

# Identification of Z-Generation Student Motivation in The Involvement Within Student Activities in Campus – A Case Study

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**Abstract** - To date, University is facing a challenge on how to encourage active participation from its students who come from the Z generation to join student activities. The initial stage that can be done is to identify student motivation in participating in student activities. Motivation is an important method for managing human behavior. This study uses Self-determination theory. This research aims to identify and analyze student motivation that has characteristics of Z generation in the involvement within student activities in the campus, along with the difference in motivation between the student as a participant and as the committee. This research takes the study of Universitas Pelita Harapan Lippo Village, particularly in the Student Life Department which supervises most of the student activities on the campus. The Data collection method uses a questionnaire, and the data processing method uses statistical software. The results of the study show 7 things that encourage students to participate in student activities. From five types of motivation, that is intrinsic motivation, identification type of extrinsic motivation, introjection type of extrinsic motivation, external regulation type of extrinsic motivation, and amotivation, a significant difference between student participant motivation and student committee motivation lies in the introjection type of extrinsic motivation.

**Keywords:** Motivation, Self Determination Theory, Z-Generation Student, Student Activities

## I. INTRODUCTION

The Ministry of Industry of the Republic of Indonesia declares that human resource serves as a significant asset in a company. A skilled human resource can enhance the competitiveness of domestic manufacturing at the domestic and global levels (Menprin, 2017). To produce qualified and competent human resources, it must be integrated with the education system. In Indonesia, one of the higher education institutions is the University. The phenomenon that is happening right now is the contribution of university graduates to the unemployment rate in Indonesia has increased from 2017 to 2018 by 1.33% (BPS, 2018) with one of the causes is the low soft skills possessed by its graduates (Ghufron, 2018). Based on this condition, University needs to focus on a learning process that can equip student's soft skills, namely through student activities. Soft skill is an interpersonal ability of attributes, qualities, and personal behavior of individuals, including certain abilities such as communication, problem-solving, self-motivation, decision making, and time management skills (Bora, 2015).

To date, University is dealing with students from generation Z. According to Manpower's research on the global workforce in 2020, generation Z will control employment by 24% (Manpoer, 2015). Thus, to encourage active participation from generation Z in student activities, the University needs to design activities that suit the needs and desires of students. The initial effort that can be conducted is to identify the motivation that encourages students to participate in student activities. Motivation is one of the most important methods in management to manage human behavior so that it can achieve organizational goals (Xiao, 2017). There are many theories about human motivation, one of them is Self-Determination Theory. Self-determination theory or known as intrinsic and extrinsic motivation theory is chosen as the main reference of motivation theory in this study. The SDT perspective that

distinguishes motivation between autonomous and controlled motivation offers the opportunity to gain a deeper understanding of the quality of motivation (Ooslander et al, 2014). SDT is also one of the most important and complete theories ever (Hivas et al, 2012). SDT explanation of motivation is known as autonomy - controlled continuum (Ryan and Edward, 2017) which can be seen in Fig.1

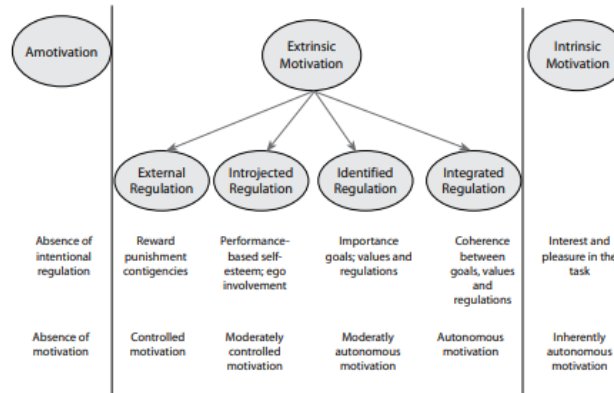


Fig. 1. The Self-Determination Continuum

TABLE 1  
THE RESEARCH QUESTIONNAIRE

Dimension	Indicator	Statement	References
Intrinsic Motivation	IM1	pleasure and satisfaction in learning new things	(Fodor and Jaeckel, 2018)
	IM2	pleasure and satisfaction feeling from a new experience	
	IM3	to explore capabilities of interests that they like	
	IM4	pleasure and satisfaction when they are able to develop their competences	(Trevino, 2018)
Extrinsic motivation type of identified regulation	EMI1	experience in student activities can help me better prepare me for my work in the future	(Fodor and Jaeckel, 2018)
	EMI2	experience from joining student activities could add up their portfolio and or CV in order to help in getting a job	
	EMI3	to expand networking which believed would benefit them in the future	Proposed by researcher
	EMI4	to gain knowledge that builds character towards a better person	Proposed by researcher
Extrinsic motivation type of introjected regulation	EMD1	To prove that I am able to participate in student activities	(Fodor and Jaeckel, 2018)
	EMD2	Because when I participate in student activities, I feel important	
	EMD3	I feel guilty if I did not participate in student activities	(Trevino, 2018)
Extrinsic motivation type of external regulation	EME1	As a requirement to become an organization member on campus	
	EME2	Because my parents force me to it	
	EME3	Because the obligation of one of the courses in the class	
	EME4	Because my friend forced me to it	
	EME5	To get a pin and certificate of activity	Proposed by researcher
	EME6	To get activity clothes	Proposed by researcher
	EME7	To get foods or snacks	Proposed by researcher



	EME8	To get appreciation from others	(Trevino, 2018)
<i>Amotivation</i>	AMO1	Just to fill in spare time only	(Fodor and Jaeckel, 2018)
	AMO2	I don't know why and I don't care	
	AMO3	Just for fun	

Based on figure 1, the orientation of motivation is divided into amotivation, extrinsic motivation, and intrinsic motivation. Amotivation is passive, ineffective, or aimless behavior in connection with a set of potential actions given. Extrinsic motivation type of external regulation is behavior motivated by external pressure (external consequences), to get a reward, or to avoid punishment. Extrinsic motivation type of introjected regulation is behavior motivated by increasing one's self-esteem or avoiding the anxiety and guilt that may arise from not implementing it. Extrinsic motivation type of identified regulation is behavior motivated from an external situation, but the person has identified the personal interests of the behavior and accepts the value of the behavior as his own. Extrinsic motivation type of integrated regulation is the most autonomous form of extrinsic motivation. It is when the behavior fully combines external reasons that underlie a behavior and reasons within. However, to date, there have been no studies that show integrated types provide an additional variation on the results of identification type or intrinsic motivation. The current study and questionnaire no longer assess this type of motivation separately but combine it with the type of identification (Ryan and Edward, 2017). Intrinsic motivation is a type of motivation that is autonomous, a behavior motivated by inherent satisfaction and shows autonomous behavior based on interests and pleasure in doing so. Using SDT theory, it will show the motivation orientation of Z generation students in participating in student activities. This study aims to analyze what type of motivation drives them the most. Also note that involvement in student activities consists of two roles, which are the committee and the participant. In conjunction with analysing the motivation, this study also will find out if there are differences in motivation between involvement as a committee and as a participant.

## II. METHOD

This study uses a case study of Universitas Pelita Harapan Lippo Village, particularly in the Student Life Department which supervises the student activities on the campus. The sampling method uses purposive sampling, which is a sampling from specific respondents who have information in accordance with the research design, in other words, the information obtained is sourced from specific groups (Sekaran and Bougie, 2014). Specific respondents in this study are students who have and / or are currently participating in student activities organized by the Student Life Department. Data collection techniques uses a questionnaire with scales 1 to 5 (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree) as a primary source of research data. Table. 1. show the questionnaire of the research based on Self-Determination Theory.

The minimum number of samples was calculated based on the Slovin formula (Riadi, 2014) N is the population, which are UPH Lippo Village campus, active students, as many as 16325 students, e is the error of tolerance determined at 0.1, and n is the minimum sample required:

$$n = N / (1 + N x e^2)$$

$$n = 16325 / (1 + 13625 x 0.1^2)$$

The minimum sample obtained is 100 respondents. As for the number of interviewees determined by researchers, as many as 14 people. Questionnaires were distributed using a Google form, for the committee respondents were students from 2016 to 2018, and participants were 2019 students. Secondary data sources, such as data on the Student Life department, the number of active students, and about UPH student activities are obtained through the Student Life document and UPH Rector's Regulation No. 008 of 2017. The Data analysis uses the test of validity and the test of reliability of the



questionnaire, descriptive statistics to display the results of the questionnaire, and non-parametric Mann-Whitney test to determine whether there are significant differences in the motivation of the committee and participants.

### III. RESULT AND DISCUSSION

#### A. Test of Validity and Reliability

The validity and reliability tests were carried out with the help of SPSS 25 statistical software. The first validity test obtained two invalid items, namely EMI1 and AMO2. Both items were discarded, and a second validity test was obtained, all items were valid. After the validity test, the reliability test is carried out. Cronbach's Alpha produced is 0.754 which states the questionnaire has high reliability.

#### B. Profile of The Respondents

There are 120 respondents in this study consisting of:

1. From the category of roles, 60 respondents (50%) join student activities as the committee and 60 participants (50%) join student activities as the participants
2. From the category of gender, the number of male respondents is far less than the number of female respondents, which is only 28 students or 23.3% compared to 92 female respondents with a percentage of 76.7%.
3. From the category of Faculty, the majority of respondents came from the science and technology faculty (FaST), totaling 29 students (24.2%), then the Business School (BS) faculty totaling 26 students (21.7%), then the Faculty of Tourism and Hospitality (FPPH) as many as 19 students (15.8%), faculties of social and political science (FISIP) as many as 15 students (12.5%), faculties of psychology (FPSI) as many as 13 students (10.8%), school of informatics and technology (SISTECH) 5 students (4.2%) , faculty of Teacher College totaling 5 students (4.2%, faculty of nursing totaling 3 students (2.5%), faculty of law (FH) as many as 2 students (1.7%), faculty of conservation of music (COM) by 1 student (0.8%), and school of design (SOD) by 1 student (0.8%).
4. From the category of respondents' residence during college, it is known that almost all respondents have a residence in Tangerang, as many as 112 people (93.3%) and only 8 people (6.7%) have a residence in Jakarta.
5. From the category of respondents' income in one month, it is known that 38 students have income less than Rp. 1000,000 (31.7%), as many as 31 students have income between Rp. 1000,000 - Rp.1. 999,999 (25.8%), as many as 27 students have incomes between Rp. 2,000,000 - Rp. 2,999,999 (22.5%), as many as 11 students (9.2%) had income between Rp. 3,000,000 - Rp. 3,999,999, as many as 6 students (5%) had an income of Rp. 4,000,000 - Rp. 4,999,999 and as many as 7 students have incomes above Rp. 5,000,000.
6. From the category of how many times respondents join student activities within one semester, known that 1 time, as many as 35 students (30%), followed by 3 times, as many as 27 students (22,5%), 2 times as many as 25 students (20,8%), more than 4 times, as many as 18 students (15%), and lastly for 4 times, as many as 14 students (11,7%).
7. From the category the student activity organizer, the organizers of the most followed activities are Spiritual Growth for Students, the Student Executive Board, and Mentoring.

#### C. Student Motivation Questionnaire Results and Discussions

Table 2 shows the average score of respondents' answers for each indicator sorted from the highest average score for indicators in intrinsic motivation, extrinsic motivation type of identified regulation, extrinsic motivation type of introjected regulation, extrinsic motivation type of external regulation, and amotivation.

TABLE 2  
THE AVERAGE SCORE OF STUDENT MOTIVATION

Indicator	Average	Indicator	Average
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IM2	4.42	EME5	3.09
IM4	4.38	EME1	2.71
IM1	4.38	EME4	2.3
IM3	4.08	EME8	1.87
EMI4	4,52	EME2	1.86
EMI3	4.48	EME6	1.69
EMI2	4.39	EME7	1.64
EMD2	2.97	EME3	1.45
EMD1	2.65	AMO1	2.67
EMD3	2.43	AMO3	1.86

**1) Intrinsic Motivation**

Based on the results, it shows that all four indicators have high average scores, namely statements of agree to strongly agree. It can be said that UPH Lippo Village campus students have high intrinsic motivation in participating in student activities. Based on SDT's theory of human needs, a behavior which is driven by inherent desire signifies a high autonomous need. This is reflected from their reasonings in participating in the student activities which derived from their own will. The high score of intrinsic motivation also indicates in participating in student activities generation Z students will choose activities that are in accordance with their desires, pleasures, and interests. Generation Z's internal motivation for learning and awareness is the most significant trait, even in choosing a career they want pleasure in themselves (Fodor and Jaeckel, 2018). Apparently, generation Z prioritizes satisfaction in themselves in carrying out an action.

It is also known that in participating in student activities, Generation Z searching for new experiences (IM2). Generation Z does have the characteristics of wanting an experience, especially personal experience (Trevino, 2018). This experience can range from practical experience such as an internship (Fodor and Jaeckel, 2018) and experience in interacting with others [Schwieger, 2017]. Further IM1 and IM4, which are for new things and exploring interests. This generation does have a variety of interests and they are happy to gather new knowledge (Fodor and Jaeckel, 2018). The last indicator is developing competence. The Cannon-Webster Dictionary (2019) defines competence as a quality or state of having sufficient knowledge, judgment, skills, or strengths. In accordance with the characteristics of the Z generation who have strong self-determination (Fodor and Jaeckel, 2018), this study also shows that they are concerned with self-competence, so that student activities are used as a place to develop competence within.

**2) Extrinsic Motivation Type of Identified Regulation**

Based on the results, it shows that all indicators have a very high average scores, namely a statement of agreement to strongly agree. Then it can be said that UPH Lippo Village campus students have a high identification type extrinsic motivation in participating in student activities. Extrinsic motivation type of identified regulation is the primary motivation or the most encouraging motivation for students of generation Z to join student activities. It is evident that student of generation Z put high value in the activities that they can internalize in their personal lives especially for their future. Seemiller and Grace also stated that during university life, they would focus on study and acquire skills that are useful for future careers (Seemiler and Grace, 2018). With regard to student activities, they tend to see the benefits of experience, connections, and knowledge they can get that are expected to be useful for their careers in the future (Cho et al, 2017).



According to the indicators, EMI4 is an indicator with the highest scores. It means, student believes knowledge in student activities can shape their character to be better. SDT theory classifies this behavior into competency needs, namely the desire to expand capacity and skills and efforts to experience growth. Thus, for student of generation Z, a good content of student activities is important. Next, is the EMI3 indicator which is regarding relationships with others. From the results of the interviews, it is very apparent that each speaker emphasized aspects of relationships with other people that made them willing to participate in student activities. According to SDT theory, the need for this relationship is the need for relatedness. It can be said that student of generation Z have a significant need to relate to others. This is accordance with the literature review, stated that although generation Z is very close to technology, they are still concerned with interaction with others (Trevino, 2018), they also have an interest in long-term relationships or to be involved in a community (Schwieger, 2018). Therefore, one of the factors that encourages students to participate in student activities is a building relationship with other people and they can have a long-term community or relationship which they believed to be useful for their future.

### **3) *Intrinsic Motivation Type of Introjected Regulation***

Based on the results, it shows that all indicators have an average score that tends to be neutral to low, namely statements disagreeing for EMD3 indicators and neutral for EMD1 and EMD2. It can be said that UPH LV students have an extrinsic motivation type of introjected regulation that tends to be neutral in student activities. The statement of disagreement is for the EMD3 indicator meaning that Generation Z does not see student activities as a necessity, which if not followed, can lead to feelings of guilt. Whereas for the other two indicators related to self-esteem, Generation Z gives a neutral answer. It seems that students do not prioritize these factors as their driving force in participating in student activities. Seeing the characteristics of Generation Z who are very closely related to technology and social media and even expressing themselves through it, it can be said that they also use technology to get self-recognition so that, to participation in student activities is not an action that is driven by a desire to increase their self-recognition. This is also in accordance with the research conducted by Seemiller and Grace where to get praise or acceptance is not something that motivates them to do a good action.

### **4) *Intrinsic Motivation Type of External Regulation***

Based on the results, it shows that all indicators have very low average scores for EME2, EME3, EME4, EME6, EME7, EME8, and scores tend to be neutral for EME1 and EME5. It can be said that UPH Lippo Village campus students have very low extrinsic motivation type of external regulation in participating in student activities. Extrinsic motivation type of external regulation is a type of motivation that driven by rewards and / or punishment. It turns out, generation Z does not put much importance on rewards or punishment as their driving force in participating in student activities. This can be seen from the answers of respondents who disagreed with the questions in the questionnaire. The characteristics of Generation Z is closely related with internal motivation so, to get a reward is not a factor that drives them. From research about barriers to work motivation conducted for Generation Z students, it is known that rewards or salaries are not the main factor for Generation Z but the main factor is when they cannot enjoy the work they do (Fratricova and Kirchmaye, 2018). Other research by Seemiller and Grace (2019) also states that getting feedback and solving a challenge can be considered a reward for Generation Z also from the results of high intrinsic motivation and identification results, it can be said that the rewards that motivate generation Z themselves are not physical rewards, such as pins, certificates, food, clothing, and so on. Rewards that are more intangible will motivate generation Z, such as new experiences, new things, get friends, and so on can be rewards that motivate generation Z students to participate in student activities.

### **5) *Amotivation***

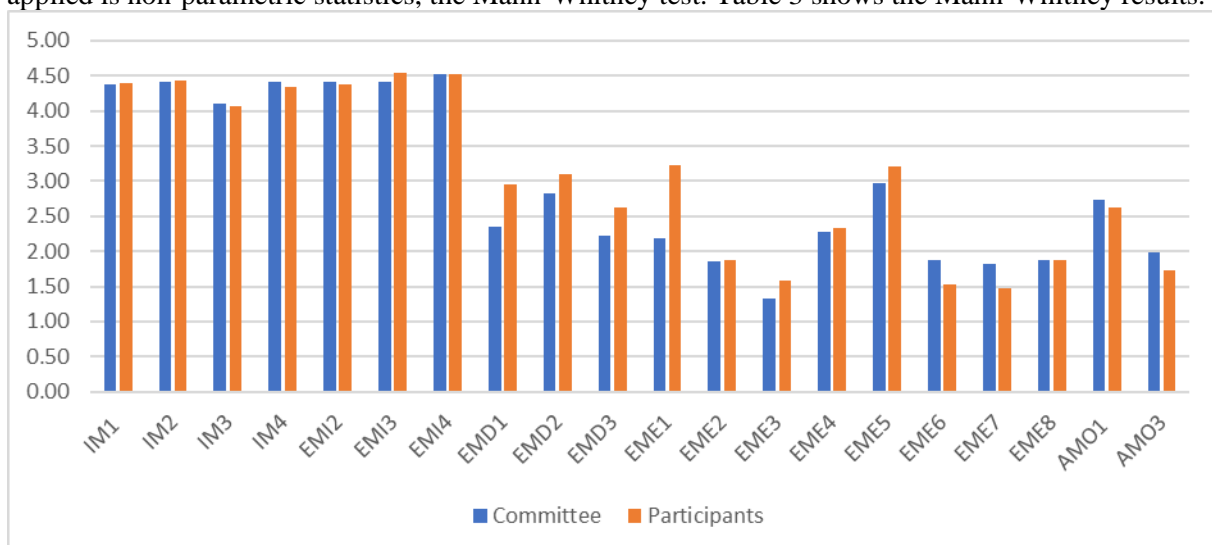
Based on the results, it shows that all indicators have average scores which tend to be low, only in the range of strongly disagree to neutral. It can be said that UPH Lippo Village campus students have a low level of amotivation in participating in student activities. Amotivation is depicted as a condition when there is student who participate in student activities but do not have and / or do not know his purpose. Amotivation is a type of motivation that is only possessed by Self-Determination Theory and is not discussed by other motivational theories. The amotivation scores obtained is quite low which indicates that the student of generation Z have more motivation while joining student activities. As in the previous discussion, in participating in student activities, they have a self-determination based on strong (intrinsic) interests and the reason for preparing themselves in the future is more encouraging for them to participate in student activities.

**D. Difference in Motivation**

Figure 2 compares the average score of motivation between. the committee and participants. To find out if there are significant differences, a statistical test was conducted for 2 independent samples. The following is the research hypothesis:

1. H1: There is a significant difference in intrinsic motivation between students who join student activities with roles as committee and as participants.
2. H2: There is a significant difference in the extrinsic motivation type of identified regulation between students who join student activities with roles as committee and as participants.
3. H3: There is a significant difference in the extrinsic motivation type of introjected regulation between students who join student activities with roles as committee and as participants.
4. H4: There is a significant difference in the extrinsic motivation type of external regulation between students who join student activities with roles as committee and as participants.
5. H5: There is a significant difference in the amotivation between students who join student activities with roles as committee and as participants.

Normality test uses the One Sample Kolmogorov-Smirnov Test. P-value obtained are <0.05 for each type of motivation that indicates the spread of data is not normal. Therefore, the statistical method applied is non-parametric statistics, the Mann-Whitney test. Table 3 shows the Mann-Whitney results.



**Fig. 2. Comparison of the Average Scores of the Motivation of the Committee and Participants**

**TABLE 3**

**MANN-WHITNEY RESULTS**

Type of Motivation	Role	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Intrinsic	committee	60	60.140	1778.500	0.909
	participant	60	60.860		
Identified	committee	60	60.180	1780.500	0.916
	participant	60	60.830		
Introjected	committee	60	51.930	1286.000	0.007
	participant	60	69.070		
External regulation	committee	60	56.580	1564.500	0.215
	participant	60	64.430		
Amotivation	committee	60	64.720	1547.000	0.178
	participant	60	56.280		

The following are interpretations of the Mann-Whitney test results:

1. For intrinsic motivation testing, the p-value is 0.909, which means reject H1 and accept H0. There is no significant difference between the intrinsic motivation of the committee and participants. Based on the mean rank it shows that the participants' intrinsic motivation was slightly higher than the committee
2. For extrinsic motivation type of identified regulation, the p-value is 0,916 which means reject H1 and accept H0. There is no significant difference between the identified regulation of the committee and participants. Based on the mean rank it shows that the participants' identified regulation was slightly higher than the committee,
3. For extrinsic motivation type of introjected regulation, the p-value is 0,007 which means reject H0 and accept H1. There is a significant difference between the identified regulation of the committee and participants. Based on the mean rank it shows that the participants' introjected regulation was higher than the committee
4. For extrinsic motivation type of external regulation, the p-value is 0,215 which means reject H1 and accept H0. There is no significant difference between the external regulation of the committee and participants. Based on the mean rank it shows that the participants' external regulation was slightly higher than the committee
5. For amotivation, the p-value is 0.178, which means reject H1 and accept H0. There is no significant difference between the amotivation of the committee and participants. Based on the mean rank it shows that the committee' amotivation was slightly higher than the participant.

Significant differences only occur in extrinsic motivation type of introjected regulation. Participants get a higher average score for each indicator, which is to prove that they are able to participate in student activities (difference of 0.6), to feel important (difference of 0.27) and to avoid feeling guilty (difference of 0.39) compared to the committee. This perhaps because that student who involved as participants are the younger generation where they are still adapting to the new environment and are forming their status and / or self-image and / or their existence in the environment, so that their need for self-acceptance is higher than committee.

**IV. CONCLUSION**

This study uses the theory of self-determination theory as the main motivational theory to identify the motivation of students from generation Z in participating in student activities on campus. There are





five types of motivation, they are intrinsic motivation, identification type of extrinsic motivation, introjection type of extrinsic motivation, external regulation type of extrinsic motivation, and motivation. Based on this research, it is known that intrinsic motivation and extrinsic motivation type of identified regulation are the two motivations that most encourage students to participate in student activities. Sorted by the highest average score, the motivations of students from generation Z in participating in student activities are:

1. They prioritize knowledge that they get from joining student activities which could shape their character to be better.
2. To add on networking which is believed would be useful for their life.
3. Pleasure and satisfaction when gaining new experience.
4. Experience in joining student activities can add u their portfolio and or CV which is believed would help them to get a job.
5. Pleasure and satisfaction to know new things,
6. Exploring their ability within the interests that they like.
7. Pleasure and satisfaction from developing competences.

This study also analyzes the differences in motivation between the involvement as committee and participants. It is known that a significant difference only occurs in extrinsic motivation type of introjected regulation ( $p\text{-value } 0,007 < 0,05$ ), whereas participants' introjected regulation result is higher than the committee result.

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