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EMPLOYER CHOICE AMONG POLISH TECHNICAL UNIVERSITY STUDENTS: VALUES, EXPECTATIONS, AND THE ROLE OF ONLINE COMMUNICATION

Abstract. The aim of this article is to identify and analyze the key factors determining employer selection among technical university students, with particular emphasis on organizational values, job expectations, and the role of digital communication. The study was conducted between 2023 and 2025 and comprised three stages: a pilot survey ($n = 67$), a quantitative online survey ($n = 251$), and nine in-depth interviews. The application of a mixed-methods strategy enabled data triangulation by combining quantitative results with qualitative insights. The findings indicate that students value not only job stability and attractive working conditions but also a trust-based culture, development opportunities, and authentic employer branding. Social media play a significant role in the process of evaluating potential employers and in shaping application decisions.

Keywords: technical university students; employer choice; digital communication; social media; employer branding

INTRODUCTION

The persistent shortage of skilled workers is one of the key challenges facing the Polish labor market. As indicated in the *Talent Shortage 2025 report* (ManpowerGroup, 2025), 59% of employers in Poland have difficulty finding candidates with the desired competencies.

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The issue is most pronounced in industrial, technological, and engineering sectors, where over half of companies identify the recruitment of specialists as their greatest challenge. In new technologies, 55% report shortages of qualified personnel, while student enrollment in technical fields declined – by 5.5% in 2023 and over 3% in 2022, with some regions seeing double-digit drops (Grafton Recruitment, 2024). As a result, young engineers are now among the most sought-after groups of candidates, intensifying competition to attract them (Grafton Recruitment, 2025).

In technical sectors, identifying factors shaping young engineers' employer choices is vital both for understanding Generation Z's labor market behavior and for supporting talent recruitment and retention. As noted by O. Ławińska and A. Korombel (2023), Generation Z differs significantly from previous generations in terms of traits, expectations, and value hierarchies, posing an additional challenge for employers.

Generation Z (born 1995–2010) brings new expectations to the labor market, already forming over 25% of the workforce and poised to become its largest segment within a decade (Zurich Insurance Group, 2022).

Simultaneously, labor market transformations driven by digitalization and the COVID-19 pandemic are reshaping young people's attitudes toward employment. In a candidate-driven market, employees increasingly define the terms of employment (Universum, 2022).

The article investigates factors shaping employer choice among technical university students, emphasizing values, expectations, and digital communication. Using a mixed-methods approach, it presents literature, methodology, results, and discussion, outlining theoretical and practical implications.

1. WORK VALUES AND CAREER PREFERENCES OF GENERATION Z

Both academic literature and industry reports emphasize the growing importance of the values and expectations that early-career professionals have toward their employers. As noted by Wawrzonek (2023), Generation Z is increasingly referred to as *a demanding player* in today's labor market, highlighting their unique role in shaping employment trends. At the center of these analyses lies the concept of the Employer Value Proposition (EVP) – a set of values offered by a company to attract and retain talent (Backhaus and Tikoo, 2004; Macnar, 2020). For Generation Z, key factors include work–life balance, personal development, and a sense of meaningful work (Deloitte, 2025; Lazányi and Bilan, 2017).

The Universum report (2022) highlights that flexibility and balance have gained importance, ranking among the top ten most valued expectations. Similar findings emerge from the research of Romański and Łukasiński (2025), who showed that the dominant trend among the Polish Generation Z is a preference for hybrid and flexible work models. At the same time, competitive compensation remains one of the top three priorities. However, as emphasized by Deloitte (2024) and Zimolzak and Bodzon (2022), material factors increasingly coexist with the need for work to align with personal passions and values.

According to Zimolzak and Bodzon (2022), as many as 83% of students want to perform work that gives them satisfaction, although 67% admit that this would not be possible without adequate compensation. Every second respondent declares that at the beginning of their career, interesting work is more important to them than high earnings. Furthermore, 89% of respondents in the Deloitte (2025) study indicate a sense of mission as a key factor for job satisfaction.

A strong ethical orientation also distinguishes Generation Z: 70% of respondents analyze companies' social attitudes, and over half evaluate their social and environmental actions before accepting a job offer (Deloitte, 2025; EY Global, 2023).

2. DETERMINANTS OF STUDENTS' EMPLOYER CHOICE

Among the main criteria for choosing an employer, the most important are: salary level, opportunities for development, job stability, leadership style, and company reputation (Deloitte, 2025; Universum, 2022). Generation Z value access to training and mentoring (Bulut and Maraba, 2021) as well as transparent and supportive management styles (Adnan, Mahmood, and Khudhair, 2024; Katz and Witte, 2024).

Recent research indicates that self-perceived employability (SPE) plays a crucial role in shaping students' and early-career professionals' career decisions, as it influences their confidence, resilience, and ability to effectively evaluate and pursue potential employers (Duggal et al., 2024). This suggests that beyond objective criteria such as salary or development opportunities, the perception of one's employability also guides how young candidates assess job offers and organizational fit.

In Poland, according to PricewaterhouseCoopers (PwC, 2022), development and gaining experience are just as important as earnings. Zimolzak and Bodzon (2022) note that young people want to combine good pay with interesting tasks

and a career path. Stability, transparent contracts, and open communication are also important.

Organizational culture and onboarding influence students' decisions. Support, partnership-based relationships, and authentic employer branding matter – the opinions of friends and employees are more influential than modern image-building tools (PwC, 2022). The MBE report (2025) confirms that students prioritize development, pay, flexibility, a supportive atmosphere, study–work balance, and value transparent communication and onboarding.

3. SOURCES OF INFORMATION AND ROLE OF DIGITAL MEDIA

Generation Z, raised in a digital environment, seeks employer information mainly online, with social media reshaping communication (Ławińska and Korombel, 2023) and traditional channels giving way to recruitment portals and digital platforms (Deloitte, 2025; Kobylińska and Płoszczuk, 2021). Gen Z cannot imagine a professional career outside the digital world, making this generation a driver of change and a redefinition of communication in the labor market (Dorsey and Villa, 2022; Raslie and Ting, 2021).

Generation Z, considered as “digital natives” (Prensky, 2001), is inherently proficient with digital tools, shaping how they seek information, interact with employers, and evaluate career opportunities, making digital literacy central to recruitment expectations.

Research shows that as many as 78% of graduates primarily use online recruitment portals, and over 40% consider them their main source of labor market information (Deloitte, 2025; EY Global, 2023). Similar results are presented in the PwC Poland report (2020), which states that 86% of young candidates thoroughly check employer reviews online before submitting an application, 72% visit the careers section on company websites, 71% ask friends for opinions, and nearly 60% analyze the social media profiles of potential employers. Social media platforms such as TikTok and Instagram are also gaining increasing importance, allowing young candidates to get to know the company atmosphere, organizational values, and employees' daily lives (PwC, 2022; Wübbelt and Tirrel, 2022).

More than half of Generation Z representatives decide not to apply if the recruitment process appears outdated or not adapted to digital standards – for example, the lack of online interview options, long waiting times for responses, or the company's absence on social media are perceived as signs of lacking modernity (Deloitte, 2025). At the same time, so-called *word-of-mouth* employer

branding remains important and opinions from friends or current employees still have a significant impact on candidates' decisions (PwC, 2022).

Therefore, effective employer branding includes presence at job fairs, mentoring, collaboration with student organizations, and consistent activity on social media (MBE, 2025; Zając-Pałdyna, 2020). Candidates expect authenticity in messaging and credible insights into company life – positive recommendations from peers often determine their interest in a job offer.

4. CAREER CHOICES OF TECHNICAL UNIVERSITY STUDENTS

A review of the literature and reports shows that, although the topic of Generation Z expectations toward work is widely analyzed, research on Polish technical university students – a key group for the industrial and technology sectors – is limited (ManpowerGroup, 2025). Existing studies often treat young people as a homogeneous group, overlooking the specificity of educational paths and industries.

Consequently there is a gap in understanding the motivations, values, and information sources of technical students in Poland, limiting the applicability of international findings. This study addresses the gap by examining factors shaping their career decisions, integrating literature with recent industry reports (e.g., Deloitte, PwC, EY, ManpowerGroup, MBE) to capture Generation Z's expectations and behaviors, balancing theory with current labor market trends.

Accordingly, the study is guided by the following research questions:

1. What are the main criteria for employer selection among technical university students?
2. What types of benefits, employment forms, and work models do they prefer?
3. How important are organizational values and workplace culture to them?
4. To what extent does online employer brand communication influence their decision to apply?
5. Which digital channels and content formats are most useful for learning about potential employers?

5. STUDY ASSUMPTIONS AND RESEARCH SAMPLE

The original research (2023–2025) used methodological triangulation, combining quantitative and qualitative approaches to explore the key factors shaping Polish technical students' career decisions.

The quantitative study was preceded by a pilot study (May 2023), conducted among 67 Master's level students at Rzeszów University of Technology. A paper-based auditorium survey was used, developed on the basis of tools by Macnar (2020), HRM Institute (2023), Deloitte (2021), and methodological guidelines by Grzeszkiewicz-Radulska (2012). The pilot study aimed to verify the clarity and structure of the questionnaire and to collect respondent feedback for the final version.

The main survey (May–June 2024) was carried out using the CAWI method (computer-assisted web interviewing) among second-cycle students of Polish technical universities. Respondents were recruited through student councils, career offices, university lecturers, and the snowball sampling method (Babbie, 2007). Of 450 collected questionnaires, 251 met the inclusion criterion of being from a technical university and were qualified for final analysis. With a student population of 1,245,153 in Poland (GUS, 2024), this corresponds to a confidence level of 89% (StreamChange, 2024).

The questionnaire consisted of closed-ended, semi-open, and Likert-scale questions grouped into thematic areas. The structure of the instrument, developed on the basis of previously indicated sources of inspiration, is presented in Table 1.

Table 1. Structure of the questionnaire

Thematic area	Example questionnaire questions
Perception of professional work and motivation	What motivates you most when choosing an employer? / How do you define professional success?
Preferred forms of employment and work models	Which form of employment do you consider most attractive (employment contract, B2B, internship)? / What is your preferred work model (on-site, hybrid, remote)?
Expectations towards employers	What do you expect from your future employer in terms of career development, training, management style?
Desired non-monetary benefits	Which non-financial benefits are most important to you (healthcare, flexible hours, sports card, mentoring)?
Sources of information about employers	Which channels do you use most often to learn about employers (social media, job portals, career fairs)? / Which types of content are most persuasive (videos, posts, rankings)?

Quantitative data were analyzed using SPSS. The questionnaire design aligned with academic studies and industry reports, balancing theoretical and practical perspectives. To address sample size limits and potential survey biases, a qualitative component was added, with methodological triangulation (Siuda, 2016) providing a deeper, more comprehensive understanding of the findings.

To complement the quantitative findings and deepen the understanding of student expectations, a qualitative study was conducted in May–June 2025. Nine in-depth interviews (IDIs) were conducted with students from the Rzeszów, Gdańsk, and Wrocław Universities of Technology. Respondents were purposefully selected, considering gender, field of study, and professional experience.

The semi-structured interviews followed the survey's thematic areas for comparability, with a coding framework combining deductive approaches. Ethical standards (anonymity, voluntary participation, informed consent) were ensured. This mixed-methods design offered a comprehensive view of technical students' career preferences, enhancing result validity.

The quantitative study (CAWI) involved 251 second-cycle students from technical universities in Poland. The majority were men (65.3%), while women accounted for 34.7%. The largest age group consisted of respondents aged 23–25 (56.2%), with 31.5% being 26 years or older. Most participants studied technical fields such as computer science, automation and robotics, mechanics, civil engineering, and mechatronics. Over 60% of respondents already had professional experience related to their field of study, and over 70% were involved in extracurricular activities (internships, training, volunteering, scientific clubs). The sample included students from various regions of the country, representing, among others, Warsaw University of Technology, Gdańsk University of Technology, Wrocław University of Science and Technology, Rzeszów University of Technology, Lublin University of Technology, and Silesian University of Technology.

6. STUDENTS' CAREER EXPECTATIONS

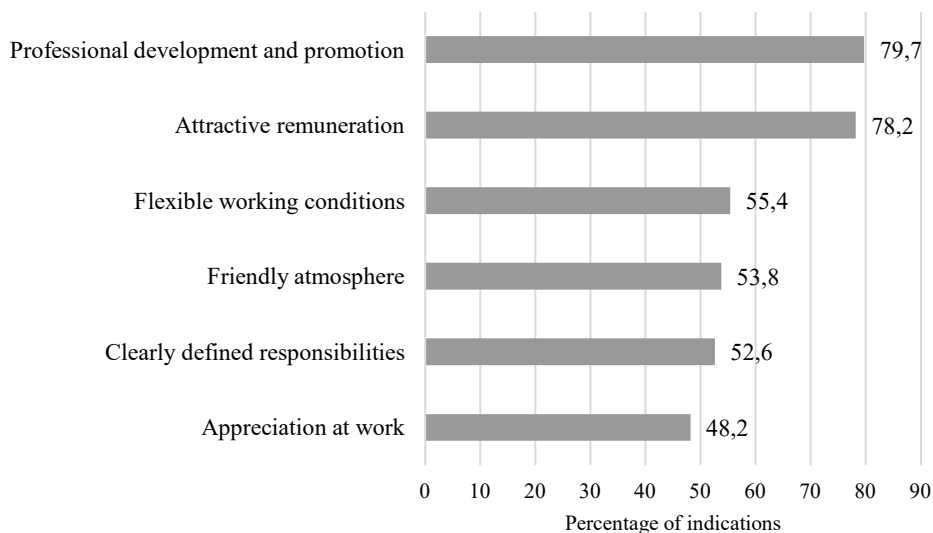
The study focused on five thematic areas: perception of work and motivation, preferred employment forms and models, expectations toward employers, non-monetary benefits, and sources of information. These topics were selected due to their key importance in the decision-making process of technical university students regarding their careers.

6.1 PERCEPTION OF WORK AND MOTIVATION

For the majority of respondents professional work primarily represents a space for personal development and economic necessity. The strongest motivators were the opportunity to gain new experiences (76.1%) and satisfactory remuneration (70.5%).

Figure 1 presents the six most frequently indicated motivations. In addition to the dominant factors, other important motivators included: the development of expert knowledge (57.8%), the relational nature of work (45%), and autonomy in action (44.6%). Meanwhile, the possibility of working in an international environment (20.7%) was less popular but still noticeable.

Figure 1. Most frequently indicated motivations for work



Note. Own elaboration based on quantitative research (CAWI, 2024).

In summary, the motivations of technical university students combine the need for skills development with expectations of financial stability and high-quality professional relationships.

6.2 PREFERENCES FOR EMPLOYMENT FORMS AND MODELS

The most frequently indicated form of employment was a permanent contract (59.4%), confirming the need for security and stability. Fixed-term contracts

(27.9%) and mandate contracts (21.5%) were also popular. The B2B cooperation model was supported by 13.9% of respondents.

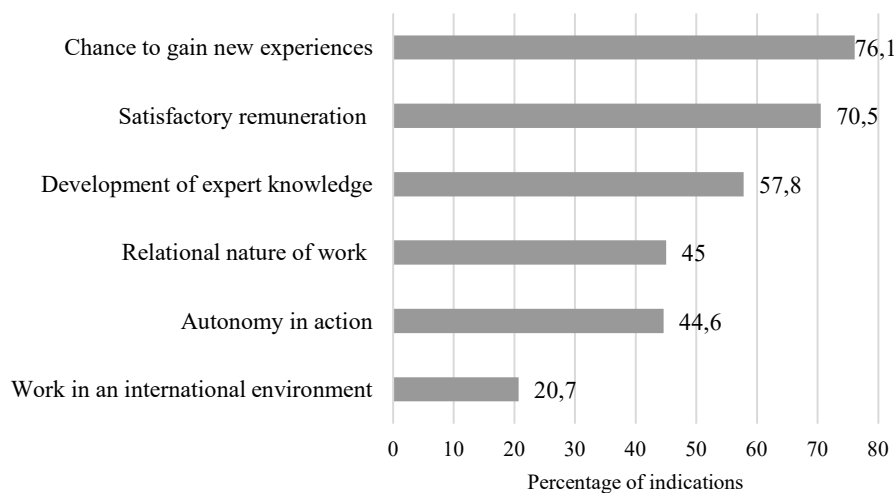
Regarding work organization, the hybrid model dominated (57%), while 16.7% preferred fully remote work and 13.5% opted for on-site work. These results indicate that young engineers seek a balance between flexibility and employment stability.

6.3 EXPECTATIONS TOWARD EMPLOYERS

The most frequently mentioned expectation of employers was the opportunity for professional development and promotion (79.7%). Other key factors included attractive remuneration (78.2%), flexible working conditions (55.4%), a friendly atmosphere (53.8%), clearly defined responsibilities (52.6%), and recognition (48.2%).

Figure 2 presents the six most commonly indicated expectations toward employers. The results highlight the growing importance not only of financial benefits but also of organizational culture and collaborative relationships.

Figure 2. Most frequently indicated expectations towards employers



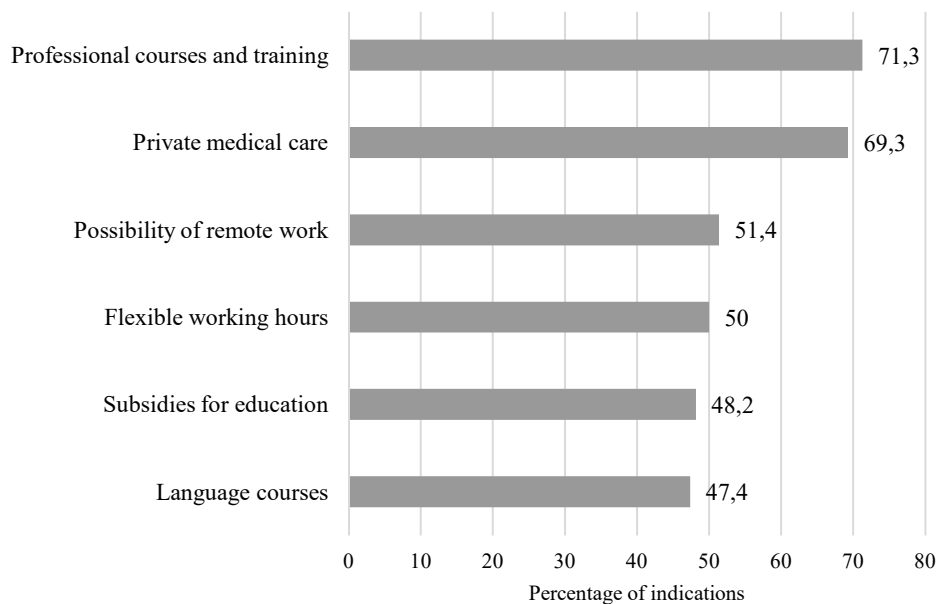
Note. Own elaboration based on quantitative research (CAWI, 2024).

Students expect their future employers to provide a work environment based on trust, transparency, and genuine opportunities for development.

6.4 PREFERRED NON-MONETARY BENEFITS

The most desired benefits included professional courses and training (71.3%), private healthcare (69.3%), the possibility of remote work (51.4%), and flexible working hours (over 50%). Chart 3 presents the six highest-rated benefits. Additionally, tuition subsidies (48.2%) and language courses (47.4%) were considered important. The results confirm that students combine developmental aspirations with the need to care for their health and work-time flexibility.

Figure 3. Most frequently indicated non-wage benefits



Note. Own elaboration based on quantitative research (CAWI, 2024).

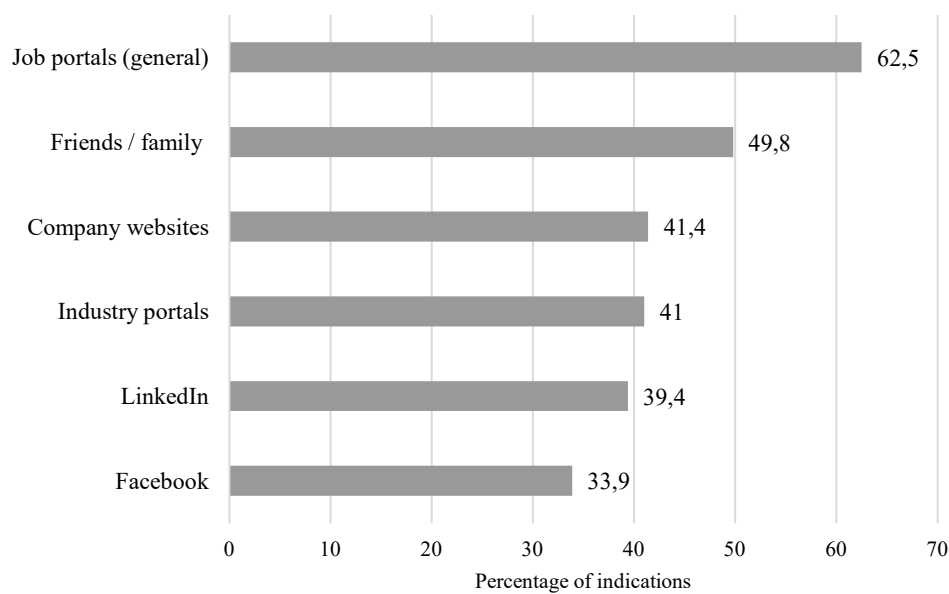
These preferences reflect the expectation of a holistic approach from employers, encompassing both skills development and employee well-being.

6.5 EMPLOYER INFORMATION AND THE ROLE OF SOCIAL MEDIA

The most frequently cited source of information was job posting websites (62.5%), followed closely by recommendations from friends and family (49.8%). Company websites (41.4%) and industry-specific portals (41.0%) also played important roles. Chart 4 presents the six most important sources of information.

Social media platforms – LinkedIn (39.4%) and Facebook (33.9%) – are becoming an integral part of the recruitment process, enabling candidates to learn about organizational culture and company values.

Figure 4. Most frequently used sources of information about employers



Note. Own elaboration based on quantitative research (CAWI, 2024).

Technical university students represent a conscious, critical, and digitally active group for whom online employer branding is a crucial source of information and engagement with organizations.

In summary, the quantitative research results portray technical students as discerning candidates valuing professional development, organizational values, and authentic, consistent employer communication, especially via social media. Their preferences reflect global work trends while highlighting the specifics of the technical sector.

7. STUDENTS' VIEWS ON WORK AND EMPLOYERS

The analysis of nine in-depth individual interviews (IDIs) conducted among second-cycle students from three technical universities (Rzeszów University of Technology, Wrocław University of Science and Technology, and Gdańsk University of Technology) provided deeper insights into the factors shaping career decisions and expectations toward future employers. The interview transcripts were subjected to thematic coding, based on the questionnaire structure outlined in Table 1, which allowed for the identification of five main analytical categories.

Table 2. Thematic codes of in-depth interviews (IDI)

Main Code	Subcategories
Motivation and Development	meaning of work, self-fulfillment, career goals
Interpersonal Relationships	partnership, openness, communication
Employer Branding	authenticity, information sources, company image
Competence Development	training, mentoring, career path
Work Flexibility	hybrid model, autonomy, work-life balance

Note. Own elaboration based on qualitative research (IDI, 2025).

As shown in Table 2, the most frequently mentioned areas by respondents concerned personal development, quality of workplace relationships, credibility of employer branding, opportunities for skills enhancement, and flexible employment models.

7.1 THE MEANING OF WORK AND INTRINSIC MOTIVATIONS

Respondents emphasized that work is not only a source of income but primarily a space for self-fulfillment and growth. A key aspect for them was the sense of meaning in the tasks performed and the ability to influence their professional environment: *I want to work where I feel that what I do matters, not just to check off tasks.* (IDI_Wro_02)

7.2 EXPECTATIONS REGARDING WORKPLACE RELATIONSHIPS

There was a strong emphasis on the need for open, partnership-based communication with supervisors and colleagues. Students valued the opportunity

to express their opinions and participate in decision-making processes: *It is important to me that I can say what I think and that someone takes it into account.* (IDI_Rze_01)

7.3 PERCEPTION OF EMPLOYER BRANDING AND MESSAGE CREDIBILITY

The respondents were aware of employer branding activities but expected authenticity and consistency in communication. Discrepancies between the company's official messaging and employees' opinions negatively affected the organization's image: *Sometimes what the company writes on its website and what the people who work there say are two different worlds.* (IDI_Gda_03)

7.4 PREFERENCES FOR COMPETENCE DEVELOPMENT AND CAREER PATHS

Professional development was one of the key expectations. Respondents highlighted the importance of training, mentoring, and clearly defined career paths: *It's important to have some vision of where I can be in this company in 2-3 years.* (IDI_Rze_02)

7.5 THE IMPORTANCE OF FLEXIBILITY AND WORK–LIFE BALANCE

Respondents' statements confirmed that maintaining a balance between private life and work is a priority. Hybrid work models and autonomy in organizing one's time were regarded as standard: *I don't want to be tied to a desk from 8 to 4. Sometimes I prefer to work in the evening, as long as I get results.* (IDI_Gda_01)

Table 3. Quotes illustrating the main categories of in-depth interviews (IDI)

Category	Quote
Motivation and Development	<i>I want to work where I feel that what I do matters, not just to tick off tasks.</i>
Interpersonal Relationships	<i>It is important for me to be able to say what I think and to have someone take it into account.</i>
Employer Branding	<i>Sometimes what the company writes on its website and what the employees say are two different worlds.</i>
Competence Development	<i>It's important to have a vision of where I can get in this company in 2-3 years.</i>
Work Flexibility	<i>I don't want to be tied to a desk from 8 to 4. Sometimes I prefer working in the evening as long as I get results.</i>

Note. Own elaboration based on qualitative research (IDI, 2025).

As illustrated in Table 3, the respondents' statements confirm the key importance of authenticity in communication, interpersonal relationships, and work flexibility in the process of choosing an employer.

During the in-depth interviews, students also emphasized the significance of social media as a primary source of information about employers. Platforms such as Instagram, TikTok, and LinkedIn were perceived as more authentic than official promotional materials:

How a company appears on Instagram or TikTok tells me more than a brochure. I can see if there's a relaxed vibe, what the atmosphere is like. (IDI_Gda_02)

I want to see the people from the company, not just graphics or logos. When I see real people and their relationships – that convinces me. (IDI_Rze_03)

Respondents use social media to verify employers through employee posts and hashtags, building trust and authenticity. Technical students prioritize value alignment, transparency, development, and flexibility, with social media strongly influencing their employer choice.

8. INTERPRETATION OF FINDINGS

The conducted research addressed all the research questions and provided a coherent, in-depth picture of the professional expectations of technical university students in Poland. These findings hold significant cognitive value, filling a previously identified research gap – namely, the lack of thorough analyses of this key candidate group for the industrial and technological sectors.

The results of the current study largely align with findings from the literature and recent industry reports. In this discussion, they are compared with two particularly relevant sources: the international research review covering 2018–2024 (Zahra, Handoyo, and Fajrianthi, 2025) and the representative national MBE survey (2025). Both publications provide up-to-date, multifaceted data useful for analyzing the preferences of technical students in Poland.

The most important criterion for choosing an employer among respondents is opportunities for professional development. Students expect defined career paths, mentoring, involvement in ambitious technological projects, and expansion of specialized knowledge. These expectations correspond with the conclusions of Zahra, Handoyo, and Fajrianthi (2025), who noted that growth and learning are among the key professional values of Generation Z, especially in expert and engineering environments.

Respondents also highly value employment flexibility and work-life balance. Desired standards include hybrid work models, the possibility to independently plan working hours, and autonomy in task execution. Importantly, flexibility does not imply sacrificing stability – the preferred form of employment remains a traditional permanent contract. The alignment of these expectations with the findings of MBE (2025) and Deloitte (2025) indicates the persistence of the trend towards redefining work standards among the members of Generation Z.

Organizational values and work culture also play a crucial role. Students seek an environment based on trust, open communication, and mutual respect, placing special emphasis on the consistency between employer statements and actual practices. The alignment of personal and corporate values often determines their willingness to accept a job offer, which is confirmed by Generation Z studies (Zahra et al., 2025; Deloitte, 2025).

Another examined area is the impact of online employer branding communication on career decisions. Students extensively use social media and other digital sources to learn about potential employers. They review company profiles on LinkedIn, Instagram, and TikTok, paying attention not only to promotional content but primarily to employee relationships, authenticity, and consistency between communication and declared values.

Information from real employees (e.g., event reports), content on career web pages, and actively managed interactive social media profiles are particularly valued, alongside friends' and informal recommendations.

A lack of transparency or inconsistent messaging serves as a warning signal for them. These trends are confirmed by the *Digital 2025: Global Overview Report* (DataReportal, 2025) and PwC analyses (2022), which indicate that social media are the main sources of information about employers for Generation Z.

This reflects the growing importance of word-of-mouth employer branding, especially in the technical environment, where authenticity and credibility are critical.

The findings also highlight a discrepancy between quantitative and qualitative results regarding social media. While survey respondents listed social platforms alongside more traditional sources of employer information, interviewees placed much stronger emphasis on channels such as Instagram, TikTok, and LinkedIn. This divergence may stem from methodological differences – a broad survey sample versus a smaller set of in-depth interviews – but also reflects the dual function of social media. For many students, these platforms are not the primary tool for job search but serve to verify authenticity, values, and workplace culture through informal, employee-generated content.

The study emphasizes that its findings are specific to the Polish context and should be interpreted accordingly. While some trends align with international research, generalizations should be made with caution. Theoretically, the research contributes to understanding early-career engineering students', illustrating how personal values, perceived organizational practices, and digital information channels intersect in shaping career decisions.

CONCLUSIONS

Students of technical universities in Poland demonstrate a mature approach to career planning, prioritizing skills development, mentoring, and advanced projects. While remuneration remains important, it is not their sole focus. They value flexible yet stable employment, preferring permanent contracts with hybrid work options, and emphasize work-life balance and an open, trustworthy organizational culture.

Social media, employee review platforms, and informal recommendations are now primary sources of information about employers, with transparency and authenticity being key. The findings align with international studies and industry reports (Zahra et al., 2025; MBE, 2025) while highlighting this group's specific focus on high-quality work environments, technical standards, and long-term professional growth.

PRACTICAL IMPLICATIONS

Taking into account the preferences expressed by technical university students and the observed alignment with international trends, the following recommendations can be formulated for management practices in the technology and industrial sectors:

- Personalize employment offers and EVP with clear expert career paths.
- Ensure alignment between declared values and organizational practices.
- Maintain active, interactive social media reflecting workplace culture and atmosphere.
- Leverage academic referral programs and ambassador initiatives to strengthen referral channels.
- Provide hybrid work options and support work-life balance while ensuring job stability.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The obtained results have significant cognitive and practical value; however, certain limitations should be acknowledged.

The quantitative sample (251 students) captures trends but cannot be fully generalized to the entire population, while the qualitative component (9 in-depth interviews) provides deeper insight but is not statistically representative.

Furthermore, the study was cross-sectional, limited to the years 2023–2025, which may affect the currency of the findings in the context of rapidly evolving socio-economic conditions. The influence of certain demographic variables (e.g., gender, regional background, economic situation), which may potentially differentiate approaches to the labor market, was not analyzed.

These limitations suggest directions for further research. Comparative studies among students from various types of universities (technical, humanities, economics) as well as longitudinal research tracking changes in attitudes and expectations after graduates enter the labor market would be valuable. It is also advisable to consider cultural and socio-economic factors and to analyze the impact of specific employer branding activities on candidates' decisions.

Despite the limitations indicated, the results obtained are a valuable contribution to understanding the career expectations of technical students – a group crucial to the development of the industrial and technological sector in Poland.

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WYBÓR PRACODAWCY
WŚRÓD STUDENTÓW POLSKICH UCZELNI TECHNICZNYCH:
WARTOŚCI, OCZEKIWANIA I ROLA KOMUNIKACJI ONLINE

Streszczenie

Celem artykułu jest identyfikacja i analiza kluczowych czynników determinujących wybór pracodawcy wśród studentów uczelni technicznych, ze szczególnym uwzględnieniem wartości organizacyjnych, oczekiwań wobec pracy oraz roli komunikacji cyfrowej. Badanie zostało przeprowadzone w latach 2023–2025 i obejmowało trzy etapy: badanie pilotażowe ($n = 67$), ilościowe badanie ankietowe online ($n = 251$) oraz dziewięć wywiadów. Zastosowanie metod mieszanych umożliwiło triangulację danych, łącząc wyniki ilościowe z pogłębionymi wnioskami jakościowymi. Wyniki wskazują, że studenci cenią nie tylko stabilność zatrudnienia i atrakcyjne warunki pracy, lecz także kulturę organizacyjną opartą na zaufaniu, możliwości rozwoju zawodowego oraz autentyczny employer branding. Media społecznościowe odgrywają istotną rolę w ocenie pracodawców oraz w podejmowaniu decyzji aplikacyjnych.

Słowa kluczowe: studenci uczelni technicznych; wybór pracodawcy; komunikacja cyfrowa; media społecznościowe; employer branding