Salary and Job Satisfaction among Economics and Business Graduates

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Introduction

A student's decision of a college major can have a significant impact on the knowledge acquired there. While some majors emphasise teaching knowledge particular to a given profession, others teach knowledge that is applicable to a wide range of fields suggested a list of fundamental skills that students majoring in economics should have. These skills include the capacity to access and demonstrate command of existing knowledge, read and manipulate economic data, modify and interpret existing knowledge, use current knowledge to explain problems, and produce new knowledge that an economics degree is a liberal arts degree due to the emphasis on general knowledge and that "most students end up performing work that is at most very remotely related to their majors." Business schools recognised by the Assembly of Collegiate Schools of Business (AACS) typically include curricula that emphasise practical skills in contrast to the study of economics. The accreditation standards demand that the curriculum educate students for business and management positions, even if the AACS does not specify a particular curriculum. As a result, students enrol in a variety of courses in marketing, finance, human resource management, and strategic management. As a result, graduates with business and economics majors have diverse knowledge bases upon graduation [1].

The emphasis on subject-specific information in business programmes and broad knowledge in economics has an impact on graduates' career pathways and the fit between their major in college and their future careers. According to the National Centre for Education Statistics just 16% of social science majors with 1990 graduations had full-time work in their fields in 1991. Comparatively, the average across all majors is 39%. With a range of 83% for health majors, 50% for engineering, and 11% for the humanities, science majors with 1990 graduations had full-time work in their fields in 1991. Comparatively, the average across all majors is 39%. With a range of 83% for health majors, 50% for engineering, and 11% for the humanities, the social sciences are near the bottom of the scale. These previous studies on job satisfaction have yielded some reliable results that can be compared to EBRS. 2 Strong relationships exist between job satisfaction and absenteeism and quit rates. Age and job happiness are inversely correlated; younger and older workers report the highest levels of job satisfaction. Less educated workers and non-union employees report higher levels of job satisfaction. It has been discovered that job happiness declines as average weekly work hour's rise. In small businesses, employees report increased job satisfaction. Compared to whites, minorities typically report less work satisfaction [2].

References

2. Sveinsdottir, Herdis, Pall Biering and Alfons Ramel. "Occupational


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