

HIGHLY CONFIDENT GENERATION X, RESPONSIBILITY SEEKING GENERATION Y, AND A FEW BABY BOOMERS IN A MANUFACTURING FIRM AND THE UNDERGRADUATE BUSINESS MANAGEMENT CURRICULUM

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ABSTRACT

Baby boomers, Generation X and Generation Y are working together in today's organizations. The study was undertaken to determine the specific characteristics and motivation of each generation, compare the Business Administration, major in Human Resources Management Development (BSBA-HRDM) Curriculum with the CHED Policy Standards in terms of its subject contents and to identify its responsiveness to the employment needs of its graduates. To do so, quantitative, descriptive and phenomenology research designs were used. Findings from the validated questionnaires revealed that only one from the 39 respondents was from the Baby Boomer generation, two of the three managers were from Generation X, nine from the 13 supervisors were Generation Y, and 17 from the 23 office staff were also Generation Y.

The lone Baby Boomer and the Generation X were seen to be highly confident, however, in terms of goal orientation and technology enthusiasm, the Generation Y got a higher computed weighted mean than the X Generation but both groups have the same level of self-esteem at a WM of 4.333. Both X and Y agreed that benefits including salary, growth opportunities and work schedule highly motivated them, however, they differ in their secondary motivating factors, work atmosphere and autonomy for Generation X and responsibility and respect for the Generation Y.

In conclusion, a few Baby Boomers were still employed, Generation X were managers while Generation Y were mostly supervisors and office staff but seek more responsibilities and aspire for respect. The BSBA-HRDM curriculum prepares graduates to handle diverse workforce. It is recommended that an in-depth studies on the management aspect of the three generations be made in the future.

KEYWORDS: Education, Generations, Confidence, Responsibilities, Implication, Curriculum

INTRODUCTION

Andres et al. (1989) stated that Education cannot be divorced from the economic realities of the country. Graduates of the different levels of the school system become either the human capital or the providers of the capital for the industry. Therefore, industry needs must be the focal point in designing a curriculum. Though, Lumadi (www.unisa.ac.za) defined curriculum as a body of knowledge that is to be transmitted, curriculum in this paper refers to the subjects a student has to pass in order to be conferred with the degree, Bachelor of Science in Business Administration, major in Human resources Development Management (BSBA-HRDM). In the same paper, he quoted Dewey, a Curriculum Theorist, saying that a responsive curriculum is to be viewed from what the child must learn. On the question of what is to

be learned by, again the recipient (the industry) of the products of the school (the graduates) must be considered or else the mismatch between the supply and demand for labor will continue to occur, over supply and under supply of specific competences, unemployment or under employment will prevail. In the Philippines alone, in the Press Statement of the Department of Labor Secretary Rosalinda Dimapilis-Baldoz posted April 22, 2015 in the official website of DOLE, she said that youth unemployment accounts for half of the total unemployed Filipinos, though, she further reported that unemployment among the 15-24 years olds has gone down from 17.3 per cent to 15 percent in January 2015. What could have gone wrong, were these youth not appropriately prepared for the labor market? Precisely, the Polytechnic University of the Philippines, a state funded university would not produce graduates not aligned with labor market needs. It is in this context that the bottom-up approach in analyzing a curriculum was deemed necessary by the researcher. In the Philippines, the Bottom Up Budgeting(BUB) is becoming popular. It is a budgeting process where the grassroots, the community people are consulted. As Ong(www.rappler.com) wrote in his article, “the BUB approach is guided by 3 principles: convergence, participation, and empowerment. It aims to achieve community empowerment by encouraging citizens to take active roles in the community by articulating their needs to the government and determining what projects are responsive to their needs.”

On the other hand, American Psychological Association(APA), Center for Organizational Excellence(www.apaexcellence.org) defined another model of the Bottom-Up approach which is applied in communication. The article explicitly explained that it is a type of communication which begins with employees and ends with the management, this the article further stated, will provide information about employee needs, values, perceptions and opinions, that will enable the organizations to select and tailor their programs and policies to the specific needs of their employees.

The bottom-up approach in analyzing a curriculum is similar to the two models cited earlier, in communication, the data/ideas come from the employees which will flow upward to their managers, in budgeting, the community tells their needs to the government agency so that they may provide projects directly responsive to their needs, in this paper, the bottom-up approach in analyzing a curriculum requires the workplace to be visited, to analyze the peoples’ characteristics in order to identify whether what is taught to their future managers or supervisors are applicable to their peculiarities. It is a matter of making a strong connection between the industry and the university so that necessary improvement can be done if necessary. The bottom-up approach applied in curriculum evaluation is anchored on the theory of Schwab and Phenix, the Conceptual Reorganization Theory (Paraskeva, 2011) which states that the social, human and personal qualities provide a wider vista for curriculum decisions.

To establish a grouping among the human resources in the research locale, who are expected to be managed by BSBA-HRDM graduates, common to them was made the basis, their generations. Three groups emerged, those whose age was over 51 belonged to the Baby Boomers Generation who according to Miller(<http://www.hermanmiller.com>) were born between 1946 – early 1960s, a name ascribed to them because they were born during the time when birth of babies boomed in America, the second group are those born between 1962 and 1977(Miller) or 1960-1981(Goldbeck), were the Generation X, a name derived from Coupland’s novel, Generation X: Tales of an Accelerated Culture and the third group, Generation Y, 1982-2001 (Goldbeck)or the Millennial named after their association with the New Millennium.

RESEARCH OBJECTIVES

This study was conducted ultimately to determine responsiveness of the BSBA-HRDM curriculum to the needs of its graduates. Specifically, it aimed to: 1.) determine the profile, characteristics and motivation of the three generational workforce; 2.)compare the BSBA-HRDM curriculum with the Commission on Higher Education (CHED) Policy Standard; and 3.)the identify responsiveness of the curriculum to the needs of graduates as perceived by themselves.

METHODS

To attain the research objectives, the researcher used the Quantitative, Descriptive Research design with the infusion of phenomenology in gathering the data particularly about the perception of the graduates on the responsiveness of the BSBA-HRDM curriculum to their needs as supervisors.

There were two sources of data, the validated questionnaires and the documents from the archive. For the profile, characteristics and motivation of the diverse workforce in the research locale which was a manufacturing firm, the questionnaire served its purpose. This company was selected because it is one of the oldest existing company inside the Freeport Area of Bataan, the former Bataan Economic Zone, and another questionnaire for the graduates.

The universe was used with the respondents from the manufacturing firm since there were only 39 of them in the office but for the graduates, the snowball sampling technique was used. Statistically, data were treated using the frequency counts, percentage and the weighted mean formula.

RESULT AND DISCUSSIONS

Profile

Based on the gathered data from the questionnaire, it appeared that there was only one from the Baby Boomer group who was still employed in the company he was over 51 years old, 41.025 per cent clustered in the age range, 30-35 considered to be in the Generation X group, the next bigger group, 28.205 per cent were from the Generation Y whose age range from 24-29 years old.

The data was not surprising, it could be attributed to the estimated population in 2014 released by the Philippines Statistics Authority that from the almost 107 million Filipinos in that year, 5.8 per cent were from the age ranging from 55 -64 years old and 37 per cent were aging 25-54 years old.

Table 1: Age Distribution of Respondents

Age Range	Frequency	Percent	Generation
18-23	1	2.561	Y
24-29	11	28.205	Y
30-35	16	41.025	Y
36-40	4	10.256	X
41-45	5	12.82	X
46-50	1	2.561	X
Above 51	1	2.561	Baby Boomer
Total	39	100.00	

Similarly, D'Netto from a Catholic University in Australia found out in his study that Baby Boomers were beginning to retire rendering them fewer in the organization.

Corollary to the age of respondents, Table 2 showed that the older the respondents, the longer they have been employed in the company. However, there were two who have serving the firm for more than 21 years this implied that after graduation from college they were employed in the firm.

Table 2: Distribution of Respondents According to Length of Service in the Company

Length of Service in Years	Baby Boomers	Generation X	Generation Y	Total	Per Cent
More than 21 years	1	3	2	6	15.38
16-20 years	0	4	3	7	17.95
11-15	0	2	5	7	17.95
6-10	0	2	8	10	25.64
1-5	0	0	9	9	23.08
Total	1	11	27	39	100.00

Data on the next table showed the strict adherence of the firm to their recruitment qualification, beginning from the Office Staff positions up to managerial ranks, applicants must be graduates of related courses.

Table 3. Distribution of Respondents According to Educational Attainment

Level	Baby Boomer	Generation X	Generation Y	Total	Per Cent
College Degree	1	11	26	38	97.43
Vocational Course	0	0	1	1	2.56
Total	1	11	27	39	100.00

In the study made by Meier and Crocker as cited by D'Netto, in Australia, Generation Y are the most educated group, correspondingly, CHED reported that higher education graduates in all disciplines in the Philippines increased by 3.44 per cent from 481,862 in AY 2009-2010 to 498,418 in AY 2010-2011 which proves that an increasing trend in the number of college graduates is registered and these graduates belonged to the Generation Y.

Table 4: Positions in the Company

Position	Baby Boomer	Generation X	Generation Y	Total	Per Cent
Department Manager	1	2	0	3	7.69
Supervisor	0	4	9	13	33.33
Office Staff	0	6	17	23	58.97
Total	1	11	27	39	100.00

The study included only office personnel since it is with this group where a difference in attitude can be observed. In the Philippine setting, production workers are expected to perform in similar manner because attitudes are influenced by a target quantifiable output per hour, not only that all production processes are interconnected, producing more than what is required means a financial incentives.

The data above is a manifestation of the occurrence of D'Netto's and Acar's findings in the Philippine business

organizations that Generation X were moving in management positions with Generation Y increasing in number.

CHARACTERISTICS

On the next page is Figure 1 which shows how the three generation differ from one another in terms of thematic characteristics.

The Baby Boomer had registered the highest Weighted Mean in reliability, self-esteem, level of confidence. However, in terms of technology enthusiasm, it is from the Baby Boomer were the lowest weighted Mean was recorded with Generation Y to lead in this category followed by the Generation X.

Miller in his compilation of interviews with Americans generational employees reported that 2/3 of Baby Boomers considered laptop usage in meetings to be distracting, while in terms of confidence, he wrote that those born under this generation stated that they can do anything.

Their Filipino counterparts were no different from other nationals, Baby Boomers, particularly those born in the early part of the covered years still prefer the conventional way of taking down notes during meetings.

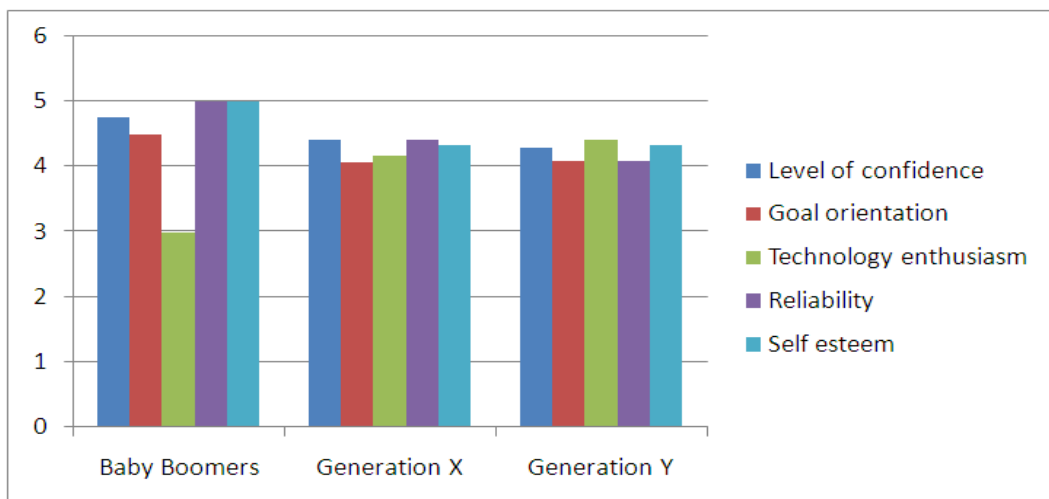


Figure 1: Characteristics of the Respondents by Generation

MOTIVATING FACTORS

Table 5: Distribution of Respondents According to their Primary Motivating Factors

Factors	Generation X		Generation Y	
	Weighted Mean	Rank	Weighted Mean	Rank
Company Reputation	6.83	5	6.89	6
Company Location	6.58	7	7.11	4
Company CSR	5.83	9	6.37	8
Diversity of co-employees	6.68	6	6.15	9
Growth Opportunities	7.92	2	8.07	2
In-house training	6.42	8	6.48	7
Job Title	7.08	4	7.04	5
Salary	9.08	1	8.30	1
Work Schedule	7.42	3	7.22	3

Table 5 above displays that rank 1 and 2 for both Generations were Salary and Growth Opportunities to be their motivation. As observed only Generation X and Y were included, not only that there was only one Baby Boomer-respondent, according to Harber late Boomers Xs of the early Generation. This findings is synonymous with what Srinivasan, Fernandes et al.,(2009) revealed, as cited by Acar that growth opportunities is what Generation X and Y look for in a perfect environment, it is where they can learn marketable skills and gather experiences for their successful future. On the other hand, Goldbeck's study showed that for Baby Boomers and Generation X, money is a reward but for Generation Y, it is not a stand-alone motivation.

Shown above motivation can also be traced from Herzberg, Two-Factor Theory as cited by Salvador et al. (2008) which include among others, possibility of growth and responsibility, implying that Filipino employees have the same motivational factors similar to others in the other parts of the world implying that Human Resources managers have the idea on how to partner with them for the benefit of the organization.

Kian and Yus off (2014), also established in their study the relationship of the work condition which can be related to growth opportunities to be a motivating factor when they had their studies in Malaysia.

Next are the secondary motivating factors, considered to be within the proximal environment of the respondents.

Table 6: Distribution of Respondents According to their Secondary Motivating Factors

Factors	Generation X		Generation Y	
	Weighted Mean	Rank	Weighted Mean	Rank
Work Atmosphere	8.32	2	8.15	4
Autonomy	8.83	1	7.92	5
Communication	6.20	8	6.25	8
Leadership	7.92	4	8.32	3
Mobility	6.85	6	6.82	6
Respect	8.23	3	8.71	2
Responsibilities	7.89	5	8.92	1
Stability	6.70	7	6.75	7

Filippeti as cited by Miller, the first batch of students who were told to sit still in class were the Generation X. Bergquist, cited by Miller the Generation Y expect feedback and direction in classroom but they sought open, dependable work communities and Cone in the same article written by Miller disclosed that the Generation Y believed that they have good work ethics but were not given credit, implying that they were seeking respect.

Table 6 above clearly displayed that Rank 1 among Generation X was autonomy, and second was the work atmosphere, a manifestation of the earlier cited findings that they were trained in classroom to move freely, on the other hand Generation Y ranked responsibility and respect to be their secondary motivating factors. It came no surprise in as much as Generation Y Americans were also feedback and direction seeking students (Miller). In the history of the evolution of Philippine Education System, the Thomasites became the early teachers during the first part of the 19s, and their students were the teachers of the generations whose tradition in teaching was handed down to the next generations.

Comparison between the BSBA-HRDM Curriculum and CHED Policy Standard (CMO No. 39, S. 2006)

Table 7: CHED Business Education Core (21 Units) and BSBA-HRDM Curriculum

CMO No. 39, s. 2006	Units	BSBA-HRDM Curriculum	Units
Basic Microeconomics (Economics)	3	Basic Economics with Taxation Microeconomics	3
Accounting II	3	Accounting P-1 Accounting P-2	3
Obligation and Contract	3	Obligation and Contract	3
Income Taxation	3	Income Taxation	3
Total Quality Management	3	Total Quality Management	3
Human Resources Management	3	Human Resources Management	3
Social Responsibility and Good Governance	3	Corporate social Responsibility and Good Governance	3
Total	21	Total	27

As shown in Table 7, the Curriculum offers more than what the CHED requires, the Memorandum stipulated the offering of at least 21 units of Core subjects under the nomenclature Business Education, actually given as shown above, is 27 units, implying that the university complied over and above the standard, this is to ensure that students in its different courses are comprehensively trained for future use in their specific fields of specialization.

Table 8: CHED (24 Units) and the BSBA Professional Courses

CMO No. 39, s. 2006	Units	BSBA-HRDM Curriculum	Units
Administration and Office Management	3	Administration and Office Management	3
Labor Laws and Legislation	3	Labor Laws and Legislation	3
Recruitment and Selection	3	Labor Laws and Legislation	3
Training and Development	3	Training and Development	3
Compensation Administration	3	Compensation Administration	3
Labor Relation and Negotiation	3	Labor Relation and Negotiation	3
Strategic Human Relation Management	3	Strategic Human Relation Management	3
Organizational Development	3	Organizational Development	3
Total	24		24

As can be gleaned in Table 8, subject offering under the Professional Course category is exactly what the CMO requires, it can inferred that the University is 100 per cent compliant with the standards set forth by the Commission on Higher Education. This further implies that as far as subjects taken, graduates of this program are at par with graduates from other colleges and universities, making them highly competitive the labor market.

Table 9: CHED Required Electives (15units) and BSBA-HRDM Elective Offerings

CMO No. 39, 2006	Units	BSBA-HRDM Subject Offerings	Units
Marketing Management	3	Principles of Marketing Marketing Management	3
Special Topics in HR Management	3	Seminar Workshop In HR Management Trends and Issues	3
Production/Operation Management	3	Production/Operation Management	3

Table 9: Contd.,

Managerial Accounting	3	Business Management Accounting	3
Entrepreneurial Management	3	Entrepreneurial Management	3
Logistics Management	3	Logistics Management	3
Environmental Management	3	Ecology	3
Feasibility Studies	3	Feasibility Studies	3
Global/International Trade	3	International Management	3
Required	15 only	Offered	30 units

Table 9 exposed that the university doubled the required elective subjects, CMO no. 39, 2006, requires the minimum of 15 units, the BSBA-HRDM offered 30 units. This is a manifestation of the quality of education the students are getting from program.

Table 10: CHED Required Practicum Units and the BSBA-HRDM Offered Practicum Units

CMO No. 39, S. 2006	Units	BSBA-HRDM Curriculum	Units
Practicum/Work Integration	3	Practicum 1	3
	-	Practicum 2	3
Total	3		6

Similar to the required Elective subjects, the Practicum unit requirement of CHED is only 3 units while the University offers 6 units which implies that students were given more exposure in the actual workplace prior to their graduation. This implicitly illustrates that the BSBA-HRDM curriculum was designed to be responsive to the needs of its graduates.

To substantiate the claim of the researchers that the BSBA-HRDM was responsive to the needs of its graduates, their lived experiences were taken so that they themselves will attest to the extent of how the subjects they have taken have helped them perform their duties and responsibilities as supervisors in different companies they were employed.

Responsiveness of the Curriculum as Perceived By Graduates

Table 11: Perception of Graduates on the Responsiveness of the Curriculum to their Current Position

Program/Course	Degree of Relevance						
	5	4	3	2	1	WM	Verbal Interpretation
Bachelor in Business Administration-HRDM	8	6	3	2	0	4.05	Relevant
Bachelor in Information Technology	2	6	4	0	0		
Bachelor in Entrepreneurial Management	5	0	0	2	0		

Above is a portion of a table which presents evaluation of the graduates on the relevance of their courses with their current position during the study. As observed, only the BSBA-HRDM was given verbal interpretation because other

courses are not part of this study. As mentioned under the Methods section, the snowball technique in getting respondents was used in this particular aspect. Graduates who were already in the Supervisory position were identified to share their experiences regarding the responsiveness of the Program. As shown, the computed Weighted Mean (WM) for the responses of the respondents from the BSBA-HRDM was 4.05 interpreted as Relevant which implies that the subjects they have taken from the curriculum were applied in the efficient performance of their official functions as supervisors.

The next table will show which of the subjects taken were perceived to be most useful to the respondents

Table 12: Subjects in the BSBA-HRDM Course Found by the Graduates Useful in their Current Position

Course	Rank	Subjects
Bachelor of Science in Business Administration-HRDM	1	English Communication and Report Writing
	2	Practicum
Bachelor in Information Technology (BSIT)	1	Computer Programming
	2	English communication and Report Writing
Bachelor of Science in Entrepreneurial Management	1	English Communication and Report Writing
	2	Marketing Management

The table above presents courses other than the subject of study. This is for the purpose of determining the reliability of the shared experiences of the respondents. Table 12 displays subjects found useful by graduates, from the BSBA-HRDM, although ranked only 2nd was their 6-unit Practicum. This is not a surprise because this is the subject where these alumni have had the chances of being actively engaged in the world of work for a minimum of 360 hours taken for two summers. They have gained first hand experiences which now that they were already in their current positions, they were in familiar situations. Lessons they learned from their Practicum days were applied. Notable was the subject English Communication and Report Writing, they ranked first, which also appeared in all courses. This again is expected, supervisors serve as links between top management and production work force, from time to time they need to communicate with their managers, who happened in most cases, are English speaking foreigners since the Freeport area of Bataan is an export-oriented economic zone. They, too, need to communicate with their own subordinates.

In an article written by Cruz, Philippines Star (11/07/2013), he mentioned that under the Principles of ASEAN 2015, a good command of the English Language will put graduates in an advantageous position, this is exactly what these graduates were experiencing in their workplace.

Ability to communicate is one of the best means of addressing diversity in the workplace as implied by the rank the course obtained from three groups of respondents. The English Communication subjects aimed to develop the communicative competence of students, which according to Hedge (2000) communicative competence is used to relate to the psychological, cultural and social rules which discipline the use of speech. In a much distant writings, Hymes(1972) explained that communicative competence implied the acquisition of an ability and knowledge to use language. It can be inferred from the ranking of this subject that respondents were able to develop their communicative competence, thereby enabling them to elucidate its significance.

CONCLUSIONS

- Almost $\frac{3}{4}$ of the respondents were from the Generation Y, with Generation X comprising $\frac{1}{4}$ of them while there was only one from the Baby Boomers.
- Almost all were college graduates, less than $\frac{1}{4}$ have been working in the company for five (5) years and the $\frac{3}{4}$ were in the firm for more than five(5) years to more than 21 years of service. More than half were Office Staff but more than $\frac{1}{3}$ were supervisors and less than ten percent were in Managerial Positions.
- It is the Baby Boomer who had registered the highest WM in self-confidence, goal orientation, reliability and self-esteem. However, they were the lowest in technology enthusiasm, while the Generation Y led in this aspect followed by the Generation X, next to the Baby Boomer in terms of reliability were the Xers.
- Both Xers and Millennial were motivated primarily by salary, growth opportunities and work schedule. However, in the secondary motivating factors, Xers were motivated by autonomy and work atmosphere while Generation Y by respect and Responsibilities.
- The BSBA-HRDM curriculum offers subjects more than the number of units the CHED Policy Standard (CMO No. 39, s. 2006) requires.
- The curriculum prepares its graduates to handle supervisory positions in business organization and subjects found useful were English Communication and Report Writing and Practicum

RECOMMENDATIONS

- The identified characteristics of the three generations provide the Human Resources Supervisor with solid foundational bases for motivating these diverse employees
- Management Approaches in the workplace must be aligned with the types of employees found to be mostly coming from the Generation Y.
- Company must be ready with retirement packages including benefits and replacement of retirables.
- Company programs must include enhancing Baby Boomers' adaptability to new technologies to make them more competitive with their counter parts along this area.
- Job rotation in terms of stations may be adopted to maximize potentials of the three generations.
- Curriculum planners must periodically review curriculum to enhance its relevance to the work-related needs of its graduates.

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