Is Advanced Education Necessary for Career Success?

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Is Advanced Education Necessary for Career Success?

Abstract
This paper first examines the reasons why having advanced education is important to career success. It then examines the reasons why it may not be important. Both sides of this argument have merit, at least to some extent. Some benefits of advanced education are psychological changes, networking, internship experience and higher pay. Some drawbacks of advanced education are no guarantee in higher pay, loss of work experience, other ways to advance, financial burden, and discrimination. Based on the findings of this research people should attain advanced education because the benefits outweigh the drawbacks.

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Is Advanced Education Necessary for Career Success?

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St. John Fisher College

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Abstract

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INTRODUCTION
OVERVIEW OF THE PROBLEM

In today’s society there are many people who are in favor of people attaining advanced education. However there are some who are not. This paper will examine the reasons why advanced education maybe important and the other reasons why it may not. Both sides of this argument have merit, at least to some extent.

The Benefits to Advanced Education

This paper first examines the reasons why having advanced education is important. There are clearly benefits to having an advanced education. Some specifics are: development of cognitive skills, intellectual growth, psychological changes, Identity, Self Esteem, attitudes and values. Other indirect benefits are: connections to networking, internship experience, and higher pay. These seven benefits are reviewed in the following section.

Importance of Advanced Education

a.) development of cognitive skills

b.) development of intellectual skills

c.) psychological changes

d.) development of attitudes and values

e.) connections to networking

d.) internship experience

g.) higher pay

Development of Cognitive Skills & Intellectual Growth

According to Michael (1975a) education develops cognitive skills and intellectual growth in students. These cognitive skills are defined as reasoning skills, critical
thinking, intellectual flexibility etc. Michael (1975a) says that cognitive thinking is developed through giving the student the opportunity to think and figure out situations.

Psychological Changes

Pascarella and Terenzini (1991) state; that college students’ identity and self esteem becomes greater due to going to college. Similarly, Bachman, O’Malley, and Johnson (1978, p. 211) conclude that “the pattern suggests that the rise in self-esteem may reflect a gradually increasing maturity and the corresponding increases in status, opportunities and privileges.”

Attitudes and Values

Students’ attitudes and values change because of their college experiences. Specifically, attitudes and values can be categorized into five areas. “1) Cultural, aesthetic, and intellectual; (2) educational and occupational; (3) social and political; (4) religious; and (5) gender roles” (Pascarella & Terenzini, 1991 p.270).

Networking

The National Business Employment Weekly states that networking is one of the best ways to get a job. Over 60% of all jobs are attained through networking estimates the Association of Outplacement and the American Management association (Richardson, 1994).

Internship Experience

Recent college students and graduates get internships so they can have an opportunity to get a job at the organization that they are interested in working for in the future (Nasaw, 1999).
Higher Pay

Having a college degree is a basic requirement for many higher-level jobs in the United States. As a result, people who have college degrees earn twice as much as their high school counterparts did in 1992 (Nasaw, 2004). Further, it is predicted that the economy will continue to emphasize higher education. This is because the job market is requiring more specific skills. Thus more education means greater opportunity and higher pay (Harrington, 1994).

Drawbacks to Advanced Education

There are also several reasons not to have an advanced education. The reasons why some people opt not to pursue advanced education is because they feel that a college education does not guarantee higher pay, they will lose work experience because they are at school instead of work, there are other ways to advance and become successful, and there is a financial burden of student loans. There are also other factors that affect a person's success even if they have advanced education such as discrimination and occupational choice. These six factors are reviewed in the following section.

Drawbacks to Advanced Education

a.) no guarantee in higher pay
b.) lost of work experience
c.) other ways to advance
d.) financial burden
e.) discrimination
f.) occupational choice
No Guarantee of Higher Pay

Data from the current population survey and decennial census show that the higher the educational level the more people earn. What fails to be demonstrated in these surveys is that there are many people with college degrees who make well below the median and those who make well above the median (Hecker, 1995). The problem results from an assumption that many make because they have a degree they are guaranteed to make more money than someone who have a high school diploma. Clearly, there are other factors such as the type of occupation a person works in that can impact pay even tough a person has a college degree.

Loss of Work Experience

Work experience is still valuable to have when searching for a job in today’s market. McMenamin (1998) examines whether going to college is a good long-term investment. The study examines 58 of the Forbes 400 people did not graduate from college and make considerably more than those counterparts who did graduate from college. The argument is whether going to college wasted years that students could have advanced in the work force.

Other Ways to Advance

Young adults can take advantage of apprenticeships through companies that are willing to give them a chance to learn the skills needed to perform a job. For example in 2001, there were 220,000 young adults working in apprenticeship programs in the United Kingdom. Applying for an apprenticeship is another way that a person can advance professionally instead of going to college (Hibbert, 2001).
Increasing College Tuition & Financial Burden

College tuition costs continue to rise. For example, the cost of public colleges has risen 11% since last year. Private university's prices have increased by 5.7%. Thus, college is not becoming more affordable. Instead the financial burden on students is increasing. This increase in tuition is a problem because the higher the cost the more school loans those students will have to pay back. If college tuition rates continue to rise it will be even less affordable for students, and many of those who insist on going to college will have a large debt to pay back (Kronholz, 2004).

Discrimination and Occupational Choice


Hecker (1995) notes different factors, such as occupation, that can make a significant difference on how much people earn. He states that to better understand pay rates there needs to be specific surveys conducted. He further states that this specificity is the only way to really get an accurate idea of how much money the employees within certain fields earn. Thus, occupational choice may negatively impact pay.

Problem Statement

It is important to continue to research this topic so people know the value of investing in advanced education. If advanced education is indeed important to career
success, HRD professionals in the career development areas can encourage individuals to advance their education. HRD professionals can also give people reasons why they should or should not continue schooling, when discussing their career development plan with them. This research will focus on examining the high school and undergraduate levels of education.

Purpose of the Study

The purpose of this study is to examine whether having an advanced education (defined as an undergraduate college education) is important to career success. This paper also examines the reasons why advanced education is important and the reasons why it is not.

Research Questions

1.) Is a college degree necessary for career success?

2.) What are the benefits for people to have advanced education?

3.) What are the drawbacks to having advanced education?

Significance of the Study

This review paper is significant because it will help provide information regarding the value of advanced education. It will help answer the question whether advanced education is important to career success. This paper will highlight the reasons why advanced education is important to career success and the reasons why it is a drawback. This information will be beneficial to a number of groups of people. The first group that it will benefit is high school graduates. High school graduates need to know what their options are and if higher education is worth attaining. If they have extensive information
it will let them make a decision on what is best for them in the long run. This study will also benefit those who are thinking of changing careers to see whether it is beneficial to return to school. Thus, school guidance counselors, parents, and people who work in the field of career development may benefit from this. HRD practitioners will also benefit because they will learn the trends and what is the latest information regarding advanced education.

Conceptual Framework

This review of related literature will address whether advanced education is necessary for career success. Although there is no single theoretical idea, the current research and theory about the value of advanced education is reviewed.

Definition of Terms

1.) Decennial census- The census of population and housing, taken by the Census Bureau in each year ending in 0. Article 1, section 2 of the Constitution requires that a census be taken every 10 years for the purpose of apportioning the U.S. House of Representatives.

2.) Forbes 400- A magazine that lists the names of new successful millionaires. The magazine is distributed across the world.

2.) Apprenticeship- An agreement that is made by an employer for a person to work in an organization to primarily gain experience.

Methodology

This research paper is a literature review. In the preparation of this paper books, articles and websites were used. This paper will focus on advanced education and its importance to career success.
CHAPTER 2

Chapter 2 outlines the main theories and examines whether advanced education in order to determine whether it is necessary for career success. Chapter 2 first discusses the reasons why advanced education is necessary for career success. Finally, Chapter 2 presents the reasons why advanced education may not be necessary for career success.

The Benefits to Advanced Education

There are many direct reasons why getting an advanced education is necessary for career success. While a person is advancing their education they also develop their cognitive skills, develop intellectually, and develop psychologically. There are also indirect gains that are just as valuable, such as connections to networking, an internship experience, and higher pay.

Cognitive Development

Increased cognitive development is one of the benefits to advanced education. Duncan (1968) administered a study that tested a person’s cognitive development changes and growth through schooling and after. There is evidence that cognitive skills such as verbal and quantitative skills help people think and rationalize better.

Similarly, Lanholm (1952) studied whether students’ cognitive abilities would increase during college sophomore to senior year. The same groups of students were tested twice using the same test called Tests of General Education. The results of the study showed that their cognitive abilities did increase as a result of school. This finding also shows one of the advantages of attaining advanced education.

Research also shows that college graduates gain in substantive knowledge the longer that they are in school. Learned and Wood (1938) conducted a study using the
Carnegie General Culture Test in order to test substantive knowledge gained during college. The students’ knowledge on literature, foreign language, fine arts, history and social sciences, and general science was measured. The Carnegie General Culture Test was given to both sophomores and seniors to see if there was a difference in substantive knowledge. The results showed that substantive knowledge increased as a result of attending college.

Rationality in students also increases as a result of going to college. Lehmann and Dressel (1963) researched whether cognitive abilities increased from sophomore year to senior year. The results showed that cognitive functions did increase from sophomore to senior year. More importantly students’ cognitive ability increased the most from freshman to sophomore years then leveled off during the last two years of schooling. This research shows that increased rationality is a product of having advanced education.

*Intellectual Changes*

Intellectual changes are also a benefit of gaining advanced education. One of these changes is intellectual tolerance, which is how open a person is to new ideas. This includes how a person processes and deals with ambiguous and complex situations. It also includes how a person transforms and lets new information affect their way of thinking. Trent and Medsker (1968) conducted research that studied levels of intellectual tolerance. They found that intellectual tolerance levels were significantly higher for those students who went to college for a full four years rather than for those who did not finish. The seniors showed increases in complexity, authoritarianism, and social maturity. The increases in intellectual tolerance show evidence that advanced education is beneficial to people.
Psychological Changes

As a result of advanced education, there are many positive psychological changes that a person goes through; change in identity is one of them. Contantinople (1969) researched whether there was an increase in identity in college students. In his research, he used Erickson’s fourth, fifth, and sixth stages of psychological development. The fourth, fifth and sixth stages are industry vs. inferiority, identity vs. diffusion, and intimacy vs. isolation.

There are other psychological changes that also occur due to students being educated; an increase in student’s self concept is another. Pascarella and Terenzini (1991) studied changes in college students’ self concept throughout their college experience. The results showed that students typically view themselves as not having a positive self concept in their freshman years. However, as the students get older their self concept improves.

As a result of advanced education studies show that students’ self-concept increases. Astin (1977) researched self-concept using 25,000 college students longitudinally through five years and found that when students were asked to rate their self concept after the five year period, there was a 14 percent improvement in self concept. In addition the students’ self esteem is also increased due to gaining more knowledge.

Increase in self esteem is seen in students as they acquire advanced education. A study by Bachman and O’Malley (1977) found that college students’ self esteem increases through out college. Bachman studied 2,200 students’ self esteem. These students were followed for eight years. The results revealed that their self esteem
increased somewhat throughout high school, but the real noticeable difference was seen in the college years.

Alessandria and Nelson (2005) examined identity development and self-esteem of first generation American college students and non-first generation college students. The participants in this study answered questions about their identity and self-esteem. The results from this study suggest that first generation American college students’ identity and self-esteem are higher than they are in non-first generation college students. This shows that college impacts first generation college students even more.

*Attitudes, Values & Beliefs*

In addition to psychological changes a person’s attitudes, values and beliefs are also increased due to advanced education. Pascarella and Terenzini (1991) study was conducted in order to learn how attitudes, values and beliefs change during the college years. The students were asked two types of questions. Their first question was about their attitudes toward social issues, the second question was about their life goals and commitment. The students were first asked these questions as freshmen then again as seniors. The students were asked questions about liberalism, libertarianism, and feminism. Liberalism questions had to do with policy liberation such as: taxes, pollution, and death penalty. Libertarianism related to questions about abortion, use of marijuana, student conduct. Feminism included questions on abortion, woman and wages.

The study revealed that the largest increases were in feminism, which rose from 80% to 92%. The results to the second question about education showed that students were no longer going to college because they want to earn more money, but instead to
gain insights from their experiences. This study shows that students’ attitudes, values and beliefs change over time, because of the learning experience.

The students’ knowledge and beliefs also remain consistent after college. Hyman, Wright, & Reed (1975) studied these changes. In fact, the results showed that their knowledge and beliefs changed little after college. The key areas that remained consistent included current affairs, contemporary public figures, domestic and foreign politics, popular culture, current health news, and participation in adult education programs. The results from this study signify that knowledge and beliefs gained through the college experience are one of the assets to advanced education.

Similar to knowledge and beliefs, there could be changes in aesthetic and cultural values when gaining an advanced education. Arsenian (1970) tested whether aesthetic and cultural values can change as a result of the educational experience. The researchers followed groups of students years after their graduation from college to find out if their aesthetic and cultural values had changed over the years. They found that aesthetic and cultural values, like knowledge and beliefs did not change after college. This finding signifies that the students kept the same level of aesthetic and cultural values that they had gained from the college experience and even after years had passed their values remained relatively consistent. The results from this study suggest that this is one of the major gains in college.

Aside from aesthetic and cultural values changing throughout advanced education there can also be an increase in moral judgment development. King and Mayhew (2002) examined whether moral judgment is increased throughout the process of attaining
advanced education. The results of the study suggest that moral judgment is increased throughout the educational experience.

Networking

One of the indirect benefits of advanced education is networking. A poll by SHRM and CareerJournal.com (Kamberg, 2001) found the most effective ways to search for employment remains through networking. The poll included a list of 20 “search tactics” to finding a job, and out of the twenty listed networking was the number one choice. HR professionals and people who are looking for employment admit to using networking as one of their major connections to finding jobs or potential candidates for employment. The poll estimated that 95% of HR professionals and people looking for employment use networking as their major tool. This study suggests that networking is one of the most used forms of attaining employment (Kamberg, 2001).

Networking is also useful for college students. Marmaros and Sacerdote (2002), conducted a study to test how college seniors in Dartmouth College networked to find their first jobs. A survey by e-mail was sent out to 1056 Dartmouth students. A total of 590 students responded, but only 368 of the students said they were planning on working the next year. The students’ survey asked them what type of networking they were planning on using when searching for their first jobs. Table 1 is read from top to bottom. The left hand side of Table 1 represents the percentage of students who responded. The right side of Table 1 represents the type of networking that was used. The results to the survey are listed in Table 1.
Table 1. Results from Dartmouth College Survey Regarding Job Search Strategies and networking.

- 5% would ask help from their roommates
- 9% would ask relatives
- 9% asked help from a current alumni or member of their sorority/fraternity.
- 17% would get help through their professors
- 19% asked for help from an alumni (that was not in a fraternity or sorority)
- 30% would ask their parents for help
- 48% said they would use the career center


The study found several key results. The first was that students felt networking was valuable when finding a job. First, the type of job for which a student is searching, changes the way in which they network. For example, when education majors are searching for a job, 34% ask their professors about possible employment. Those students searching for a job in finance count on their fraternity/sorority contacts. Finally physicians and lawyers heavily rely on relatives for advice when making career choices.

The study also revealed that race and gender make a difference in how students network. Men are more willing to use their fraternities for networking. Students who are white also use fraternities more often than do students of color. Students of color also use relatives less frequently than others as a networking tool.
The results also indicate that the students who chose to network with their current fraternity/sorority members or alumni find higher paying jobs, such as those in banking then students who do not use networks. The results also show that the highest earning salary was achieved through networking with fraternity/sorority members or alumni while the second highest starting salary was networking with relatives. This study reinforces the advantage that networking has when someone is searching for a job.

*Internship Experience*

Student internships are also a method people use to succeed in a career. Knouse, Tanner and Harris (1999) examined whether there is a relationship between students interning, college performance, and subsequent job opportunities. The results of the study showed that students who intern before graduating have higher grade point averages. Caucasian students are more likely to do an internship than are black students. Students with internship experience were more likely to have a job right after college than those who do not. The reasoning for the results was that students that do internships learn soft skills and know what to expect after college. Internships are closely linked to college experience because many colleges make students intern as part of their course requirement. The students become more confident, which in turn raises their self esteem to do better in school. Thus, internships during advanced education also improve career success.

Labi (1999) states that students’ mind set have changed over the years. Students’ are becoming competitive and are working at internships now instead of enjoying their summers. Students are looking for internships that are high profile and give them the best experience to get them into college or to get their foot in the door after college. This
assertion shows that some students are becoming better prepared because they know there is stiff competition against them. Thus attaining internship experience during college is a great way to gain experience and then enjoy the summer.

Higher Pay

To tie this all together, having a college degree, will on average, increase a person’s income considerably. The Bureau of Labor Statistics and Bureau of the Census data show that college is a good investment, because earnings increase with more education. Information from the Current Population Survey of 1990 show that there is an increase in salary when comparing high school graduates to college graduates. The survey showed that a person working with a high school degree makes $354 dollars a week compared to a college graduate, who makes $569 a week (Hecker, 1992).

The relationship between college education and higher pay remains consistent over time. This is because education is still valuable because of the skills and knowledge that a person acquires through the process. College graduates have made more than twice as much money as high school graduates since 1992. College degrees are becoming one of the first qualifications when hiring a potential worker. In 1992, college graduates made $33,000 a year, compared to the high school graduates who earned $15,300.

Crosby (1998) researched the earnings of college graduates incomes. The research revealed that college graduates do make more money than high school graduates. College graduates earn higher incomes because they are able to apply for high paying jobs that require advanced education which high school graduates cannot apply to. The jobs that there are no degree requirements also pay graduates more money that it would pay a person with just a high school diploma.
Similarly, Dohm (2002) reviews the value of having an advanced education. According to DOHM, more people than ever are attaining advanced education. Those people who acquire advanced education will have broader opportunities and have the advantage to be competitive with other candidates. For example, it was estimated that 1 million people earned their bachelor’s degree in 2002. There are also monetary advantages to attaining higher education. The “median weekly earning of a worker aged 25-64 with a bachelor’s degree was $834, compared with $507 for workers whose highest level of educational attainment was a high school diploma or equivalent”(Dohm, 2002, p. 1).

The U.S. Census Bureau of 2005 clearly states that having advanced education is valuable because of the increase in earnings. The U.S. Census Bureau estimated that college graduates made $51,206 a year, compared to those people with a high school diploma, which made $ 27,915 a year. Those people without a diploma earned $18,734. These results from the U.S. Census Bureau show the monetary benefits of advanced education.

Drawbacks to Advanced Education

Although a coherent argument can be made for getting an advanced education, there are also reasons why advanced education can be a drawback. First, there is no guarantee of higher pay after receiving a college degree. This is in part because of the lost work experience while in school, the other ways to advance, and the financial burden of college. There are also other factors such as discrimination and occupational choice that can negatively affect a persons’ success even if they do in fact have an advanced
education. In the following section, the literature regarding the limitations of getting an advanced education will be discussed.

*No Guarantee of Higher Pay*

According to The Census Bureau (1996), college graduates earn an average of $40,478 a year where high school graduates earn $22,895. However, economist Robert Reischauer of the Brookings Institution in Washington, D.C. (1996) argues that the statistics from the Census Bureau are skewed. According to Reischauer this is because most people who attend college are already more intelligent then those who do not attend. These students who do attend college do so because they know they have the ability to attain a degree. Additionally because they know they have the ability to attain advanced education, they give themselves more perceived value. These people who attend college may also exaggerate their earnings in the Census Bureau's surveys (McMenamin, 1998).

*Loss of Work Experience*

Aside from there being no guarantee in higher pay after graduating with a college degree, there is also the problem of losing work experience. Work experience is a valuable compensable factor in the job market and in some cases may even be more valuable than having advanced education. Gill and Ruth (1992) say that more and more employers are trying to provide work experience to high school students. Instead of college, work experience programs can be profitable to the company in the long run. This is because high school students who work for an organization learn the job and can get a job there if they do a good job. The work experience also gives students the opportunity to see if they like that field of work. Finally work experience also gives high school
students a chance to see what the real world is like. They gain experience about how important it is to be punctual, learn social skills, and be responsible.

The importance of having experience when applying for job is demonstrated in the results of a survey conducted by Tate Appointments (Anonymous, 1995). This survey was designed to determine the skills and qualifications personnel managers recognized as important when hiring someone. The survey revealed that 48% of the personnel managers found experience to be the most important when hiring someone and 22% found the skills that a person has were scored to be important. In addition, 45% of the personnel managers said it was important to like the candidates personality, while only 14% found qualifications to be important while hiring someone. Thus, lost opportunity for specific work experience and skills during the time spent in college is one of the problems with attaining advanced education (Anonymous, 1995).

Other Ways to Advance

In addition to losing work experience there are other ways that a person can advance and become successful. For example, the government is making considerable strides towards implementing vocational education into schools. This is because the government has realized that the importance in school is to let the students excel in whatever they are good at rather than pushing to focus on their grades. Having vocational education in addition to college, gives the students who are talented doing hands on work a chance to excel (Gregory, 2002).

Similar to including vocational education in schools, apprenticeships are also another way that students can advance without going to college. A survey called (The Success Report) of 2004 was given to five manufacturing divisions of employers to find
out what characteristics they found important when hiring a potential candidate for a job. The survey revealed that 27% of the employers felt the most important characteristic for hiring was apprenticeship experience. Only 5% of those same employers rated a college degree as having value in the hiring process. It is also clear that employers feel that the most important skill to have is to be able to work in a team, and to listen well. Finally 25% of employers rated being able to handle the machinery and being handy as important. The other skill that was of importance to the employers was being able to plan, organize and think ahead. Stephen Gardner, director of work-based learning at the LSC, says “The Success Report makes clear the reasons why manufacturing sector employers place so much importance” (Kirby, 2004, p.7).

Hibbert (2001) says that apprenticeships are very popular in the United Kingdom. According to estimates, 21,000 people are working for engineering and manufacturing companies to get experience. Companies that have a shortage of skilled labor target high school and college dropouts to come and work for their companies. These students are then given a chance to advance their skills with experience, and are given the opportunity to get technical training or take college courses.

Rosenbaum (as cited in the Futurist, 2003) states that going to college as the only way to advance in life is becoming obsolete, this is because many counselors fail to let their students know about jobs that offer good career paths without advanced education. They also fail to tell the students that there can be advantages to going to college later on in life. High school can also prepare students for promising careers if the guidance counselors told the students about the opportunities that are available to them. Rosenbaum says that if more guidance counselors did this then the students who opt not
to go to college could actually benefit. Rosenbaum also acknowledges that there are many jobs that require basic math, English, and reading skills, but "close to 50% of all 17 year olds cannot read or do math at a level needed to get a job in a modern automobile plant" (Rosenbaum, 2003, p.2).

According to Rosenbaum the problem is that many high school students do not take their education seriously. Instead, they go to school just to marginally pass put little effort into their learning. Rosenbaum suggests that high schools provide the students with better vocational programs, and deem them as valuable courses. It is important to incorporate vocational programs in high school so students can have other choices rather than going to college.

Rather than of secondary importance there are other ways of becoming successful without attaining advanced education. McMenamin (1998) examined whether going to college is a good long-term investment by studying the Forbes 400 wealthiest people. There are fifty-eight people from the Forbes 400 list that either did not go to college or dropped out before graduating. These 58 people make considerably more than their counterparts who did graduate from college. For example Bill Gates and Thomas Gallagher both dropped out of college. In addition Rosey O'Donnel never went to college. However these three people are quite successful without having to acquire a college degree. The argument here is whether going to college wasted the years that students could have had advanced in the work force. These 58 people also have the value of $4.8 billion dollars and make about 167% more than the remaining people on that list who attended Ivy League.
Financial Burden

The following articles illustrate the problem of financial burden as a cause of attaining advanced education. Kronholz (2004) state that tuition prices continue to increase, thus making students acquire more school loans. The prices in public colleges have increased 11% since last year compared to last year. The prices in private schools have increased 5.7%. There also was an increase in student aid of 11%. However, the student aid was given in the form of student loans compared of in grants and scholarships. Interestingly, bank loans, which are higher in interest, are the fastest growing types of loans. “Loans don’t decrease the cost of higher education; they increase it,” (Kronholz, 2004, p.D1), cautioned Donald Heller, an education professor at Pennsylvania State University. Instead “They postpone when students have to pay for college, but it increases the overall cost” (Kronholz, 2004, p.D1). In the past decade student loans have increased over 137%. The American Council on Education says “about two thirds of undergraduates have student loans, and that those loans average about $17,000. Additionally, 80% of undergraduates work while they are in school, with the average student working 25 hours a week.

There is clearly a need for financial aid due to the increase of college tuitions and decreased government funding. Kronholz (2005) states that there are a larger number of students going to college now. Years ago the majority of students came from upscale families, while today there are many students going to college who are poor and older. These students are in need of financial aid. One of the reasons that schools are becoming increasingly expensive is because the government has decreased the money it was giving the colleges. In addition, the government gives schools only 37% in funding when two
decades ago it used to give them twice as much money. This means that colleges have to pay more of their costs using tuition money. This literature suggests that college is becoming too expensive for students and may contribute to one of the reasons for them not to go to college.

*Discrimination and Occupational Choice*

Guy and Newman (2004) examine whether there are other factors such as discrimination and occupational choice that can affect success and pay rates even if you have an advanced education. A summary of literature reviews on this topic follows. In the early 1800’s women were not allowed to work, by the mid 1800’s they could work but laws were passed that allowed women to make half what the men earned. During the mid 1800’s women were given jobs such as stenographers. These women’s attributes were seen as unimportant for the job to be done, but as an extra touch of kindness. Many women today still choose occupations where soft skills are important. In today’s age, jobs that require soft skills are still paid less, because soft skills are undervalued. These are part of the reasons why certain jobs do not get paid sufficiently today (Guy & Newman, 2004).

Women earn about 76% of what men earn in jobs (U.S. Department of Labor, 2000). The pay wage differential between men and women in today’s job sector is primarily because of the type of jobs that women usually perform. Women in general are attracted to jobs categorized as “emotional labor”. Emotional labor is defined as that which requires nurturing, caring, and kindness. Unfortunately, these jobs include childcare giver, administrative assistant, case manager, and counselor. These types of jobs do not give monetary incentives for performing them (Guy & Newman 2004).
Instead they give internal rewards such as happiness, feeling of accomplishment, and nurturing. Furthermore, these positions are seen as easy to perform jobs.

On the other hand, men make 24% more than women for doing jobs that they are thought to be capable of performing. There are many jobs that men and women do that need emotional labor and for some reason women are overlooked (Guy & Newman, 2004). Emotional labor is not compensated in today’s society and no one has tried to establish a way to measure it so that it can be. When people speak of emotional labor they describe what it is they do (Guy & Newman 2004).

Similarly, Graham, Hotchkiss, and Gerhart (2000) state men may make more money than woman simply because of discrimination rather than occupation. Graham, and colleagues researched whether gender discrimination, pay discrimination, job placement discrimination and hiring discrimination are a factor in pay differentials. The study was conducted using recent female and male graduates from the same colleges. The study found that men were paid 9% more than women when starting a new job. However, the reason for this differential is the types of jobs that women and men do. It is not that there is a pay differential in the same occupation. Instead, men had jobs that were in the technical fields that often pay more.

Graham and colleagues (2000) also found a 3% pay differential when comparing starting wages at the same firms. There is a gap because even though they are working for the same firm the women and men were working in different occupations. Employers are only obligated by law to pay their workers equal pay if they are performing the same job. Finally, their findings also indicate that women and men with the same qualifications were being placed in the same jobs. Therefore there was no job placement discrimination.
Thus, the overall finding is that women are paid less than men primarily because of the choice of their fields of work.

Sloane (1988) researched why there is a difference in pay between men and women. “In the USA an Equal Pay Act was passed in 1963, but this has been recently extended, both via favorable legal decisions in the courts and through collective bargaining in the public sector, to include the notion of comparable worth which, as in Britain, is to be determined by job evaluation, though of a type which is held to be free of sex bias” (Sloane, 1988, p.45). This statement suggests that men and women are suppose to be paid the same amount of money if they are doing the same job.

Some theorists speculated whether flooding of a field could be the reason women earn less, but this was not the case. The research showed that men earn more than women because of their differences in occupations. The article why men earn more and get promoted faster Anonymous (2002) speaks about the different reasons why men excel faster in the work force. The article states how there are few women given the opportunity to have high end managerial positions. The trend in companies has been to have men in managerial positions. This trend would be difficult to change because organizations are use to having men in charge.

There are many reasons why women are not given managerial. One major reason is that employers used previous pay history to decide how much an employee should get paid. This puts men at an increase in pay advantage. If there were more woman holding managerial positions there wage gap would get smaller.

Another problem that women face is that most managerial positions involve long hours and relocation. This managerial role brings more obstacles to women because of
the demands of the job. Women who are married need the support of their husbands in
order to be a successful manager.

Another reason why women are not allowed into managerial roles is because the
manager’s characteristics are portrayed as someone who is assertive, aggressive and
competitive. Women are not generally seen as having those characteristics. Women tend
to work for the types of jobs that are nurturing. Society does not view the nurturing
occupations as highly as masculine occupations. Occupations that seem as nurturing are
not valued as are occupations that require technical skills (Anonymous 2, 2002).

Elvira and Graham (2002) researched the differences in pay between gender in the
same company. They found that women tend to work in the same kind of positions in
companies. There are studies that show if a type of position is dominated by women the
men also earned lower pay (England et al., 1988, Sorensen, 1990). This research focused
on studying pay differentials in the same company because paying women less than men
has been the trend for years. Secondly in today’s job market employers use different
types of incentives and bonuses that can make an impact on equal pay. The manager
gives the bonus based on what they feel an employee should get, this can increase the
chance for gender discrimination (Reskin, 2000).

The research showed that overall the more women working in an organization the
less money they earn. Women also earn smaller bonuses than men, because their jobs are
seen as less important for the company to succeed. “Additional findings on bonuses
indicate that women are losing more than men, suggesting that firms’ use of incentive
bonuses could widen the gap between men and women” (Elvira & Graham, 2002, p.
614).
Major, Vanderslice, and McFarlin (1984) suggest that some of the reasons why there may be a gender gap in pay is because Caucasian workers ask for a higher starting pay when being interviewed. Another reason is African Americans do not typically ask for an increase in pay, nor do they search for higher paying jobs when they are dissatisfied.

Greenhaus, Parasuraman, and Wayne (1990) researched whether there is racial discrimination in the workplace. The study was performed at three different organizations. This study focused on performance evaluations, how comfortable the workers felt, and work experiences. The managerial positions were evaluated for this study. The results revealed that the colored managers would receive poor performance evaluations, were not satisfied where they work, and were less likely to be promoted.

Pager (2004) researched racial discrimination during the interviewing processes for 350 job openings. The researcher had students make up fake information on the resumes and sent them in. The study revealed that the white candidates who claimed they had a past conviction were called 17% more than the black candidates who had no previous record of arrest. These results suggest that racial discrimination remains a factor in society.

In conclusion there are both benefits and drawbacks to advanced education. Some of the benefits are psychological changes, networking, internship experience, and higher pay. Some drawbacks are no guarantee in higher pay, loss of work experience, other ways to advance, financial burden, and discrimination. The statistics have shown both benefits and drawbacks to having advanced education, it is the individual’s choice and
responsibility to research and decide if advanced education is beneficial for them or not.
CHAPTER 3
DISCUSSION

The literature suggests that there are many important reasons to gain advanced education. The literature also suggests that there are also drawbacks for attaining advanced education. This literature review focused on high school and undergraduate education only. The statistics from the literature reviews clearly state that most people who have advanced education earn a higher income. Although there are always exceptions, in general it was shown that on average the more education a person has the more money they earn.

There are clearly benefits to having an advanced education. Some specifics are: development of cognitive skills, intellectual growth, psychological changes, Identity, Self Esteem, attitudes and values. Other indirect benefits are: connections to networking, internship experience, and higher pay. The reviewed literature clearly evidenced these advantages.

However, some of the literature review suggests that advanced education can become obsolete because people with degrees are becoming very common and this can cause a decline in jobs in the future. It is important for society to see the work trends and acknowledge that there has to be a balance between supply and demand. If everyone is getting a college degree and there is an influx of people with the same qualifications then jobs will become scarce. If economists are paying attention to supply and demand, then there are more jobs for the number of people with the same qualifications. This topic is worth further researching, because it can actually happen. It is important to continually research this topic so people can know what qualifications are needed in the work force.
Recommendations for future research

1.) Future research should continue to focus on education and its value, especially looking at the impact of advanced education in each occupation.

2.) Future research should also examine the long-term advantages and disadvantages. If there is not enough information out there then people will not be able to make a fair and informed decision regarding education and its value. It is simply not sufficient to assume that advanced education is, valuable or not, people need to have literature that explains why someone should or should not advance their education.

3.) Some additional research should be administered regarding the data that is collected from the US census bureau. There seem to be many loop holes in their statistics. The people who have written journals against the statistics from the US Census Bureau claim that those numbers are can be skewed in many different ways. It would be of interest to research these numbers and see what percent of accuracy there is to their statistics.

4.) Another possibility for future research is to administer a longitudinal study following a large number of people from the time they are in high school to 10 years post graduate. The researcher should focus on their salaries over time and the types of employments they have had. This would help answer the many debates that there are about this topic.

Recommendations for the HRD practitioners

1.) The first recommendation is for the HRD professional to attend several workshops a year about advanced education in order to maintain and update their knowledge and make accurate recommendations to employees when discussing career development.

2.) Second, I recommend that the HRD professional joins an organization that is geared towards several educational topics such as educational trends, educational funding, and
educational value. This would also help to keep the HRD professional informed of any changes related to the value of advanced education.

3.) The third recommendation is to spend time researching the value of advanced education several times a year. The HRD professional should include journals, books and articles in their library or office that can help in order to answer numerous questions regarding advanced education.

It is especially important that HRD professionals who include career development as part of their job to gather substantial evidence on this topic so that they can give evidence and proper advice regarding advanced education to future students. Overall, attaining advanced education is a valuable asset for many occupations in today’s job market. Thus, most students should advance their education so that they can be more marketable and have a competitive edge over the next person who is applying for the same position.

The literature also says that advanced education may not be as beneficial in the future. That remains to be seen, the present literature suggests that advanced education continues to be, both beneficial financially and psychologically. For most, it is definitely worth attaining advanced education, because during schooling a person learns and grows in many ways even if there are not tangible financial benefits. As a result of advanced education, people mature, learn to rationalize, and develop the skills that they need in order to excel in life. These skills will follow a person throughout their lives and allow them to better themselves.

In conclusion, it is important for youth to go through the decision of whether they should go to college or not they think of all of the advantages that they will gain as a
result of being educated. It is also important to think of advanced education in terms of its long-term results. A young person should decide to go to college in order to have more choices when searching for a job. The more an individual has to offer an employer the better are the chances of getting that position.
References


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