

JOB NEEDS OF MALE BUSINESS STUDENTS AT THE
UNDERGRADUATE AND GRADUATE LEVELS

by

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PREFACE

The college graduate majoring in business is sought after more today than ever before. Companies are crying for college graduates in increasing numbers, while a smaller percentage of quality students are available. The military, graduate schools, and government are digging deeply into the number of students available to take jobs.

Often too much time and effort is spent in finding out what a company requires of a prospective employee. In today's competitive situation, it is also of great importance to know what the student thinks about the company. Recruiters would do well to get a clearer understanding of what the business major wants in a job, and to make the company's desires commensurate with the talents, attitudes, and interests of the applicant.

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A candidate for an advanced degree quickly finds out that a competent typist is of great importance. The author wishes to thank Mrs. Crocker and Mrs. Cude who typed the rough draft and final copy, respectively.

This thesis is dedicated to the author's parents whose continuous moral support was greatly appreciated.

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ABSTRACT

This study investigated differences in how business students at the undergraduate and graduate level ranked job-related factors as to their importance. Nineteen job characteristics were selected for investigation because of their relevance to a prospective employee. By questionnaire, each sampled student was asked to rank the six most important and six least important factors to him.

This study found that certain job-related factors were ranked very much the same by both types of students as to their importance.

However, when the students were asked to rate the nineteen factors as to most important, a total of seven job factors exceeded statistical measures of significance. The factors showing the greatest significant differences included security and sense of future, initial responsibility, and location of work.

When the students were asked to rate the nineteen job factors as to least important, a total of four factors exceeded statistical significance. These four factors included starting salary, security and sense of future, job with responsibility, and co-workers who are considerate, friendly and competent.

Knowing that there is a difference in how graduate and undergraduate students rate job factors should benefit the college recruiter who is faced with the problem of matching the company's patterns of behavior with those of the applicant.

CHAPTER I

INTRODUCTION

Problems Related to the Research

Everyone wants more college graduates. Industry needs them to staff a booming economy. The government wants them to power enlarged programs here and abroad. Local and state governments need them in administration and teaching. And the war in Vietnam is digging deeply into the number of students available to take jobs. For example, in 1966, business obtained only two graduates for every three it wanted, while starting salaries were up 7 to 8% ("The Most Frenzied Year in History" 1967, p. 55). The situation is so frustrating that the common college recruiter's complaint goes like this: more and more trips, to more and more colleges, to hire fewer graduates at salaries often higher than the pay of graduates already on the payroll.

There appears to be a national trend in that a smaller percentage of the graduating class and particularly a smaller percentage of the quality students are available each June. Many graduates are going on to graduate school; yet companies need college graduates in ever-increasing numbers. The trend toward graduate study that has developed in recent years has resulted in changes in recruiting plans of many companies. Formerly, the companies saw little need to recruit at the graduate schools because they could find the candidate they wanted at the undergraduate colleges. They regarded the student who went on after

finishing four years of college as likely to prefer professional, academic, or government work to a position in business.

But times are changing. "Well educated" once meant a full public school education. Later it meant attending college, hopefully for four years. Now it seems to involve a period of graduate study. Many young people are taking a fifth and sixth year of higher education, and an appreciable number of them are interested in business careers.

Importance of This Research

Very often a great deal of time and effort is expended in finding out what a particular company requires of a prospective employee. In today's competitive situation, it is also of great importance to know what the student thinks about the company. The undergraduate and graduate business student may differ in what each considers as important factors in seeking employment, a fact which, if true, will cause recruiters to re-study the needs and desires of both types of students before interviewing.

Low morale, low productivity, and lack of interest plus other harmful effects appear when the employee does not behave or believe in the manner desired by the company. That the company's patterns of behavior should be matched with those of the applicant's has always been the objective in the recruiting process. But many times recruiters are not listening, even though students' attitudes and interests tell a distinct story.

If the variables that the undergraduate chooses as most important differ from those that the graduate ranks as most important,

surely the interviewer must appear to the respective important variables of each if he is to be successful in hiring the prospective employee.

Relation to Other Research

A. H. Maslow (1954), a well-known psychologist, has developed his hierarchy-of-needs theory which is often used in explaining the behavior and motivation of man. This theory states, in essence, that there are basic or primary physiological needs such as food, water, and shelter that an individual satisfies first, after which he turns to the so-called higher-order needs, such as security, social needs, esteem, and self-actualization. For example, once man has satisfied his physiological needs (i.e., he has plenty of food and is living comfortably), at once other and higher needs emerge and these, rather than physiological needs, dominate the organism. And when these in turn are satisfied, again new and still higher needs emerge, and so on. The basic needs arrange themselves in a fairly definite hierarchy on the bases of the principle of relative potency. This basic psychological theory may be used to help understand how college students select positions. The hierarchy of needs would suggest that the better educated college student will be more aware of, and consequently more motivated by, the higher needs of self-actualization and esteem.

However, little has been done toward developing an in-depth understanding of the process through which college students select positions. Current readings and personnel books offer the recruiter

little that is tangible concerning position choice behavior upon which he can base his recruiting efforts.

In 1966 Odies Ferrel and Bruce Weale did, however, produce a study of what college business seniors looked for in a job. They took a stratified sample of 37% of the 500 senior business students at a university. The students were asked to rank what they felt were the four most important factors to them. The results of the study (Ferrel and Weale 1966, p. 217) were achieved by a cumulative percentage choice of the ranked factors. The following grid will summarize the findings.

TABLE 1
CUMULATIVE PERCENTAGE CHOICE OF RANKED FACTORS

Factor	Cumulative Percentage	Confidence Level
Advancement possibilities	78.8	0.05
Work I like	74.4	0.05
Security and sense of future	54.2	0.10
Starting salary	52.2	0.10

The results show that 78.8% of the students ranked Advancement possibilities as one of the four most important factors, while 74.4% felt that Do work I like was one of the four most important factors.

A study at Harvard University (1960), completed by students of the Graduate School of Business, focused on what factors the executives

of 500 different companies mentioned as important. The research team obtained the following results:

TABLE 2
EXECUTIVE RANKINGS OF IMPORTANT FACTORS

Factor Mentioned as Important	% of Executives Who Listed the Factor
Advancement opportunity	69
Greater responsibility	56
Higher salary	48

Once again, advancement opportunities and higher salary are among the most important. These successful executives seemed to rank highly those factors that further a man's long-term growth and potential.

Frank T. Paine (1969) recently did a study entitled, "What Do Better College Students Want From Their Jobs?" The data were obtained by means of a questionnaire designed to obtain the relative degree of influence that intrinsic (elements inherent in the job) and extrinsic (factors added to the job) job factors would have on the respondents' occupational preference. The questionnaire was administered to two male groups: honor students and regular students. Among the conclusions that are relevant to this research are the following (Paine 1969, p. 26):

1. Better qualified college graduates will choose jobs with challenging personal development opportunities and freedom.

2. Salary, interesting work, respect, and promotion opportunities are among the most influencing factors in job preference for most college graduates.

Other previous studies (Beak 1966) have shown that the business major will more readily accept a job in business than a non-business major. Because of the intense competition between industry and government for college graduates, recruiters would do well to search out quality business students who already possess the interest and desire to enter the business world.

Objectives of This Study

This research is concerned with the business major at both the undergraduate and graduate level. It will seek to show what factors are considered to be most and least important to the prospective employee in his search for a job to satisfy his needs. This information alone should have implications for college recruiters in that it should tell them what the business major is looking for in employment.

This study is unique in that it looks separately at the undergraduate and graduate business majors' desires in seeking employment. The ultimate hope is for recruiters to see the differences (if any) between the desires of the undergraduate and graduate business student. Furthermore, to see the differences is not enough; the recruiter must be able to appeal to the prospective employee's needs in the brief interview without misrepresenting the company.

Hypotheses

The major hypothesis to be tested is that there are differences in what the undergraduate business major ranks as important and what the graduate business student ranks as important.

A study in 1965 examined employment decisions of 255 college graduates at all degree levels who were offered jobs by a large research and development company. The bachelor-degree graduates indicated that the most important considerations in their final employment decisions were their initial assignment and responsibility and starting and future salary. The study (Beak 1966, p. 22) found that bachelor-degree candidates usually feel uncertain about leaving their secure college life and entering the unknown world of business. Many undergraduates would prefer to go on to graduate school where they know exactly what they will be doing, what their responsibilities will be, how their work will be evaluated, and whom they will be competing against. If the undergraduate chooses graduate school, he knows the answers to all of these questions. In industrial employment, he usually knows none of the answers. This above-mentioned research adds support to the sub-hypothesis that the undergraduate in business will be more concerned with initial responsibility and beginning assignments than the graduate business student.

The graduate students' interests should focus around job-related matters. In a recent article in Personnel Administration, Frank T. Paine (1969, p. 26) concluded that, as a man becomes more affluent and more highly educated, he will not settle for extrinsic

rewards alone on his job. His ego and social needs will cause greater importance to be placed on such factors as advancement possibilities, the impression he got from the interview, and good social relations with his fellow workers. If the graduate student does rank these factors as more important than the undergraduate, this can be interpreted as an indication of his greater concern about the human organization and the people with whom he would be working. By this time in his academic career, he should realize that an important part of his job satisfaction will stem from good relations with his fellow workers. Frank Paine's study supports this interpretation in that the better educated and more affluent students rated the factors peer relationships, and co-workers with similar backgrounds more influential than the poorer educated and less affluent students. The master-degree candidate also feels he has worked long and hard during his academic career and that he deserves special recognition. Consequently, starting and future salary should also be ranked highly by the graduate business student.

The results of the survey may show other significant differences between the undergraduate and the graduate business student. These possible differences will also be discussed in Chapter III.

CHAPTER II

METHODOLOGY

Questionnaire and Sample Group

The design of the research is a questionnaire survey. It consists of nineteen job-related factors considered to be important to the prospective employee (see Appendix). Many of these factors were used by Ferrel and Weale in their study in 1966.

The population is restricted to undergraduate male senior business majors and graduate male business majors. The sample to be studied is a random one of the stated population at a large southwestern university. In this university at the time of the study, there were 600 undergraduate male seniors enrolled in business and 160 male graduate business students. In order to ensure an adequate sample size, a rather large sample was used. This sample size consisted of 240 undergraduates and 80 graduates, or 40% and 50% of the stated population. The random sample was obtained from a typewritten list of all male senior students. From this list the business majors were separated and then picked randomly. The graduate students were chosen randomly from a similar list. The sampled students were asked to fill out the survey which was sent to them in self-addressed, stamped envelopes.

Accompanying the questionnaire was an explanation of its use and directions (see Appendix). Each student was asked to rank the six most important factors to him, as well as the six least important

factors. At the top of the questionnaire each student was asked to indicate his class status (undergraduate or graduate). Of the 240 undergraduates chosen, 150 responded which is 25% of the stated population and 62½% of the sample. Of the 80 graduate students sampled, 60 responded which is 37½% of the stated population and 75% of the sample.

The questionnaire survey was pre-tested by several students answering it in order to determine whether or not there were any difficulties in understanding the meaning of the nineteen job-related factors. Care was taken in choosing the nineteen factors to avoid overloading them with adjectives. Results from the pre-testing make the author feel that this list should be meaningful to the sampled students.

Limitations of Methodology

The fact that it is impossible for all to agree on certain definitions is a limitation of any research study, and this one is no exception.

Another limitation of this paper concerns the ranking system used. The study would probably be more inclusive if a relative scale of importance would have been included in each questionnaire. A scale of this nature, for example, could show exactly how much more or less important one factor is than another in each sampled student's rankings. The significance of this research, as to most and least important rankings, is on how the majority of respondents rated a factor, and does

not focus on the relative differences of each ranked factor. The principal reason for not including a relative scale in each questionnaire was the fear of poor response due to a too complicated questionnaire.

CHAPTER III

RESULTS AND DISCUSSION

Evaluation Method

The evaluation consists of the cumulative percentage of choice of both undergraduate and graduate business majors. Both most and least important factors are to be examined within the six ranking positions. Although it may be difficult to assume a significant difference between five and six or seventeen and eighteen, it would be significant if the majority of respondents put a factor in the top six or lowest six rankings.

Tables 3 and 4 present data concerned with how graduate and undergraduate business majors rank job-related factors. The basic data for the tables were obtained by ascertaining separately the total number of graduate and undergraduate students who checked each factor as most important (1-6) or as least important (14-19). These totals appear in the first and third numerical column in Tables 3 and 4. The percentages which appear adjacent to the number columns indicate the cumulative percentage of students who ranked that particular factor as most or least important. The percentages for each factor were computed by dividing the figures in columns one and three by the number of respondents in the sample (60 graduates and 150 undergraduates).

TABLE 3

RANKING OF MOST IMPORTANT FACTORS BY UNDERGRADUATES AND GRADUATES

Factor	Graduate		Undergraduate		Z	Concl.
	No.	%	No.	%		
Initial responsibility	8	13.3	53	35.3	3.175	R
Advancement possibilities	53	88.3	110	73.3	2.353	R
Company that is well known	0	0	1	0.7	0.000	A
Clear understanding of what is expected of me	6	10.0	40	26.7	2.644	R
Size of company (large, medium, small), check one	7	11.7	8	5.3	1.625	A
Location of work	39	65.0	65	43.3	2.842	R
Understanding treatment from my supervisor	2	3.3	15	10.0	1.606	A
Starting salary	35	58.3	72	48.0	1.347	A
Type of company (e.g., consumer goods, service company)	7	11.7	28	18.7	1.230	A
Security and sense of future	11	18.3	61	40.7	3.900	R
Do work I like	45	75.0	118	78.7	.581	A

Table 3.--Continued

Factor	Graduate		Undergraduate		Z	Concl.
	No.	%	No.	%		
Starting assignment	5	8.3	11	7.3	.247	A
Co-workers who are considerate, friendly, and competent	21	35.0	38	25.3	1.412	A
Friendliness of interviewer and company	6	10.0	5	3.3	1.969	R
Working conditions	17	28.3	46	30.7	.343	A
Benefits	8	13.3	42	28.0	2.259	R
Job with responsibility	32	53.3	62	41.3	1.580	A
Opportunities to apply my training and know how	21	35.0	39	26.0	1.304	A
Future salary	37	61.7	87	58.0	.493	A

H_0 : No difference between percentages

= .05 (Z = \pm 1.96)

TABLE 4

RANKING OF LEAST IMPORTANT FACTORS BY UNDERGRADUATES AND GRADUATES

Factor	Graduate		Undergraduate		Z	Concl.
	No.	%	No.	%		
Initial responsibility	27	45.0	50	33.3	1.589	A
Advancement possibilities	0	0	0	0	0	A
Company that is well known	57	85.0	129	86.0	.206	A
Clear understanding of what is expected of me	8	13.3	32	21.3	1.334	A
Size of company (large, medium, small), check one	50	83.3	122	81.3	.340	A
Location of work	17	28.3	57	38.0	1.329	A
Understanding treatment from my supervisor	15	25.0	37	24.7	.045	A
Starting salary	7	11.7	36	24.0	1.995	R
Type of company (e.g., consumer goods, service company)	41	68.3	97	64.7	.496	A
Security and sense of future	18	30.0	15	10.0	3.598	R
Do work I like	3	5.0	2	1.3	1.589	A

Table 4.--Continued

Factor	Graduate		Undergraduate		Z	Concl.
	No.	%	No.	%		
Starting assignment	35	58.3	106	70.7	1.728	A
Co-workers who are considerate, friendly, and competent	4	6.7	33	22.0	2.629	R
Friendliness of interviewer and company	37	61.7	97	64.7	0.409	A
Working conditions	8	13.3	28	18.7	.938	A
Benefits	18	30.0	28	18.7	1.788	A
Job with responsibility	5	8.3	1	0.7	2.999	R
Opportunities to apply my training and know how	13	21.7	23	15.3	1.111	A
Future salary	3	5.0	6	4.0	.323	A

H_0 : No difference between percentages

= .05 (Z = \pm 1.96)

Formula Used in the Study

Confidence levels of differences between the percentages for each type of student for each of the nineteen factors were determined by the standard method of computing the significance of differences between percentages. The following formula was used in computing the Z values for each factor (Richmond 1964, p. 206).

$$n_1 = 60 \quad n_2 = 150$$

$$p = \frac{a_1 + a_2}{n_1 + n_2} \quad \sigma_{p_1 p_2} = \sqrt{\hat{p}(100 - \hat{p}) \frac{n_1 + n_2}{n_1 n_2}}$$

$$= \frac{a_1 + a_2}{210} \quad = \sqrt{\hat{p}(100 - \hat{p}) \frac{210}{9000}}$$

$$Z = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}}$$

In order to determine whether or not there is a significant difference between the percentages of each factor for the two types of students, a null hypothesis was set up. This hypothesis states that there is no difference between the factors or percentages using a confidence interval of 0.05 and Z value of ± 1.96 . If the corresponding Z values in Tables 3 and 4 fall within the confidence interval of ± 1.96 , then there is no significant difference in the rankings for that particular factor and the hypothesis is accepted. However, if the corresponding Z values fall outside this confidence interval, then there is a significant difference in the rankings for that particular

factor, and the null hypothesis is rejected. The last column in both Tables 3 and 4 denotes whether the hypothesis is accepted or rejected for each job-related factor.

Rankings of Undergraduate Students

From Tables 3 and 4 the following rankings can be gathered for the undergraduate business students, as shown in Table 5.

TABLE 5

CUMULATIVE PERCENTAGE OF CHOICE FOR MOST AND LEAST
IMPORTANT FACTORS (UNDERGRADUATE STUDENTS)

Factor	Cumulative Percentage
<u>Cumulative Percentage of Choice for Most Important Factors</u>	
1. Do work I like	78.7
2. Advancement possibilities	73.3
3. Future salary	58.0
4. Starting salary	48.0
5. Location of work	43.3
6. Job with responsibility	41.3
<u>Cumulative Percentage of Choice for Least Important Factors</u>	
19. Company that is well known	86.0
18. Size of company	81.3
17. Starting assignment	70.7
16. Type of company	64.7
15. Friendliness of interviewer and company	64.7
14. Location of work	38.0

Rankings of Graduate Students

The rankings of the graduate business students as to most and least important are shown in Table 6.

TABLE 6

CUMULATIVE PERCENTAGE OF CHOICE FOR MOST AND LEAST
IMPORTANT FACTORS (GRADUATE STUDENTS)

Factor	Cumulative Percentage
<u>Cumulative Percentage of Choice for Most Important Factors</u>	
1. Advancement possibilities	88.3
2. Do work I like	75.0
3. Location of work	65.0
4. Future salary	61.0
5. Starting salary	58.3
6. Job with responsibility	53.3
<u>Cumulative Percentage of Choice for Least Important Factors</u>	
19. Company that is well known	85.0
18. Size of company	83.3
17. Type of company	68.3
16. Friendliness of interviewer and company	61.7
15. Starting assignment	58.3
14. Initial responsibility	45.0

Discussion of Rankings

In regard to the factors above that were to be rated as most and least important, the same factors (with one exception) appear in both the graduates' and undergraduates' rankings. Only the order is slightly different. In fact, in the study by Ferrel and Weale (1966) mentioned in the introductory chapter, the sampled business seniors' rankings were very similar to the results in this research. Do work I like, advancement possibilities, and starting salary were also the factors ranked very highly in their research. The least important factors --company that is well known, and size of company--were also rated as least important in both studies. It appears that generally these factors are considered as most and least important very similarly by both graduate and undergraduate students. Dr. Paine's study (mentioned previously) adds more support to the above statement. He also concluded that salary, interesting work, and promotion opportunities were among the most influencing factors in job preference for most college graduates.

From these rankings it appears that Maslow's (1954) hierarchy-of-needs theory is at work. Both the undergraduate and graduate students seem to be trying to satisfy their lower-order needs (physiological and security needs). If and when these are adequately satisfied, higher-order needs will emerge and these needs will then dominate the students' choices. The lone different factor appears in the undergraduates' ranking of a least important factor--location of work. This factor was ranked by the undergraduates as one of the six most important factors,

as well as one of the six least important factors. However, this difference in the rankings can be partially explained by the large gap in the percentages between location of work and the next closest factor rated as a least important one--friendliness of interviewer and company. Thirty-eight percent of the undergraduates rated location of work as a least important factor. Even though friendliness of interviewer and company is the nearest factor percentagewise in the rankings to location of work, 64.7% of the undergraduates rated it as a least important factor. It appears that this factor (location of work) is one which stands out in one's mind as either most or least important and is seldom rated "indifferent" by the undergraduate business student. Perhaps another explanation for this factor appearing as a least important one is that a majority of undergraduates are not married. Consequently, they would have fewer family ties; therefore, location of work would not be so important to them.

Significant Differences in Most Important Rankings

Tables 3 and 4 permit a direct comparison between the two types of students for each of the nineteen factors in regard to most and least importance.

When the students were asked to rank the nineteen factors as to most important, a total of seven factors exceeded statistical significance. The greatest significant differences were produced by initial responsibility, security and sense of future, and location of work.

The fact that the undergraduate places more importance on initial responsibility and security and sense of future than the graduate student supports the predicted hypothesis that the undergraduate business student will be more concerned with initial responsibility and security. This may be true because the undergraduate usually feels uncertain about leaving his secure college life and entering the unknown world of business. Many of the undergraduates would probably prefer to go on to graduate school where they know exactly what they will be doing and what their responsibilities will be (Beak 1966, p. 22). This interpretation supports Maslow's (1954) hierarchy. The undergraduate apparently feels that he has not satisfied his physiological or security needs as well as he would like. He feels that graduate school will help to satisfy these unfilled needs.

The rather large significant difference produced by location of work can probably be explained by the fact that more graduate students are married than undergraduates. The married graduate student would have more family ties and responsibilities than the single undergraduate. Perhaps additional research could further verify this explanation.

When ranked as to most important, four other factors also produced significant differences. The undergraduate business student rated the factor--clear understanding of what is expected of me--significantly more important than the graduate business student. This significant difference can also be explained by the fact that the undergraduate is a little uncertain about leaving his secure position

in school and entering the unknown business world. Consequently, the undergraduate wants more structure and detail about his work responsibility than the graduate student.

The statistical differences produced by the remaining three factors--advancement possibilities, friendliness of interviewer and company, and benefits--lend support to the predicted sub-hypothesis that the graduate student's interests should focus around job-related matters. Frederick Herzberg and his colleagues (Herzberg, Mausner, and Peterson 1957, p. 75), in their book Job Attitudes: Review of Research and Opinion, found that the more education a person has, the more important to him become many of the intrinsic aspects of a job. They also concluded that opportunity for promotion seems to be more important to persons with more education. Frank T. Paine (1969, p. 26), using Douglas McGregor's thesis in his study, also found that as a person becomes more highly educated, he will not settle for extrinsic rewards (i.e., benefits) alone on his job. His ego and social needs will cause greater importance to be placed on such factors as advancement possibilities, the impression he got from the interview, and good social relations with his fellow workers. Table 3 indicates that the significant differences of these three factors firmly support this explanation.

Significant Differences in Least Important Rankings

When the students were asked to rank the nineteen factors as to least important, a total of four factors exceeded statistical significance. As Table 4 indicates the factors that produced these significant differences were ones concerning security and sense of future,

co-workers who are considerate, friendly and competent, starting salary, and job with responsibility.

The fact that the graduate student is less concerned with security than the undergraduate has already been discussed and adds more support to the predicted hypothesis that the less secure undergraduate may be a little fearful to enter the business world.

The factor--co-workers who are considerate, friendly and competent--was rated of lesser importance to the undergraduate than to the graduate student. Using Maslow's hierarchy again, it may be that the graduate student has satisfied his lower-order needs and now is more interested in his social needs. The undergraduate may still be trying to satisfy his lower-order needs, and he may attend graduate school to satisfy them. Anyway, the more highly educated graduate student realizes more so than the undergraduate student that an important part of his job satisfaction will stem from his social relations.

Eleven percent of the graduate students rated starting salary as a least important factor, while 24% of the undergraduates rated this factor a least important one. Perhaps this significant difference can be explained by the fact that the graduate student feels he has worked longer and harder during his college career and that he deserves special recognition. Starting salary, of course, is one form of recognition. Although the pay factor is often not the most influential factor in choosing a job, it is a factor that is rarely satisfied to the most desired level. For example, an increase in pay may please an employee, but it will not satisfy him for long.

The remaining factor which produced a significant difference when it was ranked as a least important factor was job with responsibility. The author can offer no conclusive explanation why the graduate student would rate this factor as less important than the undergraduate student. However, the fact that this particular factor was not in the top six ranking positions percentagewise for either type student reveals that it was not considered a very important factor when rated least important. Furthermore, only 8.3% of the graduate students rated this factor as a least important one, and 53.3% of the graduates rated it as a most important one. Consequently, about 40% of the graduates felt that this factor was neither a most nor a least important one to them. Similarly, approximately 58% of the undergraduate students also felt that job with responsibility was neither a most nor a least important factor to them. Because most of the students felt that this factor should lie somewhere in between the six most important and the six least important factors, perhaps the significant differences produced by this factor can be partially explained by the fact that such a small number chose to rate this factor as a least important one.

As this discussion brought out, in the most important rankings (Table 3) there were seven factors which produced significant differences, while only four significant differences resulted from ranking the least important factors. This may indicate that students interviewing for jobs feel more certain about what they believe is important than about job factors which are of lesser importance.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS FOR RECRUITERS

Summary of Study

This research was conducted in an effort to help recruiters in the difficult task of hiring the much sought-after college graduate. The study sought to investigate differences in what male business majors at the undergraduate and graduate level look for in a job. Nineteen job characteristics were selected for investigation because of their relevance to a prospective employee. By questionnaire, each sampled student was asked to rank the six most and six least important factors to him. The undergraduate and graduate students' responses were examined separately in order to show what factors were considered to be most and least important to each type of student. Knowing that there is a difference in how graduate and undergraduate students rate job factors should benefit the college recruiter who is faced with the task of matching the company's patterns of behavior with those of the applicant.

Conclusions

This study concluded that certain job-related factors were ranked very much the same by both types of students as to their importance.

The results show that for the sample of undergraduates and graduates studied certain job-related factors, such as advancement

possibilities, do work I like, future salary, starting salary, location of work, and job with responsibility, were ranked similarly as most important by both undergraduate and graduate business students. When the sampled students were asked to rank the six most important job factors to them, these same factors appeared in both the undergraduate and graduate business majors' lists.

Similarly, when the sampled students were asked to rank the six least important factors to them, both cumulative percentage lists included the following factors: company that is well known, size of company, type of company, starting assignment, and friendliness of interviewer and company. These results show that the above-mentioned job-related factors were rated very much the same by both types of students.

However, when a direct statistical comparison was undertaken between the two types of students concerning the nineteen factors to be ranked as most important, significant differences did occur. These statistical significant differences occurred in the following factors: initial responsibility, advancement possibilities, clear understanding of what is expected of me, location of work, security and sense of future, friendliness of interviewer and company, and benefits. The graduates rated advancement possibilities, location of work, and friendliness of interviewer and company significantly more important than the undergraduates. The remaining four factors were rated more important by the undergraduates.

When the sampled students were asked to rank the nineteen job factors as to least important, significant statistical differences occurred in these factors: starting salary, security and sense of future, job with responsibility, and co-workers who are considerate, friendly, and competent. The graduate students rated security and sense of future and job with responsibility less important than the undergraduate students, while the undergraduates rated starting salary and co-workers who are considerate, friendly, and competent less important than the graduate students.

The most important factor rankings produced seven significant differences between the two types of students, while only four significant differences resulted from the least important rankings.

Perhaps most significant is the fact that graduate school study seems to change the attitudes and interests of the students concerning what he looks for in a job.

Implications for Recruiters

The results of the study show what factors are considered to be most and least important to the undergraduate and graduate business student in his search for a job. This information alone is important for the college recruiter, for it is his duty to match the talents, attitudes, and interests of the applicant with the company's needs. Unfortunately, many times recruiters are not listening, even though students' attitudes and interests tell distinct stories.

Because of the fact that there are differences in how important certain factors are to the undergraduate and graduate students in their

search for a job, recruiters would do well to re-evaluate the needs and desires of both types of students before interviewing. From the results of this study, it appears that two somewhat different approaches should be used in order to successfully recruit both the undergraduate and the graduate student.

To recruit the undergraduate business major, the interviewer should emphasize certain extrinsic factors such as benefits and security and sense of future, besides those most commonly discussed with all students (i.e., salary, working conditions). Initial responsibility and a clear understanding of what is expected are two factors that are more important to the undergraduate. Consequently, the recruiter should have concrete information to assure the undergraduate what his initial job will be and how much responsibility it will denote.

Concerning the recruitment of the graduate student, generally the recruiter should appeal more to intrinsic factors and to the higher-order needs. Two factors do, however, stand out as significantly more important to the graduate business major. Advancement possibilities and location of work were rated significantly more important by the graduate student. Therefore, recruiters ought to delineate more emphatically the level of progression and probable job location of each position offered to the graduate student. The study also shows that the graduate student is also more concerned about relations with his fellow workers and the friendliness of the interviewer and company. Consequently, when interviewing the graduate student, recruiters should pay more attention to the image they personally project of their company.

If the interviewers will appeal to the respective important interests of each type of student, they will be more successful in hiring the prospective employee.

APPENDIX

QUESTIONNAIRE SURVEY

I am a candidate for a Master of Science degree in Management at The University of Arizona. I am now working on my thesis which is concerned with what business majors (seniors and graduate students) look for in a job. Your cooperation in filling out this questionnaire will be greatly appreciated. Enclosed is a self-addressed, stamped envelope to use for the completed questionnaire.

QUESTIONNAIRE

Check one undergraduate student
 graduate student

This questionnaire consists of nineteen factors considered to be most important to the prospective employee. You are asked to rank the six most important factors to you (number one being the most single important factor). You are also asked to rank the six least important factors to you (number nineteen being the least important and eighteen the second least important, etc.).

Company characteristics asked to be ranked as to most and least important.

1. Initial responsibility
2. Advancement possibilities
3. Company that is well known
4. Clear understanding of what is expected of me
5. Size of company (large, medium, small) check one
6. Location of work
7. Understanding treatment from my supervisor
8. Starting salary
9. Type of company (e.g., consumer goods, service company)
10. Security and sense of future
11. Do work I like
12. Starting assignment
13. Co-workers who are considerate, friendly, and competent
14. Friendliness of interviewer and company
15. Working conditions
16. Benefits
17. Job with responsibility
18. Opportunities to apply my training and know how
19. Future salary

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