing it to get a good life, travelling in Europe, driving Audis around, etc. They want to be someone who creates influence on a global level in the long term. From this statement, Generation Z thinks about career as a tool or means for them to achieve their needs or dreams in order to fulfill their lives.

From People's (2014) research, it seems like this generation will choose an organization that has similar values as they have. Apart from that, they are very likely to evaluate companies based on environmental impacts, sustainability, corporate culture, work colleagues, opportunity to learn, and ethical values, as well. Top executives also agree that they need to ensure that their corporate culture and norms are clear and align with them, in order to have an edge in recruiting top talent. Many corporations are facing a shortage of talented and skillful employees now. So, companies need to adapt and to take CSR, employee development programs, and working conditions which foster

teamwork into their consideration to attract the top of the line of Generation Z, who will soon join the workforce.

What Tulgan. (2013) found is also similar to what Tiwsuwan (2016) explained about what she expects from Generation Z. She pointed out that they are likely to choose the jobs and the organizations that they want to work with, and are not really desperate to get one, due to the fact that they might have a good family background which can support them. They have low tolerance and hate waiting, and dislike those who do not give them a chance to express their thoughts or try to stop them from thinking.

Kittitakulkarn. (2016) also has similar ideas to Tiwsuwan (2016). This new coming wave of staff will evaluate many jobs, positions, and companies before choosing to take on a job. They are looking for a job which is challenging and interesting for them. Not only that, this group of people also rates ethics and morality among their top criteria before choosing any company or job.

2.5 How to Prepare and Recruit Generation Z

American Express (2015) has an open forum to discuss guidelines on how to prepare for and recruit Generation Z, as listed below.

1. Go mobile – recruit through mobile, because it is one of the electronic devices that they always carry with them. They expect employers to send them information, processes and results through it as well. Making the message short to fit the screen is also necessary.

2. Social media – recruit through social media, then they will get a clear image regarding your company. Provide more information about your company in this way. If they are interested in your company, they will search for more information and review through social websites.

3. Forget college degrees – some of them do not believe in that any more. As everyone realizes, they believe in getting education everywhere, even through their mobiles from unknown colleges. They have seen many people who got their degrees from well-known colleges and still did not have good jobs or were still looking for a job now.

4. Recruit from what they have done, not their position – many are doing projects on their own, to learn and to be independent thinkers. This is what recruiters should

value, because they get skills, independent thinking and leadership, which are very important for leadership roles in the future.

5. Be open to new ideas – Generation Z will bring new knowledge and fresh ideas to firms, including how to do or to perform their day to day tasks. Employers should prepare and get ready for it or get ready to be outdated. They will come with tons of fresh ideas which many employers might feel irritated or annoyed by, sometimes they're defined as going against the grain.

According to Tiwsuwan (2016), she suggested ways for an organization to prepare, finding a leader who has a modern approach attitude, reorganizing company structure, and lastly, laying off those who are dead wood or who drag down the whole company, opposing new ideas or ways of doing things. This is quite like what other researchers have found. The company must open themselves up to this new generation who will bring new sets of ideas. Not only that, she also suggested that before recruiting new staff from Generation Z, the company should try to outsource in order to fill up positions first. After a few months of working, the company should evaluate that staff based on their performance. If they exhibit good performance and are able to do the job, employers should negotiate with those outsourced staff to join the company. Outsourcing or hiring temporary staff means hiring personnel who have knowledge and expertise on specific issues. They can work representing all of the company or only part of it. The key is to have no impact on the overall operations of the company, they may have been employed job by job, or signed a contract for a period of a month or a year, but it can be done according to the agreement between the operator and the contractor.

Currently, the system that works in the style of outsourcing is becoming popular among entrepreneurs, small businesses known as SME's, and multinational corporation sectors. These companies can meet the needs and style of doing business in the current scenario as well. The benefits of doing business by outsourcing are less cost, reduced care and management, and no wasting time coaching staff. They are prompt to start the job and professional. So, this can increase the performance of the company in a short time. There are benefits and risks of using outsourcing. It costs less, cuts unit structure and management, does not waste time coaching staff, has professional staff, and increases the performance of the company for its customers to build credibility.

The result in the end is that it also presents credibility for the customers. However, the downsides of outsourcing include many disadvantages. There can be a lack of continuity in implementation, as the transition team may often lack the necessary skills. The organization responsible for the hiring of staff may have taken the job as a short-term contract. Some employees do not feel motivated to work. Conflict with collaboration between employers and hired employees can adversely affect customers and visitors to the organization. There is the possibility that the company hired someone using a recruitment and selection process who has not performed well under a good Human Resource Department's quality personnel defined standards. They may not explicitly consider the main events and activities of the organization. The organization could lose its ability to compete and it could become a long-term weakness for the organization. Promsorn Amornsitpipat, Vice President from C.P. Consumer Product Company Limited shared this from his experience in the workplace for the past 35 years. Promsorn (2016).

2.6 Job Satisfaction in the Work Place, Job Performance and Reward

No one can deny that job satisfaction and job performance have connections with each other Arslan and Acar (2013) explained that job satisfaction is “pleasure or positive emotional satisfaction of a person's evaluation of his job and work life” (p.283). Other researchers describe job satisfaction as an emotion or feeling of an employee reflecting his/her work situation in the company, which may impact or influence motivation, absenteeism, and turnover of the employee him/herself (Skinner, Dubinsky, and Donnelly, 1984).

Other researchers have pointed out that job satisfaction has a relationship with job performance (Chomal and Baruah, 2014). Not only that, when employees feel satisfied with their jobs, it reduces tardiness, absenteeism, and turnover, which in turn also increases the organization's commitment, as well. So, employers should try to spend their time monitoring and raising overall job satisfaction, which will affect the level of employee commitment and in turn increase employee' productivity (Agarwal and Mehta, 2014). In order to increase job satisfaction, some employers adopt performance to pay. Some follow other approaches; sending personal notes, expressing gratitude, etc. Some try to understand the needs of the employees first before designing rewards to offer the employees.

Ozutka (2012) stated that reward, all types of benefits ranging from salary to favorable working conditions, is given out to employees or members for the sole purpose of maintaining or improving the outcome or result for individuals. Allen and Killman (2001) pointed out that employers should set a reward system to be aligned with corporate strategy and goals, and align with their employees' values to motivate each member to achieve and deliver favorable results and attract and retain current and new talented workers. From the above statements, employers distribute or give reward to maintain and increase the performance of everyone. And, it should be designed to help the corporation reach its goals.

Ozutka (2012) has researched the impact of both intrinsic and extrinsic rewards and their effect on job performance and satisfaction. First, this research defined intrinsic reward as status, recognition or praise by an immediate supervisor, personal and professional growth in the company, etc. It tends to increase the self-esteem of that individual. Researchers believe that employees are likely to be motivated and produce better results when they feel or believe that their efforts are important toward the success or goal of the team or organization.

Silverman (2004) described providing intrinsic reward; formal letters of thanks, gift vouchers, or offering special experiences like spa or massage visits, to maintain or in some case increase the level of employment satisfaction. Raus (2014) also confirmed that intrinsic rewards are more motivating for them than other forms of rewards or punishments. Mottaz (1985) provided another definition for intrinsic reward. It derives from the content of the job itself, and those factors are challenging work, the chance to use one's skills to accomplish the task, and feedback or comments from supervisors regarding the effectiveness or result of one's work. Although there are many definitions for intrinsic reward, it does not cost much for managers to do. It can help employers to earn both motivation and results from the employees as well.

On the other hand, extrinsic reward is described as pay, fringe benefits, promotion, job security, pay raises, bonuses, etc. If employees value money and other monetary incentives, they will try to perform better, put more effort into their jobs, be absent less, and focus on activities which will bring them more money (Ozutka, 2012). In the case of educational institutions which Raus (2014) has conducted research on, approximately 68% of respondents agreed that cash prizes and increases in salary can motivate them well.

This finding is also like what Goldsmith, Veum, and Darity (2000) found, by defining how a company can raise their total production and capacity by paying wages more than other firms to their workers. This premium wage might help to increase productivity by improving nutrition and morale, reducing turnover and absenteeism, and attracting skilled workers.

Although providing extrinsic rewards to employees can express that the company seriously values the results and contributions from its employees, if used too much or in the incorrect way, it can destroy the effectiveness of intrinsic reward to motivate employees to do their jobs. It might also teach employees or workers to become money hungry as well. Not only that, many quality leaders have described monetary reward, the most used of extrinsic rewards, as counterproductive to performance. They believe that performance cannot be evaluated accurately and sometimes is beyond the employee's control. Sometimes monetary reward destroys teamwork as well (Ozutka, 2012). Extrinsic rewards, especially in monetary form, are effective for boosting productivity, but employers should not overuse it, because it has some negative effects toward behavior as well.

In the case of hospitals, both Chomal and Baruah (2014) found that extrinsic reward such as money, does not lead to an increase in job satisfaction that much, compared to intrinsic reward. But in the case of banks, their research found that extrinsic reward has a direct impact and positive relationship with job satisfaction. There is no one size fits all solution for this issue. So, it is up to each manager to be able to craft the one that fits their subordinates, Generation Z, in order to motivate them to work and to stay with the organization. Also, employers need to understand that people in different industries have different demands.

When asking about how employers should provide rewards to these people, Tiwsuwan (2016) suggested that employers should provide a chance for them to attend courses to further improve their skills and knowledge and which are related to their interests and to the jobs that they are doing. By doing so, it will increase overall staff morale and better prepare that employee for the next job in the company in the future. Her opinion is quite like other researchers. Generation Z values continuous education. So, employers should provide a chance for them to learn and to improve their skills and knowledge in order to prepare this group of employees for their role in the future and increase their morale.

2.7 How is the Boss Think in Term of Coaching?

According to Mr. Promsorn A. (2016), Generation Z is a group of people who grew up with computers and technology. They also can work using communication and do various jobs at the same time.

These children come from parents who are Generation X. Most modern families have only one or two kids. Unlike their predecessors who have 5-6 children, they have no brothers or sisters. When they come to work they think that what they are spending time on is a personal matter. They are not in a hurry to get the job done, they just come for the experience. Some people may not even know what they like yet, they just come to work because they want to learn and find out what they want at the beginning of their working life. Therefore, it's important to cope with Generation Z by coaching them on their job description. There are opportunities to work in such situations.

Mr. Promsorn A. (2016) has suggested that anyone who wants to be a good leader must coach them to work smarter and needs to develop their own style, like his boss taught him. The coach should be brave, present ideas, and dare to argue with the team. They need to work by discussing their reasons rather than running the same commands. He taught his employees from his own jobs, but did not sit around saying the only thing to do is to create value for them at work. The ideal should be troubleshooting guidelines, stating each step more clearly and then leaving them to solve it by themselves. They must work with diligence to create value from their work, even if they face heavy stress. Everyone in an organization is a small cog. If any part is missing or incomplete it will affect the job's success or completion. The value of their work is significant because other people who work will see the value in working at the same time. Based on our own effort we created it. No other people will work with us if we're presumptuous because we have a big head, so we must be considerate of their work and agree to work with them to achieve the goals of both sides.

We asked from junior management the same questions. Kadwadee's (2016) position is the Overseas Manger from Siamese Intercom Company Limited. Her age is only 29 years, but her comment is quite interesting about Generation Z, because she has direct experience on her job. She said that for them technology is very close to touch and most easily accessible. There are facilities that can meet the demands of their everyday life by just a click and move of the finger. By the way, she thought that Generation Z loves

comfort because they have everything comfortable for them. They can most easily access the use of mobile phones, tablet applications and social networks, and think that it's the most important technology in their lives. They would like to be recognized by the public. They love to hear other people appreciate their observations on Facebook, Instagram and Twitter. Generation Z has a sense of self-confidence and feels more special than others. They have little patience in turn. They occasionally imitate behavior based on current standings. They will intensively work to achieve success. Some parents guide them that different results will not come from normal action.

Kadwadee (2016) suggested that first, the companies need to be open and get to know the basics of Generation Z. Once we know their behavior it will spread to the needs of both us and Generation Z's employees as well. When children feel enjoyment while working with good supervisors, the work that they like will result in good performance, which will show in the end. There is always hope.

The suggestions and advise of both senior and junior executives are quite good, and represent the differences between what Generations "Z" thinks about their supervisors in terms of leadership, and how their bosses react to their needs. They have good experience within the organization and good vision.

Regarding a pleasant and positive attitude that people have towards their work, non-satisfaction is an attitude in the work place toward only a single individual, but morale is a feeling among the group. Morale reflects the motivation to work with other group members to achieve the goals of the organization. The work will be judged on their job satisfaction, level of experience, and what the criteria is that exists at that time. On issues regarding job satisfaction, Kadwadee (2016) said the source of satisfaction, for the organization and the individual, shows that job satisfaction is something that is no less important to both individuals and organizations. There is a satisfaction enhancing quality of life when the work causes no mental stress and creates a sense of value. As well as meeting with success, Kittitakulkarn (2016) added that if a person is not satisfied in a job, it's easy to conflict with the work, get frustrated and become alienated from the job in the end.

CHAPTER 3

RESEARCH METHODOLOGY

This study was a research survey to study and survey employees in Generation Z who work with Generation Y. It consists of the following steps: 1) Research Methods 2) Population and Sample Size Selection 3) Reliability Test 4) Data Collection Method 5) Statistical Analysis 6) Value Interpretation

This study researched generation Z because this generation comes and goes, is enterprising, and especially those who are in Human Resource fields need to prepare themselves and get ready for this next generation to join the workforce. They have different needs and wants compared to previous generations before them. If organizations cannot earn their trust and are unable to motivate them, it will be hard to utilize their potential fully and it might affect the bottom line of enterprises in the long run. Not only that, it will hinder their ability to recruit as well, because the coming generation “Z” will use social networks and the internet to search for information online regarding the company first. If they do not like what they see, they will express and share their ideas and attitudes on the internet and social networks. Due to this point, the researcher aimed to understand the differences and the ways to motivate them by focusing on how to reward them, both extrinsically and intrinsically, and how to lead them by adopting a coaching style of leadership for job satisfaction. From much research in the past, job satisfaction has a significant relationship with performance, which is the bottom line of every organization.

First, when creating the questionnaire the quality of each question should be relevant to the objectives and research purpose. IOC stands for Index of Item-Objective Congruence, it identifies concordance between the questions and the research objectives. IOC is calculated to assess the quality of each question, whether it is relevant to the objectives or research purpose. Normally five committees are used to score each question.

- +1 for sure of question is congruent to objective
- 0 for not sure of question is congruent to objective
- 1 for sure of question is not congruent to objective

Formula $IC = \frac{\Sigma R}{N}; IC = IOC$

ΣR = the total of score of each question

N = the number of committees

IC should be greater than or equal to 0.5, if less than 0.5 that question must be rejected or adjusted.

There are three committees that are used to score each question and who are experts in a related field. The result of IOC is 0.73, which is appropriate.

3.1 Research Methods

This research aims to study and survey employees in Generation “Z” who work in the workplace. This is a quantitative research using data collected from a questionnaire to the sample Secondary school and high school in Satit’s school. After the questionnaires were returned to be analyzed with statistical methods, a Data Collection Method was developed for an alternative and solution. The population for this research was the education level of junior high school and high school in the Bangkok area, using English language only.

The sample used in this research. The researchers used a simple random sampling technique (Simple Random Sampling), which is a selection made purely by chance (Fox, Hunn, and Mathers, 2009). The first step was to determine the size of the population for this study. They were students in junior high school, high school and university, both females and males, 400 sets were distributed at public areas like Siam Square. About 20% of the sample was given to high school students at the selected age of 15-16 years old. This process was undertaken under the guidance of their teachers. Another way was to distribute by sending Emails with Google doc.

From this research, the relationship and magnitude between each factor, intrinsic and extrinsic rewards, coaching style leadership, and job satisfaction will be identified by utilizing a multiple regression method to calculate the relationship between independent factors and dependent factors. After that, it will also reveal the relationship between job satisfaction and performance, so any organization or individual can refer to this research to

formulate a strategy or way to lead the new staff from Generation Z, whom they are going to recruit very soon.

To conduct this research, a causal study was adopted to understand the cause and effect between variables. This approach is adopted whenever a researcher wants to understand the change on one variable caused by another change in another variable (Shukla, 2008). In other words, how independent variables affect or alter dependent variables, job satisfaction in this case.

3.2 Population and Sample Size Selection

According to the population of Satid's students from the Ministry of Education, Thailand in the year 2016 had the following school groups affiliated with Government Universities in Thailand: 22 schools, of which 5 schools are in the Bangkok area and are secondary schools, which matches for this research with a target group of 14- 19 year olds.

Table 3.1 School groups affiliated with Government Universities in Thailand

No.	School groups affiliated with Government Universities in Thailand	Area
1	Kasetsart University Laboratory School Center for Education Research and Development.	Bangkok
2	Kasetsart University Laboratory School Kamphaeng Saen Campus Education Research and Development Center	Kamphaeng Saen
3	The Demonstration School of Khon Kaen University (Education)	Khon Kaen
4	The Demonstration School of Khon Kaen University (Moodindaeng)	Khon Kaen
5	Chulalongkorn University Demonstration School	Bangkok
6	Chiang Mai University Demonstration School	Chiang Mai
7	Demonstration School University of Phayao	Phayao
8	Piboonbumpen Demonstration School	Chonburi
9	Naresuan University Secondary Demonstration School	Phitsanulok

Table 3.1 School groups affiliated with Government Universities in Thailand (cont).

No.	School groups affiliated with the University of Thailand Government	Area
10	Mahasarakham University Demonstration School	Mahasarakham
11	The Demonstration School of Ramkhamhaeng University	Bangkok
12	Patumwan Demonstration School Srinakharinwirot University	Bangkok
13	Srinakharinwirot University Prasarnmit Demonstration School	Bangkok
14	Educational Research Development and Demonstration Institute Prasarnmit Ongkharak	Pathum Thani
15	The Demonstration School of Silpakorn University	Nakhon Pathom
16	Demonstration School of Prince of Songkla University	Songkla
17	Mahidol University International Demonstration School	Nakhon Pathom
18	Demonstration School of Nakhon Phanom University	Nakhon Pathom
19	La-Orutis Demonstration School Suan Dusit University Bangkok (primary school)	Bangkok
20	La-Orutis Demonstration School Suan Dusit University Suphanburi	Suphanburi
21	La-Orutis Demonstration School Suan Dusit University Nakhonnayok	Nakhonnayok
22	La-Orutis Demonstration School Suan Dusit University Lampang	Lampang

Another population of Satid's students from the Ministry of Education in Thailand, year 2016, was the school groups affiliated with Rajabhat University, with 29 schools, 3 in the Bangkok area are secondary schools, which match up for this research with a target group of 14-19 year olds.

Table 3.2 School groups affiliated with the Rajabhat University

No.	School groups affiliated with the Rajabhat University	Area
1	Wat Phrasrimadhat secondary demonstration school of Phranakhon Rajabhat University	Bangkok
2	Demonstration School of Suan Sunandha Rajabhat University	Bangkok
3	Demonstration School of Bansomdejchaopraya Rajabhat University	Bangkok
4	Satit School of Phranakhon Si Ayutthaya Rajabhat University	Ayutthaya
5	Demonstration School of Thepsatri Rajabhat University	Lopburi
6	Demonstration School of Nakhon Prathom Rajaphat University	Nakhon Prathom
7	Demonstration School of Nakhon Sawan Rajabhat University	Nakhon Sawan
8	Rajabhat Maha Sarakham University Demonstration School	Maha Sarakham
9	Demonstration School of Uttaradit Rajabhat University	Uttaradit
10	Demonstration School of Surindra Rajabhat University	Surin
11	Demonstration School of Nakhon Ratchasima Rajabhat University	Nakhon Ratchasima
12	Demonstration School of Chiang Rai Rajabhat University	Chiang Rai
13	Demonstration School of Chiang Mai Rajabhat University	Chiang Mai
14	Pibulsongkram Rajabhat University Demonstration School	Pibulsongkram

Table 3.2 School groups affiliated with the Rajabhat University (cont.)

No.	School groups affiliated with the Rajabhat University	Area
15	Demonstration School of Valaya Alongkorn Rajabhat University	Ayutthaya
16	Demonstration School of Songkhla Rajabhat University	Songkhla
17	Demonstration school At the University College Rambhaibarni	Chanthaburi
18	The Laboratory School Of Ubon Ratchathani Rajabhat University	Ubon Ratchathani
19	Demonstration School of Chandrakasem Rajabhat University (primary school)	Bangkok
20	Demonstration School of Yala Rajabhat University	Yala
21	Nakhon Si Thammarat Rajabhat University Demonstration School	Nakhon Si Thammarat
22	Demonstration School of Phetchaburi Rajabhat Universit	Phetchaburi
23	Demonstration School of Udon Thani Rajabhat University	Udon Thani
24	Demonstration School of Loei Rajabhat University	Loei
25	Vithidham School Sakon Nakhon Rajabhat University	Sakon Nakhon
26	Demonstration School of Roi Et Rajabhat University	Roi Et
27	Sisaket Rajabhat University Demonstration School	Sisaket
28	Demonstration School of Dhonburi Rajabhat University	Samutprakan
29	Demonstration School of Phetchabun Rajabhat University	Phetchabun

Other than this, the Ministry of Education in Thailand in year 2016 shows school groups affiliated with Under Private Universities with 2 schools, but there were no primary schools that had a target age group to do the research.

Table 3.3 School groups affiliated Under Private Universities

No.	School groups affiliated Under Private Universities	Area
1	Satit Bilingual School of Rangsit University	Pathum Thani
2	Demonstration School of Bangkok University Thonburi (primary school)	Bangkok

In order to retrieve the necessary information to test our hypothesis and to achieve the objective of this research, the information needed to be extracted from the sample size from the total population. Shukla (2008) defined population as the total cases that conform to some designated specification. In this case, total students for under graduate degrees, or from their first or second years of universities, or everyone who was born after the year 1997 were all eligible to complete this questionnaire. However, to study every single case or individual in the population was too time consuming and costly, so the researcher scaled down the sample from the population pool and used a subset of those in the sample pool, using a non-probability method, because the total population is unknown in this case. Therefore everyone in the sample pool has an equal chance to be selected. To clarify the population of interest, a screening question was asked at the beginning of the questionnaire to prevent those who were not eligible or not qualified. If not defined correctly, the retrieved data could be misleading and the result might not have been accurate during the analysis process.

The population of interest for this research was all Thai citizens who were currently studying in Satid's School and between 16-19 years old, live and study in the Bangkok area, are able to read English and possess a good education. The total sample size, representative of the entire population, was calculated statistically so that the retrieved data could be used to make inference to the whole population. Due to the fact that the population size is unknown or the population is more than 100,000, the researcher needed to conduct at least 400 sets of questionnaires to achieve a 95% level of precision according to the formula presented below (Rose, Spinks, and Canhoto, 2015).

$$n = \frac{4pq}{d^2}$$

n is total sample size requires for this research

p is equal to 0.5, because of maximum heterogeneity assumption

q is equal to 1 – p

d is margin of error

$$n = \frac{(4 \times 0.5 \times 0.5)}{0.052}$$

$$n = 400$$

Isaac and Michael (1981) also agreed on this number of the total sample size required. They presented the total number for our sample size needed to conduct the research below.

Table 3.4 Isaac and Michael's sample size table

Population Size	Sample size		Population Size	Sample size		Population Size	Sample size	
	5%	10%		5%	10%		5%	10%
10	10		65	56		200	134	67
15	14		70	59		225	144	70
20	19		75	63		250	154	72
25	24		80	66		275	163	74
30	28		85	70		300	172	76
35	32		90	73		325	180	77
40	36		95	76		350	187	78
45	40		100	81	51	375	194	80
50	44		125	96	56	400	201	81
55	48		150	110	61	425	207	82
60	52		175	122	64	450	212	82

Source: Isaac and Michael, 1981

As per the number from the above table for an unknown population or any population of more than 100,000, Isaac and Michael (1981) suggested to collect around 398 samples, which is close to 400. So, 400 sets of questionnaires were carried out to obtain the necessary data.

After identifying the total sample size needed to collect data, the researcher needed to design the instrument to collect it. In this case, a questionnaire was adopted to send to respondents and gather the necessary data to analyze. Shukla (2008) defined a questionnaire as a set of questions involving various measurements and scales designed to extract and collect necessary information and the primary data to answer a research objective. The questionnaire is characterized by two objectives, converting information needed by the researchers into specific questions and designed specifically to a group of respondents who will answer them. The questionnaire consists of multiple statements and asks the respondents to rate their attitude and feeling toward each statement by using a Likert scale, ranging from 1 for least important, to 5 for most important. Not only that, their feelings toward both extrinsic and intrinsic rewards and coaching style leadership were also gathered in this questionnaire.

3.3 Reliability Test

Using the Reliability analysis of IBM SPSS software, Shukla (2008) described reliability as a consistency of result or outcome over a period to test the reliability of a questionnaire. Many researchers suggest adopting split half reliability, or Cronbach's Alpha. By using this test, one can measure the internal consistency reliability. Both pre- and post-questionnaire launching scores must be above 0.7, or 70%, for internal consistency. Due to this point, the researcher conducted pre- and post-launching questionnaires to find the correlation and consistency of each questionnaire. The result of both pre- and post-launching, presented as Cronbach's Alpha score, was equal to 0.939

3.4 Data Collection Method

The researcher adopted both primary and secondary data collection methods. Primary data was originated by the researcher to answer the problems or research objectives at hand (Shukla, 2008). The secondary data was collected from various sources of magazines, journals, and previous research. Although the secondary data could help researchers to minimize cost and to provide some answers to current problems, it might not solve all the problems or objectives which the researcher wished to achieve. On the other hand, the primary data was collected first hand and designed specifically to solve specific problems which the researchers identified.

As for this research, non-probability sampling was selected because the total population was unknown. The questionnaire was distributed through Google doc, and some were distributed face to face in public areas for the selected target group of ages between 16-19 years old, totaling 400 sets altogether. After receiving all responses, the researcher assigned codes to all data for further analysis in the IBM SPSS program.

For the Secondary data the researcher gathered information on Generation Z regarding rewards and coaching style leadership through various journals, magazines, and articles in order to develop alternatives and solutions to carry out this research.

3.5 Statistical Analysis

In this research the researcher utilized both descriptive and quantitative analysis. Shukla (2008) described descriptive statistics as a description of the characteristics of the data. It includes mean, median, standard deviation, range of scores, etc. It provides a broad view of the characteristics of the sample to the researcher. On the other hand, quantitative analysis provides a correlation or relationship between two or more variables. Various researchers have utilized this method to test their hypothesis and understand the impacts of one factor to another. As for this research, Pearson correlation and T-test Anova are both simple tests that were used to test overall, a Frequency Measuring Test was also adopted to carry out this research in order to test the hypothesis.

3.6 Value Interpretation

To understand attitudes and the level of agreement and disagreement from the respondents, a Likert scale is recommended (Shukla, 2008). This scale allows respondents to express their feelings toward each statement and the topic under research. In this research, the researcher adopted a 5 point Likert scale, instead of 4 or 7 points. A 4 point Likert scale does not have a mid or neutral point. Due to this reason, some respondents might rate his/her answer positively in order to help the researcher, or do so according to the norms of society, not expressing their feelings. (Worcester and Burns, 1975). They also pointed out that a 4 point scale appears to lead respondents to select more positive points on the scale when the middle point is not presented. By having 7 or more points on the scale, it provides slightly better results. However, it might cause confusion among respondents or cause respondents to abandon the questionnaire because of

difficulty. Colman, Norris, and Preston (1997) also confirmed the point that there is not much difference between 5 and 7 point Likert scales. Dawes (2007) made a comparison in his research between 5 and 7 points scales and found no differences between means of the answers from each scale.

For this reason, the researcher chose to adopt a 5 point scale in this questionnaire. The measurement value from this scale was computed as follows:

$$\text{Interval(I)} = \frac{\text{Range (R)}}{\text{Class (C)}}$$

$$R = \text{Highest score} - \text{Lowest score} = 5 - 1 = 4$$

$$C = \text{Interval scale} = 5$$

$$\begin{aligned} \text{Interval(I)} &= \frac{(5-1)}{5} \\ &= 0.8 \end{aligned}$$

To interpret above calculation:

Any score between 1.00 – 1.80 will be considered as least important

Any score between 1.81 – 2.61 will be considered as less important

Any score between 2.62 – 3.41 will be considered as moderate important

Any score between 3.41 – 4.22 will be considered as very important

Any score between 4.23 – 5.00 will be considered as most important

Values of the Pearson Correlation by the level of statistical significance at the 0.05 level and the level of relations with the following criteria. (Hinkle, 1998: 118)

r the level of relations

.90 - 1.00 with very high affinity

.70 - .90 has consistently high level

.50 - .70 are related to moderate.

.30 - .50 has consistently low.

.00 - .30 are connected in a very low level.

CHAPTER 4

RESEARCH FINDINGS

The study entitled “How to Reward and Lead the Next Generation “Z” in the Work Place” is a case study using questionnaires to collect and interpret data from Next Generation “Z” in Satid’s School in the Bangkok area, with a total sampling amount of 400 persons, the results of this study are shown in the Sixth part as follows;

The hypotheses testing was presented using descriptive and inferential statistical techniques consisting of frequency, percentage, mean, standard deviation, T-test, One-way analysis of variance (ANOVA) and Pearson Correlation. Data analysis. Symbols for this research to clarify understanding of the data analysis are identified with the following symbols:

- n = Sample size
- \bar{X} = Mean
- S.D. = Standard deviation
- F = F value
- t = t-value
- r = The Correlation Coefficient
- Sig. = Data valuable significant level of 0.05

4.1 Descriptive Statistics

Part 1: General Information

Table 4.1 Descriptive statistical analysis by Frequencies of Gender

Gender	Frequency	Percentage
Female	274	68.50
Male	126	31.50
Total	400	100.00

Findings from Table 4. 1, The majority gender of the sampling size was female at 274 persons (68.5%), the males were 126 persons (31.5%).

Table 4.2 Descriptive statistical analysis by Frequencies of Age

Age	Frequency	Percentage
16 Years old	36	9.0
17 Years old	55	13.8
18 Years old	138	34.5
19 Years old	171	42.8
Total	400	100.0

Findings from Table 4.2, The majority age of our sampling size relating to the next Generation “Z” age was 18 years old with 138 persons (34.5%), this was followed by 19 years old which amounted to 171 persons (42.8%) respectively.

Table 4.3 Descriptive statistical analysis by Frequencies of Grade

Grade	Frequency	Percentage
Grade 4	33	8.3
Grade 5	114	28.5
Grade 6	253	63.2
Total	400	100.0

Findings from Table 4.3, The majority Grade of our sampling size relating to next Generation “Z” Grade was Grade 4 which amounted to 33 persons (8.3%), Grade 5 amounted to 114 persons (28.5%), then followed by Grade 6 which amounted to 253 persons (63.2%) respectively.

Table 4.4 Descriptive statistical analysis by Frequencies of kind of work

Kind of Work	Frequency	Percentage
Natural Industries	65	16.25
Production Industries	52	13.00
Service Industries	97	24.25
High-tech Industries	186	46.50
Total	400	100.00

Findings from Table 4.4, The majority concerning Kind of Work for our sampling size related to next Generation “Z” Kind of Work was in High-tech Industries with an

amount of 186 persons (46.50%), Service Industries had 97 persons (24.25%) Production Industries came in at 52 persons (13.0%), all followed with Natural Industries, which amounted to 65 persons (16.25%), respectively.

Table 4.5 Descriptive statistical analysis by Frequencies of most important thing

Most Important Thing	Frequency	Percentage
earn lot of money	57	14.25
earn high position and respect from others	70	17.50
want to have a peaceful life	126	31.50
earn high social status which people acknowledge who you are	147	36.75
Total	400	100.00

Findings from Table 4.5, The majority for the most important thing of our sampling size related to Next Generation “Z” the Most Important Thing was: earn high social status which people acknowledge who you are, 147 persons (36.75%), then followed by want to have a peaceful life, 126 persons (31.50%) earn high position and respect from others, 70 persons (17.50%) and: earn a lot of money, 57 persons (14.25%); respectively.

Part 2: Reward – Intrinsic & Extrinsic

These findings are based on the analysis and interpretation of data as follows.

Average 4:21 to 5:00 refers to strongly agree

Average 3:41 to 4:20 refers to tend to agree

Average 2.61 to 3.40 refers to no opinion/don't know

Average 1.81 to 2.60 refers to tend to disagree

Average 1.00 to 1.80 refers to strongly disagree

This part calculates by descriptive statistical technique; frequency percentage mean and standard deviation statistics.

Table 4.6 Descriptive statistical analysis by Frequencies of good salary. I want to earn a good salary from the beginning of my career

Good Salary	Frequency	Percentage
Strongly disagree	36	9.00
Tend to disagree	100	25.00
No opinion/Don't know	62	15.50
Tend to agree	100	25.00
Strongly agree	102	25.50
Total	400	100.00

Findings from Table 4.6, The majority is Tend to agree and Strongly agree with 202 persons (50.50%) combined, 136 persons (34.0%) answered Tend to disagree and Strongly disagree, but 62 persons (15.50%) answered no opinion or don't know, respectively.

Table 4.7 Descriptive statistical analysis by Frequencies of flexible hours. Do you prefer to have flexible working hours?

Flexible Hours	Frequency	Percentage
Strongly disagree	9	2.25
Tend to disagree	22	5.50
No opinion/Don't know	22	5.50
Tend to agree	184	46.00
Strongly agree	163	40.75
Total	400	100.00

Findings from Table 4.7, the majority Tends to agree and strongly agree, which amounted to 347 persons or 86.75%, from above.

Table 4.8 Descriptive statistical analysis by Frequencies of fairly treated. Being fairly treated in my organization.

Being fairly	Frequency	Percentage
Strongly disagree	10	2.50
Tend to disagree	18	4.50

Table 4.8 Descriptive statistical analysis by Frequencies of fairly treated. Being fairly treated in my organization. (cont.)

Being fairly	Frequency	Percentage
No opinion/Don't know	17	4.25
Tend to agree	196	49.00
Strongly agree	159	39.75
Total	400	100.00

Findings from Table 4.8, the majority Tend to agree and strongly agree, amounting to 355 persons or 88.75%, from above.

Table 4.9 Descriptive statistical analysis by Frequency of wait at least 6 months. Do you prefer to work in the organization that I like even though I need to wait at least 6 months after graduation?

Wait 6 Months	Frequency	Percentage
Strongly disagree	116	29.00
Tend to disagree	62	15.50
No opinion/Don't know	18	4.50
Tend to agree	127	31.75
Strongly agree	77	19.25
Total	400	100.00

Findings from Table 4.9, the majority Tends to agree and strongly agree, with 204 persons or 51.0%, while Tend to disagree and Strongly disagree are 178 persons or 44.50%, 4.50% are still not sure.

Table 4.10 Descriptive statistical analysis by Frequency of the best ability. Having a job in which I can perform to the best of my ability

Job in Ability	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	16	4.00
No opinion/Don't know	14	3.50
Tend to agree	215	53.75

Table 4.10 Descriptive statistical analysis by Frequency of the best ability. Having a job in which I can perform to the best of my ability (cont.)

Job in Ability	Frequency	Percentage
Strongly agree	150	37.50
Total	400	100.00

Findings from Table 4.10, the majority who Tend to agree and strongly agree amount to 365 persons or 91.25%, from above.

Table 4.11 Descriptive statistical analysis by Frequency of iPad during work. I prefer to work in organization which can use internet and other electrical devices, mobile, iPad and etc. during work hour?

iPad during work	Frequency	Percentage
Strongly disagree	12	3.00
Tend to disagree	18	4.50
No opinion/Don't know	22	5.50
Tend to agree	189	47.25
Strongly agree	159	39.75
Total	400	100.00

Findings from Table 4.11, the majority who Tend to agree and strongly agree total 348 persons or 87.00%, from above.

Table 4.12 Descriptive statistical analysis by Frequency of extra course I would rather choose to have an extra course of education which I can choose to study outside of company or an exceptional experience; massage yoga course, spa and etc. rather than receiving money or other monetary forms as reward

Extra Course	Frequency	Percentage
Strongly disagree	11	2.75
Tend to disagree	21	5.25
No opinion/Don't know	24	6.00
Tend to agree	181	45.25
Strongly agree	163	40.75
Total	400	100.00

Findings from Table 4.12, the majority who Tend to agree and strongly agree amount to 344 persons or 86.00%, from above.

4.2 Data analysis

The nature of the data analysis is noted from the Status query in terms of a general Method for frequency. The conclusion is reported as a percentage. The questionnaire survey regarding Reward, Managing Style, Job Satisfaction Factors and Performance uses the mean and standard deviation (SD). Mean is the average and calculated as the median value in the group, it represents a main unit and may have a lot of information that relates to the Standard Deviation. Standard deviation, or SD, was invented by Francis Galton in the late 1860s, the purpose of this calculation is for analyzing the distribution of data. If the average shows that there is a lot of variance in the distribution of the data, the SD is high.

The next table shows an average of the Mean and SD from the section of Reward - Intrinsic & Extrinsic, and Compute Variable, in order to find the average of the scale by using the result from numbers 1 to 7 added together, then divided by the number of questions that shows number 7 in order to get the average of them by frequency, we then marked the statistic to find the Mean and SD.

Table 4.13 Mean and standard deviation of reward – intrinsic & extrinsic

Reward – Intrinsic & Extrinsic	Mean	S.D.	Level	Ranking
1. I want to earn a good salary from the beginning of my career.	3.33	1.33	No opinion/ don't know	6
2. Do you prefer to have flexible working hours?	4.18	0.93	Tend to agree	3
3. Being fairly treated in my organization	4.19	0.90	Tend to agree	2
4. Do you prefer to work in the organization that I like even though I need to wait at least 6 months after graduation?	2.97	1.55	No opinion/ don't know	7

Table 4.13 Mean and standard deviation of reward – intrinsic & extrinsic (cont.)

Reward – Intrinsic & Extrinsic	Mean	S.D.	Level	Ranking
5. Having a job in which I can perform to the best of my ability	4.22	0.80	strongly agree	1
6. I prefer to work in organization which can use internet and other electrical devices, mobile, iPad and etc. during work hour?	4.16	0.94	Tend to agree	4
7. I would rather choose to have an extra course of education which I can choose to study outside of company or an exceptional experience; massage yoga course, spa and etc. rather than receiving money or other monetary forms as reward.	4.16	0.95	Tend to agree	5
Total	3.89	0.61	Tend to agree	-

Table 4.13 illustrates the majority sampling size as related to Reward – Intrinsic & Extrinsic, using an overall Tend to agree rating (Mean = 3.89, S.D. = 0.61).

From the Reward – Intrinsic & Extrinsic questionnaires, the researcher considered these findings: Having a job in which I can perform to the best of my ability was the highest item for the respondents as to what impacted their Reward – Intrinsic & Extrinsic and was stated at the strongly agree level with a Mean = 4.22, S.D. = 0.80. This was followed by the next question: Being fairly treated in my organization, the respondents Tend to agree at the level of Mean=4.19, S.D.=0.90. The next question: Do you prefer to have flexible working hours? It concluded with Tend to agree at the level of Mean = 4.18, S.D. = 0.93. Next question: I prefer to work in an organization where I can use the internet and other electronic devices (mobile, iPad, etc.) during working hours. Respondents tend to agree at a level of Mean = 4.16, S.D. = 0.94. Next question: I would rather choose to have an extra course of education, which I can choose, to study outside the company or an exceptional experience (massage, yoga course, spa, etc.) rather than receiving money or other monetary forms of reward. Respondents tend to agree by a Mean = 4.16, S.D. = 0.95. Next question: I want to earn a good salary from the beginning of my career.

Those with No opinion/don't know had a Mean = 3.33, S.D. = 1.33, and the last question in Reward – Intrinsic & Extrinsic factors was: Do you prefer to work in an organization that you like even though you need to wait at least 6 months after graduation? The results stated No opinion/ don't know at Mean = 2.97, S.D. = 1.55, respectively.

Part 3: Managing style – Coaching

Table 4.14 Descriptive statistical analysis by Frequency of the Coach me anytime. I prefer to have supervisor which can provide me assistant and coach me anytime.

Coach Me Anytime	Frequency	Percentage
Strongly disagree	9	2.25
Tend to disagree	31	7.75
No opinion/Don't know	27	6.75
Tend to agree	215	53.75
Strongly agree	118	29.50
Total	400	100.00

Findings from Table 4.14, The majority who Tend to agree and Strongly agree totaled 333 persons or 83.25%, from above.

Table 4.15 Descriptive statistical analysis by Frequency of consultant anytime. I would likely be satisfied with the job if my supervisor can provide assistance or consult with me anytime I need.

Consultant Anytime	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	15	3.75
No opinion/Don't know	24	6.00
Tend to agree	218	54.50
Strongly agree	138	34.50
Total	400	100.00

Findings from Table 4.15, the majority who Tend to agree and strongly agree totalled 356 persons or 89.0%, from above.

Table 4.16 Descriptive statistical analysis by Frequency of leader permitted. My leader should be someone whom I permit, not from the job title.

Leader Admitted	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	14	3.50
No opinion/Don't know	17	4.25
Tend to agree	199	49.75
Strongly agree	162	40.50
Total	400	100.00

Findings from Table 4.16, the majority who Tend to agree and strongly agree totalled 361 persons or 90.25%, from above.

Table 4.17 Descriptive statistical analysis by Frequency of Immediate Coach. An immediate supervisor should be ready to coach me anytime.

Immediate Coach	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	21	5.25
No opinion/Don't know	15	3.75
Tend to agree	190	47.50
Strongly agree	169	42.25
Total	400	100.00

Findings from Table 4.17, The majority who Tend to agree and Strongly agree amounted to 359 persons or 89.75%, from above.

Table 4.18 Descriptive statistical analysis by Frequency of requests. If I'm not satisfied with the job, I won't do anything more than what my supervisor requests from me.

Asks to do	Frequency	Percentage
Strongly disagree	12	3.00
Tend to disagree	14	3.50
No opinion/Don't know	16	4.00

Table 4.18 Descriptive statistical analysis by Frequency of requests. If I'm not satisfied with the job, I won't do anything more than what my supervisor requests from me. (cont.)

Asks to do	Frequency	Percentage
Tend to agree	220	55.00
Strongly agree	138	34.50
Total	400	100.00

Findings from Table 4.18, the majority tend to agree and strongly agree with 358 persons or 89.50%, from above.

Table 4.19 Descriptive statistical analysis by Frequency of achieving objectives. When we make the decisions, especially for problem solving, I need a supervisor's support to achieve the objectives.

Achieving Objectives	Frequency	Percentage
Strongly disagree	11	2.75
Tend to disagree	11	2.75
No opinion/Don't know	19	4.75
Tend to agree	228	57.00
Strongly agree	131	32.75
Total	400	100.00

Findings from Table 4.19, the majority who Tend to agree and strongly agree amount to 359 persons or 89.75%, from above.

Table 4.20 Descriptive statistical analysis by Frequency of without comment. I want to do my job, step by step, following the action plan as approved, without comment until finished.

Without Comment Until Finish	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	21	5.25
No opinion/Don't know	16	4.00
Tend to agree	220	55.00

Table 4.20 Descriptive statistical analysis by Frequency of without comment. I want to do my job, step by step, following the action plan as approved, without comment until finished. (cont.)

Without Comment Until Finish	Frequency	Percentage
Strongly agree	135	33.75
Total	400	100.00

Findings from Table 4.20, The majority Tend to agree and Strongly agree with 355 persons or 88.75%, from above.

Table 4.21 Mean and standard deviation of Managing style – Coaching

Managing style – Coaching	Mean	S.D.	Level	Ranking
1. I prefer to have supervisor which can provide me assistant and coach me anytime.	4.06	0.94	Tend to agree	7
2. Would likely to feel satisfy with the job if my supervisor can provide an assistance or consultant to me anytime I need.	4.17	0.8	Tend to agree	3
3. My leader should be someone whom I admitted, not from the job title	4.23	0.85	strongly agree	2
4. Immediate supervisor is ready to coach me anytime.	4.24	0.85	strongly agree	1
5. If I'm not satisfied with the job, I won't do anything more than what my supervisor asks me to do.	4.15	0.88	Tend to agree	4
6. When we make the decisions especially to problem solving, I need supervisor support to make it achieving objectives.	4.14	0.84	Tend to agree	5
7. I want to do my jobs step by step follow to the action plan as approved without comment until finish.	4.13	0.87	Tend to agree	6
Total	4.15	0.57	Tend to agree	-

Table 4.21 shows the average Mean and SD from the section of Managing style – Coaching , and Compute Variable, in order to find the average on the scale by using the result from numbers 1 to 7 added together, then divided by the amount of questions that showed number 7 to get the average of them by frequency. Then we marked the statistic to find the Mean and SD. This table of majorities illustrates the sampling size related to Managing style – Coaching, the overall rating was at the Tend to agree level (Mean = 4.15, S.D. = 0.57).

From the Managing style - Coaching questionnaires, when the researcher considered the questionnaire asking if an immediate supervisor is ready to coach me anytime, respondents stated at a strongly agree level with a Mean = 4.24, S.D. = 0.85. This was followed by the next question: My leader should be someone whom I permit, not from the job title, had a strongly agree level with Mean = 4.23, S.D.=0.85. The next question: I would likely feel satisfied with the job if my supervisor can provide assistance or consult with me anytime I need, respondents Tend to agree with Mean = 4.17, S.D. = 0.80. Next question; If I'm not satisfied with the job, I won't do anything more than what my supervisor asks me to do, resulted with a Tend to agree level of Mean = 4.15, S.D. = 0.88. Next question: When we make decisions, especially for problem solving, I need my supervisor's support to achieve the objective, the respondents Tend to agree by Mean = 4.14, S.D. = 0.84. The next question was: I want to do my job, step by step, following the action plan as approved, without comment until finished, the Tend to agree level had a Mean= 4.13, S.D. = 0.87, and the last question in the Managing style – Coaching factors was: I prefer to have a supervisor who can provide me assistance and coach me anytime, respondents stated they Tend to agree by a Mean= 4.06, S.D.= 0.94, respectively.

Part 4: Job Satisfaction factors

Table 4.22 Descriptive statistical analysis by Frequencies of faith in organization. If I have job satisfaction. I will have faith in the organization – Internal

Faith in Organization	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	13	3.25
No opinion/Don't know	20	5.00

Table 4.22 Descriptive statistical analysis by Frequencies of faith in organization. If I have job satisfaction. I will have faith in the organization – Internal

Faith in Organization	Frequency	Percentage
Tend to agree	239	59.75
Strongly agree	120	30.00
Total	400	100.00

Findings from Table 4.22, the majority who Tend to agree and strongly agree amount to 359 persons or 89.75%, from above.

Table 4.23 Descriptive statistical analysis by Frequency of challenge and knowledge. I will be satisfied with jobs that challenge my knowledge and abilities. – Internal

Challenging Knowledge	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	9	2.25
No opinion/Don't know	16	4.00
Tend to agree	195	48.75
Strongly agree	175	43.75
Total	400	100.00

Findings from Table 4.23, the majority who Tend to agree and strongly agree totalled 370 persons or 92.50%, from above

Table 4.24 Descriptive statistical analysis by Frequencies of recognized talent. I will be satisfied when colleagues recognized my talent. – Internal

Colleagues Recognized Talent	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	2	0.50
No opinion/Don't know	15	3.75
Tend to agree	198	49.50
Strongly agree	180	45.00
Total	400	100.00

Findings from Table 4.24, the majority who Tend to agree and strongly agree totalled 378 persons or 94.5%, from above.

Table 4.25 Descriptive statistical analysis by Frequency of fit the task to assignments. If I have job satisfaction, I will learn and develop the ability to fit the task to the assignments. – Internal

Fit the Task Assignments	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	8	2.00
No opinion/Don't know	14	3.50
Tend to agree	202	50.50
Strongly agree	168	42.00
Total	400	100.00

Findings from Table 4.25, the majority who Tend to agree and strongly agree totalled 370 persons or 92.50%, from above.

Table 4.26 Descriptive statistical analysis by Frequency of suggestions and plan. I will be satisfied when I can make suggestions and plan for the operation. – Internal

Can Suggestions and Plan	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	9	2.25
No opinion/Don't know	8	2.00
Tend to agree	214	53.50
Strongly agree	161	40.25
Total	400	100.00

Findings from Table 4.26, the majority who Tend to agree and strongly agree totalled 375 persons or 93.75%, from above.

Table 4.27 Mean and standard deviation of Job Satisfaction in Internal Factors

Job Satisfaction in Internal factors	Mean	S.D.	Level	Ranking
1. If I have job satisfaction. I will have faith in the organization.	4.13	0.80	Tend to agree	5
2. I will be satisfied with the jobs that very challenging, knowledge and abilities.	4.32	0.76	strongly agree	2
3. I will be satisfied when colleagues recognized my talent.	4.37	0.70	strongly agree	1
4. If I have job satisfaction, I will learn and develop the ability to fit the task assignments.	4.29	0.80	strongly agree	3
5. I will be satisfied when I can suggestions and planning for the operation.	4.28	0.79	strongly agree	4
Total	4.27	0.57	strongly agree	-

Table 4.27 shows the average Mean and SD from the section of Job Satisfaction factors which represent Internal factors and Compute Variable, in order to find the average of the scale by using the result from numbers 1 to 5 added together, then divided by the amount of questions that showed number 5 in order to get the average of them by frequency, we then marked the statistic to find the Mean and SD. This table illustrates the sampling size related to Job Satisfaction Factors in Internal Factors with an overall rating at the strongly agree level (Mean = 4.27, S.D. = 0.57).

From the Job Satisfaction in Internal Factors questionnaires, the researcher considered items found on the questionnaires that asked: I will be satisfied when colleagues recognize my talent, the respondents who answered at the strongly agree level resulted in a Mean = 4.37, S.D. = 0.70. This was followed by the next question: I will be satisfied with jobs that challenge my knowledge and abilities, the strongly agree level had a Mean = 4.32, S.D. = 0.76. Next question: If I have job satisfaction, I will learn and develop the ability to fit the task to the assignment had a strongly agree level with Mean = 4.29, S.D. = 0.80. Next question: I will be satisfied when I can make suggestions and plan for the operation, had a strongly agree level with Mean = 4.28, S.D. = 0.79, and the last question in Job Satisfaction Factors was: If I have job satisfaction. I will have faith in

the organization, resulted in a Tend to agree level with Mean = 4.13, S.D. = 0.80, respectively.

Table 4.28 Descriptive statistical analysis by Frequency of job properly filled. I will be satisfied with the criteria for assessing the job if it is properly filled with justice and accountability. – External

Job Properly Inflated Justice	Frequency	Percentage
Strongly disagree	10	2.50
Tend to disagree	11	2.75
No opinion/Don't know	13	3.25
Tend to agree	201	50.25
Strongly agree	165	41.25
Total	400	100.00

Findings from Table 4.28, the majority who Tend to agree and strongly agree amounted to 366 persons or 91.50%, from above.

Table 4.29 Descriptive statistical analysis by Frequency of compensation and benefits. I will be satisfied if the compensation and benefits received are appropriate for the amount of work I do. – External

Compensation and Benefits	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	6	1.50
No opinion/Don't know	8	2.00
Tend to agree	229	57.25
Strongly agree	149	37.25
Total	400	100.00

Findings from Table 4.29, the majority tend to agree and strongly agree with 378 persons or 94.50%, from the above.

Table 4.30 Descriptive statistical analysis by Frequency of proof of performance. I will be satisfied when I get proof of my performance after my job is done well. – External

Proof Performance	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	8	2.00
No opinion/Don't know	6	1.50
Tend to agree	183	45.75
Strongly agree	195	48.75
Total	400	100.00

Findings from Table 4.30, the majority tend to agree and strongly agree with 378 persons or 94.50%, from the above.

Table 4.31 Descriptive statistical analysis by Frequency of bonus and money. I will be really satisfied if I can earn a bonus and money as reward if I achieve my goal. – External

Bonus and Money	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	10	2.50
No opinion/Don't know	14	3.50
Tend to agree	205	51.25
Strongly agree	166	41.50
Total	400	100.00

Findings from Table 4.31, the majority tend to agree and strongly agree with 371 persons or 92.75%, from above.

Table 4.32 Descriptive statistical analysis by Frequency of compliment from supervisor.

I will be really satisfied if I can get a compliment from my supervisor right after I finish my job. – External

Compliment from my Supervisor	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	7	1.75
No opinion/Don't know	14	3.50
Tend to agree	204	51.00
Strongly agree	167	41.75
Total	400	100.00

Findings from Table 4.32, the majority tend to agree and strongly agree with 371 persons or 92.75%, from above.

Table 4.33 Mean and Standard Deviation of Job Satisfaction factors in External Factors

Job Satisfaction factors in external factors	Mean	S.D.	Level	Ranking
1. I will be satisfied the criteria for assessing job properly inflated, justice and accountability.	4.25	0.85	strongly agree	5
2. I will be satisfied with the compensation and benefits received by the appropriate amount of work to do.	4.26	0.75	strongly agree	4
3. I will be satisfied when I can proof my performance after done my job as well.	4.37	0.79	strongly agree	1
4. I will really satisfy if I can earn bonus and money as reward if I can achieve my goal.	4.29	0.76	strongly agree	2
5. I will really satisfy if I can get compliment from my supervisor right after I finish my jobs.	4.29	0.79	strongly agree	3
Total	4.29	0.60	strongly agree	-

Table 4.33 shows the average Mean and SD from the section on Job Satisfaction that represents the External Factors, these come from questionnaire numbers 6- 10 in part 4, and in Compute Variable, to find the average of the scale by using the result from

numbers 1 to 5 added together, then divided by the amount of questions that showed number 5, in order to get the average of them by frequency, then we marked the statistic to find the Mean and SD. This table on the majority illustrates the sampling size as related to Job Satisfaction in External Factors with an overall rating at the strongly agree level (Mean = 4.29, S.D. = 0.60).

From the Job Satisfaction in External Factors questionnaires, the researcher considered items on the questionnaires that ask: I will be satisfied when I get proof of my performance after my job is done well, the respondents replied at a strongly agree level with Mean= 4.37, S.D.= 0.79. This was followed with the next question: I will be really satisfied if I can earn a bonus and money as reward if I achieve my goal, had a strongly agree level with Mean=4.29, S.D.=0.76. Next question: I will be really satisfied if I can get a compliment from my supervisor right after I finish my job, concluded at the strongly agree level with Mean = 4.29, S.D. = 0.79. Next question: I will be satisfied if the compensation and benefits received are the appropriate amount for the work I do, result was the strongly agree level with Mean = 4.25, S.D. = 0.75, and the last question in Job Satisfaction Factors, which was stated at the strongly agree level: I will be satisfied with the criteria for assessing the job if it is properly filled with justice and accountability, Mean = 4.25, S.D. = 0.85 respectively.

Table 4.34 Mean and Standard Deviation of Job Satisfaction Factors overall

Job Satisfaction factors	Mean	S.D.	Level	Ranking
1. Internal factors	4.27	0.57	strongly agree	2
2. External factors	4.29	0.60	strongly agree	1
Total	4.28	0.54	strongly agree	-

Table 4.34 shows the average of the Mean and SD from the results of both the data analysis from table 4.27 and table 4.33, and Compute Variable, to find the average of the scale by using the result from numbers 1 to 2 added together, then divided by the amount of questions that showed number 2, to get the average of them by frequency, then we marked the statistic to find the Mean and SD. This table of the majority illustrates the sampling size as it's relates to Job Satisfaction factors with an overall rating at the strongly agree level (Mean = 4.28, S.D. = 0.54).

According to the factors related to Job Satisfaction for External Factors, we stated a strongly agree level with Mean = 4.29, S.D. = 0.60, and Internal Factors were indicated with Mean = 4.27, S.D. = 0.57 respectively.

Part 5: Performance

Table 4.35 Descriptive statistical analysis by Frequency of clear goals. Performance will be better when the goal of the work is clearly settled every time.

Goal Settles Clear	Frequency	Percentage
Strongly disagree	10	2.50
Tend to disagree	10	2.50
No opinion/Don't know	23	5.75
Tend to agree	216	54.00
Strongly agree	141	35.25
Total	400	100.00

Findings from Table 4.35, the majority who tend to agree and strongly agree amount to 357 persons or 89.3%, from above.

Table 4.36 Descriptive statistical analysis by Frequency of a good listener. Performance will be good with a good listener.

Good Listener	Frequency	Percentage
Strongly disagree	7	1.75
Tend to disagree	6	1.50
No opinion/Don't know	11	2.75
Tend to agree	192	48.00
Strongly agree	184	46.00
Total	400	100.00

Findings from Table 4.36, the majority who tend to agree and strongly agree total 376 persons or 94% from above.

Table 4.37 Descriptive statistical analysis by Frequency of good communication. Performance will be better with good communication within the organization

Good Communication	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	8	2.00
No opinion/Don't know	12	3.00
Tend to agree	199	49.75
Strongly agree	176	44.00
Total	400	100.00

Findings from Table 4.37, the majority who tend to agree and strongly agree total 375 persons or 93.8%, from above.

Table 4.38 Descriptive statistical analysis by Frequency of continual learning. Performance will be better by continuing to keep learning and developing myself anytime.

Keep learning	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	6	1.50
No opinion/Don't know	8	2.00
Tend to agree	188	47.00
Strongly agree	193	48.25
Total	400	100.00

Findings from Table 4.38, the majority who tend to agree and strongly agree amount to 381 persons or 95.3%, from above.

Table 4.39 Descriptive statistical analysis by Frequency of pre-planned operation. Performance will be better if there's a pre-planned operation.

Pre-planned operation	Frequency	Percentage
Strongly disagree	6	1.50
Tend to disagree	4	1.00
No opinion/Don't know	13	3.25
Tend to agree	193	48.25

Table 4.39 Descriptive statistical analysis by Frequency of pre-planned operation. Performance will be better if there's a pre-planned operation. (cont.)

Pre-planned operation	Frequency	Percentage
Strongly agree	184	46.00
Total	400	100.00

Findings from Table 4.39, the majority who tend to agree and strongly agree amount to 377 persons or 94.3%, from above.

Table 4.40 Descriptive statistical analysis by Frequency of good relations. Performance will be better with good relationships in the organization.

Good Relationship	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	4	1.00
No opinion/Don't know	11	2.75
Tend to agree	206	51.50
Strongly agree	171	42.75
Total	400	100.00

Findings from Table 4.40, the majority who Tend to agree and strongly agree amount to 377 persons or 93.4%, from above.

Table 4.41 Descriptive statistical analysis by Frequency of good responsibility. Performance will be better when given reasonable responsibilities and a well managed schedule.

Good Responsibility and Schedule	Frequency	Percentage
Strongly disagree	5	1.25
Tend to disagree	4	1.00
No opinion/Don't know	9	2.25
Tend to agree	211	52.75
Strongly agree	171	42.75
Total	400	100.00

Findings from Table 4.41, the majority who Tend to agree and strongly agree equal 382 persons or 95.6%, from above.

Table 4.42 Descriptive statistical analysis by Frequency of prompt advice. Performance will be better if a supervisor is prompt to advise me on the job.

Prompt to advice	Frequency	Percentage
Strongly disagree	8	2.00
Tend to disagree	5	1.25
No opinion/Don't know	11	2.75
Tend to agree	191	47.75
Strongly agree	185	46.25
Total	400	100.00

Findings from Table 4.42, the majority who Tend to agree and strongly agree total 376 persons or 94.1%, from above.

Table 4.43 Descriptive statistical analysis by Frequencies of incentive to work. Performance will be better with the incentive to work after successful.

Incentive After Successful	Frequency	Percentage
Strongly disagree	11	2.75
Tend to disagree	6	1.50
No opinion/Don't know	5	1.25
Tend to agree	199	49.75
Strongly agree	179	44.75
Total	400	100.00

Findings from Table 4.43, the majority who tend to agree and strongly agree equal 378 persons or 94.6%, from above.

Table 4.44 Descriptive statistical analysis by Frequency of belief in the organization.
Performance will be better when I'm satisfied and believe in the organization.

Believe Organization	Frequency	Percentage
Strongly disagree	9	2.25
Tend to disagree	4	1.00
No opinion/Don't know	7	1.75
Tend to agree	141	35.25
Strongly agree	239	59.75
Total	400	100.00

Findings from Table 4.44, the majority who Tend to agree and strongly agree total 380 persons or 95.1%, from above.

Table 4.45 Mean and Standard Deviation of Performance

Performance	Mean	S.D.	Level	Ranking
1. Performance will be better with the goal of work settles clear every time.	4.17	0.84	Tend to agree	10
2. Performance will be good with a good listener.	4.35	0.76	strongly agree	4
3. Performance will be better with a good communication within organization.	4.33	0.74	strongly agree	7
4. Performance will be better by keep learning and develop themselves anytime.	4.40	0.74	strongly agree	2
5. Performance will be better if with the pre-planned operation.	4.36	0.73	strongly agree	3
6. Performance will be better with a good relationship in the organization.	4.32	0.76	strongly agree	8
7. Performance will be better with the good responsibility and well manage schedule.	4.35	0.69	strongly agree	5
8. Performance will be better if a supervisor prompt to advise in the jobs.	4.35	0.77	strongly agree	6

Table 4.45 Mean and Standard Deviation of Performance (cont.)

Performance	Mean	S.D.	Level	Ranking
9. Performance will be better with the incentive to work after successful.	4.32	0.82	strongly agree	9
10. Performance will be better when satisfied and believe in the organization.	4.49	0.78	strongly agree	1
Total	4.34	0.56	strongly agree	-

Table 4.45 shows the average Mean and SD from the sections of Performance and Compute Variable which find the average of scale by using the result from numbers 1 to 10 added together, then divided by the amount of questions that show number 10 in order to get the average of them by frequency, then we marked the statistic to find the Mean and SD. This table for the majority illustrates sampling size related to Performance overall by rating it at the strongly agree level (Mean = 4.34, S.D. = 0.56).

From the Performance questionnaires, the researcher considered the questionnaires asking about Performance: Will it be better when one is satisfied and believes in the organization? The respondents stated it at the strongly agree level with Mean = 4.49, S.D. = 0.79. This was followed by the next question: Performance will be better by continuing to keep learning and developing themselves anytime, with a strongly agree level and Mean = 4.40, S.D. = 0.72. Next question: Performance will be better with a pre-planned operation, its strongly agree level had a Mean = 4.36, S.D. = 0.73. Next question: Performance will be good with a good listener, its strongly agree level had a Mean = 4.35, S.D. = 0.76. Next question: Performance will be better when given reasonable responsibility and a well managed schedule, the strongly agree level had a Mean = 4.35, S.D. = 0.69. Next question: Performance will be better if a supervisor is prompt to advise me on the job, was at the strongly agree level with Mean = 4.35, S.D. = 0.77. Next question: Performance will be better with good communication within the organization, was at the strongly agree level with Mean = 4.33, S.D. = 0.74. Next question: Performance will be better with good relationships in the organization, was at the strongly agree level with Mean = 4.32, S.D. = 0.76. Next question: Performance will be better with a reward for successful work. had a strongly agree level with Mean = 4.32, S.D. = 0.82, and the last question in the Performance factors: Performance will be better with the goal of

work settled clearly every time, was stated at the Tend to agree level with Mean = 4.17, S.D. = 0.84 respectively.

4.3 Inferential Statistics:

The hypotheses were tested in two ways. 1) Comparison of the Mean by comparing the two groups independently, or a comparison between the three groups. 2) Comparing the ratio analysis with SPSS, which provides the tools to test the Crosstabs, Compare Means, Options of Means or analysis on average by using a t-test such as Sample T-Test, Independent T-Test, Paired, Samples T-Test and One-way ANOVA.

The next table tests H1 by comparing the Means, standard deviation SD and T-Test to answer the hypotheses.

4.3.1 The hypothesis testing

Hypothesis 1. Differences in general Information have different impacts on factors of job satisfaction.

Hypothesis 1.1 General Information. Separating out different genders creates different impacts on factors of job satisfaction.

Table 4.46 Mean and standard deviation of Gender

Job Satisfaction factors	Gender	n	Mean	S.D.	t	Sig.
1. Internal factors	Female	274	4.31	0.52	1.922	0.084
	Male	126	4.19	0.65		
2. External factors	Female	274	4.35	0.51	2.467	.000*
	Male	126	4.17	0.74		
Total	Female	274	4.33	0.47	2.312	.003*
	Male	126	4.18	0.64		

* Significant at or below 0.05 level

Table 4.46 compares General Information by separating the Gender and Job Satisfaction Factors. By testing t-test statistics, we found that the Sig value was 0.003. Because this value is below 0.05 it means Generation “Z” who are different in Gender have a relationship with Job Satisfaction Factors. Therefore, on the other side of this

hypothesis, the researcher considered items which found that next Generation “Z” who have different gender had an impact with External Factors or had a significant relationship of 0.05.

To compare the relationship between nature and status we generally use the Chi-Square with Pearson. If the expected ranking level is less than five, and the result of the Chi-Square test is more than 20% of total comparison items, it leads to an exact relationship. Comparison between groups was analyzed between two factors, such as between sex and satisfaction. This analysis of the differences between the two groups uses a t-test to compare between the groups, we divided them into several groups using one-way analysis of variance (Anova)

Hypothesis 1.2 General Information. Separating different ages will show different impacts to Job Satisfaction Factors.

Table 4.47 Mean and standard deviation of Age

Job Satisfaction Factors	Age	N	Mean	S.D.	F	Sig.
Internal factors	16 Years	36	4.36	0.60	.799	.495
	17 Years	55	4.25	0.53		
	18 Years	138	4.31	0.45		
	19 Years	171	4.23	0.65		
External factors	16 Years	36	4.40	0.36	.801	.494
	17 Years	55	4.32	0.57		
	18 Years	138	4.31	0.47		
	19 Years	171	4.25	0.73		
Total	16 Years	36	4.38	0.41	.888	.447
	17 Years	55	4.32	0.51		
	18 Years	138	4.31	0.39		
	19 Years	171	4.24	0.66		

* Significant at or below 0.05 level

Table 4.47 compares the General Information by separating between age and Job satisfaction factors by using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.447, this value was above 0.05 which means that Next Generation “Z”

who have different age ranges had a relationship overall and specific items were not different or not significant.

Hypothesis 1.3 General Information, Separating different Grades had different impacts on Job satisfaction factors.

Table 4.48 Mean and standard deviation of Grade

Job Satisfaction Factors	Grade	N	Mean	S.D.	F	Sig.
Internal	Grade 4	33	4.36	0.62	2.329	.099
	Grade 5	114	4.18	0.66		
External	Grade 6	253	4.30	0.51	4.093	.017*
	Grade 4	33	4.42	0.33		
	Grade 5	114	4.16	0.78		
	Grade 6	253	4.34	0.52		
Total	Grade 4	33	4.39	0.42	3.749	0.024*
	Grade 5	114	4.17	0.67		
	Grade 6	253	4.32	0.47		

* Significant at or below 0.05 level

Table 4.48 compares General Information by separating between Grades and Job satisfaction factors by using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.024. Because this value is below 0.05 this means that Next Generation “Z” who are in different Grades have a relationship with Job Satisfaction factors.

On the other side, when the researcher considered each item, it was found that Next Generation “Z” who were in different Grades had an impact on External factors.

Hypothesis 1.4 General Information. Separating out different Kinds of work had different impacts on Job satisfaction factors.

Table 4.49 Mean and standard deviation of Kind of work

Job satisfaction factors	Kind of work	n	Mean	S.D.	F	Sig.
1. Internal factors	Natural Industries	65	4.14	0.75	3.333	.020*
	Production Industries	52	4.29	0.63		
	Service Industries	97	4.20	0.64		
	High-tech Industries	186	4.36	0.39		
2. External factors	Natural Industries	65	4.15	0.83	3.652	.013*
	Production Industries	52	4.28	0.63		
	Service Industries	97	4.21	0.68		
	High-tech Industries	186	4.39	0.41		
Total	Natural Industries	65	4.14	0.76	4.116	.007*
	Production Industries	52	4.28	0.59		
	Service Industries	97	4.20	0.60		
	High-tech Industries	186	4.37	0.35		

* Significant at or below 0.05 level

Table 4.49 compares the General Information by separating between Kind of work and Job satisfaction factors using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.007, this value was below 0.05, which means that Next Generation “Z” who have different Kinds of work had a relationship overall, and specific items had a significant relationship..

Hypothesis 1.5 General Information. Separating the different most important things has an impact on Job satisfaction factors.

Table 4.50 Mean and standard deviation of Job satisfaction factors

Job satisfaction factors	Most important thing	n	Mean	S.D.	F	Sig.
1. Internal factors	earn lot of money	57	4.15	0.81	1.911	0.127
	earn high position and respect from others	70	4.21	0.47		
	want to have a peaceful life	126	4.28	0.60		
	earn high social status which people acknowledge who you are	147	4.35	0.44		
2. External factors	earn lot of money	57	4.11	0.94	5.093	.002*
	earn high position and respect from others	70	4.27	0.54		
	want to have a peaceful life	126	4.23	0.61		
	earn high social status which people acknowledge who you are	147	4.30	0.39		
Total	earn lot of money	57	4.13	0.85	3.758	.011*
	earn high position and respect from others	70	4.24	0.45		
	want to have a peaceful life	126	4.25	0.56		
	earn high social status which people acknowledge who you are	147	4.39	0.36		

* Significant at or below 0.05 level

Table 4.50 compares the General Information by separating between Most important thing and Job satisfaction factors by using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.011, this value was below 0.05 which means that Next Generation “Z” who have differences in their Most important thing had a relationship overall and External factors had a significant relationship.

Hypothesis 2 Reward – Intrinsic & Extrinsic, has a positive impact on job satisfaction of Generation “Z” staff.

Table 4.51 Mean and standard deviation of intrinsic & extrinsic

Job satisfaction factors	Reward – Intrinsic & Extrinsic		
	r	Sig.	Level of a relation
1. Internal factors	0.54	.000*	positive impact in neutral level
2. External factors	0.531	.000*	positive impact in neutral level
Overall	0.581	.000*	positive impact in neutral level

* Significant at or below 0.05 level

Table 4.51 A relation of Reward – Intrinsic & Extrinsic with Job satisfaction factors. By using a Pearson correlation we found a Sig. value of 0.000. This value is below 0.05 which means Reward – Intrinsic & Extrinsic has a positive impact in a neutral level on job satisfaction factors overall, and specific items of Next Generation “Z” have a significant relationship.

Hypothesis 3 Managing style – Coaching has positive impact on Job Satisfaction of Generation “Z” staffs.

Table 4.52 Mean and standard deviation of managing style – coaching

Job satisfaction factors	Managing style – Coaching		
	r	Sig.	Level of a relation
1. Internal factors	0.595	.000*	positive impact in neutral level
2. External factors	0.591	.000*	positive impact in neutral level
Overall	0.644	.000*	positive impact in neutral level

* significant at or below 0.05 level

Table 4.52 A relation of Managing style – Coaching and Job Satisfaction Factors. By using a Pearson correlation we found a Sig. value of 0.000. This value is below 0.05 which means that Managing style – Coaching has a positive impact in a neutral level on

job satisfaction factors overall, and specific items of Next Generation “Z” have a significant relationship.

Hypothesis 4 Job satisfaction has a positive relationship with the performance of Generation “Z” staff.

Table 4.53 Mean and standard deviation of performance

Job satisfaction factors	Performance		
	r	Sig.	Level of a relation
1. Internal factors	.688	.000*	positive impact in neutral level
2. External factors	.774	.000*	positive impact in neutral level
Overall	.795	.000*	positive impact in neutral level

* Significant at or below 0.05 level

Table 4.53 a relation of Job satisfaction factors and performance using a Pearson correlation found a Sig. value of 0.000. This value is below 0.05 which means Job satisfaction factors overall and specific items have a positive impact on a high level of performance of Next Generation “Z”.

Hypothesis 5 Differences in General Information have different impacts on Managing style – Coaching.

Hypothesis 5.1 General Information. Separating different genders will have different impacts to Managing style – Coaching.

Table 4.54 Mean and standard deviation of gender to managing style–coaching

Managing style – Coaching.	Gender	n	Mean	S.D.	t	Sig.
		Female	274	4.18	0.54	1.185
	Male	126	4.1	0.64		

* Significant at or below 0.05 level

Table 4.54 compares General Information by separating Gender and Managing style – Coaching by testing with a t-test. The statistics found a Sig value of 0.283. Because this value

is above 0.05 it means that Next Generation “Z” who are different in Gender have a relationship with Managing style – Coaching that is not different or not significant.

Hypothesis 5.2 General Information. Separating different ages has different impacts to Managing style – Coaching..

Table 4.55 Mean and standard deviation of age to managing style–coaching

	Age	N	Mean	S.D.	F	Sig*
Managing Style Total	16 Years	36	4.24	0.53	0.319	0.811
	17 Years	55	4.16	0.68		
	18 Years	138	4.15	0.42		
	19 Years	171	4.14	0.65		

* Significant at or below 0.05 level

Table 4.55 compares General Information by separating between Age and Managing style – Coaching using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.811. This value was above 0.05 which means that Next Generation “Z” who have differences in age range have a relationship with Managing style – Coaching that is not different or not significant.

Hypothesis 5.3 General Information. Separating different grades has different impacts on Job satisfaction factors.

Table 4.56 Mean and standard deviation of Grade to Managing style–Coaching

	Grade	N	Mean	S.D.	F	Sig*
Managing Style - Coaching	Grade 4	33	4.24	0.55	2.060	0.129
	Grade 5	114	4.06	0.64		
	Grade 6	253	4.18	0.54		

* Significant at or below 0.05 level

Table 4.56 compares General Information by separating between Grade and Managing style – Coaching using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.129. This value is above 0.05 which means that Next Generation “Z”

who have differences in Grade have a relationship with Managing style – Coaching that is not different or not significant.

Hypothesis 5.4 General Information. Separating different Kinds of work has different impacts on Job satisfaction factors.

Table 4.57 Mean and standard deviation of kind of work to managing style–coaching

	Kind of work	n	Mean	S.D.	F	Sig.*
Managing style – Coaching	Natural Industries	65	3.95	0.83	5.598	.001*
	Production Industries	52	4.03	0.67		
	Service Industries	97	4.18	0.51		
	High-tech Industries	186	4.25	0.43		

* Significant at or below 0.05 level

Table 4.57 compares General Information by separating the Kind of work and Managing style – Coaching using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.230. This value is above 0.05 which means that Next Generation “Z” who have differences in Kind of work, had a relationship with Managing style – Coaching that is significant.

Hypothesis 5.5 General Information. Separating different most important things has impacts on Job satisfaction factors.

Table 4.58 Mean and standard deviation of Most important thing to Managing style–Coaching

	Most important thing	n	Mean	S.D.	F	Sig.*
Managing style – Coaching	earn lot of money	57	4.03	0.86	3.934	.009*
	earn high position and respect from others	70	4.02	0.56		
	want to have a peaceful life	126	4.16	0.55		
	earn high social status which people acknowledge who you are	147	4.26	0.43		

* Significant at or below 0.05 level

Table 4.58 compares General Information by separating the Most important thing and Managing style – Coaching using a One-way analysis of variance (ANOVA). We found a Sig. value of 0.009. This value is below 0.05 which means that Next Generation “Z” who have different Most important things have a relationship with Managing style – Coaching that is significant.

Table 4.59 Hypothesis summary result

	Hypothesis summary result	Result
Hypothesis 1	Differences in general Information have different impacts on job satisfaction factors.	Accepted
Hypothesis 1.1	By gender	Accepted
Hypothesis 1.2	By age	Rejected
Hypothesis 1.3	By grade	Accepted
Hypothesis 1.4	By kind of work	Accepted
Hypothesis 1.5	By most important thing	Accepted
Hypothesis 2	Reward – Intrinsic & Extrinsic has positive impact on job satisfaction of Generation “Z” staff.	Accepted
Hypothesis 3	Managing style – Coaching has positive impact on Job Satisfaction of Generation “Z” staff.	Accepted
Hypothesis 4	Job satisfaction has positive relationship with performance of Generation “Z” staff.	Accepted
Hypothesis 5	Differences in General Information have different impacts to Managing style – Coaching.	Rejected
Hypothesis 5.1	By gender	Rejected
Hypothesis 5.2	By age	Rejected
Hypothesis 5.3	By grade	Rejected
Hypothesis 5.4	By kind of work	Accepted
Hypothesis 5.5	By most important thing	Accepted

Table 4.59 Summary. The results of hypotheses H1, H2, H3 and H4 are accepted from the test and hypothesis H5 is rejected.

CHAPTER 5

SUMMARY, CONCLUSION & RECOMMENDATION

5.1 Summary

The objective of this study is to study the behavior of the younger Generation Z who are entering into both public and private organizations. This study aims to find ways to cope and adjust its strategy within the organization so that everyone can work together well. Understanding the basics of this new Generation will help employees who are working get prepared to adapt and lead the organization and be successful. The unavoidable changes that are occurring in organizations are the essence of modern management and require understanding to develop.

This research shows that there are several factors, including the factors that Generation “Z” will need to satisfy job performance and get support and counseling services from their supervisors in the organization to help resolve problems immediately. The ways to motivate Generation “Z” are related to the boss, who should be strong but fair in the organizational culture.

The summary of the findings indicates that Generation “Z” is looking for their workplace when they graduate from University. Perceptions about the workplace in the year 2020 in our study concerning “How to reward and lead the next Generation “Z” in the workplace” states that the Generation “Z” sector of social and high technology is rapidly growing in all parts of the world. They are willing to work with good organizations that are faithful and flexible to working in a smart way. That said, they often cannot work separately by themselves. They still need support from their supervisors and need motivation. At the same time they’re looking for reward when they do the job successfully.

This research is a Survey Research in the form of a single variable “One - Shot Descriptive Study” where intervals are defined. For the data analysis, Statistical analysis is divided into two parts. First is a Descriptive Statistics by Frequency, Percentage, Average (Mean) and Standard Deviation to explain the different variables involved in each part. The second is a statistic used to test the hypothesis being analyzed using a statistical Chi-square t-test and analysis, one-way ANOVA, to test the difference

between the average value of a variable based on the hypothesis processed by SPSS in order to calculate the statistics used in the research.

To achieve these purposes, the author reviewed several literatures to gain knowledge of the topic and used quantitative methods to gather the data from the respondents. Analysis from the quantitative result is used to answer the study, each factor in the hypothesis will be related to happiness and success in the organization. This study presents the results of the hypothesis, research, discussion and recommendations respectively.

5.2 Discussion

From the study, a selected population sample size from Satid's school in the Bangkok area used 400 sets with Female 68.5% male 31.5%, 9.0% age 16 years old, 13.8% age 17 years old, 34.5% age 18 years old and 42.8% age 19 years old. They were born between 1997-2000 and represent Generation "Z", 8.3% were in grade 4, 28.5% in grade 5 and 63.2% in grade 6. 16.3% intend to work in Natural Industry, 13.0% intend to work in Production Industries, 24.3% intend to work in Service Industries and 46.5% intend to work in High-tech Industries, 14.2% think the most important thing is to earn lot of money, 17.5% to earn a high position and respect from others, 31.5% want to have a peaceful life and 36.8% want to earn high social status in which people acknowledge who they are.

Regarding the rewards that were asked, 25% tend to agree and 25.5% strongly agree to earn a good salary from the beginning of their career. 46% tend to agree and 40.8% strongly agree to have flexible working hours, 49% tend to agree and 39.8% strongly agree to be fairly treated in their organization, 29% strongly disagree, 15.5% tend to disagree, 4.5% have no opinion or don't know. 31.8% tend to agree and 19.3% strongly agree to work in an organization that they like even if they need to wait at least 6 months after graduation, 53.8% tend to agree and 37.5% strongly agree to having a job which they can perform to the best of their ability, 47.3% tend to agree and 39.8% strongly agree to work in an organization where they can use the internet and other electronic devices (mobile and iPad) during working hours, 45.3% tend to agree and 40.8% strongly agree to have an extra course of education of their choice to study

outside the company or an exceptional experience (massage, yoga course, spa, etc.) rather than receiving money or other monetary forms of reward.

For Managing style – Coaching, 53.8% tend to agree and 39.8% strongly agree to have a supervisor who can provide assistance and coach anytime, 54.5% tend to agree and 35.5% strongly agree and are likely to feel satisfied with the job if their supervisor can provide assistance or consult with them anytime they need, 49.8% tend to agree and 40.5% strongly agree to have a supervisor whom they permit, not only from the job title, 47.5% tend to agree and 42.3% strongly agree to have a supervisor that is ready to coach anytime, 55.0% tend to agree and 34.5% strongly agree that if they are not satisfied with the job, they won't do anything more than the supervisor asks, 57.0% tend to agree and 32.8% strongly agree that to make decisions, especially for problem solving, they need supervisor support to achieve the objective, 55.0% tend to agree and 33.8% strongly agree to do jobs, step by step following the action plan as approved, without comment until finished.

For Job Satisfaction Internal Factors, 59.8% tend to agree and 30.0% strongly agree that to be satisfied they need faith in the organization, 48.8% tend to agree and 43.8% strongly agree to being satisfied with jobs that challenge their knowledge and abilities, 49.5% tend to agree and 45.0% strongly agree to being satisfied when colleagues recognize their talent, 50.5% tend to agree and 42.0% strongly agree to being satisfied when learning and developing the ability to fit the tasks to the assignments, 53.5% tend to agree and 40.3% strongly agree to being satisfied when they can make suggestions and plan for the operation.

For the Job Satisfaction External Factors, 50.3% tend to agree and 41.3% strongly agree to being satisfied when the criteria for assessing that the job is properly filled with justice and accountability, 57.3% tend to agree and 37.3% strongly agree to being satisfied when the compensation and benefits received are appropriate for the amount of work they do, 45.8% tend to agree and 48.8% strongly agree to being satisfied when they can get proof of their performance after doing their job well, 51.3% tend to agree and 41.5% strongly agree to being satisfied if they can earn bonuses and money as reward when they achieve the goal, 51.0% tend to agree and 41.8% strongly agree to being satisfied if they can get a compliment from their supervisor after finishing their job.

And for the Job Performance Factors, 54.0% tend to agree and 35.3% strongly agree that the goals of work should be settled clearly every time, 48.0% tend to agree and 46% strongly agree with a good listener, 49.8% tend to agree and 44.0% strongly agree with having good communication within the organization, 47.0% tend to agree and 48.3% strongly agree with continuous learning and developing themselves anytime, 48.3% tend to agree and 46.0% strongly agree with having a pre-planned operation, 51.5% tend to agree and 42.8% strongly agree with maintaining a good relationship with the organization, 52.8% tend to agree and 42.8% strongly agree with having responsibility and a well managed schedule, 47.8% tend to agree and 46.3% strongly agree with supervisors who are prompt to advise them on the job, 49.8% tend to agree and 44.8% strongly agree with a reward for successful work and 35.3% tend to agree and 59.8% strongly agree that they are satisfied when they believe in the organization.

Hypothesis 1) Differences in general information have different impacts on job satisfaction factors: Accepted Hypothesis. 1.1) By Gender: Accepted Hypothesis. 1.2) By Age: Rejected Hypothesis. 1.3) By Grade: Rejected Hypothesis 1.4) By Kind of Work: Accepted Hypothesis. 1.5) By Most Important Thing: Accepted Hypothesis. 2) Reward – Intrinsic & Extrinsic has positive impact on job satisfaction of Generation “Z” staff: Accepted Hypothesis. 3) Managing style – Coaching has positive impact on Job Satisfaction of Generation “Z” staff: Accepted Hypothesis. 4) Job satisfaction has positive relationship with performance of Generation “Z” staff: Accepted Hypothesis. 5) Different General Information has different impacts to Managing style – Coaching: Rejected Hypothesis. 5.1) By Gender: Rejected Hypothesis. 5.2) By Age: Rejected Hypothesis. 5.3) By Grade: Rejected Hypothesis. 5.4) By Kind of Work: Accepted Hypothesis. 5.5) By Most Important Thing: Accepted Hypothesis.

Summary the results of testing hypotheses H1, H2, H3 and H4 are accepted, and hypothesis H5 is rejected.

5.3 Recommendations of the Study

5.3.1 Characteristics of Generation “Z”

During the way to do this research. I had to interview the students in difference schools and found many research materials write about Generation “Z” that immediately noticed a different perspective in them as they would be fairly happy and tend to be

more lives realistic. Perhaps it's because they watched their families get the trouble from the negative posted in social media. They usually use the Apps like Snapchat and Whisper more than Facebook that lost 25% of this demographic since 2011. Searchenginewatch (2016)

The students 186 people from 400 sampling size or 46.5% selected kind of work that they are looking for after graduated related to High-tech Industries of current high school students want to join and start a business. They are Multi-tasking people that prefer to be on 5 screens at once to communicate with their social and also can look around in other pages such as YouTube or even Facetime still run in the back screen. In surveys, the Generation "Z" put technology in the same category as the 4 factors as a basis in the life of human beings. They cannot imagine living without being connected internet all the time. Matt Kleinschmit (2015)

5.3.2 Intrinsic Reward

Intrinsic Rewards are the returns that occur within ourselves, like being able to reach a higher capacity, become smarter, more knowledgeable, and very proud of the work that you do.

The number of people who selected flexible working hours was 86.8%. Perhaps they see their families getting up early and taking too long going to work each day. They are looking for a workplace that can offer flexible work time to them.

A study of the current work at organizations shows they have to work five days per week, 9 am to 5 pm, or 48 to 50 weeks per year as a proportion of the work schedule, this has been typical of Americans for decades. But by the early 1990s, employees found this working prototype no longer appropriate.

Some employees are trying to adjust to a busy work schedule and personal life together. They feel that their work is not good and there is no balance in life. They need new ways to work and find it necessary to request special work schedules that are more flexible. There are many and varied reasons that the staff needs this. "Flexible working hours" in some cases may be requested because the quality of their work and their personal life at home is decreasing. Young staff who are parents need time to send their children to school or get child care. Employees with elderly parents need time helping parents do their daily business, or even getting their parents to a place where there are facilities

for the elderly, and then the work they have to do to get both parents and children home again. These days, they dispute going to work from 9 am to 5 pm.

There are many other reasons in addition to the issue of family care. For example, some employees need time to attend or teach classes. Many employees adjust their work schedules to avoid heavy traffic that can be predicted in advance. And for other employees in the new work schedule, flexible options help them meet their lifestyle as well.

A summary of the answers in this questionnaire offers suggestions for the organization in the future. Running the business should abide by laws, regulations and traditional implementation practices. If the staff runs out during the day at different times they may feel uncomfortable and worried over potential problems of coordination between workers and the working efficiency of employees who do not work at the same time. So the organization wants to keep key employees dedicated and working hard but their personal stories may conflict with the traditional operation. If the company can offer flexible working hours the company will also be productive and see job satisfaction of the employees increase, as well as the number of absences and turnover decline. All this can save a large sum for the company as well.

The option of flexible working times, rather than working 9 am to 5 pm, means employees with flexible working hours may run from 7 am to 4 pm, or 10 am to 1 pm. Another alternative is allowing employees to work for four days instead of five working days. Thus, the traditional two-day holiday is extended to three days a week, or work could run for ten consecutive days, including working on weekends and holidays to enjoy a fourth consecutive day. The employees can work 10 hours per day, four days a week, with a long weekend for three consecutive days' at a time. These possibilities are all suggestions for whatever is the best option for the company.

Moreover, the organization needs to be very specific and focused on a practical level. So they all have to be evaluated at the end of work, both between supervisors and employees, this should be required to accept or recognize the true scope of working together. The format of the final work must be clear. For example, if the supervisor wants to give details of the job over the phone or the Internet or face to face, it should be a rough draft plan if over the phone and discussed enough. Or, if the supervisor wants the report prepared well the direct responsibility of the employee needs to be clearly identified, both master and crew must be aware of the expectations and responsibilities

of themselves and others, each must know who is responsible. This is exactly what they need to know, especially when the supervisor has employees who work outside the office and stay connected simply by phone and email. If the role is not clear, it can cause confusion. Criticisms aside, the discord, the opposing parties and the lack of performance can be frequent.

The supervisor needs to decide how and how often to contact them before they start working on a schedule. Each supervisor needs to control and interact with their counterparts differently. Some supervisors want to report to work each week, writing the first thing on Monday morning, but for others just receiving a call reporting the day's contributions is satisfactory. As for the supervisors, others may believe that a meeting is not actually the most important way to discover what you are doing and intend to work on in order to work in comfort.

To schedule regular work sessions for employees working remotely, their frequency of appearance at the office indicates the number of people it employs. How much more communication is needed with other employees and more? The working distance is required to determine normal working hours, he or she can answer the phone or respond to email and schedule a regular time to enter the office. Many employers who allow employees to work flexible hours to discover the concept "Time is the core", which is the time that all employees are required to appear at a date and time to be fixed. For example, all employees are required to have a meeting every Tuesday, from noon to two o'clock. This will allow employers to reduce the anxiety caused by work time flexibility.

5.3.3 Extrinsic Reward

Extrinsic Rewards are compensation such as salaries, wages, promotions, certificates, compliments, etc. from a third party that generally come from supervisors or senior executives.

This research shows that 50.2% tend to agree and strongly agree on a good salary even if they still have not yet entered the organization. So, 344 people out of 400 would rather choose to have an extra course of education, which can choose, to study outside the company or an exceptional experience like massage, yoga course, spa, etc., rather than receiving money or other monetary forms of rewards. The guidelines for the allocation of external awards must clearly identify what behavior satisfies the criteria.

The criteria for the award must have the potential to contribute to positive reinforcement. Always think that people will have different needs for valuable rewards, the reward must be better than giving regular things that are unused by them. Each person should know exactly how he must perform in order to get the desired reward. Thus, targeting a clearly defined and tangible reward is an important concern. For achieving positive reinforcement the allocation should be awarded immediately after the job is satisfied or successful.

Whether the business is small, medium or large, the human resource department is not easy for an organization. It is necessary and very important that all employers care and look out after their dedicated resources. Even if the organization has 100 machines, without qualified personnel to control those machines the business will certainly not run successfully. Generation “Z” needs good welfare benefits, as well as a substantial loan to study, Welfare Sickness and benefits or other forms of entertainment, such as allowing employees to transfer, or exercise facilities, etc. The companies should take the staff out on an outing to a difference place to create relationships within the organization. It is one of the things that employers should provide at least once a year, depending on the convenience of the organization. Seminars and outings makes the atmosphere in the organization more relaxed when open minded people and the chief of staff can dare to open their minds up toward each other. This will give employees the morale to work more naturally.

For employees who do an outstandingly good job and bring benefit to the organization, the Company may arrange for a vote or it may be determined by the performance of the staff that any important decision is fair and accurate. Otherwise, instead of encouraging employees, it’s possible they become drama queens of the organization instead.

Reward is a new addition for the existing staff. The companies should encourage employees to learn other skills and be more relevant. Whether training in the knowledge that it takes to perform, such as developing computer skills, or developing language skills, or maybe training to enhance the morale of other employees, such as painting watercolors or workshops making candles, etc.

But we do not deny that part of the motivation for work is all about the “money”. When an employee has just joined,. first the organization should consider the initial

salary of the employee, whether both sides are satisfied to prevent problems that may occur later when it comes time to evaluate the results and adjust the base salary. It should be assessed in a fair and transparent manner in which the employees do not feel bad. The staff are all looking forward all year long for the final bonus, so the organization cannot ignore the importance of this and should give attention to the staff fairly and on time.

Finally, the cost of bringing in new employees is higher than keeping the original quality staff who have remained with the company for so long. So, the company must pay attention to a good human resource department. A good human resource department should consider the rewards to the staff also. No company can grow with success without good human resources.

5.3.4 Managing Style Factors

Coaching style has a positive impact on the Job Satisfaction of Generation Z staff. This research study shows that 90% tend to agree and strongly agree regarding managing style and are willing to see supervisors monitor their jobs closely. Generation “Z” is likely to find someone who is their boss and who can assist or consult anywhere and anytime. So, if they aren’t satisfied with the job they will reject doing anything more than what the supervisors ask of them.

Normally, when a company wants to recruit employees to join the organization, the organization not only recruits their personal experiences and knowledge talents, the human resource department would also like to get someone who has a basic temperament. Meanwhile, most individuals do not have as their goal in life to work for one organization only. The employees work to earn a living and to support their families. These are various influences on their work. Attitude is an important part of human life, especially if their career has progressed, stopped or reversed. The attitude that people have toward work or joining an organization will manifest in profound ways, not just work but also in quality of life throughout the duration of their career. Because of that, these factors will contribute to job satisfaction or dissatisfaction on the job. Job satisfaction is the basic attitude of the people towards the work they do, which can be determined by using questions to understand them as a person in various fields related to their work. This will give you an answer on the issue of satisfaction with various aspects of their work to be indicative of the overall attitude of the parties regarding the work they do there.

The expression of emotion, thought and behavior indicates satisfaction in the workplace and willingness to build organizational commitment. This is about people's feelings towards the organization for their work. The causes of organizational commitment manifest in different ways.

Therefore, the organization needs to provide employees with a relationship in their team, then employees can perform quality work and dedication to the organization fully. The boss and the human resource department need to find ways to make people truly strengthened by creating a balance between work and personal life and creating a new style to work, much as a team. The team represents people that work together in a group, who rely on each other to work until they achieve a target successfully. "Teamwork" also represents all the parties, including supervisors and colleagues who work together to achieve the goals of the team. The basic common goal includes purpose, priority and performance that Generation "Z" are looking forward to joining in the workplace soon, in the near future after they graduate from University.

5.3.5 Job Satisfaction Factors

Job satisfaction has a positive relationship with the performance of Generation Z staff. Our research study shows on average 92% tend to agree and strongly agree with the Job Satisfaction Factors. Generation "Z" is looking for fairness in an organizational culture. They strongly agree that incentives such as rewarding their knowledge by providing training, compliments in front of friends in the organization or bonuses are all helpful toward achieving the goal.

Research in the past about the satisfaction of working by Walto (1975) discussed the criteria for assessing the Criteria of Work Life, which can be used to determine the quality of life of employees and if Compensation is reasonable and fair, they have Safe and Healthy Working Conditions, an Opportunity to Use and Develop Worker Capabilities, an Opportunity for Continued Growth and Security, a healthy Social Environment of Workplace, Protection of Workers' Rights, Balance of Work and Non- Work Life, and Organizational Social Responsibility.

Although Walton determined the criteria for determining the quality of work life by focusing on job-related factors rather than environmental factors of the person, due to work-related factors, he determined that the organization and its executives can define, develop and manage the solutions. While external factors are beyond the control of

the organization, even the concepts of Walton are unable to assess the quality of working life of the person in all dimensions, but we can use the concept of the development of appropriate standards and criteria to measure the quality of life for members of the organization.

5.3.6 Performance Factors

Performance factors in the research study shows that on average 94% tend to agree and strongly agree with the Performance Factors. Generation “Z” agrees that the goals of work objectives should be clearly settled. They know that good listening is important to work. The organization needs good two way communication all the time. 60% strongly agree that the most important thing to show is that they will work better when they are satisfied and believe in the organization.

The current quality of working life has been recognized and has received attention in several countries, including Thailand, by various organizations. These organizations realize the importance and became interested in developing and promoting the quality of work life for employees due to the importance of human resources and coexistence in society. The business cannot be profitable, though, by urging workers to work only on one side. Workers deserve to have a life outside of work, as well as to realize the benefits of improving the quality of working life for their individual groups, which can be morale of operational employees, loyalty, participation and people's organizations, improving productivity in the operations of the organization, and individual level rating agencies. A good human resource department needs to create good relationships between employees and organizations and always create a positive image of the organization and society. The employees seek to increase opportunities for growth and expansion through the trust and confidence of the community. That's good not only for the organization but it also helps to reduce problems in the community and nationally as well.

5.3.7 Recommendations for further study

This study has shown that intrinsic and extrinsic rewards all contribute very seriously to satisfaction. Recommendations for future study include getting more information from Herzberg's motivation theory that talks about the Motivation Factor and Maintenance Factor. In summary, Herzberg understood that motivation is what happens to people, and is not based on the direct management and factors used to nourish the mind, that it is best to eliminate the frustration but the system cannot satisfy them. Thus, incentives

are required to create great incentives, and thus we need to consider factors such as the environment and working together. (Herzberg, 2016)

5.4 Conclusion

This research study gathers both primary and secondary data by the researchers in order to respond to research questions and to understand specific issues. Questionnaires were given to 400 respondents to reach the researcher's objective of selected students in Satid's 8 schools in the Bangkok area because these schools have a management style that appears in the school's website, journal and magazine illustrating 1) learning management and innovation of early childhood education 2) management structure and administration 3) professional early childhood teacher 4) professional leadership 5) parents and community participation 6) co-produced Graduates agent of Rajabhat universities agent 7) research in early childhood education 8) academic service for local development and 9) maintaining the arts and local culture. At the same time, Kasetsart University Laboratory School Center for Education Research and Development researched their students, ages between 13-18 years old, and found they have critical thinking, creative thinking, are well-rounded, skilled in the use of language for communication, have problem solving and decision making skills, and are skilled in the use of high technology.

This research has shown that Generation "Z" is looking for high-tech industries to join in the workplace in order to earn high social status where people will acknowledge them. They want to start from a good salary, work flexible hours in a fair organization. About 50% prefer to wait at least 6 months to join in the organization of their dreams because they want to perform to the best of their ability. They prefer to join with companies that make available the use of devices and the internet during working hours because they are social people and always online. They are looking for both intrinsic and extrinsic rewards, and are likely to want to work with good supervisors who can coach them anywhere and anytime. They have understanding about Job satisfaction factors that include faith in an organization that challenges their knowledge and abilities. They seek colleagues who recognize their talent. They are prompt to learn and develop their ability, and the criteria for assessing that their job is properly filled with justice and accountability. They absolutely feel that when they finish the job or get their goal they

should get some benefit back, such as a bonus, extra cause or compliment from a supervisor. They also understand that they need to prove their performance as well, but they don't mind, and are really prompt to bet on their carrier path in the near future after graduating from University.



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APPENDIX A
QUESTIONNAIRE

Survey Questionnaire

“How to Reward and Lead the Next Generation “Z” in the Work Place”

This questionnaire has been developed by a Stamford International University MBA International student to be used for a Thesis Study. All of the information given by respondents will be treated with high confidentiality and the given information will be used for educational purposes only. Please complete all questions truthfully by selecting the answers that you prefer or fits with your opinion.

Please rate how you feel about each statement concerning the job that you are looking for in the future, 1 for least important to 5 for most important.

Part 1: General Information

1. What is your gender?

1. Female 2. male

2. What is your age?

1. 16 Years 2. 17 Years
 3. 18 Years 3. 19 Years

3. What grade are you in?

1. Grade 4 2. Grade 5 3. Grade 6

4. What kind of work are you looking for after graduated?

1. Natural Industries 2. Production Industries
 3. Service Industries 4. High-tech Industries

5. What is the most important thing to you now?

1. earn lot of money
 2. earn high position and respect from others
 3. want to have a peaceful life
 4. earn high social status which people acknowledge who you are

Part 2: Reward – Intrinsic & Extrinsic

Reward –Intrinsic & Extrinsic	Strongly disagree	Tend to disagree	No opinion/ don't know	Tend to agree	strongly agree
1. I want to earn a good salary from the beginning of my career.					
2. I prefer to have flexible working hours.					
3. Being fairly treated in my organization					
4. I prefer to work in the organization that I like even though I need to wait at least 6 months after graduation.					
5. Having a job in which I can perform to the best of my ability					
6. I prefer to work in organization where I can use the internet and other electronic devices (mobile, iPad, etc.) during working hours.					
7. I would rather choose to have an extra course of education which I can choose to study outside the company or an exceptional experience (massage, yoga course, spa, etc). rather than receiving money or other monetary forms of reward.					

Part 3: Managing style – Coaching

Managing style – Coaching	Strongly disagree	Tend to disagree	No opinion/ don't know	Tend to agree	strongly agree
1. I prefer to have a supervisor who can provide me assistance and coach me anytime.					
2. I would likely feel satisfied with the job if my supervisor can provide assistance or consult with me anytime I need.					
3. My leader should be someone whom I permit , not from the job title					
4. Immediate supervisor is ready to coach me anytime.					
5. If I'm not satisfied with the job, I won't do anything more than what my supervisor asks of me.					

Managing style – Coaching	Strongly disagree	Tend to disagree	No opinion/ don't know	Tend to agree	strongly agree
6. When we make decisions, especially for problem solving, I need my supervisor's support to achieve the objective.					
7. I want to do my jobs, step by step following the action plan as approved, without comment until finished.					

Part 4: Job Satisfaction factors

Job Satisfaction factors	Strongly disagree	Tend to disagree	No opinion/ don't know	Tend to agree	strongly agree
1. If I have job satisfaction. I will have faith in the organization.					
2. I will be satisfied with a job that challenges my knowledge and abilities.					
3. I will be satisfied when colleagues recognize my talent.					
4. If I have job satisfaction, I will learn and develop the ability to fit the task to the assignment.					
5. I will be satisfied when I can make suggestions and plan for the operation.					
6. I will be satisfied if the criteria for assessing my job is properly filled with justice and accountability.					
7. I will be satisfied if the compensation and benefits received is appropriate for the amount of work I do.					
8. I will be satisfied when I can see proof of my performance after doing my job well.					
9. I will be really satisfied if I can earn a bonus and money as reward if I achieve my goal.					
10. I will be really satisfied if I can get a compliment from my supervisor right after I finish my job.					

Part 5: Performance

Performance	Strongly disagree	Tend to disagree	No opinion/ don't know	Tend to agree	strongly agree
1. Performance will be better with the goal of work clearly settled every time.					
2. Performance will be good with a good listener.					
3. Performance will be better with good communication within the organization.					
4. Performance will be better by keeping up learning and developing myself anytime.					
5. Performance will be better with a pre-planned operation.					
6. Performance will be better with good relationships in the organization.					
7. Performance will be better with reasonable responsibility and a well managed schedule.					
8. Performance will be better if a supervisor is prompt to advise on the job.					
9. Performance will be better with a reward for successful work.					
10. Performance will be better when I'm satisfied and believe in the organization.					



APPENDIX B
INDEX OF ITEM OBJECTIVE CONGRUENCE RESULT

INDEX OF ITEM OBJECTIVE CONGRUENCE RESULT

How to reward and lead the next Generation “Z” in the workplace

No.	Questionnaire	Expert 1	Expert 2	Expert 3	Total	Avg.
Part 1: General Information						
1	What is your gender?	+1	+1	+1	3	1.00
2	What is your age?	+1	+1	0	3	0.60
3	What grade are you in?	+1	+1	0	3	0.60
4	What kind of work are you looking for after graduation?	+1	0	+1	3	0.60
5	What is the most important thing to you now?	+1	+1	+1	3	1.00
Part 2: Reward – Intrinsic & Extrinsic						
6	I want to earn a good salary from the beginning of my career.	+1	+1	0	3	0.60
7	I prefer to have flexible working hours.	+1	+1	+1	3	1.00
8	Being fairly treated in my organization	+1	+1	+1	3	1.00
9	I prefer to work in the organization that I like even though I need to wait at least 6 months after graduation.	+1	+1	0	3	0.60
10	Having a job in which I can perform to the best of my ability	+1	0	+1	3	0.60
11	I prefer to work in organization where I can use the internet and other electronic devices (mobile, iPad, etc.) during working hours.	+1	+1	0	3	0.60
12	I would rather choose to have an extra course of education which I can choose to study outside the company	+1	+1	0	3	0.60

No.	Questionnaire	Expert 1	Expert 2	Expert 3	Total	Avg.
	or an exceptional experience (massage, yoga course, spa, etc) . rather than receiving money or other monetary forms of reward.					
13	I prefer to have a supervisor who can provide me assistance and coach me anytime.	+1	+1	+1	3	1.00
14	I would likely feel satisfied with the job if my supervisor can provide assistance or consult with me anytime I need.	+1	+1	0	3	0.60
15	My leader should be someone whom I permit , not from the job title	+1	0	+1	3	0.60
16	Immediate supervisor is ready to coach me anytime.	+1	+1	0	3	0.60
17	If I'm not satisfied with the job, I won't do anything more than what my supervisor asks of me.	+1	0	+1	3	0.60
18	When we make decisions, especially for problem solving, I need my supervisor's support to achieve the objective.	0	+1	+1	3	0.60
19	I want to do my jobs, step by step following the action plan as approved, without comment until finished.	+1	+1	0	3	0.60
Part 4 :Job Satisfaction Factors						
20	If I have job satisfaction .I will have faith in the organization.	+1	+1	+1	3	1.00

No.	Questionnaire	Expert 1	Expert 2	Expert 3	Total	Avg.
21	I will be satisfied with a job that challenges my knowledge and abilities.	+1	+1	0	3	0.60
22	I will be satisfied when colleagues recognize my talent.	+1	+1	+1	3	1.00
23	If I have job satisfaction, I will learn and develop the ability to fit the task to the assignment.	+1	+1	0	3	0.60
24	I will be satisfied when I can make suggestions and plan for the operation.	+1	0	+1	3	0.60
25	I will be satisfied if the criteria for assessing my job is properly filled with justice and accountability.	+1	+1	+1	3	1.00
26	I will be satisfied if the compensation and benefits received is appropriate for the amount of work I do.	+1	+1	0	3	0.60
27	I will be satisfied when I can see proof of my performance after doing my job well.	+1	+1	+1	3	1.00
28	I will be really satisfied if I can earn a bonus and money as reward if I achieve my goal.	+1	+1	0	3	0.60
29	I will be really satisfied if I can get a compliment from my supervisor right after I finish my job.	+1	0	+1	3	0.60
Part 5 :Performance						
30	Performance will be better with the goal of work clearly settled every time.	+1	+1	+1	3	1.00

No.	Questionnaire	Expert 1	Expert 2	Expert 3	Total	Avg.
31	Performance will be good with a good listener.	+1	+1	0	3	0.60
32	Performance will be better with good communication within the organization.	+1	+1	+1	3	1.00
33	Performance will be better by keeping up learning and developing myself anytime.	+1	+1	0	3	0.60
34	Performance will be better with a pre-planned operation.	+1	0	+1	3	0.60
35	Performance will be better with good relationships in the organization.	+1	+1	+1	3	1.00
36	Performance will be better with reasonable responsibility and a well managed schedule.	+1	+1	0	3	0.60
37	Performance will be better if a supervisor is prompt to advise on the job.	+1	+1	+1	3	1.00
38	Performance will be better with a reward for successful work.	+1	+1	0	3	0.60
39	Performance will be better when I'm satisfied and believe in the organization.	+1	0	+1	3	0.60
Average						0.73



APPENDIX C
RELIABILITY TESTING RESULT

RELIABILITY TESTING RESULT

Question	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Gender	179.36650	389.142	-.078	.942
Age	177.57150	389.033	-.054	.943
Grade	178.13150	385.162	.093	.941
Kind_of_Work	177.67150	378.666	.184	.942
Most_Important	177.77400	379.519	.178	.942
Reward1	177.35150	368.459	.346	.941
Reward2	176.50650	366.390	.584	.938
Reward3	176.49150	368.033	.552	.939
Reward4	177.71400	384.870	.011	.947
Reward5	176.45900	372.032	.497	.939
Reward6	176.51900	368.970	.502	.939
Reward7	176.52150	367.754	.529	.939
Reward Total	176.79471	370.116	.748	.938
Managing Style1	176.67650	370.114	.470	.939
Managing Style2	176.50900	372.296	.486	.939
Managing Style3	176.44900	370.648	.509	.939
Managing Style4	176.43900	370.632	.505	.939
Managing Style5	176.53650	369.133	.532	.939
Managing Style6	176.53900	370.304	.520	.939
Managing Style7	176.54900	368.773	.553	.939
Managingstyletotal	176.52829	369.857	.805	.938
Job Satisfaction1	176.55650	369.183	.586	.938
Job Satisfaction2	176.36650	370.796	.563	.939
Job Satisfaction3	176.31650	373.623	.512	.939
Job Satisfaction4	176.39650	368.875	.601	.938
Job Satisfaction5	176.40400	368.914	.610	.938
Job Satisfaction6	176.43150	365.195	.679	.938

Question	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Performance1	176.66150	373.568	.642	.940
Performance2	176.48150	375.631	.640	.940
Performance3	176.49900	378.660	.551	.941
Performance4	176.43650	378.868	.562	.941
Performance5	176.46900	377.161	.614	.941
Performance6	176.51150	376.051	.631	.940
Performance7	176.48400	377.780	.626	.941
Performance8	176.48150	374.657	.665	.940
Performance9	176.50900	375.893	.588	.941
Performance10	176.33900	374.194	.670	.940
Performance total	176.48725	375.972	.875	.940
Gender	179.36650	389.142	-.078	.942
Age	177.57150	389.033	-.054	.943
Grade	178.13150	385.162	.093	.941
Kind_of_Work	177.67150	378.666	.184	.942
Most_Important	177.77400	379.519	.178	.942
Reward1	177.35150	368.459	.346	.941
Reward2	176.50650	366.390	.584	.938

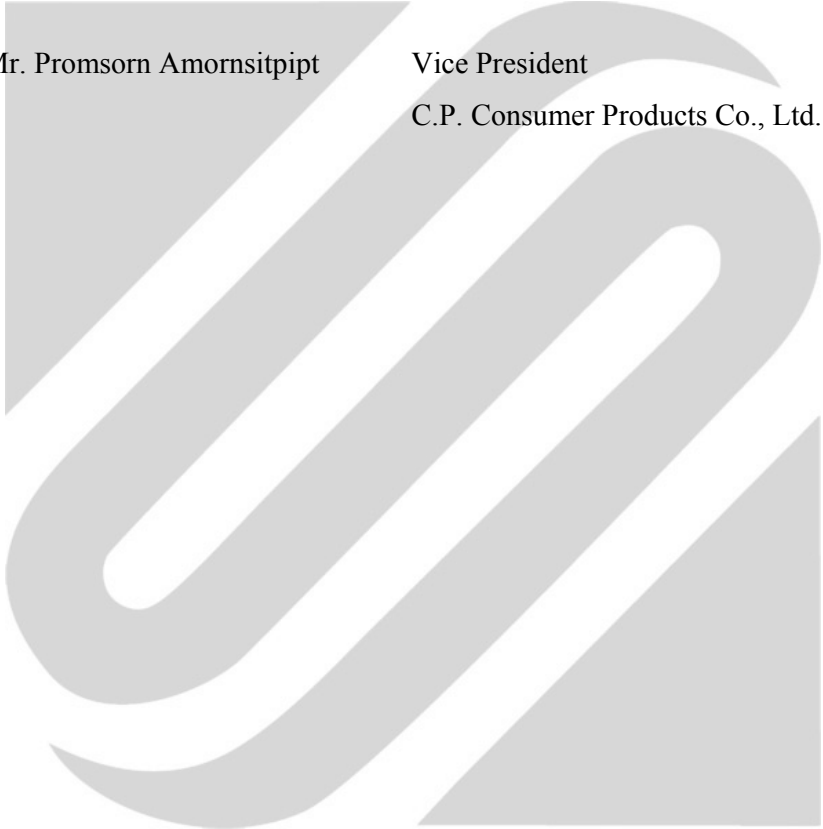


APPENDIX D
LIST OF EXPERTS

LIST OF EXPERTS

1. Miss SasakornTiwsuwan Vice President Accounting & Financial
Control Italthai Hospitality Co., Ltd.

 2. Mr. Wongsakorn Kittitakulkarn Assistant Vice President Accounting & Finance
JMT Network Services Public Company Limited.

 3. Mr. Promsorn Amornsitpipt Vice President
C.P. Consumer Products Co., Ltd.
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BIOGRAPHY

NAME	Miss Thunkamon Tiwsuwan
DATE OF BIRTH	October 20, 1973
NATIONALITY	Thai
EDUCATION	Master of Business Administration Stamford International University Satri Wat Rakhang School, Bangkok
HOME ADDRESS	Bangkok, Thailand
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POSITION	Managing Director
EMAIL	Thunkamon.T@Gmail.Com