



# STUDY ON FACTORS INFLUENCING EMPLOYMENT DECISIONS IN GRADUATE STUDENTS

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**Abstract :** The study is aimed to identify the factors that influence the Employment decisions of college graduates. A mixed-methods study design was used to collect data from graduates from different disciplines and backgrounds. This study found that personal attributes such as self-efficacy, resilience, and motivation play an important role in graduate recruitment decisions. Educational qualifications such as academic performance, work experience, and relevant skills also proved to be important factors in graduate recruitment decisions. Labor market conditions, such as the availability of employment opportunities, salary expectations, and job security, have had a significant impact on graduate recruitment decisions. Career expectations such as job satisfaction, opportunities for advancement, and work-life balance were also identified as important factors influencing graduate Employment decisions. The study also found that graduate employment decisions are influenced by job satisfaction and overall well-being. The results of this study will serve as the basis for policy decisions aimed at reducing college graduate unemployment and improving college graduate employability. The study recommends that policy makers help improve the personal attributes, educational attainment and employability of graduates so that they can make informed career decisions. Career guidance services should also be provided to help graduates navigate the labor market and make informed employment decisions.

**Index Terms -** Unemployment, Satisfaction, Job Security, Policy

## I. INTRODUCTION

Employment decisions are important to both individuals and organizations as they can have a significant impact on career progression, job satisfaction and overall productivity. This paper aims to discuss the importance of making informed employment decisions and the factors to consider when making decisions. This article draws on relevant literature and research to provide evidence-based recommendations for individuals and organizations. One of the key factors in making an informed employment decision is self-assessment. As Tiedeman and O'Hara (1963) have pointed out, making well-informed career decisions requires individuals to fully understand their interests, values, and personality traits. This includes identifying your strengths and weaknesses, your work environment preferences, and your aspirations for career growth. Self-assessment can be facilitated through a variety of tools and resources, including career counseling, personality assessments, and introspection exercises.

Another important factor in employment decisions is labor market analysis. Job seekers and employers need to understand labor market trends and demand for specific skills in order to make informed decisions. As reported by Minshey et al. (2008) Demand for specific skills varies by industry and region. Therefore, it is imperative to conduct labor market research to identify high-growth sectors, occupations and skills that are in demand. This can be facilitated through a variety of resources such as employment reports, job postings, and professional associations. Education and skills are also important factors in employment decisions. According to a National Center for Education Statistics study (2019), people with higher levels of education and qualifications have better job prospects and income potential. Individuals should therefore invest in relevant education and skill acquisition to improve their employability and competitiveness. This can be achieved through a variety of means, including formal education, training programs, and certifications.

In addition to education and skills, work experience is also an important factor in Employment decisions. According to a Bureau of Labor Statistics study (2020), people with work experience have better job prospects and income potential than those without work experience. As such, individuals should look for opportunities to gain relevant work experience, such as internships, part-time jobs, and volunteer work. Employers should also weigh work experience when making employment decisions and consider the transferable skills that come from non-traditional work experience. Organizational suitability is another important factor in Employment decisions, especially for employers. As Cable and Judge (1996) have pointed out, employees who fit the culture and

values of their organization tend to have higher job satisfaction and performance. Employers should therefore consider the cultural fit of job seekers when making Employment decisions. This can be achieved through a variety of means including behavioral interviews, cultural assessments and employee referrals. In summary, Employment decisions are important for individuals and organizations and should be based on a variety of factors including self-assessment, labor market analysis, education and skills, work experience and organizational fit. Employers and job seekers should consider these factors when making Employment decisions to ensure proper employment and increase job satisfaction and productivity. By making informed Employment decisions, individuals and organizations can contribute to a sustainable and successful workforce.

Employment decisions are crucial for both individuals and organizations as they can have a significant impact on career growth, job satisfaction, and overall productivity. Making informed employment decisions is crucial, and it involves considering various factors that affect the decision-making process. One of the essential factors in making informed employment decisions is self-assessment. As Tiedeman and O'Hara (1963) pointed out, making well-informed career decisions requires individuals to understand their interests, values, and personality traits. Individuals must identify their strengths and weaknesses, work environment preferences, and career growth aspirations. This can be facilitated through various tools and resources, such as career counseling, personality assessments, and introspection exercises.

It is essential to note that self-assessment is an ongoing process that should be reviewed regularly to ensure that individuals align their career goals with their personal and professional development. Additionally, self-assessment helps individuals identify areas of improvement and opportunities for growth, thus enhancing their employability. Another critical factor in employment decisions is labor market analysis. Job seekers and employers must understand labor market trends and demand for specific skills to make informed decisions. As reported by Minshey et al. (2008), demand for specific skills varies by industry and region. Therefore, conducting labor market research to identify high-growth sectors, occupations, and skills in demand is imperative. Employment reports, job postings, and professional associations are some of the resources that individuals and organizations can use to conduct labor market analysis. Additionally, networking with professionals in the industry and attending industry events can provide valuable insights into labor market trends. Education and skills are also essential factors in employment decisions. According to a National Center for Education Statistics study (2019), individuals with higher levels of education and qualifications have better job prospects and income potential. Therefore, individuals should invest in relevant education and skill acquisition to improve their employability and competitiveness.

In today's fast-paced economy, individuals must continually update their skills to remain relevant in the job market. Formal education, training programs, and certifications are some of the ways individuals can acquire new skills and knowledge. Work experience is also a crucial factor in employment decisions. According to a Bureau of Labor Statistics study (2020), individuals with work experience have better job prospects and income potential than those without work experience. Therefore, individuals should look for opportunities to gain relevant work experience, such as internships, part-time jobs, and volunteer work. Employers should also weigh work experience when making employment decisions and consider the transferable skills that come from non-traditional work experience. For example, an individual who has volunteered for a non-profit organization may have developed valuable leadership and communication skills that can be applied in a corporate setting. Organizational suitability is another crucial factor in employment decisions, especially for employers. As Cable and Judge (1996) have pointed out, employees who fit the culture and values of their organization tend to have higher job satisfaction and performance. Therefore, employers should consider the cultural fit of job seekers when making employment decisions.

Behavioral interviews, cultural assessments, and employee referrals are some of the ways employers can assess the cultural fit of job seekers. Additionally, employers can create a positive workplace culture that aligns with the organization's values and mission to attract and retain top talent. In conclusion, making informed employment decisions is critical for individuals and organizations. Self-assessment, labor market analysis, education and skills, work experience, and organizational fit are essential factors that individuals and organizations should consider when making employment decisions. By making informed employment decisions, individuals and organizations can contribute to a sustainable and successful workforce.

## II. Literature Review

Employment decisions in graduates are influenced by various factors that have a significant impact on their career choices. With the increasing competition in the job market, graduates need to make informed decisions that align with their career aspirations and personal goals. This study aims to explore the factors influencing employment decisions in graduates, including personal, societal, and economic factors.

### 2.1 Gender and Employment Decisions

Gender is also an essential factor that influences employment decisions among graduates. A study by Kim et al. (2020) found that gender significantly influenced the employment decisions of graduates. The study revealed that male graduates were more likely to seek employment in fields that were traditionally male-dominated, such as engineering and technology. Female graduates, on the other hand, were more likely to seek employment in fields that were traditionally female-dominated, such as education and healthcare.

### 2.2 Influence of Higher Education

Higher education also plays a crucial role in employment decisions among graduates. A study by Emslie and Hunt (2018) found that higher education significantly influenced employment decisions among graduates. The study revealed that graduates with higher levels of education were more likely to seek employment in fields that required higher levels of education, such as law and medicine.

### 2.3 Location and Employment Decisions

Location is also a crucial factor that influences employment decisions among graduates. A study by Figueiredo and Rodeiro (2018) found that graduates often considered location when making employment decisions. The study revealed that graduates were more likely to seek employment in regions with high economic growth, job opportunities, and quality of life.

### 2.4 Impact of Career Services

Career services offered by universities and colleges also play a critical role in employment decisions among graduates. A study by Woodcock et al. (2019) found that career services significantly influenced employment decisions among graduates. The study revealed that graduates who had access to career services were more likely to seek employment in their chosen fields. Furthermore, graduates may consider the potential for career advancement when making employment decisions. Some industries offer clear pathways for career advancement, while others may have limited opportunities for growth. Graduates may prioritize jobs in industries that offer opportunities for advancement and professional development. The world is evolving rapidly, and with it, the job market. Graduates are faced with a daunting task of making employment decisions that will have an impact on their professional lives. Employment decisions refer to the process of evaluating job opportunities, weighing their benefits and risks, and ultimately deciding whether to accept or decline a job offer. Several factors influence these decisions, and it is important to understand them to provide adequate support to graduates.

### 2.5 Job Security

Job security is an essential factor that influences employment decisions in graduates. Graduates prefer jobs with a higher level of security that will provide them with a stable income and benefits. A study conducted by Ng et al. (2019) revealed that job security is the most important factor that influences the employment decisions of graduates. They found that graduates who perceived their job to be more secure had a higher intention to stay in the organization, and were more committed to their job. Similarly, a study by Ratanasiripong and Gaunekar (2019) found that job security was the most important factor that influenced the employment decisions of nursing graduates. Graduates who perceived their job to be more secure were more likely to accept a job offer.

### 2.6 Compensation

Compensation is another important factor that influences employment decisions in graduates. Graduates are looking for jobs that offer a competitive salary and benefits package. A study by Yip et al. (2019) found that compensation was one of the most important factors that influenced the employment decisions of graduates in Hong Kong. They found that graduates who received higher starting salaries were more likely to accept a job offer. Similarly, a study by Riggio and Orr (2018) found that graduates were more likely to accept a job offer if it offered a higher salary and benefits package.

### 2.7 Career Development

Career development opportunities are essential for graduates, and they play a significant role in their employment decisions. Graduates are looking for jobs that offer opportunities for growth and advancement. A study by Kim et al. (2020) found that career development was one of the most important factors that influenced the employment decisions of graduates in South Korea. They found that graduates who perceived their job to offer good opportunities for growth and advancement were more likely to accept a job offer. Similarly, a study by Felfe and Schyns (2014) found that graduates who received more career development opportunities were more likely to stay in the organization.

### 2.8 Company Culture

Company culture is an important factor that influences the employment decisions of graduates. Graduates are looking for companies that have a positive and supportive work environment. A study by Veldman and Ligthart (2020) found that company culture was one of the most important factors that influenced the employment decisions of graduates in the Netherlands. They found that graduates who perceived the company culture to be positive and supportive were more likely to accept a job offer. Similarly, a study by Greguras and Robie (2019) found that company culture was an important factor that influenced the retention of graduates. Graduates who perceived the company culture to be positive and supportive were more likely to stay in the organization.

### 2.9 Education and Skills

One of the most significant factors influencing employment decisions in graduates is their level of education and skills. Graduates are more likely to pursue job opportunities that match their qualifications and skills, making education and skills a critical consideration when job hunting. According to a study by Holford and Pakulski (2016), graduates with higher levels of education are more likely to consider jobs that require a higher level of skill. In addition, graduates with advanced degrees are more likely to consider jobs that provide opportunities for professional development and career growth.

### 2.10 Work-Life Balance

The pursuit of work-life balance is another factor that influences employment decisions in graduates. According to a study by Kuo, Chang, and Chen (2015), graduates place a high value on having a job that allows them to have a fulfilling personal life while also providing them with a challenging and rewarding professional career. Graduates often seek jobs that offer flexible schedules, telecommuting options, and opportunities to work from home. Employers who offer work-life balance options are more likely to attract and retain top talent.

### 2.11 Company Values

Company values are also essential factors that influence employment decisions in graduates. Graduates often seek jobs with companies that have a positive and inclusive culture. According to a study by Seibert, Wang, and Courtright (2011), graduates are more likely to accept a job offer if the company's values align with their own. Graduates often look for companies that are socially responsible and environmentally friendly. Employers who promote a positive culture and values are more likely to attract and retain top talent.



There are a number of other literature that have discussed similar factors and significant attributes that have a drastic effect on student employment decision making. The key factors have however been summarized in the previous sections and the researchers have it at their disposal to explore more based in their interest and area of research. This literature review aims to identify the factors that influence employment decisions in graduates, based on recent research. In conclusion, the employment decision among graduates is influenced by various factors, including personal factors, job market opportunities, economic factors, societal expectations, gender, higher education, location, and the impact of career services. Understanding the factors that influence employment decisions among graduates.

### III. Research Design

Research on the factors that influence graduates' career decisions is an important theme that examines the factors that influence graduates' career decisions. The purpose of this study is to provide insight into the decision-making process of graduates and identify the key factors that influence their decision-making. The study design of this study is important to ensure that the research goals are achieved and the results are valid and reliable. The tool used in this study is a select version of the 14-item scale developed by Ozbigin et al. (2004). Prior to this a set of demographic questions were inculcated into it to understand the sample better. This tool helps obtain and understand the data on the degree to which various factors influence the career choices made by students. The reliability of the scale measured by **Cronbach's  $\alpha$**  was found to be **0.70**, stating that it has acceptable internal consistency among items of the questionnaire. The first step in the research design process is to define the research question and goals. The research question for this study is, "What factors influence graduate employment decisions?" The purpose of this study is to identify the most important factors influencing graduates' career decisions and to analyse the relationship between these factors and graduates' career choices. The next step in the study design process is to formulate one or more hypotheses. A hypothesis is a preliminary statement about a relationship between two or more variables. The study allowed us to hypothesize that graduate employment decisions are influenced by factors such as job security, salary, opportunities for advancement, and work location.

The study design of this study is quantitative in nature. This means that data is collected through surveys or questionnaires and evaluated using statistical techniques. The target group for this survey are recent graduates who are currently employed or seeking employment. Sample size is determined based on the levels of precision required and available resources. In summary, the research design of a study on factors influencing graduate employment decisions is critical to ensure that research objectives are met and results are valid and reliable. Research design includes defining research questions and goals, developing hypotheses, determining target populations and sample sizes, developing research instruments, and analysing data using statistical methods. Ethical considerations are also considered to ensure that research is conducted in a responsible and ethical manner.

#### 3.1 Data Source

The 12- item modified questionnaire developed by Ozbigin was used to collect data. The questionnaire comprised of a 7-point Likert scale to understand how the factors influenced the career choices of students, both in a positive and a negative manner. The ethical considerations of this study include obtaining informed consent from the participant, ensuring the participant's confidentiality and anonymity, and ensuring that the study does not harm the participant.

#### 3.2 Hypothesis

There were three postulated for the research which were later out to test through quantitative analysis methods from the data collected using the said questionnaire as a key tool. The three hypotheses are,

- ❖ *H<sub>0</sub>- There's no significant relationship between age and financial expectations from job.*  
*H<sub>1</sub>- With increase in the student's age, the financial aspect of the requirement from the employer increases.*
- ❖ *H<sub>0</sub>- There's no significant relationship between Passion and Financial Expectations*  
*H<sub>1</sub>- Students motivated by passion have a lesser financial expectation from the employer.*
- ❖ *H<sub>0</sub>- Financial Situation and Financial Expectations are mutually exclusive.*  
*H<sub>1</sub>- Variables Financial Situation and the financial expectation from the employer are directly proportional*

#### 3.3 Research Gap

Investigating the factors that influence the career decisions of university graduates is an important research theme that has received a great deal of attention in recent years. However, there are still research gaps in the existing literature that need to be filled. A research gap can be identified as the lack of research that focuses on the impact of non-monetary factors on the Employment decisions of college graduates. Although salary and job security are often cited as the main factors influencing graduate employment decisions, studies examining the impact of non-monetary factors such as organizational culture, work-life balance and job satisfaction are few. Almost never. One of the main reasons for the research gap is the historical focus on financial incentives as the primary motivation for employment decisions. It is a common assumption that graduates prioritize financial security over other factors when making employment decisions. However, recent research challenges this assumption and highlights the importance of non-monetary factors in employment decisions. Another reason for research gaps is the complexity of the relationship between non-monetary factors and employment decisions. Non-financial factors can be difficult to quantify, and their impact on employment decisions varies according to individual preferences and circumstances. This makes it difficult to draw general conclusions about the influence of non-monetary factors on employment decisions.

A focused research approach that considers the unique characteristics of non-monetary factors is needed to fill research gaps in the existing literature on factors that influence graduate employment decisions. Research design should prioritize the use of qualitative research methods that allow for detailed investigation of the impact of non-monetary factors on employment decisions. Focus

groups, case studies, and alumni interviews can provide comprehensive insight into the complexities of the relationship between non-monetary factors and employment decisions. To ensure that the findings are valid and reliable, it is important to use rigorous research methods that consider the complex relationships between non-monetary factors and employment decisions.

Data triangulation, which validates research results using multiple data sources, helps ensure the reliability of research results. Additionally, using a sample size that is representative of the target population can increase the generalization of the study results. The implications of filling research gaps in the existing literature on the factors that influence graduate employment decisions are significant. By understanding the impact of non-monetary factors on Employment decisions, employers can adjust their Employment strategies to attract and retain top talent. Graduates can also use this information to make informed career choices and ensure their career goals align with their values and preferences.

Concluding it, a research gap in the existing literature on factors influencing college graduate employment decisions is the lack of research that focuses on the impact of non-monetary factors on college graduate employment decisions. The historical focus on financial incentives as the primary motivation for employment decisions and the complexity of the relationship between non-monetary factors and employment decisions have contributed to this research gap. Bridging research gaps requires a focused research approach that considers the unique characteristics of non-monetary factors and uses rigorous research methodologies to ensure the reliability and generalization of research results is. By closing research gaps, employers and graduates can make informed decisions about employment decisions and ensure that their career goals align with their values and preferences.

### 3.4 Existing Issues

A variety of factors influence the career decision process for graduates. These factors include economic conditions, job demand, employer reputation, salary and benefits, location, career development opportunities, and personal values and preferences. However, several issues that affect the Employment decision process for graduates need to be addressed. One of the main problems is the lack of employment opportunities for graduates. This may be due to the glut of graduates in some industries and the mismatch between the skills of graduates and those required by employers. Graduates often have difficulty finding jobs that match their education, leading to underemployment and unemployment. This problem can be addressed by universities and employers working together to ensure that graduates have the right skills for the needs of the labour market. Another issue that affects Employment decisions is the lack of transparency in job descriptions and Employment processes. Some employers confuse graduates by not providing clear job descriptions and expectations. As a result, graduates may end up in jobs that do not match their skills and interests, or in poor working conditions. Employers must be transparent in their recruitment process and provide clear job descriptions, expectations, and working conditions so that graduates can make informed decisions. Additionally, an employer's reputation also influences the graduate recruitment process. Graduates are often drawn to well-known companies with established brands and reputations. However, this may lead graduates to overlook other employers that may offer better career development opportunities and benefits.

Employers should focus on building a strong reputation by offering competitive salaries and benefits, providing excellent working conditions, and investing in employee development and training. Location is another factor that influences the graduate Employment decision-making process. Graduates often prefer to work close to family and friends, or in fields they are familiar with. However, this limits employment opportunities and can cause graduates to miss out on jobs that could improve their career prospects. Employers can address this issue by offering flexible working arrangements, such as remote work options and flexible working hours. Finally, personal values and preferences also influence a graduate's decision-making process when Employment. Graduates often prioritize factors such as work-life balance, job satisfaction, and alignment with personal values over salary and benefits. Employers can address this issue by providing a positive work culture that focuses on employee well-being and personal growth, provides career advancement opportunities, and promotes diversity and inclusion in the workplace.

In summary, the Employment decision process for college graduates is influenced by several factors. However, there are some issues that need to be addressed in order to help graduates make informed decisions aligned with their skills, interests and values. Employers should provide clear job descriptions, transparent recruitment processes, competitive salaries and benefits, excellent working conditions, and employee development and development to attract and retain top talent. We must focus on providing opportunities for Additionally, collaboration between universities and employers can help close skills gaps and ensure graduates have the right skills to meet the needs of the labour market. A detailed analysis was conducted on the data gathered through curated questionnaire to understand different reasons for the employment decisions made by students of both undergraduate and postgraduate categories of various age groups from 18 to 24 years. IBM SPSS 27.0 was used for performing quantitative analysis on the gathered data to arrive at meaningful insights and was also pictorially represented using the same whenever and wherever the need aroused.

## IV. Findings

The sample consisted of 296 Undergrad and Postgrad students. About 350 current and past students were passed on the research questionnaire of which 296 was deemed complete and significant for further testing and analysis (n=296). Understanding the distribution of a sample is an important aspect of research as it facilitates gaining insight into the characteristics of the population from which the sample was drawn. A sample's distribution is a measure of the variability of data, such as shape, mean, and variability. Examining distributions allows researchers to infer population characteristics such as the mean, variance, and standard deviation. Additionally, understanding the distribution helps researchers identify outliers. Outliers are data points that differ significantly from the rest of the sample. In summary, analysing the distribution of a sample is a fundamental step in conducting reliable research and drawing valid conclusions about the target population. The demographic distribution of the studied sample is shown in the tables below,

		Frequency	Percent	Cumulative %
Gender	Female	142	48.0	48.0
	Male	154	52.0	100.0
	Total	296	100.0	

Table 1: Frequency Distribution of Gender

Table 1, depicts the distribution of the gender from the collected sample of students. Visibly the number of male respondents were significantly higher than that of their female counterparts. The exact ratio was 154 male students to 142 females, i.e. 52% and 48% respectively. However, there were also 2 students who preferred not to reveal their gender upon confrontation in the questionnaire. This depicts that male and female ratio in the sample was almost similar with the male gender having a slight edge.

		Frequency	Percent	Cumulative %
Age	19	8	2.7	2.7
	20	38	12.8	15.5
	21	117	39.5	55.1
	22	70	23.6	78.7
	23	63	21.3	100.0
	Total	296	100.0	

Table 2: Frequency Distribution of Age

The distribution of respondents with respect to their age is represented in table 2. The highest number of students belonged to the twenty-one years category with 117 students, followed by twenty-two years which comprised of 70 students. The majority of students were over the age of 20 that constituted about 84.4%.

		Frequency	Percent	Cumulative %
Years of Education post schooling	3	70	23.6	23.6
	4	69	23.3	47.0
	5	78	26.4	73.3
	6	56	18.9	92.2
	7	23	7.8	100.0
	Total	296	100.0	

Table 3: Frequency Distribution of Level of Education

Table 3 shows the distribution of years of education in the sample population. The sample is 296 of her, and the level of education is from 3 years after school to 7 years for him. The majority of the sample (26.4%) completed her five years of out-of-school education, 23.3% completed her four years, and 23.6% completed her three years of education. In contrast, a smaller proportion of the sample (18.9%) completed her 6 years and the lowest proportion (7.8%) completed their 7 years of after-school education.

*Note: The sample is not representative of the population as a whole and may not accurately reflect the distribution of years of education in other populations.*

Table 4: Descriptive statistics of measures

Factors	N	Mean	Std. Deviation	Variance
Education and Training	296	5.74	0.762	0.581
Financial rewards on the Job	296	5.88	0.863	0.744
Quality of Life associated with the job	296	5.45	1.027	1.055
Promotion Possibility	296	5.50	0.891	0.793
Passion for the career	296	5.19	1.100	1.209
Success stories of Friends	296	4.28	1.459	2.129
Your current financial situation	296	5.82	0.865	0.749
Chance, Luck or circumstances	296	5.45	0.904	0.818
Ease of access to a particular career	296	5.52	0.835	0.698
Lack of access to other career options	296	5.05	1.426	2.035
You have a free choice in making career decision	296	5.01	1.474	2.173
Your skills and Abilities	296	5.56	0.804	0.647

The table 4, contains descriptive statistics for 12 variables related to career decisions. The sample size for all variables is n=296. Mean scores range from 4.28 for friend success stories to 5.88 for job rewards, with standard deviations from 0.762 to 1.474. The variable with the highest average value was monetary compensation at work, suggesting that our sample participants viewed potential salary and career benefits as important factors in their decision making. Education and training averages are also relatively high, suggesting that participants value the level of education and training required for specific occupations. Friend's success stories,



on the other hand, was the variable with the lowest mean, suggesting that participants were less likely to make career decisions based on the experiences of others. Average scores for passion for work and lack of access to other career opportunities were also relatively low, suggesting that these factors may not be as important to participants when making career decisions.

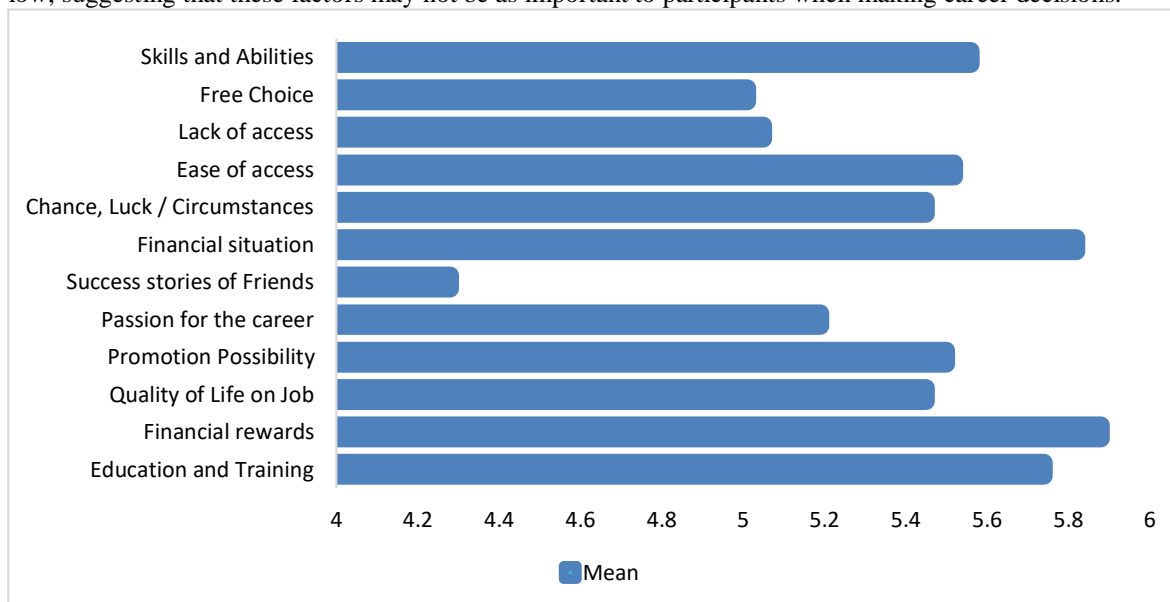


Figure 3: Graphical Representation of Mean

The standard deviation of each variable ranged from 0.762 to 1.474, suggesting that the importance of each factor varied among participants. For example, he had a relatively high standard deviation of 1.426 when no other career option was available, suggesting that some participants considered this an important factor while others did not. The above table represents the means, standard deviations, and variances of various factors that may influence employment decisions in students. The study was conducted on a sample of 296 students, and the data were collected through a survey. The table presents mean scores for each factor, ranging from 1 to 7, with higher scores indicating a greater influence on employment decisions. Education and Training had the highest mean score of 5.74, indicating that students considered education and training as a crucial factor in making employment decisions. This suggests that students perceive the quality of education and training as important in shaping their career choices.

The second-highest factor influencing employment decisions was Financial Rewards on the Job, with a mean score of 5.88. This indicates that students value financial rewards as an essential aspect of their career decision-making process. Financial rewards can include salary, bonuses, and other financial incentives offered by the employer. Quality of Life associated with the job was the third most influential factor in employment decisions with a mean score of 5.45. This indicates that students consider factors such as work-life balance, job security, and benefits when making career decisions. The quality of life associated with the job can be a crucial factor in determining job satisfaction and overall career success. Promotion Possibility was the fourth most influential factor in employment decisions with a mean score of 5.50. This suggests that students place importance on career advancement opportunities and the potential for growth within a job. Passion for the career was the fifth most influential factor in employment decisions with a mean score of 5.19. This indicates that students consider their interests and passions when making career decisions. Passion for the career can be a motivating factor for students to pursue a particular profession.

Success stories of friends had the sixth-highest mean score of 4.28, indicating that students do not consider the experiences of friends to be a significant factor in their career decision-making process. This finding suggests that students rely more on their personal preferences and individual circumstances when making career decisions rather than peer influence. Financial situation was the seventh most influential factor in employment decisions with a mean score of 5.82. This indicates that students consider their current financial status as an important factor when making career decisions. Chance, Luck or circumstances had a mean score of 5.45, indicating that students believe that external factors outside their control can influence their career choices. This suggests that students recognize the role of chance and circumstances in shaping their career trajectories. Ease of access to a particular career was the ninth most influential factor in employment decisions with a mean score of 5.52. This indicates that students consider the availability of job opportunities and their accessibility when making career decisions.

Lack of access to other career options was the tenth most influential factor in employment decisions with a mean score of 5.05. This suggests that students consider the limited availability of job opportunities when making career decisions. Finally, you have a free choice in making career decisions had a mean score of 5.01, indicating that students believe they have agency and autonomy in making career decisions. The standard deviations and variances provide insights into the dispersion of the data. Factors such as Success stories of friends and Lack of access to other career options had relatively high standard deviations and variances, indicating that the responses varied significantly across participants. On the other hand, factors such as Education and Training and Your skills and Abilities had relatively low standard deviations and variances, indicating that the responses were more consistent across participants. It is also worth noting that the variable with the highest variability is Free to choose career, with a value of 2.173. This suggests that participants have very different opinions about the degree to which they feel in control. Their careers have career decisions. Taken together, these descriptive statistics provide insight into the factors that individuals consider important when making career decisions. Understanding these factors can help career advisors and policy makers formulate strategies to help individuals make informed and satisfying career choices.

Following the descriptive analysis of the sample, further quantitative tests were performed on select variables to test the validity of the postulated hypotheses in the previous section. To test the first Hypothesis ( $H_1$ ) a linear regression was performed between variables, age and impact of financial factors on the job.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.691 <sup>a</sup>	<b>0.477</b>	0.475	0.917

a. Predictors: (Constant), Age

Table 5: Model Summary of Regression

The table 5 shows the results of a linear regression analysis examining the relationship between age and financial compensation at work. The model summary table shows that the model fits the data well, with an R value of 0.691, indicating a moderately positive correlation between age and financial reward. An R-squared value of 0.477 suggests that age accounts for 47.7% of the variation in financial rewards, an adjusted R-squared value of 0.475 accounts for the number of predictors in the model, and age accounts for 47.7% of the variation in financial rewards. It shows that it is a strong predictor. The standard error of the estimate, 0.917, gives the mean distance between the observed monetary reward and the value predicted by the model.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	225.791	1	225.791	268.297	.000 <sup>b</sup>
	Residual	247.422	294	0.842		
	Total	473.213	295			

a. Dependent Variable: Financial Rewards on the Job

Predictors: (Constant), Age

Table 6: ANOVA Table from Regression analysis

The ANOVA table shows that the regression model is significant, with a large F value of 268.297 and a p value of 0.000. This indicates that the independent variable, age, significantly predicts the dependent variable, financial reward at work. The Coefficients table shows the unstandardized and standardized coefficients of the model. The non-standard coefficient for age is 0.435, and we would expect a 0.435 increase in monetary reward for each year of age. A standardized coefficient (beta) of 0.691 suggests that age is a strong predictor of workplace financial rewards. A p-value of 0.000 indicates that the coefficient is statistically significant for age. Taken together, these results suggest that age is an important predictor of financial rewards at work, with older workers tending to receive higher financial rewards compared with younger workers. However, it is important to note that only age was included as a predictor variable in this analysis, and that other factors may also contribute to variability in workplace financial compensation.

To understand the second hypothesis (H<sub>2</sub>) and its validity statistically a simple correlation analysis was performed between variables financial rewards and the passion factors.

		Passion for the career	Financial rewards on the job
Passion for the career	Pearson Correlation	1	<b>-0.144*</b>
	Sig. (2-tailed)		.013
	N	296	296
Financial rewards on the job	Pearson Correlation	<b>-0.144*</b>	1
	Sig. (2-tailed)	.013	
	N	296	296

\* Correlation is significant at the 0.05 level (2-tailed).

Table 7: Correlation matrix of Financial rewards and Passion

Table 7 depicts the results of the correlation analysis between career passion and financial rewards at work. The sample size is 296 and the two-sided significance level is set to 0.05 (5%). Pearson correlation coefficient measures the strength and direction of a linear relationship between two variables. In this case, the correlation coefficient between work passion and financial rewards at work is -0.144. A negative sign indicates an inverse relationship. As one variable increases, the other tends to decrease. However, the magnitude of the correlation coefficient is relatively weak, suggesting that the two variables are not strongly related. The p-value associated with the correlation coefficient is 0.013, which is below the significance level of 0.05, indicating that the correlation is statistically significant. This means that we can reject the null hypothesis that there is no relationship between job passion and financial rewards at work. However, it is important to note that statistical significance does not imply actual significance, and effect size should also be considered.

Correlation analysis provides insight into the relationship between career passion and financial rewards at work. The results suggest that those who are passionate about their careers may not necessarily be motivated by financial rewards. This is consistent with the motivation literature that intrinsic factors such as autonomy, proficiency and determination are more important than extrinsic factors such as salary in promoting job satisfaction and engagement. suggests that there are many. However, the weak correlation between job passion and financial reward at work could also be due to variable measurements. Work passion is a complex component influenced by many factors, including interests, values, and identity, and cannot be fully captured in one category. Similarly, monetary compensation at work may include various forms of compensation such as: Salaries, bonuses, benefits, promotion opportunities, etc., may not be equally important to all individuals. Therefore, future studies could use more comprehensive measures of passion and monetary reward to better understand the relationship between the two components.

To test the final hypothesis mentioned in the previous section another correlation analysis was performed between variables, Financial Rewards on the job and the Student's Financial Status. A higher mean on the Student's financial situation implies that the need for monetary sources is much higher.

	Financial rewards on the job	Your current financial situation
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Financial rewards on the job	Pearson Correlation	1	<b>0.678*</b>
	Sig. (2-tailed)		.011
	N	296	296
Your current financial situation	Pearson Correlation	<b>0.678*</b>	1
	Sig. (2-tailed)	.011	
	N	296	296

\*. Correlation is significant at the 0.05 level (2-tailed).

*Table 8: Correlation matrix of Financial Rewards and Financial Situation*

The above Table 8, shows the relationship between monetary compensation at work and the current financial situation of an individual. The correlation coefficient between these two variables is 0.678, indicating a strong positive correlation. Furthermore, the p-value of 0.011 indicates that the correlation is statistically significant at the 0.05 (two-tailed) level. The Pearson correlation coefficient measures how linearly two variables are related. In this case, the coefficient of 0.678 indicates that as the financial reward for work increases, so does the person's current financial situation. As an individual's financial situation improves, so does the likelihood of receiving more financial rewards at work. It is important to note that correlation does not necessarily imply causation. That is, the relationship may be due to a third variable or chance rather than direct causation.

A significant p-value of 0.011 indicates that the observed correlation is less than 5% likely to be due to chance. This finding supports the idea that there is a meaningful relationship between these two variables. It's important to recognize the implications of these insights, especially in the workplace context. Employers seeking to attract and retain high-performing employees should consider offering competitive financial rewards to their employees. Data suggest that such rewards have a positive impact on the financial well-being of employees, which may improve job satisfaction and overall well-being. Employees with financial difficulties may be more motivated to improve their job performance if they know that improving their job performance will lead to greater financial rewards. Also note that the results of this study do not generalize to all individuals or all workplaces. Some value non-monetary rewards over financial rewards, while others prioritize work-life balance and career opportunities. Therefore, it is important to take a holistic approach to employee compensation and benefits, considering the various factors that contribute to job satisfaction and motivation.

In summary, the correlation between financial compensation at work and an individual's current financial status is strong and significant. These results suggest that offering competitive financial rewards can have a positive impact on employee well-being and job satisfaction. However, the limitations of this study and the complexity of individual motivations and priorities underscore the importance of a holistic approach to employee compensation and benefits.

## V. Conclusion

Employment decision making is an important phase of any student's career. These decisions largely rely on a number of aspects like psychological, sociological and financial aspects. The influence of these factors on an individual's employment decision making is subjective to other demographic moderators such as age, gender, nature or field of education as well as the duration of the student in school or college. This study investigated the factors that influence the hiring decisions of graduate students. Researchers have found that the employment decision-making process is complex and multifaceted, with a variety of factors that graduate students consider. These factors included job satisfaction, salary, promotion opportunities, peer influence, education. However, results may vary depending on individual circumstances such as personal values, financial constraints and career aspirations. there is.

One of the main findings of this study was the importance of job security for Graduate students. This is likely due to the current economic climate and the highly competitive job market. Data showed that students who previously experienced job anxiety were more likely to prioritize job safety when choosing a future job. But the decision-making process was not limited to securing employment. Other factors such as salary, promotion opportunities, and job satisfaction also played an important role in the decision-making process. The study also found that personal values greatly influence the employment decisions of graduate students. Many students may prioritize work-life balance and seek job opportunities that are worth it. For example, you may prefer flexible hours, remote work options, or a job with a short commute. Other students may prioritize career opportunities or opportunities to work in a particular field or industry that aligns with their interests and values

Economic considerations were also an important factor in the employment decisions of PhD students. Those with large student loan debt or other financial commitments may prioritize jobs with higher salaries or better benefits. I was more than happy to take a lower paying job if there were other benefits such as opportunities. Location was also a major factor influencing hiring decisions. Many graduate students were willing to relocate for job opportunities, especially if they were interested in working in a particular field or industry or were looking for better job prospects. However, some students preferred to live in a particular area for personal or family reasons or because they were interested in working in a particular area. The results of this study have important implications for employers, graduate programs, and career services. Employers should consider job security, competitive salaries, advancement opportunities, and work-life balance when recruiting and hiring graduate students. Employers that offer strong cultures and opportunities for personal and professional growth are also better able to attract and retain top talent. The research provided enough evidence to conclude that students with a higher education status preferred a higher paying job and those who prioritized passion for their career, did not have a larger emphasis on the monetary aspects of the job.

In conclusion, the research highlights the complex and multifaceted factors that influence graduate student employment decisions. By understanding these factors, employers, graduate programs, and career services can better support the needs and goals of graduate students in their career paths. The study also highlights the need for continued research and data collection to understand how changes in the job market and business environment are affecting the career choices of doctoral students.

## VI. Suggestions

The findings of this study on the factors that influence graduate student employment decisions have important implications for future research and policy makers. First, future researchers can develop this study by examining the relationships between the factors identified in this study and their impact on job satisfaction and job performance. The results of this study suggest that career-related factors such as salary, job security, and career development opportunities play an important role in graduate student recruitment decisions. It is important to further investigate how these factors affect career outcomes and job satisfaction over the long term. In addition, future research may examine how other factors such as personal characteristics, cultural norms, and social networks interact to influence career decisions of graduate students.

Policy makers should consider introducing career and professional development programs to improve the employability of graduates. Career development programs provide students with the knowledge and skills they need to navigate the job market, including job search strategies, resume writing, and interview skills. Universities and other educational institutions work with industry partners to offer internships, joint programs, and other experiential learning opportunities to help students gain hands-on experience and build professional networks. These experiences provide students with valuable industry knowledge and help them make informed career decisions. Additionally, policymakers can increase funding for career guidance services and mentoring programs to provide students with the guidance and support they need to make informed career decisions.

Future research should examine how demographic factors such as gender, race, and socioeconomic status influence employment decisions and career outcomes. Shows that women and underrepresented minorities face particular challenges in the labor market, including prejudice and discrimination. Further research is needed to identify the specific barriers faced by these groups and to develop strategies to overcome them. Policy makers can also implement positive action programs and diversity and inclusion initiatives to promote equal opportunities and reduce barriers to employment. Fourth, it is important to be aware of the current situation of graduate students in job hunting. The COVID-19 pandemic has rocked the job market and created new challenges for college graduates. The pandemic has caused job losses, job freezes and increased competition in the labor market. It is important that policy makers recognize these challenges and act to help graduates find jobs. This may include developing employment programs, increasing research and development funding, and expanding remote work and virtual internship opportunities. It is important that universities recognize the value of postgraduate education in developing a highly skilled workforce. Graduate students bring unique skills and perspectives to the workforce, and investments in their education can have significant economic and social returns. Policymakers can support higher education by increasing funding for research and development, encouraging interdisciplinary collaboration, and fostering university-industry partnerships.

In summary, this study highlights the need for interventions and programs that improve the career prospects of doctoral students and provides recommendations for researchers and policy makers to address these challenges. Future research should focus on understanding the complex factors that shape the employment decisions of graduate students and the long-term impact of these decisions on their careers. Policy makers should prioritize the development of career and professional development programs to improve the employability of doctoral students while promoting equal opportunity and diversity in the labour market. Universities can play a key role in developing a highly skilled workforce by investing in higher education and fostering partnerships with industrial partners.

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