

Motivation and determinants of student employment

There are two main motivations for student employment: financial and labour market motivations (to obtain work experience, job search or job matching motivation). Current research shows that in West European countries and the US, the main motivation for student employment is financial. The massification of higher education contributed to the enrollment of students from diverse socio-economic backgrounds, who need to work to support families, maintain living standards or even pay tuition fees. In the Western world, student employment while studying is more of a negative signal for employers as it indicates that student is likely to represent a low-income family and did not dedicate time enough to his/her studies.

On the contrary, in the countries of Eastern Europe and Russia a significant motivation of student employment while studying is related to the accumulation of work experience, which is valued by employers after graduation. That is why Russian students tend to combine studies with qualified jobs related to their field of study and many of them continue this particular job after graduation. According to a Russian student survey (MEMO), labour market motivation is important for 70% of students. By obtaining work experience, students may signal their ambitions and abilities to potential employers and accumulate practical and soft skills. As a result, the specific form of gradual school-to-work transition (studying, then combining study and work, then working) is very common in Russia. Research on patterns of student employment in Russia shows that students of more selective universities are more likely to combine study and work but tend to work less intensively compared to students from other universities.

Educational and labour market outcomes of student employment

Empirical studies on the educational outcomes of student employment in Russia have not found a significant impact of student employment on academic achievement, except for PhD students. This can be explained by the relatively low workload, the fact that students start to combine studies and work in their 3rd year, after the majority of the most difficult courses have been passed, and by the fact that students tend to combine studies with part-time jobs. Study in many MA programs is designed to let students combine studies even with full-time jobs (low educational workload, evening classes).

Studies on labour market outcomes of student employment shows that there is a significant wage premium for combining study and work for recent university graduates. Students who gained work experience during their studies earn 26–40% more than those who did not. There is also evidence that the intensity of student employment is positively correlated with the early-career wages of graduates.

This analysis shows that student employment does not seem to have significant short-term negative consequences but is a way for students and employers to adjust to the

inefficiency of the educational system and its relatively low standards of quality and incoherence to the requirements of the labour market. By combining study and part-time work students obtain soft skills and the knowledge necessary for performing their jobs; employers receive better trained graduates, who are more familiar with labour market requirements, and universities receive more students who have lower opportunity costs as they can combine work and studies. However, this steady state is not optimal as it leads to extensive public and private monetary and non-monetary educational spending and even if it does not affect academic achievement, it is likely to affect the quality of education and the accumulation of human capital, and by this may have negative consequences in the long-run and may need to be improved.

Summary

More than half of Russian university students combine study and work and dedicate on average 2/3 of their working week to paid work. A significant motivation for employment while studying, in addition to financial motivation, is the necessity to obtain work experience, which is valued by employers as an additional signal of the abilities of university graduates and their soft skills. Student employment does not considerably affect academic achievement due to the relatively low educational workload and the limited intensity of student employment. There is a significant and large positive effect of student employment on salaries of graduates in the early stages of their careers.

Notes

[1] Survey of employability of tertiary education graduates - https://rosstat.gov.ru/free_doc/new_site/population/trud/itog_trudoustr/index.html

[2] Monitoring of Education Markets and Organizations - <https://memo.hse.ru/>

[3] Center for Institutional Research. - https://cim.hse.ru/en/alumnisurvey_en

Working or learning? The Cases of Hungary, Romania, Ukraine, Slovakia and Serbia

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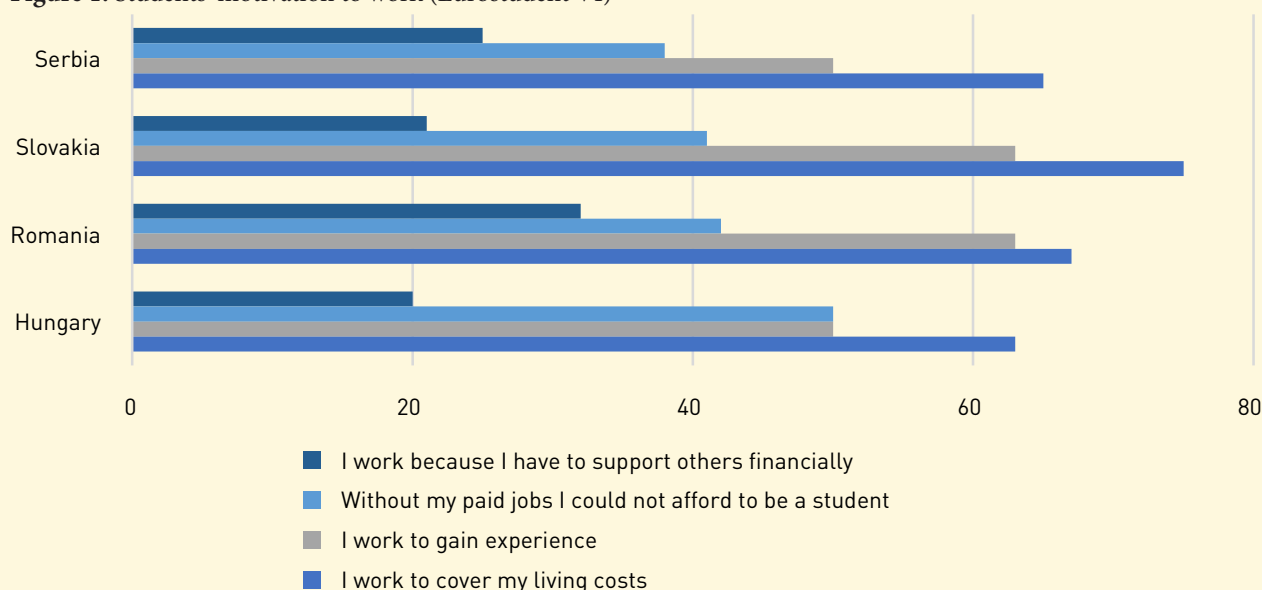
Introduction

Education research has been studying student employment for several decades. Student employment found its way to university campuses as a result of the expansion of higher education around the turn of the millennium, partly because the expansion opened up higher education to low socio-economic-status students, who needed to earn

money, and partly because, in addition to traditional theoretical training, practical training also gained ground. As working students have diverse sociocultural backgrounds, family subcultures, experiences and visions for the future, their transition to work also shows a varied pattern [1]. The frequency and motives of student employment correlate with students' socio-economic status [1,2,3]. Based on students' sociocultural backgrounds it can be assumed that student work increases social inequality. The number of working students from less favourable socio-cultural backgrounds (e.g. working class) is higher. Considering that they work in low-paid jobs requiring no qualifications, it seems they are even more threatened by marginalization [4]. The same applies to motivation: the more highly qualified a student's background, the more likely they are to be motivated by professional ambitions rather than by circumstances [2]. In the Balkan countries, students are primarily motivated by the fact that they could not afford to go to university without paid work, by gaining work experience and by the need to support others. At least 60% of students work primarily in order to cover their everyday expenses.

Gaining work experience motivates Slovakian and Romanian students (63%) more than their Serbian and Hungarian peers (49–50%). While in Slovakia, Hungary and Serbia gaining work experience is the chief motivation among Master's students, in Romania both Bachelor's and Master students are motivated by this [2].

Figure 1. Students' motivation to work (Eurostudent VI)



Data source: Eurostudent VI [2], Student motivation to work. Note: Share of all working students* for whom the following reasons to work applies (%), authors calculations

Student employment in the eastern region of the European Higher Education Area

PERSIST was conducted in the eastern region of the European Higher Education Area, in higher education institutions of Eastern Hungary, Slovakia, Ukraine, Romania and Serbia [5]. The final number of the Hungarian sample [6]

was 934, it was representative for faculties, fields of study and forms of financing; quota sampling was used. In the institutions outside Hungary [7] probability sampling was used; students were contacted by group in their courses, where the entire population was questioned. The sample number outside Hungary was 1,381. The sample included second-year full-time BA and BSc students and second or

third-year students from undivided majors [8]. Based on our quantitative results, student employment was most often performed by Slovak students (30.9%), and every fifth Hungarian student also worked every week. In Slovakia and

Hungary almost every third respondent worked every summer. Monthly frequency is most common among Ukrainian and Hungarian students. The number of those who never work is the greatest in Romania, Serbia and Ukraine.

Table 1. Frequency of student employment by country (percentage, $p = 0.000$).

	Hungary	Romania	Ukraine	Slovakia	Serbia	χ^2	N
Never	38.8	69.3	56.3	29.3	66.7	205.818	2,257
Every year	28.2	14.5	19.7	29.3	17.2		
Every month	13.4	5.9	14.7	10.6	4.3		
Every week	19.8	10.4	9.3	30.9	11.8		

Data source: PERSIST 2019. Note: Underlined values indicate that this cell has a much larger value than it could be expected in a random layout.

We also examined the extent to which paid work was related to the students' studies. Although Ukrainian students have a smaller share of paid work, most of those work in their field of study (10.1%). The reason for this is economic emigration; a prolonged economic recession pushed a significant proportion of the population to work abroad (mostly in Poland, Czech Republic, Slovakia and Hungary). As a result, labour shortages in many cases are reduced by the employment of students who have not completed their studies. Research has also shown that working students may request flexible class attendance in Ukraine. A fifth of Hungarian students have study-related jobs [1]. The proportion of Hungarian students whose work is not related to their studies is the highest (78.6%). Since the establishment of student job centres in Hungary, the majority of students have been looking for work through these cooperatives, but these centres mainly offer typical student work that is rarely related to studies.

Motivation

Students from different regions have different work values, which are rooted in their different cultural and economic backgrounds. Hungarian and Slovakian students have material-instrumental work values, whereas students from less prosperous regions tend to do voluntary work [9]. The most conspicuous difference between the eastern and western regions of Europe is the role and status of parents. In Eastern Europe, parents take a more active part in their children's lives and support them in their studies, and therefore students are less concerned about finances as it is considered the parents' responsibility [3]. We found significant differences in what motivates students from countries with different levels of economic development to do paid work. Building new relationships, networking and earning for leisure activities were the most common among Slovak students (2.69 and 2.12 points, a scale ranging from 1 to 4 points, the higher the score, the more consistency). The latter is the most important motivation for Hungarian students as is covering the costs of living (2.78 points). Paid work is the most important source of income for students in Ukraine and Romania (2.79 points). Roma-

nian and Serbian students worked to gain work experience (2.73 and 2.7 points). Among other reasons, most often cited by Ukrainian students, were to lay the foundation for their career, to achieve financial independence from their parents, and to earn money for summer vacations.

Conclusion

The motivations for student employment differ. Hungarian and Slovakian students are motivated by earning for leisure activities, while for Ukrainian, Romanian and Serbian students these are mainly material factors, the opportunity to earn for themselves and their families, that is, as a means of achieving material well-being. The differences are mainly due to the financial situation, as students in Hungary and Slovakia are in a better financial situation than students in other countries based on subjective and objective financial indicators. As a result, they are less dependent on income from employment. Study-related work is atypical, regardless of the country. Although our results show that Ukrainian students work less regularly, the work is more related to their studies, which can be explained by emigration and the subsequent labour shortage.

While study-related work has a proven positive effect, non-study-related work can have negative consequences. Student employment reduces the time spent on studying and prevents them from becoming embedded in the university environment, while working students are characterized by a narrower network of institutional relationships. Our research has also shown that students' professional plans are directed towards external labour migration, which will negatively affect the economic development of the regions due to the loss of prospective members of the workforce.

References and notes

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[4] Richardson, M., Evans, C., & Gbadamosi, G. (2009). Funding Full-Time Study through Part-Time Work. *Journal of Education and Work*, 22(4), 319-334.

[5] The research project no. 123847 was financed by the K17 programme through funding from the National Research, Development and Innovation Fund

[6] University of Debrecen, University of Nyíregyháza, Debrecen Reformed Theological University

[7] The Babeş-Bolyai University in Cluj-Napoca, University of Oradea, Emanuel University in Oradea, Partium Christian University, Sapientia Hungarian University of Transylvania (Romania), Constantine the Philosopher University in Nitra, Janos Selye University (Slovakia), University of Novi Sad, Novi Sad and Hungarian Teaching Language Teacher Training Faculty, Subotica (Serbia), Uzhhorod National University, Ferenc Rákóczi II. Transcarpathian Hungarian Institute, Mukachevo State University, Drohobych Ivan Franko State Pedagogical University, Odessa National Polytechnic University (Ukraine)

[8] In courses with a low number of students, senior students were included in the sample.

[9] Pusztai, G. & Márkus, Zs. (2019). Paradox of assimilation among indigenous higher education students in four central European countries. *Studies of Migration, Integration, Equity, and Cultural Survival*, 13(4) 201-216, doi: 10.1080/15595692.2019.1623193.

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Determinants of Student Employment in Poland

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Combining full-time studies with work is a controversial phenomenon that is explored in many countries. It is very popular in Poland for various reasons, including the conditions within the higher education system.

Higher education in Poland

Higher education in Poland is organized accordingly to the Bologna process. Students can pursue education at public or private universities. They can study in full-time programs (weekdays) or part-time programs (weekends or evenings). In Poland, full-time programs offered by public

universities are free of charge (the exception are usually English language programs). Payment for studies applies to all students in non-public higher education institutions (HEI) and in part-time programs at public universities. Part-time programs are by definition programs for working people. According to data from the Statistical Yearbook of the Republic of Poland 2019, in the 2018–2019 academic year there were 392 HEI in Poland, with 1.23M million students. The majority (66%) studied in full-time programs, but the proportion of students in part-time programs (34%) was relatively high compared to other countries according to Eurostudent VI 2016–2018 [1]. In the 2018–2019 academic year, 73% of students studied at public universities, while 58% studied in public HEI full-time programs, i.e. non-fee-paying studies, so it can be concluded that the majority of students in Poland are in studies which are generally accessible. Admissions are based on the results of a matriculation examination. Students bear other costs related to their studies: travel, rent, etc. A relatively small percentage (18.5%) of students, received scholarships including scholarships for the best students and social grants [2].

Humanities (including education, arts, languages) and socio-economic studies (relatively less- time consuming), are very popular in Poland. Almost half of students choose such studies. Young people usually start their studies at the age of 19 or 20 (if they are graduates of a technical school). The weakness of Polish higher education is the low share of internships in study programs. For example, a full-time student at an economics HEI has a compulsory internship only during the bachelor's degree program, of at least 120 hours, which is to be completed in inter-semester breaks. Paid work can be counted as an internship. There are no official statistics on this subject, but various studies show that about half of full-time students in Poland are in paid employment.

Why do full-time students in Poland work?

There are four categories of reasons to work while studying in Eastern European countries [3]: 1) financial, 2) favorable labor demand, 3) a change in the nature of studies, which became more available for representatives of different social groups, including those less affluent, combined with more flexible studying conditions, e.g. fewer hours spent at university 4) the need to gain professional experience and build social networks. In Eastern European countries students often work to show their abilities and ambition due to the relatively low level of academic standards and the decreasing importance of degrees caused by the massification of higher education.

We suggest all of the above reasons are valid in Poland. We designed and conducted research on paid student work to confirm this hypothesis. The survey was an anonymous questionnaire and it covered all first-year students of a full-time master's degree program in economics at the Faculty of Economics, the University of Economics in Katowice in 2014–2017 (499 students: 2014—124, 2015—192, 2016—116; 2017—68; the average age was approximately 23).