Measuring Gen Y's Attitude toward Perceived Happiness at Workplace from Undergraduates Perspective in North Cyprus Universities

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Abstract

The main objective of this paper is to measure Generation Y (Gen Y) attitude toward perceived Happiness at Workplace (HAW) in North Cyprus Universities (NCUs). The differences in their perceptions toward perceived HAW is evaluated on the basis of gender, class standing, college, and nationality within the context of NCUs. This paper adopted five paradigms Positive emotion, Engagement, Relations, Meaning, and Achievement (PERMA) Model.

In primary quantitative data collection, a questionnaire was developed and shared with a randomly selected sample of 170 respondents who included students in Girne American University (GAU) with 20 students for interviews.

The study findings indicate that the identified paradigms of the PERMA model are essential in Gen Y attitudes in their HAW with the most critical aspects being Engagement, Achievement, Positive emotion, Relations, and Meaning sequentially. Additionally, regarding study findings on Gen Y's perceptions towards HAW, it is evident that there lack significant statistical differences between the Gen Y's perceptions towards HAW attributes to their characteristics of gender, class standing, and nationality. Nevertheless, the study findings demonstrate that there is a significant statistical difference between Gen Y perceptions toward HAW that are attributed to College environment. In regard to recommendations, this study suggests the need for NCUs stakeholders and employers to set strategies for developing employability skills for Gen Y. Additionally; it is recommended that supervisors ought to be flexible in their professional style to Gen Y workers.

Keywords: Generation Y Perceptions, Perceived Happiness at Workplace (HAW), PERMA model, and North Cyprus Universities (NCU).

1. Introduction

Human Resources (HR) are considered one of the most important assets in an organization. To achieve their roles, they need to demonstrate enthusiasm, the ability to work with others, and well-being. The outcome of this is the development of a positive attitude towards the organization, which in turn leads to achieving a sustainable competitive advantage, high productivity, attaining organizational goals efficiently and effectively (Werbel & DeMarie, 2005). This is in line with AlRfou and Trawneh (2009) study that notes that HR is a crucial source of sustainable organization development. Additionally, Wong and Karia (2009) note that HR plays a critical role in the achievement of the organizational success which is a confirmation of the past results by Wright et al. (2005) which had argued that supporting the creation of value through people is a key component of organization effectiveness.

In the past, may studies have focused on evaluating the existing relationship of HR and performance in organisations (Wright & Boswell, 2002; Aksoy et al., 2013). In the recent studies, more variables such as worker attitudes such as Happiness at Work (HAW) are being adopted to evaluate the HR role in the organisations performance (Walumbwa et al., 2005; Bailey et al., 2015; Fisher, 2010). Hills and Argyle (2001) identifies HAW as a concept that demonstrates the emotional and intellectual factors in a modern workplace. Recently, Seligman (2011) developed a PERMA model as a determinant of

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HAW; it consists of five following paradigms: Positive emotion, Engagement, Relationships, Meaning, and Achievement. The study concluded that happier employees have better job performance, work more efficiently, fewer absenteeism cases, and more productive, which in turn harnesses customer satisfaction.

In the contemporary organisations operations, a significant challenge is the management of the different workplace generations with the latest being Generation Y (Gen Y) also identified as Millennial Generation (born between the 1980s-2000s) (Guresa, Inan & Arslan. 2018; Mitchell, 2015, Bennette, 2008). According to Ng et al. (2010), contemporary organisations attempt to recruit and maintain the younger generations (Gen Y), who purportedly hold significant perspectives, attitudes, and expectations from the generations of workers who preceded them. Furthermore, Gen Y employee behaviour affects organizational approaches to development. This is since development influence factors such as attraction, motivation, and retention. Positive workplace and relationships with supervisors and coworkers and realization are essential for encouraging active engagement in the workplace and making them happier (Raza, et al. 2017, Graen & Grace, 2015; Thompson, 2013, Abaffy & Rubin, 2011).

Contribution of the Research

The contribution of this paper can be highlighted in its effectiveness in identifying the extent to which HAW is adopted as a strategic approach in sourcing to attract and retain Gen Y's. These study findings will be beneficial to both academicians and North Cyprus Universities (NCUs) stakeholders. This is since it recommends the best practice to establish a happiness bridge between Gen Y's undergraduates and the employment market. Additionally, it is a source of encouragement to employers for gaining an increased appreciation of the HAW values of Gen Y employees. Eventually, the findings in this paper contribute to the construction of a positive and happy workplace which is considered to have strategic significance to attract potential recruiters (Gen Y) and retain them for a long time. Additionally, it directs academics in the direction of appreciating the background of Gen Y's attitude toward HAW within the context.

Therefore, in this paper, Gen Y attitude towards HAW paradigms (Positive emotion, Engagement, Relations, Meaning and Achievement will be measured. This would be done in the context of the NCUs. Also, this paper focuses on identifying Gen Y's undergraduates' distinct perceptions towards the HAW in accordance to their features (gender, class classification, institute and race).

2. Literature Review

2.1 Generational Cohorts at Workplace

In organisations operations, recruited employees classified in diverse generational cohorts are characterized by different aspects which include culture, environment, politics, technology economics, characteristics, wars, mentality and demographic dimensions. On one hand, according to Strauss & Howe (1992), a generation is defined as a cohort group that is born around the same period. On the other hand, Cole et al. (2011) identify a generation as a cohort of individuals with commonalities in their age, and sharing significant historical, social experiences and growing events. To combine both definitions, Rajan (2007) determines four generational groups: traditionalists, baby boomers, generation X, generation Y. These groups are characterized by unique differences.

Traditionalists (1925-1945) - are also known as Veterans, Silent Generation and Greatest Generation. Their unique characteristic is their 'doing more and getting less' concept. They are very respectful in their respect to rules and authority. This character is helpful in attaining organizational goals and objectives, and by all ways. It is evident that most of members of this group belong to the board of directors because they are considered to be organizations historians, and possess the ability to direct a business successfully and boast their true innovators (Baris, 2004)

Baby Boomers (1946-1964) -are born after World War II, known as 'Me' generation (Berkup, 2014). This generation became more recognized during the era of economic wealth. Their uniqueness is

evident from their good behaviors and characteristics which include; hard workers, idealistic to harmony, and dedicated to their careers. In addition, they are open-minded with enormous experience related to their works and always being optimistic, healthy and well-fit people. However, they have some negative traits, such as sense of entitlement, workaholics, and self-centered (Candice, Shaista & Khilji.2014).

Generation X (1965-1979) -are known to be as Baby Busters; the most interesting thing about them is that they were grown in economic period recession, which is known by uncertainty and layoffs. Similar to other generations, Gen X has their distinguished characteristics, such as being innovative and creative minds, entrepreneurial and flexible, with good technological background. However, they have some negative traits, such as being lazy and skeptical but they prefer to be independent individuals since they like to accomplish their tasks alone without asking any help and they used to do so. Gen X like working in diverse environment with heterogeneous cultures and different people behavior since they have the knowledge in how to deal with diversity and most of the time, they prefer to enrich their friendship relationships as well (Schweitzer, 2010). **Generation Y (1980-1999) -**are the last age group in the modern business world. Since their parents are from baby boomer which is a competitive generation, they also concentrate to their roles fully (Guresa, et al 2018). Moreover, Gen Y has been brought up in an environment characterised by a rapid technological and modernised economy world. It is characterized by numerous changes that occur within a short time that affects their personality and their workplace. The effects are in terms of being more dependable on technology to solve their problems, which leads to them to offer fast solutions.

The undergraduate student is one who has transitioned from teen to adult by graduating from high school, then living at college, attending full-time classes, and graduating with a degree in four years or more (Hirshberg, & DelMoral 2009; Healy, 2012; Jeanne & Karie, 2010; Williamson, 2009). Hence, in this research, the Gen Y is focused in the current research as the focus is on the Undergraduates in NCU and this is a reflection of the Gen Y from a basic point of view.

2.2 An Evaluation of Gen Y Features

In the modern business environment, Gen Y has a likelihood of being affected by globalization, technologies advancement, and economics. Due to this, Myers and Sadaghiani (2010) noted that they are characterized by distinct, broader, strategic perspectives pertaining to their workplace. These perspectives are in the areas of leader-follower relationships, cultural diversity, and how communication can be used to enhance organizational efficiency and maximize effectiveness than the prior generations. Moreover, many researchers indicate that Gen Y help to assist digital transformations in business and largely utilize social-networking sites such as Facebook, LinkedIn, etc. (Guresa, et al., 2018; Raza, et al., 2017; Espinoza & Schwarzbart, 2015; Hillman, 2014; Murray, 2011; Howe & Strauss, 2009). The use of social networking sites contributes to disclosure and acceptance of diverse cultures and contributing to the development of innovative approaches to social challenges. Further, in a study by Vecumniece and Leontjeva (2017) that evaluated generation Z business students as future employees of organisations, the study pointed out that Gen Y is the most challengeable generation. This is since their focus is on skills development which is essential for goals and targets attainment. The Gen Y is largely involved in ensuring that they harness their experience through training and development as they believe that this would enrich their personalities and charisma for the best result in life and work. Gen Y is a generation of smart people, who provide great deal for any company with their brilliant mind thinking and ideas. However, we need to understand them and their ability to get the best results from them (Anita, 2011; Bitner, 2010). According to Glass (2007); O'Neill (2012), Gen Y is likely to work in technological environment, such as virtual offices, remote locations and other telecommunication tools. Gen Y also believes in the result, and they do not look on the method, which was used to do the work. Gen Y used many social media tools such as blogs, websites, social networking pages, online reviews, online games, and sharing sites (Krishnamurthy & Dou, 2008; Zemke et al., 2000).

Gen Y prefers doing work on their own way by sending instant messaging, e-mails or text messaging rather than face-to-face communication or even talking by phone. Moreover, Solnet and Kralj (2011)

indicate that Gen Y grew up in a rapidly growing world characterized by an increased advancement in technological tools. Hence, they prefer the usage of e-communication, since it has positive characteristics in the workplace, such as reliability, goal orientation, teamwork, good technology, and independence. Depending on technological messaging, Gen Y is able to multitask on different jobs in the same time with great results. Nevertheless, they are not interested to work overtime from the official working hours. They want to get the best things to feel HAW and they can easy leave work in case if they found better work opportunity (Aksoy, Van Riel, Kandampully, Bolton, Parasuraman, Hoefnagels, & Solnet, 2013; Boyd & Ellison, 2008; Qenani-Petrela, Schlosser, & Pompa 2007; Shao, 2009; Jones, Ravid, & Rafaeli 2004). Therefore, in today workplace managers should be totally aware of how to deal with Gen Y in different work positions, so they can increase productivity. They also should know about generation differences and characteristics (Sessa, Kabacoff, Deal, & Brown, 2007).

Based on extensive literature review, it is evident that Gen Y are characterized by the aspects of HAW including perceptions and attitudes encouraging positive-social relationships and cooperation, esteem of older employees for their lifestyle and thoughts, learning and growth opportunities, constant feedback and performance reviews, performance-based compensation, flexibility in time and space (Gures, et al 2018; Maxwell & Broadbridge, 2017; Espinoza & Schwarzbart, 2015; Carpenter, & de Charon, 2014; Anita, 2011; Bitner, 2010; Arsenault 2004). According to Wey Smola, and Sutton (2000), by understanding the perceived HAW for GenY, organizations will be able to develop strategies to increase their retention, workplace commitment and thus reduce turnover. This forms the core objective of this paper to identify the Gen Y and the HAW factors in their modern business environment.

2.3 HAW and PERMA Model

HAW is increasingly being identified as a concept that identifies positive and happy feelings toward a specific job, characteristics and entire organisation. HAW is identified as a type of good moods and emotions, well-being, and positive attitudes increasingly attracting psychology research in organizations (Schaufeli, Salanova, González-Romá, and Bakker, 2002; Hills & Argyle, 2001; Salas-Vallina et al., 2017; Fisher, 2010; Slavin, Schindler, Chibnall, Fendel, & Shoss 2012; Khaw, & Kern, 2014; Seligman, 2012; Annie, 2017; Tseng, 2009; Annie, 2017). According to Chawsithiwong, (2007), Chaiprasit and Santidhiraku, (2011), HAW is identified as a situation where an individual is able to respond to their roles and enjoying on their roles. In particular, Maenapothi (2007), note that HAW identifies a phenomenon where employees happily execute on their roles, adjusting to their work roles and a high-level efficiency and achievement of set goals. This is both to a particular context and also in an overall organisation. The different factors that influence HAW implementation in an organization include;

Table (1): Five Factors Influencing the Implementation of HAW

HAW Factors	Description
Job Inspiration	Employees satisfaction with assigned roles and ability to achieve their goals
Organization's Shared Value	Working collaboratively and an excellent organizational culture
Relationship	Increased interaction strategies, bonding as a group and all-inclusive working environment
Quality of Work Life	This is evidenced in the environment of work, the inclusion of employees, and work-life balance. Appropriate balancing in obtained results in all members satisfaction contributes to an increased efficiency

| **Leadership** | Promoting and creating happiness for employees by the leaders through an active operation through increased motivation, high-level awareness, increased dedication levels along the hierarchy. The prevailing communication is double-fold, transparency in communication with all stakeholders. |

Sources: Chaiprasit, and Santidhiraku (2011), Maenapothi (2007)

Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) is a Seligman (2011) initiative. The effectiveness of this model is informed by its assumption that HAW consists of the construction of one or more of the five domains, based on many sources (Sandstrom and Dunn, 2014; Seligman, 2011; Schaufeli et al., 2002). The components of PERMA represent different aspects that affect organisations distinctly.

1. **Positive Emotions-** Enhancing an improved performance in the workplace, improving relationships, and being optimistic and hoping for better in the future.

2. **Engagement-** Identify being attached, involved, concentrated, and the feelings on the activities implemented in an organisation. This is while focusing on working on the issues that an employee enjoys most and caring about.

3. **Relationships-** Enhancing entire workforce well-being by establishing healthy and strategic relationships networks that contributes to the development of a sense of belonging.

4. **Meaning and purpose-** This identifies leverage on strengths for an employee and fulfilling goals that are classified as essential. This included volunteering or learning to achieve a particular objective. The different activities in this context are guided by a commonality of roles with a compelling validation of individual's activities.

5. **Accomplishment**-This is identified by strategies to guide more productivity and a life with meaning. Their implementation is informed by the need for individual development even in an event it does not impact positively regarding emotions, meanings, and non-interference to the establishment of positive interactions.

Thus, this paper adopted PERMA domain (Positive emotion, Engagement, Relations, Meaning, and Achievement) as main paradigms in this paper that aligned with Gen Y's characteristics and perspectives.

2.4 Gen Y's Perceptions and HAW

In order for contemporary organisations to survive in the modern competitive business environment, it is essential to understand Gen Y personality characteristics, behavior, and mentality. This is for the sake of attracting and effectively retaining young candidates to become future leaders and find their satisfaction and HAW (Raza et al., 2017, Anna, 2013, Meister & Willyerd 2010, and Wey Smola & Sutton, 2002). Maxwell and Broadbridge (2017) found that UK undergraduate Gen Ys have high expectations of their occupation in enjoyment and progression in workplace. Also, they are enthusiastic and optimistic, with a positive work ethic and healthy mindset. Recognizing undergraduate Gen Ys' opinions on their expectations toward HAW enables the development of their employment skills while they are in university. In a broader perspective, Ongkana (2006) noted that the level of education has a positive correlation with the HAW. This is particularly at a low-level and self-value awareness and environment of their roles which has a positive correlation with the HAW in a medium positioning. Factors of age, marital status, experience levels in their work lacks any relationship with HAW. To affirm these findings, Poopanit (2008); Qenani-Petrela et al. (2007) observed that for the employees who have an age of 20-34 years, they tend to be happier in their roles as opposed to those aged 35-49 with females happier as opposed to males. In a distinct context, Ouyprasert (2009) argued that age and levels of education does not in any way influence the extent in

which HAW is used in significantly predicting issues of happiness including how they relate, prevailing values and work-life quality.

For the Millennials generation, Twenge (2010); Hite et al. (2015) note that their satisfaction is higher as opposed to the elderly generations. Nevertheless, they tend to portray similar characteristics in regard to turnover intention with significant generational effects on the work-linked measures of their behaviours viewed as being significantly linked to each other. To expound this view, Kowske, Rasch, and Wiley (2010) argued that there is a significant distinct effective percentage in satisfaction in roles and turnover intentions of millennials and Gen Xers. This is an indicator that influence of an individual work-linked behaviour is an appropriate measuring tool on another one which could be differing based on generations.

In summary, the reviewed literature notes that Gen Y is characterized by challengeable character enabling them in facing any prevailing issue. This is since they possess a capacity of identifying or solving existing issues not with their skills or knowledge bit with their desire and ambition. Further, Gen Y can equally solve any issue mainly through referencing to different technologies providing them with a supportive work environment and leveraging on power sourced from modern tools usage. Additionally, the reviewed literature notes that PERMA framework is an ideal concept that can be applied as a multidimensional assessor of HAW for Gen Y in their future career, as noted by the author of PERMA Model (Seligman, 2011) as a critical foundation for HAW. Further, managers need to support Gen Y who has this strong desire and smart view through achieving perceived HAW.

To explore the Gen Y student's perceptions toward HAW paradigms, the paper relies on literature review and subsequent observations in developing the model below (figure. 2). Accordingly, Conceptual model illustrates in figure (1):

Figure (1): Conceptual Model
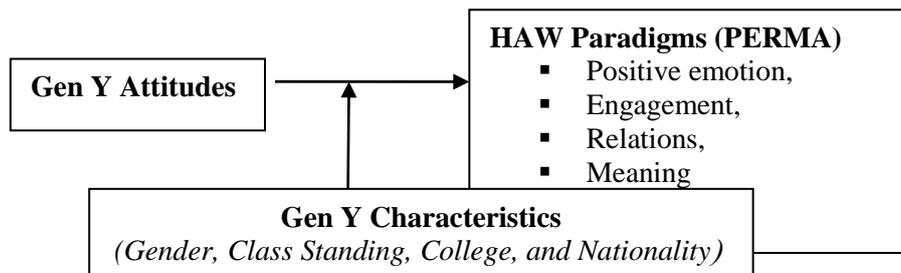
3. Research Hypotheses

The researchers propose the following hypotheses:

H1: Gen Y's have positive perceptions toward perceived HAW (Positive emotion, Engagement, Relations, Meaning, and Achievement) within the context GAU.

H2: Gen Y's perceptions different toward perceived HAW according to their (Gender, Class Standing, College, and Nationality) within the context GAU.

4. Design and Methodology

The research adopts empirical study methodology and uses inductive and deductive strategies. The rationale of this is that these strategies are deemed as appropriate as they enable the researchers to investigate Gen Y's perceptions toward HAW intensely and accurately. The researchers use two methods to collect data from undergraduates which are questionnaires and interviews to support the reliability of the research results. The choice of Girne American University (GAU) is informed by the fact that it is the first private higher education institution in Northern Cyprus. The aim of the institution is to provide a comprehensive Higher Education of American standard for students from different nationalities. Moreover, it is, to their best knowledge, the perfect opportunity to explore the Gen Y characteristics from different cultures.

The research population exclusively includes undergraduates at GAU. The institution is comprised of five different faculties: business and economics, engineering, education, communication, architecture faculty. The researchers distributed (170) questionnaires and (152) questionnaires were returned and were valid for analysis. A sampling of the respondents was done randomly. Also, (20) interviews were performed among GAU students. The collected data are analysed through quantitative and qualitative methods. For the quantitative data, SPSS tool was used (descriptive and ANOVA tests). For qualitative data interview analysis, the majority of respondent's answers were used through content analysis.

5. Quantitative and Qualitative Analysis

5.1 Data Analysis and Hypotheses Testing

To test the hypotheses of the research, the descriptive statistics were used to describe the characteristics of the Gen Y (Gender, Class Standing, College, and Nationality). Table (1) below shows the percentages of undergraduates Gen Y characteristics.

Table 2: The

Measure		Percent %
Gender	Male	64%
	Female	36%
	Total	**100%**
Class Standing	Bachelor degree	26%
	Master degree	38%
	Doctoral degree	36%
	Total	**100%**
College	Business & Economics	48 %
	Engineering	18%
	Education	12%
	Communication	8%
	Architecture	14%
	Total	**100%**
Nationality	Domestic	28%
	International	72%
	Total	**100%**

Percentages of GAU Undergraduates according to their Characteristics

As revealed in table 2, 64% of respondents were males, with females being 36%. According to qualifications, 26% of respondents have a Bachelor's degree, followed by a Master's degree 38%, and lastly, 36% have Ph.D.'s. Thus, it is evident that the highest percentage of respondents was those with Master's degrees. Regarding the College qualifications, the results indicated that 48% of the respondents are from the Business and Economic College, 18% Engineering College, 12% Education College, and 8% of them are Communication college. Finally, 14% of respondents are from the Architecture College. Accordingly, the highest percentage of the respondents was from those who study at the Business and Economic College. This is since Business and Economic is considered to be one of the most necessary and required section for the Gen Y, due to its importance for their future. Lastly, 28% of the respondents were Domestic, with 72% being international. Hence, the largest number of students was International, and the lowest number of students was Domestic.

The hypotheses were tested using ANOVA, to explain if there is the significant statistical difference among Gen Y Characteristics and their perception toward HAW according to their demographic factors (Gender, Class Standing, College, and Nationality) within the context GAU. According to the Decision rule: "accept" null hypothesis (H0) if the significance level (α) of the question is greater than (0.05) significance level, and "reject" (H0) if the significance (α) level equals or is less than (0.05) (Berenson and Levine, 1999). Therefore, the researchers have tested the proposed hypothesis statistically and found the following results:

Table 3: Level of Significance of the Gen Y Perception toward HAW

Demographic Characteristics		Sum of Squares	D.F	Mean Square	F	Sig.
Gender	Between Groups	.950	3	.317	1.378	.261
	Within Groups	10.570	46	.230		
	Total	11.520	49			
Class Standing	Between Groups	2.455	3	.818	1.306	.284
	Within Groups	28.825	46	.627		
	Total	31.280	49			
College	Between Groups	17.255	3	5.752	2.962	.042
	Within Groups	89.325	46	1.942		
	Total	106.580	49			
Nationality	Between Groups	.332	3	.111	.522	.669
	Within Groups	9.748	46	.212		
	Total	10.080	49			

Statistically significant at the level of significance ($\alpha \leq 0.05$)

As shown in the previous table 3, the results indicate that (sig = .261) for Gender, has (sig = .284) for Class Standing, has (sig = .042) for College, and has (sig = .669) for Nationality. Consequently, (H01) is accepted for (*Gender, Class Standing, and Nationality*). The results indicate that there is no significant statistical difference between Gen Y perceptions toward HAW that are attributed to gender, class standing, and nationality. Yet, for College, the results indicate that there is a significant statistical difference between Gen Y's perceptions toward HAW that are attributed to College within the context GAU. Conversely, the qualitative analysis results had distinct findings where the interviewees had noted on the existence of multiple similar characteristics between the GAU students and those living outside as a result of the similar prevailing culture. For all the 20 respondents, they noted that technology as an aspect of culture is the influential primary factor since advanced technology in the contemporary business environment enhances an easy and convenient lifestyle amongst Generation Y.

5.2 **Qualitative Analysis**

Additionally, from the qualitative research, the respondents mutually agreed to the view that there prevail multiple factors elicited by technology, flexibility, self-development, happy life, among others. Hence, the respondents pointed out that there does not exist any difference with other countries. This is informed by the view that Gen Y views itself as children of parents born during the baby boom period, and they have similar cultures and environments as well. Additionally, from the interview findings, the respondents had noted that their practice is majorly enhanced by following strict scheduling for their time in advance. This has a positive implication on their productivity level in their daily roles with an ideal opportunity being provided for achieving the set daily goals and targets. Conversely, the interview respondents noted that they are likely to refresh and entertain themselves during their off-days. This is since for Gen Y, the most important paradigms are Engagement, Achievement, Positive emotion, Relations, and Meaning sequentially.

Majority of the respondents in the interview agreed with the view that despite work done being instrumental for Gen Y and their satisfaction with HAW, they equally noted on the relevance of their families and friends. They noted that Gen Y view work as an essential practice to be able to survive in a competitive business environment. In such a practice, operating through a strictly challenging work environment is a significant aspect since they aspire to achieve a sense of responsibility and being successful in all achievements. This productivity, according to the respondents, is equally influenced by their views on issues of flexibility that harness creativity and productivity. Finally, all respondents noted the importance of the leader role in establishing the direction of an organisation. This is by ensuring that individual objectives and those of an organisation are achieved. The respondents hold a common agreement that a leader is always in a position of influencing a team to achieve more effective results. The distinct view of the respondents was evidenced by their perception of the issue of a leader's emotional intelligence and knowledge grasp.

6. Discussion

After analyzing data and testing hypotheses, the researchers find that there are no significant statistical differences between Gen Y's perceptions toward HAW that are attributed to demographic characteristics (Gender, Class Standing, and Nationality) within the context GAU, as they conform to prior findings of Maxwell and Broadbridge (2017), Espinoza and Schwarzbart, (2015); Marian and Linda (2014). The results illustrate that Engagement, Achievement, Positive emotion, Relations and Meaning are important contextual variables for Gen Y's perceptions toward HAW; and corroborated by Guresa (2018), who noted that GenY has common characteristics, perceptions and attitudes toward HAW as Enjoyable workplace that encourages positive-social relationships, learning and growth opportunities, constant feedback and performance reviews. The results also indicated that there is a significant statistical difference among Gen Y's perceptions toward HAW that are relative to College and reflected in their mentality from three different aspects. The first related to their university major and study field, as GAU has more than five majors, and students believe in what they are learning. The second is related to their educational background since students gained different majors. The

Third is related to student perspectives and visions towards their future career. Finally, it is noticed that these aspects are influencing students' perceptions of HAW in Cyprus

Furthermore, to explore the Generation Y's perceptions toward HAW and its impact on their future career, the researchers noticed during the interview phase that Gen Y in GAU has common characteristics that brought up by technology, such as flexibility, self-development, and happy life. The results also show that Gen Y prefers to use social media and other technologies to achieve their work and assignments faster. Although Gen Y believes that technology can do much more tasks and its helpful tool, they believe in their abilities that they can be independent. They can overcome any challenges in their life, which are reflected in their personalities to respect others regardless of cultural diversity and their tendency to be treated as they are treating others. Therefore, the researchers concluded that Engagement, Achievement is essential paradigms to achieve HAW, Positive emotion, Relations, and Meaning sequentially. They are effective methods to improve organization efficiency and effectiveness in the future.

7. Conclusions and Recommendations

The primary focus of this paper measured Generation Y's attitude toward perceived HAW in NCUs. In the evaluation, the individual's characteristics, including gender, qualifications, college, and nationality within the context of NCUs, were taken into account. This paper adopted five paradigms Positive emotion, Engagement, Relations, Meaning, and Achievement (PERMA) Model. The study utilized a mixed methodology with questionnaires being issued to source quantitative data and interviews for qualitative information. From the analysis, the findings noted that the different PERMA model paradigms are critical in defining the Gen Y attitudes in their HAW with the most critical factors being; Engagement, Achievement, Positive emotion, Relations, and Meaning sequentially. Additionally, the study pointed out that the Gen Y perceptions towards HAW are characterized by inexistence of any significant statistical difference between the Gen Y perceptions of the HAW attributes. This is on their characteristics such as gender, qualifications, and nationality. However, the findings in the study noted that there prevails a significant statistical difference between the Gen Y perceptions towards the HAW, which are influenced by the environment of their learning.

Lastly, in terms of recommendations, there is a need for NCUs different stakeholders to put in place relevant strategies for ensuring that their employees have employability skills for Gen Y. Therefore, NCU is recommended to put into the account the need for establishing programs and initiatives that promote their employee's training and professional development programs (Jenna et al., 2013). This strategy would also be beneficial in ensuring that it is only the most talented and high performing employees are retained in the organisation. Additionally, since the study findings have indicated that recruitment Gen Y is a significant challenge, to overcome this challenge, organisations must capitalist on prevailing opportunities. This means being in a position of capitalizing on diverse skills of the new graduates and leverage on maximum value to NCUs and other modern organizations.

8. Research Limitations

The issue of Gen Y perceptions and HAW attributes is a relatively new and developing concept. As such, it required a reference to the latest sources to enhance the validity of the sourced findings. This study was nevertheless characterized by a significant challenge of lack of latest resources and journals. Also, in the few sources that were obtained, they had focused on the other sectors such as manufacturing, nursing and retail with minimal studies focusing on the education sector. Additionally, the randomly selected sample was sourced from only one institution and department. This is a very small representative of the general population hence the results cannot be representative. Lastly, time constraints represented a significant challenge to the current study, with resources being a constraint to the success of the current study.

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