

How do Different Age Groups Approach Work in Turkey?

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Abstract. The main purpose of this study is to understand the impact of age on work values and work centrality. The study was conducted in Istanbul, Turkey with the participation of 935 university graduate, corporate white-collar employees of large companies in Istanbul. In-depth interviews were conducted for the qualitative stage and a web-based survey was administered for the quantitative stage of data collection. An important contribution of this study is the emic items identified for the Turkish work context. These emic items are suggested to be incorporated to work values inventory for future research. The results indicated differences in work values among different age groups as well as changes among age groups in the level of importance of work.

Keywords. Work Values, Work Centrality, Age, Turkey.

JEL. J50, J60, J61.

1. Introduction

Gaining a clear understanding of different age groups in the work force is important for interpreting the dynamics behind the work related behaviours of each group. Work values and work centrality are important variables in understanding the work behaviours and attitudes of employees in organizations. This study contributes to the literature by investigating the effects of age on work values and work centrality and mainly posits that work values and work centrality differ for each age group.

In today's business world, there are different age groups within the work force. Age has been an important variable acting as a key antecedent of work behaviours and attitudes (Rhodes, 1983; Palmore, 1978; Li *et al.*, 2008) and it has been positively related with work outcomes such as job satisfaction (Kalleberg, 1977; Kalleberg & Loscocco, 1983; Gould & Hawkins, 1978), job involvement (Rabinowitz & Hall, 1977; 1981), work ethics, work values (Rhodes, 1983; Cherrington *et al.*, 1979), and organizational commitment (Steers, 1977; Morrow & McElroy, 1987; Meyer *et al.*, 1993).

In order to understand the difference in work values and work centrality among different age groups, this empirical research is grounded in two of the most prominent theories of adult development; 'Life Span' (Levinson, 1978; 1986) and 'Career Stage' (Super, 1957; 1980) theories. These theories focus on the development and changes in an individual's life from a life cycle perspective. While the former approach is based on the impact of life tasks, the latter approach conveys explanations in terms of career concerns.

According to Levinson (1978; 1986), adult development is composed of eight sequential stages and each one of these stages emphasizes different social roles, crucial activities, and psychological adjustments. Each stage contributes to the whole, and is determined by age and chronological order. In each era, it is expected that every individual experience some generally common tasks such as entry to the

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Turkish Economic Review

labour force, marriage, parenting, and education. There is a continuous development in which factors such as family, work, social status, religion, and race contribute to the process. According to Levinson's theory, there are four major life eras; 'Pre-adulthood (0-22 age)', 'Early-adulthood (17-40 age)', 'Middle-adulthood (40-65 age)' and 'Late-adulthood (60+ age)'. During each period, people make crucial choices that shape their future phases. Each era is also divided into sub-periods and transition periods, during which individuals seek different levels of growth and pursue goals, values, and related activities (Levinson, 1986).

In Levinson's model, early adulthood (age 17-40) is identified as the most productive time of a person's life. This age period corresponds, more or less, to the highest proportion in the work force. Thus the respondents of the study are selected from early adulthood and from middle adulthood era to cover 40s age group.

20's and 30's are peak years both biologically, socially and psychologically. They are the periods of high physical energy, and the era of forming occupation, establishing family life, realizing goals, pursuing aspirations, passions, and the period of complex contradictions, choices, and stress.

In their 20s, individuals aim to develop a personal identity at work, in family and community. They are more inclined to explore life and career. In the beginning of 30's, they evaluate their accomplishments in their 20's, and move towards re-establishing their professional and personal achievements. Mid-late 30s are the settling down period in which individuals are more concerned with stability. They strongly continue to struggle for their professional and personal goals during this period. Compared to 20s, they are more inclined to make strong commitments to work, family, and community, and realize their aspirations both in work, and in non-work life, experience higher satisfaction and show greater performance (Levinson, 1986; Ornstein *et al.*, 1989). Thus, they intend to attain promotions, improvement, and professional accomplishment.

In their 40's, individuals care less about external demands, and care more about individual needs. They start to recognize that life is short and begin to question the importance of work. People become more interested in personal life rather than work life and more prone to sustain their achievements, avoid taking risks and give importance to security and conformity.

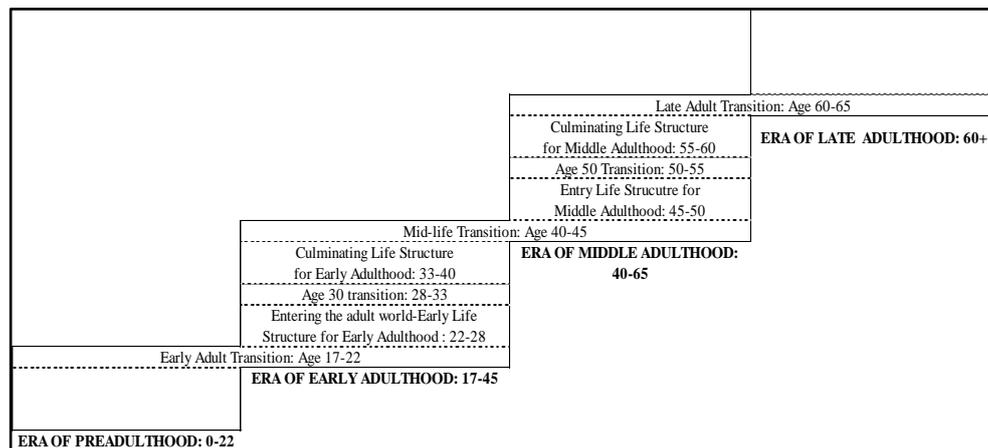


Figure 1. *Developmental Periods: Developmental Periods in the Eras of Early and Middle Adulthood*

Source: Levinson (1986).

Contrary to Levinson's theory, which proposes a linear model of development, Super (1980) states that individuals can be at any one of the stages regardless of what age they are in their lives. According to Super's career model, there are four stages; 'exploration', 'establishment', 'maintenance' and 'decline'. Exploration stage is a trial period consisting of uncertainty and instability (Slocum & Cron, 1985). Individuals explore their interests, develop their competencies, self-image,

Turkish Economic Review

and build relations in work and non-work spheres. In the ‘establishment’ stage, people make their choices and begin to execute their major plans. They pursue a more stable work and personal lives. They show a higher level of commitment and career advancement rather than exploration (Slocum & Cron, 1985; Ornstein *et al.*, 1989). The third ‘maintenance’ stage corresponds to the settlement period both in professional and personal life. Individuals focus on maintaining their achievements (Super, 1980). Finally, in the ‘decline’ stage, people begin to leave the workforce and become independent of work-related self-image.

These models contribute to the understanding of the attitudes and behaviours of individuals towards work in terms of life and career developmental stages. Most of the researchers studying these developmental stages have used the age variable to measure work related attitudes and work values among people in different stages (Gould, 1979; Slocum & Cron, 1985; Cron & Slocum, 1986; Ornstein *et al.*, 1989; Rabinowitz & Hall, 1981).

Based on both Levinson’s (1978; 1986) and Super’s (1980) models, age has been operationalized in chronological terms and employees have been categorized within age groups of 20’s (23-30), 30’s (31-40) and 40’s (41-50) similar to those used by Gould (1979); Slocum & Cron (1985); Cron & Slocum (1986); Ornstein *et al.*, (1989); Morrow & McElroy (1987); Meyer *et al.*, (1993); Weng *et al.*, (2010). This research aims to understand differences between these age groups, which represent a large segment of today’s work force.

In the last decades, studies have examined the altering attitudes and behaviours in work domain, which are mainly derived from the changes in needs, expectations, experiences, and aging (Rhodes, 1983). In the literature, age has been an important antecedent of these changes and has been found positively related with job involvement (Hall & Mansfield, 1975; Rabinowitz & Hall, 1977; 1981), job satisfaction (Wright & Hamilton, 1978; Kalleberg & Loscocco, 1983; Glenn *et al.*, 1977; Gould, 1979; Mottaz, 1987), motivation (Freund, 2006), organizational commitment (Meyer & Allen, 1987; 1988; Meyer *et al.*, 1993; Morrow & McElroy, 1987), work centrality (Bal *et al.*, 2011) and work values (Cherrington *et al.*, 1979; Rowe & Snizek, 1995).

2. Work Values

In the literature, researchers examine values in order to have a deeper understanding of human behaviour and have given elaborate definitions of values. In general, life values are important constructs in determining people’s attitude, behaviours, and personal goals and show what is important to a person in life. Various researchers have studied values from comparatively altering spheres. According to Rokeach (1973), a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. Rokeach (1973; 1979) classifies values as desirable modes of conduct, which is referred to as ‘instrumental or means values’ or beliefs about preferable end-states of existence, which is referred to as ‘terminal or ends values’. Super (1980) states that a value is a material condition or a psychological state, which one seeks to achieve. Schwartz (1992) explains values as concepts or beliefs that concern desirable states, objects, goals, or behaviours and act as a guide to select behaviours and events in people’s lives, and orders them by their relative importance.

General life values may change due to the context of life domains such as work (Roe & Ester, 1999). Regarding work values, Schwartz has stated that work values are an extension of general values whereas according to Ros *et al.*, (1999), they are reflections of basic life values. Even though, Elizur & Sagie (1999) have indicated the structural similarity of work values with general life values, they have also highlighted that work values lead to a more specific meaning and values differ in a work context (Elizur & Sagie, 1999; Sagie *et al.*, 1996; Roe & Ester, 1999). Elizur (1984) has described work values as the importance individuals attribute to a particular outcome obtained in the context of a work setting.

Turkish Economic Review

In the literature, work values are categorized into several classifications. Most researchers have categorized work values in two or three types. Intrinsic and extrinsic classification is the most widely used one (Nord *et al.*, 1990). Intrinsic work values reflect the actual content of work whereas extrinsic work values refer to the material outcomes of work (George & Jones, 1997). In the widely used trichotomous classification, social values, which refer to relations, are combined with the intrinsic and extrinsic dichotomy classifications (Elizur, 1984; Mottaz, 1985; Ros *et al.*, 1999).

Elizur defines two facets of work values; modality of outcome regarding the consequences of work, and system performance contingency vis-à-vis the work environment and management (Sagie *et al.*, 1996). The consequences of work consist 'affective' work values as emotional and social values; 'instrumental' work values as materialistic values, and 'cognitive' work values as interests and achievement. Work values about work environment and management include resources such as incentives regardless of performance outcomes, and rewards depending on the performance (Elizur *et al.*, 1991). Elizur *et al.*, (1991) have operationalized these values in a 24-item work values questionnaire, which is also used in this study. The measurement covers a general concept of work values together with different perspectives such as work environment, expectations, instrumental and material variables (income, working hours etc.).

According to Ros *et al.*, (1999), work values, as reflections of basic life values, are expressions of beliefs associated with a desirable outcome or behaviour. People make choices due to their aspired end-states and goals in the work environment (Schwartz, 1992; Ros *et al.*, 1999). They first defined three types of work values; intrinsic, extrinsic and social. Then, 'Self-enhancement', which is a fourth dimension related to power, recognition, achievement etc., is introduced. This latter dimension comparatively corresponds to the 'cognitive' work values (Elizur *et al.*, 1991), 'extrinsic' work values (Herzberg, Mausner & Snywderman, 1959; Rosenberg, 1957: in Ros *et al.*, 1999) and 'intrinsic' work values (Borg, 1990; Crites, 1961: in Ros *et al.*, 1999).

Regarding the Turkish work context, Tevruz & Turgut (2004) have created a 'trichotomous' classification as functions of work goals. First are 'individualistic' work values; 'being knowledgeable', 'independence', 'being active', 'meaningful life', and 'keeping oneself busy'. Second are 'normative' work values; 'fulfilling religious duties', 'contribute to society', 'creating order', and 'avoiding missteps'. Third comes the 'worldly' work values; 'to ensure livelihood', 'to enjoy life', and 'to gain status'. Though most of these items are comparable to the ones used in western studies, they enhance this study by adding 'avoiding missteps' item, which is a different *sui generis* variable for the Turkish context.

In order to reveal the individual work experience and behaviour at work, it is important to understand the work values (Elizur & Sagie, 1999) which are reported as important antecedents of job satisfaction (Kalleberg, 1977; Rounds, 1990; Locke, 1976), career choices (Kalleberg & Stark, 1993), performance (Adkins & Naumann, 2001; Siu, 2003), organizational citizenship behavior (Feather & Rauter, 2004), job choice decisions (Ravlin & Meglino, 1987; Judge & Bretz, 1992; Ros *et al.*, 1999; Swaney *et al.*, 2012), and organizational commitment (Elizur, 1996; Elizur & Koslowsky, 2001).

According to Levinson's (1986) life cycle and Super's (1980) career development models, individuals are likely to explore their professional identities and goals before their 30s. As Johnson & Monseraud (2012) have stated, 'wanting it all' is seen as a characteristic of today's ambitious young people, thus, it could be expected of these young people to give higher importance to most of work values before deciding on their niche sphere in work life. When people reach their 30s, they aim to attain career development, promotion, achievement. During 40s, they prefer more stability, and orient towards conformity, avoid risk.

In the literature, some studies have shown that there is a relationship between work values and age. As individuals age, they accumulate experiences, their

Turkish Economic Review

preferences and needs change (Rhodes, 1983). Thus, while some work values gain importance with age, some of them tend to lose their importance (Cherrington *et al.*, 1979; Kalleberg & Loscocco, 1983; Tolbert & Moen, 1998; Ebner *et al.*, 2006; Freund, 2006).

Taking these into consideration, the first hypothesis in the research is stated as below:

H1: There are significant differences in work values among the 20s, 30s and 40s age group.

3. Work Centrality

In general, 'work centrality' or 'work involvement' is the degree of importance of work in one's life (Paullay *et al.*, 1994) and the degree of psychological identification with work in general (Gorn & Kanungo, 1980). According to Kanungo, "work centrality is a normative belief about the value of work in one's life, and it is more a function of one's past cultural conditioning or socialization." (Kanungo, 1982, p. 342). This concept stems from Dubin's formulation of work as a central life interest, stressing the role of working in one's life compared to other life roles and spheres (Dubin *et al.*, 1975). According to this notion, people that regard work as a central life interest, have a strong identification with their work roles, and believe that work is a main component in their lives (Dubin *et al.*, 1975; Diefendorff *et al.*, 2002).

Work has a relatively high importance when compared to other spheres of life such as community, leisure, religion, and family (England, 1991; Ruiz-Quintanilla & Wilbert, 1991; Harpaz, 1999). It is generally agreed that the degree of work centrality is a stable attitude regardless of conditions of a particular work environment (Kanungo, 1982; Paullay *et al.*, 1994; Hirschfeld & Field, 2000).

In the earlier studies, job involvement and work centrality used to represent the same concept (Lodahl & Kejner, 1965; Saleh & Hosek, 1976). However, recent studies have made a clear distinction between job involvement and work centrality. While the former refers to individuals' involvement and identification with work in general, the latter refers to cognitive engagement of individuals in their present job (Gorn & Kanungo, 1980; Kanungo, 1982; Paullay *et al.*, 1994). According to Kanungo (1982: p.342), "Job involvement is a descriptive belief that is contemporaneously caused whereas work involvement is a normative belief that is historically caused." Work centrality reflects the degree of the importance of work in people's lives (Kanungo, 1982; Brooke *et al.*, 1988). Thus, work centrality has a broader scope compared to job involvement, which is more situationally determined (Gorn & Kanungo, 1980).

Some studies have highlighted the relation between work centrality and the financial necessities. Gould & Werbel (1983) have stated that if there are needs for financial requirement, the degree of work centrality will be higher. On the contrary, some other studies have suggested that people will continue to work regardless of financial needs (Warr, 1982; Harpaz & Fu, 2002), pointing to the absolute importance of work. Arvey *et al.* (2004) have measured the importance of work by investigating whether individuals would continue to work if they had won the lottery. According to the results, the discontinuance of work is highly related with the amount that is won. Thus, if work is important in individual's lives, it is highly possible that they would continue to work. On the other hand, England (1991) has stated that people give more importance to economic work goals rather than prioritizing work in their lives. In their six-year period study, Ruzi-Quintanilla & Wilpert (1991) have stated that while the importance of work role decreases, the importance of leisure escalates, and expressive work goals increases, and obligatory work goals are deprioritized.

The most common antecedents of work centrality have been identified as gender, age, education (Lorence, 1987; Mannheim *et al.*, 1997; Mannheim, 1993; Harpaz & Fu, 2002; Mannheim & Cohen, 1978), need for achievement (Mannheim & Cohen, 1978; Mannheim *et al.*, 1997), occupation (Lorence, 1987; Mannheim,

Turkish Economic Review

1975), and rewards (Mannheim & Cohen, 1978). 'Work centrality' is positively related to organizational variables such as job tenure (Dubin *et al.*, 1975), organizational citizenship behaviors (Diefendor *et al.*, 2002), organizational tenure and relational contract (Bal *et al.*, 2011), hours worked (Snir & Harpaz, 2005), job involvement (Paullay *et al.*, 1994; Diefendor *et al.*, 2002), and organizational commitment (Brooke *et al.*, 1988; Mannheim *et al.*, 1997; Witt *et al.*, 2002).

According to Lorence (1987), the nature of developmental aging process affects the general work role in one's life. In reference to career and life development perspectives, the importance of work increases until about the age of 40 and afterwards decreases due to upward surging emphasis on family and non-work life (Levinson, 1986; Super, 1980; Kalleberg & Loscocco, 1983). Mannheim & Rein (1981) have indicated that there is an inverse relationship between age and work centrality, such that as people age, their work role becomes less important compared to their other roles. However, contrary to these findings other studies have indicated that there is a positive relation between age and work centrality (Mannheim *et al.*, 1997; Smola & Sutton, 2002; Arvey *et al.*, 2004; Schmidt & Lee, 2008).

In accordance, the second hypothesis is composed as follows;

H2: There is a significant difference in the level of work centrality among 20s, 30s and 40s age group.

4. Sample

1,327 employees have participated in the research. After a review of the responses, it has been indicated that some of the respondent's profiles are not suitable for the targeted group, and some of the questionnaires were not completely filled, so, were not appropriate for statistical analysis. These surveys are excluded from the study and the final sample size of the study is reduced to 935 respondents.

Purposive sampling is applied and participants are selected due to their willingness to participate in the research and their professional profiles. The study is completed by the online contribution of white-collar employees who have been working in corporate companies for at least 2 years, and are minimum college/university graduates.

All of the respondents participated from Istanbul, Turkey. 498 (53.3 %) of the participants are female, and 437 (46.7 %) are male. The average age of the participants is 34.9 (SD= 5,8). 226 (24.2 %) of participants are between the ages 23-30; 532 (56.9 %) of them are between the ages 31-40; 177 (18.9 %) of them are between the ages 41-50. 42 (4.5 %) of the respondents are 2 year college graduates; 515 (55.2 %) of them hold university degrees; 340 (36.4 %) of them hold masters degrees; and 38 (4.1 %) of them hold a Ph.D degree. 89 (9.5 %) of participants are at upper middle manager level; 364 (38.9 %) are middle manager level; 89 (9.5 %) are manager candidates; 360 (38.5 %) are specialists and 33 (3.5 %) of them are first level employees.

5. Procedure

The questionnaire has been prepared in Survey Monkey. The online link was sent via e-mail to the LinkedIn and personal e-mail addresses of more than ten thousand employees. The average time for the completion of the questionnaire is estimated to be seven minutes. The study began on March 3, 2014 and concluded on March 18, 2014.

6. Measures

The questionnaire is designed to cover demographic information of the participants including age, gender, marital status of the participants, and education, length of employee status, and to test two variables; work values and work centrality.

Turkish Economic Review

6.1. Work Values

Work Values are tested in two stages; Qualitative and Quantitative.

In the qualitative stage, the aim is to understand the general perception and the meaning of 'work' among Turkish employees, and to understand each age group's expectations from work. 13 in-depth interviews are conducted to explore emic items that embody different sui generis attitudes of Turkish employees due to their age groups.

In the qualitative stage, snowball sampling is applied. Participants are selected due to their willingness to participate in the research, and their professional profile, which are white-collar employees working in corporate companies at least 2 years and are university graduates. Of thirteen participants, seven of them are male, and six of them are female. Five of them are aged below 30, and eight of them are aged above 30. Each in-depth interview has lasted around 60 minutes on average. As a result, 14 emic items for Turkish work context, which are not covered by Elizur's study, are identified. They are combined with Elizur's work values questionnaire in the quantitative stage. These emic items are tested in a pilot study before the quantitative stage. The pilot study is conducted with 126 respondents similar to the sample profile of this study. The alpha coefficient for 14 emic items is $\alpha = .912$, suggesting that it has a relatively high internal consistency and is acceptable for this study.

In the quantitative stage, work values are measured by 38-item covering 14 emic items derived from in-depth interviews and 24 item test developed by Elizur *et al.*'s (1991). These 14 emic items involve both developmental and some additional materialistic work values such as to value one's time, to have spiritual satisfaction, to realize one's dreams, and to have life and work balance, stable life-style, financial independence and fun working environment and so on. Elizur *et al.*, (1991) 24-item work values are loaded on three factors; 'Affective' (5-item), 'Cognitive' (14-item) 'Instrumental' (5-item) work values. The original six-point scale is used in the survey. The participants were asked to rate each item on a scale ranging from (1) 'very unimportant' to (6) 'very important'. The original questionnaire of Elizur's Work Values (1991) has been translated into Turkish by the researcher. The reliability analysis of 24-item is resulted in a 0.912 alpha score. The reliability analysis of 14-item is resulted in a 0.889 alpha score. The reliability analysis of total 38-item work values questionnaire is resulted in 0.943 alpha score.

6.2. Work Centrality

Work centrality is measured by Kanungo's (1982) 5-item Work Involvement questionnaire; "Most important things that happen in life involve work"; "Work should be only a small part of one's life"; "Work should be considered central to life"; "In my view, an individual's personal life goals should be work-oriented"; "Life is worth living only when people get absorbed in work". Respondents specified their agreements with six-point Likert scale ((1) 'strongly disagree' to (6) 'strongly agree'). The reliability coefficients of original scale ranged from .67 to .89 (Kanungo, 1982). The scale has been translated into Turkish by Uçanok (2008). The reliability analysis resulted in a 0.809 alpha score in this study.

7. Findings

The first factor analysis of work values reveals seven factors (KMO = .942 and Bartlett's Test of Sphericity significant at .001 level) explaining 60 per cent of the total variance. However, five work values are removed from the analysis due to their low and double loadings. The removed items are; 'Influence in work (Elizur)', 'Multinational – Corporate company structure (Emic)', 'Coaching and mentoring support from managers (Emic)', 'Supervisor, a fair and considerate boss (Elizur)', and 'Company image (Emic)'. Two of the items are from Elizur's work values list and three items are emic values. After the new loading, the number of total factors reduced to six, which materialized into clusters that are more meaningful.

Turkish Economic Review

Subsequently, the factor analysis of the 'Work Values' (WV) reveals six factors (KMO = .937 and Bartlett's Test of Sphericity significant at .001 level) explaining 59 per cent of the total variance. After varimax rotation, the first factor occurs as a factor covering for a vast 34 per cent of the variance. The factor is named as 'Development' since it includes items that an individual seeks personal growth and expects to be more involved into the work itself ($\alpha = .900$). The second factor, explaining 8.277 per cent of total variance, is named 'Instrumental' ($\alpha = .866$) since it covers the materialistic items such as importance of income, working conditions and so on. The third factor represents expected accomplishments and success such as promotion, gaining status and so forth. It is called 'Achievement' ($\alpha = .825$) and represents 5,823 per cent of total variance. The fourth factor, explaining 4.493 per cent of total variance, is named 'Intrinsic' ($\alpha = .692$). The factor reflects items such as whether the work is interesting and/ or it is meaningful and so on. The fifth factor, explaining 3.778 per cent of total variance, is named 'Social' ($\alpha = .654$). It explains items related to social relations and importance of social environment in the work context. The sixth factor, explaining 3.332 per cent of the total variance, is named 'Normative' ($\alpha = .712$) representing the importance of contribution to society and of being part of a company. Seven of the 11-emic items have been loaded in the 'Development' dimension, three of them have been loaded in the 'Instrumental' dimension, and one of them has been loaded in the 'Social' dimension.

Table 1. Factor Analysis of Work Values

WORK VALUES		Factor Variance (%)	Loading	Alpha (α)
F1	DEVELOPMENT	33,614		.900
	To create change, be productive *		,795	
	Add value to my work *		,770	
	To achieve spiritual satisfaction *		,707	
	Learning new things*		,690	
	Providing training opportunities *		,632	
	Realize my dreams *		,625	
	To engage my mind and body, to value my time *		,620	
	Feedback concerning the results of your work		,496	
	Opportunity for personal growth		,490	
	Use of ability and knowledge in your work		,473	
F2	INSTRUMENTAL	8,277		.866
	Convenient hours of work		,787	
	Job security, permanent job		,764	
	Benefits, vacation, sick leave, pension, insurance.		,724	
	Provide me a stable life-style *		,697	
	Work conditions, comfortable and clean		,642	
	Life and work balance *		,632	
	Pay, the amount of money you receive		,582	
	Providing financial independence *		,489	
F3	ACHIEVEMENT	5,823		.825
	Advancement, changes for promotion		,781	
	Achievement in work		,701	
	Influence in the organization		,620	
	Job status		,556	
	Responsibility		,537	
	Recognition for doing a good job		,524	
F4	INTRINSIC	4,493		.692
	Meaningful work		,734	
	Job interest, to do work which is interesting to you		,713	
	Independence in work		,632	
F5	SOCIAL	3,778		.654
	Co-workers, fellow workers who are pleasant and agreeable		,821	
	Esteem, that you are valued as a person		,605	
	Opportunity to meet people and interact with them		,582	
	Fun working environment *		,523	
F6	NORMATIVE	3,332		.712
	Contribution to society		,613	
	Company, to be employed by a company for which you are proud to work		,564	

Note: *Emic items

Turkish Economic Review

The factor analysis of 'work centrality' has revealed that all five items loaded on one factor (KMO = 0.811 and Bartlett's Test of Sphericity significant at .001 level) explaining 57,662 per cent of the total variance. The alpha coefficient for work centrality is $\alpha = .811$, suggesting that it has a relatively high internal consistency and is acceptable for this study.

Table 2. Factor Analysis of Work Centrality

	Factor Variance (%)	Loading	Alpha (%)
F1 WORK CENTRALITY	57.662		81.10
In my view an individual's personal life goals should be work oriented.		.847	
Work should be considered central to life.		.841	
Life is worth living only when people get absorbed in work.		.808	
The most important things that happen in life involve work.		.719	
Work should only be a small part of one's life.		.538	

In order to understand whether there are any differences between age groups for work values and work centrality, the variance analyses is conducted.

Regarding work values, the Levene test conducted indicates that the between group variance is equal for development, achievement, intrinsic, social and Normative work values (p Development = .274; p Instrumental = .046; p Achievement = .532; p Intrinsic = .59; p Social = .305; p Normative = .500). The Levene test did not indicate that there was equal variance between groups for instrumental values, however, welch significance is at 0,002. Among all the variables suited for the ANOVA testing, Development, Achievement, Social, and Normative work values have shown a significant variance for age (see Table 3a). In order to understand which age groups differ for these values, the Scheffe test is run. For the Instrumental dimension Tamhane test is run (see Table 3b).

Table 3a. ANOVA Table of Age Groups & Work Values

	23-30 Age		31-40 Age		41-50 Age		F	p
	M	Sd	M	Sd	M	Sd		
Development	5,062 ^a	0,639	4,852 ^b	0,713	4,894	0,713	7,320	,001
Achievement	5,242 ^a	0,591	5,068 ^b	0,658	5,019 ^b	0,657	7,608	,001
Intrinsic	5,080	0,678	5,029	0,739	5,115	0,690	1,086	,338
Social	5,055 ^a	0,609	4,854 ^b	0,662	4,849 ^b	0,653	8,385	,000
Normative	4,931	0,896	4,776 ^b	0,946	5,079 ^a	0,909	7,709	,000

Note: There is a significant variance among means indicated with different letters (a, b) for $p < 0.05$

Table 3b. Welch Table of Age Groups & Work Values

	23-30 Age		31-40 Age		41-50 Age		W	p
	M	Sd	M	Sd	M	Sd		
Instrumental	5,207 ^a	0,602	5,047 ^b	0,671	5,008 ^b	0,722	6,511	,002

Note: There is a significant variance among means indicated with different letters (a, b) for $p < 0.05$

The results reveal that the 20s age group is significantly different from both the 30s and 40s age group in terms of Achievement, Social, and Instrumental work value dimensions. Regarding Development work values, the 20s age group is only significantly different from the 30s age group. The 30s age group is more similar to the 40s age group. Where as, the 40s age group is only significantly different from the 30s age group in Normative work values.

Turkish Economic Review

Table 4. Means of Work Values among Age Groups

WORK VALUES		23-30	31-40	41-50
		Age	Age	Age
DEVELOPMENT	To create change, be productive	5,09	4,99	5,06
	Add value to my work	5,07	4,95	5,07
	To achieve spiritual satisfaction	4,93	4,77	4,86
	Learning new things	5,33 ^a	5,09 ^b	5,02 ^b
	Providing training opportunities	5,04 ^a	4,70 ^b	4,61 ^b
	Realize my dreams	5,10 ^a	4,78 ^b	4,80 ^b
	To engage my mind and body, to value my time	4,53 ^a	4,26 ^b	4,39
	Feedback concerning the results of your work	5,18 ^a	4,92 ^b	5,02
	Opportunity for personal growth	5,34 ^a	5,15 ^b	5,07 ^b
Use of ability and knowledge in your work	5,02	4,91	5,04	
INSTRUMENTAL	Convenient hours of work	5,19 ^a	4,88 ^b	4,80 ^b
	Job security, permanent job	5,15	5,01	5,07
	Benefits, vacation, sick leave, pension, insurance, etc.	5,14 ^a	4,90 ^b	4,90 ^b
	Provide me a stable life-style	5,10	5,03	5,09
	Work conditions, comfortable and clean	5,20 ^a	4,95 ^b	4,98 ^b
	Life and work balance	5,19	5,11	5,05
	Pay, the amount of money you receive	5,32 ^b	5,28 ^b	4,94 ^a
	Providing financial independence	5,38 ^a	5,22 ^b	5,23
ACHIEVEMENT	Advancement, changes for promotion	5,41 ^a	5,23 ^b	4,96 ^c
	Achievement in work	5,55 ^a	5,36 ^b	5,44
	Influence in the organization	5,06 ^a	4,85 ^b	4,74 ^b
	Job status	4,82	4,64	4,63
	Responsibility	5,28	5,19	5,20
INTRINSIC	Recognition for doing a good job	5,33 ^a	5,13 ^b	5,14
	Meaningful work	5,19	5,06	5,24
	Job interest, to do work which is interesting to you	5,29	5,14	5,21
SOCIAL	Independence in work	4,77	4,89	4,89
	Co-workers, fellow workers who are pleasant and agreeable	5,27 ^a	5,07 ^b	5,06 ^b
	Esteem, that you are valued as a person	5,58 ^a	5,39 ^b	5,40
	Opportunity to meet people and interact with them	4,73	4,62	4,66
	Fun working environment	4,65 ^a	4,33 ^b	4,27 ^b
NORMATIVE	Contribution to society	4,82	4,64 ^b	5,01 ^a
	Company, to be employed by a company for which you are proud to work	5,04	4,92 ^b	5,15 ^a

Note: There is a significant variance among means indicated with different letters (a, b, c) for $p < 0.05$.

In order to understand the changes in the importance of work values among age groups, a detailed ranking analysis is also conducted. Work values were ranked according to their relative importance for each age group; Age 41-50 (G1), Age 31-40 (G2), Age 23-30 (G3). The 20s and 30s age group give more importance to Achievement and Instrumental work values where as the 40s age group value more Intrinsic and Normative work values (Table 5).

Table 5. Means and Rankings of Work Value Dimensions

	23-30 Age		31-40 Age		41-50 Age	
Achievement	5,24		Achievement	5,24	Intrinsic	5,11
Instrumental	5,21		Instrumental	5,21	Normative	5,08
Intrinsic	5,08		Intrinsic	5,08	Achievement	5,02
Development	5,06		Development	5,06	Instrumental	5,01
Social	5,06		Social	5,06	Development	4,89
Normative	4,93		Normative	4,93	Social	4,85

In the comparison (Table 6), the first two highest-ranking work values items are almost same for all age groups; 'Achievement in work' and 'Esteem, that you are valued as a person'. While 'meaningful work' is ranked at third place for people at G1, this value ranked at 13th for G2 and 14th for G3. For G2, 'payment' is the most valued third value; it has much lower rank for other groups. 'Advancement and promotion' is the most important third value for G3 and ranked as fourth value for G2 but it is less important for G1. It seems like instrumental work values is more important for younger ages. 'Financial independence' is an important value for all age groups. 'Having an interesting work' is much more important for G1 compared to G2 and G3. 'Having responsibilities' is important both for G1 and for G2, where as its rank is lower for G3. 'Working at a company that is proud of' is much more

Turkish Economic Review

valuable for G1, and its rank is quite low for G2 and G3. ‘Opportunity for personal growth’ and ‘learning new things’ is much more important for G3 compared to G2 and G1. ‘Working conditions’ and ‘convenient of work’ hours are much more important for G3 compared to other age groups.

Table 6. Means and Rankings of Work Values among Age Groups

Factors	Work Values	Means Age 23-30	Rank Age 23-30	Means Age 31-40	Rank Age 31-40	Means Age 41-50	Rank Age 41-50
Social	Esteem, that you are valued as a person	5,58	1	5,39	1	5,40	2
Achievement	Achievement in work	5,55	2	5,36	2	5,44	1
Achievement	Advancement, changes for promotion	5,41	3	5,23	4	4,96	21
Instrumental	Providing financial independence	5,38	4	5,22	5	5,23	4
Development	Opportunity for personal growth	5,34	5	5,15	7	5,07	12
Achievement	Recognition for doing a good job	5,33	7	5,13	9	5,14	8
Development	Learning new things	5,33	6	5,09	11	5,02	17
Instrumental	Pay, the amount of money you receive	5,32	8	5,28	3	4,94	22
Intrinsic	Job interest, to do work which is interesting to you	5,29	9	5,14	8	5,21	5
Achievement	Responsibility	5,28	10	5,19	6	5,20	6
Social	Co-workers, fellow workers who are pleasant and agreeable	5,27	11	5,07	12	5,06	13
Instrumental	Work conditions, comfortable and clean	5,20	12	4,95	18	4,98	20
Intrinsic	Meaningful work	5,19	14	5,06	13	5,24	3
Instrumental	Life and work balance	5,19	13	5,11	10	5,05	15
Instrumental	Convenient hours of work	5,19	15	4,88	24	4,80	26
Development	Feedback concerning the results of your work	5,18	16	4,92	19	5,02	18
Instrumental	Job security, permanent job	5,15	17	5,01	15	5,07	11
Instrumental	Benefits, vacation, sick leave, pension, insurance, etc.	5,14	18	4,90	22	4,90	23
Instrumental	Provide me a stable life-style	5,10	19	5,03	14	5,09	9
Development	Realize my dreams	5,10	20	4,78	26	4,80	27
Development	To create change, be productive	5,09	21	4,99	16	5,06	14
Development	Add value to my work	5,07	22	4,95	17	5,07	10
Achievement	Influence in the organization	5,06	23	4,85	25	4,74	28
Normative	Company, to be employed by a company for which you are proud to work	5,04	24	4,92	20	5,15	7
Development	Providing training opportunities	5,04	25	4,70	28	4,61	31
Development	Use of ability and knowledge in your work	5,02	26	4,91	21	5,04	16
Development	To achieve spiritual satisfaction	4,93	27	4,77	27	4,86	25
Normative	Contribution to society	4,82	29	4,64	30	5,01	19
Achievement	Job status	4,82	28	4,64	29	4,63	30
Intrinsic	Independence in work	4,77	30	4,89	23	4,89	24
Social	Opportunity to meet people and interact with them	4,73	31	4,62	31	4,66	29
Social	Fun working environment	4,65	32	4,33	32	4,27	33
Development	To engage my mind and body, to value my time	4,53	33	4,26	33	4,39	32

The Levene test conducted indicates that the between group variance is equal for work centrality (p Work Centrality = .483). Work centrality has shown a significant variance ($p < 0.01$) for age. In order to understand which age groups differ for work centrality, the Scheffe test is run. The results reveal that, work is significantly more important for people at age 40s compared to other age groups (see Table 7).

Table 7. ANOVA Table of Age Groups & Work Centrality

	23-30 Age		31-40 Age		41-50 Age		F	p
	M	Sd	M	Sd	M	Sd		
Work Centrality	2,780 ^b	0,847	2,818 ^b	0,892	3,056 ^a	0,908	5,876	,003

Note: There is a significant variance among means indicated with different letters (a, b) for $p < 0.05$.

The level of importance of work changes among age groups. Work centrality becomes much more important in older ages. The lives of people in the 40s are shaped by their work since they view work as central to their lives. Even though, the 30s and 20s age groups are more similar in terms of level of work centrality, young people are more prone to see work as a small part of one’s life (See also Table 8).

Table 8. Means of Work Centrality among Age Groups

	23-30 Age	31-40 Age	41-50 Age
The most important things that happen in life involve work.	2,48	2,40	2,61
Work should be considered central to life.	2,57 ^b	2,65 ^b	2,91 ^a
In my view, an individual's personal life goals should be work oriented.	2,56	2,53 ^b	2,84 ^a
Life is worth living only when people get absorbed in work.	2,86	2,85 ^b	3,14 ^a
Work should only be a small part of one's life. (R)	3,42 ^a	3,66 ^b	3,78 ^b

Note: There is a significant variance among means indicated with different letters (a, b) for $p < 0.05$

8. Discussion

8.1. Age and Work Values

According to developmental theories, people go through different stages in work and non-work lives in which they experience different challenges, events, achievements, and commitments. Thus, people's needs, values, attitudes, preferences, and expectations change as they age and go through their life stages. The findings of this study are in line with the theory that there are work value differences among different age groups in Turkey.

The work values questionnaire used in this study is composed of Elizur's (1991) work values, which are generally reflecting the value dimensions derived in the West, and emic items, which are assumed to be different sui generis attitudes of Turkish employees toward work. These emic items mostly stem from self-developmental and extrinsic values, and are missing in Elizur's work values.

Young employees at their 20s have unrealistically high expectations and want everything in the beginning of their career. Similar to the statements of Johnson & Monseraud (2012), young employees at their 20s give importance to many things due to their explorative nature, and aspire to find those career goals that they will pursue in future life stages. Explicitly, there is a significant difference between the 20s age group and other age groups in terms of Instrumental, Achievement, and Social values.

With regard to 'Instrumental' work values, individuals in their 20s significantly care more for convenient hours of work, fringe benefits and work conditions than other age groups. Financial independence is also significantly more important for the 20s age group compared to that of 30s. Nevertheless, the 40s age group attributes significantly less value to payment compared to the younger age groups. General work rewards also seem to lose their appeal with the coming of age. According to the life span and career developmental theories, the individuals at their 40s should have already attained satisfactory rewards and satiated the ambitious novice appetites they had in their 20s. In line with Marini *et al.*, (1996), the results have indicated that young employees rate income very highly. When it comes to 'work and life balance', people in their 20s and 30s seem to prioritize it higher and give more value to additional leisure time than people in the 40s age group. According to an OECD (2013) report, the average annual working time in OECD countries is 1779 hours/worker where as it is 1832 hours/worker in Turkey [Retrieved from] and these heavy working conditions, and particularly the long working hours in Turkey could have contributed to this difference. Contrary to Warr (2008), 'job security' is also a crucial value for all employees in Turkey, but it is slightly a bigger priority for the 20s age group. This could have stemmed from the 20s age group's consecutive early adulthood experiences of economic crises, which hit Turkey both in 2001, and in 2009 and resulted in increased unemployment rates (Acar, 2013). Moreover, the rapid increase in the number of university graduates in the 2000s has led to intense competition for jobs (OECD – Turkey Report, Education at a glance 2014) and could have triggered an additional need for job security within the 20s age group.

Considering 'Achievement' work values, 'Advancement and promotion' is significantly different for all age groups. 20s and the 30s age groups have a higher promotion expectation than the 40s group. Although the means of 'Achievement in work' item is high for all ages, there is a significant difference between the 20s and the 30s age groups. This item has been ranked 1st by 40s, 2nd by both the 30s and

Turkish Economic Review

20s age groups. The result for the 40s age group is somewhat contrary to Levinson's and Super's theories of development, which stated that the 40s age period is a tranquil stage in which people are associated with the preservation of what they have achieved, and the increase in the importance level of non-work life. However, the additional responsibilities of this age group, such as family, may create the necessity to maintain the financial stability and job security, which in return generates further achievement need in career life. The 20s age group emphasizes significant importance for 'being influential in the company' more than older groups, perhaps due to one's need to prove her/himself at this stage. The lesser interest paid to this value by older adults may be due to these individuals' existing career stages and their not feeling in need to earn status and be influential as they have already attained certain positions. Lending support to Tolbert & Moen (1998) who have stated that young employees want to be highly recognized at work, the results of this study show that the 20s age group significantly highlights the importance of 'being recognized for doing a good job' more than the 30s and 40s age groups.

Regarding 'Social' work values, young employees give significant importance to 'have pleasant and agreeable co-workers' and 'fun working environment' compared to older age groups. Majority of the members of the 20s age group has not been in business life for more than five years. Thus, the 20s age group is not fully embedded into corporate life, which tends to make individuals more professional and serious. As younger people have fewer or no commitments at this stage of their lives, it can be expected that they are more open to having fun and see work as an extension of their university lives. The mean of 'Esteem, being valuable as a person' is high for all age groups, but it is significantly more prominent for the 20s age group compared to the 30s. On the other hand, this value ranks at 1st place both for the 20s and the 30s age groups, at 2nd place for the 40s age group.

In terms of 'Development' values, the 20s age group is significantly different than the 30s age group. Levinson (1986) and Super's (1980) perspectives on personal and career development also claim that young adults are more inclined to explore opportunities for their personal growth and improvement. The results of this study agree with both models as the items 'Learning new things', 'opportunity for personal growth', 'Realizing one's dreams', and 'Providing training opportunities' have shown to be significantly more important for the 20s age group compared to other age groups. Young group also values 'getting feedbacks', 'to value one's time' significantly more than the 30s age group.

Surprisingly, there are no specific work value dimensions explicitly highlighted for the 30s age group. The relatively older employees in their 40s are more concerned with normative work values. Evidently, there are less difference between the 30s and the 40s age groups compared to the difference observed between the 20s and older age groups. A satisfying approach seems to lie in life span and career development theories that 30s and 40s age groups' theoretical profiles are closer to each other such that both age groups aim to become more proficient at work, have already made their professional choices and aim to achieve their career goals.

Compellingly, the difference between age groups for the 'Intrinsic' work value dimension is not clear-cut as other dimensions and there are no significant differences among groups. However, all age groups value 'meaningful work' and 'interesting work'. Similar to Wright & Hamilton (1978), the data reveals an important premise that especially the 40s age group wants a meaningful and interesting work. Older employees in this study rank 'meaningful work' as their 3rd most important work value.

Looking at 'Normative' work values, it can be concluded that individuals at their 40s significantly care more about 'contributing to the society' and 'working at a company, which they are proud of' compared to those in their 30s. Notably, the 20s age group is more concerned for social issues and wishes to extend its social

Turkish Economic Review

consciousness and civic-mindedness to the workplace as well. Contrary to popular assumption that Turkish youth is insensitive to social issues, Lüküslü (2010) has noted that the younger members of the Turkish society have an active apolitical attitude and are getting involved with social issues through unconventional tools such as social media, and humour as a means of rebellion.

8.2. Age and Work Centrality

The results justify the studies that have shown a linear relationship between work centrality and age (Harpaz, 1999; Smola & Sutton, 2002; Mannheim *et al.*, 1997; Arvey *et al.*, 2004; Schmidt & Lee, 2008). The 40's age group attributes significant importance to work centrality compared to other age groups, and significantly considers 'work' as more central to its life more than the two other age groups.

The 40s age group significantly attaches their personal goals with work goals and associate living with 'getting absorbed in work' more than 30s age group'. Development theories assume that people at this stage of life are at senior levels in their professional lives and have a tendency to preserve what they have already accomplished. However, they also start to question the weight of work in their lives and care more about individual needs. Contrary to Levinson's and Super's development theories, it appears that Turkish employees are still work oriented at this mid stage of their lives. This could also be triggered by the shifts in the concept of and conditions for retirement in Turkey. Under the pre-reform system, the average retirement age in Turkey used to be approximately 45. However, this system started to change in the 1990s. The post-reform period required the drawing of pension age from 60 (men) / 58 (women). After the 2008 reforms, retirement age gradually increased to 60-65 for men and 58-65 for women with 7200 days of contributions (OECD Report, *pensions at a Glance 2013*; SGK Emeklilik Şartları). The 40's age group may have entered the work force before the reform period; however, it can be assumed that the concept of retirement may have changed among older employees in Turkey such that people in their 40s now think it is too early to retire from business life. Thus, on these grounds, it could be expected from the 40s age group to exhibit high work centrality levels since retiring at the age of 40 is no longer an option. Due to their life stage, people in their 40s have additional personal responsibilities such as family, which generate the need for financial security. Thus, aiming to maintain financial stability increases the importance of job security, which is also highlighted as an important work value for this age group. They may start to question their work life and may want to be more prone to non-professional life, but might think that it is not the right time to realize this tendency. Contrary to the 40s age group, people in their 20s are the least work oriented group and show the lowest level of work centrality. They do not live merely to work and want 'work' to be one and possibly a small part of their lives. Hence, they have high expectations from life and career with desire to work less.

Thus, the study shows that different age groups in the work force have varying work values and approach to work. On the grounds of age differences, it would be precarious for human resources to treat their employees as one single profile, and that the differences between age groups should be taken into consideration for organizational practices.

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