

The Main Points of the Thesis Submitted
for a PhD Degree

**Student Work in the Years after the
Expansion of Higher Education**

*Characteristics of simultaneous
working and studying at the University
of Debrecen*

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Aims of the thesis; outline of topic

The aim of this thesis, in a broader sense, is the examination of the characteristics of simultaneous working and studying at the University of Debrecen, a major institute of higher education in Hungary. In a narrower sense, our primary aim is to explore the characteristic features of paid work done by regular students (student criteria of the frequency of paid work, characteristics of work value, reasons for employment, possible short-term advantages) as well as of background factors (personal background of birth, social capital). We do examine the possible negative effects of student work on formal studying.

We examine the period between 2010 and 2012, which indicates a milestone in many respects: the global economic recession has narrowed down the scope of the labor market as well as employment opportunities. Parallel with this, the number of higher education students has also stagnated after a considerable growth. Furthermore, the partial change in the students' study and social environment on a local level: the export-import indices of higher education services have risen as a result of certain

decisions in the politics of higher education (a drastic increase in the number of foreign students) at the University of Debrecen as well. Moreover, the notion of dual training has appeared in the national higher education law, later, a new practice-oriented training system, which have broadened the scope of the examination of student work. We intend to provide a snapshot of the features of student work, their attitudes, current livelihood, future aims, and expected behavior on the labor market, during a critical period. We believe that the exploration of the cause/reason relations and effects of the features of student work at such a period can serve as basis of comparison for further research into the same problem at a similar period (the recent economic recession brought on by the Covid-19 pandemic). It is also our aim to help the adaptation and spread of this field of research in Hungary while accepting the fact that the models of simultaneous studying and working are multifold: the advantages of student work can appear as disadvantages in other connections and vice versa.

Students working simultaneously with studying on a regular or casual basis make up a characteristic group. Several experts (Bean & Metzner, Tinto, Riggert, Pusztai) call students spending their free time doing various activities as non-traditional students who, at best, concentrate not only on obtaining economic capital (employment), but cultural (to acquire knowledge and competence) and social capital (making friends, communal activities).

The exploration of higher education student work already appears in the special literature of the second half of the 20th century (HERI, CHERI). The international special literature discusses and draws conclusions from the growing tendency of higher education student work from a negative and positive aspect, as there has not been formed a uniform theory yet. Several experts have pointed out the negative effects of student work on study performance and dropout as well as communal activities (Dallam & Hoyt; Stern & Nakata; Astin; Tinto; Smith & Taylor; Furr & Elling; Metcalf; Curtis & Williams; Eichorst). Others emphasize the advantages of student work lining up personal growth

(NCES: personal fulfilment), incorporated knowledge (CHERI: personal development) and factors helping finding employment later (Pascarella et al.; Lucas & Ralston; Wolbers; Hunt; Curtis & Shani; Smith & Taylor; Quintini; Twenge; Neyt et al.; Pastorale & Zimmermann). We concentrate on the advantages of student work in our examination, also confirmed by national and international documents: the transition between school and work is helped, first of all, by atypical forms of employment, among which is student work (OECD, KSH). Certain researches emphasize the diversity of the model of studying and working underlining that the combination of the two is important because the transition from school to work should be short and smooth (Quintini), identifying the youth with the future labor market.

Our examination is a new approach because this aspect of non-traditional student life has been little investigated so far. Concerning the students of the University of Debrecen, the features of student work have not yet been examined to this depth and in this context.

Our approach is interdisciplinary as the theoretical part contains pedagogical and social psychological as well as sociological and economic aspects as well. The pedagogical aspect is related to student life; the higher education environment passing down models of socialization and social capital affects the everyday life of students.

We were looking for answers to the following questions: Which are the regular and casual tendencies of student work at the University of Debrecen? Which types of work value appear among students? Are there differences between working and non-working students in this respect? What is the communal/social activity of working students? What kind of sources of social capital characterize them as compared to the rest of the students? In addition to social capital, what kind of background variables influence the chances of student employment? How do students' cultural and economic background and their relationship with their parents, influence student work? Besides economic capital, what else motivates students to work? How strong an incentive is economic capital? In what form is student work returned? Are there

other forms of returns besides the economic ones (such as the acquisition of knowledge and work experience)? How important is studying and working for students? Do students consider working as a form of entertainment or free-time activity?

The rich variety in the theoretical part of our research can be explained by the interdisciplinary nature of the topic. The theoretical part is composed of elements which can be related to student work either as cause or effect: the international Hungarian special literature on social mobility, the social psychological attitude, theoretical approaches to work attitude, the theoretical framework of multidimensional social capital, and the special literature on student work. We are outlining a “model leading to student work” on the basis of special literature.

Outline of applied methods

The novelty of our research lies in the fact that we have done a qualitative data collection in addition to the sub-model ($N=1118$) of a cross-sectional, *layered, representative of faculties, large-modeled survey* (HERD 2012) related to the University of

Debrecen. During the hypothesis verification, we used various methods (qualitative and quantitative). Using the SPSS data-analyzing program, we have made not only frequencies and cross-charts, but variance, factor and regression analysis with the *quantitative data* in order to get closer to the features of student employment and to get information on the effects of different independent background variables and capitals, student types and work attitudes.

As compared to numerical figures, we have got more information on student work when carrying out a *qualitative research*. We created focal group interviews in which we paid special attention to heterogeneity (*not according to sex, faculty, major or year*); only paid students recommended by career offices and friends were interviewed (snowball method). (43 souls altogether). We processed the collected data by using traditional methods (typing recordings, key word interpretation, search for relations, defining themes). Our research was greatly helped by the fact that the interviews were personally recorded.

Enumeration of results

During *the quantitative analysis* we set up four main hypotheses:

H1: *We postulated that the growing tendency of regular and casual student work on an international level can be demonstrated and that this tendency can also be applied to the students of the University of Debrecen, and, that student employment is becoming more and more important from the aspect of both individual and inter- and intra-generational mobility.*

In accordance with our hypothesis, regular paid student work during terms is present at the University of Debrecen on a large scale; more than half of the students work during the examined period including the terms and the holidays. The regular student work during terms is also present to a considerable extent: it exceeds 15 per cent, which, we believe, can contribute positively to students' inter- and intra-generational mobility, thereby shortening the road to the labor market.

In connection with the importance of student work from the point of view of the individual, we have

discovered factors and features which point to the need for self-fulfillment and career building beyond the need for income. Students consciously prepare to enter the labor market, which is shown by the high number of MA students working regularly (the closer one gets to graduation, the bigger the chance of working is), by similar proportions among non-subsidized and state-subsidized students (it is not only money that matters; there is also awareness), by a connection between the field of study and the performed job (to a small extent; only one third), and by future plans of employment (can be drawn from qualitative data).

H2: *We postulated that there exists a group among students working regularly during terms who are not motivated economically or instrumentally (by money), whose everyday free-time activities are manifold, therefore there are differences between students working and non-working regularly during terms.*

This has proven correct on the basis of the qualitative results. At the same time, we were able to further refine out data by applying factor analysis

following the cross-chart and variance analysis, in the course of which we could identify five types of students working regularly during terms:

**community-oriented humane;*

**security-oriented careerist;*

**performance-oriented self-fulfilling;*

**experience-oriented impressive;*

**comfort-oriented conformist;*

Another important result relating to the second half of our hypothesis is that in view of the variable on the scale of 23 work values there is only one case in which there is a statistically significant difference between working and non-working students. This exception is only explained by the need for the closeness of the workplace: it is less important for working students, but it is of high importance for non-working students. In consequence, our hypothesis has been only partially proven, which can be accounted for by the fact that work attitudes are influenced not so much by student work experience but an “earlier” attitude rooted deeply in their social background.

H3: *We postulated that the communal social activity of working students is lower than that of the other students; at the same time, students working regularly during terms are characterized by institutional social capital criteria (friendships, student and instructor connections, trust, activities within the institution) to a larger degree than students working casually or students doing unpaid work.*

Our results show that the low activity of students studying and working simultaneously is not exclusively caused by the limited availability of free-time because of working. If this were the case, the whole model could not be characterized by low free-time activity. Apart from this aspect, one of the basic postulations of our hypothesis (low community activity) was proven. Our next postulation -- according to which certain criteria of institutional social capital (friendships, student and instructor relationships, trust, activity within the institution) characterize students doing paid work during terms to a larger degree than students doing casual work or students not doing paid work -- could be demonstrated in our data. Only a small part of students can be associated with working; this group

has a more extended network of relationships than the others.

***H4:** We postulated in our hypothesis that in the process of simultaneous student work and study, besides the positive influence of bonding (peer group friends, student mates) the worse economic situation deriving from the student' family background and the looser contact with the parents also increase the chance of regular student work.*

We verified our hypothesis by applying a regression model with multi-variables. In connection with the factors influencing simultaneous working and studying, our results partially contradict our hypothesis, because, in addition to the significant effect of the peer-group, friends, student mates, other social capital features, university-institutional integrity, among others, also show a significant relation to student work. At the same time, a good economic background of the family, financial support by parents, a good child-parent relationship, influence regular student work during terms negatively.

Concerning the **qualitative model**, our hypotheses built on quantitative data seems to be verified.

H5: *We postulated that in the work motivation of the students of the University of Debrecen, besides the acquisition of economic capital, the need for the acquisition of social capital also plays an important part.*

These aspects appeared in combination with each other in the students' answers: in addition to the obtainment of income and its various forms of spending it, they emphasized the value of human relationships. Family, friends, study group mates, that is to say, human relationships make up an important aspect of the realization of employment.

H6: *We postulated that in the case of students doing paid work not only the material but also other forms of returns can be demonstrated.*

The students can acquire other values (paid cultural, free-time, study activities) and they also mention the acquisition of knowledge and competence as of high importance, which gives them self-confidence and prospects for them when expanding their employment and human

relationships. In addition to positive effects, we can also find students who can be characterized by a loss of balance. Typical examples of the latter are postponement of semesters, repetition of exams and terms.

***H7.** We postulated that for students doing paid work, studying and working are equally important, which goes together with the acquisition of social capital.*

On the whole, we have found that the importance of social relationships plays a dominant role; moreover, working and studying appear as well-coordinated reality and they are in a healthy balance.

***H8.** We postulated that working appears as a kind of free-time activity, recreation or entertainment, for students doing paid work.*

During the interviews it turned out that those who work long hours a week, paid work becomes not only a routine, but they spend a lot of time together with friends. When examining another dimension, we found that working, entertainment and hobbies stand side by side, from which we can draw that students think of working as a kind of free-time activity. When

disclosing employment motivations, the entertaining aspect of working also popped up next to money as “*a nice racket.*”

After analyzing the qualitative data, we typified students along six aspects which can serve as a basis for further primarily quantitative research.

* there are significant differences between “*students working during terms (including breaks and holidays) and seasonal student workers in summer.*”

* on the basis of the need for connecting paid work with studying, two groups can be differentiated: students characterized with the *aspect of quality* (who strive to connect their work to their field of study) and those characterized with *material aspects* (who do not have such ambitions).

* a separate group is formed by “*economic capital collectors and social capital expanders*” on the basis of motivations for paid work.

* on the basis of the use of income deriving from paid work there are “*emphatic and hedonist student types.*”

* on the basis of paid work and other criteria of student life (studying, hobbies, human relationships) there are *“students well coordinating working and studying as well as pathfinders.”*

* on the basis of searching for and finding work there are *“recessive online and dominant offline job-hunters.”*

To sum up the qualitative data, we can state that students simultaneously working and studying live a conscious student life while with an eye to entering the labor market. This type of manifold capital investment results in short-term returns, although several students expressed their hope that their sacrifice will be returned after graduation by finding employment quickly and smoothly.



In summary of our research results it can be seen that more than half of the students are characterized by simultaneous working and studying. This internationally growing tendency is more and more present in Hungary and highly characterizes the University of Debrecen as well. In the empiric part of

our study (qualitative research, HERD 2012 qualitative research) a large number of our questions concerning the student group affected by simultaneous studying and working raised by us previously, found the following answers: we have learnt that, in general, more than half of the students are affected by simultaneous studying and working. Moreover, we have discovered a student group which was in a special situation: students working regularly during the academic year who make up one fifth of the respondents. We have also found out that these students do their MA and purposely prepare to enter the labor market and intend to, in the first place, expand their network of personal relationships, knowledge and experience, that is to say, their primary aim is to expand their social capital. We can conclude from these facts that students show an inclination towards self-realization as well as empathy towards their parents. We have found no significant difference amongst working and non-working students with respect to their attitude to work, from which we can conclude that it is their social background and previous socialization that mostly affect their decision to work. We have

identified five different types of students amongst those working on a regular basis: community-oriented and humane; security-oriented and careerist; performance-oriented and impressive; comfort-oriented and comfortist. Students are not determined by their social background since about the same number of well-to-do and less well-t-do students do student work. At the same time, a strong relationship with the parents have a significantly negative effect on student work. With respect to social capital, we have found that social capital provided by institutional circumstances (friendships, relationships with other students, professors, trust, activities within the institution) characterizes students doing paid work on a regular basis during the academic year at a higher rate than those not doing student work. In addition to the positive effect of the peer group, a larger amount of social capital features significantly. Among others, certain effects of being integrated with the university/institute also show a positive correlation with student work.

Our research results show that it is important to examine the causes and effects of simultaneous student work and studying not only because it

enables us to predict the future labor market but also because we can learn about both students' attitudes and work-attitudes formed by their social background and socialization. We presume that these attitudes will expand while obtaining work experience as well as adjust to the demands of the labor market by maybe even refining them. We also believe that simultaneous student work and studying can also be regarded as a possible area of social capital the power of which goes beyond the restricted functions of economic capital as well as the criterion of material bounds.

We are convinced that it is worth strengthening the connection between the regional/local labor market and creating channels which take the supply and demand conditions of the labor market into consideration. The future spread of dual training in higher education can give significant assistance in this process. Since we have examined an atypical form of employment, the cross-section point of supply and demand, that is, the coordination of student duties with the conditions of the labor market, can serve as a challenging future endeavor from the point of view of educational policy. In order

that the academic and non-academic career offices can provide high quality services, a more intensive institutional help should be given so that student work can be coordinated with studying. An improvement of the quality of student work supply as well as assisting disadvantaged students can also be a useful future project.

From a pedagogical point of view, we have come to the conclusion that regular paid student work during terms can have a negative effect on studies as it lowers student performance and can lead to dropout. We find it very important to keep student work and studies in balance and to help this by the institution. As it is the youth that will figure significantly on the labor market in the near future, besides minimalizing the negative effects, it can be important to help the spread of student work at the University of Debrecen. All the more, since in addition to increasing the effectiveness of the transition from school to the world of labor, it also influences positively the process of job acquisition by students. We firmly believe that the key figures of our thesis, that is, students doing paid work on a regular basis simultaneously with studying, when graduating

and entering the job market, will soon experience the returns of their invested resources, knowledge and experience obtained on the labor market.



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List of publications related to the dissertation

Hungarian book chapters (7)

- 1. Szócs, A.:** Hallgatói munkavállalás és intézményi társadalmi tőke hatások.
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- 3. Szócs, A.:** Aktív fiatalok a munkaerőpiacon.
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- 7. Szócs, A.:** Munkaviszony és viszony a munkához - hallgatók a Debreceni Egyetemen.
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14. **Szőcs, A.**: Hallgatói munkavállalás és jövőtervek a Partiumi Keresztény Egyetemen.
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24. **Szőcs, A.**: Vallások és a természet iránti felelősségünk: a kereszténység és az iszlám.
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25. **Szőcs, A.**: A II. vatikáni zsinat jelentősége és hatásai.
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28. **Szőcs, A.**: Gabriella Pusztai and Ágnes Lukács (eds): Közösségteremtők - tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt = Creators of Communities: tribute to the great generation of Hungarian sociologists of religion).
Act. Univ. Sapientiae Soc. Anal. 5 (2), 211-214, 2015. ISSN: 2069-7449.

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