



**TPOLOGY OF YOUNG POTENTIAL EMPLOYEES
ACCORDING TO REASONS FOR THEIR AVERSION
TOWARDS THE UNIVERSITY AS AN EMPLOYER**

TYPOLOGY OF YOUNG POTENTIAL EMPLOYEES ACCORDING TO REASONS FOR THEIR AVERSION TOWARDS THE UNIVERSITY AS AN EMPLOYER

Associate Prof. Agnieszka Izabela Baruk, Ph.D.

Lodz University of Technology, Faculty of Management and Production Engineering
agnieszka.baruk@poczta.onet.pl

Anna Goliszek, Ph.D.

University of Life Sciences in Lublin
anna.goliszek@up.lublin.pl
DOI: 10.14611/minib.29.09.2018.13



Summary

The article is theoretical-empirical in character. For the preparation of the theoretical part the method of cognitive-critical analysis of literature on the subject from the area of marketing and management was used. On the basis of the results of this analysis it is possible to conclude that there is a cognitive and research gap with regard to the identification of the reasons for the lack of interest in the university as an employer. For the purpose of reducing these gaps, five research goals and a hypothesis were formulated. The hypothesis says that gender is a feature differentiating the reasons for the lack of will to start working at a university. For the purpose of achieving these targets and checking the research hypothesis empirical research was conducted. In course of the empirical research the method of questionnaire survey was used to collect primary data. The survey covered the representatives of the group of young, Polish, potential employees. The collected primary data was processed by means of statistical analysis and Kruskal-Willis test. The results of this analysis suggest that the respondents followed mainly negative associations with universities, relying on their own experiences and on external opinions. It turned out that gender was a differentiating feature to a statistically significant extent only in case of one reason, namely, the will to use knowledge acquired during studies in a workplace other than a university.

Keywords: employee, potential employee, employer, university, employer image

Introduction

Every contemporary offeror on the consumer market, regardless of whether he represents producers, traders, or service-providers, plays the role of an employer. Playing the role in a proper way is extremely important. It is even possible to say that this a key factor from the point of view of playing any other market role and thus whether a given entity can achieve strategic market goals. When an entity takes appropriate measures as an employer with regard to potential employees who are participants of the external labour market, it can attract people who satisfy what is required from them in the best way, whose system of values is compatible with the system of values shared by the employer¹. At the same time, running appropriate personal policies with regard to people already employed in a given organization makes it possible to stimulate and strengthen their professional engagement, which leads to satisfying their expectations concerning work and the employer².

Thus, it is possible to conclude that appropriate personal actions in both these areas make it possible to combine the expectations of the employer and the expectations of employees into a common set of aims. Achieving these goals additionally strengthens the set of mutual relations³. At the same time employer's negligence in the area of personal activity contributes to the divergence of expectations of each of the sides, which may actually recognize each other as opponents, rather than allies. Obviously, only the first of the two mentioned situations brings benefits to the employer and the employees⁴. Thus, this is the best argument in favour of applying exactly such an approach.

It is because the effect of work of a truly engaged employee are values satisfying the expectations of purchasers, who express satisfaction by using the offer of a particular offeror, sharing positive opinions about the offeror with other people etc. Thus, it is clear that the way a particular entity functions as an employer directly affects the way he functions in other areas⁵, including the area which is the basis of its existence, namely, creating and offering particular values. This also concerns the image of a given organization. Its image as an

employer influences the way it is perceived as an offeror⁶, which in turn determines its image as an employer⁷. Mutual relations are visible also with regard to the remaining partial images. They are bilateral in character. That's why, the emergence of any dysfunctions in case of activities conducted in one of the areas of functioning influences not just the partial image associated with a particular area, but at the same time determines other partial images and the general image of a particular entity influencing additionally the brand of a particular entity⁸.

One of these areas is the sphere of actions taken with regard to potential employees who as participants of the external labour market haven't personally gained experiences associated with a particular employer, but may have particular experiences concerning a particular organization as, for example, the recipient of its market offer. As the above deliberations show, such experiences to a smaller, or greater extent determine the perception of a particular entity among potential employees and thus about his external image as an employer.

Unfortunately, in practice still comparably smaller significance is attached to personal activities addressed to potential employees than to personal activities focused on the current employees, which themselves are often deficient in many ways. This is particularly visible in case of a specific group of offeror formed by universities. The fact that they fail to notice the necessity to run coherent and complex personal policy is exceptionally dangerous, because on the one hand these are organizations which by assumption are supposed to actively shape the intellectual elites of the society and on the other hand are supposed to stand up to the challenges associated with competing with other universities, both Polish ones and foreign.

Exceptionally dynamic growth of market requirements for Polish universities⁹, and at the same time the lack of legal stabilization caused by very frequent changes of regulations¹⁰, mean that universities have to cope with challenges, which have completely changed and keep changing the environment in which they operate. At the same time in practice it turns out that universities still tend to limit their market activity to attracting student candidates, without paying much attention to acquiring the status of an attractive

employer. Obviously, a certain limitation is the fact that universities, especially public universities, cannot function on the basis of the same rules as other market entities. However, visible dysfunctions concern, for example, image-related activities, whose crucial significance, especially with regard to the image of an employer, is still underestimated by these entities, similarly as the significance of aspects associated with building relations with potential employees and attracting them to universities.

However, we shouldn't forget that in this particular case theory doesn't come before practice. As the results of cognitive-critical analysis of literature on the subject, which have been presented above, show, the issues associated with the formation of the employer-employee relationship are still not investigated with regard to universities. These issues are analysed mainly with regard to other entities, especially companies¹¹. Thus, it is possible to conclude that there is still a cognitive and research gap in this area and that it should be at least reduced. This aim seems the more important, the greater the challenges faced by Polish universities.

This article is an attempt to achieve the following research goals:

- 1) grouping the reasons for the lack of interest in starting work at a university among the whole group of respondents;
- 2) grouping the reasons for the lack of interest in starting work at a university among the surveyed women and the surveyed men;
- 3) comparing the reasons for the lack of interest in starting work at a university, according to the sex of the respondents;
- 4) developing a typology of the respondents, according to the reasons for the lack of interest in starting work at a university;
- 5) identifying the diversification of the reasons for the lack of interest in starting work at a university, taking the criterion of sex into consideration.

In the process of implementation of the mentioned goals the research hypothesis saying that sex is a feature differentiating the reasons for unwillingness to start work at a university was tested.

General characteristics of empirical research

To achieve the mentioned research goals and test the research hypothesis, in Q1 2018 the second edition of questionnaire survey¹², was conducted. It covered 250 students completing second-cycle stationary studies, as potential employees¹³. The surveys were direct in character and required a personal contact between the researcher and the respondents. All survey questionnaires qualified for quantitative analysis. This was possible thanks to applying face-to-face contact with the respondents. The collected primary data was processed by means of statistical analysis, using the method of exploratory factor analysis and Kruskal-Wallis test.

During the survey the respondents were presented with a set of 12 statements reflecting the reasons for unwillingness to start work at a university. They were distinguished on the basis of the results of cognitive-critical analysis of literature on the subject and on the basis of non-structured interviews preceding the first edition of the research. Each of the statements was supposed to be assessed by the respondents on a five-degree Likert scale, in which 5 meant definitely yes, 4 — rather yes, 3 — neither yes, nor no, 2 — rather not and 1 — definitely not. Applying this scale is a necessary condition allowing the use of exploratory factor analysis.

Factor analysis made it possible to carry out a deepened analysis of the collected primary data. It is used for the reduction of the number of variables constituting primary data obtained from questionnaire surveys and for detecting structures in relations between these variables, in other words, for their classification¹⁴. Thus, this analysis was applied in order to reduce the number of variables influencing a particular category, that is, the reasons for aversion to university as an employer and for the purpose of detecting internal correlations in relations between these variables.

To distinguish factors the method of principal component analysis was applied, where it was important to determine their number. To determine the number of common factors (the so-called principal components) the technique of Kaiser's criterion was used. It involves

leaving only the factors with own values higher than 1. Every such factor explains a certain level of general variability of the investigated set, defined by the percentage of variance, which can be interpreted as a measure of explanation of a phenomenon. The factors were subject to rotation using the varimax normalized method. Within particular factors variables with highest factor loadings, compared to a given factor (the assumed value is $\geq 0,7$) were distinguished.

In factor analysis hidden factors are identified. These hidden factors contain features responsible for the perception from their perspective of the problem described with a question. However, factor analysis doesn't make it possible to find an answer, whether diversification in terms of separation of particular groups (e.g. sex) is statistically important enough to say that the respondents' opinion defined with an analysed answer is significantly different. At the same time, this question can be answered by the Kruskal-Wallis test, that is, non-parametric equivalent of ANOVA.

From the point of view of statistical criteria, in case of KW test, the data don't have to satisfy many requirements. The only requirements for carrying out the test are as follows¹⁵:

- 1) dependent variable should be measured on at least an ordinal scale (it can also be measured on the quantitative scale),
- 2) observations in the analysed groups should be independent from each other, which means that a person who belongs to one group shouldn't be in another compared group (this requirement is satisfied by dichotomous questions allowing the division of respondents into disjunct groups (e.g. the division of respondents into women and men) and single choice questions).

Kruskal-Wallis test as a non-parametric equivalent of single-factor variance analysis is used when data don't satisfy requirements for carrying out similar parametric tests and they can be ordered, according to defined criteria. It involves checking, whether the number of independent results from a group comes from the same population, or a population with the same median. The size of particular samples

doesn't have to be the same. Input data are an n -element statistical sample divided by " k " of disjunct groups of respondents containing n_1 to n_k number of respondents.

Interpretation of the test can involve only comparing the ' p ' value with the assumed level of significance (usually 0,05), or analysis of the value of statistics of the test in case an assessment of the "power/intensity" of differences between groups is necessary. High values of the test statistics show diversification in particular groups (which goes against the hypothesis about equality in particular groups), where the higher the values, the higher the diversification.

Statistical analysis of the collected primary data was conducted by means of the IBM SPSS Statistics Ver. 22.

The results of conducted surveys

The conducted surveys show that similarly as in 2016, vast majority of the surveyed, we could even say, almost all of them, wouldn't like to work at a university after graduating from a university. Merely 1,6% of people in 2018 expressed interest in the university as an employer, while for example almost twenty times more people would like to work in state, or local administration. Thus, it seems very interesting what the motivation of the respondents who from the very start assume they want to look for an employer other than a university actually was.

For the purpose of grouping the reasons for unwillingness to start work at a university, the method of factor analysis was used¹⁶. On the basis of Kaiser's criterion with regard to the whole group of respondents (table 1), the surveyed women (table 3) and the surveyed men (table 5) three factors whose own values are higher than 1 were distinguished for each of the group. The first factor in case of the whole group of respondents and in case of the surveyed women explains over 30% of the whole variability of the investigated phenomenon. Another similarity is the fact that in both cases it covers three variables each, where they reflect the same reasons for unwillingness to start work at

a university (table 2 and 4). This concerns 'lack of prospects for professional development', 'low social prestige' and 'low salaries'. These are reasons associated with the lack of the possibility to satisfy broadly understood expectations concerning security (including material, relational and professional security). At the same time the reasons forming the first, that is, the most important factor, reflect very unfavourable perception of the university as an employer, which at the same time evokes clearly negative associations. It is because it is associated with a place where you can neither satisfy your current expectations (concerning satisfactory remuneration, or being appreciated by other people) nor satisfy your long-term expectations (concerning professional aspirations, or securing material stabilization for yourself and your family).

At the same time in case of the surveyed men the first factor explains comparably smaller part of the total variability of the investigated set, covering also three variables (table 6). However, they reflect completely different reasons for the lack of interest in work at a university. They concern experiences from the past that the surveyed men gained during studies as students. The common traits of these experiences, which at the same time distinguish them from reasons forming the first factor in case of the group of all respondents and in case of the surveyed women are as follows: time perspective (experiences arising from the past) and specific character of the source (experiences are personal in character, which means they are an internal source).

Table 1. Hierarchy of factors, according to their own values defined on the basis of Kaiser's criterion
(for the group of all respondents)

Factor	Own value	% of all own values (variance)	Accumulated own value	Accumulated % of own values
1	3,643	30,356	3,643	30,356
2	2,435	20,288	6,078	50,644
3	1,119	9,328	7,197	59,972

Source: Own materials prepared on the basis of research results.

Table 2. The results of factor analysis of the reasons for unwillingness to start work at a university
(for the group of all respondents)

Variable	Factor		
	1	2	3
Lack of prospects for professional development	0,804	0,073	0,005
Low social prestige	0,777	0,251	0,068
Low salaries	0,732	0,163	0,023
Shame of your workplace	0,695	0,117	–0,014
Job insecurity and lack of professional stabilization	0,641	0,115	–0,295
Burning out professional and life energy fast	0,579	0,239	–0,067
The necessity to share your precious knowledge with others	0,522	0,040	–0,343
Less free time than in other places	0,471	0,226	–0,106
The will to stop all contacts with universities	0,120	0,882	0,052
Negative experiences with contracts with lecturers from the time when you were a student	0,211	0,867	0,073
Negative general impression from studies	0,274	0,820	–0,171
The will to use knowledge and skills acquired during studies in a workplace other than a university	–0,041	0,017	0,925

Source: Own materials prepared on the basis of research results

The reasons forming the key factor with regard to all respondents and the surveyed women concerned the future, relying on the message from external sources reaching the respondents. It is because they themselves as representatives of young, potential employees couldn't have experienced personally the financial and non-financial effects of playing the role of a current university employee. At the same time a common element both for the whole group of the surveyed, for the surveyed women and the surveyed men was the fact that the first factor included variables reflecting definitely negative perception of the university. This is obviously very worrying, as it certainly makes it harder to build the image of a university as an attractive employer, even if these institutions notice such a necessity and start taking action in this area.

The second factor both for the whole group of respondents and for the surveyed women and men explains over 20% of the total variability of the analysed phenomenon, even though in case of men it concerns a comparably bigger part of this set than in case of the whole group of respondents and in case of the surveyed women. For each of the three

analysed groups of respondents it covers three variables. They are identical for the whole group of respondents and for the surveyed women, while they are different in case of the surveyed men. It is worth pointing out here that for all respondents and for the surveyed women the second factor is formed by the same variables that formed the first factor with regard to the surveyed men. Thus, it is possible to conclude that in case of the latter they had relatively greater significance, compared to the significance of these aspects for the whole group of respondents and the surveyed women. In other words, personal experiences gained during contacts with a university in the past were in case of men more important reasons for lack of interest in work at a university, than in case of women, for whom issues referring to the future were more important.

At the same time, the mentioned experiences concerning the past were more significant for men than the reasons pointing to the expected lack of possibility of satisfying psychological needs ('shame of your workplace'), social needs ('burning out life and professional energy fast') and self-realization ('lack of prospects for professional development'). What shows that their significance is comparably smaller is the fact that they form the second factor and have lower values of factor loadings than variables forming the first factor. However, it is necessary to remember that the second factor distinguished for men explained nevertheless a major part of the total variability, which means that we cannot omit these reasons for the lack of will to start work at a university, especially that their image overtone is exceptionally negative.

It is necessary to emphasize that in case of the surveyed men all three factors included variables which reflect non-financial and even non-material reasons for the aversion to the university as an employer. It is because low salaries didn't make it into any of these factors. This is a clearly visible difference between the internal structure of factors distinguished for men and the structure of factors distinguished for the whole group of respondents and the surveyed women, in whose case the aforementioned low salaries are contained in the first factor.

The third factor explaining the smallest part of the total variability of the analysed set in case of each of the surveyed group includes only one variable. It reflects the same reason for the whole group of

respondents, as for the surveyed women. It is 'the will to take advantage of the knowledge gained during studies in a different workplace'. In case of the surveyed men the variable forming the last factor is 'job insecurity and the lack of professional stabilization', that is, a variable referring to non-material aspects, but opposed to the variable contained in the third factor for the whole group of respondents and women it has a definitely negative undertone. Moreover, this variable didn't make it into any factor in case of the whole group of respondents and in case of the surveyed women. It is also worth pointing out that for both these groups the third factor explains less than 10% of total variability, while for the surveyed men it explains an almost twice higher part of this variability. Thus, we can say that this factor is comparably more significant and thus the variable for men forming it is comparably more significant.

It is also necessary to point out that the value of factor loading of the variable 'the will to use knowledge gained during studies in a different workplace' within the third factor distinguished in case of the surveyed men was high, but negative. This means the respondents who weren't interested in starting work at a university due to uncertainty of keeping their job, didn't display the will to use the knowledge acquired during studies in a different workplace.

Table 3. Hierarchy of factors according to their own values determined on the basis of Kaiser's criterion
(for the surveyed women)

Factor	Own value	% of all own values (variance)	Accumulated own value	Accumulated % of own values
1	3,670	30,585	3,670	30,585
2	2,429	20,246	6,099	50,831
3	1,114	9,285	7,213	60,089

Source: Own materials prepared on the basis of research results.

Tabela 4. The results of factor analysis of unwillingness to start work at a university (for the surveyed women)

Variable	Factor		
	1	2	3
Lack of prospects for professional development	0,784	0,050	0,071
Low social prestige	0,776	0,292	0,078
Low salaries	0,732	0,223	0,147
Job insecurity and lack of professional stabilization	0,682	0,177	-0,128
Shame of your workplace	0,674	0,133	-0,183
The necessity to share your precious knowledge with others	0,572	-0,114	-0,071
Burning out life and professional energy fast	0,562	0,239	-0,105
Less free time than in other places	0,518	0,055	-0,373
The will to stop any contacts with universities	0,062	0,878	-0,056
Negative experiences associated with contacts with lecturers from the time when you were a student	0,129	0,860	0,186
Negative general impression from studies	0,256	0,812	-0,143
The will to use the knowledge and skills gained during studies at work in a workplace other than a university	-0,028	0,012	0,904

Source: Own materials prepared on the basis of research results.

Table 5. Hierarchy of factors, according to their own values determined on the basis of Kaiser's criterion (for the surveyed men)

Factor	Own value	% of all own values (variance)	Accumulated own value	Accumulated % of own values
1	3,417	28,475	3,417	28,475
2	2,766	23,052	6,183	51,527
3	2,142	17,853	8,325	69,380

Source: Own materials prepared on the basis of research results.

Interpreting the factors distinguished during factor analysis as groups of respondents pointing to the same reasons for the lack of interest in the university as an employer, it is possible to conclude that particular groups distinguished from the whole group of respondents and from the group of surveyed women are characterized by the same discriminants (table 7). At the same time three groups of surveyed men that could be distinguished display clear independence, which is reflected by the reasons for aversion to the university as an employer mentioned by the representatives of these groups. Thus, it is possible to assume that sex constitutes a feature differentiating the opinions of respondents.

Table 6. The results of factor analysis of unwillingness to start work at a university (for the surveyed men)

Variable	Factor		
	1	2	3
Negative experiences associated with contacts with lecturers from the time when you were a student	0,876	0,328	0,146
Negative general impression from studies	0,868	0,124	0,256
The will to stop all contacts with universities	0,788	0,438	–0,237
Less free time than in other places	0,684	0,318	–0,163
The necessity to share your precious knowledge with others	0,609	0,075	0,551
Shame of your workplace	0,200	0,768	–0,080
Burning out professional and life energy fast	0,207	0,765	0,050
Lack of prospects for professional development	0,380	0,742	0,338
Low salaries	0,079	0,573	0,533
Low social prestige	0,389	0,533	0,316
Job insecurity and lack of professional stabilization	0,178	0,056	0,809
The will to use the knowledge and skills gained during studies in a workplace other than a university	0,141	–0,066	–0,712

Source: Own materials prepared on the basis of research results.

Table 7. Groups of respondents distinguished according to the reasons for unwillingness to start work at a university

Group	Characteristics of the distinguished groups carried out by means of the mentioned reasons for unwillingness to start work at a university		
	for all respondents	for the surveyed women	for the surveyed men
1	<ul style="list-style-type: none"> • Lack of prospects for professional development • Low social prestige • Low salaries 	<ul style="list-style-type: none"> • Lack of prospects for professional development • Low social prestige • Low salaries 	<ul style="list-style-type: none"> • Negative experiences associated with contact with lecturers from the time when you were a student • Negative general impression from studies • The will to stop all contacts with universities
2	<ul style="list-style-type: none"> • The will to stop all contacts with universities • Negative experiences from contacts with lecturers from the time when you were a student • Negative general impression from studies 	<ul style="list-style-type: none"> • The will to stop all contacts with universities • Negative experiences associated with contacts with lecturers from the time when you were a student • Negative general impression from studies 	<ul style="list-style-type: none"> • Shame of your workplace • Burning out life and professional energy fast • Lack of prospects for professional development
3	<ul style="list-style-type: none"> • The will to use the knowledge and skills gained during studies in a workplace other than a university 	<ul style="list-style-type: none"> • The will to use the knowledge and skills gained during studies in a workplace other than a university 	<ul style="list-style-type: none"> • Job insecurity and lack of professional stabilization

Source: Own materials prepared on the basis of research results.

Table 8. The results of an analysis of the significance of differences between answers, according to the sex of respondents

Variable	Sex	Value of Kruskal-Wallis test	Level of significance 'p'
Low social prestige	woman	50,68	0,430
	man	55,70	
Low salaries	woman	52,75	0,660
	man	49,89	
Lack of prospects for professional development	woman	52,35	0,831
	man	51,02	
Job insecurity and lack of professional stabilization	woman	53,45	0,379
	man	47,91	
The necessity to share your precious knowledge with others	woman	54,31	0,175
	man	45,50	
Shame of your workplace	woman	51,96	0,549
	man	48,23	
Burning out life and professional energy fast	woman	53,75	0,304
	man	47,07	
Less free time than in other places	woman	51,00	0,759
	man	52,96	
Negative general impression from studies	woman	52,34	0,613
	man	49,04	
Negative experiences associated with contacts with lecturers from the time when you were a student	woman	52,74	0,453
	man	47,88	
The will to stop all contacts with universities	woman	50,39	0,347
	man	56,52	
The will to use the knowledge and skills used during studies in a workplace other than a university	woman	47,83	0,012
	man	63,74	

Source: Own materials prepared on the basis of research results.

Kruskal-Wallis test was used to verify the assumption formulated at the beginning of this article as the research hypothesis. It turns out that statistically significant diversification was found only in case of one variable, that is, 'the will to use the knowledge gained during studies at a workplace other than a university'. This was shown by the 'p' value amounting to 0,012 (table 8). It is lower than the assumed level of 0,05 exclusively for this variable. This means that statistically significant diversification wasn't found in case of the remaining

analysed variables. It is worth pointing out that the only statistical diversification exists in case of the variable forming the third factor for all respondents and for the surveyed women, which at the same time didn't make it into any factor in case of men and was characterized by negative value of factor loading within the third factor distinguished from them. Thus, the statement contained in the research hypothesis is true in case of respondents for only one reason, that is, 'the will to use knowledge gained during studies in a different workplace'.

Summary

On the basis of deliberations presented in this article it is possible to conclude that the respondents expressing lack of interest in university as an employer followed mostly non-material aspects, especially those associated with the negative image of the university playing the aforementioned role. On the one hand their opinions were based on their own experiences gained during studies and on the other hand they took into consideration external sources which brought them unfavourable opinions on this group of employers. Their own negative experiences turned out to be comparably more important in case of the surveyed men, while external opinions played a more important role in case of all respondents and the surveyed women. It is worth pointing out that material aspects and in particular, the level of salaries, were taken into consideration by the surveyed women, while the surveyed men paid comparably more attention to the non-material aspects. It is also necessary to add that despite these differences the diversification was statistically significant in character only for one of the analysed reasons, that is, 'the will to use the knowledge gained during studies in a workplace other than a university'.

The fact that the representatives of each of three analysed groups paid attention to the aspects of image may point to major negligence in the image-related activities of universities. This is particularly dangerous, as the conducted research has shown, in the society universities are perceived as low-prestige organizations, where you can't count on professional

development. This means that according to the respondents, working at a university you are unable to satisfy many of your needs, including the need for self-realization, psychological, social needs and the need for security. The fact that such an image exists certainly doesn't facilitate changing the approach of the participants of the external labour market to universities and additionally it may bring negative effects associated with the negative perception of these organizations by other people, including, among others, student candidates, which results from relations existing between particular partial images. For this reason universities as employers should change their current passive approach to image-related activities to a dynamic approach allowing them to change this situation which is unfavourable for their development and thus the development of their employees.

Naturally, the conducted research is subject to certain limitations. Among them are the following: selected group of respondents (only the representatives of young, potential employees), geographical coverage (only the representatives of young Polish potential employees), or the subject scope (lack of deepened analysis of particular reasons). That's why it is planned that further stages of the research process concerning the lack of interest in universities as employers will expand each of the scopes by extending the coverage of the survey also to universities as employers, or the representatives of young, potential employees from other countries. This will make it possible to carry out a comparative analysis from the subject and geographical perspective. There are also plans to regularly repeat research on these issues, which will enable comparative analysis from the temporal perspective.

References

¹ The results of research conducted by other authors confirm that the key factor of success of a company as an employer is its attractiveness for potential employees, that is, their positive opinions and feelings associated with the employer, where elements of organizational culture, especially values, are regarded as attractive, as long as they comply with values important for employees (see. L. Moroko, M.D. Uncles, Characteristics of successful employer brands, "Journal of Brand Management" 2008, vol. 16, no. 3, pp. 160–175). The results of other research projects show that also such non-material features as good atmosphere at work and material features such as the level of remuneration are regarded as attractive (see: I. Bakanauskiene, R. Bendaraviciene, L. Barkauske, Features of Employer Attractiveness on Lithuanian Business Organizations: Employees' Perceptions, "Management of Organizations: Systematic Research" 2017, vol. 77, iss. 1, pp. 7–23).

² It is because employees belong to the stakeholders who should benefit from membership in a given organization, being their beneficiaries. Unfortunately, in practice, this group is still often limited to shareholders and managers etc. (see: N. Hsieh, *The Responsibilities and Role of Business in Relation to Society: Back to Basics?*, "Business Ethics Quarterly" 2017, vol. 27, no. 2, pp. 293–314).

³ In such case we can actually talk about the existence of so-called psychological contract (see: G. Bains, *Empirical Evidence on Employer Branding and Its Impact on the Formation of Psychological Contract*, "The Journal of Indian Management & Strategy" 2015, vol. 20, no. 2, pp. 28–35) between the employer and the employees, which binds them into a community striving to achieve the same goals.

⁴ Even though still in many cases there is a conviction that it is possible to achieve success on the market by striving to reduce the costs, where usually dismissing employees is the first source of savings (see: W. Hussain, *Corporations, Profit Maximization and the Personal Sphere*, "Economics and Philosophy" 2012, vol. 28, no. 3, pp. 311–331).

⁵ It is only necessary to find a compromise, a solution making it possible to achieve both business and social goals (see: N. Hsieh, *The Social Contract Model of Corporate Purpose and Responsibility*, "Business Ethics Quarterly" 2015, vol. 25, no. 4, pp. 433–460; M. Porter, M. Kramer, *Creating Shared Value: The Link Between Competitive Advantage and Corporate Social Responsibility*, "Harvard Business Review" 2011, vol. 89, no. 1, pp. 62–77).

⁶ As other authors also correctly point out, the image of the employer is an image which determined business effects of a measurable character, including the profitability of conducted activity, leading to achieving a competitive advantage (see: K. Sehgak, N. Malati, *Employer Branding: A Potent Organizational Tool for Enhancing Competitive Advantage*, "The IUP Journal of Brand Management" 2013, vol. X, no. 1, pp. 51–65; D. Obradovic, D. Obradovic, *The Role Innovation on Strategic Orientations and Competitiveness of Enterprises*, "Ecoforum" 2016, vol. 5, no. 1, pp. 90–95).

⁷ Such relations can be observed not just in case of the elements of image, but also in case of brand components (see: C. Foster, K. Punjaisri, R. Cheng, *Exploring the Relationship Between Corporate, Internal and Employer Branding*, "Journal of Product & Brand Management" 2010, vol. 19, no. 6, pp. 401–409), where both the first and the second group of elements influence each other.

⁸ This concerns both the brand of a given organization as such and employer brand. It is worth pointing out here that employer brand and employer image are not synonyms, despite the fact that in literature they are often used as equivalents (see: F. Lievens, J.E. Slaughter, *Employer Image and Employer Branding: What We Know and What We Need to Know*, "Annual Review of Organizational Psychology and Organizational Behavior" 2016, vol. 3, pp. 407–440). However, they constitute two separate non-material assets which remain in a cause and effect relationship.

⁹ It is because they have to compete not just with each other (see: J. Chluska, W. Szczepaniak, *Nowe wyzwania zarządzania strategicznego w publicznych uczelniach ekonomicznych*, "Studia Ekonomiczne. Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach" 2016, nr 300, pp. 30–38), but also with foreign universities (T. Domański, *Internacjonalizacja polskich uczelni wyższych*, http://dspace.uni.lodz.pl:8080/xmlui/bitstream/handle/11089/22808/5B63%5D-80_Doma%C5%84ski_Internacjonalizacja-%20polskich.pdf?sequence=1&isAllowed=y (viewed: 07.07.2018)), without being appropriately prepared for that in terms of, for example, financial capacity.

¹⁰ Currently works on the latest legislative solutions are in progress. They are called the Constitution for Science (<http://konstytucjadlanauki.gov.pl/pobierz-projekt>, (viewed: 07.07.2018). The regulations are supposed to replace the currently binding four acts concerning higher education.

¹¹ Another thing that is not subject to analyses is what discourages, or even repels employee candidates. If the issues concerning what attracts young potential employees are investigated, these surveys concern almost solely companies as future employers (it was among others: E. Alniacik, U. Alniacik, *Identifying Dimensions of Attractiveness in Employer Branding: Effects of Age, Gender, and Current Employment Status*, "Procedia-Social and Behavioral Sciences" 2012, vol. 58, pp. 1336–1343; B.J. Arachchige, A. Robertson, *Business Student Perceptions of a Preferred Employer: A Study Identifying Determinants of Employer Branding*, "The IUP Journal of Brand Management" 2011, vol. 8, no. 3, pp. 25–46; I. Bakanauskiene, R. Bendaravièiene, L. Barkauske, *Features of Employer Attractiveness on Lithuanian Business Organizations: Employees' Perceptions*, "Management of Organizations: Systematic Research" 2017, vol. 77, iss. 1, pp. 7–23; G. Van Hove, T. Bas, S. Cromheecke, F. Lievens, *The Instrumental and Symbolic Dimensions of Organizations' Image as an Employer: A Large-scale Field Study on Employer Branding in Turkey*, "Applied Psychology" 2013, vol. 62, no. 4, pp. 543–557 who deal with the issue) and

not universities. Moreover, these research projects focused only on the brand and not the image of the employer, which definitely can't be treated as the same thing, as has already been mentioned.

¹² The first edition of the survey was conducted in H1 2016. It was preceded by non-structured interviews with 50 people.

¹³ A non-random choice of the sample was applied.

¹⁴ See: H. Abdi, L.J. Williams, Principal component analysis, "Wiley Interdisciplinary Reviews: Computational Statistics" 2010, vol. 2, iss. 4, pp. 433–459; M. Sztemberg-Lewandowska, Analiza czynnikowa w badaniach marketingowych, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu, Wrocław 2008, p. 29.

¹⁵ <http://www.statystyka.az.pl/test-anova-kruskala-wallisa.php> (viewed: 10.04.2018); http://www.statystyka.pl/t4997_1_test_rangowy_kruskala-wallisa.php (viewed: 10.04.2018).

¹⁶ KMO (Kaiser-Mayer-Olkin) test serves the purpose of checking to what extent the surveyed sample satisfies the expectations of factor analysis, it should amount to at least 0,5 (see: M. Sztemberg-Lewandowska, Analiza czynnikowa w badaniach marketingowych, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu, Wrocław 2008, p. 33–34). Here its value for the whole group of respondents is 0,794; for women it is 0,783 and for men it is 0.522. Thus, the conditions for carrying out a factor analysis have been satisfied.

Bibliography

1. Abdi, H., Williams, L.J. (2010). Principal component analysis. Wiley Interdisciplinary Reviews: Computational Statistics, vol. 2, iss. 4, pp. 433–459.
2. Alniacik, E., Alniacik, U. (2012). Identifying Dimensions of Attractiveness in Employer Branding: Effects of Age, Gender, and Current Employment Status. Procedia-Social and Behavioral Sciences, vol. 58, pp. 1336–1343.
3. Arachchige, B.J., Robertson, A. (2011). Business Student Perceptions of a Preferred Employer: A Study Identifying Determinants of Employer Branding. The IUP Journal of Brand Management, vol. 8, no. 3, pp. 25–46.
4. Bains, G. (2015). Empirical Evidence on Employer Branding and Its Impact on the Formation of Psychological Contract. The Journal of Indian Management & Strategy, vol. 20, no. 2, pp. 28–35.
5. Bakanauskiene, I., Bendaravičiene, R., Barkauske, L. (2017). Features of Employer Attractiveness on Lithuanian Business Organizations: Employees' Perceptions. Management of Organizations: Systematic Research, vol. 77, iss. 1, pp. 7–23.
6. Chluska J., Szczepaniak W., Nowe wyzwania zarządzania strategicznego w publicznych uczelniach ekonomicznych, „Studia Ekonomiczne. Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach” 2016, nr 300, pp. 30–38.
7. Domański, T. Internacjonalizacja polskich uczelni wyższych, http://dspace.uni.lodz.pl:8080/xmlui/bitstream/handle/11089/22808/%5B63%5D-80_Doma%C5%84ski_Internacjonalizacja%20polskich.pdf?sequence=1&isAllowed=y (viewed: 07.07.2018).
8. Foster, C., Punjaisri, K., Cheng, R. (2010). Exploring the Relationship Between Corporate, Internal and Employer Branding. Journal of Product & Brand Management, vol. 19, no. 6, pp. 401–409.
9. Hsieh, N. (2017). The Responsibilities and Role of Business in Relation to Society: Back to Basics? Business Ethics Quarterly, vol. 27, no. 2, pp. 293–314.

10. Hsieh, N. (2015). The Social Contract Model of Corporate Purpose and Responsibility. *Business Ethics Quarterly*, vol. 25, no. 4, pp. 433–460.
11. <http://konstytucjadlanauki.gov.pl/pobierz-projekt>, (dostęp: 07.07.2018).
12. http://www.statystycy.pl/t4997_1_test_rangowy_kruskala-wallisa.php, (viewed: 10.04.2018).
13. <http://www.statystyka.az.pl/test-anova-kruskala-wallisa.php>, (dostęp: 10.04.2018).
14. Hussain, W. (2012). Corporations, Profit Maximization and the Personal Sphere., *Economics and Philosophy*, vol. 28, no. 3, pp. 311–331.
15. Lievens, F., Slaughter, J.E. (2016). Employer Image and Employer Branding: What We Know and What We Need to Know. *Annual Review of Organizational Psychology and Organizational Behavior*, vol. 3, pp. 407–440.
16. Moroko, L., Uncles, M.D. (2008). Characteristics of successful employer brands. *Journal of Brand Management*, vol. 16, no. 3, pp. 160–175.
17. Obradovic, D., Obradovic, D. (2016). The Role Innovation on Strategic Orientations and Competitiveness of Enterprises. *Ecoforum*, vol. 5, no. 1, pp. 90–95.
18. Porter, M., Kramer, M. (2011). Creating Shared Value: The Link Between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review*, vol. 89, no. 1/2, pp. 62–77.
19. Sehgak, K., Malati, N. (2013). Employer Branding: A Potent Organizational Tool for Enhancing Competitive Advantage. *The IUP Journal of Brand Management*, vol. X, no. 1, pp. 51–65.
20. Sztemberg-Lewandowska, M. (2008). *Analiza czynnikowa w badaniach marketingowych*. Wrocław: Wydawnictwo Uniwersytetu Ekonomicznego, s. 29.
21. Van Hoyer, G., Bas, T., Cromheecke, S., Lievens, F. (2013). The Instrumental and Symbolic Dimensions of Organisations' Image as an Employer: A Large-scale Field Study on Employer Branding in Turkey. *Applied Psychology*, vol. 62, no. 4, pp. 543–557.

Professor Agnieszka Izabela Baruk, Łódź University of Technology, Poland — lecturer at Lodz University of Technology, Faculty of Management and Production Engineering, Department of Management Systems and Innovation. Her publications comprise 434 peer-reviewed positions including 14 books about transaction and personal marketing and their mutual interdependencies.

Anna Goliszek, PhD., University of Life Sciences in Lublin, Poland — sociologist, lecturer in the Management Department at the University of Life Sciences in Lublin. Graduate of the Faculty of Social Sciences of the John Paul II Catholic University of Lublin. He earned his doctoral degree from the Faculty of Philosophy and Sociology of the Maria Curie Skłodowska University in Lublin. His major scientific interests include organisational and management sociology, with a particular focus on the problem of organisational culture, business communication, inventics and social psychology.

