

Lifestyle Gap Analysis: Student Lifestyle and Employer Preferences

Seiji Kake¹

Abstract

While the recent recession has wreaked havoc in many parts of the world, Asia has escaped relatively unscathed and managed to post growth rates unheard of in the Western world. This has been the case with Thailand which also had to deal with internal turbulence. A large part of the country's resilience stems from its ability to produce high quality products and its productivity, which it needs, however, to increase even more. One way to increase its productivity is for Thai people to know what skills are required in the industry long before they decide what courses to take and lifestyle to adopt. By clarifying the gap between students' lifestyle and corporations' expectancies in terms of students' lifestyles, both students and corporations will maximize education and employees' training. As many graduates embark on inappropriate careers and as corporations often chose inappropriate employees, both students and corporations end wasting resources and time. Focusing on students at one large university in Bangkok, Thailand, this study takes a close look at this gap. It first makes it clear where the gap lies and then proposes a way to fill it.

Keywords: Gap analysis, Lifestyle research, Student lifestyle, Employer's ideal, Internship

Introduction

One of the factors employers take into consideration when recruiting students is their lifestyles as there may be a gap between a prospective student's lifestyle and the culture of the organization with which the student seeks employment (Kudo, 2001).

Lifestyle research started in the marketing field (Lazer, 1963). In response to the growing wide range of personal income levels in the United States and the resultant diversified consumers' taste, marketers focused on market segmentation. Subsequently, lifestyle research developed into a powerful tool for analyzing different market segments.

The concept of lifestyle patterns and its relationship to marketing was introduced in 1963 by William Lazer, according to whom the mobility, leisure, social and corporate positions, and consumption of an individual are all part of his/her lifestyle (*Ibid*). Lazer also argued that lifestyle analysis is a more generalized concept than consumer behavior since, as Kotler (1996) also pointed out that lifestyle describes the whole picture of how people relate and behave in society (Kotler et al., 1996). Lifestyle research is now not only used in the marketing field but also for students' lifestyle analysis (*Ibid*).

The methods of measuring lifestyle patterns and their relationship to consumer behavior have been refined over time (Kudo, 2001). One of the most widely used approaches of lifestyle measurement has been the AIO (Activities, Interests, and Opinions) rating statements

(Plummer, 1974). For example, 'A' may include a person's type of employment and hobbies, 'I' family and home and 'O' politics and business. So, let's say, you teach international relations at college, you may have more opportunities to travel abroad and, as a result, have to buy airline tickets or book hotels more frequently than somebody sedentary. So, chances are that travel agents will get to sell more airline tickets or hotel stays to people like you in that particular segment. Lifestyle depends on one's values. For instance, a teacher lectures in international affairs because he attaches more value to international affairs than other teachers do.

This research study focuses on the gap between the lifestyle of students and employers' ideal student image and expectations in Thailand. A survey of employers and students was conducted to assess the extent of the gap and its findings analyzed. Clarifying the gap between students and employers will not only help corporations prepare for the newcomers' lifestyle, it will also help students prepare for corporate life, knowing what is required of them after graduation.

After considering the methodology applied, this article focuses on the findings of the survey and their analysis and will then conclude by stressing that the gap is not inevitable. A better understanding of its root cause and having universities and employers working closer will go a long way bridging that gap.

1. Methodology

Although, as mentioned earlier, lifestyle can be measured by using AIO rating statements, the

¹ Associate Professor Nihon University, Japan.

questionnaire in this study is based on VALS (Values & Lifestyle), a concept developed by Stanford University to analyze lifestyles. In this research study, VALS allows the author to identify the lifestyle of students as well as the lifestyle expected from students by corporate recruiters in Thailand.

Some questions were deleted from the list of VALS questions (<http://www.strategicbusinessinsights.com/vals/surveynew.shtml>) because they were not appropriate for academic studies. Some questions were added for this research (See questionnaire in Appendix one).

A four-point Likert scale was adopted, with the answer choices consisting of: mostly

disagree; somewhat disagree; somewhat agree; and mostly agree. The lowest answer, ‘mostly disagree’, was given 1 point while the highest one, ‘mostly agree’, received 4 points.

This research was conducted through mail survey, phone survey and face-to-face interviews. It targeted companies’ people in charge of recruitment on the one hand and students on the other. Data was collected from August 30, 2010 to September 17, 2010. 200 companies and 200 students were selected for this research.

As shown in Table 1 below, the companies selected cover a wide variety of sectors ranging from jewelry to construction and wedding to name a few.

Table 1 – Company Types

type	Count	Col %	type	Count	Col %
1 jewelry	1	.5	27 shipping	1	.5
2 TV / radio	4	2.0	28 book store	3	1.5
3 trading	7	3.5	29 hygiene	2	1.0
4 beauty	6	3.0	30 law	2	1.0
5 garage/motor/car/machine	7	3.5	31 insurance	2	1.0
6 electronic	10	5.0	32 job agency	1	.5
7 graphic design/multi media	3	1.5	33 research	3	1.5
8 IT	11	5.5	34 food	4	2.0
9 retailer/agency/merchant/shop/boutique/department store	20	10.0	35 beverage	4	2.0
10 printing	4	2.0	36 education	6	3.0
11 aircondition	4	2.0	37 wedding	0	0.0
12 metal	1	.5	38 pub and restaurant	2	1.0
13 cloth retailer	2	1.0	39 sport mall	2	1.0
14 construction	6	3.0	40 chemical and petroleum/plastic/paper	10	5.0
15 advertisement	3	1.5	41 embassy/visa service	3	1.5
16 training	3	1.5	42 transportation/ aviation	3	1.5
17 manufacture industry/furniture	9	4.5	43 equipment	2	1.0
18 sale	0	0.0	44 musical school	1	.5
19 real estate	7	3.5	45 architect/decoration	2	1.0
20 import and export	8	4.0	46 asset appraisal	1	.5
21 accounting	4	2.0	47 studio	1	.5
22 logistic	3	1.5	48 freelance	1	.5
23 tour/tourism	1	.5	49 gold shop	1	.5
24 apartment/accommodation/hotel	5	2.5	50 medicine/clinic/ medical/hospital	5	2.5
25 cargo/petroleum	1	.5	99	5	2.5
26 gas station	3	1.5			

Note that number 99 refers to an evaluation which was not fully completed.

Moreover, as indicated by Table 2 below, which breakdowns the organizations surveyed into five sub-groups based on income and number of employees, the companies surveyed for this research cover a large spectrum, ranging

from SMEs with 10 employees or less and a yearly income below 1 million Baht (US\$30,000) to corporations with over a thousand employees and annual revenue exceeding 100 million Baht (US\$3 million).

Table 2 – Organizations’ Characteristics

income	Count	%	The number of employee	Count	%
Less than 1 Million Baht	35	17.5	1-10	70	35.0
From 1 Million to less than 10 Million Baht	52	26.0	11-50	45	22.5
From 10 Million to less than 50 Million Baht	28	14.0	51-100	21	10.5
From 50 Million to less than 100 Million Baht	15	7.5	101-300	32	16.0
More than 100 Million Baht	41	20.5	301-600	15	7.5
Missing	29	14.5	601-1000	5	2.5
Total	200	100.0	More than 1000	7	3.5
			Missing	5	2.5
			Total	200	100.0

As to the students selected to answer the questionnaire, they all attended Assumption University Faculty of Business, a Bangkok-based university whose courses are conducted in English, making it a recruitment place of choice for employers seeking students with good language skills and some sense of

things international. All are bachelor’s degree students and most of them are third- or fourth-year students. As Table 3 below shows, the largest group of students includes those aged between 21 and 23, i.e., students who are soon to graduate and be on the market for a job.

Table 3 – Students’ Data

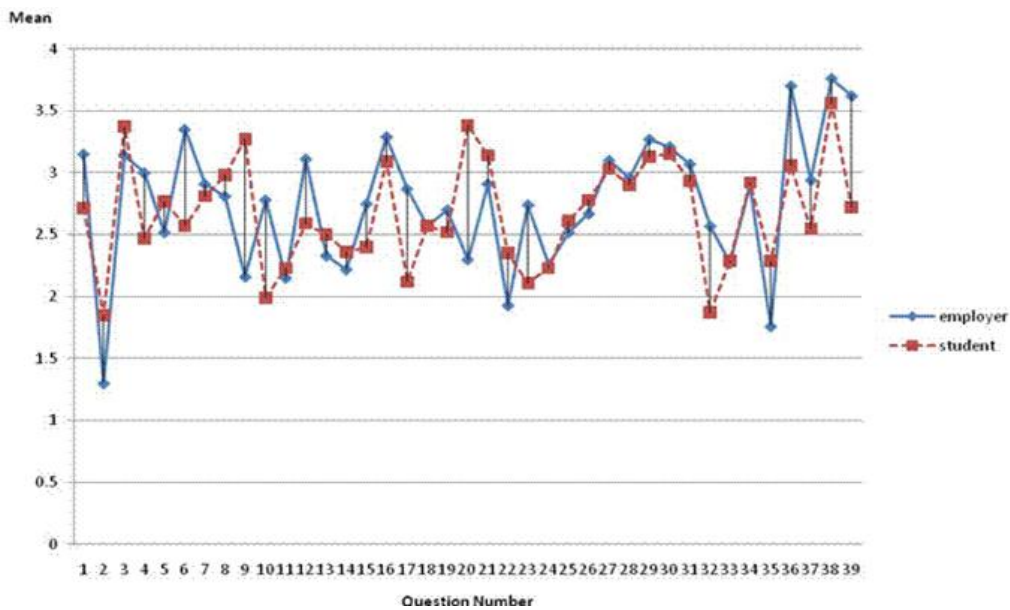
Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	48	24.0	24.2	24.2
21-23	127	63.5	64.1	88.4
24-26	13	6.5	6.6	94.9
27-29	6	3.0	3.0	98.0
30-	4	2.0	2.0	100.0
Total	198	99.0	100.0	
Missing 9	2	1.0		
Total	200	100.0		

2. Analysis

A total of 400 questionnaires, 200 completed by employers and 200 by students, were used for this reasearch. The results were analysed by measuring the gap between students and

employees. The largest mean physically possible is 4 and the smallest one 1. The means of the answers from both students and employers are summarized in Figure 1 for comparative purposes.

Figure 1 – Lifestyle Gap between Employers and Students



While some answers from students are in line with those from employers, others show a gap between student lifestyle and employers’ ideal student image and expectations. For analytical purposes, this gap has been sub-divided into four categories. Each gap in this context represents the average of the 200 employers minus that of the 200 students . The four gaps are as follows: (i) Large Gap, more than 0.7; (ii)

Relatively Large Gap, 0.4-0.7; (iii) Relatively Small Gap, 0.1-0.4; and (iv) Small Gap, 0.01-0.1 and 0.00. Each will be analyzed respectively.

(i) Large Gap Analysis

The Qs in the questionnaire showing a large gap between student lifestyle and employers’ expectations are summarized in Table 4.

Table 4 – Large Gap Questions

Questionnaires	Status	N	Mean	Std. Deviation	Gap
6. A student who likes being in charge of group	employ	200	3.35	0.797	
6. I like being in charge of group	student	200	2.57	0.698	0.78
9. A student who is really interested in only a few things	employ	200	2.16	1.061	
9. I am really interested in only a few things	student	200	3.27	0.907	1.12
10. A student who would rather make something than buy it	employ	200	2.78	0.882	
10. I would rather make something than buy it	student	200	1.99	0.954	0.79
17. A student who is interested in how mechanical things, such as engines, work	employ	200	2.87	0.897	
17. I am interested in how mechanical things, such as engines, work	student	200	2.12	0.863	0.76
20. A student who would like to spend a year or more in a foreign country	employ	200	2.30	0.906	
20. I would like to spend a year or more in a foreign country	student	200	3.38	0.836	1.09
32. A student who likes to look through hardware or automotive stores	employ	200	2.57	0.872	
32. I like to look through hardware or automotive stores	student	200	1.87	0.900	0.70
39. A student who strictly follows the rules	employ	200	3.62	0.639	
39. I strictly follow the rule	student	200	2.72	0.751	0.90

The items listed in Table 4 points to the following students’ tendencies and employers’ quasi opposite perceptions with regard these tendencies:

- Q 6: There is a relatively moderate tendency among students to enjoy being in charge of a

group. Yet, employers regard being a group leader as desirable traits and favor students who exhibit them.

- Q 9: There is a strong tendency among students not to be interested in many things. Employers, on the other hand, have negative

feelings toward such students claiming to be only interested in a few things.

- Q 10: There is a weak tendency among students to make something rather than buying it. Employers, on the other hand, favor students disposed to make things.

- Q 17: There is a relatively weak tendency among students to be interested in how mechanical things work, which runs counter to employers' preference for students exhibiting an interest in learning how things work.

- Q 20: There is a very strong tendency among students to like to stay in a foreign country for a year or more. Employers, however, show relatively negative feelings toward students indicating such a preference.

- Q 32: There is a very weak tendency among students to spend much time in hardware or automotive stores. Again, this runs counter to employers' preferences as they have moderate feelings toward students so little inclined.

- Q 39: There is a moderate tendency among students to strictly follow rules. Employers, on the other hand, have a strong preference for students with such a disposition.

- Large Gap Summary

As these items make it clear, employers' ideal student lifestyle and the actual lifestyles students embrace can be diametrically opposed. This is particularly true of three areas of

lifestyle. First, while students tend not to be much interested in mechanical things, employers value students with such strong interests since production has become the core activity in Thailand. Second, the very strong students' tendency to like to stay in foreign countries for a year or more is at odds with the expectations of employers who harbor relatively negative feelings toward such students. One way to account for it is that companies in Thailand, whether financed by foreign or domestic capital, usually do not send employees abroad but rather focus on domestic production.

Another large gap pertains to the tendency among students to have negative feelings toward being in charge of a group and following rules whilst employers, on the other hand, happen to have an especially strong interest in students who are just the opposite and like to be in charge of a group and follow rules. Employers' preference for such students is expected given that mass production involves a large number of employees who require supervision.

(ii) Relatively Large Gap Analysis

Table 5 summarizes the items in the questionnaire that show a relatively large gap between student lifestyle and employers' expectations thereof.

Table 5 - Relatively Large Gap

Questionnaires	Status	N	Mean	Std. Deviation	Gap
1. A student who is often interested in theories	employ	200	3.15	0.714	0.44
1. I am often interested in theories	student	200	2.71	0.706	
2. A student who likes outrageous people and things	employ	200	1.30	0.663	0.56
2. I like outrageous people and things	student	200	1.85	0.867	
4. A student who loves to make things which he or she can use everyday	employ	200	3.00	0.927	0.53
4. I love to make things I can use every day	student	200	2.47	1.022	
12. A student who thinks the federal government should encourage prayers in public schools.	employ	200	3.11	0.921	0.52
12. The federal government should encourage prayers in public school	student	200	2.59	0.869	
22. A student who must admit that his or her interests are somewhat narrow and limited	employ	200	1.93	0.871	0.42
22. I must admit that my interests are somewhat narrow and limited	student	200	2.35	0.824	
23. A student who likes making things of wood, metal, or other such material	employ	200	2.74	0.963	0.63
23. I like making things of wood, metal, or other such material	student	200	2.11	1.138	
35. A student who likes his or her life to be pretty much the same from week to week	employ	200	1.76	0.842	0.53
35. I like my life to be pretty much the same from week to week	student	200	2.29	0.979	
36. A student who does things accurately	employ	200	3.70	0.567	0.64
36. I am the person who do things accurately	student	200	3.06	0.806	

As the items listed in Table 5 indicates, a number of tendencies among students have emerged, somewhat running counter to employers' expectations to a lesser degree, however, than in the previous section:

- Q 1: There is a moderate tendency among students to be occasionally interested in theories. Yet, employers favor students with a strong interest in theories.
- Q 2: There is a strong negativity among students resulting in their liking outrageous people and things. Employers, however, are adverse to students with such a proclivity.
- Q 4: There is a moderate tendency among students to love making things which they can use everyday. Employers strongly favor students with such an inclination.
- Q 12: There is a moderate tendency among students to embrace the idea that public school should encourage students to pray at school. Employers, however, have a preference for students so inclined.
- Q 22: There is a moderate tendency among students to have somewhat narrow and limited interests. Employers show negativity toward students exhibiting such a propensity.
- Q 23: There is a negative tendency among students to want to make things out of wood, metal or other materials. Employers, on the other hand, relatively favor students with a

disposition for making such things.

- Q 35: There is a relatively negative tendency among students to like their lives to be pretty much the same from week to week. Employers, on the other hand, have a negative impression of students so disposed.

- Q 36: There is a strong positive tendency among students to try to do things accurately. Employers rank students keen on accuracy as their second highest favorites.

- Relatively Large Gap Summary

Students are not very enthusiastic about theories and tend to have relatively narrow and limited interests in spite of the fact that they dislike everyday life to be pretty much the same. This is somewhat of a contradiction since having more interests would make their daily lives less of a dreary routine. These are not traits which employers particularly favor. They prefer students who like to make things and do things accurately. One way to account for these preferences is that making things and doing things accurately are some of the main traits needed in production-oriented societies.

(iii) Relatively Small Gap Analysis

As indicated in Table 6, for some of the items in the questionnaire, the gap between student lifestyle and employers' expectations is relatively small. These items include:

Table 6 - Relatively Small Gap

Questionnaires	Status	N	Mean	Std. Deviation	Gap
3. A student who likes a lot of variety in his or her life	employ	200	3.14	0.783	
3. I love to make things I can use everyday	student	200	3.37	0.717	0.23
5. A student who follows the latest trends and fashions	employ	200	2.52	0.851	
5. I follow the latest trends and fashions	student	200	2.77	0.819	0.26
7. A student who likes to learn about art, culture and history	employ	200	2.91	0.824	
7. I like to learn about art, culture and history	student	200	2.81	0.849	0.10
8. A student who often craves excitement	employ	200	2.81	0.855	
8. I often crave excitement	student	200	2.98	0.770	0.18
13. A student who thinks he or she has more ability than most people	employ	200	2.33	0.862	
13. I have more ability than most people	student	200	2.50	0.802	0.18
14. A student who considers himself or herself an intellectual	employ	200	2.22	0.879	
14. I consider myself an intellectual	student	200	2.38	0.935	0.14
15. A student who admits that he or she likes to show off	employ	200	2.75	0.807	
15. I must admit that I like to show off	student	200	2.40	0.729	0.36
16. A student who likes trying new things	employ	200	3.29	0.704	
16. I like trying new things	student	200	3.09	0.858	0.20
19. A student who likes to lead others	employ	200	2.70	0.963	
19. I like to lead others	student	200	2.52	0.687	0.18
21. A student who likes a lot of excitement in his or her life	employ	200	2.91	0.922	
21. I like a lot of excitement in my life	student	200	3.14	0.866	0.23
26. A student who thinks success in life lies in the satisfaction of the family	employ	200	2.67	0.946	
26. Success in life lies in the satisfaction of the family	student	200	2.78	0.798	0.11
29. A student who makes things with their hands.	employ	200	3.27	0.888	
29. I like to make things with my hands	student	200	3.13	0.725	0.14
31. A student who likes doing things that are new and different	employ	200	3.07	0.821	
31. I like doing things that are new and different	student	200	2.93	0.776	0.14

Table 6 points out to a number of tendencies among students which are somehow in keeping with employers' expectations. They include:

- Q 3: There is a strong tendency among students to love making things they use everyday; a tendency which employees strongly favor.
- Q 5: There is a moderately strong tendency among students to follow the latest trends and fashions. Employers have moderate feelings toward students so inclined.
- Q 7: There is a relatively strong tendency among students to enjoy learning about art, culture and history and employers have positive feelings toward such students.
- Q 8: There is a relatively strong tendency among students to crave for excitement. Employers also have positive feelings toward student with such a propensity.
- Q 13: There is a moderate tendency among students to see themselves as superior to other students in various aspects. Employers have moderate feelings toward students exhibiting such a sense of superiority. They prefer more humble ones.
- Q 14: There is a relatively weak tendency among students to regard themselves as intelligent. This is not a trait especially favored by employers who have moderate feelings toward students so disposed.
- Q 15: There is a moderate tendency among students to like to show off which coincides with the moderate impression employers have about such students.
- Q 16: There is a moderately strong tendency among students to like trying new things, an attitude which employers also favor.
- Q 19: There is a moderate tendency among students to enjoy leading others. Employers relatively favor students who are prone to lead others.
- Q 21: There is a strong tendency among students to want their lives to be exciting. Employers also see students so inclined in a favorable light.
- Q 26: There is a positive tendency among students to measure success in life in terms of family satisfaction. Employers have positive feeling toward students perceiving success in such terms.
- Q 29: There is a strong tendency among students to make things with their hands. Employers also happen to have a preference for students with such an inclination.
- Q 31: There is a relatively strong tendency

among students to like doing things that are new and different. Employers also tend to prefer students inclined just to do that.

- *Relatively Small Gap Summary*

Four key words can be used to summarize the relatively weak gap: excitement, superiority, family and making things.

- As Q8 and Q21 indicate, students in Thailand tend to favor excitement. They like everything that bring excitement to their lives, be it new trends, fashion, or trying new things (Q16, Q21 and Q31). Employers see such students in a favorable light because excitement in life is likely to generate creativity with regard to both production and services.

- As to superiority, the second element of the relatively weak gap, students have moderate to relatively weak impression of their superiority in terms of ability, intelligence and leadership while employers have moderately positive impression of such attributes among those inclined take leadership roles, safe for intelligence. Regarding the latter, they have a negative impression of students who believe their intellectual ability make them superior to others (Q13, Q14 and Q19). Thailand is a high-context culture (Hofstede, 1991). Feelings and thoughts are not explicitly expressed and it is important for employees to work in a harmonized atmosphere (*Ibid*). In a low-context culture, on the contrary, where feelings and thoughts are expressed in words it is important to show one's abilities and opinions. This is the case in society like the USA as mentioned by Edward T. Hall (Hall, 1976).

- Also, there is relatively positive tendency for students to give much importance to their families, something which employers favor (Q26) because big families are important in Thailand as opposed to families in developed countries. In Thailand, it is quite common to find medium-small sized businesses run by the family; hence the importance given to relations within the family relations and to the family in the Thai society.

- Students love to make things with their hands even though they dislike mechanical things (See Q10, Q17 and Q32). Employers favor students who love to make things by hands (Q3 and Q29). Students' fondness for making things with their hands can also be related to their positive feeling toward art, culture and history and is consistent with employers' preference for students exhibiting such interests (Q7). That employers favor such students may be

accounted by the importance of handcrafts to local economies in Thailand. Thai people know how important tourists are and with handcrafts being one of the most important souvenirs people can buy in Thailand, there is much interest in maintaining craft traditions.

(iv) *Small Gap Analysis*

As Table 7 indicates, some items in the questionnaire show much convergence between student lifestyle and employers' expectations; hence the small gap.

Table 7 - Small Gap

Questionnaires	Status	N	Mean	Std. Deviation	Gap
11. A student who dresses more fashionably than most people	employ	200	2.15	0.865	
11. I dress more fashionably than most people	student	200	2.23	0.823	0.08
18. A student who likes to dress in the latest fashions	employ	200	2.57	0.877	
18. I like to dress in the latest fashions	student	200	2.57	0.824	0.00
24. A student who wants to be considered fashionable	employ	200	2.26	0.999	
24. I want to be considered fashionable	student	200	2.23	0.865	0.03
25. A student who thinks success in life lies in the accomplishment of something	employ	200	2.52	0.908	
25. Success in life lies in the accomplishment of something	student	200	2.61	1.001	0.09
27. A student who likes the challenge of doing something he or she has never done before	employ	200	3.10	0.709	
27. I like the challenge of doing something I have never done before	student	200	3.03	0.850	0.07
28. A student who likes to learn about things even if he or she may never make use to them.	employ	200	2.96	Std. Deviation	
28. I like to learn about things even if they may never be of use to me	student	200	2.90	0.746	0.06
30. A student who is always looking for a thrill	employ	200	3.21	0.747	
30. I am always looking for the thrill	student	200	3.15	0.668	0.06
33. A student who wants to get high positions in working only one company	employ	200	2.27	1.227	
33. I want to get high positions in working only one company	student	200	2.29	0.985	0.02
34. A student who wants to get high positions working in his or her own company	employ	200	2.90	1.003	
34. I want to get high positions working in my own company	student	200	2.92	0.921	0.02

The tendencies among students which are in keeping with employers' expectations include:

- Q 11: There is a relatively weak tendency among students to dress more fashionably than most people. This is in line with the perception of employers also show moderate feeling toward students inclined to do so.
- Q 18: There is a moderate tendency among students that to like to be dressed in the latest fashion and employers also show a moderate appreciation for students so disposed.
- Q 24: There is a moderate tendency among students to want to be considered fashionable. Employers also show a moderate interest in students with such aspirations.
- Q 25: There is a moderate tendency among students to see success in life measured in terms of accomplishment and employers also have equally moderate feelings toward students envisioning life in such terms.
- Q 27: There is a relatively strong tendency

among students to want to be challenged doing something they have never done before. This is consistent with the ideal image of student by employers, who equally tend to favor such students.

- Q 28: There is a relatively strong tendency among students to like to learn things even if they will never make use of them. Employers also see such students in a favorable light.
- Q 30: There is a strong tendency among students to be looking for thrills. Employers favor students with such a proclivity.
- Q 33: There is a relatively negative tendency among students to pursue high positions when working for a company. Employers also have negative feelings toward students engaged in such pursuits.
- Q 34: There is a positive tendency among students to pursue high positions as part of working for their own companies. In this case, unlike Q33, employers feel positive about

students with such pursuits in mind.

- Small Gap Summary

Four words capture the essence of the weak gap category: fashion, challenge, thrill, and independence. Students in Thailand have a moderate to relatively negative tendency to be fashionable (Q11, Q18 and Q24) and employers also have moderate feeling to the students as such. In a production-oriented society such as Thailand, people are asked to keep doing the same thing for mass production like robots and noticeable fashion, that is standing out, not 'looking standardized,' is regarded as resistance to society, as some sort of rebellion.

As to challenges and thrills, there is relatively high tendency among students to challenge new things and seek thrill (Q25, Q27 and Q28). The reason employers tend to favor students with such an attitude is that those challenges lead to the innovation and thrill is the reward for challenges. The fact that the tendency among students to favor independence is also embraced by employers reflects the tendency which we can see in all over the world.

Conclusion

From the survey it appears that, although students from this one university in Thailand have a tendency to love to make things with their hands, they tend at the same time not to be interested in mechanical things or in theories and have relatively narrow and limited interests. Furthermore, students in Thailand tend to think that they no ability or intelligence. At the same time, employers are also not favorably disposed toward students who think they are able or intelligent and feel superior as a result. Therefore, it is recommended that students should not look at ability or intelligence as reason to feel superior as in the context of a company this may cause conflicts, generate resentment or come into the way of harmonious relationships.

This sample of employers in Thailand seems to favor students who are fond of mechanical things and strongly favor students who are theoretical and have wide interests. They also prefer students who like to be in charge of a group and strictly follow rules. On the contrary, employers have to better value students who are weak in mechanical things and provide them with more opportunities to learn such skills. It may just be a matter of changing the way students are taught, which may act as a deterrent.

They should be given a chance to learn in a different and corporation should be specific as to what skills they look for and partake in the learning process.

Since this sample of students in Thailand like neither to be in charge of a group nor to strictly follow the rules, employers have to provide opportunities for new employees to learn cooperative manner and set up, for example, training sessions.

From this research, it is possible that universities can help to fill the gap between students and corporations. One of the alternatives is to offer more courses which focus on technology even if the students' majors are not technology-related. Companies could also give students opportunities to learn more about technology through internships for half a year for example. Students could also learn how to work in a group through this opportunity and get credit from it at the same time.

In Thailand, bridging the gap between students and companies' expectations also means becoming a more productive and more affluent society. If companies in Thailand become more technologically advanced, keep developing, and expand beyond the boundaries of the kingdom, they will create more opportunities for employees to work and thus stay abroad for a year or longer, which, as the survey indicates would be a dream comes true for many students.

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Appendix1. Questions to students
1. I am often interested in theories
2. I like outrageous people and things
3. I like a lot of variety in my life
4. I love to make things I can use every day
5. I follow the latest trends and fashions
6. I like being in charge of group
7. I like to learn about art, culture and history
8. I often crave excitement
9. I am really interested in only a few things
10. I would rather make something than buy it
11. I dress more fashionably than most people
12. The federal government should encourage prayers in public schools
13. I have more ability than most people
14. I consider myself an intellectual
15. I must admit that I like to show off
16. I like trying new things
17. I am interested in how mechanical things, such as engines, work
18. I like to dress in the latest fashions
19. I like to lead others
20. I would like to spend a year or more in a foreign country
21. I like a lot of excitement in my life
22. I must admit that my interests are somewhat narrow and limited
23. I like making things of wood, metal, or other such material
24. I want to be considered fashionable
25. Success in life lies in the accomplishment of something
26. Success in life lies in the satisfaction of the family
27. I like the challenge of doing something I have never done before
28. I like to learn about things even if they may never be of use to me.
29. I like to make things with my hands
30. I am always looking for a thrill
31. I like doing things that are new and different
32. I like to look through hardware or automotive stores
33. I want to get high positions in working only one company
34. I want to get high positions working in my own company
35. I like my life to be pretty much the same from week to week
36. I am the person who do things accurately
37. I am the person who keep tidy
38. I respect senior person
39. I strictly follow the rules

Appendix2. Questions to employees

1. I am often interested in theories
2. I like outrageous people and things
3. I like a lot of variety in my life
4. I love to make things I can use every day
5. I follow the latest trends and fashions
6. I like being in charge of group
7. I like to learn about art, culture and history
8. I often crave excitement
9. I am really interested in only a few things
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39. I strictly follow the rules