

The Relationship between Teachers' Work Values and Work Enjoyments from Different Generations according to Some Variables*

Article Type	Received Date	Accepted Date
Research	2.10.2020	16.12.2021

Berrin Şenses**

Nihan Demirkasımoğlu***

Abstract

The aim of this research is to determine the relationship between work values and work enjoyments of teachers from X and Y generations in relation to their gender, seniority and generation. The study was designed with single and correlational survey models. A total of 28501 elementary and public secondary school teachers from Ankara were represented by 381 participants in the sampling from nine central districts of Ankara. "Work Values Scale" was developed by the researchers and "Work Enjoyment Scale" was translated to Turkish. Results indicated that Y generation teachers more care about each dimension of work values than the X generation teachers. Teachers have a moderate work enjoyment level. Female teachers attach more importance to self-improvement, external rewards than male teachers. Teachers with seniority of 21 years or more enjoy more than the teachers with seniority 6-10 years. The relationships between extrinsic rewards and work enjoyment levels of the X generation teachers were found to be positive and low whereas the other dimensions of work enjoyment levels of X generation teachers were found to be positive and medium level. Since Y generation refuses to count in place and expect continuous improvement during their career pathways, it would be appropriate to enrich career opportunities for Y generation teachers.

Keywords: Work values, work enjoyment, X generation teachers, Y generation teachers

* This paper is a part of the Master Thesis of the first author.

** Hasan Polatkan Secondary School, Ministry of Education, Ankara, Turkey. E-mail: bgereksenses@gmail.com, <https://orcid.org/0000-0003-3837-799X>

*** *Corresponding Author:* Assoc. Prof. Dr., Hacettepe University, Faculty of Education, Ankara, Turkey. E-mail: nihansal@yahoo.com, <http://orcid.org/0000-0001-8609-9985>

Farklı Kuşaklardan Öğretmenlerin İş Değerleri ile İşten Keyif Almaları Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi*

Makale Türü	Başvuru Tarihi	Kabul Tarihi
Araştırma	2.10.2020	16.12.2021

Berrin Şenses**

Nihan Demirkasımoğlu***

Öz

Bu çalışmanın amacı, X ve Y kuşağı öğretmenlerinin çalışma değerleri ile işten keyif alma düzeyleri arasındaki ilişkileri ile bu değişkenlerin cinsiyet, kıdem ve kuşak değişkenleri bakımından incelemektir. Araştırma, tekli ve ilişkisel araştırma modelleri ile tasarlanmıştır. Ankara ilinde kamu ilkököl ve ortaokul kademlerinde görevli toplam 28501 öğretmenin örnekleme 381 öğretmen ile temsil edilebileceği varsayılmıştır. Veri toplama aracı olarak, araştırmacılar tarafından geliştirilen “İş Değerleri Ölçeği” ve “İşten Keyif Alma Ölçeği” nin Türkçe'ye uyarlanması ile geliştirilen iki farklı ölçek kullanılmıştır. Araştırmanın sonuçları, Y kuşağı öğretmenlerinin X kuşağı öğretmenlerinden daha fazla çalışma değerlerini önemseydiğini göstermiştir. Kadın öğretmenler, erkek öğretmenlere göre kişisel gelişime ve dış ödüllere daha çok önem vermektedir. 21 yıl ve üzeri kıdeme sahip öğretmenler 6-10 yıl kıdeme sahip öğretmenlerden daha fazla işten zevk almaktadır. Genel olarak öğretmenler, işlerinden orta düzeyde keyif almaktadır. X kuşağı öğretmenlerinin dışsal ödüller ve işten keyif almaları arasında pozitif, anlamlı ve düşük bir ilişki vardır. Her iki kuşaktan öğretmenler için işten keyif almanın diğer boyutları arasında pozitif, anlamlı ve orta düzeyde ilişkiler saptanmıştır. Araştırma sonuçlarına dayalı olarak, Y kuşağı öğretmenlerinin, kariyer sürecinde yerinde saymayı reddetmesi ve sürekli gelişim beklemesi bulgularından hareketle, yeni nesil öğretmenler için kariyer fırsatlarını zenginleştirmek önerilebilir.

Anahtar Sözcükler: İş değerleri, işten keyif alma, X kuşağı öğretmenleri, Y kuşağı öğretmenleri

* Bu makale birinci yazarın yüksek lisans tezinden üretilmiştir.

** Hasan Polatkan Ortaokulu, Milli Eğitim Bakanlığı, Türkiye. E-posta: bgereksenses@gmail.com, <https://orcid.org/0000-0003-3837-799X>

*** Sorumlu Yazar: Doç. Dr., Hacettepe Üniversitesi, Eğitim Fakültesi, Ankara, Türkiye. E-posta: nihansal@yahoo.com, <http://orcid.org/0000-0001-8609-9985>.

Introduction

In today's organizations, different generations work together and their work values vary according to the characteristics of the period in which they were born. Individuals' generation affect their feelings and attitudes towards the organization (Smola and Sutton, 2002). Schools are one of the organizations with the most generational differences. In recent years, Baby Boomers, Generation X and Generation Y teachers have been working together. The experiences and social events of generations are quite different from each other. Thus, it is expected that teachers' expectations, goals, attitudes and job enjoyment levels will be different from each other. While some researchers (eg Ros et al., 1999) do not separate work values from general values, some researchers (eg. Elizur and Sagie, 1999) argue that work values are independent of values. Rokeach defines the values as “determinants of virtually all kinds of behavior that could be called social behavior or social action, attitudes and ideology, evaluations, moral judgments and justifications of self and others, and attempts to influence others” (cited in Licata, 2007, p.17). Work values are related to general values and work values are a more specific part of general values. Work values have more prominent features than general values because they are related to beliefs about desired situations or behaviors specific to the work environment (Ros, et al., 1999).

There are two types of work values, intrinsic and extrinsic (eg Lyons et al., 2010; Ros, et al., 1999). Schwartz (1999) states that intrinsic work values are formed by desirable situations, such as the ability to achieve personal improvement in the workplace, to obtain opportunities for autonomy or creativity. Intrinsic work values allow the employee to develop himself/herself and to use his/her abilities (Kalleberg, 1977). Extrinsic work values include values related to the financial aspect of the work such as salary, interests or security (Lyons et al., 2010). Ros et al. (1999) define extrinsic work values as protective values that provide the necessary needs for occupational safety, regular payment of salaries and general security of employees. Extrinsic work values mean that the employee can improve socially, receive financial rewards, and provide the physical opportunities that will make the employee happy in the work environment. In his empirical study, McGrath (2012) reported that teachers rated the intrinsic work values as the most important among seven workplace domains comprised of extrinsic and intrinsic values. Thus for teachers, intrinsic work values are perhaps more important than all other professions. Therefore, it seems important that teachers have their intrinsic incentives, intrinsic values and positive psychology for the profession.

The concept of work enjoyment was first dealt with by Spence and Robbins (1992) as a sub-dimension of the work on workaholism. It is indicated that an employee creating a work environment that includes his or her needs or preferences will increase his /her job pleasure (Tims et al., 2014). Work enjoyment is defined as making positive judgments about the quality of work-life or enjoying the activities performed by the employees. For this reason, job enjoyment is mostly related to the intrinsic motivation of the employees (Deci and Ryan, 1992; Graves et al., 2012). The more an employee enjoys his job, the more his commitment to the organization will increase and the organization will adopt its goals as its own goals (Graves et al., 2012). The work enthusiasm of the teacher can be easily understood from his/her voice, looks, facial expressions, body language and words (Allen, 1980). The teacher who enjoys his job can be expected to be more active in learning-teaching activities that he will perform his job with pleasure and willingly.

In organizational studies, the subject of the generations constitutes quite a new research area (Costanza et al., 2012). The most common definition of the concept refers a group that has certain characteristics and is born together in the same time period and has acquired certain common experiences due to the period in which they live historical and social events together that are critical in social history (Davis et al., 2006; Kupperschmidt, 2000, Westerman and Yamamura, 2006). The generation group of the individual develops the character of an individual's feelings towards the organization, expectations from the job and how these expectations were met (Smola and Sutton, 2002).

Generation X consists of individuals born between 1960-1980 (Zemke et al., 2013, p.21). Due to significant changes between 1960 and 1980, Generation X is expressed with the concept of "transitional generation" both in and outside Turkey (Ayhan, 2013) because this period has affected the people of this period negatively due to the oil and financial crisis. This is a generation that prefers to work for a

living (Zemke et al., 2013). The quality of work-life, family life, quality and the balance between the two are very important for individuals belonging to generation X (Burke, 1994). Teachers of Generation X can also be expected to prefer comfortable conditions and flexible working hours in working environments to maintain the balance between work life and private life.

Generation Y is the generation of people born between 1980 and 2000 (Zemke et al., 2013). Generation Y is expressed in different definitions such as “Gen Y”, “Gen Me”, “Millennials”, “Echo Boomers”, “Generation Next”, “Digital Generation” or “Internet Generation (Broadbridge, Maxwell, and Ogden, 2007). Born in a period of economic prosperity (Hurst and Good, 2009), they have experienced globalization, rapid technological advances and increased diversity (Kuron et al., 2015). A life without technology is considered impossible for them (Ware, 2013). Researches have identified Generation Y as an ambitious, self-confident, open to cooperation and free generation (Ng et al., 2012). Generation Y seeks to answer the question “what can the organization do for me?” rather than keeping the organization's goals above its own. This generation places great importance on enjoyment at work rather than strict organizational rules (Gravett and Throckmorton, 2007), and prefer social and enjoyable working environments (İliç and Yalçın, 2017). Several studies (e.g. Çengelci, et al, 2013; Holdsworth, 2000; Karagöz and Şeref, 2019; Markham et al., 2008) investigated the sociological phenomenon of values in school settings mostly concentrating on students' values and values education. On the other hand, the number of studies examining the teachers' work values are quite limited. One of the earlier studies (Kuşdil and Kağıtçıbaşı, 2000) examining Turkish teachers' value orientations included 183 teachers from public and private schools. Based on a list of 60 values, results revealed that teachers do not show a completely homogeneous value structure, and individuals have psychological needs in terms of both autonomy and commitment. The results also showed that religious orientation has a decisive role in the value system of Turkish teachers. Another study (Göktürk, 2009) investigated the relationship between teachers' leisure orientation and organizational commitment. It was found that a high level of leisure orientation increased work group commitment and accordingly organizational commitment. The generation group to which the individuals belong affect their feelings towards their organizations, management, authority and their expectations from their jobs (Smola and Sutton, 2002). For example, Bledsoe (2018), investigated whether teachers from Baby Boomers, X and Y generations use technology effectively at school. He found that Y generation teachers use technology more comfortably and better than other generations. One of the biggest challenges that managers face today is to effectively manage different generations working side by side (together) in many organizations (Lester et al., 2012). In schools where different generations work together, it seems important to know the working values of different generations, to make managerial designs that will enable them to enjoy it, and thus to reach empirical data to improve school effectiveness. To this end, the purpose of this study is to investigate the work values of public primary and secondary school teachers in relation to their work enjoyment levels, generation, and seniority.

Method

Research Design

Work values and work enjoyment levels of the teachers from the X and Y generations were determined by a single survey model. The relationship between the work values from X and Y generation teachers and their work enjoyment was determined by the correlational survey model.

Sample

According to the formal Statistics of MoNE (2017), the population is composed of 28501 teachers working in public primary and secondary schools in the largest nine districts of Ankara (Çankaya, Altındağ, Etimesgut, Keçiören, Gölbaşı, Mamak, Pursaklar, Sincan and Yenimahalle) in the 2017-2018 academic year. It was assumed that 381 teachers could represent the population at $\alpha = .05$ significance level and 5% tolerance level (Balçı, 2004). Depending on the ratio of teachers in the population, 180 primary school teachers and 201 secondary school teachers were sampled. 47% of the teachers who participated in the study worked in public primary school and 52% worked in public secondary schools. Of the participants, 52% were in the 58-38 age range, 48% were in the 38-18 age range. Therefore, 52% of the participants are from the X generation and 48% from the Y generation. 13% of teachers have 1-

5 years, 17% 6-10 years, 24% 11-15 years, 22% 16-20 years and 24% have 21 years or more seniority. 84% of teachers have an undergraduate degree and 16% graduate degrees.

Instruments and Procedures

Two scales and one information form were used to determine the teachers' work values and job enjoyment levels.

Work Values Scale. While developing the work values scale, an item pool was created by considering the literature and previous scales. The preliminary scale draft included 22 items and four sub-dimensions: self-improvement dimension (six items), social benefit dimension (three items), job opportunities dimension (eight items) and extrinsic rewards dimension (seven items). Response options in the scale consisted of; not important (1), less important, important, very important and absolutely important (5) ”.

The dimension of self-improvement includes items expressing: personal improvement (Zhang et al., 2007), and achievement (Lyons, 2010; Schwartz and Sagiv, 1995; Schwartz and Bilsky, 1990) using skills (Lyons, 2010), encouragement (Schwartz and Sagie, 1995; Schwartz and Bilsky, 1990). The social benefit dimension expresses teachers' expectations about the social dimension in their work lives that emphasizes the interestingness of the work, the interactive working environment (Hattrup et al., 2007) and the work-life balance (Lyons, 2003). The extrinsic rewards dimension is a dimension based on extrinsic work values (Elizur, 1984; Lyons, 2010).

As a result of the AFA, it is seen that the first factor (self-improvement) consists of seven items, the second factor (social benefit) consists of three items, the third factor (opportunities provided by the job) consists of four items and the fourth factor (external rewards) consists of three items. Factor loadings of the scale items ranged from 0.50 to 0.81 in the first factor, from 0.71 to 0.76 in the second factor, from 0.54 to 0.85 in the third factor, and from 0.69 to 0.87 in the fourth factor (Appendix 1). The items took place in the final form of the scale after the reliability and validity analysis are largely consistent with the draft scale.

The total variance explained by the four-factor scale was 66.9%. The first dimension explained 44,153% of the total variance, the second dimension explained 9,028% of the total variance, the third dimension explained 8,155% of the total variance and the fourth dimension explained 5.46% of the total variance. The Cronbach alpha coefficients of the subscales were .87, .83, .82 and .82, respectively. The items on the scale are scored between 1-5. Increasing scores from each scale indicate that the work values in the related dimension are considered important by the raters.

Work Enjoyment Scale. To measure teachers' work enjoyment, a sub-scale of Spence and Robbins's (1992) "Workaholism Scale" (revised by McMillan et al. 2002) was translated to Turkish within this research. The original form of the Work Enjoyment Scale was tested on 320 employees and consisted of six items. Cronbach Alpha coefficient of this scale was determined to be .85. The necessary permissions have been obtained from the authors. Turkish validity of this scale was tested through the explanatory factor analysis and reliability analysis was performed through the item analysis. Cronbach Alpha coefficient was also calculated for reliability. The scale consisted of six items and is arranged in a 5-point Likert form. Response options in the scale consist of the expressions: "totally disagree" (1) to "totally agree" (5). Increasing scores indicate that teacher enjoyment is high. As a result of the exploratory factor analysis, the scale was found to be one-dimensional. Factor load values of items under a single factor were .68 and .82, and item-total correlations were .56 and .72. The total variance explained by this factor is 59%. Accordingly, the total variance is assumed to be a good value because it is over 30% (Büyüköztürk, 2005, p.125). Cronbach Alpha coefficient is .86. Final form of the "Work Enjoyment Scale" consisted of six items and one dimension (Appendix 2).

Data Analysis

The arithmetic mean and standard deviation, t-test, one-way analysis of variance were used for the analysis of the data. Descriptive analyses were carried out using SPSS 18.0 and 0.05 was taken as a basis for significance tests. Statistics Package Program for Social Sciences (SPSS) 22 program was used in the analysis. Permissions for data gathering were obtained from Hacettepe University Ethics

Commission and MEB. Before data analysis, it was first examined whether there were missing data in the data set and there were no more than 5% missing data. Demir and Parlak (2012) stated that the most appropriate way is to assign the average of the existing data instead of deleting the missing data. Therefore, the missing data were completed by applying the mean assignment method. Secondly, in order to examine whether the items have outliers, z scores were examined and no value outside the -3 and +3 score range was found (Pallant, 2007).

The missing data were completed by applying the average assignment method. Then, z scores were examined in order to examine the outliers. The data took values between -3 and +3 score range (Pallant, 2007). While deciding to use the parametric or non-parametric tests, data was tested in terms of normal distribution and the equality of variances. "The normal distribution property of scores obtained from a continuous variable can be examined by three methods. The first is the use of descriptive statistics such as skewness coefficient, arithmetic mean, and standard deviation. The second is the method of examining with graphics. For this, the histogram chart graph, in which the normal distribution curve is also drawn, is often used. The Q-Q method is recommended if the group is 20 and above" (Büyükoztürk, 2005). In order to test the normality of the data, skewness coefficients, histogram and Q-Q graph were examined. Since the skewness and kurtosis coefficients of the data belonging to the study values scale are between -2 and +2 (George and Mallery, 2010), the assumption of equality of the variances of the measurements in the groups (Büyükoztürk, 2005) was examined with the Levene test. Data showed normal distribution.

Results and Discussion

Work values in the self-improvement dimension. It was determined that the teachers of Generation X highly rated the expression of "Provide me the opportunity to use my professional knowledge and skills" ($M = 4.26$) most in this dimension. Generation X teachers rated the "Provide opportunities for improvement and learning, as it involves tasks that challenge my skills" ($M = 3.95$) lower than the other items. Y generation teachers highly rated "my profession offers continuous learning and gaining new information opportunities" ($M = 4.46$), probably because members of the Y generation constantly like to improve themselves and open to innovations (Zemke et al., 2013, p.139). Chen and Choi (2008) also showed that generations attach great importance to self-improvement rather than the other work values and that personal improvement is the dimension which generations rate the highest.

Teachers' opinions related to working values in the self-improvement dimension according to independent variables. Teachers' opinions about self-improvement dimension do not show significant difference according to the variables of generation ($t_{(379)} = 1.742, p > .05$) and seniority ($F(4) = 2.12, p > .05$). Ware (2013) asserted that the X generation attaches more importance to using their creativity. Cennamo (2005), on the other hand, found that the Y generation attaches more importance to the interestingness of the work, continuous learning, diversity and creativity. Similarly, Usta (2014) reported that the teachers of the X generation attach more importance to creativity than the Y generation. These conflicting results imply the need for more and more in-depth research. The differences may be due to the other work related conditions such as sector or job title. There is a significant difference between the opinions of male and female teachers about this dimension ($t_{(379)} = 3.77, p < .05$). Namely, female teachers attach more importance to self-improvement than male teachers, giving more importance to using their skills, continuous learning and acquiring new knowledge and using their professional knowledge.

Work values in the social benefit dimension. Items in the social benefit dimension of the work values are found to be the most important aspect of the scale among all other dimensions. It is equally important for teachers of both generations that their professions are compatible with moral values and benefits society. The social benefit dimension is seen as a little more important by Generation Y teachers ($M = 4.47$) than Generation X teachers ($M = 4.40$).

Teachers' opinions about working values in terms of social benefit dimension according to independent variables. Teachers' opinions of the social benefit dimension did not show significant differences according to gender ($t_{(379)} = 1.95, p > .05$), generation ($t_{(379)} = 1.073, p > .05$) and seniority variables ($F(4) = 2.91, p > .05$).

Work values in job opportunities dimension. The scores of Generation X teachers ($M = 4.22$) and Generation Y teachers ($M = 4.26$) are very close to each other. Generation Y teachers have a slight higher score in this dimension. Both generations love fun at work, but generation X is a self-sufficient generation that loves fun and rejects changes and prefers more individual work (Ware, 2013). Generation Y (Zemke et al., 2013) is a generation that loves team-oriented work and gives importance to sociality in the workplace (Zemke et al., 2013). ($M = 4.25$). That's why Generation Y teachers ($M = 4.31$) seem to attach more importance to the item "opportunity to be in constant interaction and communication with people" than the teachers ($M = 4.25$) of Generation X.

Cox (1999) found that X-generation give great importance to work-life balance. Twenge et al. (2010) emphasized with their research findings that both X and Y generation members attach great importance to work-life balance. They also reported that generation X and Y attach great importance to freedom of work, but generation Y places more emphasis on free work conditions. Contrary to the findings of this research, Twenge et al. (2010) expressed that generation Y attaches less importance to social interaction than generation X because this generation is in constant communication with their families or friends through technology, so social interaction is not that much important for generation Y employees. Similarly, Usta (2014) emphasized that X and Y generation teachers value flexibility in working conditions and working hours.

Teachers' opinions about working values in terms of job opportunities dimension according to independent variables. Teachers' views about job opportunities do not show significant differences according to generation ($t_{(379)} = .599, p > .05$) and seniority variables ($F(4) = 1.120, p > .05$). The work values of the teachers in terms of job opportunities showed a significant difference ($t_{(379)} = 3.1, p < .05$) according to gender. Higher scores of the female teachers can be interpreted that female teachers attach importance to sociality in their work values and they expect flexibilities, look for fun and interactive working environment.

Work values in job extrinsic rewards. Generation Y teachers ($M = 3.76$) give more importance to the economic returns of the profession than teachers of X Generation ($M = 3.56$). However, when the general characteristics of the generations are considered Generation X attaches more importance to financial opportunities and they care about a fixed salary to guarantee themselves (Aygenoğlu, 2015). Current research results displayed that teachers from Generation X are less interested in financial returns. This finding is contradictory to the past research findings. This difference may be stemming from the nature of the teaching profession which includes roles and responsibilities that are different from other professions. More specifically, some motives that the teaching profession includes such as public service ideals may be much more dominant than the other profession which in turn teachers may be giving priority to these social benefit dimensions than the extrinsic motivators. It is determined that the Y generation teachers attach more importance to all expressions in the dimension of external rewards. Findings of Twenge et al. (2010) are consistent with the current findings of this research in the sense that generation Y gives more importance to financial gain, appreciation, and status. An additional support comes from Cennamo (2005) that the Y generation attaches more importance to extrinsic rewards than the X generation. Usta (2014) in his research found that there is no difference between generations in terms of economic gains. Marcus (2014) suggests that career improvement is more important for generation Y than generation X. Although it is emphasized in the literature that Generation X attaches importance to economic benefits, including the current research it has been proved by many studies that individuals of Generation Y pay more attention to economic benefits.

Teachers' opinions about working values in terms of extrinsic rewards dimension according to independent variables. The work values of teachers in the dimension of extrinsic rewards did not show significant differences according to generation ($t_{(379)} = 1.889, p > .05$) and seniority variables ($F(4) = 1.323, p > .05$). Teachers' views on the dimension of the extrinsic rewards show a significant difference in terms of gender ($t(379) = 3.2, p < .05$). The average importance given by female teachers to the items about external rewards is lower than male teachers. Accordingly, female teachers ($M = 4.42$) give more importance to financial gain than male teachers ($M = 3.81$). Job opportunities and extrinsic rewards were more valued by female teachers than men in this study. Lee et al. (2012) reported that there are no significant differences between males and females in their preferred work values of preservice teachers in Malaysia. On the other hand, several previous studies that have tested the differences in job values

of young people have revealed that men prefer jobs that offer external rewards, as opposed to jobs with social and altruistic rewards that are preferred by women (Krahn and Galambos, 2014). The findings of this study is consistent with this cumulative approach.

Teachers' work enjoyment. Teachers rated "Because I enjoy my work, I do more than my work requires" ($M = 3.87$) the highest in this dimension whereas they rated "When I wake up in the morning, I look forward to going to work" ($M=3.24$) the lowest. In general, it is understood that generation X teachers ($M = 3.62$) enjoy higher levels of work than Y teachers ($M = 3.48$). Generation X prefers to enjoy life and work (Cordeniz, 2002). The teachers of Generation X showed the highest agreement to the item, "because I enjoy my work, I do more than my work requires" ($M = 3.94$). Generation X loves working and fulfills the requirements of the work and is affiliated with its organization (Öz, 2015). "My job is so interesting that I don't think of it as a job" ($M = 3.35$) is the item that it least rated item X generation teachers. These findings of the current study are in line with the Cugin's research (2012) proving that the most important value for Generation X was "asceticism" and for Generation Y was "leisure". In line with the past arguments (e.g. Zemke et al., 2013; Gravett and Throckmorton, 2007) this research has shown that X generation teachers were more work-oriented and enjoy working.

Teachers' opinions about work enjoyment according to independent variables. The opinions of the teachers about the enjoyment of work do not show significant differences according to generation ($t_{(379)} = 1.754, p > .05$) and gender variables ($t_{(379)} = .571, p > .05$). On the other hand, the opinions of teachers about their work enjoyment show a significant difference according to seniority ($F(4) = 3.79, p < .05$). In the group comparisons using the Tukey test, teachers with seniority of 21 years or more ($M = 3.78$) enjoy more than the teachers with seniority 6-10 years ($M = 3.30$).

The relationship between the work values of teachers from X and Y generations and their enjoyment. The results of the Pearson correlation coefficient test were evaluated to explain the relationship between teachers' work values and their enjoyment from work (Table 1).

Table 1

The Relationship between Work Values of Generation X Teachers and their Work Enjoyment Levels

Variable		1	2	3	4	5
Work Values	1 X self-improvement	1				
	2 X social benefit	.718**	1			
	3 X job opportunities	.651**	.727**	1		
	4 X extrinsic rewards	.495**	.692**	.528**	1	
	5 X work enjoyment	.453**	.347**	.446**	.175*	1

According to Table 1, the work values of teachers from generation X show a moderate positive and significant relationship ($r = .453, p < .01$) between self-improvement and work enjoyment scores. Accordingly, it can be assumed that as teachers of the X generation develop themselves, their level of pleasure in work will increase. The relationship between the social benefit dimension of teachers' work values and their enjoyment is moderate and positive ($r = .347, p < .01$). Meeting the needs and expectations of teachers from generation X towards the social dimension positively affects their level of pleasure at work.

The relationship between the job opportunities of the teachers of the X Generation and the enjoyment of the job ($r = .446, p < .01$) is moderate, significant and positive. Meeting the needs and expectations of teachers of X Generation regarding the opportunities provided by the job positively affects their level of pleasure in their job. It can be asserted that the level of work enjoyment is increased especially when the needs of generation X teachers are met such as appropriate working hours, work-life balance, happy work environment. In other words, the satisfaction of the needs of X generation teachers increases the work enjoyment levels of Y generation teachers. The relationship between the extrinsic rewards dimension and work enjoyment ($r = .175, p < .01$) of the X teachers was found to be weak and positive.

The relationship between the work values of Y generation teachers and job enjoyment is explained in Table 2 below.

Table 2*The Relationship between Work Values of Generation Y Teachers and their Work Enjoyment Levels*

Variable		1	2	3	4	5
Work Values	1 Y self-improvement	1				
	2 Y social benefit	.653**	1			
	3 Y job opportunities	.630**	.685**	1		
	4 Y extrinsic rewards	.701**	.654**	.686**	1	
	5 Y work enjoyment	.455**	.370**	.353**	.301**	1

From the analysis of Table 7, it is seen that there is a moderate positive and significant relationship ($r = .455$, $p < .01$) between the Y-teachers' self-improvement and work enjoyment scores. Accordingly, it can be assumed that the level of enjoyment of work increases as teachers of Generation Y develop themselves. There is a moderate and positive relationship between the social benefit dimension of the work values of teachers from the Y generation and their work enjoyment ($r = .370$, $p < .01$). According to this, meeting the needs and expectations of the Y generation teachers related to the social benefit dimension positively affects their level of pleasure in the job.

A moderate, significant and positive relationship was found between the work values of Y Generation teachers and their work enjoyment levels ($r = .353$, $p < .01$). Especially when Y generation teachers' needs such as appropriate working hours, work-life balance, happy work environment were met, their levels of work enjoyment increase more than X Generation teachers. The relationship between the work values of Y Generation teachers related to job opportunities and work enjoyment displayed a moderate, significant and positive relationship ($r = .353$, $p < .01$). These findings can be interpreted that satisfaction of the expectations of teachers from both X and Y generations related to their work values will result in a moderate level of increase in their work enjoyment levels.

Conclusions

Teachers from both generations care about being successful in their profession and think that it is important for them to demonstrate their skills in work life. Female teachers attach more importance to opportunities for self-improvement than male teachers. Generation Y teachers attach more importance to; a) self-improvement opportunities in the profession, b) the sense of success, c) develop and to use their skills, d) learn continuously, e) different workplace activities than the teachers of generation X. Teachers attach greater importance to the social benefit dimension among the other work values. Teachers most value their professional values that are compliable with their moral values. Teachers most value suitable working hours among the job opportunities and they expect their working hours to be adjusted accordingly. Compared to male teachers, female teachers pay more attention to the sociability, the benefits of the work, their working hours and also the balance between work and private life. Extrinsic rewards is relatively the least important aspect of work values for the teachers. It means that economic benefits in the teaching profession is of the least important among working values for the teachers. Considering the nature and social aspects of the teaching profession, female teachers put less emphasis on external rewards than for male teachers. Male teachers give more importance to extrinsic values such as income and seniority.

Teachers from the X and Y generations enjoy their jobs at a moderate level. This finding implies that the differentiation between two generations is not sharp. As Lee et al. (2012) expressed "research in western countries proved that young generations are more individualistic and prefer intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression". Thus, as a non-western context, Turkish teachers' generational differences do not seem to portray a striking difference between X and Y generations.

Teachers are often satisfied with their work and therefore think that they do much more than their profession requires and find their works enjoyable. During the working hours, the teachers of generation X enjoy their work and try to do more than the profession requires during the working hours. Generation Y teachers enjoy their jobs less than generation X. Teachers with a seniority of 21 years or more enjoy their job more than teachers in the other seniority groups. The teacher group with the lowest work enjoyment have seniority of 6-10 years which consists of a younger generation, the Y generation group.

Finding of this study verified the past research revealing generational differences in work values from other sectors (e.g. Cugin, 2012; Gravett and Throckmorton, 2007; İliç and Yalçın, 2017). Among teachers' job-oriented goals, being financially satisfied or being promoted are relatively the least important values. Considering the nature and social aspect of the teaching profession, the fact that financial gains do not stand out for teachers is a result consistent with the references in the literature. Although the importance given by teachers to financial gain is not very low, and Y generation generally gives more importance to material rewards, teachers in both generations place little importance on financial gains and emphasize service to society rather than economic gains in the current research. There is a moderate, positive and significant relationship between the self-improvement, social benefit, and job opportunities dimensions of the work values from X generation teachers. It means that teachers of the X generation who develop themselves, be respected by society and can balance their work and private life enjoy their work much more. There is a low and positive relationship between generation X teachers' emphasis on extrinsic rewards and work enjoyment. There is a moderate, positive and meaningful relationship between all dimensions of working values of teachers of the Y Generation and their work enjoyments. Taken together, generational work values provide meaningful insights to grasp the work related perspectives of teachers and important clues for school administrators to motivate them in school settings.

Recommendations

1. Personal improvement is an opportunity that teachers expect and value support from their professions and administrators. The opportunities that teachers can transfer their knowledge and skills to their colleagues, the improvement of opportunities and environments that can support teachers' creativity have the potential to increase the attractiveness of their working life.
2. Social benefits include the values that teachers from both generations gave the most importance. Taking steps to improve the social status of the teaching profession can increase teachers' work-life enjoyment.
3. Although the economic benefits in the teaching profession is a work value that is pushed to the background among teachers, teachers of Generation Y have a desire to earn more than those of Generation X teachers. Considering that income level is an important value for new generations, improving the income level of teachers can increase the interest of young talents to the profession.
4. The number of young teachers is gradually increasing. The youngest teacher who started to work as a teacher is around 22 years old and teachers born between 1981-2000 will enter the teaching profession as Generation Y. One of the ways to increase their commitment to their profession is to pave the way for them to progress in their careers and professions. Because the new generation refuses to count in place, they expect continuous improvement, progress, and appreciation during their career pathways. For this reason, it would be appropriate to enrich career opportunities for new generation teachers.

References

- Allen, E. K. (1980). A study of the relationship between teacher enthusiasm and selected student variables in area vocational-technical schools (Doctoral Thesis). Temple University, Philadelphia.
- Balcı, A. (2004). *Sosyal bilimlerde araştırma yöntem, teknik ve ilkeler*. Ankara: Pegem.
- Broadbridge, A., Maxwell, G. & Ogden, S. (2007). Experiences, perceptions and expectations of retail employment for Generation Y. *Career Development International*, 12(6), 523-544.
- Burke, R. J. (1994). Generation X: Measures, sex and age differences. *Psychological Reports*, 74, 555-562.
- Burke, R. J. (1999). It's not how hard you work but how you work hard: Evaluations of workaholism components. *International Journal of Stress Management*, 6, 225-239.
- Büyüköztürk, Ş. (2005). *Sosyal Bilimler İçin Veri Analizi El Kitabı*. Ankara: Pegem.
- Cennamo, L. K. (2005). *Generational differences in work values, work-related outcomes and person-organisation values fit* (Master Thesis). <http://hdl.handle.net/10179/9841>.

- Chen, P., Choi, Y. (2008). Generational differences in work values: A study of hospitality management. *International Journal of Contemporary Hospitality Management*, 20(6), 595-615.
- Cordeniz, J. A. (2002). Recruitment, retention, and management of generation X: A focus on nursing professionals. *Journal of Healthcare Management*, 47, 237-249.
- Costanza, D. P., Badger, J.M., Fraser, R. L., Severt, J. B., Gade, P. A. (2012). Generational Differences in Work-Related Attitudes: A Meta-analysis. *Journal of Business and Psychology*, 27(4), 375-394.
- Cox, J. A. (1999). What's happening in the workplace? *Baylor Business Review*, 17(2), 7-8.
- Çengelci, T., Hancı, B., & Karaduman, H. (2013). Okul ortamında değerler eğitimi konusunda öğretmen ve öğrenci görüşleri. *Değerler eğitimi dergisi*, 11(25), 33-56.
- Davis, J.B., Pawlowski, S.D. & Houston, A. (2006). Work commitments of Baby Boomers and Generations in the IT profession: Generational differences or myth?. *Journal of Computer Information Systems*, 46(3), 43-49.
- Deci, E.L., Koestner, R., Ryan, R.M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.
- Elizur, D., Sagie, A., (1999). Facets of personal values: A structural analysis of life and work values. *Applied Psychology: An International Review*, 48(1), 73-87.
- Graves, L. M., Ruderman, M. N., Ohlott, P. J., Weber, T. J. (2012). Driven to work and enjoyment of work: Effects on managers' outcomes. *Journal of Management*, 38(5), 1655-1680.
- İliç D., Yalçın, B. (2017). Y jenerasyonunun farklılaşan iş değerleri ve liderlik algılamaları. *Yaşar Üniversitesi Dergisi*, 12(46), 136-160.
- Hatrup, K., Mueller, K., & Joens, I. (2007). The Effects of Nations and Organisations on Work Value Importance: A Cross-Cultural Investigation. *Applied Psychology*, 56(3), 479-499.
- Hirschi, A. (2010). Positive adolescent career development: The role of intrinsic and extrinsic work values. *The Career Development Quarterly*, 58(3), 276-287.
- Holdsworth, R. (2000). Schools that create real roles of value for young people. *Prospects*, 30(3), 349-362.
- Hurst, J. L. & Good, L. K. (2009). Generation Y and career choice: The impact of retail career perceptions, expectations and entitlement perceptions. *Career Development International* 14(6), 570-593.
- Kalleberg, A. L. (1977). Work values and job rewards: a theory of job satisfaction. *American Sociological Review*, 42(1), 124-143.
- Karagöz, B., & Şeref, İ. (2019). Değerler Eğitimi Dergisi'nin bibliyometrik profili (2009-2018). *Değerler Eğitimi Dergisi*, 17(37), 219-246.
- Kuşdil, M. E., & Kağıtçıbaşı, Ç. (2000). Türk öğretmenlerin değer yönelimleri ve Schwartz değer kuramı. *Türk Psikoloji Dergisi*, 15(45), 59-76.
- Kupperschmidt, B. R. (2000). Multigeneration employees: Strategies for effective management. *The Health Care Manager*, 19(1), 65-76.
- Kuron, L. K. J., Lyons, S. T., Schweitzer, L., Ng, E. S. W. (2015). Millennials' work values: Differences across the school to work transition. *Personnel Review*, 44(6), 991-1009.
- Licata, P. P. (2007). *Multiple Generations In The Workplace: A Study Comparing Work Values Of Different Generations of Workers* (PhD Thesis). <https://search.proquest.com/pqdtglobal/docview/304699525/abstract/BD88AE168E904502PQ/1?accountid=11248>.

- Lyons, S. T., Higgins, C. A., & Duxbury, L. (2010). Work values: Development of a new three-dimensional structure based on confirmatory smallest space analysis. *Journal of Organizational Behavior, 31*(7), 969-1002.
- Markham, W. A., Aveyard, P., Bisset, S. L., Lancashire, E. R., Bridle, C., & Deakin, S. (2008). Value-added education and smoking uptake in schools: a cohort study. *Addiction, 103*(1), 155-161.
- Marcus, M. (2014). *Work values and generational differences: using work values to understand generational differences in the canadian workplace* (PhD Thesis). <https://search.proquest.com/pqdtglobal/docview/1564479892/abstract/8FEC25FD91354C02PQ/1?accountid=11248>.
- McGrath, D. L. (2012). Extrinsic and Intrinsic Workplace Values in Education. *International Journal of Learning, 18*(3), 191-201.
- McMillan, L. H. W., Brady, E. C., O'Driscoll, M. P., Marsh, N. V. (2002). A multifaceted validation study of Spence and Robbins' (1992) Workaholism Battery. *Journal of Occupational and Organizational Psychology, 75*, 357-368.
- Öz, Ü. (2015). *XYZ kuşaklarının özellikleri ve y kuşağının örgütsel bağlılık düzeyi analizi* (Master Thesis). Retrieved from Turkish National Thesis Center (Thesis Number: 396101).
- Rokeach, M. (1973). Review: the nature of human values. *Political Science Quarterly, 89*(2), 399-401.
- Ros, M., Schwartz, S. & Surkiss, S. (1999). Basic individual values, work values, and the meaning of work. *Applied Psychology: An International Review, 1*, 49-71.
- Schwartz, S. H., & Sagiv, L. (1995). Identifying culture-specifics in the content and structure of values. *Journal of cross-cultural psychology, 26*(1), 92-116.
- Schwartz, S. H. (1999). A theory of cultural values and some implications for work. *Applied psychology, 48*(1), 23-47.
- Schwartz, S. H., & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of personality and social psychology, 58*(5), 878.
- Smola, K.W. & Sutton, C.D. (2002). Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior, 23*, 363-382.
- Spence, J. T. & Robbins, A. S. (1992). Workaholism: Definition, measurement, and preliminary results. *Journal of Personality Assessment, 58*(1), 160-178.
- Statistics of MoNE (2017). <https://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64>
- Tims, M., Bakker, A. B., Derks, D. (2014). Daily job crafting and the self-efficacy – performance relationship. *Journal of Managerial Psychology, 29*(5), 490-507.
- 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), 1117-1142.
- Usta, Ö. (2014). *Kuşak farkının iş değerleri üzerindeki etkisini incelemek üzere bir araştırma* (Master Thesis). Retrieved from Turkish National Thesis Center (Thesis Number: 364819).
- Ware, C. V. (2013). *Generation X and generation Y in the workplace: a study comparing work values of generation X and generation Y* (PhD Thesis). <https://search.proquest.com/pqdtglobal/docview/1317633201/abstract/4F81B60E5B54FB3PQ/1?accountid=11248>.
- Westerman, J., Yamamura, J. (2006). Generational preferences for environment fit: effects on employee outcomes. *Career Development International, 12*(2), 150-161.

- Yalçın, O., Sökmen, A. B. & Kulak, H. (2013). Kuşakların temel özellikleri ve hava harp okulu uygulamaları. *Yakın Dönem Türkiye Araştırmaları Dergisi*, 2(12), 133-179.
- Zhang, D., Wang, D., Yang, Y.& Teng, F. (2007). Do personality traits predict work values of Chinese college students? *Social Behavior and Personality*, 35(9), 91281-1294.
- Zemke, R., Raines, C.& Filipczak, B. (2013). *Generations at Work*. New York: American Management Association.

