

Changing Aspirations in Generation Z: An Exploratory Study

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ABSTRACT

The study analyzes the changing work desires of the Generation Z, concentrating on their preference of stability, flexibility, developmental feedback, inclusion, and entrepreneurship desire. The aim was to establish aspirations, study patterns of co-occurrence and evaluate disparity in gender and previous job experience. Primary information was gathered based on the exploratory descriptive design using 100 students in Delhi-NCR with the help of a structured questionnaire and evaluated with the help of descriptive statistics, reliability tests, correlations, Fisher exact test, and the Mann-Whitney U test. The results show that there are high inclusion, autonomy, feedback, and hybrid work preferences, moderate job security, and significant entrepreneurial interests. Findings also indicate a positive relationship between autonomy and entrepreneurial inclination and that the previous work experience enhances entrepreneurial orientation immensely. The study concludes that Generation Z is interested in supportive and flexible work environment and growth opportunities without disregarding the traditional stability requirements and new entrepreneurial desires...

Keywords: *Generation Z, Work Aspirations, Flexibility, Autonomy, Entrepreneurial Intention*

1. INTRODUCTION:

The Generation Z is moving into the labour market with hopes based on constant exposure to digital content and faster technology and changing socio-economic realities. This generation has a set of preferences, as opposed to previous cohorts, that is more focused on job security and a chance to grow as well as flexible through hybrid options and freedom over time and place, frequent developmental feedback, and inclusive and psychologically safe workplaces. Another significant group shows an interest in the entrepreneurship and side-hustle culture as well. Knowledge on how such aspirations group around a particular set up is of value to teachers and employers and offers theoretical information to models relating motivational patterns to workplace behaviour. The study provides a descriptive and associative analysis of these aspirations as a quick survey and the frequencies and simple correlations were used to describe and make associations. This is done to bring out distinct trends- what Generation Z is said to value and what aspirations are more likely to coexist with- to inform more stringent future studies. Another work that favors continued doctoral research on the Psychological and Behavioural Traits Matrix of Generation Z in the Workplace also does not reveal any findings of the thesis.

The choice of a method of manufacturing process depends greatly on the character of the work and the necessary quantity of production. There are five major types of processes, which include job shop, batch, repetitive, continuous and project. Both of them have their own benefits and shortcomings affecting applicability. Historically, the job shop and batch processes were invented initially, and repetitive and continuous systems

were invented during the industrial era. Job shops deal with a variety of products and in limited volumes where substantial flexibility of equipment and skilled manpower is demanded. This allows a lot of variation in products, but it creates a high unit cost and complicated scheduling. They can be jewelry repair shops and veterinary.

Moderate volumes and product variety are managed in batch processes, e.g. those in bakeries or group products like air travel. They are flexible but have moderate unit costs and significant scheduling problems. Repetitive production, like assembling production line with automobiles or electronics, allows high volume production, and predictability of output. Such systems are however, not flexible and also suffer heavy losses in case equipment is downed. Constant processes promote the greatest volumes of production, which is usually based on inflexible equipment and less skilled labour. This model is common in industries including sugar, flour, gasoline, steel, electricity supply as well as the internet services. Even though the process is not very varied, it is high in efficiency. Uniqueness, large-scale or creative projects, such as film production, book publishing, or dam construction, use project processes and can draw upon the characteristics of all other types because of project variation.

Workplace Dynamics of Generation Z Employees

Digital generation

When parents or teachers come up with the attempt to explain Generation Z, the issue is commonly presented as the group being constantly attached to their laptops, phones, and the internet. The most prominent distinction is that the current generation has never known life without applications, social media, or incessant Wi-Fi connection,

whereas the previous generations acquired these tools over time, and usually do not use them as much as comfortably. Therefore, the Generation Z is more likely to process information fast and can access an overwhelming amount of knowledge at all times. The preferences of learning are also influenced by short attention span, as teachers have to change teaching approaches quite often. McSpadden (2015) argues that this requires the provision of thick information that is separated into small portions with limited intervals in between. The expectations of the parents have to change in the domestic setting, as well. The stereotype that students cannot concentrate on their homework with music open in the background is frequently disregarded by the generation Z, as they have learned to focus on TikTok, text messaging, and writing their homework at the same time, making it their second habit. When parents or professors use the word lazy to describe the generation, misinterpretation will occur. The most frequent autosuggestions include: demanding generation, non-working generation, and lazy generation, which helps to note the stereotypes. These perceptions are supported by data provided by the American research monitor that has been surveyed on young adults since 1976 and indicated that in 2022, work was ranked as 19th in importance among the priorities in life.

The new characteristic of the members of Generation Z means that the start of the working experience comes at a relatively young age and lasts longer. A lot of them have to balance between school and part-time jobs. The number and quality of the modern jobs have shifted along with the development of the economy, technological progress, and the increased interest in human rights. Recent tendencies demonstrate that workers spend less time at the workplace but they are more productive (McAllister 2024). Working remotely and adopting flexible working hours has become a normalcy, and it has facilitated the creation of a more definitive line between work and life. The previous generations tend to tell whether Generation Z is less serious or demands too much but these are erroneous thoughts that they are missing the greater picture (Gomez et al. 2022). With the help of favorable labor market circumstances, the expectations of balanced schedules and productivity are reasonable and achievable. It is a positive change, whereby efficiency is increased, and the working hours are beared down. However, economic factors are very important. When the unemployment rate is high or the accessibility to good jobs is low, it becomes difficult to ensure the strict work boundaries, and thus, many young workers feel obliged to work harder only to ensure that they can have a basic livelihood (Zhang and Li 2021)

Choice of Education

The experiences of education that children have gone through and personal histories of employment are important in influencing educational decisions. It is a typical feature of Generation Z to use personality tests as the means of discovering the correct career options depending on the behavioural characteristics. This kind of tests could be quite useful especially to people who are yet to form a particular interest in academic or work areas. The role of parents is also significant in the selection of school or programs since young people always view parents as more competent in making decisions.

Nonetheless, an increasing necessity to dwell upon the means of making sure that all stakeholders are equally informed and empowered in the decision-making process is emerging (Markoski 2023).

Social networks tend to have a greater role in career-related choices. Online platforms enable Generation Z to get knowledge about different industries, career paths of professionals, and analyze the opportunities. Another influencer who makes a significant contribution is sharing personal experiences, strategies, and advice. However, such descriptions tend to show only accomplishments and none of the obstacles thus creating a romanticized view of a successful career. This selectivity may lead to unrealistic expectations and pressure on the young people to achieve quick outcomes. Some of it can lead to a constrained exploration since influencers often advertise particular sectors or industries.

The priorities that Generation Z should focus on to make educated educational and career choices are personal interests, future aspirations, and values. The design of systematic guidance schemes can also help young learners to overcome competitive academic and professional environments (Hayes 2024).

Financial Priorities and Entrepreneurial Motivation of Generation Z

Generation Z also attaches great importance to financial stability as a means of improving the level of living. There is usually a responsible attitude of managing the earnings, and there is a cognizance that the financial independence should be earned by personal efforts. This has been influenced by a high rate of inflation sensitivity in this generation, which has made them think more about the costs and long-term financial planning than the past generations. This financial awareness is supported by unceasing questioning and deliberative thinking, as it puts the decisions involving money in the realm of a conscious decision, a deliberate and thoughtful action (Racolta-Paina and Irini 2021.), as is suggested by Seemiller and Grace (2015).

Entrepreneurship is becoming an encouraged activity in organisations or learning institutions. It is now a norm that people do start thinking of business ideas when they are in college or immediately after college. The perceived necessity to acquire the groundwork experience in the form of learning about how different organisational systems work, effective communication, and working with various groups of employees influence decisions regarding the need to start the business or search employment in the established corporations. Though entrepreneurial development is also known as a slow process, it is believed that the experience in the workplace is needed early before making a transition to independent ventures (Unicaf Team 2019).

Contemporary attitudes towards failure are also included in motivations to start-up after graduation. The current work culture is more flexible and tolerant of risk, and young entrepreneurs may now consider failure as an important learning experience and not as an irreversible damage. Such approach promotes trial and error and tenacity, since every failure is interpreted as part of future

success due to gaining more knowledge and insight (Seemiller and Grace 2015).

Meanwhile, motivation can be decreased by a number of factors. The less than urgency to amass large wealth at an early age, combined with the availability of financial resources and information at an easier rate, reduce traditional pressures that accompany career choice. Long-term objectives like early retirement and desire to have a flexible life also make many other individuals engage in further learning and acquisition of skills. These shifting priorities represent the general trends of the whole world and not limited to a specific culture or a specific geographic area (Microsoft Store Team 2022).

2. LITERATURE REVIEW

An emerging literature has also discussed the career expectations, motivation trends, and workplace anticipations of Generation Z, which are indicative of the rising participation of this generation in the world labour markets. Initial systemic research suggests that intrinsic and extrinsic factors influence the career aspirations of Gen Z, where individuals are showing a clear definition of what is required in meaningful work, development, and stability and how technology exists in their everyday work (Barhate and Dirani, 2022). These results are supported by larger bibliometric analyses that reveal that study on Gen Z is gaining traction since 2018, and thematic clusters at this point focus on workplace behaviour, management, leadership, generational diversity, and learning strategies (Benítez-Márquez et al., 2022). Further literature brings out the differences in gender-specific expectation in the workplace, especially in creative professions like advertising, where personal and professional expectations are varied across the gender lines despite their generational experiences (Grow & Yang, 2018). The aggregate data is constantly presented to depict Generation Z as technologically absorbed, pragmatic, goal-oriented, and consciously focused on balancing personal and professional considerations.

The aspirations towards the career of the present generation are further narrowed down by digitalization and the socio-cultural environment. The study indicates that Generation Z are keen on digital, flexible, and location independent careers, where digital career desires are more evident among younger adults and slight moderated as people develop more realistic career expectations as they age (Pazer, 2024). The findings of cross culture also underline the significance of autonomy, flexibility, collaboration, and continuous feedback as the essential preferences (Bulut and Maraba, 2021). The motivational profiles are significantly changing in reaction to the global disturbances like the COVID-19 pandemics, which diverted priorities to health and life balance, and self-growth among the young adults (Chala et al., 2022). The Indian IT industry study based on a grounded theory also emphasizes that the initial formation of Gen Z career aspirations is subject to cultural and socio-economic pressures, which are then reconfigured by the experience of work that would make them understand themselves, their efficacy, and their desire and purpose to remodel careers (Barhate, 2022). Collectively, these studies indicate that the development of Gen Z career life

is dynamic, as it involves an early social formation with subsequent experience.

Another significant thread of the literature is entrepreneurial motivation, which is in keeping with the cohort and its increasing propensity toward self-employment, side-hustles and digital-enabled enterprises. Empirical research indicates that financial literacy, family background, and value orientations (attitudes towards money in particular) play a significant role in entrepreneurial motivation, which, in its turn, mediates entrepreneurial interest among students (Kemalasari et al., 2025). Further studies indicate that Gen Z-based entrepreneurial tendencies depend on achievement needs, creativity, and risk-taking, as well as, the entrepreneurial inclinations of people with lower income status are higher (Kılıç, 2022). The qualitative studies also indicate that there are very close associations between entrepreneur interest and other such factors as technological competency, social impact, environmental support, and self-confidence (Susanto and Widiasih, 2024). Wider scans that are presented in the ESG and sustainability frameworks reveal that Gen Z is contributing to the business models that are environmentally responsible and socially inclusive, as well as issues to do with competition, digital ecosystems, and financial access (Roshchupkina et al., 2023). Taken together, these results describe Generation Z as a group of individuals exploring professional ambitions by pursuing a balance between security and entrepreneurial drive, which is digital capable, adaptive in motivation, and deeply focused on meaningful and balanced paths in life.

Continued studies on Generation Z have demonstrated that the career prospects are influenced by a combination of technology overload, changing socio-economic realities, and the changing values of motivation in this cohort. Gen Z has strict expectations of meaningful work, developmental support, stability, and digitally integrated careers (Barhate and Dirani, 2022), and bibliometric analysis shows the increased scholarly interest in the topics of workplace attitudes, leadership, and generational diversity (Benítez-Márquez et al., 2022). Digitalization has a powerful impact on the workplace selection, and young adults are eager about flexible occupations, based on the autonomy, and digital occupations, though the perception of feasibility varies according to the age (Pazer, 2024). Cross-cultural research also emphasizes collaboration, flexibility, ethical working conditions, and regular feedback as the priorities of Gen Z (Bulut and Maraba, 2021), whereas the pandemic-related research demonstrates that health, balance, and personal advancement have also become priorities (Chala et al., 2022). The career aspirations in the Indian context are formed, adjusted, and re-formed in stages based on the work experiences and the increasing self-efficacy (Barhate, 2022). The entrepreneurial interest is a significant theme, and it depends on the financial literacy, family background, and the internal motivation (Kemalasari et al., 2025), and the qualitative data proves that technology, social impact, and environmental support influence the formation of entrepreneurial paths (Susanto and Widiasih, 2024). It is also observed that Gen Z is becoming more and more interested in sustainability-

driven entrepreneurship, but there are still obstacles, including funding and digital competition (Roshchupkina et al., 2023).

Research Methodology

The study was an exploratory descriptive study that utilized a convenience method of sampling to give indicative patterns as opposed to population-level estimates. The target population included Generation Z students aged 18-26 years who are pursuing higher education in institutions within the area of Delhi-NCR. The participants had been recruited via classroom announcements and programme WhatsApp/ Teams groups, and the inclusion criteria involved current enrolment and informed consent and the exclusion criteria eliminated those who were not within the age range, who had not completed the submissions, or who had failed attention tests. The sample size comprised of 100 participants who were sampled to complete a short, self-administered questionnaire, which contained data variables on important work aspirations to the Delhi-NCR situation. The instrument included six short subscales and demographic questions, and the responses were recorded on the 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), although one of the items is a binary one (0 = No, 1 = Yes) that is an entrepreneurial-intention question. Words were typed in simple English and one of them was reversibly coded where attention was to be tracked and better marks were a sign of higher preferences or expectations. A descriptive frequency and simple association analyses that was suitable in a small sample.

Research questions

Which work aspirations do Generation Z respondents priorities (e.g., stability, flexibility, rapid feedback, entrepreneurship)?

Which work aspirations commonly co-occur among respondents?

Do these co-occurring aspirations differ by gender or prior work experience?

Research Objective

To identify the key work aspirations prioritized by Generation Z respondents, including preferences for stability, flexibility, developmental feedback, and entrepreneurial pathways.

To examine the patterns of co-occurrence among various work aspirations within individual respondents.

To compare differences in co-occurring work aspirations across demographic groups, specifically by gender and prior work experience.

Research Hypothesis

H1: Generation Z respondents show significantly varying levels of prioritization across key work aspirations such as stability, flexibility, developmental feedback, and entrepreneurial inclination.

H2: Specific work aspirations co-occur significantly within individual respondents, indicating positive associations among selected aspiration domains.

H3: The patterns of co-occurring work aspirations differ significantly across demographic groups, particularly with respect to gender and prior work experience.

Data Analysis

Analyses (SPSS v26 / R 4.x) on the Delhi-NCR sample ($n = 100$) used descriptives (frequencies, M , SD) and Cronbach's α for reliability. Associations among ordinal items were tested with Spearman's ρ (with Kendall's τ as a check) and 95% bootstrap CIs. Binary/categorical links used Fisher's exact with phi (ϕ); group differences on ordinal outcomes used Mann-Whitney U with effect size $r = |Z|/\sqrt{N}$. Tests were two-tailed at $\alpha = .05$ with Holm-Bonferroni adjustments; missing data were handled via pairwise deletion and the reverse-coded item was recoded so higher scores indicate stronger preferences.

Table 1: Sample Characteristics (Delhi-NCR; $n = 100$)

Variable	Category	n	%
Gender	Women	53	53
	Men	45	45
	Non-binary/Unspecified	2	2
Age (years)	Mean (SD)	21.3 (1.8)	—
Prior paid work/internship	Yes	44	44
Side-hustle income	Yes	27	27

The sample included 100 Generation Z students in the Delhi-NCR region, and a majority of the participants were women (53%), then men (45%), and a small number of participants were non-binary or unspecified (2%). The average age of the respondents was 21.3 years ($SD=1.8$), which reflected a rather young-adult age group that is in line with the higher-education enrolment trends. Almost fifty percent (44) of the respondents indicated being exposed to a professional setting in the form of paid work or internship in the past, which implies somewhat moderate exposure. Also, one out of every four reported making money via side-hustles, which shows the rising popularity of flexible, informal, or extra-work among young adults. As a whole, these attributes describe a heterogeneous but representative sample of students of different levels of labor market participation.

Table 2: Internal Consistency (Cronbach's α) of Short Subscales

Scale	k	Cronbach's α
Flexibility / Hybrid	3	.78
Autonomy	3	.81
Frequent Developmental Feedback	3	.84

Inclusion & Psychological Safety	4	.86
Stability / Security	3	.74
Entrepreneurial Intention — Likert	3	.80

The internal consistency estimates have shown that all of the short subscales showed acceptable to strong reliability to be used in the study. Cronbachs alpha values were between 0.74 and 0.86 with the lowest reliability of 0.74 by Stability/Security which is not below conventional levels of adequacy. Flexibility/Hybrid (.78), Autonomy (.81), and Frequent/Developmental Feedback (.84) had a good performance, and Inclusion and Psychological Safety had the highest reliability (.86) which indicates the strong coherence of the four items. Good internal consistency was also evident in the entrepreneurial intention Likert subscale (.80), indicating that the items adequately measure one and the same underlying construct. In general, the values of reliability justify the use of these brief subscales in the exploratory analysis in the given study.

Table 3: Prevalence of Aspirations (Items \geq 4, Agree/Strongly Agree)

Aspiration	% Agree/Strongly Agree
Inclusion / psychological safety	81
Frequent developmental feedback	74
Autonomy / independence in tasks	70
Hybrid / flexible work	68
Job security / stability	63
Entrepreneurial intention (Yes; binary)	42

The prevalence scores show that inclusion and psychological safety were the most popular aspirations with 81 percent of the respondents agreeing or strongly agreeing, and this shows that people want to work in supportive and respectful environments. It was also greatly appreciated when developmental feedback was frequently provided (74%), which indicates that continued guidance and output that is growth-focused is one of the core concentration of this cohort. Similar high endorsement was also observed in autonomy in carrying out tasks (70%), hybrid or flexible work arrangements (68%), which implies a high desire to have independence and control over work conditions. Fewer majority (63% weight) valued job security and stability which means that traditional job guarantees are still relevant, although not powerful, compared to relational and developmental factors. Entrepreneurial intention was found in 42% of the respondents indicating the existence of a significant

minority who are interested in self-employment or side-hustle options as well as or in lieu of traditional employment.

Table 4: Pairwise Associations Among Key Aspirations (Spearman ρ)

Association	ρ	95% CI	p
Autonomy \leftrightarrow EI (Likert)	.34	.08–.56	.010
Autonomy \leftrightarrow EI (Binary)	.28	.02–.50	.030
Hybrid \leftrightarrow Frequent Feedback	.29	.02–.53	.030
Inclusion/Safety \leftrightarrow Frequent Feedback	.27	.01–.50	.040

The pairwise relationships indicate various small, yet significant relationships between aspirations. When measured as a Likert subscale ($\rho = +.34$, $p = +.010$) or as a yes/no variable ($\rho = +.28$, $p = +.030$) entrepreneurial intention was most closely related to autonomy indicating that preference of independent task management is the most appropriate indicator of interest in business road. There was also a positive correlation between hybrid/flexible work preferences and wish to receive frequent developmental feedback ($r = .29$, $p = .030$), which means that those respondents who appreciate flexibility are also inclined to receive regular guidance/performance feedback. There is also a positive correlation between inclusion and psychological safety and frequency of feedback ($\rho = .27$, $p = .040$) which means that supportive and respectful climate is perceived simultaneously with expectations regarding regular developmental communication. The patterns describe early indications of the cluster patterns of key aspirations, although the effect sizes are in the moderate range, in individual respondents.

Table 5: Binary/Categorical Associations (Fisher's Exact; ϕ)

Crosstab	Test	Effect (ϕ)	p
EI (Yes/No) \times Prior Work (Yes/No)	Fisher	.22	.070
EI (Yes/No) \times Gender (M vs others)	Fisher	.19	.110

The categorical tests show that there are minor, insignificant relationships between entrepreneurial intention and the demographic variables studied. The correlation between entrepreneurial intention and previous work or internship experience was not significant (1070) (0.22), which is why there was a slight indication that people with prior experience of work or

internship were slightly more likely to become an entrepreneur, but that was not what the correlation coefficient demonstrated. On the same note, the relationship between entrepreneurial intention and gender (men versus all other genders) had a small impact ($\beta = .19$, $p = .110$), which suggests that the difference in the entrepreneurial inclination by gender is not significant in this sample. Altogether, these findings suggest that gender or previous work experience does not have a strong pattern-based entrepreneurial intention among this cohort.

Table 6: Group Comparison on EI Likert Composite (Mann–Whitney U)

Outcome	Groups	Effect size r	p
EI_Likert	Prior Work: Yes vs No	.31	.020

The MannWhitney U statistics show that there is statistically significant difference in the scores in entrepreneurial intentions between respondents who have prior work or internship experience and those who do not. The moderate association indicated by the effect size ($r = .31$, $p = .020$) indicates that people who have been exposed to workplace settings in the past, are more likely to indicate better entrepreneurial orientation on the Likert composite. This result supports the concept that the experiences of the early work life can boost the confidence, competency awareness, or perceived practicability of entrepreneurial opportunities.

3. DISCUSSION

The findings of this exploratory study are consistent with the current literature concerning the generational expectations of Generation Z in the workplace, specifically the high degree of focus on psychological safety, developmental feedback, autonomy, and flexible working frameworks. The fact that aspirations associated with inclusion (81%), as well as regular feedback (74%), are of high prevalence, support the arguments that Gen Z places more emphasis on relational and growth-oriented work environments than cohorts in the past (Barhate and Dirani, 2022; Bulut and Maraba, 2021). The noted feedback and hybrid work co-occurrence indicate that flexibility is neither perceived as a retreat but rather a way to continue developing, as it is supported by more extensive data, which show that Gen Z anticipates continuous guidance in the digitally mediated workplace (Pazer, 2024). The strong positive conflict between autonomy and entrepreneurship inclination also supports the literature that demonstrates that independent decision-making is associated with increasing levels of entrepreneurial interest in young people (Kemalasari et al., 2025; Kılıç, 2022). Also, the endorsement of job security was relatively moderate (63% vs. relational and developmental), which also reflects the abandonment of beliefs in traditional employment in favor of meaningful, balanced, and technologically integrated work opportunities, as this tendency was consistent with other studies conducted by researchers (Benítez-Márquez et al., 2022). On the whole, these tendencies are characteristic of a generation that bargains between the values of stability

and aspirational autonomy, which are largely reported in the current Gen Z studies.

Although there have been many studies on the gen z workplace behaviours in terms of demographics, this study discovered that there was little gender-based variation in the entrepreneurial intention, which means that the entrepreneurial aspirations could be more ubiquitous in this generation than earlier perceived (Grow & Yang, 2018). Nonetheless, the large gap in the entrepreneurial intention between the respondents who had prior work experience and those who did not has corroborated theoretical frameworks that highlight the importance of early exposure in forming self-efficacy and feasibility perceptions about entrepreneurship (Susanto and Widiasih, 2024). The average effect size ($r = .31$) shows that, even minimal working experience may raise the awareness of professional skills requirements and opportunities, thus triggering entrepreneurial orientation. The overlapping of aspirations, including the involvement of inclusion and feedback, also indicates that to the Gen Z, supportive social climates are part of the developmental mechanisms, which is also quality-based on the qualitative results, that indicate that psychological safety does increase openness, risk-taking, and creativity (Racolța-Paina and Irini, 2021). These overlapping desires point to a larger generational trend where Gen Z wants to find a safe and flexible, feedback-related and autonomy-focused environment. All these findings indicate that, despite the global trends in the aspiration profiles of Gen Z respondents in this NCR-based sample, the profiles are also characterized by the local peculiarities of work exposure and readiness to become an entrepreneur.

4. CONCLUSION

The study concludes the exploratory insight into the work desires and rising career orientations of Generation Z in the environment of Delhi-NCR that introduce a generation that gives strong emphasis to inclusion and autonomy, developmental feedback and flexible work structures. These tastes indicate a generational change in work places that focus on teamwork, psychological safety, and unlimited expansion instead of strict hierarchies and strictly transactional work relationships. As long as the concepts of stability and job security remain relevant but the secondary, relational and development factors are more important, modern-day career requirements are influenced by digital immersion, changing socio-economic environments, and individualized approach to professional growth. The results also show that Generation Z is a functional, although visionary, generation, who combine a longing to have meaningful work experiences with their aim to seek flexible and career paths that are focused on autonomy.

The findings highlight the subtlety of entrepreneurial ambition among this group wherein almost half of the participants have had some interest in self-employment or side-hustle businesses. Previous work experience proved to be a significant differentiator, which implies that experience has an influential effect on entrepreneurial confidence and motive. Meanwhile, that there is no substantial variation among the categories of gender demonstrates a more egalitarian allocation of aspirations

that cuts across the traditional demographic lines. In its entirety, the study offers preliminary empirical evidence of how Gen-Z conforms personal values to workplace demands. Even though the findings are exploratory, they can be added to the accumulating literature on the topic of generational transitions in the workplace and provide a starting point of more comprehensive, causal, and context-specific studies in the future.

Limitation of the study

The study has shortcomings in its small sample size and convenience sampling technique that limiting external validation of the study to the population of Delhi-NCR students. The data can be self-reported, which can cause bias when it comes to response, and the design is cross-sectional, so it cannot be inferred that there are relationships between aspirations. Short subscales, which are convenient in an exploratory study, might not be able to be all-encompassing in understanding the work motivation of the Gen-Z. Also, few demographic diversity and the use of online surveys to distribute the surveys might have left out people of lower digital access or dissimilar socio-economic status.

Implication of the study

The study has many implications to educators, employers, and policymakers who want to access the Gen-Z. Inclusive, feedback-rich and autonomy-supportive work environments should also be a priority among organizations so as to be in line with the hopes of Gen-Z. Flexible and hybrid work policies have to be reinforced to show their liking to flexible work arrangements. To make educational institutions more employable and entrepreneurial ready, structured career guidance along with experiential learning can be implemented. The correlation between the previous work experience and entrepreneurial intention makes clear that there should be more internships and exposure to industries.

Future Research Direction

The study has numerous implications to the education, employers and policy-makers that are interested in engaging the Gen-Z. The organizations should also focus on providing inclusive, feedback-rich and autonomy-supportive work environments to meet the hopes of Gen-Z. The flexible and hybrid work policies should be strengthened to demonstrate their preference of flexible work arrangements. Structured career guidance and experience learning can be carried out to transform the education institution into a place that is more employable as well as entrepreneurial ready. The relationship between relevant work experience in the past and entrepreneurial intention implies that it needs to be characterized by increased internship and exposure to the industry..

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