

Youth, Work and Education: Sociological Research of Full-Time Students at the University of Split

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Abstract

In the Republic of Croatia, there is an increasing trend of employment during full-time studies. Starting from the question of what motivates full-time students to work, the aim of this paper is to examine and analyze the sociodemographic characteristics of full-time students of the University of Split who use the services of the Student Center as well as their work-related experiences during their studies. The survey was conducted during July and August 2019 on a sample of 216 full-time students at the University of Split. The results of the research show that students are partially satisfied with the salary paid by their employer, and that they earn half of their monthly income through the Student Center, while the rest is contributed by parents. Still, a fifth of students receive most of their monthly income from a parent or scholarship, so even though they receive scholarships, they are still forced to be employed. Half of the students have an average hourly rate income of 2.69 to 3.37 euros, which is also the minimum fee. A third of students think that their work is less time consuming, and the same percentage of those students' state that their work does not take the time allotted for teaching and learning. They are mostly motivated to work during their studies by their poor financial situation, but also by meeting their own needs in the form of buying modern technology, clothing and footwear and going on trips. However, many students choose to work during their studies in order to gain new experiences and knowledge.

Keywords: full-time students, work during studies, employers, Student Center, motivation

1 INTRODUCTION: STUDENTS' REASONS AND MOTIVATION TO WORK DURING THE STUDY

The modern generation of young people in Croatia matures under general social conditions that are significantly different from those of the earlier generations of young people. This difference is conditioned by the economic crisis that began in developed parts of the world in 2008, and in the meantime has spread to other areas of social life. The crisis also affected Croatia. The situation of young people is further aggravated by the circumstances of growing up in a transitional society, with only two decades of building a democratic social and political order and the difficult experience of war on its own territory whose material, social and political consequences are still present. They are young, directed to assume their intended social roles and tasks, and their innovative and creative contribution is expected. Therefore, within the youth population, students can be seen as the most sensitive segment of social movements, and as potential bearers of new trends that will, to a greater or lesser extent, be extended to other segments of youth [1].

The average level of education of the Croatian population has been increasing over generations. Gender disparities in educational attainment have decreased significantly over time. It seems that education is still not equally available to everyone. Namely, statistical chronicles show that young people of higher social origin (from the most urbanized areas and the most developed regions, especially with a university-educated father) are more likely to reach a higher level of education. There is also an evident tendency toward longer studying (15% of all students are over 25 years old), as well as toward an easier employment of young people with university degrees than those without qualifications [2].

Furthermore, Potočnik notes that, based on the results of a study of professional aspirations, Croatian students show a certain lack of highly ambitious goals. Also, most students emphasize the importance of traditional goals aimed at a 'neat' and 'regular' path to building a professional career and life, or to graduation, finding jobs and existence assurance. Therefore, the reasons for their study choice are

consistent with professional aspirations. Specifically, only two-fifths of students enrolled in a study because they liked the subject of the study. They are followed by the students who “generally wanted to study” and a quarter of students enrolled in a study appropriate to their high school orientation. Finally, one-fifth of students stated that enrollment was not their first choice, but they continued their studies and were satisfied with their selection [3].

Most of the Croatian students belong to families whose monthly income per member usually range from 200 to 337 euros which in the case of students living outside their parents' home may represent an insufficient basis for independent living. For this reason, some students are forced to work regularly or frequently to maintain their existence. The regularity of students' own work can have multiple implications not only for the current economic status of students, but also in the formation of their work habits, while it may negatively affect and prolonged study time or they might even drop out. Data on professional aspirations and the world of work in the eyes of students show that two fifths of students who work occasionally usually do that in order to complement their home budget. Only a relatively small proportion of students regularly support themselves with their own work, while a third of students are completely exempt from paid work [3].¹

There is an interesting difference in the regularity of paid work regarding the type of finished high school, since the students of vocational and technical schools mostly abstain themselves by their own work. There are also differences regarding the year of study. There is a higher number of students of the first three years who work in comparison with a slight decrease of a number fourth- and fifth-year students who work. Considering the field of study, it is noticeable that among the students of biomedical sciences there is the highest number of those who never or only occasionally support themselves with their work, while the students of biotechnical, technical and social sciences are the first among those who started their regular or regularity paid work relatively early [3].

Generally, there is also an increase in the number of part-time or full-time students. Two trends that all colleges and universities will have to face are students who spend less time studying and more time working. Lowering of academic standards by rewarding minimal effort and achievement (expecting less) is certainly a short-term strategy, but it will have negative long-term consequences. A more productive way to address these issues is to conduct empirical research to determine the extent to which these trends will adversely affect students' academic performance and use the results to enhance academic programs [4].

Students' motivations for employment during their studies are foremost related to the financing of their education, especially if we consider the increasing involvement of students from lower-income families in higher education or those with a lack of family support. Second, for many students, the only reason to combine work and education is to spend income on social and leisure activities. However, few students employed during their studies experience work as a form of human capital investment in their future professional development. Čavar states that it is necessary to study precisely the effects of work on employment and that it is also necessary to define a threshold for high-intensity work. While some authors define it as more than 24 or 25 hours per week, other thresholds are much lower and range from working hours of 8 to 12 hours per week [5].

Working and studying is a normal occurrence in many countries that participated in EURO STUDENT research. Specifically, more than 50% of university students work in 50% of the countries surveyed. In Croatia, according to EURO STUDENT data, 45% of students did some paid full-time or part-time work during the semester in which the survey was conducted. The proportion of full-time employees is significantly higher among the students of professional studies (29%) compared to university studies (12%). Female students are slightly more prevalent among those who did not do some paid work during the semester. Out of the total number of male students, 51% did not work, while 59% of female

¹ Students' employment in Croatia is legally regulated only in the case of full-time student work, namely by the Act on Scientific Activity and Higher Education, the Regulations on Intermediaries for Employment of Full-time Students, the Law on Mediation in Employment of Full-time Students, and the Act on Pension Insurance and the Contribution Act. According to these acts, full-time students are entitled to employment through student service centers, which are responsible for keeping records of their members, as well as appropriate processing of the student labor market, calculation and payment of student earnings, required contribution and mediation fees, and free payment of student salary. Such regulated employment of students is not subject to the provisions of the Labor Law and is a special form of work, not related to employment. The performance of a job by a student involves the use of a work contract, ie a student work contract. This is one of the biggest problems with student work arrangements, since it has all the characteristics of an employment relationship but is not classified as such. The only difference between student and full-time employment is its duration, since student work is usually temporary and of short duration. In this way, student employment is a kind of exception that is allowed, since the current structure usually favors students, Student Centers and employers, since students are their parents' “tax breaks”, a source of income for Student Centers and cheap labor for employers [5].

students did some paid work during the semester. Most students (77%) who are over 30 years have a full-time job alongside with their studies, while on the other hand, they rarely work part-time. Student who are parents, are also much more likely to be over the age of 30, are more likely to be full-time, as are part-time students. Interestingly, students who rate their social status as low (23%), as well as students whose parents completed only elementary school (41%), were more likely to work full time during the semester. Higher employment during the studies of students whose parents are poorly educated has also been demonstrated in several other countries described in the previous international EURO STUDENT report. In a slightly longer period, over the past year, 49% of university students and 60% of professional students have been enrolled in paid jobs [6].

Student engagement in work also has negative effects. There is a clear trade-off between work and study, and college students use significantly less time to study. Working during the semester can interfere with learning and academic success and can even encourage students to leave college. Unless enrollment in a university is restricted, work usually leads to a longer study time [8]. According to some studies, students spend less and less time studying. A study conducted by the Research Institute for Higher Education at UCLA's College of Education and Information Studies found that only 34% of the first-year students spent six or more hours a week outside of academic work (e.g. doing homework, studying) during their final year in high school. The sample consisted of 276,449 respondents at 413 four-year colleges and universities in the country (more than one quarter of enrolled first year students in the USA) [4].

Farnell also points out that the workload of students who work and those who do not work varies significantly. Specifically, work may reduce the time available for attending the study and the study. Students who worked intermittently during the semester attended, on average, one hour less and taught 1.4 hours less than the students who did not work. This difference is not big, and the average weekly workload and study time of 46.8 hours still falls within the scope of normal weekly working hours. However, the analysis of students who worked full-time during the semester showed large differences. They spend on average 8.6 hours a week less studying or attending classes, which is 25% less than non-working students. At the same time, they work on average 33.8 hours per week, therefore, almost a full-time work, which, together with the hours of learning and attending lectures teaching and teaching, makes an extremely high 60.1 hours per week [6].

Data from a survey of professional aspirations of Croatian students and their experience in the labor market show that almost three quarters of the 2010 sample students have part-time work experience, while a further 7% wanted to work but without success. However, less than a fifth of students did not want to work at all, indicating that most students in Croatia prefer to work during their studies [3]. Students who have not expressed a desire to participate in the labor market during their studies are from smaller cities and relatively most of them study at the University of Osijek and are generally in their final years of study. Similarly, unlike students who were unable to find a job or take part-time work, they achieve excellent success [3].

Furthermore, Potočnik points out that if we consider the EURO STUDENT research data (2011), which found differences in the incidence of paid work among undergraduate students in Europe, we conclude that Croatian students still participate less frequently than their European counterparts. Students from Poland, the Czech Republic, Estonia and Slovakia are on the top levels of those who spend lots of time on paid work, while students in Turkey, Croatia and France have devoted the least amount of time to work. On the other hand, students of graduated studies in all countries spend more time on average than undergraduate students, except in Sweden, Croatia and France [3].

Čavar points that the student population has grown more heterogeneous and numerous over the years, and that the massification² of higher education has the potential to reduce the quality of education, increase government spending on education, a disproportionate structural labor market, and youth unemployment. These structural changes in higher education are causing over-graduation, especially in particular fields of study, and the increasingly competitive graduate market, where higher education certificates are losing importance and work experience becomes an important signal of high

² The higher education massification is very present in Croatia. Specifically, the student population grew for 82% between 1990 and 2005. This information alone would not be so problematic if this expansion was not concentrated mainly in the field of social sciences and humanities, outside university courses and among part-time students, ie mainly students who pay tuition fees. Since 2000, the share of private tuition fees has exceeded 20% of the total cost of higher education, and public funding has been reduced. According to the Ministry of Science and Education, about 65,000 full-time students do not pay tuition a year, nearly 60,000 pay a certain amount, and 39 724 part-time students pay full tuition. In other words, 60% of students pay tuition, which is a big increase from 1993/1994, when the proportion of those students was 12%. Because the scholarship fund is not large since less than 7,000 scholarships are awarded by the state and universities, a large number of students depend on the financial support of their parents as well as on student part-time or full-time work [5].

productivity. In this way, part-time employment becomes a way for students to acquire additional transferable skills (ie additional investment in human capital) and differentiate themselves from the "mass" [5].

Working while studying is a part of daily life for a large part of European students. The proportion of employed students varies from 48% in France to 77% in the Netherlands. On average, European students spend 11 hours a week in the workplace and receive between 31 and 54 percent of their total employment income [7]. Finland is no exception as far as student recruitment is concerned, as half of Finnish students are employed during their studies. From a societal standpoint, students provide a flexible work reserve. In other words, working students often work part-time and can adjust their working hours to their current employment. In most fields of study, university education does not prepare students for one specific job and, therefore, appropriate work experience can be the key for finding a job after graduation [8]. According to a 2013 Youth Perspectives Study, two-fifths of employed young people do not work in the profession they are educated for, and although those with higher education have a better chance of getting a job in their profession, they seem unsure about finding a job at all after graduation, especially those living in cities and senior students [5].³

1.1 Student-employer relations

The most used means of establishing employer-student collaboration is students' proactive contact with a prospective employer. Both students and employers prefer their own personal relationships when considering potential collaboration. Employers prefer to contact academic institutions to find suitable candidates, as opposed to students who do not do that often. Contacting candidates through specialized ads and specialized student ads is more popular with students than with employers. When it comes to using social networks to find candidates, employers are more inclined to use them than students [9]. Employers usually offer students internships and collaborations on inter-organizational projects and, to a lesser extent, student affairs, teaching and collaboration on student projects. However, students often contact employers to find student jobs and internships, and a smaller number of student contact the employer to collaborate on inter-organizational projects and tutoring [9].

An empirical analysis of the characteristics of students' interaction with employers conducted on a sample of employers in the Zagreb area and students of the University of Zagreb has shown that students, as well as employers, rely on students' proactive behavior in job search, internships and teaching, and both often rely on personal contacts in the process of finding promising candidates. Students are generally interested in student affairs, and employers often offer these opportunities with internships and apprenticeships. Given the criteria used in the candidate selection process, employers particularly emphasize the importance of students' formal and informal knowledge and skills as well as personal interests. Employers do not consider previous work or volunteer experience to be a determining factor in the selection process. Students, on the other hand, prefer positions where they can apply their informal knowledge and where assigned activities are closely related to their fields of study [9].

Part-time and temporary jobs are very suitable for the 15-24 age group. These forms are attractive to young people because they allow them to combine work with education. Organization of part-time and temporary jobs creates the potential for increasing youth employment [10]. Part-time employment is most attractive to students, women (with family and especially children), people who will soon retire. Due to greater flexibility in working hours and more leisure time, people tend to opt for part-time employment. However, the exceptions are young people who work part-time because they have not found a full-time job. Many countries promote this form of employment because the level of part-time employment can produce significant results for increasing the number of jobs at a given volume of work [10].

An analysis of the legal framework of student work and its usage patterns reveals, as Čavar points out, several irregularities. First, student work is not subject to the provisions of the Labor Act, which means that students do not have the same rights and privileges as full-time workers, which, combined with the relative financial availability of that type of work for employers, can lead to the exploitation of student workers. Another form of legal malpractice relates to the high number of hours and large

³ Although the general unemployment rate in Croatia is the most significant issue for the Croatian economy, young people are those who are particularly affected by it and those who are fast becoming the most vulnerable group in the labor market. In 2016, the youth unemployment rate in Croatia was one of the highest in the European Union and amounted to 31.3%, while the average youth unemployment rate in the same year was 18.7%. Although lower, the unemployment rate of young people with tertiary education in Croatia is quite high, reaching 28.7% in 2016, significantly above the EU average of 13.8% [5].

revenue generated by such contracts, since there are no prescribed limits on them. In addition, employers often use student contracts to pay for work performed by students. Second, as can be seen in the overview of student job offers, most of the jobs that students do are not different from the standard full-time jobs performed by full-time workers, which entails two problems: one relating to students and the other to full-time employees [5]. In this way, students, as a cheap workforce, can easily replace dismissed or unemployed people, especially unskilled ones. On the other hand, students employed in the trade and service sectors can hardly acquire any relevant professional competence, especially if their fields of study are not in any way related to those sectors. So, the student can profit from their fixed-term jobs in the way that would be infrequent from student practice, leading to the conclusion that a student workforce contract in its current form largely meets the needs of employers [5].

2 METHODOLOGY

2.1 Research Objectives

The general objective of the research is to examine and analyze the sociodemographic characteristics of full-time students of the University of Split who use the services of the Student Center (SC) and their experiences related to work during their studies. Specific research goals are: 1. to investigate students' motivation to work during full-time study; 2. to examine the impact of student work on academic achievement; 3. to determine students' satisfaction with SC jobs; 4. to examine students' satisfaction with the pay and employers; 5. to determine attitudes on the exploitation of students by employers.

2.2 Research Hypotheses

In accordance with the set goals, the following research hypotheses were set:

H1: There is no difference between women and men in terms of job satisfaction conducted through SC.

H2: There is no difference between women and men in terms of students' exploitation in students' work.

H3: Women consider that they have higher monthly earnings than men.

H4: Men consider that they have less time to fulfill their academic responsibilities than women.

2.3 Method and sample

For the purposes of this paper, a survey was conducted during July and August 2019. The study involved 216 full-time students at the University of Split, of whom 128 were women (59.3%) and 88 were men (40.7%). A 2% sample of all University of Split students who were employed through SC in the 2017/2018 academic year was used (N=10.798). Most respondents belong to the age group 19 to 22 years (58.9%), and are mostly students of undergraduate studies, followed by graduate students in the age group of 23 to 25 years (39.3%), and the group of 26 to 27 years (1.9%). Most of them study in the field of social sciences (47.2%), followed by technical sciences (25.5%). There are 11.6% of students studying arts, and the least studying natural sciences (8.8%) and biomedicine and health (6.9%). Most (93.1%) of the respondents live in the city, while only 6.9% in the countryside. Less than half (44.4%) of students live with a roommate, 42.1% in a parental home, and fewer live alone (6.9%) or with a partner (6.5%).

3 RESULTS

The Republic of Croatia belongs to countries where work during regular study is a generally acceptable thing. One reason is certainly the circumstances of growing up in a transitional society, accompanied by the still-felt 2008 economic crisis. According to this survey, half (50.5%) of students are currently employed through SC, a quarter (25.9%) were employed in the last academic year (2017/2018), while 23.6% students are in permanent employment. Slightly less than half (43.5%) of students spend 1-8 hours a week, while 38.0% spend 17 or more hours a week at work.

First, we were interested in the influences of work that students did on the time required for compulsory classes. Data show that a third (32.9%) of students think that their work is less time

consuming, and the same percentage (32.9%) of those students say that their work does not take the time allotted for teaching and learning. It is interesting to note that only 6.5% of respondents say that their time spent on learning and teaching is completely fulfilled by their engagement at work. At the same time, the number of students (44.4%) who attend 50 to 70% of classes and those (44.4%) who attend classes regularly, or more than 70% of attendance is the same. Only 3.2% of students attend classes rarely (up to 30% attendance). Accordingly, we also examined the potential impact of student work on students' academic achievement. Half (51.9%) of the respondents state that their work does not affect their academic success, while slightly less than a quarter (23.5%) think that student work still affects their academic success and that they would certainly have better academic success if they do not work during their studies (20.4%).

Further analysis (chi-square test) reveals that there is a statistically significant difference between men and women regarding their views on the amount of time needed to fulfill their academic obligations ($\chi^2=9.451$; $df=2$; $p=0.009$). More women (76.4%) than men (23.6%) agree with that. Thus, hypothesis (H4), which assumed that men felt they had less time to fulfill academic obligations than women, was rejected.

When it comes to the monthly income of the respondents, 61.6% of students have 200 euros and more per month, 62.5% of students earn half of their monthly income through SC, while the rest is given to them by their parents. However, a fifth (20.8%) of students receive most of their monthly income from their parents or scholarships, while 16.7% of those surveyed rely entirely on their own income. Here we were also interested in the average hourly rate of students' work. According to the data, half (51.4%) of the respondents have an average hourly rate of between 2.69 and 3.37 euros, which is also the minimum fee, while 43.1% of students per hour earn from 3.37 to 6.74 euros. Accordingly, we also examined satisfaction with the salary their employer pays them. Data show that more than a third (38.9%) of students are partially satisfied with the income they earn doing their student work. A little more than a quarter (27.8%) of students are still not satisfied with the average hourly rate, and the least are those respondents who are completely satisfied with the hourly rate (8.8%). Furthermore, we were interested in the (non)existence of gender differences, so for the purpose of testing hypothesis (H1), which assumed that there was no difference between men and women in terms of job satisfaction through SC, a chi-square test was performed. The results show that there is no statistically significant difference between the respondents with respect to gender ($\chi^2=7.292$; $df=3$; $p=0.063$), so this hypothesis is accepted.

Since our respondents are full-time students, it is assumed that employers should be able to change shifts and hours of work as well as part-time when hiring, so that they can comply with their college obligations, which include attending classes, taking exams and exam preparation. But very often this is not possible in practice. Also, in the Republic of Croatia, too small a job offer is a big problem. For this reason, students are forced to do different jobs that are not connected to their profession, as shown by earlier research (e.g. [8], [5]). This is best illustrated by the data obtained according to which the most common problems that students face when looking for a student job are primarily inflexible working hours (36.1%), very poor job offers (31.5%), and underpaid earnings (31.5%). Considering earnings, we were also interested in students' opinions about the potential difference in the amount of income for men and women. A chi-square test is also made here to test the hypothesis (H3) that assumes that women feel they have higher monthly earnings than men. Although most respondents (80.6%) disagree with the above, further analysis nevertheless shows that there is a statistically significant difference between the two samples ($\chi^2=7.687$; $df=2$; $p=0.021$). Women (63.8%) to a greater extent than men (33.3%) support this opinion, so this hypothesis is accepted.

We also examined how satisfied students were with their employers. In line with previous findings (e.g. [5]) and in this survey, most respondents (57.9%) believe that employers use students as a workforce, while pointing out that students still have less workplace rights than other workers (47.7%). Here again, we examined gender differences since we assumed by hypothesis (H2) that there were no differences between men and women regarding student exploitation in student affairs. The chi-square test revealed that there was no statistically significant difference between the subjects with respect to gender ($\chi^2=4.706$; $df=2$; $p=0.095$), so this hypothesis was accepted.

Finally, we also explored the most important reasons for student employment. Data show that most (94.9%) students work through SC during full-time study due to unfavorable personal financial situation. However, it should be noted that the vast majority (85.2%) of students work to afford themselves modern technology gadgets (eg a new cell phone, laptop, camera...). Also, the possibility of buying new clothes and shoes motivates many students (83.8%), followed by social life (the possibility of going to clubs) 81.0% and going on trips (77.3%).

Table 1. Students' opinions about relation between working and learning

Statements	Disagrees		Neither agrees nor disagrees		Agrees		In total	
	f	%	f	%	F	%	F	%
One would have better academic success if one would not work while studying	63	29,2	109	50,5	44	20,4	216	100,0
Employers are using students as a workforce	9	4,2	82	38,0	125	57,9	216	100,0
Students have fewer rights than other workers	19	8,8	94	43,5	103	47,7	216	100,0

All this is in line with previous research (e.g. [5]) according to which lower incomes and spending on social and leisure activities are motivations to work during studies. The results of this research show that students have a pronounced consumerist mentality in the context of contemporary Croatian consumer society. However, it should be emphasized that as many as 75.0% of those surveyed work during their studies in order to gain new experiences and knowledge, which is especially important if they are able to find a job in the profession for which they are educated, and half (51.4%) of the respondents are motivated for employment during full-time study by interesting and instructive work.

Table 2. Motivation to work

Reasons	Disagrees		Neither agrees nor disagrees		Agrees		In total	
	f	%	f	%	F	%	F	%
Unfavourable financial situation	1	0,5	10	4,6	205	94,9	216	100,0
Gaining new experiences and knowledge	7	3,2	47	21,8	162	75,0	216	100,0
Making new acquaintances	17	7,9	68	31,5	131	60,6	216	100,0
Interesting and instructive work	21	9,7	84	38,9	111	51,4	216	100,0
Good pay	18	8,3	35	16,2	163	75,5	216	100,0
Going on trips	17	7,9	32	14,8	167	77,3	216	100,0
Cosmetics	15	6,9	50	23,1	151	69,9	216	100,0
Clothes, shoes	7	3,2	28	13,0	181	83,8	216	100,0
Modern technology (cell phone, laptop, camera)	11	5,1	21	9,7	184	85,2	216	100,0
Social life (going out to clubs)	10	4,6	31	14,4	175	81,0	216	100,0

4 CONCLUSIONS

Full-time students in the Republic of Croatia have right to be employed through Student service centers, which keep records of the calculations and payments of their members' earnings. Those who are in the process of attending college usually do not work full-time but try to reconcile their academic duties with part-time work. When it comes to equal opportunities for young people, it can be said that young people have a negative image, because the feeling of unequal opportunities in the labor market leads to the inability to plan other personal activities. Also, high unemployment has a negative effect on their perception regarding possibility to succeed in society.

The paper explains the experiences of full-time students at the University of Split regarding their work during their studies and the problems they face. The results show that a third of students believe that their academic performance has not been affected by the work, and slightly less than half of them think that their attendance of classes while studying and working is average and regular. However, just under a quarter of students believe they would certainly have better academic success if they did not work during their studies. The students are partially satisfied with the salary paid by their employer and there is no difference between women and men in terms of job satisfaction through SC. Most of the surveyed students do not consider women to have higher monthly earnings than men. However, when

looking at gender differences, it has been shown that women believe that they have higher monthly earnings, but they also estimate that they have less time than men for academic work.

Furthermore, students earn half of their monthly income through SC and the rest is received from parents. Yet, one fifth of students receive most of their monthly income from a parent or scholarship, which leads us to a conclusion that even though they receive scholarships, they are still forced to be employed. The most important reasons for employment of students are unfavorable personal and financial situation, purchase of modern technology, opportunity to buy clothing and footwear, social life costs, travel costs, and finally an interesting and educational job as well as gaining new experiences and knowledge. It should be emphasized that as many as half of the students surveyed believe that employers use students as a workforce, but there is no difference in the attitudes of women and men in this respect.

Finally, from all this, we can be concluded that work is a regular occurrence in several countries during full-time study but until it does not affect studying. Also, each state is expected to participate in student funding and to regulate all types of jobs so as not to exploit cheap labor. Very rarely, student jobs can be considered as a space for learning their profession and practice in the workplace, that is, a space for performing student internships. Therefore, doing student work for most students is a source of income and a way to improve their own budget.

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