



A SCALE DEVELOPMENT STUDY ON THE PERCEIVED LEVEL OF WORKPLACE GENERATIONAL CONFLICT

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ABSTRACT

Objective: Intergenerational conflict can be defined as disagreements in values, beliefs, perspectives and behaviors of different generations. Considering today's business environment where different generations work together, its importance emerges once again.

Methods: Although intergenerational conflict has been discussed from many perspectives in the literature, studies on this type of conflict, especially in the business environment, are limited and even a scale that directly measures this conflict has not been found. Therefore, a scale was developed through a systematic scale development process based on the literature related to this study.

Results: The data was collected from 1005 private sector professionals. Consequently, exploratory and confirmatory factor analysis and reliability analysis were performed and the factor structure of the scale was determined.

Conclusions: As a result, the two-dimensional perceived level of workplace generational conflict scale developed and the scale items presented in the appendix was obtained.

Originality/Value: Intergenerational conflict involves differing values, beliefs, perspectives, and behaviors among generations. In today's multi-generational workplace, its significance is clear. Consequently, a two-dimensional scale to measure workplace generational conflict has been developed, with scale items listed in the appendix.

Keywords: Intergenerational Conflict, Workplace Generational Conflict, Scale Development, Workplace Generational Conflict Scale.

UM ESTUDO DE DESENVOLVIMENTO DE ESCALA SOBRE O NÍVEL PERCEPÇÃO DE CONFLITO DE GERAÇÕES NO LOCAL DE TRABALHO

RESUMO

Objetivo: O conflito intergeracional pode ser definido como divergências em valores, crenças, perspectivas e comportamentos de diferentes gerações. Considerando o ambiente de negócios atual, onde diferentes gerações trabalham juntas, a sua importância emerge mais uma vez.

Métodos: Embora o conflito intergeracional tenha sido discutido sob diversas perspectivas na literatura, os estudos sobre esse tipo de conflito, especialmente no ambiente de negócios, são limitados e não foi encontrada até mesmo

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uma escala que meça diretamente esse conflito. Portanto, uma escala foi desenvolvida através de um processo sistemático de desenvolvimento de escala baseado na literatura relacionada a este estudo.

Resultados: Os dados foram coletados de 1.005 profissionais do setor privado. Consequentemente, foram realizadas análises fatoriais exploratórias e confirmatórias e análises de confiabilidade e determinada a estrutura fatorial da escala.

Conclusões: Como resultado, obteve-se a escala bidimensional de nível percebido de conflito geracional no local de trabalho desenvolvida e os itens da escala apresentados no apêndice.

Originalidade/Valor: O conflito intergeracional envolve valores, crenças, perspectivas e comportamentos diferentes entre gerações. No local de trabalho multigeracional de hoje, o seu significado é claro. Consequentemente, foi desenvolvida uma escala bidimensional para medir o conflito geracional no local de trabalho, com itens da escala listados no apêndice.

Palavras-chave: Conflito Intergeracional, Conflito Geracional no Local de Trabalho, Desenvolvimento de Escala, Escala de Conflito Geracional no Local de Trabalho.

UN ESTUDIO DE DESARROLLO A ESCALA DEL NIVEL PERCIBIDO DE CONFLICTO GENERACIONAL EN EL LUGAR DE TRABAJO

RESUMEN

Objetivo: El conflicto intergeneracional se puede definir como desacuerdos en valores, creencias, perspectivas y comportamientos de diferentes generaciones. Teniendo en cuenta el entorno empresarial actual, en el que diferentes generaciones trabajan juntas, su importancia emerge una vez más.

Métodos: Aunque el conflicto intergeneracional ha sido discutido desde muchas perspectivas en la literatura, los estudios sobre este tipo de conflicto, especialmente en el entorno empresarial, son limitados e incluso no se ha encontrado una escala que mida directamente este conflicto. Por lo tanto, se desarrolló una escala a través de un proceso sistemático de desarrollo de escalas basado en la literatura relacionada con este estudio.

Resultados: Los datos fueron recolectados de 1005 profesionales del sector privado. En consecuencia, se realizaron análisis factoriales exploratorios y confirmatorios y análisis de confiabilidad y se determinó la estructura factorial de la escala.

Conclusiones: Como resultado, se desarrolló la escala bidimensional del nivel percibido de conflicto generacional en el lugar de trabajo y se obtuvieron los ítems de la escala presentados en el apéndice.

Originalidad/Valor: El conflicto intergeneracional implica diferentes valores, creencias, perspectivas y comportamientos entre generaciones. En el lugar de trabajo multigeracional actual, su importancia es clara. En consecuencia, se ha desarrollado una escala bidimensional para medir el conflicto generacional en el lugar de trabajo, con elementos de escala enumerados en el apéndice.

Palabras clave: Conflicto Intergeneracional, Conflicto Generacional en el Lugar de Trabajo, Desarrollo de Escala, Escala de Conflicto Generacional en el Lugar de Trabajo.

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1 INTRODUCTION

Generational conflict is the disagreements and tensions arising from differences in



values, beliefs, perspectives and behaviors held by individuals of different age groups. These conflicts are often caused by differences in historical, technological and sociocultural experiences between generations (Mannheim 1952). When generations are examined, the following generation typologies are generally encountered. The first of these is Baby Boomers (born 1946-1964): This generation was born in the post-World War II era. Hard work, discipline and corporate loyalty are important values. The second is Generation X (born 1965-1980) grew up at a time when technology slowly entered their lives. Independence, balance and flexibility are the hallmarks of this generation (Coupland 1991). The third one is Generation Y or Millennials (born 1981-1999) grew up surrounded by technology. They are prone to teamwork and can adapt to rapid change. They also value social values and diversity (Howe and Strauss 2000). Lastly, Generation Z (born after 2000) born and raised in the digital age, this generation is technologically savvy and versatile. They are sensitive to global issues and active in social media use (Turner 2015). In general, the factors that lead to this generational difference can be counted as technological changes, social and cultural changes and economic changes. New generations adapt to technological changes faster than previous generations. Social and cultural changes in different periods affect the worldviews of generations [3]. Economic crises or growth can affect generations' perspectives on the economy and their value judgments (Twenge 2017). This may lead to conflicts between different generations (Denizli, 2018).

2 LITERATURE REVIEW

Intergenerational conflict refers to disagreements and misunderstandings in the workplace resulting from differences in age, work styles and values between employees from different generations (Alsop 2004). This can have a negative impact on businesses, reducing productivity, increasing turnover rates and creating an intolerant work environment (Appelbaum *et al.*, 2004). Intergenerational conflict arises from a number of sources, including cultural differences, life cycle effects, period effects and cohort effects (Amayah and Gedro 2014). It can also center on the cultural and social ideals or political and economic interests of young people (Arnett 2010). Lack of communication between different generations can lead to more conflict (Baumeister *et al.*, 2001). To address intergenerational conflict, organizations should promote intergenerational understanding and communication and create a workplace culture that values diversity and inclusion (Brody and Rubin 2011). Moreover, organizations should embrace each generation and capitalize on their strengths and weaknesses (Busch *et al.*, 2008). It is also necessary to effectively manage communication efforts to deal with



intergenerational conflict (Carper and Snizek, 1980). Consequently, fostering intergenerational harmony is critical to business success (Carver *et al.*, 2011).

2.1 DIFFERENT GENERATIONS IN THE WORKFORCE AND THEIR INTERACTIONS

The different generations currently in the workforce consist of Generation Y, Generation X, Baby Boomers and the Silent generation (Cennamo and Gardner 2008) and Generation Z nowadays. These generations differ in racial and ethnic composition, with millennials being the most diverse (Chao *et al.*, 2005). This is due to the changes in migration patterns as well as subtle changes in cultural preferences (Chen and Choi 2008). Older generation could be less diverse than millennials (Ciriello *et al.*, 2008). As life shaping behaviors such as marriage also differ between generations (Cohen 2012). For example, Millennials tend to get marry less than older generations, while X Generations tend to be different more than other generations (Costanza *et al.*, 2012). Generations differ in political and ideological orientations (D'Amato, and Herzfeldt 2008). Changing political situations and socio-economic conditions can lead to different formative experiences within a group (Arpinar 2022). Understanding these differences is essential for intergenerational analysis (Korn 2010). Different generations in the workforce interact with each other in various ways (Dries, *et al.*, 2008). For example, Millennials and X Generations value work-life balance the most, while Baby Boomers and Generation Z find flexible working arrangements less valuable (Dumais 2009). However, work-life balance is still the top factor for all generations when considering a new job. Besides, Millennials and X Generations value flexible work arrangements more than others (Fletcher, *et al.*, 2009).

2.2 COMMON CAUSES OF INTERGENERATIONAL CONFLICT IN ORGANIZATIONS

Intergenerational conflict in the workplace is a common phenomenon in organizations (Gibson *et al.*, 2009) because each generation has its own values, beliefs and expectations (Gloeckler 2008) which may be quite different from the values, beliefs and expectations of other generations (Gursoy *et al.*, 2008). This conflict between values and perspectives can lead to tension and lack of understanding among employees (Hansen and Leuty 2012). In particular, millennials can often be the focus of intergenerational conflict because they have a diverse racial and ethnic composition. As the most diverse generation of adults, millennials can often have different ideas and beliefs from their older colleagues (Hira 2007) which can lead to



disagreements and misunderstandings (Howe and Strauss 2000). To address intergenerational conflict in the workplace, it is important for employers to create an environment of mutual respect and understanding (Jurkiewicz 2000). This includes providing employees with the opportunity to learn from each other and understanding the unique perspectives of each generation. By creating an open and respectful environment, employers can reduce the potential for intergenerational conflict and ensure that all employees feel valued and respected (Kaarst-Brown and Birkland 2011).

2.3 IMPACT OF INTERGENERATIONAL CONFLICT ON ORGANIZATIONS

Intergenerational conflict can have a significant impact on organizations (Keepnews, *et al.*, 2010), although specific impacts are not explicitly mentioned in the literature[36]. Such conflict is inevitable in organizations because there are differences in approach to work and interpersonal relationships (Kowske *et al.*, 2010). Countries workforce currently consists mainly of Baby Boomers, Generation X and Generation Y (Lancaster and Stillman 2003) and Generation Z in some terms. Each generation has its own work ethic, values and behaviors (Legas and Sims 2011), and the way they view variables such as social, political and economic developments can also contribute to intergenerational conflict (Leiter *et al.*, 2009; Tuysuz *et al.*, 2020). Furthermore, each generation believes that their way of working is better than others (Lub *et al.*, 2012). This can create a Baby Boomer versus Millennial or Generation X versus Generation Y or Z atmosphere in the workplace and threaten the ability to effectively manage the workforce (Lyons *et al.*, 2005). Intergenerational conflict can also fragment collaboration, reduce motivation and productivity, affect the recruitment of new employees and undermine innovation in organizations (Marks *et al.*, 2001). Managing this conflict can be challenging for businesses because finding common ground between individuals is key to resolving conflict (Meriac *et al.*, 2010). Therefore, businesses can help mitigate intergenerational conflict by focusing on individual strengths and preferences rather than generational stereotypes (Murphy *et al.*, 2010). Embracing and valuing the strengths and weaknesses of each generation can also help businesses deal with intergenerational conflict in the workforce (Needleman 2008) as conflict management is essential for the success of an organization facing intergenerational conflict (Parry and Urwin 2011). Promoting teamwork and adapting to the needs of individuals can help resolve conflicts arising from intergenerational differences (Yet-Mee *et al.*, 2008). Understanding and addressing the differences of different generations enables more effective communication and collaboration among employees, allowing businesses to benefit from a



multigenerational workforce (Rothe *et al.*, 2012).

2.4 STRATEGIES FOR MANAGING INTERGENERATIONAL CONFLICT

Intergenerational conflict in the workplace arises because each generation has different characteristics, values, work ethics and communication styles (Schaie 1965). This conflict can reduce employee engagement and lower productivity therefore organizations should develop strategies to manage this problem (Alsop 2008). Strategies such as flexible working arrangements, intergenerational mentoring, creating a culture of respect and creating opportunities for employees from different generations to interact with each other are strategies that businesses can use to manage intergenerational conflict (Appelbaum *et al.*, 2004). Training can help them better understand the differences between generations and encourage intergenerational communication (Arnett 2010). In addition, organizations can develop strategies that provide opportunities that suit the needs of each generation, for example, providing opportunities for both teamwork and individual work (Baumeister *et al.*, 2001). Moreover, recognizing and valuing the unique strengths of each generation can help reduce intergenerational conflict in businesses (Brody and Rubin 2011). Finally, it is important for organizations to recognize that they need to develop strategies to improve the ability to understand and address intergenerational differences and develop strategies to manage this conflict (Busch *et al.*, 2008). For example, organizations can embrace diversity and alternative lifestyles to ensure that each generation feels comfortable and can implement as social responsibility policies that millennials and Generation Z can commit to (Carper and Snizek 1980). Implementing such programs can help manage intergenerational conflict in the workplace, and intergenerational mentoring programs can be beneficial for both mentors and mentees (Carver *et al.*, 2011). It can be concluded that understanding and addressing intergenerational differences is important for more effective communication and collaboration among employees (Cennamo and Gardner 2008).

To manage intergenerational conflict effectively, organizations need to adopt various strategies (Schaie 1965). Organizations should strive to recognize and value the strengths and weaknesses of employees from different generations (Schaie 1965). This can help to understand and value the unique contributions of each generation (Mlodzik and Meuse, 2010). Moreover, it is important for businesses to create a culture of diversity and inclusion in the workplace to address intergenerational conflict (Deal *et al.*, 2010). They can also reduce intergenerational conflict by providing equal opportunities for each generation and trying to adapt to the needs



of each employees (Dries *et al.*, 2008). Organizations can also improve intergenerational communication by bringing employees together from different generations and encouraging them to interact with each other (Dumais 2009). They can organize workplace events, trainings and study groups to allow employees from different generations to interact more with each other (Fletcher *et al.*, 2009). Organizations can also provide tools and resources to help different generations better communicate with each other in the workplace (Gloeckler 2008). For example, organizations can offer trainings to inform employees about different communication styles and preferences (Gursoy *et al.*, 2008). In addition, businesses can provide access to resources that employees need to address and resolve intergenerational conflict (Hansen and Leuty 2012). Organizations need to use different strategies to enable employees from different generations to better communicate and collaborate with each other (Kaarst-Brown and Birkland. 2011).

Conflict between different generations in the workplace can bring many challenges for businesses. However, organizations can use various strategies and approaches to manage this conflict and bring different generations together (Özan 2018). In particular, by using strategies such as creating a culture of acceptance and respect, promoting collaboration and intergenerational communication, dealing with intergenerational conflict, and promoting diversity and inclusion, businesses can encourage employees from different generations to better understand and collaborate with each other (Tuysuz *et al.*, 2020). This can help businesses benefit from a multigenerational workforce and create more solid unity and cohesion in the workplace. In addition to the factors mentioned above, the main issues that organizations should pay attention to in intergenerational conflict management strategies can be expressed as creating a culture of acceptance and respect and encouraging cooperation and intergenerational communication.

For organizations to be successful, they need to create a culture of acceptance and respect between different generations (Chao 2005). To foster such a culture, organizations need to focus on knowledge sharing and mentoring (Chen and Choi 2008) and customize each individual's approach (Ciriello *et al.*, 2008) and keep the lines of communication open (Cohen *et al.*, 2012). It is also important for organizations to encourage employees to learn from each other, as this provides learning opportunities for all employees and helps them understand the unique perspectives of each generation (D'Amato and Herzfeldt 2008). Different generations differ in their preferences for approach and receiving feedback (Aprinar 2022). To create a culture of acceptance and respect, organizations need to focus on including all employees from different generations (Deal *et al.*, 2010). For example, different generations differ in their



preferences for achieving work-life balance (Dries, *et al.*, 2008). Asking employees for their views on their work-life balance preferences can help managers to manage the needs of generations (Dumais, 2009). Promoting a balance between work and personal life is also important because it is a factor that all age groups value. Moreover, recognizing the value of feeling included and not excluded can build a culture of acceptance and respect between different generations (Fletcher *et al.*, 2009). Businesses should also encourage each generation to share with each other their knowledge, experiences and challenges with today's technology (Gibson *et al.*, 2009). Moreover, they can help companies trying to reach different target audiences to better understand the different audiences they are trying to reach (Gloeckler 2008). Having a diverse workforce of employees from different generations can be a great advantage for organizations. Organizations should aim to create a culture of respect and regard for different generations in the workplace (Hira 2007), as this can lead to happy employees and increase motivation to achieve business goals (Howe and Strauss 2000).

Organizations can implement a variety of strategies to promote collaboration and communication between different generations in the workplace (Jurkiewicz 2000). For example, mentoring programs that pair older and younger colleagues (Kaarst-Brown and Birkland. 2011) can create meaningful interactions and build a sense of companionship (Keepnews *et al.*, 2010). Cross-functional projects involving team members from different generations and departments can provide practical context for growth and learning, as well as building relationships with others from different generations and backgrounds (Kowske *et al.*, 2010). In addition, training programs can be created to encourage collaboration and enable different generations to better communicate with each other (Lancaster and Stillman 2003). Organizations should also encourage mentoring and coaching relationships between employees and enable different generations to guide each other (Legas and Sims 2011). Organizations should also effectively manage communication efforts to deal with intergenerational conflict (Leiter *et al.*, 2009). Organizations can also offer communication skills training to resolve conflicts between employees and enable different generations to better understand each other (Lyons *et al.*, 2005). This can help employees to better communicate and cooperate with each other (Marks *et al.*, 2001). To encourage intergenerational communication and increase collaboration, it is important for businesses to establish open lines of communication and regular feedback mechanisms (Meriac *et al.*, 2010). In addition, organizations need to listen to and value the suggestions of employees from different generations (Murphy *et al.*, 2010). To be successful in intergenerational communication, organizations should strive to increase understanding and promote mutual respect among employees (Needleman 2008). Moreover, it



is important to use open and sincere language in intergenerational communication (Parry and Urwin 2011). Businesses can focus on such strategies to ensure more effective communication and cooperation among employees (Yet-Mee *et al.*, 2008). As a result, it is important for businesses to use various strategies to encourage collaboration and improve intergenerational communication between employees from different generations (Rothe *et al.*, 2012). In summary, the literature shows that intergenerational conflict in organizations can be addressed from different perspectives. However, when the literature is examined, it also shows the need to develop a scale for the workplace specifically related to this field.

3 METHODOLOGY

3.1 SCALE DESIGN

In the study, the scale was presented to 12 experts in the field in terms of content validity. The expert opinions were evaluated according to the Davis technique. The generational conflict scale consists of 29 items. The response for each item will receive a score between 1 and 5. This scoring is usually as follows: 1. Never, 2. Rarely, 3. Sometimes 4. Usually, 5. Always. This type of Likert-type scoring system allows individuals to assess the extent to which they agree or disagree with certain statements or propositions. The total score obtained from the scale is used to determine the individual's perceived level of generational conflict. The higher the score obtained, the higher the individual's perceived generational conflict. For example, if the answer 'Usually' is given to all 29 items, the maximum score will be 145.

3.2 SAMPLE AND DATA ANALYSIS

The data obtained in the study were evaluated through SPSS 22.0 and AMOS statistical programs. Kurtosis and Skewness values were analyzed to determine whether the scale items were normally distributed. In the relevant literature, the results of the kurtosis and skewness values of the variables between +1.5 and -1.5 (Tabachnick *et al.*, 2013), +2.0 and -2.0 (George and Mallery 2010) are accepted as normal distribution. It was determined that the scale items showed a normal distribution. The validity and reliability study of the perceived level of generational conflict scale was conducted on 1005 actively working people in private sector in Istanbul Province of Türkiye. The fact that the research was conducted only in Istanbul constitutes an important limitation of our research. Exploratory and confirmatory factor



analysis was conducted for the construct validity of the scale. Scale reliability was analyzed using Cronbach alpha and test-retest analysis. Internal consistency was tested with item analysis. Convergent validity and divergent validity were examined with CR - composite reliability and Average Variance Extracted (AVE - average variance extracted) values. Scale discrimination was analyzed with independent samples t-test between the lower and upper 27% groups.

3.3 DESCRIPTIVE STATISTICS

Table 1

Distribution of employees according to descriptive characteristics

Groups	Frequencies (n)	Percentage (%)
Generations		
Generation X	205	20,4
Generation Y	480	47,8
Generation Z	320	31,8
Gender		
Female	455	45,3
Male	550	54,7
Marital Status		
Single	685	68,2
Married	320	31,8
Education Level		
Primary Education and Below	10	1,0
High School	285	28,4
Associate Degree	135	13,4
Undergraduate	495	49,3
Graduate	80	8,0

According to generations listed above, 205 (20.4%) of the employees are Generation X, 480 (47.8%) are Generation Y, and 320 (31.8%) are Generation Z. According to gender, 455 (45.3%) of the employees are female and 550 (54.7%) are male. According to marital status, 685 (68.2%) of the employees are single and 320 (31.8%) are married. According to educational status, 10 (1.0%) of the employees are primary school and below, 285 (28.4%) are high school, 135 (13.4%) are associate degree, 495 (49.3%) are undergraduate, 80 (8.0%) are postgraduate.

3.4 FACTOR ANALYSES

Exploratory factor analysis method was applied to reveal the construct validity of the scale. As a result of the Bartlett test ($p=0.000<0.05$), it was determined that there was a



relationship between the variables included in the factor analysis. As a result of the test ($KMO=0.906>0.60$), it was determined that the sample size was sufficient for factor analysis. In the factor analysis application, the varimax method was selected to ensure that the structure of the relationship between the factors remained the same. As a result of the factor analysis, the variables were grouped under 2 factors with a total explained variance of 64.181%. Table II indicates the factor structure of the scale.

Table 2

Factor structure of the intergenerational conflict scale

Factor	Factor Load	Item Total Correlation
Individual Reasons (Eigenvalue=16,027; Variance=33,134; Alpha=0,955; Mean=,446±0,809)		
GC10	0,832	0,502
GC2	0,798	0,431
GC23	0,771	0,641
GC24	0,655	0,784
GC21	0,742	0,576
GC25	0,675	0,711
GC15	0,795	0,812
GC30	0,752	0,843
GC14	0,773	0,690
GC16	0,757	0,748
GC19	0,732	0,769
GC34	0,761	0,774
GC12	0,660	0,809
GC13	0,746	0,753
GC5	0,649	0,736
GC9	0,640	0,752
GC11	0,619	0,609
GC28	0,604	0,736
GC4	0,591	0,521
GC1	0,580	0,589
Organizational Reasons (Eigenvalue=3,227; Variance=31,047; Alpha=0,954; Mean=2,749±0,875)		
GC27	0,877	0,824
GC20	0,726	0,762
GC18	0,661	0,725
GC8	0,769	0,558
GC7	0,693	0,747
GC17	0,649	0,798
GC32	0,781	0,631
GC31	0,687	0,719
GC6	0,788	0,766
GC33	0,770	0,725
Total Variance=64.181%; Overall Reliability(Alpha)=0.968; Mean: 2,648±0,831		

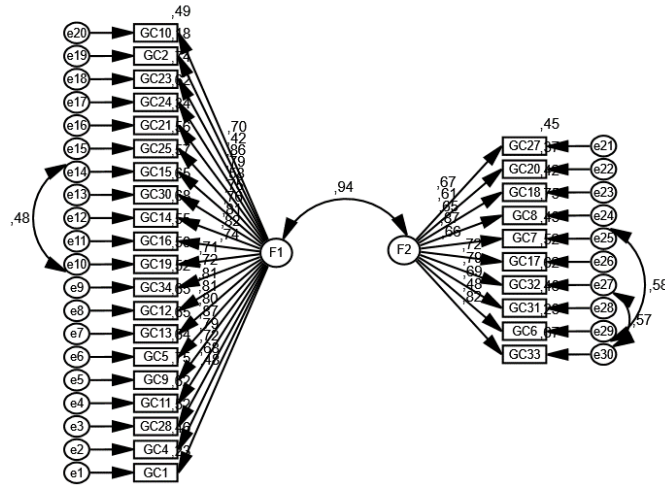
The explanatory factor structure of the scale was tested with confirmatory factor analysis. Confirmatory Factor Analysis (CFA) is a type of structural equation modeling (SEM)



that can measure the relationship between observed variables and latent variables (Brown 2015). In this study, the most frequently used goodness of fit indices in the literature were used. The diagram of confirmatory factor analysis is given below.

Figure 1

Diagram of Confirmatory Factor Analysis



The goodness of fit criteria for confirmatory factor analysis were χ^2/sd 3.88; GFI 0.90; AGFI 0.90; CFI 0.93; RMSEA 0.06; RMR 0.07. The results of the analysis showed that the fit statistics calculated by confirmatory factor analysis were compatible with the previously determined factor structure of the scale at an acceptable level. Standardized factor loadings and t values are given below.



Table 3

Confirmatory Factor Analysis Factor Loadings

Items and Factors	β	Std. β	S .Error	t	p
GC1 <--- F1	1,000	,480			
GC4 <--- F1	1,897	,679	,129	14,680	p<0,001
GC28 <--- F1	2,038	,722	,135	15,108	p<0,001
GC11 <--- F1	2,194	,787	,140	15,675	p<0,001
GC9 <--- F1	2,105	,868	,129	16,277	p<0,001
GC5 <--- F1	1,868	,801	,118	15,787	p<0,001
GC13 <--- F1	1,981	,807	,125	15,835	p<0,001
GC12 <--- F1	2,266	,809	,143	15,852	p<0,001
GC34 <--- F1	1,991	,722	,132	15,108	p<0,001
GC19 <--- F1	1,801	,707	,120	14,966	p<0,001
GC16 <--- F1	2,145	,740	,140	15,275	p<0,001
GC14 <--- F1	2,288	,822	,143	15,948	p<0,001
GC30 <--- F1	1,949	,809	,123	15,848	p<0,001
GC15 <--- F1	2,086	,758	,135	15,432	p<0,001
GC25 <--- F1	1,760	,748	,115	15,347	p<0,001
GC21 <--- F1	1,448	,583	,107	13,565	p<0,001
GC24 <--- F1	2,093	,789	,133	15,691	p<0,001
GC23 <--- F1	2,195	,858	,135	16,207	p<0,001
GC2 <--- F1	1,214	,420	,110	11,018	p<0,001
GC10 <--- F1	1,998	,698	,134	14,871	p<0,001
GC27 <--- F1	1,000	,673			
GC20 <--- F1	,799	,607	,045	17,928	p<0,001
GC18 <--- F1	,841	,647	,044	19,016	p<0,001
GC8 <--- F1	1,319	,868	,054	24,643	p<0,001
GC7 <--- F1	,977	,658	,051	19,290	p<0,001
GC17 <--- F1	1,166	,721	,056	20,954	p<0,001
GC32 <--- F1	1,354	,786	,060	22,600	p<0,001
GC31 <--- F1	1,121	,694	,055	20,257	p<0,001
GC6 <--- F1	,949	,484	,065	14,495	p<0,001
GC33 <--- F1	1,234	,820	,053	23,464	p<0,001

When the standardized coefficients were examined, it was determined that factor loadings were high, standard error values were low, and t values were significant. These results confirm the construct validity of the previously determined factor structure. The scale is expected to clearly distinguish between two extreme groups (lower and upper 27% groups) (Tezbaşaran 2008). The discrimination and short-term invariance (test-retest) analyses of the scale are given below.



Table 4

Scale Test-Retest and Differentiation Status According to Lower-Upper 27% Groups

Groups	Bottom-Up 27		Test-Retest		
	t	p ^b	t p ^c	p ^a	ICC
Scale General	-27,676	0,000	0,897 0,000	0,374	0,842
Individual Causes	-11,876	0,000	-1,669 0,000	0,101	0,833
Organizational Causes	-13,570	0,000	-1,270 0,000	0,210	0,816

^a Dependent Group T-Test, ^b Intraclass Correlation Coefficient, ^c Independent Groups T-Test

Intraclass Correlation Coefficient values related to the agreement between test-retest measurements were found to be high ($p < 0.05$). According to this finding, it can be said that the scale makes reliable measurements based on short time. It was found that the scale showed a significant difference between the Lower 27% and Upper 27% groups ($p < 0.05$). According to these results, it was determined that the scale made sensitive measurements to distinguish. In order to test the construct validity of the variables in the measurement model, construct reliability (CR - composite reliability) and Average Variance Explained (AVE - average variance extracted) values were examined.

Table 5

CR AVE

	CR	AVE	F1	F2
F1	0,798	0,532	0,729	
F2	0,860	0,547	0,668	0,740

As seen in the table above, CR values are greater than AVE values and AVE values are greater than 0.5 convergent validity was achieved for the scale. The square root of the AVE value of each factor was greater than the correlation values of that factor with other factors. Accordingly, it can be said that discriminant validity is in question.

4 RESULTS AND DISCUSSION

In this study, a new scale regarding workplace generational conflict was developed. After the validity and reliability study of the generational conflict scale consisting of two sub dimensions and 29 items that can evaluate the perceived generational conflict from a multidimensional and subjective perspective, our research findings showed that the scale meets



the criteria in terms of language, content, construct validity and reliability and that the scale can be easily used. After the analysis, it is reported in the literature that the content validity index should be at least 0.80 for content validity. In the content validity analysis conducted in our study, the agreement between expert opinions, that is, the content validity index, was found to be 0.90, which is quite high, and it was determined that the scale meets the criteria in terms of content validity.

The scale is recommended for measuring the perceived level of intergenerational conflict in academic research. Researchers can use the score obtained from the scale directly or analyze it by creating specific sub dimensions or categories. The scale is designed to assess the perceived level of generational conflict between individuals. In order to interpret the results correctly, the scale must be administered accurately and completely. More in-depth analyses can be made by associating the results of the scale with various factors such as demographic information of individuals, organizational culture, and work environment. Finally, the results from the scale can be used in organizational training, in determining management strategies or in planning steps to improve intergenerational relations. The content validity index was found to be 0.90. In order to calculate the reliability of the 35 items in the scale, the internal consistency coefficient 'Cronbach Alpha' was calculated. The overall reliability of the scale was found to be very high with $\alpha=0.972$. Items 22, 35, 3, 26, 29 were removed because their total item correlation values were below 0.3.

In line with what is stated in literature, a KMO value above 0.60 and approaching 1 indicates that the data are suitable for factor analysis. A KMO test result greater than 0.90 indicates perfect sampling adequacy (Tavsancil 2006; Kalaycı 2009). The fact that Bartlett's test of sphericity is significant indicates that the correlation matrix of the items in the scale is suitable for factor analysis. Similarly, in our study, KMO coefficient and Bartlett's test of sphericity were applied to test the suitability of the scale in terms of construct validity, and it was determined that the KMO value was 0.906 and Bartlett's test was significant. According to these findings, it was concluded that the sample size of the study was sufficient for factor analysis and factor analysis could be performed for the scale.

When evaluating the results of the exploratory factor analysis, it should be taken into consideration whether the scale has a single-factor or multi-factor structure. In the literature, while at least 30% of the total variance is expected to be explained in single factor scales, it is reported that this figure should be higher in multi-factor scales. According to the EFA results of our study, two factors explained 64.181% of the total variance. This finding showed that the generational conflict scale had sufficient validity and that each item was sufficiently related to



the scale.

In the last step of the validity analyses in our study, the factor loadings and scale compatibility values of the scale were examined. Compatibility indices were found as χ^2/sd 3.88; GFI 0.90; AGFI 0.90; CFI 0.93; RMSEA 0.06; and RMR 0.07. It can be said that the Turkish version of the scale is compatible.

In our study, Cronbach's alpha reliability coefficients of the scale, which was determined to be valid in terms of language, scope and structure, were analyzed and Cronbach's alpha value was found to be very high at 0.972. In the literature, it is reported that Cronbach's alpha coefficient varies between 0.0-1.0, if the coefficient is between 0.60-0.80, the scale is highly reliable, and if it is 0.80 and above, the scale is highly reliable. From this point of view, the Cronbach alpha value calculated in our study was found to be highly reliable in accordance with the literature.

Another test of reliability is the examination of the test-retest results of the scale. Intraclass Correlation Coefficient values related to the agreement between test-retest measurements were found to be high ($p < 0.05$). According to this finding, it can be said that the scale makes reliable measurements based on short time. It was found that the scale showed a significant difference between the Lower 27% and Upper 27% groups ($p < 0.05$). According to these results, it was determined that the scale made sensitive measurements to distinguish.

After a detailed scale development process, the existing structure of the scale offers some important implications. It was determined that the perceived level of generational conflict scale can be used after reliability and validity analyses. The scale meets the criteria in terms of language, content, construct validity and reliability. According to the findings of the study, it can be said that the perceived level of generational conflict scale meets the criteria in terms of language, content, construct validity and reliability and the scale can be easily used.

It is thought that the scale can be used in studies conducted in different geographical regions and in different socio-economic groups. In addition, the scale is seen as a tool that can be used to measure and evaluate generational conflict in organizations. Further studies are needed to use the perceived generational conflict level scale in organizations and other geographical regions. With these studies, it is necessary to test how valid and reliable the scale is in different groups and organizations and to develop suggestions in this direction.

5 CONCLOTION

- a. Application Across Different Demographic Groups: Repeating the validity and



- reliability analyses of the scale across different demographic groups is crucial to determine if the scale is applicable to a wide range of populations. Studies should be conducted with individuals from different age groups, genders, educational levels, and socio-economic statuses;
- b. **Use in Various Geographic Regions:** Applying the scale in different national and international geographic regions is important to examine how cultural differences influence perceptions of generational conflict. In this context, cross-cultural validity studies should be conducted, and the scale should be adapted to different cultural settings;
 - c. **Association with Organizational Culture and Work Environment:** Relating the results of the scale to variables such as organizational culture and work environment is valuable for understanding how generational conflict interacts with these factors. Such analyses can assist organizations in shaping their management strategies and human resource policies;
 - d. **Longitudinal Studies:** Longitudinal studies should be conducted to examine the changes in generational conflict over time. This type of research provides the necessary data to understand the dynamics and long-term effects of generational conflict;
 - e. **Training and Intervention Programs:** The scale can be used to evaluate the impact of training and intervention programs aimed at reducing generational conflict. Particularly, pre- and post-assessments should be conducted to measure the effectiveness of these programs and identify areas for improvement;
 - f. **Academic and Applied Research:** The use of the scale should be encouraged in both academic research and practical applications. This will demonstrate how theoretical knowledge can be applied in practice and help the scale gain wider acceptance;
 - g. **Development of Management Strategies:** Data obtained from the scale should be considered when developing management strategies. Specifically, policies and strategies can be created to manage generational conflict, contributing to increased harmony and productivity in the workplace;
 - h. **Digital Transformation and Technology Use:** The scale can be used to examine the effects of generational conflict on digital transformation and technology use. The adaptation of different generations to technology and their responses to digitalization processes should be evaluated as a significant dimension of generational conflict.



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APPENDIX

Appendix 1

Perceived level of workplace generational conflict scale

No.	Items
1.	Conflict arising from the problem of tolerating
2.	Conflict caused by intergenerational resistance to change
3.	Conflict due to different levels of intergenerational risk-taking
4.	Conflict arising from the difference in the level of belief in organizational goals between generations
5.	Conflict due to lack of trust in intergenerational experience
6.	Conflict due to lack of emphasis on intergenerational strategy
7.	Conflict due to intergenerational delegation of authority
8.	Conflict due to intergenerational value differences
9.	Conflict due to differentiated intergenerational political attitudes
10.	Conflict due to differentiated life philosophies between generations
11.	Conflict due to differentiation of intergenerational communication styles
12.	Conflict due to intergenerational outcome orientation differentiation
13.	Conflict due to intergenerational motivational differentiation
14.	Conflict arising from intergenerational differentiated perception of authority
15.	Conflict due to intergenerational differentiated personal expectations
16.	Intergenerational conflict arising from different perceptions of reward and appreciation
17.	Conflict arising from intergenerational differentiated organizational support
18.	Conflict arising from intergenerational different perceptions of justice
19.	Conflict arising from intergenerational differentiated organizational trust
20.	Intergenerational conflict due to lack of self-confidence
21.	Conflict due to intergenerational differences of opinion
22.	Conflict arising from intergenerational differentiated career goals
23.	Conflict arising from perception of intergenerational responsibility
24.	Intergenerational conflict over planning and organizing style
25.	Conflict due to intergenerational belief differences
26.	Conflict due to intergenerational differences in job satisfaction
27.	Intergenerational talent management conflict
28.	Conflict over the balanced distribution of intergenerational resources
29.	Intergenerational behavioral conflict