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STUDENTS' ATTITUDES AND EXPECTATIONS TOWARDS PROFESSIONAL WORK

POSTAWY I CZEKIWANIA STUDENTÓW WOBEC PRACY ZAWODOWEJ

Abstract: Knowledge of attitudes of certain professional groups towards professional work poses a significant factor that affects rationality of numerous managerial decisions related to human capital management. Expertise in this field is essential from the perspective of effective use of particular tools and solutions in the area of human resources management in an organization. The raised problems are particularly important from the perspective of diagnosing students' attitudes towards professional work as they are a population of poten-

tial employees. The main objective of the research presented in the paper was to identify the students' attitudes and expectations related to work and career. The research intended to achieve the objective was carried out with a survey questionnaire. It covered persons who pursued master studies (2nd degree studies) at the Faculty of Economic Sciences of the University of Warmia and Mazury in Olsztyn.

Keywords: students, attitudes towards works, expectations towards work, motivating to work, human resources management

Streszczenie: Znajomość postaw określonych grup zawodowych wobec pracy jest ważnym czynnikiem wpływającym na racjonalność wielu decyzji zarządczych związanych z zarządzaniem kapitałem ludzkim. Wiedza na ten temat ma istotne znaczenie z punktu widzenia skuteczności zastosowania konkretnych narzędzi i rozwiązań z zakresu zarządzania zasobami ludzkimi w organizacji. Znaczenie podejmowanej problematyki jest szczególnie istotne z punktu widzenia diagnozowania postaw wobec pracy studentów jako populacji potencjalnych pracowników. Podstawowym celem badań prezentowanych w niniejszym opracowaniu była identyfikacja postaw i oczekiwań studentów, związanych z pracą i karierą zawodową. Badania służące realizacji celu przeprowadzono metodą ankietową. Objęto nimi osoby realizujące magisterskie studia uzupełniające (studia II stopnia) na Wydziale Nauk Ekonomicznych Uniwersytetu Warmińsko-Mazurskiego w Olsztynie.

Słowa kluczowe: studenci, postawy wobec pracy, oczekiwania wobec pracy, motywowanie do pracy, zarządzanie zasobami ludzkimi

Introduction

Attitudes are believed to be one of the main factors determining human behaviors, affecting the conduct of individuals or whole groups of persons. It can be stated that they are decisive for undertaking operations in various fields, which also pertains to professional work. In the organizational dimension, learning about attitudes which impact decisions made by an employee or a candidate for work may support relations management by proposing an adequate motivational system and implementing proper tools for HR management, including the field of shaping conditions for work and professional development. In the light of the raised issues, it is particularly important to diagnose attitudes towards the students' work, as they are the future population of potential employees.

The article presents results from survey research which aimed to identify the students' attitudes and expectations related to work and career. The research was carried out at the Faculty of Economic Sciences of the University of Warmia and Mazury in Olsztyn.

1. Attitudes towards work – essence and meaning

The term 'attitude' is defined in various ways and the literature of the subject features numerous related concepts. However, researchers agree that the most important feature of the attitudes is their relativity ('attitude to'). Therefore, the attitudes express a person's approach to a particular state of affairs, phenomenon, event, etc. We can thus talk about attitudes to work, to other people, to future or to plenty of other dimensions of reality.

The research carrier out in Poland most often assume a definition by S. Nowak[1], considered a classic one, stating that "a person's attitude towards a given object is a set of relatively stable prerequisites to evaluate the object and respond to this object emotionally, and possibly the accompanying emotional and evaluational prerequisites of relatively stable beliefs about the nature and qualities of this object as well as relatively stable prerequisites for behavior towards this object".

An attitude is a category which describes the way of dealing with objects or a given class of objects[2]. The majority of authors agree that it is related to relatively stable evaluation – positive or negative – of people, objects or concepts. Such a point of view is presented among others by B. Wojciszke[3] who argues that an attitude to a given object (a thing, an event, a concept, another person) can be a relatively stable tendency to positive or negative human approach to this object. According to S.P. Robbins[4], the attitudes are evaluations (positive or negative) of objects, people or events which reflect the feelings of a given person considering a given topic.

Researchers who deal with problems related to attitudes stress their structural dimensions that covers action, cognitive reflection and a personal emotional approach[5].

Therefore, three components can be distinguished in the attitude's structure[6]:

- Cognitive – knowledge about the object of the attitude;
- Emotional – (positive or negative) feelings in relation to the object of the attitude;
- Behavioral – tendency to particular behavior towards the object of the attitude.

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[1] S. Nowak, *Pojęcie postawy w teoriach i stosowanych badaniach społecznych*, [in:] S. Nowak (ed.), *Teorie postaw*, PWN, Warszawa 1973, p. 23.

[2] A. Wojtczuk-Turek, *Kształtowanie i zmiana postaw pracowników w kontekście wybranych metod szkoleniowych*, „Edukacja Ekonomistów i Menedżerów" 2010, No. 2(16), p. 62.

[3] B. Wojciszke, *Postawy i ich zmiana*, [w:] J. Strelau (ed.), *Psychologia. Podręcznik akademicki*, Vol. 3, GWP, Gdańsk 2000, p. 79.

[4] S.P. Robbins, *Zachowania w organizacji*, PWE, Warszawa 1998, p. 61.

[5] Zob. M. Marody, *Sens teoretyczny a sens empiryczny pojęcia postawy*, PWN, Warszawa 1976; G. Bohner, M. Wänke, *Postawy i zmiana postaw*, GWP, Gdańsk 2004; P.G. Zimbardo, R. Leippe, *Psychologia zmiany postaw i wpływu społecznego*, Zysk i S-ka, Poznań 2004; B. Wojciszke, *Człowiek wśród ludzi. Zarys psychologii społecznej*, Scholar, Warszawa 2006.

[6] B. Mazurek-Kucharska, *Wpływ postaw na podejmowanie decyzji w organizacji*, [in:] M. Juchnowicz (ed.), *Postawy Polaków wobec pracy w zarządzaniu kapitałem ludzkim*, Oficyna a Wolters Kluwer business, Kraków 2009, p. 14.

The definition by Z. Chlewiński[7] refers to this, stating that an attitude can be defined as "stable approach expressed in the subject's readiness for positive or negative intellectual and orientational, emotional and motivational, and behavioral responses towards its object". The meaning of particular components determines the direction of interpreting the attitude, which may be brought down to beliefs (cognitive aspect), positive or negative feelings towards the object (emotional approach), or behavior (actions) related to the attitude or forming the attitude (behavioral aspect). The listed elements create a system of the attitude and determine the categories of responses to various objects they belong to the behavior itself, intentions, expectations, plans of behaviors, concepts directing a behavior and emotional responses[8].

Assuming that an attitude is related to relatively stable behavior (in a specific way) towards the object of the attitude, it can be concluded in terms of professional work that the attitude to work is expressed with relatively stable approach (positive or negative) towards all its elements and interconnected issues.

It can be stated that attitudes are decisive for undertaking professional activity in various spheres, while the positive attitudes will be accompanied by proactive actions, and the negative attitudes by rejective actions. It is important from this point of view to have positive attitudes towards work, which will be measured by identification and high involvement from the employees.

Theoretical assumptions related to attitudes to work suggest several basic functions of work which can also be understood as attitudes. They embrace[9]:

- Instrumental attitude – treating work as a way of fulfilling the basic needs - this means that a person works to gain resources to provide for themselves and their family (to live at a decent level), but also the work allows to fulfill the security and social needs (e.g. interpersonal contacts);
- Autotelic attitude – work is treated as a way to fulfill the need for self-development - it then becomes a way to acquire knowledge, develop one's own identity and self-esteem;
- Punitive attitude – treating work as an unpleasant situation (associating it with effort and endeavor) which may be related to the tendency to avoid it;
- Normative attitude – readiness to take up professional work is treated as a social standard – the work is related to the feeling of obligation towards society, which could not develop adequately without the work of its members for the benefit of the general public.

[7] Z. Chlewiński, *Postawy a cechy osobowości*, Towarzystwo Naukowe Katolickiego Uniwersytetu Lubelskiego, Lublin 1987, p. 11.
[8] P.G. Zimbardo, R. Leippe, *Psychologia zmiany postaw…*, p. 52.
[9] A. Czerw, *Co ludzie myślą o pracy zawodowej? Konstrukcja metody diagnozującej postawy wobec pracy*, „Psychologia Społeczna" 2013, Vol. 8, No. 2(25), p. 221.

According to I. Ajzen, an attitude (defined as the ability to respond favorably or unfavorably to a given object) is an important notion, useful for understanding and anticipating any social behaviors[10]. This suggests that the research over the attitudes to work may allow to learn about the background of the analyzed phenomena and the subjective approach of the respondents to those issues, as well as to draw some conclusions on the potential responses[11].

By studying attitudes to work, we can identify and measure the structure of factors which are important dimensions of functioning in a professional environment. Identifying the subjective evaluation of those factors from individual persons, and generally also by groups, allows to plan and implement tasks related to development of effective motivational systems, programs for relations management and loyalty in the workplace[12]. It is worth emphasizing that contemporary literature in work psychology and management stresses the need to create such work conditions so an employee can improve the quality of their life, not only in the material but also in the emotional sense[13], which is related to particular importance of the emotional component in the structure of the attitude.

Assuming that attitudes to work exert some impact on human behavior[14], it can be assumed that this impact could emerge especially in breakthrough situation such as school graduates entering the market or an employee loosing (or changing) a job. In such situation, the attitudes may decide about certain strategies that will be undertaken in order to secure employment. From the organization's perspective, a diagnosis of attitudes towards work may be significant when explaining difficulties with acquiring and keeping employees in a company, along with their effective motivation and development of involvement in work and organization.

From the HR manager's point of view, studying the attitudes towards work, intended to identify a system of views, values, expectations of a person or a group of persons, as well as this person's or group's evaluation of attractiveness of potential decision-making ways in the context of undertaking or continuing employment at a given employer's may be a significant tool for effective human resources management in an organization. These problems become particularly important from the perspective of diagnosing students' attitudes towards work, as a population of potential employees.

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[10] I. Ajzen, G.N. Cote, *Attitudes and the prediction of behawior*, [w:] W.D. Crano, R. Prislin (ed.), *Attitudes and attitude change*, Psychology Press, New York 2008, p. 289-311.

[11] Zob. E. Babbie, *Badania społeczne w praktyce*, PWN, Warszawa 2007.

[12] B. Mazurek-Kucharska, *Wpływ postaw…*, p. 23-24.

[13] Zob. K.S. Cameron, J.E. Dutton, R.E. Quinn, *Positive organizational scholarship. Foundations of a new discipline*, Berrett-Koehler Publishers, San Francisco 2003; R.A. Giacalone, C.L. Jurkiewicz, C. Dunn, *Positive psychology in business ethics and corporate responsibility*, Information Age Publishing, Greenwich 2005; S. Cartwright, C.L. Cooper, *The Oxford handbook of organizational well-being*, Oxford University Press, New York 2009; C.L. Cooper, *The changing nature of work: Enhancing the mental capital and well-being of the workplace*, "21st Century Society: Journal of the Academy of Social Sciences" 2009, No. 4(3).

[14] Zob. B. Wojciszke, *Człowiek wśród ludzi…*; P.G. Zimbardo, R. Leippe, *Psychologia zmiany postaw…*

2. Purpose and methodology of research

The main objective of the presented research was to identify the students' attitudes and expectations related to work and career. The research was conducted with a questionnaire method. It covered persons who pursued master studies (2nd degree) at the Faculty of Economic Sciences of the University of Warmia and Mazury in Olsztyn - full-time and part-time students of economics and managements. The research was participated by 680 respondents. It was carried out in the first quarter 2018.

The majority of the researched population were women (76.3%) and persons aged up to 25 (78.1%) (Table 1).

Table 1. Characteristics of the researched population
Tabela 1. Charakterystyka badanej populacji

Item	Number of respondents	Percentage
Sex		
female	519	76.3
male	161	23.7
Age:		
up to 25	531	78.1
25-35 years old	126	18.5
more than 35	23	3.4
Field of study:		
economy	218	32.0
management	452	66.5
economy + management	10	1.5
Year of studies:		
first	428	62.9
second	252	37.1
Mode of studies		
full-time	433	63.7
part-time	247	36.3
Status:		
a non-working student	317	46.6
a working student	363	53.4
Previous work experience:		
no experience	77	11.3

only casual employment	240	35.3
up to 1 year	101	14.9
from 1 year to 2 years	77	11.3
more than 2 years	185	27.2
Place of residence:		
village	254	37.4
city up to 20k inhabitants	97	14.3
city from 20k to 100k inhabitants	156	22.9
city from 100k inhabitants	173	25.4

Source: own work based on the results of the conducted research.

The majority of respondents were first-year students (62.9%), at the faculty of management (66.5%), pursuing full-time studies (63.7%). At the time of the research, more than a half of the respondents (53.4%) had a status of an employed person with different length of experience. About 35% of the respondents has only the experience in casual employment, and more than 11% did not have any experience related to professional work. Most of the researched students (62.6%) indicated cities as their place of residence (including 24.5% – cities from 100k inhabitants), and the remaining respondents lived in the village.

3. Research results

The conducted research showed that professional work/careers does not play a role of a high priority in the respondents' lives – it was ranked 10th among the most important life values, with about 42% of indications (Table 2). Family turned out to be a definite priority (this factor was selected by about 90% of respondents), followed immediately by love (more than 70%). More than a half of the respondents indicated such values as happiness, honesty, friendship as well as health/physical condition. Fidelity/loyalty (49%), security (48.5%), personal development (43.4%) as well as knowledge/education (40.6%) was important for more than 40% of the researched population. While the last places in the hierarchy of importance of life values covered by the research were occupied by prestige/fame, power as well as altruism/sacrifice.

Table 2. The most important life values according to the respondents
Tabela 2. Najważniejsze wartości życiowe w opinii respondentów

No.	Item	Percentage of indications	No.	Item	Percentage of indications
1.	Family	89.4	**16.**	Passion/interests	27.5
2.	Love	70.1	**17.**	Responsibility	26.3
3.	Happiness	54.6	**18.**	Personal freedom	26.0
4.	Honesty/truth	52.4	**19.**	Enjoying life	25.6
5.	Friendship	52.2	**20.**	Calm	25.3
6.	Health/physical condition	50.1	**21.**	Empathy/understanding	24.3
7.	Fidelity/loyalty	49.0	**22.**	Morality	18.8
8.	Safety	48.5	**23.**	Honor	17.2
9.	Personal development	43.4	**24.**	Comfort/convenience	16.5
10.	Professional work/career	41.9	**25.**	Harmony/balance	15.0
11.	Knowledge/education	40.6	**26.**	Faith	13.5
12.	Joy/satisfaction	36.9	**27.**	Prestige/fame	4.6
13.	Self-fulfillment	34.1	**28.**	Power	3.8
14.	Independence	32.2	**29.**	Altruism/sacrifice	3.4
15.	Money	28.4	**30.**	Others (fun, creativity)	0.3

Source: own work based on the results of the conducted research.

When it comes to the possibilities related to professional work, the respondents see first of all such aspects as establishing interpersonal relations and acquiring new knowledge and skills (about 87% of indications) - Table 3. Majority of the respondents believe that work is related to human development (73%), self-fulfillment (67.4%) and verifying self-esteem (65.2%) More than a half of the research population is of the opinion that professional work may provide the feeling of security and a decent standard of life, as well as allow to develop the passion and interests. The researched students related the work with welfare to a slightly narrower extent (45.5%).

Table 3. Respondents' opinions on professional work
Tabela 3. Opinie respondentów na temat znaczenia pracy zawodowej

Item	Answers* (percentage of answers)					
	1	2	3	4	5	4+5
Work allows to acquire new knowledge and skills	1.6	3.0	8.7	36.0	50.7	**86.7**
Work allows to develop passion and interests	1.6	7.6	39.4	35.4	16.0	**51.4**
Work allows for self-fulfillment	1.6	5.5	25.5	47.7	19.7	**67.4**
Work allows to verify self-esteem	2.3	8.0	24.5	45.0	20.2	**65.2**
Work allows to establish interpersonal relationships	0.9	2.8	8.7	36.0	51.6	**87.6**
Work ensures for human development	1.6	4.4	21.0	45.6	27.4	73.0
Work ensures the sense of security	3.3	8.7	34.8	32.9	20.3	**53.2**
Work ensures a decent standard of living	3.0	9.8	34.0	32.9	20.3	**53.2**
Work ensures welfare	3.8	11.3	39.4	28.6	16.9	**45.5**
Work is joy and pleasure	4.9	17.9	50.7	21.0	5.5	**26.5**
Work is satisfaction	1.6	9.6	43.4	35.6	9.8	**45.4**
Work is an overwhelming duty	13.5	34.9	31.6	15.6	4.4	**20.0**
Work is a privilege	12.4	22.2	39.4	22.2	3.8	**26.0**
Work is fulfillment	3.0	9.6	49.9	31.6	5.9	**37.5**
Work is necessity	7.0	18.4	25.6	30.6	18.4	**49.0**
Work is strain and effort	4.1	15.6	29.3	37.2	13.8	**51.0**
Work is sacrifice	4.1	12.6	31.9	38.8	12.6	**51.4**
Work is a sign of human maturity	3.7	8.4	23.1	39.9	24.9	**64.8**
Work gives value to a human	4.4	10.2	30.6	38.2	16.6	**54.8**
Work provides a life with meaning	8.1	16.6	36.4	29.3	9.6	**38.9**
Work fills a man's time	2.5	6.8	17.8	42.3	30.6	**72.9**
Work takes a man's precious time away	7.5	23.4	34.0	21.0	14.1	**35.1**
Thanks to work, a man becomes a full member of a community	6.0	14.1	37.2	31.4	11.3	**42.7**
By working we gain respect of other people	3.7	10.2	30.6	41.4	14.1	**55.5**
By working, we gain respect in our own eyes	2.5	6.0	19.4	47.8	24.3	**72.1**
Work should be respected	1.6	2.8	11.6	49.1	34.9	84.0
Everyone is entitled to work	6.6	8.4	19.9	30.9	34.2	**65.1**
Work should not be avoided	2.8	3.1	10.9	33.5	49.7	**83.2**

*__1__- "I totally disagree", __2__- "I rather don't agree", __3__- "It's hard to tell", __4__- "I rather agree", __5__- "I totally agree"

Source: own work based on the conducted research.

According to about 64.8% of respondents, professional work is a sign of maturity of a person, while 42.7% believe that it allows a man to become a full member of the community. More than a half of the respondents (54.8%) shares the opinion that work gives value to a person, and they less often tend to say (38.9%) that it gives meaning to life. According to the majority of the respondents, work is also related to development of respect in the eyes of one own's (72.1%) and others (55.5%).

The researched students most often treat work as something that fills a person's time (about 73%) rather than steals it (35.1%). A significant part of the respondents (about 50%) associate work with sacrifice, strain, effort and necessity. It is perceived through the prism of satisfaction (45.5%), fulfillment (37.5%), joy and pleasure (26.5%) slightly less often. The researched students rather do not treat work in the categories of a privilege they hold (26% of affirmative answers) and majority of them (more than 65%) believe that everyone is entitled to it. But also, rarely do they relate it to an overwhelming duty (20%). A vast majority of the researched population (about 84%) believes that work should be respected and not avoided.

Majority of the surveyed students declare that they have a plan on their professional career (74.6%) and see the possibility to implement it (72.7%) - Table 4. About 81% of respondents confirm that they relate their professional plans to the field of study they pursue. The vast majority of respondents (97.6% - 95.6%) would like to have a job that will provide them with stable employment with regular and adequate income, but also will bring satisfaction, create possibilities for using the competences they have and ensure balance between professional and personal life. The possibility of freedom of action turned out to be slightly less important for them (86%). The vast majority of the surveyed students (90%) confirm that they are willing to make efforts at work, related to professional development, and less frequently they said (62.3%) to be ready for sacrifice considering e.g. availability. Majority of respondents declare to be ready to take up work outside their place of residence (66.1%), but they are not willing to work abroad for the sake of their professional career (64.1%). More than a half of the respondents (51.6%) are concerned about frequent changes of workplaces which is related to lower openness to changes and the risk in the professional work, while 63% suggest the tendency to change jobs quickly due to a more favorable employment offer. Generally, the majority of surveyed students (79%) believed that resignation from professional work would need to be related to very serious reasons, and only 24.5% of the researched population would not work at all if this was possible.

Table 4. Respondents' opinions on shaping their own professional career
Tabela 4. Opinie respondentów na temat kształtowania własnej kariery zawodowej

Item	Answers* (percentage of answers)				
	1	2	3	4	3+4
I have a plan for my career	4.4	21.0	62.0	12.6	**74.6**
I can see some possibilities to implement my career plan	5.6	21.7	56.8	15.9	**72.7**
My professional plans are related to the major of studies I pursue	4.4	14.9	54.4	26.3	**80.7**
I will attempt to find the work which:					
- will provide me with appropriate remuneration	0.3	2.9	33.7	63.1	**96.8**
- will bring me satisfaction	0.6	3.4	38.0	58.0	**96.0**
- will create possibilities to use and develop my competences	0.6	3.8	40.8	54.8	**95.6**
- will provide me with the freedom of action	0.6	13.4	49.4	36.6	**86.0**
- will provide me with stable employment and regular income	0.3	2.1	28.5	69.1	**97.6**
- will allow me to balance my professional and personal life	0.6	3.8	36.1	59.5	**95.6**
In the professional work I am (I would be) willing to make sacrifices (e.g. full availability, work at weekends, overtime, etc.)	7.9	29.8	42.4	19.9	**62.3**
In the professional work I am (I would be) willing to make additional effort related to professional development	1.9	8.1	61.6	28.4	**90.0**
In the professional work I am open to changes and risk, and I am not afraid of frequent changes of the workplace	10.4	41.2	35.3	13.1	**48.4**
I am ready to work outside my place of residence to pursue my professional career	8.1	25.8	45.3	20.8	**66.1**
I am ready to work abroad to pursue my professional career	25.4	38.7	22.1	13.8	**35.9**
I would be willing to change my workplace at any time if the employment offer was more advantageous	8.5	28.5	43.8	19.2	**63.0**
There would have to be some serious reasons for me to resign from professional work	4.7	16.3	45.3	33.7	**79.0**
If it was possible, I would not like to work professionally	41.8	33.7	14.1	10.4	**24.5**

*__1__- "definitely not", __2__- "rather not", __3__- "rather yes", __4__- "definitely yes"

Source: own work based on the conducted research.

Among the most important features related to professional work the respondents first of all mentioned high remuneration (74.7%) and good working conditions (71.3%) - Table 5. They were followed by (more than 60% of indications) such elements as the possibility of promotion, the availability of trainings and development, good atmosphere at work but also working in an integrated and cooperating team. In the case of more than a half of the researched population, also the following turned out significant in this respect: compatibility of the work with interests and stability/certainty of employment. The research results proved that the respondents do not prefer such a job that requires a lot of effort (only 7.8% of the answers), and usefulness of their work is also of little importance to them (8.3%).

Table 5. The most important features related to professional work according to respondents
Tabela 5. Najważniejsze cechy związane z pracą zawodową w opinii respondentów

No.	Item	Percentage of indications	No.	Item	Percentage of indications
1.	High remuneration	74.7	**16.**	Interesting package of benefits	33.7
2.	Good working conditions	71.3	**17.**	Sense and meaning of the work	31.5
3.	Possibility of promotion	66.6	**18.**	Good image of the employer	29.3
4.	Possibility of training and development	65.6	**19.**	Interesting tasks/projects	27.2
5.	Good work atmosphere	63.4	**20.**	A respectable and trustworthy superior	24.4
6.	Work in an integrated and cooperating team	60.6	**21.**	Work ensuring independence and freedom of action	23.7
7.	Work compliant with interests	55.4	**22.**	Prestige of the company	22.9
8.	Stability/certainty of employment	54.4	**23.**	Interesting industry	22.1
9.	Work giving a possibility to use the competences	46.5	**24.**	Possibility to create ideas and implement changes	20.0
10.	Good work organization	45.4	**25.**	Challenging work	19.6
11.	Possibility of self-fulfillment at work	43.5	26.	Work providing access to modern technologies	15.4
12.	Recognition by superiors	40.9	**27.**	Work with opportunities for mobility	12.6
13.	Low stress level	40.3	**28.**	Socially useful work	8.3

14.	Flexible working hours	38.1	**29.**	Work which does not require much effort	7.8
15.	No boredom or monotony	38.1	**30.**	Other	-

Source: own work based on the conducted research.

When it comes to the type of work, it turned out that the one most preferred by the respondents was team work giving a possibility of contacts with other people (40.6% answers), and less often it was self-standing work, ensuring independence and freedom of action (23%). The possibility of managerial work turned out significant in the case of 16.4% respondents, while the option of subordinated work was selected less frequently (7.2%). The willingness to run their own company was declared by 12.8% of the researched population.

In response to the question regarding the preferred form of employment, the vast majority of respondents (89.7%) were in favor of employment under a contract for an indefinite period or in another traditional form. In the case of 5.7% of respondents, the form of employment turned out not to have any greater significance. The research showed that flexible forms of employment are not popular among the responding students, e.g. employment under civil law contracts (contracts of mandate, contracts for specific work) was indicated by only 2.7% of the population and remote work (teleworking) was indicated by only 1.9%.

No flexibility of the surveyed population regarding the work conditions is also reflected in an analysis of answers to the question regarding the preferred form of working time organization. Majority of the surveyed students (75.7%) were in favor of the implementation of professional tasks in regular hours (e.g. from 8 a.m. to 4 p.m.). In turn, 7.9% preferred to work under flexible hours. The preference regarding the flexible working time was expressed by 13.2% of the respondents, and 3.2% chose a variant of shift work. A vast majority of responding students (81.2%) also prefer the work that guarantees regular monthly income. In the case of remaining persons (18.8%), regularity of earned income turned out to be less important, provided that the level of income was satisfactory. A place of work preferred by the respondents turned out to be a medium-sized enterprise (35.4% of indications). The second place as taken by an office or other public institution (26.6%), followed by a large enterprise (corporation) and micro or small enterprise (19% each).

When it comes to the expectations towards the remuneration for work, majority of respondents (66.9%) were interested in the amount above PLN 4000 gross (out of which 28.5% indicated the amount of more than PLN 5000)[15].

[15] For comparison - in the period of conducting the survey (in the first quarter of 2018), according to GUS data, the average salary in the national economy in Poland amounted to PLN 4622.84.

The responding students considered employment with a given employer were financing of training and other forms of further education (this factor was chosen by 73.1% of respondents) – Table 6, as the most valuable additional benefits.

Table 6. Types of benefits preferred by the respondents
Tabela 6. Preferowane przez respondentów rodzaje benefitów

No.	Item	Percentage of indications
1.	Financing of training and development	73.1
2.	Additional medical care	49.6
3.	Training and recreation trips	47.8
4.	Additional insurance	47.6
5.	Company car	47.6
6.	Swimming pool tickets, gym tickets, etc.	45.3
7.	Mobile phone	41.3
8.	Additional days of paid leave	40.1
9.	Financing of leisure activities	39.3
10.	Laptop, tablet, etc.	38.8
11.	Integration events	33.2
12.	Tickets to cinema, theatre, sport and artistic events	31.2
13.	Discounts on the purchase of company products	22.9
14.	Vouchers	21.5
15.	Loans granted by the company	19.7
16.	Other (business accommodation)	0.3

Source: own work based on the conducted research.

Further (more than 40% of indications), the respondents listed such benefits as: additional medical care, training and recreation trips, additional insurance, company car for private use, tickets for swimming pool, gym, etc., mobile phone and additional days of paid leave. Traditional benefits turned out to be of the lowest value for the students, namely discounts on the purchase of company products, vouchers or loans granted by the company.

Summary

The conducted research showed that professional work/career is not of a high priority in the hierarchy of life values for the responding students, definitely giving way to such values as family and love but also happiness, friendship or health/physical condition.

The respondents' approach to professional work is mainly related to the instrumental attitude (however related to satisfying social needs to a greater extent - the possibility to establish interpersonal relations rather than ensuring the sense of security and a decent standard of living) and the autotelic attitude (related to the possibility of acquiring new knowledge and skills, development and self-fulfillment and verifying one's own value). Despite this, a significant part of the researched individuals show some punitive attitudes (associating work with sacrifice, strain, effort and necessity), and the prevailing opinion among them is that work should be respected and not avoided.

The majority of respondents have some plans on their professional career and see the possibilities of their implementation, relating them to their studies. The respondents definitely declare the willingness to make effort related to development in professional work, but the willingness to make sacrifice such as availability is less frequent.

The research results suggest the researched population's inclination towards mobility related to professional work, but it considers mainly the national labor market. A significant part of the respondents is concerned about frequent changes in employment related to the limited openness to changes and the risk at professional work. Nevertheless, the majority of them declare readiness for rapid change of work due to being offered more favorable employment.

The responding students' expectations towards professional work mainly include the guarantee of high remuneration and good conditions (no requiring a lot of effort). A significant role is also played by the possibilities of promotion and development, good atmosphere at work as well as compatibility with interests and stability/certainty of employment. The respondents would rather work in a team than individually - a preferred form of work is team work, giving a possibility of contacts with other people.

The results of the conducted research suggest that the respondents are not flexible when it comes to the working conditions and time. It turned out that the respondents preferred to work under a contract of employment for indefinite period or another traditional form during regular hours (e.g. from 8 a.m. to 4 p.m.), ensuring systematic monthly income. The preferred place of work was a medium-sized enterprise, followed by work in the office/public institution, related to a significant degree of stabilization and certainty as to the conditions of employment.

When it comes to the remuneration for work, the responding students were interested in the amount above PLN 4000 gross. The most valuable of the additional benefits offered by the employer was the financing of training and various forms of further education. Other preferred benefits included mainly those related to the care of health/physical conditions, recreation/leisure and convenience (additional medical care, training and recreation trips, additional insurance, tickets for a swimming pool, gym, etc., company car and mobile phone for private use and additional days of paid leave).

Summing up, the results of the conducted research provide an image of students population as those who find professional work as a significant part of life but not the most important life value. They generally show positive attitudes towards professional work which can be the basis to develop their involvement in work and organization, but it requires an adequate approach from the employer and assurance of adequate incentives that will meet the student's expectations, including the remuneration and benefits, work conditions and atmosphere, possibility of promotion and development as well as security of employment.

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