

Intergenerational Social Tensions in the Workplace: Perspectives on the Role of Lecturers in Collaboration

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Abstract: This study investigates intergenerational social tensions in the workplace, with a particular focus on how lecturers perceive and navigate these tensions to facilitate collaboration. It examines the influence of perceived control, intentionality, and external attributions in shaping internal attribution processes within an academic environment. A quantitative research approach was adopted utilizing an exploratory model. Data were collected from 118 lecturers in Palembang, Indonesia, through structured questionnaires. Structural Equation Modeling-Partial Least Squares (SEM-PLS) was employed to examine the relationships between variables, with a particular emphasis on attribution theory. External attribution plays a significant mediating role, suggesting that lecturers primarily interpret intergenerational tensions through external factors such as organizational policies and workplace culture before forming personal attributions. This study enhances the understanding of workplace dynamics by applying attribution theory to the context of intergenerational tensions in academia, which underscores the critical role of external attribution in shaping perceptions that influence internal attribution and also offers practical insights for developing inclusive management strategies in fostering effective collaboration across generations.

Keywords: Intergenerational Tensions, Attribution Theory, Lecturers

A. Introduction

Indonesia is the fourth most populous country in the world, with a recorded population of 281.6 million people in 2024 (Badan Pusat Statistik, 2024). Based on data (Badan Pusat Statistik, 2024), the largest contributor to the workforce is the millennial generation (1980-1994) at 35.05%, followed by Generation X (1965-1979) at 28.22%, Generation Z (1995-2010) at 24.42%, and the baby boomer generation (born before 1965) at 12.32% of the total workforce (McCrinkle & Wolfinger, 2010).

The number of lecturers in Indonesia in 2022 is 326,554 consisting of 1,165 people aged ≤25 years, 94,819 people aged 26-35 years, 93,529 people aged 36-45 years, 76,007 people aged 46-55 years, 52,078 people aged 56-65 years and 8,956 people aged >65 years (Kemendikbudristek, 2022). The age diversity of lecturers in Indonesia is

significant, with the majority belonging to the millennial, Generation X, and Generation Z groups, while the remaining portion consists of the baby boomer generation. This diversity can lead to social tensions within organizations due to differences in perspectives and backgrounds shaped by various factors, including political, economic, social, and technological influences (M. D. Schmitt, 2017; M. Schmitt & Schmitt, 2024).

Social tension occurs in interactions because there is a mismatch between the expected goals and the means provided to achieve them (Merton, 1938; Sztompka, 1986). This mismatch is indirectly connected to deviations that occur in the workplace through negative emotions. Each individual must be able to manage their emotions to reduce the risk of negative emotional responses, thus to reduce social tension (Jang, 2007; Kabiri et al., 2024).

The interactions that occur in the workplace can be a source of support and a source of stress depending on how the relationships are formed with superiors, colleagues, and subordinates (Sparks & Cooper, 1999). It is explained (Buck, 1972) that supportive leaders in the workplace will experience less stress than those who are critical. This happens because tension between individuals is related to feelings of discomfort that arise due to imbalances in individual psychology (Consiglio, 2014).

Based on the findings of previous research, it is explained that there is social tension across generations that increases the dynamics of the organization and makes it increasingly complex in an organization that is inevitable, including in the world of education (Ariyanto et al., 2023; Makola & Mulaudzi, 2024). Most of the research was conducted in companies with results that support the idea that age differences pose a serious challenge to the sustainability of the organization (Lee, 2022; Mario Kent, 2022; Rudolph & Zacher, 2020). However, the results of the study (Fauzuddin et al., 2022) did not find any cross-generational issues because the company was able to create an inclusive organizational culture in the form of togetherness. In line with that, changing organizational culture in multigenerational is a challenge in itself, but with the right approach, it can be an opportunity to create an inclusive and productive environment by recognizing existing culture as a key factor (Cahyadi et al., 2024; Wicaksono, 2023). Therefore, managing a team with diverse ages is a significant challenge to achieve optimal performance results and create a positive atmosphere in the work environment (Czapran, 2023).

High levels of age diversity can be a double-edged sword in a company, it can be positive or negative (Vraňaková et al., 2021). Therefore, it is necessary to encourage collaboration between lecturers across generations, for example, through training and development and flexible policies to support an inclusive atmosphere (Bhagyalakshmi & Varghese, 2023; Susi Adiawaty, 2019) due to conflicts between groups. (Gusfield, 1957).

Attribution theory is used to investigate social behavior that occurs in an organization. This theory focuses on how a person's cognitive process is formed to determine the cause of behavior or an event caused by internal factors (disposition) or external factors (situation) (Heider, 1958). This theory supports the study of the reasons behind differences in behavior across generations, and history shows that each generation has a different period with certain specificities that shape their character (Rood, 2011). The cognitive process stages in attribution theory (Heider, 1958) begin with an individual observing activities or behavior, followed by forming a belief that the actions were intentional. Finally, the individual determines whether the behavior was performed deliberately or influenced by external factors. Consequently, each person interprets events uniquely, shaped by their experiences and personal background (Rood, 2011), making it essential to investigate how different generations perceive and assess behaviors in various contexts.

The explanation of the attribution theory based on its causes is put forward by Luthans (2011), the developer of this theory, that internal causes include attitudes, traits, personality, or character and external causes such as certain conditions, environmental conditions, luck, and social pressure. In practice, a person will perceive forming an idea or thought about the activities of other people and conditions in surroundings which cause the person to behave and act following the results of their assumptions through cognitive processes as a result of a person's activities or behavior. This process is described by (Borkowski, 2005) that a person's behavior begins with the emergence of individual personality in workplace as the relevance of the results of interactions which then cause a person to think through their cognitive process whether an incident they are facing comes from internal or external sources, thus producing a reaction in the form of a response to the incident in the form of certain emotions and actions in the form of individual or group responsibility.

Attribution theory (Heider, 1958) became a basic robust concept that is valuable in understanding how a behavior emerges. This theory continues to be developed by researchers who support and refine the attribution theory that a person, both as an actor and observer, behaves based on dispositional (internal) and situational (external) factors with observations that continue to be developed by researchers to refine the previous theory to be more structured, systematic and practical (Fiske & Taylor, 1991; Harvey & Weary, 1985; Jones & Davis, 1965; Jones & Nisbett, 1971; Kelley, 1967; Malle, 2011; Ross, 1977; Weiner, 1985). Strengthened by the results of the latest research that attribution is closely related to motivation, commitment, and job satisfaction as a drive for desire and the surrounding conditions associated with the company's goals. Thus, this (Nabawi et al., 2021). Attribution theory is expected to be able to see the perspective of each cross-generation to understand how they think and act, how the older generation assesses the behavior of the younger generation and vice versa can be observed through cognitive processes of certain assessments in the workplace according to the experiences that shape individuals in each generation to create an inclusive and supportive work environment.

A study by (Sahrah & Abstrak, 2011) explains that individuals with a high perception of control tend to act with greater certainty in achieving success because they believe they have control over their efforts and skills. A strong perception of control also contributes to the formation of beliefs regarding internal factors such as ability, competence, and motivation, which ultimately influence work quality (Sihombing, 2023). Additionally, self-control plays a crucial role in an individual's ability to manage internal factors based on situational conditions, supporting the development of a high perception of control. This, in turn, affects how individuals construct their internal attributions (Saputri et al., 2024). Based on this, the first hypothesis of the study (H1) states that **Perceived control (X1) has a direct positive influence on Internal Attribution (Y)**.

Intentionality (deliberateness) can influence the intensity of connections between reference ideas, social anxiety, and paranoia, highlighting its role in shaping internal attribution through perceived control (Morrison, 2012). The perception of intentionality and controllability plays a crucial role in attribution; however, there is still insufficient understanding of how emotional reactions contribute to social violations. Research findings indicate that when individuals have a high perception of intentionality, they tend to perceive inadequate responses with greater intensity, ultimately influencing their perceived control over a given situation (Yao & Siegel, 2021). Therefore, perceived control, shaped by intentionality, contributes to the development of individuals' internal attributions. Based on this, the second hypothesis of the study (H2) states that **Intentionality (X2) has a direct positive influence on Internal Attribution (Y)**.

Social experiences and cultural background influence an individual's attribution patterns, both external and internal, ultimately shaping how individuals interpret the outcomes they experience. Strong external attribution can reduce an individual's perception of control over a situation, thereby impacting the formation of internal attributions in response to life events. Conversely, when external attribution weakens, individuals tend to develop stronger internal attributions, perceiving a greater sense of personal control (Shirazi & Biel, 2005). Based on this, the third hypothesis of the study (H3) states that **External Attribution (M) has a direct positive influence on Internal Attribution (Y)**.

When an individual receives feedback on their behavior, their perception of control over the given task can change depending on how they associate the outcome with external factors (Sockbeson & DeNisi, 2023). This finding aligns with a previous study by (Docalovich, 1988), which demonstrates that external attribution can reduce an individual's perceived control in certain situations. However, the effectiveness of internal control also plays a crucial role in shaping the connections between influencing factors, motivational drivers, and individuals' tendencies toward unethical behavior, such as cheating. Reinforcing perceived control can help

individuals regulate their behavior and adhere to applicable rules (Aswad et al., 2018). Moreover, strong internal control enhances perceived control, which, in turn, influences how individuals construct external attributions before ultimately forming their internal attribution regarding a situation (Dwi Andayani & Kadek Yuni Candra Dewi, 2024). Therefore, perceived control affects internal attribution indirectly through external attribution, serving as a mediating factor in this process. So, the fourth hypothesis is **(H4) Perceived control (X1) has influence positive through External Attribution (M) to Internal Attribution (Y).**

Individual attributes act as a negative company on a factor external intentional, intentionality in perception they can influence how far they are feel lost control to situation, which ultimately push behavior sigh (Neira & Iglesias, 2014). Besides that, research previously also showed that intentionality plays an important role in the attribution process, where perception of intention or action influences how individuals develop external attribution before finally forming their internal attribution (Zafari & Koeszegi, 2021). Thus, intentionality not only influences internal attribution directly but also through external attribution as a factor mediation in the process of perceiving an individual in a situation. So, the fifth hypothesis in the study is **(H5) Intentionality (X2) has influence positive through External Attribution (M) to Internal Attribution (Y).**

The conceptual research model can be described from these hypotheses as follows :

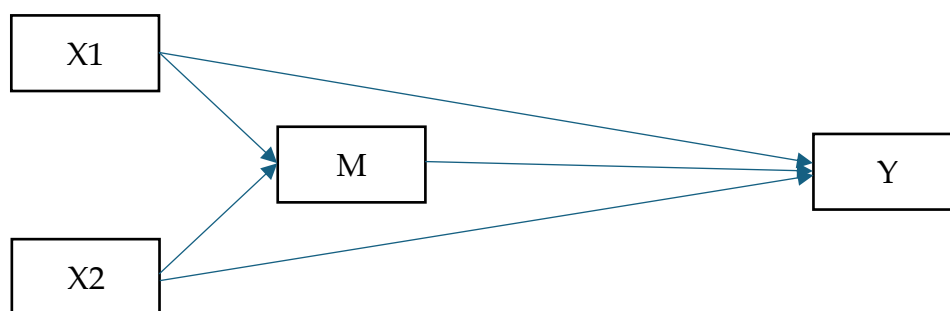


Figure 1. Conceptual Model

Information:

- X1: Perceived Control
- X2: Intentionality
- M : External attribution
- Y : Internal Attribution

The research model is developed based on five hypotheses formulated from previous studies, providing a scientifically accountable foundation. These hypotheses include four key variables: **Perceived Control (X1), Intentionality (X2), External Attribution (M), and Internal Attribution (Y).** These variables extend attribution theory, making it measurable and observable in the context of cross-generational social tensions in the workplace. The study examines these dynamics from the perspective of lecturers, who play a crucial role in fostering collaboration and enhancing human resource quality in Indonesia's education sector.

B. Methods

This study used a quantitative method with an exploratory model approach. This approach is carried out to determine the tension of cross-generational social relations in the workplace through hypotheses that have been developed by experts based on attribution theory (Heider, 1958). The research participants were lecturers under the Ministry of Education, Culture, Research, and Technology of Indonesia in the Province of South Sumatra. The population of lecturers under the auspices of the Ministry of Education, Culture, Research, and Technology is 326,554, 0.3% of whom are under 25 years old, 29% are 26-35 years old, 29% are 36-45 years old, 23% are 46-55 years old, 16% are 56-65 years old and 2.7% are over 65 years old (Kemendikbudristek, 2022).

In South Sumatra Province, there were 6,577 people, consisting of 1,982 state universities and 4,595 private universities (Badan Pusat Statistik Sumsel, 2023). The sample determination method used the minimum sample size of the SEM-PLS model by calculating ten times the number of independent variables (*ten times rule*) (Hair et al., 2019). The use of minimum samples is not an absolute but a basis for determining the minimum research sample. Based on the number of independent variables in the study, consist of two variables, the minimum research sample is 20 people with a sample locus of lecturers under the Ministry of Education, Culture, Research, and Technology of Indonesia in Palembang City, South Sumatra.

Data collection in this study was conducted using a questionnaire, which was distributed to respondents via google forms. Respondents were required to answer a series of structured questions designed to gather relevant information for the study (Sugiyono, 2016). The questionnaire consists of several structured questions representing each research variable that was adopted and adapted through previous research for use in this study. The answer choices for each question will be divided through a likert scale from 1 (Strongly Disagree/STS) to 5 (Strongly Agree/SS).

This study employs latent variables that require specific indicators for measurement, derived from previous research and adapted accordingly. The **Perceived Control (X1)** variable assesses an individual's ability to manage cross-generational tensions in the workplace, including their perceived influence, preventive actions, and capacity to alter workplace dynamics (Weiner, 1985), (Malle, 2011), (Fiske & Taylor, 1991), (Kelley, 1967). **Intentionality (X2)** evaluates whether employees perceive generational tensions as deliberate actions by colleagues, considering intentional interaction choices and their impact on workplace stress (Malle, 2011). **External Attribution (M)** measures the role of workplace factors, such as policies, organizational culture, technological changes, and industry pressures, in shaping intergenerational tensions (Kelley, 1967), (Weiner, 1985). Lastly, **Internal Attribution (Y)** examines whether individuals attribute tensions primarily to personality differences, thought patterns, or personal intentions rather than generational

disparities (Malle, 2011), (Fiske & Taylor, 1991). These indicators collectively provide a comprehensive framework for understanding cross-generational tensions and their attribution within the workplace.

This study develops an exploratory model with several hypotheses to answer research problems through data analysis techniques to measure each variable indicator using SEM-PLS version 4, which can analyze the entire model and its indicators. SEM-PLS statistical analysis aims to predict and does not require the assumption of normal distribution with a relatively small number of samples (Hair et al., 2019).

C. Results and Discussion

The results of this study are calculations of latent variables used as constructs to measure hypotheses that have been made through each indicator in the latent variable. The process and analysis of statistical data through *Structural Equation Modeling* (SEM) with *Partial Least Squares* (PLS) version 4 to confirm all hypotheses through *measurement model* (*outer model*) and *structure model* (*inner model*).

The results of the questionnaire received in the study as many as 118 respondents, the lecturers who work under the Ministry of Education, Culture, Research, and Technology of Indonesia in Palembang City. Here are the profile of respondents obtained through the results questionnaire in the study:

Table 1. Profile Respondents

Criteria	Description	Frequency	%age
Age	15-30 Years (Gen Z)	43	36%
	31-45 Years (Millennials)	53	45%
	46-59 Years (Gen X)	14	12%
	≥60 Years (Baby Boomer)	85	7%
Type Sex	Man	59	50%
	Woman	59	50%
Education	S2	95	81%
	S3	23	19%
Years of service	0-2 Years	55	47%
	3-5 Years	23	19%
	>5 Years	40	34%
Total		118	100%

Source: Processed Data

Table 1 shows the variation in respondent demographics. The distribution consists of **36% Generation Z, 45% Millennials, 12% Generation X, and 7% Baby Boomers.** The gender distribution is **50% male and 50% female.** In terms of education, **81% hold a Master's degree, while 19% have a Doctoral degree.** Regarding work experience, **47% have worked for 0-2 years, 19% for 3-5 years, and 34% for more**

than 5 years. The respondent profile indicates a **good diversity** in the sample, allowing for a comprehensive analysis. For further data examination, the study employs **Structural Equation Modeling-Partial Least Squares (SEM-PLS)** as the primary data analysis tool. The first stage of the analysis involves testing the **measurement model (outer model)** through **convergent and discriminant validity analysis**. Convergent analysis begins with a test construct with *Composite Reliability* and Cronbach α must alpha above 0.7 (Chin, 1998).

Table 2. Composite Reliability and Cronbach α

Variable	Cronbach's alpha	Composite reliability (rho_c)
M	0.776	0.848
X1	0.820	0.876
X2	0.723	0.790
Y	0.742	0.825

Source: Processed Data

Composite Reliability and Cronbach's Values are all above 0.7, so the construct used in Table 2 is already good. Then, the mark *Average Variance Extracted (AVE)* must be above 0.5 (Hair et al., 2019), and the minimum value of *outer loading* for every indicator must be above 0.5 (Ghozali, 2008).

Table 3. Average Variance Extracted (AVE)

Variable	Average variance extracted (AVE)
M	0.528
X1	0.588
X2	0.533
Y	0.586

Source: Processed Data

For the **Average Variance Extracted (AVE) values in Table 3**, all variables have scores above 0.5, indicating that the **latent variables adequately explain their respective indicators**. This confirms that the measurement model has sufficient **convergent validity**, ensuring that the constructs capture a significant portion of the variance from their indicators.

Table 4. Outer Loading

Variables	M	X1	X2	Y
M1	0.655			
M2	0.757			
M3	0.760			
M4	0.714			
M5	0.741			
X11		0.759		
X12		0.763		
X13		0.846		
X14		0.851		
X15		0.586		
X21			0.599	
X22			0.516	

X23	0.746
X24	0.740
X25	0.662
Y1	0.704
Y2	0.681
Y3	0.730
Y4	0.689
Y5	0.679

Source: Processed Data

The outer loading results indicate that the connection between indicators (measured variables) and latent variables (constructs that cannot be directly measured) demonstrates good validity and model fit. This suggests that the indicators effectively represent their respective latent variables, supporting the reliability of the measurement model.

After the Convergent Analysis, the next discriminant validity analysis can be seen through *Fornell-Larcker* as follows:

Table 5. Fornell Larcker

Variable	M	X1	X2	Y
M	0.727			
X1	0.377	0.767		
X2	0.436	0.227	0.658	
Y	0.472	0.304	0.367	0.697

Source: Processed Data

The Fornell-Larcker value is represented by the top number in each column for a given variable. This top value must be the highest compared to the numbers below it in the same column, ensuring that each construct shares more variance with its indicators than with other constructs. Based on the outer model test, the analysis of convergent and discriminant validity confirms that the indicators used for each construct have good validity. The measurement model aligns well with the proposed theoretical framework, fulfilling all necessary validity conditions.

The next stage is the test *Structure Model (Inner Model)* with stages beginning with the analysis of coefficient Determination (*R square*), then *Effect Size (F square)*, and *Path Coefficients (Hair et al., 2019)*, as follows:

Table 6. Coefficient Determination (R square)

Variable	R-square	R-square adjusted
M	0.672	0.659
Y	0.770	0.751

Source: Processed Data

Based on the coefficient of determination (R square), Table 6 indicates that its influence ranges from moderate (>0.50) to strong (>0.75). This suggests that a substantial

proportion of the variation in the dependent variables can be explained by the independent variables, demonstrating a strong predictive capability of the model.

Table 7. Effect Size (F square)

Variable	M	X1	X2	Y
M				0.715
X1	1.112			0.921
X2	0.678			0.539
Y				

Source: Processed Data

The Effect Size (F square) value shows the impact relatively from a variable that influence to influenced variables with value >0.35 (good). Based on Table 7, the effect size values exceed the standard threshold, indicating that the predictor variables have a substantial influence on the dependent variable. This suggests that the model's explanatory power is strong, with the independent variables making a significant contribution to explaining the variance in the dependent variable.

The final stage of the analysis involves path analysis to test the hypotheses by calculating the t-statistic value with a significance level of 0.05 (5%). This analysis examines the direct influence of the independent variables X1 (Perceived Control) and X2 (Intentionality) on Y (Internal Attribution), as well as the direct effect of M (External Attribution) on Y. Additionally, it evaluates the indirect influence of X1 and X2 on Y through M as a mediating variable. The results of this analysis can be visualized through the path analysis chart presented in the following figure:

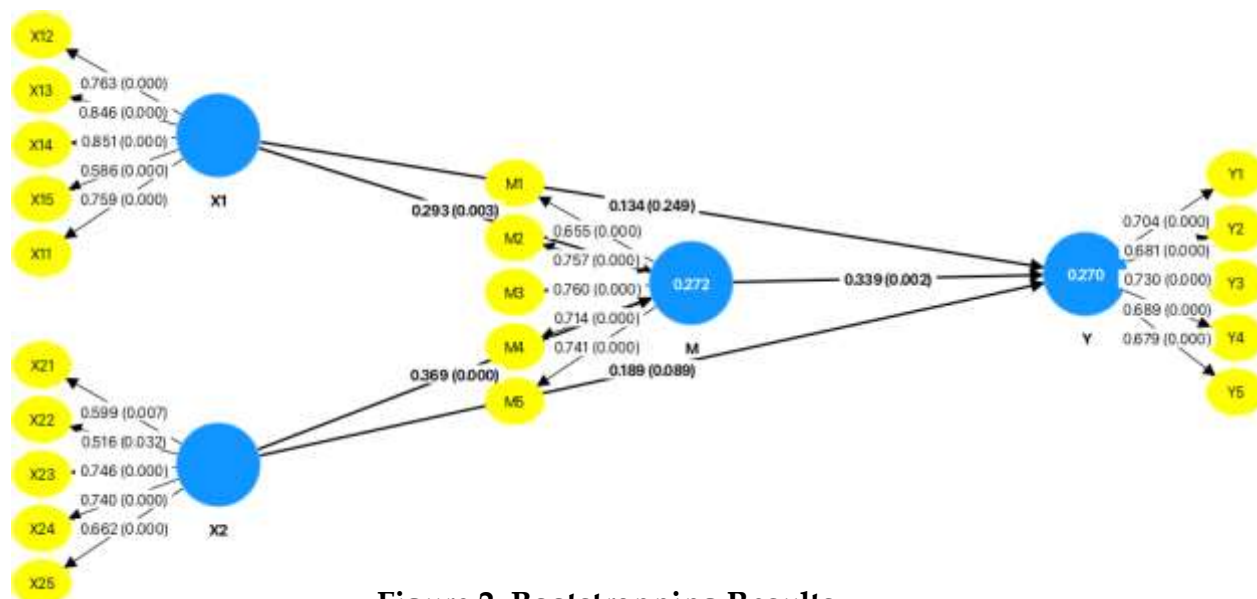


Figure 2. Bootstrapping Results

Based on the results of the path analysis using bootstrapping, variable X1 (Perceived Control) has a non-significant relationship with a path coefficient of 0.134 and a p-value of 0.249. Variable X2 (Intentionality) also has a non-significant relationship, with

a path coefficient of 0.189 and a p-value of 0.089, indicating that the connection between these variables is not statistically significant. In contrast, variable M (External Attribution) has a path coefficient of 0.33 and a p-value of 0.002, indicating a significant relationship.

Furthermore, the indirect influence of variable X1 (Perceived Control) through variable M (External Attribution) on Y (Internal Attribution) has a path coefficient of 0.293 and a p-value of 0.003, confirming that external attribution mediates the relationship between perceived control and internal attribution. Similarly, the indirect effect of variable X2 (Intentionality) through variable M (External Attribution) on Y (Internal Attribution) has a path coefficient of 0.369 and a p-value of 0.000, indicating that external attribution significantly mediates the relationship between intentionality and internal attribution. These findings are summarized in Table 8. Path Coefficients, and Table 9 below:

Table 8. Hypothesis Testing

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
M -> Y	0.339	0.337	0.110	3,084	0.002
X1 -> M	0.293	0.293	0.098	2,999	0.003
X1 -> Y	0.134	0.142	0.116	1.153	0.249
X2 -> M	0.369	0.395	0.085	4.366	0.000
X2 -> Y	0.189	0.204	0.111	1,702	0.089

Source: Processed Data

Table 9. Total Indirect Effect

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> M -> Y	0.099	0.099	0.048	2,055	0.040
X2 -> M -> Y	0.125	0.135	0.058	2.172	0.030

Source: Processed Data

Based on the **Variety test result value in Table 8, Variable X1 (Perceived Control)** does not have a direct influence on **Variable Y (Internal Attribution)**. Similarly, **Variable X2 (Intentionality)** also does not have a direct effect on **Variable Y (Internal Attribution)**. However, **Variable M (External Attribution)** has a significant direct effect on **Variable Y (Internal Attribution)**. Furthermore, as shown in **Table 9, Variables X1 (Perceived Control) and X2 (Intentionality)**, when mediated by **Variable M (External Attribution)**, have a significant influence on **Variable Y (Internal Attribution)**. This indicates that although **X1 and X2** do not directly influence **Y**, their effect becomes significant when mediated by **M**. Therefore, since **X1 and X2** do not directly impact **Y**, but their indirect influence through **M** is significant, **Variable M (External Attribution)** serves as a **perfect mediator** in this relationship.

Table 10. Hypothesis Testing

Hypothesis	Original Sample (O)	T statistics (O/STDEV)	P values	Conclusion
H1: X1 →Y	0.134	1.153	0.249	H1 Rejected
H3: X2 →Y	0.189	1,702	0.089	H2 Rejected
H3: M →Y	0.339	3,084	0.002	H3 Accepted
H4: X1 →M →Y	0.099	2,055	0.040	H4 Accepted
H5: X2 →M →Y	0.125	2.172	0.030	H5 Accepted

Source: Processed Data

Based on the results of the hypothesis test in Table 10, which examines the locus and phenomena occurring among lecturers under the Ministry of Education, Culture, Research, and Technology of Indonesia in Palembang City, it can be concluded that **H1 is rejected**. This indicates that perceived control independently is not strong enough to directly shape internal attribution without the presence of other variables, such as mediation through external attribution. **H2 is also rejected**, suggesting that intentionality independently does not directly influence internal attribution and that other factors may play a role. **H3 is accepted**, meaning that individuals tend to process external information before forming the belief that internal factors also contribute to their perception. Interestingly, **H4 is accepted**, indicating that there is an indirect effect of X1 (Perceived Control) on Y (Internal Attribution) through M (External Attribution), where perfect mediation occurs. This is because X1 does not have a significant direct effect on Y. Similarly, **H5 is accepted**, showing that the indirect effect of X2 (Intentionality) on Y through M is fully mediated, as there is no significant direct influence of X2 on Y. These findings indicate that external attribution (M) plays a crucial role in mediating the influence of perceived control (X1) and intentionality (X2) on internal attribution (Y). It can be concluded that individuals, particularly lecturers, tend to rely on external attributions first, shaped by perceived control and intentionality, before ultimately forming internal attributions.

D. Conclusion

The research results show that the social tension occurring among lecturers indicates that perceived control and intentionality do not have a direct influence on internal attribution. However, external attribution acts as a perfect mediator in this relationship. This shows that individuals, in this case lecturers, tend to associate social tension with external factors such as organizational regulations, work pressure, changes in the work environment, and technological advancements before they internalize this tension into the integration of their perceptions. Furthermore, internal attribution plays an important role in illustrating how individuals interpret and process an event in the environment they face. Thus, social tension in the academic environment is formed through personality and external factors which then influence individual behavior through an internalization process that causes dynamics in the work environment.

The theoretical implications of this research enrich references regarding attribution theory through the understanding of intergenerational dynamics in the workplace, that age difference is not the only cause but also how individuals interpret and resonate with external factors that shape interaction patterns in the work environment and intergenerational social tension. In terms of practical implications, organizations can implement inclusivity patterns in management to encourage better collaboration. For example, organizing mentoring between juniors and seniors to create bonding, projects that involve intergenerational collaboration, and other workshop activities that can trigger open intergenerational communication. These initiatives can reduce misunderstandings in the workplace and improve harmony.

The limitation in this research lies in the research scope which focuses on a specific area and specific sample. Further research is highly expected to explore a broader research area with the same or different sample types to enrich the research literature, for instance in organizations, state-owned enterprises, or the private sector to capture broader research exposure with better results. In this study, it was found that external attribution becomes a perfect mediator which indicates that perceived control and intentionality do not significantly influence internal attribution. This finding needs to be further explored by examining other independent variables that can directly influence the internal attribution variable, including emotional intelligence, work stress, and leadership style to provide a more comprehensive understanding of how internal attribution is formed in an intergenerational work environment.

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