

Working while studying

Trends, Comparisons and Context in the Czech Republic

EUROSTUDENT TALKS, 26 January 2023

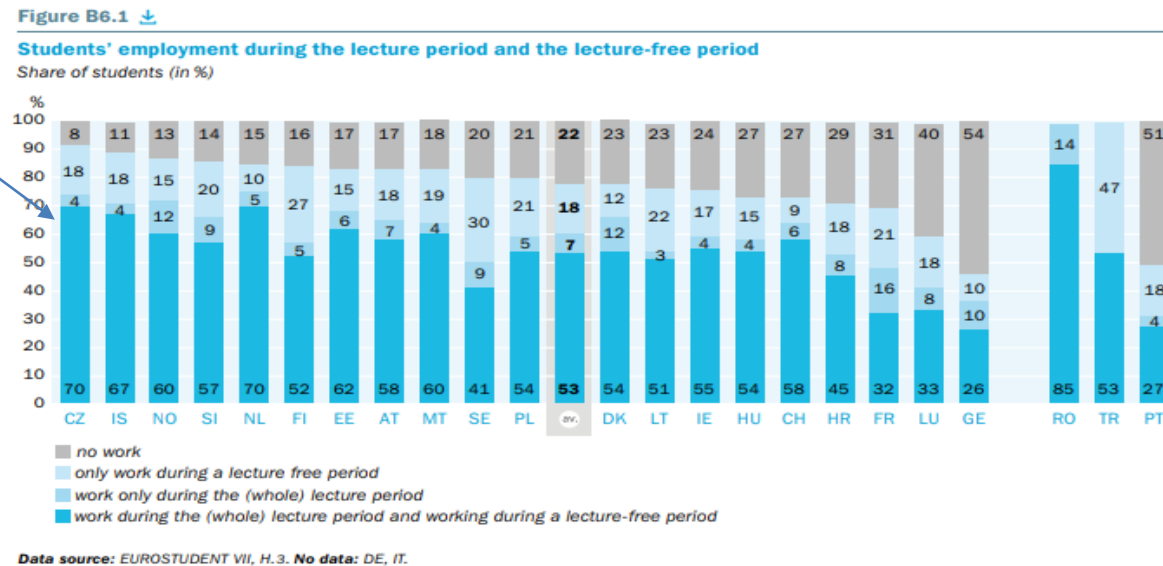
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Intro

Topic of the presentation „Working while studying“ – current public/media debate/polemics

Discussion in Czech media in autumn 2022 based on following figure:



Questions from debate:

“Do the students have to work? ”

“Does it have a negative effect on studies?”

“What the high proportion of working students says about the quality of higher education? ”

“Does (relatively low) public support have consequence for (higher) proportion of working while studying?”

Presentation outline

1. Data information
2. Context / Basic overview
3. "Do the students have to work?"
4. "What are the reasons for working while studying?"
5. "Does it have a negative effect on their studies?"
6. "Does (relatively low) public support have consequence for (higher) proportion of working while studying?"
7. Trends/Conclusions/Questions

Data information

Data - Eurostudent 7 and 8 (comparison)

- EUST 7 (census, final, weighted data)
 - Field work: May – June 2019, N = 19 368, response rate: 7,0 %

- EUST 8 (census, preliminary, weighted data)
 - Field work: May – July 2022, N = 14 798, response rate: 5,1 %

Presentation – mainly full-time students, paid job during lecture period

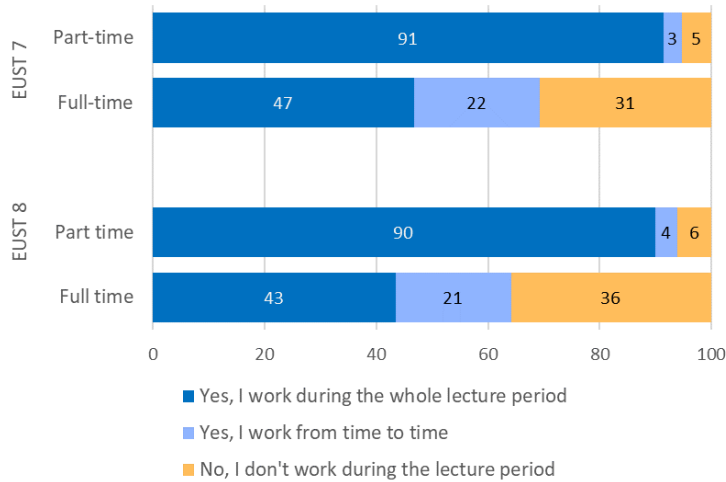
Context

- Working while studying – a common part of the studies of Czech university students
 - Both part-time and full-time study
- Period of higher education studies – no longer an exclusive learning period!
- Work prior to entering the higher education for the first time
 - in CZ: EUST 7 – 52 %, EUST 8 – 57 %

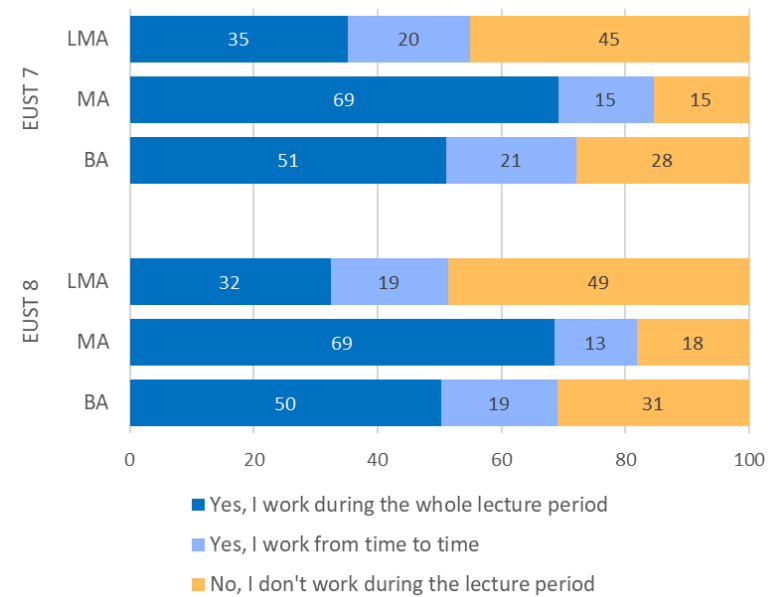
Context / Basic overview

Employment during the lecture period, all students, EUST 7 (N = 19368), EUST 8 (N = 14 798), % form of study, type of study programme

Form of study



Type of study programme



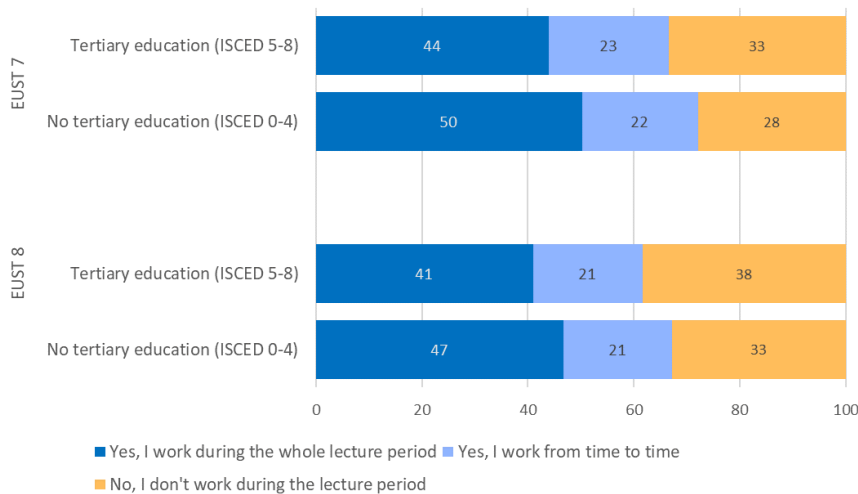
Share of working students in EUST 8 is lower in comparison with EUST 7!

"Do the students have to work?"

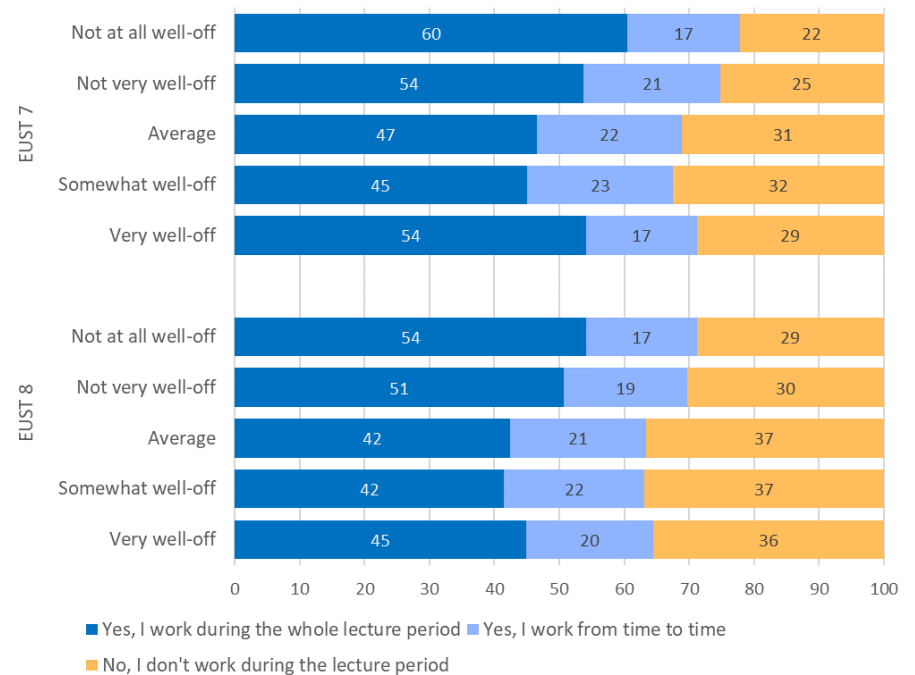
Focus on: Socio-economic background + educational background

Employment during the lecture period, full-time students, EUST 7 (N = 16212), EUST 8 (N = 11865), % educational background, parents' financial status

Educational background

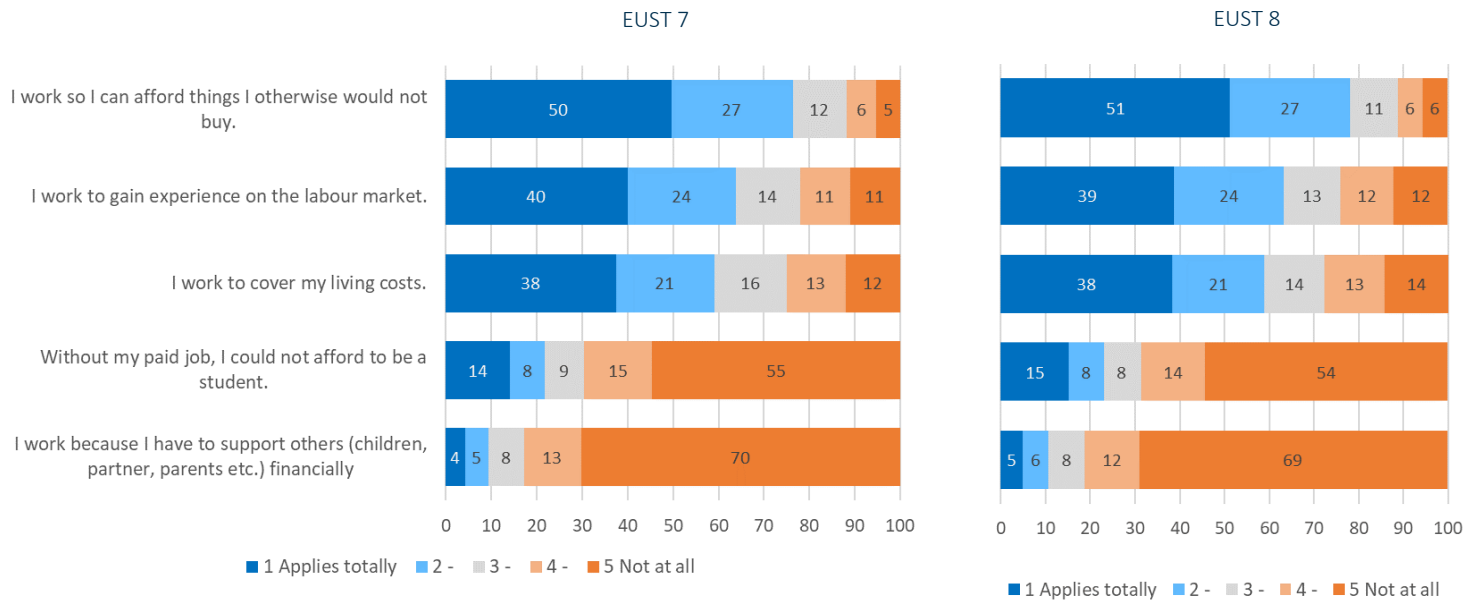


Parents' financial status



"Do the students have to work?"

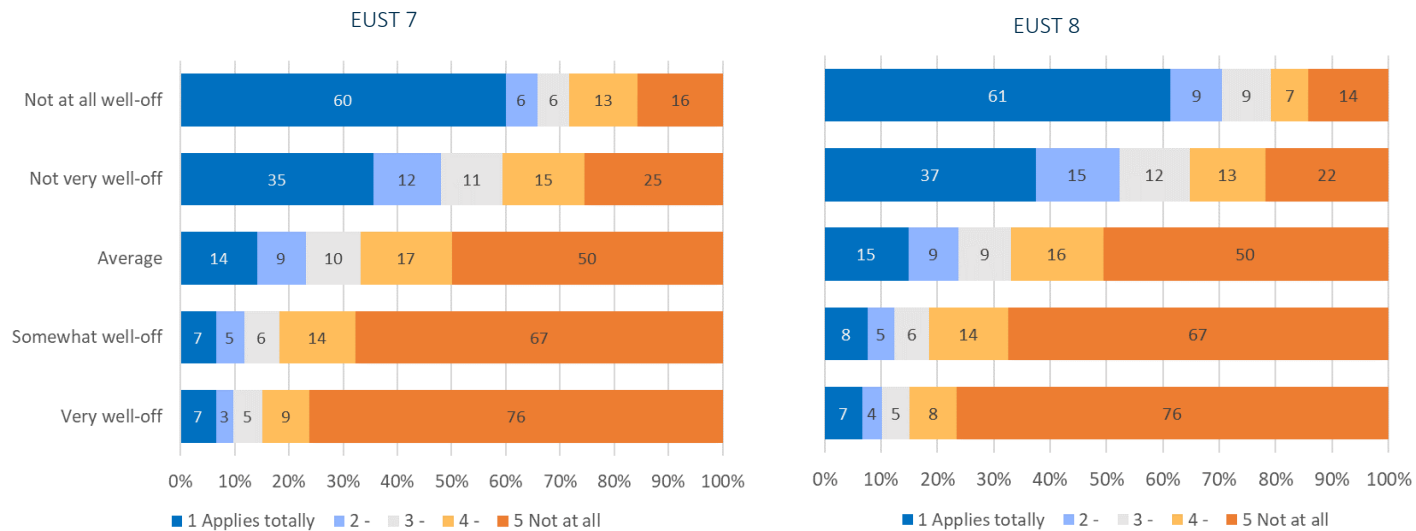
Subjective reasons for working, full-time students, working during the lecture period, EUST 7 (N = 16212), EUST 8 (N = 11865), %



"Do the students have to work?"

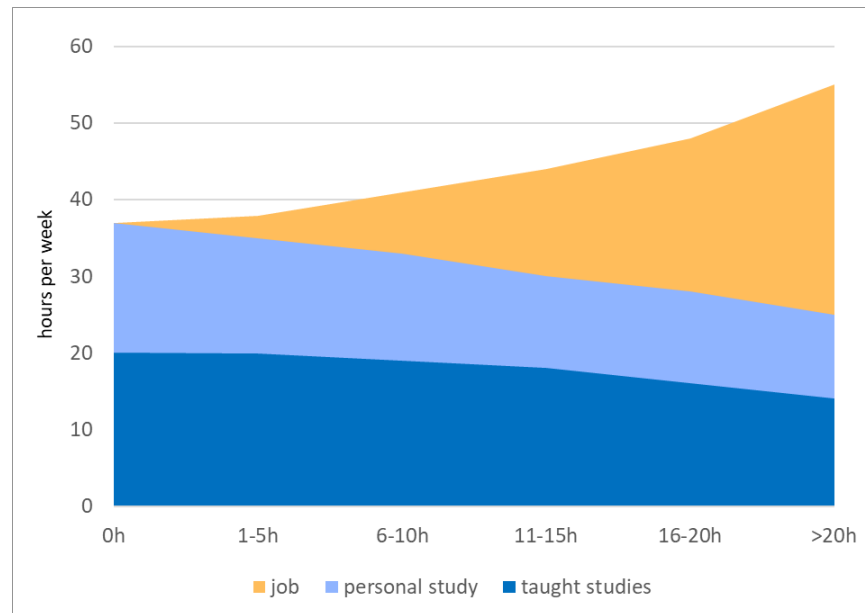
Without my paid job, I could not afford to be a student, by parents' financial status

full-time students, working during the lecture period, EUST 7 (N = 16212), EUST 8 (N = 11865), %



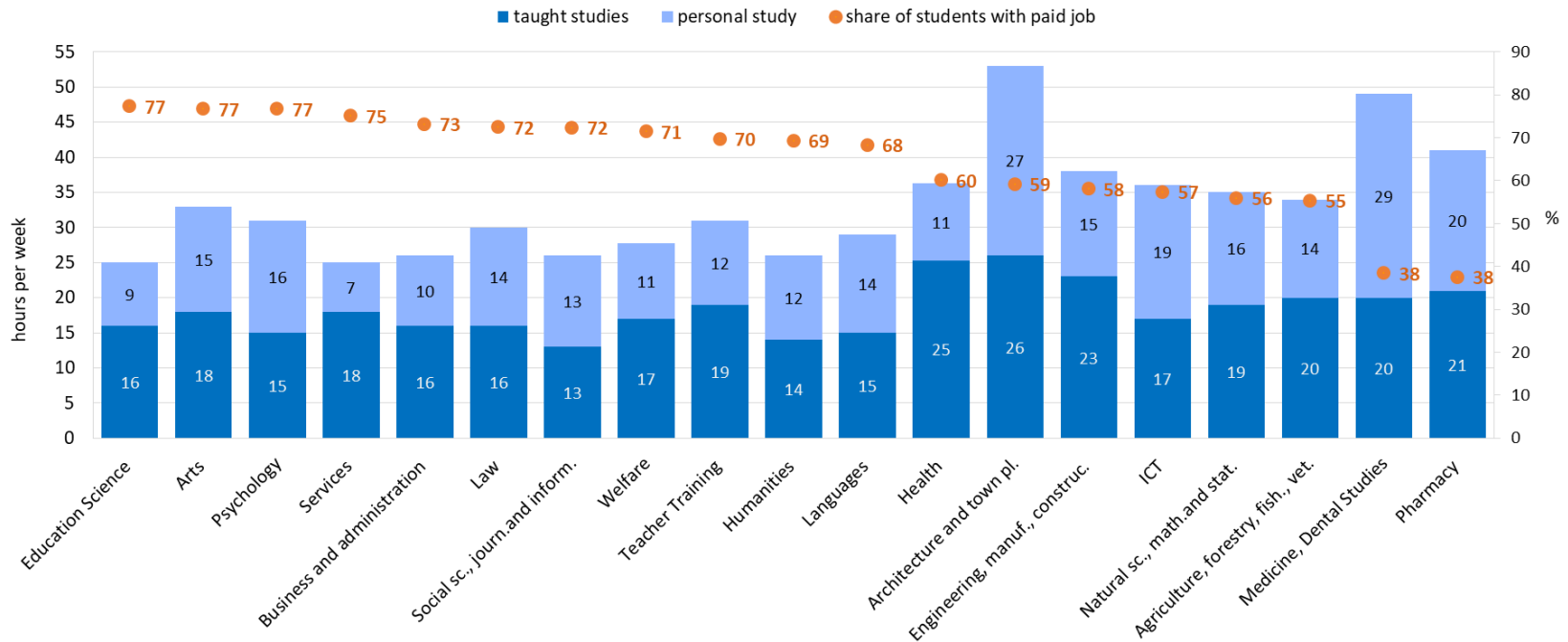
"Does it have a negative effect on studies?"

Time spent on taught studies, personally study time and paid jobs by time spent on paid jobs, full-time students, EUST 8 (N = 11865), median



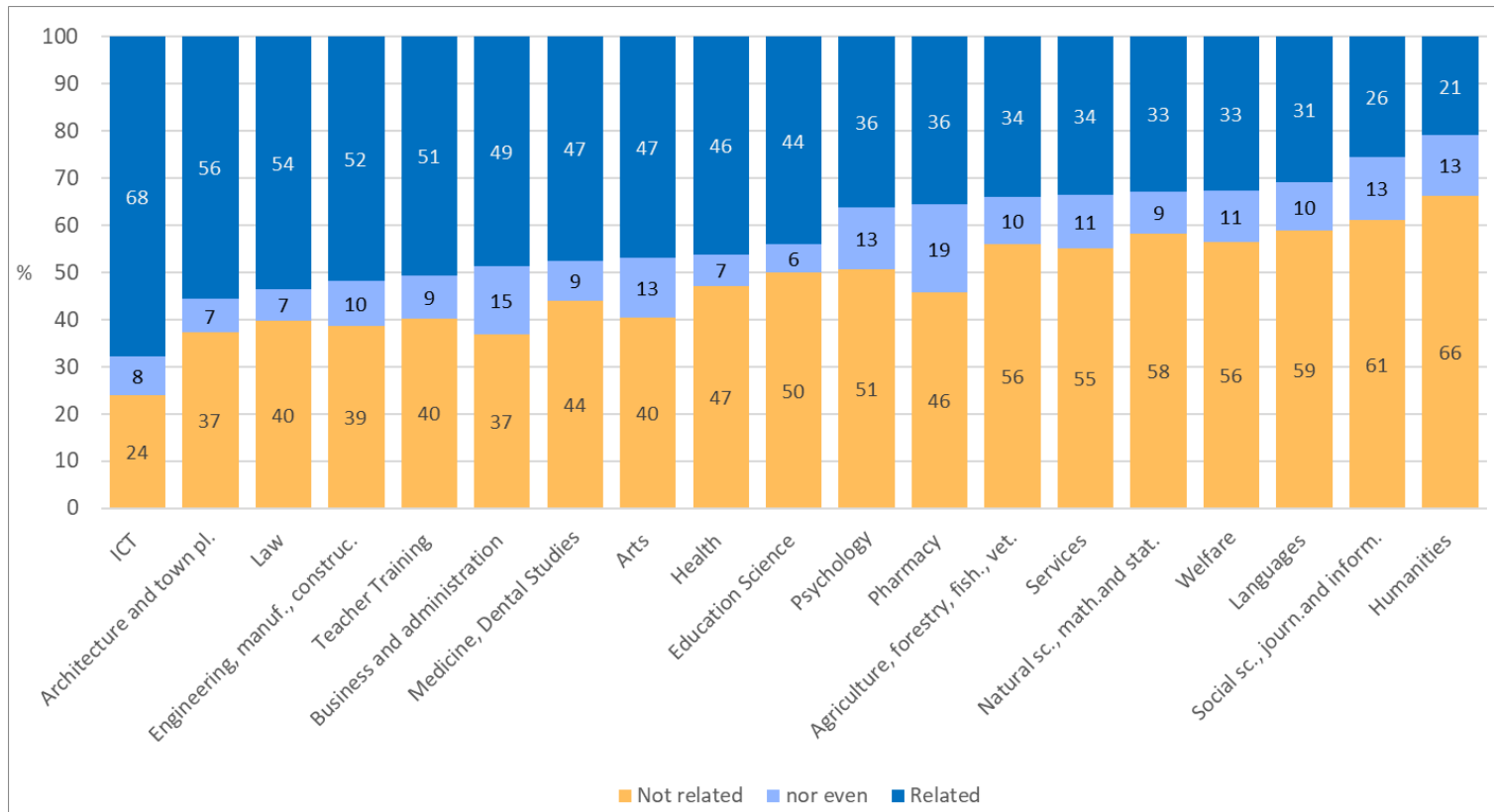
"Does it have a negative effect on studies?"

Total time spent on taught studies and personal study and share of students with paid job(s), by field of study, full time student, full-time students, EUST 8 (N = 11865), median



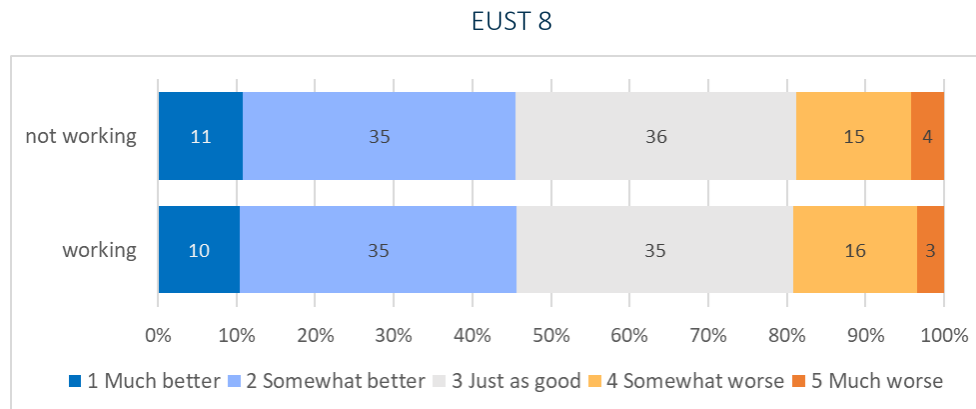
"Does it have a negative effect on studies?"

Study-related jobs by field of study, full-time students, EUST 8 (N = 11865), median



"Does it have a negative effect on studies?"

Subjective approach: Working and non working students by study performance
 full-time students, EUST 8 (N = 11865), %



“What the high proportion of working students says about quality of higher education?”



Context:

CZ = universal HE system but nostalgia for elite HE (i.e. only those who study hard and intensively - can successfully finish their studies)

high ratio of unsuccessful studies (drop-out rate, especially 1st year of BA study): But is it a symptom of high quality (difficulty) HE education?

Examples:

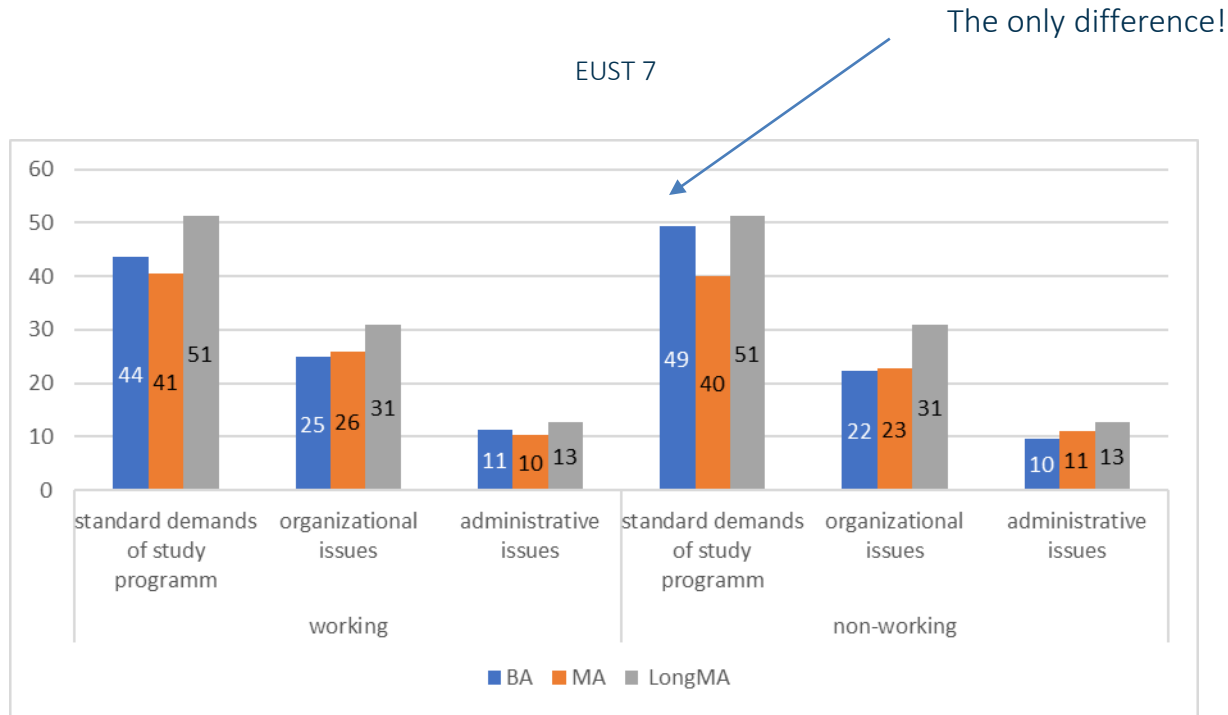
BA studies starting in 2018 – in 2021 there is **55 %** of unsuccessful studies

BA studies starting in 2020 – in 2021 (1st year of study) there is **41 %** of unsuccessful studies

Source: Application of MEYS (official statistics)

“What the high proportion of working students says about quality of higher education?”

Subjective evaluation of difficulties during semester, statements available only in EUST 7



full-time students, EUST 7 (N = 11 865) , %

“What the high proportion of working students says about quality of higher education?”

Drop-out intention as proxy for difficulty of studies

Student who tend to has drop-out intention: subjective worse performance in comparison with others, in bachelor studies, and spending more time in job which is rather not close to the content of study programme

EUST 8

Linear regression

Assesment: serious thinking about completely abandoning studies (1 strongly agree - 5 strongly disagree)				
Performance in study programme in comparison to fellow students (1 much better - 5 much worse)	-0,36***	-0,35***	-0,35***	-0,34***
Qualification studied for (1 Ba, 2 MA 3 LMA)		0,07***	0,08***	0,07***
Average time spent on paid jobs during week in lecture period (in hour per week)			-0,01***	-0,01***
How closely related is/are your paid job(s) to the content of your study programme? (1 very closely - 5 not at all)				-0,03**

R square= 0,10

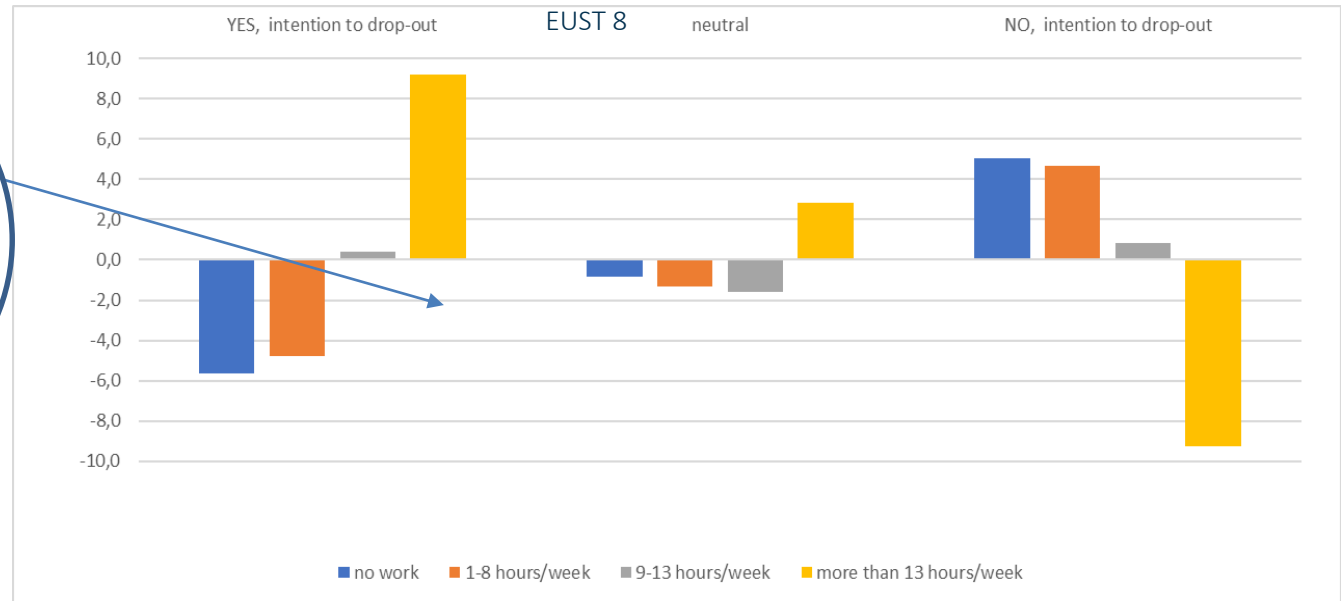
“What the high proportion of working students says about quality of higher education?”

Additional analysis: How many hours in working while studying are „critical“?

(Burston 2016*: „Critical“ intensity of working while studying is above 10-11 hours/week),

4 categories (no work, 1-8 h/w, 9-13 h/w, more than 13 h/w)

Working more than 13 hours= more often intention to drop-out



Adjusted residuals, modified scale 1-3 (original scale 1- strongly agree to 5 strongly disagree), full-time students, N=11 865

*Burston, M. A. (2017). I work and don't have time for that theory stuff: Time poverty and higher education. *Journal of Further and Higher Education*, 41(4), 516-529.

"Does (relatively low) public support have consequence for (higher) proportion of working while studying?"

Context:

- State pays health and social insurance for all students up to 26 years (not shown in data!)
- System of public support (means-tested and accommodation stipendiums) for students who fulfill criteria, very stable and long existing
- No public or private loans with specific focus on students (incl. better repayment terms)

Picture from data is actually (almost) same because not much has changed!*

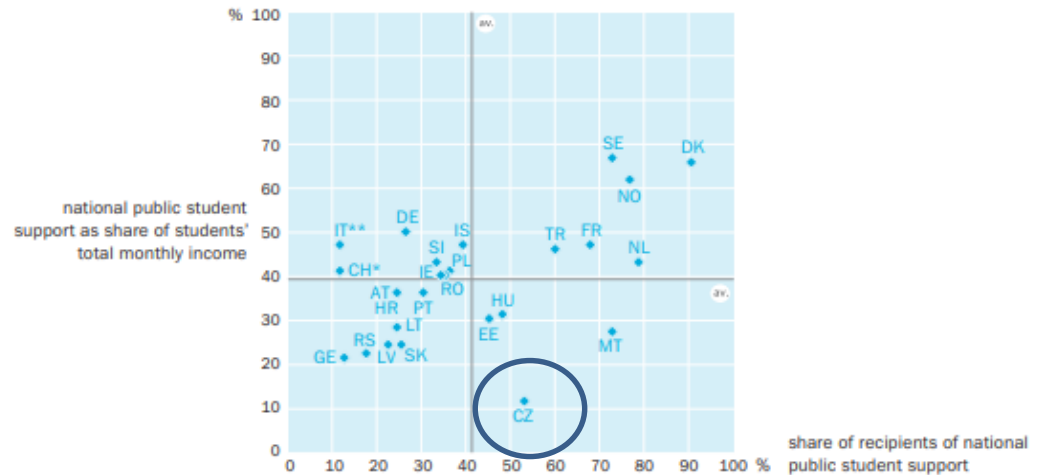
* not done yet on new data from EUST 8

Students' resources

Figure B7.8 [↓](#)

Recipients of national public student support and importance of income source

Based on total monthly income including transfers in kind, micro perspective



Data source: EUROSTUDENT VI, G.44 & G.47. No data: FI; national public student support as share of total income: AL.

EUROSTUDENT question(s): 3.3 What is the average monthly amount at your disposal from the following sources during the current lecture period?, 3.4 What are your average expenses for the following items during the current lecture period?

Note(s): Transfers in kind are expenses of parents/partner/for others in favour of the students.

Deviations from EUROSTUDENT conventions: CH, CZ, IT.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: Synopsys of Indicators, 2016-2019

Trends/Conclusions/Questions

- Visibly **lower proportion** of full-time students working while studying in EUST 8 in comparison with EUST 7. **Could it be a trend or deviation?**
- Situation of working while studying is connected with lower socio-economic or educational background of students BUT motivation(s) to work is/are more complex!
- CZ has a quite low proportion of students who works to ensure their study (EUST 7, cross-country comparison, **Without my paid job, I could not afford to be a student**).
- Job **has no necessarily negative effect on study** – but there is a question of job intensity! Intention to drop-out is higher among students working more than 13 hours/week BUT subjective evaluation of performance is same for both working and non-working.

We are interested in your experience:

- What are public opinions on working during studies in your countries?
- How do you explain reasons for working while studying in your countries? (How) are reasons to work different from the Czech situation?

Thank you !

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