

**IMPLICATIONS OF THE DIGITAL DIVIDE TO THE WORKPLACE:
DIGITAL NATIVES VERSUS DIGITAL IMMIGRANTS**

BY

SAMUEL OCHOLA KWENDA

**A Project Submitted to the Chandaria School of Business in Partial Fulfilment of the
Requirement for the Degree of Global Executive Masters in Business Administration
(GeMBA)**

UNITED STATES INTERNATIONAL UNIVERSITY

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STUDENT'S DECLARATION

I the undersigned do declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University - Africa for academic credit.

Signed: _____

Date: _____

Samuel Ochola Kwenda(ID: _____)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _____

Date_____

Prof. Francis Wambalaba

Signed: _____

Date: _____

Dean, Chandaria School of Business

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I would like to acknowledge my supervisor for the guidance and wise counsel during the development of this thesis. I would also like to acknowledge my friends and family for their support.

DEDICATION

I dedicate this project to my family and friends.

ABSTRACT

The purpose of this study was to investigate the implications of the digital divide in the workplace with a focus on digital natives versus digital immigrants. The study was guided by the following research questions; what are the generational differences in training styles and training needs for the digital natives and digital immigrants? What do digital natives and digital migrants perceive to contribute to success in the workplace? And what are the best practices that can promote retention among both the digital natives and the digital immigrants at workplace?

The study adopted descriptive research design to generate information and create the opportunity for in-depth responses. The study population was 76 Lolwe Television Network staff at its station in Nairobi who were stratified into top, middle, operational management and junior staff. Since the population of study was small, the researcher conducted a census and questionnaires were used to collect data from the respondents. Data was analyzed with the help of SPSS to generate descriptive statistics and presented in frequency tables and figures.

The study found out that the respondents preferred studying/ reading using a digital device as opposed to hard copies of reading materials, performed well when networked and access social networking websites which include Twitter was a fundamental a part of their lives. The younger generation viewed getting evaluation and remarks as a top approach to learn soft abilities, preferred training in the areas of expertise and leadership. Visual and graphics learning appealed more to the digital natives, they were accustomed to learning at high speed, prefer learning that allowed one to explore and to actively test ideas and also preferred learning that allowed one to explore and create knowledge.

The study also found out that respondents associated less with employing organization but more with the work and were able to work far from the workplace or from home and still produce quality results. The digital natives sought to maintain a good work-life balance in comparison with the immigrants and giving the natives flexibility in their work schedules would permit them to pursue other activities outside work while at the same time maintaining a high level of productivity. The digital natives sought for opportunities to learn

from their superiors, preferred to share information with different group members, continuously sought for remarks from superiors, were very comfortable in a team setting and working together was far more effective than going it alone.

The study further found out that mentoring created an environment of trust for a diverse workforce, the respondents preferred a job that does not close into one task but variety and also preferred a management style which was more of consensus than command and before one could manage and lead they must be able to understand and connect with the followers. These major findings are what should have been in the abstract as well.

The study concludes that that some training styles and needs for digital natives differed from those of digital immigrants. For instance, younger workers do not favor learning soft skills through classroom instruction, organizational culture that accommodates the digital native is crucial for success. The digital natives prefer working in teams that allow flexibility and also innovation which has impacted the way people think about work and the way they interact with and at work and the digital culture has been a boom for the organization, it has also changed the power balance in the employer-employee relationship, often more towards the employee.

The study recommends that managers and trainers should consider possible age-related preferences when teaching 'soft skills' and endeavor to provide constant assessment and feedback to the digital to enable them to learn. It also recommends that the organization should develop a strong supportive workplace culture that allows team members to feel connected and included even if they are spread out. The study further recommends that the organization should adopt a management style that is more of consensus than command where employees are engaged in matters affecting the organizations and also their wellbeing. The management should provide a more open work environment with increased information transparency to promote retention,

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The world today is at the brink of a major technology revolution, specifically a digital revolution. The global digital economy accounted for 22 percent of the world's economy in 2015 and it's rapidly growing. The numbers have been forecast to increase to 25 percent by 2020, up from 15 percent in 2005 (Cisco, 2016). With digital technology pervading everything, it's bringing with it unique amounts of change. There are new technologies and solutions, and more data than ever before. New alliances are being formed and new startups initiated. The development and the rapid diffusion of the information and communication technologies (ICTs) have changed many aspects of life in the world today. The Internet has affected the way we all live, communicate, work, study, and socialize in many ways (Ahmed, 2007).

According to Strover (2014), the Digital Divide is a social issue referring to the differing amount of information between those who have access to the Internet and those who do not have access. With the advancement of technological innovations, the term 'digital divide' became popular among various stakeholders who included scholars, policy makers and advocacy groups in the late 1990s. The digital divide has brought to the fore two main groups of people: the digital natives and the digital immigrants. Prensky (2001) coined and popularized the term 'digital natives'. The term was used to refer to the generation of people born during the digital era. Digital natives view the world in equalitarian terms that puts everyone at an equal level. They cross boundaries by sharing ideas with others and can form a very strong team in an organizational set up where all the members grow together due to sharing. The digital natives are value oriented and hence tend to distrust the traditional (Degraff, 2014).

The digital immigrants on the other hand are more aggressive, competitive and results-obsessed generation, which makes them a threat to the younger generation (Warf, 2012). Their focus at the workplace is about productivity. They are goal oriented and hence work to

achieve the targets that have been set. This orientation may give them the ability to get things done quickly, even though they may overlook the longterm consequences. This side of the divide also has the workholics who must achieve the goal at all costs. Despite their different orientations, these two divides must work together in an organization to achieve the organizational goals because each group's contribution is critical to the success of the organization.

With advancement in technology, the tendency of many consumers and business professionals is to seek information about goods and services and also connect with other people and businesses from their computers and phones, which was not the case few years back. The general public and the workforce in any organization have access to many sources of information and there is a growing interest in interactive media. Producers as well consumers may collect more product information on their own and hence are more equipped with knowledge (Zur & Zur, 2016). Work environments are also changing - people are able to work in virtual offices, use their cell phones while at home and also in the office or even communicate through social media sites such as Facebook, LinkedIn, and Twitter. As businesses go through the process of change from a digital immigrants dominated workforce to a more digital natives workforce, the resources that business spend on marketing will change as well (Lessig, 2008).

Youngsters today have been viewed to be intolerant and have little respect for formal authority that exist in different organizations (Rainie, 2006). They live in a digitised world that the older generation does not fully comprehend (Helsper, 2010). According to Leonte (2014), the digital natives have little respect for old ways of solving problems and want to make their way to the top of the organization by doing what they want, when they want it and how they want it. Tapscott (2010) identified values that the young people cherish and promote; they want everything to be customizable and thrive for freedom, prefer to work in teams and dislike hierarchy. They want everything to happen now, are innovative and appreciate technology and prefer to work on things that make them feel good. They value companies that would help them work on their personal as well as professional development and they tend to prefer those companies that are responsible social actors. It is interesting to

note that cultural differences are erased by these characteristics (Calei, 2013) and hence makes it easy to work as a team.

Managers in different departments within the organization need to be keen on how they work with the digital natives generation, Nikravan (2013) asserts that youngsters are over-optimistic and sometimes ignorant and as such need consistent feedback and positive reinforcement with a clearly defined understanding of accountability that will help check on their performance. It is indeed true that youngsters expect much from their managers and believe their superiors can fulfil most of their expectations by always addressing their needs (Leonte, 2014). However, it seems that managers do not always know how to lead the native generation members to success. Some of the most visible errors include managers feeling their authority is threatened by the freedom-loving employees, they try to tell and not show their employees what they want them to do, expect the younger employees to change their job many times and fail to understand that these youngsters, although keen on modern technology device use, have few skills needed to operate other devices (McBride, 2013).

The resource based view focuses on the resources that an organization has and how these resources can be used for competitive advantage in the organization (Barney, 1991). The theory emphasizes the importance of knowledge as a production factor in the organizations. Firms endowed with better factors of production and competences will perform better in terms of strategic human resource management. Most organizations don't place enough focus on the management of human capital for competitive advantage. For an organization to be successful in any industry, they must create value for their customers. This can be done through the use of new strategy and new technology (Afiouni, 2007).

An environment that allows employees to grow in their skills and capabilities should be a key priority in the pursuit of sustainable competitive advantage and also in the endeavour to create value for the customer. This growth, expressed within people as increased knowledge, increased motivation and increased engagement, can be used to create competitive advantage (Luftman & Kempaiah, 2007). The human resource management practises, knowledge, management practices and organizational processes should embrace diversity among the staff in order to create human capital resource diversity and immobility, (Afiouni, 2007; Schafer, 2004).

The workforce diversity in terms of generational divide is an important element to consider when developing their capabilities because their preferences differ when it comes to training needs as well as training styles (Deal, 2007). In order to become and stay competitive and successful, organizations must adapt to both modern technology and to the changing dynamics in the workforce which has been necessitated by generational change among other things. The realization that the native workers thrive in a participatory culture where they are given opportunities to demonstrate their abilities can help managers harness the creativity and capacities of native workers in such environments.

Globally, a digital divide exists between the developed and the developing countries as evidenced by the fact that developed nations like U.S.A and Switzerland have significant access to ICT while under-developed and developing nations in Africa such as Mali, Ethiopia and Congo do not enjoy considerable access. In developed countries like the USA, 66 out of every 100 people have access to personal computers (PCs) while 71 out of every 100 people have access to PCs in Switzerland. However, the rate of access to PCs in some African countries is less than 1 out of every 100 people (World Telecommunications ICT Indicators, 2004). According to the world economic forum (2013), several developing countries mostly in Africa, Latin America and Southeast Asia continue to show low levels of connectivity with low rates of internet usage. In a report by the World Economic Forum (2015), the divide within the Middle East, Pakistan and North Africa is the largest. In this region, the United Arab Emirates and Qatar have the best connectivity with Morocco adopting internet connectivity at a fairly good speed.

The emergence of Information Communication Technologies (ICT) in developing countries has been hailed as a major step towards a solution to the problem of the underdevelopment of many of them (Ofosu-Adarkwa & Ohemeng, 2012). Obstacles such as corruption, delays in service delivery, lack of public sector accountability and so on can, many believe, be overcome with ICT, particularly the Internet and cell or mobile phones. Furthermore, ICT is seen as offering an unprecedented opportunity to overcome existing social divisions and inequalities (Selwyn 2003) in all societies, and especially developing countries. Fong (2009) points out that although ICT is not a solution for all the problems of developing countries, the digital divide has important implications for these countries, as the uneven distribution

of ICT access may mean that segments or groups who have limited or no access to these technologies are denied socio-economic opportunities for development. Brooks et al. (2005) stated that by dramatically increasing access to pertinent information through electronic resources, developing nations stand to experience many potential benefits

The UN ICT Task Force (2002) noted that the digital divide is at its most extreme in Africa due to the disparities that exist between the rich and the poor as well as the rural and urban dweller. The use of ICT in Africa is still at the initial stage of development compared to other regions of the world. Sub-Saharan Africa has remained behind among the developing regions in internet usage since it has only one third of the Internet penetration compared to North Africa or one-thirtieth of the European penetration (ITU, 2006). In developing countries, there is clear tendency of increased concentration of information flow to urban and central areas (Mwesige, 2004). Economically disadvantaged countries and rural and peripheral districts within the developing nations tend to fall further behind in human resource development as well as economic progress and political participation, thus widening the intra-country or national digital divide.

According to International Telecommunication Union- ITU (2013), the prevalence of Internet users in East African by 2010 was between 10 and 25 users per 100 inhabitants, varying across Tanzania (11), Uganda (12.5) and Kenya (20.98). The increase in Internet usage has put the East African countries in the top ten African Internet countries, with Kenya and Tanzania having 21.3 and 7.9 million Internet users respectively. Even though there has been a significant increase in internet usage, the internet penetration rate for East African countries as of 2014, Kenya (47.3%), Uganda (18.2%), Tanzania (15.3%), Rwanda (9.0%) and Burundi (3.9%) remain very low in comparison to USA which as of March 2014 had Internet penetration of 87.7% of the population (Internet World Stats. 2012)

In Kenya, Internet use has grown rapidly and has spread across all walks of life (PWC, 2012). The use is no longer limited to fun or curiosity but has opened up tremendous business opportunities for its users (Amour, 2012). According to CCK (2009), the internet subscribers in Kenya on all modes of connectivity grew from 3,409,896 in March 2009 to 3,648,406 in June 2009. This trend ranked Kenya sixth in the top Internet users per capita in

Africa (ITU, 2010). Despite the growth that has been experienced over the years, the use is unevenly distributed and hence a digital divide exists (Zezeza, 2005).

1.2 Problem Statement

Technology has literally changed every aspect of the way any business operates like never before. The change has been very drastic and organizations have had to change their ways of doing things in response to these technological changes. These technological advancements have brought about a revolution in the business world and this affects the employers and employees within the organizations. People can reach contacts throughout the world in a matter of seconds with costs being increasingly negligible. Employees no longer need to meet physically with clients and colleagues; instead they can communicate effectively from home, from a distant office, across the world and even in their cars or during a flight. Although these new technologies offer a wide variety of services and opportunities, they seem to have disrupted relations among the generations at the work place. This is because at the workplace, the older generation had been accustomed to a way of doing things that was more manual and physical while the younger generation have the ability to adapt to technological changes seamlessly.

Navigating the digital divide in the organization today is no easy task. The differences posed by the generational gap inevitably results into tension and misunderstandings in the workplace between management and the workforce. The highly connected digital natives, for example, places significantly less value on face-to-face meetings as compared to the older generation. This has led to a communication challenge in organizations where the preferences differ, what is deemed as effective communication by one group beoming ineffective to the other. The younger generation's reliance on device-driven channels of interaction has altered the presence and perception of non-verbal cues in the workplace. The conflicts between the two sides of the digital divide must be handled carefully for the organization to meet its objectives. It is therefore against this background that this study sought to investigate the implications of the digital divide to the workplace with a focus on digital natives versus digital immigrants.

1.3 Purpose of the Study

The purpose of this study was to investigate the implications of the digital divide in the workplace with a focus on digital natives versus digital immigrants.

1.4 Research Questions

1.4.1. What are the respective generational differences in training styles and training needs for the digital natives and digital immigrants?

1.4.2 What do digital natives and digital migrants perceive to contribute to success in the workplace?

1.4.3 What are the best practices that can promote retention among both the digital natives and the digital immigrants?

1.5 Significance of the Study

The research project findings would be necessary and helpful to the stakeholders as listed below:

1.5.1 Lolwe Television Network (LTN)

Since the study was conducted at LTN, the findings would be an insight of the organization and the recommendations shall offer immediate solutions to the problems caused by the digital divide. The implementation of the findings of this study by the company would be of positive impact to the company in terms of productivity, performance and profitability.

1.5.2 Academicians and Researchers

For researchers and scholars who would want to carry out further research in this area, this study would provide information that would guide them in their research. The study would facilitate individual researchers to identify gaps in the current research and carry out research in those areas. In addition, the study would suggest areas for further research where future scholars and researchers can study on.

1.5.3 The Media Industry

The results of this research would provide a comparable base to management of media companies in Kenya on the digital divide that exists between the digital immigrants and the

digital natives. They would therefore be able to evaluate the employee performance based on either side of the digital divide as well as know how to place the employees within the organization to ensure optimal organizational performance.

1.6 Scope of the Study

The study covered the implications of the digital divide to the workplace with a focus on digital natives versus digital immigrants at LTN which is located in Nairobi. This is because Nairobi is the organization's headquarters, and although the company has been decentralized to other parts of the country, all its main operations are in Nairobi. The study focused on seventy six (76) LTN staff who were stratified into top management, middle management, operational management and junior staff. The research took a period of three months from mid-August to October 2016.

On the limitations, some respondents were reluctant to participate in the study due to the fear of victimization. To overcome this limitation, the researcher explained to the respondents that the research was purely for academic purposes and was treated with utmost confidence. Identities were kept secret so that the issue of fear and lack of free disclosure was dealt with; it also ensured that questionnaires are answered truthfully and by the right respondents.

1.7 Definition of Terms

1.7.1 Digital Divide:

Refers to unequal ability to make use of the Internet, due not only to unequal access but also to other factors such as education, language and content (Strover, 2014)

See above for format.

1.7.2 Digital Immigrants: Refers to those born before about 1964 and who grew up in a pre-computer world. (Zur & Zur, 2011)

1.7.3 Digital Natives: Refers to people born in the digital era (Zur & Zur, 2011),

1.7.4 Digital Revolution: Refers to the change from mechanical and analogue electronic technology to digital electronic technology.

1.8 Chapter Summary

The chapter gave a detailed background on the study with a synopsis of the implications of the digital divide in the workplace with a focus on digital natives versus digital immigrants. It discussed the background of the problem and gave a brief introduction into the aspects of digital divide to the workplace. The statement of the problem was presented together with the purpose of this study and research questions. The significance and the scope of the study were discussed. The important terms used in the study were also defined within this chapter.

The next chapter evaluated the literature review on studies that have been conducted in the past that were related to this study. Chapter three reviewed the research methodology which was used to achieve the objectives of the study which include the research design, population, sampling procedure and sample size, data collection method and data analysis. Chapter four gave a summary of the research results and findings while chapter five presented discussions, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the various theories, concepts and studies that exist on the implications of the digital divide in the workplace. The review is divided into three sections based on the research questions. These are; generational differences in training styles and training needs for the digital natives and digital immigrants, what digital natives and digital migrants perceive to contribute to success in the workplace and the best practices that can promote retention among both the digital natives and the digital immigrants. These are discussed below.

2.2: Generational Differences in Training Styles and Training Needs

The digital natives view the world in a very different way from the digital immigrants. It is due to this purpose that the strategies of dealing with them and also schooling this technology should change to work in step with their view. Historically, the ‘command and manage’ strategies of control which management training guides have inculcated in generations of managers, are now not tenable in today’s administrative center in the workplace. ‘Command and manage’ techniques of control are alien to the natives - they are too formal and a part of a language that is incomprehensible and that doesn’t come near comparable to their upbringing or their expectations. Distinctive authors have argued that because today’s generation of young people have been immersed in a world infused with networked and virtual technology, they behave differently to previous generations (Tapscott, 2009; Palfrey & Gasser, 2008). Some authors like Prensky (2001) have claimed that the brains of college students today are bodily unique due to early immersion into technology.

2.2.1 Digital Devices

The younger workforce nowadays probably spent 50 percentage of their college life using digital devices than they did studying through reading. That is virtually something that cannot be stated of virtual immigrants who did maximum of their mastering through writing notes and studying hard copies of textbooks. This goes an extended way in explaining the variations of their learning patterns. Virtual natives truly analyze in a completely different

way. They live and work in environments where they access information rapidly and prefer random rather than sequential access to information. They also prefer to parallel processes and multi-tasking and perform exceptionally when networked. Immediate messaging and accessing social networking websites which include Twitter and Facebook is a fundamental part of their lives. This has led a few experts to suggest that the environment in which virtual natives function has possibly changed their cerebral features. Whatever the case, there is no doubt that digital natives assume and process data in a substantially one-of-a-kind way to digital immigrants (Raines, 2003).

Many devices have become popular across generations in the world today, with a majority now owning cell phones, desktops and laptops. The younger adults lead the way in increased mobility, with preference for laptops as opposed to desktops and using their cell phones for a variety of functions including internet, email and entertainment. In terms of generations, the natives are by far the most likely group to not only own most of the devices, but also to take advantage of a wider range of functions. For instance, while cell phones have become a common feature in most households, most cell phone owners only use two of the main non-voice functions on their phones - taking pictures and text messaging. Among the natives, meanwhile, a majority use their phones for also going online, sending email, playing games, listening to music, and recording videos. However, the immigrants are also very similar to millennials in ownership of certain devices, such as game consoles. Digital immigrants are also more likely than natives to own a desktop computer (Zickuhr, 2011)

2.2.2 Training

Effective training is a major component of an organization in terms of equipping their workforce for their job roles considering that the environments where most of the organizations operate are very dynamic. The management should be able to help the employees identify their training needs and use the information gathered to provide training in the areas of need. The training could be either in hard or soft skills. Making a link across generations should involve the managerial capabilities of appealing to generational standards and avoiding generational pitfalls. Understanding the background of employees is crucial to establishing a successful work relationship. Besides providing an effective training program, it is important to seek to understand employees' generational profile. Each

generation has unique characteristics which dictate much how they approach employers and careers. A working knowledge of generational differences gives some tools to begin each relationship on a footing of trust and understanding. Once the employer and the employee are in that comfort zone, the employer will have a chance to offer knowledge, expertise, and advice to someone who will have the confidence to use it.

Generations have unique preferred training patterns (Deal, 2007). Most people of the native generations prefer to learn hard competencies and gentle capabilities at the job, at the same time as the majority of the older technology, prefer to analyze gentle competencies at the process, and learn difficult capabilities through lecture room guidance. The latter additionally prefer discussion groups as a choice for studying soft capabilities (Tolbize, 2008). The younger generation view getting evaluation and remarks as a top approach to learn soft abilities, this isn't the case for older generations, lending some credence to the stereotype that even as older generations can be quite sensitive to feedback, younger generations prefer it.

The generations additionally differ in their perceived training needs. Traditionalist and Boomers who form most of the virtual immigrants would really like training in their areas of expertise, and despite the fact that the natives would also like such areas, most would prefer training in leadership. Moreover, whilst computer training is a perceived need of traditionalist and Boomers, this isn't always so for the natives. Finally, team building and problem solving are areas in which both traditionalist and natives would love training (Deal, 2007).

Generational differences in training needs and schooling patterns do exist. Although most employees prefer to study soft skills on the job, whilst formal training is wanted, the use of multiple modes of teaching is usually recommended to address the needs of most workers. Workers from all generations prefer on the job learning, discussion groups, peer interaction and remarks, and one-on-one coaching to learn soft skills (Deal, 2007). Some methods of training and learning are preferred by one generation over the other. For instance, more youthful workers do not like learning soft skills in lecture rooms. Youthful workers also prefer evaluation and feedback in studying soft skills which is not the case with the older generation. Managers and trainers have to consider viable age-related preferences whilst

coaching on soft skills. Due to the fact people of various generations have similar preferences in learning hard competencies, age consideration should not be an issue while selecting and planning the training technique. Since training desires vary, employers and HR managers ought to fit training to unique desires, instead of providing a blanket' training to all employees.

Regular training for both digital natives and immigrants is key to retention, technology and workplace dynamics and hence the need for continual training so that the employees remain relevant in the work place. This native generation is looking for a job where they can build themselves up with the employer's resources. They are looking for formal and informal training opportunities that build their skills and knowledge faster than they would become obsolete (Dorsey, 2010).

The native generation have had the exposure of lifelong education all through school and they have come to accept it. Technology has been dynamic and even being native does not exclude them from continual learning. Many of them are working in industries and with technologies that didn't even exist when they were in school such as enhanced web design and multimedia production. As McCrindle (2006) asserts, to remain relevant in the ever changing times, the key is ongoing training. This will keep employees not only effective in their current job, but also employable for their future careers which, after all, may be just in the immediate future.

2.2.3 Learning

The digital natives are said to prefer receiving information speedily, relying on communicate technologies, frequently multitasking and having a low tolerance for lectures, preferring lively learning where there is maximum interaction rather than passive learning (Oblinger & Oblinger, 2005). Digital natives have an empirical approach to learning that can sometimes irritate the instructor. Rather than a linear access to knowledge, a demonstrative reasoning, and a logical sequence of reasoning, they access knowledge in a random process and through hypertext approaches. Generally, digital natives cannot concentrate for a long time and they go from one task to another in a very short time. They are good in multitasking or performing several tasks at the same time (in parallel, or moving from one task to another).

Visual and graphics learning appeal more to the natives rather than reading text. They are used to learning through interactivity and games. They have to be permanently connected, since knowledge is in the connectivity. They are used to a huge amount of information (and must learn how to cope with it, sort it out, and control it). They function best if networked, which means that learning is not only an individual activity, but also a collective one (UNESCO, 2011). It is also argued that digital natives are accustomed to learning at high speed, processing visual and dynamic information, making random connections and learning through game-based activities (Prensky, 2001). It is suggested that because of these factors, young people prefer discovery-based learning that allows them to explore and to actively test their ideas and create knowledge (Brown, 2000)

Digital immigrants learn more without difficulty if the information can be associated with their personal experiences in life. Despite the fact that technology was brought later in their lives, they are willing to put effort to study new technology and seek help on every occasion when there is need. The digital natives, however, chooses to use technology and adapt to change easily (Prensky, 2005). They crave for interactivity wherein there is an immediate response to their action, traditional training, and training patterns provide little or no of this (Prensky, 2001). They prefer blended learning, where training produces learning and not used solely as a means of supplying instruction. Diverse methods and styles should be used to complement distinct learning capabilities of the employees (Cook, 2008)

2.3 What Contributes to Success in the Workplace?

There are various elements that are perceived to contribute to success in the workplace. These elements include the ability to meet deadlines, work and career flexibility, team orientation, willingness to learn new things, punctuality, great relations, organizational skills, setting priorities and working in groups among others. The digital natives and the immigrants view some of these elements differently while others are viewed the same.

2.3.1 Organizational Culture

The older generation believe that in order to achieve success inside the workplace, they should meet deadlines, while the younger generation consider that fulfillment rests in the use of computer systems (Randstad Work Solutions, 2007). While Traditionalists, Boomers, and the X-generation choose leaders who are credible, the Y generation that constitute the digital

natives prefer a leader who listens (Deal, 2007). Technology not only affects the work of the younger generation but also their work attitude. In contrast to their predecessors, the natives define who they are outside their career and not by employment. In addition, they associate themselves less with their employing organization but more with the work they do. According to Lloyd (2007), the organization is not always the identifier - the work is. They do not consider long operating hours as quality or devotion to their organisation. Because of technological development, this generation believes they are able to work outside the workplace and still produce quality results.

One of the most significant challenge facing the native generation in the workforce is the ability to communicate effectively with the digital immigrants (Ballenstedt & Rosenberg, 2008). Scholars note that variations in values, perceptions, and communication styles amongst generations can lead to conflict inside the place of work (Bassett 2008; Lloyd 2007). Therefore, finding a way of expressing values between the generations becomes crucial to mobilizing a coherent and effective workforce (Ballenstedt and Rosenberg 2008).

2.3.2 Work and Career Flexibility

Generation Y desires work and career flexibility. They believe that they could do extra with much less. Therefore, they feel that they deserve the freedom to work fewer hours while still taking jobs which can be challenging (Lloyd 2007). However, doing extra with much less does not refer to earnings; however, this explains the belief that the native generation can accomplish a similar mission as other generations in much less time. In addition, with their familiarity with technology, the natives believe that they can work more efficiently. More specifically, they could remove what they consider wasted time, the non-crucial, face-to-face interaction that takes place within an ordinary workplace setting (Erickson 2008). In terms of professional flexibility, the natives anticipate changing jobs more often.

Based on findings from a new Paradigm (2006) survey of 750 thirteen to twenty-year-olds within the U.S. and Canada, Erickson (2008) reports that 30 percent of natives are seeking out a new activity with a new business enterprise at any given time. This potential fluidity of their careers may result from their expectations and values. Cruz (2007) explains that millennials have proven a willingness to change corporations when they understand new possibilities that could offer more levels of appreciation. Additionally, Lloyd (2007)

explains that members of the digital natives associate themselves much less with the specific organization that employs them and greater with the type of work they perform.

Because of their desire for flexibility, the digital natives seek to maintain a good work-life balance in comparison with the immigrants. Millennials place more emphasis on family relationships than work and because of this, have a preference of working from home (BSG Concours 2007). Current technology, such as smartphones, telecommuting, and remote Internet access, provides a variety of ways they can fulfill this desire. According to Myers (2010), a current poll discovered that Millennials prefer a work/life balance which helps them balance work and play. Giving the natives flexibility in their work schedules would permit them to pursue other activities they enjoy outside work while at the same time maintaining a high level of productivity. According to Westerman and Yamamura (2007), the younger generation seems to desire a work/life balance that offers flexibility in defining who they are within their task. The native generation presents a challenge to managers who should train and encourage them in an effort to ensure that their strengths turn out to be a gain to the corporation. It is evident that going forward, greater emphasis will be placed on work/life balance as the native generation increasingly occupies more places at the work place and as the desire to achieve work/life balance continues to grow.

2.3.3 Team Orientation

The natives are very comfortable in team settings which are encouraged even in their early years of schooling; they understand that success is as a result of combined strengths (BSG Concours, 2007). Even though they operate and work readily in teams and with other employees, their mentality is slightly different from other generations (Cole, Smith & Lucas 2002). For instance, researchers argue that Boomers exhibit a strong teamwork ethic, as they choose to work as a collection of people to collaborate and accomplish a single group task (Buanhe & Kovary 2003). Conversely, the natives prefer operating as a group to accomplish independent duties as they use the competencies, expertise, and sources of team contributors to fulfill individual needs (Cole, Smith & Lucas 2002; Karefalk, Petterssen & Zhu 2007). However, when interacting with managers, the natives feels more valued if the manager works with them on an individual level (Spiro 2006).

Literature explains that native team orientation refers to a preference to coordinate and share information with different group members, while their individualism refers to a desire to be mentored and coached as an individual (Buanhe & Kovary 2003; Spiro 2006). The native generation is continuously seeking for remarks and recommendation from their superiors (Cruz 2007; BSG Concours 2007). At work, the millennials expect frequent direction from managers regarding their performance. They understand the role that knowledge plays in profession advancement and aggressively seek for opportunities to learn from their supervisors and older generations (BSG Concours 2007). Moreover, they perceive failure as a motivator and not a deterrent. Consequently, they view failure as an opportunity to improve job performance (Blain 2008). Scholars have set up three themes, which describe this generation's attitude towards work and career - a preference for flexibility, a desire for continual learning and a preference for team-oriented work (Lloyd 2007; Felix 2007; Karefalk, Petterssen and Zhu 2007; Brownstein 2000; Cruz 2007).

Teamwork is something that Millennials enjoy. Having grown up in an environment that fosters teamwork, most Millennials like working in groups and prefer a sense of unity and collaboration over division and competition. They look for support and reassurance among their peers and are a highly social generation. All this emphasis on teamwork has instilled a belief in Millennials that working together is far more effective than going it alone. According to a 2007 CIRCLE survey, when Millennial participants were asked "How much difference do you believe people working together as group can make in solving problems?", 92 percent agreed that this will make at least some difference, with 62 percent saying it would make a great deal of difference and only 1 percent saying it would make no difference at all. When asked, "How much difference do you believe you can personally make in solving problems?", 63 percent believed they personally could make at least some difference, but only 18 percent believed that they could make a great deal of difference. Further, the 2007 Greenberg Millennials Study found that when respondents were asked about the best way to address the challenges facing the country, the leading choice by far was "through a collective social movement." Sixty percent made this their first or second choice.

2.3.4 Innovation

Millennials are earning a reputation for doing things differently, According to a survey conducted by PWC (2011), millennials expect the technologies that empower their personal lives to also drive communication and innovation in the workplace. 59% said that an employer's provision of state-of-the art technology was important to them when considering a job, but they habitually use workplace technology alongside their own. Over half of those questioned routinely make use of their own technology at work, and 78% said that access to the technology they like to use makes them more effective at work.

Millennials are natural innovators. They most want the opportunity to do meaningful work and have a high quality of life (Schiffmann, Tambe, Gelles, Azaroff, Goldfarb & Siemon, 2010). This is in contrast with older generations who tend to want job security, benefits, rank, or prestige. Ninety-two percent of younger workers value flextime and 96% of Millennials say they need creative time in their work day (Kirwan-Taylor, 2007). For an organization to remain successful and competitive, continuous innovation is key. For the digital natives, they believe that to remain successful in the workplace, there is need to continuously innovate in order to stay ahead, take the initiative to come up with ideas for doing things better and then have the courage to advance and implement them. They believe that experience is not required for innovation - thinking differently is, look at everything and figure out where and how one can contribute, and then do so.

2.4 Best Practices to Promote Retention

Staff retention is looming as one of the major challenges for modern businesses, both large and small. The idea of long service leave, the gold watch for service and other working milestones are an anathema to the digital generation. In terms of tenure, most Baby boomers believe they should stay with a single employer for at least 5 years whereas only one in four Generation Ys would consider staying that period. This is backed up by longitudinal studies, which have shown that in 1959, average tenure across all ages and industries was 15 years, while today's average tenure is just over 4 years. Thus retention across the generations has changed over the past two decades.

According to Sheahan (2005), the high turnover rate of generation Y staff is not because they perceive a job or project was too challenging, but rather because it was boring and

lacked personal challenge. He cites that “Generation Y think they are made of steel and will act like that in the face of adversity” (p9). He goes on further to assert that Generation X at least stay in a job for a few years, and then stay at least a few more months after they decide they want to leave, whereas Generation Y tend to leave the day they decide they don’t like their job/organisation anymore.

The perceived significance of work is decreasing both within cohorts as they age and amongst new people coming into the workforce. This change may be attributed to a perceived lack of loyalty that employers display towards their personnel. Employees want to be treated as valued individuals of the corporation where they work, and not as disposable assets (Smola & Sutton, 2002). Employers ought to discover convincing approaches of showing their dedication towards their personnel in order to win employees attitude towards the organization. Businesses wherein employees are valued, recognized, appreciated, and supported may additionally have higher retention rates. Most of the great practices that may promote retention amongst direct help experts can also be carried out throughout an intergenerational group of workers, as members from the different generations share similar reasons for staying in their organization.

Similarly to employee-centered strategies, structures level strategies additionally exist. A review of literature indicates that promising practices at the selection stage included making the prospective employee aware of the realities of a job through realistic job previews. Furthermore, awarding referral bonuses to present day employees who offer accurate facts about the realities in their jobs to prospective personnel may also be powerful. Standardized interviewing using questions derived from task analyses, which yield a final score indicative of the way properly potential personnel perform also are promising strategies (Hewitt & Larson, 2007). Helping and training employees following hire also are promising practices for promoting retention (Hewitt & Larson, 2007). Methods that provide supportive socialization reports include sensible Orientation programs for new employee stress, which presents new personnel with information on job stressors, in addition to peer support, networking opportunities and options to practice specific coping abilities.

2.4.1 Mentoring Programs

Mentoring programs are powerful strategies of offering increased help to employees and reducing turnover. Competency based training which calls for personnel to illustrate abilities in areas required for effectiveness at the job, might also in the end serve to growth retention and decrease turnover. A mentoring program combined with a goal-oriented feedback system provides a structured way for the development of strong relationships in an organization and is a solid foundation for employee retention and growth (Wingfield, 2009). In a mentoring program, an organization attaches a less experienced person to a more experienced one in a similar discipline. The goal of such an arrangement is to develop specific competencies, design an individualized career development plan and provide performance feedback (Goldenson, 2007). The mentorship programs are in the form of career development, leadership development and diversity mentoring among others.

Career development is key in retaining skilled employees and developing future leaders. It is important to understand employee career objectives and align them with organizational goals for the benefit of both the individual and the company. According to Rights Management (2012), chances for learning and development could be a high driver of engagement, and is a more vital than leadership, culture, and compensation. By encouraging a learning culture through mentoring, corporations make sure that staff take a lively role in spreading data and best practices throughout their organization. The cooperative nature of mentoring develops people and social links between people, that will increase engagement. Company mentoring allows each career development and leadership development to assist staff develop new skills and feel engaged at intervals within the organization. These factors all result in happier staff and an improved retention rate for a stronger organization.

Leadership development involves identification of high potential in employees that are an incredibly valuable asset to any company and seeking to develop this potential. With careful cultivation, companies can increase retention to ensure they will be able to appoint suitable leaders when needed, which is crucial to the wellbeing and future of every organization. However, because employees with leadership potential are so important, it is important to engage them while also exposing them to different areas of the business, developing their leadership skills, and ensuring they are learning what they need to excel in prospective new

roles. Professional mentoring programs are an effective strategy to reward employees with high potentials with personal attention and guidance, which leads to nurturing an organization's leadership chain. By connecting employees with high potential with existing leaders, top performers and each other across the company, they learn faster and are ready to take on leadership positions sooner. This results in improved relationships with employees and a faster productivity turnaround, while leveraging internal resources to keep costs to a minimum (Northouse, 2009).

A diverse force is needed to stimulate innovation, cultivate creativity, and steer business strategies. Mentoring empowers a wide range of workers to share their opinions, ideas, knowledge, and experiences on a level playing field. Through diversity initiatives, workers learn cultural awareness to form an inclusive organizational culture and learn of their own importance to their company. Mentoring creates a culture of trust, belonging, understanding, support, and encouragement of a diverse workforce. It offers workers a chance to voice their issues, overcome hurdles, and identify solutions. As a result, it motivates workers to perform to their highest ability. Mentoring not only helps organizations develop and retain various talent, it also helps build a strong community of various talent for the long term. The consequences of diversity mentoring helps firms differentiate themselves from their competitors and gain new clients while providing long support for its workers (Clutterbuck, 2012).

2.4.2 Work/Life Balance

A work/life balance strategy works for the retention of the native generation. Employment for them matters but it is not life, rather it provides fuel for their lives. Consequently, a profession that gives them the opportunity to maintain the alternative elements in their life whether or not they be educational, social, spiritual or entrepreneurial is exceptionally appealing. They have a strong relationship ethic and therefore are likely to stay longer in a job that gives them the leeway of maintaining their relationships as well. A company that succeeds in providing work/life balance will not only retain the digital natives but also the immigrants because all workers, regardless of their generation, want a work/life balance (Westerman & Yamamura, 2007).

Workplace culture that promotes retention should be encouraged. Research indicates that the native generation place relationships with peers as one of the top reasons for keeping their jobs. An environment in which they may engage socially and work collaboratively become rather regarded. The balance between work and their relationships should always be maintained to encourage performance and also retention of employees (McCrindle, 2006). Employers who accommodate their employees' desire to balance work and private goals might also have better retention rates. Some of the recommendations by Smola and Sutton (2002) to achieve this goal consist of supplying better cafeteria benefits, flexible work schedules and on-site day care.

2.4.3 Varied Job Role

A job description that involves a variety of job roles is critical for the native generation. In a study done by McCrindle, (2006), 38% of respondents indicated that opportunity for advancement in a job was one of their top must-haves; clearly a job that does not close them into one task but offers change, variety and the chance of a promotion. The argument is that there may be no need to change jobs by moving to a new organization when they may be able to change jobs within their existing organization. For the native generation change is like the air they breathe (Miller, Hodge, Brandt & Schneider, 2013). The native generation keeps up with with the changing technologies, move from one job to the other more frequently than the average. Having come from an education background that gave them a lot of choice in subjects, they continue to desire that state of affairs even after entering the job market.

The reality is that there will always be lower retention rates of young staff than the older generations but retention can be improved. This can be achieved through improved accessibility where employees have access to how decisions are made, providing variety where junior staff are given greater responsibility in their work and understanding the revolving door where if employees apply for a new job, or go for further study, keep in touch for they may later want to return. They don't view leaving an organization as an act of disloyalty but a simple life change and so they see no problem with returning should circumstances change (McCrindle, 2006).

2.4.4 Management Style

The management style is also key in retention. The management style should be people centered in such a way that the followers connect with the leader. Maxwell (2007) stated that, if you're leading, and no one's following, then you're just out for a walk. Before one can manage and lead, they must be able to understand and connect with the followers. The managers and majority of the workforce today have been raised and educated in different styles. Their expectations of a boss, attitudes to the job, and desired sorts of works have all been fashioned by using their time and not the managers. It must also be remembered that even as the managers are growing older, the brand new recruits from college are invariably in their early 20's and so the gap among the employers and the new group of workers is ever-developing (Orrell, 2007). Except for their direct supervisors and the management hierarchy control in an inclusive, participative manner, and show personal capabilities and not just technical abilities, retention declines. Their best manager is one who values conversation and creates an environment of transparency and respect for team members. Their preferred leadership style is without a doubt one that is more consensus than command, greater participative than autocratic, and more flexible (Chen & Choi, 2008).

2.5 Chapter Summary

Chapter two gave a review on the literature of the implications of the digital divide in the workplace with a focus on digital natives versus digital immigrants. The chapter has assessed the generational differences in training styles and training needs of both the digital natives and the digital immigrants, what the digital natives and the digital immigrants perceive to be success in workplace and has also reviewed literature on the best practices that can promote retention among the digital natives and the digital immigrants at workplace. Chapter three presents research methodology used in terms of research design, population, sampling frame and sample, data collection methods, research procedure and how data was analyzed.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to how a research is conducted (Saunders, Lewis, & Thornhill, 2003). According to Leedy (2002), research methodology is an operational framework within which the facts are placed so that meaning may be seen clearly. This chapter therefore focused on the research methodology. It described the research design, population, sampling design, sampling frame, technique and size. The chapter also indicated data collection method, research procedure and the data analysis methods.

3.2 Research Design

Research design is the blueprint and structure for fulfilling objectives and answering the questions that guides the researcher in various stages of research (Cooper &Schindler, 2003). A research design is the procedure the researcher uses to achieve the objectives of the research. According to Kothari (2004), research design is an arrangement that outlines the conditions surrounding data collection and analysis process of the research. The author continues to say that research design is an economic way of achieving research objectives in a scientifically proven way. A research design is the plan that the researcher adopts to answer questions validly, objectively, accurately and economically (Kumar, 2005). There are four basic designs in research namely; descriptive, observations, exploratory and experimental designs (Chandran, 2004).

A descriptive research design was used for the purpose of this study. A descriptive research helps the researcher to formulate objective, design methods of data collection and administer questions (Mugenda, 2011). Descriptive research enabled the researcher to generate information and create the opportunity for in-depth responses as well as provide a good understanding of the phenomenon as opposed to other designs. The descriptive research enabled the study of a large population by selecting and studying a sample from the population by use of a well-structured questionnaire to give evidence and relationships between independent and dependent variables (Gay, 2011).

3.3 Population and Sampling Design

3.3.1 Target Population

Population refers to a complete set of individuals, cases or objects with some common observable characteristics which help research to make some influences (Connaway and Powell, 2010). The population, however, must be carefully selected and defined in order to come up with best results. This is due to the fact that a population that does not have characteristics of the study lead to different results. For the purpose of this study the population was 76 Lolwe Television Network staff in its station in Nairobi who were stratified into top, middle, operational management and junior staff to ensure good representation. This is shown in the Table 3.1;

Table 3.1: Population

Level of Management	Frequency
Top Level Management	3
Middle Level Management	7
Operational	26
Junior Staff	40
Total	76

Source: Lolwe Television Network (2016)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sampling frame is a list of elements from which the same is drawn and closely related to the population (Saunder, Lewis & Thornhill, 2009). In this study, the sampling frame was drawn from four levels of management at Lolwe Television Network namely the top level, middle level, operational and junior staff. The list was obtained from the LTN human resource department.

3.3.2.2 Sampling Technique

Sampling is a way of selecting a portion that represents the population adequately. Sampling methods are classified as either probability or non-probability. According to Kothari (2004), probability sampling method includes simple random sampling, systematic sampling and stratified sampling. Simple random sampling requires the researcher to be familiar with the population being studied and give an equal chance to all elements

randomly during the selection process. The author says that stratified random sample involves obtaining a sample by dividing the population into several sub-populations called strata and then select items from each stratum to constitute a sample. The goal of stratified sampling according to Mugenda and Mugenda (2003) is to achieve a desired representation from various subgroups in the population. Therefore, subjects are selected in a way that the existing sub-groups in the population are reproduced in the sample. This means that the sample consisted of two or more sub-groups.

The researcher used the stratified random sampling. This design was selected because the researcher wanted to assess all categories of employees in respective departments at LTN.

3.3.2.3 Sample Size

A sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the population (Roy & Dugal, 2005). The ultimate test of a sample is how well it represents the characteristics of the population that it purports to represent. The primary purpose of sampling is to obtain information about an entire population by examining only a part of it with the assumption that the sample data conveys the population parameter. Since the population of study was small, the researcher conducted a census.

3.4 Data Collection Methods

Data collection instruments are tools used for gathering empirical evidence in order to gain new insight about a situation and answers questions that prompt the undertaken research. According to Levy and Lemeshow (2001), data is the facts present to the researcher from the study's environment. The method to be used in collecting data largely depends on the type of data, either primary or secondary (Kothari, 2004). They include questionnaires, interviews, observations and focus groups (Cooper & Schindler, 2003). Primary data was collected using questionnaires. According to Bowditch (2000), a questionnaire is a written list of questions, to which the answers are recorded by respondents. Mugenda and Mugenda (2003) state that questionnaires are commonly used to obtain important information about a population with each item in the questionnaire having been developed to address a specific objective, research question or hypothesis of the study. Chandran (2004), observed that use

of self-administered questionnaires is the only way to collect self-report on people's opinion, attitude, belief and value. Questionnaires also allow for confidentiality of the respondents (Wilkinson & Birmingham 2003).

Secondary information or data sources are data neither collected by the user nor specifically for the user (Bless et al., (2008). This involves the collection and analysis of the published materials and information from internal sources. Secondary data was obtained by collecting information from a diverse source of documentation or electronically stored information.

3.5 Research Procedures

Research procedure specifies the details of the task with emphasis on the data to be obtained and their sources (Cooper & Schindler, 2003). Both primary and secondary data were required for the study. Primary data are the original works of research or raw data without interpretation or pronouncements that represent an official opinion or position (Chandran, 2004). Primary data was obtained from respondents, where self-administered questionnaires were given to the respondents. The researcher developed a questionnaire which was self-explanatory as the main tool for data collection. This enabled the researcher to gather both qualitative and quantitative data.

Secondary data was collected through reviews of published literature in the public domain. According to Bless et al., (2008), secondary information or data sources are data neither collected by the user nor specifically for the user. Thus involves the collection and analysis of the published materials and information from internal sources. Secondary data was obtained by collecting information from a diverse source of documentation or electronically stored information. A cover letter explaining the purpose of the study, the importance of the study that the findings were shared with the respondent upon request and assured them of confidentiality. For the purpose of this research, the procedure involved seeking permit for pilot and actual collection of data.

An introduction letter from the institution was given to authenticate the purpose of the research. A self-administered questionnaire was used in the study to collect quantitative data. The researcher distributed the questionnaire at the respondent's convenience for completion to be picked within a period of two weeks or as soon as completed.

3.6 Data Analysis Method

Data analysis is the process of organization, manipulation and consideration of meaning of data collected (Bless et al., 2008). For data to be useful, it has to provide answers to the research problem which can be achieved by analyzing the collected data. Leedy (2002) describes data analysis as the whole process that starts immediately after data is collected and ends at the point of interpretation and processing results. Data preparation was done on the completed questionnaires by editing, coding, entering and cleaning the data before processing the response. The collected data was analyzed using the statistical package for social analysis (SPSS) version 21.

Data collected was analyzed using descriptive statistics. The descriptive statistical tools help in describing the data and determining the respondents' degree of agreement with the various statements under each objective to ensure that the data collected from the field make meaning. Descriptive analysis was done where mean, frequencies and percentages from the data were derived from each of the study variable. The study findings were then presented in tables, pie charts and bar graphs.

3.7 Chapter Summary

This chapter identified the research methodology to be used. It gave a detailed analysis of the research design, population and sampling design that was used in collecting the research data. Stratified sampling technique was used and the population to be studied was divided into four strata. This was done to ensure the results are more representative and also gave all categories a chance to participate in the study. Data analysis was done using the Statistical Package for Social Sciences. The next chapter focused on data analysis and findings of the research obtained from the collected data in the filled out questionnaires.

CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

The purpose of this study was to investigate the implications of the digital divide in the workplace with a focus on digital natives' versus digital immigrants. Data was collected using questionnaires as the data collection instruments designed in line with the research questions and summarized by use of descriptive statistics which involves the use of frequency tables, percentages, mean and standard deviation.

4.2 General Information

4.2.1 Response Rate

The study targeted 76 respondents out of whom 64 filled in and returned questionnaires giving a response rate of 84%. This response was good enough and representative of the population and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and above is excellent. The finding is presented in Figure 4.1.

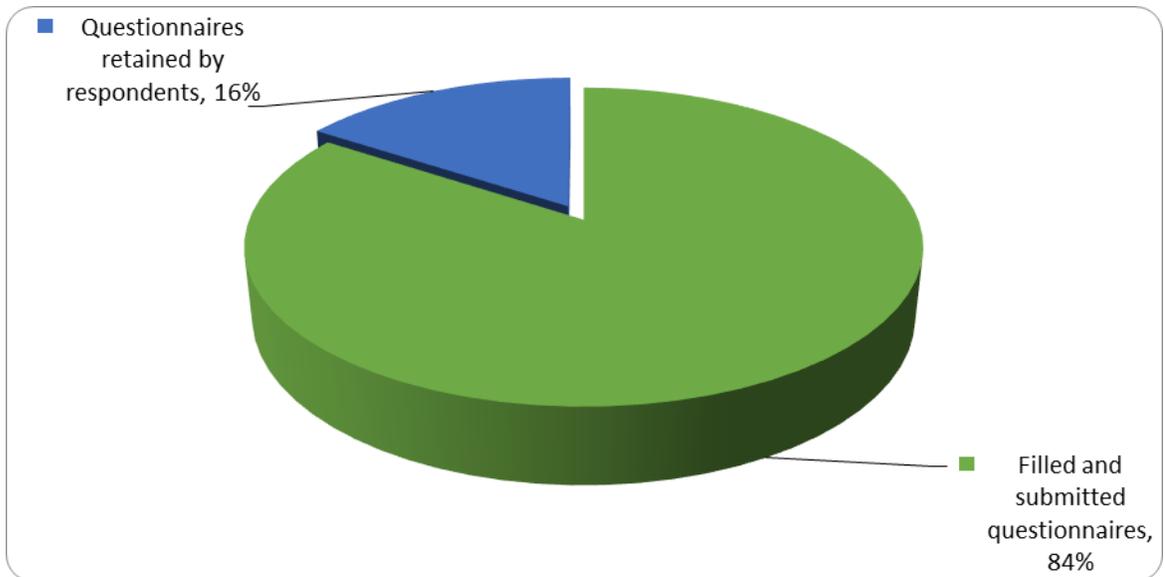


Figure 4.1: Response Rate

4.2.2 Demographic Information

The study sought to establish the demographic information of the respondents in order to have an understanding of their suitability to undertake the study. The findings are shown in the subsequent sections.

4.2.2.1 Gender Distribution

The respondents were asked to indicate their gender. From the finding in Figure 4.2, 59% of the respondents were females while 41% were males. This shows that all genders were included thus provide a good representation for the study.

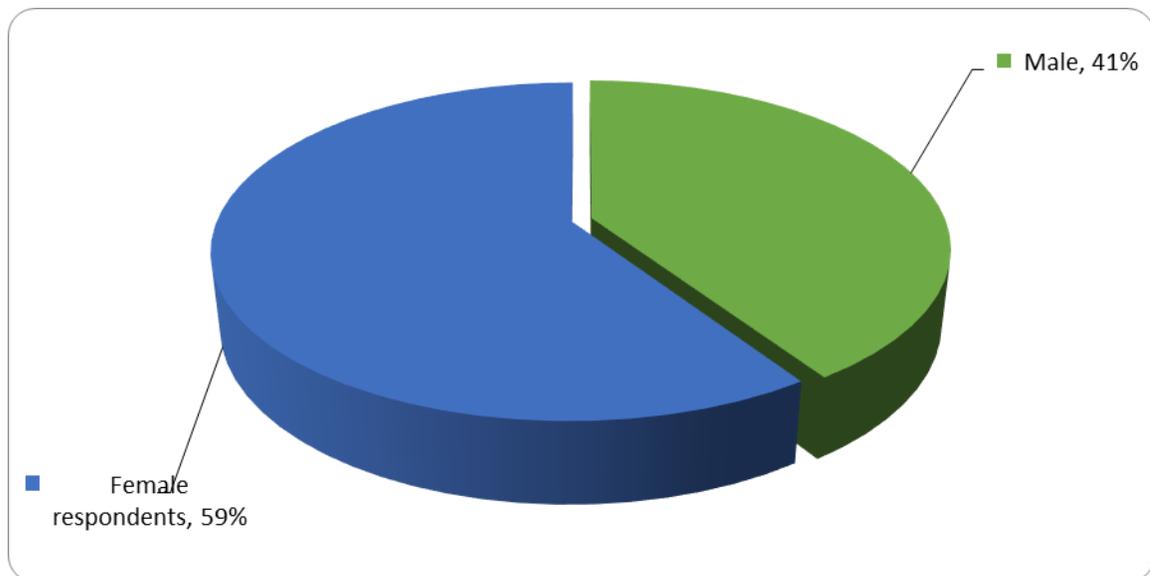


Figure 4.2: Gender Distribution

4.2.2.2 Age Distribution

The respondents were required to indicate their age group. From the responses in Figure 4.2, 41% of the respondents were 24 years and below, 44% were between 25-30 years and 16% were between 31-36 years. This shows that the majority of the respondents were digital natives thus relevant and reliable information for the study was obtained.

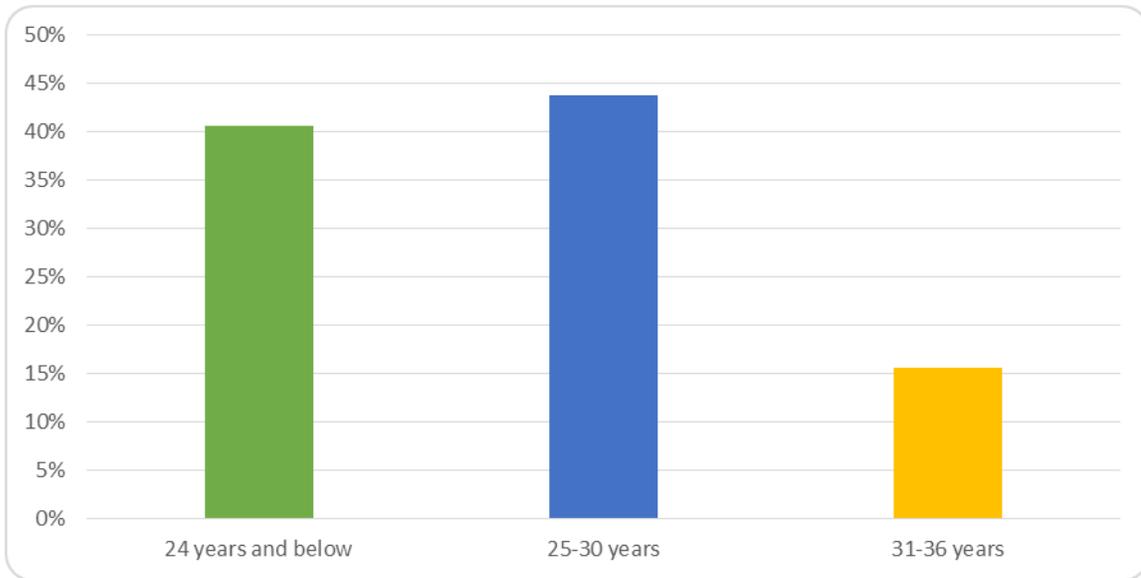


Figure 4.3: Age Distribution

4.2.2.3 Highest Level of Education

The respondents were required to indicate their highest level of education. As shown in Figure 4.4, 13% of the respondents had certificate as their highest level of education, 44% had diploma, 38% had degree and 6% had masters/PhD. This shows that the respondents had relevant knowledge thus they had ease in addressing the question and provided the reliable responses.

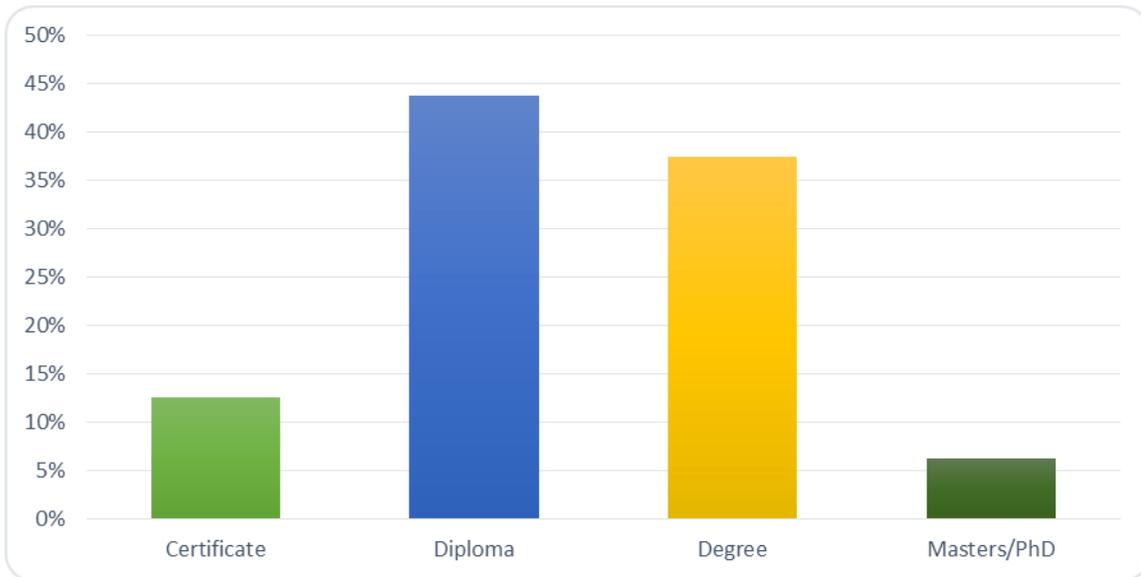


Figure 4.4: Highest Level of Education

4.2.2.4 Working Experience at LTN

The respondents were asked to indicate the period of time they had been working at LTN. From the responses in Figure 4.5, 56% of the respondents had been working at LTN for a period between 2-6 years and 44% for a period below 2 years. This shows that the respondents had been at LTN long enough hence provided reliable information for the study.

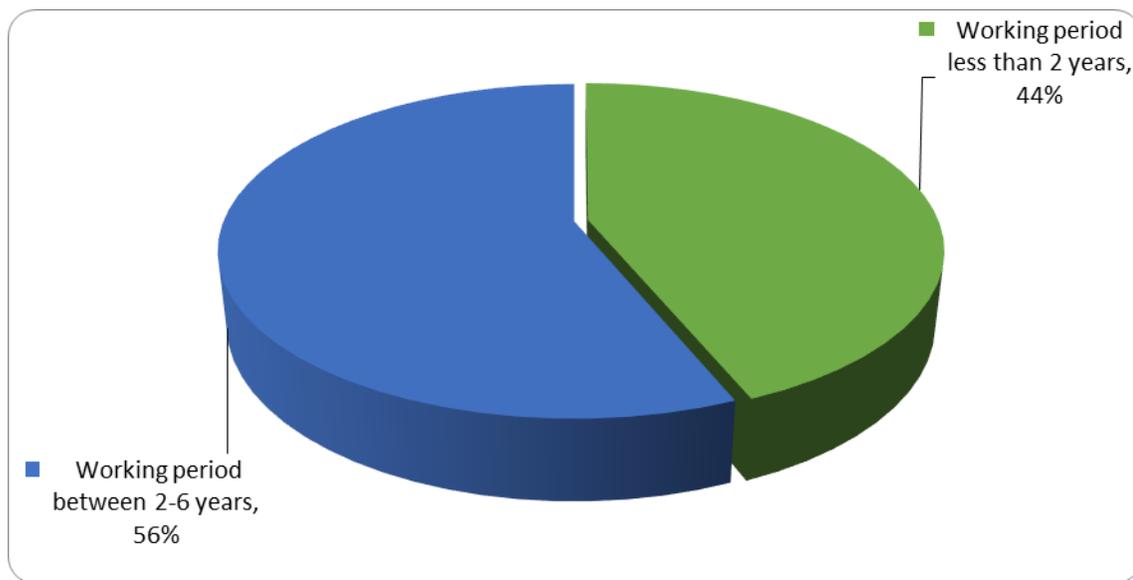


Figure 4.5: Period Working at LTN

4.3 Generational Differences in Training Styles and Training Needs

Several statements on training styles and training needs were identified and the respondents were required to indicate the extent to which they agree with the statements. A scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5= Not Applicable was used. From the responses, mean and standard deviation were calculated for ease of interpretation and generalization of finding. The finding is shown on the subsequent sections.

4.3.1 Digital Devices

As shown in Table 4.1, the respondents preferred studying/ reading using a digital device as opposed to hard copies of reading materials with a mean of 3.15 and a standard deviation of 1.042. They preferred random rather than sequential access to information with a mean of 2.75 with a standard deviation of 1.098. They performed well when networked with a mean of 3.40 and a standard deviation of 0.791. Immediate messaging and accessing social

networking websites which include twitter was a fundamental a part of their lives with a mean of 3.12 and a standard deviation of 1.00 and immediate messaging and accessing social networking websites which included Facebook was a fundamental a part of their lives with a mean of 2.96 and a standard deviation of 0.925.

From the finding, the mean values for the responses ranges from 2.75-3.40 an indication that the respondents agreed to a moderate extent on the digital devices as the generational difference in training styles and training needs.

Table 4.1: Digital Devices

	Mean	Std. Dev
I prefer random rather than sequential access to information	2.75	1.098
Immediate messaging and accessing social networking websites which include Facebook is a fundamental a part of my life	2.96	.925
Immediate messaging and accessing social networking websites which include twitter is a fundamental a part of my life	3.12	1.000
I prefer studying/ reading using a digital device as opposed to hard copies of reading materials	3.15	1.042
I perform well when networked	3.40	.791

4.3.2 Training

From the finding in Table 4.2, the management of LTN helped the employees identify their training needs with a mean of 2.87 and a standard deviation of 1.031. The management of LTN provided training in the areas of need with a mean of 2.75 and a standard deviation of 0.978. They preferred discussion groups as a choice for studying soft capabilities with a mean of 2.90 and a standard deviation of 0.811. The younger generation viewed getting evaluation and remarks as a top approach to learn soft abilities with a mean of 3.00 and a standard deviation of 0.712. They preferred training in the areas of expertise with a mean of 3.84 and a standard deviation of 0.622 and preferred training in the area of leadership with a mean of 3.71 and a standard deviation of 0.518.

From the finding the mean values ranges from 2.87-3.71 an indication that the respondents were in agreement with the statements on training as the generational difference in training styles and training needs.

Table 4.2: Training

	Mean	Std. Dev
The management of LTN group helps the employees identify their training needs	2.87	1.031
The management of LTN provides training in the areas of need complex	2.75	.908
I prefer discussion groups as a choice for studying soft capabilities	2.90	.811
The younger generation view getting evaluation and remarks as a top approach to learn soft abilities	3.00	.712
I would prefer training in the areas of my expertise	3.84	.622
I would prefer training in the area of leadership	3.71	.518

4.3.3 Learning

From the responses in Table 4.3, visual and graphics learning appealed more to the digital natives with a mean of 3.46 and a standard deviation of 0.796. They were able to handle huge amounts of information with a mean of 3.28 and a standard deviation of 0.765. They were accustomed to learning at high speeds with a mean of 3.21 and a standard deviation of 0.744. They preferred learning that allowed one to explore and to actively test ideas with a mean of 3.87 and a standard deviation of 0.417 and preferred learning that allowed one to explore and create knowledge with a mean of 3.81 and a standard deviation of 0.393.

This indicates that the mean value for the finding ranges from 3.21-3.87 which shows that the respondents were in agreement with the statements on learning as the generational difference in training styles and training needs.

Table 4.3: Learning

	Mean	Std. Dev
Visual and graphics learning appeal more to the digital natives	3.46	.796
I am able to handle huge amounts of information	3.28	.765
I am accustomed to learning at high speed	3.21	.744
I prefer learning that allows me to explore and to actively test ideas	3.87	.417
I prefer learning that allows me to explore and create knowledge	3.81	.393

4.3.4 Forms of Training

Several forms of training were identified and the respondents were required to indicate how effective these forms of training are at LTN. A rank from 1-5 where 1= most effective to 5=

least effective was used. From the finding in Table 4.4, discussion groups had a mean of 2.40 with a standard deviation of 1.610, peer interactions had a mean of 2.50 with a standard deviation of 1.511, one on one coaching interactions had a mean of 2.59 with a standard deviation of 1.706 and lecture rooms had a mean of 3.12 with a standard deviation of 1.568. From the finding mean values from the responses ranges from 2.0-3.0 which indicate that the respondents were in agreement to a moderate extent on forms of training as the generational difference in training styles and training needs.

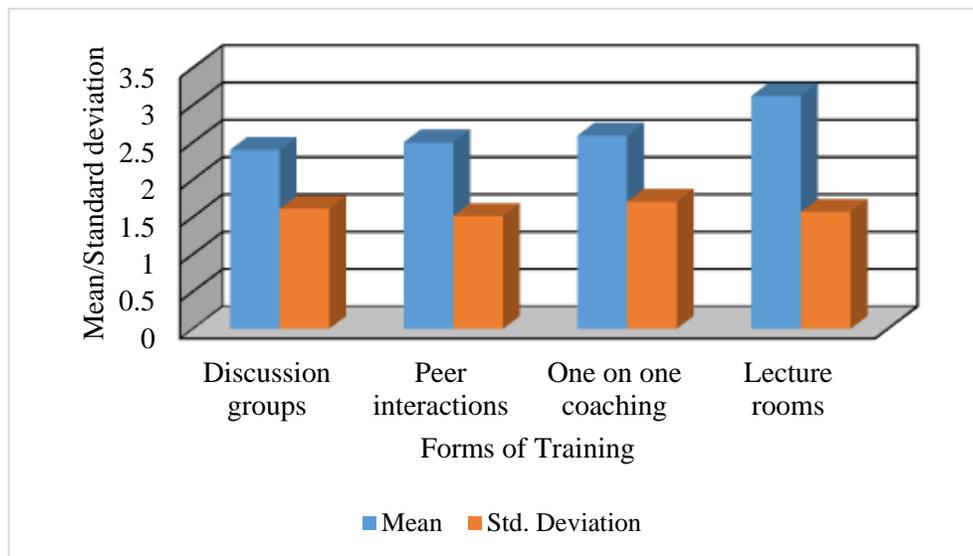


Figure 4.6: Forms of Training

4.4 Success in the Workplace

Several statements on success in the work place were identified and the respondents were required to indicate the extent to which they agree with these statements. A scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable was used. From the responses mean and standard deviation were calculated for ease of interpretation and generalization of finding. The finding is shown on the subsequent sections.

4.4.1 Organizational Culture

The respondents were required to indicate the extent to which they agree on the statements on organizational culture. From the finding, there was effective communication at LTN with a mean of 2.56 and a standard deviation of 1.067, long operating hours as a sign of quality or devotion to LTN had a mean of 2.84 and a standard deviation of 1.262, the natives defined who they were outside their career and not by employment had a mean of 2.96 with a standard deviation of 0.958, they associated less with employing organization but more with the work with a mean of 3.25 and a standard deviation of 0.975, they were able to work far from the workplace or from home and still produce quality results with a mean of 3.43 and a standard deviation of 0.709 and in order to achieve success inside the workplace, one should meet deadlines had a mean of 3.71 with a standard deviation of 0.806.

Table 4.4: Organizational Culture

	Mean	Std. Dev
There is effective communication at LTN	2.56	1.067
Long operating hours is a sign of quality or devotion to LTN	2.84	1.262
The natives define who they are outside their career and not by employment	2.96	.958
I associate myself less with my employing organization but more with the work I do	3.25	.975
I am able to work far from the workplace or from home and still produce quality results.	3.43	.709
In order to achieve success inside the workplace, one should meet deadlines	3.71	.806

4.4.2 Work and Career Flexibility

The respondents were asked to indicate the extent to which they agree on the statements on work and career flexibility. As shown in Table 4.7, the digital natives could do extra work with much less resources had a mean of 2.87 with a standard deviation of 0.967, the digital natives anticipated changing jobs more often had a mean of 2.96 with a standard deviation of 0.958, the digital natives sought to maintain a good work-life balance in comparison with the immigrants had a mean of 3.06 with a standard deviation of 0.833 and giving the natives flexibility in their work schedules would permit them to pursue other activities they enjoyed

outside work at the same time maintaining a high level of productivity had a mean of 3.46 with a standard deviation of 0.665.

Table 4.5: Work and Career Flexibility

	Mean	Std. Dev
The digital natives can do extra work with much less resources	2.87	.967
The digital natives anticipate changing jobs more often.	2.96	.958
The digital natives seek to maintain a good work-life balance in comparison with the immigrants	3.06	.833
Giving the natives flexibility in their work schedules would permit them to pursue other activities they enjoy outside work at the same time maintaining a high level of productivity	3.46	.665

4.4.3 Team Orientation

The respondents were asked to indicate the extent to which they agree on the statements on team orientation. From the responses, the digital natives sought for opportunities to learn from their superiors had a mean of 3.21 with a standard deviation of 0.999, they preferred to share information with different group members with a mean of 3.28 and a standard deviation of 0.881, they continuously sought for remarks from superiors with a mean of 3.31 and a standard deviation of 0.852, they were very comfortable in a team setting with a mean of 3.46 and a standard deviation of 0.796 and working together was far more effective than going it alone with a mean of 3.62 and a standard deviation of 0.745.

Table 4.6: Team Orientation

	Mean	Std. Dev
The digital natives seek for opportunities to learn from their superiors.	3.21	.999
I prefer to share information with different group members.	3.28	.881
I continuously seek for remarks from my superiors.	3.31	.852
I am very comfortable in a team setting.	3.46	.796
Working together is far more effective than going it alone	3.62	.745

4.4.4 Innovation

The respondents were requested to indicate the extent to which they agree with the statements on innovation. From the responses, provision of state-of-the art technology was important to them when considering a job had a mean of 3.15 with a standard deviation of 0.979, they took the initiative to come up with ideas for doing things better had a mean of 3.59 with a standard deviation of 0.706, they had the courage to advance new ideas with a mean of 3.62 and a standard deviation of 0.745.

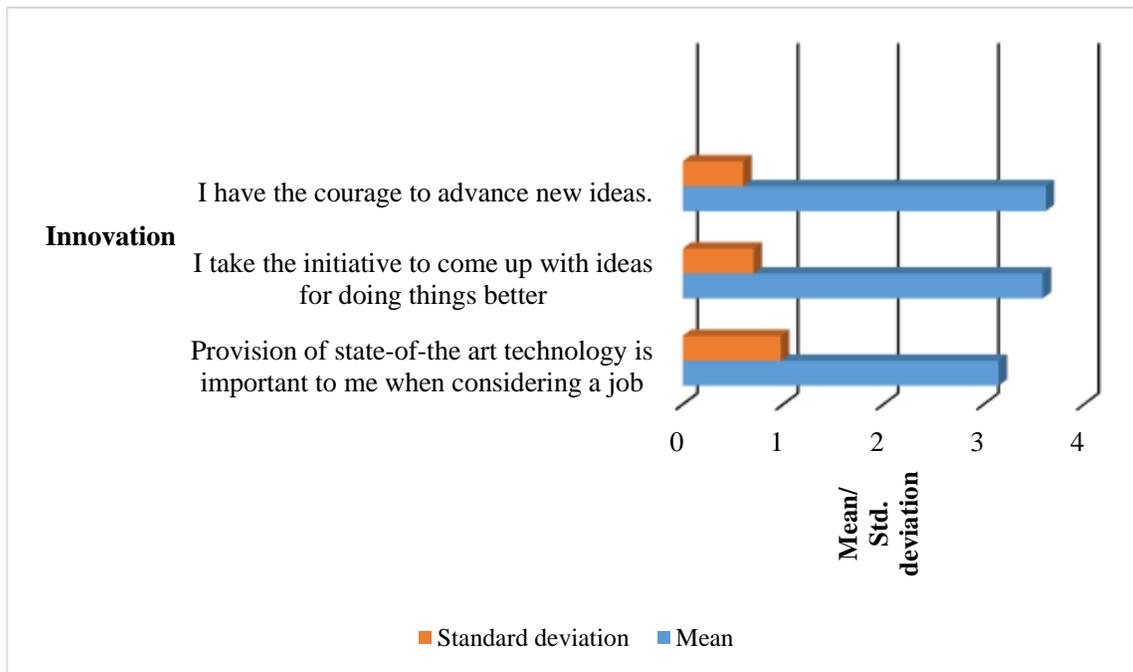


Figure 4.7: Innovation

4.5 Best Practices to Promote Retention

Lists of statements on best practices to promote retention were identified and the respondents were required to indicate the extent to which they agree with these statements. A scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable was used. From the responses mean and standard deviation were calculated for ease of interpretation and generalization of finding. The finding is shown on the subsequent sections.

4.5.1 Mentoring Programs

The respondents were asked to indicate the extent they agree with the statements on mentoring programs. The finding in Table 4.10 indicate that management at LTN sought to identify leadership potential in employees with a mean of 2.65 and a standard deviation of 1.057, management at LTN developed leadership potential in employees with a mean of 2.68 and a standard deviation of 1.139, LTN understood employee career objectives with a mean of 2.87 and a standard deviation of 1.00, employees at LTN took an active role in spreading knowledge throughout the organization with a mean of 2.93 and a standard deviation of 0.973 and mentoring created an environment of trust for a diverse workforce with a mean of 3.59 and a standard deviation of 0.750.

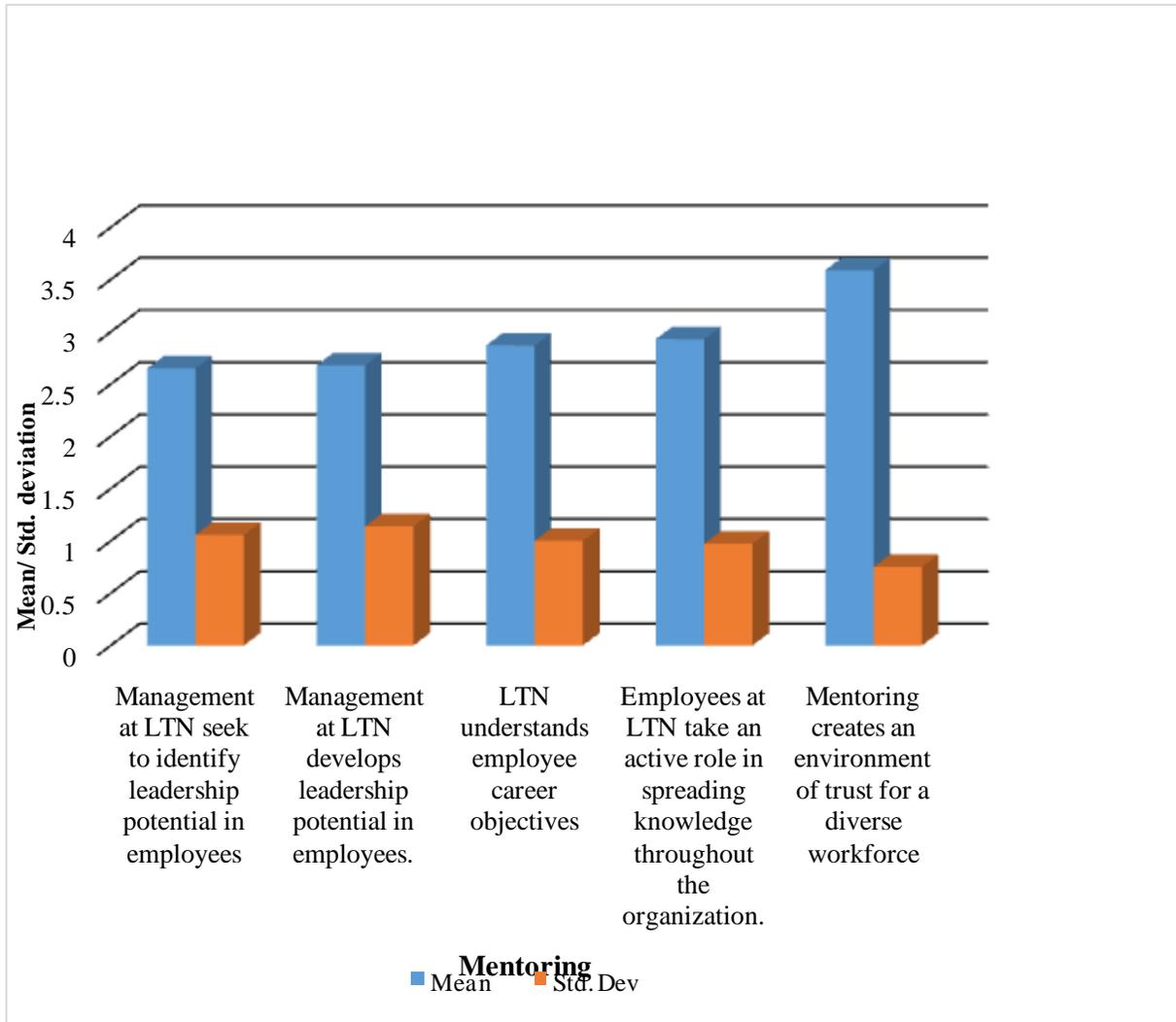


Figure 4.8: Mentoring programs

4.5.2 Work/Life Balance

The respondents were required to indicate the extent to which they agree on the statements on work/life balance. The findings indicate that, native generation placed relationship with peers as one of the top reasons of keeping their jobs with a mean of 2.71 and a standard deviation of 0.983 and employers who accommodate their employees' desire to balance work and private goals have better retention rates had a mean of 3.18 with a standard deviation of 0.923.

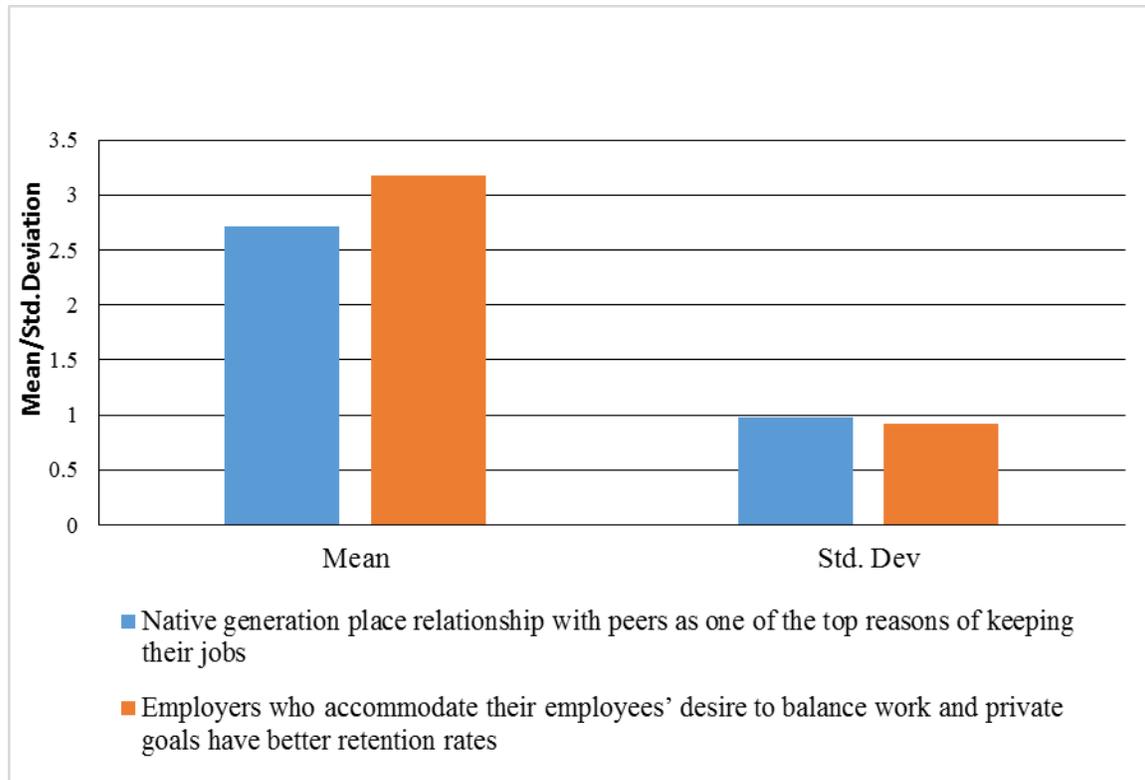


Figure 4.9: Work-Life balance

4.5.3 Varied Job Roles

The respondents were requested to indicate the extent to which they agree on statements on varied job roles. From the finding, the native generation moved from one job to the other more frequently than the average with a mean of 2.62 and a standard deviation of 1.031, there was no need to change jobs by moving to a new organization when one is able to change jobs within the existing organization with a mean of 3.00 and a standard deviation of 0.942, they were satisfied with the opportunities they had at work to learn new skills that could help get a better job with a mean of 3.37 and a standard deviation of 0.826 and they preferred a job that did not close into one task but variety with a mean of 3.65 and a standard deviation of 0.781.

Table 4.7 : Varied Job Roles

	Mean	Std. Dev
The native generation move from one job to the other more frequently than the average.	2.62	1.031
There is no need to change jobs by moving to a new organization when I am able to change jobs within the existing organization	3.00	.942
I am satisfied with the opportunities I have at work to learn new skills that could help me get a better job	3.37	.826
I prefer a job that does not close me into one task but variety	3.65	.781

4.5.4 Management Styles

The respondents were requested to indicate the extent to which they agree on the statements on management style. The finding shows that employer cared about their well-being (physical, emotional, financial) with a mean of 2.90 and a standard deviation of 1.136, the digital natives preferred a management style which was more consensus than command with a mean of 3.56 and a standard deviation of 0.613 and they also agreed that before one could manage and lead they must be able to understand and connect with the followers with a mean of 3.65 and a standard deviation of 0.647.

Table 4.8: Management Styles

	Mean	Std. Dev
My employer cares about my well-being (physical, emotional, financial)	2.90	1.136
The native prefer a management style which is more consensus than command.	3.56	.613
Before one can manage and lead they must be able to understand and connect with the followers.	3.65	.647

4.6 Chapter Summary

This chapter gave a detailed account of the results and findings of the study. It showed the response rate, and demographic information of the respondents. The chapter also highlighted on the generational differences in training styles and training needs, success in workplace and best practices to promote retention. The next chapter presents summary, discussions, conclusion and recommendations of the study.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights a summary of the findings, discussion, conclusions and recommendations of the study based on the research questions of the study. The purpose of this study was to investigate the implications of the digital divide in the workplace with a focus on digital natives' versus digital immigrants

5.2 Summary of the Study

This study sought to investigate the implications of the digital divide in the workplace with a focus on digital natives versus digital immigrants. The study was guided by the following research questions; what are the generational differences in training styles and training needs for the digital natives and digital immigrants? What do digital natives and digital migrants perceive to contribute to success in the workplace? And what are the best practices that can promote retention among both the digital natives and the digital immigrants at workplace?

A descriptive research design was used for the purpose of this study. The population of 76 LTN staff was stratified into top, middle, operational management and junior staff to ensure good representation. The researcher used the stratified random sampling because the researcher wanted to assess all categories of employees in respective departments at LTN. Since the population of study was small, the researcher conducted a census. Primary data was obtained from respondents, where self-administered questionnaires were given to the respondents. Data collected was analyzed using descriptive statistics. Descriptive analysis was done where mean, frequencies and percentages from the data were derived from each of the study variable. The study findings were then presented in tables, pie charts and bar graphs.

The study found out that the respondents preferred studying/ reading using a digital device as opposed to hard copies of reading materials, they performed well when networked and immediate messaging and accessing social networking websites which include Twitter was a fundamental a part of their lives. The younger generation viewed getting evaluation and

remarks as a top approach to learn soft abilities, they preferred training in the areas of expertise and leadership. Visual and graphics learning appealed more to the digital natives, they were accustomed to learning at high speed, prefer learning that allowed one to explore and to actively test ideas and also preferred learning that allowed one to explore and create knowledge.

The study also found out that respondents associated less with employing organization but more with the work and were able to work far from the workplace or from home and still produce quality results. The digital natives sought to maintain a good work-life balance in comparison with the immigrants and giving the natives flexibility in their work schedules would permit them to pursue other activities outside work while at the same time maintaining a high level of productivity. The digital natives sought for opportunities to learn from their superiors, preferred to share information with different group members, continuously sought for remarks from superiors, were very comfortable in a team setting and working together was far more effective than going it alone.

The study further found out that mentoring created an environment of trust for a diverse workforce, employer who accommodates their employees' desire to balance work and private goals had better retention rates, the respondents preferred a job that does not close into one task but variety and also preferred a management style which was more of consensus than command and before one could manage and lead they must be able to understand and connect with the followers. These major findings are what should have been in the abstract as well.

5.3 Discussion

5.3.1 Generational Differences in Training Styles and Training Needs

On digital devices, the study sought to establish to what extent the respondent's preferred random rather than sequential access to information and if immediate messaging and accessing social networking websites which include Facebook was a fundamental a part of their lives. The respondents agreed to a great extent. This finding is in line with that of Raines (2003) that the environment in which virtual natives function has possibly changed their cerebral features. They live and work in environments where they access information

rapidly and prefer random rather than sequential access to information. Whatever the case, there is no doubt that digital natives assume and process data in a substantially one-of-a-kind way to digital immigrants. To a great extent, immediate messaging and accessing social networking websites which included Twitter was a fundamental a part of their lives. They preferred studying/ reading using a digital device as opposed to hard copies of reading materials and performed well when networked. This concurs with Zickuhr (2011) that a majority use their phones also for going online, sending email, playing games, listening to music, and recording videos. However, the immigrants are also very similar to Millennials in ownership of certain devices, such as game consoles. Members of the digital immigrants are also more likely than natives to own a desktop computer.

On training, the respondents were asked if the LTN management helped the employees identify their training needs and if they provided training in the areas of need. The study further sought to identify which form of training the respondents preferred. It was found that the management of LTN helped the employee identify their training needs and also provided training in those areas. The finding corresponds with McCrindle (2006), who asserts that the key to remain relevant in the ever changing times is training. This will keep employees not only effective in their current job, but also employable for their future careers which after all may be in the foreseeable future. Effective training is a major component of an organization in terms of equipping their workforce for their job roles considering that the environment where most of the organizations operate are very dynamic. The management should be able to help the employees identify their training needs and use the information gathered to provide training in the areas of need. The finding further agrees with Dorsey (2010), who asserts that this native generation is looking for a job where they can build themselves up with the employer's resources. They are looking for formal and informal training opportunities that build their skills and knowledge faster than they would become obsolete. It is therefore necessary that an organization provides regular and relevant training to the digital immigrants so as to retain them.

The respondents preferred discussion groups as a choice for studying soft capabilities. This finding is consistent with that of Deal (2007) that generations have unique preferred training patterns and Tolbize (2008) that the latter additionally prefer discussion groups as a choice

for studying soft capabilities. To a great extent, the younger generation view getting evaluation and remarks as a top approach to learn soft abilities, prefer training in the areas of expertise and in the area of leadership. This is in agreement with Deal (2007) that team building and problem solving are areas in which both traditionalist and natives would love training.

The study revealed that regarding to learning, to a great extent, visual and graphics learning appealed more to the digital natives. This is consistent with UNESCO (2011) who stated that visual and graphics learning appeal more to the natives rather than reading text. They are used to learning through interactivity and games, which concurs with Prensky (2005) who stated that the digital natives crave for interactivity wherein there is a right away response to their action, traditional training and training patterns provide little or no of this. The study also found out that they were able to handle huge amount of information, accustomed to learning at high speed, which agrees with Prensky (2001) who argued that digital natives are accustomed to learning at high speed, processing visual and dynamic information, making random connections and learning through game based activities. The digital natives preferred learning that allows them to explore, actively test ideas and create knowledge. This finding is in line with Brown (2000) who suggested that young people prefer discovery-based learning that allows them to explore and actively test their ideas and create knowledge.

The study also revealed that forms of training which include discussion groups, peer interactions and one-on-one coaching was used to a great extent and lecture rooms was used to a little extent. This finding is in agreement with Deal (2007) who stated that workers from all generations like on-the-job learning, discussion groups, peer interaction and remarks, and one-on-one coaching to learn soft skills (Deal, 2007). He added that some methods of training and learning are preferred by one generation over the other, for instance, more youthful workers do not like learning soft skills in lecture rooms. Youthful workers also prefer evaluation and feedback in studying soft skills which is not the case with the older generation. In view of this, managers and trainers have to consider viable age-related preferences whilst coaching on soft skills.

5.3.2 Success in the Workplace

Several statements on success in the workplace were identified and the respondents were required to indicate the extent to which they agree with these statements. A scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable was used. The statements were divided into four subsections; organizational culture, work and career flexibility, team orientation and innovation.

On organizational culture, the study revealed that communication at LTN was not effective. This concurs with the finding of Ballenstedt & Rosenberg (2008) that one of the most significant challenges facing the native generation in the workforce is the ability to communicate effectively with the digital immigrants. It was also revealed that long operating hours was a sign of quality or devotion to LTN, which contradicts Lloyd (2007) who stated that digital natives do not consider long operating hours as quality or devotion to their organization. This difference may be explained by difference in cultural setting between Kenya and Canada where Lloyd based his conclusions on. The natives defined who they are outside their career and not by employment, which agrees with Lloyd (2007) who asserts that the organization is not always the identifier - the work is. To a great extent, the digital natives associated themselves less with employing organization but more with the work they do. This was in agreement with Lloyd (2007), who stated that the digital natives associate themselves less with their employing organization but more with the work they do.

The study also established that they were able to work far from the workplace or from home and still produce quality results and that in order to achieve success inside the workplace, one should meet deadlines. This finding is in agreement with BSG Concours (2007), who stated that because of their desire for flexibility, the digital natives seek to maintain a good work-life balance in comparison with the immigrants. Millennials place more emphasis on family relationships than work and because of this, have a preference of working from home. Work environments are changing, people are able to work in virtual offices, use their cell phones while at home and also in the office or even communicate through social media sites such as Facebook, LinkedIn, and Twitter and organizations should look into best ways through which this change can be used for the advancement of the business.

On work and career flexibility, the respondents indicated that to a little extent, digital natives can do extra work with much less resources, which contradicts Lloyd (2007) who stated that the digital natives believe that they could do extra with much less. Therefore, they feel that they deserve the freedom to work fewer hours while still taking jobs which can be challenging. This again can be attributed to cultural orientation, where the digital natives in the developed world may be more exposed technologically and hence the ability to do more with less resources. The respondents did not do anticipate changing jobs more often which contradicts Erickson (2008) who stated that in terms of profession flexibility and further reported that 30 percent of natives are seeking out a new activity with a new business enterprise at any given time. This might be due to limited employment opportunities in the country. To a great extent, the digital natives sought to maintain a good work-life balance in comparison with the immigrants and giving the natives flexibility in their work schedules would permit them to pursue other activities outside work while at the same time maintaining a high level of productivity. This is consistent with BSG Concours (2007) that because of their desire for flexibility, the digital natives seek to maintain a good work-life balance in comparison with the immigrants. Millennials place more emphasis on family relationships than work and, because of this, prefer working from home.

On team orientation, the digital natives sought for opportunities to learn from their superiors which concurs with BSG Concours (2007), who stated that they understand the role knowledge plays in profession advancement and aggressively seek for opportunities to learn from their supervisors and older generations. The study also revealed that they prefer to share information with different group members which corresponds with Spiro (2006) who asserts that native team orientation refers to a preference to coordinate and share information with different group members, while their individualism refers to a desire to be mentored and coached as an individual. The respondents indicated that they continuously sought for remarks from superiors in line with Cruz (2007) assertion that the native generation is continuously seeking for remarks and recommendation from their superiors. The study also established that the digital natives were very comfortable in a team setting and that working together was far more effective than going it alone. This finding is in line with that of Cole, Smith & Lucas (2002) that the natives prefers operating as a group to accomplish

independent duties as they use the competencies, expertise, and sources of team contributors to fulfill individual needs.

On innovation, provision of state-of-the art technology was important when considering a job, a finding consistent with PWC (2011) survey which found that millennials expect the technologies that empower their personal lives to also drive communication and innovation in the workplace. In the same study, 59% of the millennials said that an employer's provision of state-of-the art technology was important to them when considering a job. The respondents also indicated that they took the initiative to come up with ideas for doing things better and had the courage to advance new ideas. This concurs with Schiffmann, Tambe, Gelles, Azaroff, Goldfarb & Siemon, (2010) that Millennials are natural innovators. They mostly want the opportunity to do meaningful work and have a high quality of life.

5.3.3 Best Practices to Promote Retention

The study also found out that on mentoring program, to a moderate extent management at LTN sought to identify leadership potential in employees, develops leadership potential in employees, understands employee career objectives and employees at LTN take an active role in spreading knowledge throughout the organization. This finding is in agreement with that of Wingfield (2009) that a mentoring program combined with a goal-oriented feedback system provides a structured way for the development of strong relationships in an organization and is a solid foundation for employee retention and growth. To a great extent mentoring creates an environment of trust for a diverse workforce. This concurs with Clutterbuck (2012) that mentoring creates a culture of trust, belonging, understanding, support and encouragement for a diverse workforce.

The study revealed that on work/life balance, to a little extent, native generation place relationship with peers as one of the top reasons of keeping their jobs and to a great extent employers who accommodate their employees' desire to balance work and private goals have better retention rates. This finding is consistent with that of Westerman & Yamamura (2007) that a company that succeeds in providing work life balance will not only retain the digital natives but also the immigrants because all workers regardless of their generation want a fair work/life balance.

The study also revealed that on varied job roles, to a little extent, native generation move from one job to the other more frequently than the average. To a great extent, there was no need to change jobs by moving to a new organization when able to change jobs within the existing organization, they are satisfied with the opportunities they have at work to learn new skills that could help get a better job and prefer a job that does not close into one task but a variety. This concurs with Miller, Hodge, Brandt & Schneider (2013) that the native generation keep up with with the changing technologies and move from one job to the other more frequently than the average. Having come from an education background that gave them a lot of choice in subjects, they continue to desire that state of affairs even after entering the job market.

The study further revealed that on management styles, to a great extent employer cares about their well-being (physically, emotionally, and financially). To a great extent, the natives prefer a management style which is more consensus than command and before one can manage and lead they must be able to understand and connect with the followers. This finding is in agreement with that of Chen & Choi (2008) that their best manager is one who values conversation and creates an surroundings of transparency and respect for team members. Their preferred leadership style is without a doubt one that is more consensus than command, greater participative than autocratic, and more flexible.

5.4 Conclusions

5.4.1 Generational Differences in Training Styles and Training Needs

The study concludes that some training styles and needs for digital natives differed from those of digital immigrants. For instance, younger workers do not favor learning soft skills through classroom instruction while younger workers favored assessment and feedback to learn as this was not the case for older workers.

5.4.2 Success in the Workplace

The study concludes that an organizational culture that accommodates the digital native is crucial for success. The digital natives prefer working in teams that allow flexibility and also

innovation which has impacted the way people think about work and the way they interact with and at work.

5.4.3 Best Practices to Promote Retention

The study also concludes that while the digital culture has been a boom for the organization, it has also changed the power balance in the employer-employee relationship, often more towards the employee. The digital natives prefer a management style which is more consensus than command and before one can manage and lead, they must be able to understand and connect with the followers in order to increase retention.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Generational Differences in Training Styles and Training Needs

The study recommends that managers and trainers should consider possible age-related preferences when teaching 'soft skills'. Since workers of different generations have similar preferences for learning hard skills, it may not be necessary to differentiate that type of training for workers of different ages. The management should also endeavor to provide constant assessment and feedbacks to the digital to enable them learn.

5.5.1.2 Success in the Workplace

The study recommends that the organization should give their company a competitive advantage and attract top talent by having a strong workplace culture already in place that supports digital implementation. A supportive digital culture allows team members to feel connected and included even if they are spread out. Informed decision making and strategic planning are crucial for the successful implementation of a strong digital workplace policy and coordinating a digital culture that works for everyone

5.5.1.3 Best Practices to Promote Retention

The study recommends that the organization should adopt a management style that is more of consensus than command where employees are engaged in matters affecting the

organizations and also their wellbeing. The management should provide a more open work environment with increased information transparency to promote retention.

5.5.2 Recommendations for Further Studies

The study recommends that a similar study be conducted across all other media companies. This will enable the generalization of the study. Since the findings of this study are only based on the responses from employees of LTN.

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APPENDICES

APPENDIX I: QUESTIONNAIRE COVER LETTER.

UNITED STATES INTERNATIONAL UNIVERSITY

RE: Survey Questionnaire

Dear Respondent,

I am a post-graduate student studying for a Degree of Executive Master at the United States International University. The **PURPOSE OF THE STUDY IS TO INVESTIGATE THE IMPLICATIONS OF THE DIGITAL DIVIDE IN THE WORKPLACE WITH A FOCUS ON DIGITAL NATIVES VERSUS DIGITAL IMMIGRANTS**. To this end, the study intends to gather Information from your organization through a self-administered questionnaire. The participation is fully voluntary and responses will be confidential. The results will be also reported without compromising the anonymity of respondents.

The questionnaire takes few minutes to complete. I would appreciate your favorable consideration in completing the enclosed questionnaire and assisting me in the research endeavor.

Thank you in advance

Samuel Ochola

APPENDIX II: QUESTIONNAIRE

IMPLICATIONS OF THE DIGITAL DIVIDE TO THE WORKPLACE: DIGITAL NATIVES VERSUS DIGITAL IMMIGRANTS.

Date _____

Please take a few minutes to complete this questionnaire. Your honest answers will be completely anonymous, but your views, in combination with those of others are extremely important in this research. Kindly answer all questions.

PART A: Demographic Information

(Please tick one box for each of the questions 1-4)

1. Gender:

Male

Female

2. Age _____ Years Old

3. Highest level of education:

O-levels

Certificate

Diploma

Degree

Masters/PHD

4. How long have you worked at LTN? _____ Years

SECTION B: GENERATIONAL DIFFERENCES IN TRAINING STYLES AND TRAINING NEEDS

Below is a list of statements on training styles and training needs. To what extent do you agree with these statements? On a scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable.	1	2	3	4	5
Digital Devices					
5. I prefer studying/ reading using a digital device as opposed to hard copies of reading materials.					
6. I prefer random rather than sequential access to information					
7. I perform well when networked					
8. Immediate messaging and accessing social networking websites which include twitter is a fundamental a part of my live.					
9. Immediate messaging and accessing social networking websites which include Facebook is a fundamental a part of my live.					
Training					
10. The management of LTN helps the employees identify their training needs					
11. The management of LTN provides training in the areas of need. Complex					
12. I prefer discussion groups as a choice for studying soft capabilities					
13. The younger generation view getting evaluation and remarks as a top approach to learn soft abilities					
14. I would prefer training in the areas of my expertise					
15. I would prefer training in the area of leadership					
Learning					
16. Visual and graphics learning appeal more to the digital natives					
17. I am able to handle huge amount of information					
18. I am accustomed to learning at high speed					
19. I prefer learning that allows me to explore and to actively test ideas					
20. I prefer learning that allows me to explore and create knowledge					

21. Below are some forms of training, please indicate how effective these forms of training are at LTN? Rank from 1-5 where 1= most effective to 5= least effective.

	Statement	Rank
a	Discussion Group	
b	Peer Interactions	
c	One on one coaching	
d	Lecture rooms	
e	Other/specify:	

SECTION C: SUCCESS IN THE WORKPLACE

Below is a list of statements on success in the work place. To what extent do you agree with these statements? On a scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable.	1	2	2	3	4
Organizational Culture					
22. In order to achieve success inside the workplace, one should meet deadlines					
23. The natives define who they are outside their career and not by employment					
24. I associate myself less with my employing organization but more with the work I do					
25. Long operating hours is a sign of quality or devotion to LTN					
26. I am able to work far from the workplace or from home and still produce quality results.					
27. There is effective communication at LTN					
Work and Career Flexibility					
28. The digital natives can do extra work with much less resources					
29. The digital natives anticipate changing jobs more often.					
30. The digital natives seek to maintain a good work-life balance in comparison with the immigrants					

31. Giving the natives flexibility in their work schedules would permit them to pursue other activities they enjoy outside work at the same time maintaining a high level of productivity					
Team Orientation					
32. I am very comfortable in a team setting					
33. Working together is far more effective than going it alone					
34. I prefer to share information with different group members					
35. I continuously seek for remarks from my superiors					
36. The digital natives seek for opportunities to learn from their superiors					
Innovation					
37. Provision of state-of-the art technology is important to me when considering a job					
38. I take the initiative to come up with ideas for doing things better					
39. I have the courage to advance new ideas.					

40. In your own opinion, what do you consider to contribute to success at workplace?

SECTION D: BEST PRACTISES TO PROMOTE RETENTION

Below is a list of statements on best practices to promote retention. To what extent do you agree with these statements? On a scale of 1-5 where 1= not at all, 2= to a little extent, 3= great extent, 4= very great extent and 5=N/A for Not Applicable.	1	2	3	4	5
Mentoring Programs					
41. LTNunderstands employee career objectives					
42. Employees at LTN take an active role in spreading knowledge throughout the organization.					
43. Management at LTN seek to identify leadership potentialin employees					

44. Management at LTN develops leadership potential in employees.					
45. Mentoring creates an environment of trust for a diverse workforce					
Work/Life Balance					
46. Native generation place relationship with peers as one of the top reasons of keeping their jobs					
47. Employers who accommodate their employees' desire to balance work and private goals have better retention rates					
Varied Job Roles					
48. I prefer a job that does not close me into one task but variety					
49. There is no need to change jobs by moving to a new organization when I am able to change jobs within the existing organization					
50. The native generation move from one job to the other more frequently than the average.					
51. I am satisfied with the opportunities I have at work to learn new skills that could help me get a better job .					
Management Style					
52. Before one can manage and lead they must be able to understand and connect with the followers.					
53. The native prefer a management style which is more consensus than command.					
54. My employer cares about my well-being (physical, emotional, financial)					

55. What practices would you recommend to LTN to promote retention?

End of Questionnaire.

Thank you for your participation.