

College of Agriculture Graduates' Perceived Levels of Job Satisfaction Associated with their Chosen Career Field



J. Shane Robinson¹
Oklahoma State University
Stillwater, OK 74078-6032

Bryan L. Garton²
University of Missouri
Columbia, MO 65211-7040

Abstract

Job satisfaction plays a role in whether employees remain in their chosen profession. The purpose of this study was to track the career paths of graduates from a Midwestern Land-Grant Institution. Specifically, the study sought to determine the career choice, employment status, salary, and overall job satisfaction of college graduates. The findings of the study revealed graduates are entering a wide array of careers. Nearly three-fourths of the graduates were full-time employees, while 20% were attending graduate or professional school. Nearly 30% of full-time employees worked in management and sales positions. While 80% of graduates worked between 30 to 59 hours per week, those who were employed on a part-time basis were found to be most satisfied with their employment status. In all, graduates were satisfied with their current salary regardless of the financial reward. Graduates with degrees in general agriculture and food and science nutrition earned the highest salaries but had the lowest satisfaction ratings with their chosen career. Graduates who entered industry as scientists had the highest satisfaction ratings in their chosen occupation, while graduates employed as support staff and research assistants were undecided about their level of job satisfaction. Overall, graduates were satisfied with their chosen career field.

Introduction/Theoretical Framework

The dynamics of the world are changing, and an interesting phenomenon is occurring. Based on the baby boomer effect, the average age of the workforce is getting older (Barth, 2000; Judy and D'Amico, 1997). As such, younger workers are in greater demand but are also in short supply. Additionally, the state of the economy demands more job flexibility (Barth). While the aging workforce is more reluctant to relocate to another job, younger employees appear to be more willing to take advantage of this built in

sense of job flexibility. Boverie and Kroth (2000) posited: "Because there will be fewer people to take the place of the current baby boomers, recruiting and keeping employees will be one of the toughest organizational tasks for at least the next two decades. The values of these new employees will emphasize less loyalty to organizations, more job hopping, a greater importance on having fun, and quality time off" (p. 850).

To that end, hiring recent college graduates has become somewhat of a gamble (Morley, 2001).

The overall job tenure of employees has decreased from seven years to four years (Gregg and Wadsworth, as cited in Morley, 2001). As such, assessing job satisfaction in one's current job becomes more important than ever. A lack of job satisfaction can result in worker turnover, which creates multiple problems for organizations and society as a whole.

Job satisfaction is the overall feeling people have about their jobs (Dawis and Lofquist, 1984; Martin, 2002; Rowden, 2002). Rowden (2002) noted two perspectives of job satisfaction. The first is the humanitarian perspective, which states ". . . that people deserve to be treated fairly and with respect" (p. 4). The second is the utilitarian perspective, which ". . . can lead to behavior by employees that affects organizational functioning, as well as a reflection on organizational functioning" (p. 4). Companies, in general, realize greater employee satisfaction leads to more effectiveness and productivity on the job (Martin, 2002). However, a dissatisfied employee can engage in negative, unwarranted actions. Such actions include absence from work and can ultimately result in the employee's departure from the profession or trade altogether (Dawis and Lofquist, 1984).

While higher education should prepare students for future employment (Cole and Thompson, 2002; Evers et al., 1998; Martin et al., 2000; McLaughlin, 1995; Peddle, 2000) and life after college (Kember and Leung, 2005; Martin et al., 2000), research has indicated graduates have unrealistic expectations of the workforce and are not necessarily ready to enter

¹Assistant Professor, Agricultural Education, Communications and Leadership Affiliation, 440 Agricultural Hall; Email: shane.robinson@okstate.edu

²Associate Professor and Chair, Agricultural Education, 123 Gentry Hall; Email: gartonb@missouri.edu

industry after graduation (Candy and Crebert, 1991). Bluestein (2001) opined individuals often seek employment that resonates with their value systems. Brown (2002) referred to these values as work values that consist of “*financial prosperity, altruism, achievement, and responsibility*” (p. 49). Schein (1996) opined employers have begun placing a greater emphasis on autonomy and have desires to become entrepreneurs and/or work part-time.

The attitudes workers bring to their jobs and the motivation they possess for performing the duties of their jobs leads to job satisfaction. Gilmer and Deci (1977) asserted “*Workers' attitudes toward their jobs reflect the extent to which they are satisfied with their jobs and their work lives*” (p. 228). Kallegerg (1977) suggested: “*Many have been interested in job satisfaction, for example, as a result of a personal value system which assumes that work which enables satisfaction of one's needs furthers the dignity of the human individual, whereas work without these characteristics limits the development of personal potential and is, therefore, to be negatively valued*” (p. 124).

Dawis and Lofquist (1984) stated the general expectation for all individuals is to engage in work with the ultimate goal of becoming full-time employees. Once employed, it is important for graduates to be satisfied with their career because job satisfaction plays a role in whether graduates remain committed to their selected career (Robinson and Garton, 2006).

In an attempt to better understand worker motivation and job satisfaction, Herzberg et al. (1959) developed the Motivation-Hygiene Theory. The theory is based on two-factors (“hygiene” and “motivator”) that allude to employer's level of job satisfaction or dissatisfaction. Job satisfaction factors include achievement, recognition, work itself, responsibility, and advancement, while dissatisfaction factors include policy and administration, supervision, salary, interpersonal relations, and working conditions (Herzberg et al.).

Specifically, hygiene factors are those which “surround the doing of the job” (Herzberg et al., p. 113). They are associated with a person's unhappiness at performing their job and cause a sense of dissatisfaction to the employee. Motivator factors, on the other hand, pertain to the employee's ability to perform certain tasks associated with the job, allow for job satisfaction, and are “. . . *the kind of improvement in performance that industry is seeking*” (p. 114). The theory “. . . *has suggested to employers ways in which they could increase the satisfaction of workers by manipulating job characteristics that are frequently under their control*” (Kelleberg, 1977, p.125). To that end, there is a need to determine which characteristics lead to job satisfaction.

Purpose and Objectives

The purpose of this study was to track the career paths of COA graduates from a Midwestern Land-

Grant Institution. Specifically, the study sought to determine the career choice, employment status, salary, and overall job satisfaction of college graduates. The following research objectives guided the study:

1. Describe COA graduates' level of job satisfaction by employment status, career path, and salary status of COA graduates.
2. Describe the number of hours per week COA graduates engage in their work.
3. Describe COA graduates' salary status by academic degree.
4. Describe COA graduates' level of job satisfaction by academic degree.

Methods and Procedures

The design of the study was survey research. Descriptive statistics were employed to analyze the data. The population for this study was graduates of the COA at a Midwestern Land-Grant Institution from January 2004 to May 2005 (N = 711). The COA at this Land-Grant institution encompasses the following academic departments: Agricultural Economics, Agricultural Education, Agricultural Journalism, Agribusiness Management, Agricultural Systems Management, Animal Science, Biochemistry, Food and Science Nutrition, General Agriculture, Hotel and Restaurant Management, Plant Sciences, Fisheries and Wildlife, Forestry, Parks, Recreation, and Tourism, and Soil and Atmospheric Science (blinded authors, 2007).

As part of a larger study, a random sample (n = 272) of the population was mailed a questionnaire. The questionnaire consisted of four sections, with job satisfaction and demographics comprising two of the sections. The Brayfield-Rothe (1951) job satisfaction instrument, as modified by Warner (1973) was employed for the job satisfaction section. This section consisted of 14 questions on job satisfaction and dissatisfaction factors (see Table 1) and employed a five-point Likert scale ranging from 1 - strongly disagree to 5 - strongly agree. A panel of experts consisting of COA university faculty established content and face validity. Cano and Miller (1992) established reliability for the job satisfaction section

Table 1. Items represented on the job satisfaction index

Items	
1.	My job is interesting enough to keep me from getting bored.
2.	My friends seem more interested in their jobs than I am.
3.	I consider my job pleasant.
4.	I am often bored with my job.
5.	I feel satisfied with my job.
6.	Most of the time, I have to force myself to go to work.
7.	I definitely dislike my work.
8.	I feel I am happier in my work than most other people.
9.	Most days I am enthusiastic about my work.
10.	Each day of work seems like it will never end.
11.	I like my job better than the average worker does.
12.	My job is uninteresting.
13.	I find real enjoyment in my work.
14.	I am disappointed that I ever took this job.

through prior research and reported a Cronbach's alpha coefficient of .94 for the summated scale.

To assess the objectives in the study, modes of central tendency and variability consisting of frequencies, percentages, means, and standard deviations were used. Graduates responded to the title and job description of their chosen career through an open-ended question. The responses were categorized by the researchers into one of the following options: sales, management, communications, government agencies, production agriculture, scientists, research assistants, teachers, support staff, financial services, food services, educational trainers (industry), graduate school, and other. The "other" category served as a "catch-all" for graduates who could not be placed in one of the existing categories. Examples of the "other" category consisted of zookeeper, cash register operator, inventory analyst, and pharmacy technician to name a few.

The Dillman (2004) Tailored Design Method was used to collect data. Postcards announcing the forthcoming questionnaire were mailed two weeks prior to mailing the complete questionnaire package, which consisted of a cover letter, questionnaire, and pre-paid return envelope. A follow-up postcard was sent to non-respondents ten days after the initial mailing of the complete package. A second complete package was mailed to non-respondents ten days after the follow-up postcard. Recipients were instructed to complete and return the questionnaires to the researcher in a pre-paid, stamped envelope. In all, 141 participants responded for a 52% response rate.

Non-response error was accounted for by comparing early (the first 25%; $n = 35$) and late (the last 25%; $n = 35$) respondents (Miller and Smith, 1983). This represented the extreme ends of the spectrum concerning early and late respondents and allowed for the greatest amount of possible discrepancy. Specifically, an independent t-test was calculated to compare early and late respondents to determine differences based on their overall level of job satisfaction. No significant differences were found (Table 2).

Because this study employed an existing data set,

department comprising the fewest number of total graduates consisted of: agricultural economics, agricultural journalism, agricultural systems management, food and science and nutrition, general agriculture, plant science, and soil and atmospheric science ($f = 15$). The greatest number of graduates responding to the initial study consisted of animal science ($f = 15$), while the fewest respondents consisted of graduates in parks, recreation, and tourism, soil and atmospheric science, and general agriculture ($f = 5$). Lastly, the degree programs consisting of graduates with the highest grade point average (GPA) were biochemistry and forestry (3.47), while graduates in general agriculture had the lowest GPA (2.56).

Findings

Objective one sought to describe the employment status, career path, and salary status of COA graduates. Ninety-nine (73%) graduates were employed full-time (Table 3). Of the respondents, 26 (19%) were attending graduate or professional school, and five (4%) were employed part-time. Graduates employed part-time were most satisfied ($M = 4.27$; $SD = .30$), while those comprising the "other" category were least satisfied ($M = 3.54$; $SD = .79$).

The career paths graduates entered were ranked from highest to lowest in terms of mean scores (Table 4). The career paths comprising the greatest number of graduates consisted of graduate school and management ($f = 26$, 20.8%), while 15 graduates entered careers in sales (12%). The career paths least populated by graduates were research assistants ($f = 5$, 4%), support staff ($f = 4$, 3.2%), and financial services, educational trainers in industry, and food services ($f = 3$, 2.4%). Graduates employed as scientists were most satisfied with their career choice ($M = 4.55$; $SD = .44$), while those employed as support staff and research assistants were least satisfied ($M = 3.07$; $SD = 1.39$). Noteworthy is the fact that these career choice options possessed the largest standard deviations among graduate's responses.

Objective two sought to describe the number of hours per week COA graduates engage in their work.

Nearly 7% of graduates work less than 20 hours per week, while more than 70% of graduates work between 40 and 59 hours per week (Table 5).

More than 15% of graduates work between 21 to 39 hours per week. Six percent work between 60 to 79 hours per week, while slightly more than 1% of graduates work in excess of 80 hours per week.

To assess the salaries earned by graduates, Table 6 was constructed. The highest percentage of graduates earned a salary less than \$20,000 per year (31%).

Table 2. Comparison of early and late respondents on level of job satisfaction

Variable	Early Respondents		Late Respondents		p-value
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Overall Job Satisfaction	3.89	.86	3.99	.69	.60

Note. Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree; $p \leq .05$

the demographic information of the graduates had previously been collected (blinded authors, 2007). As such, a greater percentage of females ($f = 75$; 53%) responded to the initial study than did males ($f = 66$; 47%). Further, the department comprising the largest number of total graduates during the two-year period (January 2004 to May 2005) was hotel and restaurant management ($N = 36$), while the

Table 3. Job satisfaction of College of Agriculture graduates by employment status (n = 135)

Employment Status	<i>f</i>	%	<i>M</i>	<i>SD</i>
Employed full-time	99	73.3	3.88	.80
Attending graduate or professional school	26	19.3	4.16	.34
Employed part-time	5	3.7	4.27	.38
Caring for family full-time	1	0.7	3.64	.00
Other	4	2.9	3.54	.79

Note. Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Table 4. Job satisfaction of College of Agriculture graduates by career path (n = 125)

Rank	Career Path	<i>f</i>	%	<i>M</i>	<i>SD</i>
1.	Scientists	6	4.8	4.55	.44
2.	Financial Services	3	2.4	4.29	.70
3.	Teachers	9	7.2	4.25	.53
4.	Graduate School	26	20.8	4.17	.35
5.	Educational Trainers (Industry)	3	2.4	4.12	.04
6.	Sales	15	12.0	4.00	.52
7.	Management	26	20.8	3.95	.75
8.	Communications	8	6.4	3.81	.74
9.	Food Services	3	2.4	3.71	.56
10.	Production Agriculture	6	4.8	3.69	.43
11.	Other	11	8.8	3.68	.86
12.	Support Staff	4	3.2	3.36	1.20
13.	Research Assistants	5	4.0	3.07	1.39

Note. Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

More than 16% of graduates earned an annual salary between \$20,000 to \$29,999. Nearly 20% of graduates earned between \$30,000 to \$34,999, while nearly 30% of graduates earned \$35,000 to \$44,999 per year. Nearly 4% of graduates earned a salary greater than \$45,000 per year. Graduates earning between \$35,000 to \$39,999 were most satisfied (*M* = 4.11; *SD* = .52) with their current salary, followed by those earning less than \$20,000 (*M* = 4.04; *SD* = .56). Graduates least satisfied with their current salary were those earning between \$20,000 to \$24,999 (*M* = 3.58; *SD* = .95).

Objective three sought to identify COA graduates' salary status by academic degree. The greatest number of those who responded (*f* = 40) earned less than less than \$20,000 per year with the greatest number of these graduates having obtained degrees in animal science (*f* = 6) and agricultural journalism (*f* = 5). In contrast, only five graduates earned above

8). Graduates from the fisheries and wildlife degree program experienced the greatest level of job satisfaction (*M* = 4.29; *SD* = 1.01). In addition, graduates in biochemistry (*M* = 4.21; *SD* = .46); agricultural systems management (*M* = 4.21; *SD* = .33); parks, recreation, and tourism (*M* = 4.09; *SD* = .71); and plant science (*M* = 4.04; *SD* = .39) rounded out the top five academic degrees in terms of job satisfaction. Graduates with degrees in forestry (*M* = 3.73; *SD* = .83), agribusiness management (*M* = 3.73; *SD* = .73), animal science (*M* = 3.61; *SD* = .76), and general agriculture (*M* = 3.57; *SD* = 1.34) food science and nutrition (*M* = 3.52; *SD* = 1.08) rounded out the bottom five academic degrees in which graduates were least satisfied with their jobs. In all, COA graduates agreed to be satisfied with their respective careers (*M* = 3.93).

Conclusions

COA graduates at this Midwestern Land-Grant institution are entering a wide array of career opportunities. The largest portion of graduates was enrolled in graduate school and earning salaries less than \$20,000 annually. Additionally, outside of those attending graduate school, the largest portion of gradu-

Table 5. Number of hours per week College of Agriculture graduates work at their jobs (n = 136)

Hours per Week	<i>f</i>	%
Less than 20 hours	9	6.6
21 – 29 hours	6	4.4
30 – 39 hours	15	11.0
40 – 49 hours	71	52.2
50 – 59 hours	25	18.4
60 – 69 hours	5	3.8
70 – 79 hours	3	2.2
More than 80 hours	2	1.4

Table 6. Salary status and job satisfaction of College of Agriculture graduates (n = 129)

Salary	<i>f</i>	%	<i>M</i>	<i>SD</i>
Less than \$20,000	40	31.0	4.04	.56
\$20,000 – \$24,999	11	8.5	3.58	.95
\$25,000 – \$29,999	10	7.8	3.72	.99
\$30,000 – \$34,999	25	19.4	3.93	.68
\$35,000 – \$39,999	18	13.9	4.11	.52
\$40,000 – \$44,999	20	15.5	3.92	.78
Greater than \$45,000	5	3.9	3.84	.85

Note. Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Table 7. Annual salary of College of Agriculture graduates by academic degree

Academic Degree	Annual Salary						
	Under \$20,000	\$20,000 - 24,999	\$25,000 - 29,999	\$30,000 - 34,999	\$35,000 - 39,999	\$40,000 - 44,999	Above \$45,000
Agricultural Economics	2	1	0	4	0	0	0
Agricultural Education	4	1	1	3	4	1	0
Agricultural Journalism	5	1	0	2	0	2	1
Agribusiness Management	3	1	0	4	0	3	0
Agricultural Systems Mgt	2	1	0	3	2	3	0
Animal Science	6	2	2	3	1	0	0
Biochemistry	3	1	0	0	1	3	0
Food Science & Nutrition	1	0	0	0	2	1	3
General Agriculture	0	0	1	0	1	2	1
Hotel & Restaurant Mgt	1	1	0	4	2	2	0
Plant Science	3	0	2	1	1	2	0
Fisheries & Wildlife	2	1	2	0	2	0	0
Forestry	4	0	1	0	0	0	0
Parks, Recreation, & Tourism	1	1	0	1	2	0	0
Soil & Atmospheric Science	3	0	1	0	0	1	0
Total	40	11	10	25	18	20	5

Table 8. Assessing job satisfaction of College of Agriculture graduates by academic degree (n = 141)

Rank	Academic Degree	f	%	M	SD
1.	Fisheries and Wildlife	7	5.0	4.29	1.01
2.	Biochemistry	10	7.1	4.21	.46
2.	Agricultural Systems Management	13	9.2	4.21	.33
4.	Parks, Recreation, and Tourism	5	3.5	4.09	.71
5.	Plant Science	10	7.1	4.04	.39
6.	Hotel and Restaurant Management	10	7.1	4.03	.53
7.	Agricultural Journalism	11	7.8	4.02	.65
8.	Soil and Atmospheric Science	5	3.5	3.99	.89
9.	Agricultural Education	14	9.9	3.98	.63
10.	Agricultural Economics	9	6.4	3.83	.81
11.	Agribusiness Management	13	9.2	3.73	.73
11.	Forestry	6	4.3	3.73	.83
13.	Animal Science	15	10.6	3.61	.76
14.	General Agriculture	5	3.5	3.57	1.34
15.	Food and Science Nutrition	8	5.8	3.52	1.08
	Overall Level of Satisfaction (all graduates)	141	100.0	3.93	.73

Note. Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

ates employed in the workforce were entering careers in management, sales, and “other.”

A snapshot of graduates' employability reveals more than 80% worked between 30 to 59 hours per week and were satisfied with their chosen career. Over 85% of the graduates earned a salary of \$20,000 to \$44,999. Graduates who were most satisfied with their salary earned between \$35,000 to \$39,999 per year followed closely by those who earned less than \$20,000 per year and/or work part-time. Boverie and Kroth (2000) stated today's employees seek fun and time away from work. Further, Schein (1996) opined employers have begun placing a greater emphasis on autonomy and have desires to become entrepreneurs and/or work part-time. Therefore, it could be these graduates focus less on salary and more on the quality of the career in which they hold. When comparing graduates across the college, those with degrees in food science and nutrition and general agriculture earned the highest salaries, while animal science and forestry majors earned the lowest salaries. In all, graduates across the college agreed to be satisfied with their current salary regardless of how much or little they earned.

When assessing graduates by their chosen career paths, graduates from all the academic degree programs agreed to be satisfied with their career field ($M = 3.93$). However, graduates in fisheries and

wildlife were most satisfied with their chosen career field, while food and science nutrition graduates were least satisfied with their chosen career. While general agriculture and food science and nutrition graduates earned the highest salaries, they were the least satisfied with their chosen careers. Heslin (2005) stated most people relate their career success to their salary. This study found that not all graduates who earned the highest salaries were satisfied with their career. Why is that? Kelleberg (1977) stated the Motivator-Hygiene Theory can inform employers as to how best to increase the job satisfaction of their employees by altering certain factors of the job under their control. To that end, further research should seek to determine which factors impact job satisfaction beyond salary.

Graduates who entered industry as scientists were most satisfied with their chosen occupation, while graduates with support staff positions as well as those serving as research assistants were undecided about their level of job satisfaction. Graduates who entered careers in financial services, teaching, graduate school, educational training (industry), sales, management, communications, food services, production agriculture, and “other” all agreed to be satisfied with their career path.

This study indicated nearly three-fourths of COA graduates were employed full-time, and more than 80% of all COA graduates were either employed full-time or were attending graduate or professional school. This is an important finding that should be shared with prospective students of the COA. Dawis and Lofquist (1984) stated the general expectation for all individuals is to engage in work with the ultimate goal of becoming full-time employees. Students interested in attending this institution should be informed that obtaining a degree in the COA will likely result in opportunities for full-time employment. Further, current students in the COA should be notified that their older colleagues have secured employment or are continuing their education, and are generally satisfied with their chosen careers. Lastly, it is recommended that a longitudinal study be conducted with these graduates to determine how long they remain in their chosen career

field and if they continue to be satisfied with their choice.

Literature Cited

- Barth, M.C. 2000. An aging workforce in an increasingly global world. *Jour. of Aging and Social Policy* (The Hawthorn Press, Inc.) 11(2/3): 83-88.
- Blustein, D.L. 2001. Extending the reach of vocational psychology: Toward and inclusive and integrative psychology of working. *Jour. of Vocational Behavior* 59:171-182.
- Boverie, P. and M. Kroth. 2000. A passion for work: Developing and maintaining motivation. *Motivation Symposium 33*: Raleigh-Durham, NC.
- Brown, D. 2002. The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement. *Jour. of Counseling and Development* 80:48-56.
- Brayfield, A.H. and H.F. Rothe. 1951. An index of job satisfaction. *Jour. of Applied Psychology* 35:305-311.
- Candy, P.C. and R.G. Crebert. 1991. Ivory tower to concrete jungle. The difficult transition from the academy to the workplace as learning environments. *Jour. of Higher Education* 62(5):570-592.
- Cano, J. and G. Miller. 1992. A gender analysis of job satisfaction, job satisfier factors, and job dissatisfier factors of agriculture education teachers. *Jour. of Agr. Education* 33(3):40-46.
- Cole, L. and G. Thompson. 2002. Satisfaction of agribusiness employers with college graduates they have hired. *NACTA Journal* 46(1):34-39.
- Dawis, R.V. and L.H. Lofquist. 1984. A psychological theory of work adjustment: An individual-differences model and its applications. Univ. of Minnesota Press: Minneapolis.
- Dillman, D.A. 2004. Mail and internet surveys: The total design method. New York, NY: John Wiley and Sons.
- Evers, F.T., J.C. Rush, and I. Berdrow. 1998. The bases of competence. Skills for lifelong learning and employability. San Francisco, CA: Jossey-Bass Publishers.
- Gilmer, B. and E. Deci. 1977. Industrial and organizational psychology. New York, NY: McGraw-Hill.
- Herzberg, F., B. Mausner, and B.B. Snyderman. 1959. The motivation to work. New York, NY: John Wiley & Sons.
- Heslin, P.A. 2005. Conceptualizing and evaluating career success. *Jour. of Organizational Behavior* 26:113-136.
- Judy, R.W. and C. D'Amico. 1997. Workforce 2020: Work and Workers in the 21st Century. Hudson Institute, Inc. Accessed from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_store_01/0000019b/80/16/bb/41.pdf
- Kalleberg, A.L. 1977. Work values and job rewards: A theory of job satisfaction. *American Sociological Review* 42: 124-143.
- Kember, D. and D.Y. Leung. 2005. The influence of active learning experiences on the development of graduate capabilities. *Studies in Higher Education* 30(2):155-170.
- Martin, A.B. 2002. Work/family variables influencing the work satisfaction of Tennessee extension agents. *Learning and Satisfaction Symposium 5*: Honolulu, HA.
- Martin, A.J., J. Milne-Home, J. Barrett, E. Spalding, and G. Jones. 2000. Graduate satisfaction with university and perceived employment preparation. *Jour. of Education and Work* 13(2):201-213.
- McLaughlin, M. 1995. Employability skills profile: What are employers looking for? ERIC Digest. Retrieved September 9, 2005, from <http://www.ericdigests.org/1997-2/skills.htm>.
- Miller, L.E. and K.L. Smith. 1983. Handling non-response issues. *Jour. of Extension* 21:45-50.
- Morley, L. 2001. Producing new workers: Quality, equality and employability in higher education. *Quality in Higher Education* 7(2):131-138.
- Peddle, M.T. 2000. Frustration at the factory: Employer perceptions of workforce deficiencies and training trends. *Jour. of Regional Analysis & Policy* 30(1):23-40.
- Robinson, J.S. and B.L. Garton. 2006. Becoming employable: A look at graduates' and supervisors' perceptions of the skills needed for employability. *NACTA Journal* 51(2):19-26.
- Rowden, R.W. 2002. The relationship between workplace learning and job satisfaction in U.S. small to mid-sized businesses. *Learning and Satisfaction Symposium 5*: Honolulu, HA.
- Schein, E.H. 1996. Career anchors revisited: Implications for career development in the 21st century. MIT Sloan School of Management, from <http://www.sol-ne.org/res/wp/10009.html>.
- Warner, P.D. 1973. A comparative study of three patterns of staffing within the cooperative extension organization and their association with organizational structure, organizational effectiveness, job satisfaction, and role conflict. PhD Diss., Ohio State University: Columbus, OH.