

Independent Study

Topic: Current motivation for work of university students

Name:

Module Code: 8

Student Number:

Submission Date:

TABLE OF CONTENTS

| | |
|--|-----------|
| SECTION 1 | 2 |
| Abstract | 2 |
| Thesis Statement..... | 2 |
| SECTION 2: OVERVIEW | 2 |
| Introduction..... | 2 |
| Career Stages..... | 5 |
| Career Motivation..... | 6 |
| University Students Perspective of Motivation..... | 8 |
| SECTION 3: MOTIVATIONAL THEORIES | 8 |
| Need-Motive-Value Theories..... | 9 |
| Behavioral Theories..... | 13 |
| Expectancy Theory..... | 13 |
| Equity Theory..... | 14 |
| Goal Setting Theory..... | 14 |
| Self Regulation Theories..... | 15 |
| SECTION 4: RESEARCH OBJECTIVES | 16 |
| Primary research | 16 |
| Interpretation of Data Collected..... | 17 |
| Recommendations..... | 24 |
| Conclusion..... | 28 |
| Appendix..... | 29 |
| Bibliography..... | 31 |

SECTION 1

Abstract

Industrial-organizational psychologists have been studying motivation and satisfaction in the workplace for some five decades (Weiner 1980).

..... “*Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration.*”... Pinder (1998)

Thesis Statement

This report will explicate on the factors that motivate students when they starting working after graduation.

The discussions and recordings of this paper will be limited to the scope of the literature surveyed.

SECTION 2: OVERVIEW

Introduction

In this section, we will be focusing on the study of systems and theories in dynamic psychology. As it is used in the language of everyday life, the term "dynamic" carries with it the implication of "power" "energy," "force," or "action." In the technical literature of psychology the concept has the same connotation as it does in everyday speech, but its extension is much more specific (Weiner 1980). Technically speaking, dynamic psychology is the psychology of motivation and emotion. The two processes are grouped under the broad heading of dynamic psychology because psychologists look upon motives and emotions as conditions which arouse, regulate, and sustain behavior. It is also interesting to note that both terms come from the same Latin root, *movere*, meaning to move or incite to action. Thus, psychological usage is

sanctioned by etymological tradition. Nevertheless, in psychological enquiry and in records, motivational and emotional processes are conventionally treated separately, partly for practical reasons and partly on theoretical grounds (Weiner 1980).

Before we commence our examination of historical conceptions of motivation, it will be helpful by way of orientation to consider what has traditionally been included within the field. As we examine the scope of motivational psychology, it will become apparent that the field is both broad and complex, in the sense that motivation is intimately related to a number of other psychological processes (Weiner 1980).

..... “ *Motivational theories can be divided into two types, push theories and pull theories. Under push theories, we find such terms as drive, motive, or even stimulus. Pull theories use such constructs as purpose, value, or need. In terms of a well-known metaphor, these are the pitchfork theories on the one hand and the carrot theories on the other. But our theory is neither of these. Since we prefer to look at the nature of the animal himself, ours is probably best called a jackass theory*”

George Kelly (1958, p. 50).

Much of the work in motivation theory over the past 20 years has concerned the relation between students' expectations for success in academic tasks and the valuation of those tasks in determining active engagement patterns. Individuals evaluate prospects of gains and failure to separate out data, select and design strategies for attainment of goals, and determine engagement or avoidance of tasks. But recognition of opportunity, filtering out erroneous information, and even selection of strategies does not insure that a person will actually act on the expectancy. Some sort of inclination to act upon the information, or value for the opportunity or what it affords, must be in place to arouse some episode of demeanor. A person must make a decision to play or not play, learn or not learn, engage or run away.

There are two types of motivation (Weiner 1980):

1. Extrinsic -motivation to engage in an activity for some type of reward
2. Intrinsic-motivation to engage in an activity for its own sake

Motivation is decisive in organizations because, in conjunction with cognition and ambience, it ascertains performance (Vecchio 1988).

$$P = M + A + E$$

P = Performance

M = Motivation (must want to do the job)

A=Ability (must be able to do the job)

E=Environment (must have the resources to do the job)

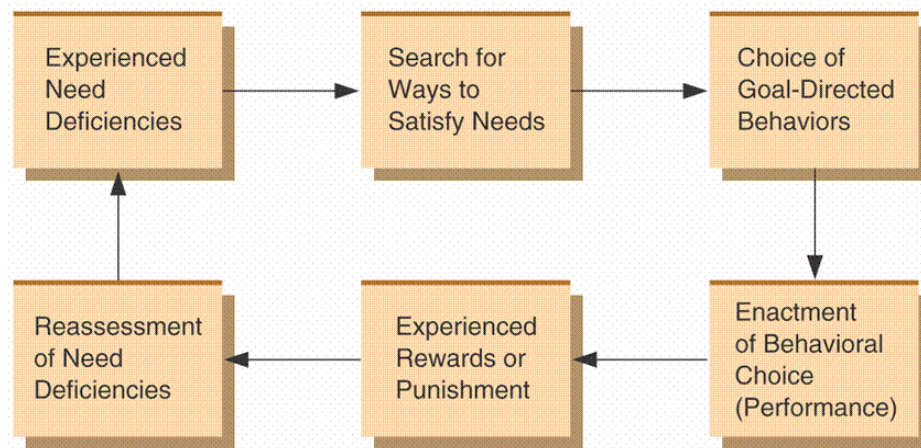


Figure 1: The Motivational Framework

Typical qualities of a motivated person include:

- A willingness to work
- Dedication to the project or common cause
- Alignment of the person with the organizational goals
- Commitment
- An appetite to achieve

- An energy
- Drive and determination
- Tenacity
- Strength of purpose
- Orientation to work.

Weiner (1980) outlines six popular theses in the philosophical and psychological literature on motivation:

1. Motivation is present in the animal kingdom but does not extend throughout it.
2. Motivated beings have a capacity to exemplify goals and means to goals.
3. A motivation-encompassing attitude may have either a goal or a means as its object.
4. Motivation differs in strength.
5. The stronger an agent's motivation to A is, in comparison to the agent's motivation for alternative courses of action, the more likely the agent is to A, other things being equal.
6. Whenever agents act deliberately, there is something they are effectively motivated to do.

Career Stages

Furnham (1999) outlines a career framework which broadly comprises of four stages:

Exploration

In this stage employees exhibit lower levels of personal dedication to the occupation. These employees are more concentrated on trying to ascertain if they belong and where they believe they can succeed in the organization.

Establishment

In the establishment stage, employees are most interested with salary increases, promotion, accomplishing success, and job security.

Maintenance

In the maintenance stage, employees tend to be more concerned with asserting their present job status, position, and performance level. They express less interest in working harder to attain additional rewards.

Disengagement

In this phase, persons incline to mentally dissociate themselves from their tasks. In the process the performance tends to go down.

Career Motivation

The concept of career motivation applies motivation theory to understanding career plans, behaviors and decisions. To date, there has been theorizing about the content of career motivation and the association between career motivation, situational characteristics and behaviors (Vecchio 1988). However, there has been confined data-based work to value the elements of job motivation and their links to circumstances.

Vecchio (1988) defined career motivation as a multidimensional construct consisting of three major domains: career resilience, career insight and career identity. Career resilience is the ability to adapt to changing circumstances. It encompasses welcoming job and organizational changes, looking forward to working with new and different people, having self-confidence and being willing to take risks (Vecchio 1988). Career insight is the realism and clarity of the individual's career goals. It also includes having self-knowledge, specifically, knowing one's own strengths and weaknesses. Career identity is the degree to which people define themselves by their work and by the organization for which they work. It involves the degree to which they

immerse themselves in activities related to their job and the organization, work hard, view themselves as a professional or technical expert and express pride in their employer. In motivational terms, career identity is the direction of motivation; insight is the energizing or arousal component of motivation that encourages involvement in career planning and career decisions; and career resilience is the maintenance or persistence component (Vecchio 1988). The concepts of career resilience, insight and identity can be clarified in relation to other trait-factor career theories. For example, Vecchio discussed how career decisions are influenced by the ability to face barriers, the need for information and reassurance and vocational identity. Career insight is conceptually related to vocational self-concept crystallization. Career identity can be conceptually tied to work commitment, organizational commitment and organizational citizenship (Vecchio 1988). The career motivation concepts can be found in Hall's model of career identification in which the importance of career to an individual (i.e. career identity) depends on awareness of one's inclinations (career insight) and being successful (which enhances self-confidence, part of career resilience) (Vecchio 1988).

(Vecchio 1988) measured career motivation in an assessment centre with in-depth interviews and decision making exercises. He found that the components of career motivation were higher when the situation provided support for career development for instance, when the firm offered a fast track advancement program. Young managers with similar characteristics and backgrounds differed in their career motivation as a function of the information, rewards and opportunities for career development. Vecchio (1988) designed a 26-item survey to measure career resilience, insight and identity. They found that all three elements of career motivation were positively related to work role salience and motivating job characteristics. Resilience and insight were related to the match between individual and organizational career

plans and to managerial support (e.g. the extent to which managers provide performance feedback, encourage subordinates to set career goals and make the job challenging).

University Students Perspective of Motivation

Students after graduation are very eager looking forward to their first job. They essentially fall in the exploration stage outlined above. There are a number of factors that influence the motivation levels of these students (Maddock and Fulton 1998).

1. The work itself must allow opportunities for students to satisfy their higher order needs.
2. The students must be an integral part of the system in ensuring what demands are critical and what will be accomplished to fulfill those requirements.
3. The immediate work context must be supportive of these efforts at improvement.

Causes of Motivational Problems

The following are the common issues that are cited for motivational issues (Maddock and Fulton 1998):

- Belief that effort will not result in performance
- Belief that performance will not result in rewards
- The value a person places on, or the preference a person has for, certain rewards

SECTION 3: MOTIVATIONAL THEORIES

Maddock and Fulton (1998) outline the theoretical perspectives on motivation which addresses the following questions:

- What arouses behavior?
- What determines the management of behavior?
- What checks the prolongation of the behavior?
- How can motivation be effectively coped with?

The established theories that focus on the above questions are outlined below.

- Need-Motive-Value Theories
- Behavioral Theories
- Cognitive Choice Theories
- Self-regulation Theories

Need-Motive-Value Theories

The common assumptions that formulate this theory are as follows (Maddock and Fulton 1998):

- Motivation originates from “within”
- We seek out situations that can gratify our needs
- To “motivate” others, we must provide
- Opportunities to fulfill others requirements

The Hierarchy of Needs

Maslow’s Hierarchy of Needs Theory

Maslow sensed human necessities in the form of a hierarchy. The needs were ascending from the lowest to the highest level. When one set of demands is fulfilled it ceases to be a motivator. Subsequently; motivation is then rendered by the unsatisfied demands in the hierarchy (Maddock and Fulton 1998).

Maslow’s hierarchy of needs is as follows:

- Self-actualization (The need to fulfill oneself by maximizing the use of one’s abilities, skills and potential).
 - Challenging job assignments
 - Encouraging creativity
 - Fostering problem-solving

- Developing entrepreneurship
- Esteem Needs
 - Regular positive feedback (praise)
 - Promotions
 - Recognition programs
- Belonging / love
 - Team working
 - Encouragement of informal activities
 - Company social club
- Safety
 - Attractive pension program
 - Non-redundancy policy
 - Skills updating for employability
- Physiological Needs
 - Good working conditions
 - Attractive wage / salary

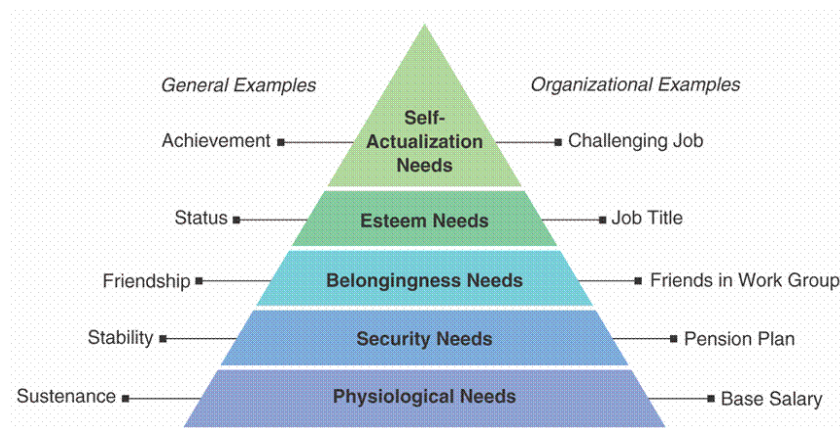


Figure 2: Maslow's Hierarchy of Needs

The Hygiene-Motivation Theory

Herzberg made the claim that people who are satisfied with their jobs were motivated by the need for achievement, recognition, self-actualization and the like. By strengthening these motivators managers would allow their teams to have more job enrichment. He also noted that there are some factors which are 'satisfiers' and some factors which are 'dissatisfiers'. Herzberg's research concentrated on the individual in the workplace. This theory has been popular with managers as it also stressed the significance of management knowledge and expertise (Maddock and Fulton 1998).

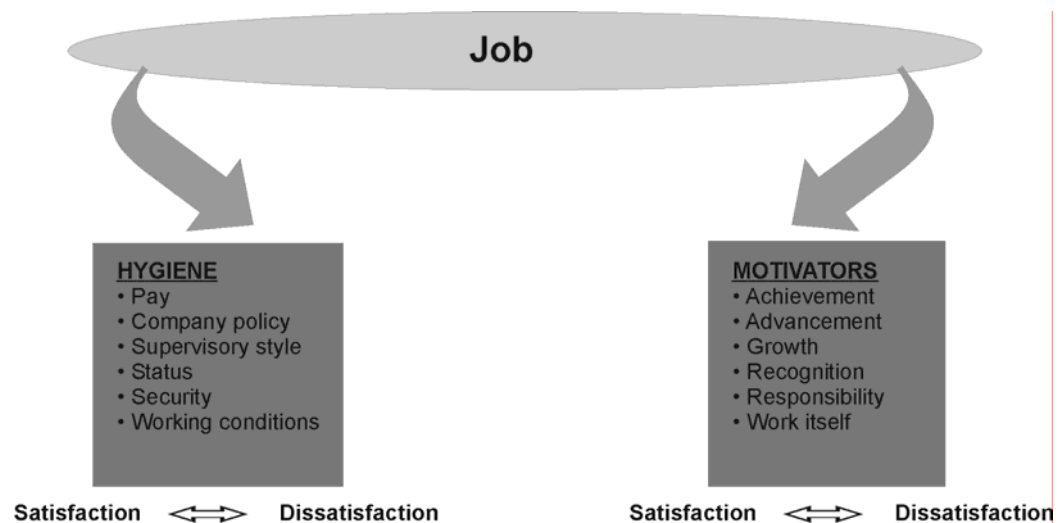


Figure 3: Theory of Motivation-Hertzberg’s view

In his research (published in his 1959 book 'The Motivation to Work'), fourteen factors were identified to be the sources of good or bad feelings (satisfiers or dissatisfiers):

1. Recognition
2. Achievement
3. Possibility of growth
4. Advancement
5. Salary
6. Interpersonal relations

7. Supervision – technical
8. Responsibility
9. Company policy and administration
10. Working conditions
11. Work itself
12. Factors in personal life
13. Status
14. Job security

McClelland’s Theory of Social Motives

This theory broadly encompassed the following needs (Maddock and Fulton 1998):

- Need for achievement - a manifest (easily perceived) requirement that concerns to the individuals’ issues of competition quality, challenging goals, perseverance, and overcoming obstacles.
- Need for power - a manifest (easily comprehended) demand that concerns an individual’s need to make an impact on others, influence others, change people or events, and make a difference in life.
- Need for affiliation - a manifest (easily perceived) need that concerns an individual’s need to establish and maintain warm, close, informal relationships with other people.

Implications of Need Theories

Employees will be motivated to satisfy their needs (Maddock and Fulton 1998):

- If needs are assumed to differ-Match employees to situations
- If needs are assumed to be common- Design jobs to satisfy basic needs

Behavioral Theories

The common assumptions of these theories are (Maddock and Fulton 1998):

- Individuals make sentient alternatives about how to conduct oneself
- To comprehend motivated demeanor, we must understand how these choices are made.

Radical Behaviorism

The behavior is instrumental in securing a stimulus more representative of everyday learning (Maddock and Fulton 1998).

Organizational Behavior

The levels of organizational behavior include (Maddock and Fulton 1998):

- Individuals
- Groups
- Structures

Expectancy Theory

Motivation is another predictor variable that may influence an employee's job satisfaction. Motivation is determined by outcomes on the job (Vroom, 1964). The expectancy theory has been used to measure work motivation. According to expectancy theory, a person in a work situation perceives two levels of outcomes and those outcomes influence the subordinate's job performance. The first-level outcome is the degree to which job performance is successful. First-level outcomes result from behaviors that are associated with the job. Second-level outcomes are the set of valued rewards that are attainable because of successful job performance; they include events (rewards) that are associated with first-level outcomes. Expectancy, then, is defined as how much effort an individual decides to exert toward successful job performance. The expectancy theory provides an excellent method for examining

the subordinate's motivation in the workplace; it provides enough information and is consistent in measuring motivational factors among subordinates.

As the theory predicts, the best performers in organizations tend to see a strong relationship between performing their jobs well and receiving rewards that they value. From a managerial perspective, expectancy theory suggests that leaders must recognize the process by which subordinates examine and become motivated about their jobs.

Equity Theory

“Equity Sensitivity” was most successful at differentiating between the two groups when responses required overt behavioral actions on the part of the subjects such as transferring, quitting, reducing one's effort, attempting to make the other person work harder or do something to reduce the referent's pay. There was no differentiation between equity orientation when choices were cognitive such as changing who was used as the referent or mentally justifying the inequitable situation.

The basic assumptions of this theory are (Mowday 1983):

- People are motivated to maintain equity in exchange relationships
- Equity is assessed by making social comparisons

Goal Setting Theory

Goal setting theory was based on the premise that much human action is purposeful, in that it is directed by conscious goals. The goal-setting theory has established more scientific cogency to date than any other theory or approach to work motivation Goal setting theory (Locke, Edwin A., and Gary P. Latham 1990) approaches the issue of motivation from a conscious, first-level perspective . The theory's core premise is that the simplest and most direct motivational explanation of why some people perform better on work tasks than others is because they have different performance goals.

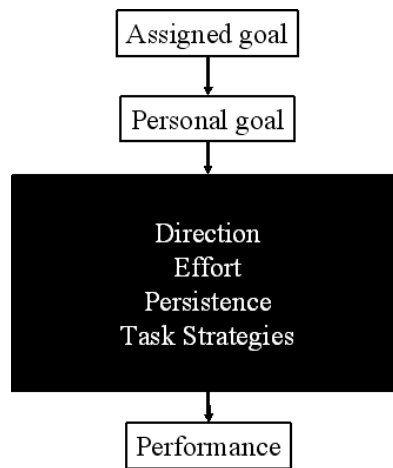


Figure 4: Goal Setting Process

Moreover, evidence indicates that goal setting holds the most promise as an applied motivational tool for managers. Goal-setting theory is based on the results of 393 goal difficulty studies. Human motivators have two broad forms (Maddock and Fulton 1998). One class of motivators is biologically rooted in cellular deficits and physically aversive instigators.

Self Regulation Theory

Self-regulation (SR) theories are based on the following (Maddock and Fulton 1998):

- R is about keeping regular via behavior variables in environment
- S is about us doing it at the levels we desire (i.e., goals)
- Behavior serves person’s purposes

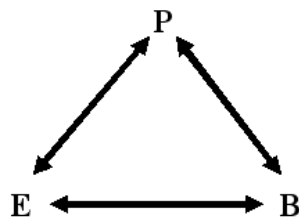


Figure 5: SR Theory

SECTION 4: Research Objectives

Primary Research

The basic objective of this report is to comprehend the motivating factors that influence graduate students at their first job. The “Standard Questionnaire” provided was used to capture the data from a cross-section of students from different backgrounds. All of these students who were interviewed will be completing their graduation and in the process of finding a job in the near future.

The “Standard Questionnaire” comprised of two sections.

1. The first section (three questions) was focusing on the general information about the students.
2. The second section (twelve questions) focused on different motivating factors when looking for their first job.

When the students were interviewed they were very clear with their feedback and what exactly was motivating them at their first job.

Data Collection

1. The data collection is based on random sampling that will try to bring out the perspectives from varying backgrounds and expectations.
2. Around 200 graduate students were interviewed
3. The charts below have been arrived at by plotting the factor under consideration in the “X” axis and the percentage of students in the “Y” axis.
4. Each element that constituted this factor is illustrated in the bar chart with different color coding
5. The charts are not to scale.

The important questions from the “Standard Questionnaire” that was used to capture the feedback are furnished here.

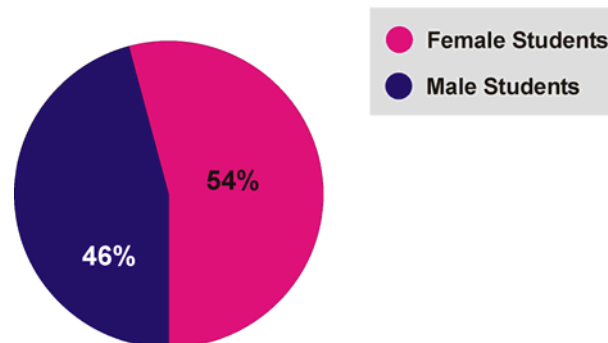
1. What do you think is the most important elements when you are looking for a job?
2. What is the main factors will affect you change the job?
3. What is the main goal for you to work?
4. What is the important factor for you to improve your working performance?

Interpretation of Data Collected

Part I (General Questions)

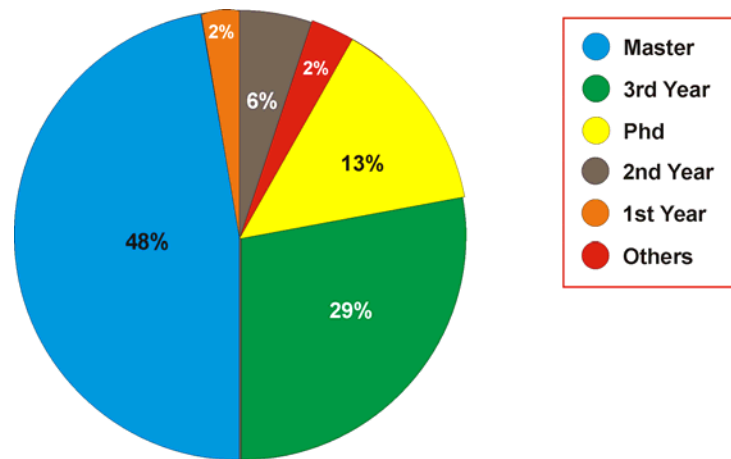
1. Gender

When the survey was conducted there was no gender bias and both sexes were interviewed. The percentage of male/female students interviewed is illustrated below.



2. Year of study

The interview was posed to graduate students starting from the first year to the Phd level. The chart below indicates the percentage of students at different stages of graduation. Hence a broad spectrum of students was examined so as to eliminate any preconceived notions among them.



3. Nationality

The survey captured the following data:

- UK : 72 %
- US : 6 %
- Europe : 8 %
- Asia :10 %
- Others : 4 %

Hence this data is a fair representation of students from different cultural backgrounds and customs.

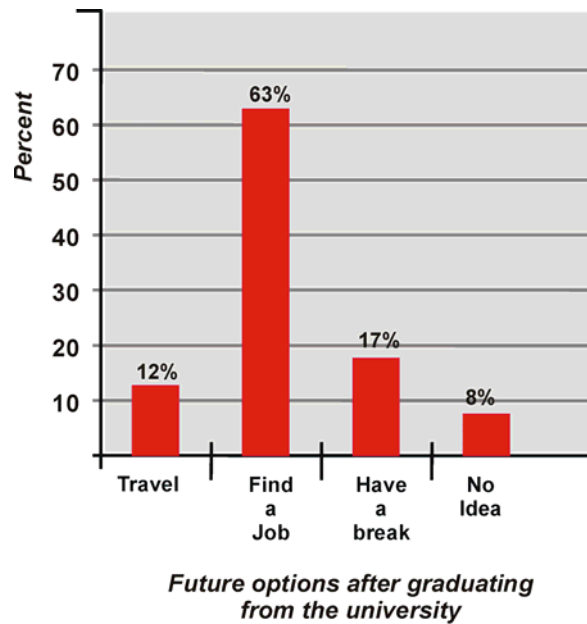
Part II (Specific Questions)

1. What is your degree title?

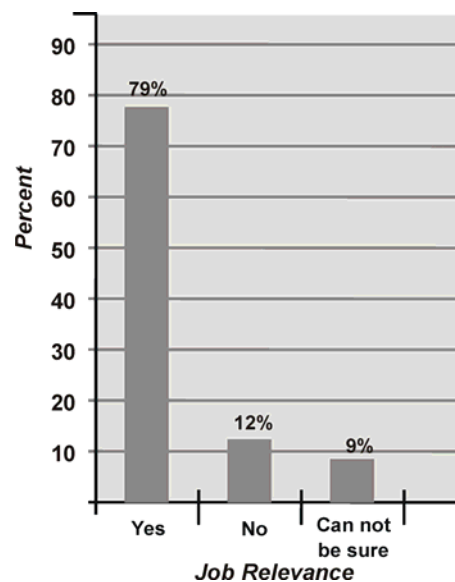
This data is representative of students pursuing different career options.

2. What would you like to do after graduating from the university?

The students responded differently to this question posed to them. A majority of them were inclined to get job after graduation. The chart below illustrates this data.



3. Will you choose a job which is relevant to your degree, if you start looking for a job?



4. Do you think your qualification would be useful when you are finding a job? If no, what do you think would be more useful?

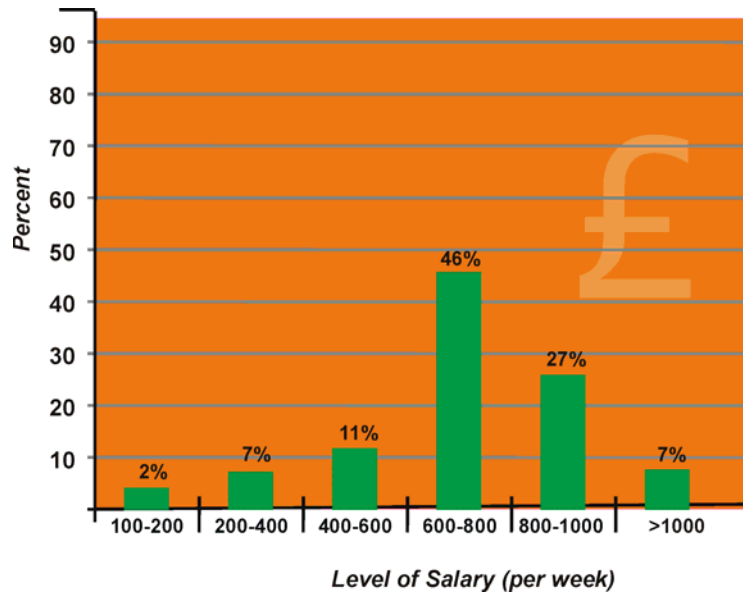
The following options were given to the students:

- Yes
- No
- OthersTraining Program

Close to 89 % of the students contacted responded by saying that the qualification was an important factor. The rest of them said either “NO” or were not sure.

5. Assume that you have a job currently, which level of salary per week will be acceptable for you?

The data below captures the salary levels anticipated by the students when getting employed for the first time.



6. Are you going to change your current job if you are not satisfying your current job?

- Yes (54%)
- No (33%)
- Can not be sure (13%)

If you say “yes”, how long does it take for you to consider changing your job?

- 1-3 years (82%)
- 3-6 years (11%)
- 6-9 years (6%)
- more than 9 years(1%)

The data above is a reflection of the satisfaction levels of graduates in their first job.

7. What are your career goals?

Most of the students responded by saying that they wanted to accrue experience in their areas of specialization and move up the organizational hierarchy.

8. How would you define “success” for your career? At the end of your work life, what must have been present for you to feel as if you had a successful career?

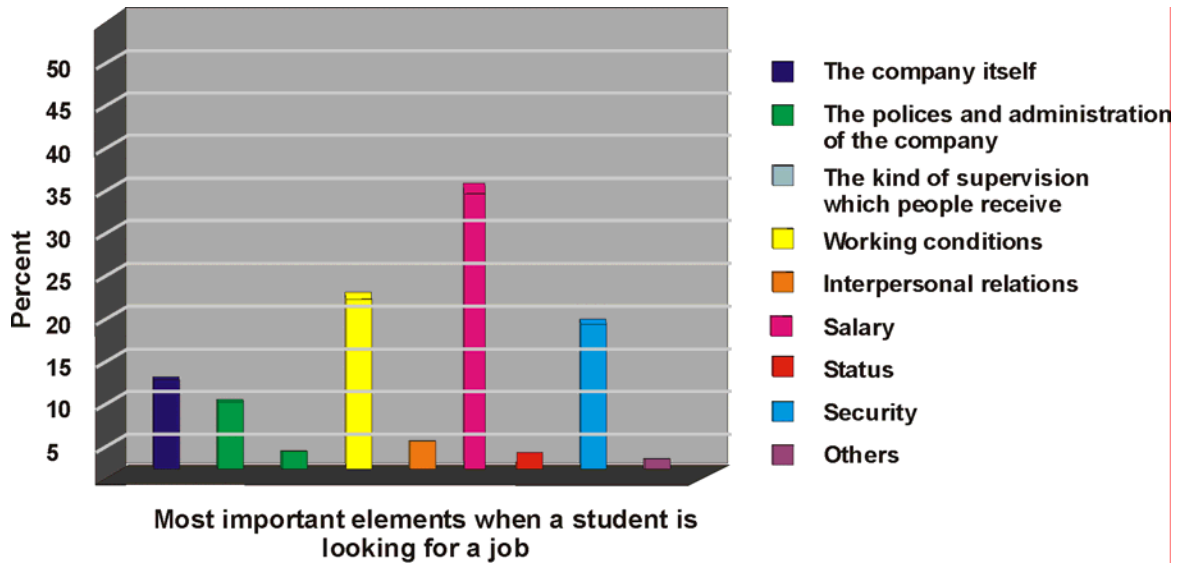
Students responded by saying that once they reach the management cadre most of their goals were accomplished. Also, once they have reached retirement they will be satisfied to cherish the experience and good things done during active employment.

Part III (Research Questions)

These questions are the ones around which this report is based. The students contemplated and took their time to answer these questions.

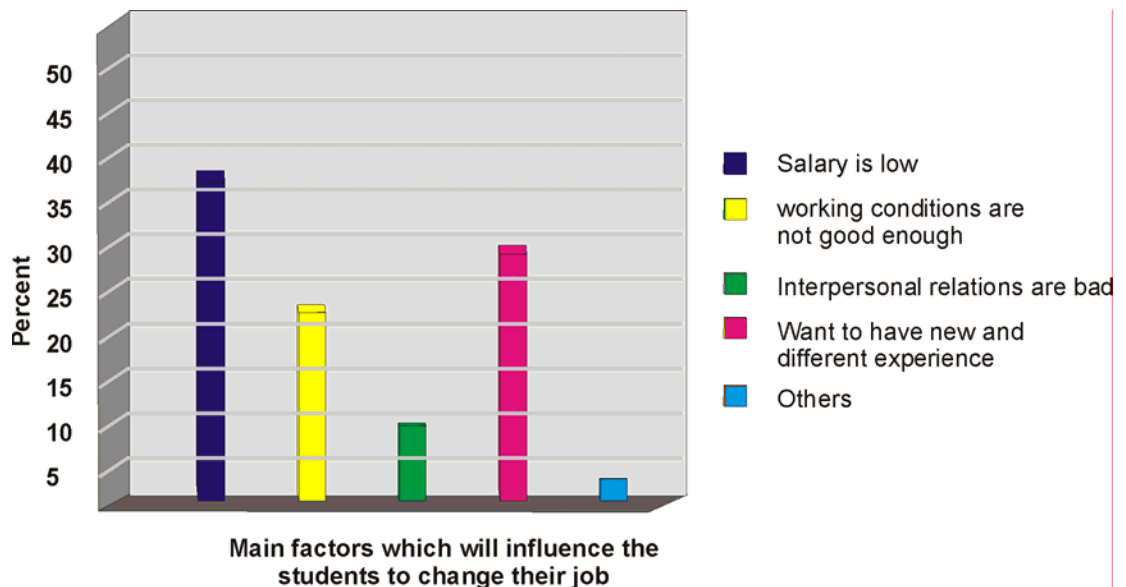
1. What do you think is the most important elements when you are looking for a job?

Close to 35 % of the students were keen to get a remuneration matching their educational qualification.



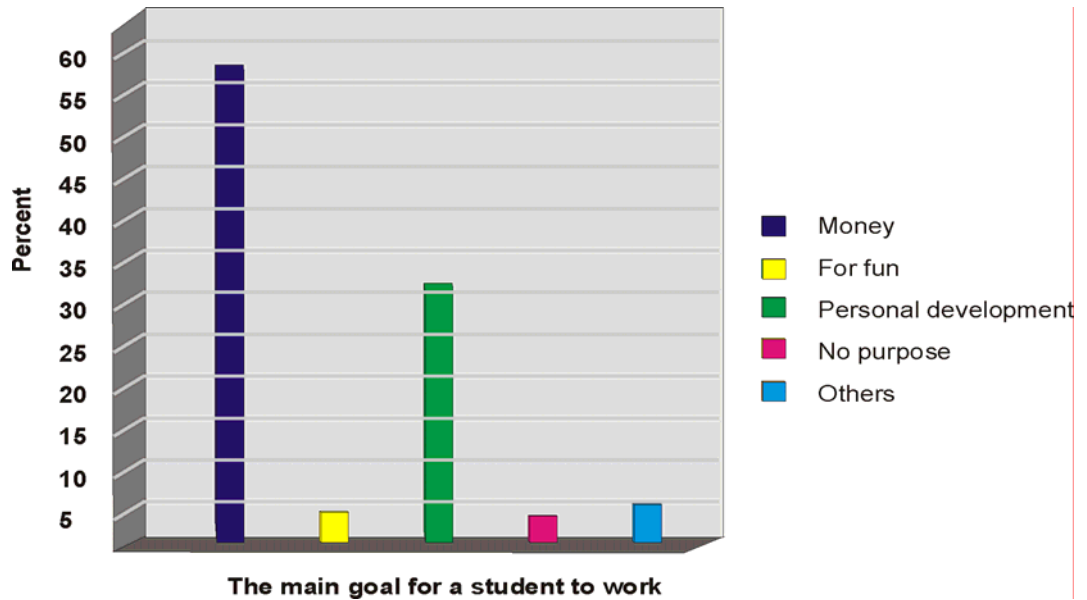
2. What is the main factors will affect you change the job?

Around 37 % of the students were influenced by their salaries .This was followed by the urge to explore new areas of work and accrue different experience (29 %).



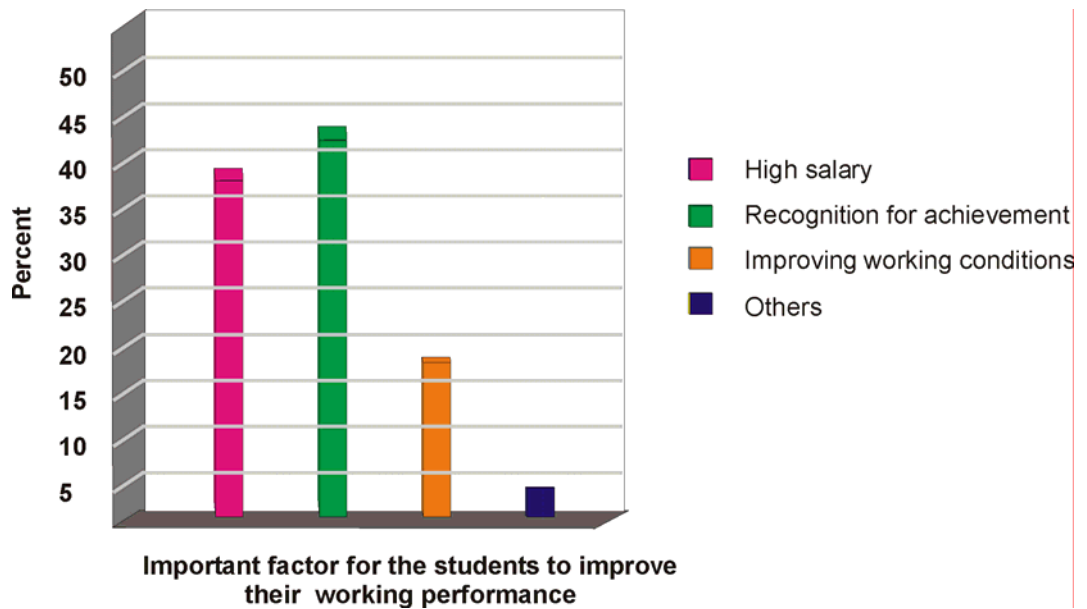
3. What is the main goal for you to work?

Around 57 % of the students responded by saying the monetary gains was the primary factor to work



4. What is the important factor for you to improve your working performance?

Close to 43 % students responded by saying that getting recognized was important.



The data collected above is now correlated with the motivational frame work outlined in the initial sections of this report.

Fundamental Human Needs

To provide an overarching framework for our discussion of motivational principles, we draw on self-determination theory that proposes three innate needs experienced by people in all settings. These are the need for a sense of autonomy, for relatedness (or belonging), and for competence. Rather than providing a detailed explanation of self-determination theory, which is quite complex, we use these three needs to organize our discussion of key concepts drawn from multiple theories. Thus, we introduce the study of motivation through the idea that students look forward to: Autonomy, Belonging, and Competence- the ABC's of Motivation (Steers and Porter 6).

The Need for Autonomy

A number of motivational theories include some discussion of the importance of a sense of personal control as a central factor in achievement motivation. Within this topic, concepts such as intrinsic and extrinsic motivation, locus of control and internal-external attributions, self-regulation, and task values can be introduced and compared. Each of these theories and concepts illustrate a different aspect of the central idea that students are more likely to be motivated in situations where they feel some sense of personal internal control and self-determination. Research evidence in all of these traditions makes surprisingly similar recommendations for practice: students need to feel a sense of personal control for their own successes and failures (Steers and Porter 15).

The Need for Belonging

This need is defined as students' sense of connectedness to their superiors and colleagues, as well as their sense of "fitting in" with their general office ambience. Students need to understand that the workforce in any organization is with differing needs and varying

background (Steers and Port 14). They also need to understand that promoting positive interpersonal relationships is important.

The Need for Competence

As with the need for autonomy, the need for a sense of competence, of being capable and successful in dealings with the environment, is a central concept in a number of current motivational theories. Research in these areas emphasizes consistent links between students' sense of competence and success expectancies, and their motivation to choose, perform, and persist at tasks. In addition, research on goal setting provides quite explicit suggestions for ways in which employers can help students increase their sense of self-efficacy through setting and achieving appropriate goals (Steers and Porter 26).

Recommendations

The primary objective of these observations is to educate the students on the various aspects of motivation that needs to be kept in mind while being employed for the first time.

The most common motivating factors are outlined below (Furnham 67).

- **Work Accuracy** - Being motivated by tasks that warrant precise and accurate operation.
- **Career Development** –Reckoning a position where career progression and/or promotion is available
- **Change – Relishing** a position where the role encompasses ongoing alteration and process improvement
- **Conflict Management** - Gaining satisfaction with the resolution of interpersonal and other conflict situations
- **Consequence Management** - Enjoy providing feedback to staff and managing performance development and results

- **Creativity** - Enjoying an ambience or task requirement that has an orientation toward idea generation and/or inventing new methods or products and/or using their imagination.
- **Customer Interaction** – Benefiting satisfaction from interactions with customers and helping to satisfy their demands.
- **Empowerment** - Enjoying an empowering culture and participative management style that aids self accountability and a sense of ownership
- **Diversity of people** - Liking a work ambience that includes interacting with people with a wide range of backgrounds, beliefs and opinions
- **Helping Others Learn** - Gaining motivation by helping others learn and evolve their job skills
- **High Earnings** - Needing a job that provides a salary package at the top of the possible salary range for the role
- **Incentive Pay** - Wanting a role that offers extra pay for good results or extra effort or likes pay linked to effort
- **Job Security** – Requiring a job offering permanent employment in a financially stable organization
- **Leadership** - Being motivated by opportunities to guide, inspire, direct and enthuse others
- **Result Pressure** -Desiring a role that carries a high level of accountability or significant downside for non-achievement
- **Risk Taking** -Enjoying a role that involves recommending actions or taking decisions that involve risks or uncertainties
- **Personal Contact** - Enjoying personal contact, making friendships and social

interaction and building productive relationships with fellow workers

- **Persuasion & Influence** - Liking to persuade others to accept change or a new idea, to agree to a point of view, and/or to purchase a product or service
- **Sense of Urgency**- Enjoying a fast work pace a rapid response to issues and requests
- **Status**- Being motivated by holding a position of high status or with an important title
- **Tangible Output**- Needing a role that produces concrete physical or practical results
- **Skill Development**- Desiring a role that offers opportunities to learn new skills and knowledge
- **Routine Work** -Being content in roles with clear processes that are relatively standard over time
- **Task Challenge**- Finding satisfaction in handling complex tasks that involve considerable mental, physical or emotional challenges
- **Work Variety** -Gaining motivation by roles that contain a variety of tasks, or diversified and/or always changing tasks
- **Workplace Amenity**- Wanting to work in a working environment that is modern and comfortable and being unhappy in a harsh working environment
- **Teamwork & Cooperation** -Enjoying teamwork, collaborating, sharing data, brainstorming, group problem solving and volunteering assistance
- **Recognition** - Gaining satisfaction from public acknowledgement (work colleagues or public) for accomplishments.
- **Values**-Gaining motivation by working with colleagues and/or an organization that has values that are consistent with their own value set.

- **Well-located Workplace** -Needing to have a workplace in a convenient location

The motivators tend to fall into a number of grades:

- Scope to learn on the job
- Chances to perform strategically
- Financial
- Opportunities for communication with people
- Opportunities for acknowledgement and reward
- Level of personal authority and liberty
- The physical nature of the workplace

When students move from graduation to a first serious full time role, it is as important to think about what motivates them. Jobs demanding the same qualifications often offer quite dissimilar motivators. For example, one might day dream about the glamour of being a foreign currency trader. This profile would typically require a general business qualification. Such a role provides responsibility, risk taking and sense of urgency as motivators. If a student doesn't like conflict, or hate risk taking, or meeting tight deadlines, this role might not be suitable option. Likewise formal medical training will stipulate for lots of different roles. Which role one finds satisfying might depend on what you want from a job. Family medicine will offer the opportunity for customer interaction, a diversity of people and teamwork. Surgery, on the other hand rewards with accuracy of work, high earnings and skill development. It is very important to think about what motivates you when you set out on your career journey. If you choose a job with the wrong motivational profile, you risk being bored and disgruntled or stressed and overstretched.

Conclusion

Conventional wisdom holds that salary is a vital element of job attractiveness, but the four other areas (interest, advancement, social responsibility, location) are of significant importance as well. In fact, these other factors all rank above salary in importance. College students about to graduate and looking for employment appear to be interested in a wide range of non-financial and financial rewards that make up the employment agreement.

Appendix

Standard Questionnaire

This questionnaire is going to test the current motivation for work of the university students.

The following questions are related to this topic. It will take you few minutes. Thank you for your help!

Section 1

1. Please tick your gender: Male Female
2. Please tick the year of your study: 1st 2nd 3rd Master PHD Other _____
3. What is your nationality?

Section 2

1. What is your degree title?
2. What would you like to do after graduating from the university?
 Travel Find a job Have a break no idea
3. Will you choose a job which is relevant to your degree, if you start looking a job?
 Yes No can not be sure
4. Do you think your qualification would be useful when you are finding a job? If no, what do you think would be more useful?
 Yes No Training Program
5. What do you think is the most important elements when you are looking for a job?
 The company itself The polices and administration of the company
 The kind of supervision which people receive Working conditions
 Interpersonal relations salary Stratus Security Others
6. Assume that you have a job currently, which level of salary per week will be acceptable for you?
 100-200 200-400 400- 600 600- 800 800- 1000 Above 1000
7. Are you going to change your current job if you are not satisfying your current job?
 Yes No can not be sure
If you say “yes”, how long does it take for you to consider changing your job?
 1-3 years 3-6 years 6-9 years more than 9 years

8. What is the main factors will affect you change the job?
 - Salary is low
 - working conditions are not good enough
 - Interpersonal relations are bad (the relationship between employee and employee, the relationship between employer and employee)
 - Want to have new and different experience
 - Others
9. What is the main goal for you to work?
 - Money
 - For fun
 - Personal development
 - no purpose
 - Others
10. What is the important factor for you to improve your working performance?
 - High salary
 - Recognition for achievement
 - Improving working conditions
 - Others
11. What are your career goals?
12. How would you define “success” for your career? At the end of your work life, what must have been present for you to feel as if you had a successful career?

Bibliography

- DeBats, K. E. (1982). The continuing personnel challenge. *Personnel Journal*, 34, 332-344.
- Deal, Terrence E., and Kent D. Peterson. (1990). *The Principal's Role in Shaping School Culture*. Washington, D.C.: Office of Educational Research and Improvement, 1990. 122 pages. ED 325 914.
- Furnham, A. (1999). *Personality at Work: The Role of Individual Differences in the Workplace*. London: Routledge.
- Husman, J. (1999). "The Role of the Future in Student Motivation". *Educational Psychologist*, 34(2), 113-125.
- Kelly, G. (1969). The threat of aggression. In B. Maher (Ed.). *Clinical Psychology and Personality: The Selected Papers of George Kelly* (pp. 281-288). New York: Wiley, p. 284.
- Locke, Edwin A., and Gary P. Latham (1990). *A Theory of Goal Setting and Task Performance*, Englewood Cliffs, NJ: Prentice Hall.
- Locke, E. A., & Latham, G. P. (1990). "Work motivation and satisfaction: Light at the end of the tunnel". *Psychological Science*, 4, 240-246.
- MacFadyen, Heather. (1986). "Motivational Constructs in Psychology." In Alan J. MacFadyen and Heather MacFadyen, eds., *Economic Psychology: Intersections in Theory and Application*. Amsterdam: North Holland, pp. 66-108.
- Maddock, R. C., & Fulton, R. L. (1998). *Motivation, Emotions, and Leadership: The Silent Side of Management*. Westport, CT: Quorum Books.
- Maehr, Martin, and Leslie Fyans, Jr.(1989). "School Culture, Motivation, and Achievement." *In Advances in Motivation and Achievement*, Vol 6: Motivation Enhancing Environments, edited by Martin L. Maehr and Carole Ames. Greenwich, Connecticut, JAI Press.

- Mowday, Richard T. 1983. "Equity Theory Predictions of Behavior in Organizations." In Richard M. Steers and Lyman W. Porter, eds., *Motivation and Work Behavior*, 3rd ed. New York: McGraw-Hill, pp. 91-113.
- Pinder, C. C. (1998). *Work motivation in organizational behavior*. Upper Saddle River, NJ: Prentice-Hall.
- Richard M. Steers and Lyman W. Porter, eds., *Motivation and Work Behavior*, 3rd ed. New York: McGraw-Hill, pp. 91-113.
- Sergiovanni, Thomas J. (1987) .*The Principalsip: A Reflective Practice Perspective*. Newton, Massachusetts: Allyn and Bacon, 1987.361 pages. ED 283 275.
- Weiner, B. (1980). *Human Motivation*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wilkins, Alan L.(1983). “The Culture Audit: A Tool for Understanding Organizations.” *Organizational Dynamics* 11: 24-38.
- Vecchio, K. P. (1988). *Organizational behavior*. Chicago: Dryden.
- Vroom, Victor. (1964). *Work and Motivation*. New York: Wiley & Sons.