Employed Students' Development Challenges in Georgia

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Abstract

Caring for human resource development is an important issue in all directions, on a macro, micro, and individual level (Gulua, Ekaterine, 2013). This is the key pillar of effectiveness and progress (Gulua, Ekaterine, 2012), this is a resource that is responsible for rational development of all other resources. The level of human resource development is directly proportionate to the development of the organization, the country's development, and conversely the more developed a country, an organization is, the more appreciated are the people - the main factor of its success (Gulua, Ekaterine;, 2014)**.** The developed countries differ from developing ones by the attitude towards a person, his/her potential. Therefore, organizations need to take care of people in many ways: spiritual, physical, intellectual (basic, emotional, social), career development. Only in this case the organization gets dedicated, case-oriented, highly qualified employees. At the same time, the main moral responsibility for their managing power is simplifying development opportunities for the human being. (Gulua, Ekaterine;, 2011)**.** One of the most interesting issues in human resource management is the management of human resource development. Consequently, it provides good opportunities for scientific research. The main purpose of the functioning of human potential management laboratory is the actualization of these issues at all levels in Georgia. The present work is dedicated to studying employed students' challenges in Georgia. The issue of employed students's development is complex and depends on many issues such as: country development level, level of students' consciousness and their material status, development level of higher education institutions, employers' organizational policies, etc. The aim of the present paper is to evaluate the attitude of the organizations towards the employed students-colleagues.

Keywords: Personal Development, Employed Students's Development, Career Management

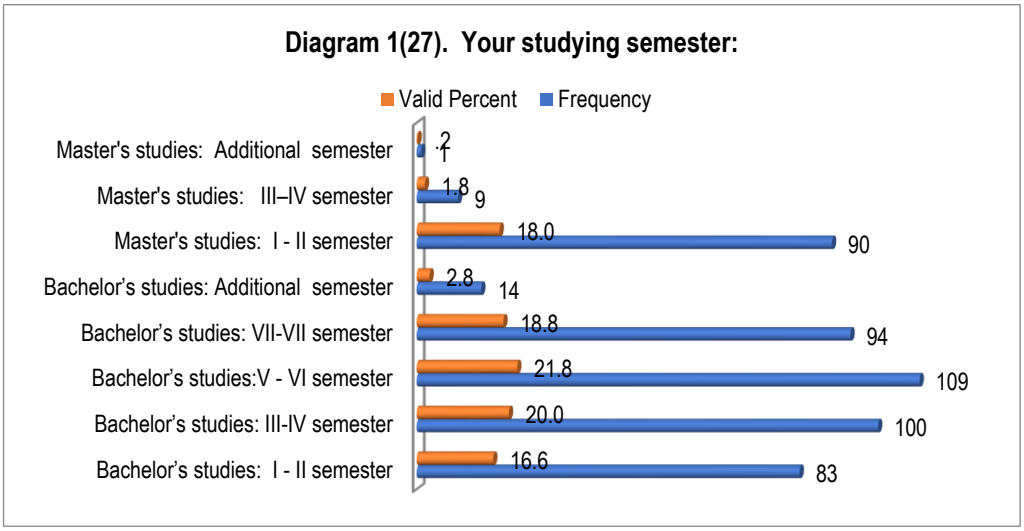
Introduction

Human resource development, which means the growth of opportunities, talent and potential or improvement of using existing ones, is an important condition for organizational effectiveness. The current challenge of organizations in the direction of human resource development implies not only the improvement of its professional and job skills but also in the broader sense it includes preserving or refining these skills in the long term.

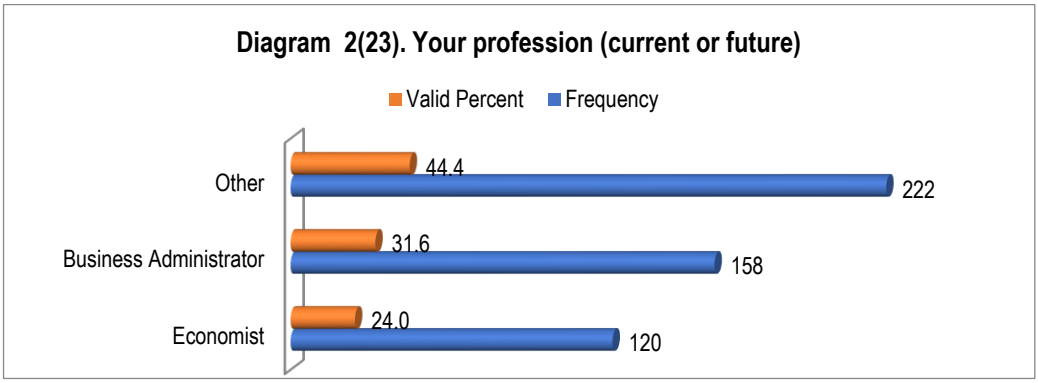
The early researches published in scientific journals and conference materials, dealt with the analysis of hindering factors in human resource development in Georgia, namely, time management problems in Georgian MA students (Gulua, Ekaterine; Kharadze, Natalia;, 2017)**,** (Kharadze, Natalia; Gulua, Ekaterine, 2016)**,** (Kharadze, Natalia; Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017)**,** (Kharadze, Natalia; Gulua, Ekaterine, 2017)**;** Challenges of organizational culture (Gulua, Ekaterine; Kharadze, Natalia, 2014)**,** (Gulua, Ekaterine; Kharadze, Natalia;, 2018)**,** problems faced by organizational destructive conflicts (Kharadze, Natalia; Gulua, Ekaterine;, 2018)**,** challenges in the field of higher education (Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine;, 2018) (Gulua, Ekaterine; Mikaberidze, Akaki, 2015)**.**

The present work carried out by the Human Potential Management Laboratory. It is dedicated to studying employed students' challenges in Georgia. The issue of employed students's development is complex and depends on many issues such as: country development level, level of students' consciousness and their material status, development level of higher education institutions, employers' organizational policies, etc. The aim of the present paper is to evaluate the attitude of the organizations towards the employed students-colleagues.

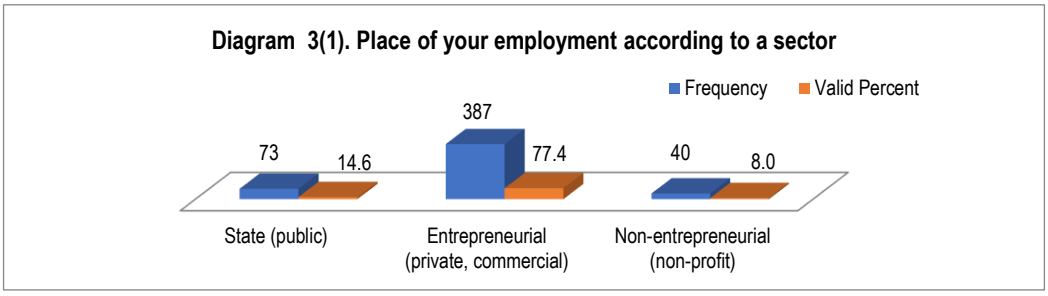
The anonymous survey of university students was conducted for this study. The questionnaire included 27 closed and one open questions. The study was conducted on April 23-29, 2018. The data was developed in the program SPSS-Statistics. 500 randomly selected students participated in the study, 400 - undergraduate students, 100 – MA students **(see Diagram 1 (27).**



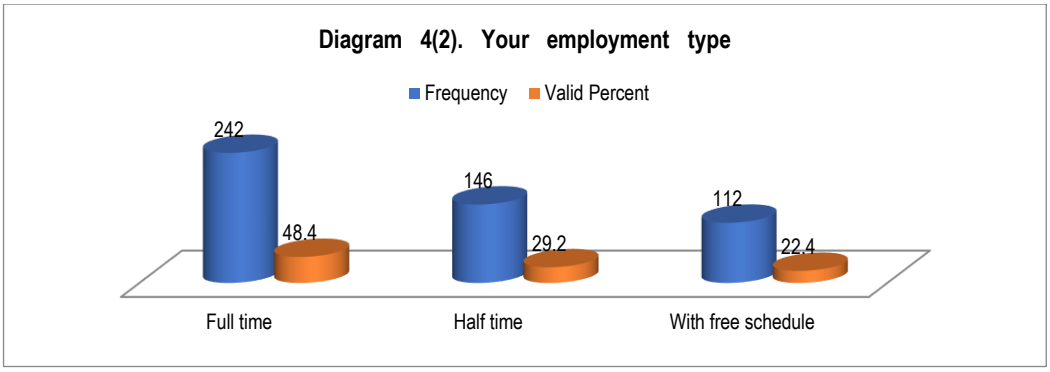
24% of the respondents are students of economics, 31.6% - business administration students, 44.4% - students of other specialties **(see Diagram 2 (23).**



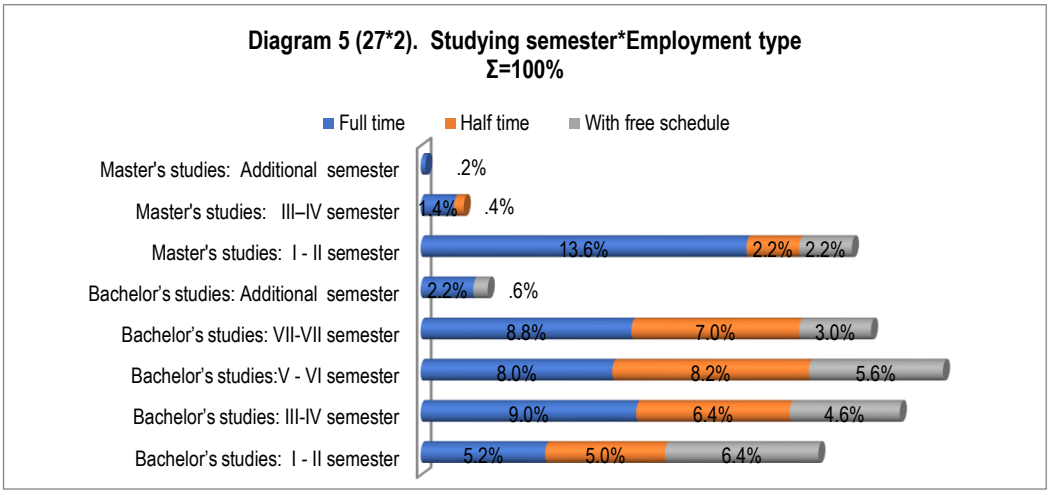
387 students of the respondents are employed in the enterprise (private and commercial) sector, 73 in the state (public) sector and 40 in non-profit (non-commercial) sectors **(see Diagram 3 (1).**



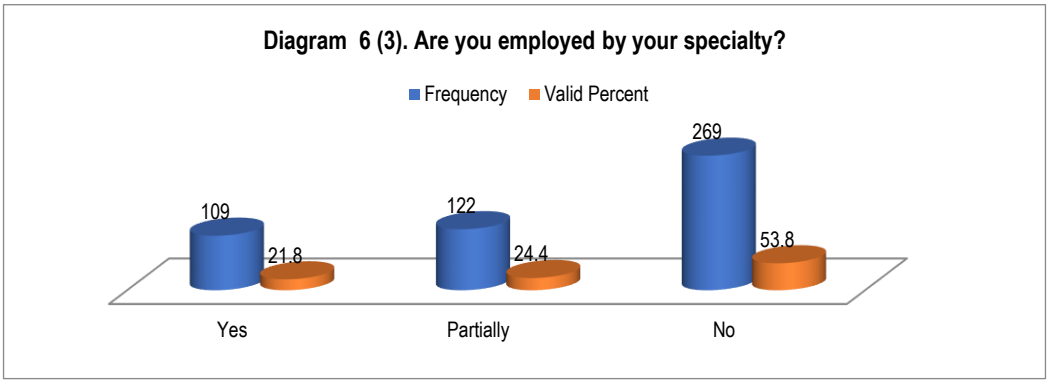
It is noteworthy that almost half of the students are working full time, which implies usually 40 hour-working week, normally from 9 am to 18 pm. **(see diagram 4 (2)** Because students are working in parallel with studying, or vice versa, they are learning during daytime in parallel with working, it means that both parties - educational institutions and employer organizations understand the employed students' condition and somewhat agree with such conditions.



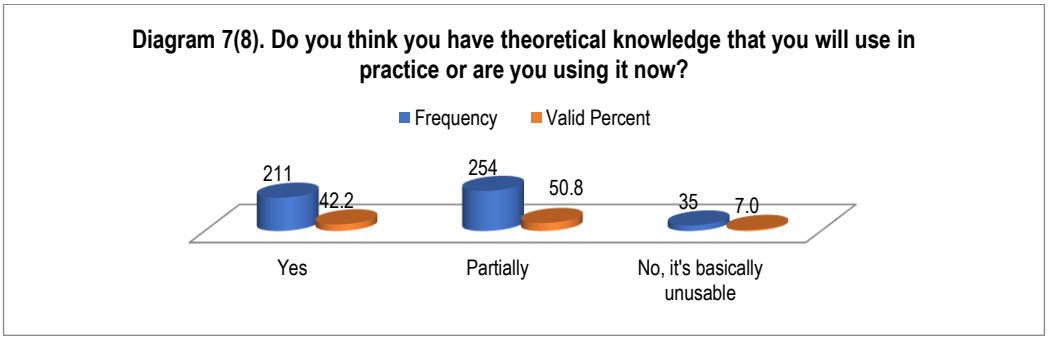
The cross tabulation analysis shows that from the full-time employees 33.2% are undergraduates, 15.2% - MA students; from part-time employees 26.6% are undergraduates, 2.6% - MA students and 20.2% of freelancers are undergraduates and 2,2% are MA students **(see Diagram 5 (27*2)**



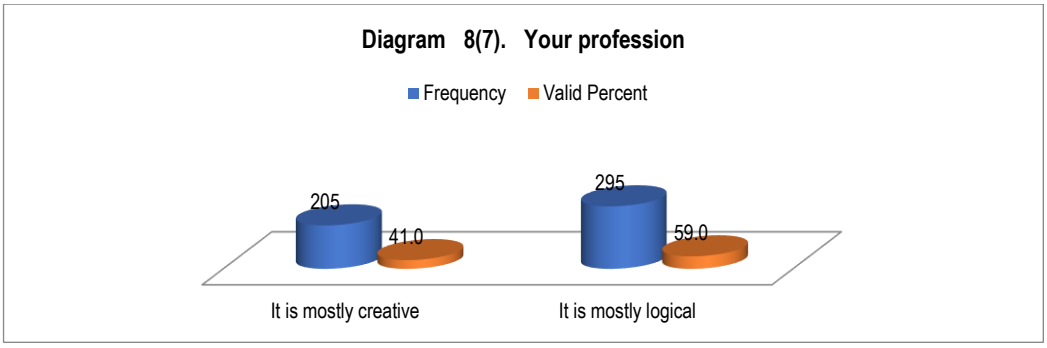
21.8% of the respondents work with their specially, 24.4% of students are partially compatible with their working positions, more than half - 53.8% do not work with their specialty **(see diagram 6 (3),** which means that the category which does not work with their specialty has less chance of achieving relevant results. Their work is aimed at short-term goals, most likely students are doing such jobs because of the necessity of material needs.



We got interested in how they evaluate their theoretical knowledge they receive at the university or at work. 42.2% of the respondents estimate it positively, 50.8% believe that their theoretical knowledge is partially useful and 7% give a negative assessment.**(see Diagram 7 (8).**

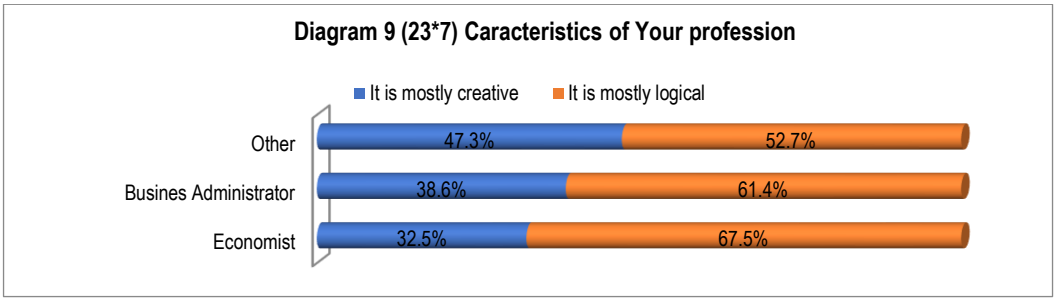


41% of the respondents believe that their profession is largely creative and 59% think that it is largely logical **(see Diagram 8).**



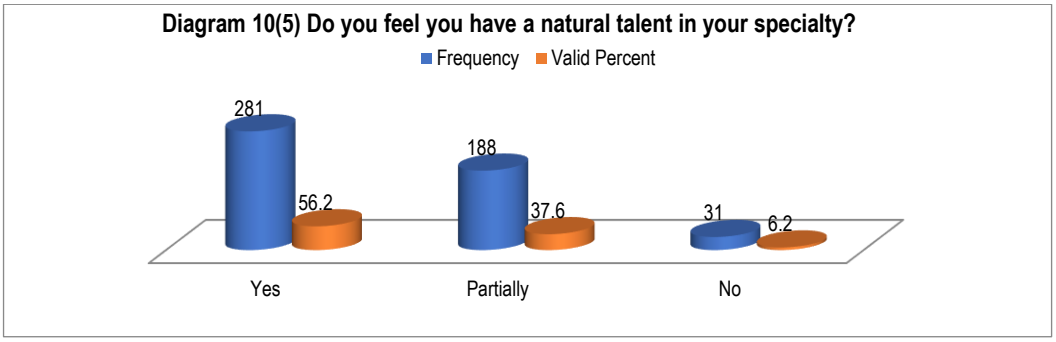
Most part of the economic direction students (67.5%) think that their specialty is largely logical, and 32.5% think it is largely creative. 61.4% of business administration students believe that their specialty is largely logical, 38.6%

It's interesting to see how well-grounded this conclusion is. It is noteworthy that a large portion of business administration students identify their specialties as logical and non-creative ones **(see Diagram 9 (23*7).** The creative and logical specialties have different methods and approaches towards teaching and learning.

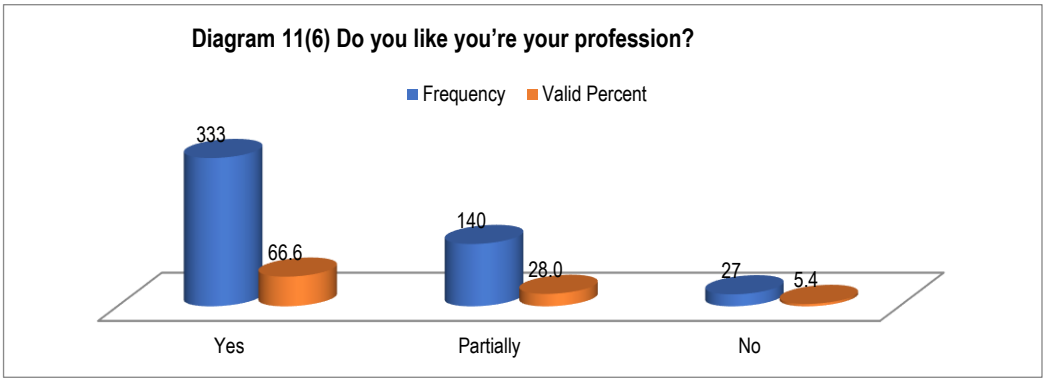


A person's professional development is determined by the inclination towards the chosen direction, the particular emotional attachment and love to the field.

56% of the respondents think that they have a natural inclination - the talent in the chosen specialty. In this regard, 6.2% of the respondents clearly showed the negative response. **(See the Diagram 10 (5).**



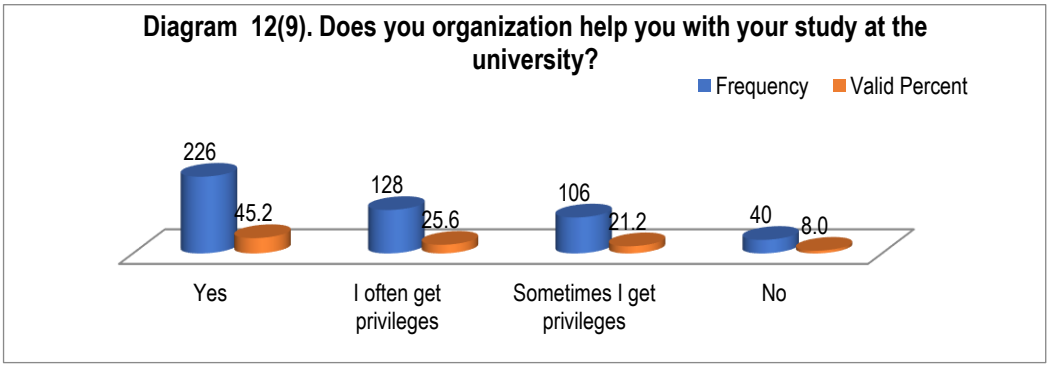
About 67% of the respondents confirm the love of the profession, 28% think that they partially like their profession, 5.4% of the respondents' answers are strongly negative to this question **(see Diagram 11 (6).**



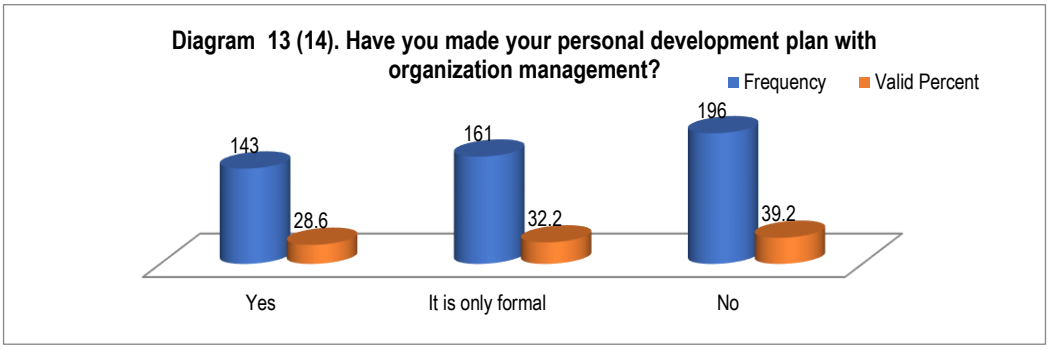
Job satisfaction significantly determines the possibilities of human resource development. The following factors usually determine job satisfaction: 1. Supporting the development of the employees by the organization; 2. Payment level; 3. Healthy environment in the organization; 4. To what extent the employees link their long-term goals to the organization.

1. To find out how organizations encourage students to develop, we have asked a few questions and received relevant answers.

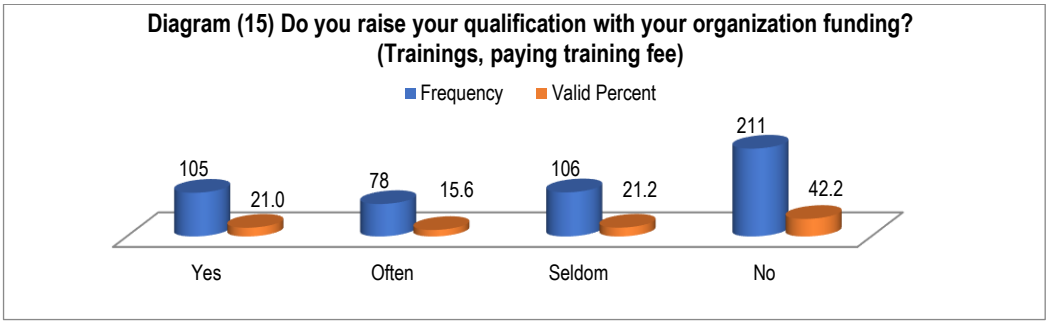
A) 45% of the respondents unequivocally state that the organization supports their learning, 26% say that organizations often offer benefits, 21% are sometimes offered benefits and 8% do not feel support at all. **(see Diagram 12 (9)**



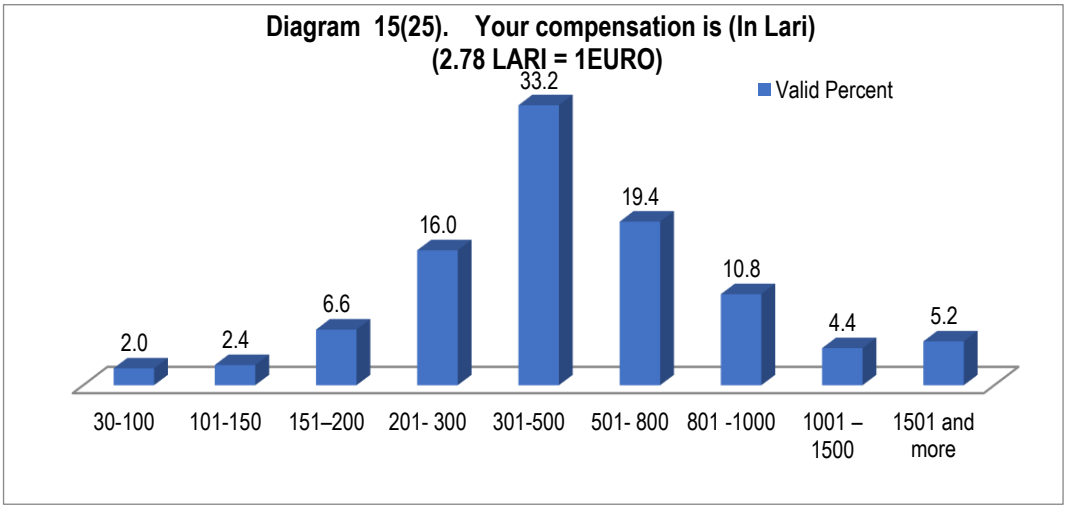
B) 29% of the respondents say that their development plan is made in the employer's organization, 32% think that such a plan is formal, 39% indicate that their development plans are not made **(see Diagram 13 (14).**



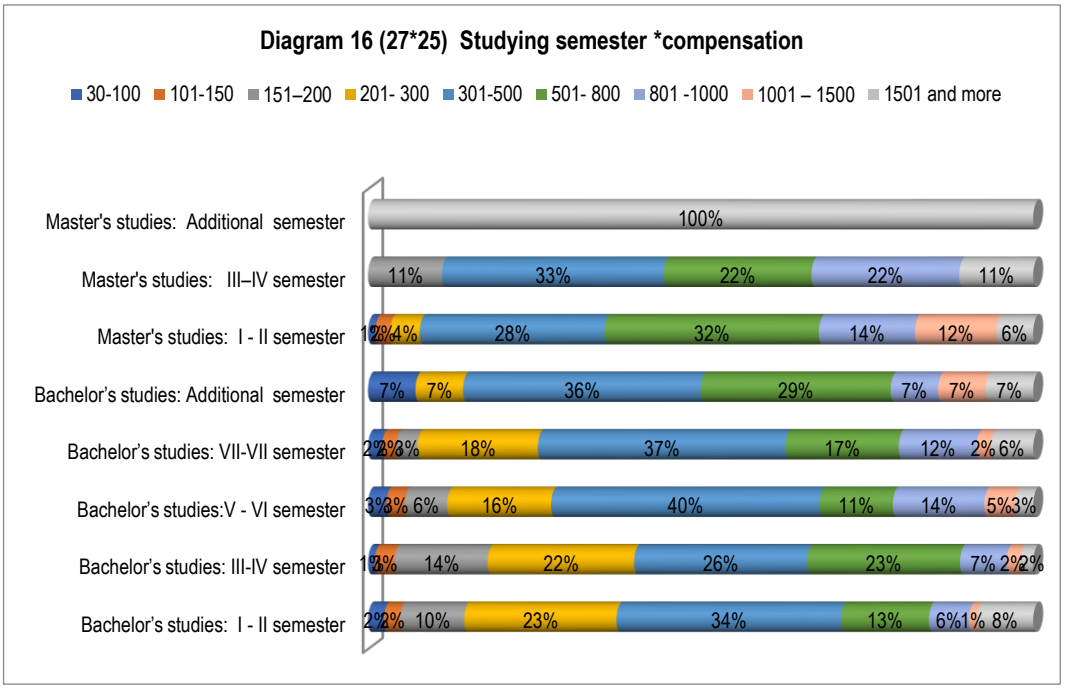
C) 37% of the respondents report that they often and constantly increase their qualifications by organization's financing, 21% rarely have such an opportunity, and 42% report that they are absolutely deprived of such a possibility. **(see Diagram 14 (15).**



2. Development stimuli, job satisfaction are significantly determined by the payment level. It is noteworthy that a 100 GEL salary was observed, 4,4% of the respondents' salary is up to 150 GEL, and the cumulative percentage of those who have up to 300 GEL is 27. The most percentage of respondents (33.2%) is paid from 301 to 500 GEL. 5.2% of the respondents noted that their salary exceeds 1501 GEL. **(See the Diagram 15 (25).**



We got interested in analyzing the connection between the students' semester and their pay. See the correlation analysis of the connection between these variables in the table. **(see Figure 16 (27*25)**



Pearson Correlation Analysis has shown that there is a weak positive connection between these two variables **(see Table 1 (25*27),** according to Chi-Square Tests – the connection between these two variables is reliable **(see Table 2 (25*27)** but with

linear regression ANOVA test confirmed that the model is reliable **(see Table 3 (25*27)**

Table1 (25*27). Correlations

		Q25	Q27
Q25	Pearson Correlation	1	.235**
	Sig. (2-tailed)		.000
	N	500	500
Q27	Pearson Correlation	.235**	1
	Sig. (2-tailed)	.000	
	N	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2(25*27). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	104.292[a]	56	.000
Likelihood Ratio	99.010	56	.000
Linear-by-Linear Association	27.499	1	.000
N of Valid Cases	500		

a. 45 cells (62.5%) have expected count less than 5. The minimum expected count is .02.

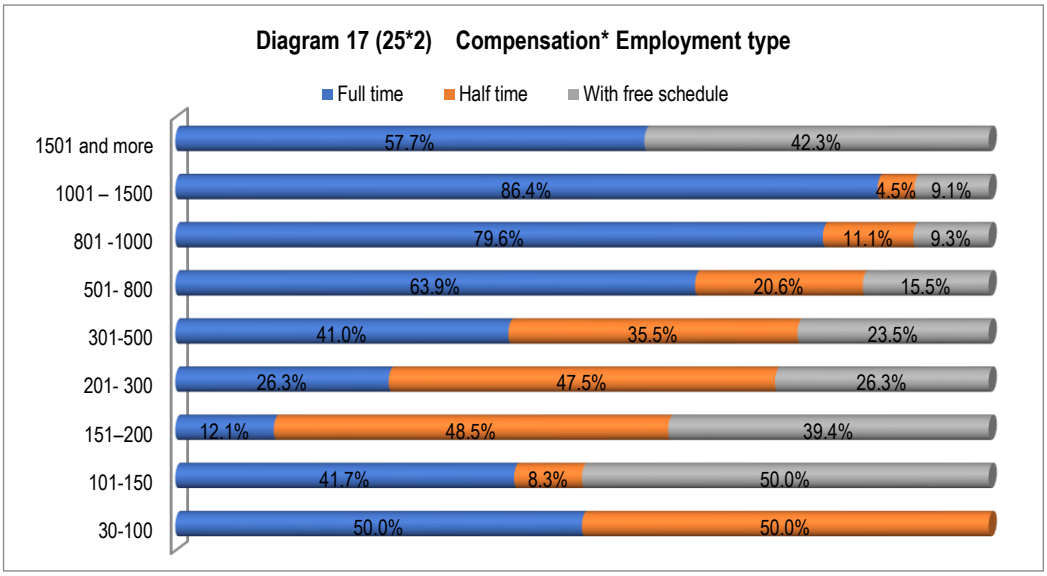
Table 3 (25*27). ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.957	1	74.957	29.045	.000[b]
	Residual	1285.225	498	2.581		
	Total	1360.182	499			

a. Dependent Variable: Q25

b. Predictors: (Constant), Q27

The cross tabulation analysis of the connection between salary and employment rate is shown in the table **(see Diagram 17 (25*2).**



Pearson's correlation analysis has shown that there is a weak positive connection between these two variables. **(see Table 4 (25*2)** According to Chi Square test – there is a reliable connection between these two variables **(see Table 5 (25*2),** with linear regression, ANOVA test confirmed that the model is reliable **(see Table 6 (25*2)**

Table 4 (25*2). Correlations

		Q25	Q2
Q25	Pearson Correlation	1	-.229**
	Sig. (2-tailed)		.000
	N	500	500
Q25	Pearson Correlation	-.229**	1
	Sig. (2-tailed)	.000	
	N	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 (25*2). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	105.204[a]	16	.000
Likelihood Ratio	119.105	16	.000
Linear-by-Linear Association	26.200	1	.000
N of Valid Cases	500		

a. 6 cells (22.2%) have expected count less than 5. The minimum expected count is 2.24.

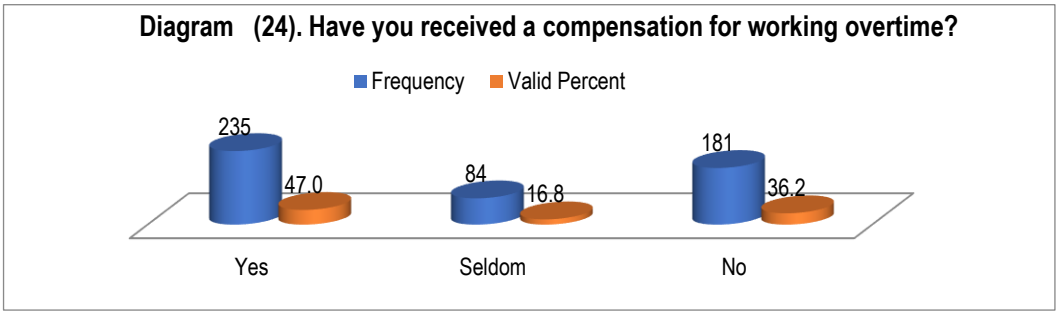
Table 6 (25*2). ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.416	1	71.416	27.596	.000[b]
	Residual	1288.766	498	2.588		
	Total	1360.182	499			

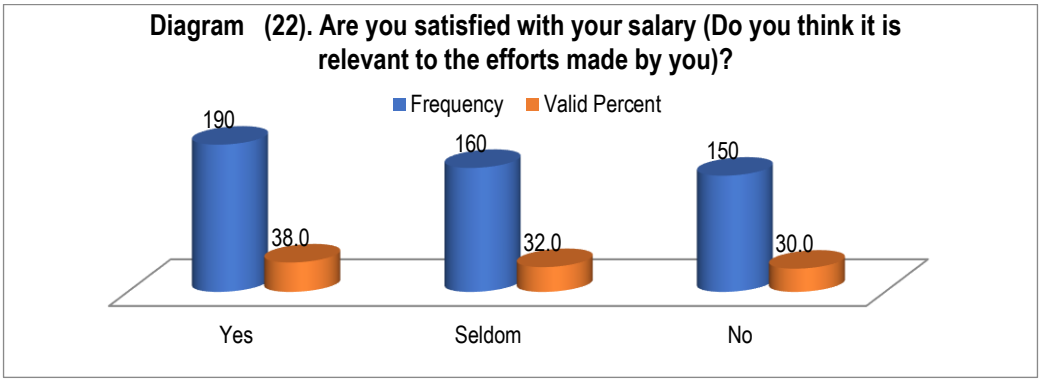
a. Dependent Variable: Q25

b. Predictors: (Constant), Q2

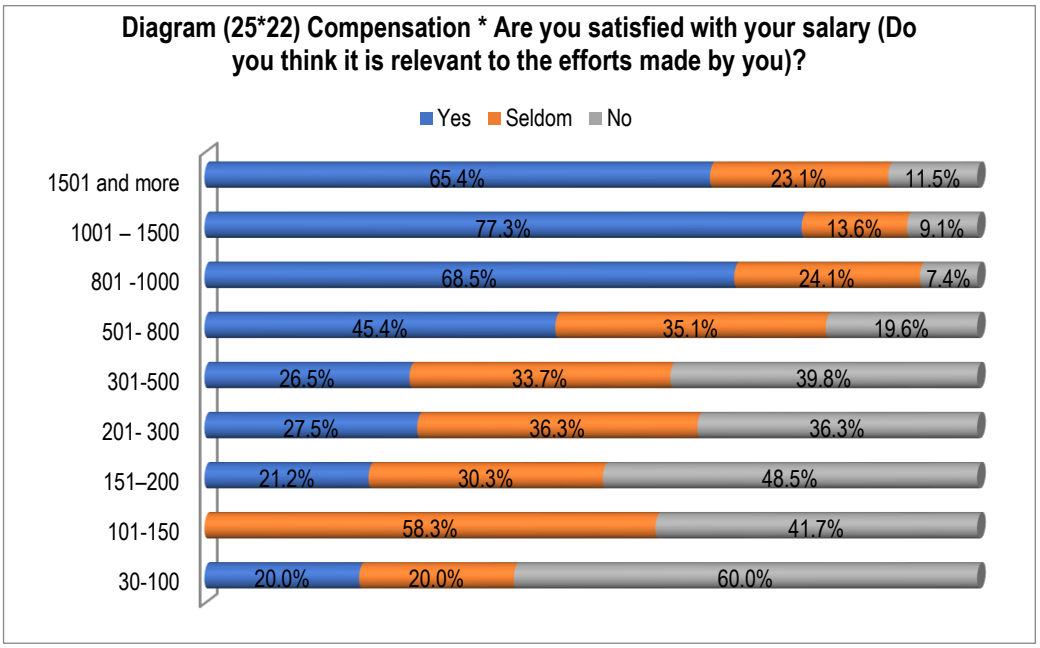
It turned out that 47% of the respondents receive compensation for working overtime; 17%-rarely receive, 36% has not received compensation for working overtime. **(See the Diagram 18 (24).**



38% is satisfied with salary, 32%-partially satisfied, 30%-dissatisfied. **(see Figure 19 (22)**



We got interested in the cross tabulation connection between the amount of payment and the satisfaction with payment. It was found that the number of absolutely dissatisfied ones are high among the low-paid people, the highest quality of satisfaction was revealed between the people whose salary was from 1001 to 1,500 GEL **(see Diagram 20 (25*22).**



Pearson's correlation analysis showed that between these two variables there is a weak correlation connection **(see Table 7 (25*22).**

Table 7(25*22). Correlations

		Your compensation is.	Are you satisfied with your salary (Do you think it is relevant to the efforts made by you)?
Your compensation is.	Pearson Correlation	1	-.348**
	Sig. (2-tailed)		.000
	N	500	500
Are you satisfied with your salary (Do you think it is relevant to the efforts made by you)?	Pearson Correlation	-.348**	1
	Sig. (2-tailed)	.000	
	N	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the determining the meaning of the Chi-square, the connection between these variables is less than 0,05, so the connection is reliable **(see Table 8 (25*22).**

Table 8 (25*22). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	85.094[a]	16	.000
Likelihood Ratio	90.686	16	.000
Linear-by-Linear Association	60.544	1	.000
N of Valid Cases	500		

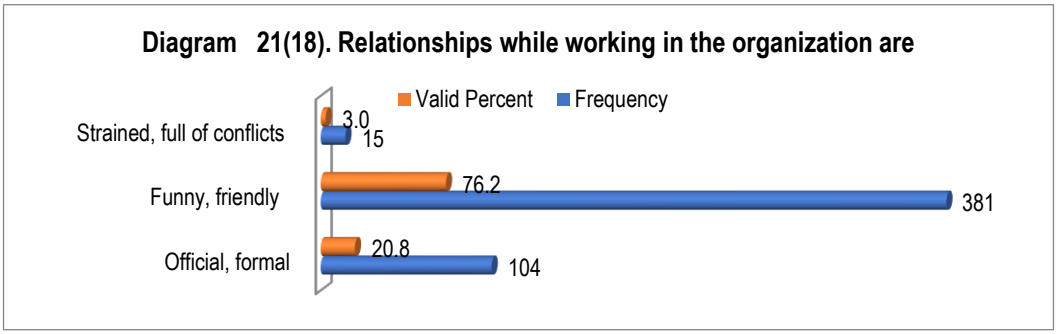
On the basis of the linear regression, the ANOVA test shows that the model is reliable - the sigma is less than 0.05 **(see Table 9 (22*25).**

Table 9 (22*25). ANOVA[a]

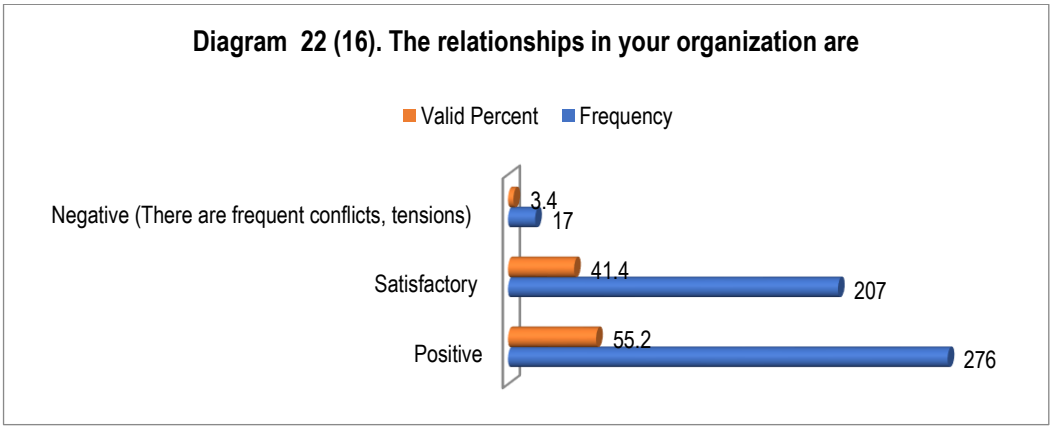
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.864	1	40.864	68.766	.000[b]
	Residual	295.936	498	.594		
	Total	336.800	499			
a. Dependent Variable: Q22						
b. Predictors: (Constant), Q25						

3. Healthy processes established in the organization encourage the special attitudes towards the work. This is shown in keeping healthy relationships, knowledge sharing, appreciating talents, fairness and democratic principles.

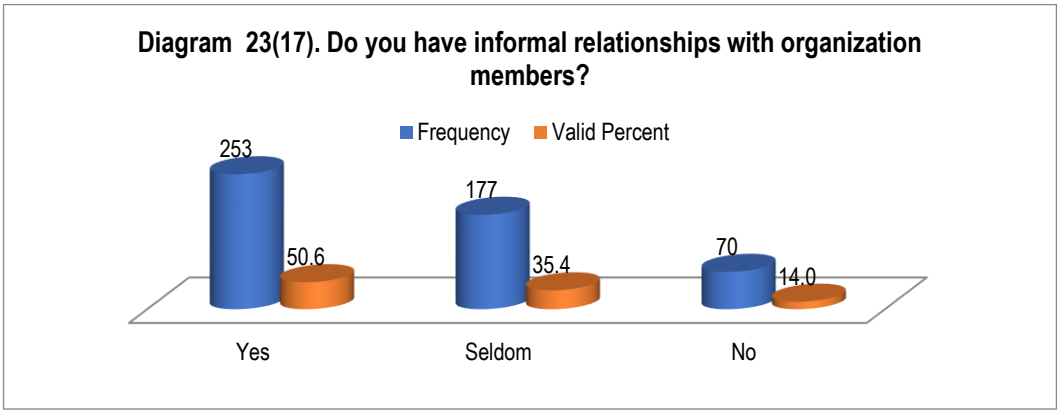
The forms of established relationships indicate healthy processes within the organization. 76% of the students say that the relationship during a working process is friendly and funny, 21% say that business relationships in their organization are official and formal, only 3% of the respondents answers to this question was negative **(see Diagram 21 (18)**.



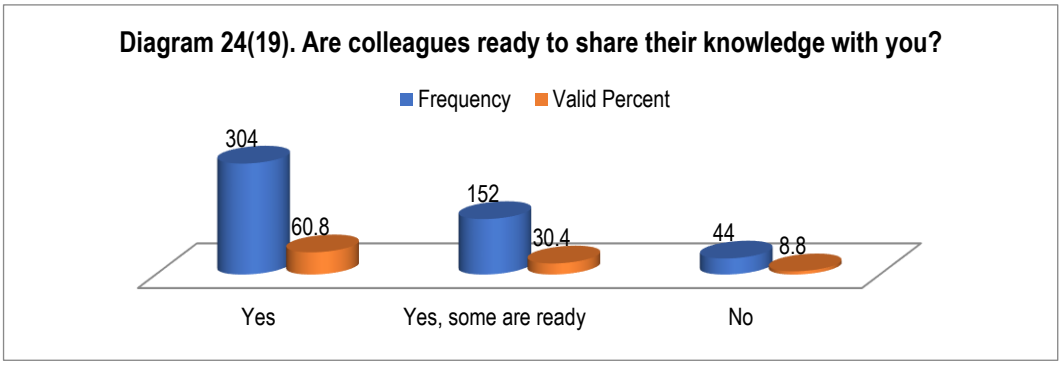
55% thinks that general relationships between organization members are positive, 41% of the respondents thinks that the relationships are satisfactory and 3% thinks that the relationships in their organization are tense and conflicting **(see Diagram 22 (16).**



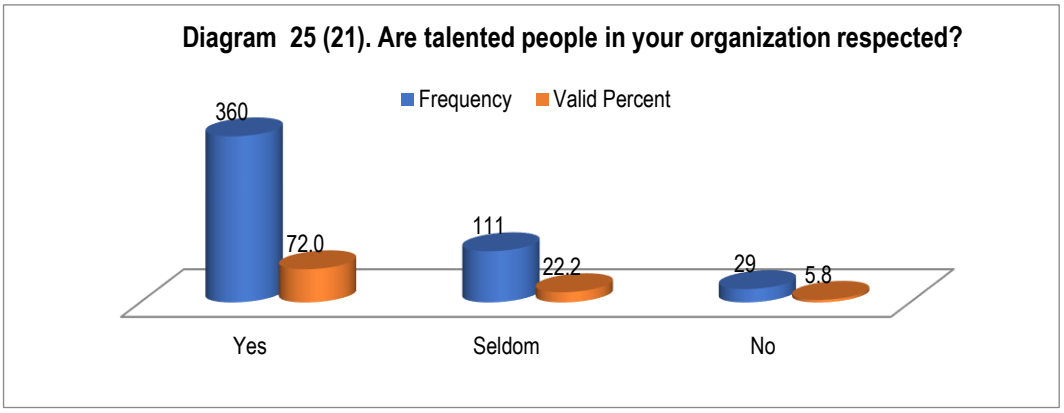
It is interesting that to the question if they have informal relationships with the organization members, 51% answered "Yes", the answer - "rarely" was given by 35%, and 14 answers show that they do not have such relationships **(see diagram 23(17)**



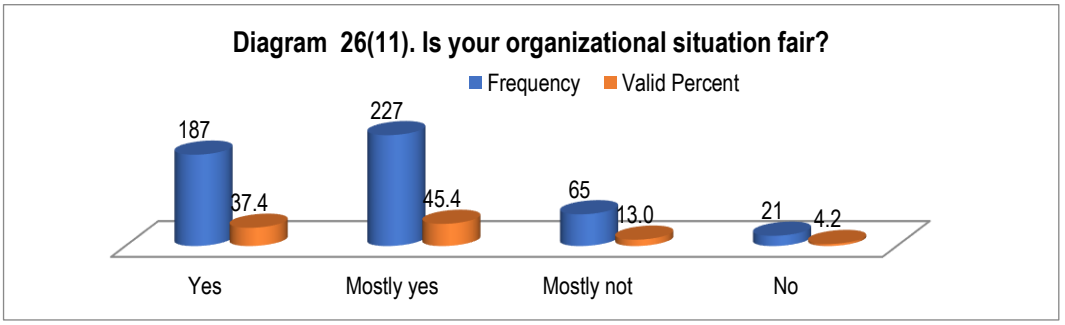
61% of the respondents say that employees are ready to share their knowledge, 30.4% indicate that some people share their knowledge and negative answers were shown by 9% of the students. **(see Diagram 24 (19)**



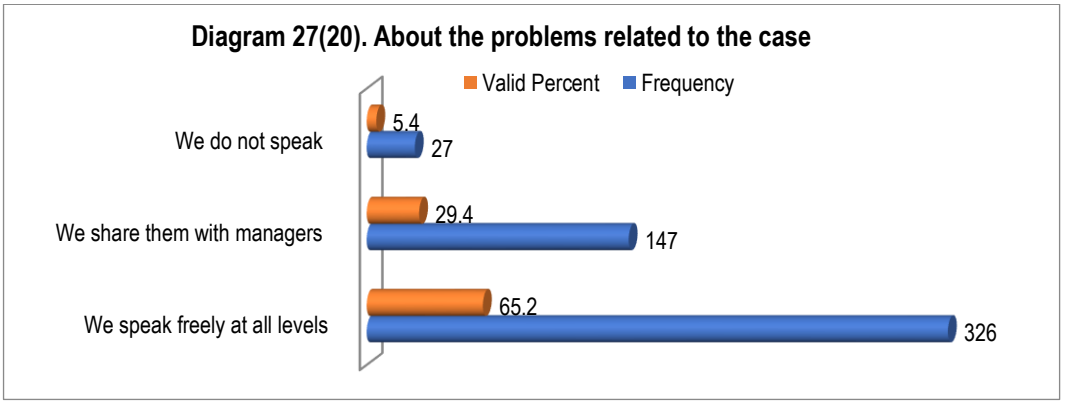
We got interested in how much the employed students feel the positive and fair attitude towards talents in their organizations. It is good that 72% of the respondents had a clear positive response to this question, 22% think talented people are rarely evaluated, and 6% of the respondents have answered negatively to this question **(see Figure 25 (21).**



Fairness is a fundamental principle of functioning of the organization. A large number of the employed students (83%) report positive answers in this regard and 17% answers negatively **(see Diagram 26 (11)**

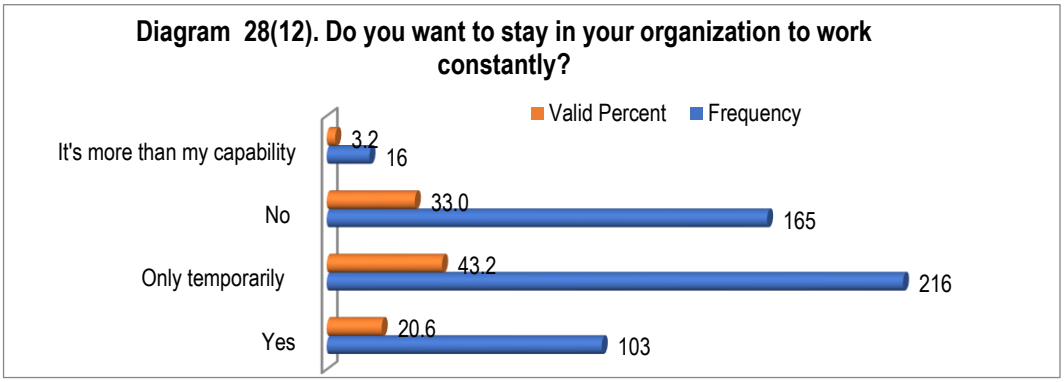


When asked about the quality of democracy - who they share business problems with - 65% of the respondents report that they speak freely about the problems in the organization, 29% of the respondents share them with managers, 5% don't speak about problems. **(see Diagram 27 (20).**

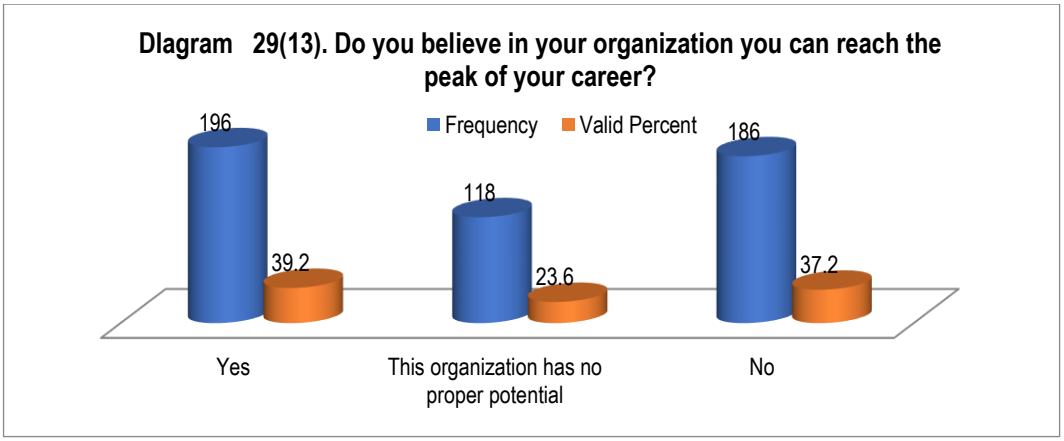


4. It is important to determine whether the students relate their long-term goals with the current workplace.

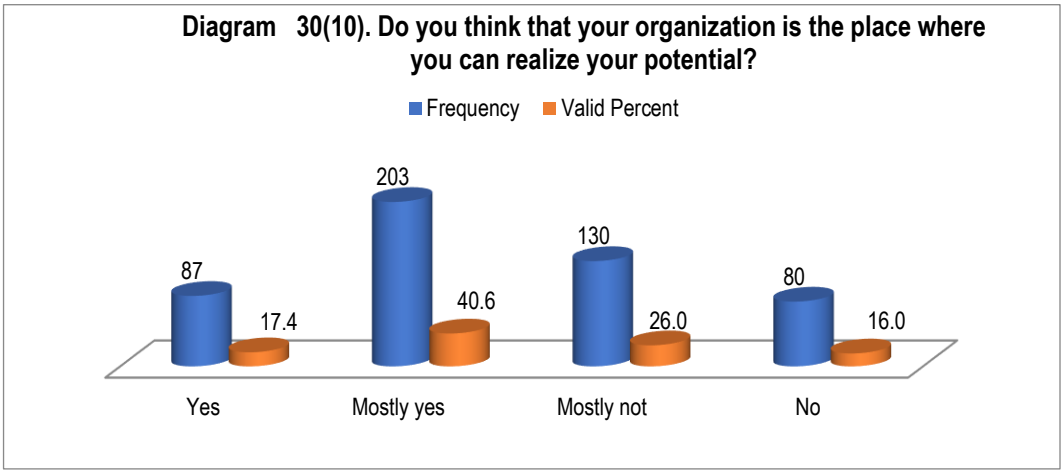
21% of the respondents are willing to stay on the current workplace, 43% only temporarily want to stay, 33% of the respondents exclude their future business connections from the current workplace and 3.2% of respondents think that this exceeds their abilities. **(see Diagram 28 (12).**



39% of the respondents think that it is possible to achieve its career peak in the current workplace, and 37% of the respondents have negative answers in this regard, 24% report that the current workplace does not have adequate potential **(see Diagram 29 (13).**



58% of the respondents think that they will be able to realize their capacities at the current employment level, while 42% have negative answers in this respect **(see Diagram 30 (10)**



The relationship between self-realization opportunities and the willingness to remain in the organization is shown in the cross-tabulation analysis **(see Table 10 (10*12).**

Table10 (10*12). Cross-tabulation analysis

		Do you want to stay in your organization to work constantly?				
		Yes	Only temporarily	No	It's more than my capability	Total
Do you think that your organization is the place where you can realize your potential?	Yes	10.0 %	5.4%	1.2%	.8%	17.4%
	Mostly yes	9.4%	20.2%	9.2%	1.8%	40.6%
	Mostly no	1.0%	12.8%	12.0 %	.2%	26.0%
	No	.2%	4.8%	10.6 %	.4%	16.0%
Total		20.6 %	43.2%	33.0 %	3.2%	100.0 %

A positive weak correlation between these two variables was found with Pearson correlation test **(see Table 11 (10*12)**. The Chi-square test showed that the relationship between these two variables is reliable **(see Table 12 (10*12).**

By the linear regression analysis, the ANOVA test showed that the model is reliable, since the sigma is less than 0,005 **(see Table 13 (10*12)**.

Table 11 (10*12). Correlations

		Q10	Q12
Q10	Pearson Correlation	1	.441**
	Sig. (2-tailed)		.000
	N	500	500
Q12	Pearson Correlation	.441**	1
	Sig. (2-tailed)	.000	
	N	500	500
**. Correlation is significant at the 0.01 level (2-tailed).			

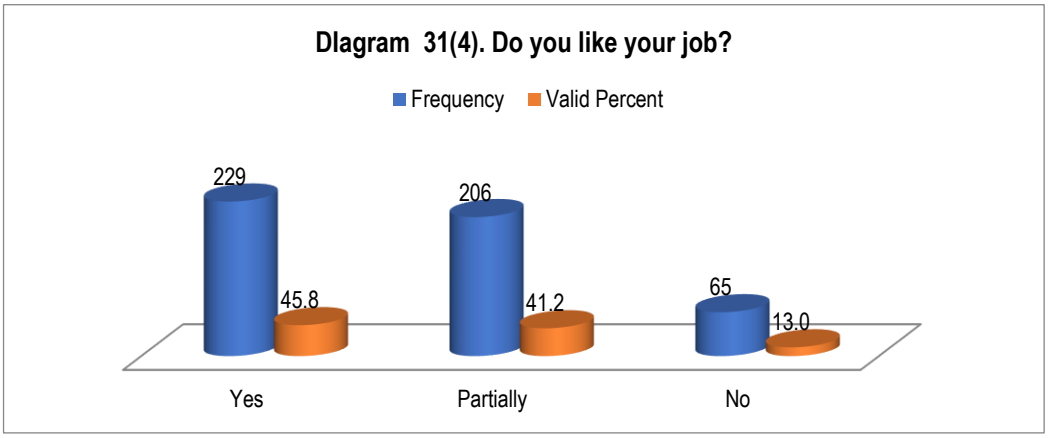
Table 12 (10*12). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	161.809[a]	9	.000
Likelihood Ratio	166.781	9	.000
Linear-by-Linear Association	97.204	1	.000
N of Valid Cases	500		
a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 2.56.			

Table 13 (10*12). ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.230	1	61.230	120.478	.000[b]
	Residual	253.098	498	.508		
	Total	314.328	499			
a. Dependent Variable: Q12						
b. Predictors: (Constant), Q10						

According to general estimation, 49% of the respondents like their place of employment, 41% like it partially, 13% of the employed students show their negative attitude **(see Figure 31 (4).**



Preliminary hypotheses have been verified by statistical methods. In particular, we used Pearson correlation analysis of pyroson, the Chi-squared tests to substantiate the reliability of the connections between the variables and linear regression, namely the ANOVA test.

H1: Variable – Q3 (Are you employed by your specialty?) **affects the variables:**

Q4 (Do you like your job?);

Q8 (Do you think you have theoretical knowledge that you will use in practice or are you using it now?);

Q12(Do you want to stay in your organization to work constantly?);

Q13 (Do you believe in your organization you can reach the peak of your career?

H2: Variable Q9 (Does you organization help you with your study at the university?) **affects the variables**:

Q4 (Do you like your job?);

Q10 (Do you think that your organization is the place where you can realize your potential?);

Q12(Do you want to stay in your organization to work constantly?);

Q14 (Have you made your personal development plan with organization management?).

H3: Variable Q15 (Do you raise your qualification with your organization funding? (Trainings, paying training fee) **affects the variables:**

Q4 (Do you like your job?);

Q10 (Do you think that your organization is the place where you can realize your potential?);

Q12(Do you want to stay in your organization to work constantly?);

Q13 (Do you believe in your organization you can reach the peak of your career?).

H4: Variable Q11(Is your organizational situation fair?) **affects the variables:**

Q4 (Do you like your job?);

Q12(Do you want to stay in your organization to work constantly?);

Q13 (Do you believe in your organization you can reach the peak of your career?

Q21 (Are talented people in your organization respected?)

H1 Hypothesis: working with specialty (Q3) affects whether respondents like their jobs or not (Q4), whether they relate long-term goals to the organization (Q12), if they think that in this organization they will reach a career peak (Q13) also if practical experience can help them to perceive their own theoretical knowledge. (Q8)

To prove **H1** hypothesis we have made Pearson Correlative Analysis Test, confirming the existence of correlation between them. Though the connection between these variables is weak, the link between Q3 and Q8 is very weak **(see Table 14 (H1).**

Table 14 (H1) Correlation

		Q3	Q4	Q8	Q12	Q13
Q3	Pearson Correlation	1	.383**	.033	.244**	.233**
	Sig. (2-tailed)		.000	.468	.000	.000
	N	500	500	500	500	500
Q4	Pearson Correlation	.383**	1	.092*	.418**	.323**
	Sig. (2-tailed)	.000		.040	.000	.000
	N	500	500	500	500	500
Q8	Pearson Correlation	.033	.092*	1	.021	.126**
	Sig. (2-tailed)	.468	.040		.637	.005
	N	500	500	500	500	500
Q12	Pearson Correlation	.244**	.418**	.021	1	.395**
	Sig. (2-tailed)	.000	.000	.637		.000

	N	500	500	500	500	500
Q13	Pearson Correlation	.233**	.323**	.126**	.395**	1
	Sig. (2-tailed)	.000	.000	.005	.000	
	N	500	500	500	500	500

The Chi-squared test has shown that the connection between all these variables are reliable **(see Table 15, 16, 17),** except one. The connection between Q3 and Q8 has not turned out to be reliable **(see Table 18).**

Table 15 (Q3 *Q4) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	78.610[a]	4	.000
Likelihood Ratio	83.888	4	.000
Linear-by-Linear Association	73.066	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.17.

Table 16. (Q3 * Q13) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.137[a]	4	.000
Likelihood Ratio	29.885	4	.000
Linear-by-Linear Association	27.039	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.72.

Table 17(Q3 * Q12) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.419[a]	6	.000
Likelihood Ratio	38.352	6	.000
Linear-by-Linear Association	29.669	1	.000
N of Valid Cases	500		

Table 18 (Q3 * Q8) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.172[a]	4	.883
Likelihood Ratio	1.192	4	.879
Linear-by-Linear Association	.527	1	.468
N of Valid Cases	500		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.49.	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.63.

With a linear regression analysis, the ANOVA test showed that the model is reliable, since the sigma is less than 0,005 **(see Table 19 (H1).**

Table 19 (H1). Model ANOVA[a]

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.379	4	13.345	24.191	.000[b]
	Residual	273.059	495	.552		
	Total	326.438	499			

a. Dependent Variable: Q3

b. Predictors: (Constant), Q13, Q 8, Q4, Q12

H2 hypothesis: When an employer organization helps a student with studying (Q9), in this case the latter has developed a personal development plan together with organization management (Q14), , they like their job (Q4), believe that this is a place where you can find the place, where they can realize their abilities (Q10), have the desire to remain in this organization to work (Q12).

By Pearson Correlative Analysis Test the correlation between Q9 Q4 Q10 Q12 Q14 variables has been confirmed. However, the connection between these variables is weak **(see Table 20 (H2).**

Table 20 (H2). Correlations

		Q9	Q4	Q10	Q12	Q14
Q9	Pearson Correlation	1	.306**	.253**	.223**	.261**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	500	500	500	500	500
Q4	Pearson Correlation	.306**	1	.468**	.418**	.281**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	500	500	500	500	500
Q10	Pearson	.253**	.468**	1	.441**	.384**

	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	500	500	500	500	500
Q12	Pearson Correlation	.223**	.418**	.441**	1	.244**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	500	500	500	500	500
Q14	Pearson Correlation	.261**	.281**	.384**	.244**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	500	500	500	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

The Chi-square test showed that the connection between Q9, Q4, Q10, Q12, Q14 variables is reliable, each time the sigma is less than 0.005 **(see tables 21, 22, 23, 24).**

Table 21 (Q9 *Q4) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65.218[a]	6	.000
Likelihood Ratio	61.481	6	.000
Linear-by-Linear Association	46.748	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.20.

Table 22 (Q9*Q10) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.084[a]	9	.000
Likelihood Ratio	47.204	9	.000
Linear-by-Linear Association	31.930	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.40.

Table 23 (Q9 *Q12) Chi-Square Tests

Table 24 (Q9 *Q14) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.560[a]	9	.000
Likelihood Ratio	46.268	9	.000
Linear-by-Linear Association	24.877	1	.000
N of Valid Cases	500		

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 1.28.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.766[a]	6	.000
Likelihood Ratio	51.877	6	.000
Linear-by-Linear Association	33.915	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.44.

By the linear regression analysis, the ANOVA test has shown that the model is reliable, because the sigma is less than 0,005 **(see Table 25 (H2).**

Table 25 (H2) Model ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	66.474	4	16.618	19.478	.000[b]
	Residual	422.326	495	.853		
	Total	488.800	499			

a. Dependent Variable: Q9

b. Predictors: (Constant), Q14, Q12,Q4, Q10,

H3 hypothesis: When with the help of organization financing, students are given the opportunity to improve their qualifications - the employer organization pays for training and learning fees (Q15), this affects the attitude towards the organization - the employers like it (Q4), they think that it is possible to reach a career peak in this organization (Q13), they think they found a place where they can realize their opportunities (Q10) and have the desire to stay permanently for working (Q12**).**

The existence of correlation between **Q15**, Q4, Q10, Q12, Q13 variables has been confirmed by the Pearson Correlation Analysis Test. However, the connection between these variables was weak **(see Table 26 (H3).**

Table 26 (H3). Correlations

		Q15	Q4	Q10	Q12	Q13
Q15	Pearson Correlation	1	.183**	.343**	.178**	.226**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	500	500	500	500	500
Q4	Pearson Correlation	.183**	1	.468**	.418**	.323**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	500	500	500	500	500
Q10	Pearson Correlation	.343**	.468**	1	.441**	.456**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	500	500	500	500	500
Q12	Pearson Correlation	.178**	.418**	.441**	1	.395**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	500	500	500	500	500
Q13	Pearson Correlation	.226**	.323**	.456**	.395**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	500	500	500	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

The Chi-squared test has shown that the connection between **Q15,** Q4, Q10, Q12, Q13 variables is reliable, each time the sigma is less than 0.005 **(see Table 27, 28, 29, 30)**

Table 27 (Q15*Q4). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.322[a]	6	.002

Table 28 (Q15*Q10). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	73.681[a]	9	.000

Likelihood Ratio	21.821	6	.001
Linear-by-Linear Association	16.647	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.14.

Likelihood Ratio	72.449	9	.000
Linear-by-Linear Association	58.811	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.48.

Table 29 (Q15*Q12). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.647[a]	9	.000
Likelihood Ratio	40.773	9	.000
Linear-by-Linear Association	15.868	1	.000
N of Valid Cases	500		

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 2.50.

Table 30 (Q15*Q13). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.928[a]	6	.000
Likelihood Ratio	28.087	6	.000
Linear-by-Linear Association	25.427	1	.000
N of Valid Cases	500		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.41.

With a linear regression analysis, the ANOVA test has shown that the model is reliable, since the sigma is less than 0,005 **(see Table 31 (H3), Q15 and Q10** were the significant variables.

Table 31. Model ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.558	4	21.639	17.543	.000[b]
	Residual	610.584	495	1.234		

	Total	697.142	499			

Dependent Variable: Q15

b. Predictors: (Constant): Q13, Q12, Q4, Q10,

The H4 hypothesis: The fairness of the organization (Q4) affects the attitude towards the organization (Q4), when employed students consider that the environment is fair, they think that talented people are respected in the organization (Q21), they can achieve their career peak there (Q13), they have a desire to remain in such an organization for permanent working. (Q12).

By Pearson Correlative Analysis Test the existence of correlation between the Q11 Q21, Q12, Q13, and Q4 variables has been confirmed. However, the connection between these variables is weak **(see Table 32 (H4).**

Table32 (H4). **Correlations**

		Q11	Q4	Q12	Q13	Q21
Q11	Pearson Correlation	1	.401**	.308**	.209**	.410**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	500	500	500	500	500
Q4	Pearson Correlation	.401**	1	.418**	.323**	.354**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	500	500	500	500	500
Q12	Pearson Correlation	.308**	.418**	1	.395**	.213**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	500	500	500	500	500
Q13	Pearson Correlation	.209**	.323**	.395**	1	.237**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	500	500	500	500	500
Q21	Pearson Correlation	.410**	.354**	.213**	.237**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	500	500	500	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

The Chi-squared test has shown that the connection between **Q11**, Q12, Q13, Q4 variables is reliable, each time the sigma is less than 0.005 **(see Table 33, 34 35, 36)**

Table 33 (Q11*Q4). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.769[a]	6	.000
Likelihood Ratio	94.350	6	.000
Linear-by-Linear Association	80.281	1	.000
N of Valid Cases	500		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 2.73.

Table 34 (Q11*Q12). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	76.972[a]	9	.000
Likelihood Ratio	75.901	9	.000
Linear-by-Linear Association	47.212	1	.000
N of Valid Cases	500		

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is .67.

Table 35 (Q11*Q13). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.574[a]	6	.000
Likelihood Ratio	24.337	6	.000
Linear-by-Linear Association	21.786	1	.000
N of Valid Cases	500		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.96.

Table 36 (Q11*Q21). Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	138.537[a]	6	.000
Likelihood Ratio	98.942	6	.000
Linear-by-Linear Association	83.829	1	.000
N of Valid Cases	500		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.22.

With the linear regression analysis, the ANOVA test has shown that the model is reliable, since the sigma is less than 0,005 **(see Table 37 (H4),** the most significant of the variables are the Q11 and Q21 variables.

Table 37 (H4). ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84.217	4	21.054	43.609	.000[b]
	Residual	238.983	495	.483		
	Total	323.200	499			

a. Dependent Variable: Q11

b. Predictors: (Constant), Q21, Q12, Q13, Q4

The present research has confirmed that working with a specialty, organization's support for studying, training and improving employers' qualifications, healthy environment in the organization create grounds for employees to believe in their own strength, to like their job, to relate long-term goals with their organization.

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