A SEGMENTATION STUDY OF COLLEGE STUDENTS BASED ON EMPLOYER CHOICE PREFERENCES

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BOGAZICI UNIVERSITY

2011

A SEGMENTATION STUDY OF COLLEGE STUDENTS BASED ON EMPLOYER CHOICE PREFERENCES

Thesis submitted to the

Institute for Graduate Studies in the Social Sciences

in partial fulfillment of the requirements for the degree of

Master of Arts

in

Management

by

Sarhan Erel

2011

Bogazici University

Thesis Abstract

Sarhan Erel "A Segmentation Study of College Students Based on Employer Choice Preferences"

This study tries to determine the important job related attributes for college students during their employer selection process. In doing so, college students are classified into three general groups, or clusters, with respect to their common and most important preferences of job attributes. Various demographic characteristics of each group is identified and discussed.

The questionnaire was prepared based on a literature research and applied to 111 college students in Bogazici University during 2010 - 2011 semester. Basic descriptive statistics tools, two-step cluster analysis and statistical hypotheses testing methods were utilized to analyze the resulting data.

Collected data were analyzed to identify three distinct groups of college students with respect to their common job attributes preferences. Six categorizing variables, considered to affect the students' preferences, have been included in the analysis: seniority level, department of study, gender, size of the city they have been raised in, family income level and parents' education level. Three distinct clusters have been obtained. Cluster characteristics and corresponding preferences were identified and tabulated. In addition, six hypotheses were formed to see the possible effect of some of these independent variables on students' preferences on job attributes. The analysis showed that while family income level do not provide a clear understanding of student preferences, seniority level, department of study, city size and gender signal the direction of students' preferences for some job related attributes during an employer selection process.

Tez Özeti

Sarhan Erel "Üniversite Öğrencilerinin İşveren Seçimlerindeki Tercihlerine Göre Sınıflandırılması Üzerine Bir Araştırma"

Bu çalışma üniversite öğrencilerinin işveren tercihleri esnasında yaptıkları ve önem verdikleri tercihlerin belirlenmesi ve devamında ortak tercih ve önem derecesine göre öğrencilerin gruplandırılmasını amaçlamaktadır. Oluşan öğrenci gruplarının değişik sosyoekonomik özellikleri ve karakteristikleri ayrıca irdelenmektedir.

Literatür araştırmasına bağlı olarak bir anket hazırlanmış ve Boğaziçi Üniversitesi bünyesinde 2010 – 2011 öğretim sömestrinde öğrenim gören 111 öğrenciye uygulanmıştır. Anket sonucu toplanan bilgiler genel istatistikî analizler, hipotez testleri ve istatistikî kümelendirme teknikleri ile analiz edilip, sonuçlar değerlendirilmiştir.

Toplanan datanın istatistikî incelemesi sonucunda öğrenciler işveren seçimi sırasında gösterdikleri tercihlere göre üç gruba ayrılmışlardır. Altı ayrı öğrenci karakteristiğinin; sınıfı, bölümü, cinsiyeti, yetiştikleri şehrin nüfusu, aile gelir düzeyi ve eğitim seviyesi, gruplandırma esnasında temel etkileyici bağımsız faktörler olarak düşünülmüşlerdir. Bu bağımsız faktörlerin öğrencilerin işveren seçimleri sırasındaki tercihlerine olan etkileri altı ayrı hipotez olarak oluşturulup, istatistikî olarak test edilmiş ve sonuçlar değerlendirilmiştir. Sonuçlar göstermiştir ki; öğrencinin sınıfı, bölümü, cinsiyeti ve yetiştiği şehrin nüfusu işveren tercihlerini istatistiki önemde etkilemektedir.

For my loving wife; Mehtap and my son; Atahan.

Without their help and support I would not be able to complete this thesis.

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ACKNOWLEDGEMENTS

I owe my most sincere thanks to all thesis committee members; Professor Cengiz Yılmaz, Professor Muzaffer Bodur and Assistant Professor Ulaş Akküçük for their encouragement, guidance, exceptional kindness and support during completion of my study.

My special thanks to Professor Cengiz Yılmaz, my thesis advisor, for his valuable insight and advices during the course of my work.

Lastly, I offer my kind regards to all of those who supported me in any respect during the completion of this thesis.

CHAPTER 1

INTRODUCTION

What do employers want from new graduates? This and similar questions have been asked many times and there are numerous research studies conducted on this subject. On the other hand the question of what students (or to be more specific; college graduates) want and expect from their employers is much less recently investigated. Although there are various studies conducted to answer this question still the research on this subject is relatively limited and the number of studies conducted is much less. In addition, the research in this area seems to be fractured; i.e., some researchers focused on specific graduates (like MBA, accounting or economics students only). Most of these research and studies are conducted in USA and UK. Some limited studies are also conducted by university career centers. For example; NACE (*National Association of Colleges and Employers*) in USA conducts annual surveys among their member employers and colleges. However, again, the focus of the survey is limited. NACE mostly looks for the employers' selection criteria and compares how well the educational curriculum coincides with the employers' selection criteria for hiring new college graduates.

Literature survey summarized in Chapter 2 shows there is a need for research on what college graduates want and expect from employers and what are their selection criteria in deciding on which employers to apply and/or work for. Although the focus of our research seems similar to earlier research it should be noted that our research differs from earlier studies because one of our focus is to determine possible differences between different group of college students depending on their; gender, family income level, parents education level, the type of environment they were raised (big city, small

city, town, village) and, finally, their college education types (engineering vs. social sciences). These different groups of students will form distinct clusters with common job attributes preferences and we expect that resulting group characteristics will help employers in their marketing efforts towards college students.

Upon grouping students into different groups, or clusters, based on their common job attributes preferences, the effects of specific student characteristics on these preferences will be analyzed via hypotheses introduced in Chapter 3. We aim to determine the direct effect of the following student characteristics on their job attributes preferences;

- Seniority
- Department of study
- Gender
- Family income level
- Size of the city they come from

Literature survey in Chapter 2 discusses earlier findings related to some of the above characteristics. Since our study is conducted in Turkey (Bogazici University), it is possible that our results will differ from earlier studies conducted mostly in US and UK universities. We expect to contribute to the existing research in this area by offering a different view and insight from Turkish college students.

CHAPTER 2

LITERATURE REVIEW

Literature emphasizes the fact that the employee selection is very important for today's employers. There is a competition between employers to get the best employees and the success in that front will be translated into company's future success. Literature also mentions that the employees selected must also be satisfied with their job since their level of satisfaction will have direct effect on their performance, and hence, the company's overall success in the market. Therefore, it is clear that employers should know more about what employees expect and want from their employers.

Studies in the literature focused on determining the most important job attributes that are important for students in selecting their first jobs. Keacia Thomas and Wise (1999) categorized the factors that students consider important into four different groups, namely; Job Factors, Organizational Factors, Diversity Factors, and Recruiter factors. Their study showed that the job factors and organizational factors are the two most important groups that will have an effect on the students' job selection decisions. Literature shows "type of work" and "opportunity for advancement" as the most important job factors (Boswell, 2003; Moyle, 2002; Wilkinson, 1996; Philips, 1998; Turban, 1993).

Salary has also been shown as one of the most important job related factors that affect the students' decision when selecting their first professional job (Bai.L, 1998; Karl&Sutton, 1998). Salary was more important of a factor for rejecting an offer together with the "location of the position at hand" rather than in accepting the job offer. Job attributes like; "the type of work", "opportunity for advancement" were more

important and effective factors in accepting the job offers (Turban et al., 1993). Turban study also showed that the important job attributes for accepting and rejecting the job offers are different.

Various researchers considered that the students value different job attributes when accepting the job offer than rejecting an offer. For example; Turban (1993) and others reported that students who accepted an offer gave more importance to "type of work", "company", "advancement" , "co-workers" and "security" (in descending importance) whereas when rejecting an offer the following attributes were listed as more important; location, type of work, advancement, co-workers and pay (in descending importance). Similarly, Boswell (2003) described job choice as a dynamic process and has argued that since it is a dynamic process, the job attributes that are important for the students at the beginning may change in their importance as the process of job application and choice process continues. Boswell's research results showed that the importance of some of job attributes changed as students have gone through the steps of job search and choice process and final acceptance (or rejection). It has also been found that the relative importance of job attributes for acceptance and rejection is different. In other words, some factors are more important to "pull" students to companies whereas some attributes play a greater role when "pushing" students away from employers. Turban (1993) argues that this difference might be explained by Tversky's (1972) "elimination by aspects theory of choice" process, in which, it is proposed that people first select an aspect among alternatives and then eliminate the alternatives that do not contain this aspect. In other words, based on this theory, students eliminate the job offers that do not contain certain attributes but when left with the remaining choices they, then, select the final one by looking at different job attributes.

Turban (1993) also indicates the importance of the recruitment process by employers for the final acceptance or rejection of the vacant positions by students. Various recruitment process related factors are found to be more effective in rejection by students. However, recruitment process and the related factors are out of the research scope and focus.

Several studies in the literature have investigated the effect of gender, race and ethnicity on the relative importance of job attributes considered by the students when selecting their jobs. The results are mixed. Thomas and Wise (1999) studied the effect of gender and ethnicity (minority vs. non-minority) on the job factors. They have found that female students value job and diversity variables more than males. In addition, their study showed that minority students value diversity and recruiter variables more than non-minority students. On the other hand, Turban (1993) showed that there is no significant difference between female and male students. A study conducted in Malaysia by Lim and Soon (2006) found that females are more concerned with the working environment, applicability of the degree earned and job security compared to male students. Their study also showed some difference between the students of two ethnic backgrounds; Chinese vs. Malay. They showed that Chinese students value "opportunity to learn" more and they are less concerned with the "applicability of the degree earned".

Several studies worked to assess the factors valued most and the least by college students who are enrolled in different university programs; like accounting, MBA programs, economics, civil engineering etc. Lim and Soon (2006) have investigated the effect of academic attainment and job sector preferences on the perceived importance of different job selection criteria in their paper. They have detected a difference between

different job sector preferences, such that; students who are more interested to go into education job sector are more concerned with the job security and flexible working schedule whereas students interested in business administration job sector are found to be more interested in long term career development and working environment. In their paper they have pointed out an interesting point concerning two important job selection factors; the salary and opportunity for advancement. They have argued that Salary is the extrinsic reward factor and the opportunity for advancement is an intrinsic factor; that is opportunity for advancement satisfies a higher end of human need.

One other factor that has not been included in the literature was the effect of childhood environment. One study that came close to my subject of research was by Neiner and William (1985). Their study searched for a link between the biographical information (biodata) of students and their final job preferences (in which sectors they prefer to work in). However, this is different than determination of important job factors such that their study links student biodata with the general preference of job sectors. It does not deal with the specific job attributes.

Although many studies in the literature have looked into the effect of gender on the job selection factors for students, the results are mixed. Some studies found that females give more importance to job factors other than salary and pay (like proximity of the job location to parents' place of residence) compared to male students. The others have found no difference between the two genders.

Lim and Soon (2006) found differences between preferences of students based on the job sectors they pursue. In their study only economics department students were used in the survey. In other words, out of these economics students the ones with

different job sector preferences were evaluated for the importance of job attributes. They have found that economics students who prefer banking sector are more concerned on salary, opportunity learn and working environment. Students who prefer education sector on the hand are mostly concerned on job security. Finally, students preferring business administration jobs are most concerned on the long term career prospect and the applicability of the university degree earned.

CHAPTER 3

RESEARCH QUESTIONS AND METHODOLOGY

In this chapter; research questions, methodology, variables and sampling procedures are presented. The Questionnaire design is explained and independent and dependent variables list are separately given. Variables employed and the questions in the questionnaire are derived from literature. Some additional questions are generated to reflect Turkish society's different characteristics. Turkish and English versions of the questionnaires can be found in Appendix.

Research Questions and Hypotheses

The main aim of this study is to come up with distinct groups of students (and determine their characteristics) with similar preferences during their employer selection processes. Such a grouping should be useful for understanding college students' demands from their employers and should help hiring companies in their marketing efforts towards universities.

In order to determine student groups with common preferences, first, Job related attributes and independent grouping variables are developed. Data collected based on these variables, is analyzed using Cluster analysis. The following sections describe hypotheses and variables used in this study.

Hypotheses

In this study, the following hypotheses are formed and tested;

Hypothesis 1: College students coming from relatively lower income and higher income families do not differ in the importance they give to salary and job security during their employer selection

Hypothesis 2: College students coming from relatively lower income and higher income families do not differ in the importance they give to opportunity for advancement and time to advancement.

The logic behind in forming the above two hypotheses was as follows; literature lists salary and pay as important extrinsic reward factors and based on this argument; the following can be considered; Measlow's human needs diagram points out a fact that humans first need to satisfy their basic needs and, then, they seek to satisfy their higher (more intrinsic) needs. Salary and pay of a job are factors that are more close to basic human needs and, hence; it may be possible that the students coming from relatively lower income families give more importance to extrinsic decision factors like salary and pay while students coming from higher income families give more importance to intrinsic decision factors like opportunity for advancement and time to advancement?

Hypothesis 3: College students that are raised in large and small cities do not differ in their preferences for faster advancement opportunities during their employer selection.

Literature suggests that biographical information on students (biodata) is an important determinant of what kinds of jobs students look for. Therefore, hypothesis 3 has been formed to test the effect of student biodata on the importance of decision factors that he or she considers for an employer selection process. This suggests that different childhood environments may have an effect on the job attributes students consider

important during their employer selection process. In order to simulate the student background information “the size of the city that the particular student was raised in” will be utilized. Students that are raised in a big city environment might be less patient and more expectant of their first job such that for example they may look for faster advancement opportunities. Due to our country’s culture and social structure, generally students that were raised in smaller towns might have different expectations of their first jobs. Test of hypothesis 3 should give clues on this assumption.

Hypothesis 4: Student gender has no effect on the difference of the importance of decision factors (between college students) for an employer selection

Literature shows mixed results for different genders. Most of the studies in Literature do not indicate any significant difference between female and male students’ important job attributes. No significant difference is expected in this study either.

Hypothesis 5: Department of study has no effect on the difference of the importance of decision factors (between college students) for an employer selection

Hock-Eam Lim and Jan-Jan Soon study has found a difference between the most important factors for students who prefer different job sectors. In their study data was collected only from economics students. However, it might be possible that data from students of different college departments might give a totally different picture. Hence, in this study, students are to be divided into two general classes of departments; namely, engineering vs. social sciences in order to see whether department of study has any effect on the importance of job attributes.

Hypothesis 6: Student seniority (year of study in College) has no effect on the importance of job attributes during employer selection.

It is known facts that as people get older their preferences and expectations change. This also can be true for the case of an employment. As college students mature and spend more time in College their preferences and expectations (on employment choices) may shift from more extrinsic to intrinsic factors towards employer choice.

In addition to above hypotheses, general characteristics of college students' clusters with respect to the importance they give to various job attributes during their employer selection process will be studied and evaluated. It is expected that such a clustering of college students will help us understand what kinds of attributes are more important for students with common characteristics.

The Variables

This section lists independent variables and Job related attributes (dependent variables) that are used in this study. Variables and important attributes are all derived based on the literature survey and past studies conducted by various researchers. These attributes and variables are used in forming the questionnaire which is explained in the next section.

Independent Variables

Independent variables (proposed to affect students' employer selection) used in this study are;

- Year of study (seniority)
- Department of study

- Gender
- Size of the city students has lived longest until college education
- Family income level
- Parents education level

Dependent Variables

Based on their characteristics and relationship with the employer, job and position, important attributes (dependent variables) considered by college students are divided in to three groups; Job Attributes, Company Attributes, and Compensation and Security Attributes.

Job Attributes (JA)

These are the class of attributes (dependent variables) that are of more intrinsic type. The common characteristic of these attributes is that all of them are related with the; job, or the position, available and its requirements.

- JA 1: Opportunity for advancement

  Measures the relative importance of types and amount of opportunities offered to young employees for their advancement in the company
- JA 2: Time to advancement

  Measures the relative importance of the years on average to next step in advancement in the company
- JA 3: Challenging job and responsibilities

  Measures the relative importance of having more responsibility and challenging projects/targets in the company

- JA 4: Opportunity to do varied and interesting work

  Measures the relative importance of having an opportunity to do different work from time to time instead of constant, unchanging responsibilities

- JA 5: Job autonomy

  Measures the relative importance of having to report to as few managers as possible and the level of autonomy in the workplace

- JA 6: Applicability of university degree earned

  Measures the relative importance of being able to apply the specifics of college education earned in work related responsibilities

- JA 7: Location of the job (closeness to where the family lives)

  Measures the relative importance of the proximity of workplace to parents' place of residence

- JA 8: Travel requirements (domestic/international travels and no travel)

  Measures the relative importance of types and amount of business trips that need to be done in the company

- JA 9: International assignments

  Measures the relative importance of the availability of workplace rotations and assignments that cover international offices/locations

Company Attributes (CA)

These are the class of attributes (dependent variables) that are directly related with the company offering the open position. General company characteristics and intrinsic factors like company image and reputation are included as attributes.

- CA 1: Company size

  Measures the relative importance of company size with respect to number of employees available

- CA 2: Company image and reputation

  Measures the relative importance of company's image and its reputation in the eyes of public

- CA 3: Multinational / Domestic company

  Measures the relative importance of a company ownership structure.

- CA 4: Positive organizational climate in the company

  Measures the relative importance of interpersonal and employee-management relationships standards in the company

- CA 5: Work/non-work balance

  Measures the relative importance of work/non-work balance as a general company culture

- CA 6: Males and females employee ratio in the company

  Measures the relative importance of female and male employee balance in the company

- CA 7: Integrity of an organization

  Measures the relative importance of whether the employees are treated fairly in an organization

- CA 8: Availability of a close friend already working in the company

  Measures the relative importance of the availability of known contacts or friends already working in the organization

Compensation and Security Attributes (CS)

This class of attributes (dependent variables) is of extrinsic type. Salary, physical and social facilities available etc. in the company offering the position are listed under this group of variables.

- CS 1: Salary

  Measures the relative importance of financial gain in return for the work done in the company

- CS 2: Job security

  Measures the relative importance of the stability and continuity of both the company and the job itself

- CS 3: Flexible working hours or schedule

  Measures the relative importance of the availability of flexible working hours and out-of-office (at home) and part-time working schemes

- CS 4: Availability of a health insurance plan

  Measures the relative importance of the availability of health insurance plan provided by the company to its employees

- CS 5: Availability of a special retirement plan

  Measures the relative importance of the availability of special retirement plan provided by the company to its employees

- CS 6: Availability of good training programs

  Measures the relative importance of the availability of free training programs offered by the organization to its employees

- CS 7: Availability of a company car

Measures the relative importance of the availability of a company vehicle that stays with the employee after work hours as well

- CS 8: Availability of a financial support for future education

  Measures the relative importance of the availability of a financial support offered by the organization to its employees for their higher education like; master's degree, PhD etc.

- CS 9: Availability of social facilities in workplace

  Measures the relative importance of the availability of social activity centers in the workplace like; gym, employee café etc.

Methodology

Likert Scale (1 to 7) has been utilized to detect the relative importance of different job factors for students during their employer choice. Most of the past studies in literature employ Likert scale as a measurement method of choice. Likert scale, originally developed by the American educator and organizational psychologist **;** Rensis Likert (1903–1981) , is one of the most widely used attitude-scaling techniques and it allows respondents to express the intensity of their feelings on a linear scale.

In developing the Likert scale for this study; statements were generated corresponding to the important job related factors that were identified via the literature review. Respondents were asked to judge their expectations and experience on a seven-point scale ranging between degrees of extremely important and not at all important with a neutral point in the middle. Likert Scale of importance utilized in the study was 1 to 7, corresponding to:

1 → "Not at all important"

2 → "Not very important"

3 → "Not important"

4 → "Neutral"

5 → "Important"

6 → "Very important"

7 → "Extremely important"

A Questionnaire composed of four separate sections was prepared. First section has been designed to collect data on independent variables. This first section employs direct questions and also includes some questions with selection options.

Questionnaire sections 2 to 4 (named as Part 1 , 2 and 3 in the questionnaire) utilized Likert scale to measure the relative importance of dependent variables (Job, Company and Benefits related attributes) for each respondent.

Information collected from the first section of the questionnaire (independent variables) has been grouped into distinct groups for the ease of clustering and analysis as follows;

Question 1: Faculty / Department

Respondents were asked to write down the faculty and department they attend. Based on the data they provide they were treated as either "social sciences" student or "engineering/science" student.

Question 2: Gender

Respondents were asked of their gender

Question 3: Place of Birth

Respondents were asked to write down the place they were born

Question 4: Name the city/town/village in which you have lived longest until the end of high-school

Respondents were asked to indicate the city or place they have lived longest until the start of their college education. This information has been used to determine the "city size" independent variable. Respondents were grouped as coming from either "small city" or "large city". Population data derived from TUIK (www.tuik.gov.tr) has been used to determine whether a city is large or small. List of cities according to their population is included in Appendix. Cut-off population of 1 million has been used to classify cities as "large city" and "small city". Cities with a population of less than 1 million (including towns and villages) are treated as "small cities" and cities with a population of higher than 1 million are treated as "large cities".

Question 5: Characteristic of the place they grew in

Respondents were asked to indicate the type of place they were raised in. Three selections were offered to respondents; village, town and city

Question 6: Monthly income level

In question 6, respondents were asked to select from a range of monthly income levels that correspond to their family. Four choice have been given; "less than 2.500 TL", "2.500 TL – 5.000 TL", "5.000 TL – 10.000 TL" and "more than 10.000 TL".

Question 7: Education level of parents

This question aims to collect information on parents' education level. Respondents can select from three choices; "no college education", "only one is college educated" and "both are college educated".

Sample Size

Sample sizes in similar studies, reviewed in Literature, are in the range of 80 – 200. The statistical results were found to be meaningful with this sample size. As a sample set; Bogazici University students in 2009 and 2010 classes are used. Since students accepted to Bogazici University programs are of different backgrounds and gender, they should provide a good sample set for the scope of this research and the research questions defined above. In order to keep the response rate high, the questionnaire is applied to students in printed form and with visits to various classes before their start time. This way close to 100% response rate is achieved. 111 responses have been received. This sample size is well within the range recommended by Literature for the target of this study.

CHAPTER 4

DATA ANALYSIS

The questionnaire has been applied to second, third, fourth and fifth (graduate) year Bogazici University students. Classes, and hence, respondents are selected randomly. Total of 111 questionnaires have been returned. Only fully filled questionnaires are used in data analysis.

Data on independent variables are grouped as follows;

Student Year: This variable denotes the year level of a student that has filled-out the survey. Graduate level students; both master's and PhD level ones are collected under a single classification; 5. The survey data has not been collected from first year students, considering that their ideas on the selection of employers may not have matured enough and may shift the results from reality. Data has been collected from second, third and fourth year undergraduate level students as well as from graduate level students that either attending a master's or PhD program in Bogazici University (see below diagram).

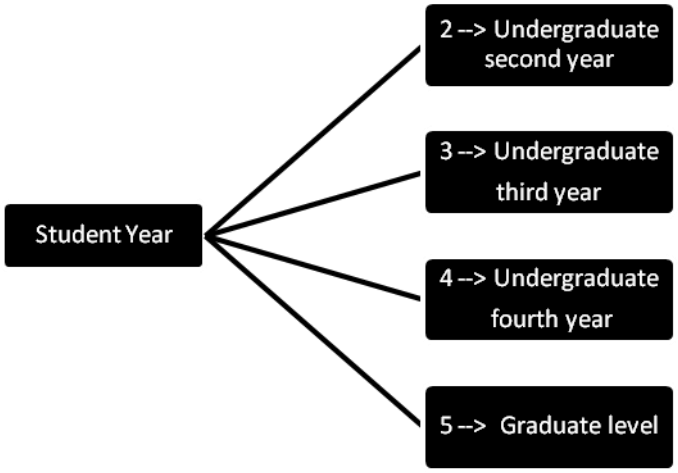

Figure 1. "Student Year" independent variable classification

Department: This variable donates the general classification of the department that student attends to. The reason to include this variable in the study is to determine whether there exists any differences in the importance of factors in employer selection depending on the general department classification; engineering vs. social sciences. Data has been collected from students of different engineering departments (like; mechanical engineering, chemical engineering etc.) and also from students of various social science departments (like; management, sociology, international relations etc.)

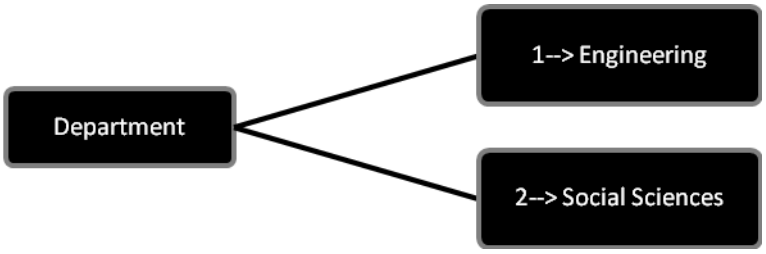

Figure 2. "Student Department" independent variable classification

Gender: Literature survey shows mixed results on the effect of gender on the importance level of different factors in employer selection. Data has been collected from male (value: 1) and female (value: 2) college students.

City of birth & primary education: No study in literature has been seen to include this variable. However, checking whether the size of the city that students grew up has any effect on the importance they give to different factors for employer selection is an interesting addition to earlier studies conducted in similar topics. In this study cities are grouped in two; small city (cities with a population less than one million, towns and villages) and large city (cities with a population higher than one million). Latest census data has been used to determine whether the city information provided by

students belongs to a small or a large city classification. The city information corresponding to where the student lived longest until he/she graduated from high school was used as the city that student has grown up (and, hence, effected by most).

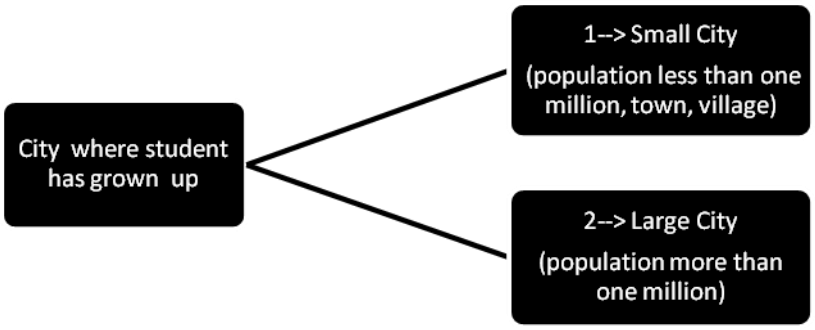

Figure 3. “City” independent variable classification

Total income level of the family: Total income levels of families of students have been checked in four different groups.

Figure 4. “Income Level” independent variable classification

Education level of parents: Education level of students' parents are checked in three distinct groups.

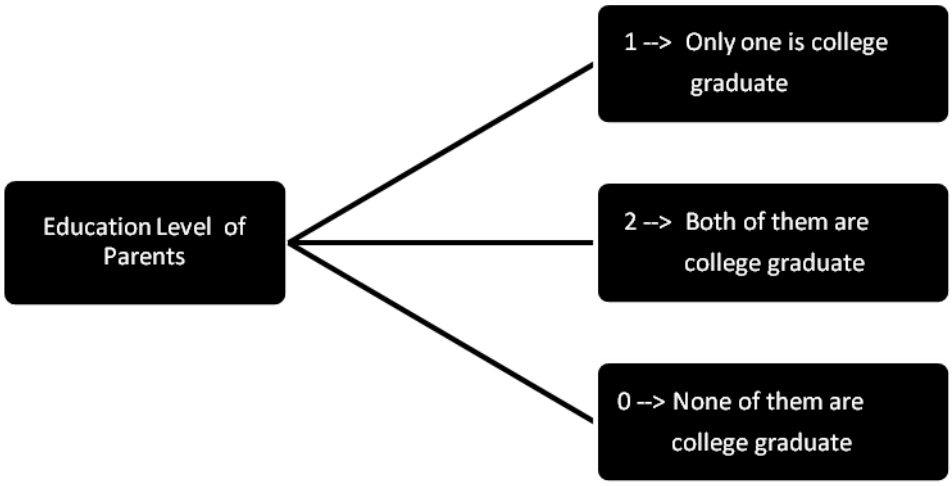

Figure 5. "Parents Education Level" independent variable classification

Descriptive Statistics

Basic descriptive statistics analysis of all dependent variables (without a classification according to independent variables) is summarized in Table 1A (in appendix). This table lists important attributes for job selection in descending order according to their means. Descriptive analysis showed that the most important attribute for students is Salary (mean: 6.4595), followed by Integrity of the Organization (mean: 6.1261), Positive Climate in Organization (mean: 6.0270), Opportunity for Advancement (mean: 5.9009) and Job Security (mean: 5.7207). Ranking of important factors in job selection can be followed from Table 1A.

Collected data has been analyzed for their descriptive characteristics with respect to independent variables.

Student Seniority (Class Standing)

Data were collected from a total of 111 students. The distribution of students' class standings are given in Table 1.

Table 1. Descriptive Statistics on Student Year Distribution

Student Year	Frequency	Percent	Valid Percent	Cum.Percent
Year 2	26	23,4	23,4	23,4
Year 3	24	21,6	21,6	45,0
Year 4	19	17,1	17,1	62,2
Graduate	42	37,8	37,8	100,0
Total	111	100,0	100,0	

Department

Student Department characteristics of the collected data are given in Table 2. About 74% of respondents are social sciences students. Engineering students constitutes the remaining 26% of the data.

Table 2. Descriptive Statistics on Student Department

Department	Frequency	Percent	Valid Percent	Cum.Percent
Engineering	29	26,1	26,1	26,1
Soc.Sciences	82	73,9	73,9	100,0
Total	111	100,0	100,0	

Gender

Collected data gender characteristics are given in Table 3. 52% of respondents were male and 48 % were female students.

Table 3. Descriptive Statistics on Student Gender Distribution

Gender	Frequency	Percent	Valid Percent	Cum.Percent
Male	58	52,3	52,3	52,3
Female	53	47,7	47,7	100,0
Total	111	100,0	100,0	

City Size

Data on the size of the city that the student has lived longest until he/she completed high school education was also collected from 111 students. Cut-off population of 1 million was used to distinguish between small and large city sizes. That is; if population is less than 1 million, that city has been denoted as "small" city whereas if the population is larger than 1 million, that city has been accepted as "large" city. Table 4 shows that 29% of respondents were raised in small city whereas the rest is from large city environment.

Table 4. Descriptive Statistics on City Size Distribution

City Size	Frequency	Percent	Valid Percent	Cum.Percent
Small City	32	28,8	28,8	28,8
Large City	79	71,2	71,2	100,0
Total	111	100,0	100,0	

Family Income Level

Data on monthly family income level of students are shown in Table 5. Close to 90% of the respondents are from families with average monthly income of less than 10,000 TL. About 23% of respondents are members of low income families (monthly income less than 2,500 TL).

Table 5. Descriptive Statistics on Family Income Distribution

Income Level	Frequency	Percent	Valid Percent	Cum.Percent
Less than 2500 TL	26	23,4	23,4	23,4
2,500 – 5,000 TL	41	36,9	36,9	60,4
5,000 – 10,000 TL	32	28,8	28,8	89,2
More than 10,000 TL	12	10,8	10,8	100,0
Total	111	100,0	100,0	

Parents Education Level

In order to see whether the parents education level has any effect on the students' preferences of factors important for the selection of an employer, parents education level has been checked by asking respondents whether their parents have received any college education. Below table shows a somewhat smooth distribution in the sample set. About 29% of respondents have parents with no college education, the same percentage of respondents have parents with only one of them with a college education, while 42% of respondents have both of their parents as college educated. Table 6 summarizes this data.

Table 6. Descriptive Statistics on Parents Education Level

Education Level	Frequency	Percent	Valid Percent	Cum.Percent
No College Education	32	28,8	28,8	28,8
Single Parent Educated	32	28,8	28,8	57,7
Both Parents Educated	47	42,3	42,3	100,0
Total	111	100,0	100,0	

CHAPTER 5

FINDINGS AND RESULTS

Data described in the previous chapter were analyzed via cluster analysis to determine the segments of students with respect to the important job attributes they value during an employer selection process. Upon determining the clusters, common cluster characteristics have been analyzed and discussed.

Cluster Analysis

Background

Cluster analysis is being used in the field of marketing extensively. Marketers are especially interested to classify their offerings (products and services) and the consumers that demand them. Cluster analysis allows for such a grouping via different statistical methods. The main logic behind cluster analysis is to find common preferences between subjects (for examples; consumers) and, then, group them into distinct groups based on these preferences. In order to achieve this some kind of similarity/dissimilarity measure is needed. This is generally decided beforehand, prior to clustering analysis. There are various such measures. The most common one is the Euclidian Distance. Euclidian distance is the square root of the sum of the squared differences of values for every variable. Grouping of subjects can be done by calculating this distance measurement of their responses for each variable. The smaller the distance between results the closer they will be to each other, hence, can be grouped into the same cluster.

Upon determining the distance measurement method, a clustering technique (or procedure) needs to be decided upon. There are several ways of performing cluster

analysis; most of them are hierarchical clustering methods. In hierarchical methods; clustering is performed by forming a tree-like structure. This tree-like structure can be formed either by starting each member in a single cluster and, then, adding similar ones together (agglomerative techniques) or by grouping all members in a single cluster and, then, taking dissimilar members out to form new clusters (divisive techniques). At the end of this hierarchical process clusters with distinct characteristics are formed. One other general method of clustering is non-hierarchical clustering. In this case; a common threshold value is determined for variables and variables under an above this threshold values are grouped together to form new clusters.

In hierarchical and non-hierarchical methods, one needs to specify the number of clusters beforehand and then perform the analysis. The downside is that the results tend to change with respect to this pre-defined number of clusters. One recently popular method of clustering that overcomes this problem is two-step clustering. In this method; different clustering solutions (based on a predefined choice criteria) are compared and the optimum solution; with number of clusters, is selected. Hence; two-step clustering does not depend on the analyzer's experience or his/her "eye" for the clustering tendency (to predetermine the number of clusters), it helps to determine the not easily seen clusters or tendencies in the data.

In our case; cluster analysis is utilized to group students into distinct groups depending on their preferences during an employer selection process. We aim to find groups of students that will differ from each other based on these preferences and, then, analyze the characteristics of students that constitute each distinct group; or cluster. Due to its advantages two-step clustering method has been utilized in this study.

Two-step Cluster Analysis

SPSS Ver.16 statistics analysis software has been used to conduct a two-step cluster analysis on the data collected. As stated before two-step cluster analysis automatically selects the number of clusters best suited to the available data.

During two-step cluster analysis all independent variables (6 variables) are selected as categorizing variables and the analysis has been performed on all dependent variables; job related factors (9 variables), company related factors (8 variables) and compensation attributes (9 variables); total of 26 dependent variables. During cluster analysis "Log-Likelihood" has been used as the clustering distance measure and "Akaike's Information Criterion" has been used as the clustering criterion.

Cluster Analysis Results

Two-step cluster analysis performed by SPSS Ver.16 has returned 3 clusters. Cluster distribution and number of members in each cluster is shown in Table 7.

Table 7. Cluster Distribution

Cluster	Frequency	Percent	Valid Percent
1	34	30,6%	30,6%
2	36	32,4%	32,4%
3	41	36,9%	36,9%
Combined	111	100,0%	100,0%
Total	111	100,0	100,0

As Table 7 shows, somewhat uniform distribution of clusters has been noted. Cluster 1 has 34 members (30.6% of total respondents), Cluster 2 has 36 members (32.4% of total respondents) and Cluster 3 has 41 members (36.9% of respondents). Total number of respondents is 111.

Two-step cluster analysis uses independent variables as categorizing ones and returns clusters with statistically similar responses (with respect to dependent variables). Appendix D lists the mean and standard deviation values for each dependent variable for every cluster; Cluster1, 2 and 3.

Cluster Characteristics

Since clusters are formed by combining respondents with same priorities during an employer choice process, it is important to see how clusters differ from each other with respect to different job attributes. Table 8 below lists top five most important job attributes (with highest means) for each cluster;

Table 8. Top Five Most Important Job Attributes for Each Cluster

	Cluster 1	Cluster 2	Cluster 3
1	Integrity of an organization	Opportunity for Advancement	Salary
2	Salary	Positive Company Climate	Integrity of an organization
3	Positive Company Climate	Availability of Health Insurance	Job security
4	Opportunity to do Interesting Work	Opportunity to do Interesting Work	Positive Company Climate
5	Opportunity for Advancement	Salary	Opportunity for Advancement

In forming the listing, shown in Table 8, when two factors have equal means, the one with the smaller standard deviation from the mean has been shown on top (that is; shown as more important).

Top five most important factors in selecting an employer shows clear differences between clusters; Cluster 1 members showed "integrity of an organization" as the most important factor that will affect their decision. Salary and Positive Company Climate follows as the next two most important factors. On the other hand, members of Cluster 2 indicated "Opportunity for Advancement" as the most important factor in employer selection process. This factor was the fifth in Cluster 1 members' list. Cluster 2 members indicated that Positive Company Climate and Health Insurance as the next two most important factors. Among three clusters, Cluster 2 is the only one that has the availability of health insurance plan in the top five important factors list. "Integrity of an Organization", which was the most important factor in Cluster 1 members' list, is not present in top five list of Cluster 2 members. Cluster 3 members show "Salary" and "Job security" as the first two most important factors. The other clusters did not include "Job Security" in their top five factors list. An important compensation variable; Salary is on the second row for Cluster 1 and on the fifth for Cluster 2. "Salary", "Positive Organizational Climate" and "Opportunity for Advancement" are the three factors that are present in all clusters' top five important factors lists.

From Table 8, it is noted that Cluster 3 members are more interested in the dependability, security and the image of an organization rather than specific job related factors. Financial gain, however, is still the most important factor for them. Members of Cluster 3 gave specific importance to integrity of an organization, job security (another

factor of company dependability and security), positive organizational climate and company image. Opportunity for advancement is the fifth factor in the list.

Cluster 2 members' top five list indicates that members of this group like to see an employer offering them more job related advantages, like; advancement opportunities and interesting work, meanwhile also providing a positive organizational climate and benefits; like health plan and good salary.

Members of Cluster 1 indicate in their top five list that they seek a successful start in a company which offers them a good salary, interesting work and advancement opportunities while providing all employers an equal opportunities and options (organizational Integrity). Organizational climate of the company is also important for the members of this cluster.

Cluster Member Characteristics
(Independent Variables Analysis)

In order to define the characteristics of the members of each cluster, the independent variable values for each cluster have been analyzed. Step by step analysis of independent variables in each cluster follows;

Student Seniority (Class Standing)

Table 9 shows the members' frequency distribution for each cluster for student year variable.

Table 9. Student Year Variable Frequency Distribution for Each Cluster

Cluster	Year 2		Year 3		Year 4		Year 5 (Graduate)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	9	34,6%	12	50,0%	11	57,9%	2	4,8%
2	1	3,8%	0	0,0%	0	0,0%	35	83,3%
3	16	61,5%	12	50,0%	8	42,1%	5	11,9%
Combined	26	100,0%	24	100,0%	19	100,0%	42	100,0%

The analysis of Table 9 shows that Cluster 2 has no students in year 3 and 4 and has only one member in year 2 of study. The rest of the members in Cluster 2 (35 members) are in Year 5, that is; graduate level students. Cluster 1 and 3, on the other hand, have similar distribution of "student year" variable. One striking common characteristic of Cluster 1 and 3 is that most of the members in those two clusters are undergraduate level students. Cluster 1 has only 2 graduate level respondents and Cluster 3 has only 5 graduate level members. This indicates that; cluster 1 and 3 are mostly composed of undergraduate level students with similar distributions, whereas; Cluster 2 is composed of graduate level students. Cluster 2 members' top five most important selection factors list (Table 8) agrees with the fact that this cluster is composed of graduate level students, such that; these respondents show opportunity for advancement as the top important factor and is the only cluster that lists the availability of health insurance as one of the top five most important job selection factors. Graduate level students, with their higher maturity and older ages seem more interested in climbing the corporate

ladders faster and seem also more concerned on peaceful, positive working environment together with a good benefits package. Cluster 1 and 3, on the other hand, being composed of undergraduate level students, seem more interested in organizational integrity and image, salary and job security. Starting their first job from a right organization might be the driving force behind this set of selection. It is possible that graduate level students might have some form of previous work experience and have more mature and sophisticated needs when they select their next employers (after completing their graduate level studies).

Members of Cluster 2, which is composed of only graduate students (see Table 9), list intrinsic factors like "opportunity for advancement" and "positive company climate" as the most important job attributes whereas Cluster 1 and 3 members, which are composed of mostly undergraduate students, list extrinsic factors like; salary and pay, job security as their most important job attributes.

In order to see whether there exists any statistically significant effect of student seniority on their preferences for employer selection, ANOVA analysis covering all dependent variables against a single independent variable; "student year" (with four categories) was performed. The results show that two of dependent variables; CA_2 (company image and reputation) and CA_8 (availability of a close friend working in the company) do get affected by student seniority at 95% confidence level. Two other dependent variables; JA_2 (time to advancement) and CA_1 (company size) get affected by student seniority at 90% confidence level. Since for most statistical research 90% confidence level is accepted to be valid, the last two variables are concluded to get significantly affected by student seniority. ANOVA analysis results of these four variables are shown in Table 10.

Table 10. ANOVA Analysis Results for Student Year Variable

		Sum of Squares	df	Mean Square	F	Sig.
CA 2	Between groups	11,355	3	3,785	2,732	0,047
	Within groups	148,231	107	1,385		
	Total	159,586	110			
CA 8	Between groups	21,273	3	7,091	3,005	0,034
	Within groups	252,457	107	2,359		
	Total	273,730	110			
JA 2	Between groups	6,336	3	2,112	2,202	0,092
	Within groups	102,601	107	0,959		
	Total	108,937	110			
CA 1	Between groups	11,081	3	3,694	2,209	0,091
	Within groups	178,883	107	1,672		
	Total	189,964	110			

Descriptive statistics of four variables found to get affected by student seniority is shown in Table 11 below. Analysis of Tables 10 and 11 indicate that lower class standing students (year 2 and 3) give higher importance to company image and reputation, company size and availability of a close friend already working in the same organization. The importance third and fourth year students give to average time for advancement is lower compared to graduate level students. Graduate level students, probably due to their higher age on average, are more interested in time to advancement compared to lower year students. Second year students are give higher importance to time to advancement than third and fourth year students.

Table 11. Descriptive Statistics for Variables Affected by Student Year

		N	Mean	Std.Deviation	Std.Error
CA 2	2	26	5,9615	1,03849	,20366
	3	24	5,8333	1,16718	,23825
	4	19	5,3158	1,37649	,31579
	5	42	5,6905	,92362	,14252
	Total	111	5,7207	1,09686	,10411
CA 8	2	26	4,1154	1,55761	,30547
	3	24	3,8333	1,55106	,31661
	4	19	3,2632	1,55785	,35740
	5	42	3,0714	1,50435	,23213
	Total	111	3,5135	1,57748	,14973
JA 2	2	26	5,3077	,83758	,16426
	3	24	5,1667	1,20386	,24574
	4	19	5,2105	1,18223	,27122
	5	42	5,7143	,80504	,12422
	Total	111	5,4144	,99516	,09446
CA 1	2	26	5,3462	1,09334	,21442
	3	24	5,0417	1,57367	,32122
	4	19	4,3684	1,57093	,36040
	5	42	5,0952	1,07770	,16629
	Total	111	5,0180	1,31413	,12473

Hypothesis 6 introduced in Chapter 3 has a broad statement on the effect of student seniority on job attributes preferences. However, ANOVA analysis results indicate that student seniority does have a statistically significant effect (at 95% and 90% confidence levels) on some job attributes. Hence, this hypothesis has been rejected.

Department of Study

Students' department of study has been analyzed as an independent variable to see whether it has an effect on the selection factors' importance for respondents. Table 12 summarizes the result of cluster analysis for the variable "Department of Study":

Table 12. Department of Study Variable Frequency Distribution for Each Cluster

Cluster	Engineering		Social Sciences	
	Frequency	Percent	Frequency	Percent
1	0	0,0%	34	41,5%
2	29	100,0%	7	8,5%
3	0	0,0%	41	50,0%
Combined	29	100,0%	82	100,0%

The analysis of the results shows a clear distinction between clusters for the students' departments; Cluster 1 and 3 are solely composed of social sciences students whereas Cluster 2 is composed of mostly engineering students. Members in Cluster 2, which is mostly composed of engineering students, lists "opportunity for advancement" as the top important factor in their employer selection. This factor is the fifth and the fourth important factor in Cluster 1 and Cluster 3 members' list, respectively.

Cluster 2 is formed of only engineering students and Cluster 1 and 3 respondents are all social sciences students. Cluster 1 and 3 are closer to each other with respect to important job attributes (see Table 8). Cluster 2 respondents, on the other hand, showed

greater difference in their preferences for job attributes, indicating that a department of study can be a moderating factor for this difference.

In order to see the possible effect of Department of Study on important Job attributes, independent t-test analysis was performed for all dependent variables against a single independent variable; Department of Study. It was detected that although most of the dependent variables are not affected by department of study, three dependent variables listed below are affected by the department of the student at 95% and 90% confidence levels. Independent t-test analysis results are tabulated below in Table 13.

Table 13. Independent t-test Analysis Results for Department of Study Variable

		t	df	Sig.(2-tailed)	Mean Diff.	Std.Error Diff.
JA 2	Equal variances assumed	2,673	109	,009	,55929	,20924
	Equal variances not assumed	3,086	66,637	,003	,55929	,18121
CA 7	Equal variances assumed	-2,532	109	,013	-,54415	,21495
	Equal variances not assumed	-2,235	40,331	,031	-,54415	,24343
CA 3	Equal variances assumed	1,815	109	,072	,56602	,31182
	Equal variances not assumed	1,914	54,505	,061	,56602	,29565

Table 13 shows that department of study has a statistically significant effect on variables JA_2 (time to advancement) and CA_7 (integrity of an organization) at 95% confidence level and on CA_3 (multinational/domestic company) at 90% confidence

level. Table 14 summarizes the descriptive statistics for significantly affected dependent variables.

Table 14. Descriptive Statistics Results for t-test Analysis

	Department of Study	N	Mean	Std. Deviation	Std.Error Mean
JA 2	Engineering	29	5,8276	,75918	,14098
	Social Sciences	82	5,2683	1,03099	,11385
CA 7	Engineering	29	5,7241	1,19213	,22137
	Social Sciences	82	6,2683	,91690	,10125
CA 3	Engineering	29	5,5172	1,32613	,24626
	Social Sciences	82	4,9512	1,48159	,16361

According to independent t-test analysis results, Hypothesis 5 has been rejected. That is; department of study affects the importance level given by students to certain job related attributes. Results indicate that engineering students give higher importance to time to advancement and ownership structure of an organization whereas social sciences students rank the importance of integrity of an organization higher compared to engineering students.

Gender

Cluster analysis returned mixed results for Gender. Table 15 summarizes the results for each cluster based on independent variable; Gender.

Table 15. Gender Variable Frequency Distribution for Each Cluster

Cluster	Male		Female	
	Frequency	Percent	Frequency	Percent
1	20	34,5%	14	26,4%
2	15	25,9%	21	39,6%
3	23	39,7%	18	34,0%
Combined	58	100,0%	53	100,0%

Hypothesis 4 formed in Chapter 3 states that there should be no effect of gender on students' preferences during their employer selection. In order to see whether this is true independent t-test analysis covering all job related factors (dependent variables) against a single independent variable; gender, has been performed. Table 16 lists the t-test results. Independent t-test shows that gender has a statistically significant effect on many dependent variables.

Table 16. Independent t-test Analysis Results for Gender Variable

		t	df	Sig.(2-tailed)	Mean Diff.	Std.Error Diff.
JA 3	Equal variances assumed	-1,793	109	,076	-,34776	,19398
	Equal variances not assumed	-1,830	95,791	,070	-,34776	,19003
JA 7	Equal variances assumed	-2,524	109	,013	-,75927	,30076
	Equal variances not assumed	-2,550	107,188	,012	-,75927	,29778
JA 9	Equal variances assumed	-1,876	109	,063	-,45934	,24482
	Equal variances not assumed	-1,887	108,879	,062	-,45934	,24345
CA 3	Equal variances assumed	-2,642	109	,009	-,71308	,26986
	Equal variances not assumed	-2,653	108,999	,009	-,71308	,26878
CA 4	Equal variances assumed	-2,418	109	,017	-,41770	,17275
	Equal variances not assumed	-2,441	107,539	,016	-,41770	,17114
CA 6	Equal variances assumed	-1,739	109	,085	-,43754	,25161
	Equal variances not assumed	-1,759	106,263	,081	-,43754	,24877
CA 7	Equal variances assumed	-2,144	109	,034	-,40859	,19056
	Equal variances not assumed	-2,189	95,647	,031	-,40859	,18665
CS 6	Equal variances assumed	-2,339	109	,021	-,51269	,21922
	Equal variances not assumed	-2,375	102,510	,019	-,51269	,21588
CS 9	Equal variances assumed	-1,707	109	,091	-,42225	,24740
	Equal variances not assumed	-1,711	108,852	,090	-,42225	,24679

The dependent variables affected by student gender and the comparison of genders with respect to relative importance they give to these variables are tabulated in Table 17. Arrow indicates the gender that gives higher importance to specific job attribute.

Table 17. Gender Effect on Job Attributes

	Job Attribute	Males	Females
JA 3	Challenging job and responsibilities		↑
JA 7	Location of the job		↑
JA 9	International assignments		↑
CA 3	Multinational/Domestic company		↑
CA 4	Positive organizational climate		↑
CA 6	Male/Female employee ratio in the company		↑
CA 7	Integrity of an organization		↑
CS 6	Availability of training programs		↑
CS 9	Availability of social facilities in the workplace		↑

As Table 17 indicates, all nine variables affected by student gender are more important for females. Female students found to give higher importance to more intrinsic characteristics of the company and the job itself, like; challenging responsibilities, positive organizational climate, international assignments, company ownership structure etc. Female students also give higher importance to physical characteristics of the workplace like; specific location of the job (with respect to its closeness to parents' place of residence) and social facilities available compared to male students. It is possible that this is due to females seeking more psychological support and security (from their families and close friends) during their professional life.

The results indicate that for most of the dependent variables Gender has no statistically significant effect. However, in nine of the variables, it was detected that Gender has a statistically significant effect (at 95% and 90% confidence levels). Hence, Hypothesis 4 is rejected indicating that Gender can be statistically important factor for some job related attributes.

City Size

The size of the city (large vs. small city) that students live longest until their college education is investigated as an independent variable to see whether it has any effect on the students' employer choice importance factors. The result of cluster analysis for this variable is shown in Table 18.

Table 18. City Size Variable Frequency Distribution for Each Cluster

Cluster	Small City		Large City	
	Frequency	Percent	Frequency	Percent
1	10	31,2%	24	30,4%
2	5	15,6%	31	39,2%
3	17	53,1%	24	30,4%
Combined	32	100,0%	79	100,0%

Table 18 results indicate that most of the respondents coming from small cities are grouped under Cluster 3 (17 of them) and Cluster 1 (10 of them). Cluster 2 has only 5 members from small city environment and has 31 respondents are from large cities (with populations more than one million). Members of Cluster 3, which has the highest ratio of respondents from small cities among clusters, show the integrity of an

organization and job security as the top two important factors for their employer choice. This may due to the fact that students that are raised in relatively smaller cities (towns or villages for that matter) may be more inclined to see the stability and the security of a job as more important than other aspects of the position offered. On the other hand, students that are from large and cosmopolitan cities may be more interested in the fast advancement options, positive organizational environment and the type of job they will be doing (interesting, requiring international travel etc.). Cluster 2 members' important factors list shows such characteristics (Table 8). Cluster 1 members exhibit mixed results such that, the salary is very important for them and the time for advancement is the last in their top five list (Table 8) but factors like the positive organizational environment and the interesting work are also very important for them.

In order to identify the effect of city size on the preferences of students during employer choice and test the validity of Hypothesis 3 that has been designed in Chapter 3, independent t-test analysis was performed. Results are tabulated in Table 19.

Table 19. Independent t-test Analysis Results for City Size Variable

		t	df	Sig.(2-tailed)	Mean Diff.	Std.Error Diff.
CS 2	Equal variances assumed	-1,947	109	,054	-,44185	,22698
	Equal variances not assumed	-1,655	42,867	,105	-,44185	,26695
CS 4	Equal variances assumed	-1,936	109	,055	-,49169	,25394
	Equal variances not assumed	-1,726	46,210	,091	-,49169	,28485

Independent t-test for city size variable shows that two job attributes CS_2 (Job security) and CS_4 (Availability of health insurance) are affected by the size of the city that student has been raised in. T-test group statistics indicated that students from large cities (with population over one million) give higher importance to job security and the availability of health insurance. Growing up in large cities' harsher environments such students may value stability and continuity of a job as well as the availability of side benefits like; health insurance, more than the students coming from smaller cities. Students from smaller cities seem to be less selective when it comes to security and compensation characteristics of the available position.

Family Income Level

Cluster properties with respect to family income levels are listed in Table 20.

Table 20. Family Income Level Variable Frequency Distribution for Each Cluster

Cluster	< 2,500 TL / month		2,500 – 5,000 TL/month		5,000 – 10,000 TL/month		> 10,000 TL/month	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	3	11,5%	11	26,8%	13	40,6%	7	58,3%
2	4	15,4%	13	31,7%	14	43,8%	5	41,7%
3	19	73,1%	17	41,5%	5	15,6%	0	0,0%
Combined	26	100,0%	41	100,0%	32	100,0%	12	100,0%

Results listed in Table 20 indicate that Cluster 1 and 2 have similar distributions. Most of respondents in these two clusters are grouped in 2500-5000 TL and 5000-10000

TL/month income levels, these two clusters also has members in the lowest and highest income levels. They have more members that come from families with monthly income of higher than 10,000 TL. Overall it can be judged that clusters 1 and 2 are composed of members with families of moderate to high monthly income levels. Cluster 3, on the hand, has no members of families with the highest income level (> 10,000 TL / month). Most of the members (88%) are grouped in the two lowest income levels; less than 2500 TL and 2500-5000TL, respectively. Results show that Cluster 3 members clearly have distinct difference with respect to their family income levels compared to Clusters 1 and 2.

When the top five most important job attributes indicated by respondents are investigated (shown in Table 8); it was noted that only Cluster 3 members (ones with the lower income level families) listed "Salary" and "Job Security" as the two most important job attributes during their employer selection. This hints that students from lower income families look for financial stability and security.

Both Cluster 1 and 2 members are coming from moderate to high income level families and their most important job attributes list (Table 8) show important differences. Salary has entered Cluster 1's top five list as the second most important attribute whereas Cluster 2 members do not have this attribute in their top five list. Cluster 1 members indicate "integrity of an organization" as their most important attribute whereas this is the fifth in Cluster 2's list. Similarly Cluster 2 members indicate "opportunity for advancement" as their most important attribute whereas the same attribute is the last in Cluster 1's top five list.

Hypothesis 1 and 2 introduced in Chapter 3 state that family income level does not affect the importance given by students to job attributes like; salary (CS_1), job security (CS_2), advancement opportunities (JA_1) and time to advancement (JA_2). In order to test these two hypotheses ANOVA test was performed. Results are listed in Table 21.

Table 21. ANOVA Analysis Results for Family Income Variable

		Sum of Squares	df	Mean Square	F	Sig.
JA 1	Between groups	2,518	3	,839	,740	,531
	Within groups	121,392	107	1,135		
	Total	123,910	110			
JA 2	Between groups	,664	3	,221	,219	,883
	Within groups	108,273	107	1,012		
	Total	108,937	110			
CS 1	Between groups	111,427	3	37,142	,844	,473
	Within groups	4708,141	107	44,001		
	Total	4819,568	110			
CS 2	Between groups	,453	3	,151	,122	,947
	Within groups	131,890	107	1,233		
	Total	132,342	110			

Table 21 shows no statistically significant effect of family income level on four tested job attributes. Hypothesis 1 and 2 are accepted. In other words, income level of the family does not affect the importance given by students to salary, job security, advancement opportunities or time to advancement during their employer selection. Students from all income levels show similar preferences for the aforementioned attributes of the job position offered.

This result contradicts with some common expectation among society that students from higher income families give less importance to extrinsic factors like; Salary and Job security. Our results show that financial side of the job as well as the stability (or security) of it may still be important for some students that come from higher-income families.

Parents Education Level

Cluster properties with respect to Parent's education level are summarized in Table 22.

Table 22. Parents Education Level Variable Frequency Distribution

Cluster	No college education		Only one parent has college education		Both parents have college education	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	6	18,8%	6	18,8%	22	46,8%
2	6	18,8%	11	34,4%	19	40,4%
3	20	62,5%	15	46,9%	6	12,8%
Combined	32	100,0%	41	100,0%	47	100,0%

Data in Table 22 show that 62.5% of "no college education parents" belong to Cluster 3. Cluster 1 and 2 share the equal remaining percentage of "no college educated" parents; 18.8%. In the case of a single parent educated in college, again, Cluster 3 has the highest percentage of the total; 46.9%, indicating that most of the members of Cluster 3 (over 85% of the respondents in this cluster) have either no college educated parents or only one of them has a college degree.

Cluster 1 and 2 members have more educated parents. Cluster 1 takes up the highest share of the parents who are both college educated; 46.8% of such parents belong to members of Cluster 1. Cluster 2 follows Cluster 1 with 40.4% of such parents. On the other hand, Cluster 3 members takes only 12.8% of parents who are both college educated. Although Cluster 1 has the highest percentage of parents of whom both have college degree, members of this cluster takes up only 18.8% of parents of whom only one has college degree. Cluster 2 has almost twice that percentage, making this cluster as the one which has members with the most educated parents (34.4% of single college degree and 40.4% double college degree parents belong to the members of this cluster). Cluster 1 follows Cluster 2; 82 % of the members in this cluster have parents with one or two college degree. Considering parents' education level Cluster 3 is the last with only 51% of its members who have college educated parents. This result is in coincidence with the family income levels; such that, Cluster 3 members are coming from families with the lowest income levels (see Table 20).

Combined Cluster Characteristics

In the previous section, clusters obtained as a result of two-step cluster analysis were analyzed separately in detail with respect to six independent variables (Student Year, Department of Study, gender, City Size, Income Level, Parents Education Level). In this section, the collective general characteristics of each cluster are defined and classified. Below table (Table 23) summarizes these results together with the job attributes preferences for each cluster. The first eight most important job attributes are listed for a meaningful and simpler analysis. It has been assumed that the first eight importance list of clusters will be enough to understand the matching preferences of each cluster with respect to its collective characteristics.

Table 23. Combined Cluster Characteristics and Overall Preferences

	Cluster 1	Cluster 2	Cluster 3
Student Year	Mostly undergraduate level students (94% of members)	Mostly graduate level students (97% of members)	Mostly undergraduate level students (88% of members)
Department of Study	All are students of Social Sciences	Mostly students of Engineering	All are students of Social Sciences
Gender Composition	41% Female + 59% Male	58% Female + 42% Male	44% Female + 56% Male
City Size	71% Large City + 29 % Small City	Mostly Large City members (86% of members)	59% Large City + 41% Small City
Income Level	Families with moderate to high income levels	Families with moderate to high income levels	Families with low to moderate income levels
Parents Education Level	Mostly educated families (18% no college education)	Mostly educated families (17% no college education)	Less educated families (49% no college education)
Job Attributes Preferences			
1 (*Most important*)	Integrity of an organization	Opportunity for Advanc.	Salary
2	Salary	Positive Company Climate	Integrity of an organization
3	Positive Company Climate	Availability of Health Insurance	Job security
4	Opportunity to do Interesting Work	Opportunity to do Interesting Work	Positive Company Climate
5	Opportunity for Advanc.	Salary	Opportunity for Advanc.
6	Flexible Working Hours	Integrity of an organization	Company Image & Reputation
7	Work/Non-Work Balance	Company Image & Reputation	Availability of Health Insurance
8	Job Security	Job Security	Company Size

CHAPTER 6

DISCUSSIONS AND CONCLUSION

The main aim of this study was to investigate whether college students can be classified into distinct groups with respect to various job attributes they value most during their employer choice process. Findings obtained through cluster analysis indicate that college students can be grouped into three clusters, or groups. These clusters can be labeled as follows;

Cluster 1: Undergraduate level social sciences students who are raised in a large city environment and coming from well-educated, high income families.

Cluster 2: Graduate level engineering students who are raised in a large city environment and coming from well-educated, high income families.

Cluster 3: Undergraduate level social sciences students who are raised in a relatively smaller city environment and coming from less-educated, lower income families.

College students who have characteristics similar to Cluster 1 consider organizational characteristics like; integrity and positive working environment as very important. Salary is the second on their list, showing that the financial gain in return for their work is a very important factor affecting their employer selection. Opportunity to do interesting work and advancement options are also important. Their further preferences indicate these students might have a strong social life and outgoing personality since they consider flexible working hours and work/non-work balance as relatively important factors.

College students who have characteristics similar to Cluster 2 want fast advancement options in their job and want to work in a company which has a positive working environment. Cluster 2 members consider job benefits like health insurance as more important than Salary. This may have a relation with the fact that most of Cluster 2 members are female students. Female students may have a tendency to consider longer-term benefits like being able to work in a company which will have good advancements options, positive climate, interesting work opportunities and special benefits like health plan than short-term benefits like Salary and pay. Cluster 2 members also consider organizational integrity, image and reputation as important. Like Cluster 1, Cluster 2 members show Job security as less important; that is not one of critical factors in their employer selection. Most of Cluster 1 and Cluster 2 members are raised in large city environments and they come from well-educated, higher income families. These facts might give such student a so-called "safety-net"; that is; they may consider that they can always get support from their families financially if they need and, hence, job security is not a very critical factor in their employer choice.

The most important job attributes for college students who have characteristics similar to Cluster 3 are; Salary and integrity of an organization. "Job security" follows as the third most important factor. Close to half of Cluster 3 members are form small cities and towns. These students also come from less educated and lower-income families. These characteristics are in-line with the facts of the social structure in Turkey. Students with Cluster 3 characteristics require a good salary, job security, positive working environment, good advancement opportunities and strong company image and reputation. While side benefits like health insurance is also important for them, Salary is a critical factor (Cluster 3 is the only one among others that show Salary as the top

important factor) for these students. This is understandable such that coming from less educated and lower income families, these students lack the presence of strong financial support of their families and, hence, they will require a good paying job so that they can stand alone on their feet without requiring any financial back-up from their families. Students of Cluster 3 also look for an overall dependability, security and fairness from their employers. The financial gain part of the job is very critical during an employer selection.

The next objective of this study was to test the six Hypotheses stated in Chapter 3 on the effects of various characteristics of students (denoted as independent variables) on their employer choices. Overall results of our hypotheses are shown in Table 24.

Table 24. Overall Results of Hypotheses

Hypotheses	Statement	Test Result
1	College students coming from relatively lower income and higher income families do not differ in the importance they give to salary and job security during their employer selection	NOT REJECTED
2	College students coming from relatively lower income and higher income families do not differ in the importance they give to opportunity for advancement and time to advancement.	NOT REJECTED
3	College students that are raised in large and small cities do not differ in their preferences for faster advancement opportunities during their employer selection.	REJECTED
4	Student gender has no effect on the difference of the importance of decision factors (between college students) for an employer selection.	REJECTED
5	Department of study has no effect on the difference of the importance of decision factors (between college students) for an employer selection.	REJECTED
6	Student seniority (year of study in College) has no effect on the importance of job attributes during employer selection.	REJECTED

As Table 24 shows two hypotheses are accepted and the rest is rejected. The effects of independent variables on students' preferences are measured via above six hypotheses. The results indicate that contrary to common belief family income level does not affect the financial return, job security and advancement option s preferences of students. On the other hand, size of the city students grew in, their gender, seniority and department of study found to affect the importance of certain job attributes during employer selection.

It has been determined via independent t-test analysis that size of the city students grew in (until their college education) affects two job attributes CS_2 (Job security) and CS_4 (Availability of health insurance). It was found that students from large cities give higher importance to job security and the availability of health insurance. It can be argued that such students grew up in large cities' harsher environments so that they value stability and continuity of a job as well as the availability of side benefits like; health insurance, more than the students coming from smaller cities. Students from smaller cities seem to be less selective when it comes to security and compensation characteristics of the available position.

Student gender has also been found to affect student preferences for several job attributes. Female students found to give higher importance to more intrinsic characteristics of the company and the job itself, like; challenging responsibilities, positive organizational climate, international assignments, company ownership structure etc. Female students also give higher importance to physical characteristics of the workplace like; specific location of the job (with respect to its closeness to parents' place of residence) and social facilities available compared to male students. Although literature gives mixed results on the affect of gender on student preferences, our study

results indicate that it may be possible to guess the importance of certain job attributes by looking at the gender of a student.

Our study's results indicate that student seniority is another factor affecting student preferences. Lower class standing students (second and third year) give higher importance to company image and reputation, company size and the availability of a close friend already working in the same organization. The importance that third and fourth year students give to attributes like; time to advancement, is lower compared to graduate level students. Graduate level students, probably due to their higher age and maturity, are more interested in average time for advancement in the organization compared to lower year college students.

It was found that department of study is another statistically significant factor affecting certain student preferences. Engineering students give higher importance to time to advancement and ownership structure of an organization whereas social sciences students rank the importance of integrity of an organization higher compared to engineering students.

Managerial Implications

This study investigated the relationship between college student characteristics and the most important job attributes for them during an employer selection process. The study provides insight to human resources managers of hiring companies on how student characteristics affect the importance they give to different job and company related attributes.

This information is also very valuable for marketing managers, as well, since hiring can also be seen as some kind of marketing process targeted to attract the best possible candidates to the company. Selection of the right candidate to the right position is of utmost importance for the future success of companies. In addition, knowing the important job and company related attributes for a specific employee is very important for their loyalty and stay with the company. Specific company and job related attributes customized with respect to valuable candidate's characteristics can increase their satisfaction with their job and the company, boosting their efficiency and loyalty.

Results of this study provide a general starting point and a roadmap for hiring managers of companies when dealing with college students. In recent years, many companies start their hiring process in colleges in early years through; case studies, summer internships, part time work options etc. Having a general guideline on the preferences of college students with respect to their various characteristics may give them an option of further customizing their early company introduction and hiring programs depending on target college student groups.

APPENDICES

APPENDIX A. Questionnaire in English

This questionnaire is prepared to collect data on the preferences of college students when selecting their employers.

Please answer all the questions in this questionnaire form. No names or other private details are asked or collected.

Faculty / Department: (*Please write down*) _____ Note: If you are a graduate level student please indicate your BACHELORS DEGREE
Gender: ○ Male ○ Female
Place of birth: (*Please write down*) _____
Name the city/town/village in which you have lived longest until the end of High-School: (*Please write down*) _____ Please indicate the characteristic of this place: It is a → Village ○ Town ○ City ○
Income level of your family (monthly): < 2,500 TL ○ 2,500 – 5,000 TL ○ 5,000 – 10,000 TL ○ >10,000 TL ○
Education level of parents: Both are college graduates ○ Only one is college graduate ○ None of them is college graduate ○

Please indicate the relative importance of each JOB ATTRIBUTE for the selection of an employer by circling the appropriate number

PART 1 → JOB ATTRIBUTES Questions	SCALE OF IMPORTANCE						
	Not at all Important	Not very Important	Not Important	Neutral	Important	Very Important	Extremely Important
Opportunity for advancement	1	2	3	4	5	6	7
Time to advancement (average years to advancement)	1	2	3	4	5	6	7
Challenging job and responsibilities	1	2	3	4	5	6	7
Opportunity to do varied and interesting work	1	2	3	4	5	6	7
Job autonomy (number of superiors having to report to)	1	2	3	4	5	6	7
Applicability of university degree earned	1	2	3	4	5	6	7
Location of the job (closeness to where the family lives)	1	2	3	4	5	6	7
Travel requirements	1	2	3	4	5	6	7
International assignments	1	2	3	4	5	6	7

Please indicate the relative importance of each COMPANY ATTRIBUTE for the selection of an employer by circling the appropriate number

PART 2 → COMPANY ATTRIBUTES Questions	SCALE OF IMPORTANCE						
	Not at all Important	Not very Important	Not Important	Neutral	Important	Very Important	Extremely Important
Company size	1	2	3	4	5	6	7
Company image and reputation	1	2	3	4	5	6	7
Multinational / Domestic company	1	2	3	4	5	6	7
Positive organizational climate in the company	1	2	3	4	5	6	7
Work / non-Work balance (as a general company culture)	1	2	3	4	5	6	7
Males and females employee ratio in the company	1	2	3	4	5	6	7
Integrity of the organization (are employees treated fairly?)	1	2	3	4	5	6	7
Availability of a close friend already working in the company	1	2	3	4	5	6	7

Please indicate the relative importance of each COMPENSATION ATTRIBUTE for the selection of an employer by circling the appropriate number

PART 3 → COMPENSATION & SECURITY ATTRIBUTES	SCALE OF IMPORTANCE						
Questions	Not at all Important	Not very Important	Not Important	Neutral	Important	Very Important	Extremely Important
Salary	1	2	3	4	5	6	7
Job security	1	2	3	4	5	6	7
Flexible working hours or schedule	1	2	3	4	5	6	7
Availability of a health insurance plan	1	2	3	4	5	6	7
Availability of a special retirement plan	1	2	3	4	5	6	7
Availability of good training program(s)	1	2	3	4	5	6	7
Availability of a company car	1	2	3	4	5	6	7
Availability of a financial support for future education	1	2	3	4	5	6	7
Availability of social facilities in workplace (gym, cafe etc.)	1	2	3	4	5	6	7

APPENDIX B. Questionnaire in Turkish

Bu anket üniversite öğrencilerinin işverenlerini seçerken önem verdikleri kriterlerin tespiti amacı ile hazırlanmıştır.

Lütfen anketteki tüm soruları eksiksiz olarak cevaplayınız. Kimliğinizle ilgili hiç bir bilgi istenmemekte ve data toplanmamaktadır. Tüm anketler veri girişinden sonra imha edilecektir.

Fakülte / Bölüm: (*Lütfen açıkça yazınız*) _____ Dikkat: Eğer lisansüstü öğrencisi iseniz lütfen mezunu olduğunuz lisans bölümünüzü yazınız.
Cinsiyet: ○ Erkek ○ Kadın
Doğum Yeri: (*Lütfen yazınız*) _____
Üniversite eğitimine kadar olan süreçte en uzun süre yaşadığınız yerin adı (lütfen yazınız) _____ Lütfen bu yerin özelliğini belirtin; ○ Köy ○ Kasaba ○ Şehir
Aile gelir düzeyi (aylık): < 2,500 TL ○ 2,500 – 5,000 TL ○ 5,000 – 10,000 TL ○ >10,000 TL ○
Ebeveynlerin eğitim düzeyi: Her ikisi de üniversite mezunu ○ Sadece birisi üniversite mezunu ○ Hiçbiri üniversite mezunu değil ○

Lütfen aşağıda listelenmiş İŞ ÖZELLİKLERİNİN işveren firma seçiminde kendiniz için önemini uygun sayının yanına çarpı (X) koyarak gösteriniz.

BÖLÜM 1 → İŞ ÖZELLİKLERİ	ÖNEM DEĞERLENDİRMESİ						
Sorular	Kesinlikle Önemli Değil	Hiç Önemli Değil	Önemli Değil	Ne Önemli Ne Önemsiz	Önemli	Çok Önemli	Son Derece Önemli
Sunulan yükselme imkanları	1	2	3	4	5	6	7
Yükselme için geçen zaman (ortalama yıl sayısı)	1	2	3	4	5	6	7
Entelektüel olarak tatminkar sorumluluklar verilmesi	1	2	3	4	5	6	7
Değişik ve ilginç işlere imkan sağlanması	1	2	3	4	5	6	7
Bağımsızlık derecesi (rapor verilmek durumunda olan üst sayısı)	1	2	3	4	5	6	7
Üniversitede edinilen mesleğe uyumluluk	1	2	3	4	5	6	7
Lokasyon (ailenin yaşadığı yere yakınlık)	1	2	3	4	5	6	7
Seyahat mecburiyeti	1	2	3	4	5	6	7
Uluslararası rotasyon sağlanması	1	2	3	4	5	6	7

Lütfen aşağıda listelenmiş FİRMA ÖZELLİKLERİNİN işveren firma seçiminde kendiniz için önemini uygun sayının yanına çarpı (X) koyarak gösteriniz.

BÖLÜM 2 → FİRMA ÖZELLİKLERİ	ÖNEM DEĞERLENDİRMESİ						
Sorular	Kesinlikle Önemli Değil	Hiç Önemli Değil	Önemli Değil	Ne Önemli Ne Önemsiz	Önemli	Çok Önemli	Son Derece Önemli
Firma büyüklüğü	1	2	3	4	5	6	7
Firma imajı ve bilinirliği	1	2	3	4	5	6	7
Uluslararası / Lokal firma	1	2	3	4	5	6	7
Firmada çalışanlar arası pozitif hava	1	2	3	4	5	6	7
İş / iş dışı hayat dengesi (genel firma kültürü olarak)	1	2	3	4	5	6	7
Firmadaki erkek / kadın dengesi	1	2	3	4	5	6	7
İşverenin çalışanlara eşit mesafede duruşu (adil yönetim)	1	2	3	4	5	6	7
İş yerinde yakın arkadaş / tanıdık çalışan bulunması	1	2	3	4	5	6	7

Lütfen aşağıda listelenmiş ÜCRET ve AVANTAJLARIN işveren firma seçiminde kendiniz için önemini uygun sayının yanına çarpı (X) koyarak gösteriniz.

BÖLÜM 3 → ÜCRET / AVANTAJLAR	ÖNEM DEĞERLENDİRMESİ						
Sorular	Kesinlikle Önemli Değil	Hiç Önemli Değil	Önemli Değil	Ne Önemli Ne Önemsiz	Önemli	Çok Önemli	Son Derece Önemli
Ödenen ücret	1	2	3	4	5	6	7
İş güvenliği (işten çıkarılma açısından)	1	2	3	4	5	6	7
Esnek çalışma saatleri imkanı	1	2	3	4	5	6	7
Sağlık sigortası planı sunulması	1	2	3	4	5	6	7
Özel emeklilik planı sunulması	1	2	3	4	5	6	7
Firma içi eğitim imkanları sunulması	1	2	3	4	5	6	7
Firma tarafından otomobil sağlanması	1	2	3	4	5	6	7
İleriye dönük kişisel eğitimler için finansal destek (MBA gibi)	1	2	3	4	5	6	7
Firmada bulunan fiziksel (sosyal) imkanlar (gym, cafe vb.)	1	2	3	4	5	6	7

APPENDIX C. Descriptive Statistics of Dependent Variables (Job Attributes)

DEPENDENT VARIABLES	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
COMPENSA 1	111	2,00	75,00	6,4595	,62827	6,61923
COMP ATTRIB 7	111	1,00	7,00	6,1261	,09673	1,01906
COMP ATTRIB 4	111	3,00	7,00	6,0270	,08817	,92892
JOB ATTRIB 1	111	2,00	7,00	5,9009	,10074	1,06135
COMPENSA 2	111	2,00	7,00	5,7207	,10411	1,09686
JOB ATTRIB 4	111	2,00	7,00	5,7207	,10091	1,06320
COMPENSA 4	111	1,00	7,00	5,6937	,11645	1,22692
COMP ATTRIB 2	111	1,00	7,00	5,6396	,11432	1,20448
COMP ATTRIB 5	111	2,00	7,00	5,4505	,10377	1,09327
JOB ATTRIB 2	111	2,00	7,00	5,4144	,09446	,99516
JOB ATTRIB 9	111	1,00	7,00	5,2883	,12368	1,30306
COMPENSA 6	111	1,00	7,00	5,2793	,11170	1,17683
COMPENSA 3	111	1,00	7,00	5,2523	,11265	1,18681
JOB ATTRIB 3	111	1,00	7,00	5,2523	,09786	1,03105
COMP ATTRIB 3	111	1,00	7,00	5,0991	,13841	1,45824
COMPENSA 5	111	1,00	7,00	5,0270	,12173	1,28247
COMP ATTRIB 1	111	1,00	7,00	5,0180	,12473	1,31413
JOB ATTRIB 6	111	1,00	7,00	4,9640	,13047	1,37463
COMPENSA 8	111	1,00	7,00	4,9369	,13318	1,40311
JOB ATTRIB 5	111	2,00	7,00	4,8829	,10456	1,10156
JOB ATTRIB 7	111	1,00	7,00	4,8108	,15385	1,62096
JOB ATTRIB 8	111	1,00	7,00	4,6667	,12298	1,29568
COMPENSA 9	111	1,00	7,00	4,4775	,12464	1,31320
COMPENSA 7	111	1,00	7,00	4,0901	,13758	1,44945
COMP ATTRIB 6	111	1,00	7,00	3,8468	,12683	1,33620
COMP ATTRIB 8	111	1,00	7,00	3,5135	,14973	1,57748
Valid N (listwise)	111					

APPENDIX D. Cluster – Variable Centroids

		Cluster			
		1	2	3	Combined
JA1. Opp.for advancement	Mean	5,3824	6,0833	6,1707	5,9009
	Std. Deviation	1,32607	,80623	,86320	1,06135
JA 2. Time to advancement	Mean	4,7059	5,7222	5,7317	5,4144
	Std. Deviation	,93839	,77868	,92262	,99516
JA 3.Challenging Job and Resp.	Mean	4,8529	5,3611	5,4878	5,2523
	Std. Deviation	1,39550	,48714	,95189	1,03105
JA 4. Interesting Work	Mean	5,6176	5,8056	5,7317	5,7207
	Std. Deviation	1,30302	,92023	,97530	1,06320
JA 5.Job Autonomy	Mean	4,7353	4,7500	5,1220	4,8829
	Std. Deviation	1,23849	1,02470	1,02944	1,10156
JA 6. Applicability of college degree	Mean	4,4118	4,7778	5,5854	4,9640
	Std. Deviation	1,65360	1,24467	,94804	1,37463
JA 7. Location of the Job	Mean	4,7941	4,9167	4,7317	4,8108
	Std. Deviation	1,75429	1,46141	1,67368	1,62096
JA 8.Travel requirements	Mean	4,0294	4,7222	5,1463	4,6667
	Std. Deviation	1,38138	1,20975	1,08538	1,29568
JA 9. International Asssignments	Mean	4,5882	5,3889	5,7805	5,2883
	Std. Deviation	1,41673	1,10267	1,12943	1,30306
CA1. Company Size	Mean	4,2059	4,9722	5,7317	5,0180
	Std. Deviation	1,55270	1,13354	,74244	1,31413
CA2. Comp.Image and Reputation	Mean	5,0294	5,6667	6,1220	5,6396
	Std. Deviation	1,54695	,98561	,78087	1,20448
CA3.Multinational domestic comp	Mean	4,2353	5,5556	5,4146	5,0991
	Std. Deviation	1,51875	1,29713	1,24450	1,45824
CA 4.Positive Company Climate	Mean	5,6176	6,0833	6,3171	6,0270
	Std. Deviation	,98518	,84092	,84968	,92892
CA 5.Work/Non-work Balance	Mean	5,1765	5,5000	5,6341	5,4505
	Std. Deviation	1,16698	1,10841	,99388	1,09327
CA 6. Males – Females Ratio	Mean	3,4412	3,7778	4,2439	3,8468
	Std. Deviation	1,37491	1,01731	1,46254	1,33620

CA 7.Integrity of an organisation	Mean	5,9118	5,7500	6,6341	6,1261
	Std. Deviation	1,08342	1,13074	,58121	1,01906
CA 8 . Close Friend Working	Mean	3,5000	3,1389	3,8537	3,5135
	Std. Deviation	1,69223	1,57031	1,44154	1,57748
CS 1. Salary	Mean	5,6765	5,7500	7,7317	6,4595
	Std. Deviation	1,00666	,73193	10,79589	6,61923
CS 2. Job security	Mean	5,1765	5,5556	6,3171	5,7207
	Std. Deviation	1,31358	,87650	,75627	1,09686
CS 3. Flexible Working Hours	Mean	5,2059	5,1667	5,3659	5,2523
	Std. Deviation	1,14890	1,23056	1,19909	1,18681
CS 4.health Insurance	Mean	5,0588	5,8889	6,0488	5,6937
	Std. Deviation	1,55585	1,03586	,83520	1,22692
CS 5. Special Retirement Plan	Mean	4,3235	4,8889	5,7317	5,0270
	Std. Deviation	1,36450	1,06309	1,02529	1,28247
CS 6.Training Programs	Mean	4,7647	5,4167	5,5854	5,2793
	Std. Deviation	1,18216	1,10518	1,11749	1,17683
CS 7.Availability of Company Car	Mean	3,9118	4,0833	4,2439	4,0901
	Std. Deviation	1,63980	1,42177	1,31872	1,44945
CS 8. Support for Future Education	Mean	4,2941	4,8056	5,5854	4,9369
	Std. Deviation	1,54781	1,36945	,99939	1,40311
CS 9. Social Facilities	Mean	3,7647	4,6667	4,9024	4,4775
	Std. Deviation	1,34972	1,14642	1,20010	1,31320

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