MILLENNIALS IN INSTITUTIONS OF HIGHER LEARNING:
ATTITUDES ABOUT THE WORKPLACE.

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According to generational theory, each generation is inevitably steeped in the culture of its times. Strauss and Howe did extensive work in the American and British context going as far back as the 1500’s (Strauss and Howe, 1991).

Those born in the 1980’s and 90’s. They are also called “Echo boomers” (Deloitte, 2016).

Average Kenyan population is 19.45 years meaning ‘millenials’ form majority of the population (Population index, 2016).
PROBLEM STATEMENT

- PWC, KPMG and Deloitte, have conducted significant investigation into this generation in the region, but so far there has been no research that is focused primarily and purely on the Kenyan University context.

- Many global organizations in the west are changing to adopt millennial's preference (e.g. Google, Facebook) and they are finding that they are getting greater employee engagement.

- In the Kenyan context NGO’s and global organizations with Kenyan operations are taking steps to follow suit.
Different trends on millennials’ commitment to organizations (Deloitte, 2016)
The purpose of this study is to investigate millennial trends in four areas: attitude, workplace, employability and technology in a longitudinal nature into understanding this phenomenon.

The focus of this paper is on Millennials’ Attitude at the workplace.
METHODOLOGY

- Population – youths in institutions of higher learning in Kenya.
- Sampling technique – multi stage sampling: cluster sampling and random sampling.
- Sample size – Target population is 1534 respondents. Saunders et al (2009:219) recommends this sample size where respondents fall within the 1,000,000 – 2,500,000 with a 2.5% error margin at a 95 confidence level.
- Analysis - Descriptive and inferential statistics; percentages, cross tabulation, correlation, T-test, ANOVA and confirmatory factor analysis to reduce weak variables, and SEM.
DEMographic

- Data has been collected in 4 universities, USIU-A, KCA, TUK and UoN; 1199 (78.2%) respondents have participated.
- The mean age was 19.1: 58% were male while 42% were female.
- 92.1% were undergraduate while 7.9% were graduates.
- 30.4% had undertaken their internship/attachment.
- 14.1% were running business while 8.8% were employed.
- 52.1% have a mentor.
- 27.1% (1st years), 33.5% (2nd year), 19.3% (3rd years) & 20.1% (4th years)
I have high expectations for my career path.

I am very confident and aggressive in going after what I want.

I like quick responses, results and feedback.

Once I commit myself to a task I see it through.

I like adventure.

I am ambitious and aim to climb the success ladder faster.

Mean comparison - Highly ranked scores:

- I have high expectations for my career path: 4.38
- I am very confident and aggressive in going after what I want: 4.37
- I like quick responses, results and feedback: 4.33
- Once I commit myself to a task I see it through: 4.27
- I like adventure: 4.24
- I am ambitious and aim to climb the success ladder faster: 4.23
I CAN SACRIFICE MY SOCIAL LIFE FOR WORK.

I GET EASILY BORED WHEN PERFORMING ROUTINE TASKS

I FIND ROUTINE TASKS ENJOYABLE

I PREFER WATCHING VIDEOS TO READING.

I READ AT LEAST ONE BOOK IN A MONTH.

FOR THE LAST SIX MONTHS, I HAVE APPLIED FOR A JOB SEVERAL TIMES.
Level of education - there was no much difference  
- the only difference based on ANOVA test are on:

Graduate
- I'm willing to work on longer hours ($p=0.038, f=4.321$)
- I get easily bored when performing routine tasks ($p=0.001, f=10.37$)
- In the last six months, I have applied for a job severally ($p=0.001, f=10.782$)

Undergraduate
- I find routine task enjoyable ($p=0.01, f=6.635$)
T-TEST AND ANOVA – PRIVATE VS PUBLIC UNIVERSITY.

Private
- I have high expectations for my career path (p=.000, f=17.955)
- I can sacrifice my social life for work (p=.002, f=9.955)

Public
- I enjoy and participate more in team work (p=.025, f=5.027)
- I can be able to multi task (p=.021, f=5.346)
- For the last six months, I have applied for a job severally (p=.007, f=7.375)
- I prefer watching videos to reading (p=0.022, f=5.286)
Age – there was no significant difference on age

Gender – there was no significant difference based on gender
There are 6 factors. The stronger components are:

1\textsuperscript{st} - Optimistic, adapt quickly in social settings, willing to work for longer hours, learn faster and confident.

2\textsuperscript{nd} - open to mentorship at workplace, open to supervisory support at workplace, express opinion freely, adapt quickly to new environment.

3\textsuperscript{rd} – like adventure, shift jobs anytime for better opportunity, prefer watching video to reading, bored when performing routine task.
CONCLUSION

- High expectation, commitment, adventure, speed and ambition are the attitude highly ranked by the millennial's to the workplace.
- Millennial's don’t like; sacrificing social life to jobs, applying for jobs, none-routine tasks, watching movies compared to reading.
- There is no significant difference between the millennial in the Kenyan context and the global context.
- Key differences are found in the following areas.
  a. Level of study
  b. Private or public universities.
  c. Exposure to the work environment.