

5-31-1991

Attitudes and job images of the public and private sectors : a comparison of college students in the United States and Taiwan

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ABSTRACT

Title of Thesis: Attitudes and Job Images of the Public and
Private Sectors: A Comparison of College
Students in the United States and Taiwan

Hui-Yuan Liao, Master of Science in Management, 1991

Thesis directed by: Dr. Naomi Rotter
Professor
School of Industrial Management

This study focuses on a comparison of US and Taiwan students' attitudes towards public and private organizations. To identify the differences between two samples, 60 US students and 65 Taiwan students completed a questionnaire on 40 job attributes. Mixed design ANOVA revealed significant differences between the two samples. Overall, students from the US had more positive attitudes than students from Taiwan. For both groups, attitudes were more positive for private-sector organizations than for public-sector organizations. And both groups believed that organizations fared better on extrinsic attributes than on intrinsic ones. However, significant interactions indicated that attitudes are complex and varied for the type of organization and attributes being judged.

2) **Attitudes and Job Images of the Public and
Private Sectors: A Comparison of College Students
in the United States and Taiwan**

Hui-Yuan Liao

May, 1991

A Thesis submitted to the faculty of the Graduate School
of the New Jersey Institute of Technology in
partial fulfillment of the requirements for the
Degree of Master of Science
in Management

APPROVAL SHEET

Title of Thesis: Attitudes and Job Images of the Public and
Private Sectors: A Comparison of College
Students in the United States and Taiwan

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ACKNOWLEDGEMENTS

Special appreciation belongs to certain individuals that have helped me to accomplish this research.

I would like to thank several professors; Dr. Mark Somers and Dr. Cheikna Sylla for their support in my research. Special thanks to Dr. Naomi Rotter for her valuable guidance and advice.

Also, I would like to express my dearest gratitude to my family, including my close friends Alison, Darlene, Erica, Cynthia and Carmelita for being understanding and supportive during the period I needed them most.

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Chapter 1

Introduction

1.1 The Problem

While research has been abundant in examining college students' occupational and career choices (e.g. Vroom, 1966; Wanous, 1977), less attention has been paid to the types of organizations in which college students would seek employment. That is, while we know the attributes of jobs that figure in decisions students make in job selection, we do not have the same information about the attributes they make concerning various types of organizations in which jobs might be found.

With consideration about the shortage of manpower in key occupations of the government service and the indifferent images of government employment in the United States and Taiwan, this study was conducted to explore the strengths and weaknesses of government as it competes for talented manpower with private business. To do this, attention has been focused on the way college students perceive and image the organizations they will enter after graduating from school.

Knowing something about how organizations are perceived could add to the information on job choice. When students are recruited, they interview with various organization, so it is not only job attributes that influence the decision but also organization attributes.

1.2 Research on Job Attributes

Although this body of research does not directly examine how different types of organizations are perceived, it is possible to extract attitudes that bear on organizational attributes.

According to Wanous's research (1972), six factors of job attractiveness can be identified as follows: starting salary, salary after 5 years, job opportunities, how high one could go in the organization, how easy it would be to move upward in the organization, and job security. Otherwise, Vroom (1966) pointed out there are fifteen job goals: chance to learn new things, chance to benefit society, freedom from pressures to conform both on and off the job, opportunity for advancement, high prestige and social status, chance to use my special abilities, freedom from supervision, variety in work assignments, chance to engage in satisfying leisure activities (recreational, cultural, etc.), friendly and congenial associates, working as part of a team, high salary, a stable and secure future, chance to exercise leadership, and chance to make a contribution to important decisions. In Jurgensen's study

(1978) there are eight factors: advancement, company, co-workers, hours, pay security, supervisor, and type of work.

Analysis of these factors yields two groups. Extrinsic factors pertain to those elements which relate to job contexts. This would include: salary, job security, pension system, working conditions, work pressure, work hours, employee benefits, people to work with, supervisor, pressure from others, administration, and prestige organization. The intrinsic outcomes concern the job itself. Examples of these are: chance to make decisions, interesting work, use of my abilities, chance to accomplish something, chance for recognition, chance for autonomy, chance to use influence and chance to learn new things.

1.3 Employee Attitudes towards Public and Private Sector Organizations

This body of research explores attitudes held by workers employed in government and private companies towards various aspects of their jobs, From this we can ascertain some of the differences in the way public and private sector organizations are perceived.

Rainey, Traut and Blunt (1986) cite 16 comparative studies which tends to find public-private distinctions in their literature review. They summarize research by Blumenthal (1979), Dunlop (1979) and Macy (1971) to indicate that "there is mixed, but fairly consistent evidence of more elaborate formalization and constraint in public sector,

generally lower levels of satisfaction and related work attitudes, and weaker perceived linkages between performance and extrinsic rewards."

A number of studies have been cited by Rainey, Traut and Blunt (1986) found that lower work satisfaction among public employees. Investigations by Rainey (1983), Buchanan (1974, 1975), Rhineheart et al (1969) and Paine et al (1966) found convincing evidence of weaker organizational commitment among public managers. Buchanan's studies showed that public managers, in contrast with those from the private sector, were lower on satisfaction with work and co-workers, job involvement, organizational commitment, and perceived organizational constraints and rules. Rhineheart et al. and Paine et al, both using a need satisfaction scale, found difference were statistically significant on social and self-actualization need satisfaction between federal and private managers.

In addition, the morale of government managers has been given a great deal of attention in the studies of Schmidt and Posner in 1986 and 1988. A major purpose of their research was to investigate the personal values and expectations of senior level administrators in the federal service. They found there has been a dramatic decline in the quality of work environment and morale of government.

In their 1988 study, 800 senior federal administrators responded that they would tell bright, competent young people to seek employment in an organization other than the

federal bureaucracy. Fewer than 12 percent of all respondents are generally optimistic that future prospects for federal employees will improve. Two-thirds would seek employment elsewhere themselves if they could do it over again. And three out of every four feel that in this public organization they will never fulfill their life's ambitions. Meanwhile, Posner and Schmidt pointed out that the gloomy outlook that senior federal executives have about government employment were unaffected by age, years of work experience, or type of organizations. They also gave an explanation that the decline in working conditions in the federal service can be used to interpret why public sector employment is not strongly recommended to young people entering the work place.

Kilpatrick, Cummings and Jennings (1964) initiated an unique approach to the personnel crisis in government. A significant conclusion emerging from their study was the image of federal employment is markedly out of phase with the occupational values of those whom the service most needs to attract to its ranks. Halachmi (1989) made the observations of negative attitudes. He noted that the attitude that civil service is no good, is very common across all sections of American society. Further, this attitude is not new in the United States. These negative ideas have been rooted deeply in Americans' minds. Besides these negative feeling towards public service, he also noted an attitude that anybody can hold a government job or a

notion that a public job is easy. This less-challenging feeling about government employment would exclude a large number of highly qualified and able people from working for government.

1.4 Attitudes in Taiwan towards Public and Private Organizations

In the past two years, public opinion polls (published in China Times & World Journal, 1989) have started to note that Taiwanese are fed up with the government employment and fewer people seek public employment. As of 1989, there was a striking decay in the percentage of population applying for government job examinations. Beside, this less favorable attitude toward government employment can be exemplified by the statement of Taiwan Public Personnel Officials (China Times & World Journal, 1989). They indicated these attitudes as contributing factors in high turnover and inability to attract professionals and top-level talent to government jobs, especially those persons who are major in engineering and management. These negative responses were a new experience for the society.

1.5 Summary of Research Findings

Most of the research was done in the United States. Moreover, there have been numerous studies which focused on the comparisons of the similarities and differences between public and private organizations. "These comparisons are

relevant to the transfer of managerial techniques across sectors, to alternative designs for the delivery of public services, and to other theoretical and institutional design issues" (Rainey, Traut and Blunt, 1986). Some of the comparisons have given a great deal of attention to work-related attitudes such as work satisfaction, organizational commitment, and perceived performance-reward relationship, and have reached the same conclusion. That is, government employees tend to show lower levels of desirable work attitudes than private business employees, especially in the area of work satisfaction, organizational commitment, and perceived relations between performance and extrinsic reward. These less favorable attitudes of government employees tend to appear at higher organizational and occupational levels, such as the executive, professional, and white-collar levels. Moreover, these studies have implied that this trend of differences in individual attitude and behavior may have emerged as a reaction due to the institutions' location in the public or private sector.

1.6 Research Questions

This research project intends to focus on a comparison of students' attitudes towards public and private organizations. More specifically, it will examine not only overall attitudes, but will separate those attitudes into both intrinsic and extrinsic factors and explore whether students make differential attributions based on these

factors. A second questions this research seeks to investigate is a comparison between attitudes held by students in the United States which those held in Taiwan. Gender of the respondent was included as another factor, since some studies show difference in the way men and women perceive job attributes (Lacy, Bokemeier, & Shepard, 1983; Brief & Aldag, 1975).

Chapter 2

Method

2.1 Subjects

To compare attitudes of college students in the United States and in Taiwan, this study selected two groups of college students, one from the New Jersey Institute of Technology (NJIT) and the other from Taiwan University (TU), to conduct an attitudinal questionnaire in a 1990's survey.

NJIT, a comprehensive technological college, draws its student body primarily from New Jersey. Over ten thousand students, including graduate students, enrolled in NJIT in 1990. Fifteen percent of the students were women. Taiwan University (TU), one of the largest national universities in Taiwan, consists of over twenty thousand students coming from all around the country. Questionnaires were given nearly 156 college students drawn from these two universities. Respondents were assured of confidentiality in responses and that no individual would be identified. Eighty percent of the students returned their questionnaires in usable condition, yielding a sample 125. The 60 NJIT students and 65 TU students responded anonymously. Respondents were drawn from two distinct countries and

cultural views of college students towards organizational preference.

The median age of the students was in the range of 20-23 years, with some under 19 and others over 24 years old. The subject were 71 men and 54 women majoring in a variety of areas at NJIT and TU. The majority of the sample were engineer majors (40), followed by management (35), computer science (9), and the rest (35) included architecture, agriculture, medicine and literature majors. Comparison of the sample shows more male respondents from NJIT (45) than from TU (26), and more female respondents from TU (39) than from NJIT (15). The engineering-major student is the biggest subgroup among other major groups.

2.2 Research Instruments

To accomplish the research goals, a scale was developed using the Semantic Differential format. The items selected for the scale were based on an investigation by Gurin, et al (1960) using a national cross-section of 2,460 of American adults. That study resulted in two major groups (extrinsic and intrinsic) for responses to questions about things liked and disliked about the job, Within the extrinsic group there were two categories, economic and non-economic, and within the intrinsic group, there were four categories: achievement related, affiliation related, influence related, and curiosity related. Each of these categories had several

subcategories for coding that formed the basis of items for this study.

Twenty code categories were selected as the content base for items dealing with various job attributes such as the economic aspect, co-workers, leadership, and the job-itself. Each of these twenty items were listed under the heading (object of evaluation) of a "Typical large public organization" and a "Typical large private organization". Using a seven-point scale, respondents evaluated each of twenty bipolar attributes such as "Good salary or wages" and "Poor salary or wages". In this study a response of "1" represented extremely good and a response of "7", extremely poor. A response of "2" indicated very good while "6" was very poor; "3" was good, "5" was poor, and "4" was neither good nor poor.

The survey consisted of two different versions. In one, the public organization was first, in the other version, the private organizations was first. Instructions for completing the survey informed students that responses should be based on their impressions of what it might be like to work in each of the organizations and that there were no right or wrong answers. After responding to scales about attributes of jobs in both organizations, students were asked to fill out a brief background questionnaire, Finally, for the Taiwan sample, the scales was translated into Chinese. See appendix A for all survey instruments.

2.3 Procedure

Questionnaires were distributed to students in fall semester, 1990. The students at NJIT were administered the questionnaire materials during class time made available by the professors teaching classes in industrial management. TU students in Taiwan were also given questionnaires in Chinese by the researcher during class time in the fall semester, 1990.

Respondents were assured of confidentiality and anonymity. Completion of the questionnaire was voluntary. It took about 15 minutes to complete.

Chapter 3

Results

3.1 Design and Analysis. Mixed design ANOVA was performed on the data using two between groups variables and two within groups variables, The first repeated measure, Organization Type, had two conditions (public and private), the second, Job Attribute, also had two conditions (intrinsic and extrinsic). Between groups variables consisted of respondent gender (two levels) and respondent location (NJIT and TU). The factorial combination resulted in 16 cells. Unweighted means analysis were performed to deal with the unequal and disproportionate frequencies. The Ecstatic statistical package was utilized for all analyses.

3.2 Scoring. The items were grouped into either intrinsic or extrinsic categories based on Gurin's (1960) coding. In all, 12 questions were extrinsic and 8 were intrinsic. The basic datum for analysis was the respondent's average score in intrinsic and extrinsic items computed separately for each organization type. Thus, each respondent had four scores: mean item score for public-intrinsic, mean item score for public-extrinsic, mean item score for

private-intrinsic, and mean item score for private-extrinsic.

3.3 Mixed Design ANOVA

3.3.1 Main Effects. Mixed design ANOVA, as shown in Table 1, indicates that location (between subject factor), organization type, and attribute type (within subject factors) emerged as significant main effects. The means for these effects are presented in Table 2.

As Table 2 shows, significant differences existed between NJIT students and TU students. The NJIT sample gave a more positive evaluation than the TU sample. The results of analysis for subject sex indicate that no significant difference was found between males and females. The comparisons between the two types of organizations show less favorable attitudes towards public-sector organizations. Students perceived private-sector organizations more positively than public-sector ones. Moreover, they had a better impression on the extrinsic job attributes provided by the organizations than intrinsic job attributes.

Table 3-1.

ANOVA Summary for Attitude towards Public and Private Organizations

Variable	SS	DF	MS	F	Prob
Between Subjects					
Location (A)	114.56	1	114.56	77.63	<.001
Subject Sex (B)	.01	1	.01	.01	ns
A x B	2.75	1	2.75	1.86	ns
Error	178.57	121	1.48		
Within Subjects					
Organization Type (C)	7.25	1	7.25	6.34	<.05
A x C	1.34	1	1.34	1.17	ns
B x C	0.16	1	0.16	0.14	ns
A x B x C	0.89	1	0.89	0.78	ns
Error	138.45	121	1.14		
Attribute Type (D)	2.00	1	2.00	7.02	<.01
A x D	0.39	1	0.39	1.35	ns
B x D	0.00	1	0.00	0.00	ns
A x B x D	0.04	1	0.04	0.14	ns
Error	34.52	121	0.29		
C x D	3.34	1	3.34	13.11	<.001
A x C x D	0.86	1	0.86	3.37	<.10
B x C x D	0.14	1	0.14	0.56	ns
A x B x C x D	0.02	1	0.02	0.06	ns
Error	30.79	121	0.25		

* Valid cases : 125

* NS indicates no significant difference.

Table 3-2.

Means and Standard Deviations (SDs) for Main Effects

Variable		M	N	SD
Location	NJIT	3.17	60	.73
	TU	4.23	65	.47
Subject Sex	Males	3.57	71	.85
	Females	3.92	54	.71
Organization	Public	3.86	125	.94
	Private	3.58	125	.99
Attribute	Intrinsic	3.79	125	.89
	Extrinsic	3.65	125	.80

* N indicates number of cases.

3.3.2 Interaction Effects. As Table 3 shows, students perceived that private organizations are better than public organizations on intrinsic job attributes. Meanwhile, they gave the similar evaluation on extrinsic job attributes to both private and public organizations. The interaction effects of organization type and attribute type are illustrated in Figure 1. The downward slope over the public organization indicates that public extrinsic attributes have been seen more favorably by students than public intrinsic attributes. Students perceived that the public sectors are good in such job attributes as pay, salary and job security, but poor in such job attributes as achievement, affiliation and advancement. However, they did not perceive difference in extrinsic and intrinsic attributes in private organizations. Table 4 and Figure 2 present a more complicated interaction effects which helps understanding the attitude distinction between US and Taiwan students.

As Table 4 shows, students growing up in different countries did develop distinct attitudes towards the employing organizations.

The interaction effects of three independent variable (location, organization type and attribute type) are illustrated in Figure 2.

It was interesting in finding the similarities and differences between two samples of college students. Both NJIT students and TU students gave similar judgments on public organizations. They perceived the public sectors have

a better situation on extrinsic job attributes than on intrinsic job attributes. On the other hand, the NJIT sample and TU sample had a different image about the private organization. NJIT students thought that the intrinsic attributes of private organizations are better than their extrinsic attributes, but TU students did not have the same impression about the private organizations. While the TU sample had a slightly more positive image of private organizations, their attitudes towards private organizations parallel those towards public organizations in that both were perceived to be better on extrinsic than intrinsic attributes.

Table 3-3.

Mean Attitude Score as a Function of Type of Organization
and Attribute

Attribute	Organization Type	
	Public	Private
Intrinsic	4.01	3.56
Extrinsic	3.71	3.59

Figure 3-1.

Mean Attitude Score as a Function of Type of Organization
and Attribute

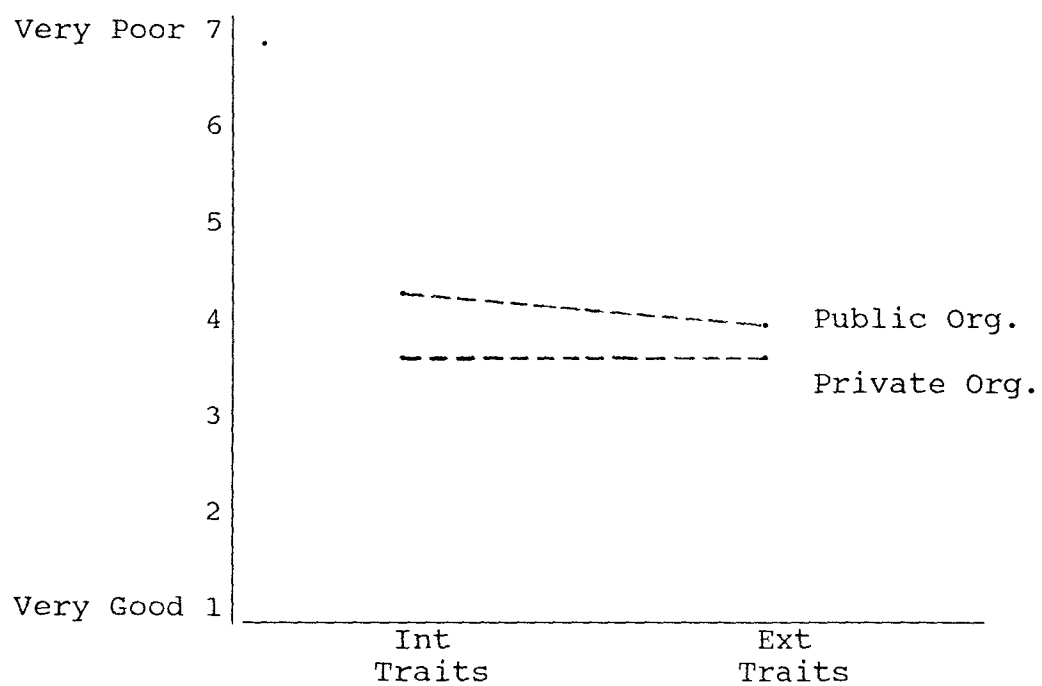


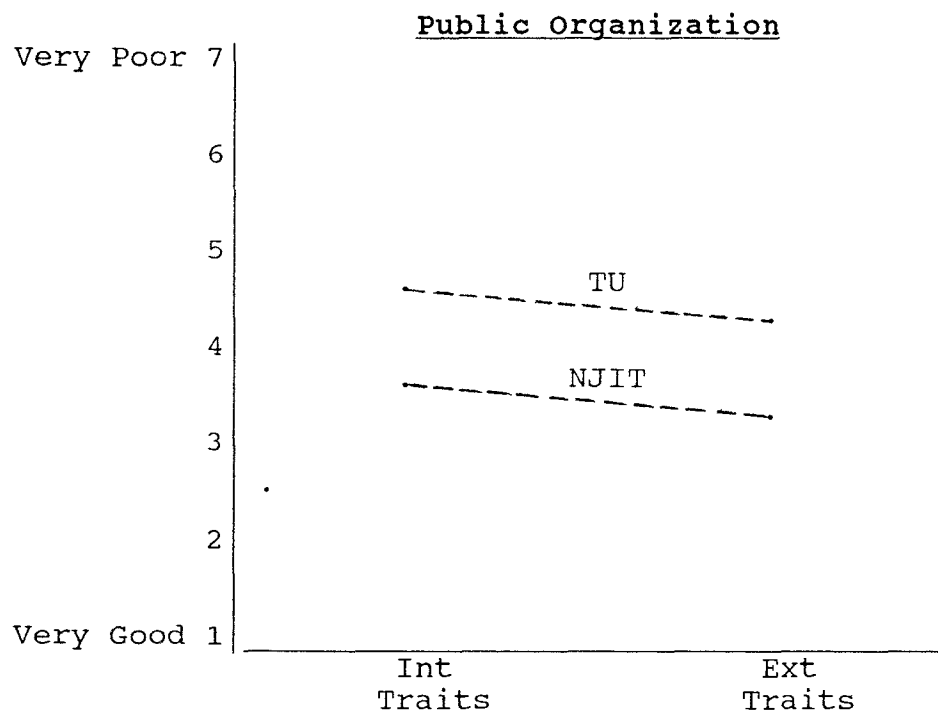
Table 3-4.

Mean Attitude Score as a Function of Type of Organization,
Attribute, and Location

	Organization Type			
	<u>Public</u>		<u>Private</u>	
	IntAtt	ExtAtt	IntAtt	ExtAtt
NJIT	3.52	3.21	2.88	3.05
TU	4.47	4.18	4.20	4.09

Figure 3-2.

Mean Attitude score as a Function of Type of Organization, Attribute, and Location.



Chapter 4 .

Discussion

American vs. Taiwan Attitudes Of the 40 items of attitudinal questions, it has been found that American students had more positive attitudes than Taiwan students. This suggests that college students growing up in different countries do have different attitudes towards job choice and organization preference. In addition to the cultural influence, the economic environment and social situation must be taken into consideration. It will be left to further research to find out what is the nature and magnitude of the attitude distinction between these two countries.

Students' Preference Students gave a higher evaluation to private organizations. Their images towards private-sector organizations are more positive than towards public-sector organizations. It confirms the previous research examining preference differences in evaluations of organization type and leads us to the same conclusion that people perceive government employment with less favorable attitudes.

Extrinsic vs. Intrinsic Job Attributes Students show a higher degree of satisfaction with extrinsic job attributes than with intrinsic ones. From this finding it can be seen that

students believed that extrinsic outcomes could be more readily provided by the organizations than intrinsic outcomes. They anticipated more satisfaction with extrinsic job attributes such as pay, job security, work hours and working conditions, but perceived the employing organizations would have more difficulty providing satisfaction with intrinsic job attributes, such as accomplishment, challenge and opportunities for personal growth.

Organization Type by Attribute Type The complexity of attitudes, however is seen in the interaction effects. Students perceived that by working for government they can obtain extrinsic outcomes more readily than intrinsic ones. On the other hand, students perceived that private-sector organizations were better in providing intrinsic outcomes than extrinsic outcomes.

Mean scores for the 40 items contained in Table 4 and Figure 2 illustrate the interaction effects of organization type, attribute type and students' location. Comparisons of NJIT and TU students were made for Public-Intrinsic, Public-Extrinsic, Private-Intrinsic, and Private-Extrinsic mean attitude scores. NJIT students' attitudes towards private-intrinsic job attributes were more positive than towards extrinsic ones. In public organizations this reversed and they rated extrinsic more favorably. TU students rated extrinsic items more favorably whether for public or private organizations.

It is obvious that American students were more satisfied with intrinsic job attributes provided by private organizations than Taiwan students. They perceived that private-sector organizations in the US are better at providing outcomes such as achievement, accomplishment and challenge than the extrinsic ones such as pay and security. Kiely and Holding (1989) cited research by Guest (1984) and Hackman and Oldham (1980) that such factors have been well documented as being important areas for both job satisfaction and worker motivation.

Neither US nor Taiwan students express a higher degree of satisfaction with public intrinsic outcomes, compared with its extrinsic ones. Public-sector organizations were perceived by college students as failing to provide intrinsic outcomes as well as they provide extrinsic outcomes.

So, for American students, public-sector organizations do well on meeting basic needs but not higher order ones, while private-sector organizations are seen as providing interesting challenges but not the basics. In Taiwan, students are generally less positive towards work organizations and believe both private and public sector organizations alike meet basic needs better than higher order needs.

Chapter 5

Conclusion

The primary purpose of this research was to examine college students' perceptions of public and private sector organizations and to identify differences and similarities between US and Taiwan students when they perceived government or private business as an employer.

It is well known that college graduate are one of the major resources that supply manpower to the work force. Thousands of graduated college students enter the work force every year. Their job attitudes directly affect the whole situation of public and private work forces, and relate to where they seek employment. Because of the important roles college students play, it is believed that to understand college students' job attitudes and job images of the public sector is a way to attract able people to work for government and to improve the image of government job.

From this study, the findings clearly confirmed that of earlier studies (cited in the introduction) which report government employment serves as a negative attraction, and the work force looks upon it with disfavor. If the rating of job factors relates to expectations' each group (NJIT and TU

students) holds about the employing organizations, the government competition in employment with private businesses is losing. This will cost the public sector by reducing their potential both in recruiting able people and in high turnover.

The other main finding provides insight into how individual differences in background (e.g. culture) and personal experience have influenced job attitude. American students and Taiwan students really have different attitude toward the job factors and employing organizations. Taiwan students had more similar attitudes toward both the public and private sector. They judged extrinsic outcomes as more positive than intrinsic outcomes for both public and private sectors. Unlike Taiwan students, American students expressed different factor evaluations between public and private sectors. It was found that American students gave more positive judgments to intrinsic than extrinsic outcomes for private organizations..

The study was done comparing a relatively small sample student from two different countries' universities. Hence, it would be useful to further examine if the true effects of students' negative attitude towards the public sector are apparent at a future date when they must chose an employing organization between public and private sectors.

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APPENDIX

The Questionnaires

Questionnaire for US Students

Organization Impression Inventory

We all carry pictures in our head of what organizations are like. This applies not only to their offices and buildings but also to what it would be like to work there.

You will find on the next two pages a series of scales concerning things about an organization. Some have to do with your judgments about economic aspects, others with co-workers, some with leadership, and some with the job itself.

Your task is to evaluate the organization listed at the heading by checking the number which is most descriptive. The following example will show you how to respond. .

Good working conditions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor working conditions
----------------------------	----------	----------	----------	----------	----------	----------	----------	----------------------------

If you think the organization has **Extremely Good Working Conditions** you would place the check-mark over the "1" as shown above. On the other hand, if you think the organization has **Extremely Poor Working Conditions**, you would place a check-mark over the "7".

If you believe this organization has **Very Good Working Conditions**, but not extremely so, place the check-mark over the "2"; if **Very Poor Working Conditions**, place a check-mark over the "6".

If you consider the organization to have **Fairly Good Working Conditions**, place a check-mark over the "3"; if **Fairly Poor Working Conditions**, place a check-mark over the "5".

If you think the working conditions are neither **Good** nor **Poor**, place a check-mark over the "4".

Please use the following scale:

Extremely: place a check-mark over the "1" or "7"
Very: place a check-mark over the "2" or "6"
Fairly: place a check-mark over the "3" or "5"
Neither: place a check-mark over the "4"

Regardless of the question, respond by placing a check-mark over any part of the scale that comes closest to the way you feel and believe about this organization. If you are uncertain as to how to respond, please guess anyway. Above all, keep in mind that your participation is anonymous. And since there are no right or wrong answers you should feel perfectly free to answer any way you feel.

You will be filling these scales out for two types of organizations, please be sure to complete both sets of scales.

A Typical Large Public Organization

1. Good salary or wages	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor salary or wages
2. Good job security	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor job security
3. Good pension system	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor pension system
4. Good working conditions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor working conditions
5. Low work pressure	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	High work pressure
6. Reasonable work hours	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Long work hours
7. Good employee benefits	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor employee benefits
8. Good chance to make decisions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to make decisions
9. Interesting work	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Uninteresting work
10. Good use of my abilities	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor use of my abilities
11. Good chance to accomplish something	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to accomplish something
12. Good chance for recognition	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance for recognition
13. Good people to work with	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor people to work with
14. Good supervisor	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor supervisor
15. Good chance for autonomy	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance for autonomy

16. Good chance to use influence	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to use influence
17. Low pressure from others	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	High pressure from others
18. Good administration .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor administration
19. High prestige organization	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Low prestige organization
20. Good chance to learn new things	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to learn new things

***** Please continue to respond the nest set of scales. *****

A Typical Large Private Organization

1. Good salary or wages	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor salary or wages
2. Good job security	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor job security
3. Good pension system	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor pension system
4. Good working conditions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor working conditions
5. Low work pressure	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	High work pressure
6. Reasonable work hours	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Long work hours
7. Good employee benefits	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor employee benefits
8. Good chance to make decisions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to make decisions
9. Interesting work	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Uninteresting work
10. Good use of my abilities	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor use of my abilities
11. Good chance to accomplish something	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance to accomplish something
12. Good chance for recognition	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance for recognition
13. Good people to work with	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor people to work with
14. Good supervisor	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor supervisor
15. Good chance for autonomy	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Poor chance for autonomy

- | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|------------------------------------|
| 16. Good chance to use
influence | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | Poor chance to use
influence |
| 17. Low pressure from
others | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | High pressure from
others |
| 18. Good administration | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | Poor administration |
| 19. High prestige
organization | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | Low prestige
organization |
| 20. Good chance to
learn new things | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | Poor chance to
learn new things |

Thank you for answering the scales. To help us interpret your responses, the following information would be helpful.

Sex: Female _____, Male _____.

Age in years: _____.

Year in school: Freshman__, Sophomore__, Junior__, Senior__, Graduate__.

Type of major. (e.g. computer science. etc.) _____.

Ethnic origin. _____.

Questionnaire for Taiwan Students

「公私营企業印象」調查

您好：

為了瞭解社會大眾對公私营企業的差別印象及看法，特別進行此次調查，以作為研究的依據。

這份問卷的目的，只是為了學術分析，問卷中問題的答案，並無所謂「對」或「錯」！您愈能依真實的經驗和感受回答，研究所得到的結果就愈有意義！

謝謝您的合作。

填答說明：

一、本問卷共列出七種不同程度的答案，由極優(1)至極差(7)，或由非常滿意(1)至非常不滿意(7)，請依題意回答，並評選您認為最適當的等級，在一上打「✓」。當您無法確定您的答案時，請儘量揣測出答案。

二、本問卷分 A、B 兩大部份，採無記名方式。這兩大部份的問題是針對大規模典型的私人企業及公家機關所設計，並無特定對象，請依標題所指回答問卷即可。※請務必完成這兩大部份的評分。

評分等級：

極優	1
優	2
尚可	3
平	4
稍差	5
差	6
極差	7

A 大規模典型的公家機關

1. 良好的薪資或待遇	—	—	—	—	—	—	—	差勁的薪資或待遇			
	1	2	3	4	5	6	7				
2. 有工作安定感	—	—	—	—	—	—	—	無工作安定感	極優	1	
	1	2	3	4	5	6	7		優	2	
3. 健全的退休制度	—	—	—	—	—	—	—	貧乏的退休制度	尚可	3	
	1	2	3	4	5	6	7		平	4	
4. 良好的工作環境	—	—	—	—	—	—	—	惡劣的工作環境	稍差	5	
	1	2	3	4	5	6	7		差	6	
5. 工作壓力低	—	—	—	—	—	—	—	工作壓力重	極差	7	
	1	2	3	4	5	6	7				
6. 合理的工作時數	—	—	—	—	—	—	—	超長的工作時數			
	1	2	3	4	5	6	7				
7. 完善的員工福利	—	—	—	—	—	—	—	貧乏的員工福利			
	1	2	3	4	5	6	7				
8. 有機會參與決策	—	—	—	—	—	—	—	沒有機會參與決策			
	1	2	3	4	5	6	7				
9. 能得到工作樂趣	—	—	—	—	—	—	—	單調乏味的工作			
	1	2	3	4	5	6	7				
10. 有機會發揮所長	—	—	—	—	—	—	—	無機會發揮所長			
	1	2	3	4	5	6	7				
11. 有適當的機會完成 工作任務	—	—	—	—	—	—	—	無適當的機會完成 工作任務			
	1	2	3	4	5	6	7				
12. 有機會受到賞識	—	—	—	—	—	—	—	無機會受到賞識			
	1	2	3	4	5	6	7				
13. 有優秀的工作同事	—	—	—	—	—	—	—	無優秀的工作同事			
	1	2	3	4	5	6	7				

14. 有優秀的主管 — — — — — — — 無優秀的主管
1 2 3 4 5 6 7
15. 有自律自主的機會 — — — — — — — 無自律自主的機會
1 2 3 4 5 6 7
16. 有適當的機會發揮影響力 — — — — — — — 無適當的機會發揮影響力
1 2 3 4 5 6 7
17. 有來自別人的壓力 — — — — — — — 無來自別人的壓力
(如：工作同事) 1 2 3 4 5 6 7
18. 健全的行政管理 — — — — — — — 不健全的行政管理
1 2 3 4 5 6 7
19. 信譽良好的機構 — — — — — — — 信譽差的機構
1 2 3 4 5 6 7
20. 有良好的機會從工作中學到新東西 — — — — — — — 沒有機會從工作中學到新東西
1 2 3 4 5 6 7

請繼續回答 B 部份的問題

極優 1
優 2
尚可 3
平平 4
稍差 5
差 6
極差 7

B 大規模典型的私人企業

1. 良好的薪資或待遇	—	—	—	—	—	—	—	差勁的薪資或待遇		
	1	2	3	4	5	6	7			
2. 有工作安定感	—	—	—	—	—	—	—	無工作安定感	極優	1
	1	2	3	4	5	6	7		優	2
3. 健全的退休制度	—	—	—	—	—	—	—	貧乏的退休制度	尚可	3
	1	2	3	4	5	6	7		平	4
4. 良好的工作環境	—	—	—	—	—	—	—	惡劣的工作環境	稍差	5
	1	2	3	4	5	6	7		差	6
5. 工作壓力低	—	—	—	—	—	—	—	工作壓力重	極差	7
	1	2	3	4	5	6	7			
6. 合理的工作時數	—	—	—	—	—	—	—	超長的工作時數		
	1	2	3	4	5	6	7			
7. 完善的員工福利	—	—	—	—	—	—	—	貧乏的員工福利		
	1	2	3	4	5	6	7			
8. 有機會參與決策	—	—	—	—	—	—	—	沒有機會參與決策		
	1	2	3	4	5	6	7			
9. 能得到工作樂趣	—	—	—	—	—	—	—	單調乏味的工作		
	1	2	3	4	5	6	7			
10. 有機會發揮所長	—	—	—	—	—	—	—	無機會發揮所長		
	1	2	3	4	5	6	7			
11. 有適當的機會完成 工作任務	—	—	—	—	—	—	—	無適當的機會完成 工作任務		
	1	2	3	4	5	6	7			
12. 有機會受到賞識	—	—	—	—	—	—	—	無機會受到賞識		
	1	2	3	4	5	6	7			
13. 有優秀的工作同事	—	—	—	—	—	—	—	無優秀的工作同事		
	1	2	3	4	5	6	7			

14. 有優秀的主管 — — — — — — — 無優秀的主管
1 2 3 4 5 6 7
15. 有自律自主的機會 — — — — — — — 無自律自主的機會
1 2 3 4 5 6 7
16. 有適當的機會發揮 — — — — — — — 無適當的機會發揮影響力
影響力 1 2 3 4 5 6 7
17. 有來自別人的壓力 — — — — — — — 無來自別人的壓力
(如：工作同事) 1 2 3 4 5 6 7
18. 健全的行政管理 — — — — — — — 不健全的行政管理
1 2 3 4 5 6 7
19. 信譽良好的機會 — — — — — — — 信譽差的機會
1 2 3 4 5 6 7
20. 有良好的機會從工 — — — — — — — 沒有機會從工作中學
作中學到新東西 1 2 3 4 5 6 7 到新東西

這份問卷到此結束了，非常謝謝您的作答，最後能否進一步告訴我們有關您個人的一些資料，以便幫助我們做分析統計。

1. 性別： 男 _____ 女 _____ 極優 1
優 2
2. 年齡： _____ 尚可 3
平平 4
3. 教育程度： _____ 稍差 5
差 6
4. 年級： 大一 _____ 大二 _____ 大三 _____ 大四 _____ 極差 7
5. 在校主修科： _____
6. 籍貫： _____