

2016

Age Cohorts Impact on Public Employee Job Satisfaction through Motivation

Isaac Edwin Perry, Jr.
Walden University

Follow this and additional works at: <http://scholarworks.waldenu.edu/dissertations>



Part of the [Public Administration Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Isaac E. Perry, Jr.

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Olivia Yu, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Lydia Forsythe, Committee Member,
Public Policy and Administration Faculty

Dr. Anthony Fleming, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

Age Cohorts Impact on Public Employee Job Satisfaction through Motivation

by

Isaac E. Perry, Jr.

MPA, Bernard Baruch College, 2009

MA, Brooklyn College, 1991

BBA, University of Liberia, 1987

Proposal Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Public Policy and Administration

Walden University

March 2016

Abstract

One of the most critical issues facing government over the next decade will be filling management positions vacated by Baby Boomers. The purpose of this quantitative correlational research study was to examine how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce. The public workforce is comprised of Baby Boomers (born 1946- 1964), Generation X (born 1965- 1980) and Generation Y (born 1981 to 1996). The theoretical framework for this study was Herzberg's motivation-hygiene theory. A random sample of 213 participants: Generation Y = 40, Generation X = 77, and Baby Boomers = 96, participated in an online SurveyMonkey government panel. The panel was composed of local, state, and federal employees. Participants answered the survey using the Career Goals Scale, the Job Satisfaction Scale, and a brief demographics scale. Data were analyzed using descriptive statistics as a measure of central tendency. Also, inferential statistics using Pearson product-moment correlations, simple linear regressions, and one-way multivariate analysis of variance (MANOVA) were conducted to answer three central research questions. Results revealed that both intrinsic and extrinsic motivations affect job satisfaction. Also, results of the individual one-way ANOVAs did not indicate significant differences in intrinsic motivation or job satisfaction among the age cohorts. Finally, pairwise comparisons determined that there were significant differences in extrinsic motivation between Baby Boomers and Generation Y. The information for this study may inform human resource managers in the public sector, about factors that would affect benefit plan policy, and improve recruitment and retention of employees.

Age Cohorts Impact on Public Employee Job Satisfaction through Motivation

by

Isaac E. Perry, Jr.

MPA, Bernard Baruch College, 2009

MA, Brooklyn College, 1991

BBA, University of Liberia, 1987

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

March 2016

Dedication

This dissertation is dedicated to the almighty God who is the master of my life. To my parents, Isaac E. Perry, Sr. and Sarah Perry thank you for showing me the importance of hard work. To my wife, Ann-Marie Nelson Perry and sons, Isaac E. Perry, III and Ian J. Perry who provided me the courage, support and love I needed to help me through this incredible journey. Thanks for sacrificing weekends and holiday trips to allow me to complete assignments and conduct research.

Acknowledgments

This dissertation would not have been possible without the support, guidance, and encouragement of certain individuals who inspired me to believe in myself throughout this journey. Dr. Olivia Yu my committee chair, thank you for being instrumental in my success as you guided me through this process. I could not have done it without your guidance. Thank you to my committee member, Dr. Lydia Forsythe for the positive feedbacks, and encouragement throughout the dissertation process. I am honored to have worked with the both of you on this project. Finally, I want to extend my thanks and appreciation to the URR committee member, Dr. Anthony Fleming for his encouraging words.

Table of Contents

List of Tables	vi
List of Figures	vii
Chapter 1: Introduction to the Study.....	1
Background.....	1
Organization of Chapter.....	1
Background of the Problem	2
Statement of the Problem.....	4
Purpose of the Study.....	5
Research Questions and Hypothesis	5
Research Question 1	5
Research Question 2	5
Research Question 3	6
Theoretical Framework.....	6
Motivational Theories.....	6
Nature of the Study	8
Operational Definition of Terms.....	9
Assumptions.....	10
Scope and Delimitations	11
Limitations	11
Significance and Implications for Social Change.....	12
Summary.....	13

Chapter 2: Literature Review	15
Introduction.....	15
Organization of Chapter.....	15
Literature Search Strategies	16
Theoretical Foundation	17
Herzberg’s Motivational-Hygiene Theory.....	18
Maslow's Hierarchy of Needs Theory	19
Work Motivation Theory	19
Public Service Motivation Theory	20
Generation Theory	21
Intrinsic Motivation and Extrinsic Motivation in Public Organizations.....	22
Intrinsic Motivation	23
Self-Actualization	23
Desire to Work.....	23
Driven to Work and Enjoyment of Work	24
Extrinsic Motivation	24
The New Public Management.....	24
Employment At-Will	25
E-Government.....	25
Age Cohorts Membership.....	26
Baby Boomers.....	27

Generation X.....	28
Generation Y.....	29
The Public Sector.....	30
Aging Workforce.....	30
Private Sector vs. Public sector Employees Motivation.....	33
Job Satisfaction and Employee Turnover.....	34
Employee Engagement.....	36
Summary.....	37
Chapter 3: Research Method.....	39
Introduction.....	39
Role of the Researcher.....	39
Research Design and Rationale.....	39
Population.....	40
Sampling and Sampling Procedures.....	41
Instruments.....	42
Career Goals Scale.....	43
Job Satisfaction Scale.....	43
Survey Statements.....	43
Operationalization of Variables.....	45
Data Analysis Plan.....	45
Pre-analysis Data Screening.....	45
Reliability.....	46

Restatement of the Research Questions and Hypotheses	46
Threats to Validity	50
Ethical Protection of Participants.....	51
Summary	51
Chapter 4: Results	53
Introduction.....	53
Pre-Analysis Data Screen	53
Descriptive and Inferential Statistics	54
Frequencies and Percentages for Demographical Data	54
Descriptive Statistics of Continuous Variables.....	55
Reliability of the Likert Scale Questions	58
Restatement of the Research Questions and Hypotheses	58
Research Question 1 and Hypotheses	58
Linearity Assumption.....	59
Homoscedasticity Assumption.....	60
Pearson Product-Moment Correlation	60
Simple Linear Regression.....	62
Research Question 2 and Hypotheses	62
Linearity Assumption.....	62
Homoscedasticity Assumption.....	63
Pearson Product-Moment Correlation	64
Simple Linear Regression.....	65

Research Question 3 and Hypotheses	66
One-Way Multivariate Analysis of Variance (MANOVA).....	66
Normality Assumption.....	66
Homogeneity of Variance and Covariance	67
Multivariate and Univariate Outcomes	67
Summary	68
Chapter5: Discussions.....	70
Introduction.....	70
Summary of Results	71
Research Question 1	71
Research Question 2	71
Research Question 3	72
Limitations of the Study.....	74
Interpretation of the Findings.....	75
Recommendations for Future Research	77
Implications for Positive Social Change.....	79
Conclusion	80
References.....	82
Appendix A: Survey Instrument	108

List of Tables

Table 1. Intrinsic and Extrinsic Motivation Statements.....	43
Table 2. Job Satisfaction Statements.....	44
Table 3. Frequencies and Percentages of Demographical Data.....	55
Table 4. Descriptive Statistics for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction.....	56
Table 5. Cronbach's Alpha Reliability Statistics for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction.....	58
Table 6. Pearson Correlations between Intrinsic Motivation and Job Satisfaction.....	61
Table 7. Simple Linear Regression with Intrinsic Motivation Predicting Job Satisfaction.....	62
Table 8. Pearson Correlations between Extrinsic Motivation and Job Satisfaction.....	65
Table 9. Simple Linear Regression with Extrinsic Motivation Predicting Job Satisfaction.....	65
Table 10. One-way MANOVA for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction by Age Cohort.....	68
Table 11. Means and Standard Deviations for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction.....	68

List of Figures

Figure 1. Age cohorts affect job satisfaction through intrinsic and extrinsic motivation.....	8
Figure 2. Public sector employment as a share of total employment, 1955 to 2013.....	32
Figure 3. Power as a function of sample size.....	42
Figure 4. Bar chart for frequencies of intrinsic motivation.....	56
Figure 5. Bar chart for frequencies of extrinsic motivation.....	57
Figure 6. Bar chart for frequencies of job satisfaction.....	57
Figure 7. Scatterplot to assess relationship between intrinsic motivation and job satisfaction.....	59
Figure 8. Residuals scatterplot for homoscedasticity for intrinsic motivation predicting job satisfaction.....	60
Figure 9. Scatterplot to assess relationship between extrinsic motivation and job satisfaction	63
Figure 10. Residuals scatterplot for homoscedasticity for extrinsic motivation predicting job satisfaction.....	64

Chapter 1: Introduction to the Study

Background

America's growing elderly population presents specific challenges in the workforce (Davidson, Lepeak, & Newman, 2007). The aging of America is not unique as other countries are experiencing moderate rapid growth which threatens their safety net (Ortman, Velkoff, & Hogan, 2014). The public workforce is comprised of Baby Boomers, Generation X, and Generation Y, all of whom have varying age-related work values, beliefs, and behaviors (Mencl & Lester, 2014). As the Baby Boomers prepare to retire and younger workers begin their careers, public employers will experience a growing number of vacancies as large numbers of public service employees retire (McClellan & Holden, 2001).

America's new workforce will be ethnically and culturally diverse; therefore, understanding its perceptions of job satisfaction and motivation is necessary for public agencies to achieve their mission statements. This study answers a key question in public management: Does age cohorts have job satisfaction that differs depending on whether their motivation is intrinsic or extrinsic? Based on empirical evidence, the answer to the question will inform strategic planning in the public sector as to how to prepare for a major change in the labor force.

Organization of Chapter

Chapter 1 includes an introduction, background of the problem, problem statement, and purpose of study, research questions, and hypotheses. The chapter contains a theoretical framework, nature of the study, definitions, assumptions, scope.

This chapter also comprises the delimitations, limitations, significance and implication for social change. The chapter ends with a summary and transition to Chapter 2.

Background of the Problem

This study of job satisfaction among different age cohorts focuses on how different age groups respond to work and produce differences in work function outcomes due to individual's personality types and their work environment (Kalleberg & Loscocco, 1983). According to the Bureau of Labor Statistics (2012) demography is the driving force of growth in almost all social and economic trends. Today's labor force is older, more racially and ethnically diverse, and composed of more women as compared to before the feminist movement (Toossi, 2012). Age can be viewed at least four different ways: (a) life course, (b) generation, (c) career stage, and (d) chronological age (Pitts-Catsouphe & Smyer, 2007). Life course referred to individuals' particular histories in the framework of the wider social-historical-cultural context (Hagestad, 1990). A generation consisted of those who were born within the same time period (Strauss & Howe, 1991). The career stage of an employee may not always be age specific. In reference to this research, career stage was associated with age-related development in a continuous line of work, regardless of the occupational category (Pitts-Catsouphe & Smyer, 2007). Chronological age is an important marker of human development and therefore age groups (or generations) differed in attitudes, values, work styles, and expectations.

Generation theory argued that individuals growing up in the same time period were influenced by common location in the historical dimension of the social process

(e.g.; The Vietnam War, the end of the Cold War, and economic recessions) that shaped their attitudes and values (Mencl & Lester, 2014). Mannheim (1952) and his successors argued that a generation: is a "common location in historical time and distinct consciousness of that historical position shaped by the events and experience of that time" (Gilleard, 2004, p. 108). Rhodes (1983) provided empirical evidence of the theoretical origin of generation's analysis.

The age cohorts of interest to this study are: Baby Boomers (born 1946-1964), Generation X (born 1965-1980), and Generation Y (born 1981-1996). As the literature indicated, the presence of the Baby Boomers in the labor force is going under major changes. In 2012, the Bureau of Labor Statistics projected that Baby Boomers or workers age 55 or older would continue to increase their presence in the labor force during the 2010 - 2020 periods. However, as this group aged, its participation in the labor force would decline dramatically and the growth of the labor force would slow down because of decline in the workforce employment participation.

Job satisfaction can be defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or jobs" (Locke, 1979, p. 1300). Kalleberg & Loscocco (1983) asserted job satisfaction means an affective evaluation of an overall attitude that people have towards their jobs. Barnard (1938) identified two motivational manifestations of job satisfaction, (a) motivation to join and stay in the organization and (b) motivation to work hard to stay in the organization. Job satisfaction can indirectly affect productivity, cost associated with employee's time, attendance, and turnover (Farrell & Stamm, 1988; see also Lawler, 1994; Spector, 1997). Scholars' have

measured job satisfaction in a number of ways. Wright & Davis's (2003) study revealed that job satisfaction is related to employee retention and participation related behavior. Vroom, (1964) and Clark, (1997) found that performance, retention, and organizational citizenship can measure job satisfaction

Statement of the Problem

A plethora of research studies indicated the impact of age on job satisfaction, but very few have examined how intrinsic and extrinsic motivation affects public employee different age cohorts' job satisfaction. Talent shortage in the public workforce has long been predicted due to an aging workforce but public agencies remain unprepared for this pending dilemma. One of the most critical issues facing government over the next decade will be filling management positions vacated by Baby Boomers (Government Finance Officers Association [GFOA], 2010). In the coming years, knowledge and expertise will be lost due to the retirement of Baby Boomer individuals (Goodman, French, & Battaglio, 2014). This will lead to shifts in workforce demographics and employment competition from the nonprofit and private sectors (Goodman et al., 2014). There are uncertainties from public employers about the upcoming workforce attitudes and values towards job satisfaction and no job satisfaction (Bright, 2008). Delobelle et al (2011) noted an important component of increased employee turnover rates in organizations was due to job satisfaction. Human resource management (HRM) must be prepared for a generational shift in the public workforce; however, the understanding of the new generation has been limited (Goodman et al., 2014). A major challenge of this shift to the HRM is to manage workforce retention through organizational inducements to

increase job satisfaction and reduce employees' attitudinal response to the organization. Understanding what makes Generation X and Generation Y relate to an organization positively will better equip HRM managers to face this challenge. A study of how the workforce shift from the Baby Boomers generation to Generation X and Generation Y may impact public organizational approaches to job satisfaction.

Purpose of the Study

The purpose of this quantitative correlational research study was to examine how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce. Research has shown that motivational differences exist between age groups based on values and attitudes, and can perhaps offer an explanation how public organizations can accommodate a diverse multigenerational workforce through strategic planning (Henderson, 2008; Goodman, French, & Battaglio, 2014). This researcher's objective was to provide an understanding of the differences in job satisfaction and motivation between the cohort groups.

Research Questions and Hypotheses

The researcher converted the problem statement of this research study into research questions and testable hypotheses, which allowed empirical analysis.

Research Question 1: Does intrinsic motivation impact job satisfaction?

H₀1: Intrinsic motivation does not impact job satisfaction.

H_a1: Intrinsic motivation does impact job satisfaction.

Research Question 2: Does extrinsic motivation impact job satisfaction?

H₀2: Extrinsic motivation does not impact job satisfaction.

H_a2: Intrinsic motivation does impact job satisfaction.

Research Question 3: Does age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) significantly affect job satisfaction through intrinsic motivation and extrinsic motivation?

H₀3: Age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) do not significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

H_a3: Age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) do significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

Theoretical Framework

Motivational Theories

The theoretical framework for this study was based on Herzberg's (1966) motivational-hygiene theory. In the 1950's, Frederick Herzberg and his colleagues studied factors that affected job attitudes, which they called motivational and hygiene factors (Herzberg, Mausner, & Snyderman, 1959). Herzberg (1966) provided a new perspective on job attitudes by explaining the opposite of job satisfaction was no satisfaction and the opposite of job dissatisfaction was no dissatisfaction. Satisfaction of hygiene factors can prevent dissatisfaction and avert poor work performance, but only satisfaction of motivational factors can bring improvement and productivity sought by organizations (Herzberg et al., 1959). Herzberg et al. (1959) posited that job satisfaction and job dissatisfaction were considered extremes on a single continuum with a neutral condition in the middle in which, the employee was neither satisfied nor dissatisfied.

Several motivational theories contributed to the understanding of motivation and job satisfaction in this study. These theories included Maslow's (1943) hierarchy of needs, which argues that motivation rises from deficiency needs and growth needs. Perry & Wise (1990) viewed Public Service Motivation (PSM) as an individual's ability to respond to motives based primarily within public organizations. Atkinson's (1964) work motivation theory considered work motivation as an energetic force originating from within an individual's being which in turn initiated work-related behavior.

This study used Mannheim's (1952) generational theory, which related generational differences to employees' different age cohorts. Mannheim (1952) stated that individuals are predisposed to certain modes of thought and experiences. Being a member of the same generation allowed members to create a bond. The idea design for a study of generational values and attitudes is a chronological cohort design (Mason & Wolfinger, 2001). Cohort is broadly defined as a group of individuals who share a common experience within the same period (Rhodes, 1983). Rhodes (1983) developed an empirical approach to age related influences in work values by establishing "cohort effects, age effects, and period effects" as a standard approach when conducting cohort analyses (pp. 329-330). Mason & Wolfinger (2001) noted it's generally accepted that any differences between cohorts are due to combination of "cohort effects, age effects, and period effects" (p. 5). In this study, the researcher established cohort analyses by establishing a cut-off point of birth dates for Baby Boomers, Generational X, and Generational Y. Statistical tests were utilized to determine the differences between groups.

The flow chart below provided a model among the independent variable, dependent variable, and moderating variables for this study. The assumptions and analysis of the variables were delineated in the Operationalization of the Variables section in Chapter 3 of this research study.

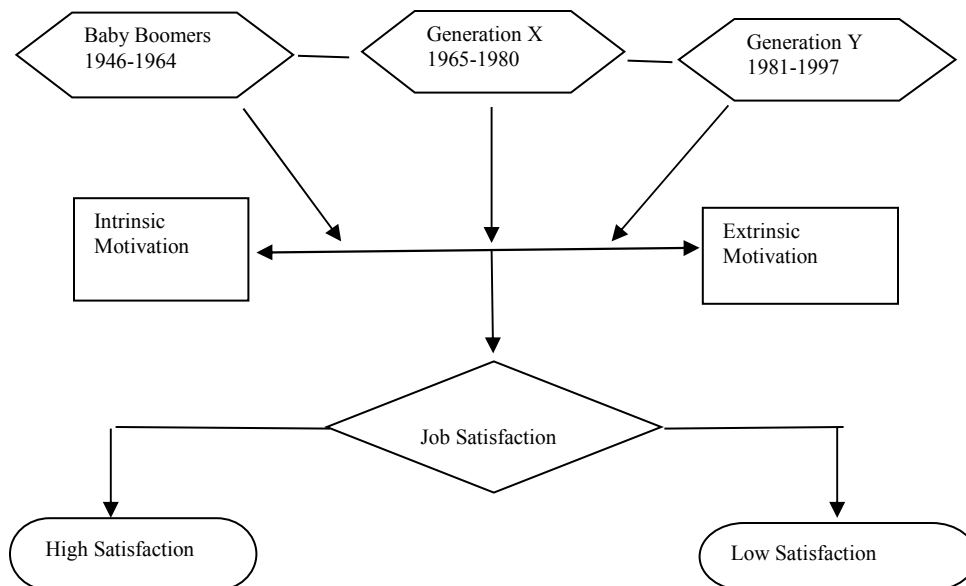


Figure 1: Age Cohorts Affect Job Satisfaction through Intrinsic and Extrinsic Motivation

Nature of the Study

This study used a quantitative method and the research design was a "non-experimental design" (Schutt, 2006, p. 215). The researcher selected a quantitative approach and descriptive statistical analyses were conducted on demographics and the research variables (i.e.; mean, standard deviation, frequency and percentage as appropriate). Pearson product-moment correlations (r) and simple linear regressions were conducted to analyze the relationship between the variables. Inferential statistical analyses were conducted using one-way multivariate analysis of variance (MANOVA)

(Green & Salkind, 2011). Analyses were conducted to assess assumptions to examine the research questions, and assess the assumptions of the analyses. The dependent variable for the study was job satisfaction, and the independent variable was age cohorts. The intervening variables were intrinsic motivation, and extrinsic motivation. The raw data were collected using a 7 point Likert Scale and the composite scores were used to construct tables. The data were analyzed using the Statistical Package for the Social Sciences (Morgan, Reichert, & Harrison, 2002, p. 57).

Operational Definition of Terms

Age Cohorts: individuals born within a specified set of years (Parry & Urwin, 2010). In this study, cutoff birth dates were established to provide consistency across cohorts. The ranges of births that was used to define a cohort are: Baby Boomers (1946-1964), Generational X (1965-1980), and Generational Y (1981-1996). Generational Y birth range was adjusted to ensure all participants were over 18 years of age.

Cohort analysis: The approach related to age influence on public employees values that were construed to age cohorts effects (Rhodes, 1983).

Extrinsic Motivation: Reasons that change an individual behavior based on environmental (organizational) reward or punishment (Lin, 2007). Extrinsic motivations are external factors that determined no job satisfaction (Seibert, Kraimer, Holtom, & Pierotti, 2013).

Intervening Variable: In statistics, intervening variables stand between the independent and dependent variables (Creswell, 2009). They are also called “mediating variables” because they mediate the effects of the independent variable on the dependent

variable (Creswell, 2009, p. 50). The intervening variables for this study were: intrinsic motivation and extrinsic motivation.

Intrinsic Motivation: Internal and individual drive that lead a person to do something without external incentives (Xiang & Chen, 2005). Intrinsic motivations were intrinsic factors that determined job satisfaction (Seibert, Kraimer, Holtom, & Pierotti, 2013).

One- Way Multivariate Analysis of Variance (MANOVA): In this study, multivariate analyses were used to explore the outcomes from three parametric dependent variables across one between-group independent variable (Green & Salkind, 2011). The between-group independent variable was: Age Cohorts (three groups: Baby-Boomers, Generation X, and Generation Y). The dependent variables were: level of job satisfaction, level of intrinsic motivation, and level of extrinsic motivation. The multivariate outcome (MANOVA effect) described the effect of the independent variable upon the combined dependent variables.

Probability Sampling: The technique of randomly selecting a large portion of units from a population, in random manner where the probability of inclusion for every member of the population was determinable (Teddie & Tashakkori, 2008).

Assumptions

This study was based on the following assumptions:

1. The participants met the criteria of being public employees in the United States.

2. All public employees answered the survey questions truthfully and voluntarily.
3. All respondents were willing to share what motivated them to enhance their job satisfaction.
4. All participants in the study reflected the larger population of the public employees being studied.

Scope and Delimitations

The scope of this study was to examine how age cohorts may affect the relationship between job satisfaction, intrinsic motivation, and extrinsic motivation in the public workforce in the United States. The delimitations of the study follow:

1. The study sampling frame inclusion was delimited to participants who are members of the SurveyMonkey on-line panel.
2. Panel members under 18 years of age were excluded from the survey because they had insufficient tenure.
3. The study was delimited to participants who responded to all questions on the survey instrument.

Limitations

This study was limited to the perceptions of public employees working in the United States. The survey instrument only measured the participants' perceptions and could not measure their actual behavior. This study did not address how to implement government reforms. This study focused only on cohort age rather than on individual

participant age. The survey questions may not have been understood the same way by all participants selected to participate due to Semantic differences in a multi-cultural society.

Significance and Implication for Social Change

This study sought to investigate the role age cohorts played on public sector employee's job satisfaction through intrinsic and extrinsic motivation. There is a belief that job satisfaction increases diagonally with age. To strategically plan, public employers need to know the role attitude plays on work values concerning job satisfaction and employee turnover. This is because public employees are government workers who play a vital role in the operation of a well-run government. The public sector is the supplier of public goods, custodians of the commons, and promoters of civil life indispensable to communities. Public organizations are made up of many different people who bring a variety of backgrounds, beliefs, work values, and perspectives as assets to an organization; understanding job satisfaction could help reduce employee turnover and increase organizational productivity (Gomez-Mejia, Balkin, & Cardy, 2007).

This study may bring about positive social change in the administration of public organization by delineating the intrinsic and extrinsic factors that influenced job satisfaction among public employees. This study was conducted because it provided valuable information to public human resource managers who are creating benefit plans to recruit or retain public employees in a diverse and competitive environment. With this knowledge and understanding, public employer human resources departments could be in a better position to strategically plan workforce sustainability and development.

Summary

In summary, the introduction chapter of this research study provided a general overview of the problem, purpose, and research questions for the study. The background of the study provided a brief summary of the literature under review, the gap in knowledge the study addressed, and why this research study was conducted. The problem statement provided the focal point of the research, and provided information of what was studied. The purpose of the study summarized the topic and provided the goals of the research. The research questions provided information about how the problem statement was answered. The hypotheses postulated testable declarative statements that were used to explore the correlations between the independent and the dependent variables. The theoretical framework of the study was based on Herzberg's (1966) motivation-hygiene theory. The nature of the study provided the rationale for choosing quantitative approach and delineated the key variables of the study. The operational definition of terms explained definitions of key concepts of the study. The assumptions specified elements of the research that were understood to be true. The scope of the study illustrated areas that were covered in this research study and the delimitation outlined elements of the study the researcher controls. The limitations demarcated elements of the study of which the researcher had no control. The significance of the study delineated the research problem that was addressed. The implication for positive social change explained the potential for the research to contribute to society.

Chapter 1 provided a general overview of the problem and the plan for further examination. Chapter 2 contains the literature review, which provides an explanation of

the organization of the review, the strategy for searching, and a thorough review of pertinent literature review. The chapter discusses the theories associated with job satisfaction, intrinsic motivation, extrinsic motivation and the generational theory. Additionally, the chapter provides a theoretical framework for drawing attention to the importance of other studies and for establishing a bench mark to compare the results of this research with other findings. Chapter 3 contains a description of the methodology used for the study. The chapter provides a rationale for using quantitative correctional design to answer the research questions. Additionally, information on the data collection procedures, the survey instrument, the population and sampling strategy as well as participant confidentiality will be presented. Chapter 4 provides an analysis of the results of the study by explaining the findings and analyses of the data. Also, the chapter will provide tests of the hypotheses and answers to the research questions. Chapter 5 presents a summary of the results, limitations of the study, and interpretation of the findings. Also, the chapter will provide a recommendation for further research and implications for positive social change. Finally, the chapter ends with a conclusion.

Chapter 2: Literature Review

Introduction

If public employers develop a detailed written strategic plan to address these issues of job satisfaction, they could contribute to greater job satisfaction and the fulfillment of mission statements. Rosenbaum (2014) stated that education and training were important issues in preparing the current and next generation of public administrators. The demographics of America are changing because of an aging population (Henderson, 2008). Public employers must cope with the retirement of their most experienced and knowledgeable employees due to “brain drain” created by lax retirement programs (Goodman, French, & Battaglio, 2014). This research study fills the gap of insufficient research on investigating how age cohorts affected public employee job satisfaction through intrinsic and extrinsic motivation. Current and historical research on age cohorts, intrinsic and extrinsic motivation, and job satisfaction are synthesized in the literature review.

Organization of Chapter

Chapter 2 of this study contains an introduction; literature search strategy; theoretical foundation; review of the literature, and summary. The introduction of the study will present the problem statement by exploring literatures that established the problem statement. The literature search will detail the strategy that will be used to search databases for information on the study. The theoretical foundation will focus on theories that will provide the foundation of the study. The review of the literature section will provide an exhaustive review of key variables and concepts to the study. Intrinsic

and extrinsic motivation, generational age cohorts, and job satisfaction will be reviewed.

The chapter ends with a summary and transition to Chapter 3.

Literature Search Strategies

A variety of methods were combined for the literature review. The main resources for the literature review were: peer review journal articles, books, government publications, technical and research reports. The specific databases in Walden Library that were used were:

- Academic Search Complete
- Dissertations and Theses
- ERIC- Educational Resource Information Center
- Google Scholar,
- Political Science Complete
- ProQuest Central
- PsycTESTS
- SAGE Premiers
- Statistics and Data
- Tests and Measures, and
- Thoreau: Search Multiple Databases

There are many ways to search for articles; I used two techniques to search for articles: Keyword Search and Boolean Searching. The range of search for current articles was five years. Boolean operators the date range was used to limit the search. Boolean was unique as it allowed the researcher to use different specific terms in a single

search. Articles were searched by topic using Boolean operators: *and, not, or*. Each search on a topic was conducted twice using all the years available, and 2009 to 2014. The most current articles relevant to the study were selected.

Theoretical Foundation

The researcher used Herzberg (1966) motivation-hygiene factors as a foundation for this study. This theory corresponded to job satisfaction, the dependent variable, and proposed that an employee's motivations are best understood through their attitude toward motivational factors. Motivation and satisfaction are not synonymous but motivation leads to satisfaction, which ultimately leads to enhance performance.

Motivation is a complex phenomenon, and was viewed from a multiple theoretical perspectives. Intrinsic motivation and extrinsic motivation were two sets of intervening variables that were investigated in this study. Intrinsic motivation and extrinsic motivation were analyzed through Maslow's (1943) hierarchy of needs, Perry & Wise's (1990) public service motivation, and Atkinson's (1964) work motivation theory.

Intrinsic motivators are an endogenous part of an employee's engagement in conducting a task; they arise from the employee's feelings about the task. Motivator factors have to do with the actual work and the employee's relationship to it. Extrinsic motivation operates primarily as de-motivators if they are sufficient (Herzberg, 1966). The employee who performs well on the job is the employee who decided to pursue his or her goals. This suggests that extrinsic motivation alone may be sufficient to enforce routine performance

Age cohort was a categorical independent variable and was delineated through generation theory. Understanding job satisfaction through motivation was important

since job satisfaction had been found to have significant influence on the motivation to stay or leave an organization in addition to other membership-related behaviors (Bright, 2008).

Herzberg's Motivation- Hygiene Theory

The motivation- hygiene theory has provided a new understanding on job attitudes. The traditional perspective on job attitudes was that the opposite of an employee job satisfaction was job dissatisfaction and the opposite of job dissatisfaction was job satisfaction. Herzberg (1968) argued that job satisfaction and job dissatisfaction in the workplace were not part of a single continuum but are parallel items: “there is either job satisfaction or no job satisfaction, and job dissatisfaction or no job dissatisfaction” (p. 56). Herzberg’s two factor theory used hygiene factors to ensure employees were not frustrated, and used motivational factors to ensure employees excel to higher performance (Zhang, Yao, & Cheong; 2011). Hygiene factors are: work conditions, standard policies, administrative procedures, salary and benefits, job security, supervision, relationship with co-workers, and personal life. Motivation factors are: recognition, achievement, promotion, responsibility, and job challenge. Herzberg (1968) noted hygiene factors as dissatisfiers, which were associated with the organizational culture, the style of management, or the attitude of the employee towards the environment in which the assigned task was performed. Motivational factors as satisfiers were associated with the employee’s attitude towards work, or having the autonomy to perform a task, and being recognized for a job well done. Satisfaction is an attitude, it is possible for an employee to be satisfied with his or her job and not be motivated.

Maslow's Hierarchy of Needs Theory

Maslow's (1943) posited that human needs can be organized into different categories. As a theory of motivation, Maslow (1943) used two concepts: deprivation and gratification. Maslow (1943) proposed that all human needs are arranged in hierarchies of prepotency. The need hierarchy is often presented as a pyramid, which is ranked from lower order needs at the bottom and higher order needs at the top. Lower level basic needs must be satisfied before an employee could ascend to the higher level growth needs. Basic needs are: physiological needs (such as food, sleep, etc.), safety, and love. The gratification or growth needs are esteem self-actualization.

Maslow's (1943) theory has been criticized for being too broad in application (Green & Burke, 2007; Hall & Nougaim, 1968). This theory was important because it provided a basis for understanding human motivation in that the hierarchy of needs emphasized the responsibility of employers to provide a stimulating work environment that promotes education and training for self-actualization. Chalofsky & Cavallaro (2013) used the hierarchy of needs theory to argue for strategies to be developed for public employees to achieve continual learning, to be the master of competency, and increased fit.

Work Motivation Theory

Researchers credited John William Atkinson with modern discussion on the application of work motivation (Steers, Mowday, & Shapiro, 2004). Atkinson (1964) viewed work motivation as things that: energize, channel, and sustain human behavior. Employee motivation plays an important role in public management both practically and

theoretically. Work motivation theorists have argued that what produces performance also produces positive work attitudes (White & Bryson, 2013). White & Bryson (2013) proposed that work motivation theory was a means for organizations to achieve higher performance. Latham & Pinder (2005) viewed work motivation as a set of energetic forces that influence an employee's work related behavior. It is a psychological process that results from an employee's interaction with their organizational environment. This means that an employee's work environment influenced the daily direction, level, and duration of their work behavior. Vroom (1964) defined motivation as a process governing choice made by an individual amongst alternate forms of voluntary activities. Pinder (1998) argued that work motivation is a set of internal (intrinsic) and external (extrinsic) forces that initiate work related behavior in "form, direction, intensity, and duration of the behavior" (p. 11). This definition of work motivation provided a suitable framework in this study. The importance of work motivation is that work in organizations is organized around teams, which suggest it is important to understand how teams influence work motivation. Latham & Pinder (2005) warned that since employees help create their work environment, specific aspects of the work environment should not be treated as independent variables because it may oversimplify the dynamic of work motivation.

Public Service Motivation Theory

Perry & Wise (1990) developed Public Service Motivation Theory (PSM). PSM is defined as "a general, altruistic motivation to serve the interest of a community of people, a state, a nation, or humankind" (Perry & Wise, 1990, p. 20). Perry &

Hondeghem (2008) argued that the definition of PSM varied across disciplines but these definitions are centered on motives and actions of people who work in the public domain to do good for others by ensuring the well-being of society. Over the last decade, PSM has emerged as one of the most popular theories of research in the field of public administration internally and nationally (Perry & Hondeghem, 2008). Scholars are using advanced techniques to test long-held theories regarding public service motivation positive effects on organizations performance (Alonso & Lewis, 2001; Bright, 2005; Naff & Crum, 1999; Perry, 1997). PSM is associated with highly motivated public service employees who provide meaningful services for their community (Brewer, 2004). Government employees as noted by Lewis & Frank (2004) have more impetus to help others through their jobs than private sector employees. One of the major challenges over the next 10 to 15 years will be the retirement of a large number of government employees from all levels of the public workforce. Since PSM is associated with highly motivated public employees, the field of public administration is faced with questions that public service motivation can help answer.

Generational Theory

Generational theory relates to genealogy, however, this researcher associated the term with intrinsic and extrinsic motivational characteristics according to public employees' age cohorts. The premise of the theory was that people who are born in the same date range tend to share significant life events, which help to formulate their level of social awareness and consciousness (Roberts & Lang, 1985). Mannheim (1952) emphasized that the rapidity of major social change during a cohort's formative years

between childhood and adulthood was crucial to the formation of generations. In periods of rapid social change, a generation would be much more likely to develop a cohesive character. An example of major social change was the civil rights movement for Baby Boomers, The cold war for Generation X, and global warming for Generation Y. One drawback of this theory was that it does not take into consideration each member of the cohort. Rhodes (1983) addressed cohort analysis approach by breaking the generation into “cohort’s effects, age effects, and period effects” (pp. 329-330). Mason & Wolfinger (2001) also emphasized that when conducting cohort analyses, the standard approach was to use “cohort effects, age effects, and period effects” (p. 5).

Intrinsic Motivation and Extrinsic Motivation in Public Organizations

There are three types of motivation: Intrinsic (internal and integrated), extrinsic (external, introjected, and identified regulations), and amotivation (Vallerand et al., 1992). Motivation is composed of needs and incentives that make an individual act in a certain way. It’s an individual interplay between personal motivation and the social environment. Motivators are intrinsic; hygiene factors are extrinsic. Intrinsic motivation or motivators are from within; it is doing an activity for inherent satisfaction or pleasure (Deci & Ryan, 1991). Extrinsic motivation or hygiene factors pertain to doing an activity to receive outside reward for the behavior (Deci & Ryan, 2000). Intrinsic motivation contrasts with extrinsic motivation because engaging in an activity simply for enjoyment or satisfaction is completely different from participating in an activity for instrumental value (Deci & Ryan, 2000). Doing an activity for oneself or integration, and doing an activity because of external, identified, or introjected regulations was the basis for

understanding public employee's job satisfaction. Intrinsic motivation or motivators was examined in the context of employee's engagement. Extrinsic motivation or hygiene factors were examined from the social environment set by an organization management style. The organization culture in the workplace is based on rules and regulations such as: policies, standard procedures and general memorandums. These rules and regulations are dissatisfiers because they offer punishment for incompetence.

Intrinsic Motivation

Self-Actualization

Maslow (1943) described human motivation in terms of satisfying categories of lower and higher needs. Self-actualization, which is the highest level of need, is an intrinsic growth that implies the attainment of one's fullest potential. Lower levels are basic or deficiency needs which are: psychological, safety, and social. Once the lower level needs are satisfied then a person can progress to growth needs, which are esteem and self-actualization. Self-actualization is at the top level of the pyramid, and the rationale holds that self-actualized employees are valuable assets in an organization. This is because self-actualized employees are more than likely to be creative and work at their maximum.

Desire to Work

Public service motivation is understood to broadly denote employees' "commitment to the public good" for what they believe is in the best interest of the well-being of society (Ertas, 2014, p. 254). Rainey (1982) noted that the pursuit of the public interest, which gives an employee the desire to work, is intrinsic. This makes public

service a specific type of intrinsic motivation that is concerned with the well-being of others (Rainey, 1982). Perry & Hondeghem, (1982) wrote that the idea to serve the public by doing well for others shapes the well-being of society. According to Perry & Hondeghem (1982) public service motivation is positively associated with an individual's attributes that are conducive to commitment and performance in an organization.

Driven to Work and Enjoyment of Work

The concepts of “driven to work and enjoyment of work” are perhaps the best known representation of working to fulfill ones “inner shoulds” and “working to pursue pleasure” (Graves, Ruderman, Ohlott & Weber, 2010, p. 1656). Driven to work represents an impulse that is rooted in “inner should” (Graves, et al., 2010). Driven to work is the introjected form of motivation (Deci & Ryan, 2000). Enjoyment of work is the extent to which people work because they find the work intrinsically interesting or pleasurable (Spence & Robbins, 1992). These are employees who view the act of working as a means of seeking enjoyment (Nix, Ryan, & Deci, 1999).

Extrinsic Motivation

The New Public Management

The emergence of the new public management in the late 1980s introduced market principles and business techniques from the private sector into the public workforce in part to counter inherent inefficiencies of large and monopolistic public bureaucracies (Siltala, 2013). Punishment and rewards were introduced as a means of producing better services with lesser staff. Marquand, (2004) noted that to evaluate employees performance, the new public management introduced repeated audits,

assessments, and appraisals. Thus the NPM is an extrinsic motivator to public employees because of the punishment for poor performance and reward or promotion for good performance.

Employment at-Will

Employment at-will is a term used in U. S. labor law for contractual relationships in which an employer can dismiss an employee without warning for any reason (Battaglio, & Condrey, 2009). There are two basic models for staffing the public sector, patronage and merit (Hamilton, 2010). Patronage refers to hiring practice based on a political leader's ideology (Hamilton, 2010). Employment at-will is a form of patronage because it removes public workers from civil service protection to provide flexibility to hire, and fire at will (Goodman & Mann, 2010). This is done by hiring temps and paying them at performance related rates (Siltala, 2013).

E-Government

Technological evolution in the public workplace has seen tremendous growth from manual to automation and now e-government. Beginning in the early 1990's public agencies at all levels of government began to rely on the Internet to provide services (Manoharan, 2012), which has increased pressure on government employees to reform and restructure (Manoharan, 2012). According to Carter and Belanger (2005) e-government has three main functions: intensified government accountability; increased public access to information; and more efficient, cost-effective government. Ho (2002) emphasized that e-government has changed the traditional government bureaucratic paradigm to coordinated network building and external collaboration. Technological

evolution in the workplace social environment is controlled by management to monitor productivity, and not to be punished, employees must learn to use their workplace technology. This hygiene motivator force public employees to alter their knowledge, skills, and values to be in compliance with their work assignments.

Age Cohorts Membership

The definitions of the term *generation* have evolved through a variety of scholarly publication. Mannheim (1953) viewed generation as a group of people born and raised in the same general chronological, social, and historical context. Eyerman & Turner (1998) defined generation as “people passing through time” (p. 93). Kopperschmidt (2000) defined generation as a “group of age cohorts who share birth years and life experiences, which are influenced by a variety of crucial factors” (p. 66). Westerman & Yamamura (2007) acknowledged that these groups have similar collective memory because they share the same birth years and significant life events. There is no consensus among researchers in establishing generation cut-offs, this research study viewed Baby Boomers as those born between 1946 and 1964, Generation X 1965 to 1980, and Generation Y as 1981 and below. Today's workforce is diverse with a symbiotic co-existence of these three generations. This multigenerational workforce presents a number of opportunities and challenges for public organizations. Research on management styles and views on career reveal. Baby Bombers advocate participatory management style but prefers micromanagement, Generational X responds well to coaching style but do not like micromanagement while Generational Y hate micromanagement (Eisner, 2005). Generational cohorts views on career differently remarkably. Baby Boomers organized

their career over their personal lives; Generational X changed careers (Guthrie, 2009) and Generational Yers are committed to jobs they believe will impact the world. Twenge & Campbell (2008) noted one of the most difficult transitions is when the young generation is entering the workforce in large numbers. Tapia (2008) explained that the new generation of workers will challenge the workplace because they want a balance between living and the rest of life. Tolbize (2008) explained a factor contributing to age conflicts in the workplace is perceived decline in work ethics. (Twenge, Campbell, Hoffman, & Lance, 2010) argued that the disparate life experiences by different generations affect each generation's value for extrinsic reward. This is because modern generations have more "individualistic and materialistic value orientations" (Twenge, et al., 2010, p. 1123).

Baby Boomers

Baby Boomers are post-World War II generation of workers who continued to have tremendous impact on the American labor market (Sincavage, 2004). The baby boom size increased sharply each year from 1946 to 1964 reflecting births, and to a lesser degree migration of those born outside the United States (Coly & Ortman, 2014). In 1946, there were 2.4 million baby boomers by the last year of the baby boom in 1964, that figured had reached approximately 72.5 million (Coly & Ortman, 2014). Baby Boomers embrace the psychology of entitlement expecting the best from life because they were profoundly affected by the "Vietnam War, the civil rights riots, and the Kennedy and King assassinations, Watergate, and the sexual revolution" (Fay, 1993, p. 54). This group attitude towards motivation tends to focus on leaders who will show

them how to make a difference (Murphy, 2007). Boomers attitude towards intrinsic and extrinsic motivation is more extrinsic because they like to be rewarded by seniority, better work shifts, and they value extrinsic measures of career success (Guthrie, 2009). This age cohort is respectful towards authority but will challenge the system (Tolbize, 2008). Boomers are loyal and stay attached to an organization because they want to put a stamp on the institution (Hart, 2006). This age group is not technologically savvy, but live to work, and is resistant to change (Gursoy et al., 2008). The Boomers' are known for positive work ethics, which includes "consensus building, mentoring, and effect change" (Kupperschmidt, 2000).

Generation X

Generation X are sometimes called the baby bust generation because of its small output relative to the Baby Boom generation. Generational X are children of baby boomers who have grown up with a sense of values that tend to be skeptical of the "status quo and hierarchical relationships" in the workplace (Jurkiewicz, 2000). They are influenced by "MTV, AIDS/HIV", and instant feedback from playing computer games (O'Bannon, 2001). Generation X attitude towards motivation is that they are self-motivated and view external motivation as manipulation which tends to have de-motivating factors (Gursoy, Maier, & Chi, 2008). Generational X attitude towards intrinsic and extrinsic motivation is that rewards and recognition should be viewed in terms of demands (Kupperschmidt, 2000). Rewards should be based on merit and not seniority (Eisner, 2005). The absence of money might lead them to lose motivation (Karp, Fuller & Sirias,

2002). Generational X views on authority are that they are skeptical and unimpressed (Hart, 2006) and they have no problem looking for a new job. This makes this age cohort to lack loyalty (Eisner, 2005). Generation X are technological savvy, they expect and demand change (Gursoy et al., 2008). This age group work-life balance is opposite to boomers because they view their personal values and goals more important than work-related goals (Howe & Strauss, 2000).

Generation Y

Generation Y is the largest among the age cohorts that will enter the future work force. They are the children of Baby Boomers, Generation X and Generation Y entering the work force. Generational Y are sometimes labeled as “Millennials or Echo Boomers” (Tolbize, 2008, p. 4). This group has been shaped as a non-nuclear generation with dramatic technological advances (Niemic, 2000). This group is multitaskers and desired a more balanced life (Tolbize, 2008). Generational Y is born into a wired world; they are connected to the Internet 24 hours a day (Twenge, et al., 2010). Generation Y attitude towards motivation is that they are motivated by feelings of duty (Guthrie, 2008). This age cohort is financially smart and place equal emphasis of both intrinsic motivators and hygiene factors (Twenge, 2006). The Generation Y cohort will challenge workplace norms, and believe rules are made to be broken (Gursoy et al., 2008). They are not loyal to their organizations, but are loyal to their peers and managers (Guthrie, 2008). Generational Y is intense users of technology and embrace change (Twenge, et al. 2010).

Understanding Generation Y attitudes and values in today's work force is about understanding tomorrow's work force.

The Public Sector

Aging Workforce

Many scholars have provided research on America's aging workforce (Condrey & Perry, 2005 also see Scott, 2005; Davidson, Lepeak, & Newman, 2007; Heidkamp, Mabe, & DeGraaf, 2012; Ortman, Velkoff, & Hogan, 2014; Colby & Ortman, 2014). The term aging means a proportion of the population in the older ages is increasing. Every two years the Census Bureau makes population projections; using this data, the Bureau of Labor Statistics makes ten years projection of the labor force (Toossi, 2013). Condrey and Perry (2005) explained the Bureau of Labor Statistics (BLS) definition of older worker is any employees over fifty-five years of age. Baby-boomers born between 1946 and 1964 is the force changing the age structure in the United States. (Hayutin, Beals, & Borges, 2013) reported by 2020, "older workers fifty-five plus will account for twenty-five percent" of the United States workforce (p. 5). In the public sector, the convergence of health, economic and demographic factors have interconnected to make the aging of the workforce a matter of urgent national importance. Many human resource experts are concerned with the brain drain. This is because many of the retiring baby boomers have leadership position, specialized positions or long tenure simply referred to in public administration as education and experience. The large size of baby boom cohort and the looming retirements have wide-range implications for the country's workforce (Ortman, Velkoff, & Hogan, 2014). The retirement of more than "seventy-

five million older workers” have to be replaced by a comparable number of young people entering the workforce (Twenge, et al., 2010, p. 1118). Jacobson (2010) argued local government agencies are posed for a “workforce crisis” because of their high older employee based, and the high demand for knowledge workers (p. 353).

Research has shown that aging of the workforce is a dichotomy when comparing the public sector and the private sector. Both the private and public sectors have become older but when comparing the number of employees’ age forty and older; the public sector is noticeably greater than the private sector (Greenfield, 2007). The Bureau of Labor Statistics (BLS) data for 2013 reported, 51.7% of the public sector workers are between the ages of forty-five and sixty-four compared to 42.4% of full-time private sector workers. Reflecting on the aging of the public workforce, federal workers are older than employees of state and local governments. In a 2013 BLS survey; 56.7% of federal workers were between the ages of forty-five and sixty-four, compared to 49.7% of state employees and 52.1% of local government employees (Mayer, 2014). A review of the public sector employment trends from the Current Employment Statistics of the Bureau of Labor Statistics (CES) survey; from 1955 to 2013 shows that, until 1975, public employment increased as share of total employment but has since fallen (Mayer, 2014). In 1999, the public sector percentage of jobs fell to 15.7% and in the most recent data from BLS in 2013 the sector jobs accounted for 16.0% (Mayer, 2014).

Figure 2, bar chart show Public Sector Employment as a share of Total Employment, from 1955 to 2013.

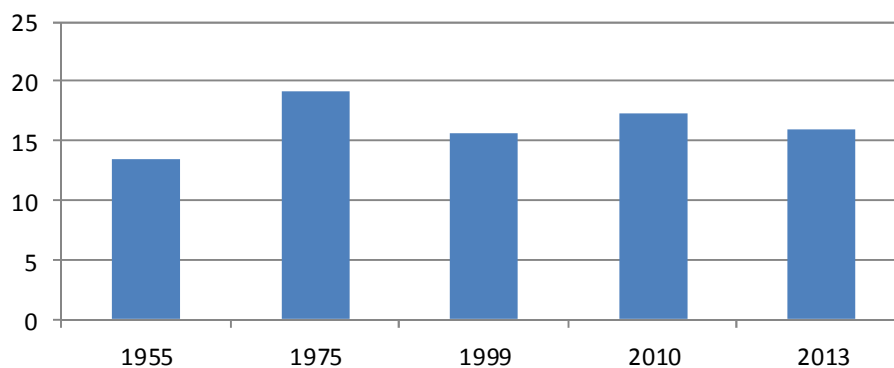


Figure 2: Source: Bureau of Labor Statistics, current Employment Statistics survey, created with permission from <http://stats.bls.gov/ces/>.

With the aging of the population, employers in the public and the private sector will have to replace the growing number of retiring workers. In the private sector, cyclical changes are responsive to business cycles, which are generally short term that caused expansions and decline in the labor force participation rates during economic downturns (Toossi, 2005). However, lack of defined pension plans, and increase in social security minimal age requirements may result in older workers remaining in the workforce. In the public sector, an aging workforce combined with a more traditional retirement plan that is conducive to retirees put this sector at risk under the aging population situation (Goodman, French & Battaglio, 2013). On average, public sector employees have more years of education than private sector workers. According to BLS data for 2013, 34.9% of private sector workers had a bachelor's, advanced, or professional degree, compared to 53.6% of workers in the public sector. With looming retirement of baby boomers from the public sector, the loss of institutional knowledge, especially about mission statement processes critical to standard procedures and general memorandums only compounds the aging workforce issue.

Private Sector vs. Public Sector Employees Motivation

Employee motivation is critical to organizational commitment, productivity, job satisfaction, and achievement of mission statement (Ertas, 2014). Behn (1995) wrote learning how to motivate employees is “one of the big questions” facing public management (p. 315). According to Coursey and Pandey (2007) public employee motivation is one of the oldest and most discussed topics in public administration. The assumption that public sector and private sector employees are similar is counter to scholarly public administration literatures (Houston, 2005). The conventional wisdom in public administration is that government employment is characterized by a sense of duty to serve the public (Perry & Wise 1990; Staats, 1998; Gabris & Simo, 1995). Research has found nonmonetary rewards, including motivation by a sense of serving the public interest (Boyne, 2002; Perry & Wise, 1990) matters more for public employees than for employees working in the private sector (Crewson, 1997; Lewis & Frank, 2004; Rainey, 1982). Early research by Kilpatrick, Cummings, & Jennings, (1964) and Schuster (1974) provided evidence that public employees were less motivated by financial rewards than private sector employees.

In comparing public vs. private employee’s motivation, public service motivation theory provides a useful basis for understanding employee’s motivation (Perry & Wise, 1990). The author’s work significantly advances our understanding to explore the behavioral implications of public service which is grounded primarily in public institutions and organizations. Public employees have a strong desire to help the general public, especially in comparison to private sector employee’s value for economic rewards

(Appleby, 1945; Frederickson & Hart, 1985; Houston, 2005). Empirical research has generally supported private sector employees work motivation is due to extrinsic rewards in comparison to public sector employee's altruistic motivation to serve the interest of society (Brewer, 2004; see also Houston, 2000; Rainey, 1982). Newstrom, Reif, & Monczka (1976) explained public sector employees are intrinsically motivated than private employees. Public service motivation is more of a reliance on intrinsic rewards over extrinsic rewards (Crewson, 1997).

Job Satisfaction and Employee Turnover

Job satisfaction and employee turnover are manifestations of the outlook that employees have about their employment (Bright, 2008). The literature review from prior research noted, job satisfaction is related to an employee work-related attitude that reflected the extent to which an individual evaluated certain aspects of their job; such as the organization culture, career opportunities, working conditions, co-workers, and supervisory conditions that are beneficial to the employee (Locke, 1976; see also Schleicher, Watt, & Greguras, 2004; Weiss, 2002). Job satisfaction is referred to an employee's emotional state and it covered the positive and negative emotions (West & Berman, 2009). In the public sector, employee turnover has become a research topic because of the aging of baby boomers and the accompany retirement of an invaluable knowledge base in government agencies (Hur & Strickland, 2012). Job satisfaction and employee turnover are reflection of how employees' salient needs are satisfied by their work. Bright (2008) wrote employees displayed high level of job satisfaction and lower level of turnover when the attributes of their working environment satisfy their needs.

One early debate on job satisfaction in public organizations centered on employee's satisfaction based on the characteristics of their organizations (Steel and Warner, 1990; (DeSantis & Durst, 1996). Another debate in the public administration literature has focused on the bureaucratic nature of public organizations coupled with low salary levels as inhibitors of high levels of job satisfaction among public employees (Finlay, Martin, Roman, & Blum, 1995; Rainey, 1989). Contrary to these debates, most researchers have found job satisfaction to be high among all levels of government employees (DeSantis & Durst, 1996; see also Maidani, 1991; Schneider & Vaught, 1993; Ting, 1996; Ting, 1997). The literature review disclosed work conditions most influential on job satisfaction and employee turnover among public employees were the intrinsic nonmonetary characteristics of their job, such as participatory management strategies, good social relationships with coworkers and supervisors, promotion opportunities, and professional development opportunities (Borzagz & Tortia, 2006, see also Emmert & Taher, 1992; Wright & Davis, 2003). Although Job satisfaction and employee turnover of all public sector employees has implications for public organizations, employee's burn out is a major threat for public organizations (Seibert, Kraimer, Holtom, & Pierotti, 2013). Studies have found burnout and exhaustion as two of the most cited reasons public employees left their jobs (Kim, 2004; Samantrai, 1992). There is evidence that employee tenure is negatively impacted by job satisfaction of public employees (Naff & Crum, 1999). This implies that the longer employees work in public organizations, the more their job satisfaction decreased.

Employee Engagement

Academicians, and management theorists, all seem to have similar definitions of employee engagement. Kahn (1990) is acknowledged as the founding father of the concept of engagement, which he defined as “the harnessing of organization members’ selves to their work roles” (p. 694). Wise (2000) wrote engagement means that public employees should play a proactive role in the policy implementation process to be able to identify pitfalls and problems that can undermine program success. Rothbard (2001) defined engagement as the psychological presence of “attention and absorption (p. 2). Schaufeli, Salanova, Gonzalez-Roma, & Bakker (2002) also defined engagement “as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (p.73). These definitions center around the idea that engaged employees have some type of heightened awareness of their work, or their organization culture, which causes them to produce better results for the organization. McPhie & Rose (2008) explained engaged employees are more likely to go above and beyond the minimum requirements to provide excellence performance. McPhie & Rose (2008) wrote that when an employee is engaged, they will put forth their best discretionary effort which results in high performance instead of the minimum work required to keep the boss happy. Mellina (2003) asserted that engaged employees will accept low satisfaction but disengaged employees will not accept low satisfaction and will leave the organization.

The first wave of baby boomers began turning sixty-five in 2011 and by 2029 all baby boomers will be sixty-five or older (Colby& Ortman, 2014). Perrin (2003) conducted a study that spanned different economic sectors; found that highly engaged

employees outperform their less engaged counterparts. Engaged employees can enhance performance and productivity, increase positive work attitudes, reduce health costs, lower absenteeism and turnover rates (Dwyer & fox 2006; Westerman & Cyr, 2004). SHRM (2014) explained baby boomers cohort are considered to be the most engaged of today's workers; the looming retirement of baby boomers revealed public management challenge illustrated by McPhie & Rose (2008), which found that "35.3 % of Federal employees in the United States were engaged, 47.2 % somewhat engaged, and 17.5 % are not engaged (p. 14). The study found six themes for engaging "pride in one's work or workplace, satisfaction with leadership, opportunity to perform well at work, satisfaction with the recognition received, prospect for future personal and professional growth, and a positive work environment with some focus on team" (McPhie & Rose, 2008, p. 37). Millennials are a larger generation after the smaller Generation X, it is important to know what constitutes job satisfaction for this group. Kahn (1990) argued that job satisfaction applies to how overall employment experience and basic work needs are met while engagement is linked to employees' performance.

Summary

Chapter 2 provided an in-depth analysis of the literature on what previous researcher have discovered about age cohorts, job satisfaction, intrinsic and extrinsic motivation. The chapter also provided the literature review strategies, and theoretical framework of the study. In summary, understanding the intrinsic and extrinsic needs of the internal customer, the employee, an organization can develop target methods to motivate and retain existing talent while simultaneously attracting new talent.

Chapter 3 will provide the role of the researcher, the research design and rationale. Also the chapter will provide the population, sampling and sampling procedures, instruments, operationalization of variables, threats to validity. Finally, the chapter ends with the ethical protection of the participants with a summary.

Chapter 3: Research Method

Introduction

The purpose of this quantitative correlational research study was to examine how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce. Chapter 3 contains role of the researcher, research design and rationale, population, sampling and sampling procedures. The chapter contains the instruments, operationalization of variables, data analysis plan, and pre- analysis data screening. This chapter also comprises reliability, threats to validity, and ethical protection of the participants. The chapter ends with a summary and transition to Chapter 4.

Role of the Researcher

The role of the researcher in this study was to collect numerical data to explore the social phenomenon under observation. From the data collected, the researcher used descriptive and inferential statistics to generalize findings from the sample to the defined population. The interpretation of the data was conducted from a scientific approach. I strived to maintain objectivity by using a systematic empirical approach. The researcher maintained a neutral role by being detached from the participants so as not to sway their thinking with the ideals, values, and opinions. The researcher controlled the study by keeping records of the data collection process and data analysis.

Research Design and Rationale

The research design for this study was cross-sectional, using parametric statistics. The data for the study were collected through an Internet survey based on work values

and attitudes of the representative sample to make inferences on the study's target population. Among the advantages of online Internet surveys were: rapid deployment, real time reporting, high response rates, and controlled sampling with flexibilities (Evans & Mathur, 2006). The survey was cross-sectional and the data were collected one point at a time through SurveyMonkey.

Descriptive and inferential statistics were used to test the hypotheses and answer the research questions. The study was designed to investigate how age cohorts affect public employee job satisfaction through intrinsic and extrinsic motivation. Pearson product-moment correlations (r) and simple linear regressions were conducted to analyze the relationship between intrinsic motivation, extrinsic motivation, and job satisfaction. One-way Multivariate analysis of variance (MANOVA) inferential statistical test was conducted to investigate how age cohorts (i.e. Baby-Boomers, Generation X, and Generation Y), impacted intrinsic motivation and extrinsic motivation and job satisfaction. Descriptive statistics was performed to report frequencies, percentages, means, and standard deviations as appropriate. The study determined how much variation in the dependent variable can be explained by the independent variables.

Population

The target population for this study was American public employees who worked within the United States. All participants were 19 years of age or older. The minimum sampling size for each of the age cohorts was ($n = 30$). The sample representation was composed of federal, state, and local government employees (Jessie & Tarleton, 2014). The sampling frame inclusion for this study was public employees who were currently a

member of "SurveyMonkey" online panel (SurveyMonkey, 2014). This sampling frame was multi-cultural, and encompassed men, women, and people of various ethnic backgrounds and age groups.

Sampling and Sampling Procedures

The sampling frame for this study was composed of a list of panel members who were pre-recruited by SurveyMonkey using probability sampling. SurveyMonkey is a reputable on-line company that recruits panel members from the general population by prescreening applications, then assigning members to participate in various audience panels. For every survey completed, panel members were rewarded with charitable donations and sweepstakes entries. The power of this study was determined by three components: the sample size, effect size, and the alpha level (Cohen, 1988). A power analysis using G * Power 3.1 software (Faul, Lang, & Buchner, 2014) was conducted to determine the effect size, Alpha level, and sample size for this study. A priori power analysis, assuming a medium effect size ($f = .15$, $\alpha = .05$), using MANOVA: repeated measures, between factors test, a minimum sample size of 147 was required to achieve a power level of .80 (Faul et al., 2014). Increasing the power level to .95 required a sample size of 234. Therefore, to make a fair assessment of how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce, a sample size of 147 to 234 participants was required for this study. This study used an effect size of .15, or medium. In the social sciences, an alpha level of .05 chosen by a researcher is considered acceptable. The significance level was 0.05, and alpha level 5% to 95% confidence interval (Faul et al., 2014).

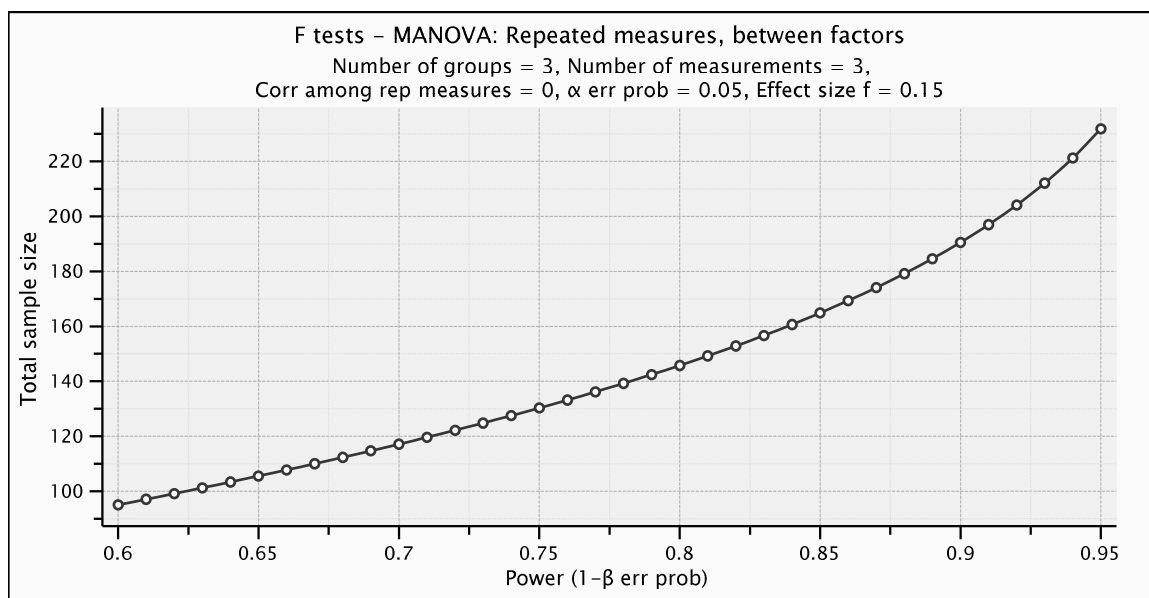


Figure 3. Power as a function of sample size

Instruments

The survey instrument for this study was divided into three sections. The first section included ten statements that identified factors that explored the participants' intrinsic and extrinsic reasons for career goals. The second section consisted of six statements pertaining to job satisfaction. The third section of the instrument consisted of four basic demographic factors (gender, ethnicity, educational level, and age) of the participants. A seven-point Likert scale where 1 equals strongly disagree and 7 equals strongly agree was used to measure participant's responses in the first and second sections of the survey. The survey instruments that were used derived from PsycTESTS, an American Psychological Association (APA) database. The authors of the scales stated that written permission is not needed if the scales are used for educational purposes. This researcher used the original statements of the career goals and job satisfaction scales

Career Goals Scale

The 10-item scale that was used to measure the participant's intrinsic and extrinsic career goals is called the Career Goals Scale (Seibert, Kraimer, Holtom & Pierotti, 2013). The survey instrument was validated by authors Seibert et al. (2013).

Job Satisfaction Scale

The job satisfaction scale used in this study was a condensed version of Brayfield & Rothe's (1951) Job Satisfaction Index Scale. Iverson, Olekalns, & Erwin, (1998) developed the Job Satisfaction Scale to determine how content an individual was with his or her job. The survey instrument was validated by Iverson et al. (1998) The pilot study tested the reliability and validity of the scale by investigating a causal model of occupational burnout. The authors considered how positive affectivity (PA) and negative affectivity (NA) influenced the perception of workplace stress leading to subsequent burnout.

Survey Statements

The survey statement ratings presented below are categorized by career goals and job satisfaction scales as the items are numbered on this research study scale:

Table 1

Survey: Career Goal Scale

Number	Section I: Intrinsic and Extrinsic motivation Statements
1.	It is important to me to achieve financial success in my career
2.	It is important to continue to learn and grow over the course of my career
3.	It is important for me to be seen by others as a success in my career

4. I want to be seen as a powerful individual in my company
5. It is important that my career offers me opportunities for interesting work
6. I want a career that gives me high social status
7. To gain experience through a wide variety of jobs or work assignments
8. It is important to me that others not view my career as failure
9. It is important for me to develop my technical/functional skills over the course of my career
10. I want to have a positive impact on other people or social problems through my work

Key to intrinsic and extrinsic statements:
 Intrinsic Motivation Factors: 2, 5, 7, 9 and 10
 Extrinsic Motivation Factors: 1, 3, 4, 6 and 8

Table 2

Survey: Job Satisfaction Scale

Number	Section II: Job Satisfaction Statements
11.	I find real enjoyment in my job
12.	I like my job better than the average person does
13.	I am seldom bored with my job
14.	I would not consider taking another kind of job
15.	Most days I am enthusiastic about my job
16.	I feel fairly well satisfied with my job

Operationalization of Variables

The key three variables used in this quantitative correlational study were intrinsic motivation, extrinsic motivation, and job satisfaction. The operationalization of these variables is delineated below.

1. Intrinsic motivation is a continuous level variable corresponded to the level of intrinsic motivation measured by the Career Goals Scale.
2. Extrinsic motivation is a continuous level variable corresponded to the level of extrinsic motivation measured the Career Goals Scale.
3. Job Satisfaction is a continuous level variable corresponded to one's level of job satisfaction measured by Job Satisfaction Scale.
4. Age Cohort is a categorical (nominal) variable corresponded to three subcategories: Baby Boomers, Generation X, and Generation Y.

Data Analysis Plan

Data was entered into SPSS version 22.0 for Windows. Descriptive statistics were conducted to describe the sample demographics as well as any research variables used in the analyses. Frequencies and percentages were calculated for any categorical variables of interest, such as gender or ethnicity. Means and standard deviations were calculated for any continuous variables of interest, such as job satisfaction (Howell, 2010).

Pre-Analysis Data Screening

Data was screened for missing data, accuracy, and outliers or extreme cases. Frequency distributions and descriptive statistics were conducted to determine responses

were within the possible range of values and data was not distorted by outliers. The presence of univariate outliers was assessed by creating standardized values for each scale level research variable. Standardized scores that were above 3.29 or below -3.29 were indicated as outliers (Tabachnick & Fidell, 2012). Cases with missing data were also examined for non-random patterns. Participants who did not complete major sections of the survey were excluded.

Reliability

Cronbach's alpha tests of reliability and internal consistency were conducted on each of the survey subscales intrinsic motivation, extrinsic motivation, and job satisfaction. Also known as the coefficient alpha, the Cronbach's alpha provided the mean correlation between each pair of items and the number of items in the scales (Brace, Kemp & Snelgar, 2006). Cronbach's alpha coefficients were evaluated using the guidelines suggested by George and Mallery (2010) *where* $> .9$ *Excellent*, $> .8$ *Good*, $> .7$ *Acceptable*, $> .6$ *Questionable*, $> .5$ *Poor*, $\leq .5$ *Unacceptable*.

Restating of the Research Questions and Hypotheses

Research Question 1: Does intrinsic motivation impact job satisfaction?

H₀1: Intrinsic motivation does not impact job satisfaction.

H_a1: Intrinsic motivation does impact job satisfaction.

Research Question 2: Does extrinsic motivation impact job satisfaction?

H₀2: Extrinsic motivation does not impact job satisfaction.

H_a2: Extrinsic motivation does impact job satisfaction.

To address research question one and two, two Pearson product-moment correlations (r) and two simple linear regressions were conducted to analyze the relationship between intrinsic motivation, extrinsic motivation, and job satisfaction. The Pearson correlations were used as preliminary analyses to see if there were significant associations between the continuous variables. Given that all the variables were continuous (interval/ratio data) and the hypotheses seek to assess the relationships, Pearson correlations was an appropriate bivariate statistic (Pagano, 2009). After the Pearson correlations were analyzed, two simple linear regressions were conducted to assess the predictive nature of intrinsic and extrinsic motivation on job satisfaction. Simple linear regressions was an appropriate analysis because the goal of the research was to assess the extent of a relationship between dichotomous or interval/ratio predictor variables on an interval/ratio criterion variable (Tabachnick & Fidell, 2012). The independent variables corresponded to intrinsic and extrinsic motivation. The dependent variable corresponded to job satisfaction.

Prior to running the analyses, the assumptions of a Pearson correlation and a simple linear regression were conducted to assess normality, linearity, and homoscedasticity. Normality assumed the data follows a bell-shaped distribution and was assessed with examination of the normal P-P plot. Linearity assumed that there should be an approximate straight-line relationship between the predictor variable (intrinsic/extrinsic motivation) and the criterion variable (job satisfaction). Homoscedasticity assumed that the scores are normally distributed about the regression line. Linearity and homoscedasticity were assessed by examination of scatterplots (Stevens, 2009).

For the Pearson correlation, coefficients can range from 0 (no relationship) to ± 1 (perfect positive/negative relationship). The linear regression used the F test to determine the overall significance of the predictors (intrinsic and extrinsic motivation). The t test was used to determine the individual significance of each predictor. Unstandardized beta (B) coefficients for significant predictors were used to determine the extent of prediction on the criterion variable (job satisfaction). The unstandardized beta coefficient was used to indicate the average change in the dependent variable associated with a one-unit shift in the independent variable. R-squared was also reported and was used to determine how the independent variable accounts for the variance in the dependent variable. A higher R-squared value signifies that a higher percentage of the overall variance in the dependent variable can be explained by the independent variable. Using Cohen's standard (Cohen, 1988), the correlation coefficients (β) was interpreted to evaluate the strength of the relationship between the independent and dependent variables. Correlation coefficients between the values of .10 and .29 represent a small association; correlation coefficients between .30 and .49 represent a medium association; and correlation coefficients above .50 represent a large association or relationship.

Research Question 3: Does age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) significantly affect job satisfaction through intrinsic motivation and extrinsic motivation?

H₀3: Age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) do not significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

H_{a3}: Age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) do significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

To address research question three, an one-way multivariate analysis of variance (MANOVA) was conducted to determine whether significant differences existed for intrinsic motivation, extrinsic motivation, and job satisfaction among the age cohort's (Baby-boomers, Generation X, and Generation Y). The one-way MANOVA was the appropriate statistical analysis because the goal of the research was to assess whether simultaneous mean differences existed on two or more continuous dependent variables by two or more groups. The one-way MANOVA tested for the linear composite or vector of the means between the groups. The continuous dependent variables in the analysis corresponded to: intrinsic motivation, extrinsic motivation, and job satisfaction. The independent grouping variable corresponded to the age cohorts (Baby-Boomers, Generation X, and Generation Y).

Prior to analysis, the assumptions of the one-way multivariate analysis of variance (MANOVA) - normality, homogeneity of variance, and homogeneity of covariance were assessed. Normality assumed that the three continuous variables are normally distributed (symmetrical bell shaped) for all three age cohorts. Normality was assessed with a Kolmogorov Smirnov (KS) test. Homogeneity of variance was assessed using Levene's test and assumed that all three groups have equal error variances. Homogeneity of covariance matrices is the multivariate equivalent to homogeneity of variance and was tested using Box's M test (Leech, Barrett & Morgan, 2008).

The one-way multivariate analysis of variance (MANOVA) uses the F test and creates a linear combination of the dependent variables for a grand mean, and will be used to determine if there were significant differences by curriculum type. The null hypothesis will be rejected if the obtained F was larger than the critical F . One-way (MANOVA) has two outcomes, the multivariate effect also known as the MANOVA effect, and the univariate effects (Mayers, 2013). The two outcomes were assessed. If the one-way MANOVA model was found to be statistically significant, then the individual ANOVAs (one per dependent variable) will be interpreted and pair-wise comparisons will be conducted to determine where the significant differences lie. If the one-way MANOVA results were statistically significant, the individual ANOVAs will be interpreted (Tabachnick & Fidell, 2012).

Threats to Validity

According to Frankfort-Nachmias & Nachmias, (2008) most measurement in the social sciences are indirect so an valid instrument is the extent that the instrument measures what it was intended to measure. The survey scales that were used for this study have been used in previous research from PsycTESTS and its face validities were tested in the field. Intervening variables can introduce bias into a research study. To control the study intervening variables, the same subjects were tested in each of the study intervening variables to reduce bias. External validity is the ability to generalize findings of the study from sample group to an entire population. To ensure generalization, this study conducted random sampling to allow generalization from the sample to the population. Frankfort-Nachmias & Nachmias, (2008) noted that construct validity is

making certain the measuring instrument fits the theoretical framework of the research. Construct validity was ensured by demonstrating that the variables of the study were properly operationalized. Statistical conclusion is the inference that prove two variables are related and show the strength of the variables relationship. In this study, correlation of the variable was conducted to establish the strength and relationship of the variables.

Ethical Protection of Participants

This study posed minimal risk or harm to the participants. This researcher completed the National Institutes of Health (NIH) on line as part of the proposal requirement. There was an informed consent form that all participants agreed to prior to taking the survey. This means that a participant clicked yes to the consent form before being allowed to take the survey. There was no pressure on participants to participate in the survey. This researcher ensured that all the survey results remained anonymous and that the Confidentiality of participants' was respected. Anonymous means removing the participants' name. Numbers were used to identify a participant. Confidentiality relates to protecting the data collected. All the information collected from the survey was used solely for purposes of the study. The digital data that this researcher stored on a computer will only be available to the researcher. The completed data will be stored for a period of seven years in a secure location, and would be destroyed after that period.

Summary

In summary, chapter three of this research study provided the research methods design and rationale of the study. The population and sampling method of the study was

provided. Explanation of data collection, operation of the variables, data analysis, threats to validity, and ethical protection of participants were also presented in this chapter.

Chapter 4 presents the results of the study. The descriptive statistics on demographic and research variables will be presented in textual and tabular form. Analyses conducted to assess assumptions to examine the research questions and explain how the statistical analysis supports the conclusions researched.

,

Chapter 4: Results

Introduction

The purpose of this quantitative correlational research study was to examine how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce. In this chapter, demographical data will be presented first, followed by descriptive statistics for continuous variables. Next, a reliability analysis was conducted on the three scales. Statistical analyses for the research questions included Pearson product-moment correlations, simple linear regression, and one-way multivariate analysis of variance (MANOVA). Significance for statistical assumptions and analyses was evaluated at the generally accepted alpha level, $\alpha = .05$. The sample for this study consisted of 216 public employees who work within the United States.

Pre-Analysis Data Screening

The data for this study were collected from a SurveyMonkey identified sample of government employees. The sample was composed of 216 federal, state, and local government employees between the ages 19 and 69 years. The sampling frame was multi-cultural, and was composed of men, women, and people of various ethnic backgrounds and age groups.

In social sciences, the statistical power of a test is the probability of getting a statistically significant result given that the null hypothesis is false. The statistical power level is proportional to the sample size, critical F(alpha level) and effect size, and is inversely proportional to the variance in the population (Faul, Lang & Buchner, 2014). In hypothesis testing, type I error is falsely rejecting a true null hypothesis while type II

error is the failure to reject a false null hypothesis. Significance tests that lack statistical power are of limited use because they cannot reliably discriminate between the null hypothesis and the alternate hypothesis of interest. For this study, a minimum sample size of 147 provided a power level of .80 and a maximum sample size of 234 provided a power level of .95.

The data collected from the 216 participants were entered into SPSS version 22.0 for Windows. Outliers were examined from the sample by calculation of z -scores. Outliers were assessed by examining z -scores outside of the range $z = \pm 3.29$ (Tabachnick & Fidell, 2012). Two participants were removed from the analysis for their extreme intrinsic motivation scores. One additional participant was removed for not indicating his or her age cohort. Thus, final descriptive and inferential analyses were conducted on the sample of 213 participants with a power level of .93. Statistical results were based on their responses to the questions in the survey regarding their perceptions of intrinsic motivation, extrinsic motivation, and job satisfaction.

Descriptive and Inferential Statistics

Frequencies and Percentages for Demographical Data

Frequencies and percentages were examined for nominal variables of interest. The sample consisted of slightly more female participants ($n = 109$, 51%) than males participants. A majority of participants were white ($n = 178$, 84%). Many participants were considered Baby Boomers, between 51 and 69 years old ($n = 96$, 45%). The Generation Y age cohort ($n=40$) was the smallest of the three cohort groups of the age cohorts (i.e.; Baby Boomers, Generational X, and Generational Y). A third of the

participants had graduate education ($n = 71$, 33%). Frequencies and percentages for the demographical data are presented in Table 3.

Table 3

Frequencies and Percentages of Demographical Data

Demographic	<i>n</i>	%
Gender		
Male	104	49
Female	109	51
Ethnicity		
Caucasian (White)	178	84
Black or African American	10	5
Hispanic or Latino	8	4
Asian/Pacific Islander	6	3
Native American or American Indian	3	1
Other	8	4
Age		
19 – 33 (Generation Y)	40	19
34 – 50 (Generation X)	77	36
51 – 69 (Baby boomers)	96	45
Educational status		
High School	34	16
Undergraduate	67	32
Graduate	71	33
Post graduate	41	19

Note. Due to rounding error, not all percentages may sum to 100.

Descriptive Statistics of Continuous Variables

Composite scores were computed for the three variables of interest: job satisfaction, intrinsic motivation, and extrinsic motivation. A composite score was created for intrinsic and extrinsic motivation by taking an average of the five corresponding items that made up the scales, respectively. A composite score was created for job satisfaction by taking an average of the six corresponding items that made

up the scale. Scores for intrinsic motivation ranged from 3.40 to 7.00, with $M = 5.87$ and $SD = 0.73$. Scores for extrinsic motivation ranged from 1.00 to 7.00, with $M = 4.83$ and $SD = 1.14$. Scores for job satisfaction ranged from 1.00 to 7.00, with $M = 4.72$ and $SD = 1.30$. Descriptive statistics for the three composite scores are presented in Table 4. Bar charts for the frequencies of responses are presented in Figures 4 – 6.

Table 4

Descriptive Statistics for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction

Composite Scores	<i>n</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Intrinsic motivation	213	3.40	7.00	5.87	0.73
Extrinsic motivation	213	1.00	7.00	4.83	1.14
Job satisfaction	213	1.00	7.00	4.72	1.30

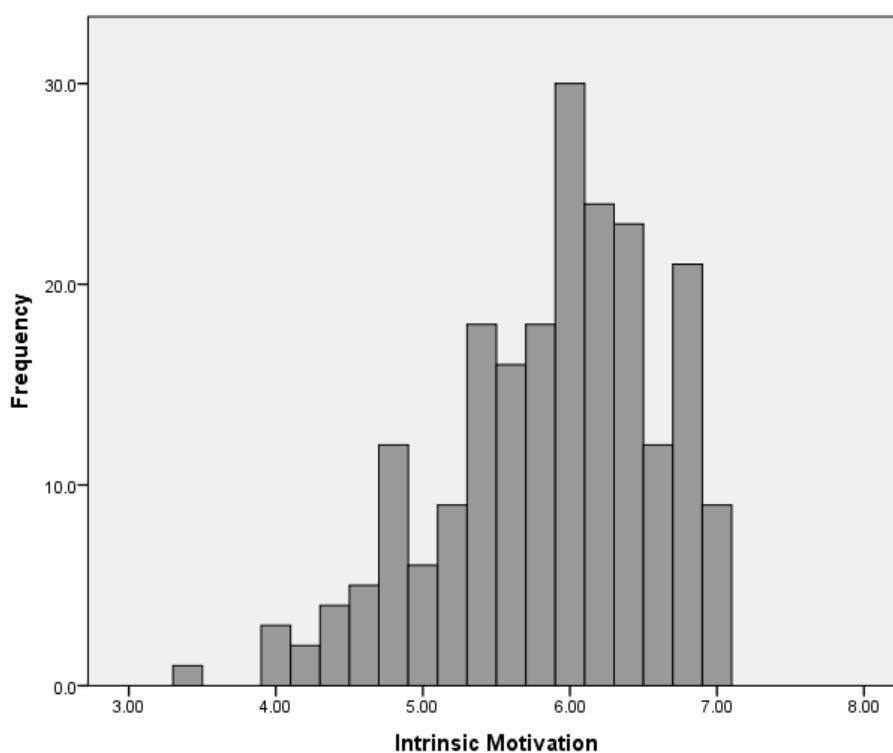


Figure 4. Bar chart for frequencies of intrinsic motivation

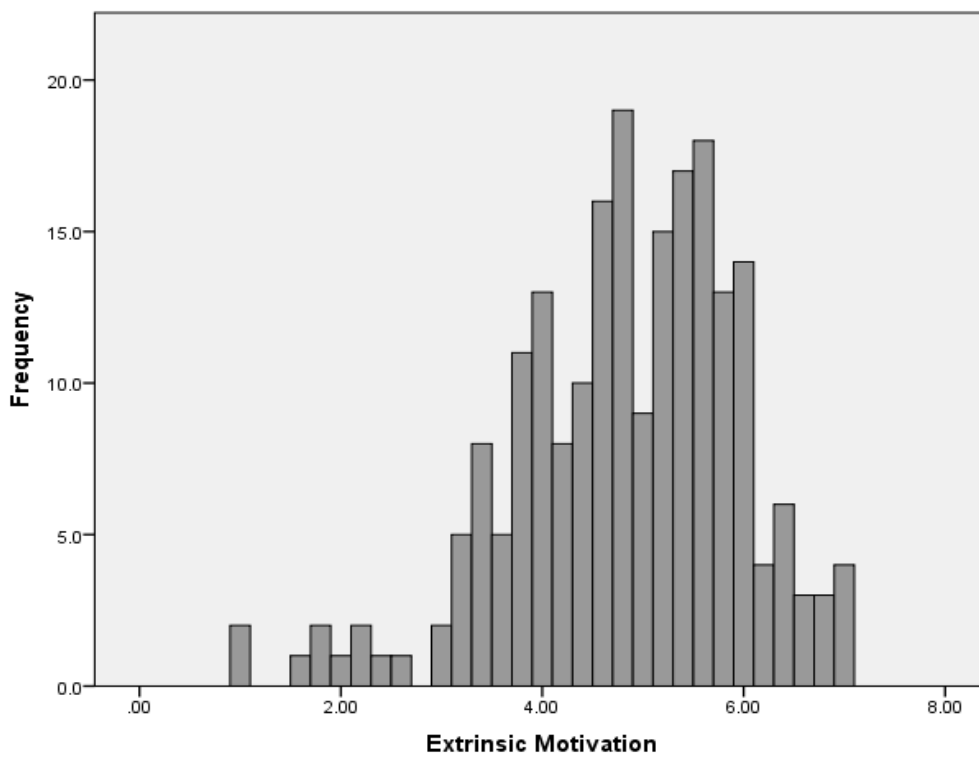


Figure 5. Bar chart for frequencies of extrinsic motivation

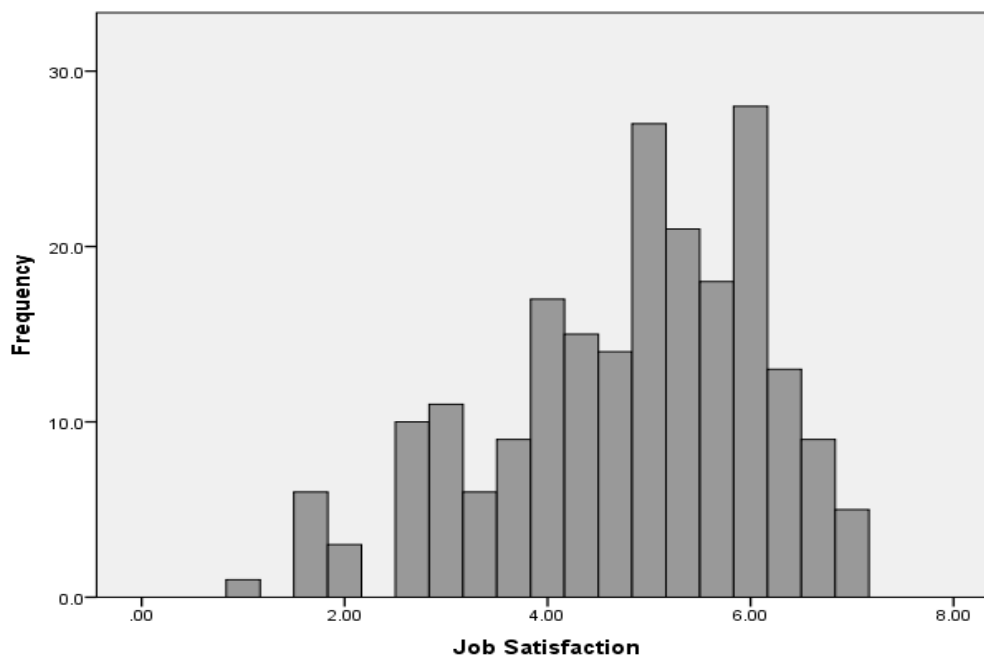


Figure 6. Bar chart for frequencies of job satisfaction

Reliability of the Likert Scale Questions

Cronbach's alpha test of reliability and internal consistency was conducted on the three scales. Cronbach's alpha provides mean correlations between each pair of items and the number of items that make up the scales (Brace, Kemp & Snelgar, 2006). The alpha values were interpreted using the guidelines suggested by George and Mallery (2010) where $\alpha > .9$ excellent, $> .8$ good, $> .7$ acceptable, $> .6$ questionable, $> .5$ poor, and $\leq .5$ unacceptable. Results of the reliability analysis for intrinsic motivation ($\alpha = .74$) indicated acceptable reliability. Results of the reliability analysis for extrinsic motivation ($\alpha = .85$) and job satisfaction ($\alpha = .89$) indicated good reliability ($\alpha = .87$). Reliability statistics are presented in Table 5.

Table 5

Cronbach's Alpha Reliability Statistics for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction

Scale	No. of Items	α
Intrinsic motivation	5	.74
Extrinsic motivation	5	.85
Job satisfaction	6	.89

Restatement of the Research Questions and Hypotheses

Research Question 1 and Hypotheses

RQ1: Does intrinsic motivation impact job satisfaction?

H₀1: Intrinsic motivation does not impact job satisfaction.

H_a1: Intrinsic motivation does impact job satisfaction

To address RQ 1, a Pearson product-moment correlation (r) and a simple linear regression were conducted to assess the relationship between intrinsic motivation and job satisfaction. Prior to analysis, the assumptions of linearity and homoscedasticity were assessed.

Linearity Assumption

The linearity assumption was tested by visual examination of a scatterplot between intrinsic motivation and job satisfaction scores (Figure 7). The assumption was met as the data followed a positive trend. As intrinsic motivation scores increased, job satisfaction scores also tended to increase.

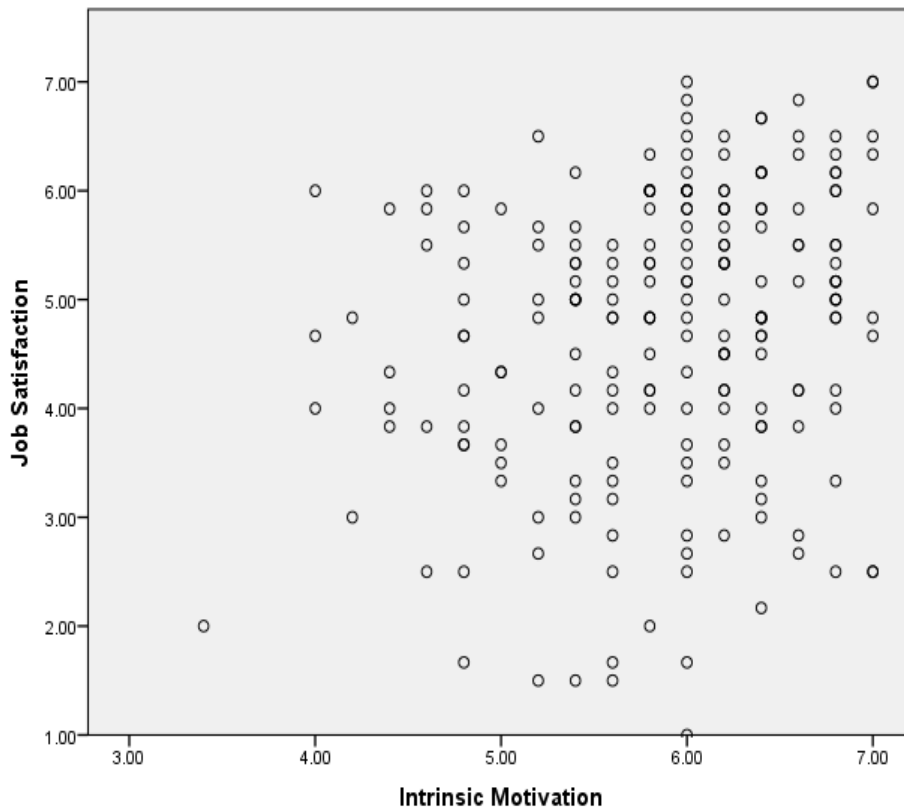


Figure 7. Scatterplot to assess relationship between intrinsic motivation and job satisfaction

Homoscedasticity Assumption

The assumption of homoscedasticity was assessed by visual examination of a scatterplot between the standardized predicted values and standardized residual values (Figure 8). The assumption was met because the points were rectangular in distribution and there was no distinguishable pattern in the data.

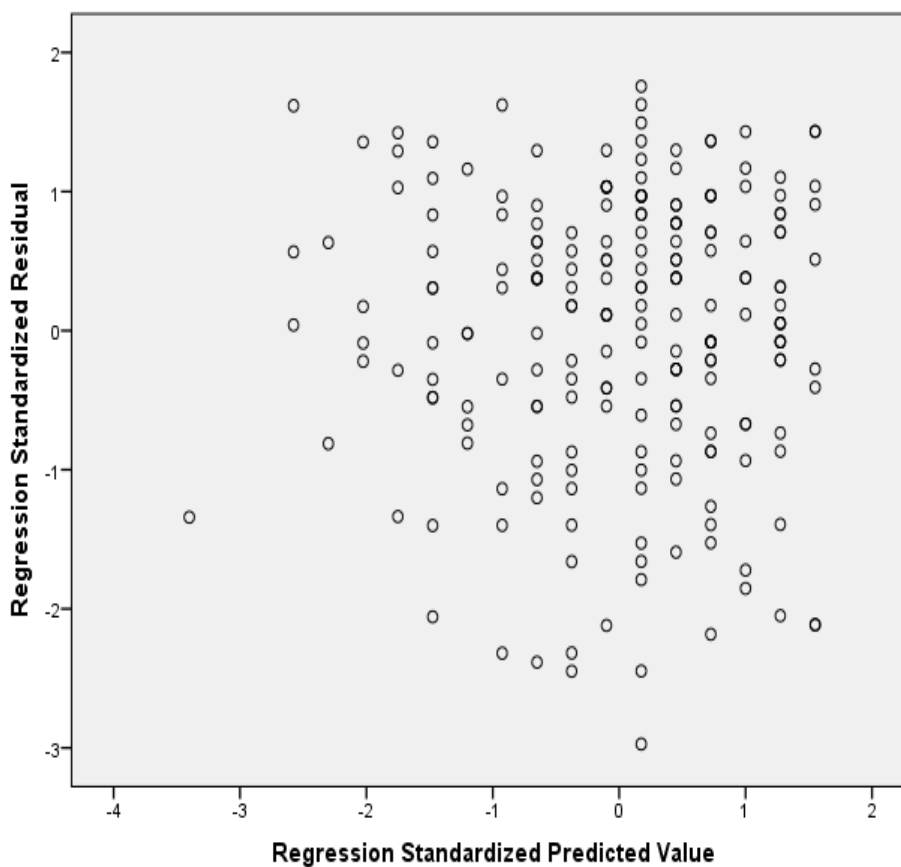


Figure 8. Residuals scatterplot for homoscedasticity for intrinsic motivation predicting job satisfaction

Pearson Product-Moment Correlation

A Pearson correlation is an appropriate statistical analysis when the goal of the research is to assess the strength of relationship between two continuous variables

(Pagano, 2009). Results of the Pearson correlation indicated that a significant positive relationship exists between intrinsic motivation and job satisfaction ($r = .23, p = .001$). Using Cohen's standard (Cohen, 1988) for interpreting correlation coefficients, $r = .23$ represents a small association between intrinsic motivation and job satisfaction. Results of the Pearson correlation between intrinsic motivation and job satisfaction are presented in Table 6.

Table 6

Pearson Correlations between Intrinsic Motivation and Job Satisfaction

	Job satisfaction	
	<i>r</i>	<i>p</i>
Intrinsic motivation	.23	.001

Simple Linear Regression

A simple linear regression is an appropriate statistical analysis when the goal of the research is to assess the predictive relationship between a predictor (independent) variable and a continuous criterion (dependent) variable (Tabachnick & Fidell, 2012). Results of the simple linear regression between intrinsic motivation and job satisfaction indicated a significant relationship, $F(1, 211) = 11.79, p = .001, R^2 = .053$, suggesting that approximately 5.3% of the variance in job satisfaction can be explained by intrinsic motivation. Intrinsic motivation was a significant predictor in the model ($t = 3.43, p = .001$), suggesting that for every one unit increase in intrinsic motivation, job satisfaction scores increased by 0.41 units.

The null hypothesis (H_0) for the first research question can be rejected. Results of the simple linear regression are presented in Table 7.

Table 7

Simple Linear Regression with Intrinsic Motivation Predicting Job Satisfaction

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Intrinsic motivation	0.41	0.12	.23	3.43	.001

Note. $F(1, 211) = 11.79, p = .001, R^2 = .053$

Research Question 2 and Hypotheses

RQ 2: Does extrinsic motivation impact job satisfaction?

H₀1: Extrinsic motivation does not impact job satisfaction.

H_a1: Extrinsic motivation does impact job satisfaction

To address RQ 2, a Pearson product-moment correlation (r) and a simple linear regression were conducted to assess the relationship between extrinsic motivation and job satisfaction. Prior to analysis, the assumptions of linearity and homoscedasticity were assessed.

Linearity Assumption

The linearity assumption was tested by visual examination of a scatterplot between extrinsic motivation and job satisfaction scores (Figure 9). The assumption was met as the data followed a positive trend. As extrinsic motivation scores increased, job satisfaction scores also tended to increase.

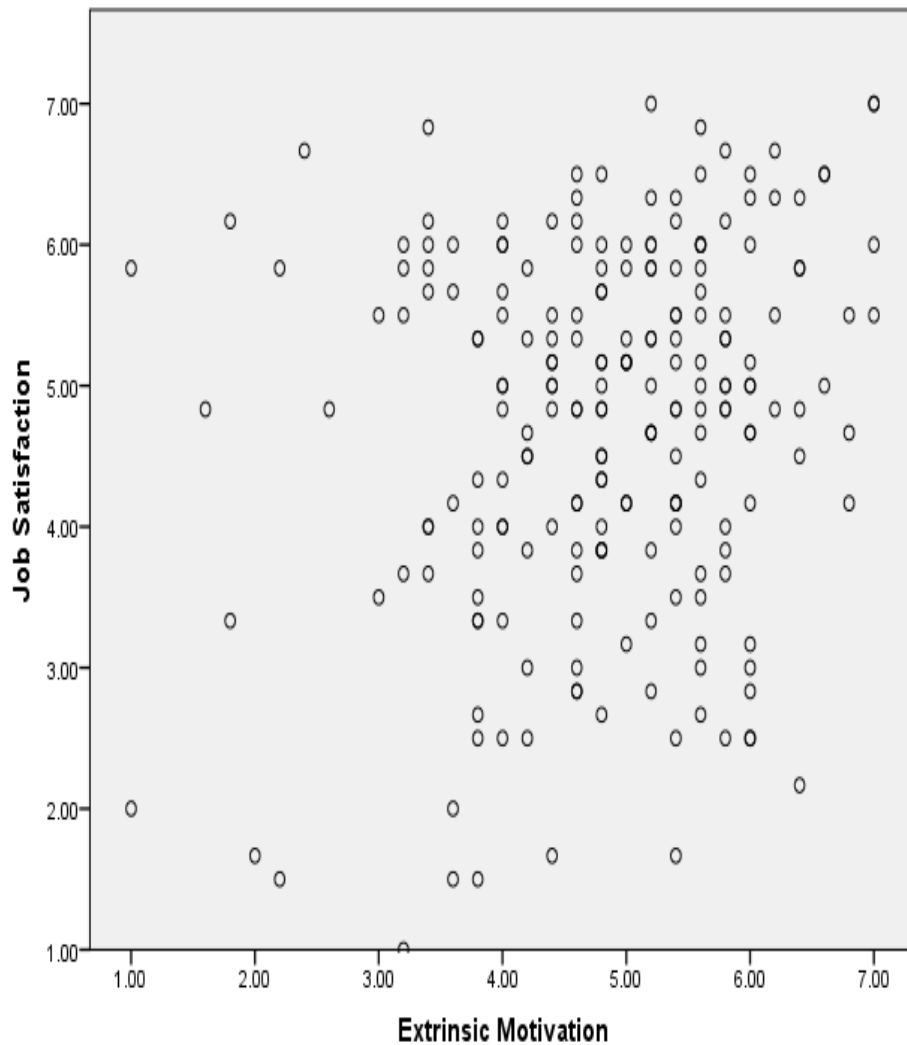


Figure 9. Scatterplot to assess relationship between extrinsic motivation and job satisfaction

Homoscedasticity Assumption

The assumption of homoscedasticity was assessed by visual examination of a scatterplot between the standardized predicted values and standardized residual values (Figure 10). The assumption was met because the points were rectangular in distribution and there was no distinguishable pattern in the data.

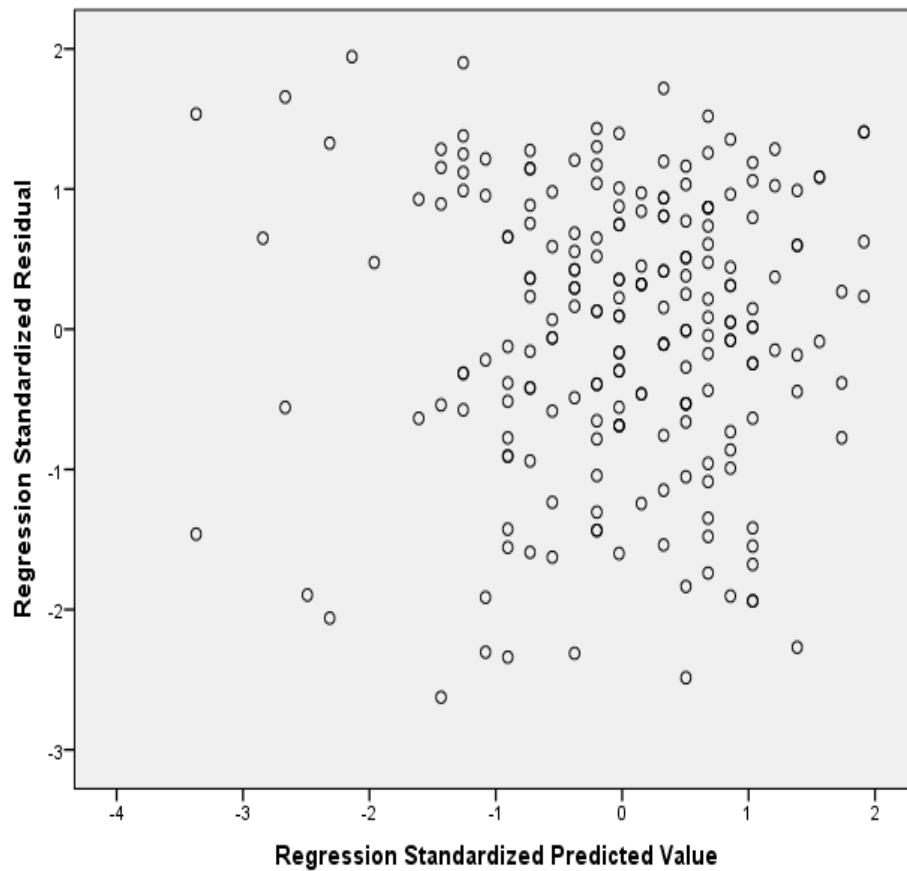


Figure 10. Residuals scatterplot for homoscedasticity for extrinsic motivation predicting job satisfaction

Pearson Product-Moment Correlation

A Pearson correlation is an appropriate statistical analysis when the goal of the research is to assess the strength of relationship between two continuous variables (Pagano, 2009). Results of the Pearson correlation indicated that a significant positive relationship exists between extrinsic motivation and job satisfaction ($r = .19, p = .005$). Using Cohen's standard (Cohen, 1988) for interpreting correlation coefficients, $r = .19$ represents a small association between extrinsic motivation and job satisfaction. Results

of the Pearson correlation between extrinsic motivation and job satisfaction are presented in Table 8.

Table 8

Pearson Correlations between Extrinsic Motivation and Job Satisfaction

	Job Satisfaction	
	<i>r</i>	<i>p</i>
Extrinsic motivation	.19	.005

Simple Linear Regression

A simple linear regression is an appropriate statistical analysis when the goal of the research is to assess the predictive relationship between a predictor (independent) variable and a continuous criterion (dependent) variable (Tabachnick & Fidell, 2012). Results of the simple linear regression between extrinsic motivation and job satisfaction indicated a significant relationship, $F(1, 211) = 8.24, p = .005, R^2 = .038$, suggesting that approximately 3.8% of the variance in job satisfaction can be explained by extrinsic motivation. Extrinsic motivation was a significant predictor in the model ($t = 2.87, p = .005$), suggesting that for every one unit increase in extrinsic motivation, job satisfaction scores increased by 0.22 units. The null hypothesis (H_0) for the second research question can be rejected. Results of the simple linear regression are presented in Table 9.

Table 9

Simple Linear Regression with Extrinsic Motivation Predicting Job Satisfaction

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Extrinsic motivation	0.22	0.08	.19	2.87	.005

Note. $F(1, 211) = 8.24, p = .005, R^2 = .038$

Research Question 3 and Hypotheses

RQ 3: Does age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) significantly affect job satisfaction through intrinsic motivation and extrinsic motivation?

H₀3: Age cohort (i.e.; Baby-boomers, Generation X, and Generation Y) do not significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

H_a3: Age cohort (i.e.; Baby-boomers, Generation X, and Generation Y) do significantly affect job satisfaction through intrinsic motivation and extrinsic motivation.

One-Way Multivariate Analysis of Variance (MANOVA)

To address research question three, a one-way multivariate analysis of variance (MANOVA) was conducted to determine whether significant differences existed for intrinsic motivation, extrinsic motivation, and job satisfaction among the age cohort's (Baby-Boomers, Generation X, and Generation Y). The dependent variables in the analysis corresponded to intrinsic motivation, extrinsic motivation, and job satisfaction. The independent variables in the analysis corresponded to age cohorts (Baby-Boomers, Generation X, and Generation Y). Statistical significance was determined at $\alpha = .05$.

Normality Assumption

Prior to analysis, the assumptions of the one-way MANOVA were assessed. Normality of the dependent variables was assessed with Kolmogorov Smirnov (KS) tests. The results of the KS test indicated statistical significance for the intrinsic motivation ($p < .001$), extrinsic motivation ($p = .001$), and job satisfaction ($p < .001$); therefore, the assumption was not met for these variables. Although the normality assumption was not

met, the MANOVA is robust for stringent assumptions when the sample size is large ($n > 50$) (Stevens, 2009).

Homogeneity of Variance and Covariance

Homogeneity of variance was assessed with Levene's test and the results were not statistically significant for intrinsic motivation ($p = .483$), intrinsic motivation ($p = .375$), and intrinsic motivation ($p = .478$); thus, the assumption of equal variances was met for the three variables. Homogeneity of covariance was assessed with Box's M test and results were not statistically significant ($p = .787$); thus, the assumption of equal covariance was met.

Multivariate and Univariate Outcomes

The multivariate main effect for age cohorts on the three dependent variables (intrinsic motivation, extrinsic motivation, and job satisfaction) was not statistically significant ($F(6, 418) = 1.75, p = .108, \eta^2 = .024$). The univariate effects for age cohorts on intrinsic motivation, extrinsic motivation, and job satisfaction by were further examined by conducting individual one-way ANOVAs. Results of the individual one-way ANOVA indicated significant differences existed in extrinsic motivation scores between age cohorts ($F(2, 210) = 4.27, p = .015, \eta^2 = .039$). Post-hoc analyses were conducted by pairwise comparisons to determine which age cohorts specifically had significant differences for extrinsic motivation. Pairwise comparisons indicated that significant difference in extrinsic motivation between Baby Boomers ($M = 4.66$) and Generation Y ($M = 5.28$) was statistically significant. A one-way ANOVA did not indicate significant differences between age cohorts in intrinsic motivation ($F(2, 210) =$

2.47, $p = .087$, $\eta^2 = .023$) or in job satisfaction ($F(2, 210) = 0.22$, $p = .804$, $\eta^2 = .002$).

The null hypothesis (H_03) for the third research question can be partially rejected due to age cohort's indicating significance only for extrinsic motivation. Results of the one-way MANOVA can be found in Table 8. Means and standard deviations for intrinsic motivation, extrinsic motivation, and job satisfaction can be found in Table 11.

Table 10

One-Way MANOVA for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction by Age Cohort

Source	MANOVA	ANOVA $F(2, 210)$		
	$F(6, 418)$	Intrinsic motivation	Extrinsic motivation	Job satisfaction
Age cohort	1.75	2.47	4.27*	0.22

Note. * $p \leq .050$. ** $p \leq .010$. Otherwise $p > .050$.

Table 11

Means and Standard Deviations for Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction by Age Cohort

Source	Intrinsic motivation		Extrinsic motivation		Job satisfaction	
	M	SD	M	SD	M	SD
Baby Boomers	5.78	0.74	4.66	1.03	4.77	1.25
Generation X	5.88	0.68	4.80	1.19	4.64	1.40
Generation Y	6.09	0.74	5.28	1.19	4.75	1.23

Summary

The purpose of this quantitative research study was to examine how age cohorts affected the relationship between job satisfaction and intrinsic and extrinsic motivation in the public workforce. Results of the first research question indicated that a significant

relationship existed between intrinsic motivation and job satisfaction; thus, the null hypothesis (H_01) could be rejected. Results of the second research question indicated that a significant relationship existed between extrinsic motivation and job satisfaction; thus, the null hypothesis (H_02) could be rejected. Results of the third research question indicated that significant differences existed on extrinsic motivation between age cohorts, specifically between Baby Boomers and Generation Y. Thus, the null hypothesis (H_03) for research question three was partially rejected.

In Chapter Five, these findings will be discussed further and connections will be made back to the study literature review. The statistical findings will be linked to the research questions. The researcher will include limitations of the study, recommendations for further research, implications for positive social change, and a conclusion.

Chapter 5: Discussions

Introduction

The purpose of this quantitative correlational research study was to examine how intrinsic and extrinsic motivations affect job satisfaction among different age cohorts in the public workforce. Chapter 5 includes a summary of results, limitations, interpretation of the findings, recommendations, implications for positive social change, and the conclusion. The summary of results is presented in the order that the research questions were examined and referenced by Chapter 2 Literature Review studies, followed by the limitations experienced during analysis and interpretation of the findings. The recommendations for further research, implications for positive social change for public organizations, and conclusion derived from the study are also presented in Chapter 5.

Based on previous research, I expected that the disparate life experiences of different generations to affect each generation's value for extrinsic reward (Tolbize, 2008). Baby Boomers value extrinsic motivation more than Generation X and Generation Y (Guthrie, 2009). Generation Y put equal emphasis on both intrinsic and extrinsic motivation in the workplace (Twenge (2006). These predictions from prior research were explored using univariate analyses. I used one-way multivariate analysis of variance (MANOVA) to explore outcomes of three parametric dependent variables (level of job satisfaction, level of intrinsic motivation, and level of extrinsic motivation) across one independent variable with three distinct groups. The purpose of using one-way MANOVA was to explore the multivariate effect and univariate effects of the study variables (Mayers, 2013). The multivariate effect, also known as the MANOVA effect,

describes how the independent variable influenced the combination of dependent variables (Mayers, 2013). The univariate effects explore how the mean scores for each dependent variable differed across the three distinct groups (Mayers, 2013).

Summary of Results

I analyzed the data using Pearson product-moment correlations, simple linear regression, and one-way multivariate analyses of variance (MANOVA). The analyses were centered on three central research questions.

Research Question 1

RQ 1: Does intrinsic motivation impact job satisfaction?

The results did not support the null hypothesis; therefore, the null hypothesis was rejected. The Pearson moment correlation indicated that a significant positive relationship existed between intrinsic motivation and job satisfaction. The simple linear regression between intrinsic motivation and job satisfaction indicated a significant relationship suggesting that approximately 5.3% of the variance in job satisfaction can be explained by intrinsic motivation. The simple linear regression predictor model suggested that for every one unit increase in intrinsic motivation, job satisfaction scores increased by 0.41 units. The impact of intrinsic motivation on job satisfaction conforms to what Herzberg (1966) labeled as motivator factors.

Research Question 2

RQ 2: Does extrinsic motivation impact job satisfaction?

The results did not support the null hypothesis; therefore, the null hypothesis was rejected. The Pearson moment correlation indicated that a significant positive

relationship existed between extrinsic motivation and job satisfaction. The simple linear regression between extrinsic motivation and job satisfaction indicated a significant relationship suggesting that approximately 3.8% of the variance in job satisfaction can be explained by extrinsic motivation. The simple linear regression predictor model suggested that for every one unit increase in extrinsic motivation, job satisfaction scores increased by 0.22 units. The impacts of extrinsic motivation on job satisfaction aligns to what Herzberg (1966) labeled as hygiene factors.

Research Question 3

RQ 3: Does age cohort (i.e.; Baby-Boomers, Generation X, and Generation Y) significantly affect job satisfaction through intrinsic motivation and extrinsic motivation?

The null hypothesis was partially rejected due to age cohort indicating significant differences only for extrinsic motivation. The one-way multivariate analysis of variance (MANOVA), multivariate outcome did not support the main effect for age cohorts on the three dependent variables. The univariate outcome for the individual one-way analysis of variance (ANOVA) indicated significant differences existed in extrinsic motivation scores between the age cohorts. Pairwise comparisons determined that there were significant differences in extrinsic motivation between Baby Boomers and Generation Y. Results of the individual one-way ANOVAs did not indicate significant differences in intrinsic motivation or job satisfaction between the age cohorts. The null hypothesis can be partially rejected due to age cohort indicating significance for extrinsic motivation only.

It was expected that the disparate life experiences by different generations affect each generation's value for extrinsic reward (Twenge, Campbell, Hoffman, & Lance, 2010). Twenge et al. (2010) argued that extrinsic rewards are important in the employment process. This is because each generation going through economic hardships placed greater emphasis on compensation. The results for extrinsic motivation amongst the age cohorts showed Generation Y had a higher mean score than Baby Boomers and Generation X. Pairwise comparisons determined that there was significant differences in extrinsic motivation mean scores between Generation Y and Baby Boomers.

The second assumption from prior research was that Baby Boomers value extrinsic motivation more than Generation X and Generation Y (Guthrie, 2009). Guthrie (2009) explained that Baby Boomers have deep understanding of who they are and what they have achieved at work. They like to be rewarded with money, seniority, office parking spot perks, and better shifts. The Baby Boomers in this sample showed the lowest mean score for extrinsic motivation among the age cohorts.

The third assumption from prior research was that Generation Y put equal emphasis on both intrinsic and extrinsic motivation in the workplace (Twenge, 2006). Twenge (2006) explained that the Generation Y age group is financially smart and place equal emphasis of both intrinsic motivators and hygiene factors. The mean scores for Generation Y in this sample support this assumption. Generation Y showed the highest mean scores for intrinsic motivation and extrinsic motivation among the age cohorts. The mean scores in this study derived from the one-way multivariate analysis of variance (MANOVA) univariate effects.

Limitations of the Study

The one-way multivariate analysis of variance (MANOVA), multivariate outcome did not indicate overall significance for the effect of age cohorts. There is no exact answer why the one-way MANOVA effect did not elevate to a level of significance for the age cohorts. This researcher posits that a contributing factor could have been the uneven size of the samples (Baby Boomers, $n = 96$, Generation X, $n = 77$, Generation Y, $n = 40$). Baby Boomers were 45 % of the total sample as compare to Generation X, 36 % and Generation Y, 19 %. Although the minimum sample for each of the age cohorts ($n = 30$) was met, quota sampling may have provided a more balance sampling with a limit set to approximately one third of the total sample for each of the age cohorts.

In addition, the unevenness of the sample could have skewed the results to some extent regarding the one-way multivariate analysis of variance MANOVA effect achieving no significance for the age cohorts. The educational levels of most of the respondents were very high; approximately 33% of the respondent had a master's degree, 19% had a post master's degree, equating to approximately 52% with master degree or higher. According to the U.S. Bureau of Labor Statistics data for 2013, 53.6% of workers in the public sector had a bachelor's, advanced, or professional degree. The results of this study indicated 84% of the sampled public sector workers had a bachelor's, advanced, or professional degrees. A majority of survey participants were female ($n = 109$, 51%). A majority of participants were of white ethnicity ($n = 178$, 84%). Many participants were part of the Baby Boomers, ranging between the ages of 51 – 69 years old ($n = 96$, 45%).

Another possibility for skewed results could be whether it was appropriate to use parametric statistics on ordinal measurement such as a Likert scale. The dependent variables were measured using a 7 point Likert scale to determine the participant's composite score. Technically, Likert-type scales are ordinal measurement. But Johnson & Creech (1983) and Zumbo & Zimmerman (1993) noted when there are 5 or more categories there is relatively little harm in using the scale as continuous. This is because once one or more Likert or ordinal items are combined; the number of possible values for composite variables begins to increase beyond the number of categories. The measurement score becomes continuous because it can take any range of numbers, even decimals.

The scope of this study did not cover types of extrinsic motivators. There are different types of extrinsic motivators that can have varying effects on intrinsic motivation and job satisfaction. Stringent controls such as any rewards or evaluation systems that leaves an employee to feel controlled by powerful others is a negative control while any extrinsic motivator that support a person's sense of competence should positively contribute to intrinsic motivation. Last, the study did not cover the interactions between intrinsic and extrinsic motivation such as intrinsic motivation for an activity increases, extrinsic motivation must decrease or vice versa.

Interpretation of the Findings

Comparing the impact of motivation on job satisfaction, the results of Pearson correlations presented in Table 6 indicated that intrinsic motivation had more impact than extrinsic motivation presented in Table 8 on job satisfaction. The results of the simple

linear regressions suggested that intrinsic motivation presented in Table 7 had more impact than extrinsic motivation presented in Table 9 on job satisfaction. The higher impacts of intrinsic motivation over extrinsic motivation regarding job satisfaction fit into Herzberg's (1966) motivator-hygiene theory. Herzberg's two factor theory used hygiene factors to ensure employees are not frustrated and used motivational factors to ensure employees excel to higher performance. Pinder (1998) argued that work motivation is a set of internal (intrinsic) and external (extrinsic) forces that initiate work related behavior in "form, direction, intensity, and duration of the behavior" (p. 11). That is, any extrinsic motivators that support an employee's sense of competence without undermining the employee's sense of self-determination should positively contribute to intrinsic motivation.

In this section, the univariate mean scores for intrinsic motivation, extrinsic motivation, and job satisfaction by age cohorts are presented in Table 11. When comparing the age cohort's univariate outcomes for intrinsic motivation, the Generation Y mean score was higher than Generation X and Baby Boomers scores. The mean scores for the age cohort's univariate outcomes for extrinsic motivation were higher for Generation Y than Generation X and Baby Boomers. Pairwise comparisons determined that there were significant differences in extrinsic motivation mean scores between Generation Y and Baby Boomers. Tolbize (2008) delineated that the disparate life experiences by different generations affect each generation's value for extrinsic reward. The outcomes indicated that Generation Y had the higher mean scores for intrinsic motivation and extrinsic motivation. Twenge (2006) explained that the Generation Y age

cohort is financially smart and place equal emphasis of both intrinsic motivators and hygiene factors. Gursoy et al. (2008) noted that Generation Y will challenge workplace norms, and believe rules are made to be broken. The mean scores for the age cohort's univariate outcomes for job satisfaction were higher for Baby Boomers than Generation Y and Generation X.

Tapia (2008) explained the new generation of workers will challenge the workplace because they want a balance between living and the rest of life. The mean scores indicated that Baby Boomers had the highest job satisfaction mean score over Generation Y and Generation X. The high job satisfaction mean score for Baby Boomers is what Eisner (2005) explained by stating Baby Boomers organize their career over their personal lives. Generation X had the lowest job satisfaction mean score. Generation X's low job satisfaction score and the cohort reaction to an unpleasant work environment are delineated by various authors. Hart (2006) noted that Generation X have no problems looking for a new job when they are not comfortable with their jobs. Eisner (2005) explained the Generation X age cohort lack loyalty to their employers. Howe and Strauss (2000) argued that Generation X work life balance is opposite to Baby Boomers because Generation X placed greater personal value over their goals than work-related goals.

Recommendations for Future Research

The recommendations for further research on how age cohorts may affect job satisfaction through intrinsic and extrinsic motivation in the public workforce will be centered on balance distribution of the cohorts sampling size, expansion of this study scope to cover the types of extrinsic motivation, and interactions between intrinsic and

extrinsic motivation. This study should be replicated with a more balanced sampling size among the cohorts. This study was conducted with unequal sub-group's sample which may have prevented the one-way multivariate analysis of variance (MANOVA) multivariate outcome from reaching a significant level for the age cohorts. Quota sampling is recommended with a limit set to approximately one-third of the sample for each of the age cohorts. This should ensure that each age group is represented equally in the sample.

Another recommendation is to increase the scope of this study to include the types of extrinsic motivation. A mixed methods study should be conducted when increasing the scope. A mixed methods study combines both quantitative and qualitative approaches and is the third community of researchers in the social and behavioral sciences (Creswell, 2009). The mixed methods approach might bring about a better understanding of age cohorts values and attitudes inherent in the age cohorts. In addition, conducting interviews through qualitative methods could explore both the positive and negative extrinsic motivators that may affect job satisfaction and intrinsic motivation, an aspect that was not addressed in this study. Regarding this study, uneven demographics sampling results, using quota sampling, a study could explore motivation from a different perspective to determine whether one age group can be intrinsically dominant whereas another age group could be extrinsically dominant and whether this is based on gender or educational level. By expanding on the scope, the body of knowledge related to how age cohorts may affect job satisfaction through intrinsic and extrinsic motivation in the public

workforce can be expanded to provide public human administration (HRA) more knowledge about the dynamics of age cohort's interactions in the public workforce.

Implications for Positive Social Change

The implications for social change in Chapter 1, tied to the deeper understanding of public employees age cohorts intrinsic and extrinsic motivation regarding job satisfaction. Such knowledge should help public organizations improve employee work motivation across the age cohorts, especially for the Baby Boomers age group who need to be retained. Job satisfaction and employee turnover has implications for public organizations because employee's burn out is a major threat for public organizations (Seibert, Kraimer, Holtom, & Pierotti, 2013). Among the potential benefits that can be derived from taking into consideration employee's intrinsic and extrinsic motivation is job satisfaction. When an employee attains job satisfaction, it decreases the organization's employee turnover because job satisfaction and employee turnover are reflections of how employees' salient needs are satisfied by their work.

The results of this study provided extending knowledge of a multigenerational public workforce by dispelling some of the popular norms concerning Baby Boomers, Generation X, and Generation Y. This may have made the study relevant to public human resource management who are creating benefit plans to recruit or retain public employees in a diverse and competitive environment. The Baby Boomers have started to exit the public workforce at alarming rates due to retirement age. It was assumed that this age group was more extrinsically motivated because they like to be rewarded by seniority and other perks (Guthrie, 2009). The Baby Boomers showed the least mean

score for extrinsic motivation among the age cohorts and the highest job satisfaction mean score amongst the age cohorts. In terms of retention of employees, this could be a consideration. The mean scores showed that Generation Y placed equal emphasizes on both intrinsic and extrinsic motivation. But Generation Y also had a higher mean score for intrinsic motivation over extrinsic motivation. Understanding these unique differences can become a competitive edge for public organizations in terms of higher productivity, reduction of long-terms costs associated with loss of talent, and higher payroll costs.

Conclusion

Most of the research on multigenerational workplace differences has been founded on subjective opinions and perceptions with little empirical evidence to support their statements (Twenge & Campbell, 2008). The current study provided empirical data intended to help researchers and public organization human resource managers acquire a better understanding how age cohorts impact not only workplace cohesiveness but the overall performance of public organizations as well. The public workforce is comprised of a mosaic of people with various backgrounds, beliefs, and perspectives and understanding the impact of motivation on job satisfaction can help reduced impediments to achieving mission statement by improving problem solving abilities (Gomez-Mejia, Balkin, & Cardy, 2007). Our society, culture, media, and social events have powerful influence on what we do. In the public workplace, age cohort's differences can impact everything from interpersonal communication to creativity. Recognizing age cohort

dissimilarities and similarities can help develop useful objectives about the different viewpoints, attitudes, needs, and expectation among a multigenerational workforce.

Understanding the differences of various age cohorts should help public human resource administrators (HRA) understand the work requirement in a market-driven and fiercely competitive economy. The results of this study indicated intrinsic motivation impacted job satisfaction more than extrinsic motivation in the public sector. Since intrinsic motivation toward job satisfaction is already strong and salient; the additive effects of intrinsic and extrinsic motivation should be considered by creating a model offering greater flexibility such as creativity and innovation. This was what Herzberg (1966) labeled as job enrichment because employees are most satisfied and productive when their jobs are interesting. Public employees promote civil life indispensable to communities because the public sector is the supplier of public goods and custodians of the commons. This made researching the sector age cohort's impact on job satisfaction through intrinsic and extrinsic motivation important because this understanding can be used to help increase performance in the delivery of public organizations mission statements.

References

- Alonso, P., & Lewis, G. B. (2001). Public service motivation and job performance: Evidence from the federal sector. *The American Review of Public Administration*, 31, 363-380. Retrieved from <http://dx.doi.org/10.1177/02750740122064992>
- Anderson, C., Kraus, M. W., Galinsky, A. D., & Keltner, D. (2012, May 31). The local-ladder effect: social status and subjective well-being. *Psychological Science*, 23(7), 764-771. Retrieved from <http://dx.doi.org/10.1177/0956797611434537>
- Appleby, P. (1945). *Big democracy*. New York, NY: Alfred Knopf.
- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, N J: Van Nostrand.
- Auerbach, C., Schudrich, W. Z., Lawrence, C. K., Claiborne, N., & McGowan, B. G. (2014, May 11). Predicting turnover: validating the intent to leave child welfare scale. *Research on social Work Practice*, 24(3), 349-355. Retrieved from <http://dx.doi.org/10.1177/1049731513494021>
- Banks, L. (1997). *Motivation in the workplace: inspiring your employees* [Issue brief:]. Retrieved from www.trainingsolution.com/pdf/motivation.pdf
- Barnard, C. I. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.
- Battaglio, R., & Condrey, S. (2009). Reforming public management: Analyzing the impact of public service reform on organizational and managerial trust. *Journal of Public Administration Research and Theory*, 19, 689-707. Retrieved from <http://dx.doi.org/10.1093/jopart/mun030>
- Behn, R. D. (1995). The big questions of public management. *Public Administration*

- Reviews*, 55(4), 313-324. Retrieved from <http://dx.doi.org/10.2307/977122>
- Borzagz, C., & Tortia, E. (2006). Worker motivations, job satisfaction and loyalty in public and nonprofit social services. *Nonprofit and Voluntary Sector Quarterly*, 35(2), 225-248. Retrieved from <http://dx.doi.org/10.1177/0899764006287207>
- Bowman, J. S., & West, J. P. (2009, Feb 13). State Government “Little Hatch Acts” in an era of civil service reform. *Review of Public Personnel Administration*, 29(1), 20-40. Retrieved from <http://dx.doi.org/10.1177/0734371X08320409>
- Boyne, G. A. (2002). Public and private management: what’s the difference? *Journal of Management Studies*, 39(1), 97 - 122. Retrieved from <http://dx.doi.org/10.1111/1467-6486.00284>
- Brace, N., Kemp, R., & Snelgar, R. (2006). *SPSS for psychologists* (3 Ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- .Brewer, G. A. (2004). Does administrative reform improve bureaucratic Performance? A cross empirical analysis. *Public Finance and Management*, 4, 399-428. Retrieved from <http://ebscohost.com>
- Bright, L. (2005). Public Employees with high levels of public service motivation: Who are they, where are they, and what do they want? *Review of Public Personnel Administration*, 25, 138-154. Retrieved from <http://dx.doi.org/10.1177/0734371X04272360>
- Bright, L. (2008). Does public service motivation really make a difference on the job satisfaction and turnover intentions of public employees? *2008*, 38(2), 149-166. Retrieved from <http://dx.doi.org/10.0077/0275074008317248>

- Brown, S. D., & Recter, C. C. (2008). Conceptualizing and diagnosing problems in vocational decision-making. In S. D. Brown, & R. W. Lent (Eds.), *Handbook of counseling psychology* (Ed.). New York, NY: John Wiley.
- Butler, R. (1969). Ageism: another form of bigotry. *The Gerontologist*, 9, 243-246.
Retrieved from http://dx.doi.org/10.1093/geront/9.4_Part_1.243
- Carter, L., & Belanger, F. (2005). The utilization of e-government services: Citizens trust, innovation and acceptance. *Information Systems Journal*, 15, 5-25.
Retrieved from <http://dx.doi.org/10.1111/j.1365-2575.2005.00183.x>
- Chalofsky, N., & Cavallaro, L. (2013). A good living versus a good life: meaning, purpose, and HDR. *Human Resources*, 15(4), 331-340. Retrieved from <http://dx.doi.org/10.1177/1523422313498560>
- Clark, A. E. (1997). Job satisfaction and gender: why are women so happy at work? *Labour Economics*, 4(4), 341-372. Retrieved from [http://dx.doi.org/10.1016/S0927-5371\(97\)00010-9](http://dx.doi.org/10.1016/S0927-5371(97)00010-9)
- Carter, L., & Belanger, F. (2005, January 14). The utilization of e-government services: Citizens trust, innovation and acceptance. *Information Systems Journal*, 15, 5-25.
Retrieved from <http://dx.doi.org/10.1111/j.1365-2575.2005.00183.x>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2 Ed.). St. Paul, MN: West Publishing Company.
- Colby, S. L., & Ortman, J. (2014). *The baby boom cohort in the United States: 2012 to 2060*. Retrieved from www.census.gov
- Condrey, S. E., & Perry, J. L. (Eds.). (2005). Managing an aging workforce. *Handbook of*

human resource management in government (2 ed., pp. 164 -183). San Francisco, CA: John Wiley and Sons, Inc.

- Conway, K. M. (2010). Educational Aspirations in an urban community college: differences between immigrants a native student groups. *Community College Review*, 37(3), 209-242. Retrieved from <http://dx.doi.org/10.1177/0091552109354626>
- Coursey, D. H., & Pandey, S. K. (2007). Public Service Motivation Measurement: testing an abridged version of Perry's proposed scale. *Administration and Society*, 39(5), 547 - 567. Retrieved from <http://dx.doi.org/10.1177/0095399707303634>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Methods Mixed Approaches* (3rd Ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Crewson, P. E. (1997). Public-service motivation: building empirical evidence of incidence and effect. *Journal, of Public Administration Research and Theory* (7), 4. Retrieved from <http://dx.doi.org/10.1093/oxfordjournals.jpart.a024363>
- Davidson, G., Lepeak, S., & Newman, E. (2007). *The impact of the aging workforce on public sector organizations and mission* [International Public Management Association for human Resources]. Retrieved from www.ipma-hr.org
- DeSantis, V. S., & Durst, S. L. (1996). Comparing Job satisfaction among public and private sector employees. *The American Review of Public Administration*, 26(3), 327-343. Retrieved from <http://dx.doi.org/10.1177/027507409602600305>
- Desmarais, C., & Gamassou, C. E. (2014, March 18). All motivated by public service? The links between hierarchical position and public service motivation.

- International review of Administrative Sciences*, 80(1), 131-150. Retrieved from <http://dx.doi.org/10.1177/0020852313509553>
- Deci, E. L., & Ryan, R. M. (1991). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. Retrieved from <http://dx.doi.org/10.1006/ceps.1999.1020>
- Delobelle, P.; Rawlinson, J. L., Ntuli, S., Malatsi, I., Decock, R., & Depoorter, A.M. (2001). Job Satisfaction and turnover intent of primary healthcare nurses in rural South Africa: A questionnaire survey. *Journal of Advanced Nursing*, 67; 371-383. Retrieved from <http://dx.doi.org/10.1111/j.1365-2648.2010.0549.x>
- Dwyer, D. J., & Fox, M. L. (2006). The relationship between job demands and key performance indicators: moderating effects of job resources in call centers. *Journal of Business and Management*, 12(2), 127-145. Retrieved from www.highbeam.com
- Eisner, S. P. (2005). Managing generation Y. *SAM Advanced Management Journal*, 70(4), 1-13. Retrieved from <http://proquest.com>
- Emmert, M. A., & Taher, W. A. (1992). Public sector professionals: the effects of public sector jobs on motivation, job satisfaction, and work involvement. *The American Review of Public Administration*, 22(1), 37-48. Retrieved from <http://dx.doi.org/10.1177/02750740920220103>
- Ertas, N. (2014). Political voice and civil attentiveness of public and non-public

- employees. *The American Review of Public Administration*, 1-20. Retrieved from <http://dx.doi.org/10.1177/0275074014523117>
- Eyerman, R., & Turner, S. B. (1998). Outline of a theory of generations. *European Journal of Social theory*, 1(1), 91-106. Retrieved from <http://dx.doi.org/10.1177/136843198001001007>
- Farrell, D., & Stamm, C. L. (1988). Meta-analysis of the correlates of employee absence. *Human Relations*, 41(3), 211-227. Retrieved from <http://dx.doi.org/10.1177/001872678804100302>
- Faul, F.; Erdfelder, E.; Lang, A-G.; & Buchner, A. (2014). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*.41 (4), 1149-1160. Retrieved from <http://doi:10.3758/BRM.41.4.1149>
- Fay, W. B. (1993). *Understanding generation X* [Demographic and social Change: Market Research 5 (2), pp 54-55]. Retrieved from <http://www.google.com>
- Finlay, M., Martin, J. K., Roman, P. M., & Blum, T. C. (1995). Organization structure and job satisfaction. *Administration and Society*, 27(3), 427-450. Retrieved from <http://dx.doi.org/10.1177/009539979502700306>
- Frederickson, H. G., & Hart, D. K. (1985). The public service and patriotism of benevolence. *Public Administration Review*, 45(5), 547 - 553. Retrieved from <http://www.jstor.org>
- Furtunes, T., & Mykletun, R. J. (2010). Age discrimination in the workplace: validation of the Nordic Age Discrimination Scale (NADS). *Scandinavian Journal of*

Psychology, 51(), 23-30. Retrieved from <http://dx.doi.org/10.1111/j.1467-9450.2009.00738.x>

Gabris, G. T., & Simo, G. (1995). Public sector motivation as an independent variable affecting career decisions. *Public Personnel Management*, 24(1), 33 - 51.

Retrieved from <http://dx.doi.org/10.1177/009102609502400103>

George, D., & Mallery, P. (2010). *SPSS for windows step by step: a simple guide and reference 18.0 update* (11 Ed.). Boston, MA: Allyn and Bacon.

Gilleard, C. (2004). Cohorts and generations in the study of social change. *Social Theory and Health*, 2(1), 106-119. Retrieved from

<http://dx.doi.org/10.1057/palgrave.sth.8700023>

Goldthorpe, J. H., Lockwood, D., Bechofer, F., & Platt, J. (1968). *The affluent worker: Industrial attitudes and behavior*. Cambridge, UK: Cambridge University Press.

Gomez-Mejia, L. R., Balkin, D., & Cardy, R. L. (2007). *Managing human Resources* (5 Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Goodman, D., French, P. E., & Battaglio, R. P. (2014). Determinants of local government workforce planning. *The American review of Public Administration*, 1-18.

Retrieved from <http://dx.doi.org/10.1177/0275074013486179>

Goodman, D., & Mann, S. (2010). Reorganization or political smokescreen: the incremental and temporary use of at-will employment in Mississippi State government. *Public Personnel Management*, 39(3), 183-209. Retrieved from

<http://dx.doi.org/10.1177/009102601003900301>

Graves, L. M., Ruderman, M. N., Ohlott, P. J., & Weber, T. J. (2010).

- Driven to work and Enjoyment of work: effects on managers, outcome. *Journal of Management* 38(5), 1655-1680. Retrieved from <http://dx.doi.org/10.1177/0149206310363612>
- Green, S. B., & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and Understanding data* (6 Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Greene, L., & Burke, G. (2007). Beyond self-actualization. *Journal of Health and Human Services Administration*, 30(2), 116-128. Retrieved from <https://proquest.com>
- Greenfield, S. (2007). *Public sector employment: the current situation* [Center for State and Local government Excellence]. Retrieved from <http://slge.org>
- Gursoy, D., Maier, T. A., & Chi, C. G. (2008). Generational differences: an examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27(3), 448-458. Retrieved from <http://dx.doi.org/10.1016/jhm.2007.11.002>
- Guthrie, L. (2009). *The next generation of workers* [The Ken Blanchard Companies: Office of the future]. Retrieved from <http://www.kenblanchard.com>
- Hagestad, G. O. (1990). Social perspectives on the life course. In R. H. Binstock, & L. K. George (Eds.), *Handbook of aging and the social sciences* (3 ed.). New York, NY: Academic Press.
- Hall, D. T., & Nougaim, K. E. (1968). An examination of Maslow's need hierarchy in an organizational setting. *Organizational Behavior and Human Performance*, 3(1), 12-35. Retrieved from [http://dx.doi.org/10.1016/0030-5073\(68\)90024-X](http://dx.doi.org/10.1016/0030-5073(68)90024-X)

- Hamilton, D. K. (2010). Patronage in Illinois: the political subjugation of Public Administration. *Review of Public Personnel Administration*, 30(2), 137-165.
Retrieved from <http://dx.doi.org/10.1177/0734371X09360851>
- Hart, K. A. (2006). *Generations in the workplace* [Medical Laboratory Observer: MLO, 38 (10), pp 7-26]. Retrieved from <http://www.mlo-online.com>
- Hayutin, A., Beals, M., & Borges, E. (2013). *The aging US workforce* [Chart book of Demographic shifts]. Retrieved from Stanford center On Longevity: Retrieved from <http://longevity.stanford.edu/financial.security>
- Heidkamp, M., Mabe, W., & DeGraaf, B. (2012). *The public workforce system: Serving older job seekers and the disability implications of an aging workforce*. Retrieved from www.ntarcenter.org
- Heintzelman, S. J., & King, L. A. (2014, February 5). (The feeling of) meaning-as-information. *Personality and social Psychology Review*, 18(2), 153-167.
Retrieved from <http://dx.doi.org/10.1177/1088868313518487>
- Henderson, B. R. (2008). Don't shut the door on your way out: stopping the threat to city operations posed by the aging municipal workforce. *National Civil Review*, 97(3), 3-10. Retrieved from <http://dx.doi.org/10.1002/ncr.218>
- Herzberg, F. (1966). *Work and nature of man*. Oxford, UK: The World Publishing Company.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 46(1), 53-62.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York,

NY: John Wiley and Sons.

- Ho, A. (2002). Reinventing local governments and the “e-government” initiative. *Public Administration Review*, 62(4), 434-444. Retrieved from <http://dx.doi.org/10.1111/s0033-3352.00197>
- Houston, D. J. (2000). Public-Service Motivation: a multivariate test. *Journal of Public Administration Research and Theory*, 10(4), 713 - 728. Retrieved from <http://dx.doi.org/10.1093/oxforjournals.jpart.a024288>
- Howe, N., & Strauss, W. W. (2000). *Millennials rising: The next great generation*. New York, NY: Vintage Books.
- Howell, D. C. (2010). *Statistical methods for psychology* (7 Ed.). Belmont, CA: Wadsworth Cengage Learning.
- Hur, Y., & Strickland, R. A. (2012). Diversity management practices and understanding their adoption: examining local governments in North Carolina. *Public Administration quarterly*, 36(3), 380-412. Retrieved from <http://dx.doi.org/10.2307/41804551>
- Jacobson, W. S. (2010). Preparing for tomorrow: a case study of workforce planning in North Carolina municipal governments. *Public Personnel Management*, 39(4), 353-377. Retrieved from <http://dx.doi.org/10.1177/009102601003900404>
- Jessie, L., & Tarleton, M. (2014). *2012 census of governments: employment summary report* [U.S. Department of Commerce: governments division briefs]. Retrieved from <http://www.census.gov/govs/apes>

- Johnson, D. R., & Creech, J. C. (1983). Ordinal measures in multiple indicator models: A simulation study of categorization error. *American Sociological Review*, 48(3), 398-407. Retrieved from <http://dx.doi.org/10.2307/2095231>
- Jordan, T., & Battaglio, R. P. (2014, February 20). Are we there yet? The state of public human resource management research. *Public Personnel Management*, 43(1), 25-57. Retrieved from <http://dx.doi.org/10.1177/0091026013511064>
- Jurkiewicz, C. L. (2000). Generation X and the public employee. *Public Personnel Management*, 29(1), 55-74. Retrieved from <http://dx.doi.org/1177/009102600002900105>
- Kalleberg, A. L., & Loscocco, K. A. (1983). Aging, values, and rewards: explaining age differences in job satisfaction. *American Sociological Review*, 48(1), 78 - 90. Retrieved from <http://dx.doi.org/10.2307/2095146>
- Karp, H., Fuller, C., & Sirias, D. (2002). *Bridging the Boomer Xers gap: Creating authentic teams for high performance at work*. Palo Alto, CA: Davies-Black Publishing.
- Khan, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *The Academy of Management Journal*, 33(4), 692-724. Retrieved from <http://dx.doi.org/10.2307/256287>
- Kilpatrick, F. P., Cummings, M. C., & Milton, M. K. (1964). *The image of the federal service*. Washington, D. C.: Brookings.
- Kim, J., & Kellough, E. (2013, April 11, 2013). At-will employment in the States: examining the perceptions of agency personnel directors. *Review of Public*

- Personnel Administration*, xx(x), 1-19. Retrieved from <http://dx.doi.org/10.1177/0734371x13484154>
- Kim, S. (2004). Factors affection state government information technology employee turnover intentions. *The American Review of Public Administration*, 35(2), 137-156. Retrieved from <http://dx.doi.org/10.1177/0275074004273150>
- Korman, A. K., Greenhaus, J. H., & Badin, I. J. (1977). Personnel attitudes and motivation. *Annual Review of Psychology*, 28(), 175-196. Retrieved from <http://dx.doi.org/10.1146/annurev.ps.28.020177.001135>
- Kupperschmidt, B. (1998). Understanding generation X employees. *Journal of Nursing Administration*, 28(12), 36-43. Retrieved from <http://dx.doi.org/10.1097/00005110-199812000-00012>
- Kupperschmidt, B. R. (2000). Multigeneration employees: strategies for effective management. *The Health Care Manager*, 19(1), 65-76. Retrieved from <http://dx.doi.org/10.1097/00126450-200019010-00011>
- Kyndt, E., Raes, E., Dochy, F., & Janssens, E. (2012). Approaches to learning at work: investigating work motivation, perceived workload, and choice independence. *Journal of Career Development*, 40(4), 271-291. Retrieved from <http://dx.doi.org/10.1177/0894845312450776>
- Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56, 485-516. Retrieved from <http://dx.doi.org/10.1146/annualrev.pdych.55.0902.142150>
- Lavena, C. F. (2014, June 26). Whistle-blowing: individual and organizational

- determinants of the decision to report wrongdoing in the federal government. *The American Review of Public Administration*, (), 1-24. Retrieved from <http://dx.doi.org/10.1177/0275074014535241>
- Lawler, E. E. (1994). *Motivation in work organizations*. New York, NY: Josey-Bass.
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2008). *SPSS for intermediate Statistics: use and interpretation* (3 Ed.). New York, NY: Lawrence Erlbaum Associates, Publishers.
- Lewis, G. B., & Cho, Y. J. (2010). The Aging of the state government workforce: Trends and implications. *The American Review of Public Administration*, 41(), 48-60. Retrieved from <http://dx.doi.org/10.1177/0275074009359308>
- Lewis, G. B., & Frank, S. A. (2004). Government employees: working hard or hardly working? *American Review of Public Administration*, 34, 36-51. Retrieved from <http://dx.doi.org/10.1177/0275074003258823>
- Lin, H. F. (2007). Effects of extrinsic and intrinsic motivation on employee knowledge sharing intentions. *Journal of Information Science*, 33(2), 135-149. Retrieved from <http://dx.doi.org/10.1177/0165551506068174>
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette, *Handbook of industrial and organizational psychology* (pp. 1279-1343). Chicago, IL: Rand-McNally.
- Lomas, J. C. (2013, July-September). Climbing the needs pyramids. *SAGE Open*, 3(), 1-6. Retrieved from <http://dx.doi.org/10.1177/2158244013500283>

- Maidani, E. (1991). Comparative study on Herzberg's two-factor theory of job satisfaction among public and private sector managers. *Public Personnel Management, 20*(4), 441-448. Retrieved from <http://dx.doi.org/10.1177/009102609102000405>
- Mannheim, K. (1952). *The problem of generations*. P. Kecskemeti (Ed.). *Essays on the sociology of knowledge*. London: Routledge & Kegan Paul.
- Manoharan, A. (2012). A study of the determinants of county e-government in the United States. *The American Review of Public Administration, 43*(2), 159-178. Retrieved from <http://dx.doi.org/10.1177/0275074012437876>
- Marquand, D. (2004). *Decline of the public: the hallowing-out of citizenship*. Cambridge, UK: Polity.
- Maslow, A. (1970). *Motivation and personality*. New York: Harper and Row.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370-396. Retrieved from <http://dx.doi.org/10.10357/h0054346>
- Mason, W. H., & Wolfinger, N. H. (2001). Cohort analysis. In N. J. Smelser, & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 2189-2194). Amsterdam, Holland: Elsevier Science.
- Mason, W. M., & Wolfinger, N. H. (2001). *Cohort analysis* [California Center for Population Research: UCLA]. Retrieved from <http://escholarship.org>
- Matheson, C. (2012, May 15, 2012). The motivation of public sector employees: an outline of six orientations at work. *American and Society, 44*(2), 207-237. Retrieved from <http://dx.doi.org/10.1177/0095399711412728>

- Mayer, G. (2014). *Selected characteristics of private and public sector workers*. Retrieved from www.crs.gov
- Mayers, A. (2013). *Introduction to statistics and SPSS in Psychology*. New York City, NY: Pearson Education Limited.
- McClellan, J. L., & Holden, R. (2001). *The new workforce: age and ethnic changes*. Retrieved from www.wdr.doleta.gov/conference/pdf/holden/pdf
- McPhee, N. A., & Rose, M. M. (2008). *The power federal employee engagement: US merit systems*. Retrieved from www.mspb.gov
- Mellina, E. (2003). Happy doesn't always mean productive. *Canadian HR Reporter*, 16(19), 15.
- Mencil, J., & Lester, S. W. (2014). More alike than different: what generations value and how the values affect employee workplace perceptions. *Journal of Leadership and Organizational Studies*, 2(3), 257 - 272. Retrieved from <http://dx.doi.org/10.1177/1548051814529825>
- Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston, MA: Allyn and Bacon.
- Murphy, S. (2007). *Leading a Multigeneration workforce* [Claire Raines Associates: The changing landscape of work]. Retrieved from www.aarp.org
- Naff, K. C., & Crum, J. (1999). Working for America: Does public service motivation make a difference? *Review of Public Personnel Administration*, 19(4), 5-15. Retrieved from <http://dx.doi.org/10.1177/0734371X9901900402>

- Newstrom, J. W., Reif, W. E., & Monczka, R. M. (1976). Motivating the public employee: fact vs. fiction. *Public Personnel Management*, 5(1), 67-72. Retrieved from <http://dx.doi.org/10.1177/009102607600500108>
- Niemiec, S. (2000). *Finding common ground for all ages* [Security Distributing and Marketing: SDM Management, vol 30(3), p 81]. Retrieved from <http://ebshost.com>
- Nix, G. A., Ryan, R. M., & Deci, E. L. (1999). Revitalization through self-regulation: the effects of autonomous, and controlled motivation on happiness and vitality. *Journal of experimental Social Psychology*, 35(3), 266-284. Retrieved from <http://dx.doi.org/10.1006/jesp.1999.1382>
- O'Bannon, G. (2001). Managing the future: the generation X factor. *Public Personnel Management*, 30(1), 95-110. Retrieved from <http://dx.doi.org/1177/00910260010300019>
- Ortman, J. M., Velkoff, V. A., & Hogan, H. (2014). *An aging nation: The older population in the United States* [United States Census Bureau: Current Population Reports]. Retrieved from www.census.gov
- Pagano, R. R. (2009). *Understanding statistics in the behavioral sciences* (9 Ed.). Belmont CA: Wadsworth Cengage Learning.
- Parry, E., & Urwin, P. (2010). Generational differences in work values: a review of theory and evidence. *International Journal of Management Reviews*, 13(), 79-96. Retrieved from <http://dx.doi.org/10.1111/j.1468-2370.2010.00285.x>
- Perrin, T. (2003). *Working today: understanding what drives employee engagement* [The

- 2003 Towers Perrin Talent Report]. Retrieved from www.towersperrin.com
- Perry, J. (1997). Antecedents of public service motivation. *Journal of Public Administration Research and Theory: J- PART*, 7(2), 181-197. Retrieved from <http://www.jstor.org>
- Perry, J. L. (2008). The civil service reform act of 1978: A 30 year retrospective and a look ahead. *Review of Public Personnel Administration*, 38(3), 200-205. Retrieved from <http://dx.doi.org/10.1177/0734371X08319671>
- Perry, J. L., & Hondeghem, A. (Eds.). (1982). Editor's introduction. *Motivation in public management: the call of public service* (Ed.). Oxford, UK: Oxford University Press.
- Perry, J. L., & Vandennabeele, W. (2008). Behavioral dynamics: institutions, identities and self-regulation. In J. L. Perry, & A. Hondeghem (Eds.), *Motivation in public management* (pp. 55-79). Oxford, UK: Oxford University Press.
- Perry, J. L., & Wise, L. R. (1990). The motivation bases of public service. *Public Administration Review*, 50((May/June)), 367-373.
- Pinder, C. C. (1998). *Work motivation in organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Pitts-Catsouphe, M., & Smyer, M. A. (2007, June). *The 21st century multi-generational workplace*. (Issue Brief '09). Chestnut Hill, MA: The Center on Aging and Work.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891. Retrieved from

<http://dx.doi.org/10.3758/BRM.40.3.879>

- Rainey, H. G. (1982). Reward preferences among public and private managers: in search of the service ethic. *American Review of Public Administration*, 16(4), 288 - 302. Retrieved from <http://dx.doi.org/10.1177/0275074082016000402>
- Rainey, H. G. (1989). Public management: recent research on the political context and managerial roles, structures, and behaviors. *Journal of Management*, 15(2), 229-250. Retrieved from <http://dx.doi.org/10.1177/014920638901500206>
- Rhodes, S. R. (1983). Age-related differences in work attitudes and behavior: A review and conceptual analysis. *Psychological Bulletin*, 93(2), 328-367. Retrieved from <http://dx.doi.org/10.1037/0033-2909.93.2.328>
- Roberts, C., & Lang, K. (1985). Generations and ideological change: some observations. *Public Opinion Quarterly*, 49(4), 460-473. Retrieved from <http://dx.doi.org/10.1086/268944>
- Roman, A. V. (2014, April 29). Counterbalancing Perspectives on the current administrative telos of American bureaucracies. *Administration and Society*, (), 1-28. Retrieved from <http://dx.doi.org/10.1177/00953999714532274>
- Rosenbaum, A. (2014). Putting first things first: critical issues for public administration education. *Teaching Public Administration*, 32(1), 80-94. Retrieved from <http://dx.doi.org/10.1177/0144739414523286>
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46(1), 655-684. Retrieved from <http://dx.doi.org/10.2307/3094827>

- Samantrai, K. (1992). Factors in decision to leave: retaining social workers with MSW's in public child welfare. *Social Work, 37*(5), 454-458. Retrieved from <http://dx.doi.org/10.1093/sw/37.5.454>
- Schaufeli, W. B., Salanova, M., Gonzalez-roma, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *Journal of Happiness Studies, 3*(1), 71-92. Retrieved from <http://dx.doi.org/1015630930326>
- Schermuly, C. C., Deller, J., & Busch, V. (2013, October 29). A research note on age discrimination and the desire to retire: the mediating effect of psychological empowerment. *Research on Aging, 36*(3), 382-393. Retrieved from <http://dx.doi.org/10.1177/0164027513508288>
- Schleicher, D. J., Watt, J. D., & Greguras, G. J. (2004). Reexamining the Job satisfaction-performance relationship: the complexity of attitudes. *Journal of Applied Psychology, 89*(1), 165-177. Retrieved from <http://dx.doi.org/10.1037/0021-9010.89.1.165>
- Schneider, D. S., & Vaught, B. C. (1993). A comparison of job satisfaction between public and private sector managers. *Public Administration Quarterly, 17*(1), 68-83. Retrieved from <http://dx.doi.org/10.2307/4086229>
- Schuster, J. A. (1974). Management compensation policy and the public interest. *Public Personnel Management, 3*(6), 510 - 523.
- Schutt, R. K. (2006). *Investing the social world: The practice and practices of research* (5 Ed.). Thousand Oaks, CA: SAGE Publications, Inc.

- Scott, L. (2005). *State worker shortage looms* [State news: council of state governments]. Retrieved from www.csg.org
- Scott, C., Von Kleef, D. D., & Steen, T. (2014, May 16). What does it mean and imply to be public service motivated. *The American Review of Public Administration*, 1-19. Retrieved from <http://dx.doi.org/10.1177/0275074014533589>
- Seibert, S. E., Kraimer, M. L., Brooks, C., & Pierotti, A. J. (2013). Even the best laid plans sometimes go askew: career self-management processes, career shocks, and the decision to pursue graduate education. *Journal of Applied Psychology*, 98(1), 169-182. Retrieved from <http://dx.doi.org/10.1037/a0030882>
- Seibert, S. E., Kraimer, M. L., Holtom, B. C., & Pierotti, A. J. (2013). 2013 [Survey instrument]. Published instrument. Retrieved from <http://ebscohost.com>
- Siltala, J. (2013). New Public Management: the evidence-based worst practice? *Administration and Society*, 45(4), 468-493. Retrieved from <http://dx.doi.org/10.1177/0095399713483385>
- Sincavage, J. R. (2004). *The Labor force and unemployment: three generations of change* [Monthly Labor Review: Bureau of Labor Statistics]. Retrieved from <http://www.bls.gov>
- Slaten, C. D., & Baskin, T. W. (2013, April 29). Examining the impact of peer and family belongingness on the career decision-making *difficulties of young adults: a path analytic approach*, 22(1), 59-74. Retrieved from <http://dx.doi.org/10.1177/1069072713487857>
- Snaveley, K., & Desai, U. (2009, Nov 24). Competitive Sourcing in the federal civil

- service. *The American Review of Public Administration*, 40(1), 83-99. Retrieved from <http://dx.doi.org/10.1177/025074008328925>
- Spector, P. E. (1997). *Job satisfaction: application, assessment, cause and consequences*. Thousand Oaks, CA: Sage.
- Spence, J. T., & Robbins, A. S. (1992). Workaholism: definition, measurement, and preliminary results. *Journal of Personality Assessment*, 58(1), 160-178. Retrieved from http://dx.doi.org/10.1207/s15327752jpa580_15
- Staats, E. B. (1998). Public service and the public interest. *Public Administration Review*, 48(2), 601 - 605. Retrieved from www.jstor.org/stable/97576
- Steel, B. S., & Warner, R. L. (1990). Job satisfaction among early labor force participants: unexpected outcomes in public and private sector comparisons. *Review of Public Personnel Administration*, 10(3), 4-22. Retrieved from <http://dx.doi.org/10.1177/0734371X9001000302>
- Steers, R., Mowday, R., & Shapiro, D. (2004). Introduction to Special Topic Forum: The Future of Work Motivation Theory. *The Academy of Management Review*. 29(3), 379-387. Retrieved from <http://www.jstor.org/stable/20159049>
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences* (5th Ed.). Mahwah, NJ: Routledge Academic.
- Strauss, W., & Howe, N. (1991). *Generations*. New York, NY: William Morrow & Company
- Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics* (6 Ed.). Boston, MA: Pearson.

- Tapia, A. (2008). *The Millennials: why this generation will challenge the workplace like no other*. Lake Forest, IL: Hewett.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating qualitative and quantitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage Publications.
- Tessema, M. T., Tsegai, G., Ready, K., Embaye, A., & Windrow, B. (2014, April 30, 2014). Effect of employee background on perceived organizational justice: managerial implications. *International Review of Administrative Sciences*, 80(2), 443-463. Retrieved from <http://dx.doi.org/10.1177/00208523514516>
- Thompson, J. R. (2010, Nov 9). Toward “flexible uniformity”? Civil service reform, “big government conservatism,” and the promise of the intelligence community model. *Review of Public Personnel Administration*, 30(4), 423-444. Retrieved from <http://dx.doi.org/10.1177/0734371X10381485>
- Ting, Y. (1996). Analysis of job satisfaction of federal white-collar work force: findings from the survey of federal employees. *The American Review of Public Administration*, 26(4), 439-456. Retrieved from <http://dx.doi.org/10.1177/027507409602600404>
- Ting, Y. (1997). Determinants of job satisfaction of federal government employees. *Public Personnel Management*, 26(3), 313-334. Retrieved from <http://dx.doi.org/10.1177/009102609702600302>
- Tolbize, A. (2008). *Generational differences in the workplace* [Research and Training Center on community living]. Retrieved from University of Minnesota website:

Retrieved from http://rtc.uma.edu/docs/2_18_Gen_diff_workplace.pdf

- Toossi, M. (2005, November). Labor force projection 2014: Retiring boomers. *Monthly Labor Review*, 25 - 44. Retrieved from www.bls.gov
- Toossi, M. (2010, December 29). Labor force projections for 2018: older workers staying more active. *Monthly labor Review*, 30-51. Retrieved from www.bls.gov/opub
- Toossi, M. (2012, February 21). Labor force projections to 2020: a more slowing growing workforce. *Monthly Labor Review*, 43 -64. Retrieved from www.bls.gov
- Toossi, M. (2013, December). Labor force projections to 2022: the labor force participation rate continues to fall. *Monthly Labor Review*. Retrieved from www.bls.gov
- Twenge, J. M. (2006). *Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled and More Miserable than Ever Before*. New York, NY: Free Press.
- Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, 23(8), 862-877. Retrieved from <http://dx.doi.org/10.1108/02683940810904367>
- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36(5), 1117-11142. Retrieved from <http://dx.doi.org/10.1177/0149206309352246>
- Vallerand, R. L., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992, Winter). The academic motivation scale: a measure of intrinsic,

- extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003-1017. Retrieved from <http://dx.doi.org/10.1177/0013164492052004025>
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: John Wiley.
- Ward, K. (2014, February 13, 2014). Tapping the AmeriCorps pipeline: using secondary data to test the public service motivation construct. *Public Personnel Management*, 43(2), 240-258. Retrieved from <http://dx.doi.org/10.1177/0091026014520692>
- Weiss, H. M. (2002). Deconstructing job satisfaction separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173-194. Retrieved from [http://dx.doi.org/10.1016/S1053-4822\(02\)00045-1](http://dx.doi.org/10.1016/S1053-4822(02)00045-1)
- West, J. P., & Berman, E. (2009). Job satisfaction of public managers in special districts. *Review of Public Personnel Administration*, 29(4), 327-353. Retrieved from <http://dx.doi.org/10.1177/0734371X09337710>
- Westerman, J. W., & Cyr, L. A. (2004). An integrative analysis of person-organization fit theories. *International Journal of Selection and Assessment*, 12(3), 252-261. Retrieved from http://dx.doi.org/10.1111/j.0965-075X.2004.279_1.x
- Westerman, W. J., & Yamamura, J. H. (2007). 2007. *Career Development International*, 12(2), 150-161. Retrieved from <http://dx.doi.org/10.1108/13620430710733631>
- Whalen, C., & Guy, M. E. (2008, Nov 6). Broad banding trends in the states. *Review of Public Personnel Administration*, 28(4), 349-366. Retrieved from <http://dx.doi.org/10.1177/0734371X08320410>

- Wheeland, C. M., Palus, C. K., & Wood, C. (2014, April 8, 2014). A century of municipal reform in the United States: a legacy of success, adaptation, and the impulse to improve. *The American Review of Public Administration*, 44(4S), 11S-28S. Retrieved from <http://dx.doi.org/10.1177/0275074014526299>
- White, M., & Bryson, A. (2013). Positive employee attitudes: how much resource management do you need? *Human Relations*, 66(3), 385-406. Retrieved from <http://dx.doi.org/10.1177/0018726712465096>
- Wise, L. R. (2000). Public personnel motivation: the public service culture. In R. J. Stillman (Ed.), *Public Administration: concepts and case* (7 Ed.). Burgin, KY: Houghton Mifflin College div. Boston, MA.
- Wright, B. E., & Davis, B. S. (2003). Job satisfaction in the public sector: the role of the work environment. *American Review of Public Administration*, 33(1), 70-90. Retrieved from <http://dx.doi.org/10.1177/0275074002250254>
- Xiang, P., & Chen, A. (2005). Interact impact of intrinsic motivators and extrinsic rewards on behavior and motivation outcomes. *Journal of Teaching in Physical Education*, 24, 179-197. Retrieved from <http://www.humankinetics.com>
- Young, P. T. (1941). Motivation. In W. Monroe (Ed.), *Encyclopedia of education research* (pp. 735-742). NEW York, NY: Macmillan.
- Young, P. T. (1950). Motivation. In W. Monroe (Ed.), *Encyclopedia of educational research* (pp. 755-761). New York, NY: Macmillan.
- Zhang, Y., Yao, X., & Cheong, J. (2011). City manager's job Satisfaction and frustration: Factors and implications. *The American Review of Public Administration*, 41(6),

670-685. Retrieved from <http://dx.doi.org/10.11770275074010392212>

Zopiatis, A., Kapardis, M. K., & Varnavas, A. (2012). Y-ers, X-ers and Boomers:

Investigating the multigenerational (mis) perception in the hospitality workplace.

Tourism and Hospitality Research, 12(2), 101-121. Retrieved from

<http://dx.doi.org/10.1177/1467358412466668>

Zumbo, B. D. & Zimmerman, D. W. (1993). Is the selection of statistical methods

governed by level of measurements? *Psychology/Psychologie canadienne*, 34(4),

390-400. Retrieved from <http://dx.doi.org/10.1037/h0078865>

Appendix A: Survey Instrument

Section I**Intrinsic and Extrinsic Motivation Factors**

Using the scale below, please indicate to what extent each of the following items corresponds to the reason you are motivated at work. Select the answer that best correspond to you.

The scale for each item is based on your level of agreement:

1. Strongly Disagree
2. Disagree
3. Somewhat Disagree
4. Neither Agree or Disagree
5. Somewhat Agree
6. Agree
7. Strongly Agree

1. It is important to me to achieve financial success in my career.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

2. It is important for me to continue to learn and grow over the course of my career

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

3. It is important for me to be seen by others as a success in my career.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

4. I want to be seen as a powerful individual in my company

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

5. It is important that my career offers me opportunities for interesting work

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

6. I want a career that gives me high social status.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

7. I am willing to gain experience through a wide variety of work assignments, even if it slows down my “upward” career advancement

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

8. It is important to me that others not view my career as failure.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

9. It is important for me to develop my technical/functional skills over the course of my career.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

10. I want to have a positive impact on other people or social problem through my work

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7

Section II**Job Satisfaction**

Using the scale below, please indicate to what extent each of the following items corresponds to your perception of job satisfaction. Select the answer that best correspond to you.

11. I find real enjoyment in my job

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

12. I like my job better than the average person does

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

13. I am seldom bored with my job

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

14. I would not consider taking another kind of job

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

15. Most days I am enthusiastic about my job

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

16. I feel fairly well satisfied with my job

Strongly Disagree.....Strongly Agree

1 2 3 4 5 6 7

Section III

Demographics

This section of the survey is purely for academic analysis and understanding. Please respond to each of the following questions by selecting the answer that best correspond to you.

17. Gender

A. Male B. Female

18. Ethnicity

A. Caucasian (White)
 B. Hispanic or Latino
 C. Black or African American
 D. Asian / Pacific Islander
 E. Native American or American
 Indian
 F. Other

19. Age

....A. 19 to 34
 B. 35 to 50
 C. 51 to 69

D. Other

- 20. Education Status**A. High School
B. Undergraduate
C. Graduate
D. Post Graduate