

UNIVERSITY OF LJUBLJANA
SCHOOL OF ECONOMICS AND BUSINESS

MASTER'S THESIS

**THE ATTITUDES TOWARDS CAREER CHOICES OF ECONOMICS
STUDENTS IN SERBIA AND SLOVENIA**

Ljubljana, October 2019

ZORAN PEŠIĆ

AUTHORSHIP STATEMENT

The undersigned Zoran Pešić, a student at the University of Ljubljana, School of Economics and Business, (hereafter: SEB LU), author of this written final work of studies with the title “The attitudes towards career choices of economic students in Serbia and Slovenia”, prepared under supervision of doc. dr. Tamara Pavasović Trošt,

DECLARE

1. this written final work of studies to be based on the results of my own research;
2. the printed form of this written final work of studies to be identical to its electronic form;
3. the text of this written final work of studies to be language-edited and technically in adherence with the SEB LU's Technical Guidelines for Written Works, which means that I cited and / or quoted works and opinions of other authors in this written final work of studies in accordance with the SEB LU's Technical Guidelines for Written Works;
4. to be aware of the fact that plagiarism (in written or graphical form) is a criminal offence and can be prosecuted in accordance with the Criminal Code of the Republic of Slovenia;
5. to be aware of the consequences a proven plagiarism charge based on the this written final work could have for my status at the SEB LU in accordance with the relevant SEB LU Rules;
6. to have obtained all the necessary permits to use the data and works of other authors which are (in written or graphical form) referred to in this written final work of studies and to have clearly marked them;
7. to have acted in accordance with ethical principles during the preparation of this written final work of studies and to have, where necessary, obtained permission of the Ethics Committee;
8. my consent to use the electronic form of this written final work of studies for the detection of content similarity with other written works, using similarity detection software that is connected with the SEB LU Study Information System;
9. to transfer to the University of Ljubljana free of charge, non-exclusively, geographically and time-wise unlimited the right of saving this written final work of studies in the electronic form, the right of its reproduction, as well as the right of making this written final work of studies available to the public on the World Wide Web via the Repository of the University of Ljubljana;
10. my consent to publication of my personal data that are included in this written final work of studies and in this declaration, when this written final work of studies is published.

Ljubljana, _____
(Month in words / Day / Year)

Author's signature: _____

TABLE OF CONTENTS

INTRODUCTION	1
1 THEORETICAL FOUNDATIONS OF CAREER CHOICE.....	3
1.1 Career Choice.....	4
1.1.1 Social cognitive career theory	5
1.1.2 Factors influencing students' choice of a career	7
1.1.3 The effects of the career search process	9
1.2 Behaviour of economics students in the labour market	10
1.2.1 Students' employability	11
1.2.2 MNCs or SMEs?.....	12
1.2.3 Self-employment as a career choice	13
2 ANALYSIS OF ECONOMICS STUDENTS IN SERBIA AND SLOVENIA.....	14
2.1 Students in Serbia	15
2.1.1 Overview of education in Serbia	15
2.1.2 Statistical facts	16
2.2 Students in Slovenia.....	18
2.2.1 Overview of education in Slovenia	18
2.2.2 Statistical facts	19
2.3 Students in other countries	21
3 RESEARCH FRAMEWORK AND METHODOLOGY.....	22
3.1 Research Design	22
3.2 Methodology	23
3.2.1 Measures.....	24
3.2.2 Data collection.....	25
3.2.3 Data analysis methods	25
4 RESULTS.....	25
4.1 The demographic profile of the respondents.....	26
4.2 Descriptive analysis.....	30
5 DISCUSSION AND IMPLICATIONS	41
5.1 Theoretical implications	41

5.2 Practical implications	43
5.3 Limitations and future research.....	44
CONCLUSION.....	44
REFERENCE LIST	46
APPENDICES	53

LIST OF FIGURES

Figure 1: Hitchcock and Mabry’s process of occupational decision-making	5
Figure 2: Model of social cognitive influences on career choice behaviour.....	6
Figure 3: Cassidy and Wright’s figure of psychological distress pre-and post-graduation	10
Figure 4: Belfield’s graduate evaluation of the work environment by firm size	13
Figure 5: Phases of Serbian Higher Education.....	16
Figure 6: Enrollment of students in Serbia by cycle of studies.....	17
Figure 7: Ratio of enrolled students between faculties of economics in Serbia	18
Figure 8: Ratio of students enrolled to the economics fields of studies and other students	20
Figure 9: Ratio of enrolled students at SEB LU by academic year.....	21
Figure 10: Distribution of survey respondents by the size of place from where they are...	29
Figure 11: Distribution of survey respondents by the current level of studies	29
Figure 12: Distribution of survey respondents by region.....	30
Figure 13: The period of respondents' career choice.....	31
Figure 14: Respondents' preferences towards working in home country or abroad	34
Figure 15: Overview of organization types preferences compared between Serbian and Slovenian group (mean comparison)	35
Figure 16: Overview of job attributes in MNCs (5-point Likert scale)	36
Figure 17: Overview of job attributes in SMEs (5-point Likert scale)	36
Figure 18: Overview of job attributes in non-profit sector (5-point Likert scale)	37
Figure 19: Respondents' preferences towards job choice factors (5-point Likert scale, mean comparison)	38
Figure 20: Respondents' expectations to stay in first post-university job	39
Figure 21: Respondents' usage of students' service.....	40
Figure 22: Respondents' attendance of job fairs	40

LIST OF TABLES

Table 1: Fisher and Padmawidjaja's findings on parental influence on career development	8
Table 2: Overview of variables adapted from pre-existing surveys.....	24
Table 3: Average age of students Serbia and Slovenia	26
Table 4: Gender distribution of students in Serbia and Slovenia	26
Table 5: Nationalities of students Serbia and Slovenia	27
Table 6: Employment status of students Serbia and Slovenia.....	27
Table 7: Marital status of Serbian and Slovenian group	28
Table 8: Secondary education of Serbian group and Slovenian group	28
Table 9: Individual influences on students' career choice (5-point Likert scale).....	31
Table 10: Overview of career choice factors of Serbian students (5-point Likert scale)	32
Table 11: Overview of career choice factors of Slovenian group (5-point Likert scale)	33
Table 12: Summary of research questions.....	41

LIST OF APPENDICES

Appendix 1: Povzetek (Summary in Slovene language).....	1
Appendix 2: Glossary	3
Appendix 3: Serbian version of the survey	4
Appendix 4: Slovenian version of the survey.....	11

LIST OF ABBREVIATIONS

sl. – Slovene

ESD – (sl. Strategija razvoja izobraževanja); Strategy of Education Development

EU – (sl. Evropska unija); European Union

HR – (sl. Človeški viri); Human resources

MBA – (sl. Magisterij poslovnih ved); Master of Business and Administration

MNC – (sl. Večnacionalne korporacije); Multinational corporations

RZS – (sl. Republiški statistični urad); Republički zavod za statistiku

SME – (sl. Mala in srednje velika podjetja); Small and medium enterprises

SSCT – (sl. Socialno kognitivna teorija kariere); Social Cognitive Career Theory

INTRODUCTION

One of the biggest concerns of students is making a career choice after their studies. The job search process is important to every job seeker, but is especially important to students as they are dealing with the transition from school to work, when a successful transition can lead to positive consequences in their future careers (Bacci, Chiandotto, Di Francia & Ghiselli, 2008). Graduates mostly seek employment where they can apply skills and knowledge acquired during studies. The ultimate objective of the job search process is to obtain a job that matches student's financial and personal goals, that has both prompt and lasting career impact (Werbel, 2000).

One of the major theories regarding the subject of career choice is Social Cognitive Career Theory (hereinafter: SSCT). SSCT is a recently developed conceptual framework with the purpose to understand the processes how people create their vocational interests, make career choices and take actions towards achieving their occupational goals (Lent et al., 2002). The theory itself highlights the interplay between a variety of personal, behavioural and environmental variables (Lent, Lopez, Lopez & Sheu, 2008), that are supposed to enable people to practice personal agency in their career search (Lent et al., 2002). SSCT is composed of three significant social cognitive mechanics relevant to career development: self-efficacy beliefs, outcome expectations, and goal representations. Self-efficacy refers to people's beliefs in their abilities to succeed as they are seen as the most central and spread mechanism of personal agency. Outcome expectations involve the imagined consequences of doing certain actions. Last, goals help people to organize and guide their actions over long periods of time (Lent, Brown & Hackett, 1994).

The question of which factors influence the career choice process has already been extensively researched. In his study, Kniveton (2004) found that the school and the family can influence a young individual career choice in a direct or indirect way. School teachers can identify abilities of students and motivate them to take actions, to enrol to a certain subject or to take part in a work experience. On the other hand, parents have a very strong influence on their children as they can provide support for certain career choices, which frequently follow their own (Kniveton, 2004). However, the effect of parents on student career choices varies across international settings. A South African study of factors influencing students' career choice, for instance, found that mothers have stronger influences on their children compared to fathers, and that children often have similar occupational interests as their mother's chosen profession (Shumba & Naong, 2012). On the contrary, Agarwala (2008) found that management students in India were more influenced by their father, which is explained with the context of a largely patriarchal society. However, even within the same culture, students differ in the extent to which parents affect their career choices. In the Indian study discussed previously, the author distinguished two groups of students, individuals and collectivists. Collectivists were likely to be influenced by fathers, as they value support from others, suggesting a positive relationship between collectivism

and family relatedness. Individuals, on the other hand, recognized autonomy, individual advantage, career progression and individual financial security as more valuable, which is why they might not consider the involvement of others, particularly family, beneficial in their choice of career (Agarwala, 2008).

Research has also examined the effects of the job search itself. While the ultimate goal of finding a job is important, the job search process itself is important, as it can influence individual's mental well-being (Kreemers, van Hooft & van Vianen, 2018). In terms of the effects of career choice process, psychological distress is recognized as one of the most usual effects. Distress in adolescent age can cause low mood, anxiety, neuroticism, depression and psychiatric conditions, and can worsen the chances for finding long-term employment (Egan, Daly & Delaney, 2016). Young job seekers are different from unemployed adults, as they feel less pressure and have less financial expectations, however, unemployment does damage to young people as they can "desocialise" or it can create a "culture of unemployment" which could leave serious long-term consequences on their choice to pursue a career (Hannan, Ó Riain & Whelan, 1997). As described by Schaufeli and VanYperen (1992), well-educated individuals may experience more stress and pressure since they will feel a sharper decline in their social status after they lose their jobs, in that context graduates have better chance to acquire their identity from their work compared to others. On the other hand, in the case of a negative job search, students sense of self-compassion can help them to better cope with lack of job search progress and lead to positive effects on their mental health (Kreemers, van Hooft & van Vianen, 2018).

While there is extensive research on career choices of students in the USA and in many other countries, there are very few studies that examine the career choices of students in Slovenia and Serbia, and among economics students specifically. Therefore, the **purpose** of this thesis is to identify attitudes of economics students in Serbia and Slovenia towards the labour market, and to examine whether factors that influence their career choice differ across the mentioned groups of students. Hopefully, these insights will help recruiters in their understanding of economics students' needs and how they can offer employment packages that will better suit student requirements, as well as universities to understand what kinds of jobs their students are hoping to find after their studies.

The goals of this thesis are:

- to analyze the factors that drive economics students' choice of career in Serbia and Slovenia,
- to discover students' preferences towards working in multinational corporations (hereinafter: MNCs), small and medium enterprises (hereinafter: SMEs), or the non-profit sector, as well as whether they prefer working in their home country or to go abroad,

- to examine whether there is a significant difference in the behaviour and influencing factors of economics students studying in Serbia and economics students studying in Slovenia in the matter of career choice,
- to compare the behavior and influencing factors of career choice of students in Serbia and Slovenia with results obtained in other researches in other countries in the world.

The thesis answered to the following research questions:

RQ1: What are the factors that influence the career choices of economics students?

RQ2: Do career choice factors differ between economics students in Serbia and Slovenia?

RQ3: What kind of companies do students prefer to work in after graduation: multinational companies, in small-medium sized enterprises, or in the non-profit sector?

RQ4: Do students prefer to work in their home country or to go abroad?

RQ5: What are the primary determinants for economics students' career choices in Serbia and Slovenia?

I collected empirical data using an online questionnaire. The research was conducted on a convenience sample of 235 economics students in Serbia and Slovenia, collected through the Ika platform. The sampling frame included economics students in Serbia and Slovenia studying at state owned universities. The questionnaire has two versions, one in Serbian language, meant for economics students in Serbia, and another one in Slovenian, meant for economics students in Slovenia.

The thesis first explains the concept of career choice in theoretical part of the research. Based on secondary data, it examines the model of social cognitive career theory, the effects of the career search process, factors that influence students' career choice and discusses students' behaviour in the labour market. The second chapter presents the statistical data of economics students in Serbia and Slovenia. The third chapter describes the research framework and methodology of the thesis, while the results of the research are presented in the analysis and results sections in the fourth chapter. This is finally followed by a discussion which provides theoretical and practical implications of the research.

1 THEORETICAL FOUNDATIONS OF CAREER CHOICE

More than 100 years ago, Parsons (1909) wrote about career choices. In his words, there are three major sets of factors that students need in order to choose a career successfully: : (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in

different lines of work; (3) true reasoning on the relations of these two groups of facts” (Parsons, 1909, p. 80).

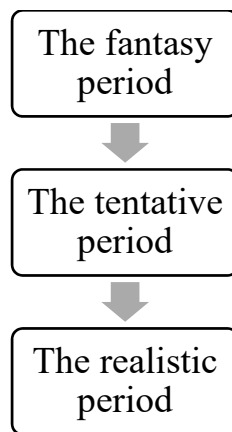
Parsons (1909) also proposed the concept of person-job fit, and since then, other researchers have tried to identify how choices are made and the optimal way to make them (Duffy & Sedlacek, 2007). Career planning and choice is no longer a question of choosing a single field of work and one employer. With today’s rapid technological changes and evolving organizational structures, the nature of career choice process is permanently changed. Traditional career paths and career management are no longer exist and individuals now have greater scope of career self-management abilities (Russell, 2001).

In this research, the terms career, vocational and occupational choice are used as synonyms to describe student’s choice of a profession. This implicates that choice of career is not a choice of a single job but a choice of profession as the result of student’s studies and other trainings. In other words, I researched students’ career choice process of becoming an auditor, manager, accountant, banker or something else.

1.1 Career Choice

Career choice has been studied extensively and remain an important topic for research and practice. Nearly fifty years ago, Hitchcock and Mabry (1971) described occupational choice as a process that is largely irreversible, and compromise is an essential aspect of it. The process begin at the birth of individual and it may last until death, for some researchers the starting point of examination is about the age of eleven when a young person for the first time recognize what he would eventually like to choose as his future work (Hitchcock & Mabry, 1971). Furthermore, they found that the process of occupational choice is composed of three periods: fantasy choices, tentative choices and realistic choices (Hitchcock & Mabry, 1971). The fantasy period lasts until the age of eleven, during this period the child believes he can choose whatever profession he wants. The tentative period, exists between the age of 11 and 17, is based on subjective factors as interests, capacities and values. The choices made in this stage are considered as tentative because they lack the reality factors. They are able to include them when they are 17 years old, that is the time of realistic stage where individuals are able to make a balance between values, capacities and interests on the one side and opportunities and limitation of the labour market on the other side (Hitchcock & Mabry, 1971). The process has two deviations, the first one is when a 17-years old makes his decisions without checking his capacities and values previously, as would the typical 11-years old do. The second one is when a person is not able to set his choice and this is not when a choice is delayed, it is when he is unable to make a choice due to pathological passivity or some other reason (Hitchcock & Mabry, 1971). The process of occupational decision-making of Hitchcock and Mabry (1971) is presented in Figure 1.

Figure 1: Hitchcock and Mabry's process of occupational decision-making



Source: Hitchcock and Mabry (1971).

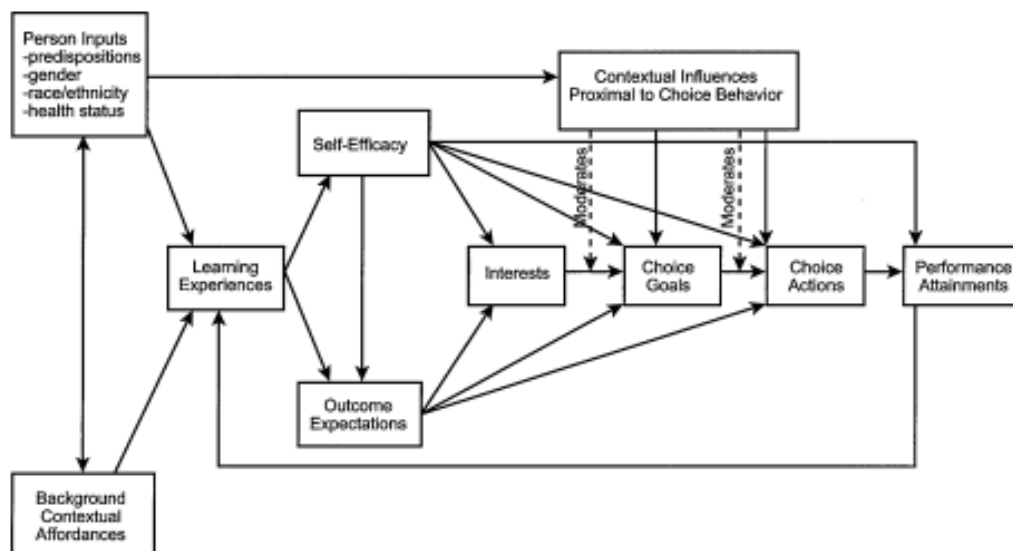
The career choice process can be explained from different approaches and perspectives. Some authors may investigate the psychological characteristics of people and the process of motivation that guide their career choice where the economic and social structure are treated as given (Blau, Gustad, Jessor, Parnes & Wilcock, 1956). For example, Hackett and Betz (1995) argued self-efficacy as a strong influencing factor in the career choices of male and female college students. For effective career decision making it is not only important development of skills but also confidence in individual's decision making abilities (Hackett & Betz, 1995). Moreover, there are studies based on exploration of the career choice through channel of economic factors, such as "the salary structure or the flow of workers on the labour market" (Blau, Gustad, Jessor, Parnes & Wilcock, 1956, p. 531). Other researchers are focused on the social structure, rather than the psychological factors, where they analyze the influence of parents on the children's choice of career (Blau, Gustad, Jessor, Parnes & Wilcock, 1956), the socioeconomic status of the family, the gender and race of the individuals (Brown, 2002).

1.1.1 Social cognitive career theory

By definition, social cognitive career theory is "a comprehensive conceptual framework for understanding vocational interest formation, career choice, and academic/career performance" (Schaub & Tokar, 2005, p. 305). As described by Lent, Lopez, Lopez and Sheu (2008), SSCT is focused on the processes through which individuals identify their career interests, form their vocational plans and perform them in the career search process. Those processes are influenced by the interplay of different behavioral, environmental and person variables. The main focus of SSCT is on the three personal-cognitive variables: self-efficacy, outcome expectations and goals (Lent & Brown, 2008). SSCT has examined how those variables influence, with interact of other aspects of the person, create the course of career development (Lent, Brown & Hackett, 2000) and helps people to exercise personal agency (Brown, 2002). Self-efficacy represents self-beliefs of particular performance

domains (Brown, 2002), an individual's judgment of his or her capacities (Lent, Brown & Hackett, 1994). It is a central mechanism of personal agency and it helps people to make career related choice (Lent, Brown & Hackett, 1994). Outcome expectations are beliefs about the consequences of performed action (Lent & Brown, 1996). They are gathered through learning experience and they are influenced by self-efficacy when it comes to the quality of performed action (Brown, 2002). However, when outcomes are not so tied to the quality of action, they can make an independent influence on motivation and behaviour (Lent, Brown & Hackett, 1994). Goals are central subject of the most career choice and decision-making theories (Lent & Brown, 1996). They can be defined as the determinants of a particular action, they are also the most important mechanism of self-empowerment, by setting them people organize, sustain and guide their own behaviour (Brown, 2002). Career goals can be described as vocational choice or daydreams when they are assessed remotely and not based on real circumstances, and as justified plans and decisions when they involve determination and require commitment (Lent & Brown, 2008). Model of social cognitive influences is presented in Figure 2.

Figure 2: Model of social cognitive influences on career choice behaviour



Adapted from Lent, Brown and Hackett (2000).

SSCT has three career development models: interest, choice and performance (Lent, Brown & Hackett, 1994). The interest development model is related to previously mentioned social cognitive mechanism of self-efficacy beliefs and outcome expectations. People express interest in certain occupations only if they think they can perform well in them and if, at the same time, that will lead to expected outcomes (Brown, 2002). They also pursue academic education according to those interests (Brown, 2002). Second, model of career choice is closely related to model of interest, that means people will choose a vocation in which they are interested. However, career choice can be influenced by other person variables, for

example, people will compromise their career choice if they perceive that their environment is not supportive or they encounter entrance barriers to careers in which they are most interested (Brown, 2002). Last, performance model is affected by all three mechanisms: self-efficacy, outcome expectations and goals. Self-efficacy plays the most significant role in this model. When a person has low level self-efficacy beliefs that can cause underestimate of his or her capabilities and lead to occupational or academic failure (Brown, 2002).

Lent and Brown (2008) introduced a fourth model, model of work satisfaction is a sum of seven sets of variables (work satisfaction, overall life satisfaction, personality and affective traits, goal-directed activity, self-efficacy, work conditions and outcomes, and goal- and efficacy-relevant environmental supports and obstacles) and it is concentrate on environmental factors that encourage or obstruct a person's work goals.

1.1.2 Factors influencing students' choice of a career

Students usually face a dilemma in choosing a career. In the most cases, career choice represents a nightmare for students as it determinants if they will enjoy or hate their career in future (Shumba & Naong, 2012). At the same time, their choice is likely to be influenced by different factors, with particularly regards to personal and cultural values, family background and career expectations (Agarwala, 2008). As described by Kniveton (2004), a young person can be influenced by both the school and the family in direct or indirect way. Working with students, teachers can discover their attitudes and capabilities and encourage them to take specific subject or to seek for practical knowledge and in that way take part in work experience. On the other hand, parents have a strong influence on their children, they can provide support for certain career choice that usually follows their own (Kniveton, 2004). That is in correlation with research of parental influence on career development of Fisher and Padmawidjaja (1999). They found that students were encourage to take steps in career choice by availability of their parents. Parents with greater availability were always accessible and ready to talk and listen to their children plans. Students also confirmed that guidance and advices provided by parents about life and goals impacted their career choices (Fisher & Padmawidjaja, 1999). But not only influences of mother and family are important, family variables are influential as well. Socioeconomic status and parental accomplishment can guide a young person career choice in terms of their aspirations (Whiston & Keller, 2004). Findings of Fisher and Padmawidjaja are presented in Table 1.

Table 1: Fisher and Padmawidjaja's findings on parental influence on career development

Thematic Category/ Subcategory	%	Selected Quotes
Encouragement:		
Availability	65	"My parents were usually available to talk and listen to my plans."
Guidance and Advice	50	"I now realize that the advice and guidance my parents provided about life and goals actually paid off"
Acceptance	35	"They were always supportive of my career plans ."
Autonomy	20	"I appreciate them for leaving my career choice up to me."
Educational Expectations	100	"My parents made school a top priority. They placed a huge emphasis on education because they wanted me to have achievements for myself and my race."
Critical Life Events	40	"When my dad was put on trial, I became very interested in a law career, to be helpful when others faced issues like this."
Vicarious Learning	50	"Ever since I can remember, I watched my Dad start his own businesses. He enjoyed being his own boss. I decided at a early age to follow his path and become an entrepreneur."

Source: Fisher and Padmawidjaja (1999).

Regarding the differences between the parents, Kniveton (2004) has found that mothers have greater influence on their children than fathers. That is in agreement with Shumba and Naong (2012) findings on factors influencing South African students' career choice. According to them, mothers tend to have more impact on children's career aspiration, which is caused by mothers' support that eases the children's apprehensions about careers. On the other side, Agarwala (2008) found that Indian Master and Business Administration (hereinafter: MBA) students are tend to be more influenced by fathers, this may be understood in the context of Indian society which is largely patriarchal. Within the same research students differ in the degree to which they are influenced by parents. They are divided into two groups, collectivist and individualist. Students who comprehend more individualist values are less influenced by fathers than collectivists. Individualists were looking for individual advantage and autonomy, they placed more value on extrinsic factors such as money and social prestige (Agarwala, 2008). Collectivists were more team players, they subordinate own ambitions to group ambitions and they were high on values such as cooperation and harmony. Collectivists appreciate support from others, particularly family while individualistic students do not value participation of others in major decisions such as career choice (Agarwala, 2008).

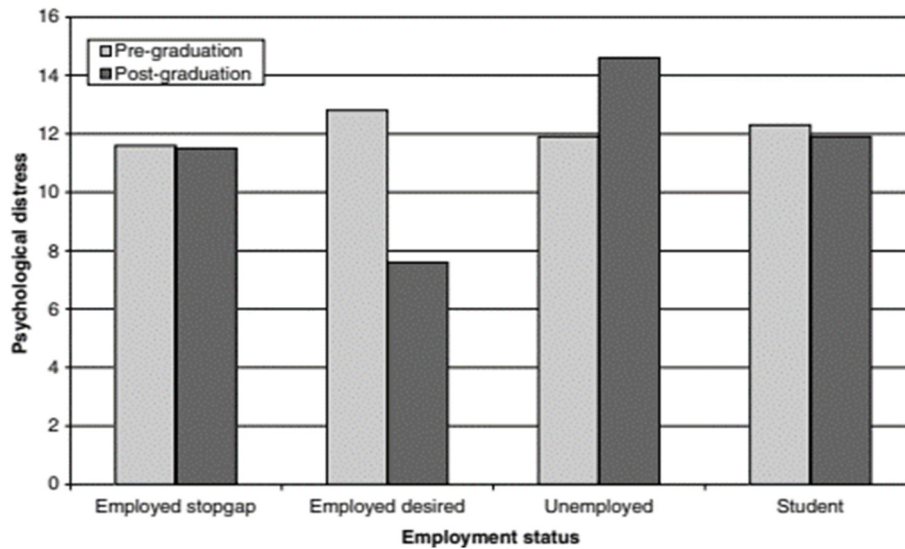
Some authors researched influencing factors of career choice of students through the perspective of their race. Daire, LaMothe and Fuller (2007) compared Black/African American students with White ones. They identified that income and future status have a greater influence on Black students' occupational choice than on White college students. White students were more influenced by completion of high school and college attendance. On the other note, Tang, Fouad and Smith (1999) researched influences on Asian American students in their choice of career using Social cognitive career theory. Self-efficacy variable was estimated as significant factor on career choice of Asian American students. They more tend to choose career they feel confident in then to risk. Besides the family, Asian American students are influenced by the older successful colleagues, this may encourage them to pursuit career in more traditional fields (Tang, Fouad & Smith, 1999).

1.1.3 The effects of the career search process

There is a great amount of researches on the subject of career search. However, very few have examined the effects of the career search process (Saks & Ashforth, 1999). Unemployed individuals are more exposed to psychological distress than employed persons, that can adversely influence their probability for re-employment or decrease the individual's motivation and will for finding a job (Reneflot & Evensen, 2014). As described by Saks and Ashforth (2000), stress and frustration that job seekers feel regarding their unsuccessful job search, can lead to avoidance, helplessness and withdrawal. Young adults are particularly at risk in the labour market as they lack work experience (Reneflot & Evensen, 2014). They are in danger to not accumulated the skills gained during studies and in long period that can lead to skills deterioration (Reneflot & Evensen, 2014).

Cassidy and Wright (2008) researched the effects of career search of graduates. They conducted two questionnaire on the same group of students pre and after graduation. The results have shown a significant increase in psychological distress of students that were still unemployed and decrease of distress for those who were employed (Cassidy & Wright, 2008). As it can be seen in Figure 3, unemployed students showed a big drop in achievement motivation and optimism over time (Cassidy & Wright, 2008). On the contrary, Saks and Ashforth (2000) researched has shown that graduates who did not find employment after graduation indicated an increase in active job-search behavior, job search intensity and lower job-search anxiety. More important, neither of self-esteem nor self-efficacy in the function of job-search behavior were decreased. They also found an increase in active job-search which had a consequence in more job interviews and further on in more job offers (Saks & Ashforth, 2000).

Figure 3: Cassidy and Wright's figure of psychological distress pre-and post-graduation



Adapted from Cassidy and Wright (2008).

In their study, Crossley and Stanton (2005) identified two types of affects that lead to the effects of unsuccessful career search. One type is a trait form of negative affect: traits are described as constant patterns of functioning across a different situations. The second type is a state form of negative affect: this type is described as short-term and continuous way of thinking. Traits represent feelings of pessimism and discomfort and states are depression, anxiety and stress (Crossley & Stanton, 2005). Research outcomes have shown that negative affects can have a dual function in the job search process. In some circumstances they can prevent job search success by reducing motivation and search intensity, and under other conditions support re-employment by influencing job seekers to reduce their employment expectations (Crossley & Stanton, 2005).

1.2 Behaviour of economics students in the labour market

In recent years, most European countries noted a rise of students' participation in the labour market. The best example of this is the so-called the Dutch miracle. According to Hofman and Steijn (2003), the number of students in the Dutch labour market has increased from 12,000 in 1981 to 164,700 in 1997 or translated into rates, from 3.7% to 37.1%. That is partly to the changes of the students grants system as a part of government cuts. Since the financial support of government was decreased, that pushed students into the labour market because the grant alone was not enough to depend on (Hofman & Steijn, 2003). The other part is higher flexibility of the market, employers started to offer more flexible working arrangements to students (van der Meer & Wielers, 2001). Although, the most of student employment is placed in marginal, low paid jobs (Lucas, 1997), there is a significant number of full-time jobs (van der Meer & Wielers, 2001).

1.2.1 Students' employability

The world of work and the work requirements have changed drastically in last decades. As a result, young individuals confront many challenges while entering the labour market. Some of them are unemployment, diminished job security or progressive changing technology (Potgieter, 2012). In order to be competitive on the market, students' needs to keep pace with these changes, to increase scope of skills and to endorse employability (Potgieter, 2012). They can no longer expect a "job for life", on the contrary employers are expecting from them to be more flexible and proactive in improving and handling their own employability (Tomlinson, 2007). Furthermore, there is a big gap between employers expectations and students workplace abilities. Business students often lack to meet expectations in "critical thinking, decision making, conflict resolution, leadership, and meta-cognitive skills" (Jackson, 2013, p. 271). According to Potgieter (2012), career meta-cognitive skills are related to psychological resources important for career development, students who possess them have higher levels of employability. These psychological skills contain capabilities like self-esteem, self-knowledge, career orientation awareness and sense of purpose (Potgieter, 2012).

There is a significant relationship between self-esteem and employability. Students with high self-esteem have a higher employability, they believe in themselves and they will take more actions in developing and managing their career (Potgieter, 2012). Consequently, they will have more career opportunities and higher chance to exploit them as they will be more proactive on the labour market (Potgieter, 2012). Yet, self-esteem is not sufficient, team working and communication are identified as a highly desirable too (Jackson, 2013). Many companies have workforce composed of people with different culture background, religion or nationality, so it is very important for individuals to possess team working skills in order to work efficiently and sensitively with others. Communication skills are valuable in every work, they stretches to verbal communication, providing and receiving feedback, involvement in meetings and making effective presentations (Jackson, 2013).

The type of studies also has influence on students employability. Business and Management graduates developed various range of employability skills according to Wilton (2008). These graduates have a stronger possibility to develop management, leadership and entrepreneurial abilities than graduates in other subjects. Additionally, MBA degree holders are likely to find a job with good employment package after graduation (Mihail & Antigoni Elefterie, 2006). MBA students were perceived as a trustful and capable employees by companies, therefore they gave them a large amount of freedom and responsibilities in order to improve their competitiveness and skills quality (Mihail & Antigoni Elefterie, 2006). The correlation between employability and studying abroad was also examined by researches. To increase employability students often choose to study abroad, that is a chance to acquire new competences that can be attractive to potential employers (Deakin, 2014). Mobile graduates consider themselves as more skilled compared to non-mobile graduates as they obtained more useful knowledge that is more suited to their educational achievement. They better

understand the international diversity of cultures and they are more proficient in foreign languages, which makes them more suitable to work with people from different backgrounds (Teichler & Jahr, 2001).

1.2.2 MNCs or SMEs?

In today's business world, employees represent the most significant asset of every company. They can also be a competitive advantage towards competition (Szamosi, 2006). Therefore, it is essential for companies to find ways how to attract the most talented students as they will represent the backbone of their future workforce. This is particularly true for small and medium sized enterprises because they are vital for the economic growth of countries (Canadian Centre of Science and, 2008). While SMEs are companies oriented to innovating and creating new jobs, large companies are not so flexible. Multinational corporations face obstacles for change such as short-term strategy, top management isolations, bureaucracy and many others (Ang Teo & Teng Fatt Poon, 1994). That is why SMEs are recognized as a crucial point for economic development of countries worldwide. Furthermore, Ang Teo and Teng Fatt Poon (1994) argued that for the growth of SMEs it is important that they hire enough number of employee with business and management experience and background.

According to Moy and Lee (2002), business graduates prefer more to work for MNCs than for SMEs. Students perceive long-term prospects as the most important attribute in job selection as that can bring them greater social status. The second one is pay because the most of them needs to pay back students loans (Moy & Lee, 2002). In addition to pay and job selection, marketability, working condition and fringe benefits are perceived as more advantageous in MNCs than in SMEs. That is in correlation with findings of Belfield (1999), he argued that there is a major gap between salaries in large and small companies. He concluded that the earnings in companies with 500 or more employees are 36% greater than in micro-enterprises (less than 25 people) and 26% bigger than in small sized firms. That is why graduates in the UK are more interesting in working for MNCs than SMEs, Moreover, the fringe benefits are also consider as higher in multi-national firms than in small and medium sized, the larger firm, the bigger the range of benefits (Belfield, 1999). This lead to conclusion that SMEs are in dangerous situation worldwide. This is confirmed by Ang Teo and Teng Fatt Poon (1994) in their research, as they found that business undergraduates in Singapore not only prefer MNCs rather than SMEs but they also prefer more to work in their own business than in SMEs.

On the other hand, SMEs have some advantages too. They are more favourable in providing bigger scope of responsibilities to their employees (Moy & Lee, 2002) and better working environment (Grubb Iii, Harris & MacKenzie, 2006). Since SMEs represents smaller teams of people, it is perceived by business students that the relationship with managers and supervisor are more tighter (Moy & Lee, 2002). At the same, they will be granted with more

duties because the firms have fewer employees (Moy & Lee, 2002). SMEs can compensate their lacks providing good working environment for students. The UK study of behavior of business graduates in the labour market has shown, that graduates evaluated workplace of smaller companies as more harmonious and employee friendly comparing to larger ones (Belfield, 1999). You can see that in Figure 4 where is presented Belfield's (1999) graduate evaluation of working environment by firm size: micro (<25), small (25–99), medium (100–499) and large (> 500). Also, graduates consider SMEs as companies with pleasant work climate so they may have higher job satisfaction working for them (Belfield, 1999).

Figure 4: Belfield's graduate evaluation of the work environment by firm size

% answering not at all	< 25 employees	25–99 employees	100–499 employees	> 500 employees
<i>Firm culture</i>				
1. Highly competitive	30	35	40	47
2. Cost-conscious	56	59	57	61
<i>Work routine</i>				
3. Closely supervised	8	9	6	9
4. Pressured	49	66	57	59
5a. Harmonious	34	21	22	17
5b. Employee friendly	49	40	36	29
6. Requires independent thought	82	78	72	71
<i>n</i>	356	475	385	1309

Adapted from Belfield (1999).

1.2.3 Self-employment as a career choice

Few events in the last decades renewed the interest in entrepreneurship in the world. Collapse of Soviet Union, high rates of unemployment in the 1990s, worldwide recession and opening of China have put entrepreneurship in the spotlight (Chye Koh, 1996). The main role in encouraging self-employment have universities as they can provide society with important knowledge and resources (Walter, Parboteeah & Walter, 2013). That is discussed in several studies where is shown that entrepreneurship learnings gained by students during studies will likely shape their ambitions to start own business in future (Wang, Xu, Zhang & Fang, 2017).

When trying to examine why some students are likely to choose self-employment versus working for a company, Douglas and Shepherd (2002) proposed that students with entrepreneurial intentions express three different attitudes: attitudes to work effort, attitudes to risk and attitudes to independence. The findings of their the study imply that students who are more risk-tolerant and independent are more likely to choose self-employment as a career option while the level of work effort required was found as unimportant. In order to be successful, self-employment oriented students need to have knowledge in management, finance and marketing (Pihie, 2009). While in terms of skills, entrepreneurs have more demanding activities where several competences appear as key: negotiating, working

independently, taking responsibilities and decisions, critical thinking and leadership (Martínez, Mora & Vila, 2007).

In their research, C. K. Wang and Wong (2004) found three background factors significant for self-employment intentions of students: family business experience, education level and gender. Students with family business background have more entrepreneurial interests than others. That is due to the parental role model, where self-employed parents will more likely influenced their children to follow up their own choice (Wang, Xu, Zhang & Fang, 2017). Study programs in entrepreneurship are influential as well, they provide students with knowledge how to calculate business risks and doing case studies can aware them what are pros and cons of starting their own business (Wang, Xu, Zhang & Fang, 2017). The gender factor has be examined in many past researches. Traditionally, entrepreneurship is consider as the domain of men but the rate of women is significantly increasing in Western countries (Wang, Xu, Zhang & Fang, 2017). One of the key reasons why women wants to become self-employed is the desire to balance between work and family, on the other side, men are attracted by intrinsic factors like autonomy (Walter, Parboteeah & Walter, 2013), authority and self-realization (Kolvereid, 1996). However, there are also some obstacle. Females can feel discriminated in an entrepreneurial community dominated by men giving women less space for incentives (Walter, Parboteeah & Walter, 2013) or they can be bind by the traditional social role (Wang, Xu, Zhang & Fang, 2017). Furthermore, current programs that promotes self-employment are not really adjusted to the needs of female entrepreneurs ((Walter, Parboteeah & Walter, 2013). That is why self-employment needs to be foster through different academic programs and other institutional strategies drawn according to needs of both genders.

2 ANALYSIS OF ECONOMICS STUDENTS IN SERBIA AND SLOVENIA

Economics studies are very important and they goes further of understanding the basic principles of supply and demand. The learning process of economics starts at an early age where students develop basic perceptions of economic world, later on, with help of teachers, students will gain knowledge on complex economic concepts (Wyk, 2012). It is indicated in numerous studies that number of students choosing economics as a major is declining over the past decades (Noble Calkins & Welki, 2006). That is explained with general decline in math and science proficiency, while there is a change in preferences to interdisciplinary majors (Noble Calkins & Welki, 2006). Another reason may be decline in number of students choosing studies in business, as is considered as the fact contributing to the decline of economics majors (Noble Calkins & Welki, 2006). That can be explained also with criticism towards economic profession after the crisis in 2008. It is perceived by the people outside of the economic profession that economists failed to anticipate the crisis and to provide suitable advices in solving it (Peterson, 2013). As a consequence, the crises highlighted the need for changes in economics educational system (Peterson, 2013).

Accordingly, academic community should develop programs that will encourage developing of critical, creative and practical thinking skills of students and secure a resources for them to incorporate different realms of ideas and experience (Peterson, 2013).

2.1 Students in Serbia

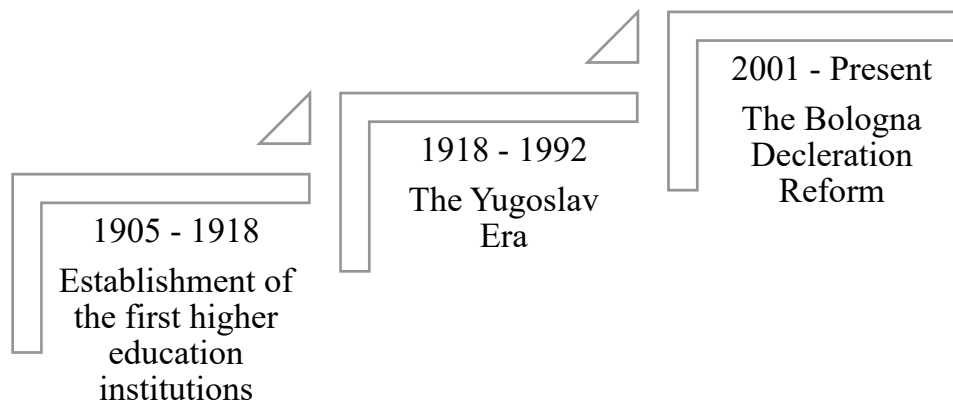
2.1.1 Overview of education in Serbia

University education in Serbia has a tradition since the begging of 20th century. With establishment of Faculty of Law in 1905, Belgrade University started to begin, including five faculties: Theology, Philosophy, Law, Medicine and Technical (Despotovic, 2011). Until the Second World War in Serbia existed 11 higher education institutions with an average of 10,000 students and 300 teachers (Despotovic, 2011). Although the Yugoslav educational system began to exist in 1918, it reached its peak after World War 2. That period is marked with significant progress on the field of education, the fight against illiteracy was on the top of priorities, many institutions were established and the number of professors increased significantly (HÖRner, DÖBert, Kopp & Mitter, 2007). However, there were some problems as well, curricula and courses were mostly prescribed and strictly controlled by the government and that led to narrow educational programmes in schools (HÖRner, DÖBert, Kopp & Mitter, 2007). Yugoslavia officially disintegrated in 1992 and five republics succeeded the former country. Although, there weren't any major changes after the breakup in '90s, Serbia done some changes in the educational system (Vukasovic, 2014). In that period Serbian Ministry of education implemented several legislative changes (1991, 1992 and 1998) (Vukasovic, 2014) and introduced private faculties and less ideologically influenced programmes (HÖRner, DÖBert, Kopp & Mitter, 2007). In overall, that period is marked with difficulties of educational authorities to perform qualitative and quantitate reforms (HÖRner, DÖBert, Kopp & Mitter, 2007).

The new era came in 2001 with higher education reform according to principles of the Bologna Declaration. The main goal of the new democratically elected government in 2000 was the modernization and reorganization of the school system (HÖRner, DÖBert, Kopp & Mitter, 2007). The foundation of the reform is "Strategy of Higher Education" adopted in 2002 by the Ministry of Education and Sport, the main force of the higher education transform (Despotovic, 2011). The new reform brought few things to the educational system of Serbia, a three-tier system of studies and the European Credit Transfer System, new educational programmes more closed to the labour market tendencies, students and teachers mobility (Despotovic, 2011), improvement of the quality of instruction and more autonomy for the professional staff working in education (HÖRner, DÖBert, Kopp & Mitter, 2007). The reform itself was prepared during 2000 and 2001. Teams composed of Serbian academics and experts from the OECD, UNICEF and the World Bank analyzed the Serbian educational system and later on proposed the changes (HÖRner, DÖBert, Kopp & Mitter, 2007). Apart from that, the funds were also provided by international organizations. Finally,

on 19 September 2003 in Berlin, Serbia officially joined the community of the signatories of the Bologna Declaration (Despotovic, 2011). This was the beginning of a European era of the Serbian education, however there were still many obstacles to bare. Figure 5 represents different phases of Serbian higher education.

Figure 5: Phases of Serbian Higher Education



Source: HÖRner, DÖBert, Kopp and Mitter (2007).

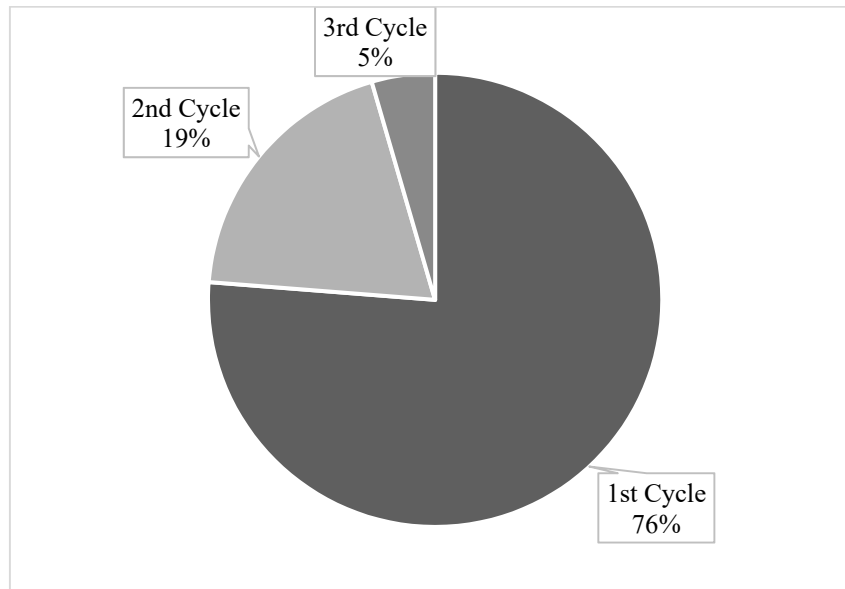
Nowadays, Serbia is in the process of preparing the Strategy of Education Development (hereinafter: ESD) to 2020+. The vision of ESD is to be an “umbrella” act over the Serbian education (Milutinović & Nikolić, 2014). ESD should cover all the changes, from preschool to higher education and it should bring educational system closer to other sectors. The concept itself, received well-deserved recognition over the past decades, it represent an idea where everyone will have opportunity to benefit from quality education and it covers all three pillars of sustainable development: society, environment and economy (Milutinović & Nikolić, 2014).

2.1.2 Statistical facts

As Serbian education is a part of the Bologna Declaration community, Serbia has the three cycle system in higher education. It is composed of state and private universities, among them the Belgrade university is the largest one. It is also the most internationally recognized as it is listed on 301–400 place on Shanghai ranking list of universities for 2018 (ShanghaiRanking Consultancy, 2018). Moreover, Belgrade university has better ranking than other universities in ex-Yu region, for example, University of Ljubljana is placed on 401–500 place while University of Zagreb is not on the list (ShanghaiRanking Consultancy, 2018). According to the latest publication of the Republic Bureau of Statistics of Serbia (hereinafter: RZS), Serbia has 256,172 students, where 111,301 or 43.45% are male and 144,871 or 56.55% are female students. In the first cycle of studies are enrolled 195,256 or 76.22% students, 49,280 or 19.24% are seeking degree in the second cycle and the rest of

4.5% are part of the third cycle studies (Republički zavod za statistiku, 2018). The enrollment by cycle of studies is visually described in Figure 6.

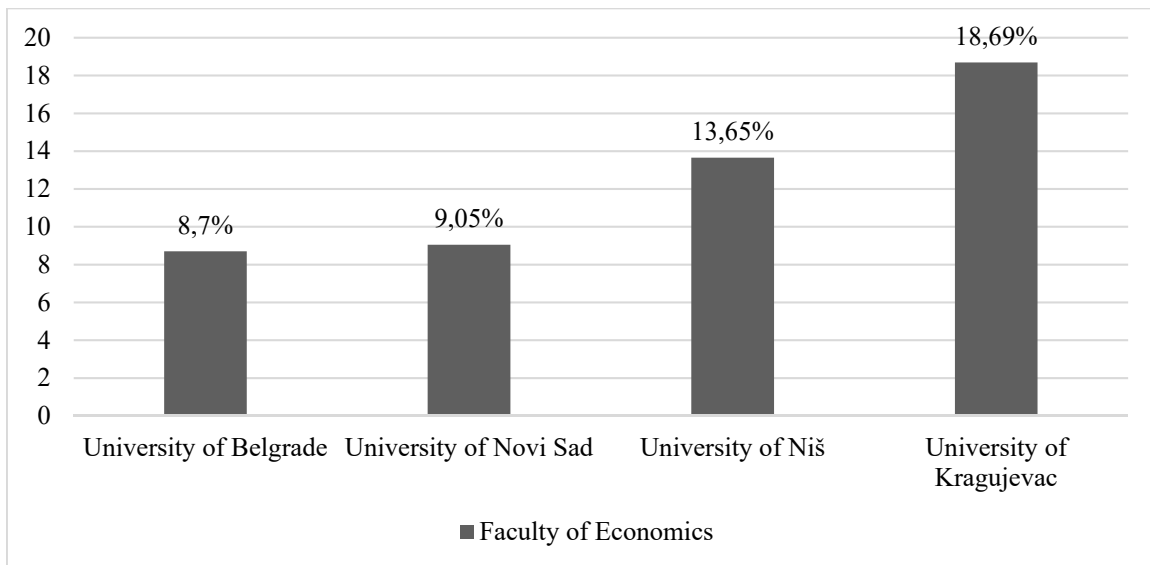
Figure 6: Enrollment of students in Serbia by cycle of studies



Source: Republički zavod za statistiku (2018).

By tradition, Faculty of Economics is very popular choice among Serbian students. As RZS has published, the University of Belgrade has 99,273 students and 8,634 are enrolled at the Faculty of Economics (Republički zavod za statistiku, 2018). This represents 8.7% of all students and is the second highest number of enrolled students after the Belgrade Faculty of Law. Similar situation can be found in other state universities in Serbia. Around 9% of students enrolled at the University of Novi Sad are studying at faculty of economics, in Niš 13.65% (2,816) are coming from the local economics faculty and the leader is the University of Kragujevac with 18.5% of economics students (Republički zavod za statistiku, 2018). In overall, Serbia has 186,460 students studying at state universities, and 9.74% or 18,166 are pursuing a degree in the economics field of studies in Serbia (Republički zavod za statistiku, 2018). The gender is ratio at Belgrade's economics faculty is highly on the female side, among 8,634 students, 69.37% of them are women (Republički zavod za statistiku, 2018). The similar situation can be observed on other faculties of economics. In Niš, 71.06% of students are females, the number is a little bit lower in Novi Sad, 68.24% of them are women while the economics faculty in Kragujevac is the leader with 76.11% female students (Republički zavod za statistiku, 2018). The ratio of economics students in Serbia is presented in Figure 7.

Figure 7: Ratio of enrolled students between faculties of economics in Serbia



Source: Republički zavod za statistiku (2018).

2.2 Students in Slovenia

2.2.1 Overview of education in Slovenia

Slovenia and Serbia shared the same educational system at one point in history. They were both part of Yugoslavia between 1918 and 1991. Before 1918 Slovenia was under German or Austrian rule and that is the time where first progress occurred on the field of education in the modern age. During the time of Maria Theresa and Joseph II the significant progress was made, the school became mandatory and a general education and common school were promoted (HÖRner, DÖBert, Kopp & Mitter, 2007). However, one of the turning points in the Slovene education was 1905 when the first grammar school was founded in Šentvid near Ljubljana (HÖRner, DÖBert, Kopp & Mitter, 2007). That came as a outcome of Slovenian fight in 18th century to speak Slovene language in public life and that was also a foundation of further development of Slovenian culture and education (HÖRner, DÖBert, Kopp & Mitter, 2007).

In the post-Yugoslav era, education in Slovenia went through many systematical changes. A significant educational reform occurred from 1993 to 1996 together with other important political changes in Slovenian society as the installment of a parliamentary democracy and multi-party system (Adams, King, Penner, Bandelj & Kanjuro-Mrčela, 2017). One of the reform consequences was “The Higher Education Act” introduced in December 1993 (Zgaga & Miklavič, 2011). The change brought in a vocational education system that offers better professional development for teachers together with new vocational school programs, but the most important, it brought a cultural shift that placed more value on knowledge (Adams,

King, Penner, Bandelj & Kanjuc-Mrčela, 2017). Private schools with particular religious or ideological background were allowed and parents had right to choose their children's way of education (HÖRner, DÖBert, Kopp & Mitter, 2007). In 2001 the Slovene Ministry of Education, Science and Sport, officially introduced "The Development of Education" act. With this publication, the objectives of the reform were preserved (HÖRner, DÖBert, Kopp & Mitter, 2007).

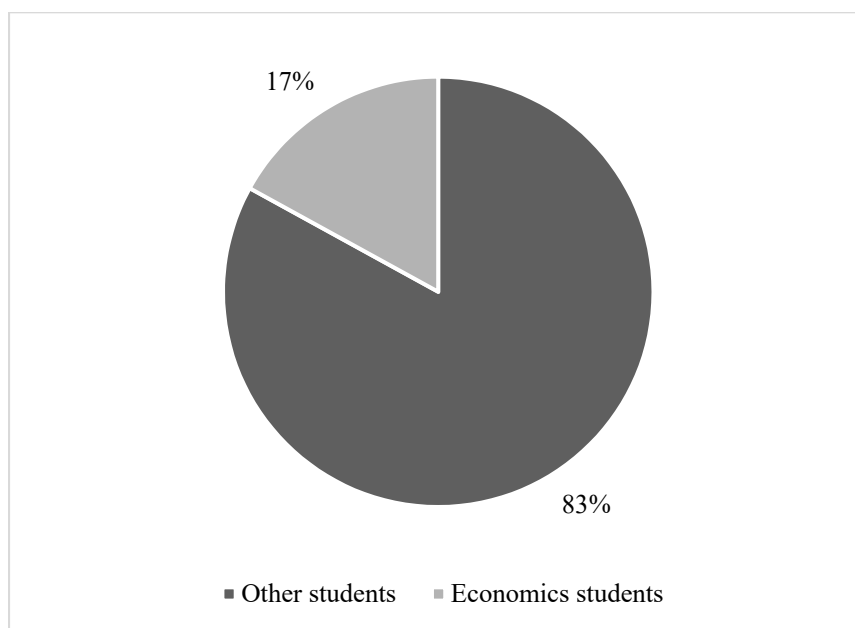
Later on, the conservative government came in power in 2006. Despite the resistance of the academic community, the new government introduced new amendments to the higher education legislation (Vukasovic, 2014). The changes brought increase of competences of the Council of Higher Education together with new quality assurance. The quality was increased through competition of domestic and new foreign institutions (Vukasovic, 2014). Furthermore, Slovenia introduced a Master Plan for higher education in 2011 where one of the goals is registration of the agency in The European Quality Assurance Register for Higher Education (Vukasovic, 2014).

2.2.2 Statistical facts

Slovenia has three state universities: University of Ljubljana, University of Maribor and University of Primorska, and several private universities and schools with business and economics faculties or programmes in their structure. Studies are provided in all cycles, as Slovene higher education is part of the Bologna Declaration signatories group. But not all schools provide three cycle education, for example, higher vocational schools only have bachelor studies.

As can be seen in Figure 8, Slovenia has 66,181 registered students at higher education institutions and 11,517 are attending lectures from Economics fields of science (Statistični Urad RS, 2018). The majority are female students with the number of 39,910 or 60.30% while the number of male students is 26,271 or 39.70% (Statistični Urad RS, 2018). In the first cycle of studies, 41,840 or 63.22% students are enrolled, 21,517 or 32.51% of them are part of the second cycle studies and the rest of 2,824 or 4.27% are registered at the third cycle (Statistični Urad RS, 2018).

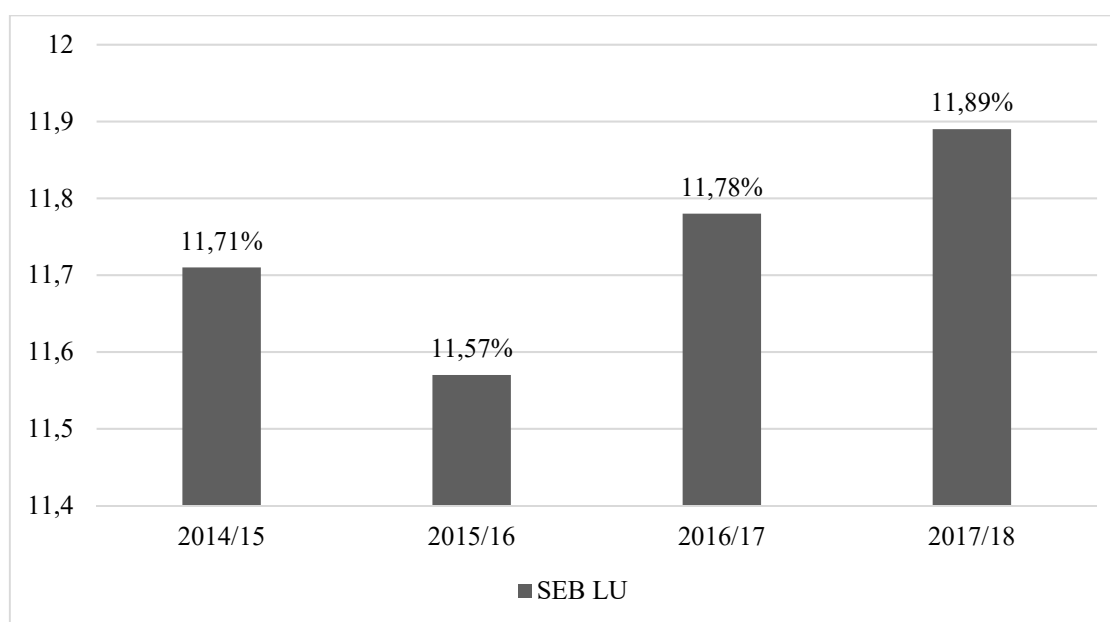
Figure 8: Ratio of students enrolled to the economics fields of studies and other students



Source: Statistični Urad RS (2018).

State universities are the most popular choice among scholars, around 86% of students are enrolled at one of the three state universities. Among them, University of Ljubljana is the biggest university by amount of students enrolled, it has 36,457 students. Like on Serbian universities, Faculty of Economics in Ljubljana is one of the most popular faculties but is also one of the most prestigious and internationally recognized as it has triple crown accreditation. SEB LU has 4,608 students and only more popular is Faculty of Philosophy by a single student (Univerza v Ljubljani, 2019). Regarding the gender, SEB LU has 2,073 or 44.99% male students and 2,535 or 55.01% female (Univerza v Ljubljani, 2019). As usual, the most of the students are enrolled to the first cycle of studies, 2,505 or 54.36% of them, then the second cycle with the number of 2,019 (43.82%) students and the third cycle has 84 (1.82%) students. Enrollment of students at SEB LU is constant in recent academic years. In academic year 2014/15, 5,026 students were enrolled, which is slightly higher comparing to 4,726 students registered in 2015/16 (Univerza v Ljubljani, 2019). The trend continued with academic year 2016/17 where 4,723 students chose SEB LU but the number decreased for a little in 2017/18 as 4,608 students were registered (Univerza v Ljubljani, 2019). To sum up, the ratio between students at SEB LU by academic year is presented in Figure 9.

Figure 9: Ratio of enrolled students at SEB LU by academic year



Source: Univerza v Ljubljani (2019).

2.3 Students in other countries

In last decades, it is registered a decrease of students choosing classical economics studies. The first evidence were reported in 1980s, when the number of economics students start to fall in the western world (Webber & Mearman, 2012). If we go further, we can see that in Australia the crisis occurred in 1990s and continued in next decades (Agnew, 2015). Although the number of students at universities increased between 2004 and 2010 by 29%, the number of students studying economics dropped by 2% (Agnew, 2015). The US is a bit different story because the trend is reversed in recent decade but the interest in studying economics remained low (Webber & Mearman, 2012). There are several reasons that may explain why this happened. According to Heijke, Ramaekers and Ris (2005), a need has arisen in the past few decades for students with knowledge in management. In this post-industrial economy with tough competition, organizations need students who can cope with the market that is constantly changing. That is why universities introduced various of business and management programmes and courses (Heijke, Ramaekers & Ris, 2005). With the time they became very popular among economics students. For example, while the number of economics students dropped by 2% in Australia, in the same period the number of business and management students rose 27% (Agnew, 2015). Moreover, in the UK between 1992 and 2004, the number of students attending business studies increased by 80% while the number of economics students declined by 51% (Agnew, 2015). This led to the conclusion that some students substituted business studies for economics. Even more, students are more interested now to pursue a career in corporate business than to work as economists, like in the case of Netherlands (Heijke, Ramaekers & Ris, 2005). That is why

researches made conclusion that is time for economists to revise the content of their courses (Agnew, 2015).

Modern economist are often criticized that economics studies are not applicable to the real world problems (Agnew, 2015). It is considered that economist failed to explain a broad-range of phenomena due to the methodological rigor and monist paradigmatic structure (Pühringer & Bäuerle, 2018). Also, they are acting as elitist and ignore the empirical findings from other social sciences (Pühringer & Bäuerle, 2018). The criticism particularly increased after the global financial crisis in 2008. In they work, Pühringer and Bäuerle (2018) provided several solutions to the crisis of economics world. Firstly, the economics curriculum should be more reality-oriented and encourage students to understand and develop their own perspective on today's ongoing economic processes. Secondly, economics education needs pluralism of theories and methods and courses in economic history. Lastly, economics studies should help students to become more thoughtful and involved citizens (Pühringer & Bäuerle, 2018).

3 RESEARCH FRAMEWORK AND METHODOLOGY

Attitudes of students in the career choice process is very popular topic in the research world, but very few researchers examined this process in Serbian and Slovenian students, and especially among economics students. Although there are some findings on career plans of students in Serbia and Slovenia, there is a lack of empirical data about factors influencing them and students' behavior on the labour marker. This research represents significant contribution to the human resources (hereinafter: HR) industry and it can help recruiters in better understandings of students' occupational needs.

This chapter consists of two parts: research design and methodology. In order to explain the purpose of the research, the research question and goals will be described first. Afterwards, in the methodological part, measures and methods for the process and analysis of collected data will be presented.

3.1 Research Design

The **purpose** of this thesis is to identify attitudes of economics students in Serbia and Slovenia towards the labour market and to examine whether factors that influence their career choice differ across the mentioned groups of students. Hopefully, these insights will help recruiters in their better understanding of economics students' needs and how they can offer employment packages that will better suit students' requirements, as well as universities to understand what kinds of jobs their students are hoping to find after their studies.

The target group of this research are economics students of state-owned universities in both countries. In Western countries' educational systems, classical economics course and business programs are taught at separate schools which is not the case of Slovenian and Serbian higher education. Due to the fact that business and management programs are taught at faculties of economics, students of these courses are also part of the research.

The goals of this thesis are:

- to analyse the factors that drive economics students' choice of career in Serbia and Slovenia,
- to discover students' preferences towards working in MNSs, SMEs or non-profit sector, as well as whether they prefer working in their home country or to go abroad,
- to examine whether there is a significant difference in the behaviour and influencing factors of economics students studying in Serbia and economics students studying in Slovenia in the matter of career choice,
- to compare the behaviour and influencing factors of career choice of students in Serbia and Slovenia with results obtained in other researches in other countries in the world.

The thesis firstly tries to answer the following research question: What are the factors that influence the career choices of economics students? Further on, the research focuses on whether there are any differences between career choice factors of students Serbia and Slovenia. Then, the thesis focuses on the particular question of students' behaviour in the labour market: *What kind of companies do students prefer to work in after graduation: multinational companies, in small and medium sized enterprises, or in the non-profit sector? Do students prefer to work in their home country or to go abroad? What are the primary determinants for economics students' career choices in Serbia and Slovenia?*

3.2 Methodology

The methodology of this thesis is based on primary and secondary data sources. The theoretical framework and concepts are based on data collected by a thorough review of statistics and research papers available at online databases of academic journals, literature, and statistical data. Primary data was used for the second, empirical part of this thesis and was collected using structured online questionnaire.

The online questionnaire represents the central part of this research. The surveys was organized via internet survey platform, and the link to it was sent to respondents via two social media channels. Firstly, via LinkedIn with direct message targeting economics students' profiles and secondly via social media platform Facebook, where I targeted specific Facebook groups that conform to targeting criteria. I invited the respondents to forward the link to the survey further on to their own suitable connections. The survey was organized in two versions, Serbian and Slovenian since the target audience were economics students from Serbia and Slovenia. There are few reasons why I used this research method. Firstly, my

target groups are familiar with technology and they are regular users of social media, therefore this way of reaching them will be most convenient. Second, sending the link directly to the right people through LinkedIn and posting it on social media in carefully chosen Facebook groups captured a suitable audience of respondents. Online questionnaires are also a quick method for reaching an appropriate number of respondents, particularly when someone is trying to cover broader geographical space, like two countries in my case.

3.2.1 Measures

At the beginning of the survey the participants were asked whether they are students at state faculties of economics. The introductory question separated economics students from others.

Further, specific question were asked with purpose to determine factors influencing career choice of economics students. Therefore, the students were asked who the most influenced their career choice, a question adapted from Agarwala (2008) and followed by a question about the importance of specific factors during the career choice process, which was adapted from Myburgh (2005). A 5-point Likert scale, ranging from 1 = “without any influence” to 5 = “crucial influence”, was used to measure both questions. Variables adapted from pre-existing surveys are shown in Table 2.

Table 2: Overview of variables adapted from pre-existing surveys

Measured variable	Source of variable	Year	New items added
Individual influences	Agarwala	2008	/
Factors influencing career choice	Agarwala Myburgh	2008 2005	/
Factors in MNCs, SMEs and non-profit sector	Ang Teo & Teng Fatt Poon	1994	2 items: Working environment, Scope of responsibilities
Personally important factors	Sugahara, Boland & Cilloni	2008	2 items: Maternity/Paternity leave, Health insurance

Source: Own work.

The central part of the survey were questions related to students' behaviour on the labour market. Respondents were asked if they prefer to work in home country or to go abroad and then to rank five types of work in different organizations and sectors, from 1 to 5. Next, the students were provided with set of three 5 Likert scale questions where they were asked to rate the favourableness of the same items in multinational companies, small and medium enterprises and non-profit sector adapted from Ang Teo and Teng Fatt Poon (1994). This part of specific related questions was concluded with questions like did they attend job fairs, did they have student job and how long they expect to stay at first job after graduation. The survey also included questions on demographics, such as gender, year of birth, education, employment and relationship status, region and how big is a city where they come from.

3.2.2 Data collection

The questionnaire was conducted via online platform 1KA. First, I created a draft of the survey as a word document and sent to my mentor for reviewing. Consequently, after I received comments and correction proposals, I set both survey versions, Serbian and Slovenian, online. Both versions of the questionnaire can be found in Appendix D and E.

Responses were collected with purposive and convenience sampling. Purposive sampling is based on the researcher's assessment whether a respondent fits the target population or not. Therefore, I decided to whom will I send the link to the survey; firstly, via direct messages on LinkedIn and secondly via posting it on the social networking service Facebook. The survey was active from May 28, 2019 to June 12, 2019. The total number of received surveys was 235, however, only 182 of them were fully finished. Respondents were informed of the survey length before entering the questions. Moreover, they were able to observe their completion of the survey with the help of a simple bar indicating the completed percentage of the survey in the top left corner of the page.

3.2.3 Data analysis methods

I examined the demographic characteristics of the samples and divided the respondents into two groups, students Serbia and Slovenia, according to their country of study. Lastly, I descriptively analysed the specific related question with comparison of answers of both sample groups. The descriptive analysis is composed of figures and tables with means and percentages data.

4 RESULTS

In the following chapter, the results of the research will be presented. The empirical data collected through survey will be analysed in several steps. Firstly, the demographics of the respondents will be analysed and then, the relationship among variables will be explained.

4.1 The demographic profile of the respondents

The sample of students was divided into two groups, depends on the location of their university respondents were allocated to the group of economics students in Serbia or Slovenia. The research sample consists of 235 economics students divided into two groups. The first group consists of 128 students and they represents economics students in Serbia. The second group that represents economics students in Slovenia, consists of 107 survey respondents. In order to examine differences in demographics characteristics between economics students in Serbia and Slovenia, both groups were analysed.

The age of the Serbian group ranges from 32 and 20 and the average is 22.8 While the range of the Slovenia group is the same, the average is a bit higher 24.4 which means this group of respondents are older than the Serbian group. The results are presented in Table 3.

Table 3: Average age of students Serbia and Slovenia

Students in Serbia N=86		Students in Slovenia N=88
	Variable	
Average: 22.8	Age	Average: 24.4

Source: Own work.

Disproportion between these two groups also exists in terms of gender, the majority of Serbian survey respondents are females, 86% exactly, while the number of male participants is 13% and the rest of 1% didn't want to declare. On the other hand, respondents of the Slovenian survey are more equally distributed, 63% of them are females and the rest of 37% are males. Table 4 shows gender distribution among Serbian and Slovenian respondents.

Table 4: Gender distribution of students in Serbia and Slovenia

Students in Serbia N=90		Students in Slovenia N=89
	Variable	
Male: 13%	Gender	Male: 37%
Female: 86%		Female: 63%
I don't want to declare: 1%		

Source: Own work.

While 100% of participants of the Serbian survey are Serbians, the Slovenian group is composed of 79% of Slovenians, 6% of Macedonians, 4% of Bosnians, 2% of Croatians, 1% of Serbians, 1% of Montenegrins and the rest didn't want to declare. The results are shown in Table 5.

Table 5: Nationalities of students Serbia and Slovenia

Students in Serbia N=80		Students in Slovenia N=88
Variable		
Serbian: 100%	Nationality	Slovenian: 79%
		Macedonian: 6%
		Bosnian: 4%
		Croatian: 2%
		Serbian: 1%
		Montenegrin: 1%

Source: Own work.

The majority of the Serbian group are unemployed, 63% of them, the amount of full-time employed and part-time employed students is the same, 11%, while under the option “other” most of respondents wrote “student” which add them to the group of unemployed students. On the contrary, most of the Slovenian group participants are part-time employed, 40% exactly, 26% are unemployed and 17% full-time employed but similar as in Serbian survey, under the option “other” most of them wrote “student”. The scores are presented in Table 6.

Table 6: Employment status of students Serbia and Slovenia

Students in Serbia N=90		Students in Slovenia N=87
Variable		
Full-time: 11%	Employment status	Full-time: 17%
Part-time: 11%		Part-time: 40%
Unemployed: 63%		Unemployed: 26%
Other: 14%		Other: 16%

Source: Own work.

The vast majority of the Serbian group respondents are unmarried (96%) whereas 2% of them are married and 2% didn't want to declare. Similar findings can be found among the data of Slovenian survey, 95% of economics students are unmarried and only 1% are married, the rest of 3% didn't want to declare. Table 7 shows marital status of students Serbia and Slovenia.

Table 7: Marital status of Serbian and Slovenian group

Students in Serbia N=90		Students in Slovenia N=88
Variable		
Married: 2%	Marital status	Married: 1%
Unmarried: 96%		Unmarried: 95%
I don't want to declare: 2%		I don't want to declare: 3%

Source: Own work.

More than half of the Serbian survey participants finished secondary vocational school (76%), a small share finished grammar school (23%) and 1% attended mixed secondary school. Just the opposite, majority of the participant of the Slovenian survey finished grammar school (66%), 17% of economics students attended “Secondary technical education”, 16% of them finished “Secondary vocational education” and 1% finished “Vocational technical education”. An overview of achieved secondary education among students in Serbia and Slovenia is shown in Table 8.

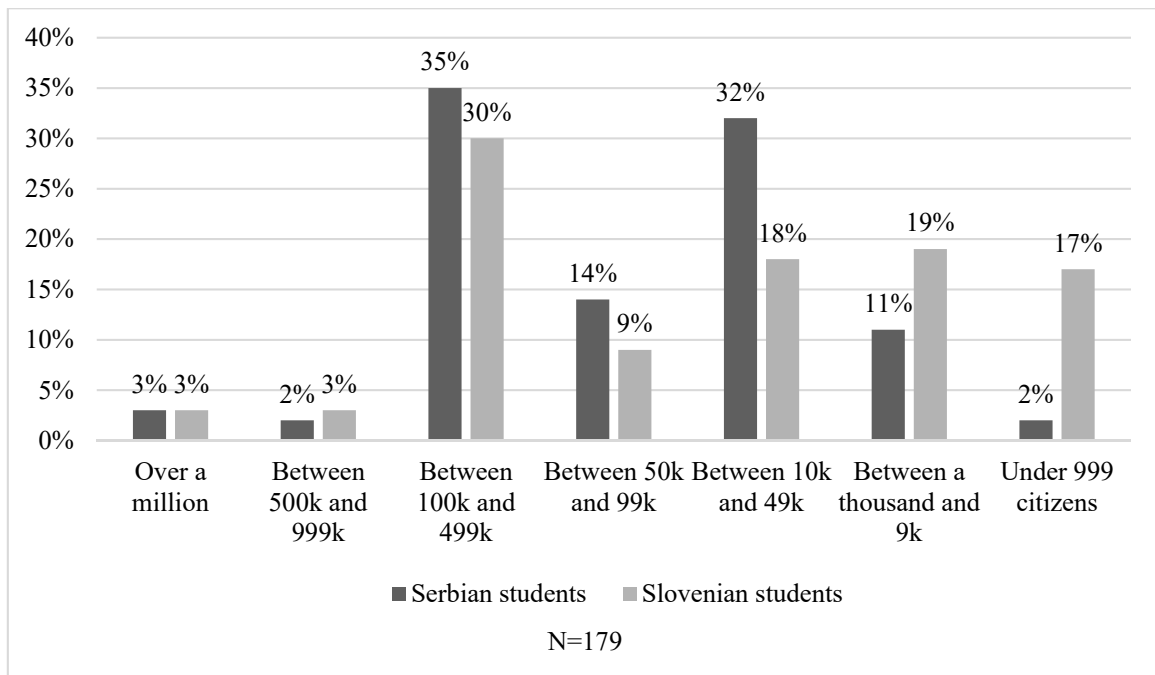
Table 8: Secondary education of Serbian group and Slovenian group

Students in Serbia N=91		Students in Slovenia N=88
Variable		
Grammar school: 23%	Secondary school	Grammar school: 66%
Secondary vocational school: 76%		Secondary vocational education: 16%
Mixed secondary school: 1%		Secondary technical education: 17%
		Vocational technical education: 1%

Source: Own work.

In both survey versions, all sizes of places/cities are presented, 35% of the Serbian survey respondents are coming from a city between 100 thousand and 499 thousand of citizens comparing to 30% of the Slovenian group, 32% are coming from a place between 10 and 49 thousand comparing to 18% of respondents of the Slovenian survey, 14% are coming from a town between 50 and 99 thousand comparing to 9% of the Slovenian group, others are presented in Figure 10.

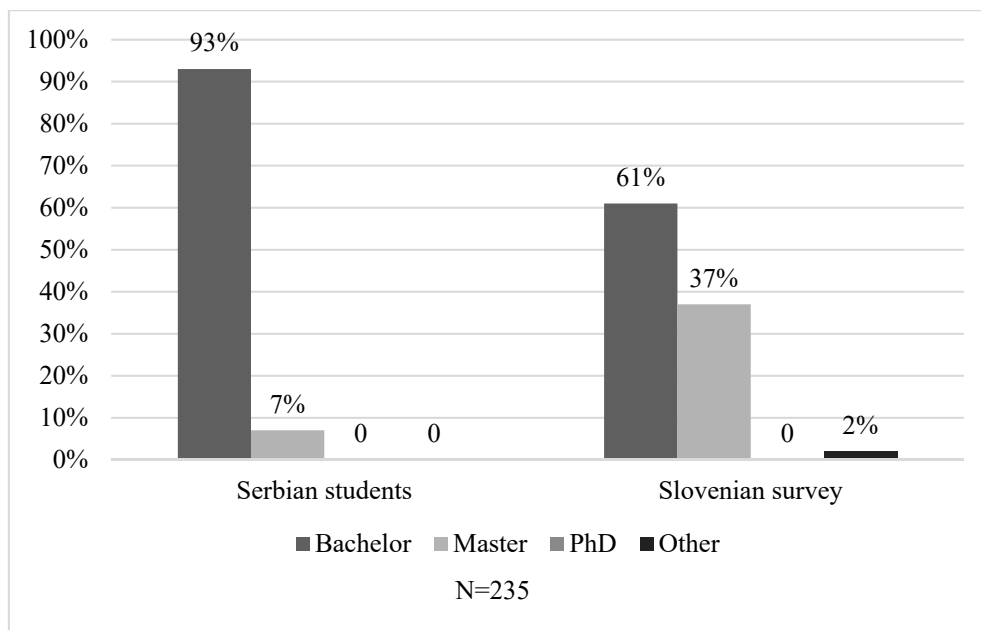
Figure 10: Distribution of survey respondents by the size of place from where they are



Source: Own work.

Both sample groups were asked for their current level of studies and it appeared that the Slovenian group is more diverse as 61% of them are currently bachelor students while 37% of them are enrolled to master's studies comparing to the Serbian group where the vast majority are bachelor students (93%). The results are shown in Figure 11.

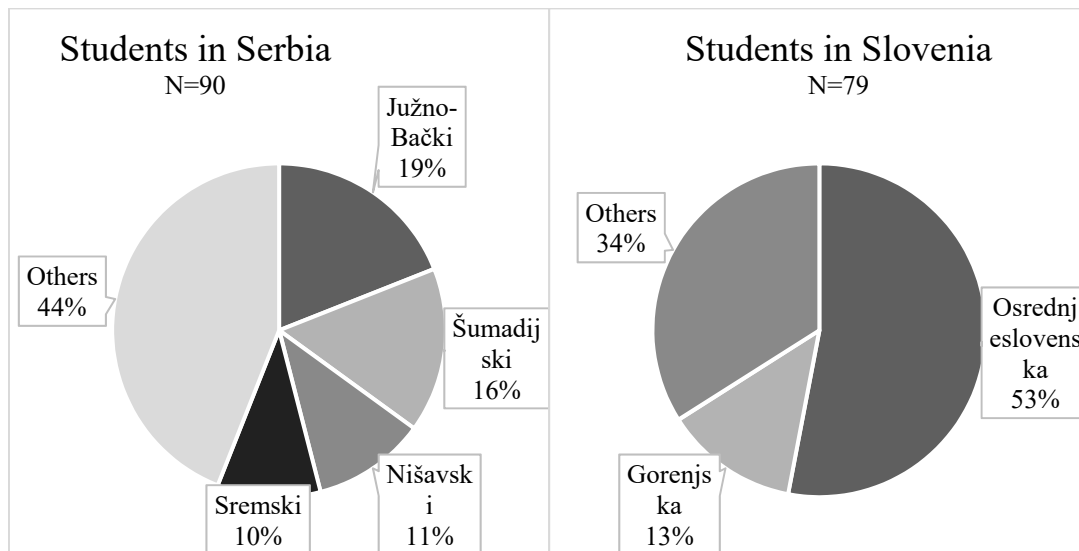
Figure 11: Distribution of survey respondents by the current level of studies



Source: Own work.

Out of 30 regions in Serbia, 25 of them are represented in the Serbian survey, the biggest share of students are coming from Južno-Bački (19%), Šumadijski (16%), Nišavski (11%) and Sremski (10%), others are ranging between 1% and 8% of the sample. In the sample of students in Slovenia only one region (Savinjska) is not represented, while among the most represented ones are Osrednjoslovenska (53%) and Gorenjska (13%), others are ranging between 3% and 5%. The results are presented in Figure 12.

Figure 12: Distribution of survey respondents by region



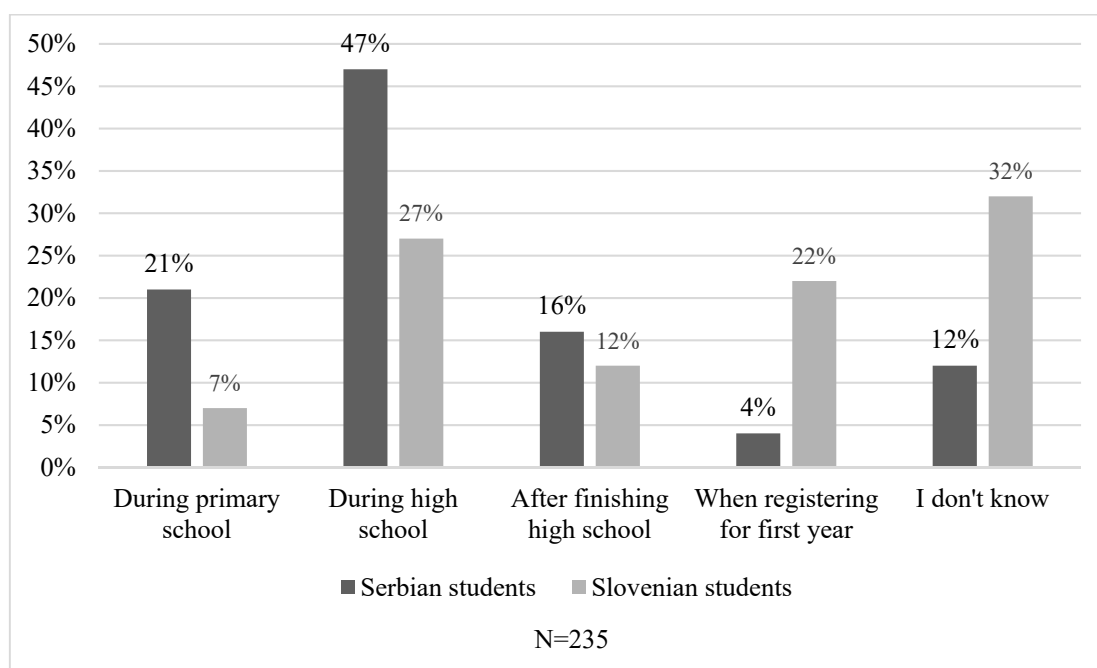
Source: Own work.

4.2 Descriptive analysis

After the analysis of demographic data, the next sections are dedicated to the descriptive analysis of sample data in regards to career choice of students and their behaviour on the labour market. First, I was interested in which period economics students made a choice of career they would like to pursue, in terms of profession. Most of the Serbian survey respondents made their decision during the high school period (47%) while most of the Slovenian survey respondents are not sure yet what they want to do in future (31%). Figure 13 shows the period of respondents' career choice.

The next question is related to the influences of career choice: I asked both sample groups who influenced their choice of profession the most. Their answers were measured on a 5-point Likert scale from 1-without any influence to 5-crucial influence. As you can see in Table 9, the results revealed that parents have the biggest influence on both groups' choice of profession.

Figure 13: The period of respondents' career choice



Source: Own work.

Table 9: Individual influences on students' career choice (5-point Likert scale)

Students in Serbia N=128		Variable	Students in Slovenia N=106	
Mean	SD		Mean	SD
1.9	1.23	Father	2.3	1.51
2.0	1.26	Mother	2.3	1.36
1.4	0.95	Siblings	1.7	1.23
1.5	0.82	Friend/s	2.1	1.28
1.6	1.05	Professor/Teacher/Mentor	2.2	1.37
1.2	0.81	Work colleagues	1.8	1.34
1.5	1.15	Partner	1.8	1.37
1.3	0.76	Another relative	1.7	1.21

Source: Own work.

Furthermore, students were asked to rate particular factors when choosing a profession on a Likert scale from 1 to 5. Respondents of the Slovenian survey chose potential for personal development and growth as the most important factor while the choices of the Serbian survey participants were very close between factors as quality of life associated, promotion opportunities and potential for personal development and growth. As the least important factors when choosing a career Serbian students highlighted opportunity for career change,

work from home opportunity and opportunity to work abroad. Similar to Serbian respondents Slovenian ones chose work from home opportunity as one of the less relevant career choice factors together with higher earnings in the initial stage and prestige and social status of the profession. Detailed results are presented in Table 10 and 11.

Table 10: Overview of career choice factors of Serbian students (5-point Likert scale)

Variable	Students in Serbia	
	N=128	
	Mean	SD
Promotion opportunities	4.0	0.70
Quality of life associated	4.0	0.75
Potential for personal growth and development	4.0	0.88
My love of this career	3.8	0.98
Financial rewards in chosen career	3.7	0.88
Opportunity to apply skills and abilities	3.7	0.88
Employment security	3.7	1.11
Amount of free time	3.4	0.99
Potential to travel	3.4	1.05
Ease of access to this career	3.2	0.95
Prestige and social status of the profession	3.1	0.99
Higher earnings in the initial employment	3.1	0.99
Reputation of the profession	3.1	1.00
Opportunity for career change	2.9	1.06
Work from home opportunity	2.7	1.07
Opportunity to work abroad	2.7	1.24

Source: Own work.

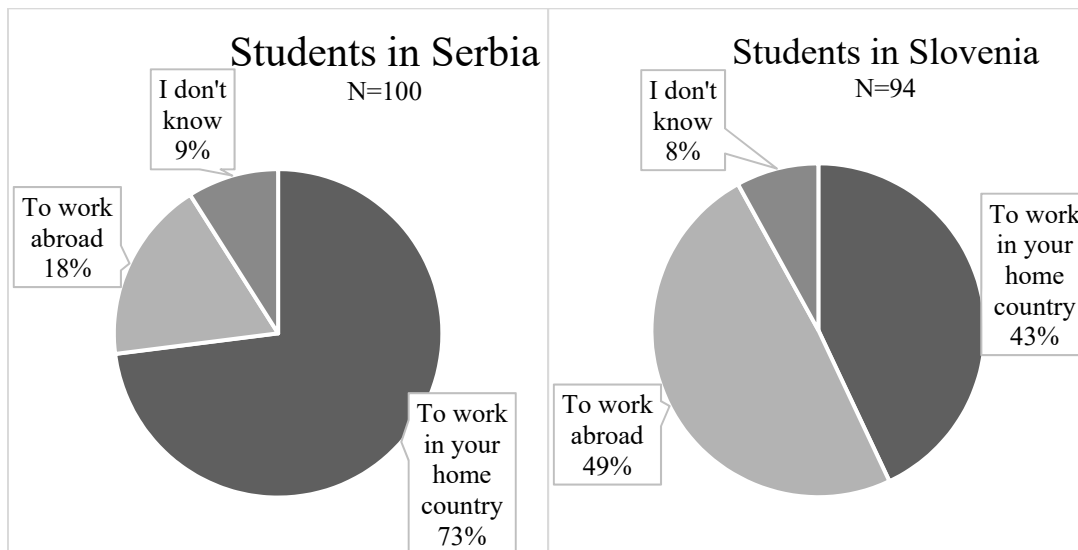
Table 11: Overview of career choice factors of Slovenian group (5-point Likert scale)

Variable	Students in Slovenia N=102	
	Mean	SD
Potential for personal growth and development	4.3	0.74
Promotion opportunities	4.1	0.81
My love of this career	4.1	0.85
Quality of life associated	4.0	0.88
Opportunity to apply skills and abilities	3.9	0.88
Financial rewards in chosen career	3.9	0.94
Employment security	3.6	1.05
Amount of free time	3.5	1.01
Ease of access to this career	3.5	1.14
Opportunity to work abroad	3.5	1.16
Potential to travel	3.5	1.16
Opportunity for career change	3.4	1.02
Reputation of the profession	3.4	1.05
Higher earnings in the initial employment	3.1	0.95
Work from home opportunity	3.1	1.07
Prestige and social status of the profession	3.1	1.16

Source: Own work.

With the purpose to find out students' future intentions, they were asked about their preferences towards working in home country or working abroad. Surprisingly, 73% of Serbian students responded they would like to work in their home country, 18% would like to go abroad and search for a job there while 9% do not know. On the contrary, the majority of Slovenian respondents chose to go abroad and work there then to stay in their home country while 8% don't know. The scores are shown in Figure 14.

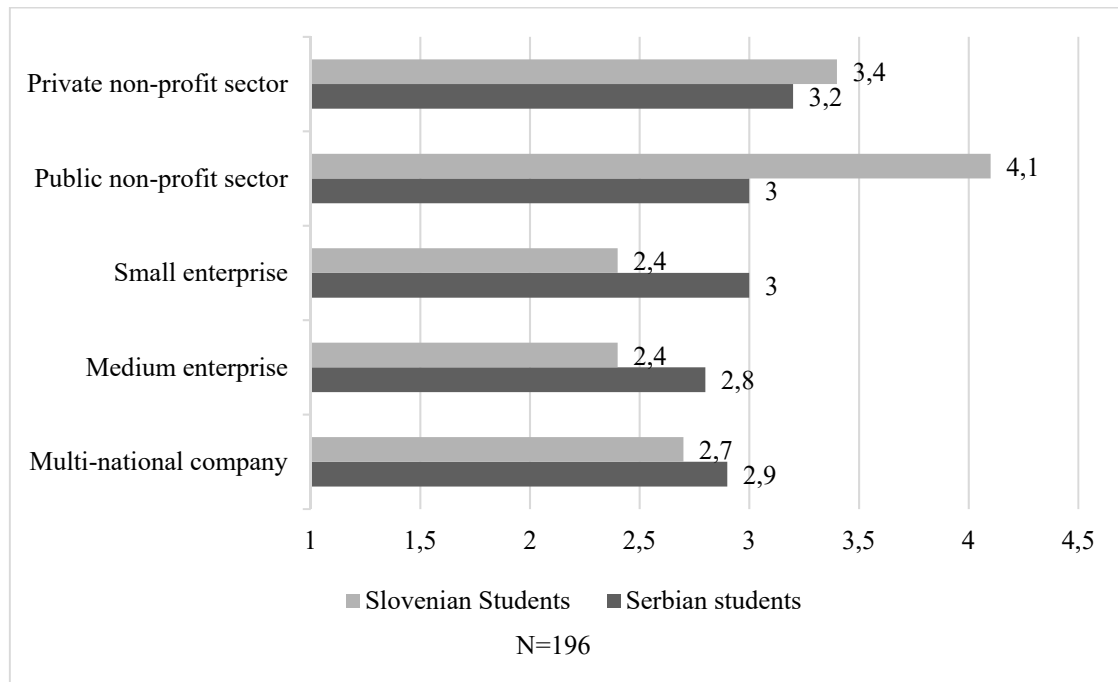
Figure 14: Respondents' preferences towards working in home country or abroad



Source: Own work.

In order to find out students' preferences towards different types of organizations, I asked respondents to rank from 1 to 5 five different types of work. Serbian students expressed their preferences towards working in private non-profit sector after their studies while the second place is shared by public non-profit sector and small enterprise, next comes multi-national company and as the most undesirable type of organization they chose medium enterprise. Slovenian group responded differently in comparison to Serbian group as they rated public non-profit sector as the most desirable type of organization, on the second place is private non-profit sector, third is multi-national company whilst small and medium enterprises were depicted as the least desirable. The results are presented in Figure 15.

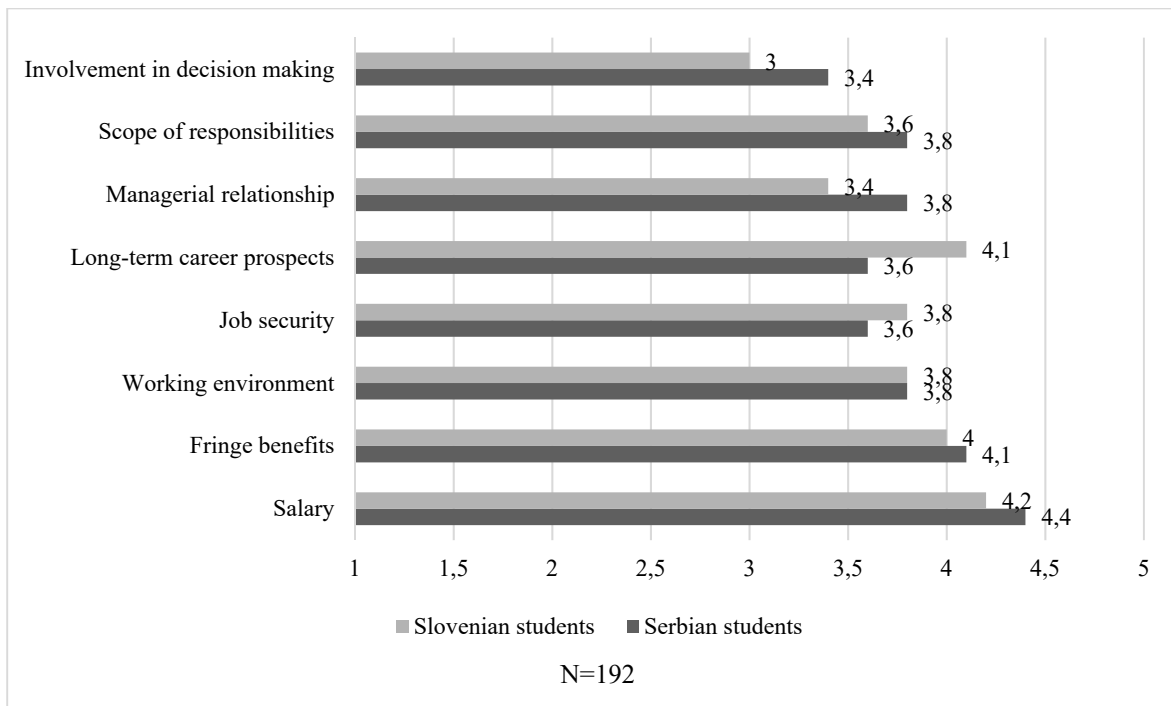
Figure 15: Overview of organization types preferences compared between Serbian and Slovenian group (mean comparison)



Source: Own work.

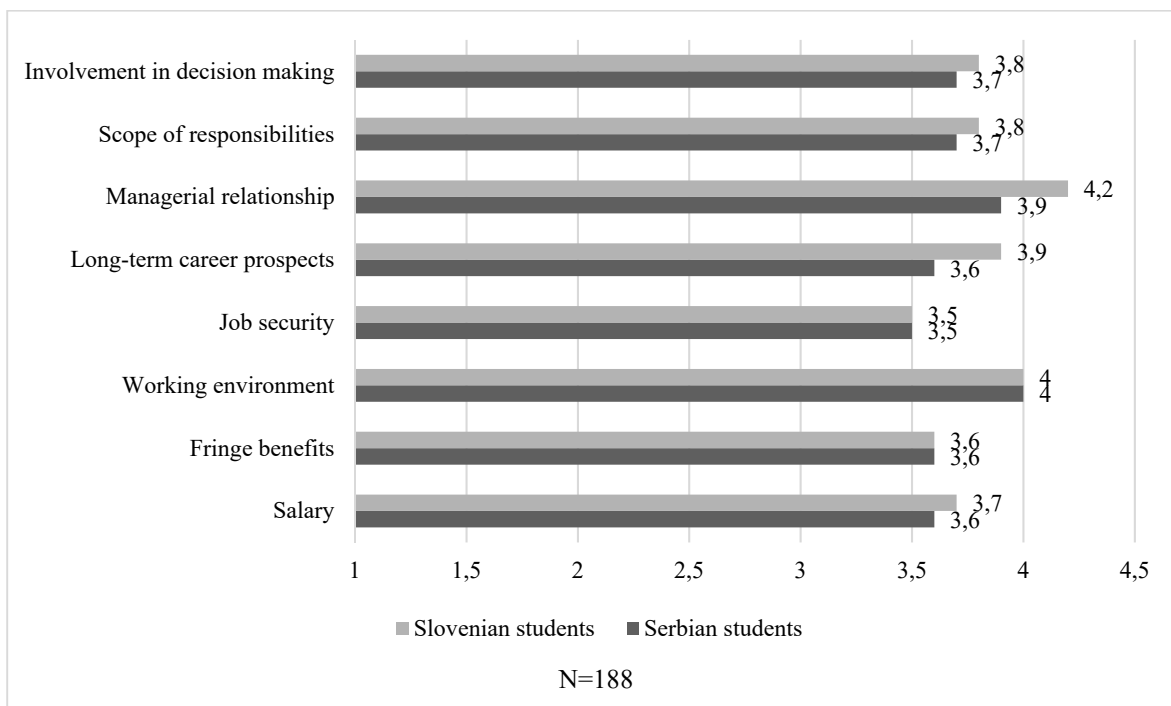
The next three questions covered students' behaviour in the labour market. I tried to find out students' attitudes towards different job attributes in three different types of organizations: multi-national company, small and medium enterprises and non-profit sector. The answers were measured on a 5-point Likert scale from 1- unfavourable to 5-very favourable. Serbian respondents chose salary, fringe benefits and working environment as the top three job attributes in multi-national companies while the bottom three are involvement in decision making, long-term career prospects and managerial relationships. Similar to Serbian group, students in Slovenia chose salary and fringe benefits as the most favourable job attributes in MNCs together with long-term career prospects whilst the bottom three are involvement in decision making, managerial relationship and scope of responsibilities. Top three job attributes in small and medium enterprises according to Serbian respondents are working environment, managerial relationship and scope of responsibilities whereas the bottom three are job security, salary and fringe benefits. Slovenian group chose managerial relationship, working environment and long-term career prospects as top three whilst job security, fringe benefits and salary are the bottom three. The most preferred job attributes in non-profit sector based on Serbian respondents are managerial relationship, scope of responsibilities and long-term career prospects while the bottom three are fringe benefits, salary and job security. Students in Slovenia depicted managerial relationship, working environment and scope of responsibilities as top three job attributes in non-profit sector together with salary, fringe benefits and job security as bottom three. The detailed results are shown in Figure 16, 17 and 18.

Figure 16: Overview of job attributes in MNCs (5-point Likert scale)



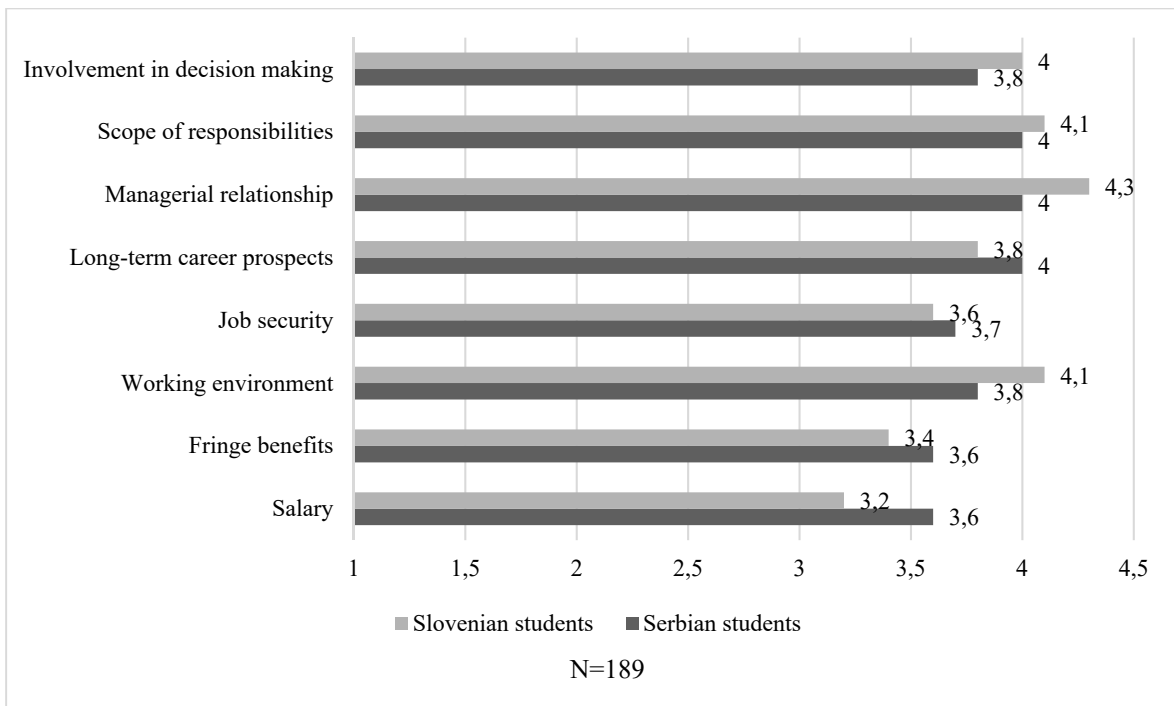
Source: Own work.

Figure 17: Overview of job attributes in SMEs (5-point Likert scale)



Source: Own work.

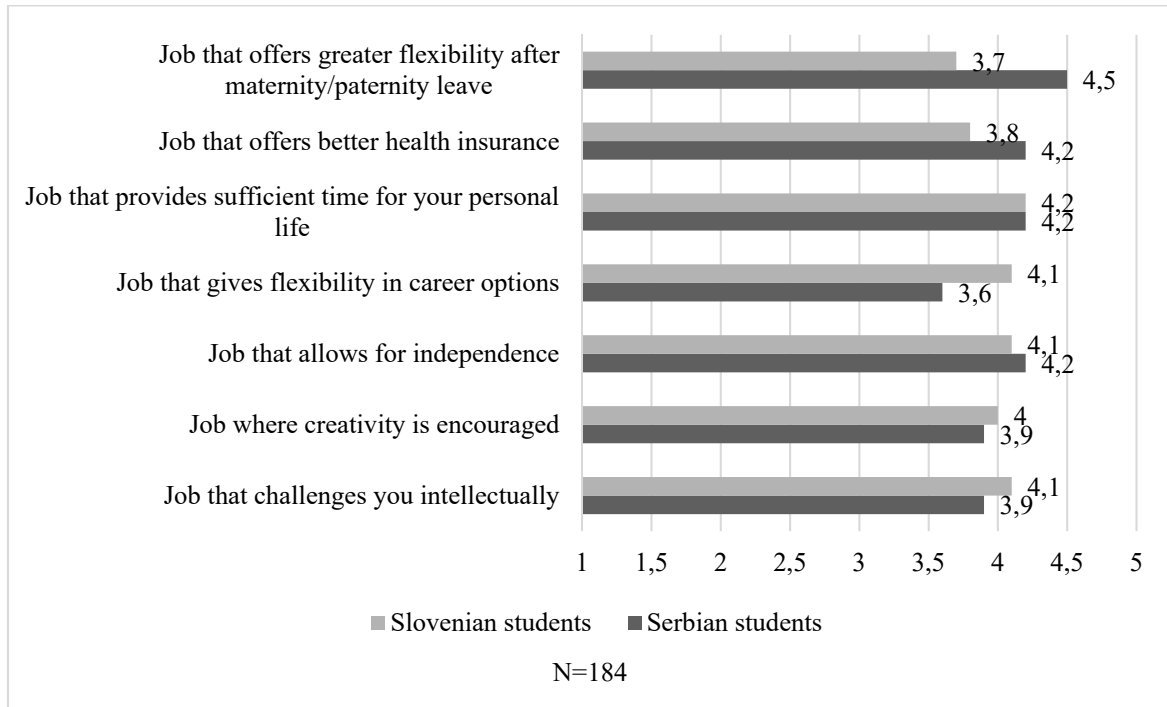
Figure 18: Overview of job attributes in non-profit sector (5-point Likert scale)



Source: Own work.

Students' were also questioned to rate different factors that are personally important to them when choosing a job. Students of Serbian group chose job that offers greater flexibility after maternity/paternity leave, job that allows greater independence and job that provides better health insurance as the top three job choice factors whilst the bottom three are job that gives flexibility in career options, job where creativity is encouraged and job that challenges you intellectually. On the other hand, respondents of Slovenian group pointed out job that provides sufficient time for your personal life, job that allows greater independence and job that challenges you intellectually as the most important three factors while job that offers greater flexibility after maternity/paternity leave, job that offers better health insurance and job where creativity is encouraged are pointed out as the most unimportant factors. Other results are presented in Figure 19.

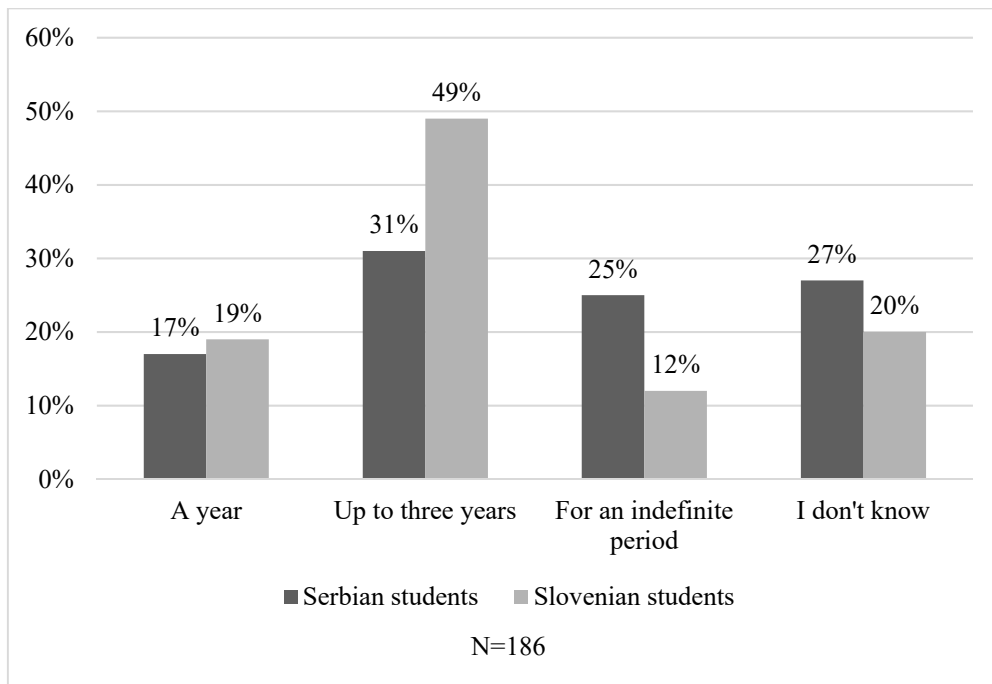
Figure 19: Respondents' preferences towards job choice factors (5-point Likert scale, mean comparison)



Source: Own work.

Moreover, students were asked about their perceptions in regards to the length of contract in their first post-university job. The biggest share of both groups responded that they expect to stay there up to three years. Moreover, 25% of Serbian students expect to get a permanent contract in their first job after studies while 19% of students in Slovenia expect to stay there up to a year. Only 12% of students in Slovenia expect to get contract for an indefinite period of time whilst 17% of Serbian students expect to stay up to a year in their first post-university job. This is shown in figure 20.

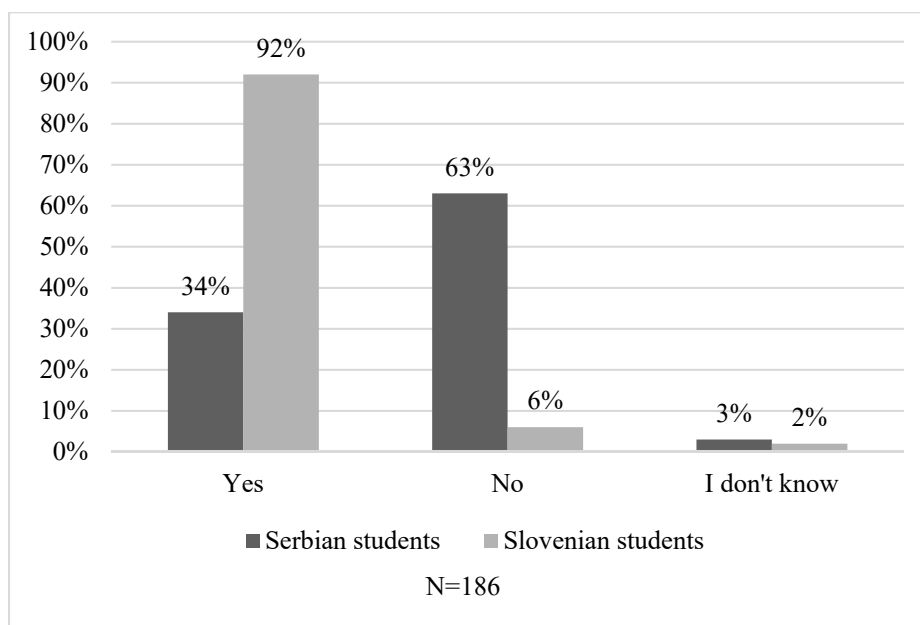
Figure 20: Respondents' expectations to stay in first post-university job



Source: Own work.

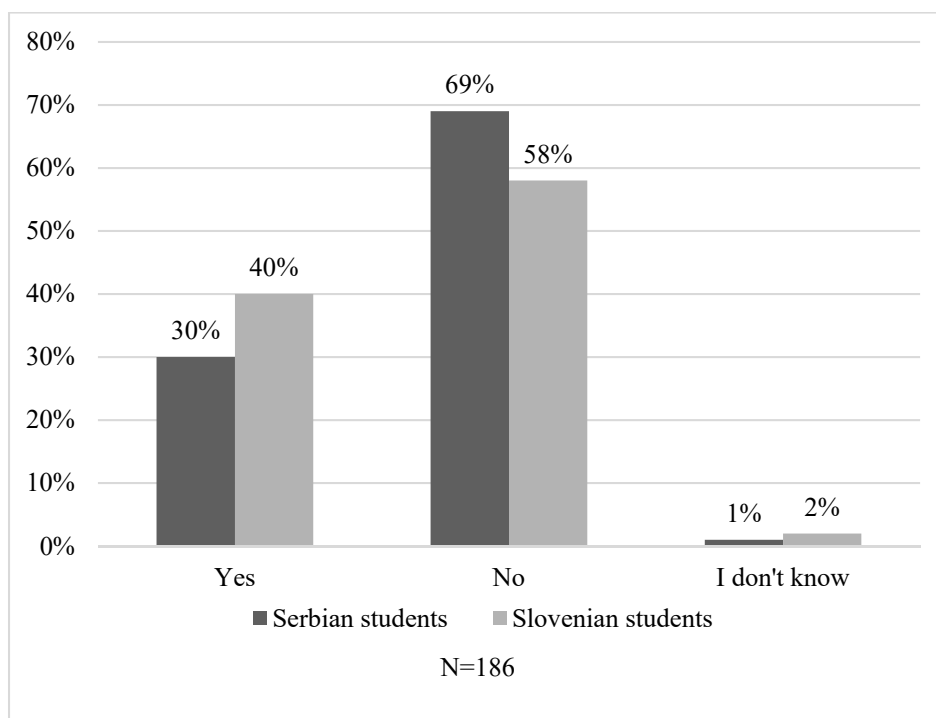
The next two questions are related to the job search process. Participants were asked if they used students services for finding a job and if they attended job fairs. While the Slovenian group responded more positively on first question on contrary to the Serbian group, both sample groups responded more negatively to the second question. The vast majority of students in Slovenia replied they used students' service or 92% of them, while the majority of Serbian students replied or 63% of them, they did not use students' service. Furthermore, 30% of Serbian respondents attended job fairs while 69% did not. Similar to Serbian group, 40% of students in Slovenia replied they did attend job fairs whilst 58% didn't. More detailed results can be seen in Figure 21 and 22.

Figure 21: Respondents' usage of students' service



Source: Own work.

Figure 22: Respondents' attendance of job fairs



Source: Own work.

5 DISCUSSION AND IMPLICATIONS

The purpose of this chapter is to gain an understanding of the new findings on attitudes toward career choice of economic students in Serbia and Slovenian and their behaviour on the labour market. Firstly, the research questions will be answered in the theoretical implications. Secondly, some practical implications for recruiters will be discussed. Lastly, the limitations and research recommendations will be presented.

5.1 Theoretical implications

In this chapter the research questions are answered and linked with the results of findings collected via both questionnaires. The summary of research questions is presented in Table 12.

Table 12: Summary of research questions

Nr.	Research question
RQ1	<i>What are the factors that influence the career choices of economics students?</i>
RQ2	<i>Do career choice factors differ between economics students in Serbia and Slovenia?</i>
RQ3	<i>What kind of companies do students prefer to work in after graduation: multinational companies, in small-medium sized enterprises, or in the non-profit sector?</i>
RQ4	<i>Do students prefer to work in their home country or to go abroad?</i>
RQ5	<i>What are the primary determinants for economics students' career choices in Serbia and Slovenia?</i>

Source: Own work.

RQ1: What are the factors that influence the career choices of economics students?

These factors can be separated into two groups: interpersonal factors that influence the career choices and factors related to different types of benefits that certain career choice can bring. Both sample groups, Serbian and Slovenian, provided similar results when it comes to interpersonal factors. At the first place is mother as the most influential person which is in correlation with findings of Kniveton (2004), second comes Father and on the third place is figure of Professor, Mentor or Teacher. This can be probably explained with a traditional role mothers have in raising children. Furthermore, the results are also similar when it comes

to the factors related to work. Serbian survey respondents chose quality of life associated, promotion opportunities and potential for personal growth and development, while students studying in Slovenia recognized potential for personal growth and development, my love of this career and promotion opportunities as the most important factors. This means that both groups are more driven by long-term goals.

RQ2: Do career choice factors differ between economics students in Serbia and Slovenia?

As we can see from a research question above, the results differ to a small degree. In terms of interpersonal influences, results of this research showed that economic students in both countries are mostly influenced by their mother. In his research, Agarwala (2008) found that MBA students in India are influenced by their father and that was explained with nature of Indian society which is highly patriarchal. According to that, mother influences on economics students can be due to the similarity of Serbian and Slovenian societies, yet both societies were part of the same county during 20th century. Regarding intrinsic and extrinsic factors, both sample groups are influenced by intrinsic factor of potential for personal growth and development and by extrinsic factor of promotion opportunities.

RQ3: What kind of companies do students prefer to work in after graduation: multinational companies, in small and medium sized enterprises, or in the non-profit sector?

The answers differ across two groups of students: the Serbian group prefer more to work in private in-profit sector while the Slovenian group chose working in public non-profit sector. Moreover, students studying in Serbia recognized long-term career prospects, managerial relationship and scope of responsibilities as very favourable job attributes in non-profit sector. On the other hand, students studying in Slovenia perceived managerial relationship, working environment and scope of responsibilities as favourable in non-profit sector. This means that both groups of economics students prefer similar job attributes in the same sectors.

RQ4: Do students prefer to work in their home country or to go abroad?

Surprisingly, economics students in Slovenia are more interested to work abroad then to work in home country opposite of economics students in Serbia where the vast majority would prefer to work in their home country. This is surprising as Slovenian economy and labour market are more developed compared to Serbian ones. Furthermore, unemployment rates and economics migration are higher in Serbia than in Slovenia. However, Slovenia is part of the European Union (hereinafter: EU) and economics students that are EU citizens do not need work permits in order to work in developed Western European countries, maybe that's one of the reason why only a small share of economics students in Serbia would prefer to work abroad after they finish their studies.

RQ5: What are the primary determinants for economics students' career choices in Serbia and Slovenia?

As mentioned earlier, the primary determinants for career choice of economic students in Serbia are potential for personal growth and development, quality of life associated and promotion opportunities. Economics students in Slovenia share similar factors with their colleagues from Serbia, besides potential for personal growth and development and promotion opportunities, they are also influenced by my love of this career. In terms of job choices, the Serbian group perceived job that offers greater flexibility after maternity/paternity leave as the most desirable factor when choosing a job. On the other hand, the Slovenian group chose job that provides sufficient time for their personal life as the most important one.

5.2 Practical implications

Understanding of the attitudes and behaviour of economics students towards career choice is important for recruiters in order to prepare employment packages that will suit students' needs. The main recommendation of this thesis to HR departments is that economics students are driven by the conditions where they can grow as professionals and gain useful practical knowledge. Moreover, they chose organizations with strong managerial relationship which means they would like to work in environment where they can rely on more experienced staff and address them more as mentors than managers.

Firstly, the findings show that influences of economics students' career choices are very similar in Serbia and Slovenia. Students gave advantages to factors that can benefit them more in the long run, while they poorly rated extrinsic factors like higher earnings in the initial employment, financial rewards in chosen career and ease of access to this career which can be more important for them in the short-term period. This means that economics students in both countries prefer to choose a career where they have bigger chance to grow and develop as professional and where that can lead to more promotion opportunities.

Secondly, Moy and Lee (2002) argued that business students in Hong Kong prefer more to work for MNCs than SMEs and that SMEs should pay more attention on attributes like salary, long-term prospects and fringe benefits as they are perceived more favourable in bigger companies by students. On the contrary, in Serbia and Slovenia companies should pay more attention on managerial relationship and drawing positions where students can actually develop themselves with the help of seniors who should act as their mentors. Students also seek for a work where they can stay for a longer period of time, at least few years as they expect to stay up to three years at their first post-university job.

Thirdly, economics students in Serbia rated as the best job one that can offer them greater flexibility after maternity/paternity leave. Although, this is probably a consequence of the great disparity between females and males respondents of the Serbian survey, still this can be used by companies to attract more talents to their premises. On the other hand, employers should know that students in Slovenia are more attracted by jobs that provides them sufficient time for personal life.

Lastly, a great share of economics student in Slovenia are using students services to find a job. This can be used by recruiters in combination with other factors pointed earlier to offer suitable students' employment through use of students services. Additionally, the majority of both groups replied positively to the question about job fairs, and this is one more opportunity to attract talented students.

5.3 Limitations and future research

The research has some limitations that should mentioned when analysing the data and making conclusions. The lack of additional measurement scales or items could cause that some of the conclusions are biased because not all parameters were included.

Firstly, economics students is a broader term in this thesis that also include business and management students, which probably wouldn't be a case if research was conducted in some other country. Since business and management programs are taught at faculties of economics in Serbia and Slovenia, it was very hard to distinguish these groups of students.

Secondly, demographic statistics based on region where students are coming from could also be biased. Since the great share of Slovenian survey responders are coming dominantly from two regions, Osrednjeslovenska and Gorenjska, other regions are underrepresented in the research. Results may differ from the presented results if the sample would be geographically more balanced.

Additionally, the topic itself has a lot of capacity and variations for future research studies. It would be interesting to examine a difference in behaviour on the labour of students that have some experiences working in MNCs, SMEs or non-profit sector with students without such experience. Moreover, a comparison between students that recently enrolled to the faculty of economics and graduates would be interesting topic to explore how students' attitudes towards career choice changed during studies if they changed at all. Regarding factors that influence career choice, it would be beneficial to further examine interpersonal influences on students' career choice and to check if they tend to follow their parents' choice as it is mentioned in some other studies.

CONCLUSION

The way of acquiring and retaining talents has changed enormously in last twenty years. With the mass usage of the internet, students are flooded with information and job opportunities daily, which makes it more difficult to recruiters to attract new talents. Attracting them is only first step, as retaining talents can be even harder for companies with today's rapid change of the labour market. What motivates students to choose a certain career and for what kind of work they are looking after they finish their studies, is the topic that

occupies many researchers, recruiters, HR people, and employers, who are trying to understand students' choices and behaviour.

The focus of the research was on attitudes and behaviour of economics students in regards to career choice, analysing interpersonal, extrinsic, and intrinsic factors that influence the career choice process and students' behaviour on the labour market. The findings of this thesis are mostly in correlation with other research undertaken abroad. This means that the vast majority of economics students in Serbia and Slovenia are influenced by their mothers when it comes to interpersonal factors which is in correlation with findings of Kniveton (2004). Respondents also rated job attributes in MNCs and SMEs similarly to their colleagues in other countries, with salary being perceived as the number one job attribute of MNCs while working environment as the most important attribute of SMEs. Moreover, when it comes to career choice factors, students are attracted by potential for personal growth and development and promotion opportunities.

This research also compared the two groups of students in two countries. It shows what are the key influences for students to choose a certain career, their perceptions about the labour market, it tests the preferences of working home or going abroad, and it provides useful insights for employers and universities. Perceptions towards staying at first post-university job are determined as well. The research explores students' usage of students services and attendance of job fairs in relationship to the job search process.

In addition, some differences between economics students in Serbia and Slovenia are found between their behaviour in the job search process, such as favourableness of job attributes in SMEs and preferences of organization they would like to work in after studies, which highlights the importance for employers to know their target group of students before going to the labour market.

To conclude, while the research did not find large differences in attitudes towards career choice of economics students in Serbia and Slovenia, more importantly, it developed some theoretical and practical implications for future research and practice. It represents a foundation for future research of students' career choice attitudes in Serbia and Slovenia, and it provides some new measurement scales for analysis of behaviour on the labour market. It can be useful for recruiters in preparing fitting positions for students, as it shows that students are more interested in long-term benefits, and for universities to know what of kind jobs their students are hoping to find. Students are not ordinary job seekers, as this research shows they are not driven by short-term benefits as many others would, they are talents and can represent "special force" in any companies personnel if they are treated that way.

REFERENCE LIST

1. Adams, B. L., King, J., Penner, A. M., Bandelj, N. & Kanjuo-Mrčela, A. (2017). The returns to education and labor market sorting in Slovenia, 1993–2007. *Research in Social Stratification and Mobility*, 47, 55–65. doi:<https://doi.org/10.1016/j.rssm.2016.06.002>
2. Agarwala, T. (2008). Factors influencing career choice of management students in India. *Career Development International*, 13(4), 362–376. doi:10.1108/13620430810880844
3. Agnew, S. (2015). Current trends in economics enrolments at secondary and tertiary level. *New Zealand Economic Papers*, 49(1), 33–43. doi:10.1080/00779954.2014.914428
4. Ang Teo, H. & Teng Fatt Poon, J. (1994). Career Choice of Undergraduates and SMEs in Singapore. *International Journal of Career Management*, 6(3), 20–26. doi:10.1108/09556219410062613
5. Bacci, S., Chiandotto, B., Di Francia, A. & Ghiselli, S. (2008). Graduates job mobility: a longitudinal analysis. *Statistica*, 68(3/4). doi:10.6092/issn.1973-2201/3534
6. Belfield, C. R. (1999). The Behaviour of Graduates in the SME Labour Market: Evidence and Perceptions. *Small Business Economics*, 12(3), 249–259. doi:10.1023/a:1008011303353
7. Blau, P. M., Gustad, J. W., Jessor, R., Parnes, H. S. & Wilcock, R. C. (1956). Occupational Choice: A Conceptual Framework. *Industrial and Labor Relations Review*, 9(4), 531–543. doi:10.2307/2519672
8. Brown, D. (2002). *Career choice and development*. San Francisco, CA: Jossey-Bass.
9. Canadian Center of Science and, E. (2008). *International business research*. Beaver Creek, ON: International business research.
10. Cassidy, T. & Wright, L. (2008). Graduate employment status and health: a longitudinal analysis of the transition from student. *Social Psychology of Education*, 11(2), 181–191. doi:10.1007/s11218-007-9043-x
11. Chye Koh, H. (1996). Testing hypotheses of entrepreneurial characteristics: A study of Hong Kong MBA students. *Journal of Managerial Psychology*, 11(3), 12–25. doi:10.1108/02683949610113566
12. Crossley, C. D. & Stanton, J. M. (2005). Negative affect and job search: Further examination of the reverse causation hypothesis. *Journal of Vocational Behavior*, 66(3), 549–560. doi:<https://doi.org/10.1016/j.jvb.2004.05.002>
13. Daire, A. P., LaMothe, S. & Fuller, D. P. (2007). Differences Between Black/African American and White College Students Regarding Influences on High School Completion, College Attendance, and Career Choice. *The Career Development Quarterly*, 55(3), 275–279. doi:10.1002/j.2161-0045.2007.tb00083.x
14. Deakin, H. (2014). The drivers to Erasmus work placement mobility for UK students. *Children's Geographies*, 12(1), 25–39. doi:10.1080/14733285.2013.851063
15. Despotovic, M. (2011). The Interpretation and Implementation of the Bologna Process in Serbia. *European Education*, 43(3), 43–55. doi:10.2753/EUE1056-4934430303

16. Douglas, E. J. & Shepherd, D. A. (2002). Self-Employment as a Career Choice: Attitudes, Entrepreneurial Intentions, and Utility Maximization. *Entrepreneurship Theory and Practice*, 26(3), 81–90. doi:10.1177/104225870202600305
17. Duffy, R. D. & Sedlacek, W. E. (2007). What Is Most Important to Students' Long-Term Career Choices: Analyzing 10-Year Trends and Group Differences. *Journal of Career Development*, 34(2), 149–163. doi:10.1177/0894845307307472
18. Egan, M., Daly, M. & Delaney, L. (2016). Adolescent psychological distress, unemployment, and the Great Recession: Evidence from the National Longitudinal Study of Youth 1997. *Social Science & Medicine*, 156, 98–105. doi:https://doi.org/10.1016/j.socscimed.2016.03.013
19. Fisher, T. A. & Padmawidjaja, I. (1999). Parental Influences on Career Development Perceived by African American and Mexican American College Students. *Journal of Multicultural Counseling and Development*, 27(3), 136–152. doi:10.1002/j.2161-1912.1999.tb00220.x
20. Grubb Iii, W. L., Harris, M. L. & MacKenzie, J. W. I. (2006). Business Students' Perceptions of Employment in Small and Medium-sized Enterprises Versus Multinational Corporations: Investigating the Moderating Effects of Academic Major, Gender, and Personality. *Journal of Small Business Strategy*, 17(2).
21. Hackett, G. & Betz, N. E. (1995). Self-Efficacy and Career Choice and Development. In J. E. Maddux (Ed.), *Self-Efficacy, Adaptation, and Adjustment: Theory, Research, and Application* (pp. 249–280). Boston, MA: Springer US.
22. Hannan, D. F., Ó Riain, S. & Whelan, C. T. (1997). Youth unemployment and psychological distress in the Republic of Ireland. *Journal of Adolescence*, 20(3), 307–320. doi:https://doi.org/10.1006/jado.1997.0087
23. Heijke, H., Ramaekers, G. E. R. & Ris, C. (2005). Do Business Administration Studies Offer Better Preparation for Supervisory Positions than Traditional Economics Studies? *Education Economics*, 13(3), 315–329. doi:10.1080/09645290500073829
24. Hitchcock, W. L. & Mabry, N. K. (1971). *Readings in guidance*. New York: MSS Educational Pub. Co.
25. Hofman, W. H. A. & Steijn, A. J. (2003). Students or lower-skilled workers? 'Displacement' at the bottom of the labour market. *Higher Education*, 45(2), 127–146. doi:10.1023/A:1022406706257
26. HÖRner, W., DÖBert, H., Kopp, B. V. & Mitter, W. (2007). Education Systems of Europe: Statistical profile. In W. HÖRner, H. DÖBert, B. V. Kopp, & W. Mitter (Eds.), *The Education Systems of Europe* (pp. 867–876). Dordrecht: Springer Netherlands.
27. Jackson, D. (2013). Student Perceptions of the Importance of Employability Skill Provision in Business Undergraduate Programs. *Journal of Education for Business*, 88(5), 271–279. doi:10.1080/08832323.2012.697928
28. Kniveton, B. H. (2004). The Influences and Motivations on Which Students Base Their Choice of Career. *Research in Education*, 72(1), 47–59. doi:10.7227/RIE.72.4

29. Kolvereid, L. (1996). Organizational Employment versus Self-Employment: Reasons for Career Choice Intentions. *Entrepreneurship Theory and Practice*, 20(3), 23–31. doi:10.1177/104225879602000302
30. Kreemers, L. M., van Hooft, E. A. J. & van Vianen, A. E. M. (2018). Dealing with negative job search experiences: The beneficial role of self-compassion for job seekers' affective responses. *Journal of Vocational Behavior*, 106, 165–179. doi:https://doi.org/10.1016/j.jvb.2018.02.001
31. Lent, R. W. & Brown, S. D. (1996). Social Cognitive Approach to Career Development: An Overview. *The Career Development Quarterly*, 44(4), 310–321. doi:10.1002/j.2161-0045.1996.tb00448.x
32. Lent, R. W. & Brown, S. D. (2008). Social Cognitive Career Theory and Subjective Well-Being in the Context of Work. *Journal of Career Assessment*, 16(1), 6–21. doi:10.1177/1069072707305769
33. Lent, R. W., Brown, S. D. & Hackett, G. (1994). Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance. *Journal of Vocational Behavior*, 45(1), 79–122. doi:https://doi.org/10.1006/jvbe.1994.1027
34. Lent, R. W., Brown, S. D. & Hackett, G. (2000). Contextual supports and barriers to career choice: *A social cognitive analysis*. In (pp. 36–49): Washington, DC: American Psychological Association.
35. Lent, R. W., Brown, S. D., Talleyrand, R., McPartland, E. B., Davis, T., Chopra, S. B., Alexander, M. S., Suthakaran, V. & Chai, C.-M. (2002). Career Choice Barriers, Supports, and Coping Strategies: *College Students' Experiences*. *Journal of Vocational Behavior*, 60(1), 61–72. doi:https://doi.org/10.1006/jvbe.2001.1814
36. Lent, R. W., Lopez, A. M., Lopez, F. G. & Sheu, H.-B. (2008). Social cognitive career theory and the prediction of interests and choice goals in the computing disciplines. *Journal of Vocational Behavior*, 73(1), 52–62. doi:https://doi.org/10.1016/j.jvb.2008.01.002
37. Lucas, R. (1997). Youth, Gender and Part-Time Work-Students in the Labour Process. *Work, Employment and Society*, 11(4), 595–614. doi:10.1177/0950017097114001
38. MartíNez, D., Mora, J.-G. & Vila, L. E. (2007). Entrepreneurs, the Self-employed and Employees amongst Young European Higher Education Graduates. *European Journal of Education*, 42(1), 99–117. doi:10.1111/j.1465-3435.2007.00285.x
39. Mihail, D. M. & Antigoni Elefterie, K. (2006). Perceived effects of an MBA degree on employability and career advancement: The case of Greece. *Career Development International*, 11(4), 352–361. doi:10.1108/13620430610672559
40. Milutinović, S. & Nikolić, V. (2014). Rethinking higher education for sustainable development in Serbia: an assessment of Copernicus charter principles in current higher education practices. *Journal of Cleaner Production*, 62, 107–113. doi:https://doi.org/10.1016/j.jclepro.2013.05.028
41. Moy, J. W. & Lee, S. M. (2002). The career choice of business graduates: SMEs or MNCs? *Career Development International*, 7(6), 339–347. doi:doi:10.1108/13620430210444367

42. Myburgh, J. E. (2005). An empirical analysis of career choice factors that influence first-year Accounting students at the University of Pretoria: A cross-racial study. *Meditari Accountancy Research*, 13(2), 35–48. doi:10.1108/10222529200500011
43. Noble Calkins, L. & Welki, A. (2006). Factors that influence choice of major: why some students never consider economics. *International Journal of Social Economics*, 33(8), 547–564. doi:10.1108/03068290610678707
44. Parsons, F. (1909). *Choosing a vocation*. Boston; New York: Houghton Mifflin Co.
45. Peterson, J. (2013). Economics Education after the Crisis: Pluralism, History, and Institutions. *Journal of Economic Issues*, 47(2), 401–410. doi:10.2753/JEI0021-3624470213
46. Pihie, Z. A. L. (2009). Entrepreneurship as a career choice: An analysis of entrepreneurial self-efficacy and intention of university students, 9.
47. Potgieter, I. (2012). The relationship between the self-esteem and employability attributes of postgraduate business management students : original research. *SA Journal of Human Resource Management*, 10(2), 1–15.
48. Pühringer, S. & Bäuerle, L. (2018). What economics education is missing: the real world. *International Journal of Social Economics*. doi:10.1108/IJSE-04-2018-0221
49. Reneflot, A. & Evensen, M. (2014). Unemployment and psychological distress among young adults in the Nordic countries: A review of the literature. *International Journal of Social Welfare*, 23(1), 3–15. doi:10.1111/ijsw.12000
50. Russell, J. E. A. (2001). Vocational Psychology: An Analysis and Directions for the Future. *Journal of Vocational Behavior*, 59(2), 226–234. doi:https://doi.org/10.1006/jvbe.2001.1828
51. Saks, A. M. & Ashforth, B. E. (1999). Effects of Individual Differences and Job Search Behaviors on the Employment Status of Recent University Graduates. *Journal of Vocational Behavior*, 54(2), 335–349. doi:https://doi.org/10.1006/jvbe.1998.1665
52. Saks, A. M. & Ashforth, B. E. (2000). Change in Job Search Behaviors and Employment Outcomes. *Journal of Vocational Behavior*, 56(2), 277–287. doi:https://doi.org/10.1006/jvbe.1999.1714
53. Schaub, M. & Tokar, D. M. (2005). The role of personality and learning experiences in social cognitive career theory. *Journal of Vocational Behavior*, 66(2), 304–325. doi:https://doi.org/10.1016/j.jvb.2004.09.005
54. Schaufeli, W. B. & VanYperen, N. W. (1992). Unemployment and psychological distress among graduates: A longitudinal study. *Journal of Occupational and Organizational Psychology*, 65(4), 291–305. doi:doi:10.1111/j.2044-8325.1992.tb00506.x
55. ShanghaiRanking Consultancy. (2018). *Academic Ranking of World Universities*. Retrieved April 27, 2019 from <http://www.shanghairanking.com/ARWU2018.html>
56. Shumba, A. & Naong, M. (2012). Factors Influencing Students' Career Choice and Aspirations in South Africa. *Journal of Social Sciences*, 33(2), 169–178. doi:10.1080/09718923.2012.11893096
57. Statistični Urad RS. (2018, 31 December). *Podatkovni portal SI-STAT*. Retrieved April 20, 2019 from <https://pxweb.stat.si/pxweb/dialog/statfile2.asp>

58. Sugahara, S., Boland, G. & Cilloni, A. (2008). Factors Influencing Students' Choice of an Accounting Major in Australia. *Accounting Education*, 17(sup1), S37–S54. doi:10.1080/09639280802009199
59. Szamosi, L. T. (2006). Just what are tomorrow's SME employees looking for? *Education + Training*, 48(8/9), 654–665. doi:10.1108/00400910610710074
60. Tang, M., Fouad, N. A. & Smith, P. L. (1999). Asian Americans' Career Choices: A Path Model to Examine Factors Influencing Their Career Choices. *Journal of Vocational Behavior*, 54(1), 142–157. doi:https://doi.org/10.1006/jvbe.1998.1651
61. Teichler, U. & Jahr, V. (2001). Mobility during the Course of Study and after Graduation. *European Journal of Education*, 36(4), 443–458.
62. Tomlinson, M. (2007). Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work*, 20(4), 285–304. doi:10.1080/13639080701650164
63. Univerza v Ljubljani. (2019). *Univerza v številkah*. Retrieved April 20, 2019 from https://www.uni-lj.si/o_univerzi_v_ljubljani/univerza_v_stevilkah/
64. van der Meer, P. & Wielers, R. (2001). The Increased Labour Market Participation of Dutch Students. *Work, Employment and Society*, 15(1), 055–071. doi:10.1017/S0950017001000034
65. Vukasovic, M. (2014). When and How Does Europe Matter? Higher Education Policy Change in Croatia, Serbia and Slovenia. *Higher Education Policy*, 27(3), 403–423. doi:10.1057/hep.2013.36
66. Walter, S. G., Parboteeah, K. P. & Walter, A. (2013). University Departments and Self-Employment Intentions of Business Students: A Cross-Level Analysis. *Entrepreneurship Theory and Practice*, 37(2), 175–200. doi:10.1111/j.1540-6520.2011.00460.x
67. Wang, C. K. & Wong, P.-K. (2004). Entrepreneurial interest of university students in Singapore. *Technovation*, 24(2), 163–172. doi:https://doi.org/10.1016/S0166-4972(02)00016-0
68. Wang, L., Xu, H., Zhang, X. & Fang, P. (2017). The relationship between emotion regulation strategies and job search behavior among fourth-year university students. *Journal of Adolescence*, 59, 139–147. doi:https://doi.org/10.1016/j.adolescence.2017.06.004
69. Webber, D. J. & Mearman, A. (2012). Students' perceptions of economics: identifying demand for further study. *Applied Economics*, 44(9), 1121–1132. doi:10.1080/00036846.2010.537640
70. Werbel, J. D. (2000). Relationships among Career Exploration, Job Search Intensity, and Job Search Effectiveness in Graduating College Students. *Journal of Vocational Behavior*, 57(3), 379–394. doi:https://doi.org/10.1006/jvbe.2000.1746
71. Whiston, S. C. & Keller, B. K. (2004). The Influences of the Family of Origin on Career Development: A Review and Analysis. *The Counseling Psychologist*, 32(4), 493–568. doi:10.1177/0011000004265660

72. Wilton, N. (2008). Business graduates and management jobs: an employability match made in heaven? *Journal of Education and Work*, 21(2), 143–158. doi:10.1080/13639080802080949
73. Wyk, M. M. v. (2012). Measuring Students' Attitudes to Economics Education: A Factorial Analysis Approach. *Journal of Social Sciences*, 31(1), 27–42. doi:10.1080/09718923.2012.11893012
74. Zgaga, P. & Miklavič, K. (2011). Reforming Higher Education in "Transition". *European Education*, 43(3), 13–25. doi:10.2753/EUE1056-4934430301
75. Republički zavod za statistiku. (2018). *VISOKO obrazovanje 2017/2018*, 50, (pp. 115). Beograd: Republički zavod za statistiku.

APPENDICES

Appendix 1: Povzetek (Summary in Slovene language)

Način kako pridobiti in zadržati talentirane ljudi se je v zadnjih 20-ih letih enormno spremenil. Z množično uporabo interneta so študentje vsakodnevno preplavljeni z veliko informacijami in možnimi zapolsitvenimi ponudbami, kar pa prispeva k temu, da delodajalci težje poiščejo nove kompetentne ljudi. Pridobiti te ljudi je le prvi korak, saj je zadržati le te za današnja podjetja veliko večji izziv v vsakodnevno spreminjajočem se trgu zaposlovanja. Kaj navdušuje študente, da se odločijo za specifično pot v karieri in kakšno zaposlitev bodo imeli po koncu študija je glavna tema različnih raziskovalcev, delodajalcev in ostalih ponudnikov na trgu dela, ki jih zanimajo predvsem njihov način in izbira morebitne zaposlitve.

Glavni namen raziskave je odkriti vzorce obnašanje in osebne lastnosti študentov ekonomije v povezavi z njihovimi izbirami svojih kariernih odločitev, analiziranje osebnih in drugih vplivov, ki vplivajo na odločitve študentov za nadaljno pot v karieri in na trgu dela. Sklepi, ki jih iz dela lahko vidimo so večinoma v povezavi s sklepi ostalih del opravljenih v tujini. To pomeni, da je velika večina študentov iz Srbije in Slovenije pod velikim vplivom njihovih mater, ko je govora o osebnih in drugih lastnostih, ki sovpadajo z raziskavo, ki jo je opravil Kniventon (2004).

Osebe, ki so sodelovali v raziskavi so ocenile svoje zaposlitvene lastnosti v MNC-jih in SME-jih kot zelo podobne svojim vrstnikom iz drugih držav. Pri MNC-jih je na prvem mestu plača, kot primaren in odločilen factor pri zaposlitvi, medtem ko pri SME-jih v prvi vrsti to predstavlja varno in udobno delovno okolje. Še več, ko je govora o nadaljnjih kariernih korakih so študentje navdušeni nad potencialnimi priložnostmi za osebno rast in razvoj ter možnostmi napredovanja. Raziskava je vsebovala tudi primerjavo študentov iz dveh držav. Razberemo lahko kaj so ključni vplivi na študente pri njihovi izbiri kariernih poti, njihovo percepcijo trga dela, ocenimo lahko tudi njihovo osebno preferenco po delu doma ali v tujini, hkrati pa omogoči potencialnim zaposlovalcem in fakultetam pridobivanje veliko uporabnih informacij in podatkov. Opredeljena je tudi percepcija o želji po zaposlitvi z prvo-stopenjsko izobrazbo po zaključku študija na fakulteti. Raziskava nam omogoči vpogled v študentske navade in njihovo uporabno različnih študentskih storitev v povezavi z iskanjem morebitnih zaposlitev in izboljšanju kompetenc na trgu dela.

V nadaljevanju lahko vidimo nekatere razlike v lastnostih študentov ekonomije iz Srbije in Slovenije, bolj konkretno v načinu vedenja pri iskanju zaposlitve. Razlika je predvsem ko govorimo o službah z zdravim delovnim okoljem in glavnimi lastnostmi organizacij, za katere bi si študentje želeli delati. Vse skupaj je zelo pomembno za zaposlovalce, saj morajo sami vedeti katere študente specifičnih izobrazb bodo zaposlili preden se vključijo v trg dela.

Za zaključek lahko razberemo, da raziskava ni nujno pokazatelj velikih razlik med odnosom do kariernih odločitev študentov ekonomije v Srbiji in Sloveniji, je pa še bolj pomembno prispevala k razvoju teoretičnih in praktičnih izzivov za nadaljnje raziskovanje. Predstavlja

neko platformo za nadaljnji razvoj in raziskovanje študentskih navad pri izbiri zaposlitve na trgu dela v Srbiji in Sloveniji, prav tako nam omogoči merljivost določenih podatkov o vedenju na trgu dela. Lahko bi bila uporabna tudi za potencialne delodajalce za pripravo primernih delovnih mest za študente, na kar lahko sklepamo, da so študentje bolj zainteresirani za službe z dolgoročnimi priložnostmi osebnega in poslovnega razvoja ter za različne fakultete o tem, kakšne službe si študentje dejansko želijo poiskati. Študentje se nebi smeli kategorizirati kot navadni iskalci zaposlitve, saj iz raziskave lahko razumemo, da se ne zadovoljijo z službami na krajši rok dela, temveč za razliko od mnogih ostalih predstavljajo posebno delovno silo, v podjetjih, ki bi jih kot tako morali tudi obravnavati.

Appendix 2: Glossary

From	Attitude
To	Odnos
From	Trait
To	Značilnost
From	Employability
To	Zaposljivost
From	Career choice
To	Poklicne izbire
From	Slef-efficacy
To	Samoučinkovitost
From	Self-empowerment
To	Samouresničevanje
From	Marketabilty
To	Tržnosti
From	Self-employed
To	Samostojni podjetnik
From	Fringe Benefits
To	Bonitete
From	Risk-Tolerant
To	Tolerantni na tveganja
From	Entrepreneurship
To	Podjetništvo
From	Cost-conscious
To	Stroškovno osveščeni

Appendix 3: Serbian version of the survey

Stavovi prema izboru karijere ekonomskih studenata iz Srbije

Pozdrav, moje ime je Zoran i student sam International Business master programa na Ekonomskom fakultetu u Ljubljani. U master radu pod mentorstvom doc. Dr. Sc. Tamare Pavasović Trošt, istražujem područje izbora karijere studenata ekonomije i njihovo ponašanje na tržištu rada. Anketa je namenja isključivo trenutnim ekonomskim studentima na državnim ekonomskim fakultetima. Trajanje ankete je između 5 i 7 minuta i vaši su odgovori potpuno anonimni. Prikupljeni podaci korišćiće se samo u istraživačke svrhe. Unapred hvala što ste učestvovali u anketi.

Q1 - Na kom fakultetu trenutno studirate?

- Ekonomski (državni)
- Neki drugi

Q2 - Koji je vaš trenutni nivo studija?

- Osnovne
- Master
- Doktorske
- Drugo, molim vas napišite:

Q3 - U kojem periodu ste se odlučili kojom karijerom želite da se bavite? (karijera u smislu profesije, npr. ekonomista, lekar, inženjer...

- U toku osnovne škole
- U toku srednje škole
- Nakon završetka srednje škole
- Prilikom upisa prve godine fakulteta
- Još uvek nisam siguran/a kojom profesijom želim da se bavim

Q4 - Ko je najviše uticao na vaš izbor profesije?

	Bez uticaja	Mali uticaj	Srednje	Veliki uticaj	Presudan uticaj	Ne znam
Otac	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Majka	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brat ili sestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prijatelj/i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Učitelj/Profesor/Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolege sa posla	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neko drugi značajan/Partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ostala rodbina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 - Koliko su vam bitni sledeći faktori pri izboru profesije?

	Bez uticaja	Mali uticaj	Srednje	Veliki uticaj	Presudan uticaj	Ne znam
Finansijske pogodnosti u izabranoj karijeri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kvalitet života povezan sa profesijom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnosti napredovanja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jednostavan pristup karijeri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moja ljubav prema izabranoj karijeri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestiž i društveni status profesije	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnost rada u inostranstvu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potencijal za lični razvoj i napredak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnosti putovanja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prilika za primenu stečenih znanja i veština	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnost rada od kuće	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sigurnost zaposlenja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnost promene profesije	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visina primanja na početku karijere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reputacija profesije	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Količina slobodnog vremena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 - Kada biste imali izbora, šta biste izabrali nakon završetka studija?

- Da radite u zemlji odakle ste
- Da radite u inostranstvu
- Ne znam

Q7 - Molim vas rangirajte za kakvu organizaciju biste voleli da radite nakon studja? (1-najviše, 5-najmanje)

Multinacionalna korporacija (preko 500 radnika)	
Srednje preduzeće (između 100 i 499 radnika)	
Malo preduzeće (ispod 99 radnika)	
U privatnom neprofitnom sektoru	
U državnom neprofitnom sektoru	

Q8 - Molim vas ocenite povoljnost sledećih uslova rada u multinacionalnim kompanijama:

1 (Nepovoljno)	2	3	4	5 (Veoma povoljno)	Ne znam
Plata					

Povlastice (Bonusi, slobodni dani...)
Radno okruženje
Sigurnost posla
Mogućnost rada na neodređeno
Odnos sa menadžmentom
Opseg odgovornosti
Učešće u donošenju odluka

Q9 - Molim vas ocenite povoljnost sledećih uslova rada u srednjim i malim preduzećima:

1 (Nepovoljno)	2	3	4	5 (Veoma povoljno)	Ne znam
Plata					
Povlastice (Bonusi, slobodni dani...)					
Radno okruženje					
Sigurnost posla					
Mogućnost rada na neodređeno					
Odnos sa menadžmentom					
Opseg odgovornosti					
Učešće u donošenju odluka					

Q10 - Molim vas ocenite povoljnost sledećih uslova rada u neprofitnom sektoru:

(Nepovoljno)	2	3	4	5 (Veoma povoljno)	Ne znam
Plata					
Povlastice (Bonusi, slobodni dani...)					
Radno okruženje					
Sigurnost posla					
Mogućnost rada na neodređeno					
Odnos sa menadžmentom					
Opseg odgovornosti					
Učešće u donošenju odluka					

Q11 - Molim vas ocenite koliko su vama lično bitni sledeći faktori pri izboru posla:

Nije važan uopšte	Malo važan	Srednje	Važan	Jako važan	Ne znam
Posao koji je intelektualno izazovan					
Posao koji podstiče kreativnost					
Posao koji pruža veću slobodu pri radu					
Posao koji nudi veće mogućnosti za promenu karijere					
Posao koji nudi više slobodnog vremena za lični život					
Posao koji nudi bolje zdravstveno osiguranje					
Posao koji nudi veću fleksibilnost nakon porodijskog odsustva					

Q12 - Koliko dugo očekujete da ostanete na prvom poslu posle studija?

- Do godinu dana
- Do tri godine
- Na neodređeno
- Ne znam

Q13 - Da li ste koristili usluge studentskih zadruga?

- Da
- Ne
- Ne znam

Q14 - Da li ste posećivali sajmove poslova?

- Da
- Ne
- Ne znam

Q15 - Vaše godište:

Q16 - Vaš pol?

- Muški
- Ženski
- Ne želim da se izjasnim

Q17 - Vaša nacionalnost:

Q18 - Koji je vaš trenutni status zaposlenja?

- Zaposlen/a, puno radno vreme
- Zaposlen/a, skraćeno radno vreme (uključuje studentske poslove)
- Nezaposlen/a
- Drugo:

Q19 - Koje je vaše bračno stanje?

- Oženjen/Udata
- Neoženjen/Neudata
- Ne želim da se izjasnim

Q20 - Koju srednju školu ste završili?

- Gimnaziju
- Stručnu srednju školu (ekonomska, medicinska, tehnička...)
- Mešovitu srednju školu
- Umetničku (muzička, baletska...)
- Srednju školu za specijalno obrazovanje

Q21 - Koliko je veliki grad/mesto u kome ste odrasli?

- Preko milion stanovnika
- Između 500 hiljada i 999 hiljada
- Između 100 hiljada i 499 hiljada
- Između 50 hiljada i 99 hiljada
- između 10 hiljada i 49 hiljada
- Između hiljadu i 9 hiljada
- Ispod 999 stanovnika

Q22 - Okrug odakle dolazite:

- Grad Beograd
- Severno-Bački
- Zapadno-Bački
- Južno-Bački
- Severno-Banatski
- Srednje-Banatski
- Južno-Banatski
- Sremski
- Mačvanski
- Kolubarski
- Podunavski
- Braničevski
- Šumadijski
- Pomoravski
- Borski
- Zaječarski
- Zlatiborski
- Moravički
- Raški
- Rasinski
- Nišavski
- Toplički
- Pirotski
- Jablanički
- Pčinjski

- Kosovski
- Pečki
- Prizrenski
- Kosovsko-Mitrovački
- Kosovsko-Pomoravski

Appendix 4: Slovenian version of the survey

Odnos do kariernih odločitev študentov ekonomije v Sloveniji

Zdravo, moje ime je Zoran in zaključujem študij magistrskega programa Mednarodno poslovanje (Masters program of International Business) na Ekonomski fakulteti v Ljubljani. V okviru magistrske naloge pod mentorstvom doc. Tamare Pavasović Trošt, PhD, raziskujem področje kariernih odločitev študentov ekonomije in njihovega obnašanja na trgu dela. Vprašalnik je namenjen izključno sedanjim študentom ekonomije na državnih gospodarskih fakultetah. Ta vprašalnik vam bo vzel približno 5-7 minut vašega časa. Vaši vnosi so popolnoma anonimni, podatki pa bodo uporabljeni izključno v raziskovalne namene. Za sodelovanje se vam že vnaprej zahvaljujem.

Q1 - Na kateri fakulteti trenutno študirate?

- Ekonomska fakulteta (državna univerza)
- Drugo

Q2 - Kakšna je vaša trenutna stopnja visokošolske izobrazbe?

- Dodiplomski študij (VPŠ, UPEŠ)
- Magistarski študij
- Doktorski študij
- Drugo, prosim napišite:

Q3 - V katerem obdobju ste se odločili za kariero, s katero bi se radi ukvarjali? (kariera v smislu poklica, npr. ekonomist, zdravnik, inženir...)

- Med osnovno šolo
- Med srednjo šolo
- Po končani srednji šoli
- Pri vpisu v prvi letnik študija
- Še vedno nisem prepričan/a kakšen poklic želim opravljati

Q4 - Kdo je najbolj vplival pri vaši izbiri za poklic?

Ni vpliva	Majhen vpliv	Srednje	Velik vpliv	Odločilnega vpliva	Ne vem
Oče					
Mati					
Brat ali sestra					
Prijatelj/i					
Učitelj/Profesor/Mentor					
Kolegi z dela					
Partner					
Drugi sorodniki					

Q5 - Kako pomembni so naslednji dejavniki pri izbiri poklica?

Ni vpliva	Mali uticaj	Srednje	Velik vpliv	Odločilnega vpliva	Ne vem
Finančne koristi v izbrani karieri					
Kakovost življenja povezana s stroko					
Možnosti napredovanja					
Enostaven dostop do kariere					
Moja naklonjenost do izbrane kariere					
Prestiž in socialni status poklica					
Priložnost za delo v tujini					
Potencial za osebno rast in razvoj					
Možnost potovanja					
Priložnost za uporabo spretnosti in sposobnosti					
Možnost dela od doma					
Varnost zaposlitve					
Možnost spremembe poklica					
Višina plače na začetku kariere					
Ugled poklica					
Količina prostega časa					

Q6 - Če bi imeli izbiro, kaj bi izbrali po diplomi?

- Delati v državi iz katere prihajate
- Delati v tujini
- Ne vem

Q7 - Prosimo, da razvrstite za kakšno organizacijo želite delati po študiju? (1 Največ, 5 Najmanj)

Multinacionalno podjetje (več kot 500 delavcev)	
Srednje podjetje (med 100 in 499 delavci)	
Majhno podjetje (pod 99 delavci)	

V zasebnem neprofitnem sektorju	
V državnem neprofitnem sektorju	

Q8 - Prosimo ocenite spodnje delovne pogoje v multinacionalnih podjetjih:

	1 (Neugodan)	2	3	4	5 (Zelo ugodan)	Ne vem
Plača						
Privilegiji (bonusi, prosti dnevi...)						
Delovno okolje						
Varnost zaposlitve						
Možnost pogodbe za nedoločen čas						
Odnos z vodstvom						
Obseg odgovornosti						
Sodelovanje pri odločanju						

Q9 - Prosimo ocenite spodnje delovne pogoje v srednjih in malih podjetjih:

	1 (Neugodan)	2	3	4	5 (Zelo ugodan)	Ne vem
Plača						
Privilegiji (bonusi, prosti dnevi...)						
Delovno okolje						
Varnost zaposlitve						
Možnost pogodbe za nedoločen čas						
Odnos z vodstvom						
Obseg odgovornosti						
Sodelovanje pri odločanju						

Q10 - Prosimo ocenite spodnje delovne pogoje v neprofitnem sektorju:

	1 (Neugodan)	2	3	4	5 (Zelo ugodan)	Ne vem
Plača						
Privilegiji (bonusi, prosti dnevi...)						
Delovno okolje						
Varnost zaposlitve						
Možnost pogodbe za nedoločen čas						
Odnos z vodstvom						
Obseg odgovornosti						
Sodelovanje pri odločanju						

Q11 - Prosimo ocenite kako pomembni so vam naslednji dejavniki pri izbiri delovnega mesta:

Sploh ni pomembno pomembno	Malo pomembno	Srednje	Pomembno	Zelo
Ne vem				
Zaposlitev, ki je intelektualno zahtevno				
Zaposlitev, ki navdihuje ustvarjalnost				
Zaposlitev, ki vam daje več svobode pri delu				
Zaposlitev, ki ponuja več priložnosti za spreminjanje kariere				
Zaposlitev, ki ponuja več prostega časa za osebno življenje				
Zaposlitev, ki ponuja boljše zdravstveno zavarovanje				
Zaposlitev, ki nudi večjo prožnost po porodniškem dopustu				

Q12 - Kako dolgo pričakujete da boste ostali na svojem prvem delovnem mestu po študiju?

- Do enega leta
- Do treh let
- Za nedoločen čas
- Ne vem

Q13 - Ste uporabili storitve študentskih servisov?

- Da
- Ne
- Ne vem

Q14 - Ali ste se udeležili zaposlitvenih sejmov?

- Da
- Ne
- Ne vem

Q15 - Letnica rojstva:

Q16 - Spol?

- Moški
- Ženski
- Ne želim dati izjave

Q17 - Državljanstvo:

Q18 - Kakšen je vaš trenutni status zaposlitve?

- Zaposlen/a, polni delovni čas

- Zaposlen/a, skrajšani delovni čas (vključuje študentska dela)
- Nezaposlen/a
- Drugo, prosim napišite:

Q19 - Kakšen je vaš trenutni osebni status?

- Poročen/a
- Neporočen/a
- Ne želim dati izjave

Q20 - Katero srednjo šolo ste končali?

- Gimnaziju
- Nižje poklicno izobraževanje (NPI)
- Srednje poklicno izobraževanje (SPI)
- Srednje strokovno izobraževanje (SSI)
- Poklicno-tehniško izobraževanje (PTI)

Q21 - Kako veliko je mesto/kraj v katerem ste odrasli?

- Več kot milijon ljudi
- Med 500 tisoč in 999 tisoč
- Med 100 tisoč in 499 tisoč
- Med 50 tisoč in 99 tisoč
- Med 10 tisoč in 49 tisoč
- Med tisoč in devet tisoč
- Pod 999 prebivalci

Q22 - Regija, od koder prihajate:

- Gorenjska
- Goriška
- Osrednjeslovenska
- Obalno-kraška
- Primorsko-notranjska
- Jugovzhodna
- Podravska
- Posavska
- Koroška
- Pomurska
- Zasavska