

Work Preferences of Generation Z and Their Impact on Organizational Learning and Development in United Arab Emirates

Iftikhar Ahmed Khan, Ahmed Hamoud Al-Shibami

Abstract: Generation Z (born 1995 onwards) are said to have developed habit of multi-tasking due to their excessive usage of information technology. They are also career conscious and prefer to join organization where they have good career progression. Most of existing studies are West-based, the outcomes of which may not be fully applicable to other parts due to differences in factors underlying generational differences. United Arab Emirates (UAE) is one such country where there is a scarcity of studies on Gen Z. Taking lead from West-based research outcomes, this study aims to determine whether UAE Gen Z show work traits similar to Western Gen Z, and what would the impact of these on organizational L&D. Sample comprised Gen Z students studying in universities in UAE. Results show that UAE Gen Zs have a habit of multi-tasking which would lead to interest in multi skills development in workplace. They are career conscious and are likely to value career progression and enhancement in their marketability in workplace, which would lead to their intention to participate in organizational L&D designed around these traits. This study will help work organizations in UAE in understanding work traits of Gen Z and aligning their process especially the L&D with these preferences to make the optimum use of this generation which is about to formally join them.

Index Terms: Generation Z, Work preferences, Learning and Development.

I. INTRODUCTION

The emerging workforce demographics is characterized by presence of Baby Boomers (born 1946-1964), Generation X (born 1965-1980) and Generation Y (born 1981-1994) in the work place, with Generation Z (born 1995 onwards) about to complete their university studies and join the workplace. The presence of three generations in the workplace with the 4th one about to enter organizations has created a complex situation for work organizations especially when research has shown differences among these generations with regard to personal and workplace traits. Unlike other generations, Generation Z is using technology since infancy; they are a highly connected generation who have grown up with high-speed internet and smart phones, which have affected them in many ways. Available literature suggests that Gen Zs have become accustomed to multi-tasking and have a

desire for growth and development of their professional careers. According to literature, Gen Z represents the greatest generational shift the workplace has ever seen, which will require a paradigm shift from work organizations to re-engineer their approaches to HR development and work performance.

II. LITERATURE REVIEW

A. The Concept of Social Generation

The concept of a 'generation' has a long history and can be found in ancient literature [1]. According to Pilcher, a generation is a cohort of people within a delineated population who experience the same significant events within a given period of time [2]. According to Mannheim, a seminal figure in the study of generations who gave his theory of generations in 1923, the three commonalities shared by a generation include shared temporal location, shared historical location and shared socio-cultural location [3]. Kopperschmidt defines a generation as an identifiable group, which shares years of birth and hence significant life events at critical stages of development [4].

B. The Generational Groups

Based on the studies on social generational groups, many scholars have concluded temporal brackets to classify distinct generations; a summary of which is given in table below (Table-1).

As evident from Table-1, different studies have suggested different age brackets albeit with minor differences based on the context of the studies. Based on these studies, this research by the author assumes the age bracket for Generation Z as 1995 onwards.

C. The Generational Differences in the Workplace

'Generational differences' has always remained a buzz word in the social media, and have received extensive coverage in media, both in the past and present day [5, 6].

Revised Manuscript Received on May 22, 2019.

Iftikhar Ahmed Khan, Naval Forces Institute, Abu Dhabi, UAE.

Dr. Ahmed Hamoud Al-Shibami, Faculty of Business and Accountancy, Lincoln University College, Selangor Darul Ehsan, Malaysia



Source	Baby Boomers	Gen X	Gen Y	Gen Z
U.S. Census Bureau	1946-1964	1968-1979	1982-2000	
Mark McCrindle (2014)	1946-1965	1965-1980	1980-1995	
Stredwick (2013)	1946-1964	1965-1979	1980-1990	
Solnet, Kralj & Kandampully (2012)	1945-1964	1965-1978	1979-1994	
Knoll Inc. (2014)	-	1965-1978	1979-1997	1998 onwards
Gilbert (2011)			1982-2000	
Watkins & Neal (2014)			1980-2000	
Horovitz (2012)				Mid-Late 1990s
Kingston (2014)				After 1995

Zemke et al and Smola & Sutton have professed that when individuals from the same generation share similar historical, economic and social experiences, they would also have similar work values, attitudes, and behaviors [7,8]. Differences between generations have been studied from different aspects i.e. differences in work attitudes [9], differences in personality and motivation [10] and differences in work values [8]. Since the current workplace is populated with Baby Boomers, Gen X and Gen Y, with Gen Z still in their university studies, the existing literature on work characteristics of the generations mostly focuses on Baby Boomers, Gen X and Gen Y.

D. Generation Z – The Knowledge Gap

With regard to studies on generational differences in the workplace, research has so far focused on the three generations that are present in today’s workplaces i.e. Baby Boomers, Gen X and Gen Y, and has not fully extended to Gen Z for the reason that Gen Z has still not formally joined the workplaces. Given this state of information on Gen Z vis-à-vis the immediate nature of this demographic change about to hit the work organizations, there is a need to study work traits, needs and preferences of this emerging cohort, which will help work organizations in managing Gen Z in the best possible way.

E. Generation Z Growing Up E-Environment

Gen Z is growing up in a world where there are 5.1 billion Google searches per day, 4 billion YouTube views, over one billion active Facebook accounts and over one million applications in the iTunes App Store [11]. In this age, according to World Bank 2012 report, the number of mobile subscriptions in use worldwide had grown from fewer than 1 billion in 2000 to over 6 billion, of which nearly 5 billion in developing countries [12]. Unlike predecessor generations, Gen Zs are using technology since their infant years and are normal users of technology [13,14]. Growing up with technology from their very early years, Gen Z they have impeccably integrated technology into almost all areas of their lives, thereby known as digital natives

F. Generation Z Work Characteristics

Knoll Inc. has reported that a characteristic of Gen Z, which will affect their work lives, is their multitasking style [15]. The research paper says that Gen Z multitasking style

can include attempting to absorb vital information from a page of their text book (on a tablet) while viewing an online video related to another homework assignment (on their laptop), while keeping up with multiple online conversations (on their smartphone). This habit of multi-tasking may lead to a desire for working on more than one projects, teams, functions or even more than one jobs at one time. Along with multi-tasking, Gen Z’s preference for career progression and development has been highlighted by various researchers. Fister has quoted a March 2013 Glassdoor survey, concluding that 3 out of 5 Gen Z job seekers said career advancement opportunities were among their top considerations when deciding where to take a job [16]. Gen Z preference for career progression has also been observed by Gilbert who has reported a study where ‘Managing Performance’ and ‘Career Opportunities’ were viewed as the most important engagement drivers for millennial employees [17]. Half has reported a survey done on Gen Z in which they rated career advancement opportunities (95%) and professional learning and development (91%) as among the three top rated factors, more than perks and benefits [18].

G. The Limitation of the Generational Literature

A prominent limitation of the research on generational differences is that the literature is ethnocentric as it is mostly focused on West. Cennamo & Gardner have observed that most research into generational differences has been conducted in the US, UK and Canada [19]. They have quoted Statistics New Zealand -2007, which says that New Zealand has followed similar demographic patterns to those countries, including political, economic, social and technological trends. Lim has asserted that critical life influencing social, economical and historical events are different over time and geography; therefore, a cohort of generation experiencing a set of conditions in Western countries may not be experienced by the same cohort in the Arabian Gulf Region, in general, and in United Arab Emirates (UAE) in specific [20].

H. Generation Z in the United Arab Emirates

Generational Demographic Statistics

PA Consulting Group, Middle East & North Africa, in their report has suggested the UAE generational age



brackets as Gen X (1965-1980), Gen Y (1981-1994) and Gen Z (1995-2014), which is more aligned with the figures appearing in most of the international generational literature [21].

UAE Generation Z Usage of Technology

ASDA'A Burson-Marsteller has reported Arab Youth Survey done in 2015 on UAE citizens of ages 18-24, according to which 82% use internet daily, 77% own a smart phone, 75% read news online at least once a week, 91% visit social media channels at least once a week and 53% do so daily and 41% use Facebook to share information [22]. A similar survey repeated in 2017 indicated significant % increase in use of social media and e-technology. Use of Facebook enhanced from 55% in 2016 to 68% in 2017 (+13%); use of WhatsApp increased from 62% in 2016 to 68% in 2017 (+6%); use of YouTube enhanced from 33% in 2016 to 50% in 2017 (+17%) [23].

UAE Generation Z – The Knowledge Gap & its Implications

While there are very few formal studies done on Gen Y in UAE, Gen Z seemed to be lacking the attention of researchers and practitioners. This could be due to the fact that earliest of Gen Z youth are of an average age of 23 years in 2019 and still in the final years of their university studies. The earliest members of this generation are expected to leave universities in 2019 and formally step into the work force. Emirates 24/7, a Dubai-based news website, has published a report highlighting that Gen Z will be shaping the future of many companies in the region, therefore companies must understand their needs and design ways to attract and retain them as the demand for talent will rise in the coming years [24]. In another report, The Arabian Post has cautioned that Middle East employers must learn how to adapt to the unique demands of Gen Z in order to attract and retain new talent as we enter a new era of digital revolution [25]. This knowledge gap with regard to Gen Z in UAE will present a significant challenge for work organizations when this cohort of young digital natives joins the work places in a year or two.

III. RESEARCH METHODOLOGY

A. Research Objective

The research aims at studying work traits of Gen Z in UAE and analyzing as to how these traits can be integrated into organizational L&D design in order to trigger Gen Z interest in organizational L&D programs. Due to scarcity of formal studies on Gen Z in UAE, this research takes work traits of Western Gen Z as a starting point, based on the assumption that UAE Gen Z has also been exposed to an e-environment similar to Western Gen Z which could have led to developing of similar traits.

B. Theoretical Framework

A theoretical framework is defined as a collection of theories and models from the literature which underpins a research study, and which a researcher chooses to guide him/her in research [26, 27]. Western literature suggests that

Gen Zs have developed a habit of multi-tasking due to which they have inclination to work on different projects at one time and they are interested in career development. This study uses the 'Theory of Interest' as theoretical framework for determining UAE Gen Z's interest towards these traits and their intention to participate in organizational L&D programs designed around these traits

The role of 'interest' as a significant motivational factor in learning and development emerged in the beginning of 20th century from scholarly works of Dewey, Thorndike, and Berlyne [28-30]. Later towards the end of 20th century, scholars, revived the role of interest in learning. Various studies towards the end of 20th century have indicated interest as an important explanatory construct in the field of L&D [31-35]. Interest has also been identified as an important motivational construct that influences students' engagement and achievement in learning, and learning behaviour and intention to participate in the future [36-40]. Researchers have focused on two different concepts of interest i.e. 'individual interest' and 'situational interest' [41,42]. Individual Interest is explained as a relatively long-term liking or preference for certain objects, subjects or activities, and Situational Interest is referred to as an emotional state triggered by a situational or contextual stimuli [43-46]. Schiefele et al have interpreted 'Individual Interest' as the relatively long-term orientation of an individual toward a type of object, an activity or an area of knowledge [32]. Schiefele (1991) has identified two components of Individual Interest i.e. feeling-related valences and value-related valences; feeling-related valences refer to the feelings that are associated with a topic or an object and are intrinsic in nature, whereas value-related valences refer to the attribution of personal significance to an object which may be ascribed for a wide variety of reasons, such as its contribution to one's personality development, competence, or understanding of important problems [33].

Adapted from Schiefele, Chen, Chen & Ennis, Hidi & Harackiewicz, Solmon, Xiang et al, Nicholls et al and Dweck, Theory of Interest can be depicted as shown in Fig-1.

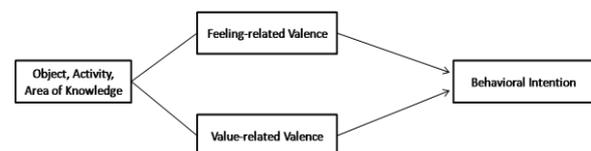


Figure 1: Theory of Interest

Given the conclusions from literature that Gen Z have a habit of multi-tasking; they show preference for a career job and are desirous of their market value in their job fields, this research studies the impact of these preferences on their interest in Multi-Skill Development, Career Progression and Marketability in their job fields. For this purpose, this research employs 'Theory of Interest' (Individual Interest) as the theoretical framework.



C. The Conceptual Framework & Hypotheses

A conceptual framework is a visual or written product that explains either graphically or in narrative form, the main things to be studied i.e. the key factors, concepts, or variables, and the presumed relationships among them [47].

This research aims at studying the impact of UAE Gen Z’s habit of multi-tasking, preference for a career job and desire for market value in job field on their interest in Multi Skill

Development (MSD), Career Progression (CPG) and Marketability (MKT), and their intention to participate in organizational L&D designed around these features. The conceptual framework, based on *Theory of Interest*, is shown below in Fig 2.

Based on the above framework, this research formulates the following research hypotheses:

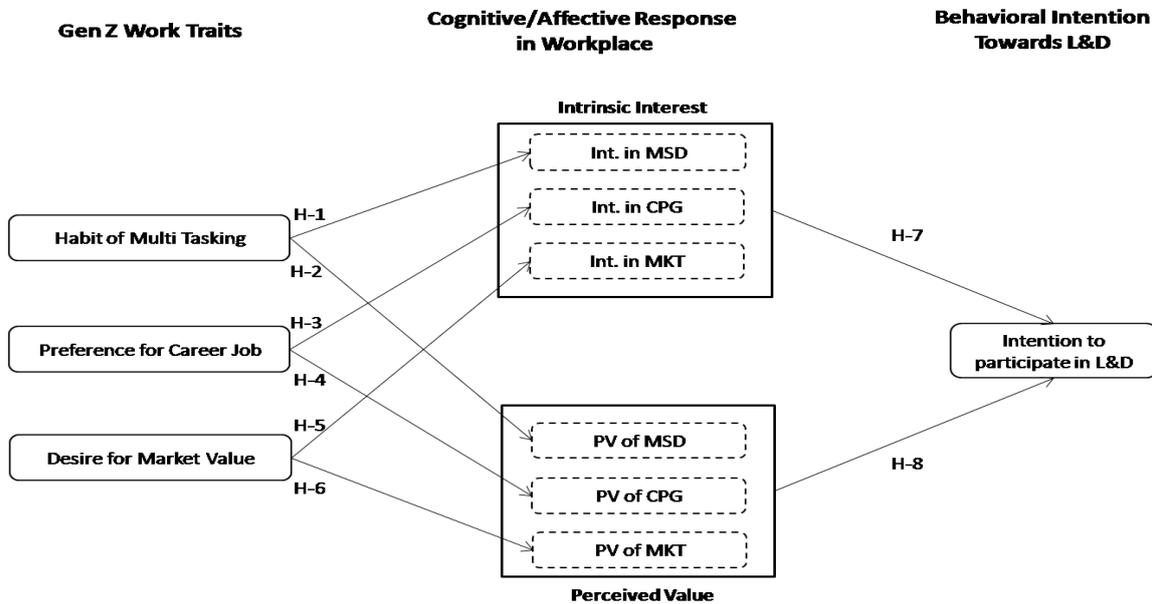


Figure 2: Conceptual framework (based on Theory of Interest)

H-1: UAE Generation Z’s habit of multi-tasking is a significant predictor of their ‘Intrinsic Interest’ in multi skill development in workplace in United Arab Emirates.

H-2: UAE Generation Z’s habit of multi-tasking is a significant predictor of their ‘Perceived Value’ of multi skill development in workplace in United Arab Emirates.

H-3: UAE Generation Z’s preference for career job is a significant predictor of their ‘Intrinsic Interest’ in career progression in workplace in United Arab Emirates.

H-4: UAE Generation Z’s preference for career job is a significant predictor of their ‘Perceived Value’ of career progression in workplace in United Arab Emirates.

H-5: UAE Generation Z’s desire for having good market value in their professional fields is a significant predictor of their ‘Intrinsic Interest’ in development of their marketability in workplace in United Arab Emirates.

H-6: UAE Generation Z’s desire for having good market value in their professional fields is a significant predictor of their ‘Perceived Value’ of development of their marketability in workplace in United Arab Emirates.

H-7: UAE Generation Z’s ‘Intrinsic Interest’ in multi skill development, career progression and marketability is a significant predictor of their intention to participate in L&D programs designed around these features in workplace in United Arab Emirates.

H-8: UAE Generation Z’s ‘Perceived Value’ of multi skill development, career progression and marketability is a significant predictor of their intention to participate in L&D programs designed around these features in workplace in

United Arab Emirates.

D. Research Design

This research adopts ‘deductive’ approach, which involves testing theory by generating and testing hypotheses and explaining causal relationships between variables by collecting and analyzing quantitative data, the results of which can be generalized [48-50].

E. Target Population

The target population is the entire group of people to whom the results of research are applied [51-53]. The target population of this study is UAE Gen Z, born 1995 onwards. Given the beginning birth year of 1995, the eldest of this youth are of the average age of 23 years in 2018.

F. The Sampling Frame

The sampling frame of this study is the UAE Gen Z youth (born 1995 onwards) who are still in universities across the seven (7) Emirates of the UAE and are about to complete their studies / training in next 1-3 years and formally join the work organizations [54,55]. According to UAE Higher Education Fact Book 2013-2014 and Gulf News [56], quoting GCC Education Industry Report, the total number of UAE Nationals in universities in different Emirates in 2017-2018 were estimated at 80,570, of which 33,460 (41.5%) were male students



and 47,109 (58.5%) were female students, and which is the sampling frame for this study.

G. The Sample Size

Saunders, Lewis & Thornhill (2009) have suggested a sample size of 383 for a population of 100,000, at confidence level 95% and at margin of error 5%, for probability sampling under a quantitative method [64]. Based on this, the research by the author takes the sample size of 383, at confidence level 95% and at margin of error 5%.

H. Sampling Technique

While this research by the author planned for adopting probability sampling technique, it however faced challenges in drawing a random sample from students studying in selected universities due to policy restrictions. Resultantly, the study employed a mix of Quota and Snowball sampling techniques [57-58]. Semiz has supported the case for quota sampling by saying that it is the method with the highest capability to represent the population among the non-probability sampling methods [59]. Saunders, Lewis & Thornhill have noted that for populations that are difficult to identify or access, snowball sampling may be the only way out [70].

I. Data Collection Instrument

This study employed a questionnaire based on 30 statements, which have been adapted from previous studies done under Theory of Interest. The questionnaire was designed to gather responses from participants on Likert's 5-point scale i.e. Strongly Agree-5, Agree-4, Neither Agree/Disagree-3, Disagree-2 and Strongly Disagree-1. The questionnaire was administered online and results were collated automatically, which were then analyzed using SPSS 22. Validity of the questionnaire was ensured by adapting statements from previous studies done on 'theory of interest' along with seeking expert opinion [60]. The reliability of the questionnaire [61,62] by measured using Cronbac's Alpha method. Cronbac's Alpha values for all the variables were between 0.804 and 0.874, indicating good internal consistency

IV. FINDINGS

A. Multi Skills Development (MSD)

Correlation between Gen Z's Habit of Multi-Tasking and Intrinsic Interest in MSD

Pearson's r analysis showed that UAE Gen Z's existing Habit of Multi-Tasking ($M=4.23$, $SD= 0.77$) and their Intrinsic Interest in MSD ($M=4.22$, $SD= 0.67$) have a significant strong positive correlation to each other ($r=0.731$, $p< 0.001$, $N=436$). Regression analysis ($F(1,434) = 496.755$, $p<0.01$; R square= 0.534, Adjusted R Square = 0.533) indicated that Gen Z's existing Habit of Multi-Tasking could count for 53.3% of the variance in their Intrinsic Interest in MSD in their future jobs. A significant moderate predictive impact of Habit of Multi-Tasking on Gen Z's Intrinsic Interest in MSD was indicated by

Regression coefficients ($C = 1.675$, $\beta = 0.619$, $t = 22.288$, $\text{Sig} < 0.001$). This proves hypothesis H-1 which states, "UAE Generation Z's habit of multi-tasking is a significant predictor of their 'intrinsic interest' in multi skill development."

Correlation between Gen Z's Habit of Multi-Tasking and Perceived Value of MSD

Pearson's r analysis showed that UAE Gen Z's existing Habit of Multi-Tasking ($M=4.23$, $SD= 0.77$) and their Perceived Value of MSD ($M=4.27$, $SD= 0.64$) have a significant moderate positive correlation to each other ($r=0.628$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434) = 283.277$, $p<0.01$; R square= 0.395, Adjusted R Square = 0.394) showed that Gen Z's existing Habit of Multi-Tasking could count for 39.4% of the variance in their Perceived Value of MSD in their future jobs. A significant moderate predictive impact of Habit of Multi-Tasking on Gen Z's Perceived Value of MSD was indicated by Regression coefficients ($C = 2.210$, $\beta = 0.504$, $t = 16.831$, $\text{Sig} < 0.001$). This proves hypothesis H-2 which states, "UAE Generation Z's habit of multi-tasking is a significant predictor of their 'perceived value' of multi skill development."

Correlation between Gen Z's Intrinsic Interest and Behavior Intention for MSD

Pearson's r analysis showed that UAE Gen Z's Intrinsic Interest in MSD ($M=4.22$, $SD= 0.67$) and their Behavioral Intention to participate in L&D of MSD ($M=4.40$, $SD= 0.64$) have a significant strong positive correlation to each other ($r=0.752$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434) = 565.185$, $p<0.01$; R square= 0.566, Adjusted R Square = 0.565) indicated that Gen Z's Intrinsic Interest in MSD could count for 56.5% of the variance in their Behavioral Intention to participate in L&D of MSD in their future jobs. A significant strong predictive impact of Gen Z's Intrinsic Interest in MSD on their Behavioral Intention to participate in L&D of MSD was indicated by Regression coefficients ($C = 1.202$, $\beta = 0.731$, $t = 23.773$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-7 which states, "UAE Generation Z's 'intrinsic interest' in multi skill development, career progression and marketability is a significant predictor of their intention to participate in L&D programs designed around these features."

Correlation between Gen Z's Perceived Value and Behavior Intention for MSD

Pearson's r analysis showed that UAE Gen Z's feeling of Perceived Value of MSD ($M=4.27$, $SD= 0.64$) and their Behavioral Intention to participate in L&D of MSD ($M=4.40$, $SD= 0.64$) have a significant strong positive correlation to each other ($r=0.798$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434)=760.777$, $p<0.01$; R square= 0.637, Adjusted R Square = 0.636) showed that Gen Z's feeling of Perceived Value of MSD could count for 63.6% of the variance in their Behavioral Intention to participate in L&D of MSD in their future jobs. A



significant strong predictive impact of Gen Z's feeling of Perceived Value of MSD on their Behavioral Intention to participate in L&D of MSD was indicated by Regression coefficients ($C = 0.779$, $\beta = 0.820$, $t = 27.582$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-8 which states, "UAE Generation Z's 'perceived value' of *multi skill development*, career progression and marketability is a significant predictor of their intention to participate in L&D programs designed around these features."

B. Career Progression (CPG)

Correlation between Gen Z's Preference for Career Job and Intrinsic Interest in CPG

Pearson's r analysis showed that UAE Gen Z's preference for career job ($M=4.40$, $SD= 0.64$) and their Intrinsic Interest in CPG ($M=4.17$, $SD= 0.71$) have a significant moderate positive correlation to each other ($r=0.683$, $p < 0.001$, $N=436$). Regression analysis ($F(1, 434) = 379.396$, $p < 0.01$; $R \text{ square} = 0.466$, $\text{Adjusted R Square} = 0.465$) indicated that Gen Z's preference for career growth could count for 46.5% of the variance in their Intrinsic Interest in CPG in their future jobs. A significant strong predictive impact of Gen Z's preference for career growth on their Intrinsic Interest in CPG was indicated by Regression coefficients ($C = 1.135$, $\beta = 0.714$, $t = 19.478$, $\text{Sig} < 0.001$). This proves hypothesis H-3 which states, "UAE Generation Z's preference for career job is a significant predictor of their 'intrinsic interest' in career progression."

Correlation between Gen Z's Preference for Career Growth and Perceived Value of CPG

Pearson's r analysis indicated that UAE Gen Z's preference for career growth ($M=4.40$, $SD= 0.64$) and their feeling of Perceived Value of CPG ($M=4.17$, $SD= 0.72$) have a significant moderate positive correlation to each other ($r=0.640$, $p < 0.001$, $N=436$). Regression analysis ($F(1, 434) = 301.375$, $p < 0.01$; $R \text{ square} = 0.410$, $\text{Adjusted R Square} = 0.408$) indicated that Gen Z's preference for career growth could count for 40.8% of the variance in their feeling of Perceived Value of CPG in their future jobs. A significant moderate predictive impact of Gen Z's preference for career growth on their feeling of Perceived Value of CPG was indicated by Regression coefficients ($C = 1.213$, $\beta = 0.691$, $t = 17.360$, $\text{Sig} < 0.001$). This proves hypothesis H-4 which states, "UAE Generation Z's preference for career job is a significant predictor of their 'perceived value' of career progression."

Correlation between Gen Z's Intrinsic Interest and Behavioral Intention for CPG

Pearson's r analysis showed that UAE Gen Z's Intrinsic Interest in CPG ($M=4.17$, $SD= 0.71$) and their Behavioral Intention for L&D of CPG ($M=4.34$, $SD= 0.66$) have a significant strong positive correlation to each other ($r=0.757$, $p < 0.001$, $N=436$). Regression analysis ($F(1, 434) = 583.949$, $p < 0.01$; $R \text{ square} = 0.574$, $\text{Adjusted R Square} = 0.573$) showed that Gen Z's Intrinsic Interest in CPG could count for 57.3% of the variance in their Behavioral Intention to participate in L&D for CPG in future jobs. A significant

strong predictive impact of Gen Z's Intrinsic Interest in CPG on their Behavioral Intention to participate in L&D for CPG was indicated by Regression coefficients ($C = 1.156$, $\beta = 0.735$, $t = 24.165$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-7 which states, "UAE Generation Z's 'intrinsic interest' in multi skill development, *career progression* and marketability is a significant predictor of their intention to participate in L&D programs designed around these features."

Correlation between Gen Z's Perceived Value and Behavioral Intention for CPG

Pearson's r analysis showed that UAE Gen Z's feeling of Perceived Value of CPG ($M=4.17$, $SD= 0.72$) and their Behavioral Intention for L&D of CPG ($M=4.34$, $SD= 0.66$) have a significant strong positive correlation to each other ($r=0.747$, $p < 0.001$, $N=436$). Regression analysis ($F(1, 434) = 547.550$, $p < 0.01$; $R \text{ square} = 0.558$, $\text{Adjusted R Square} = 0.557$) showed that Gen Z's feeling of Perceived Value of CPG could count for 55.7% of the variance in their Behavioral Intention to participate in L&D for CPG in future jobs. A significant strong predictive impact of Gen Z's feeling of Perceived Value of CPG on their Behavioral Intention to participate in L&D for CPG was indicated by Regression coefficients ($C = 1.309$, $\beta = 0.702$, $t = 23.400$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-8 which states, "UAE Generation Z's 'perceived value' of multi skill development, *career progression* and marketability is a significant predictor of their intention to participate in L&D programs designed around these features."

C. Marketability (MKT)

Correlation between Gen Z's Desire for Market Value and Intrinsic Interest in MKT

Pearson's r analysis showed that UAE Gen Z's desire for market value ($M=4.42$, $SD= 0.63$) and their Intrinsic Interest in MKT ($M=4.26$, $SD= 0.64$) have a significant strong positive correlation to each other ($r=0.820$, $p < 0.001$, $N=436$). Regression analysis ($F(1, 434) = 893.069$, $p < 0.01$; $R \text{ square} = 0.673$, $\text{Adjusted R Square} = 0.672$) indicated that Gen Z's desire for market value could count for 67.2% of the variance in their Intrinsic Interest in MKT in their future jobs. A significant strong predictive impact of Gen Z's desire for market value on their Intrinsic Interest in MKT was indicated by Regression coefficients ($C = 0.772$, $\beta = 0.812$, $t = 29.884$, $\text{Sig} < 0.001$). This proves hypothesis H-5 which states, "UAE Generation Z's desire for having good market value in their professional fields is a significant predictor of their 'intrinsic interest' in development of their marketability."

Correlation between Gen Z's Desire for Market Value and Perceived Value of MKT

Pearson's r analysis showed that UAE Gen Z's desire for market value ($M=4.42$, $SD= 0.63$) and their feeling of Perceived Value of MKT



($M=4.26$, $SD= 0.64$) have a significant strong positive correlation to each other ($r=0.736$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434) = 511.765$, $p<0.01$; $R\text{ square}= 0.541$, $\text{Adjusted } R\text{ Square} = 0.540$) indicated that Gen Z's desire for market value could count for 54% of the variance in their feeling of Perceived Value of MKT in their future jobs. A significant strong predictive impact of Gen Z's desire for market value on their feeling of Perceived Value of MKT was indicated by Regression coefficients ($C = 1.095$, $\beta = 0.733$, $t = 22.622$, $\text{Sig} < 0.001$). This proves hypothesis H-6 which states, "UAE Generation Z's desire for having good market value in their professional fields is a significant predictor of their 'perceived value' of development of their marketability."

Correlation between Gen Z's Intrinsic Interest and Behavioral Intention for MKT

Pearson's r analysis showed that UAE Gen Z's Intrinsic Interest in MKT ($M=4.26$, $SD= 0.64$) and their Behavioral Intention for L&D of MKT ($M=4.38$, $SD= 0.67$) have a significant strong positive correlation to each other ($r=0.781$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434) = 680.408$, $p<0.01$; $R\text{ square}= 0.611$, $\text{Adjusted } R\text{ Square} = 0.610$) showed that Gen Z's Intrinsic Interest in MKT could count for 61% of the variance in their Behavioral Intention to participate in L&D for MKT in future jobs. A significant strong predictive impact of Gen Z's Intrinsic Interest in MKT on their Behavioral Intention to participate in L&D for MKT was indicated by Regression coefficients ($C = 0.681$, $\beta = 0.840$, $t = 26.085$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-7 which states, "UAE Generation Z's 'intrinsic interest' in multi skill development, career progression and *marketability* is a significant predictor of their intention to participate in L&D programs designed around these features."

Correlation between Gen Z's Perceived Value and Behavioral Intention for MKT

Pearson's r analysis showed that UAE Gen Z's feeling of Perceived Value of MKT ($M=4.26$, $SD= 0.64$) and their Behavioral Intention for L&D of MKT ($M=4.38$, $SD= 0.67$) have a significant strong positive correlation to each other ($r=0.838$, $p< 0.001$, $N=436$). Regression analysis ($F(1, 434)=1023.544$, $p<0.01$; $R\text{ square}= 0.702$, $\text{Adjusted } R\text{ Square} = 0.702$) indicated that Gen Z's feeling of Perceived Value of MKT could count for 70.2% of the variance in their Behavioral Intention to participate in L&D for MKT in future jobs. A significant strong predictive impact of Gen Z's feeling of Perceived Value of MKT on their Behavioral Intention to participate in L&D for MKT was indicated by Regression coefficients ($C = 0.462$, $\beta = 0.895$, $t = 31.993$, $\text{Sig} < 0.001$). This partially contributes to proving of Hypothesis H-8 which states, "UAE Generation Z's 'perceived value' of multi skill development, career progression and *marketability* is a significant predictor of their intention to participate in L&D programs designed around these features."

V. DISCUSSION

A very large % (85.6%) of the sampled UAE Gen Z showed a strong tendency towards multi-tasking. This habit is similar to Western Gen Z, as reported in studies by Paul [63] and Knoll Inc. [15]. This habit of UAE Gen Z could primarily be due to UAE Gen Z's heavy and concurrent usage of e-technology as reported by ASDA's Burson-Marsteller Arab survey [22,23], and as observed in West-based studies on Western Gen Z [15]. Findings show a significant strong positive correlation and predictive impact of habit of multi-tasking on Intrinsic Interest in MSD and Perceived Value of MSD. This finding is in line with West-based studies that reported a similar finding for Western Gen Z. As for impact of Intrinsic Interest and Perceived Value of MSD, Findings indicated a strong significant impact of these on UAE Gen Z's intention to participate in organizational L&D if this L&D is designed around learning of multiple skills [15]. These Findings are in line with various studies; which have generally asserted the predictive impact of interest on learning behaviour and intention to participate in the future [64,65].

A very large % (91.7%) of the sampled UAE Gen Z expressed their strong preference for working for an organization where they get good career growth opportunities. This preference is similar to Western Gen Z as reported in West-based literature and UAE Gen Y as reported in UAE-based studies [16,17, 66-69]. Findings show a significant strong positive correlation and predictive impact of UAE Gen Z's preference for a career job on their 'Intrinsic Interest' and a significant moderate positive correlation and predictive impact of UAE Gen Z's preference for a career job on their attaching of 'Perceived Value' to Career Progression. As for impact of Intrinsic Interest and Perceived Value of CPG, Findings indicated a significant moderate impact of UAE Gen Z's 'Intrinsic Interest' and a significant strong impact of UAE Gen Z's 'Perceived Value' of CPG on their intention to participate in organizational L&D if this L&D is designed around learning of skills that help in career development. These outcomes are in line with various studies which have generally asserted the predictive impact of interest on learning behaviour and intention to participate in the future [64,65].

A very large % (92.9%) of the sampled UAE Gen Z showed their strong desire for working for an organization where they get good opportunities for enhancing their market value. While desire for market value has not been specifically reported in West-based as well as UAE-based literature, however, the research outcome of this study by the author can be said to be in line with the outcomes of existing literature on career progression when seen in the light of definition of marketability [16,17, 66-69]. Findings showed a significant strong positive correlation and predictive impact of desire for market value on 'Intrinsic Interest' and 'Perceived Value' of marketability in workplace.



VI. CONCLUSION & RECOMMENDATIONS

This research has shown that UAE Gen Z admit to having a habit of multi-tasking. As conceived by this research, and as indicated in data analysis, UAE Gen Z's existing habit of multi-tasking will lead to their interest in working on more than one task, team and project at one time in workplace and for which they will be interested in multi skills development. This interest, in turn, will lead to UAE Gen Z's intention to participate in organizational L&D if this L&D is designed around delivering multiple skills to help them perform in more than one task, project and team simultaneously. Similarly, this research has shown that UAE Gen Z show a strong preference for joining an organization where they have good career progression. As conceived by this research, and as supported by Findings of the study, UAE Gen Z's desire for having a good career will lead to their interest in progression and development of their careers in workplace. This interest, in turn, will lead to their intention and willingness to participate in organizational L&D if this L&D helps them in excelling in their careers. Besides having a desire for good career promotion in their organizations, this research has shown that UAE Gen Z also have a desire for developing their overall market value in their job fields. This research has proved that this desire for marketability will lead to Gen Z's interest in growing their overall market value along with progressing in their careers inside their organizations. This interest, in turn, will lead to UAE Gen Z's intention to participate in organizational L&D if this L&D is designed to develop skills that, besides giving them job skills, enhances their overall market value in their job fields.

This research makes the following recommendations for work organizations in UAE with regard to their L&D choreography:

- a) Organizations must understand Gen Z's habit of multi-tasking and desire for working on more than one task, team and project concurrently. They must support Gen Z in multi skills development by integrating learning of multiple skills in organizational L&D programs.
- b) Organizations must ensure good career progression and make it visible to Gen in order to attract them, motivate them and retain them. This career progression must be supported by integrating learning & development of knowledge & skills, required for career progression, in organizational L&D program.
- c) Besides development of job career, organizations must also invest in development of overall market value of Gen Z in their job fields outside the organization. This can be done by offering value-adding knowledge & skills through certifications delivered through organizational L&D programs.

REFERENCES

1. S. Biggs. (2007). Thinking about Generations: Conceptual Positions and Policy Implications. *Journal of Social Issues*, 63(4). pp. 695–711.
 2. J. Pilcher. (1994) Mannheim's Sociology of Generations: An undervalued legacy. *British Journal of Sociology* 45(3). pp-481–495.

3. C. Gilleard, Higgs, P. (2002). The Third Age: Class, Cohort or Generation? *Ageing and Society*, 22(3). pp. 369–382.
 4. B.R. Kopperschmidt. (2000). Multigenerational employees: strategies for effective management. *The Health Care Manager*, 19(1), pp. 65-76.
 5. R. Alsop. (2008). The trophy kids go to work. *The Wall Street Journal*.
 6. S. E. Needleman. (2008) The Latest Office Perk: Getting paid to volunteer. More companies subsidize donations of time and talent; bait for Millennial Generation. *The Wall Street Journal*. pp. 25–26
 7. R. Zemke, C. Raines, and B. Filipczak. (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in your Workplace* (2nd Ed), American Management Association, New York, NY
 8. K. W. Smola and C. D. Sutton. (2002). Generational Differences: Revisiting Generational Work Values for the New Millennium. *Journal of Organizational Behavior*, 23 (4) pp. 363-382
 9. J. M. Twenge. (2010). A Review of Empirical Evidence on Generational Differences in Work Attitudes. *Journal of Business Psychology*, pp. 201-201
 10. M. Wong, E. Gardiner, W. Lang, and L. Coulon. (2008). Generational differences in personality and motivation - Do they exist and what are the implications for the workplace? *Journal of Managerial Psychology*.
 11. M. McCrindle, (2014). *The ABC of YZY: Understanding Global Generations*, 3rd Edition, New South Wales, McCrindle Research Pty Ltd, pp. 15-16
 12. World Bank. (2012). Maximizing Mobile. Available: <http://www.worldbank.org>, accessed 2 April 2015)
 13. R. Emelo. (2013). Forget Gen Y. Get Ready for Gen Z. Availbale <http://www.astd.org/Publications/Blogs/Human-Capital-Blog/2013/06/Forget-Gen-Y-Get-Ready-for-Gen-Z>
 14. T. Staples. (2018). Gen Z: How they learn, Chief Learning Officer, December 18, Available: <https://www.clomedia.com/2018/12/18/gen-z-how-they-learn/>
 15. Knoll, Inc. (2014). What Comes After Y? Generation Z: Arriving to the Office Soon, Knoll Workplace research.
 16. G. S. Fister, (2015) Forget Millennials: Are you Ready for Generation Z? *Chief Learning Officer*, pp. 38-48.
 17. Gilbert. (2011). The Millennials: A New Generation of Employees, a New Set of Engagement Policies, *The Workforce*
 18. R. Half, (2018). Gen Z Characteristics Employers Need to Understand, Robert Half Blog. Available: <https://www.roberthalf.com/blog/management-tips/gen-z-characteristics-employers-need-to-understand>
 19. L. Cennamo, and D. Gardner, (2008). Generational Differences in Work Values, Outcomes and Person-Organization Values Fit. *Journal of Managerial Psychology*, 23(8), pp. 891-906
 20. H. L. Lim. (2015). *Handbook of Research on Recent Developments in Materials Science and Corrosion Engineering Education*, Pennsylvania, IGI Global, pp-418
 21. PA Consulting Group Report. (2015). Middle East businesses warned to prepare now for Generation Z or face threat to survival. Available: <http://www.paconsulting.com/introducing-pas-media-site/releases/middle-east-businesses-warned-to-prepare-now-for-generation-z-or-face-threat-to-survival-8-july-2015/>
 22. ASDA'A Burson-Marsteller. (2015). 7th Annual Arab Youth Survey, <http://www.arabyouthsurvey.com/> (accessed 5 Dec 2015)
 23. ASDA'A Burson-Marsteller Arab Youth Survey 2017, Available: <https://www.arabyouthsurvey.com/pdf/whitepaper/en/2017-AYS-White-Paper.pdf>
 24. Emirates 24/7 Report. (2015). Unlimited annual leave in UAE? Available: <http://www.emirates247.com/news/unlimited-annual-leave-in-uae-2015-07-11-1.596449>.
 25. The Arabian Post. (2015). Middle East Businesses Warned to Prepare now for Generation Z. Available: <http://thearabianpost.com/admin/2015/07/middle-east-businesses-warned-to-prepare-now-for-generation-z.html>.
 26. J. Hussey and R. Hussey. (1997). *Business research: a practical guide for undergraduate and postgraduate students*, Macmillan Press LTD, Basingstoke, Hampshire.
 27. S. Imenda. (2014). Is there a Conceptual Difference between Theoretical and Conceptual Frameworks? *Journal of Social Sciences*, 38, pp. 185-195.
 28. J. Dewey. (1913). *Interest and Effort in Education*, Boston: Riverside Press
 29. E. L. Thorndike. (1935). *The Psychology of Wants, Interests and Attitudes*, New York: Appleton-Century
 30. D. E. Berlyne. (1949). Interest as a psychological concept, *The British Journal of Psychology*, 39, pp.184-195
 31. H. Schiefele. (1974). Lernmotivation und Motivlernen [Motivation to learn and



- acquisition of motives], München: Ehrenwirth.
32. Schiefele, H., Krapp, A., Prenzel, M., Heiland, A., and Kasten, H. (1983). Principles of an educational theory of interest, Paper presented at the 7th biennial meeting of the International Society for the Study of Behavioral Development.
 33. Schiefele, H. (1991). Interest, learning and motivation. *Educational Psychologist*, 26 (3&4), pp. 299-323
 34. A. Krapp, S. Hidi, and K. A. Renninger. (1992). Interest, learning and development, in K. A. Renninger, S. Hidi & A. Krapp 9Eds) The role of interest in learning and development, Hillsdale, NJ: Erlbaum, pp.3-25
 35. Hoffmann, L., Krapp, A., Renninger, A. and Baumert, J. (Eds.) (1998) Interest and learning, Proceedings of the Seon conference on interest and gender, Kiel: Germany, IPN, pp.301-316
 36. A. Chen. (2001). A theoretical conceptualization for motivation research in physical education: An integrated perspective. *Quest*, 53, pp.35-58
 37. A. Chen, and C. D. Ennis. (2004). Goals, interests, and learning in physical education. *The Journal of Educational Research*, 97, pp.329-338
 38. S. Hidi, and J. M. Harackiewicz. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70, pp.151-179
 39. M. A. Solmon. (1996). Impact of motivational climate on students' behaviors and perceptions in a physical education setting. *Journal of Educational Psychology*, 88, pp.731-738
 40. P. Xiang, A. Chen, and A. Bruene. (2005). Interactive impact of intrinsic motivators and extrinsic rewards on behavior and motivation outcomes. *Journal of Teaching in Physical Education*, 24, pp.179-197
 41. S. Hidi, and W. Baird. (1988). Strategies for increasing text-based interest and students' recall of expository texts. *Reading Research Quarterly*, 23, pp. 465-483
 42. S. Hidi. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research*, 60, pp. 549-571
 43. M. Prenzel. (1988). Die Wirkungsweise von Interesse [The mode of operation of interest], Opladen: Westdeutscher Verlag
 44. K. A. Renninger. (1990). Children's play interests, representation, and activity, in R. Fivush & J. Hudson (Eds.) Knowing and remembering in young children (pp. 127-165). Cambridge, MA: Cambridge University Press
 45. R. C. Anderson, L. L. Shirey, P.T. Wilson, and L. G. Fielding. (1987). Interestingness of children's reading material, in R. E. Snow & M. J. Farr (Eds.) Aptitude, learning, and instruction, Vol. 3: Cognitive and affective process analyses (pp. 287-299). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
 46. S. Hidi, and W. Baird. (1986). Interestingness – A neglected variable in discourse processing. *Cognitive Science*, 10, pp.179-194.
 47. M. B. Miles, and A. M. Huberman. (1994). Qualitative data analysis: An expanded source book, 2nd Ed. Newbury Park, CA: Sage, pp.440.
 48. C. Robson. (2002). Real World Research, 2nd edition, Oxford: Blackwell.
 49. J. Gill, and P. Johnson. (2002). Research Methods for Managers, 3rd edition, London, Sage, pp.34.
 50. Saunders, M., Lewis, P, and Thornhill, A. (2009) Research Methods for Business Students, 5th edition, Essex, Pearson Education Limited
 51. P. J. Lavrakas. (2008). Encyclopedia of survey research methods, SAGE Publications Ltd.
 52. J. W. Creswell. (2012). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Ed, Boston: Pearson Education Inc. p-142.
 53. E. Bernard, (2013). Principles of Research in Behavioural Science, 3rd edition, New York: Routledge, pp. 485.
 54. M. S. Lewis-Beck, A. Bryman, and T. Futing Liao, (2004). The SAGE encyclopedia of social science research methods, SAGE Publications Ltd
 55. E. Babbie. (2008). The Basics of Social Research, 4th edition, California: Thomson Wadsworth, pp.221
 56. Staff Report Gulf News. (2016). Number of students in UAE expected to rise 4% annually', Gulf News. Available: <http://gulfnews.com/news/uae/education/number-of-students-in-uae-expected-to-rise-4-annually-1.1816796>.
 57. A. Tashakkori, and C. Teddlie. (2003a). Handbook of Mixed Methods in Social & Behavioral Research, Thousand Oaks, CA: Sage, pp-713.
 58. R. Kumar, (2014). Research Methodology, 4th edition, London: Sage Publications Ltd.
 59. B. B. Semiz. (2016). Comparison of Stratified Sampling & Quota Sampling in terms of Population Means, Proceedings of the 7th MAC 2016, Chec Republic: MAC Prague Consulting Ltd, pp-98.
 60. O. A. Bolarinwa. (2015). Principles and Methods of Validity and Reliability Testing of Questionnaires used in Social and Health Science Researches. *Nigerian Post Graduate Medical Journal*, 22(4), p-195-201.
 61. R. F. DeVellis. (2012). Scale Development: Theory and Applications, 3rd Ed, Los Angeles: Sage Publications, p-34.
 62. M. S. Litwin. (1995). How to Measure Survey Reliability and Validity, California: Sage Publications, p-8.
 63. A.M. Paul. (2013). You'll Never Learn! Students Can't Resist Multitasking, and It's Impairing their Memory, The Hechinger Report, May 13, 2013.
 64. J. G. Nicholls, M. Patashnick, and S. B. Nolen, (1985). Adolescents' theories of education. *Journal of Educational Psychology*, 77, pp. 683-692
 65. C. S. Dweck. (1986). Motivational processes affecting learning. *American Psychologist*, 41, pp. 1040-1048.
 66. A. Shatat, H. El-Baz, and M. Hariga, (2010). Employee Expectations: Perception of Generation-Y Engineers in the UAE, Paper presented at the Engineering Systems Management and its Applications, 30 March-1 April, American University of Sharjah, UAE.
 67. J. Abdulla, R. Djebarni, and K. Mellahi, (2011). Determinants of Job Satisfaction in the UAE: A Case Study of the Dubai Police. *Personnel Review*, 40(1), 126-146.
 68. D. Whitaker. (2015). Gen Y: Do they want to work for you? Oxford Strategic Consulting. Available: <http://www.oxfordstrategicconsulting.com>.
 69. C. P. Schofield, and S. Honoré, (2015). A New Generation: The Success of Generation Y in GCC Countries, Ashridge Business School Report.

AUTHORS PROFILE

Author-1
Photo

Iftikhar Ahmed Khan personal profile which contains their education details, their publications, research work, membership, achievements, with photo that will be maximum 200-400 words.

Author-2
Photo

Dr. Ahmed Hamoud Al-Shibami personal profile which contains their education details, their publications, research work, membership, achievements, with photo that will be maximum 200-400 words.

