



Student Perceptions of Employer Attractiveness

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*«Όταν πιστεύουμε σε κάτι ανύπαρκτο με πάθος,
τελικά το δημιουργούμε.
Ό,τι δεν συνέβη ποτέ,
είναι ότι δεν ποθήσαμε αρκετά...»*

Νίκος Καζαντζάκης

ABSTRACT

There has been an increased number of evidence, during the last decade, which point out the importance of attracting and maintaining critical Human Capital. The “War for Talent” and the increased need for “Knowledge workers” have turned organizations’ attention towards acquiring more intangible assets. Employer Branding and Employer Attractiveness are important HRM tools that can support critical HRM functions such as resourcing, motivating and maintaining most qualified employees. Adopted from marketing theory, Employer Attractiveness is the outcome of the external branding process. By developing the attributes that can help potential employees identify with the organization, employers can attract most talented employees. This study attempts to identify most significant factors that attract postgraduate students to potential employers in Greek context. Four research hypotheses have been tested by conducting a quantitative research among 120 postgraduate students in two Greek Universities. Our results suggest seven dimensions of employer attractiveness that can be used as a part of Human Resource Management Strategy when developing recruitment and retention programs, in order to build a successful “Employer Brand”. This study also discusses the implications of the findings, identifies the limitations and suggests the directions of future findings.

Key words: employer attractiveness, organizational attractiveness, talent management, attributes, postgraduate students, employer branding.

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INTRODUCTION

Ever since the “War for Talent” (Michaels et al., 1997) outburst, talent management has changed dramatically the way organizations perceive human capital. Firms tend to invest more and more on intangible assets, like knowledge capital and develop a culture and an organizational structure that manages most of their employees’ skills and abilities in a way that is hard for its competitors to imitate in order to gain competitive advantage (Barney, 1995). Unfortunately, in today’s rapidly moving and highly competitive global environment, organizations worldwide face numerous global talent challenges, which are shaped by globalization, changing demographics and demand for skilled and motivated employees (Scullion & Collings, 2011). Global Talent Management systems should focus on placing and retaining “A players” in strategic positions regardless of where they are located (Minbaeva and Collings, 2013).

Employer Branding was originally introduced by Ambler and Barrow (1996) to HRM functions, by assuming that the employer is the brand and the employees are the consumers. Employees gain a package of functional, economic and psychological benefits from the employer and identify with the Organization. Collins and Stevens (2002) suggested that early recruitment activities are indirectly influenced by potential employees’ general attributes towards the company and perceived job attributes. Backhaus and Tikoo (2004) argue that Employer Branding “*represents a firm’s efforts to promote, both within and outside the firm, a clear view of what makes it different and desirable as an employer*”. They concluded that it can be used by managers as an “umbrella” in order to develop different employee recruitment and retention activities to support HRM strategy.

Nevertheless, organizations with **better reputations** attract more applicants as well as higher quality applicants (Turban and Cable, 2003). **Organization Attractiveness** is “the power that draws applicants’ attention to focus on an employer brand and encourages existing employees to stay” (Jiang and Iles, 2011). **Employer Attractiveness** is an attempt to develop and present an image that will serve to attract both numbers and quality of potential employees required to ensure highest levels of productivity and help the organization gain competitive advantage (Berthon et al, 2005). It is something more than just “corporate advertising” and “firm reputation”

that Collins and Han (2004) suggest. It is the outcome of the external branding process (Berthon et al, 2005) and it is a relatively new term. Therefore, there has been a small number of research studies referring to Employer Attractiveness, mostly in Australia, SriLanka and Turkey (Berthon et al, 2005; Arachchige and Robertson, 2011; Alniacik and Alniacik, 2012).

In Greek context, most research studies involve total quality management and ISO 9001:2000. Vouza's (2004) research on Total Quality Management in Greek industrial organizations indicated that HRM functions didn't actively support quality improvement efforts and **HR managers were not involved** in creating the right conditions to implement quality management. A more recent study on ISO 9001:2000, concluded that **Greek companies are willing to adopt "total quality management" practices**, such as employee involvement, process and data quality management, customer focus and other "soft" TQM practices, but **top management support** is considered crucial to its success (Fotopoulos, Psomas & Vouzas, 2010). Nevertheless, the majority of Greek enterprises consist of small and medium sized firms which often **lack of an HR department** and Human Resource Management practices.

This study attempts to be the first **to identify the most significant factors that attract postgraduate students to potential employers in Greek context**. It aims to offer domestic or foreign organizations, a group of the most important components that influence postgraduate student and future candidates' decisions. The attributes provided can be used as a part of the organization's Human Resource Management Strategy when developing recruitment and retention activities, in order to build a successful "Employer Brand".

LITERATURE REVIEW

CHAPTER 1

HUMAN RESOURCE MANAGEMENT

Over the past two decades, there has been an increasing interest on issues related to human resource management. A large number of researchers have argued that people are **valuable sources** for business success and can be a source of **sustainable competitive advantage** (Chan, Shaffer & Snape, 2004; Wright, & McMahan, 1992; Ulrich, 1991). This concept implies that employees are valuable resources that can offer to any kind of organization, the unique and rare human capital it needs in order to gain and obtain such an advantage. But employees are something more than just resources.

Fleetwood and Hesketh's (2010) findings indicate that it is the **people who work in organizations** that are responsible for their superior business performance. Moreover, Purcell et al. (2003) emphasized that, line managers who are willing and able to give new meaning to the organization's practices, achieve higher level of employee trust, a strong sense of shared purpose and an enhanced capacity of recruiting, retaining, motivating and engaging. They stress out that a bundle of progressive HR practices can play a significant role in giving people career development opportunities, making jobs challenging and interesting, providing good training, teamworking, involving employees in decision making and providing good work-life balance (Purcell et al., 2003).

1.1 Human Capital

The term "**human capital**" is more and more used to describe the combined knowledge and experience that employees possess and are difficult for competitors to duplicate. Therefore, it is vital for any organization to effectively attract, engage, reward, develop and retain the right people that can contribute to creating and maintaining a competitive advantage. Haler and Tzafrir (1999) suggested that managers should try to fill any vacancies in the organization by looking at their own employees first, before they go outside to search for candidates. Their results pointed out that HRM practices that allow employees to participate in the organizational effort and provide them with opportunities for advancement, can achieve improved

organizational performance. Effective succession planning and suitable training ensure the stability of the organization and makes it more likely to attract investors' funds.

Knowledge workers are employees whose main contribution to the organization is specialized knowledge, such as knowledge of customers, a process or a profession. They are in a position of power due to the fact that the organization needs them to share their knowledge and collaborate with other employees (Noe et al., 2011). HR managers have to make sure that knowledge workers remain satisfied and committed to avoid the cost of replacing them. According to research, giving skilled employees responsibility and authority to make decisions regarding all aspects of product development or customer service, **engages and empowers them** to deliver the best results, increases productivity and better customer service and reduces turnover (Huselid, 1995).

Nowadays, organizational members also face the **threat of globalization**. The rise of multinational and transnational corporations has placed new requirements on HRM. It must develop the necessary mechanisms that will help multicultural employees work together, acclimate different groups to each other and find ways to build effective teams. Globalization is the outcome of **technological development** and **government policy**. The development of large aircrafts, containerization, the evolution of satellite communication and the internet gave all organizations the chance to acquire and exchange valuable information, find resources in lower prices and create new partnerships with other organizations in foreign countries. In addition to the technological boom, the liberalisation of the world trading and economical system resulted in the relaxation of foreign exchange controls and the reduction of tariff regimes, allowing global free trade to flourish and promoting Foreign Direct Investment in domestic markets (Torrington et al, 2014).

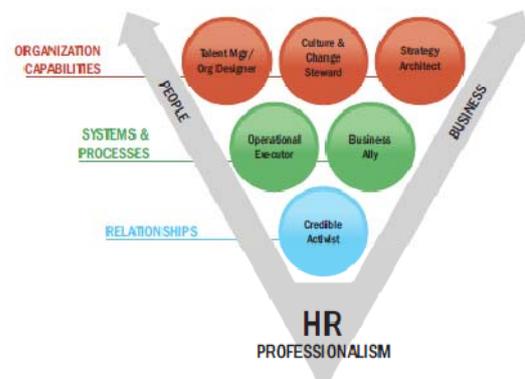
The **increased competitive intensity in the global market** raised significant issues in the HR field. The capacity to recruit, retain and motivate high performing employees, the need to measure HR outcomes and progress against quantitative targets, the ability to make employees feel valued and reinforce employee engagement and the emphasis on positive motivating employees using various incentives are a number of issues that HRM had to encounter. To stay competitive, organizations were

obliged to frequently change the quality, innovation, creativeness of employee contributions as well as all necessary skills (Rousseau, 1996).

Another challenge contemporary HRM faces is to make organizations more accommodating to **diverse groups of people** by addressing different lifestyles, family needs and work styles. Globalization requires new managerial skills that include managing a wide variety of employees from different backgrounds. **Multiculturalism**, a consequence of the globalization of markets, is a diversity issue shaping the labor pool. Along with racial and ethnic diversity, there is also great **gender diversity**. Organizations that celebrate differences have much higher profits than those that don't (Richard, 2000). Hence, many organizations were forced to incorporate diversity programs, which hire, promote and retain minorities, encourage vendor diversity and provide diversity training to their employees, in order to fully maximize minority contribution.

1.2 HRM Policies

Human Resource Management involves policies, practices and systems that influence employee behavior, attitudes and performance. Organizations depend on HR managers to help them maintain positive relations with employees by communicating regularly in an individual or collective level and helping them solve problems with colleagues or supervisors (Noe et al., 2011). According to Grossman (2007), all members of the contemporary HRM department need to embody the following **six core competencies**:



The Human Resource Manager's Competences

1. **Credible Activist.** A person that is respected, admired, listened to and offers a point of view, takes a position and challenges assumptions
2. **Cultural Steward.** A person that recognizes, articulates and helps shape a company's culture
3. **Talent Manager.** A person that can master theory, research and practice in both talent management and organizational design

4. **Strategy Architect.** A person that makes the right change happen
5. **Business Ally.** A person that contributes to the success of the business
6. **Operational Executor.** A person that administers the day-to-day work of managing people inside an organization.

Nevertheless, HR activities aren't limited to the HRM department and the specialists who work there, but also it includes the **activities that are carried out by line supervisors**. Line managers and supervisors often are likely to have responsibilities related to the HR function, especially in small organizations. They are responsible for determining the work that has to be done and the number of employees needed, conducting interviews or performance appraisals, training new candidates or representing the company (Noe et al., 2011).

Tyson (1995) defined **strategic HRM** as the intentions of the corporation both explicit and covert, towards the management of its employees, expressed through philosophies, policies and practices. Ulrich (1998) points out that the ability to turn strategy into action quickly is among the qualities of the most successful organizations. Strategy is a process of change, as the organization tries to change from its current stage to a strategically identified future state. There are three main theoretical approaches to strategic HRM.

The **Universalist approach** is based on the idea that there is “one best way” of managing human resources in order to improve business performance. Researchers carry out large scale statistical research projects to identify the “best HR practices” that result to higher organizational performance. High Performance Work Systems (HPWS) are such grouped “best HR practices” that devolve a degree of control to employees through team-based work, enhanced training and development, involvement programs and progressive methods of reward (Torrington et al, 2014). Nevertheless, Trust et al. (2012) point out that it is difficult to apply those grouped practices in multicultural countries or countries with different employment laws.

The **Fit or Contingency approach** is based on the external fit (HR strategy fits with the demands of business strategy) and the internal fit (HR policy and activities fit together and mutually reinforce). The strength of this model is that it provides a framework on how selection, appraisal, development and reward can

mutually produce the required type of performance. But in order to understand how HR practices can lead to enhanced performance, HR managers must “**unlock the black box of HRM**”, as Purcell (2003) argues. HR practices improve performance by influencing employee attitudes, which intervene between HR practices and improved organizational performance (figure 1.1). Purcell’s model, also referred as the AMO model, suggests that HR practices impact on the Ability of employees, the Motivation and incentive provided to them and the Opportunity to participate in discretionary behavior and AMO impacts on employee attitudes (commitment, motivation, job satisfaction), which later on promote better performance outcomes.

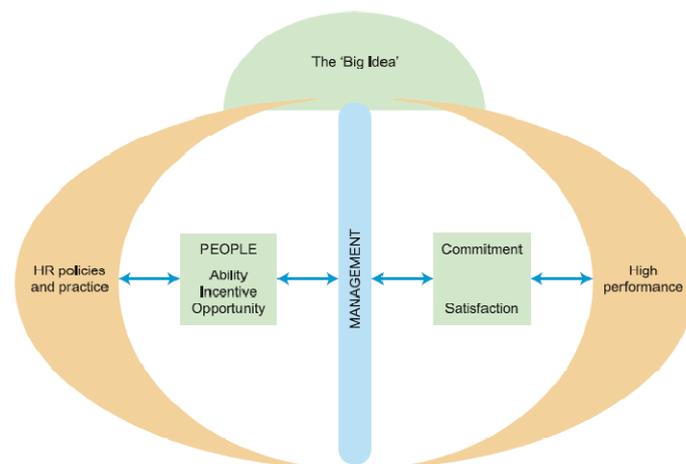


Figure 1.1. Purcell’s “High performance model of HR practices and business performance”¹

The **Resource-based model** is concerned with the relationships between internal resources, strategy and firm performance. Briggs and Keogh (1999) suggest that business excellence is not about “best practices” or “diminishing competition”, but about maintaining the intellectual capital and business intelligence to anticipate the future, today. Resources must meet four criteria according to Wright et al. (1994) to result in sustained competitive advantage. They need to be valuable, rare, inimitable and non-substitutable. Wright and his colleagues focus on the source (human capital) and not HR practices, because they cannot be replicated. This has resulted in more attention being paid to the evaluation of human capital and to employees that are perceived as intellectual capital and intangible asset.

¹ From Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. and Swart, J. (2003): “Understanding the People and Performance Link: Unlocking the black box”. London: CIPD

Nevertheless, the greatest challenge is turning theories into practice internationally. Perhaps the resource-based model has an advantage in this case. **International HRM strategy** deals with multinational cooperation (MNC) and according to Reilly and Williams (2012), western MNC have a tendency to “one-company approach” with a mix between global and local strategies. They also note that the Asian model is more local than global due to fact that Asian MNCs are holding companies for a diverse range of subsidiaries engaged in different activities.

1.3 HRM Functions

According to DeCenzo, Robbins and Verhulst (2013), the first HRM function is **staffing**. After having fully developed the organization’s mission and strategy, HR managers can begin to determine the number of employees needed to support the strategic plan. After the job analysis process is completed, the recruitment process begins, where the HR manager tries to obtain an adequate pool of applicants and at the same time provide enough information to about the job to head off unqualified applicants. During the selection phase, it’s being attempted to narrow the number of candidates and select the best possible candidate.

When the staffing goal is reached, the **training and development function** begins. Employees need to adjust to their new surrounding, be oriented to the rules, regulations, goals and culture of the organization and become more comfortable with it. To assimilate and engage employees, HRM embarks on four areas: employee training, employee development, organization development and carrier development. It is a continuous process that aims to formulate adapted employees who posses up-to-date skills, knowledge and abilities to perform their job successfully.

At this point HRM must turn its attention on **motivation function**, which is one of the most important. Motivation is a complicated process on an individual, managerial and organizational level. If the job is poorly designed or improperly described, employees will perform below their capabilities. The level of respect between management and workers is another important aspect of motivation which can be seen as involving employees in decisions that affect them, listening to them and implementing their suggestions where appropriate. Next step includes setting performance standards for each employee and make sure that the performance evaluation system is properly designed to provide various information on his

performance and at the same time, connect it with the employee's compensation system. The primary goal of this function is to have highly productive, competent and adapted employees.

Last but not least, the **maintenance function** puts into place activities that will help retain productive employees. Ensuring a safe and healthy environment, caring for the employee well-being, helping them acquire a better work-life balance and providing them with a number of benefits are some HR practices that can help maintaining employee commitment. Apart from protecting employees' welfare, HR managers should introduce communication programs to the organization in order to keep employees well informed and feel that their voice is being heard.

1.3.1 Resourcing

Job analysis is the process of getting detailed information about jobs. It provides essential knowledge for staffing, training and performance appraisal. Job analysis' importance, according to Wright & Wexley (1985), lies at its ability to provide with the necessary information almost every aspect of HRM, like Human Resource Planning, selection, work redesign, training, performance appraisal, career planning or job evaluation. It's most essential part is **job description**, which is a list of tasks, duties and responsibilities that a particular job entails. It helps the organization make performance appraisals or decide about the level of pay or the promotions of employees and focuses on the activities that need to be carried out. On the contrary, **job specification** focuses on the qualifications or requirement (skills, knowledge, abilities) that the employee must possess in order to carry out the job (Noe et al., 2011).

The process of defining how work will be performed and the tasks that will be performed in a job is called **Job design**. In order to be able to design a job, HR manager has to understand the job itself and its place in the larger work unit. The next step is to find the aspect of the job he needs to emphasize on and decide whether to design efficient jobs, jobs that threat mental capabilities, jobs that motivate or ergonomic jobs. **Human Resource Planning** is the process of determining an organization's needs in human resource and is one of the most important elements for a successful HRM program, because it ensures that an organization has the right number and kind of people at the right place. A Human Resource Information

Systems software can provide the HR department with an effective and detailed human resource inventory report. This input is valuable because it determines what skills are currently available in the organization and reveals which sectors need more skilled employees (DeCenzo et al., 2013).

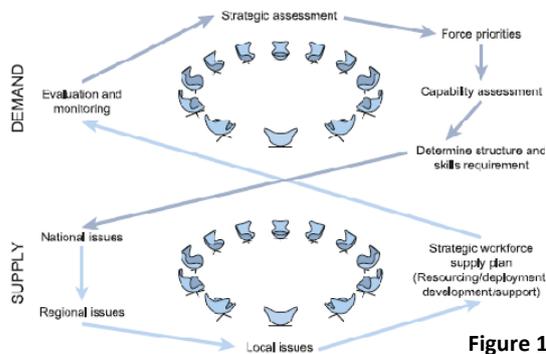


Figure 1.2

Personnel forecasting is the first step to human resource planning and it tries to predict in which areas the organization will experience labor shortages or surpluses. After analyzing labor supply and demand (Figure 1.2)², the organization must

set is goals and HR strategy. Important decisions must be made at this point as far as whether to hire employees, use temporary-contract workers or choose to outsource some functions. The HR plan must be carefully evaluated. The **recruitment procedure** consists of any practice or activity carried on by the organization with the primary purpose of identifying and attracting potential employees (Noe et al., 2011).

It depends on matching vacancy characteristics and applicant characteristics. **Image advertising** is a recruitment strategy often used by organizations in highly competitive labor markets (Rynes & Barber, 1990). **Research suggests that the image of the organization’s brand influences the degree to which a person feels attracted to the organization.** Applicants are more attracted to organizations that reflect their own traits and they are especially sensitive to issues of diversity and inclusion (Chapman et al, 2005).

1.3.2 Selecting

The **selection process** is about narrowing down the applicant pool by using



Figure 1.3 Selection process

various tools to find the employee with the right skills and knowledge that best fits the

² From Torrington, D., Hall, L., Taylor, S. & Atkinson C. (2014): Human Resource Management, 9th edition, London: Pearson Education Limited.

organization's job description. Tests and reviews of work samples are the most popular selection tools, because they are considered to be more reliable and valid. But tests rarely predict performance with 100% accuracy and they must be combined with other tools like interviews and background checks (Figure 1.3)³. Nevertheless, at this point the HR manager should conduct the selection process in a way that avoids discrimination and provides access to employees with disabilities, in order to keep up with the equal employment opportunity laws. At the same time, the organization should respect any confidential information about candidates gathered during the selection process. A social network background check or a preemployment information service may help obtain better information on candidates, but they often raise legal issues (Dessler, 2013).

Apart from the **external recruitment process**, the organization can choose an employee from its **internal labor market** to fill in a vacancy. Many organizations prefer to invite applications from internal candidates before referring to the external labor market, due to the considerable advantages for the employer. Apart from the cost saving and the efficiency gains, internal recruits are able to take up new posts much more quickly, as they tend to be more knowledgeable about what exactly the job involves, more familiar with the organization's culture and rules and take less time to settle into their new job. This practice also sends a strong signal to the market that **employees are being valued** by the organization and that attractive career development opportunities are being offered inside the organization. Career development opportunities can be a way of **enhancing the organization's image and brand name** and thus attract more qualified candidates during an external recruitment process (Torrington et al, 2014).

In general, a candidate's performance is a combination of ability and motivation and it is the decision makers' job to decide which of those people have the right combination that best suits the position's demands. Whether the organization uses the multiple-hurdle model or the compensatory model (choose the same assessment on all candidates), the selection process doesn't end here. Important issues like how to treat overqualified candidates, does the candidate have to share the organization's values, does he/she work better with others or is he/she able to acquire

³ From Noe, R. A., Hollenbeck, J.R., Gerhart, B. & Wright P.M. (2011): Fundamentals of Human Resource Management, 4rth Edition, NY: MacGraw-Hill/Irwin.

new skills, raise at this point and it is up to the HR manager to make the final decision. After selecting the right employee, the HR department should notify applicants about the results of the selection process. The candidate selected is being offered an agreement that includes the job responsibilities, rate of pay, starting date, work schedule and other benefits that are negotiated before signing the final employment agreement (Noe et al., 2011).

1.3.3 Training and Developing

Modern business environment makes training more important than ever. Rapid technological change, the demand to solve problems in teams and the need to cooperate with people from different cultures are only a few of the changes that modern organizations face. There are many different methods of on-the-job training, like job rotation, apprenticeships and internships or off-the-job training, like classroom lectures, multimedia learning, simulations and vestibule training. An **effective training program** begins with an

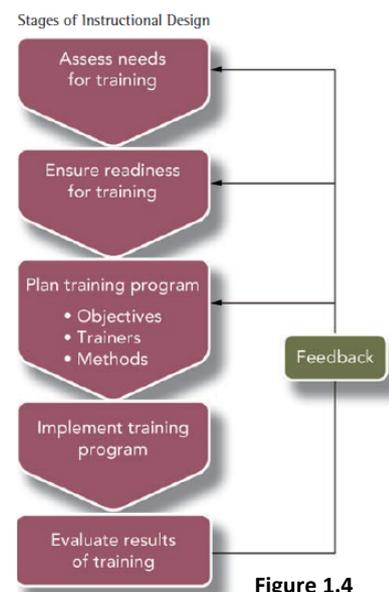


Figure 1.4

assessment of the employees' needs and proceeds with their readiness for training in terms of skills, attitudes, motivation and work environment. After planning and implementing a training program that best suits the employees' needs, the organization must evaluate the results of the training process and obtain valuable information that can influence future training programs (Figure 1.4)⁴. When designing a training program it is essential to consider whether the organization has the necessary budget, time or experienced personnel to train employees. If not, the organization can purchase training from an outside individual or an agency (Noe et al., 2011).

On the other hand, **employee development** focuses more on the employees' future and personal growth rather than helping employees improve performance of

⁴ From Noe, R. A., Hollenbeck, J.R., Gerhart, B. & Wright P.M. (2011): Fundamentals of Human Resource Management, 4rth Edition, NY: MacGraw-Hill/Irwin.

their current job. Its main goal is to increase the employees' critical thinking or problem solving skills and not just to teach them a set of motor skills (Figure 1.5).

	TRAINING	DEVELOPMENT
Focus	Current	Future
Use of work experiences	Low	High
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

Figure 1.5. Training versus Development⁵

Organizations may support employee development through a variety of **formal education programs** like specifically designed courses offered by consultants or universities or executive MBA programs. **Assessment** is another way to help employee development by providing information and feedback about their behavior, communication style or skills and identify those with potential to move into a higher-level position (Noe et al., 2011).

Nevertheless, most of employee development occurs through **job experiences**, which are a combination of relationships, problems, demands, tasks and other features of an employee's jobs. Only by applying their knowledge in new ways and master new experiences, can employees stretch their current skills and conquer new ones (Snell, 1990). Job enlargement, job rotation, transfer or temporary assignments to other organizations are ways to provide different kinds of job experience to employees.

Mentoring and coaching can also help employees develop their skills and increase their knowledge about the organization. A mentoring program can ensure access to high-potential employees will be matched with experienced mentors in key areas regardless of race or gender. Nevertheless, mentoring programs tend to be successful when participants understand the details of the program, it is voluntary and managers are being rewarded for employee development (White, 2007). Research indicated that employees with mentors are more likely to be promoted, earn higher salaries and acquire more influence in the organization, while managers are given the

⁵ From Noe, R. A., Hollenbeck, J.R., Gerhart, B. & Wright P.M. (2011): Fundamentals of Human Resource Management, 4rth Edition, NY: MacGraw-Hill/Irwin.

opportunity to develop their interpersonal skills (Allen et al., 2004). Unlike the mentor, a **coach** is a peer or a manager working with the employee that motivates, helps him/her develop skills and provides feedback. According to research it is most likely to succeed in areas that need improvement, if coaches don't try to tell employees what to do, but be more supportive, empathetic and practical (Smither et al., 2003).

A **career management system** is a four step process that aims to build the expertise needed for the employee's career path and it is an important part of an effective HR strategy. It includes gathering data, keeping confidential feedback, involving high-leveled management in planning and following up realistic action plans (Noe et al., 2011). A well-designed system for employee development can increase the organization's effectiveness in managing human resources. By setting long term goals and objectives, the organization is more likely to **attract and retain skilled employees** that will align their needs with those of the organization. At the same time, by meeting the employees concerns on quality of work life and personal life planning, employees are more likely to stay put at an organization that offers them the ability to grow from within, flexibility, a friendly environment and a good work/life balance (Sturges, 2005). As far as women and minorities is concerned, career development gives them a fair chance to reveal their talents and enhance the organization's cultural diversity. Last but not least, during periods of economic stagnation, career counseling can reduce employee frustration and most importantly, if the employee thinks the organization cares about him, he projects a positive image of the organization in other aspects of his life (Torrington et al, 2014).

1.3.4 Motivating

Performance appraisals mean evaluating an employee's performance relative to his performance standards that has been set by his supervisor. It begins with the supervisor establishing the performance standards with the employees, communicating his expectations and proceeds with measuring the employee's actual performance using personal observation, statistical reports, oral reports or written reports. The forth step of an effective appraisal process includes comparing actual performance with standards and provide the manager with valuable feedback to discuss with the employee when analyzing the results and finally decide to take some

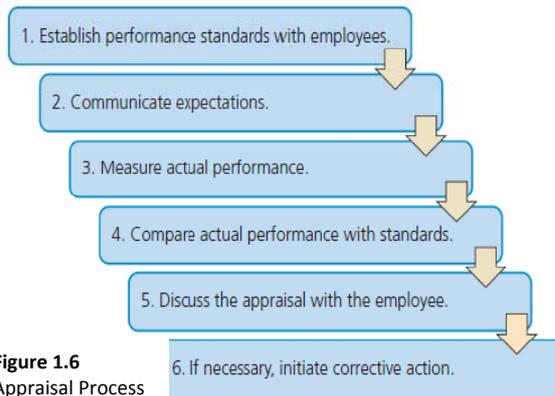


Figure 1.6
Appraisal Process

actions in order to improve employee performance (Figure 1.6)⁶. On the other hand, performance management is a uniquely goal-oriented and continuous way to appraise and manage employees' performance. It can help the organization achieve its goals by helping skilled employees develop without bias or discrimination. Performance management systems use information technology to help managers track employee performance and take immediate action if necessary (Dessler, 2013).

More specifically, as far as **managing talented employees** is concerned, performance management is a powerful HR tool that can help the organization identify skilled and qualified employees, actively manage different employees' selection, development and rewards and integrate any activities necessary to all HR functions previously mentioned. Unlike plain employee appraisal that occurs to determine compensation or development opportunities, to actively manage talented employees require much more. Today's employers need to focus their attention and resources on the critical employees that are important to the company's mission. Unfortunately, most employers use performance appraisal simply for employee evaluation and segmentation and not to identify and manage employees that add value to the organization and help it fulfill its mission (Dessler, 2013).

Organizations that expand to global market face a greater challenge in this field, due to the fact that **evaluating performance in international environments** is complicated. Cultural differences play a very important role in this part. Employees in countries with collectivist cultures that value group more strongly than the individual will not react well to individual performance appraisal. On the other hand, employees in countries with individual cultures will react much better to individual evaluation. Consequently, an effective HR practice is to choose between developing a unique performance management system to each foreign unit or create a hybrid system that combines home country system and local culture (DeCenzo et al., 2013).

⁶ From DeCenzo, D.A., Robbins, S. and Verhulst, S. (2013): *Fundamentals of Human Resource Management*, USA: Wiley

Performance management system can be used to allocate **reward** either financial or non-financial. Milliman et al. (2002) argues that in individualistic countries performance/pay link is common. Unfortunately, the lack of clarity of purpose may be a significant problem. Systems may focus on development, identifying future potential, reward, identifying poor performers or motivation, but Dewettinck and van Dijk (2012) argue that many managers still predominately perceive the primary purpose of performance management process to be performance evaluation and control.

Pay level is the average amount the organization pays for a particular job and **pay structure** helps the organization achieve its employee related goals, cost control and the ability to attract and retain talent. The heart of job evaluation is determining appropriate criteria to arrive at the ranking. Most job-evaluation criteria use responsibility, skill, effort and working condition as major criteria. Once job evaluation is complete, the data generated are being used to establish pay rates. **Pay-for-performance programs** are gaining in popularity in organizations due to its motivation and cost control benefits (Haun, 2011). Especially, a **competency-based pay system** increases employee performance by rewarding them on their skills, knowledge or behavior and reflects the degree of competency. Pay increases recognize growth in personal competencies and employee contribution to the organization. HR manager must not only ensure the right employees are at the right place, but also keep them motivated in order to assist the organization achieve its goals and add significant value (DeCenzo et al., 2013).

1.3.5 Maintaining

According to Adams (1963) and the **equity theory**, satisfaction at work depends on the extent to which employees believe that pay levels and increases are being distributed fairly, not only compared to the “outputs” they produce, but also to the rewards being given to others. Consequently, employees that believe they are not being fairly rewarded, show dissatisfaction to the organization which leads to absence, turnover and low-trust employee relationships. Therefore it is important to introduce a standard approach for basic rates and incentives across the organization, minimize subjective decision making, maximize employee involvement and communication in determining pay mechanisms and make sure everyone knows what

Base pay Contingent pay Bonuses Incentives Shares Profit sharing Individual	Transactional Pensions Holidays Healthcare Other perks Flexibility
Learning and development Training Career development Figure 1.7 Relational	Communal Leadership Organisational values Voice Recognition Achievement Job design Work-life balance

the rules are and how they are being applied (Torrington et al, 2014). Nevertheless, employees also value intangible rewards like opportunities to develop, recognition from managers and colleagues, work flexibility and a better work-life balance. Armstrong and Brown (2009) introduced a model, “total reward”, which takes equal account of

both tangible and intangible ingredients in such amounts that employees feel that their work is being rewarded. They identified four categories of reward with equal potential significance (Figure 1.7)⁷, yet they include replicable intangible rewards that extrinsically motivate employees. There are several important intangible rewards that **intrinsically** motivate employees, causing them to put extra personal effort into a project and can't be provided by managers. Creating and sustaining an organizational culture that helps employees achieve intrinsic motivation and job satisfaction is an important competitive advantage in labor markets, for it is a unique process that can't be imitated by its competitors (Torrington et al, 2014).

Brown (2001) found evidence that perceptions of procedural justice had strong relationship with support for merit pay, market comparability, job security and supervisory appraisal ratings. Although organizational fairness plays an important role in improving individual and organizational outcomes, procedural fairness seems to be more frequently emphasized in performance appraisal. **Procedural fairness** is a policy that gives employees the opportunity to participate in a decision-making procedure and is more strongly correlated with employee attitudes and behaviors than any other policy in decision making (Judge and Colquitt, 2004). Moreover, Kahn (1990) found that meaningfulness, safety and availability were associated with engagement or disengagement at work and that supportive and trusting interpersonal relationships and management promote psychological safety.

⁷ From Torrington, D., Hall, L., Taylor, S. & Atkinson C. (2014): Human Resource Management, 9th edition, London: Pearson Education Limited

Student Perceptions of Employer Attractiveness

Evidence from U.S. organizations in Strategic Rewards Report (2006/07) indicated that top five reasons **top performing employees' turnover** were pay,



Figure 1.8 Reasons top-performing Employees leave an organization

promotional opportunities, work-life balance, career development and healthcare benefits. On the other hand, according to the employers view, employees' top five reasons for leaving an organization are promotion, career development, relationship with supervisor and work-life balance. HR Managers should take such

evidence into consideration and implement a retention

strategy that takes into consideration all aspects of HR practices from selection to appraisal and pay.

A recent report from Development Dimensions International (Dessler, 2013) has indicated that **retaining high performing employees** is a complicated process that includes a large number of steps involving all HR practices. Beginning with the selection procedure, HR managers must attract and hire the right employees. Then a well-thought-out training and a career development program must be introduced, along with periodical discuss on his career prospects, to make him feel valuable and appreciated. During that period, it is essential that employees feel that they are performing meaningful work, receive merit pay and benefits, supervisors recognize their accomplishments and that their opinion matters. Last but not least, the organization has to make sure that it provides the employees with a comfortable and friendly environment, with proper organizational culture that offers them work-life balance (Dessler, 2013).

Taking all of the above into consideration, we can understand why human resource management is an important part of every successful organization. Over the

first chapter of this paper, we have pointed out the most important HR practices that can secure an organization's competitive advantage. Moving to the second chapter, we are going to bring out the importance of talent management and its relation to a compelling employer brand building.

CHAPTER 2

TALENT MANAGEMENT & EMPLOYER ATTRACTIVENESS

2.1 Talent Management

Over the last 20 years, world economy has undergone a revolution not only in the type and nature of work, but also the way organizations manage to add value. Modern organizations own and employ fewer of the basic inputs of production (land, capital and labor) and due to globalization and new technology, they produce outputs with repetitive methods by devolving many different units and partners that are scattered around the world. The organization's value is no longer based on tangible assets, but on how effectively it is generating returns from these. Therefore, organizations have become more and more reliant on intangibles and on intellectual capital to gain competitive advantage. The need for talent-powered organizations seem to grow larger every day, for it is important to link talent to the organization's strategy in order to identify, improve and leverage its intellectual capital.

Talent management aims to develop and leverage human capital. 18 years ago the *War for Talent* (Michaels et al., 1997) generated new ways of thinking in HRM by introducing the idea that corporations were in a war for acquiring high-impact employees. According to CIPD (2015), talent management is “the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organization, either in view of their high potential for the future or because they are fulfilling business/operation-critical roles”. Its main **differences** from HRM are that it focuses on high-potential employees and its main purpose is to develop leadership capability, maximize high-potential employee contribution in key roles and assist organization's succession plans (Tansley et al., 2007).

2.1.1 Strain of thought

But, talent management is something more than simply focusing on acquiring, developing and retaining high performing employees. Lewis and Heckman's (2006) critical review of the literature regarding Talent Management uncovered three distinct strains of thought:

1. *TM is not essentially different from HRM.* Managing talent requires all HRM strategies, such as selecting, recruiting, developing, training and retaining employees, but in a faster way or across the entire organization. This point of view replaces the traditional term “Human Resources” with “Talent Management”
2. *TM is organizationally focused on managing flows of talent through competence development.* The second group of researchers focuses on the concept of talent pools and it is more internal than external. Its main goal is to ensure an adequate flow of talented employees into jobs throughout the organization. This approach generally involve modeling organizational career flows by coding levels of hierarchy, rules for entering and exiting a position and other parameters such as cost, supply and demand.
3. *TM is integrated HRM with a selective focus.* The third perspective of Talent Management focuses on talent generically and regards talent either as a resource to be managed primarily according to performance levels or as an undifferentiated good that emerges from humanistic and demographic perspectives.

Unfortunately, all of the above indicate that there isn't a single definition of TM. Recent reviews have concluded that our limited understanding of the area is due to the lack of precise definitions of talent management (Collings & Scullion, 2009). Nevertheless, Boston Consulting Group's study in 2007 highlighted Talent management as one of the five key challenges facing HR during the last decade and that it was also one of the areas which managers was least competent in. Many organizations struggle to effectively manage talent and although they have invested significant efforts and resources into recruiting, developing and retaining top talent, talent management seems to be a very difficult process.

While some researchers criticized TM for lacking conceptual and intellectual boundaries and still face some difficult issues around its definition (Lewis and Heckman, 2006), some recent work have showed that TM is now entering to a more mature stage. A report published by Ernst and Young (2010) argue that “superior talent management correlates strongly with enhanced business performance”. Their data showed that organizations that introduced talent management programs which

align with business strategy over a five year period, delivered a 20% higher return on investment (ROI) that their rivals.

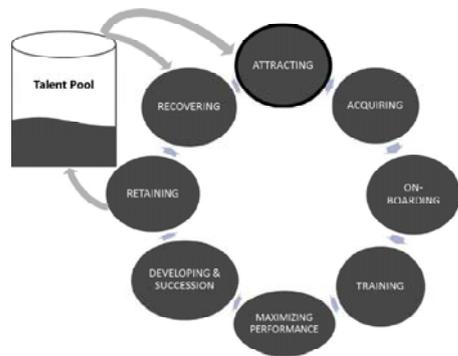


Figure 2.1 Talent Lifecycle

Schiemann (2014) suggests that “*Talent Management is a unique function that integrates all of the activities and responsibilities associated with the management of the talent lifecycle regardless of geography*” and believes that return on investment (ROI) of talent as a resource is the key measure of the organization’s success. He introduces the term “talent lifecycle” to encompass all stages of integration

between an organization and its human capital that range from building a talent brand that attracts new talent to acquiring, developing, managing, retaining and uncovering all other talent in the organization (Figure 2.1). “*Talent Management is the way in which the talent lifecycle is managed*”.

Barney (1995) argues that sustained competitive advantage accrue to firms that develop resources that are rare, valuable and hard to imitate. Resources include all financial, physical, human and organizational assets used by the firm to develop and deliver products or services. Still, resources over time may lose their value, rarity and imitability and consequently the organization lose its competitive advantage. Barney (1995) implies that an organization manage to gain over time, through its employees, skills and abilities and develop a culture and an organizational structure that manages most of those skills and abilities in a way that is hard for its competitors to imitate. Boudreau and Ramstad (2005) outline that HR need to develop “a decision science that enhances decisions about talent resources” in the same way strategic decisions are being implemented in other respected business functions, such as finance and marketing. Therefore, it is critical to identify pivotal talent pools and distinguish talent that has a “high average” value. They introduced the idea that a talent decision science is necessary and outlined the dynamics by which talent is linked to strategy.

2.1.2 Global Talent

For the last two decades, firms around the world face a major threat: the demand for talented employees has surpassed the supply and created a **global talent shortage** (Michaels et al., 1997). In today's rapidly moving and highly competitive global environment, organizations worldwide face numerous global talent challenges, which are shaped by globalization, changing demographics, demand for skilled and motivated employees and supply of competent and motivated employees (Scullion & Collings, 2011). **Global Talent Management** refers to the systematic use of specific HR policies and practices to manage the several global talent challenges that an organization confronts. These aspects of HR policies and practices relate to location and relocation management, planning and forecasting, attracting, selecting, retaining, removing, training and developing and evaluating employees consistent with the organization's strategic directions (Scullion & Collings, 2011).

Global competition has forced many firms to improve quality and strive for innovation and at the same time keep cost low, in order to retain a competitive advantage. Competition within and across nations has resulted in increased compensation demand for local employees, as well as for employees that can easily adapt to working in a global labor market (Bradsher & Barboza, 2010). **Demographics** are another major force that shapes global talent challenges. While population of the developed economies are aging and shrinking in size, populations of developing and emerging economies are getting younger and they are expanding (Strack et al., 2008). Moreover, there seems to be an increasing **demand for "Knowledge workers"** and motivated employees, especially in developing economies where wages are still lower (Grove, 2010). As economy recovers, there is an expected **shortage of managerial competencies** and a **lack of technical knowledge workers** that continues to drive companies to import talented workers from abroad (Wadhwa, 2009).

On a global scale, the challenges that organizations face are greater than those on a domestic scale. According to Mellahi and Collins (2010), Global Talent Management involves a) the systematic identification of the key positions that differentially contribute to an organization's sustainable competitive advantage on a global scale, b) the development of a talent pool of high-performing employees and

c) the development of a differentiated human resource architecture in order to facilitate the filling of positions with the best available employees and ensure organizational commitment. Nevertheless, Minbaeva and Collings (2013) argue that GTM is poorly defined and thus tried to unpack some **myths** regarding GTM and present some ideas for advancing the practice of talent management:

- a) **Talent management is not an HR responsibility:** A survey of GEO's in European organizations showed that most of them felt that "talent management is too important to be left to HR alone" (Economist Intelligence Unit, 2006). The researchers argue that talent management initiatives should be aligned and integrated with other HRM systems, policies and practices implemented in different units like linking them with global business strategy and by *creating a core and a differentiated HR architecture*, where a selected group of employees is included in GTM programs and managed on a differentiated basis.
- b) **It is all about people:** Organizations that place too much emphasis on attracting the best candidates may fail to think strategically about how talent can be deployed inside the organization. According to the researchers, the GTM systems should begin from *strategic positions that relate to global strategy*, exhibit high-performance variability in terms of quality of the work carried out by people who occupy them and that require unique firm- and industry- specific know-how and experience.
- c) **All positions should be filled by "A players":** Although the researchers acknowledge that talent is important and that key talents contribute more to organizational performance, they suggest that not all positions require "A players". GTM systems should focus on placing and retaining "A players" in *strategic positions* regardless of where they are located.
- d) **Talent is portable:** Individuals are often reluctant to relocate internationally and it is unwise to force them relocate globally. However, research indicated that although worker performance decline when they change employers, there is no significant effect on worker performance that switched firms with teammates. Talent is contextual and it matches with the organization and its culture. Therefore, GTM systems should strive to *offer access to social and*

physical contexts similar to those from which the talent comes, when they try to relocate talent.

- e) **Talent turnover is always bad for the organization:** Organizations assume that it is only a matter of time before their top-talent assets cash in on their global experience in the internal labor market. According to Cappelli, employees who generate difficult-to-replace value for the organization and who are likely to be poached should be retained. The key is to carefully monitor turnover in terms of performance levels, difficulty of replacement and destination employer. The researchers argue that turnover may not be negative if the *organization maintains positive relationships with the departing employees*, as those relationships may benefit the organization in the future.
- f) **There is a clear line of sight between GTM and organizational performance:** It is difficult to establish a cause and effect link between the organizational performance and the investment in individual HR practice. According to the researchers, it is important to go beyond the numbers provided by HR analytics to *include qualitative measures of return on talent (ROT)*, which combines qualitative and quantitative measures, subjective employee perceptions and objective indicators of talent performance.
- g) **Talent decisions are “fair”:** Often talent management fails because top managers don’t have accurate information. Thus, it is important to *recognize the limitations of GTM systems and standardizing ratings and ensure that talent decisions are based on a number of different inputs*, such as 360 degrees feedback, assessment and development centers, performance reviews and other culturally appropriate inputs.

Farndale, Scullion and Sparrow (2010) point out the importance of the type of talent necessary in an international context and refer to a number of researches that highlight four types of capital needed to deliver effective global business processes, products or services: a) **cognitive capital** which refers to effective mental models of how knowledge needs to be shared across the globalizing organization, b) **social capital** that includes the necessary connections in order to be able to perform boundary-spanning roles, c) **political capital** that refers to the necessary legitimacy to

be confirmed as talent and d) **human capital** which includes the competencies needed to operate in cross-cultural contexts.

2.1.3 Best Practices

A research project conducted by a team of researchers from four universities (Stahl et al, 2012) examined 20 companies in-depth and 20 multinational corporations in a web-based survey of HR professionals and introduced three sets of best practices that encompass most talent management activities:

1. Recruiting, staffing and succession planning

Recruitment practices in most companies follow a talent pool strategy. Close ties with leading universities around the world are developed to **attract top talent**. Some of them, also, place great emphasis on **global branding** by sharpening their self-marketing to potential employees and position themselves as an employer of choice. Top companies prefer to focus on **personal and shared values and cultural fit** and not just select employees based on job-related skills and experience.

Companies generally try to identify leadership talent as early as possible according to **multiple inputs**, such as performance evaluations, 360 degrees reviews, assessment centre results and sometimes standardized aptitude tests. High-potential employees receive **formal training, mentoring and job rotation**, but most companies follow McKinsey's recommendations (Michaels et al., 1997) and **limit the group of "A-players"** to no more than 10-20% of managerial and professional staff. Some companies not only use **talent inventories** for both selection and succession purposes, but also **develop different talent pools** according to different company profiles that entail different career paths and development strategies.

2. Training and development

Excellent companies establish **state-of-the-art training centers or learning campuses**, they cooperate with **best universities and educational services providers** and use latest **leadership development tools and technologies**. Nevertheless, investment in training and development are insufficient and thus companies that excel in talent management **make leadership development an**

integral part of their culture and **actively involve their senior leaders** in the process. Many companies, also, adopt a **promote-from-within policy**, that helps them retain talent by offering promotion opportunities. Line management involvement is considered very important as **mentors or coaches** that encourage job rotation and the development of a talent oriented culture, where employees become aware of their own responsibility for their development.

Open job posting systems is an effective way to identify talent within the company and break down internal silos. A **global integrated compensation system** specifies the salary range for different positions and can provide a sense of fairness and justice to employees. A **talent Marketplace** seems to have emerged and it can be supported by **computerized talent inventories** that gather information during the talent identification process, provide within- and cross-country comparative data analysis, store performance appraisals, career plans and training and developing information and records international assignments. This tool, also, provides a **global overview of key management positions** and can provide a comparison between talent pools of internal and external candidates that will facilitate succession planning.

3. Retention management

Paradoxically, companies that do their best to develop talent appear to be at risk from poaching. There are **no guaranteed recipes for retaining** high-potential employees and thus, companies have to figure out why high performers leave. Some companies continuously **monitor attrition rates** by performance level. Financial incentives are only one part of a successful reward system. A **powerful employee value proposition includes tangible and intangible elements**, such as an inspiring mission, an appealing culture in which talent flourishes, exciting challenges, a high degree of freedom and autonomy, career advancement and growth opportunities and a great boss or mentor. There are plenty of evidence that suggest that management places **excessive faith in extrinsic rewards** when it comes to attracting, monitoring and retaining talent and thus may attract employees who will join the organization, download expensive training and information and leave for a better paying job elsewhere.

Therefore it is essential that companies **emphasize on other benefits**, such as training and growth opportunities, a great corporate culture, inspiring purpose,

flexible working arrangements and other work-life balance practices in order to attract and retain the right employees and reduce turnover rates. Internal surveys showed that team productivity, job satisfaction and personal motivation among women improved substantially due to **work-life balance programs**. Last but not least, **diversity management and diversity programs** designed to develop, retain and promote diverse talent are of top priority for a variety of companies that operate on global context.

2.2 Employer Branding

All of the above considered, we can gather that Talent Management systems are vital to organizations that need to sustain a competitive advantage. But, what happens if we focus on the employees' point of view and try to understand which organizational characteristics attract talented employees. According to the American Marketing Association, a **brand** is *“a name, term, symbol or design or a combination of them which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors”*. Ambler and Barrow (1996) first **applied the concept of brand to HRM** by assuming that the employer is the brand and the employees are the consumers. They defined **Employer Branding** as *“the package of functional, economic and psychological benefits provided by employment and identified with the employing company”*.

Backhaus and Tikoo (2004) argue that employer branding *“suggest differentiation of a firm's characteristics as an employer from those of its competitors, the employment brand highlights the unique aspects of the firm's employment offerings or environment”*. These differentiated characteristic include not only tangible, but also intangible rewards. Hieronimus et al. (2005) argues that companies need to determine those attributes that are **most important to specific types of potential employees and emphasize on intangible and emotional benefits**. Additionally, they suggest that employer branding strategies should be aligned with the organization's corporate brand and customer brand strategy.

Some researchers like Martin and Beaumont (2003) believe that it involves managing *“a company's image as seen through the eyes of its associates and potential hires”*. The organization needs to **differentiate its employment offering from those offered by competitors**. Thus, employer branding programs should involve clarifying

unique aspects of organization's image. People experiences will differ when working at a particular organization and they will experience a variety of values that employees hold, but the main idea will remain the same to all employees.

Lloyd (2002) argues that “**employer branding** is a sum of a company's efforts to communicate to existing and perspective staff that it is a desirable place to work”. Through sophisticated communication campaigns organizations can represent their tangible and intangible employment offering and involve managing aspects of their identity. There is a **strong awareness of talented employees' impact** on business effectiveness and thus, the ability to attract and retain best employees, not only gives organizations the chance to further influence the way customers view the company, but also **helps them build strong Brands**.

Gupta's et al (2014) research concluded that “employer branding has been a **very popular concept with HR professionals**, branding consultants and market researchers”. At the same time, Edwards' (2010) review indicates that many aspects of organizational behavior help add theoretical foundation to the Employer Branding concept. Apart from general advertising campaigns that point out the values and beliefs that support its organizational identity, it is important that companies also advertise further aspects of their organizational employment experience and image and make sure that it is an authentic representation of the employment offering, to attract more potential recruits.

2.3 Organizational Attractiveness

Backhaus and Tikoo (2004) point out the importance of accuracy of perceptions about the organization. A **realistic presentation** can reduce unreal expectations and lead to lower turnover, increase trust and perceptions on honesty and reduce role ambiguity. However, the messages send by the organization to potential workers should be reinforced and supported by its own employees. A brand provides the benefits of **differentiation** and **loyalty** to its owner (Davies, 1992).

Job/positions can be seen as products and thus applicant intentions and subsequent decisions were related to Employer Branding. Collins' research (2006) showed that employer knowledge (the beliefs of potential applicants about the organization as a potential employer) strongly predicted both interest in applying for a

job and actual application behavior. It suggested that both **job attributes and organizational characteristics influence applicant behavior**. As Backhaus and Titoo (2004) point out Employer Branding influences potential applicants to apply or not and it is the desired outcome of any employer branding activity. Wilden et al. suggest that Employer branding is a signal to overcome information asymmetry in judging employment quality. Employment opportunities can be seen as products and evaluations of them are based on characteristics such as salary, location and other organizational attributes that can't be directly observed, but need to be inferred through EB signals.

Organization Attractiveness “is an attitude or expressed general positive effect toward an organization and toward viewing the organization as a desirable entity with which to initiate some relationship” (Aiman-Smith et al., 2001). Davies (2008) tried to study corporate brand personality by using **human personality traits** and explored EB's role in influencing employees' perceived satisfaction, affinity, differentiation and loyalty with regard to organizations. He suggested that “people associate with brands that allow them to sustain or develop their own self-image”.

Turban and Cable's (2003) study supports that firms with **better reputations** attract more applicants as well as higher quality applicants. On the other hand, Collins and Han (2004) argued that their study is isolating a single factor, firm reputation, as a recruitment tool to attract possible applicants and tried to examine the influence of low-involvement and high-involvement recruitment practices. They found out that “firm reputation” showed a low level of relationship with applicant pool quantity and quality and only by combining it with “**corporate advertising**” did it correlate with recruitment outcomes.

Jiang and Iles (2011) define **Organization Attractiveness** as “the power that draws applicants' attention to focus on an employer brand and encourages existing employees to stay”. Their study showed the importance of attracting and retaining graduates and proposed that high **Employee-Based Brand Equity** can make the organization more attractive to applicants and employees. Their model involves both internal (for existing employees) and external attractiveness (for external applicants) and suggest five components of EBBE that may improve applicant attraction and

retention, such as Developmental value, Economic Value, Social Value, Interest Value and Brand Trust.

Employer Attractiveness as defined by Berthon et al (2005) are “the envisioned benefits that potential employee sees in working for a specific organization”. It is an attempt to develop and present an image that will serve to attract both numbers and quality of potential employees required to ensure highest levels of productivity and help the organization gain competitive advantage. It is also the outcome of the external branding process. Therefore, the greater an employer’s attractiveness, the stronger the organization’s employer brand equity (Berthon et al, 2005).

All of the above considered, **there seems to be an ongoing need for organizations to greater understand the role of employer attractiveness as a recruitment and retention tool**. This research’s aim is to explore this area by gathering postgraduate students’ attributes of organizational attractiveness, in order to obtain information that can be used by organizations and HRM managers.

CHAPTER 3

METHODOLOGY

3.1 Research goal and Hypotheses

The current study's main goal is to **identify the organizational attributes that are most significant in attracting postgraduate students when considering potential employers.**

Berthon et al (2005) developed a 25-item Employer Attractiveness scale in order to identify dimensions of employer attractiveness. They assumed that the more attractive an employer is perceived to be by potential employees, the stronger the organization's employer brand equity. This scale was developed on the basis of a study conducted in Australia and consisted of five factors: development, economic, social, interest and application. Arachchige and Robertson's (2011) study attempted to expand research for employer attributes that attract jobseekers in Sri Lanka context and added 7 items as additional organizational factors that influence potential employees, such as profitability, publicity, size, quality of management, honesty and fairness, personal respect and publicity.

We focused on Greek postgraduate students that are ready to complete their studies and actively contemplate on their employment prospects. Since 2010, there has been a growing demand for postgraduate studies in Greece, due to the decrease in job openings caused by the economic crisis that Greece is undergoing. Collins' (2001) study has indicated that it is of great importance that organizations get the "right" employees working for them than just "any" employee. The "War for Talent" (Michaels et al., 1997) and the introduction of Talent Management practices focus not only in attracting the most qualified candidates but also ensure an adequate flow of talented employees throughout the organization (Lewis and Heckman, 2006). Therefore our first Hypothesis is that:

Hypothesis 1: Distinct components of Employer Attractiveness have different levels of perceived importance

We also believe it is important to include gender, field of study and academic performance in order to recognize variations in the perceptions of different student segments. Therefore, we added Hypothesis 2, 3 and 4 that assume that:

Hypothesis 2: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' gender

Hypothesis 3: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' field of study

Hypothesis 4: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' GPA

3.2 Sample and Data Collection

In order to test our research Hypotheses, a quantitative approach has been chosen. We obtained data from 120 postgraduate students from Thessaloniki's two largest Universities from September 2015 to January 2016. We focused on students that were at their second year of postgraduate studies at the Economic and Business Department, half of them employed in business organizations in public or private sector at the time of data collection.

Data were obtained by a self administered questionnaire which included three demographic questions and 25 item scale as developed by Berthon et al (2005) with the additional 7 items added by Arachchige and Robertson (2011) (Appendix A). Respondents were asked to indicate which attributes they believed were most important to them when considering a potential employer. Their responses were given on a 7 point Likert scale where 1= not important and 7= extremely important.

The “employer attractiveness” scale has 32 items corresponding to the functional, economic and psychological benefits delineated by Ambler and Barrow's (1996) definition of employer branding. This is the only validated scale existing in the current literature for identifying the attractiveness dimensions of an employer brand (Berthon et al, 2005, Arachchige and Robertson, 2011).

CHAPTER 4

RESULTS

4.1 Methods of Analysis

Three sets of statistical analyses were conducted. The **first** involved calculating frequencies on gender and education variables. The **second** analysis involved a principal component factor analysis of the 32 items instrument. The internal reliability of the questionnaire was tested with the estimation of Cronbach alpha. Prior to the reliability test, the Principal Components Analysis (PCA) with varimax rotation was applied to the data for factor extraction. Descriptive statistics was used to provide simple summaries about the characteristics of the emerged factors. The **third** consisted of inferential statistics satisfying the four hypothesis of the present research. Specifically, univariate ANOVA was adopted to satisfy Hypothesis 1, 3 and 4 and independent t-test to satisfy hypothesis 2 (see table 1). Initially, for Hypothesis 3 & 4 the multivariate analysis of variance (MANOVA) was used but the results of Box's test rejected the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups and therefore the analysis proceeded by computing the ANOVA method.

All variables were examined for apparent outliers and when present they removed from the data. Levene's test was used for common variances among variables. When homogeneity of variances assumption was not met, then the Welch's test was used instead of the F-test. Post-hoc analysis for multiple comparisons included the Tukey's and Scheffe's test when equal variances assumed and Games-Howell when not assumed.

Table 1 illustrates the **four hypothesis formulated in the presented research, each one accompanied by the tests and method used to extract results**. The analysis was assisted by the statistical package SPSS v21.

Table 1. Hypothesis of the Research

Hypothesis	Tests	Method
H1: Distinct components of Employer Attractiveness have different levels of perceived importance	<p>$H_0: \mu_1 = \mu_2 = \dots = \mu_r$, all the means of the components are the same</p> <p>H_1: two or more means are different from the others</p>	One factor ANOVA (multiple comparisons)
H2: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' gender	<p>$H_0: \mu_1 = \mu_2 = \dots = \mu_r$, all the means of the components are the same (no effect of gender on component(s))</p> <p>H_1: two or more means are different from the others (effect of gender on component(s))</p>	Independent sample t-tests
H3: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' field of study	<p>$H_0: \mu_1 = \mu_2 = \dots = \mu_r$, all the means of the components are the same (no effect of field of study on component(s))</p> <p>H_1: two or more means are different from the others (effect of field of study on component(s))</p>	One factor ANOVA (dependent variable: component(s), independent variable: field of postgraduate study)
H4: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' GPA	<p>$H_0: \mu_1 = \mu_2 = \dots = \mu_r$, all the means of the components are the same (no effect of GPA on component(s))</p> <p>H_1: two or more means are different from the others (effect of GPA on component(s))</p>	One factor ANOVA (dependent variable: component(s), independent variable: GPA)

4.2 Data Analysis

4.2.1 Descriptive Analysis

As shown in Table 2 the sample was composed of 46% males and 54% females. The majority of respondents (37,5%) had an MBA followed by those who had a Master in Accounting and Finance. With reference to these two groups, the rest of the groups appear to be distant in frequency terms. The lowest group had a Master in Economics and Regional Development (3,3%). Almost two thirds of respondents (66,7%) had a GPA in the range of 6,50-8,49 while one fourth fall in the range of 8.5-10. The smallest group (8,3%) was found in the range of 5-6,49.

Table 2 . Descriptive statistics for Gender, Post Graduate Studies and GPA

Variables		Frequency	Valid Percent
Gender	Male	55	45,8
	Female	65	54,2
Postgraduate studies	Master in Economics	8	6,7
	Master in Account. & Finan.	34	28,3
	MSc in Ap. Account. & Audit.	15	12,5
	MBA	45	37,5
	Master in Economics & Reg. Devel.	4	3,3
	Master in Intern. & Europ. Economics	14	11,7
GPA	5-6,49	10	8,3
	6,50-8,49	80	66,7
	8,5-10	30	25,0

As to the items measuring employer attractiveness (table 3), those linked to career and future development (items 1&2) are considered by respondents as the most important among others. Similarly, the level of salary (item 3), the good relations with colleagues (item 4), a happy work environment (item 5) and the good feeling one should have working for a specific organization (item 6), appeared to be important too. All these six items received means over 5,5 which are placed in the upper part of 7-point scale and therefore can be regarded as important parameters for students when considering the “ideal” employer. The items 7 to 28 have averages ranging between 5,47 and 4,55 which is around five and may be considered pretty important. The rest

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items received mean scores below 4,5 and above the middle scale value of 4 with the last being the “opportunity to teach others what you have learned at university”.

Table 3. Descriptives for Items of Employer Attractiveness questionnaire

No	Items	Min.	Max.	Mean	S.D.
1	Gaining experience that will help your career	3	7	5,76	1,10
2	Provides opportunities for better jobs in the future	3	7	5,73	1,04
3	An above average basic salary	1	7	5,67	1,32
4	Having a good relationship with your colleagues	2	7	5,63	1,10
5	Happy work environment	1	7	5,54	1,37
6	Feeling good about yourself as a result of working for the organization	2	7	5,53	1,18
7	An attractive overall compensation package	1	7	5,47	1,26
8	Recognition/appreciation from management	1	7	5,42	1,25
9	The organization values and makes use of your creativity	1	7	5,42	1,22
10	Having a good relationship with your superiors	2	7	5,41	1,18
11	Feeling more self-confident as a result of working i for the organization	2	7	5,38	1,16
12	Working in an exciting environment	2	7	5,35	1,22
13	Supportive and encouraging colleagues	2	7	5,33	1,26
14	Good promotion opportunities within the organization	1	7	5,30	1,29
15	The organization is known for its honesty and fairness	1	7	5,27	1,31
16	The quality of the management	2	7	5,27	1,14
17	A fun working environment	1	7	5,26	1,36
18	Innovative employer-new work practices and ideas	2	7	5,23	1,18
19	Job security within the organization	1	7	5,17	1,47
20	Can gain experience in a range of departments	1	7	5,12	1,39
21	Acceptance and belonging	1	7	5,06	1,42
22	The organization produces high quality products and services	1	7	4,98	1,28
23	Giving you greater respect from family and friends	1	7	4,97	1,49
24	A very profitable organization	1	7	4,87	1,35
25	Socially responsible organization	1	7	4,82	1,34
26	The organization produces innovative products and services	1	7	4,80	1,37
27	Opportunity to apply what was learned at university	1	7	4,70	1,61
28	A large company	1	7	4,55	1,49
29	The organization is customer-oriented	1	7	4,34	1,53
30	The type of product and/or service produced by the organization	1	7	4,28	1,39
31	Company is well-known through advertising and media exposure	1	7	4,25	1,48
32	Opportunity to teach others what you have learned at university	1	7	4,20	1,73

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Valid N (listwise)	120			
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Specifically, students believe that “*future development*” and “*career path*” (items 1 & 2) are the most important aspects amongst others when considering potential employers. Offering “*above average pay*” (item 3) and “*compensation packages*” (item 7) are also perceived as a very important aspect of a potential employer, yet tangible rewards are not the only option.

As mentioned in Chapter 1, employees value **intangible rewards** that **intrinsically** motivate them (Armstrong and Brown, 2009). It comes as no surprise that students lay more importance to intangible rewards offered by a potential employer, like “*personal development*” (items 1 & 2), “*good relationship with colleagues*” (item 4) and “*supervisors*” (item 10), “*happy work environment*” (item 5), “*feeling good about working there*” (item 6), “*effort recognition/appreciation*” (item 8), “*values creativity*” (item 9). This group of items indicates the importance of **career development opportunities** and a **cooperative environment**, which concerns their **personal growth and positive employee relationships**.

Furthermore, an “*exciting*” (item 12), “*supportive and encouraging environment*” (item 13), an “*honest, fair organization*” (item 15), “*helps build self-confidence*” (item 11) with “*quality of management*” (item 16), that offers “*job security*” (item 19), “*acceptance and belonging*” (items 21) are important aspects of a future employer that compose the second group of items pointed out by postgraduate students and they mostly concern the **internal environment** of the organization. However, attributes of the internal environment seem to be of less importance than attributes that promote personal growth and positive employee relationships.

On the other hand, the last 10 items (mean score below 5), concern a group of **external characteristics** of the organization such as “*kind of products/ services it produces*” (items 22 & 26), “*profitable*” (item 24), “*socially responsible*” (item 25), “*large*” (item 28), “*Customer-oriented*” (item 29), “*well-known*” (item 31) and “*opportunity to teach*” or “*to apply knowledge*” (items 27 & 32), that mostly concern its **size, type of products** and **relationship to the society** (humanitarian organization). Students don't seem to be that interested in aspects of the organization that involves its **traits and activities**, such as reputation, size, profitability, social responsiveness, teaching opportunities.

However, there seems to be a **great contradiction** at this point. On the one hand, students believe that the most appealing employer is the one that can offer them development opportunities by gaining experience and using their creativity, but on the other hand, they are not interested in organizations that will give them the chance to “apply university knowledge” or “teach others what they have learned”. These findings indicate that postgraduate students **feel the need to develop and grow through the organization**, but maybe **they don’t feel confident enough to teach or apply university knowledge**.

4.2.2 Factor and reliability analysis

Factor analysis was employed to determine the groupings of employer’s attractiveness items in the study. Principal components analysis (PCA) with varimax rotation was conducted on the initial 32-item scale. Results are shown in Table 3. The relatively high value of 0,837 for the Kaiser-Meyer-Olkin Measure of sampling Adequacy and Bartlett’s test of Sphericity indicated that this analysis is significant.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,837
Bartlett's Test of Sphericity	Approx. Chi-Square	2345,708
	df	496
	Sig.	,000

The PCA method suggested a seven factor solution which accounted 68,39% of the total variance. All of the 32 original items (variables) retained in the factors since factor loadings found to be greater or equal to 0.4 (Hair et al., 1995). Table 4 contains the items of the seven factors and their loadings. Their corresponding eigen values and their explained variances are shown in Appendix B.

The seven groupings together with their labels, meaning, reliability (Cronbach’s alpha), averages and standard deviations (SD), are presented in the following table. The **reliability of the questionnaire can be considered satisfactory** (Table 5). The estimated values of Cronbach’s alpha for each factor were found to be **above of the minimum requirement of 0,70** (Nunnally & Bernstein, 1994). All the means are above 4, a value which is regarded as “neutral” which is an indication that the distribution of the components skew to the higher level of importance side. The “Development Value” and the “Cooperation Value” dimensions have the highest mean scores indicating their importance for potential employees when deciding to

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choose their workplace. In fact the total average for each component scores is over 5 with exception of the “Interest” and “Market” values which receives values below 5 but above 4,5.

Table 4. Results of Principal Component Analysis

Items	Components						
	1	2	3	4	5	6	7
1. Acceptance and belonging	,552						
2. Innovative employer-new work practices and ideas	,667						
3. The organization values and makes use of your creativity	,666						
4. The organization produces high quality products and services	,502						
5. The organization produces innovative products and services	,638						
6. The organization is customer-oriented	,623						
7. Socially responsible organization	,679						
8. Opportunity to apply what was learned at university	,612						
9. Opportunity to teach others what you have learned at university	,566						
10. Good promotion opportunities within the organization		,596					
11. Can gain experience in a range of departments		,604					
12. Job security within the organization		,734					
13. The quality of the management		,704					
14. An above average basic salary		,666					
15. An attractive overall compensation package		,809					
16. Recognition/appreciation from management			,645				
17. Provides opportunities for better jobs in the future			,570				
18. Feeling good about yourself as a result of working for the organization			,772				
19. Feeling more self-confident as a result of working i for the organization			,709				
20. Gaining experience that will help your career				,555			
21. Giving you greater respect from family and friends				,683			
22. The type of product and/or service produced by the organization				580			
23. The organization is known for its honesty and fairness				,656			
24. Company is well-known through advertising and media exposure					,660		

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25. A very profitable organization					,642		
26. A large company					,781		
27. Having a good relationship with your superiors						,634	
28. Having a good relationship with your colleagues						,833	
29. Supportive and encouraging colleagues						,708	
30. A fun working environment							,774
31. Happy work environment							,575
32. Working in an exciting environment							,599

Table 5. Groupings of Employer Attractiveness Item

Groupings	Label	Meaning	Cronbach's alpha	Mean	S.D.
Interest Value (Items 1-9)	IV	Assesses the extent to which an individual is attracted to an employer that promotes creativity and innovation, is customer-oriented and socially responsible and gives employees the opportunity to apply what they have learned and teach others.	0,882	4,84	1,02
Economic Value (Items 10-15)	EV	Assesses the extent to which an individual is attracted to an employer that provides an above average basic salary, an attractive compensation package, job security, promotional opportunities and career enhancing experience	0,861	5,43	1,01
Development Value (Items 16-19)	DV	assesses the extent to which an individual is attracted to an employer that provides recognition, self-worth, confidence and opportunities for better jobs in the future.	0,784	5,51	0,91
Social Value (Items 20-23)	SV	Assesses the extent to which an individual is attracted to an employer that is known for its honesty and fairness, its type of products or services, the respect and experience it will provide to its employees.	0,726	5,07	0,98
Market Value (Items 24-26)	MV	Assesses the extent to which an individual is attracted to an employer that is a large, profitable and well-known organization	0,787	4,56	1,21
Cooperation Value (Items 27-29)	CV	Assesses the extent to which an individual is attracted to an employer that provides good collegial relationships and team atmosphere	0,784	5,46	0,99
Working Environment (Items 30-32)	WE	Assesses the extent to which an individual is attracted to an employer that provides a fun, happy and exiting work environment	0,757	5,38	1,08

4.3 Results of Analysis of Variance -Testing the Hypotheses

4.3.1 Differences between Components

A check of the normal distribution of the seven components revealed that only the skewness and kurtosis of the “Economic Value” component exceeded the critical values of ± 1 . Based on the Boxplot two extreme outliers needed to be removed in order to make values to be identically distributed (see Appendix B for details).

To test Hypothesis 1, analysis of variance for multiple comparisons applied. Results are shown in Table 6. Given that Levene’s test is significant, the Welch test was adopted, the result of which signified that at least one pair of components has a significant difference. The Post-hoc test of Games-Howell detected that the components of “Development value”, “Cooperation value”, “Economic value” and “Working environment” comprise a **subgroup with higher means and have no significance difference**. This sub group could be separated from the rest of the components in a sense that they were considered more important for students.

Table 6. Games-Howell test for differences in means

Components	Mean	Significant differences ($\alpha=0,05$)	Non-significant differences
Interest Value	4,84	Economic Value Development Value Cooperation Value Working Environment	Social Value Market Value
Economic Value	5,43	Interest Value Market Value	Development Value Social Value Cooperation Value
Development Value	5,51	Interest Value Social Value Market Value	Economic Value Cooperation Value Working Environment
Social Value	5,07	Development Value Market Value Cooperation Value*	Interest Value Economic Value Working Environment
Market Value	4,56	Economic Value Development Value Social Value Cooperation Value	Interest Value Working Environment
Cooperation Value	5,46	Interest Value Market Value	Economic Value Development Value Social Value Working Environment
Working Environment	5,38	Interest Value Market Value	Economic Value Development Value Social Value Cooperation Value

*significant at 10% level

4.3.2 Differences in Components according to Gender

Given the dichotomous nature of the gender variable, seven independent t-tests were conducted to compare components' mean scores for males and females. From Table 7 it can be seen that males lay more importance than females to the "Interest value" and "Social value" component while females perceived as more important the "Development" and "Cooperation" components. For the rest of the components perceptions of importance by postgraduate students appeared to split evenly. Dispersions of views about the importance of the components of employer attractiveness are higher in females (higher SD's) with the exception of the component regarding "Cooperation".

Table 7. Dispersion measures of Gender according to components

Components	Gender	Mean	S.D.
Economic Value	male	5,33	0,82
	female	5,33	1,15
Interest Value	male	4,92	0,92
	female	4,77	1,10
Development Value	male	5,45	0,82
	female	5,57	0,98
Market Value	male	4,57	1,21
	female	4,54	1,21
Social Value	male	5,15	0,89
	female	5,00	1,06
Cooperation value	male	5,40	1,09
	female	5,50	0,90
Working Environment	male	5,40	1,08
	female	5,37	1,09

However, results of t-test show that there were **no significant differences in the mean scores of employer attractiveness components between males and females** (table 8). Thus, this study reveals that gender differences of students do not play a significant role in their perceived importance levels of the components of employer attractiveness.

Table 8. t-test for differences between components according to gender.

Components	Significance
Economic Value	0,779
Interest Value	0,186
Development Value	0,475
Market Value	0,398
Social Value	0,749
Cooperation Values	0,573
Working Environment	0,877

4.3.3 Differences in Components with respect to the Post Graduate studies

To test hypothesis 3, seven factor ANOVAs were performed, each one corresponding to the components of employer attractiveness. Our aim was to identify whether students' post graduate studies differ in relation to the seven components of employer attractiveness. Results are presented in Table 9. When Levene's test assess that the assumption of homogeneity of variance has not met, the Welch test instead of F-test was used. Accordingly, the Games-Howell test was applied instead of Tukey's HSD test for pair wise comparisons. Information of these tests reveal that **there is no significant difference ($p>0,05$) in the means of students' postgraduate studies** and therefore **not related to any of the seven components** of employee attractiveness (table 9). In other words, components do not vary according to respondent's field study.

Table 9. Results of ANOVA and multiple comparisons of field studies and the seven components of employee attractiveness.

Components:		EV	IV	DV	MV	SV	CV	WE
Post hoc Tests:		Games-Howell	Tukey	Games-Howell	Tukey	Tukey	Games-Howell	Tukey
Pairwise Comparisons-Post Graduate Studies		Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Master in Economics	Master in Account. & Finan.	0,996	1,000	1,000	1,000	1,000	0,998	0,597
	MSc in Ap. Account. & Audit.	1,000	0,998	0,859	0,836	1,000	0,977	1,000
	MBA	0,892	0,991	0,969	1,000	0,968	0,982	0,960
	Master in Economics & Reg. Devel.	0,532	0,990	1,000	0,975	0,913	0,999	1,000
	Master in Intern. & Europ. Economics	0,940	0,982	0,999	0,969	0,998	1,000	0,994
Master in Account. & Finan.	Master in Economics	0,996	1,000	1,000	1,000	1,000	0,998	0,597
	MSc in Ap. Account. & Audit.	0,962	0,969	0,493	0,757	1,000	0,990	0,512
	MBA	0,977	0,978	0,975	1,000	0,944	0,992	0,752
	Master in Economics & Reg. Devel.	0,564	0,992	0,999	0,984	0,921	1,000	0,758
	Master in Intern. & Europ. Economics	0,993	0,972	0,943	0,971	1,000	0,906	0,824
MSc in Ap. Account. & Audit.	Master in Economics	1,000	0,998	0,859	0,836	1,000	0,977	1,000
	Master in Account. & Finan.	0,962	0,969	0,493	0,757	1,000	0,990	0,512
	MBA	0,574	0,744	0,139	0,750	0,975	1,000	0,972
	Master in Economics & Reg. Devel.	0,220	0,921	0,986	1,000	0,930	0,997	1,000
	Master in Intern. & Europ. Economics	0,774	0,780	0,872	0,997	1,000	0,681	0,999
MBA	Master in Economics	0,892	0,991	0,969	1,000	0,968	0,982	0,960
	Master in Account. & Finan.	0,977	0,978	0,975	1,000	0,944	0,992	0,752
	MSc in Ap. Account. & Audit.	0,574	0,744	0,139	0,750	0,975	1,000	0,972
	Master in Economics &	0,779	1,000	0,981	0,986	0,991	0,998	0,972

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	Reg. Devel.							
	Master in Intern. & Europ. Economics	1,000	1,000	0,401	0,973	0,999	0,558	1,000
Master in Economics & Reg. Devel.	Master in Economics	0,532	0,990	1,000	0,975	0,913	0,999	1,000
	Master in Account. & Finan.	0,564	0,992	0,999	0,984	0,921	1,000	0,758
	MSc in Ap. Account. & Audit.	0,220	0,921	0,986	1,000	0,930	0,997	1,000
	MBA	0,779	1,000	0,981	0,986	0,991	0,998	0,972
	Master in Intern. & Europ. Economics	0,893	1,000	1,000	1,000	0,974	0,978	0,993
Master in Intern. & Europ. Economics	Master in Economics	0,940	0,982	0,999	0,969	0,998	1,000	0,994
	Master in Account. & Finan.	0,993	0,972	0,943	0,971	1,000	0,906	0,824
	MSc in Ap. Account. & Audit.	0,774	0,780	0,872	0,997	1,000	0,681	0,999
	MBA	1,000	1,000	0,401	0,973	0,999	0,558	1,000
	Master in Economics & Reg. Devel.	0,893	1,000	1,000	1,000	0,974	0,978	0,993
F-test		-	0,723	-	0,688	0,837	-	0,367
Welch tests		0,282	-	0,222	-	-	0,679	-

A pitfall of the above analysis is that groups of students with post graduate studies in economic field are of a small sample size. A univariate ANOVA with small sample sizes may not have sufficient power to detect any significant difference among the samples, even if the means are in fact different. For this reason, the six groups of post graduated studies were clustered to three groups according to their field of study they belong to. The masters in Economics, in Economics & Regional Development and in International & European Economics clustered in one group called “**Economics**”. The Master in Accounting & Finance and the MSc in Applied Accounting & Audit clustered in a group labeled “**Finance**” and the **MBA** group remained as it was. Then seven univariate ANOVA were performed using as an independent variable (single factor) the three groups of post graduate studies. Findings of the seven ANOVA indicated that **there are no differences** among the three groups in relation to the seven components of employer attractiveness. Results are presented in Appendix B (under the heading Hypothesis 3b).

4.4 Differences in Components with respect to students' GPA

Seven univariate analysis of variances were conducted to explore the impact of students' GPA-grade point average on the perceived importance levels of the seven components of employer attractiveness. Along the same lines to hypothesis 3, the F and Welch test was used depending on whether the assumption of homogeneity of variances was violated and then accordingly Tukey's HSD or Games-Howell was applied for pairwise comparisons. From the results in Table 10 appears that only the F-test has been utilized as a result that all groups have similar variance.

Following the estimated values of the F-tests among the seven components, **only the component of "Economic Value" (EV) varies with regard to GPA groups.** Post-hoc comparisons using the Tukey HSD test indicated that the mean scores of students with GPA in the range of 5-6,49 (M=5,97, SD=0,53) differ with those with GPA in the range of 6,50-8,49 (M=5,14, SD=1,06) (see Appendix B for descriptive measures under the heading Hypothesis 4).

Table 10. Results of ANOVA and multiple comparisons for students' GPA and the seven components of employee attractiveness.

Components:		EV	IV	DV	MV	SV	CV	WE
Post hoc Tests:		Tukey	Tukey	Tukey	Tukey	Tukey	Games-Howel	Tukey
Pairwise Comparisons-GPA		Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
5-6,49	6,50-8,49	0,032*	0,152	0,225	0,602	0,539	0,895	0,356
	8,5-10	0,538	0,320	0,932	0,733	0,525	0,992	0,824
6,50-8,49	5-6,49	0,032*	0,152	0,225	0,602	0,539	0,895	0,356
	8,5-10	0,078**	0,888	0,119	0,973	0,980	0,874	0,487
8,5-10	5-6,49	0,538	0,320	0,932	0,733	0,525	0,992	0,824
	6,50-8,49	0,078**	0,888	0,119	0,973	0,980	0,874	0,487
F-test		0,010*	0,177	0,061	0,630	0,531	0,827	0,258
Welch tests		-	-	-	-	-	-	-

*significance at 5%. **significance at 10% level.

A statistical significant difference was also found between the groups of 6.50-8,49 (M=5,14, SD=1,06) and 8,5-10 (M=5,63, SD=0,82) but at the $p < 0,10$ level. Taking into consideration the mean scores of the two groups this result indicate that the lower GPA group (6.50-8,49) lay less importance compared to the higher GPA group (8,5-10). In other words students which belong to the lower range of GPA (5-6,49), attach significantly higher value to economic parameters (e.g. salary,

compensation packages etc.) from those belonging to the mid-range of GPA (6,50-8,49) which in turn attach less importance from the higher GPA group (8,5-10). According to ANOVA results the lower and the higher group do not differ significantly in their perceptions of importance about the component of Economic value.

4.5 Summary of Results

In summarizing, Hypothesis 1 was satisfied. Analysis of variance detected that there are differences between the seven components. According to the results, the **components of “Development value”, “Cooperation value”, “Economic value” and “Working environment” constitute a group** where students lay more importance when choosing a potential organization. The other group contains the components “Social value”, “Interest value” and “Market value”, which although it appears important in the perceptions of postgraduate students about employer attractiveness, it falls behind the first group.

These findings indicate that both **tangible** (salary and compensation package) and **intangible** (career development, positive relationships and work environment) **benefits** are more important to potential employees than the organization’s **external traits and activities** (size, profitability, products and relationship to society). It clearly shows that according to postgraduate students **“what an organization can offer to them”** seems to be more important than **“what an organization can offer to others”** (society, market, environment).

However, the main findings of the present research indicate that postgraduate students’ **gender and postgraduate studies does not have any influence on the seven components compiling the employer attractiveness**. T-test’s and ANOVA results showed that there were no significant differences in the mean scores of employer attractiveness’ components between males and females, as well as in the mean scores of students’ postgraduate studies ($p>0,05$). Therefore, Hypotheses 2 and 3 were not satisfied.

As to the last Hypothesis, it was partially satisfied in a sense, that **GPA scores have an impact only on the “Economic value” component**. Students with the lowest GPA score did not differ with students with the highest GPA score. Those in the middle differed significantly with the other two groups of students and perceived the economic value component as less important, but at the $p<0,10$ level.

CHAPTER 5

5.1 Discussion of Findings

The 32 item scale used in our research has, with some modifications, proven effective in identifying postgraduate students' perceptions of employer attractiveness attributes. We identified **the most important and least important attributes of potential employers in Greek context**, which is the main contribution of this study. Greek students seem to consider “gaining career experience”, “opportunities for better job in the future” as most important organizational attributes, followed by “above average salary”, “good relationship with colleagues”, “happy work environment” and “promoting self-esteem” (Table 11).

Table 11. Most-Important and Least-Important Employer Attributes of Greek Postgraduate Students

Most Important Attributes (in descending order)	Least Important Attributes (in ascending order)
Gaining career experience	Opportunity to teach others
Opportunities for better job in the future	Well-known company
Above average basic salary	Type of Products/services produced
Good relationship with colleagues	Customer-oriented organization
Happy work environment	Large Company
Promotes self-esteem	Opportunity to apply university knowledge

This validates Ambler and Barrow's (1996) definition of employer branding that suggests “functional, economic and psychological benefits provided by employment”. Our findings further validate:

- Arachchige and Robertson's (2011) findings in Sri Lanka context where “gaining career experience”, “opportunities for better job in the future”, “good relationship with colleagues” and “promotes self-esteem” were among most preferred employer attributes,

- Berthon et al' s (2005) findings in Australian context where some of student's most preferred attributes were “happy work environment”, “above average salary” and “good relationship with colleagues” and
- Alniacik E. and Alniacik U. (2012) findings in Turkish context where some of the most important attractiveness dimensions where “promotes self-esteem” and “gaining career experience”.

On the other hand, Greek postgraduate students don't seem to be that interested in Organizations that are “large” or “well-known”, that can “offer them the opportunity to teach to other colleagues” or “apply university learning”, “the type of products or services they provide” or whether they are “customer oriented” (Table 11). These finding are similar to:

- Sri Lanka students' least preferred employer attributes which were “Customer-oriented organizations” and “opportunity to teach others”
- Australian students' least preferred employer attributes which were “opportunity to teach others”, “apply university learning” and “Customer-oriented organizations” and
- Turkish students' least important attractiveness dimensions which were “Customer-oriented organizations”, “opportunity to teach others” and “apply university learning”

Factor Analysis allowed us to form seven postgraduate student preference factors which we believe can be helpful to any organization (foreign or domestic) as a part of recruitment and retaining strategy (Table 12). As Stahl's et al (2012) research project in 40 companies and corporations indicates, most companies follow a talent pool strategy and **develop close ties with universities around the world** to attract top talent. Our study can provide valuable information, concerning Greek postgraduate students' preferences, to companies and organizations that try to develop an **effective pool strategy** and at the same time, by acknowledging employee preferences, build **effective retention programs** to sustain critical talent.

Table 12. Postgraduate Student Preference Factors

Development Value	Cooperation Value	Economic Value	Working Environment	Social Value	Interest Value	Market Value
Recognition/ appreciation from management	Good relationship with colleagues	Promotion Opportunities	Fun Working Environment	Gaining career experience	Acceptance and Belonging	Well-known through advertising
Opportunities for better job in the Future	Good relationship with supervisors	Gain Experience	Happy Working Environment	Giving you respect from Family and friends	Innovative employer	Very profitable
Feeling good about working there	Supportive and encouraging colleagues	Job security	Exciting Environment	Type of Products	Value and make use of creativity	Large Company
Feeling self-confident		Quality of management		Known for Honesty and Fairness	Produce high quality products	
		Above average salary			Produce innovative products	
		Attractive compensation package			Social responsible	
					Apply university learning	
					Customer-oriented	
					Teach others	

Our research indicated that **“Development Value”** and **“Cooperation Value”** are perceived as the most important factors that may attract postgraduate students, followed by **“Economic Value”** and **“Working Environment”** factors. On the other hand, **“Social Value”**, **“Interest Value”** and **“Market Value”** seem less important factor to postgraduate students when deciding where to work. Greek postgraduate students are attracted by organizations that will help them develop self-worth, self-esteem, confidence and better job opportunities in the future and at the same time provide good collegial relationships and team atmosphere.

These results suggest that at the time of this research, potential employees value an organization that will help them **grow professionally and develop**

cooperative skills. At second level, they seem to value salary level and compensation packages, promotion opportunities, work experience, job security, quality of management and a happy and exciting working environment. Both **tangible and intangible benefits** are of greater importance when considering a potential employer.

On the other hand, students **don't seem to be that interested** in well-known and large or profitable organizations, the type of products they produce, whether they use employee innovation and creativity or if they are social responsible or customer-oriented. Therefore, organizational traits and benefits that it can offer to others (society, market, environment) are not that important aspects to postgraduate students.

Nevertheless, our research revealed that **gender differences and field of study don't play a significant role in Greek postgraduate students' perceived importance levels** and therefore, Hypotheses 2 and 3 were not satisfied.

As far as Hypothesis 4 is concerned, it was partially satisfied due to the fact that GPA didn't seem to have an impact on Greek postgraduate students' preferences, with the exception of the **Economic Value component**. These findings are the last contribution of this research. We believe that they indicate that lower achievers (students whose GPA is under 6,45) and over achievers (students whose GPA is over 8,5) attach higher value to the level of salary, compensation packages, job security, work experience and quality of management, than those belonging to the middle range (6,5-8,49).

5.2 Limitations of the Study

We must point out that the current study was exploratory and it was carried out in Northern Greece. Students that participated were drawn from two major Public Universities and three different specializations (Economics, Business Administration and Finance & Accounting). Additionally, Postgraduate students are high skilled, but at the time of this study, they are being confronted with markets where there is an oversupply in labor and unemployment rates are at 26,3% (OECD, 2015), which may have influenced their preferences. Finally, due to the fact that students with a very low GPA can't easily be accepted at a post-graduate program, our research included just 10 students at this category, which represent the 8,3% of the students that participated

in the current research and must be taken into consideration before reaching to any conclusions.

5.3 Conclusion

The current study tried to illuminate the attributes of employer attractiveness as perceived by postgraduate students within Greek context. We used a 32 item scale as developed by Berthon et al (2005) and modified by Arachchige and Robertson (2011) in order to find the group of factors that most influence student preferences. Analysis of the survey results has indicated 7 dimensions of employer attractiveness. In our research, the group of dimensions “Development Value”, “Cooperation Value”, “Economic Value” and “Working Environment” were considered as the most important by Greek postgraduate students.

Nowadays, organizations tend to invest more on intangible assets, such as human capital and skilled employees (Barney, 1995), in order to raise profit per employee and return on invested capital. However, increased competition among corporations for most talented employees has become even more fierce. It seems that only the organizations that can be identified as attractive employers will win the “War for Talent” and gain competitive advantage by acquiring a rare and irreplaceable pore, which is the “human capital”.

Our findings show that organizations that promote employee development, personal growth and good collegial environment are most preferred by Greek postgraduate students. Gender diversity or field of study doesn’t seem to influence student preferences. On the other hand, there has been same evidence that Economic Value” seems to affect low-achievers and high-achievers more than those in the middle range.

Greece is going through major economic chances, at the time of the present study. These finding can help domestic organizations develop the necessary recruitment and retention practices in order to attract talented employees. They can, also, provide necessary information on Greek student preferences to multinational cooperations that wish to invest in Greece and attract most talented employees.

5.4 Implications and Further Research

Further research on employees' or HR managers' perceptions may help us acquire more accurate information on the dimensions that most influence employee preferences and help build a successful Employer Brand.

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APPENDIX

7. APPENDIX A

7.1 Research Questionnaire

Dear Student,

the purpose of this questionnaire is to help us identify the dimensions that are most significant to postgraduate students when considering a potential employer. It is a part of my Master's thesis research and therefore your participation is highly appreciated and important.

This study will not require names or personal identity and your participation is completely anonymous and voluntary. It will take approximately 10 minutes from your valuable time.

Sincerely,

Karantali Maria

Demographic information

Gender: Male Female

Postgraduate Studies: Master in Economics

Master in Accounting & Finance

Msc in Applied Accounting and Auditing

MBA

Master in Economic & Regional Development

Master in International and European Economics

Current GPA: (10–8,50)

(8,49 – 6,50)

(6,49 – 5)

Student Perceptions of Employer Attractiveness

How Important are the following to You When Considering Potential Employers?	1 = not important	2	3	4	5	6	7 = extremely important
Recognition/appreciation from management							
A fun working environment							
Provides opportunities for better jobs in the future							
Feeling good about yourself as a result of working for the organization							
Feeling more self-confident as a result of working for the organization							
Gaining experience that will help your career							
Having a good relationship with your superiors							
Having a good relationship with your colleagues							
Supportive and encouraging colleagues							
Working in an exciting environment							
Innovative employer-new work practices and ideas							
The organization values and makes use of your creativity							
The organization produces high quality products and services							
The organization produces innovative products and services							
Good promotion opportunities within the organization							
Socially responsible organization							
Opportunity to apply what was learned at university							
Opportunity to teach others what you have learned at university							
Acceptance and belonging							
The organization is customer-oriented							
Job security within the organization							
Can gain experience in a range of departments							
Happy work environment							
An above average basic salary							
An attractive overall compensation package							
A very profitable organization							
A large company							
Company is well-known through advertising and media exposure							

Student Perceptions of Employer Attractiveness

The type of product and/or service produced by the organization							
The quality of the management							
The organization is known for its honesty and fairness							
Giving you greater respect from family and friends							

8. APPENDIX B

8.1 Descriptive Statistics

Frequency Tables

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	55	45,8	45,8	45,8
Valid female	65	54,2	54,2	100,0
Total	120	100,0	100,0	

Postgraduate studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Master in Economics	8	6,7	6,7	6,7
Valid Master in Account. & Finan.	34	28,3	28,3	35,0
Valid MSc in Ap. Account. & Audit.	15	12,5	12,5	47,5
Valid MBA	45	37,5	37,5	85,0
Valid Master in Economics & Reg. Devel.	4	3,3	3,3	88,3
Valid Master in Intern. & Europ. Economics	14	11,7	11,7	100,0
Total	120	100,0	100,0	

Current GPA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5-6,49	10	8,3	8,3	8,3
Valid 6,50-8,49	80	66,7	66,7	75,0
Valid 8,5-10	30	25,0	25,0	100,0
Total	120	100,0	100,0	

Student Perceptions of Employer Attractiveness

Measures of Dispersions (Items)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Gaining experience that will help your career	120	3,00	7,00	5,7583	1,10001	-,507	,221	-,615	,438
Provides opportunities for better jobs in the future	120	3,00	7,00	5,7250	1,04490	-,819	,221	,267	,438
An above average basic salary	120	1,00	7,00	5,6667	1,32420	-1,284	,221	1,718	,438
Having a good relationship with your colleagues	120	2,00	7,00	5,6333	1,09953	-,732	,221	,302	,438
Happy work environment	120	1,00	7,00	5,5417	1,36521	-1,278	,221	1,921	,438
Feeling good about yourself as a result of working for the organization	120	2,00	7,00	5,5333	1,18061	-,766	,221	,444	,438
An attractive overall compensation package	120	1,00	7,00	5,4667	1,26314	-1,145	,221	1,624	,438
Recognition/appreciation from management	120	1,00	7,00	5,4167	1,25412	-,731	,221	,619	,438
The organization values and makes use of your creativity	120	1,00	7,00	5,4167	1,22016	-,791	,221	,663	,438
Having a good relationship with your superiors	120	2,00	7,00	5,4083	1,18461	-,441	,221	-,489	,438
Feeling more self-confident as a result of working in the organization	120	2,00	7,00	5,3833	1,16087	-,564	,221	-,098	,438
Working in an exciting environment	120	2,00	7,00	5,3500	1,22062	-,476	,221	-,267	,438
Supportive and encouraging colleagues	120	2,00	7,00	5,3250	1,25800	-,535	,221	-,189	,438
Good promotion opportunities within the organization	120	1,00	7,00	5,3000	1,29381	-1,004	,221	1,310	,438
The organization is known for its honesty and fairness	120	1,00	7,00	5,2667	1,30759	-,715	,221	,623	,438
The quality of the management	120	2,00	7,00	5,2667	1,13562	-,438	,221	,090	,438
A fun working environment	120	1,00	7,00	5,2583	1,36274	-,622	,221	,015	,438
Innovative employer-new work practices and ideas	120	2,00	7,00	5,2333	1,17918	-,466	,221	,036	,438

Student Perceptions of Employer Attractiveness

Job security within the organization	120	1,00	7,00	5,1667	1,46863	-,779	,221	-,019	,438
Can gain experience in a range of departments	120	1,00	7,00	5,1167	1,38530	-,502	,221	-,178	,438
Acceptance and belonging	120	1,00	7,00	5,0583	1,41597	-,755	,221	,468	,438
The organization produces high quality products and services	120	1,00	7,00	4,9833	1,28327	-,793	,221	,725	,438
Giving you greater respect from family and friends	120	1,00	7,00	4,9667	1,48908	-,361	,221	-,676	,438
A very profitable organization	120	1,00	7,00	4,8667	1,35308	-,561	,221	,092	,438
Socially responsible organization	120	1,00	7,00	4,8167	1,34091	-,488	,221	,110	,438
The organization produces innovative products and services	120	1,00	7,00	4,8000	1,36954	-,509	,221	,248	,438
Opportunity to apply what was learned at university	120	1,00	7,00	4,7000	1,61193	-,564	,221	-,343	,438
A large company	120	1,00	7,00	4,5500	1,49425	-,344	,221	-,658	,438
The organization is customer-oriented	120	1,00	7,00	4,3417	1,52567	-,639	,221	-,156	,438
The type of product and/or service produced by the organization	120	1,00	7,00	4,2750	1,39002	-,163	,221	-,524	,438
Company is well-known through advertising and media exposure	120	1,00	7,00	4,2500	1,47955	-,410	,221	-,530	,438
Opportunity to teach others what you have learned at university	120	1,00	7,00	4,2000	1,73254	-,157	,221	-,895	,438
Valid N (listwise)	120								

8.2 Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,837
Approx. Chi-Square	2345,708
Bartlett's Test of Sphericity df	496
Sig.	,000

Communalities

	Initial	Extraction
Recognition/appreciation from management	1,000	,575
Provides opportunities for better jobs in the future	1,000	,516
Feeling good about yourself as a result of working for the organization	1,000	,728
Feeling more self-confident as a result of working in the organization	1,000	,745
Gaining experience that will help your career	1,000	,670
Good promotion opportunities within the organization	1,000	,686
Can gain experience in a range of departments	1,000	,602
Giving you greater respect from family and friends	1,000	,577
A fun working environment	1,000	,660
Having a good relationship with your superiors	1,000	,651
Having a good relationship with your colleagues	1,000	,753
Supportive and encouraging colleagues	1,000	,682
Acceptance and belonging	1,000	,678
Job security within the organization	1,000	,713
Happy work environment	1,000	,751
The quality of the management	1,000	,679
Working in an exciting environment	1,000	,674
Innovative employer-new work practices and ideas	1,000	,702
The organization values and makes use of your creativity	1,000	,665
The organization produces high quality products and services	1,000	,677
The organization produces innovative products and services	1,000	,762
The organization is customer-oriented	1,000	,609
Company is well-known through advertising and media exposure	1,000	,773
The type of product and/or service produced by the organization	1,000	,695
An above average basic salary	1,000	,681
An attractive overall compensation package	1,000	,792
A very profitable organization	1,000	,764
A large company	1,000	,740
Socially responsible organization	1,000	,674
Opportunity to apply what was learned at university	1,000	,702
Opportunity to teach others what you have learned at university	1,000	,656
The organization is known for its honesty and fairness	1,000	,652

Extraction Method: Principal Component Analysis.

Student Perceptions of Employer Attractiveness

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,515	32,860	32,860	10,515	32,860	32,860	4,632	14,474	14,474
2	2,941	9,189	42,050	2,941	9,189	42,050	4,559	14,246	28,720
3	2,639	8,248	50,298	2,639	8,248	50,298	3,141	9,816	38,536
4	1,889	5,903	56,201	1,889	5,903	56,201	2,587	8,084	46,620
5	1,560	4,875	61,075	1,560	4,875	61,075	2,487	7,773	54,393
6	1,232	3,851	64,926	1,232	3,851	64,926	2,482	7,758	62,151
7	1,108	3,461	68,388	1,108	3,461	68,388	1,996	6,237	68,388
8	,993	3,102	71,490						
9	,866	2,706	74,196						
10	,767	2,397	76,593						
11	,692	2,161	78,754						
12	,670	2,092	80,847						
13	,631	1,973	82,819						
14	,555	1,733	84,553						
15	,549	1,715	86,268						
16	,460	1,436	87,704						
17	,458	1,431	89,134						
18	,375	1,171	90,305						
19	,351	1,098	91,403						
20	,337	1,052	92,455						
21	,321	1,003	93,458						
22	,294	,919	94,378						
23	,275	,859	95,237						
24	,248	,776	96,012						
25	,224	,699	96,711						
26	,216	,675	97,386						
27	,192	,601	97,987						
28	,163	,508	98,495						
29	,159	,497	98,992						
30	,119	,372	99,364						
31	,118	,369	99,733						
32	,086	,267	100,000						

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Recognition/appreciation from management	,377	,601	,110	,133	,103	-	,048
Provides opportunities for better jobs in the future	,453	,387	,134	,362	-	,171	,061
Feeling good about yourself as a result of working for the organization	,516	,473	,379	,116	,075	,049	-
Feeling more self-confident as a result of working in for the organization	,546	,217	,421	,160	,051	,258	,110
Gaining experience that will help your career	,535	,220	,427	,269	,094	,237	-
Good promotion opportunities within the organization	,664	,076	-	,055	-	-	,153
Can gain experience in a range of departments	,659	-	,368	,017	,268	,024	,168
		,160	,311		,204	,053	,014

Student Perceptions of Employer Attractiveness

Giving you greater respect from family and friends	,458	-	,362	,110	,172	,311	-
	,146						,276
A fun working environment	,305	,387	-	-	-	,353	,252
			,024	,275	,390		
Having a good relationship with your superiors	,507	,203	,371	-	,256	,206	,100
				,313			
Having a good relationship with your colleagues	,380	,296	,309	-	,417	-	,187
				,464		,029	
Supportive and encouraging colleagues	,543	,252	,161	-	,186	-	,232
				,441		,121	
Acceptance and belonging	,720	-	-	-	,057	-	-
		,058	,262	,186		,222	,035
Job security within the organization	,653	,188	-	-	,193	-	,002
			,445	,106		,070	
Happy work environment	,623	,240	-	-	-	,386	,009
			,296	,227	,132		
The quality of the management	,606	,119	-	,085	,144	,112	-
			,307				,403
Working in an exciting environment	,651	,276	-	-	-	,195	,228
			,044	,175	,227		
Innovative employer-new work practices and ideas	,638	-	,027	,088	-	-	,180
		,111			,443	,214	
The organization values and makes use of your creativity	,648	,034	-	-	-	-	-
			,079	,088	,282	,387	,037
The organization produces high quality products and services	,529	-	,342	,184	-	,098	,091
		,349			,327		
The organization produces innovative products and services	,641	-	,325	,123	-	-	,108
		,295			,356	,060	
The organization is customer-oriented	,584	-	-	-	-	,013	,096
		,447	,120	,182	,106		
Company is well-known through advertising and media exposure	,632	-	-	,117	,176	,178	,223
		,497	,026				
The type of product and/or service produced by the organization	,592	-	,235	-	,159	,179	-
		,449		,006			,172
An above average basic salary	,497	,417	-	,369	,067	,066	,048
			,335				
An attractive overall compensation package	,615	,237	-	,319	,049	,063	,003
			,500				
A very profitable organization	,589	-	-	,480	,269	,033	,194
		,180	,210				
A large company	,465	-	,347	,366	,260	-	,364
		,264				,022	
Socially responsible organization	,654	-	,137	-	-	-	-
		,286		,257	,228	,010	,169
Opportunity to apply what was learned at university	,636	-	-	-	,122	-	-
		,326	,238	,268		,187	,118
Opportunity to teach others what you have learned at university	,646	-	-	-	,191	-	-
		,360	,109	,164		,181	,025
The organization is known for its honesty and fairness	,524	,098	,342	-	-	,117	-
				,126	,077		,464

Extraction Method: Principal Component Analysis.

a. 7 components extracted.

Student Perceptions of Employer Attractiveness

Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Recognition/appreciation from management	,261	-	,645	-	-	,259	,125
Provides opportunities for better jobs in the future	,247	-	,570	,213	,134	-	,254
Feeling good about yourself as a result of working for the organization	,086	,166	,772	-	,204	,222	,081
Feeling more self-confident as a result of working i for the organization	,054	,295	,709	,129	,197	,249	-
Gaining experience that will help your career	,107	,006	,492	,251	,555	,074	,186
Good promotion opportunities within the organization	,596	,457	,179	-	,112	-	,249
Can gain experience in a range of departments	,604	,322	-	,049	,136	,115	,018
Giving you greater respect from family and friends	,089	,082	,106	,268	,683	,109	-
A fun working environment	,078	,080	,098	-	,009	,171	,006
Having a good relationship with your superiors	,047	,060	,184	,098	,360	,634	,774
Having a good relationship with your colleagues	,027	,017	,189	,153	,114	,833	,240
Supportive and encouraging colleagues	,136	,266	,227	,038	,012	,708	,082
Acceptance and belonging	,529	,552	,096	,036	,039	,284	,197
Job security within the organization	,734	,250	,105	,051	-	,300	,008
Happy work environment	,544	,190	-	,017	,036	-	,097
The quality of the management	,704	,158	,129	-	,208	,207	,575
Working in an exciting environment	,307	,291	,220	,041	,370	,031	,001
Innovative employer-new work practices and ideas	,133	,667	,313	,062	-	-	,276
The organization values and makes use of your creativity	,283	,666	,352	-	,026	,085	,093
The organization produces high quality products and services	-	,502	,158	,043	,028	-	,220
The organization produces innovative products and services	,110	,638	,264	,452	,342	-	,137
The organization is customer-oriented	-	,064	-	,278	,137	,118	,207
Company is well-known through advertising and media exposure	,229	,623	-	,212	,137	,118	,113
The type of product and/or service produced by the organization	,298	,384	-	,660	,233	,125	,030
An above average basic salary	,140	,392	,173	,384	,580	,154	-
An attractive overall compensation package	,666	-	,395	,155	-	-	,087
A very profitable organization	,809	,082	,240	,174	,037	,046	,216
A large company	,553	,134	,137	,642	,020	,081	-
Socially responsible organization	,005	,153	,238	,781	,131	,155	-
Opportunity to apply what was learned at university	,108	,679	,015	,056	,395	,147	,095
Opportunity to teach others what you have learned at university	,437	,612	-	,074	,138	,272	-
	,362	,566	,139	,243	,155	,293	,137
			,076				,172

Student Perceptions of Employer Attractiveness

The organization is known for its honesty and fairness	,092	,274	,289	-	,656	,157	,097
	,145						

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 79 iterations.

Component Transformation Matrix

Component	1	2	3	4	5	6	7
1	,522	,552	,314	,305	,325	,276	,218
2	,193	-,468	,616	-,412	-,150	,224	,350
3	-,735	-,011	,400	,202	,447	,237	-,038
4	,174	-,282	,415	,500	,014	-,657	-,189
5	,279	-,452	-,116	,262	,090	,558	-,562
6	,085	-,437	-,417	,184	,505	-,069	,579
7	-,183	-,032	-,040	,586	-,639	,265	,376

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

8.3 Reliability analysis

Reliability Statistics IV1-9

Cronbach's Alpha	N of Items
,882	9

Reliability Statistics EV1-6

Cronbach's Alpha	N of Items
,861	6

Reliability Statistics DV1-4

Cronbach's Alpha	N of Items
,784	4

Reliability Statistics SV1-4

Cronbach's Alpha	N of Items
,726	4

Reliability Statistics MV1-3

Cronbach's Alpha	N of Items
,787	3

Reliability Statistics CV1-3

Cronbach's Alpha	N of Items
,784	3

Reliability Statistics WE1-3

Student Perceptions of Employer Attractiveness

Cronbach's Alpha	N of Items
,757	3

Measure of Dispersions (Components)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Economic Value	120	1,50	6,83	5,3306	1,01021	-1,145	,221	2,167	,438
Interest Value	120	2,22	6,78	4,8389	1,01742	-,507	,221	-,314	,438
Development Value	120	2,75	7,00	5,5146	,90592	-,413	,221	-,209	,438
Market Value	120	1,67	7,00	4,5556	1,20869	-,301	,221	-,433	,438
Social Value	120	2,00	7,00	5,0667	,98451	-,484	,221	,368	,438
Cooperation value	120	3,00	7,00	5,4556	,98820	-,322	,221	-,702	,438
WE	120	2,67	7,00	5,3833	1,08090	-,537	,221	-,267	,438
Valid N (listwise)	120								

8.4 Hypothesis 1

H1: Distinct components of Employer Attractiveness have different levels of perceived importance

Test of Homogeneity of Variances
Components

Levene Statistic	df1	df2	Sig.
4,671	5	714	,000

ANOVA
Components

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	77,226	5	15,445	15,653	,000
Within Groups	704,528	714	,987		
Total	781,754	719			

Robust Tests of Equality of Means
Components

	Statistic	df1	df2	Sig.
Welch	14,625	5	332,072	,000
Brown-Forsythe	15,653	5	666,106	,000

a. Asymptotically F distributed.

Student Perceptions of Employer Attractiveness

Games-Howell

(I) Factors	(J) Factors	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Devel. Value	Soc. Value	,07604	,10530	,979	-,2265	,3786
	Int. Value	,06667	,11487	,992	-,2635	,3968
	Market Value	,87000*	,12324	,000	,5156	1,2244
	Econ. Value	,26250	,11657	,219	-,0726	,5976
	Appl. Value	,65417*	,12871	,000	,2839	1,0244
Soc. Value	Devel. Value	-,07604	,10530	,979	-,3786	,2265
	Int. Value	-,00938	,11891	1,000	-,3511	,3323
	Market Value	,79396*	,12701	,000	,4288	1,1591
	Econ. Value	,18646	,12055	,634	-,1600	,5329
	Appl. Value	,57813*	,13233	,000	,1976	,9586
Int. Value	Devel. Value	-,06667	,11487	,992	-,3968	,2635
	Soc. Value	,00938	,11891	1,000	-,3323	,3511
	Market Value	,80333*	,13505	,000	,4153	1,1914
	Econ. Value	,19583	,12899	,653	-,1748	,5664
	Appl. Value	,58750*	,14006	,001	,1850	,9900
Market Value	Devel. Value	-,87000*	,12324	,000	-1,2244	-,5156
	Soc. Value	-,79396*	,12701	,000	-1,1591	-,4288
	Int. Value	-,80333*	,13505	,000	-1,1914	-,4153
	Econ. Value	-,60750*	,13650	,000	-,9997	-,2153
	Appl. Value	-,21583	,14700	,685	-,6382	,2065
Econ. Value	Devel. Value	-,26250	,11657	,219	-,5976	,0726
	Soc. Value	-,18646	,12055	,634	-,5329	,1600
	Int. Value	-,19583	,12899	,653	-,5664	,1748
	Market Value	,60750*	,13650	,000	,2153	,9997
	Appl. Value	,39167	,14145	,066	-,0148	,7981
Appl. Value	Devel. Value	-,65417*	,12871	,000	-1,0244	-,2839
	Soc. Value	-,57813*	,13233	,000	-,9586	-,1976
	Int. Value	-,58750*	,14006	,001	-,9900	-,1850
	Market Value	,21583	,14700	,685	-,2065	,6382
	Econ. Value	-,39167	,14145	,066	-,7981	,0148

*. The mean difference is significant at the 0.05 level.

8.5 Hypothesis 2

H2: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Economic Value	male	55	5,3273	,81773	,11026
	female	65	5,3333	1,15470	,14322
Interest Value	male	55	4,9172	,92078	,12416
	female	65	4,7726	1,09527	,13585
Development Value	male	55	5,4500	,81706	,11017
	female	65	5,5692	,97779	,12128
Market Value	male	55	4,5697	1,21322	,16359
	female	65	4,5436	1,21417	,15060
Social Value	male	55	5,1455	,88675	,11957
	female	65	5,0000	1,06250	,13179
Cooperation value	male	55	5,4000	1,08942	,14690
	female	65	5,5026	,89970	,11159

Student Perceptions of Employer Attractiveness

Working Environment	male	55	5,4000	1,07803	,14536
	female	65	5,3692	1,09151	,13539

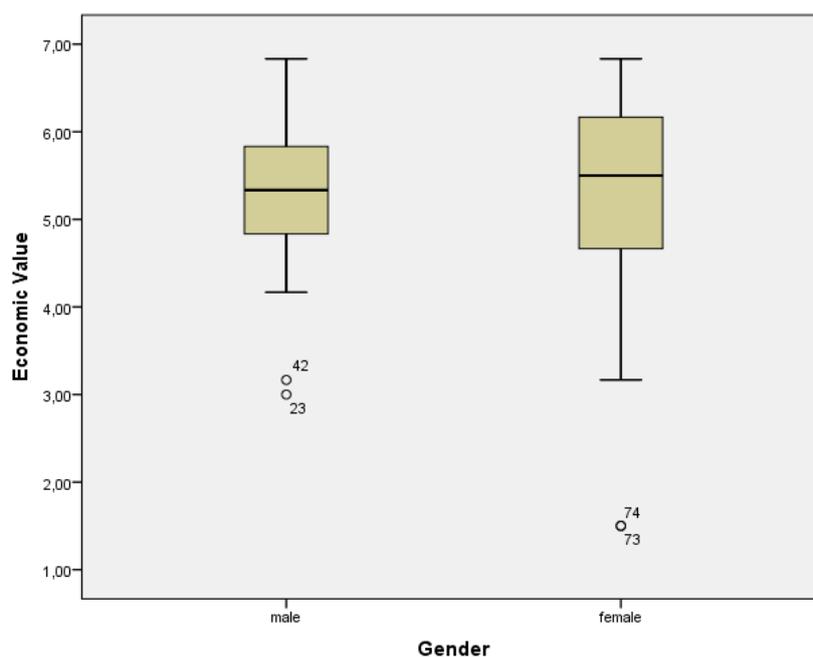
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Economic Value	Equal variances assumed	3,949	,049	-,033	118	,974	-,00606	,18586	-,37412	,36200
	Equal variances not assumed			-,034	114,625	,973	-,00606	,18075	-,36411	,35198
Interest Value	Equal variances assumed	2,219	,139	,774	118	,440	,14452	,18672	-,22523	,51427
	Equal variances not assumed			,785	117,997	,434	,14452	,18404	-,21993	,50897
Development Value	Equal variances assumed	2,175	,143	-,717	118	,475	-,11923	,16631	-,44858	,21012
	Equal variances not assumed			-,728	117,986	,468	-,11923	,16385	-,44370	,20524
Market Value	Equal variances assumed	,001	,977	,117	118	,907	,02611	,22237	-,41425	,46646
	Equal variances not assumed			,117	114,764	,907	,02611	,22236	-,41435	,46656
Social Value	Equal variances assumed	1,281	,260	,805	118	,422	,14545	,18064	-,21226	,50317
	Equal variances not assumed			,817	117,982	,415	,14545	,17795	-,20693	,49784
Cooperation value	Equal variances assumed	1,420	,236	-,565	118	,573	-,10256	,18157	-,46212	,25699
	Equal variances not assumed			-,556	104,848	,579	-,10256	,18448	-,46835	,26323
Working Environment	Equal variances assumed	,000	,986	,155	118	,877	,03077	,19885	-,36301	,42455
	Equal variances not assumed			,155	115,187	,877	,03077	,19864	-,36270	,42424

Student Perceptions of Employer Attractiveness

Gender- EV

		Descriptives		Statistic	Std. Error
		Gender			
Economic Value	male	Mean		5,3273	,11026
		95% Confidence Interval for Mean	Lower Bound	5,1062	
			Upper Bound	5,5483	
		5% Trimmed Mean		5,3577	
		Median		5,3333	
		Variance		,669	
		Std. Deviation		,81773	
		Minimum		3,00	
		Maximum		6,83	
		Range		3,83	
		Interquartile Range		1,00	
		Skewness		-,507	,322
		Kurtosis		,490	,634
		female	Mean		5,3333
	95% Confidence Interval for Mean		Lower Bound	5,0472	
			Upper Bound	5,6195	
	5% Trimmed Mean			5,4302	
	Median			5,5000	
	Variance			1,333	
	Std. Deviation			1,15470	
	Minimum			1,50	
	Maximum			6,83	
	Range			5,33	
	Interquartile Range			1,58	
	Skewness			-1,300	,297
	Kurtosis		2,066	,586	



Student Perceptions of Employer Attractiveness

Gender- EV

Descriptives

		Gender	Statistic	Std. Error		
Economic Value	male	Mean	5,4119	,09646		
		95% Confidence Interval for Mean	Lower Bound 5,2184	Upper Bound 5,6055		
		5% Trimmed Mean	5,4022			
		Median	5,5000			
		Variance	,493			
		Std. Deviation	,70226			
		Minimum	4,17			
		Maximum	6,83			
		Range	2,67			
		Interquartile Range	1,00			
		Skewness	,099	,327		
		Kurtosis	-,842	,644		
		female	Mean	5,4550	,11868	
			95% Confidence Interval for Mean	Lower Bound 5,2178	Upper Bound 5,6923	
			5% Trimmed Mean	5,4954		
			Median	5,6667		
			Variance	,887		
			Std. Deviation	,94196		
Minimum	3,17					
Maximum	6,83					
Range	3,67					
Interquartile Range	1,33					
Skewness	-,631	,302				
Kurtosis	-,474	,595				

Test of Homogeneity of Variances

Economic Value

Levene Statistic	df1	df2	Sig.
3,674	1	114	.058

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Economic Value	male	53	5,4119	,70226	,09646
	female	63	5,4550	,94196	,11868

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

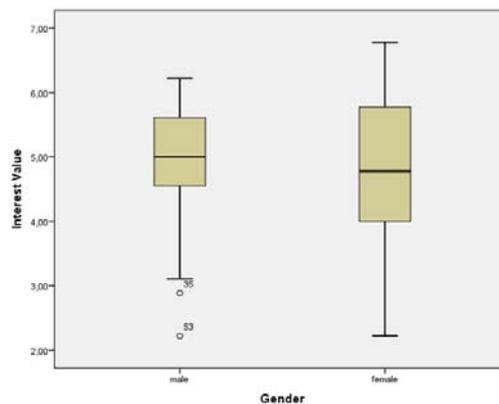
Student Perceptions of Employer Attractiveness

Equal variances assumed	3,674	,058	-,275	114	,784	-,04308	,15678	-,35365	,26750
Value Equal variances not assumed			-,282	112,459	,779	-,04308	,15293	-,34608	,25993

Gender- IV

Descriptives

Gender		Statistic	Std. Error	
Interest Value	male	Mean	4,9172	
		95% Confidence Interval for Lower Bound	4,6682	
		Mean Upper Bound	5,1661	
		5% Trimmed Mean	4,9691	
		Median	5,0000	
		Variance	,848	
		Std. Deviation	,92078	
		Minimum	2,22	
		Maximum	6,22	
		Range	4,00	
		Interquartile Range	1,11	
		Skewness	-,941	,322
		Kurtosis	,535	,634
		Mean	4,7726	,13585
		95% Confidence Interval for Lower Bound	4,5013	
	Mean Upper Bound	5,0440		
	5% Trimmed Mean	4,7939		
	Median	4,7778		
	Variance	1,200		
	Std. Deviation	1,09527		
	Minimum	2,22		
	Maximum	6,78		
	Range	4,56		
	Interquartile Range	1,78		
	Skewness	-,242	,297	
	Kurtosis	-,651	,586	



Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances

Interest Value

Levene Statistic	df1	df2	Sig.
5,031	1	116	,027

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Interest Value	male	53	5,0063	,80844	,11105
	female	65	4,7726	1,09527	,13585

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Interest Value	5,031	,027	1,292	116	,199	,23364	,18085	-,12455	,59183	
Value			1,332	114,941	,186	,23364	,17546	-,11392	,58120	

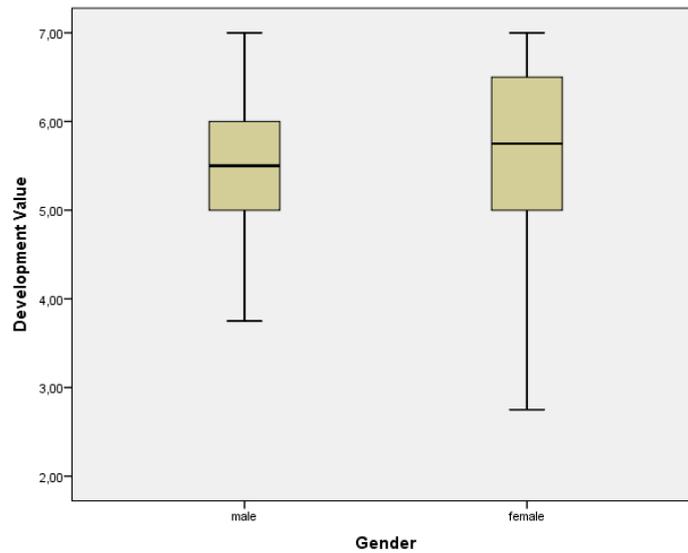
Gender-DV

Descriptives

	Gender	Statistic	Std. Error	
Development Value	Mean	5,4500	,11017	
	95% Confidence Interval for Mean	Lower Bound	5,2291	
		Upper Bound	5,6709	
	5% Trimmed Mean	5,4545		
	Median	5,5000		
	Variance	,668		
	Male	Std. Deviation	,81706	
		Minimum	3,75	
		Maximum	7,00	
		Range	3,25	
		Interquartile Range	1,00	
		Skewness	-,080	,322
		Kurtosis	-,447	,634
		Mean	5,5692	,12128
		95% Confidence Interval for Mean	Lower Bound	5,3269
			Upper Bound	5,8115
		Female	5% Trimmed Mean	5,6207
			Median	5,7500

Student Perceptions of Employer Attractiveness

Variance	,956	
Std. Deviation	,97779	
Minimum	2,75	
Maximum	7,00	
Range	4,25	
Interquartile Range	1,50	
Skewness	-,633	,297
Kurtosis	-,043	,586



Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Development Value	Male	55	5,4500	,81706	,11017
	Female	65	5,5692	,97779	,12128

Test of Homogeneity of Variances

Development Value

Levene Statistic	df1	df2	Sig.
2,175	1	118	,143

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Development Value	Equal variances assumed	2,175	,143	-,717	118	,475	-,11923	,16631	-,44858	,21012

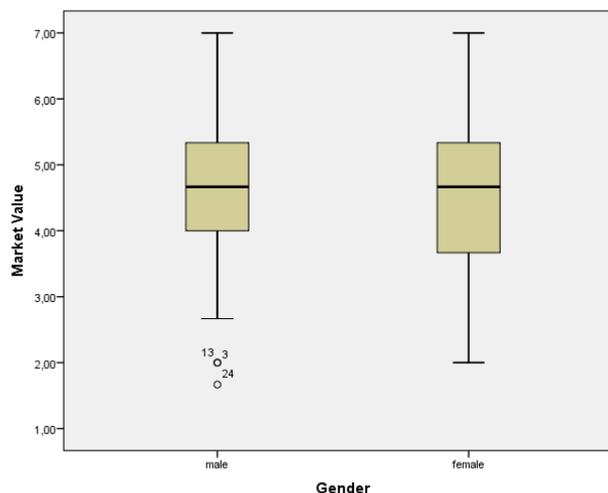
Student Perceptions of Employer Attractiveness

Equal variances not assumed			-117,986,468	-11923	,16385	-44370,20524	
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Gender-MV

Descriptives

	Gender		Statistic	Std. Error
Market Value	male	Mean	4,5697	,16359
		95% Confidence Interval for Mean	Lower Bound 4,2417	Upper Bound 4,8977
		5% Trimmed Mean	4,6010	
		Median	4,6667	
		Variance	1,472	
		Std. Deviation	1,21322	
		Minimum	1,67	
		Maximum	7,00	
		Range	5,33	
		Interquartile Range	1,33	
		Skewness	-,410	,322
		Kurtosis	-,255	,634
	female	Mean	4,5436	,15060
		95% Confidence Interval for Mean	Lower Bound 4,2427	Upper Bound 4,8444
		5% Trimmed Mean	4,5556	
		Median	4,6667	
		Variance	1,474	
		Std. Deviation	1,21417	
		Minimum	2,00	
		Maximum	7,00	
		Range	5,00	
		Interquartile Range	1,67	
		Skewness	-,218	,297
		Kurtosis	-,510	,586



Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances

Market Value

Levene Statistic	df1	df2	Sig.
,001	1	118	,977

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Market Value	male	52	4,7244	1,05352	,14610
	female	65	4,5436	1,21417	,15060

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Market Value	Equal variances assumed	,819	,367	,848	115	,398	,18077	,21316	-,24146	,60300
	Equal variances not assumed			,862	114,209	,391	,18077	,20982	-,23487	,59641

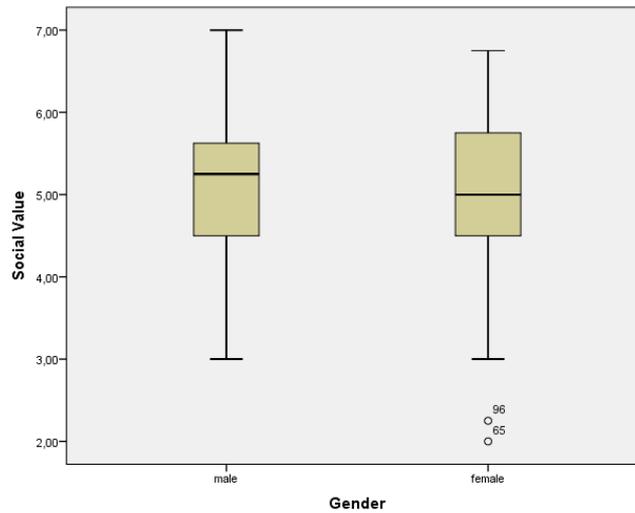
Gender-SV

Descriptives

	Gender	Statistic	Std. Error
Social Value	male	Mean	5,1455
		95% Confidence Interval for Mean	
		Lower Bound	4,9057
		Upper Bound	5,3852
		5% Trimmed Mean	5,1490
		Median	5,2500
		Variance	,786
		Std. Deviation	,88675
		Minimum	3,00
	Maximum	7,00	
	Range	4,00	
	Interquartile Range	1,25	
	Skewness	,005	,322
	Kurtosis	-,048	,634
	Mean	5,0000	,13179
	95% Confidence Interval for Mean		
	Lower Bound	4,7367	
	Upper Bound	5,2633	
	5% Trimmed Mean	5,0449	
Median	5,0000		
female	Variance	1,129	
Std. Deviation	1,06250		
Minimum	2,00		
Maximum	6,75		

Student Perceptions of Employer Attractiveness

Range	4,75	
Interquartile Range	1,25	
Skewness	-,669	,297
Kurtosis	,301	,586



Test of Homogeneity of Variances Social Value

Levene Statistic	df1	df2	Sig.
1,281	1	118	,260

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social Value	male	55	5,1455	,88675	,11957
	female	63	5,0913	,94325	,11884

Independent Samples Test

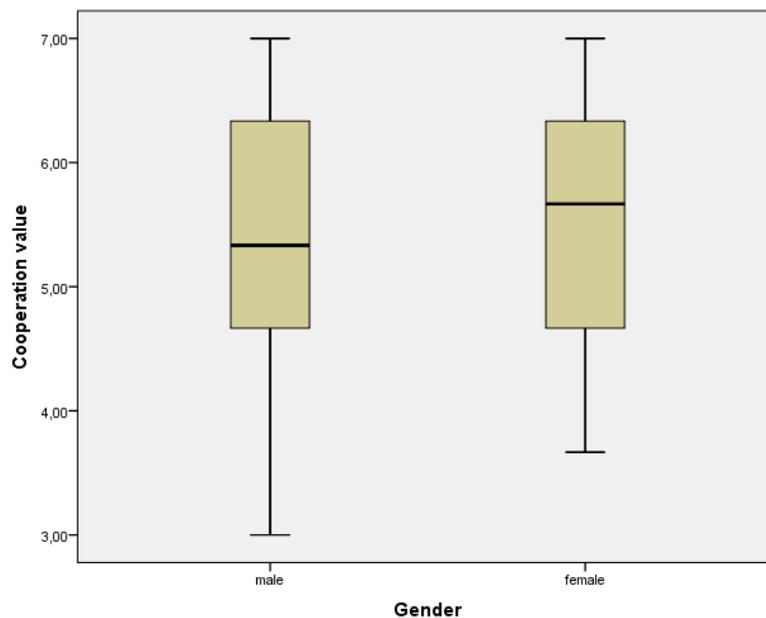
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social Value	Equal variances assumed	,343	,559	,320	116	,749	,05418	,16929	-,28112	,38949
	Equal variances not assumed			,321	115,346	,748	,05418	,16858	-,27973	,38810

Student Perceptions of Employer Attractiveness

Gender-CV

Descriptives

		Gender	Statistic	Std. Error
Cooperation value	Male	Mean	5,4000	,14690
		95% Confidence Interval for Lower Bound	5,1055	
		Mean Upper Bound	5,6945	
		5% Trimmed Mean	5,4327	
		Median	5,3333	
		Variance	1,187	
		Std. Deviation	1,08942	
		Minimum	3,00	
		Maximum	7,00	
		Range	4,00	
	Interquartile Range	1,67		
	Skewness	-,317	,322	
	Kurtosis	-,717	,634	
	Female	Mean	5,5026	,11159
		95% Confidence Interval for Lower Bound	5,2796	
		Mean Upper Bound	5,7255	
		5% Trimmed Mean	5,5214	
		Median	5,6667	
		Variance	,809	
		Std. Deviation	,89970	
Minimum		3,67		
Maximum		7,00		
Range		3,33		
Interquartile Range	1,67			
Skewness	-,257	,297		
Kurtosis	-,931	,586		



Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances

Cooperation value

Levene Statistic	df1	df2	Sig.
1,420	1	118	,236

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Cooperation value	Male	55	5,4000	1,08942	,14690
	Female	65	5,5026	,89970	,11159

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cooperation value	Equal variances assumed	1,420	,236	-,565	118	,573	-,10256	,18157	-,46212	,25699
	Equal variances not assumed			-,556	104,848	,579	-,10256	,18448	-,46835	,26323

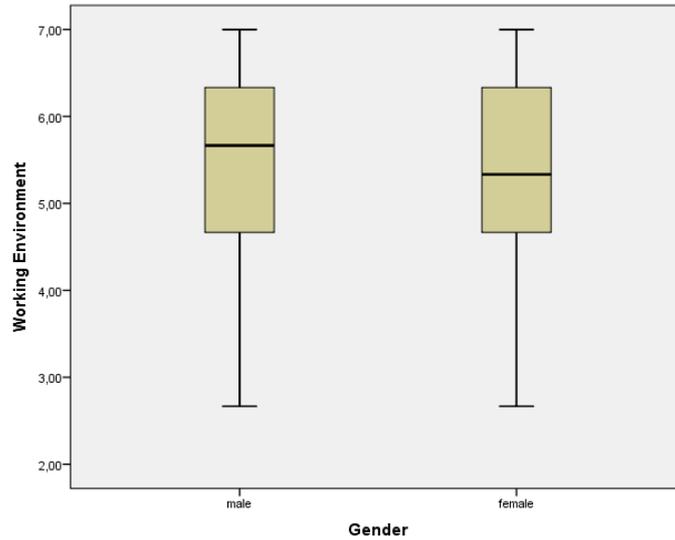
Gender-WE

Descriptives

	Gender	Statistic	Std. Error	
Working Environment	Male	Mean	5,4000	
		95% Confidence Interval for Mean		
		Lower Bound	5,1086	
		Upper Bound	5,6914	
		5% Trimmed Mean	5,4461	
		Median	5,6667	
		Variance	1,162	
		Std. Deviation	1,07803	
		Minimum	2,67	
		Maximum	7,00	
	female	Range	4,33	
		Interquartile Range	1,67	
		Skewness	-,531	,322
		Kurtosis	-,234	,634
		Mean	5,3692	,13539
		95% Confidence Interval for Mean		
		Lower Bound	5,0988	
		Upper Bound	5,6397	
		5% Trimmed Mean	5,4160	
		Median	5,3333	
Variance	1,191			
Std. Deviation	1,09151			

Student Perceptions of Employer Attractiveness

Minimum	2,67	
Maximum	7,00	
Range	4,33	
Interquartile Range	1,67	
Skewness	-,553	,297
Kurtosis	-,224	,586



Test of Homogeneity of Variances Working Environment

Levene Statistic	df1	df2	Sig.
,000	1	118	,986

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Working Environment	Male	55	5,4000	1,07803	,14536
	Female	65	5,3692	1,09151	,13539

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Working Environment	Equal variances assumed	,000	,986	,155	118	,877	,03077	,19885	-,36301	,42455
	Equal variances not assumed			,155	115,187	,877	,03077	,19864	-,36270	,42424

8.6 Hypothesis 3a

H3: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' field of study

Studies-EV

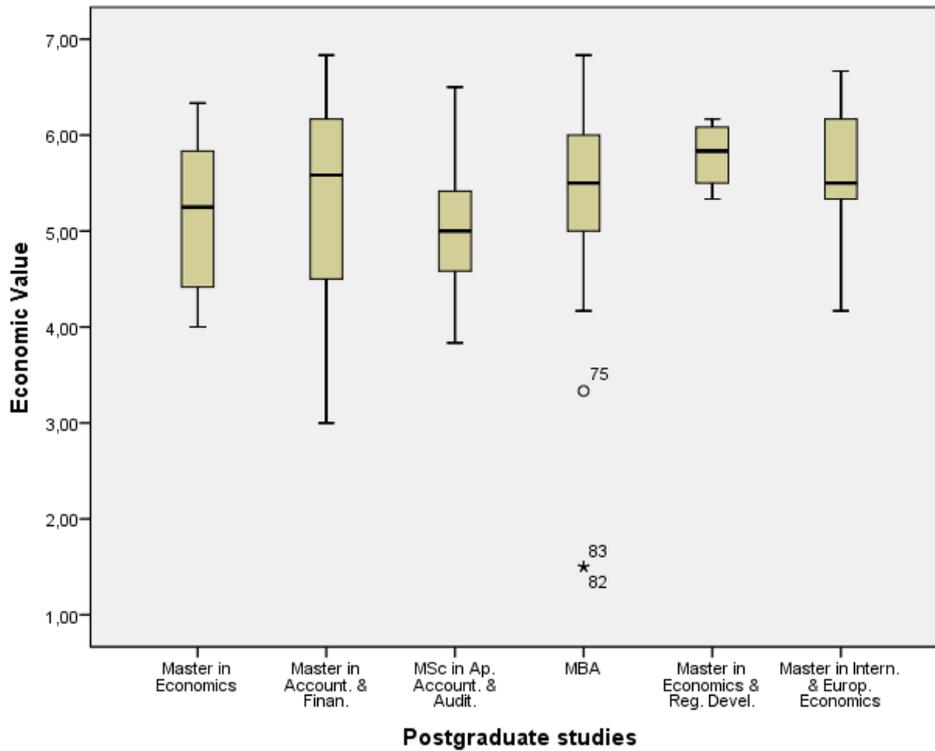
Descriptives

	Postgraduate studies	Statistic	Std. Error	
Economic Value	Mean	5,1667	,30538	
	95% Confidence Interval Lower Bound for Mean	4,4446		
	Upper Bound	5,8888		
	5% Trimmed Mean	5,1667		
	Median	5,2500		
	Variance	,746		
	Master in Economics	Std. Deviation	,86373	
	Minimum	4,00		
	Maximum	6,33		
	Range	2,33		
	Interquartile Range	1,54		
	Skewness	-,131	,752	
	Kurtosis	-1,673	1,481	
	Mean	5,3431	,19089	
	95% Confidence Interval Lower Bound for Mean	4,9548		
	Upper Bound	5,7315		
	5% Trimmed Mean	5,3905		
	Median	5,5833		
	Variance	1,239		
	Master in Account. & Finan.	Std. Deviation	1,11308	
	Minimum	3,00		
	Maximum	6,83		
	Range	3,83		
	Interquartile Range	1,75		
	Skewness	-,673	,403	
	Kurtosis	-,610	,788	
Mean	5,1111	,20935		
95% Confidence Interval Lower Bound for Mean	4,6621			
Upper Bound	5,5601			
5% Trimmed Mean	5,1049			
Median	5,0000			
Variance	,657			
MSc in Ap. Account. & Audit.	Std. Deviation	,81081		
Minimum	3,83			
Maximum	6,50			
Range	2,67			
Interquartile Range	1,00			
Skewness	,333	,580		
Kurtosis	-,478	1,121		
Mean	5,3296	,16755		
95% Confidence Interval Lower Bound for Mean	4,9920			
Upper Bound	5,6673			
5% Trimmed Mean	5,4486			
MBA				

Student Perceptions of Employer Attractiveness

	Median	5,5000	
	Variance	1,263	
	Std. Deviation	1,12394	
	Minimum	1,50	
	Maximum	6,83	
	Range	5,33	
	Interquartile Range	1,00	
	Skewness	-1,801	,354
	Kurtosis	4,523	,695
	Mean	5,7917	,18478
	95% Confidence Interval for Mean	Lower Bound 5,2036 Upper Bound 6,3797	
	5% Trimmed Mean	5,7963	
	Median	5,8333	
	Variance	,137	
	Std. Deviation	,36956	
Master in Economics & Reg. Devel.	Minimum	5,33	
	Maximum	6,17	
	Range	,83	
	Interquartile Range	,71	
	Skewness	-,482	1,014
	Kurtosis	-1,700	2,619
	Mean	5,5000	,20893
	95% Confidence Interval for Mean	Lower Bound 5,0486 Upper Bound 5,9514	
	5% Trimmed Mean	5,5093	
	Median	5,5000	
	Variance	,611	
	Std. Deviation	,78174	
Master in Intern. & Europ. Economics	Minimum	4,17	
	Maximum	6,67	
	Range	2,50	
	Interquartile Range	1,04	
	Skewness	-,219	,597
	Kurtosis	-,522	1,154

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances
Economic Value

Levene Statistic	df1	df2	Sig.
1,217	5	114	,306

Test of Homogeneity of Variances (excluding outliers)
Economic Value

Levene Statistic	df1	df2	Sig.
2,366	5	112	,044

ANOVA
Economic Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,048	5	,610	,771	,573
Within Groups	88,552	112	,791		
Total	91,600	117			

Robust Tests of Equality of Means
Economic Value

	Statistica	df1	df2	Sig.
Welch	1,344	5	22,954	,282
Brown-Forsythe	,953	5	69,270	,453

a. Asymptotically F distributed.

Multiple Comparisons

Student Perceptions of Employer Attractiveness

Dependent Variable: Economic Value
Games-Howell

(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Master in Economics	Master in Account. & Finan.	-,17647	,36013	,996	-1,3691	1,0162
	MSc in Ap. Account. & Audit.	,05556	,37024	1,000	-1,1636	1,2748
	MBA	-,34109	,32716	,892	-1,4979	,8157
	Master in Economics & Reg. Devel.	-,62500	,35693	,532	-1,8659	,6159
	Master in Intern. & Europ. Economics	-,33333	,37001	,940	-1,5534	,8868
	Master in Economics	,17647	,36013	,996	-1,0162	1,3691
Master in Account. & Finan.	MSc in Ap. Account. & Audit.	,23203	,28331	,962	-,6200	1,0840
	MBA	-,16461	,22410	,977	-,8257	,4965
	Master in Economics & Reg. Devel.	-,44853	,26568	,564	-1,3458	,4488
	Master in Intern. & Europ. Economics	-,15686	,28300	,993	-1,0105	,6968
	Master in Economics	-,05556	,37024	1,000	-1,2748	1,1636
	Master in Account. & Finan.	-,23203	,28331	,962	-1,0840	,6200
MSc in Ap. Account. & Audit.	MBA	-,39664	,24001	,574	-1,1403	,3470
	Master in Economics & Reg. Devel.	-,68056	,27923	,220	-1,6244	,2633
	Master in Intern. & Europ. Economics	-,38889	,29577	,774	-1,2952	,5174
	Master in Economics	,34109	,32716	,892	-,8157	1,4979
	Master in Account. & Finan.	,16461	,22410	,977	-,4965	,8257
	MSc in Ap. Account. & Audit.	,39664	,24001	,574	-,3470	1,1403
MBA	Master in Economics & Reg. Devel.	-,28391	,21891	,779	-1,1633	,5955
	Master in Intern. & Europ. Economics	,00775	,23965	1,000	-,7393	,7548
	Master in Economics	,62500	,35693	,532	-,6159	1,8659
	Master in Account. & Finan.	,44853	,26568	,564	-,4488	1,3458
	Master in Economics & Reg. Devel.	,68056	,27923	,220	-,2633	1,6244
	MSc in Ap. Account. & Audit.	,28391	,21891	,779	-,5955	1,1633
Master in Economics & Reg. Devel.	MBA	,29167	,27892	,893	-,6548	1,2381
	Master in Intern. & Europ. Economics	,33333	,37001	,940	-,8868	1,5534
	Master in Economics	,15686	,28300	,993	-,6968	1,0105
	Master in Account. & Finan.	-,15686	,28300	,993	-,6968	1,0105
	Master in Intern. & Europ. Economics	,38889	,29577	,774	-,5174	1,2952
	MSc in Ap. Account. & Audit.	,38889	,29577	,774	-,5174	1,2952
Master in Intern. & Europ. Economics	MBA	-,00775	,23965	1,000	-,7548	,7393
	Master in Economics & Reg. Devel.	-,29167	,27892	,893	-1,2381	,6548
	Master in Economics & Reg. Devel.	-,29167	,27892	,893	-1,2381	,6548

Studies-IV

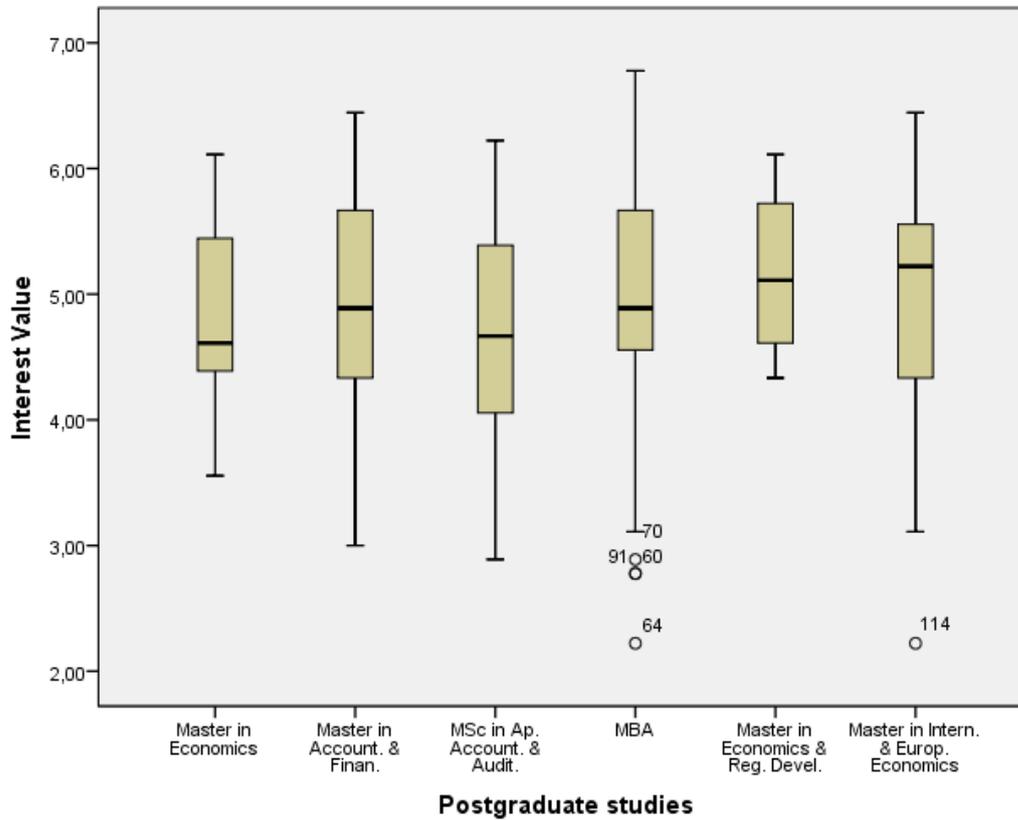
Student Perceptions of Employer Attractiveness

Descriptives		Statistic	Std. Error
Interest Value	Postgraduate studies		
	Master in Economics	Mean	4,8194
		95% Confidence Interval Lower Bound for Mean	4,1280
		Upper Bound	5,5109
		5% Trimmed Mean	4,8179
		Median	4,6111
		Variance	,684
		Std. Deviation	,82709
		Minimum	3,56
		Maximum	6,11
		Range	2,56
		Interquartile Range	1,25
		Skewness	,276
		Kurtosis	-,298
		Mean	4,8791
		95% Confidence Interval Lower Bound for Mean	4,5331
		Upper Bound	5,2251
		5% Trimmed Mean	4,8965
		Median	4,8889
		Variance	,983
		Std. Deviation	,99169
		Minimum	3,00
		Maximum	6,44
		Range	3,44
		Interquartile Range	1,44
		Skewness	-,318
		Kurtosis	-,737
		Mean	4,6519
	95% Confidence Interval Lower Bound for Mean	4,1150	
	Upper Bound	5,1887	
	5% Trimmed Mean	4,6626	
	Median	4,6667	
	Variance	,940	
	Std. Deviation	,96943	
	Minimum	2,89	
	Maximum	6,22	
	Range	3,33	
	Interquartile Range	1,78	
	Skewness	-,185	
	Kurtosis	-,661	
	Mean	4,8247	
	95% Confidence Interval Lower Bound for Mean	4,4994	
	Upper Bound	5,1499	
	5% Trimmed Mean	4,8560	
	Median	4,8889	
	Variance	1,172	
	Std. Deviation	1,08259	
	Minimum	2,22	
	Maximum	6,78	

Student Perceptions of Employer Attractiveness

	Range	4,56	
	Interquartile Range	1,44	
	Skewness	-,626	,354
	Kurtosis	-,214	,695
	Mean	5,1667	,37543
	95% Confidence Interval Lower Bound for Mean	3,9719	
	Upper Bound	6,3614	
	5% Trimmed Mean	5,1605	
	Median	5,1111	
	Variance	,564	
Master in Economics & Reg. Devel.	Std. Deviation	,75086	
	Minimum	4,33	
	Maximum	6,11	
	Range	1,78	
	Interquartile Range	1,44	
	Skewness	,389	1,014
	Kurtosis	-,028	2,619
	Mean	4,9048	,31831
	95% Confidence Interval Lower Bound for Mean	4,2171	
	Upper Bound	5,5924	
	5% Trimmed Mean	4,9683	
	Median	5,2222	
	Variance	1,419	
Master in Intern. & Europ. Economics	Std. Deviation	1,19102	
	Minimum	2,22	
	Maximum	6,44	
	Range	4,22	
	Interquartile Range	1,44	
	Skewness	-,947	,597
	Kurtosis	,661	1,154

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances

Interest Value

Levene Statistic	df1	df2	Sig.
,393	5	114	,853

Test of Homogeneity of Variances (excluding outliers)

Interest Value

Levene Statistic	df1	df2	Sig.
,306	5	109	,909

ANOVA

Interest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,445	5	,489	,569	,723
Within Groups	93,632	109	,859		
Total	96,077	114			

Student Perceptions of Employer Attractiveness

Multiple Comparisons

Dependent Variable: Interest Value

	(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Master in Economics	Master in Account. & Finan.	-,05964	,36420	1,000	-1,1162	,9969
		MSc in Ap. Account. & Audit.	,16759	,40576	,998	-1,0095	1,3447
		MBA	-,21579	,35823	,991	-1,2550	,8235
		Master in Economics & Reg. Devel.	-,34722	,56756	,990	-1,9938	1,2993
		Master in Intern. & Europ. Economics	-,29167	,41648	,982	-1,4999	,9166
		Master in Economics	,05964	,36420	1,000	-,9969	1,1162
	Master in Account. & Finan.	MSc in Ap. Account. & Audit.	,22723	,28728	,969	-,6062	1,0607
		MBA	-,15615	,21498	,978	-,7798	,4675
		Master in Economics & Reg. Devel.	-,28758	,48992	,992	-1,7089	1,1337
		Master in Intern. & Europ. Economics	-,23203	,30223	,972	-1,1088	,6448
		Master in Economics	-,16759	,40576	,998	-1,3447	1,0095
		Master in Account. & Finan.	-,22723	,28728	,969	-1,0607	,6062
	MSc in Ap. Account. & Audit.	MBA	-,38338	,27968	,744	-1,1947	,4280
		Master in Economics & Reg. Devel.	-,51481	,52156	,921	-2,0279	,9982
		Master in Intern. & Europ. Economics	-,45926	,35121	,780	-1,4781	,5596
		Master in Economics	,21579	,35823	,991	-,8235	1,2550
		Master in Account. & Finan.	,15615	,21498	,978	-,4675	,7798
		MBA	,38338	,27968	,744	-,4280	1,1947
	MBA	Master in Economics & Reg. Devel.	-,13144	,48549	1,000	-1,5399	1,2770
		Master in Intern. & Europ. Economics	-,07588	,29501	1,000	-,9317	,7800
Master in Economics		,34722	,56756	,990	-1,2993	1,9938	
Master in Account. & Finan.		,28758	,48992	,992	-1,1337	1,7089	
MSc in Ap. Account. & Audit.		,51481	,52156	,921	-,9982	2,0279	
MBA		,13144	,48549	1,000	-1,2770	1,5399	

Student Perceptions of Employer Attractiveness

Scheffe	Master in Intern. & Europ. Economics	,05556	,52993	1,000	-1,4818	1,5929		
	Master in Economics	,29167	,41648	,982	-,9166	1,4999		
	Master in Account. & Finan.	,23203	,30223	,972	-,6448	1,1088		
	Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	,45926	,35121	,780	-,5596	1,4781	
		MBA	,07588	,29501	1,000	-,7800	,9317	
		Master in Economics & Reg. Devel.	-,05556	,52993	1,000	-1,5929	1,4818	
		Master in Account. & Finan.	-,05964	,36420	1,000	-1,2941	1,1748	
		MSc in Ap. Account. & Audit.	,16759	,40576	,999	-1,2077	1,5429	
	Master in Economics	MBA	-,21579	,35823	,996	-1,4300	,9984	
		Master in Economics & Reg. Devel.	-,34722	,56756	,996	-2,2709	1,5765	
		Master in Intern. & Europ. Economics	-,29167	,41648	,992	-1,7033	1,1200	
		Master in Economics	,05964	,36420	1,000	-1,1748	1,2941	
		MSc in Ap. Account. & Audit.	,22723	,28728	,986	-,7465	1,2010	
	Master in Account. & Finan.	MBA	-,15615	,21498	,991	-,8848	,5725	
		Master in Economics & Reg. Devel.	-,28758	,48992	,997	-1,9481	1,3730	
		Master in Intern. & Europ. Economics	-,23203	,30223	,988	-1,2564	,7924	
		Master in Economics	-,16759	,40576	,999	-1,5429	1,2077	
		Master in Account. & Finan.	-,22723	,28728	,986	-1,2010	,7465	
		MSc in Ap. Account. & Audit.	MBA	-,38338	,27968	,864	-1,3313	,5646
			Master in Economics & Reg. Devel.	-,51481	,52156	,964	-2,2826	1,2530
	Master in Intern. & Europ. Economics	-,45926	,35121	,886	-1,6496	,7311		
	Master in Economics	,21579	,35823	,996	-,9984	1,4300		
	Master in Account. & Finan.	,15615	,21498	,991	-,5725	,8848		
	MSc in Ap. Account. & Audit.	,38338	,27968	,864	-,5646	1,3313		
MBA	Master in Economics & Reg. Devel.	-,13144	,48549	1,000	-1,7770	1,5141		
	Master in Intern. & Europ. Economics	-,07588	,29501	1,000	-1,0758	,9240		
Master in Economics & Reg.	Master in Economics	,34722	,56756	,996	-1,5765	2,2709		

Student Perceptions of Employer Attractiveness

Devel.	Master in Account. & Finan.	,28758	,48992	,997	-1,3730	1,9481
	MSc in Ap. Account. & Audit.	,51481	,52156	,964	-1,2530	2,2826
	MBA	,13144	,48549	1,000	-1,5141	1,7770
	Master in Intern. & Europ. Economics	,05556	,52993	1,000	-1,7406	1,8517
	Master in Economics	,29167	,41648	,992	-1,1200	1,7033
	Master in Account. & Finan.	,23203	,30223	,988	-,7924	1,2564
Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	,45926	,35121	,886	-,7311	1,6496
	MBA	,07588	,29501	1,000	-,9240	1,0758
	Master in Economics & Reg. Devel.	-,05556	,52993	1,000	-1,8517	1,7406

Studies-DV

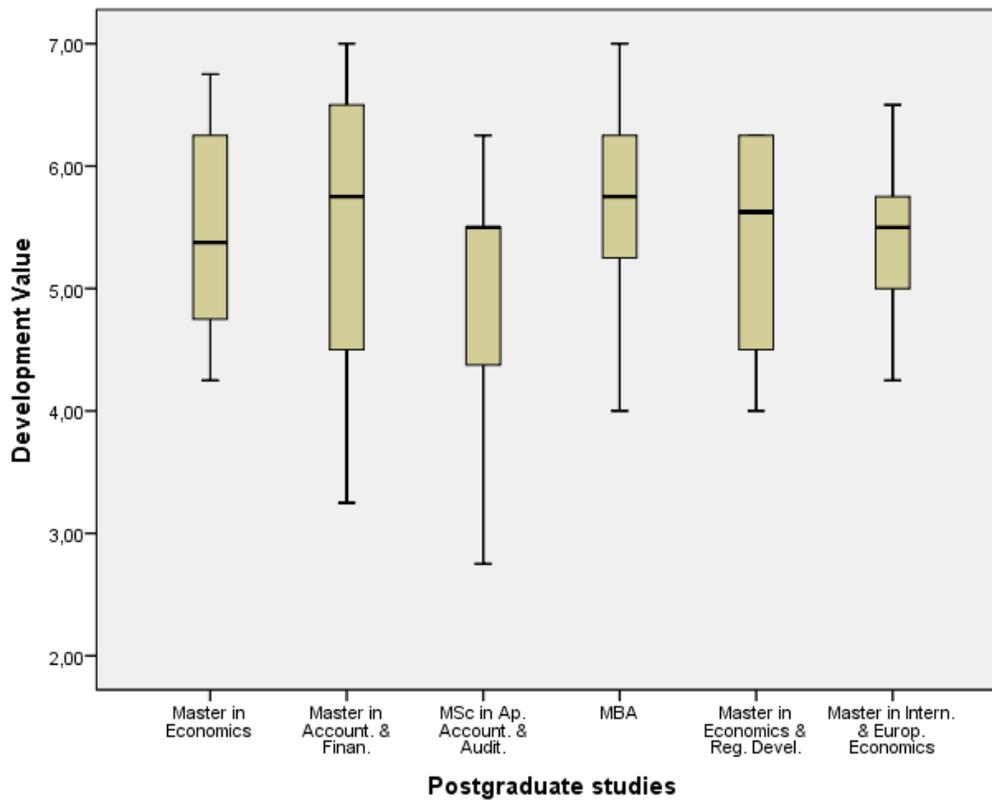
Descriptives

		Postgraduate studies	Statistic	Std. Error
Development Value		Mean	5,4688	,31495
		95% Confidence Interval for Mean	Lower Bound 4,7240 Upper Bound 6,2135	
		5% Trimmed Mean	5,4653	
		Median	5,3750	
		Variance	,794	
		Std. Deviation	,89080	
		Minimum	4,25	
		Maximum	6,75	
		Range	2,50	
		Interquartile Range	1,63	
		Skewness	,212	,752
		Kurtosis	-1,280	1,481
		Mean	5,5588	,18344
		95% Confidence Interval for Mean	Lower Bound 5,1856 Upper Bound 5,9320	
		5% Trimmed Mean	5,6013	
		Median	5,7500	
		Variance	1,144	
		Std. Deviation	1,06966	
		Minimum	3,25	
		Maximum	7,00	
	Range	3,75		
	Interquartile Range	2,00		
	Skewness	-,515	,403	
	Kurtosis	-,910	,788	
	Mean	5,0167	,24332	
	95% Confidence Interval for Mean	Lower Bound 4,4948		

Student Perceptions of Employer Attractiveness

	Interval for Mean	Upper Bound	5,5385	
	5% Trimmed Mean		5,0741	
	Median		5,5000	
	Variance		,888	
	Std. Deviation		,94239	
	Minimum		2,75	
	Maximum		6,25	
	Range		3,50	
	Interquartile Range		1,25	
	Skewness		-1,075	,580
	Kurtosis		,905	1,121
	Mean		5,7222	,11791
	95% Confidence	Lower Bound	5,4846	
	Interval for Mean	Upper Bound	5,9599	
	5% Trimmed Mean		5,7392	
	Median		5,7500	
	Variance		,626	
MBA	Std. Deviation		,79097	
	Minimum		4,00	
	Maximum		7,00	
	Range		3,00	
	Interquartile Range		1,13	
	Skewness		-,096	,354
	Kurtosis		-,688	,695
	Mean		5,3750	,54486
	95% Confidence	Lower Bound	3,6410	
	Interval for Mean	Upper Bound	7,1090	
	5% Trimmed Mean		5,4028	
	Median		5,6250	
	Variance		1,188	
Master in Economics & Reg. Devel.	Std. Deviation		1,08972	
	Minimum		4,00	
	Maximum		6,25	
	Range		2,25	
	Interquartile Range		2,00	
	Skewness		-,676	1,014
	Kurtosis		-2,233	2,619
	Mean		5,3393	,15856
	95% Confidence	Lower Bound	4,9967	
	Interval for Mean	Upper Bound	5,6818	
	5% Trimmed Mean		5,3353	
	Median		5,5000	
	Variance		,352	
Master in Intern. & Europ. Economics	Std. Deviation		,59329	
	Minimum		4,25	
	Maximum		6,50	
	Range		2,25	
	Interquartile Range		,81	
	Skewness		-,135	,597
	Kurtosis		,092	1,154

Student Perceptions of Employer Attractiveness



Descriptives Development Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Master in Economics	8	5,4688	,89080	,31495	4,7240	6,2135	4,25	6,75
Master in Account. & Finan.	34	5,5588	1,06966	,18344	5,1856	5,9320	3,25	7,00
MSc in Ap. Account. & Audit.	15	5,0167	,94239	,24332	4,4948	5,5385	2,75	6,25
MBA	45	5,7222	,79097	,11791	5,4846	5,9599	4,00	7,00
Master in Economics & Reg. Devel.	4	5,3750	1,08972	,54486	3,6410	7,1090	4,00	6,25
Master in Intern. & Europ. Economics	14	5,3393	,59329	,15856	4,9967	5,6818	4,25	6,50
Total	120	5,5146	,90592	,08270	5,3508	5,6783	2,75	7,00

Test of Homogeneity of Variances Development Value

Levene Statistic	df1	df2	Sig.
2,069	5	114	,074

ANOVA Development Value

	Sum of Squares	df	Mean Square	F	Sig.

Student Perceptions of Employer Attractiveness

Between Groups	6,250	5	1,250	1,559	,177
Within Groups	91,412	114	,802		
Total	97,662	119			

Robust Tests of Equality of Means

Development Value

	Statistica	df1	df2	Sig.
Welch	1,493	5	29,620	,222

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: Development Value

Games-Howell

(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Master in Economics	Master in Account. & Finan.	-,09007	,36448	1,000	-1,3101	1,1299
	MSc in Ap. Account. & Audit.	,45208	,39799	,859	-,8393	1,7434
	MBA	-,25347	,33629	,969	-1,4459	,9390
	Master in Economics & Reg. Devel.	,09375	,62934	1,000	-2,5699	2,7574
	Master in Intern. & Europ. Economics	,12946	,35261	,999	-1,0807	1,3396
	Master in Economics	,09007	,36448	1,000	-1,1299	1,3101
Master in Account. & Finan.	MSc in Ap. Account. & Audit.	,54216	,30473	,493	-,3841	1,4684
	MBA	-,16340	,21807	,975	-,8059	,4791
	Master in Economics & Reg. Devel.	,18382	,57491	,999	-2,6573	3,0250
	Master in Intern. & Europ. Economics	,21954	,24247	,943	-,5046	,9436
	Master in Economics	-,45208	,39799	,859	-1,7434	,8393
	Master in Account. & Finan.	-,54216	,30473	,493	-1,4684	,3841
MSc in Ap. Account. & Audit.	MBA	-,70556	,27039	,139	-1,5515	,1404
	Master in Economics & Reg. Devel.	-,35833	,59673	,986	-3,0914	2,3747
	Master in Intern. & Europ. Economics	-,32262	,29043	,872	-1,2212	,5760
	Master in Economics	,25347	,33629	,969	-,9390	1,4459
	Master in Account. & Finan.	,16340	,21807	,975	-,4791	,8059
	MBA	,70556	,27039	,139	-,1404	1,5515
MBA	MSc in Ap. Account. & Audit.	,34722	,55747	,981	-2,6249	3,3193
	Master in Economics & Reg. Devel.	,38294	,19760	,401	-,2198	,9857
	Master in Intern. & Europ. Economics	-,09375	,62934	1,000	-2,7574	2,5699
	Master in Economics	-,18382	,57491	,999	-3,0250	2,6573
	Master in Account. & Finan.	,35833	,59673	,986	-2,3747	3,0914
	Master in Economics & Reg. Devel.	-,34722	,55747	,981	-3,3193	2,6249

Student Perceptions of Employer Attractiveness

	Master in Intern. & Europ. Economics	,03571	,56747	1,000	-2,8582	2,9296
	Master in Economics	-,12946	,35261	,999	-1,3396	1,0807
	Master in Account. & Finan.	-,21954	,24247	,943	-,9436	,5046
Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	,32262	,29043	,872	-,5760	1,2212
	MBA	-,38294	,19760	,401	-,9857	,2198
	Master in Economics & Reg. Devel.	-,03571	,56747	1,000	-2,9296	2,8582

Studies-MV

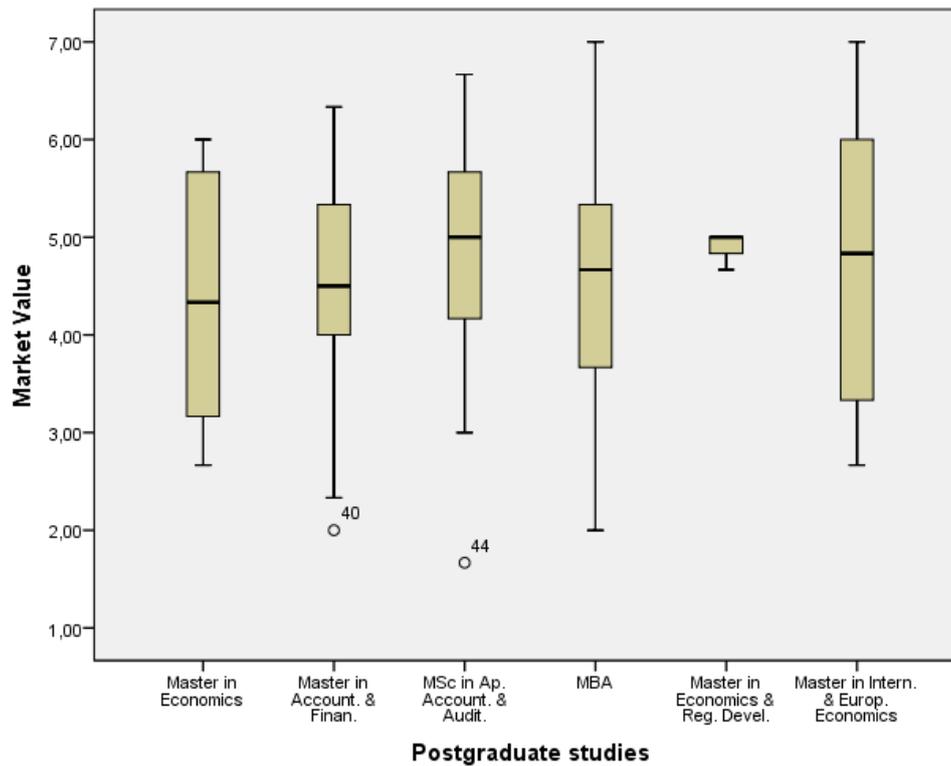
Descriptives

Postgraduate studies		Statistic	Std. Error
Master in Economics	Mean	4,3750	,46903
	95% Confidence Interval Lower Bound for Mean	3,2659	
	95% Confidence Interval Upper Bound for Mean	5,4841	
	5% Trimmed Mean	4,3796	
	Median	4,3333	
	Variance	1,760	
	Std. Deviation	1,32662	
	Minimum	2,67	
	Maximum	6,00	
	Range	3,33	
	Interquartile Range	2,75	
	Skewness	,059	,752
	Kurtosis	-1,791	1,481
	Mean	4,4216	,20067
Market Value	95% Confidence Interval Lower Bound for Mean	4,0133	
	95% Confidence Interval Upper Bound for Mean	4,8298	
	5% Trimmed Mean	4,4423	
	Median	4,5000	
	Variance	1,369	
	Std. Deviation	1,17008	
	Minimum	2,00	
	Maximum	6,33	
	Range	4,33	
	Interquartile Range	1,42	
	Skewness	-,386	,403
	Kurtosis	-,605	,788
	Mean	4,7778	,33754
	95% Confidence Interval Lower Bound for Mean	4,0538	
95% Confidence Interval Upper Bound for Mean	5,5017		
MSc in Ap. Account. & Audit.	5% Trimmed Mean	4,8457	
	Median	5,0000	
	Variance	1,709	
	Std. Deviation	1,30729	
	Minimum	1,67	
	Maximum	6,67	
	Range	5,00	
Interquartile Range	2,00		

Student Perceptions of Employer Attractiveness

MBA	Skewness	-,919	,580
	Kurtosis	,946	1,121
	Mean	4,5111	,18429
	95% Confidence Interval Lower Bound for Mean	4,1397	
	Upper Bound	4,8825	
	5% Trimmed Mean	4,5165	
	Median	4,6667	
	Variance	1,528	
	Std. Deviation	1,23624	
	Minimum	2,00	
	Maximum	7,00	
	Range	5,00	
	Interquartile Range	1,67	
	Skewness	-,155	,354
Kurtosis	-,226	,695	
Master in Economics & Reg. Devel.	Mean	4,9167	,08333
	95% Confidence Interval Lower Bound for Mean	4,6515	
	Upper Bound	5,1819	
	5% Trimmed Mean	4,9259	
	Median	5,0000	
	Variance	,028	
	Std. Deviation	,16667	
	Minimum	4,67	
	Maximum	5,00	
	Range	,33	
	Interquartile Range	,25	
	Skewness	-2,000	1,014
	Kurtosis	4,000	2,619
	Mean	4,7857	,34874
Master in Intern. & Europ. Economics	95% Confidence Interval Lower Bound for Mean	4,0323	
	Upper Bound	5,5391	
	5% Trimmed Mean	4,7804	
	Median	4,8333	
	Variance	1,703	
	Std. Deviation	1,30487	
	Minimum	2,67	
	Maximum	7,00	
	Range	4,33	
	Interquartile Range	2,67	
	Skewness	-,178	,597
	Kurtosis	-,869	1,154

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances

Market Value

Levene Statistic	df1	df2	Sig.
1,466	5	112	,207

ANOVA

Market Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,248	5	,850	,616	,688
Within Groups	154,476	112	1,379		
Total	158,724	117			

Multiple Comparisons

Dependent Variable: Market Value

	(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Master in Economics	Master in Account. & Finan.	-,11995	,46282	1,000	-1,4620	1,2221
		MSc in Ap. Account. & Audit.	-,62500	,52050	,836	-2,1343	,8843
		MBA	-,13611	,45062	1,000	-1,4427	1,1705
		Master in Economics & Reg. Devel.	-,54167	,71918	,975	-2,6270	1,5437

Student Perceptions of Employer Attractiveness

	Master in Intern. & Europ. Economics	-,41071	,52050	,969	-1,9200	1,0986
	Master in Economics	,11995	,46282	1,000	-1,2221	1,4620
	MSc in Ap. Account. & Audit.	-,50505	,37458	,757	-1,5912	,5811
Master in Account. & Finan.	MBA	-,01616	,26916	1,000	-,7966	,7643
	Master in Economics & Reg. Devel.	-,42172	,62178	,984	-2,2247	1,3812
	Master in Intern. & Europ. Economics	-,29076	,37458	,971	-1,3769	,7954
	Master in Economics	,62500	,52050	,836	-,8843	2,1343
	Master in Account. & Finan.	,50505	,37458	,757	-,5811	1,5912
MSc in Ap. Account. & Audit.	MBA	,48889	,35940	,750	-,5532	1,5310
	Master in Economics & Reg. Devel.	,08333	,66583	1,000	-1,8473	2,0140
	Master in Intern. & Europ. Economics	,21429	,44389	,997	-1,0728	1,5014
	Master in Economics	,13611	,45062	1,000	-1,1705	1,4427
	Master in Account. & Finan.	,01616	,26916	1,000	-,7643	,7966
MBA	MSc in Ap. Account. & Audit.	-,48889	,35940	,750	-1,5310	,5532
	Master in Economics & Reg. Devel.	-,40556	,61275	,986	-2,1823	1,3712
	Master in Intern. & Europ. Economics	-,27460	,35940	,973	-1,3167	,7675
	Master in Economics	,54167	,71918	,975	-1,5437	2,6270
	Master in Account. & Finan.	,42172	,62178	,984	-1,3812	2,2247
Master in Economics & Reg. Devel.	MSc in Ap. Account. & Audit.	-,08333	,66583	1,000	-2,0140	1,8473
	MBA	,40556	,61275	,986	-1,3712	2,1823
	Master in Intern. & Europ. Economics	,13095	,66583	1,000	-1,7997	2,0616
	Master in Economics	,41071	,52050	,969	-1,0986	1,9200
	Master in Account. & Finan.	,29076	,37458	,971	-,7954	1,3769
Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	-,21429	,44389	,997	-1,5014	1,0728
	MBA	,27460	,35940	,973	-,7675	1,3167
	Master in Economics & Reg. Devel.	-,13095	,66583	1,000	-2,0616	1,7997
Scheffe	Master in Economics	-,11995	,46282	1,000	-1,6879	1,4480

Student Perceptions of Employer Attractiveness

	MSc in Ap. Account. & Audit.	,62500	,52050	,919	-2,3883	1,1383
	MBA	,13611	,45062	1,000	-1,6627	1,3905
	Master in Economics & Reg. Devel.	,54167	,71918	,989	-2,9781	1,8947
	Master in Intern. & Europ. Economics	,41071	,52050	,987	-2,1740	1,3526
	Master in Economics	,11995	,46282	1,000	-1,4480	1,6879
	MSc in Ap. Account. & Audit.	,50505	,37458	,872	-1,7740	,7639
Master in Account. & Finan.	MBA	,01616	,26916	1,000	-,9280	,8957
	Master in Economics & Reg. Devel.	,42172	,62178	,993	-2,5281	1,6847
	Master in Intern. & Europ. Economics	,29076	,37458	,988	-1,5598	,9782
	Master in Economics	,62500	,52050	,919	-1,1383	2,3883
	Master in Account. & Finan.	,50505	,37458	,872	-,7639	1,7740
MSc in Ap. Account. & Audit.	MBA	,48889	,35940	,868	-,7287	1,7064
	Master in Economics & Reg. Devel.	,08333	,66583	1,000	-2,1723	2,3390
	Master in Intern. & Europ. Economics	,21429	,44389	,999	-1,2895	1,7181
	Master in Economics	,13611	,45062	1,000	-1,3905	1,6627
	Master in Account. & Finan.	,01616	,26916	1,000	-,8957	,9280
MBA	MSc in Ap. Account. & Audit.	,48889	,35940	,868	-1,7064	,7287
	Master in Economics & Reg. Devel.	,40556	,61275	,994	-2,4814	1,6703
	Master in Intern. & Europ. Economics	,27460	,35940	,988	-1,4922	,9429
	Master in Economics	,54167	,71918	,989	-1,8947	2,9781
Master in Economics & Reg. Devel.	Master in Account. & Finan.	,42172	,62178	,993	-1,6847	2,5281
	MSc in Ap. Account. & Audit.	,08333	,66583	1,000	-2,3390	2,1723
	MBA	,40556	,61275	,994	-1,6703	2,4814
	Master in Intern. & Europ. Economics	,13095	,66583	1,000	-2,1247	2,3866
	Master in Economics	,41071	,52050	,987	-1,3526	2,1740
Master in Intern. & Europ. Economics	Master in Account. & Finan.	,29076	,37458	,988	-,9782	1,5598
	MSc in Ap. Account. & Audit.	,21429	,44389	,999	-1,7181	1,2895
	MBA	,27460	,35940	,988	-,9429	1,4922

Student Perceptions of Employer Attractiveness

Master in Economics & Reg. Devel.	-,13095	,66583	1,000	-2,3866	2,1247
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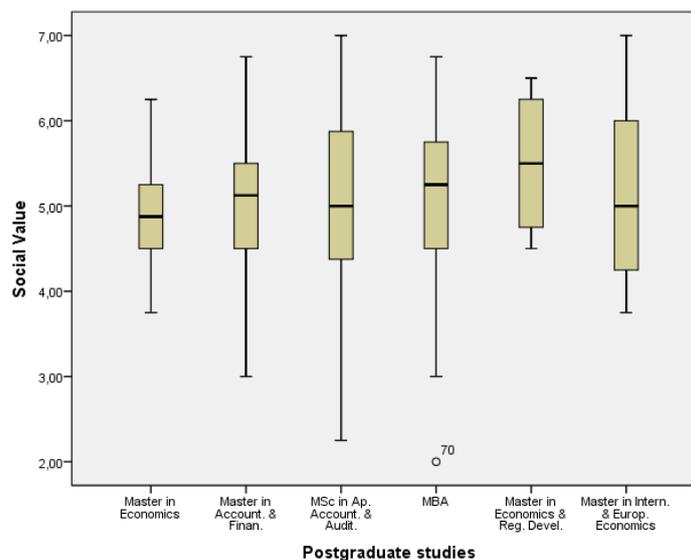
Studies-SV

Descriptives

Postgraduate studies		Statistic	Std. Error	
Master in Economics	Mean	4,9063	,25850	
	95% Confidence Interval for Mean	Lower Bound 4,2950 Upper Bound 5,5175		
	5% Trimmed Mean	4,8958		
	Median	4,8750		
	Variance	,535		
	Std. Deviation	,73116		
	Minimum	3,75		
	Maximum	6,25		
	Range	2,50		
	Interquartile Range	,75		
	Skewness	,402	,752	
	Kurtosis	1,255	1,481	
	Mean	5,0000	,14587	
	95% Confidence Interval for Mean	Lower Bound 4,7032 Upper Bound 5,2968		
	5% Trimmed Mean	5,0082		
Master in Account. & Finan.	Median	5,1250		
	Variance	,723		
	Std. Deviation	,85058		
	Minimum	3,00		
	Maximum	6,75		
	Range	3,75		
	Interquartile Range	1,06		
	Skewness	-,260	,403	
	Kurtosis	,323	,788	
	Mean	4,9833	,35141	
	95% Confidence Interval for Mean	Lower Bound 4,2296 Upper Bound 5,7370		
	5% Trimmed Mean	5,0231		
	Median	5,0000		
	Variance	1,852		
	MSc in Ap. Account. & Audit.	Std. Deviation	1,36102	
Minimum		2,25		
Maximum		7,00		
Range		4,75		
Interquartile Range		2,00		
Skewness		-,608	,580	
Kurtosis		-,327	1,121	
Mean		5,1278	,14814	
95% Confidence Interval for Mean		Lower Bound 4,8292 Upper Bound 5,4263		
5% Trimmed Mean		5,1806		
MBA		Median	5,2500	

Student Perceptions of Employer Attractiveness

	Variance	,988	
	Std. Deviation	,99376	
	Minimum	2,00	
	Maximum	6,75	
	Range	4,75	
	Interquartile Range	1,38	
	Skewness	-,829	,354
	Kurtosis	1,192	,695
	Mean	5,5000	,45644
	95% Confidence Interval Lower Bound for Mean	4,0474	
	Upper Bound	6,9526	
	5% Trimmed Mean	5,5000	
	Median	5,5000	
Master in Economics & Reg. Devel.	Variance	,833	
	Std. Deviation	,91287	
	Minimum	4,50	
	Maximum	6,50	
	Range	2,00	
	Interquartile Range	1,75	
	Skewness	,000	1,014
	Kurtosis	-3,300	2,619
	Mean	5,0893	,28178
	95% Confidence Interval Lower Bound for Mean	4,4805	
Upper Bound	5,6980		
	5% Trimmed Mean	5,0575	
	Median	5,0000	
Master in Intern. & Europ. Economics	Variance	1,112	
	Std. Deviation	1,05433	
	Minimum	3,75	
	Maximum	7,00	
	Range	3,25	
	Interquartile Range	1,88	
	Skewness	,269	,597
	Kurtosis	-,954	1,154



Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances

Social Value

Levene Statistic	df1	df2	Sig.
1,257	5	114	,288

Test of Homogeneity of Variances (excluding outlier)

Social Value

Levene Statistic	df1	df2	Sig.
1,498	5	113	,196

ANOVA

Social Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,909	5	,382	,415	,837
Within Groups	103,949	113	,920		
Total	105,858	118			

Multiple Comparisons

Dependent Variable: Social Value

	(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Master in Economics	Master in Account. & Finan.	-,09375	,37689	1,000	-1,1864	,9989
		MSc in Ap. Account. & Audit.	-,07708	,41990	1,000	-1,2945	1,1403
		MBA	-,29261	,36864	,968	-1,3614	,7761
		Master in Economics & Reg. Devel.	-,59375	,58734	,913	-2,2966	1,1091
		Master in Intern. & Europ. Economics	-,18304	,42508	,998	-1,4154	1,0494
		Master in Economics	,09375	,37689	1,000	-,9989	1,1864
	Master in Account. & Finan.	MSc in Ap. Account. & Audit.	,01667	,29729	1,000	-,8452	,8786
		MBA	-,19886	,21900	,944	-,8338	,4361
		Master in Economics & Reg. Devel.	-,50000	,50698	,921	-1,9699	,9699
		Master in Intern. & Europ. Economics	-,08929	,30457	1,000	-,9723	,7937
	MSc in Ap. Account. & Audit.	Master in Economics	,07708	,41990	1,000	-1,1403	1,2945
		Master in Account. & Finan.	-,01667	,29729	1,000	-,8786	,8452
		MBA	-,21553	,28676	,975	-1,0469	,6159
		Master in Economics & Reg. Devel.	-,51667	,53972	,930	-2,0814	1,0481

Student Perceptions of Employer Attractiveness

MBA	Master in Intern. & Europ. Economics	-,10595	,35642	1,000	-1,1393	,9274
	Master in Economics	,29261	,36864	,968	-,7761	1,3614
	Master in Account. & Finan.	,19886	,21900	,944	-,4361	,8338
	MSc in Ap. Account. & Audit.	,21553	,28676	,975	-,6159	1,0469
	Master in Economics & Reg. Devel.	-,30114	,50088	,991	-1,7533	1,1510
	Master in Intern. & Europ. Economics	,10958	,29430	,999	-,7437	,9628
	Master in Economics	,59375	,58734	,913	-1,1091	2,2966
	Master in Account. & Finan.	,50000	,50698	,921	-,9699	1,9699
	Master in Economics & Reg. Devel.	,51667	,53972	,930	-1,0481	2,0814
	MBA	,30114	,50088	,991	-1,1510	1,7533
Master in Intern. & Europ. Economics	Master in Intern. & Europ. Economics	,41071	,54377	,974	-1,1658	1,9872
	Master in Economics	,18304	,42508	,998	-1,0494	1,4154
	Master in Account. & Finan.	,08929	,30457	1,000	-,7937	,9723
	MSc in Ap. Account. & Audit.	,10595	,35642	1,000	-,9274	1,1393
	MBA	-,10958	,29430	,999	-,9628	,7437
	Master in Economics & Reg. Devel.	-,41071	,54377	,974	-1,9872	1,1658
	Master in Account. & Finan.	-,09375	,37689	1,000	-1,3703	1,1828
	MSc in Ap. Account. & Audit.	-,07708	,41990	1,000	-1,4994	1,3452
	MBA	-,29261	,36864	,986	-1,5413	,9560
	Master in Economics & Reg. Devel.	-,59375	,58734	,960	-2,5832	1,3957
Scheffe	Master in Intern. & Europ. Economics	-,18304	,42508	,999	-1,6229	1,2568
	Master in Economics	,09375	,37689	1,000	-1,1828	1,3703
	MSc in Ap. Account. & Audit.	,01667	,29729	1,000	-,9903	1,0237
	Master in Account. & Finan.	-,19886	,21900	,975	-,9407	,5429
	Master in Economics & Reg. Devel.	-,50000	,50698	,964	-2,2173	1,2173
	Master in Intern. & Europ. Economics	-,08929	,30457	1,000	-1,1209	,9424
	MSc in Ap. Account. & Audit.	,07708	,41990	1,000	-1,3452	1,4994
	Master in Economics					

Student Perceptions of Employer Attractiveness

	Master in Account. & Finan.	,01667	,29729	1,000	-1,0237	,9903
	MBA	,21553	,28676	,989	-1,1869	,7558
	Master in Economics & Reg. Devel.	,51667	,53972	,968	-2,3448	1,3115
	Master in Intern. & Europ. Economics	,10595	,35642	1,000	-1,3132	1,1013
	Master in Economics	,29261	,36864	,986	-,9560	1,5413
	Master in Account. & Finan.	,19886	,21900	,975	-,5429	,9407
MBA	MSc in Ap. Account. & Audit.	,21553	,28676	,989	-,7558	1,1869
	Master in Economics & Reg. Devel.	,30114	,50088	,996	-1,9977	1,3955
	Master in Intern. & Europ. Economics	,10958	,29430	1,000	-,8873	1,1064
	Master in Economics	,59375	,58734	,960	-1,3957	2,5832
	Master in Account. & Finan.	,50000	,50698	,964	-1,2173	2,2173
Master in Economics & Reg. Devel.	MSc in Ap. Account. & Audit.	,51667	,53972	,968	-1,3115	2,3448
	MBA	,30114	,50088	,996	-1,3955	1,9977
	Master in Intern. & Europ. Economics	,41071	,54377	,989	-1,4311	2,2526
	Master in Economics	,18304	,42508	,999	-1,2568	1,6229
	Master in Account. & Finan.	,08929	,30457	1,000	-,9424	1,1209
Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	,10595	,35642	1,000	-1,1013	1,3132
	MBA	-,10958	,29430	1,000	-1,1064	,8873
	Master in Economics & Reg. Devel.	-,41071	,54377	,989	-2,2526	1,4311

Studies-CV

Descriptives

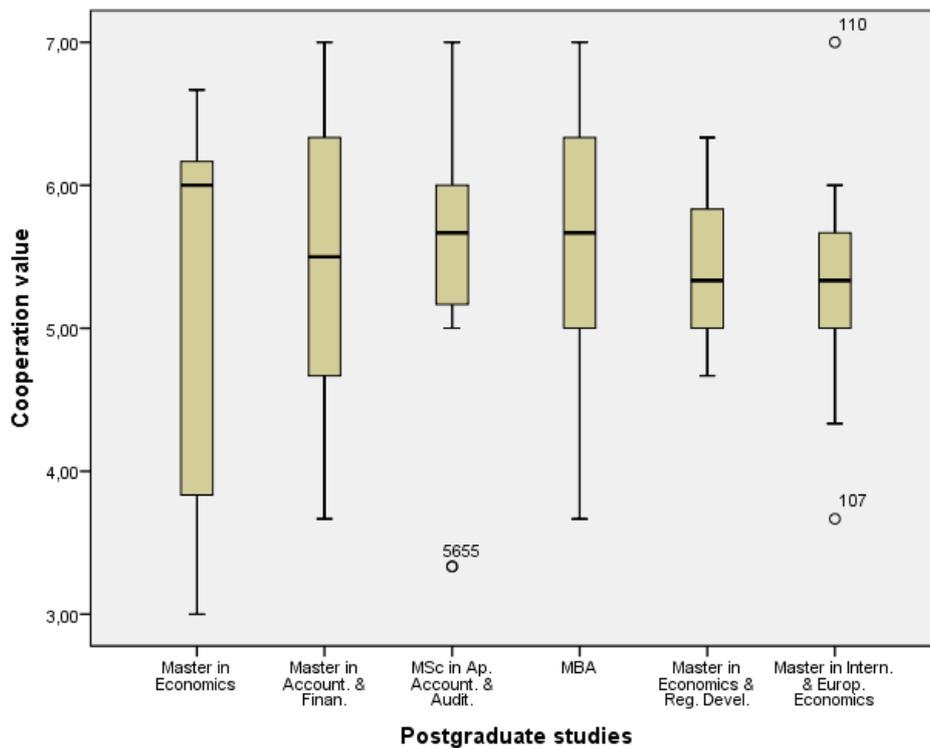
		Postgraduate studies	Statistic	Std. Error
Cooperation value	Master in Economics	Mean	5,2083	,49975
		95% Confidence Interval for Mean	Lower Bound	4,0266
		Upper Bound	6,3901	
		5% Trimmed Mean	5,2500	
		Median	6,0000	
		Variance	1,998	
		Std. Deviation	1,41351	
		Minimum	3,00	
		Maximum	6,67	
		Range	3,67	
		Interquartile Range	2,50	

Student Perceptions of Employer Attractiveness

Master in Account. & Finan.	Skewness		-0,687	0,752	
	Kurtosis		-1,562	1,481	
	Mean		5,4216	5,17819	
	95% Confidence Interval for Mean	Lower Bound	5,0590		
		Upper Bound	5,7841		
	5% Trimmed Mean		5,4237		
	Median		5,5000		
	Variance		1,080		
	Std. Deviation		1,03900		
	Minimum		3,67		
	Maximum		7,00		
	Range		3,33		
	Interquartile Range		1,67		
	Skewness		-0,026	0,403	
	Kurtosis		-1,284	0,788	
MSc in Ap. Account. & Audit.	Mean		5,4444	5,26159	
	95% Confidence Interval for Mean	Lower Bound	4,8834		
		Upper Bound	6,0055		
	5% Trimmed Mean		5,4753		
	Median		5,6667		
	Variance		1,026		
	Std. Deviation		1,01314		
	Minimum		3,33		
	Maximum		7,00		
	Range		3,67		
	Interquartile Range		1,00		
	Skewness		-1,053	0,580	
	Kurtosis		1,154	1,121	
	Mean		5,5852	5,14259	
	95% Confidence Interval for Mean	Lower Bound	5,2978		
	Upper Bound	5,8726			
5% Trimmed Mean		5,6111			
Median		5,6667			
MBA	Variance		0,915		
	Std. Deviation		0,95652		
	Minimum		3,67		
	Maximum		7,00		
	Range		3,33		
	Interquartile Range		1,67		
	Skewness		-0,232	0,354	
	Kurtosis		-1,050	0,695	
	Mean		5,4167	5,34359	
	95% Confidence Interval for Mean	Lower Bound	4,3232		
		Upper Bound	6,5101		
	5% Trimmed Mean		5,4074		
	Median		5,3333		
	Master in Economics & Reg. Devel.	Variance		0,472	
		Std. Deviation		0,68718	
Minimum			4,67		
Maximum			6,33		
Range			1,67		

Student Perceptions of Employer Attractiveness

Master in Intern. & Europ. Economics	Interquartile Range		1,25	
	Skewness		,713	1,014
	Kurtosis		1,785	2,619
	Mean		5,2857	,22060
	95% Confidence Interval for Mean	Lower Bound	4,8091	
		Upper Bound	5,7623	
	5% Trimmed Mean		5,2804	
	Median		5,3333	
	Variance		,681	
	Std. Deviation		,82542	
	Minimum		3,67	
	Maximum		7,00	
	Range		3,33	
	Interquartile Range		,92	
Skewness		-,022	,597	
Kurtosis		,833	1,154	



Test of Homogeneity of Variances

Cooperation value

Levene Statistic	df1	df2	Sig.
2,305	5	114	,049

Test of Homogeneity of Variances

Cooperation value

Levene Statistic	df1	df2	Sig.
3,316	5	111	,008

Student Perceptions of Employer Attractiveness

ANOVA

Cooperation value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,401	5	,480	,510	,768
Within Groups	104,524	111	,942		
Total	106,925	116			

Robust Tests of Equality of Means

Cooperation value

	Statistica	df1	df2	Sig.
Welch	,630	5	20,532	,679
Brown-Forsythe	,510	5	34,839	,767

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: Cooperation value

Games-Howell

(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Master in Economics	Master in Account. & Finan.	-,21324	,53057	,998	-2,1045	1,6780
	MSc in Ap. Account. & Audit.	-,38690	,54998	,977	-2,2961	1,5223
	MBA	-,34470	,51956	,982	-2,2331	1,5437
	Master in Economics & Reg. Devel.	-,20833	,60647	,999	-2,3157	1,8990
	Master in Intern. & Europ. Economics	,05449	,53502	1,000	-1,8421	1,9511
Master in Account. & Finan.	Master in Economics	,21324	,53057	,998	-1,6780	2,1045
	MSc in Ap. Account. & Audit.	-,17367	,29064	,990	-1,0593	,7119
	MBA	-,13146	,22792	,992	-,8000	,5371
	Master in Economics & Reg. Devel.	,00490	,38705	1,000	-1,6755	1,6853
	Master in Intern. & Europ. Economics	,26772	,26123	,906	-,5222	1,0577
MSc in Ap. Account. & Audit.	Master in Economics	,38690	,54998	,977	-1,5223	2,2961
	Master in Account. & Finan.	,17367	,29064	,990	-,7119	1,0593
	MBA	,04221	,27003	1,000	-,7933	,8777
	Master in Economics & Reg. Devel.	,17857	,41325	,997	-1,4660	1,8231
	Master in Intern. & Europ. Economics	,44139	,29868	,681	-,4805	1,3633
MBA	Master in Economics	,34470	,51956	,982	-1,5437	2,2331
	Master in Account. & Finan.	,13146	,22792	,992	-,5371	,8000
	MSc in Ap. Account. & Audit.	-,04221	,27003	1,000	-,8777	,7933
	Master in Economics & Reg. Devel.	,13636	,37182	,998	-1,6028	1,8755

Student Perceptions of Employer Attractiveness

	Master in Intern. & Europ. Economics	,39918	,23809	,558	-,3309	1,1293
	Master in Economics	,20833	,60647	,999	-1,8990	2,3157
	Master in Account. & Finan.	-,00490	,38705	1,000	-1,6853	1,6755
Master in Economics & Reg. Devel.	MSc in Ap. Account. & Audit.	-,17857	,41325	,997	-1,8231	1,4660
	MBA	-,13636	,37182	,998	-1,8755	1,6028
	Master in Intern. & Europ. Economics	-,26282	,39312	,978	-1,4112	1,9369
	Master in Economics	-,05449	,53502	1,000	-1,9511	1,8421
	Master in Account. & Finan.	-,26772	,26123	,906	-1,0577	,5222
Master in Intern. & Europ. Economics	MSc in Ap. Account. & Audit.	-,44139	,29868	,681	-1,3633	,4805
	MBA	-,39918	,23809	,558	-1,1293	,3309
	Master in Economics & Reg. Devel.	-,26282	,39312	,978	-1,9369	1,4112

Studies-WE

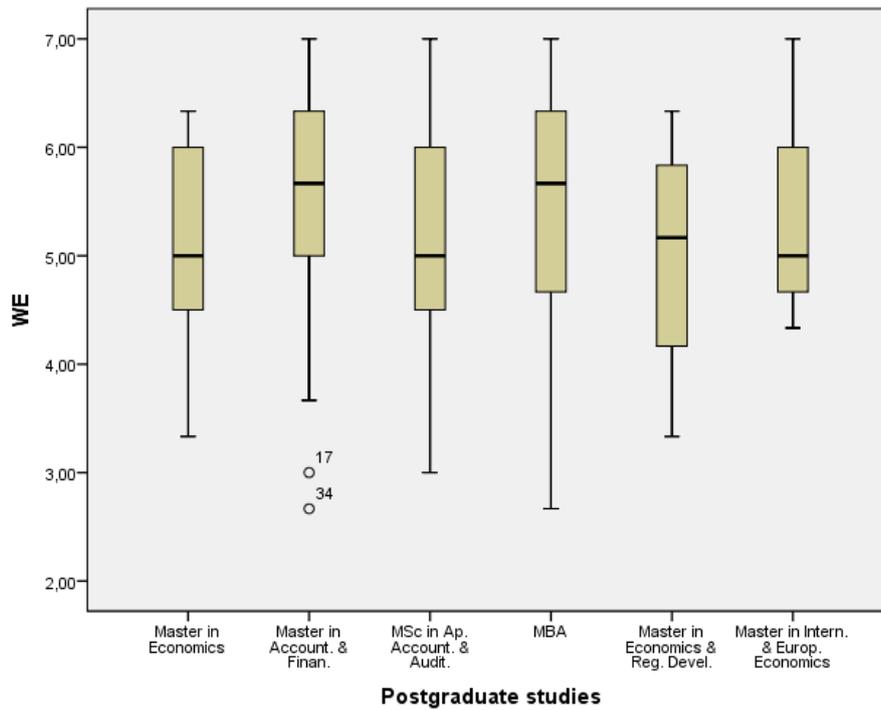
Descriptives

Postgraduate studies		Statistic	Std. Error	
WE	Master in Economics	Mean	5,0833	
		95% Confidence Interval for Lower Bound	4,2180	
		Upper Bound	5,9487	
		5% Trimmed Mean	5,1111	
		Median	5,0000	
		Variance	1,071	
		Std. Deviation	1,03510	
		Minimum	3,33	
		Maximum	6,33	
		Range	3,00	
		Interquartile Range	1,75	
		Skewness	-,310	,752
		Kurtosis	-,492	1,481
		Mean	5,5686	,18107
		95% Confidence Interval for Lower Bound	5,2002	
		Upper Bound	5,9370	
	Master in Account. & Finan.	WE	5% Trimmed Mean	5,6503
		Median	5,6667	
		Variance	1,115	
		Std. Deviation	1,05578	
		Minimum	2,67	
		Maximum	7,00	
		Range	4,33	
		Interquartile Range	1,42	
		Skewness	-1,106	,403
		Kurtosis	1,013	,788
MSc in Ap. Account. & Audit.	WE	Mean	5,1778	
		95% Confidence Interval for Lower Bound	4,5275	
		Upper Bound	5,8280	
		5% Trimmed Mean	5,1975	
		Median	5,0000	

Student Perceptions of Employer Attractiveness

	Variance		1,379	
	Std. Deviation		1,17424	
	Minimum		3,00	
	Maximum		7,00	
	Range		4,00	
	Interquartile Range		2,00	
	Skewness		-,038	,580
	Kurtosis		-,536	1,121
	Mean		5,4148	,17120
	95% Confidence Interval for Mean	Lower Bound	5,0698	
		Upper Bound	5,7599	
	5% Trimmed Mean		5,4691	
	Median		5,6667	
	Variance		1,319	
MBA	Std. Deviation		1,14846	
	Minimum		2,67	
	Maximum		7,00	
	Range		4,33	
	Interquartile Range		1,67	
	Skewness		-,597	,354
	Kurtosis		-,224	,695
	Mean		5,0000	,62361
	95% Confidence Interval for Mean	Lower Bound	3,0154	
		Upper Bound	6,9846	
	5% Trimmed Mean		5,0185	
	Median		5,1667	
	Variance		1,556	
Master in Economics & Reg. Devel.	Std. Deviation		1,24722	
	Minimum		3,33	
	Maximum		6,33	
	Range		3,00	
	Interquartile Range		2,33	
	Skewness		-,764	1,014
	Kurtosis		1,500	2,619
	Mean		5,3333	,22914
	95% Confidence Interval for Mean	Lower Bound	4,8383	
		Upper Bound	5,8284	
	5% Trimmed Mean		5,2963	
	Median		5,0000	
	Variance		,735	
Master in Intern. & Europ. Economics	Std. Deviation		,85735	
	Minimum		4,33	
	Maximum		7,00	
	Range		2,67	
	Interquartile Range		1,50	
	Skewness		,538	,597
	Kurtosis		-,815	1,154

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances

WE

Levene Statistic	df1	df2	Sig.
,362	5	114	,874

Test of Homogeneity of Variances (exluding outliers)

WE

Levene Statistic	df1	df2	Sig.
1,066	5	112	,383

ANOVA

WE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,862	5	1,172	1,095	,367
Within Groups	119,890	112	1,070		
Total	125,752	117			

Multiple Comparisons

Dependent Variable: WE

	(I) Postgraduate studies	(J) Postgraduate studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Master in Economics	Master in Account. & Finan.	-,65625	,40897	,597	-1,8421	,5296

Student Perceptions of Employer Attractiveness

	MSc in Ap. Account. & Audit.	-,09444	,45296	1,000	-1,4079	1,2190
	MBA	-,33148	,39698	,960	-1,4826	,8196
	Master in Economics & Reg. Devel.	,08333	,63358	1,000	-1,7538	1,9205
	Master in Intern. & Europ. Economics	-,25000	,45855	,994	-1,5796	1,0796
	Master in Economics	,65625	,40897	,597	-,5296	1,8421
	MSc in Ap. Account. & Audit.	,56181	,32375	,512	-,3770	1,5006
Master in Account. & Finan.	MBA	,32477	,23925	,752	-,3690	1,0185
	Master in Economics & Reg. Devel.	,73958	,54869	,758	-,8514	2,3306
	Master in Intern. & Europ. Economics	,40625	,33153	,824	-,5551	1,3676
	Master in Economics	,09444	,45296	1,000	-1,2190	1,4079
	Master in Account. & Finan.	-,56181	,32375	,512	-1,5006	,3770
MSc in Ap. Account. & Audit.	MBA	-,23704	,30847	,972	-1,1315	,6574
	Master in Economics & Reg. Devel.	,17778	,58222	1,000	-1,5105	1,8660
	Master in Intern. & Europ. Economics	-,15556	,38448	,999	-1,2704	,9593
	Master in Economics	,33148	,39698	,960	-,8196	1,4826
	Master in Account. & Finan.	-,32477	,23925	,752	-1,0185	,3690
MBA	MSc in Ap. Account. & Audit.	,23704	,30847	,972	-,6574	1,1315
	Master in Economics & Reg. Devel.	,41481	,53981	,972	-1,1505	1,9801
	Master in Intern. & Europ. Economics	,08148	,31662	1,000	-,8366	,9996
	Master in Economics	-,08333	,63358	1,000	-1,9205	1,7538
Master in Economics & Reg. Devel.	Master in Account. & Finan.	-,73958	,54869	,758	-2,3306	,8514
	MSc in Ap. Account. & Audit.	-,17778	,58222	1,000	-1,8660	1,5105
	MBA	-,41481	,53981	,972	-1,9801	1,1505
	Master in Intern. & Europ. Economics	-,33333	,58658	,993	-2,0342	1,3675
	Master in Economics	,25000	,45855	,994	-1,0796	1,5796
Master in Intern. & Europ. Economics	Master in Account. & Finan.	-,40625	,33153	,824	-1,3676	,5551
	MSc in Ap. Account. & Audit.	,15556	,38448	,999	-,9593	1,2704
	MBA	-,08148	,31662	1,000	-,9996	,8366

Student Perceptions of Employer Attractiveness

Scheffe	Master in Economics	Master in Economics & Reg. Devel.	,33333	,58658	,993	-1,3675	2,0342
		Master in Account. & Finan.	-,65625	,40897	,764	-2,0417	,7292
		MSc in Ap. Account. & Audit.	-,09444	,45296	1,000	-1,6289	1,4401
		MBA	-,33148	,39698	,983	-1,6764	1,0134
		Master in Economics & Reg. Devel.	,08333	,63358	1,000	-2,0631	2,2297
	Master in Account. & Finan.	Master in Intern. & Europ. Economics	-,25000	,45855	,998	-1,8034	1,3034
		Master in Economics	,65625	,40897	,764	-,7292	2,0417
		MSc in Ap. Account. & Audit.	,56181	,32375	,698	-,5350	1,6586
		MBA	,32477	,23925	,869	-,4857	1,1353
		Master in Economics & Reg. Devel.	,73958	,54869	,873	-1,1192	2,5984
	MSc in Ap. Account. & Audit.	Master in Intern. & Europ. Economics	,40625	,33153	,912	-,7169	1,5294
		Master in Economics	,09444	,45296	1,000	-1,4401	1,6289
		Master in Account. & Finan.	-,56181	,32375	,698	-1,6586	,5350
		MBA	-,23704	,30847	,988	-1,2820	,8080
		Master in Economics & Reg. Devel.	,17778	,58222	1,000	-1,7946	2,1502
	MBA	Master in Intern. & Europ. Economics	-,15556	,38448	,999	-1,4581	1,1470
		Master in Economics	,33148	,39698	,983	-1,0134	1,6764
		Master in Account. & Finan.	-,32477	,23925	,869	-1,1353	,4857
		MSc in Ap. Account. & Audit.	,23704	,30847	,988	-,8080	1,2820
		Master in Economics & Reg. Devel.	,41481	,53981	,988	-1,4139	2,2436
Master in Economics & Reg. Devel.	Master in Intern. & Europ. Economics	,08148	,31662	1,000	-,9911	1,1541	
	Master in Economics	-,08333	,63358	1,000	-2,2297	2,0631	
	Master in Account. & Finan.	-,73958	,54869	,873	-2,5984	1,1192	
	MSc in Ap. Account. & Audit.	-,17778	,58222	1,000	-2,1502	1,7946	
	MBA	-,41481	,53981	,988	-2,2436	1,4139	
Master in Intern. & Europ. Economics	Master in Intern. & Europ. Economics	-,33333	,58658	,997	-2,3205	1,6538	
	Master in Economics	,25000	,45855	,998	-1,3034	1,8034	

Student Perceptions of Employer Attractiveness

Master in Account. & Finan.	-,40625	,33153	,912	-1,5294	,7169
MSc in Ap. Account. & Audit.	,15556	,38448	,999	-1,1470	1,4581
MBA	-,08148	,31662	1,000	-1,1541	,9911
Master in Economics & Reg. Devel.	,33333	,58658	,997	-1,6538	2,3205

8.7 Hypothesis 3b

One way ANOVA. Groups of Post Graduate Studies According to their Fields (Economics, MBA & Finance)

Post Graduate Studies -EV Descriptives

EV

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Economics	26	5,4423	,76763	,15054	5,1323	5,7524	4,00	6,67
MBA	32	5,3603	1,08813	,19236	4,9680	5,7526	3,00	6,83
Finance	44	5,3370	1,13598	,17126	4,9917	5,6824	1,50	6,83
Total	102	5,3712	1,02982	,10197	5,1689	5,5735	1,50	6,83

Test of Homogeneity of Variances

EV

Levene Statistic	df1	df2	Sig.
1,227	2	99	,298

ANOVA

EV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,187	2	,093	,086	,917
Within Groups	106,926	99	1,080		
Total	107,112	101			

Robust Tests of Equality of Means

EV

	Statistic ^a	df1	df2	Sig.
Welch	,118	2	63,586	,889
Brown-Forsythe	,094	2	94,912	,910

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: EV

(I)	(J)	Mean	Std.	Sig.	95% Confidence Interval
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Student Perceptions of Employer Attractiveness

	Pstudies	Pstudies	Difference (I-J)	Error		Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,08200	,27439	,952	-,5709	,7349
		Finance	,10526	,25707	,912	-,5064	,7170
	MBA	Economics	-,08200	,27439	,952	-,7349	,5709
		Finance	,02327	,24145	,995	-,5513	,5978
	Finance	Economics	-,10526	,25707	,912	-,7170	,5064
		MBA	-,02327	,24145	,995	-,5978	,5513
Scheffe	Economics	MBA	,08200	,27439	,956	-,5999	,7639
		Finance	,10526	,25707	,920	-,5336	,7442
	MBA	Economics	-,08200	,27439	,956	-,7639	,5999
		Finance	,02327	,24145	,995	-,5768	,6233
	Finance	Economics	-,10526	,25707	,920	-,7442	,5336
		MBA	-,02327	,24145	,995	-,6233	,5768
Games-Howell	Economics	MBA	,08200	,24426	,940	-,5064	,6704
		Finance	,10526	,22802	,889	-,4413	,6519
	MBA	Economics	-,08200	,24426	,940	-,6704	,5064
		Finance	,02327	,25754	,996	-,5937	,6403
	Finance	Economics	-,10526	,22802	,889	-,6519	,4413
		MBA	-,02327	,25754	,996	-,6403	,5937

Post Graduate Studies –IV

Test of Homogeneity of Variances

IV

Levene Statistic	df1	df2	Sig.
,126	2	99	,882

ANOVA

IV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,315	2	,158	,157	,855
Within Groups	99,547	99	1,006		
Total	99,862	101			

Multiple Comparisons

Dependent Variable: IV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,07519	,26476	,957	-,7052	,5548
		Finance	,05526	,24805	,973	-,5350	,6455
	MBA	Economics	,07519	,26476	,957	-,5548	,7052
		Finance	,13045	,23297	,842	-,4239	,6848

Student Perceptions of Employer Attractiveness

Scheffe	Finance	Economics	-,05526	,24805	,973	-,6455	,5350	
		MBA	-,13045	,23297	,842	-,6848	,4239	
	Economics	MBA	-,07519	,26476	,960	-,7332	,5828	
		Finance	,05526	,24805	,975	-,5612	,6717	
	MBA	Economics	,07519	,26476	,960	-,5828	,7332	
		Finance	,13045	,23297	,855	-,4485	,7094	
	Finance	Economics	-,05526	,24805	,975	-,6717	,5612	
		MBA	-,13045	,23297	,855	-,7094	,4485	
	Economics	MBA	-,07519	,25381	,953	-,6879	,5375	
		Finance	,05526	,25436	,974	-,5574	,6679	
	Games- Howell	MBA	Economics	,07519	,25381	,953	-,5375	,6879
			Finance	,13045	,22680	,834	-,4123	,6732
Finance		Economics	-,05526	,25436	,974	-,6679	,5574	
		MBA	-,13045	,22680	,834	-,6732	,4123	

Post Graduate Studies –DV

Test of Homogeneity of Variances

DV

Levene Statistic	df1	df2	Sig.
3,657	2	99	,029

ANOVA

DV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,109	2	1,054	1,356	,262
Within Groups	76,990	99	,778		
Total	79,099	101			

Robust Tests of Equality of Means

DV

	Statistic ^a	df1	df2	Sig.
Welch	1,766	2	58,554	,180
Brown-Forsythe	1,344	2	80,899	,267

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: DV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,17007	,23284	,746	-,7241	,3840
		Finance	-,35402	,21814	,241	-,8731	,1650
	MBA	Economics	,17007	,23284	,746	-,3840	,7241

Student Perceptions of Employer Attractiveness

Scheffe	Finance	Finance	-,18395	,20488	,643	-,6715	,3036
		Economics	,35402	,21814	,241	-,1650	,8731
		MBA	,18395	,20488	,643	-,3036	,6715
	Economics	MBA	-,17007	,23284	,766	-,7487	,4086
		Finance	-,35402	,21814	,273	-,8962	,1881
		Economics	,17007	,23284	,766	-,4086	,7487
	MBA	Finance	-,18395	,20488	,669	-,6931	,3252
		Economics	,35402	,21814	,273	-,1881	,8962
		MBA	,18395	,20488	,669	-,3252	,6931
	Economics	MBA	-,17007	,24022	,760	-,7488	,4087
		Finance	-,35402	,18832	,154	-,8076	,0995
		Economics	,17007	,24022	,760	-,4087	,7488
Games-Howell	MBA	Finance	-,18395	,22534	,695	-,7270	,3591
	Finance	Economics	,35402	,18832	,154	-,0995	,8076
		MBA	,18395	,22534	,695	-,3591	,7270

Post Graduate Studies –MV

Test of Homogeneity of Variances

MV

Levene Statistic	df1	df2	Sig.
,256	2	99	,775

ANOVA

MV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,380	2	,190	,138	,871
Within Groups	136,458	99	1,378		
Total	136,838	101			

Robust Tests of Equality of Means

MV

	Statistic ^a	df1	df2	Sig.
Welch	,130	2	60,086	,879
Brown-Forsythe	,141	2	89,252	,869

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: MV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,11781	,30998	,924	-,6198	,8554
		Finance	,15000	,29041	,863	-,5410	,8410
	MBA	Economics	-,11781	,30998	,924	-,8554	,6198
		Finance	,03219	,27276	,992	-,6168	,6812
	Finance	Economics	-,15000	,29041	,863	-,8410	,5410
		MBA	-,03219	,27276	,992	-,6812	,6168
Scheffe	Economics	MBA	,11781	,30998	,930	-,6526	,8882
		Finance	,15000	,29041	,875	-,5718	,8718
	MBA	Economics	-,11781	,30998	,930	-,8882	,6526
		Finance	,03219	,27276	,993	-,6457	,7101

Student Perceptions of Employer Attractiveness

Games-Howell	Finance	Economics	-,15000	,29041	,875	-,8718	,5718
		MBA	-,03219	,27276	,993	-,7101	,6457
	Economics	MBA	,11781	,29907	,918	-,6044	,8400
		Finance	,15000	,30003	,872	-,5729	,8729
	MBA	Economics	-,11781	,29907	,918	-,8400	,6044
		Finance	,03219	,26404	,992	-,5997	,6640
	Finance	Economics	-,15000	,30003	,872	-,8729	,5729
		MBA	-,03219	,26404	,992	-,6640	,5997

Post Graduate Studies –SV

Test of Homogeneity of Variances

SV

Levene Statistic	df1	df2	Sig.
,355	2	99	,702

ANOVA

SV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,626	2	,313	,353	,703
Within Groups	87,698	99	,886		
Total	88,324	101			

Robust Tests of Equality of Means

SV

	Statistic ^a	df1	df2	Sig.
Welch	,374	2	60,520	,689
Brown-Forsythe	,363	2	91,291	,697

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: SV

	(I) Pstudies	(J) Pstudies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,13522	,24850	,850	-,4561	,7265
		Finance	-,04589	,23282	,979	-,5999	,5081
	MBA	Economics	-,13522	,24850	,850	-,7265	,4561
		Finance	-,18111	,21867	,686	-,7014	,3392
	Finance	Economics	,04589	,23282	,979	-,5081	,5999
		MBA	,18111	,21867	,686	-,3392	,7014
Scheffe	Economics	MBA	,13522	,24850	,863	-,4824	,7528
		Finance	-,04589	,23282	,981	-,6245	,5327
	MBA	Economics	-,13522	,24850	,863	-,7528	,4824
		Finance	-,18111	,21867	,710	-,7245	,3623
	Finance	Economics	,04589	,23282	,981	-,5327	,6245
		MBA	,18111	,21867	,710	-,3623	,7245
Games-Howell	Economics	MBA	,13522	,23766	,837	-,4383	,7087

Student Perceptions of Employer Attractiveness

Howell	MBA	Finance	-,04589	,23672	,980	-,6159	,5241
		Economics	-,13522	,23766	,837	-,7087	,4383
	Finance	Finance	-,18111	,21437	,677	-,6941	,3319
		Economics	,04589	,23672	,980	-,5241	,6159
		MBA	,18111	,21437	,677	-,3319	,6941

Post Graduate Studies–CV

Test of Homogeneity of Variances

CV

Levene Statistic	df1	df2	Sig.
,436	2	99	,648

ANOVA

MV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,380	2	,190	,138	,871
Within Groups	136,458	99	1,378		
Total	136,838	101			

Robust Tests of Equality of Means

CV

	Statistic ^a	df1	df2	Sig.
Welch	,968	2	58,651	,386
Brown-Forsythe	,936	2	87,621	,396

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: CV

	(I) Pstudies	(J) Pstudies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,12534	,26169	,881	-,7480	,4973
		Finance	-,32483	,24517	,385	-,9082	,2586
	MBA	Economics	,12534	,26169	,881	-,4973	,7480
		Finance	-,19949	,23027	,663	-,7474	,3484
	Finance	Economics	,32483	,24517	,385	-,2586	,9082
		MBA	,19949	,23027	,663	-,3484	,7474
Scheffe	Economics	MBA	-,12534	,26169	,892	-,7757	,5250
		Finance	-,32483	,24517	,419	-,9341	,2845
	MBA	Economics	,12534	,26169	,892	-,5250	,7757
		Finance	-,19949	,23027	,688	-,7718	,3728
	Finance	Economics	,32483	,24517	,419	-,2845	,9341
		MBA	,19949	,23027	,688	-,3728	,7718
Games- Howell	Economics	MBA	-,12534	,26688	,886	-,7683	,5177
		Finance	-,32483	,24148	,377	-,9076	,2580
	MBA	Economics	,12534	,26688	,886	-,5177	,7683
		Finance	-,19949	,23362	,671	-,7601	,3612
	Finance	Economics	,32483	,24148	,377	-,2580	,9076

Student Perceptions of Employer Attractiveness

MBA	,19949	,23362	,671	-,3612	,7601
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Post Graduate Studies -WE

Test of Homogeneity of Variances

WE

Levene Statistic	df1	df2	Sig.
,717	2	99	,491

ANOVA

WE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,780	2	,890	,758	,471
Within Groups	116,247	99	1,174		
Total	118,026	101			

Robust Tests of Equality of Means

WE

	Statistic ^a	df1	df2	Sig.
Welch	,885	2	62,018	,418
Brown-Forsythe	,797	2	95,560	,454

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: WE

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,34928	,28610	,444	-1,0301	,3315
		Finance	-,22706	,26805	,675	-,8649	,4107
	MBA	Economics	,34928	,28610	,444	-,3315	1,0301
		Finance	,12222	,25176	,878	-,4768	,7213
	Finance	Economics	,22706	,26805	,675	-,4107	,8649
		MBA	-,12222	,25176	,878	-,7213	,4768
Scheffe	Economics	MBA	-,34928	,28610	,477	-1,0603	,3618
		Finance	-,22706	,26805	,699	-,8932	,4391
	MBA	Economics	,34928	,28610	,477	-,3618	1,0603
		Finance	,12222	,25176	,889	-,5035	,7479
	Finance	Economics	,22706	,26805	,699	-,4391	,8932
		MBA	-,12222	,25176	,889	-,7479	,5035
Games-Howell	Economics	MBA	-,34928	,26660	,396	-,9912	,2927
		Finance	-,22706	,25412	,646	-,8375	,3834
	MBA	Economics	,34928	,26660	,396	-,2927	,9912
		Finance	,12222	,25927	,885	-,4988	,7432
	Finance	Economics	,22706	,25412	,646	-,3834	,8375
		MBA	-,12222	,25927	,885	-,7432	,4988

Continued Hypothesis 4: Post Graduate Studies Grouped according to their field (Economics ,MBA&Finance)

Student Perceptions of Employer Attractiveness

Group Field Studies -EV Descriptives

EV

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Economics	26	5,4423	,76763	,15054	5,1323	5,7524	4,00	6,67
MBA	32	5,3603	1,08813	,19236	4,9680	5,7526	3,00	6,83
Finance	44	5,3370	1,13598	,17126	4,9917	5,6824	1,50	6,83
Total	102	5,3712	1,02982	,10197	5,1689	5,5735	1,50	6,83

Test of Homogeneity of Variances

EV

Levene Statistic	df1	df2	Sig.
1,227	2	99	,298

ANOVA

EV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,187	2	,093	,086	,917
Within Groups	106,926	99	1,080		
Total	107,112	101			

Robust Tests of Equality of Means

EV

	Statistic ^a	df1	df2	Sig.
Welch	,118	2	63,586	,889
Brown-Forsythe	,094	2	94,912	,910

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: EV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,08200	,27439	,952	-,5709	,7349
		Finance	,10526	,25707	,912	-,5064	,7170
	MBA	Economics	-,08200	,27439	,952	-,7349	,5709
		Finance	,02327	,24145	,995	-,5513	,5978
	Finance	Economics	-,10526	,25707	,912	-,7170	,5064
		MBA	-,02327	,24145	,995	-,5978	,5513
Scheffe	Economics	MBA	,08200	,27439	,956	-,5999	,7639
		Finance	,10526	,25707	,920	-,5336	,7442
	MBA	Economics	-,08200	,27439	,956	-,7639	,5999
		Finance	,02327	,24145	,995	-,5768	,6233
	Finance	Economics	-,10526	,25707	,920	-,7442	,5336
		MBA	-,02327	,24145	,995	-,6233	,5768
Games-Howell	Economics	MBA	,08200	,24426	,940	-,5064	,6704
		Finance	,10526	,22802	,889	-,4413	,6519
	MBA	Economics	-,08200	,24426	,940	-,6704	,5064
		Finance	,02327	,25754	,996	-,5937	,6403

Student Perceptions of Employer Attractiveness

Finance	Economics	-,10526	,22802	,889	-,6519	,4413
	MBA	-,02327	,25754	,996	-,6403	,5937

Group Field Studies –IV

Test of Homogeneity of Variances

IV

Levene Statistic	df1	df2	Sig.
,126	2	99	,882

ANOVA

IV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,315	2	,158	,157	,855
Within Groups	99,547	99	1,006		
Total	99,862	101			

Multiple Comparisons

Dependent Variable: IV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,07519	,26476	,957	-,7052	,5548
		Finance	,05526	,24805	,973	-,5350	,6455
	MBA	Economics	,07519	,26476	,957	-,5548	,7052
		Finance	,13045	,23297	,842	-,4239	,6848
	Finance	Economics	-,05526	,24805	,973	-,6455	,5350
		MBA	-,13045	,23297	,842	-,6848	,4239
Scheffe	Economics	MBA	-,07519	,26476	,960	-,7332	,5828
		Finance	,05526	,24805	,975	-,5612	,6717
	MBA	Economics	,07519	,26476	,960	-,5828	,7332
		Finance	,13045	,23297	,855	-,4485	,7094
	Finance	Economics	-,05526	,24805	,975	-,6717	,5612
		MBA	-,13045	,23297	,855	-,7094	,4485
Games-Howell	Economics	MBA	-,07519	,25381	,953	-,6879	,5375
		Finance	,05526	,25436	,974	-,5574	,6679
	MBA	Economics	,07519	,25381	,953	-,5375	,6879
		Finance	,13045	,22680	,834	-,4123	,6732

Student Perceptions of Employer Attractiveness

Finance	Economics	-,05526	,25436	,974	-,6679	,5574
	MBA	-,13045	,22680	,834	-,6732	,4123

Group Field Studies –DV

Test of Homogeneity of Variances

DV

Levene Statistic	df1	df2	Sig.
3,657	2	99	,029

ANOVA

DV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,109	2	1,054	1,356	,262
Within Groups	76,990	99	,778		
Total	79,099	101			

Robust Tests of Equality of Means

DV

	Statistic ^a	df1	df2	Sig.
Welch	1,766	2	58,554	,180
Brown-Forsythe	1,344	2	80,899	,267

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: DV

	(I) Pstudies	(J) Pstudies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,17007	,23284	,746	-,7241	,3840
		Finance	-,35402	,21814	,241	-,8731	,1650
	MBA	Economics	,17007	,23284	,746	-,3840	,7241
		Finance	-,18395	,20488	,643	-,6715	,3036
	Finance	Economics	,35402	,21814	,241	-,1650	,8731
		MBA	,18395	,20488	,643	-,3036	,6715
Scheffe	Economics	MBA	-,17007	,23284	,766	-,7487	,4086
		Finance	-,35402	,21814	,273	-,8962	,1881
	MBA	Economics	,17007	,23284	,766	-,4086	,7487
		Finance	-,18395	,20488	,669	-,6931	,3252
	Finance	Economics	,35402	,21814	,273	-,1881	,8962
		MBA	,18395	,20488	,669	-,3252	,6931
Games-Howell	Economics	MBA	-,17007	,24022	,760	-,7488	,4087
		Finance	-,35402	,18832	,154	-,8076	,0995
	MBA	Economics	,17007	,24022	,760	-,4087	,7488
		Finance	-,18395	,22534	,695	-,7270	,3591
	Finance	Economics	,35402	,18832	,154	-,0995	,8076
		MBA	,18395	,22534	,695	-,3591	,7270

Group Field Studies –MV

Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances

MV

Levene Statistic	df1	df2	Sig.
,256	2	99	,775

ANOVA

MV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,380	2	,190	,138	,871
Within Groups	136,458	99	1,378		
Total	136,838	101			

Robust Tests of Equality of Means

MV

	Statistic ^a	df1	df2	Sig.
Welch	,130	2	60,086	,879
Brown-Forsythe	,141	2	89,252	,869

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: MV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,11781	,30998	,924	-,6198	,8554
		Finance	,15000	,29041	,863	-,5410	,8410
	MBA	Economics	-,11781	,30998	,924	-,8554	,6198
		Finance	,03219	,27276	,992	-,6168	,6812
	Finance	Economics	-,15000	,29041	,863	-,8410	,5410
		MBA	-,03219	,27276	,992	-,6812	,6168
Scheffe	Economics	MBA	,11781	,30998	,930	-,6526	,8882
		Finance	,15000	,29041	,875	-,5718	,8718
	MBA	Economics	-,11781	,30998	,930	-,8882	,6526
		Finance	,03219	,27276	,993	-,6457	,7101
	Finance	Economics	-,15000	,29041	,875	-,8718	,5718
		MBA	-,03219	,27276	,993	-,7101	,6457
Games-Howell	Economics	MBA	,11781	,29907	,918	-,6044	,8400
		Finance	,15000	,30003	,872	-,5729	,8729
	MBA	Economics	-,11781	,29907	,918	-,8400	,6044
		Finance	,03219	,26404	,992	-,5997	,6640
	Finance	Economics	-,15000	,30003	,872	-,8729	,5729
		MBA	-,03219	,26404	,992	-,6640	,5997

Group Field Studies –SV

Test of Homogeneity of Variances

SV

Levene Statistic	df1	df2	Sig.
,355	2	99	,702

ANOVA

SV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,626	2	,313	,353	,703
Within Groups	87,698	99	,886		
Total	88,324	101			

Robust Tests of Equality of Means

SV

	Statistic ^a	df1	df2	Sig.
Welch	,374	2	60,520	,689
Brown-Forsythe	,363	2	91,291	,697

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: SV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	,13522	,24850	,850	-,4561	,7265
		Finance	-,04589	,23282	,979	-,5999	,5081
	MBA	Economics	-,13522	,24850	,850	-,7265	,4561
		Finance	-,18111	,21867	,686	-,7014	,3392
	Finance	Economics	,04589	,23282	,979	-,5081	,5999
		MBA	,18111	,21867	,686	-,3392	,7014
Scheffe	Economics	MBA	,13522	,24850	,863	-,4824	,7528
		Finance	-,04589	,23282	,981	-,6245	,5327
	MBA	Economics	-,13522	,24850	,863	-,7528	,4824
		Finance	-,18111	,21867	,710	-,7245	,3623
	Finance	Economics	,04589	,23282	,981	-,5327	,6245
		MBA	,18111	,21867	,710	-,3623	,7245
Games-Howell	Economics	MBA	,13522	,23766	,837	-,4383	,7087
		Finance	-,04589	,23672	,980	-,6159	,5241
	MBA	Economics	-,13522	,23766	,837	-,7087	,4383
		Finance	-,18111	,21437	,677	-,6941	,3319
	Finance	Economics	,04589	,23672	,980	-,5241	,6159
		MBA	,18111	,21437	,677	-,3319	,6941

Student Perceptions of Employer Attractiveness

Group Field Studies –CV

Test of Homogeneity of Variances

CV

Levene Statistic	df1	df2	Sig.
,436	2	99	,648

ANOVA

MV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,380	2	,190	,138	,871
Within Groups	136,458	99	1,378		
Total	136,838	101			

Robust Tests of Equality of Means

CV

	Statistic ^a	df1	df2	Sig.
Welch	,968	2	58,651	,386
Brown-Forsythe	,936	2	87,621	,396

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: CV

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,12534	,26169	,881	-,7480	,4973
		Finance	-,32483	,24517	,385	-,9082	,2586
	MBA	Economics	,12534	,26169	,881	-,4973	,7480
		Finance	-,19949	,23027	,663	-,7474	,3484
	Finance	Economics	,32483	,24517	,385	-,2586	,9082
		MBA	,19949	,23027	,663	-,3484	,7474
Scheffe	Economics	MBA	-,12534	,26169	,892	-,7757	,5250
		Finance	-,32483	,24517	,419	-,9341	,2845
	MBA	Economics	,12534	,26169	,892	-,5250	,7757
		Finance	-,19949	,23027	,688	-,7718	,3728
	Finance	Economics	,32483	,24517	,419	-,2845	,9341
		MBA	,19949	,23027	,688	-,3728	,7718
Games-Howell	Economics	MBA	-,12534	,26688	,886	-,7683	,5177
		Finance	-,32483	,24148	,377	-,9076	,2580
	MBA	Economics	,12534	,26688	,886	-,5177	,7683
		Finance	-,19949	,23362	,671	-,7601	,3612
	Finance	Economics	,32483	,24148	,377	-,2580	,9076
		MBA	,19949	,23362	,671	-,3612	,7601

Student Perceptions of Employer Attractiveness

Group Field Studies -WE

Test of Homogeneity of Variances

WE

Levene Statistic	df1	df2	Sig.
,717	2	99	,491

ANOVA

WE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,780	2	,890	,758	,471
Within Groups	116,247	99	1,174		
Total	118,026	101			

Robust Tests of Equality of Means

WE

	Statistic ^a	df1	df2	Sig.
Welch	,885	2	62,018	,418
Brown-Forsythe	,797	2	95,560	,454

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: WE

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Economics	MBA	-,34928	,28610	,444	-1,0301	,3315
		Finance	-,22706	,26805	,675	-,8649	,4107
	MBA	Economics	,34928	,28610	,444	-,3315	1,0301
		Finance	,12222	,25176	,878	-,4768	,7213
	Finance	Economics	,22706	,26805	,675	-,4107	,8649
		MBA	-,12222	,25176	,878	-,7213	,4768
Scheffe	Economics	MBA	-,34928	,28610	,477	-1,0603	,3618
		Finance	-,22706	,26805	,699	-,8932	,4391
	MBA	Economics	,34928	,28610	,477	-,3618	1,0603
		Finance	,12222	,25176	,889	-,5035	,7479
	Finance	Economics	,22706	,26805	,699	-,4391	,8932
		MBA	-,12222	,25176	,889	-,7479	,5035
Games-Howell	Economics	MBA	-,34928	,26660	,396	-,9912	,2927
		Finance	-,22706	,25412	,646	-,8375	,3834
	MBA	Economics	,34928	,26660	,396	-,2927	,9912
		Finance	,12222	,25927	,885	-,4988	,7432
	Finance	Economics	,22706	,25412	,646	-,3834	,8375
		MBA	-,12222	,25927	,885	-,7432	,4988

8.8 Hypothesis 4

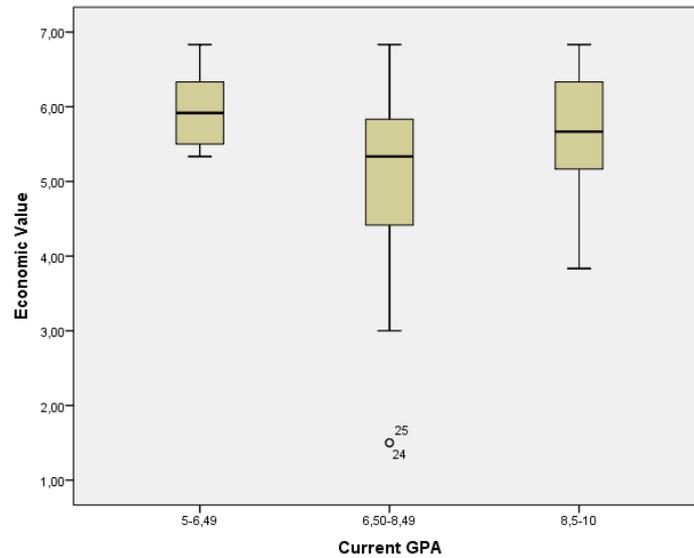
H4: Perceived importance levels of the components of Employer Attractiveness may vary according to respondents' GPA

GPA-EV

Descriptives

	Current GPA	Statistic	Std. Error		
Economic Value	5-6,49	Mean	5,9667		
		95% Confidence Interval for Mean			
		Lower Bound	5,5863		
		Upper Bound	6,3470		
		5% Trimmed Mean	5,9537		
		Median	5,9167		
		Variance	,283		
		Std. Deviation	,53171		
		Minimum	5,33		
		Maximum	6,83		
		Range	1,50		
		Interquartile Range	,96		
		Skewness	,381	,687	
		Kurtosis	-1,058	1,334	
		Mean	5,1375	,11903	
		Economic Value	6,50-8,49	95% Confidence Interval for Mean	
Lower Bound	4,9006				
Upper Bound	5,3744				
5% Trimmed Mean	5,2083				
Median	5,3333				
Variance	1,133				
Std. Deviation	1,06464				
Minimum	1,50				
Maximum	6,83				
Range	5,33				
Interquartile Range	1,46				
Skewness	-1,132			,269	
Kurtosis	1,950			,532	
Mean	5,6333			,15001	
Economic Value	8,5-10			95% Confidence Interval for Mean	
				Lower Bound	5,3265
		Upper Bound	5,9401		
		5% Trimmed Mean	5,6605		
		Median	5,6667		
		Variance	,675		
		Std. Deviation	,82164		
		Minimum	3,83		
		Maximum	6,83		
		Range	3,00		
		Interquartile Range	1,21		
		Skewness	-,467	,427	
		Kurtosis	-,797	,833	

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances

Economic Value

Levene Statistic	df1	df2	Sig.
2,009	2	117	,139

Test of Homogeneity of Variances (excluding outliers)

Economic Value

Levene Statistic	df1	df2	Sig.
1,634	2	115	,200

Descriptives

Economic Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5-6,49	10	5,9667	,53171	,16814	5,5863	6,3470	5,33	6,83
6,50-8,49	78	5,2308	,90023	,10193	5,0278	5,4337	3,00	6,83
8,5-10	30	5,6333	,82164	,15001	5,3265	5,9401	3,83	6,83
Total	118	5,3955	,88482	,08145	5,2342	5,5568	3,00	6,83

ANOVA

Economic Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,076	2	3,538	4,814	,010
Within Groups	84,524	115	,735		
Total	91,600	117			

Multiple Comparisons

Dependent Variable: Economic Value

	(I) Current	(J) Current	Mean	Std. Error	Sig.	95% Confidence Interval
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Student Perceptions of Employer Attractiveness

	GPA	GPA	Difference (I-J)			Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,73590*	,28796	,032	,0521	1,4196
		8,5-10	,33333	,31305	,538	-,4100	1,0766
	6,50-8,49	5-6,49	-,73590*	,28796	,032	-1,4196	-,0521
		8,5-10	-,40256	,18418	,078	-,8399	,0348
	8,5-10	5-6,49	-,33333	,31305	,538	-1,0766	,4100
		6,50-8,49	,40256	,18418	,078	-,0348	,8399
Scheffe	5-6,49	6,50-8,49	,73590*	,28796	,042	,0218	1,4500
		8,5-10	,33333	,31305	,569	-,4430	1,1097
	6,50-8,49	5-6,49	-,73590*	,28796	,042	-1,4500	-,0218
		8,5-10	-,40256	,18418	,096	-,8593	,0542
	8,5-10	5-6,49	-,33333	,31305	,569	-1,1097	,4430
		6,50-8,49	,40256	,18418	,096	-,0542	,8593

*. The mean difference is significant at the 0.05 level.

Economic Value

	Current GPA	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	6,50-8,49	78	5,2308	
	8,5-10	30	5,6333	5,6333
	5-6,49	10		5,9667
	Sig.		,293	,429
Scheffea,b	6,50-8,49	78	5,2308	
	8,5-10	30	5,6333	5,6333
	5-6,49	10		5,9667
	Sig.		,326	,463

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,526.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

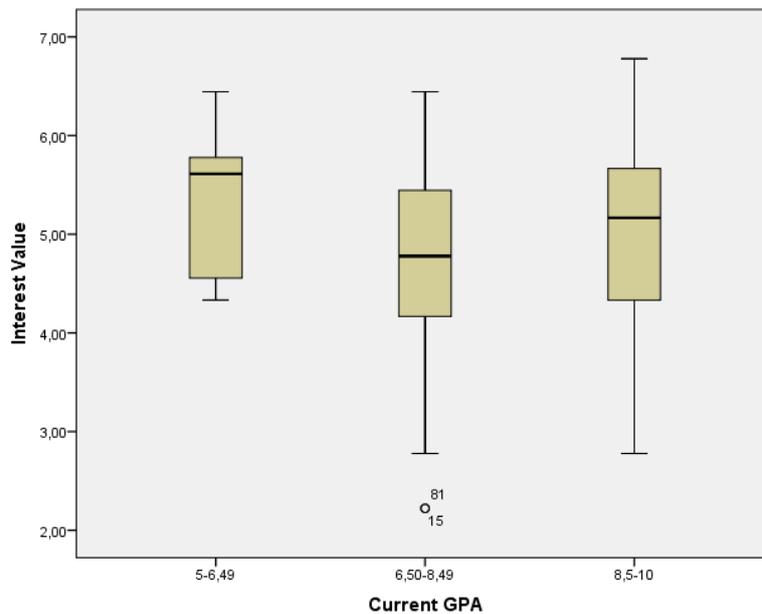
GPA-IV

Descriptives

	Current GPA	Statistic	Std. Error	
Interest Value	Mean	5,4111	,24006	
	95% Confidence Interval for Mean	Lower Bound	4,8681	
		Upper Bound	5,9542	
	5-6,49	5% Trimmed Mean	5,4136	
		Median	5,6111	
		Variance	,576	
		Std. Deviation	,75912	
		Minimum	4,33	
		Maximum	6,44	
		Range	2,11	
		Interquartile Range	1,39	
		Skewness	-,239	,687
		Kurtosis	-1,265	1,334
	6,50-8,49	Mean	4,7431	,11047
		95% Confidence Interval for Mean	Lower Bound	4,5232
			Upper Bound	4,9629

Student Perceptions of Employer Attractiveness

	5% Trimmed Mean		4,7747	
	Median		4,7778	
	Variance		,976	
	Std. Deviation		,98807	
	Minimum		2,22	
	Maximum		6,44	
	Range		4,22	
	Interquartile Range		1,36	
	Skewness		-,452	,269
	Kurtosis		-,165	,532
	Mean		4,9037	,20548
	95% Confidence Interval for Mean	Lower Bound	4,4834	
		Upper Bound	5,3240	
	5% Trimmed Mean		4,9239	
	Median		5,1667	
	Variance		1,267	
8,5-10	Std. Deviation		1,12548	
	Minimum		2,78	
	Maximum		6,78	
	Range		4,00	
	Interquartile Range		1,44	
	Skewness		-,617	,427
	Kurtosis		-,615	,833



Test of Homogeneity of Variances
Interest Value

Levene Statistic	df1	df2	Sig.
,954	2	117	,388

Student Perceptions of Employer Attractiveness

Test of Homogeneity of Variances (excluding outliers)

Interest Value

Levene Statistic	df1	df2	Sig.
1,422	2	115	,246

Descriptives

Interest Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5-6,49	10	5,4111	,75912	,24006	4,8681	5,9542	4,33	6,44
6,50-8,49	78	4,8077	,91233	,10330	4,6020	5,0134	2,78	6,44
8,5-10	30	4,9037	1,12548	,20548	4,4834	5,3240	2,78	6,78
Total	118	4,8832	,96634	,08896	4,7071	5,0594	2,78	6,78

ANOVA

Interest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,244	2	1,622	1,760	,177
Within Groups	106,011	115	,922		
Total	109,255	117			

Multiple Comparisons

Dependent Variable: Interest Value

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,60342	,32249	,152	-,1623	1,3692
		8,5-10	,50741	,35059	,320	-,3250	1,3399
	6,50-8,49	5-6,49	-,60342	,32249	,152	-1,3692	,1623
		8,5-10	-,09601	,20627	,888	-,5858	,3938
	8,5-10	5-6,49	-,50741	,35059	,320	-1,3399	,3250
		6,50-8,49	,09601	,20627	,888	-,3938	,5858
Scheffe	5-6,49	6,50-8,49	,60342	,32249	,178	-,1964	1,4032
		8,5-10	,50741	,35059	,354	-,3620	1,3769
	6,50-8,49	5-6,49	-,60342	,32249	,178	-1,4032	,1964
		8,5-10	-,09601	,20627	,897	-,6076	,4155
	8,5-10	5-6,49	-,50741	,35059	,354	-1,3769	,3620
		6,50-8,49	,09601	,20627	,897	-,4155	,6076

Interest Value

	Current GPA	N	Subset for alpha = 0.05
			1
Tukey HSDa,b	6,50-8,49	78	4,8077
	8,5-10	30	4,9037
	5-6,49	10	5,4111
	Sig.		,114
Scheffea,b	6,50-8,49	78	4,8077
	8,5-10	30	4,9037

Student Perceptions of Employer Attractiveness

5-6,49	10	5,4111
Sig.		,136

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,526.

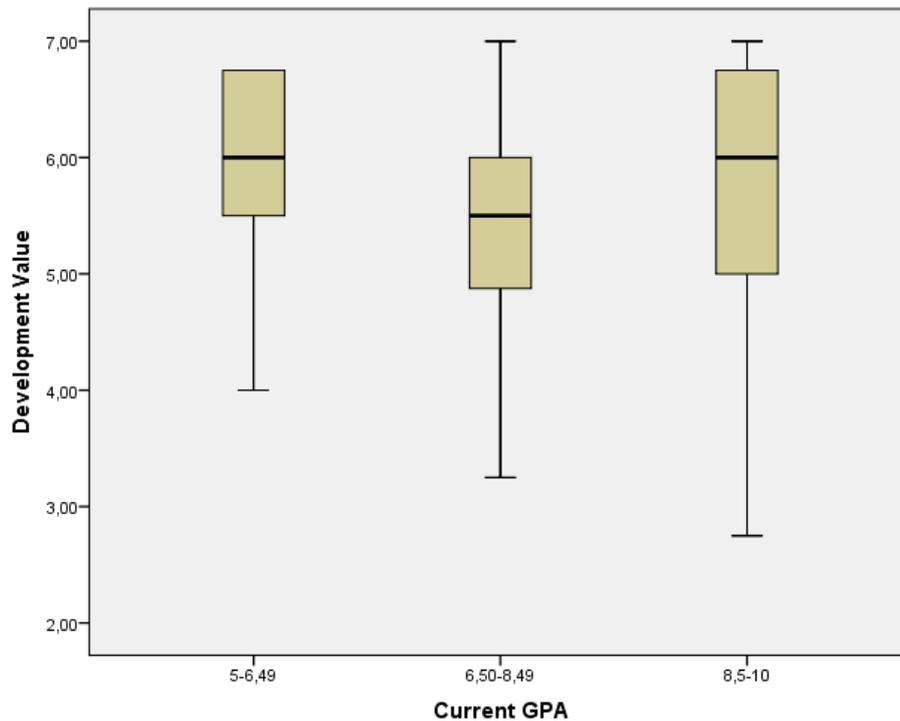
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

GPA-DV

Descriptives

	Current GPA		Statistic	Std. Error
		Mean	5,8750	,29167
		95% Confidence Interval for Mean		
		Lower Bound	5,2152	
		Upper Bound	6,5348	
		5% Trimmed Mean	5,9306	
		Median	6,0000	
		Variance	,851	
	5-6,49	Std. Deviation	,92233	
		Minimum	4,00	
		Maximum	6,75	
		Range	2,75	
		Interquartile Range	1,44	
		Skewness	-1,029	,687
		Kurtosis	,454	1,334
		Mean	5,3781	,09265
		95% Confidence Interval for Mean		
		Lower Bound	5,1937	
		Upper Bound	5,5625	
		5% Trimmed Mean	5,3958	
		Median	5,5000	
		Variance	,687	
Development Value	6,50-8,49	Std. Deviation	,82867	
		Minimum	3,25	
		Maximum	7,00	
		Range	3,75	
		Interquartile Range	1,19	
		Skewness	-,279	,269
		Kurtosis	-,361	,532
		Mean	5,7583	,18933
		95% Confidence Interval for Mean		
		Lower Bound	5,3711	
		Upper Bound	6,1456	
		5% Trimmed Mean	5,8287	
		Median	6,0000	
		Variance	1,075	
	8,5-10	Std. Deviation	1,03700	
		Minimum	2,75	
		Maximum	7,00	
		Range	4,25	
		Interquartile Range	1,75	
		Skewness	-,911	,427
		Kurtosis	,793	,833

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances
Development Value

Levene Statistic	df1	df2	Sig.
1,085	2	117	,341

ANOVA
Development Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,571	2	2,286	2,873	,061
Within Groups	93,091	117	,796		
Total	97,662	119			

Multiple Comparisons
Dependent Variable: Development Value

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,49688	,29918	,225	-,2134	1,2071
		8,5-10	,11667	,32571	,932	-,6565	,8899
	6,50-8,49	5-6,49	-,49688	,29918	,225	-,12071	,2134
		8,5-10	-,38021	,19096	,119	-,8335	,0731
Scheffe	8,5-10	5-6,49	-,11667	,32571	,932	-,8899	,6565
		6,50-8,49	,38021	,19096	,119	-,0731	,8335
	5-6,49	6,50-8,49	,49688	,29918	,256	-,2449	1,2387
		8,5-10	,11667	,32571	,938	-,6909	,9242
	6,50-8,49	5-6,49	-,49688	,29918	,256	-,12387	,2449
		8,5-10	-,38021	,19096	,142	-,8537	,0933
	8,5-10	5-6,49	-,11667	,32571	,938	-,9242	,6909

Student Perceptions of Employer Attractiveness

6,50-8,49 | ,38021 | ,19096 | ,142 | ,0933 | ,8537

Development Value

	Current GPA	N	Subset for alpha = 0.05
			1
Tukey HSDa,b	6,50-8,49	80	,5,3781
	8,5-10	30	,5,7583
	5-6,49	10	,5,8750
	Sig.		,179
Scheffea,b	6,50-8,49	80	,5,3781
	8,5-10	30	,5,7583
	5-6,49	10	,5,8750
	Sig.		,207

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,571.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

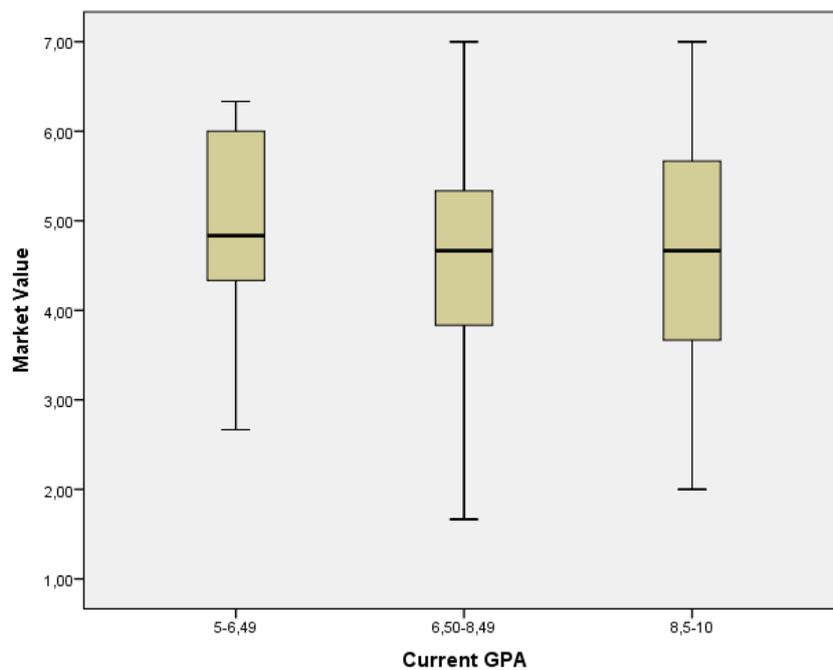
GPA-MV

Descriptives

	Current GPA	Statistic	Std. Error
Market Value	Mean	4,9000	,34801
	95% Confidence Interval for Mean	Lower Bound Upper Bound	4,1127 5,6873
	5% Trimmed Mean	4,9444	
	Median	4,8333	
	Variance	1,211	
	Std. Deviation	1,10050	
	Minimum	2,67	
	Maximum	6,33	
	Range	3,67	
	Interquartile Range	1,75	
	Skewness	-,666	,687
	Kurtosis	,545	1,334
	Mean	4,5083	,13391
	95% Confidence Interval for Mean	Lower Bound Upper Bound	4,2418 4,7749
	5% Trimmed Mean	4,5324	
	Median	4,6667	
	Variance	1,435	
	Std. Deviation	1,19772	
	Minimum	1,67	
	Maximum	7,00	
Range	5,33		
Interquartile Range	1,58		
Skewness	-,318	,269	

Student Perceptions of Employer Attractiveness

	Kurtosis		-,414	,532
	Mean		4,5667	,23551
	95% Confidence Interval for Mean	Lower Bound	4,0850	
		Upper Bound	5,0483	
	5% Trimmed Mean		4,5802	
	Median		4,6667	
	Variance		1,664	
8,5-10	Std. Deviation		1,28996	
	Minimum		2,00	
	Maximum		7,00	
	Range		5,00	
	Interquartile Range		2,00	
	Skewness		-,188	,427
	Kurtosis		-,422	,833



Test of Homogeneity of Variances

Market Value

Levene Statistic	df1	df2	Sig.
,333	2	117	,717

Descriptives

Market Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5-6,49	10	4,9000	1,10050	,34801	4,1127	5,6873	2,67	6,33
6,50-8,49	80	4,5083	1,19772	,13391	4,2418	4,7749	1,67	7,00
8,5-10	30	4,5667	1,28996	,23551	4,0850	5,0483	2,00	7,00
Total	120	4,5556	1,20869	,11034	4,3371	4,7740	1,67	7,00

Student Perceptions of Employer Attractiveness

ANOVA

Market Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,369	2	,684	,464	,630
Within Groups	172,483	117	1,474		
Total	173,852	119			

Multiple Comparisons

Dependent Variable: Market Value

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,39167	,40725	,602	-,5751	1,3584
		8,5-10	,33333	,44335	,733	-,7191	1,3858
	6,50-8,49	5-6,49	-,39167	,40725	,602	-1,3584	,5751
		8,5-10	-,05833	,25994	,973	-,6754	,5587
	8,5-10	5-6,49	-,33333	,44335	,733	-1,3858	,7191
		6,50-8,49	,05833	,25994	,973	-,5587	,6754
Scheffe	5-6,49	6,50-8,49	,39167	,40725	,631	-,6181	1,4014
		8,5-10	,33333	,44335	,754	-,7659	1,4326
	6,50-8,49	5-6,49	-,39167	,40725	,631	-1,4014	,6181
		8,5-10	-,05833	,25994	,975	-,7028	,5862
	8,5-10	5-6,49	-,33333	,44335	,754	-1,4326	,7659
		6,50-8,49	,05833	,25994	,975	-,5862	,7028

Market Value

	Current GPA	N	Subset for alpha = 0.05
			1
Tukey HSDa,b	6,50-8,49	80	4,5083
	8,5-10	30	4,5667
	5-6,49	10	4,9000
	Sig.		,557
Scheffea,b	6,50-8,49	80	4,5083
	8,5-10	30	4,5667
	5-6,49	10	4,9000
	Sig.		,587

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,571.

Student Perceptions of Employer Attractiveness

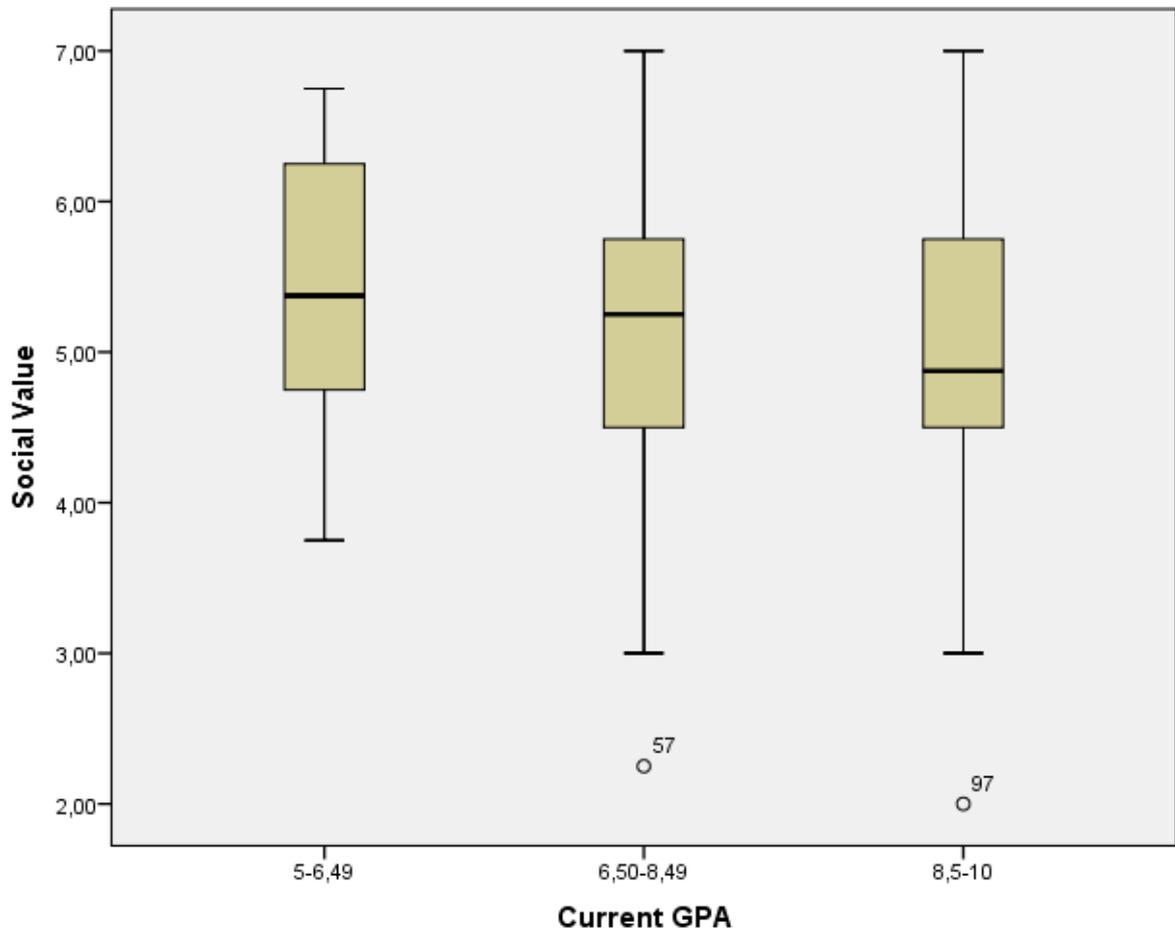
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

GPA-SV

Descriptives

	Current GPA	Statistic	Std. Error
	Mean	5,4250	,30058
	95% Confidence Interval for Mean	Lower Bound Upper Bound	
		4,7450 6,1050	
	5% Trimmed Mean	5,4444	
	Median	5,3750	
	Variance	,903	
5-6,49	Std. Deviation	,95051	
	Minimum	3,75	
	Maximum	6,75	
	Range	3,00	
	Interquartile Range	1,63	
	Skewness	-,029	,687
	Kurtosis	-,342	1,334
	Mean	5,0625	,10463
	95% Confidence Interval for Mean	Lower Bound Upper Bound	
		4,8542 5,2708	
	5% Trimmed Mean	5,0938	
	Median	5,2500	
	Variance	,876	
Social Value	6,50-8,49	Std. Deviation	,93584
	Minimum	2,25	
	Maximum	7,00	
	Range	4,75	
	Interquartile Range	1,25	
	Skewness	-,525	,269
	Kurtosis	,287	,532
	Mean	4,9583	,20451
	95% Confidence Interval for Mean	Lower Bound Upper Bound	
		4,5401 5,3766	
	5% Trimmed Mean	4,9954	
	Median	4,8750	
	Variance	1,255	
8,5-10	Std. Deviation	1,12012	
	Minimum	2,00	
	Maximum	7,00	
	Range	5,00	
	Interquartile Range	1,38	
	Skewness	-,452	,427
	Kurtosis	,526	,833

Student Perceptions of Employer Attractiveness



Test of Homogeneity of Variances

Social Value

Levene Statistic	df1	df2	Sig.
,616	2	117	,542

Test of Homogeneity of Variances (excluding outliers)

Social Value

Levene Statistic	df1	df2	Sig.
,371	2	115	,691

ANOVA

Social Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,070	2	,535	,637	,531

Student Perceptions of Employer Attractiveness

Within Groups	96,640	115	,840		
Total	97,710	117			

Multiple Comparisons

Dependent Variable: Social Value

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,32690	,30769	,539	-,4037	1,0575
		8,5-10	,36466	,33617	,525	-,4336	1,1629
	6,50-8,49	5-6,49	-,32690	,30769	,539	-1,0575	,4037
		8,5-10	,03776	,19904	,980	-,4348	,5104
	8,5-10	5-6,49	-,36466	,33617	,525	-1,1629	,4336
		6,50-8,49	-,03776	,19904	,980	-,5104	,4348
Scheffe	5-6,49	6,50-8,49	,32690	,30769	,570	-,4362	1,0900
		8,5-10	,36466	,33617	,557	-,4690	1,1984
	6,50-8,49	5-6,49	-,32690	,30769	,570	-1,0900	,4362
		8,5-10	,03776	,19904	,982	-,4558	,5314
	8,5-10	5-6,49	-,36466	,33617	,557	-1,1984	,4690
		6,50-8,49	-,03776	,19904	,982	-,5314	,4558

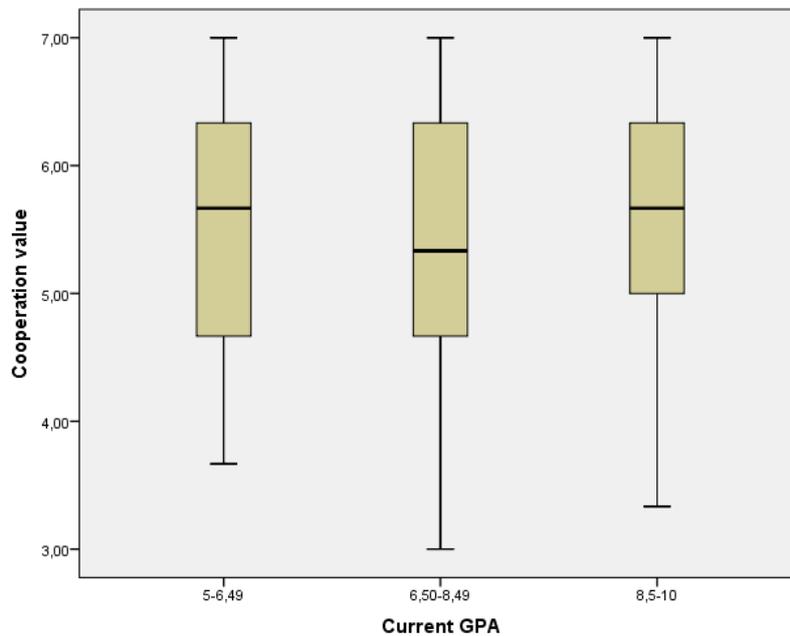
GPA-CV

Descriptives

	Current GPA	Statistic	Std. Error
Cooperation value	Mean	5,5667	,34801
	95% Confidence Interval for Lower Bound	4,7794	
	Mean Upper Bound	6,3539	
	5% Trimmed Mean	5,5926	
	Median	5,6667	
	Variance	1,211	
	5-6,49 Std. Deviation	1,10050	
	Minimum	3,67	
	Maximum	7,00	
	Range	3,33	
	Interquartile Range	1,92	
	Skewness	-,318	,687
	Kurtosis	-,645	1,334
	Mean	5,4167	,11086
	95% Confidence Interval for Lower Bound	5,1960	
	Mean Upper Bound	5,6373	
	5% Trimmed Mean	5,4444	
	6,50-8,49 Median	5,3333	
	Variance	,983	
	Std. Deviation	,99153	
Minimum	3,00		
Maximum	7,00		
Range	4,00		

Student Perceptions of Employer Attractiveness

	Interquartile Range	1,67	
	Skewness	-,314	,269
	Kurtosis	-,769	,532
	Mean	5,5222	,17702
	95% Confidence Interval for Mean	Lower Bound 5,1602 Upper Bound 5,8843	
	5% Trimmed Mean	5,5556	
	Median	5,6667	
	Variance	,940	
8,5-10	Std. Deviation	,96959	
	Minimum	3,33	
	Maximum	7,00	
	Range	3,67	
	Interquartile Range	1,42	
	Skewness	-,393	,427
	Kurtosis	-,301	,833



Test of Homogeneity of Variances

Cooperation value

Levene Statistic	df1	df2	Sig.
,130	2	117	,878

ANOVA

Cooperation value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,378	2	,189	,191	,827
Within Groups	115,830	117	,990		
Total	116,207	119			

Multiple Comparisons

Student Perceptions of Employer Attractiveness

Dependent Variable: Cooperation value

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,15000	,33373	,895	-,6422	,9422
		8,5-10	,04444	,36332	,992	-,8180	,9069
	6,50-8,49	5-6,49	-,15000	,33373	,895	-,9422	,6422
		8,5-10	-,10556	,21301	,874	-,6112	,4001
	8,5-10	5-6,49	-,04444	,36332	,992	-,9069	,8180
		6,50-8,49	,10556	,21301	,874	-,4001	,6112
Scheffe	5-6,49	6,50-8,49	,15000	,33373	,904	-,6775	,9775
		8,5-10	,04444	,36332	,993	-,8564	,9453
	6,50-8,49	5-6,49	-,15000	,33373	,904	-,9775	,6775
		8,5-10	-,10556	,21301	,885	-,6337	,4226
	8,5-10	5-6,49	-,04444	,36332	,993	-,9453	,8564
		6,50-8,49	,10556	,21301	,885	-,4226	,6337

Cooperation value

	Current GPA	N	Subset for alpha = 0.05
			1
Tukey HSDa,b	6,50-8,49	80	5,4167
	8,5-10	30	5,5222
	5-6,49	10	5,5667
	Sig.		,879
Scheffea,b	6,50-8,49	80	5,4167
	8,5-10	30	5,5222
	5-6,49	10	5,5667
	Sig.		,890

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,571.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

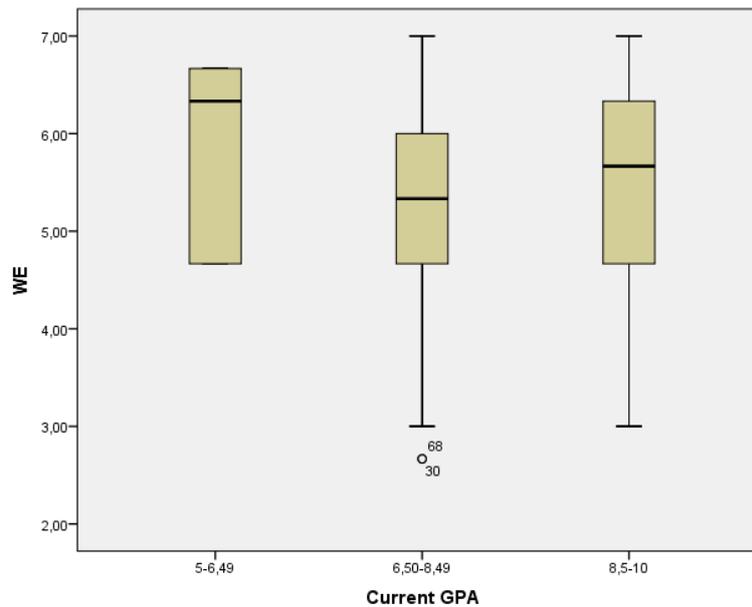
GPA-WE

Descriptives

	Current GPA	Statistic	Std. Error
WE	5-6,49	Mean	5,8000
		95% Confidence Interval for Mean	
		Lower Bound	5,1426
		Upper Bound	6,4574
		5% Trimmed Mean	5,8148
		Median	6,3333
		Variance	,844
		Std. Deviation	,91894
		Minimum	4,67
		Maximum	6,67
		Range	2,00
		Interquartile Range	2,00
		Skewness	-,442
			,687

Student Perceptions of Employer Attractiveness

	Kurtosis	-2,107	1,334
	Mean	5,2583	,12339
	95% Confidence Interval for Mean	Lower Bound 5,0127 Upper Bound 5,5039	
	5% Trimmed Mean	5,2963	
	Median	5,3333	
	Variance	1,218	
6,50-8,49	Std. Deviation	1,10360	
	Minimum	2,67	
	Maximum	7,00	
	Range	4,33	
	Interquartile Range	1,33	
	Skewness	-,557	,269
	Kurtosis	-,302	,532
	Mean	5,5778	,18906
	95% Confidence Interval for Mean	Lower Bound 5,1911 Upper Bound 5,9644	
	5% Trimmed Mean	5,6173	
	Median	5,6667	
	Variance	1,072	
8,5-10	Std. Deviation	1,03551	
	Minimum	3,00	
	Maximum	7,00	
	Range	4,00	
	Interquartile Range	1,67	
	Skewness	-,384	,427
	Kurtosis	-,354	,833



Test of Homogeneity of Variances

WE

Levene Statistic	df1	df2	Sig.
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Student Perceptions of Employer Attractiveness

,063	2	117	,939
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Test of Homogeneity of Variances (excluding outliers)
WE

Levene Statistic	df1	df2	Sig.
,010	2	115	,990

ANOVA

WE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,888	2	1,444	1,371	,258
Within Groups	121,135	115	1,053		
Total	124,023	117			

Multiple Comparisons

Dependent Variable: WE

	(I) Current GPA	(J) Current GPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	5-6,49	6,50-8,49	,47521	,34473	,356	-,3433	1,2938
		8,5-10	,22222	,37476	,824	-,6676	1,1121
	6,50-8,49	5-6,49	-,47521	,34473	,356	-1,2938	,3433
		8,5-10	-,25299	,22049	,487	-,7765	,2706
	8,5-10	5-6,49	-,22222	,37476	,824	-1,1121	,6676
		6,50-8,49	,25299	,22049	,487	-,2706	,7765
Scheffe	5-6,49	6,50-8,49	,47521	,34473	,390	-,3797	1,3301
		8,5-10	,22222	,37476	,839	-,7072	1,1516
	6,50-8,49	5-6,49	-,47521	,34473	,390	-1,3301	,3797
		8,5-10	-,25299	,22049	,520	-,7998	,2938
	8,5-10	5-6,49	-,22222	,37476	,839	-1,1516	,7072
		6,50-8,49	,25299	,22049	,520	-,2938	,7998

WE

	Current GPA	N	Subset for alpha = 0.05
			1
Tukey HSDa,b	6,50-8,49	78	5,3248
	8,5-10	30	5,5778
	5-6,49	10	5,8000
	Sig.		,303
Scheffea,b	6,50-8,49	78	5,3248
	8,5-10	30	5,5778
	5-6,49	10	5,8000
	Sig.		,336

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20,526.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.