Generational Differences in Job Satisfaction Level Among Employees of State College in Aurora Province, Philippines

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ABSTRACT

Today's top management faces the challenge of managing a multigenerational workforce. While each generation has a unique skill to contribute to the organization's success, they also bring different work characteristics that can lead to intergenerational conflicts. Thus, this study aimed to assess if there is a significant difference in job satisfaction levels among state college employees in Aurora Province based on their generational cohorts. It utilized a descriptive research design through a survey, and data were collected from 360 employees via census using the Minnesota Satisfaction Questionnaire-Short Form. An analysis of Variance (ANOVA) was used to analyze the data. According to this study's findings, most employees are Generation Y members, and their overall job satisfaction falls within the category of High-Level satisfaction, with no statistically significant difference between generations. However, it is worth noting that five of the MSQ-Short Form's 20-item statements significantly differ in generational cohorts and, if not addressed, can lead to generational conflicts in the workplace. To address the five statements with notable differences within cohorts, this study recommended that top management devote significant effort to developing intervention programs. It is also advised that the respondent conduct a self-evaluation to determine their strengths and limitations to become productive and successful workers.

Introduction

There has been much interest in the study of generational differences, and this vast range of generational disparities is becoming a primary reason for concern in today's organizational contexts because it influences the degree of success in the organization. A

workforce that includes diverse individuals is what makes today's workplace unique. A work environment that can be generationally diverse is one where people of various ages coexist.

Receno (2021) stated that workplace and job satisfaction are two of the most prominent and well-discussed issues of generational differences. This is understandable, given that the workplace is a shared ground where several generations interact while executing similar or dissimilar tasks.

According to Amayah and Gedro (2014), generation is a category of persons whose ages differ significantly. A group of people from the same generation can be distinguished by their ages and the common experiences they have as they develop and grow. As indicated by recent studies, generations are divided as follows: people born between 1944 and 1964 are Baby Boomers; those born between 1965 and 1979 are Generation X, those born between 1980-1994 are Generation Y; and those born between 1995-2015 are Generation Z. As Baby Boomers continued to retire, and younger generations started to take over the workforce, it became more crucial than ever for senior management to comprehend generational differences in job satisfaction. Suppose top management is aware of the characteristics of each generational cohort. In that case, they will better identify and fulfill each employee's requirements to successfully and effectively lead a multigenerational workforce.

Generational differences are evident in higher education, where the shifting workforce will change attitudes toward job satisfaction, work ethics, leadership styles, and professional involvement. Higher education can be seen as a crucial engine of growth in low- and middle-income countries like the Philippines, according to the East Asia Pacific Regional Report of the World Bank

(2012), as referenced in the study of Orberta et al. (2016). Higher education is essential in these nations since it may improve people's skills and boost their output.

Any nation expects that its educational institutions, including its state colleges and universities (SUCs) and private higher education institutions (PHEIs), will create the workforce needed to lead it to high, sustainable, and equitable development (Orberta et al., 2016). The growth of these institutions' educational systems toward efficiency and effectiveness in learning is primarily fueled by the faculty's and staff's satisfaction with their jobs at higher education institutions.

Faculty and staff are busy with complex work in a growing and challenging environment. They are responsible for various tasks, including research, teaching, and other extracurricular activities. With this, they are impacted by various factors, which can cause their job satisfaction to rise or fall. According to Hee, Kowong, Shi, Fei, and Ping (2020), faculty and staff are involved in achieving quality education and play a crucial role in developing a country. However, if the faculty and staff are unsatisfied with their jobs, it will significantly and directly affect their outputs. Thus, it is essential to measure the job satisfaction level of faculty and staff.

Satisfied faculty and staff are assets to their organization, as they feel empowered to do their jobs. Abdallah et al. (2017) revealed that the three different forms of job satisfaction—intrinsic, extrinsic, and general- are typically used to quantify job satisfaction. Job satisfaction can be operationally defined as employees' level of liking or disliking towards their job in general, and job satisfaction is derived from internal factors such as the value that they contribute to the organization and external factors such as being treated fairly, which can be measured from their pay, promotions, and interpersonal relations. This definition

can be gauged using available quantitative instruments like the Minnesota Satisfaction Questionnaire, particularly its short version, which emphasizes measuring job satisfaction in general, intrinsic and extrinsic factors.

School officials have long been interested in finding strategies to keep teachers content with their jobs and increase retention. According to Maforah (2015), teacher retention is a critical issue to focus on because it is challenging to keep instructors in the profession. Furthermore, satisfied instructors are required to maintain a quality school atmosphere and culture.

Top managers and employees must be aware of and proficient in dealing with variations along generational lines if their organization is to survive. Top managers have investigated and recognized significant differences between generations and their diverse approaches to working, work-life balance, employment, loyalty, and critical concerns.

Despite not being addressed, generational gaps are a diversity concern and are frequently misinterpreted. When the various generations collaborate closely, they can stimulate creativity and invention. They can also cause a clash of ideologies, resulting in organizational and personal conflict.

In this study, the researcher focused on the generational differences in job satisfaction levels among state college employees in Aurora Province regarding their generational cohorts. The Aurora Province, Philippines, state college comprises four hundred (400) employees and six thousand five hundred forty-three (6,543) students.

Importance and Determinants
of Job Satisfaction

Satisfied employees are assets to their organization and institution, as they feel empowered to do their jobs. Intrinsic and extrinsic factors determine the level of an employee's job satisfaction. In the case of academic institutions, both intrinsic and extrinsic factors affect job satisfaction. *Intrinsic satisfaction* refers to how people feel about the nature of the jobs assigned to them. Personal factors that focus on individuals' attributes and characteristics, such as creativity, achievement, moral values, independence, and authority, are intrinsic satisfaction's essence. *On* the other hand, extrinsic satisfaction refers to how people feel about aspects of their work that are external to the job. It includes advancement, company policy, compensation, coworkers, and recognition.

Abdallah et al. (2017) further revealed that job satisfaction is positively related to organizational commitment, which may lead to dissatisfied employees being less committed to their organization and seeking outside opportunities. This can also lead to employees becoming emotionally and mentally disconnected from their jobs.

The study conducted by Greguras, Gabriel, Diefendroff, Chandler, and Moran (2014), using a sampling of 124 administrative assistants at a large university, examined person-job fit, affect, and job satisfaction. Affect was defined as a person's current experience of feeling or emotion. They found that positive affect had a strong and direct relationship with job satisfaction, while negative affect had a strong inverse relationship. Thus, the more positive a person's current state of emotion, the more satisfied they are in their work.

Additionally, he revealed that the three forms of job satisfaction—intrinsic, extrinsic, and general—are typically used to measure job satisfaction. Both internal and external factors affect an employee's degree of job satisfaction. Both internal and external variables influence academic institutions' job satisfaction.

Job Satisfaction Among Academic Institutions

Teachers' job satisfaction is "how content a teacher feels about his or her work in a school." Some instructors are content with their jobs, while others are not. The amount of effort a teacher will put into students' learning outcomes is affected by his or her job happiness (Msuya, 2016).

According to Bentley et al. (2013), a successful educational system is built on faculty and staff of the highest caliber. Therefore, academic institutions need to pay attention to the job satisfaction of their faculty and staff. Teacher job satisfaction stems from extrinsic and intrinsic factors as motivating features of the educational system. The top motivators are teaching salary, school safety, perceived support from leaders, school culture, and school resources. Still, other studies have proposed that intrinsic and extrinsic factors are the best determinants of job satisfaction among employees of academic institutions. Academic staff and faculty members who are motivated and fulfilled are likelier to be at work on time and perform more effectively.

Wang, Li, Lou, and Zhang (2019) also stated that other determinants of teacher job satisfaction include successful professional development, teacher cooperation, student-teacher relationships, teacher self-efficacy, stakeholder participation, and school autonomy for instruction. Another study discovered that principal job satisfaction, school location, and classroom discipline atmosphere were among them.

According to a study by Atencio (2019), there is a substantial correlation between age and job happiness, and the findings also suggest that older professors had higher job satisfaction. The study was done among faculty members at the University of the Eastern Philippines.

Generational Cohorts

The workplace is the common ground where generational differences are likely discernible as multiple generations interact while performing the same or different jobs. Recent studies indicate that generations are divided: people born between 1944 and 1964 are Baby Boomers, those from 1965-1979 are Generation X, 1980-1994 are Generation Y, and 1995-2015 are Generation Z.

Having a multi-generational workplace has been a challenge for managers today. Most workplaces consist of three generations of workers—Baby Boomers, Generation X, and Generation Y—but recently, members of Generation Z have also joined the workforce. Each of these generations poses a unique ability that they can offer for the success of an organization. However, they also have different characteristics towards work, which can result in intergenerational conflicts that can compromise organizational success. A workforce that includes diverse individuals is what makes today's workplace unique. A work environment that can be generationally diverse is one where people of various ages coexist. Understanding the characteristics of each generational cohort will help top management identify and meet each employee's demands to lead a multi-generational workforce successfully and effectively.

Generational Differences in the Workplace

Baby Boomers have been presented as "obsessive workers" who perceive work as an extension of their self-interests. According to Bates (2019), for Baby Boomers, loyalty's importance in task completion and service delivery is their top workplace value. In this instance, Baby Boomers are exceptionally dedicated to their jobs. Baby Boomers are incredibly loyal and have embedded trust in authority, which values positive relationships with their seniors and supervisors. Their

fundamental expectation is that their loyalty to the company leads to rewards such as promotions. However, 76 million Baby Boomers are rapidly reaching retirement age and preparing to exit the workplace (Shellenback, 2016, as cited in the study of Basic, 2018).

Van der Walt, Jonck, and Sobayeni (2016) found in their study with 301 participants that Baby Boomers place a higher emphasis on both work and delay of gratification, meaning they are more willing to work hard to accomplish larger objectives. Hence, they are more likely to place greater importance on work values and have a higher organizational commitment. Their work values and characteristics are more intrinsic.

Generation X, or Gen X-ers, Baby Busters, or the Lost Generation, were born between 1965 and 1979. Generation Xers are motivated to achieve their overall life goals and orient their values towards a work-life balance. Additionally, they have set deadlines for participating in work tasks (Bates, 2019). They prefer to balance professional and personal time and hold their lives outside work with higher regard than work. Suppose Baby Boomers excelled more due to tenure-based promises of promotion and recognition. In that case, Gen X-ers lean more towards the increase in personal time and opportunities to advance their knowledge and resources. Ledimo (2015) expressed that Gen X-ers are less likely to sacrifice their lives for organizations, but instead, they look for ways to become a part of a more flexible working arrangement. Gen X-ers, of whom 90% are technically competent, can get impatient with others less knowledgeable than themselves. They tend to be practical, independent, and successful, though they are less optimistic than most and see fewer opportunities for job promotions. They do not expect employer loyalty and see no problem changing jobs to advance professionally. They believe their success will depend on continuing education and developing new skills that will keep them marketable.

Generation Y, often referred to as millennials, was born between 1980-1994 and overtook the Baby Boomers as the largest of the generations in the workplace (Fry, 2015). This generation grew up with technology, diversity, and a team approach. Millennials, or Generation Y, emphasize innovation and change in the workplace, which makes their work lives interesting.

Lyons et al. (2015) have assumed that Millennials still distrust central authority despite being optimistic. They are great collaborators, but at the same time, they are independent, self-confident, and self-expressive. Salahuddin (2020) explained that Millennials are more hard-working than Gen X-ers, and as proof of this, they believe that working hard and working wise must go hand-in-hand and that goal-setting is the way to succeed. They value work-life balance and prioritize their family, leisure, and career development. Generation Y will flourish within teams and thrive on teamwork and technology to improve the workforce. Generation Y proves that using time efficiently is more important than making money. By 2025, Generation Y will make up 75% of the world's workforce, accounting for most general labor today (Bates, 2019). According to reports, members of Generation Y frequently long for a work-life balance and the freedom to express their creativity at work. This generation places a high priority on equality and diversity in both their personal and professional lives.

Finally, Generation Z was born between 1995-2015. Those who fall under Gen Z are said to be more racially and culturally diverse because of their willingness to immerse themselves in other cultures and norms. They can be defined as a generation that will lead to a more significant shift in the workplace. Gen Z is predicted to multi-task and be more productive in their work.

They are self-assured and need to ensure their future, so if Gen Z discovers this pleasure in their workplace, they will think of leaving without any problem. The study by Bhattacharya et al. (2021) revealed that Gen Z is less satisfied than other generations. They may be doing monotonous work and only require a little knowledge because they like exploring what would be best for them.

Social media websites are a significant part of how this generation interacts with one another and how much time they devote to using them. Since technology has existed since its birth, most of the younger generation feels at ease using it. Following the retirement of 30 million aging Baby Boomers, Generation Z will start to fill the workforce and create a so-called "youth bubble" in the following seven years (Tulgan, 2013).

Managing a multi-generational workforce has proved difficult in today's workplace. Baby Boomers, Generation X, and Generation Y workers make up most of the workforce, but recently, members of Generation Z have also started working. Each generation has a particular skill to contribute to an organization's success. However, they also have distinct attitudes toward their jobs, which can lead to intergenerational disputes that jeopardize the success of an organization. In order to properly and effectively lead a multigenerational workforce, top management will be able to recognize and address the needs of each employee by having a thorough understanding of the characteristics of each generational cohort. Employees who feel empowered to perform their tasks are assets to the company and institution they work for. Job happiness has many dimensions, including intrinsic and external factors. The former includes aptitude, success, pay, benefits, coworkers, creativity, independence, moral principles, volunteer work, social standing, and working circumstances. Managers must know the four generational groups at work and behave accordingly. It is frightening how employees lose motivation and are dissatisfied at work. Scholars have realized that this results from the organization's difficulty in creating appropriate programs for resolving the recognized problem.

According to the researchers' thorough literature analysis, generational differences and job satisfaction have been the subject of several studies over the past years, mostly involving workers in the private sector. It was discovered that little effort was put into figuring out the constructs in the context of public academe in the Philippines and whether there is a significant difference between the two variables or none. To fill the gap in the research above and serve as a trustworthy resource when developing intervention measures to address issues or problems with the generational differences and job satisfaction among faculty and staff employees, the study was carried out for these reasons.

Purposes of the Research

The primary purpose of this study was to assess whether there is a significant difference in the job satisfaction level of state college employees in Aurora Province, Philippines, regarding their generational cohorts.

Specifically, this study sought to:

1. Draw the profile of state college employees in terms of generational cohorts:

    1.1. baby boomers;

    1.2. generation x;

    1.3. generation y; and

    1.4. generation z.

2. Determine the level of job satisfaction of state college employees using the Minnesota Satisfaction Questionnaire—Short Form in terms of:

    2.1. intrinsic satisfaction;

    2.2. extrinsic satisfaction; and

    2.3. General satisfaction.

3. Assess if there is a significant difference in job satisfaction levels among state college employees regarding their generational cohorts.

Theoretical and Conceptual Framework

Three theories were utilized in this study. First, Maslow's Hierarchy of Needs Theory—Motivation Theory (1945), which is the pyramid depiction of the hierarchy that arranges people's motives in order of precedence, examines the impact of the five human needs—physiological, safety, love, self-esteem, and self-actualization on motivation at work and job satisfaction. The ultimate purpose of a man, according to his natural potential and within the bounds of reality, is to realize himself as a creative, unique individual. He believed that people must be understood in the context of both their internal and external environments. Thus, this theory will explain job satisfaction's intrinsic and extrinsic factors.

Second, Herzberg's Motivation-Hygiene Theory (1959), as cited in the article by Nickerson (2021), revealed that while some job-related factors can lead to job dissatisfaction, others are consistently associated with employee job satisfaction. Additionally, he claimed that hygienic factors, also known as dissatisfiers, are more extrinsic aspects of the workplace. In contrast, motivational factors, also known as satisfiers, are mostly intrinsic employment characteristics that promote satisfaction. The motivator-hygiene theory's premise was that jobs had specific factors related to job satisfaction or dissatisfaction. Herzberg, Mausner, and Snyderman (1959) identified the elements that affect the "Motivators" of satisfaction (accomplishment, acknowledgment, the work itself, responsibility, advancement) and dissatisfaction determinants of "hygiene" (policy and administration, supervision, salary, interpersonal relationships, and working conditions are all examples of administrative tasks).

Figure 1

Conceptual Framework of the Study
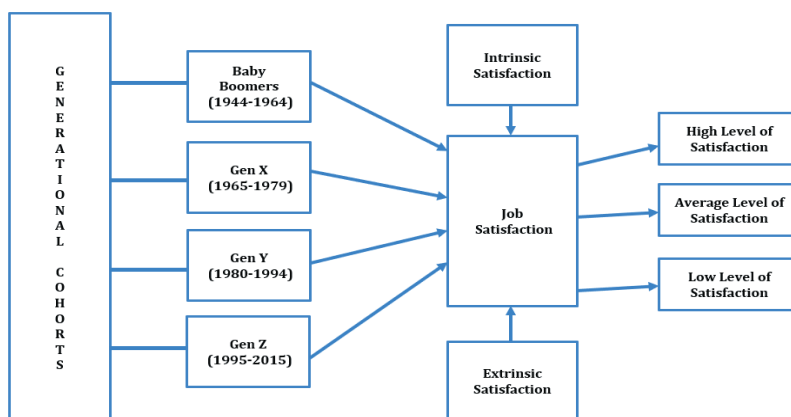
Lastly, the Strauss-Howe (1991) Generational Theory, as cited in Troksa (2016), proposes that workers from different generations can approach work in different ways due to having different expectations of what they desire or value from the job, both intrinsically and extrinsically.

To further understand the study about the generational differences in job satisfaction levels among state college employees, the researchers utilized the Strauss-Howe Generational Theory to explain the generational differences. At the same time, Maslow's Hierarchy of Needs Theory—Motivation Theory, and Herzberg's Motivation-Hygiene Theory are used to explain job satisfaction levels.

Based on the theories mentioned above, the dependent variable is the generational cohorts, which are categorized into four cohorts such as Baby Boomers (1944-1964), Generation X or Gen X (1965-1979), Generation Y or Gen Y (1980-1994), and Generation Z or Gen Z (1995-2015). The level of job satisfaction is the independent variable. This was further divided into two measures: Intrinsic and Extrinsic, wherein the general. In contrast, motivational levels of intrinsic and extrinsic satisfaction can be determined as high, average, or low levels of satisfaction.

Materials and Methodology

Research Design

The main purpose of this descriptive study is to determine the significant difference in job satisfaction levels of state college employees in Aurora, Philippines, regarding generational cohorts. Thus, this study used the survey as the primary data-gathering technique. The descriptive design also looked at the employees' profiles in terms of their generational cohorts and the level of their job satisfaction.

Participants and Study Context

This study was conducted at a state college in Aurora Province, the only state college in Aurora Province, Philippines, created under Republic Act No. 7664, and has a total student population of 6,543 and a total workforce of 400. This study used a census, which enabled the researcher to acquire accurate data to determine the generational differences in job satisfaction levels among state college employees in Aurora Province and to know the needed intervention programs. This study covered the school year 2022-2023 of the College.

The Minnesota Satisfaction Questionnaire (MSQ)-Short Form, a standard validated questionnaire, was used in this study, emphasizing measuring job satisfaction in general, intrinsically, and extrinsically. The MSQ-short form was developed by Weiss, Dawis, England, and Lofquist in 1967. MSQ-short form has 20 items included, including activity, responsibility, variety, social status, supervision of human relations, technical supervision, moral values, security, social service, authority, ability utilization, company policy, compensation, advancement, independence, creativity, working conditions, coworkers, recognition, and achievement. It comes with a manual. It consisted of 20-item statements extracted from the MSQ—Long Form and selected as best exemplifying each of the 20 scales. Two factors—intrinsic (statements: 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20) and extrinsic (statements: 5, 6, 12, 13, 14, 17, 18, and 19) satisfaction were identified by factor analysis of the 20 items.

The demographic profile of the respondents in terms of generational cohorts is the focus of the first part of the questionnaire. The second part aimed to measure the job satisfaction level among state college employees in Aurora Province using the Minnesota Satisfaction Questionnaire (MSQ)-Short Form. The

questionnaires were self-administered and had English and Filipino translations to make them easier to understand.

A pretest was done on 20 faculty and staff who would not participate in the study before the data gathering. Cronbach's alpha was used to measure internal consistency, that is, how closely related a set of items are as a group. The result of Cronbach's alpha was α= .8, indicating an acceptable reliability level.

This study used both primary and secondary sources. The primary data were collected using an online survey-Google Forms). Moreover, a self-administered pen-and-paper survey for employees without internet access or having difficulty using technology. Before gathering the information regarding the list of all state college employees in Aurora Province, the researcher wrote a formal request letter to the Human Resource Management Office. The participants were informed regarding the aim of the study and that their personal information, even their answers, would not be disclosed as part of the confidentiality ethics of the researcher and in compliance with the Data Privacy Act of 2012. According to the MSQ Manual, it would take the respondents 5-10 minutes to answer all the items in the questionnaire. Out of the 400 state college employees in Aurora Province, only 360, or 90%, responded. Secondary sources come from journals, textbooks, and the Internet to fill in some information needed for the study.

The researcher observed the following ethical considerations to ensure the integrity of the research process: 1) informed consent of the participants and respondents had been obtained before involving them in the study; 2) members of the sample group had not been subjected to coercion in any way; 3) privacy of the research respondents had been ensured so that no personal data were collected from the respondents; 4) research respondents had been debriefed about the study; 5) Works that do not belong to the author of this article have been recognized using the APA reference system in an appropriate format, and 6) confidentiality is preserved throughout the research.

Data Analysis

In this study, the general characteristics of the respondents were shown and explained using descriptive statistics, including frequency, percentage, mean, and standard deviation. Inferential statistics were also applied, specifically the analysis of variance (ANOVA), to test the difference between variables.

Results and Discussions

Table 1 indicates that the majority of the state college employees belonged to Generation Y. At the same time, Baby Boomers made up the least number of employees, and this was corroborated by the study of Fry (2015), wherein he found out that Baby Boomers are no longer the largest group in the workforce; Generation Y has surpassed them. Shellenback (2016), as cited in the study of Basic (2018), claimed that 76 million Baby Boomers were prepared to leave the workforce and were close to retirement age.

Table 2 shows that the overall satisfaction among state college employees, which combines intrinsic and extrinsic satisfaction, falls under *High-Level of Satisfaction* with a weighted mean score

Table 1
Profile of State College Employees in terms of Generational Cohort

Generational Cohort	Frequency	Percentage
Baby Boomers	21	5.8
Generation X	71	19.7
Generation Y	149	41.4
Generation Z	119	33.1
Total	360	100

of 4.28, where intrinsic satisfaction has a mean score of 4.29 and extrinsic satisfaction has a mean score of 4.29, both falling under very satisfied, which implied that state college employees were very satisfied in their workplace, both intrinsically and extrinsically, which implied that Satisfied employees are assets to the organization and institution they are in as they feel empowered to do their jobs. This also supports the study of Shila and Sevilla (2015), wherein they found out that their job satisfaction greatly influenced faculty and staff loyalty to the organization. Faculty and staff happy with their jobs are more likely to stay with the organization. The more satisfied employers are with their jobs, the greater their participation and dedication to the organization. Bentley et al. (2013) state that a sound education system is built on a strong faculty and staff. Hence, academic institutions must pay attention to the job satisfaction of their faculty and staff.

Table 2

Indicators of Job Satisfaction Level (Intrinsic, Extrinsic, General Satisfaction)

INTRINSIC SATISFACTION	Weighted Mean	Std. Dev.	Verbal Interpretation
Being able to keep busy all the time	4.26	0.72	Very Satisfied
The chance to work alone on the job	4.15	0.75	Satisfied
The chance to do different things from time to time	4.19	0.77	Satisfied
The chance to be "somebody" in the community	4.33	0.75	Very Satisfied
Being able to do things that don't go against my conscience	4.42	0.74	Very Satisfied
The way my job provides for steady employment	4.34	0.74	Very Satisfied
The chance to do things for other people	4.46	0.65	Very Satisfied
The chance to tell others what to do	4.13	0.71	Satisfied
The chance to do something that makes use of my abilities	4.45	0.69	Very Satisfied
The freedom to use my own judgement	4.05	0.82	Satisfied
The chance to try my own methods of doing the job	4.34	0.67	Very Satisfied
The feeling of accomplishment I get from the job	4.38	0.74	Very Satisfied
Overall Weighted Mean	**4.29**		**Very Satisfied**
EXTRINSIC SATISFACTION			
The way my boss handles his/her employees	4.48	0.71	Very Satisfied
The competence of my supervisor in making decisions	4.42	0.74	Very Satisfied
The way company policies are put into practice	4.23	0.80	Very Satisfied
My pay and the amount of work I do	4.03	0.88	Satisfied
The chances for advancement on this job	4.19	0.86	Satisfied
The working conditions	4.14	0.74	Satisfied
The way my co-workers get along with each other	4.42	0.70	Very Satisfied
The praise I get for doing a good job	4.18	0.80	Satisfied
Overall Weighted Mean	**4.26**		**Very Satisfied**
GENERAL SATISFACTION	**4.28**		**High Level of Satisfaction**

Legend Intrinsic and Extrinsic: 1.00-1.79 = Very Dissatisfied; 1.80-2.59 = Dissatisfied; 2.60-3.39 = Neutral; 3.40-4.19 = Satisfied; 4.20-5.00 = Very Satisfied

Legend for General Satisfaction: 0-1.25 = Low Level of Satisfaction; 1.26-3.74 = Average Level of Satisfaction; 3.75-5.00=High Level of Satisfaction

The study of Javier and Deligero (2014) on the job satisfaction of teaching and non-teaching employees was done at the Lyceum of the Philippines University in Batangas City. According to the findings, LPU-Batangas employees had a high degree of job satisfaction regarding maintenance/hygiene elements and satisfaction/motivation aspects. Based on the level of job satisfaction of teaching and non-teaching personnel, there was a substantial association between hygiene and motivating variables.

Satisfied employees are assets to their organization and institution, as they feel empowered to do their jobs. *Intrinsic satisfaction* refers to how people feel about the nature of the jobs assigned to them. The data shows that out of the 12 statements under intrinsic satisfaction, eight were stated as very satisfied, while four were stated as satisfied only by the respondents. The statement *"the chance to do things for other people"* got the highest weighted mean score of 4.46, while *"the freedom to use my own judgment"* got the least weighted mean score of 4.05. Personal factors that focus on individuals' attributes and characteristics, such as creativity, achievement, moral values, independence, and authority, are the

essence of intrinsic satisfaction. Vlachos, Panagopoulos, and Rapp (2013), using a correlational research design with a sampling of 438 employees from 47 different organizations, found that employees who are intrinsically engaged or exhibit corporate social interaction have significantly higher job satisfaction.

Extrinsic satisfaction, on the other hand, refers to how people feel about aspects of their work that are external to the job. It includes advancement, company policy, compensation, coworkers, and recognition. Under extrinsic satisfaction, four out of eight statements were stated by the respondents as very satisfied, while four were stated as satisfied only. The statement "the way my boss handles his/her employees" got the highest weighted mean score of 4.48, while "my pay and the amount of work I do" got the lowest weighted mean score of 4.03. Looking into the relationship between job satisfaction and external factors allows organizations to regulate their contribution to or impact the work environment.

Table 3 reveals there was no discernible difference in the degree of overall job satisfaction across state college

Table 3

Significant Difference in Job Satisfaction Level in terms of Generational Cohorts

	Generational Cohorts	Weighted Mean	F-value	p-value	Decision	Remarks
Intrinsic Satisfaction	Baby Boomers	4.29	.564	.639	Accept H$_o$	Not Significant
	Gen X	4.30				
	Gen Y	4.29				
	Gen Z	4.29				
Extrinsic Satisfaction	Baby Boomers	4.27	1.45	.229	Accept H$_o$	Not Significant
	Gen X	4.26				
	Gen Y	4.28				
	Gen Z	4.26				
General Satisfaction	Baby Boomers	4.28	.747	.525	Accept H$_o$	Not Significant
	Gen X	4.28				
	Gen Y	4.29				
	Gen Z	4.28				

employees in terms of generational cohorts, with a computed F-value of .747 and a p-value of .525 (.525>.05). As a result, the null hypothesis was not rejected. This result indicates that the level of job satisfaction was unaffected by generational cohorts. This result was consistent with Saner and Eyupoglu's (2013) study, in which the respondents were academics from North Cyprus who completed the Minnesota Satisfaction Questionnaire. They found that overall job satisfaction did not change significantly among generational cohorts.

However, the study conducted by Atencio (2019) among faculty members of the University of the Eastern Philippines revealed that there was a significant relationship between age and job satisfaction, and the result also implies that older teachers have higher job satisfaction

When it comes to intrinsic satisfaction, Table 3 shows that Generation

Table 4

5-item Statement of MSQ Short-Form with Significant Difference in Terms of Generational Cohort

MSQ Statements	Generational Cohorts	Weighted Mean	F-value	p-value	Decision	Remarks
Statement 6 *"The competence of my supervisor in making decisions"*	Baby Boomers[a]	4.40	4.220	.006	Reject H_o	Significant
	Gen X[a]	4.41				
	Gen Y[ab]	4.41				
	Gen Z[a]	4.41				
Statement 7 *"Being able to do things that don't go against my conscience"*	Baby Boomers[a]	4.43	3.095	.027	Reject H_o	Significant
	Gen X[b]	4.43				
	Gen Y[b]	4.42				
	Gen Z[b]	4.41				
Statement 8 *"The way my job provides for steady employment"*	Baby Boomers[a]	4.33	3.737	.011	Reject H_o	Significant
	Gen X[a]	4.35				
	Gen Y[a]	4.34				
	Gen Z[b]	4.33				
Statement 15 *"The freedom to use my own judgement"*	Baby Boomers[a]	4.03	3.952	.009	Reject H_o	Significant
	Gen X[a]	4.05				
	Gen Y[ab]	4.05				
	Gen Z[b]	4.06				
Statement 16 *"The chance to try my own methods of doing the job"*	Baby Boomers[a]	4.33	3.173	0.024	Reject H_o	Significant
	Gen X[a]	4.35				
	Gen Y[ab]	4.35				
	Gen Z[b]	4.36				

**Post-hoc analysis measures with the same letter notation are not significantly different among each other)

X was the most satisfied cohort with a weighted mean score of 4.30, while Baby Boomers, Generation Y, and Generation Z have the same weighted mean score of 4.29. The ANOVA result of intrinsic satisfaction among the generational cohort got an F-value of .564 and a p-value of .639 (.639>.05). This implies that since the p-value is greater than the alpha (α=.05), the null hypothesis was not rejected. It was concluded that there was no significant difference in intrinsic satisfaction among state college employees in Aurora Province in terms of the generational cohort.

In Table 3 for extrinsic satisfaction, Generation Y was the most satisfied cohort, with a weighted mean score of 4.28, followed by Baby Boomers with a weighted mean score of 4.27. At the same time, Generation X and Generation Y both got a weighted mean score of 4.26. The ANOVA result of the extrinsic satisfaction among generational cohorts generates an F-value of 1.448 and a p-value of .229 (.229>.05). This implied that since the p-value was greater than the alpha (α=.05), the null hypothesis was not rejected. Hence, no significant difference is extracted in extrinsic satisfaction among state college employees in Aurora Province in terms of generational cohorts. This data implies that both intrinsic and extrinsic satisfaction can contribute to how employees perceive their work.

Results in Table 4 show the ANOVA result of the 20-item statements in the Minnesota Satisfaction Questionnaire-Short Form and generational cohorts revealed that out of the 20-item statements, five statements were significant. These were statement 6, *"the competence of my supervisor in making decisions"* (.006<.05), statement 7, *"being able to do things that don't go against my conscience"* (.027<.05), statement 8, "*the way my job provides for steady employment"* (.011<.05), statement 15 *"the freedom to use my own judgement"* (.009<.05) and statement

16 *"the chance to try my own methods of doing the job"* (.024<.05).

The life of an organization relies on its employees. It is always vital that they always have the urge to be the best asset of an organization. According to Saleem, Mahmood, and Mahmood (2010), as cited in the study of Nitafan and Camay (2020), how unmotivated and dissatisfied employees might get at work is frightening. Researchers have realized that this results from the organization's difficulty developing effective programs to address the problems.

Conclusion and Recommendations

The purpose of this study is to discover generational differences in job satisfaction levels among state college employees in Aurora, Philippines. It is critical that faculty and staff feel content, enjoy their jobs, and are satisfied with the responsibilities they are assigned. Employees who are content with their jobs are less likely to leave, which helps reduce attrition.

This study discovered that various generations have distinct reactions to their work. Most of the state college employees are from Generation Y, while the least are from Baby Boomers since they are nearing retirement and preparing to leave the workplace. Their overall satisfaction, a combination of intrinsic and extrinsic satisfaction, was rated 'high', indicating that the state college employees are delighted with their jobs. Job satisfaction is highest among Generation Y. There is no significant difference in job satisfaction levels between generational cohorts of state college employees. Among the MSQ—Short Form's 20-item statements, five significantly differ in generational cohorts. These goals of work design provide opportunities for people to obtain high levels of performance and job pleasure. Job performance is related to job satisfaction regarding the quality of tasks

completed and the level of achievement made by employees.

These findings implied that to create a successful multigenerational workplace; it is essential to comprehend these generational distinctions. This is because job satisfaction can improve job performance and boost an organization's output. It is understood that several generations respond to their environment at work. Each of them is motivated by different requirements and preferences regarding their work, which company.

Nevertheless, this study had limitations despite the participants' favorable answers. First, this study only focuses on the generational differences in job satisfaction among state college employees in Aurora Province, followed by the objectives mentioned. Second, this study is confined to four generations only: Baby Boomers, Generation X, Generation Y, and Generation Z. Lastly, the only instrument utilized is the Minnesota Satisfaction Questionnaire Short-Form, a 20-scale created by Minnesota Studies in Vocational Rehabilitation, better known as the Work Adjustment Project. Although the study is simplified with limited variables, the researcher believes that the results of this study will provide an opportunity to advance the generational differences and job satisfaction level of employees' literature in the Philippines.

Through this research, school officials, administrators, and top managers would be able to create programs, policies, and practices that would address the five statements with notable differences within cohorts. This will provide a basis for subsequent research and aid in altering the reward system and determining how to manage talent. Offering those perks to various generations would improve an organization's workplace culture. It is vital to provide training, build effective plans for employee progression, assist managers, and empower teams. Participants must also have a self-assessment to identify their strengths and weaknesses to become effective and efficient employees. Since this study only focused on the generational differences in the level of job satisfaction among state college employees in Aurora Province through the MSQ-Short Form, future researchers must try to conduct the study with other government agencies or private companies in the country and to venture into other variables that may possibly have a significant impact on employee development.

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