

Chapter B6

Students' employment and internships

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Key

Students with paid jobs

On average, 59 % of students in the EUROSTUDENT countries work during the lecture period. Every fifth student sees themselves primarily as a 'worker', rather than as a 'student'. In almost all countries older students, those at non-universities, and female students work more often than their counterparts. Male students work more hours and earn more money in most of the EUROSTUDENT countries. Among students who work more than 20 hours per week, dropout intentions are more prevalent than among those who do not work.

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Relation of job and studies

Overall, about half of working students hold a position directly related to their studies. Whether the job is closely related to the studies differs between fields of study. Students in Social Sciences, Journalism and Information, Arts and Humanities, as well as in Natural Sciences, Mathematics and Statistics, on average, least often have jobs that match their field, while for Education, Health and Welfare, and Information and Communication Technology, the opposite is the case.

Motivation for working

Being able to pay living expenses appears to be the main motivation to work for students, closely followed by the desire to be able to afford extra things. Compared to students who work one to five hours a week, those who work more than 20 hours a week far more frequently say they work to pay for living expenses and to be able to afford to be students. Out of all students, on average, 29 % could not afford to study without having a paid job.

findings

Internships



On average, about 40 % of students have done at least one internship in their country or abroad since first entering higher education, but there are very large differences between the EUROSTUDENT countries. Overall, only about every third internship is paid and most of the financially not compensated internships are mandatory. Unpaid internships are most common in the fields of Education and Health and Welfare.

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Financial background

Often it is students with parents not at all well-off who (have to) work during the lecture period. On average, the share of students who must work to afford studying is more than 2.5 times as high among students with not at all well-off parents compared to those who are from affluent backgrounds. Students with parents not at all well-off also tend to see themselves as 'workers' rather than as 'students'. They furthermore often undertake unpaid internships.

Main issues

A large proportion of students work while they pursue their degrees. While the previous chapter (> [Chapter B5](#)) took a closer look at how students divide their time between studying and working, this section shows the specifics of students' employment. Two types of work activities are considered in more detail:  jobs that students carry out (continuously) during the semester, and  internships.

Students who work alongside studies

According to Masevičiūtė et al. (2018), working while pursuing a degree is a common occurrence for students in Europe, although employment trends differ between countries. Often, more mature students who need to earn their living work alongside their studies. However, in some countries, undergraduate students are increasingly likely to work in part-time jobs of some kind, mainly for budgetary reasons, especially in light of the growing cost of tuition and study loans (Tan et al., 2020).

A study focusing on Western Balkan countries showed that, depending on their socio-economic origins, students have different career patterns and work experiences (Savić & Kresoja, 2018). There are greater financial constraints for students from lower socio-economic backgrounds (Avdic & Gartell, 2015), which is why it is not surprising that students from middle-class households were found to have a 13.3 % lower chance of having a job during the semester than those from low-income families in Malaysia (Tan et al., 2020). Furthermore, it was found that it is rather female students who work alongside their studies (65 % vs. 61 % of male students) in Germany (Kroher et al., 2023).

Advantages and difficulties of working as a student

Having financial resources is not only essential to be able to afford studying but also for participating in activities with other students, being accepted, or simply belonging to higher status groups (Fernández et al., 2023). Nevertheless, spending time on a paid employment has been shown to negatively impact academic success (Beatson et al., 2021; Salamonson et al., 2020; Seow & Pan, 2014). While there are benefits to working while studying, such as increased employability, data unmistakably demonstrates that working too much while studying can be detrimental to academic performance (Lessky & Unger, 2023). Part-time work while studying likely leads to longer duration of study (Theune, 2015). Furthermore, there is a higher chance of dropping out of higher education when students are financially dependent on themselves (Castaño et al., 2008). Also, not all types of work help to strengthen employability. Being dependent on earning money reduces the possibilities to adapt employment opportunities to individual career ambitions due to the greater accessibility of general employment compared to specific and career-enhancing activities (Hordósy et al., 2018).

Different types of internships

In higher education, internships are essential because they are often seen as a link between theoretical input and practical application. Internships, which can be integrated as mandatory into the curriculum or pursued voluntarily, give students the chance to gain practical experience and consider several future paths. Besides positive associations, internships can also have a negative impact on outcomes, especially when it comes to mandatory intern-

ships. For instance, also less talented students must devote time and effort to them, which may have a negative impact on students' academic performances and grades (Bittmann & Zorn, 2020).

While some of the internships are paid, others are not financially compensated. Research indicates that there is a difference between fields of study in payment of internships. While 91 % of Engineering students were paid for their internships, only 3 % of students in the field of Education, 13 % in Social Service Professions and 16 % in Health Professions were compensated financially for their work (Zilvinskis et al., 2020). Related to the gender imbalance in fields of study, men tend to receive pay for their internships more often than women. However, also within those fields of study with many financially compensated internships, fewer female students received payment for their internship than male students (ibidem).

There are ongoing discussions on the EU-level about financial compensation of internships. According to research, the average cost of an unpaid internship for a young person in Europe is more than 1,000 Euro per month (Moxon et al., 2023). In 2023, the majority of the EU Parliament's Employment Committee voted in favour of a ban on unpaid internships. According to the Parliament, internships should at least cover the cost of essential living expenses like food, housing, and transportation, taking into consideration the cost of living in each member state (European Parliament, 2023).

In order to contribute to the ongoing discourse about employment of students, this chapter focuses on working while studying and aims to provide answers to the following questions:

- To what extent and why do students work?
- What differences in working patterns exist between groups of students?
- How is the work of students characterised?
- Which role do different types of internships play in the life of students?

Data and interpretation

Box B6.1

Methodological note: Students' paid work

When talking about the employment rate ('students who work'), the extent of paid employment during the lecture period is described. In calculating the employment rate, both jobs performed from time to time during the semester and jobs kept during the whole semester are considered. In some parts of the chapter, a distinction is made between all students, depending on the number of hours worked. The categories for this are: students who do not work during the semester, students working in paid jobs up to 20 hours per week and students working in paid jobs more than 20 hours per week. When only students with paid jobs are taken into account for analysis, a finer sequencing in categories of five hour steps is available.

Students with paid jobs

On average, 59 % of the students in the EUROSTUDENT countries work during the lecture period, the majority during the whole semester (Figure B6.1).

- The share of working students varies between the countries and ranges from 28 % (Azerbaijan) to 77 % (Netherlands).
- France is the only country in which roughly equal proportions of students work constantly and from time to time.

The employment rates of students are rising in most EUROSTUDENT countries.

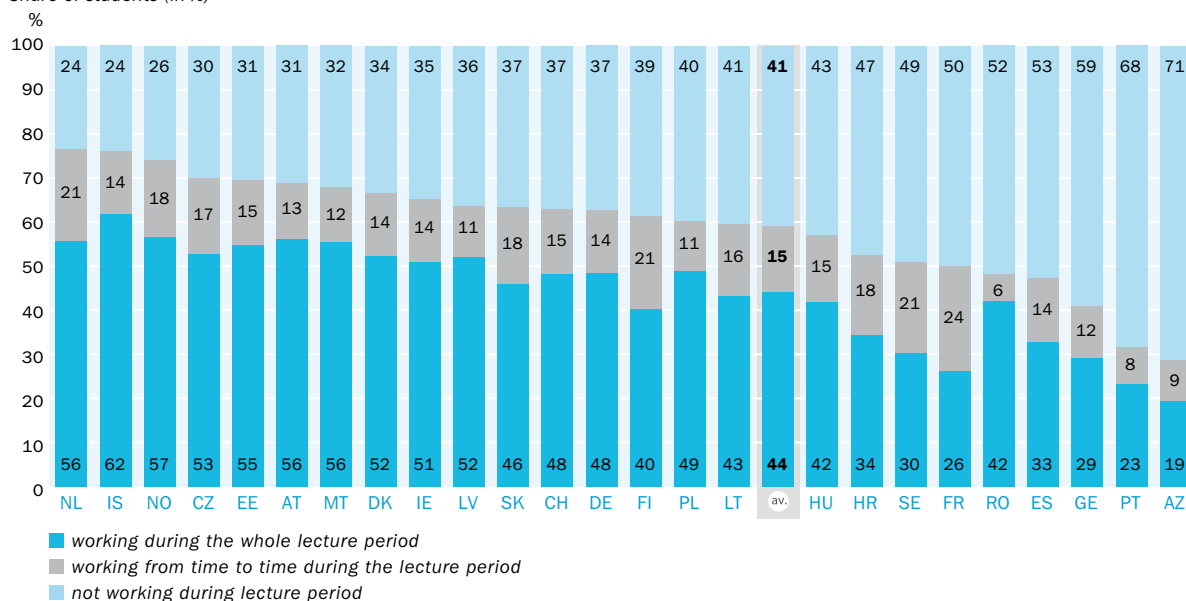
Differences can be observed not only between countries but also over time. The shares of students with a paid job during the lecture period (not living with their parents) changed over the last rounds of EUROSTUDENT (Figure B6.2). In most countries, an increase of working students is visible.

- Especially drastic increases in the employment rates since the last EUROSTUDENT round are visible in Malta.
- Only in the Czech Republic the share of students with a paid job decreased since the last round.
- The largest increase in working students between round VI and the current round is in Malta (from 60 % to 79 %).

Figure B6.1 [↓](#)

Students' employment during lecture period

Share of students (in %)



Data source: EUROSTUDENT 8, H.1.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.4 Do you have (a) paid job(s) during the current #lecture period?

Deviations from EUROSTUDENT survey conventions: AT, CH, FR.

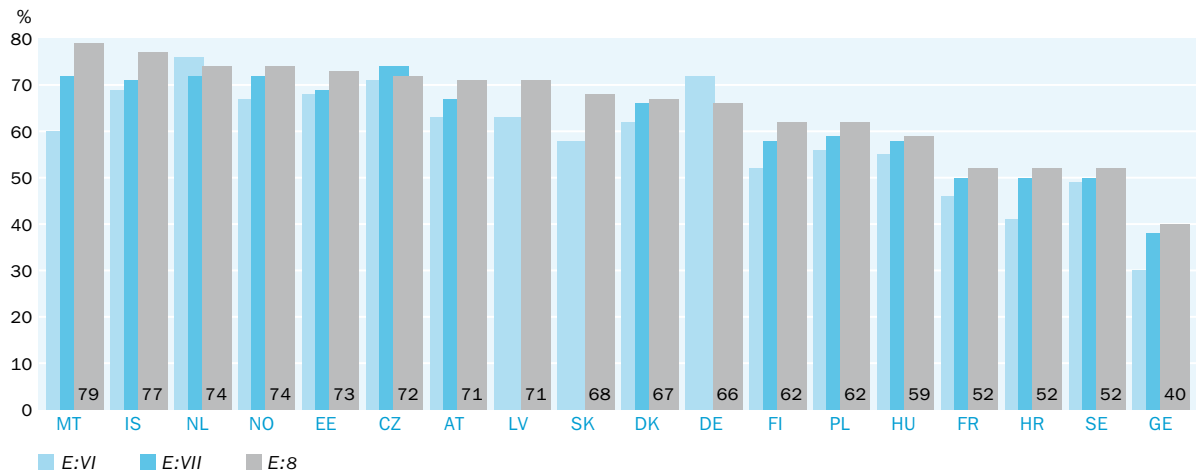
Deviations from EUROSTUDENT standard target group: IE, NL.

Students with parents not at all well-off work more often.

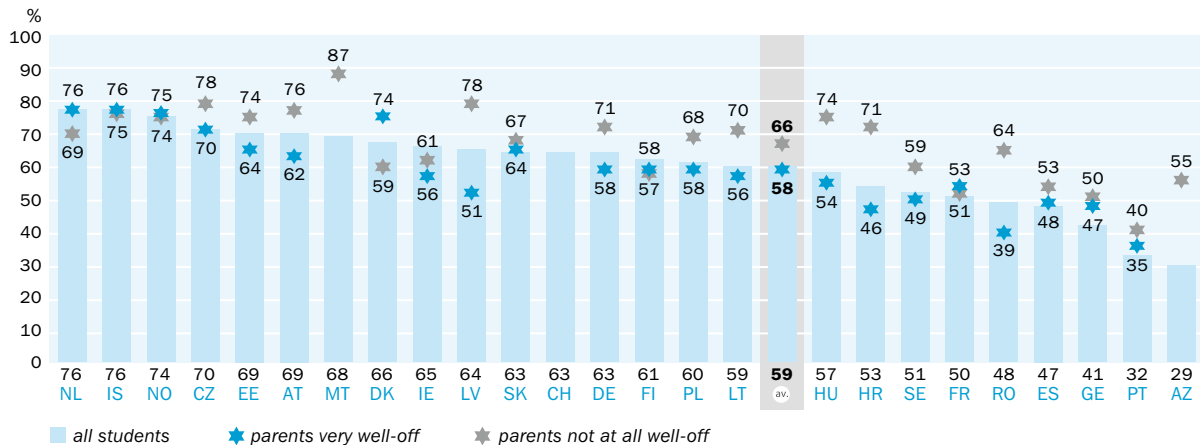
Working during the lecture period leaves students less time for focusing on their studies (> Chapter B5). Often it is the students with parents not at all well-off who (have to) work during the lecture period (Figure B6.3). This can also be due to the fact that this group is older in many countries and in a different life situation (> Chapter B2).

Figure B6.2 [↓](#)**Students' employment during the lecture period in EUROSTUDENT VI to EUROSTUDENT 8**

Share of students with (a) paid job(s) (in %), only students not living with parents

**Data source:** EUROSTUDENT 8, H.1. **No (comparable) data:** AZ, CH, ES, IE, LT, PT, RO.**Data collection:** Spring 2022 – summer 2022 except DE (summer 2021), AT, FR, PT (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.4 Do you have (a) paid job(s) during the current #lecture period?**Note(s):** For information on previous rounds, see eurostudent.eu.**Deviations from EUROSTUDENT survey conventions:** AT, FR.**Deviations from EUROSTUDENT standard target group:** IE, NL.Figure B6.3 [↓](#)**Students' employment during lecture period by parental financial status**

Share of students with (a) paid job(s) (in %)

**Data source:** EUROSTUDENT 8, H.1. **No data:** parental financial status: CH. **Too few cases:** parents very well-off: AZ, MT.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.4 Do you have (a) paid job(s) during the current #lecture period?**Deviations from EUROSTUDENT survey conventions:** AT, CH, FR.**Deviations from EUROSTUDENT standard target group:** IE, NL.

Employment rates during the lecture period are compared between different groups in Table B6.1. Not surprisingly, the share of working students is larger in older age groups. On average, 44 % of students younger than 22 years work, while the share is 80 % among students 30 years and over. Logically, higher shares of Master students work, compared to Bachelor students. Overall, in the group of students who study at non-universities, 69 % combine studying and working during the lecture period, while it is 56 % at universities.

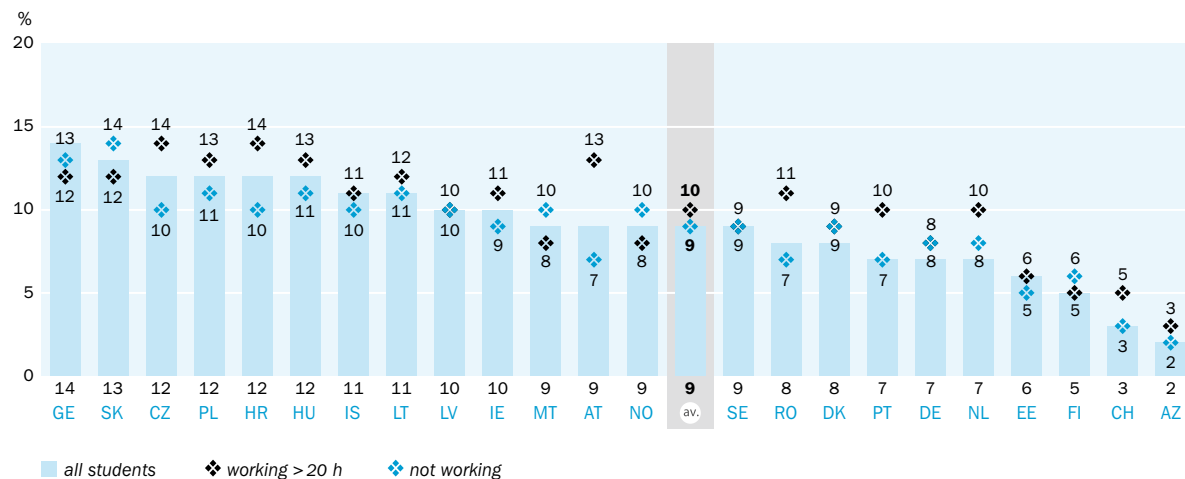
10 % of students working more than 20 hours a week consider completely abandoning their higher education studies.

In general, about 9 % of the students have serious thoughts of completely abandoning higher education studies. Considering the extra responsibility and time that goes along with working, it is not surprising that in most of the EUROSTUDENT countries the dropout intentions are (slightly) more prevalent among students working more than 20 hours a week, with the largest gap in Austria (Figure B6.4). Besides the number of working hours, also the flexibility of the study programs and jobs can play a role in (working) students' intentions to dropout.

Figure B6.4 [↓](#)

Dropout intention by hours of work

Share of students with dropout intention (in %)



Data source: EUROSTUDENT 8, C.14. No data: ES, FR.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 3.1 Generally, to what extent do you agree with the following statements regarding your studies? I am seriously thinking of completely abandoning my higher education studies. Source: Trautwein et.al. (2007).

Deviations from EUROSTUDENT standard target group: IE, NL.

Income from paid job(s)

There are huge differences in the income of working students between the countries.

By working during the lecture period, the median income of students is about 811 PPS/month (PPS: Purchasing Power Standard, > Chapter B7). However, as visible in Figure B6.5, the income varies greatly between countries.

■ The highest incomes of students can be found in Malta, the lowest in Denmark.

In nearly all countries, male students earn on average more than female students. This can be partly explained by the fact that male students with paid jobs on average work more hours per week (1 h more) in most of the EUROSTUDENT countries (Table B6.2).

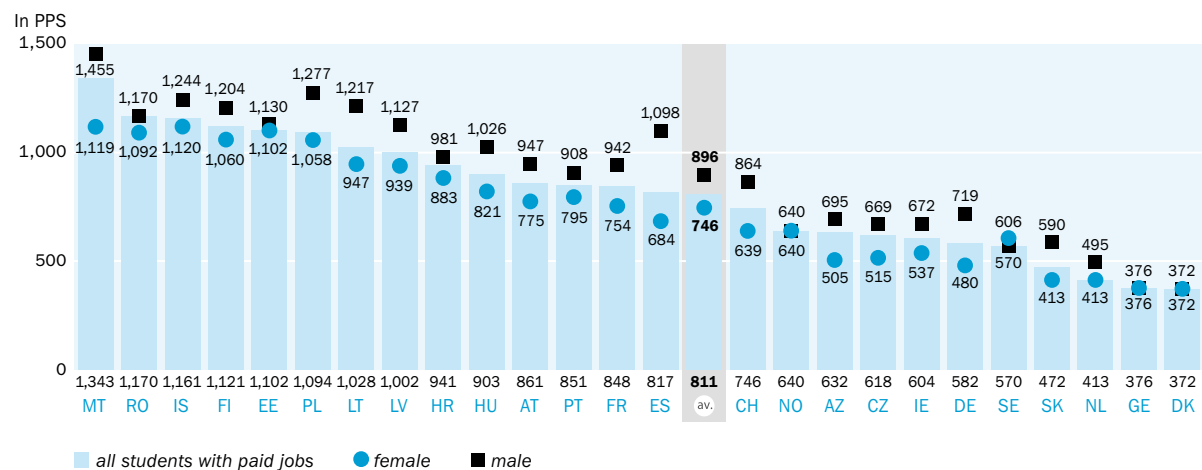
- In the Czech Republic, Estonia, Iceland, and Lithuania, they work about the same amount of time.
- In Norway and Sweden, where there is no or even an opposite income gap, female students work on average 1 hour more per week.

While male students work more hours, in nearly all EUROSTUDENT countries, slightly more female students work. Azerbaijan stands out in that it is rather male students who work (difference of 18 % points between males and females).

Figure B6.5 ↓

Income from current job by female/male students

Monthly median income from job (in PPS), only students with paid job(s)



Data source: EUROSTUDENT 8, H.61.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.15 What is the average monthly amount available to you in cash or via #bank transfers from the following sources during the current #lecture period?

Deviations from EUROSTUDENT standard target group: IE, NL.

Study-related jobs

Combining studying and working does not always mean that theoretical and practical input go hand in hand. Analysing students with (a) paid job(s) shows that, on average, only about half of them has a position that is directly related to their studies (Figure B6.6).

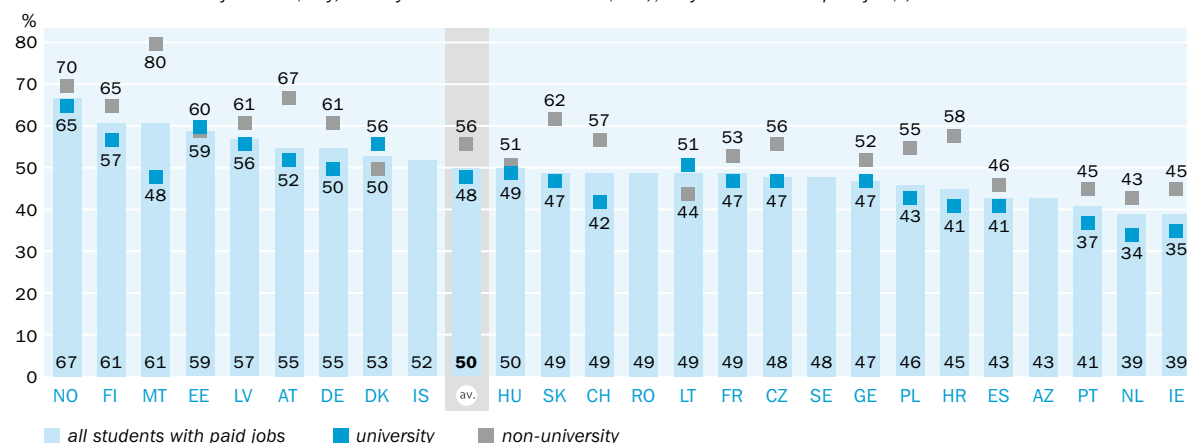
- Taking a closer look at universities and non-universities, it becomes visible that in most of the countries, students at non-universities tend to more often work in fields related to their studies.
- Only in Estonia, Denmark, and Lithuania, it is more often students at universities who work in study-related jobs.

Table B6.3 shows that especially students from the fields Education, Health and Welfare, and Information and Communication Technology have jobs related to their studies. Students in the fields Social Sciences, Journalism and Information, Arts and Humanities, and Natural Sciences, Mathematics and Statistics, on average, have least often jobs that match their field.

How closely the jobs of students are related to their studies varies between fields of study.

Figure B6.6 [↓](#)**Study-related jobs by type of HEI**

Share of students whose jobs are (very) closely related to their studies (in %), only students with paid job(s)

**Data source:** EUROSTUDENT 8, H.6. **No data:** No non-universities exist in AZ, IS, RO, SE.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.7 How closely related is/are your paid job(s) to the content of your current study programme?**Deviations from EUROSTUDENT survey conventions:** AT, CH, NO.**Deviations from EUROSTUDENT standard target group:** IE, NL.**Motives for working**

Students with paid jobs were also asked regarding their motives for working. They could agree to each of five different reasons to work (multiple responses). On average of all EUROSTUDENT countries, covering living costs is the most important motive (70 % of students agree to that), closely followed by being able to afford extra things (69 %). To work to gain experience on the labour market was mentioned by 59 % of the students with paid jobs, 48 % work to afford to be a student and 26 % work to support others financially (Figure B6.7).

- Compared to the agreement to the other motives, in Iceland, Norway, Ireland, and Malta working to be able to afford to be a student seems to be more relevant than in other countries.
- Experience on the labour market is a particular relevant reason for students in France, while working because of the need to support others plays a comparatively important role in Azerbaijan.

Students who work more than 20 hours per week much more often state that they work to be able to cover living costs and to afford to be a student than students working one to five hours.

It is especially students with parents not at all well-off, who have to work to be able to afford studying.

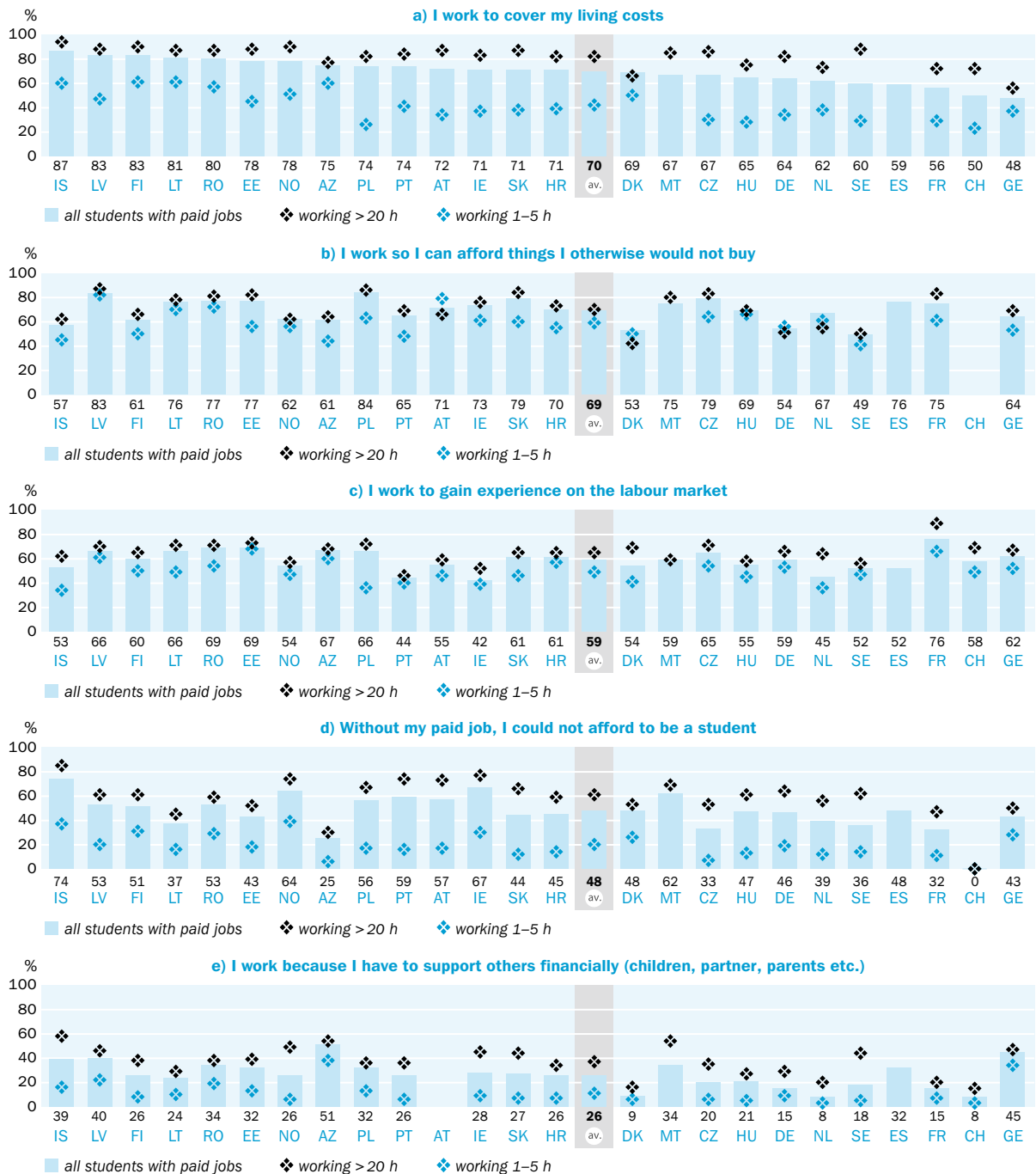
A closer look has to be taken at the group who could not afford to be a student without having a paid job. Figure B6.8 shows how big those shares are among all students (Figure B6.7: only students with paid jobs). The decisive factor here is the gap between students with parents that are very well-off and those with parents not at all well-off. On average, the share of students who has to work to afford studying is 2.6 times higher among students with parents not at all well-off compared to those with very well-off backgrounds. However, this factor varies extremely between the countries.

- The greatest gap can be found in Germany, where this share is about 9.3 times higher, followed by Romania (5.8), Croatia (5.2), and the Czech Republic (5.1).

Figure B6.7

Reasons to work by working hours

Share of students to whom this applies (totally) (in %), only students with paid job(s)



Data source: EUROSTUDENT 8, H.5. **No data:** AT (e), CH (b, d); working hours: ES. **Too few cases:** working 1-5 h: MT.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

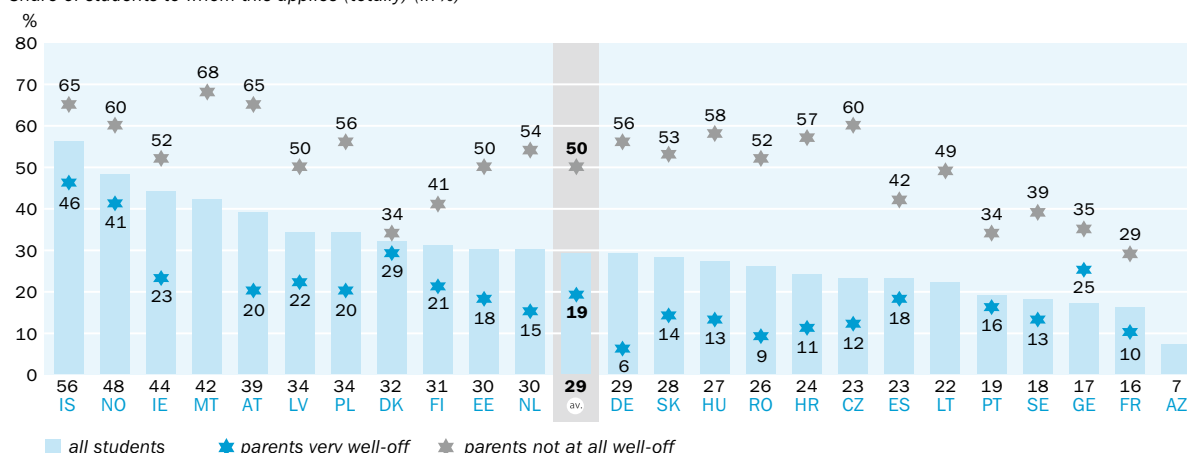
EUROSTUDENT question(s): 4.6 To what extent do the following statements apply to your situation? I work to cover my living costs; I work so I can afford things I otherwise would not buy; I work to gain experience on the labour market; Without my paid job, I could not afford to be a student; I work because I have to support others financially (children, partner, parents etc.).

Deviations from EUROSTUDENT survey conventions: NO.

Deviations from EUROSTUDENT standard target group: IE, NL.

Figure B6.8 [↓](#)**Working to afford to be a student by parental financial status**

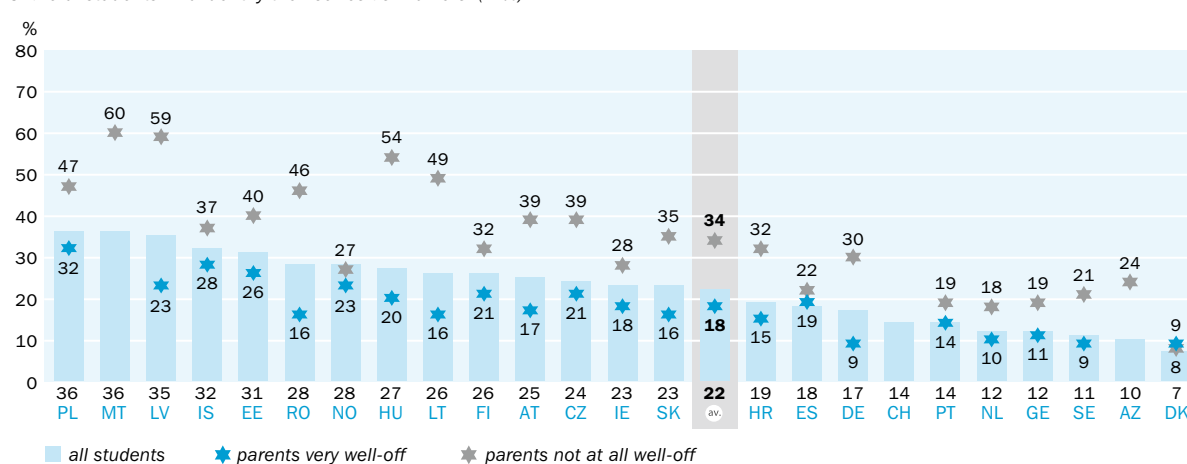
Share of students to whom this applies (totally) (in %)

**Data source:** EUROSTUDENT 8, H.5. **No data:** CH. **Too few cases:** parental financial status: AZ; parents very well-off: LT, MT.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.6 To what extent do the following statements apply to your situation? Without my paid job, I could not afford to be a student.**Deviations from EUROSTUDENT survey conventions:** NO.**Deviations from EUROSTUDENT standard target group:** IE, NL.**Students' self-perception**

Students with paid jobs were asked if they see themselves primarily as a student who works alongside their studies, or as a worker who studies alongside their paid job(s). About one fifth of all students describe themselves as being primarily 'workers' rather than 'students'.

Figure B6.9 [↓](#)**Self-identification as being primarily a worker by parental financial status**

Share of students who identify themselves as 'workers' (in %)

**Data source:** EUROSTUDENT 8, H.4. **No data:** FR; parental financial status: CH. **Too few cases:** parents very well-off: AZ, MT.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.8 Which of the following describes your current situation best? 1) Primarily I am a student, and I am working alongside my studies, 2) Primarily I work, and I am studying alongside my paid job(s).**Deviations from EUROSTUDENT survey conventions:** CH.**Deviations from EUROSTUDENT standard target group:** IE, NL.

This share is much bigger among students with parents not at all well-off. About every third of them considers themselves to be a worker (see Figure B6.9). The pattern of students with parents not at all well-off rather considering themselves to be 'workers' holds true for all EUROSTUDENT countries except Denmark.

Internships

Box B6.2

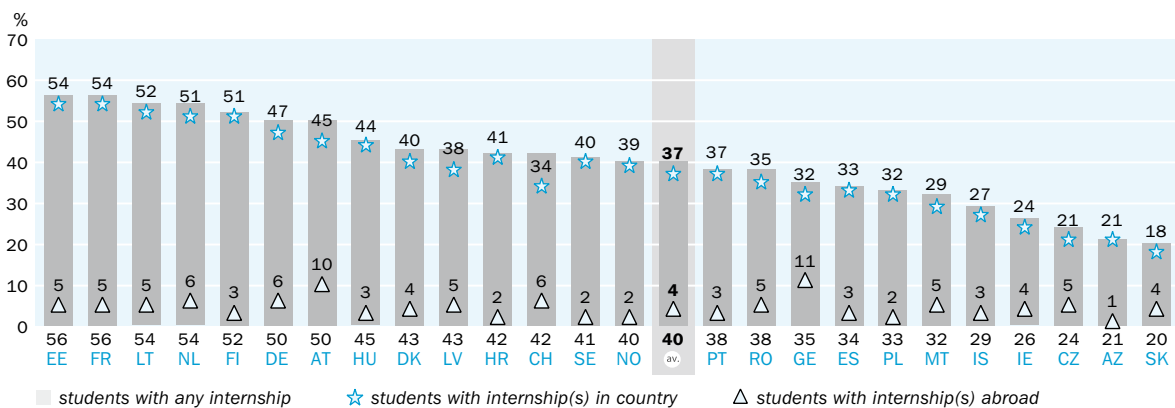
Methodological note: Students' internship(s)

Students were asked to give information about the internship(s) they have done since they first entered higher education on the one hand (in country/abroad), and to give more details on their latest internship on the other hand (obligation, payment).

Figure B6.10 [↓](#)

Internship(s) since first entering HE (in country or abroad)

Share of students (in %)



Data source: EUROSTUDENT 8, H.7.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.18 Have you done any internships (of at least one week, mandatory or voluntary) since you first entered higher education in #country?

Note(s): Multiple internships possible.

Deviations from EUROSTUDENT survey conventions: CH, RO.

Deviations from EUROSTUDENT standard target group: IE, NL.

On average, about 40 % of students have done at least one internship since first entering higher education, but the differences between countries are considerable. The columns of Figure B6.10 display all students that have done at least one internship, regardless of whether it was in the country or abroad. Most common everywhere are internships in the country of studying. While on average around 37 % have already done one of those, only 4 % have been abroad for an internship. More insights into mobility can be found in [Chapter B10](#) on international student mobility.

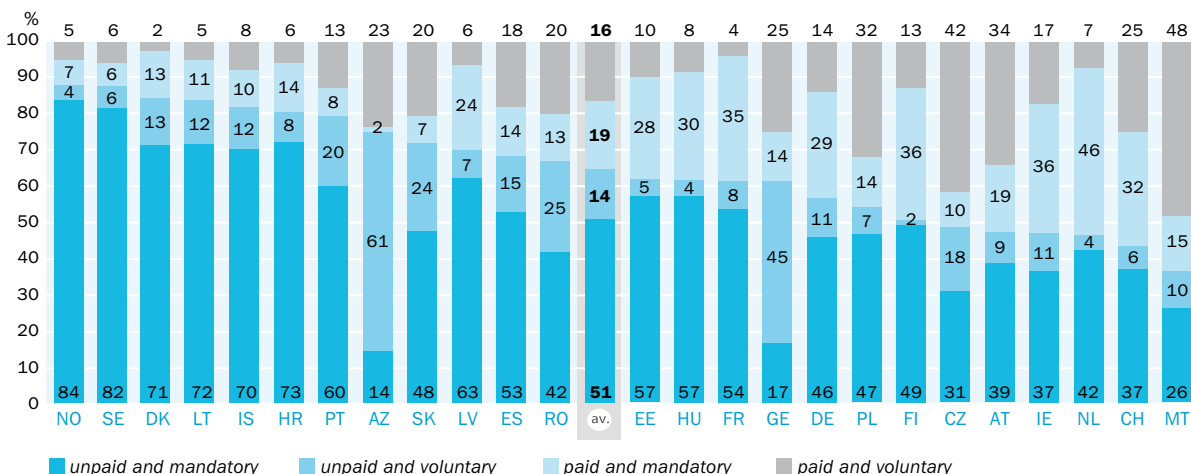
Taking a closer look at the most recent internships (in country) of the students, it shows that on average, every second internship is unpaid and mandatory (Figure B6.11).

- Only in two countries (Azerbaijan, Georgia), the share of unpaid voluntary internships stands out.

Figure B6.11 [↓](#)

Remuneration and type of most recent internship in country

Share of students (in %), only students with internships in country



Data source: EUROSTUDENT 8, H.10.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.19 Was your most recent internship in #country mandatory or voluntary? 4.20 Was your most recent internship in #country paid or unpaid?

Deviations from EUROSTUDENT survey conventions: CH.

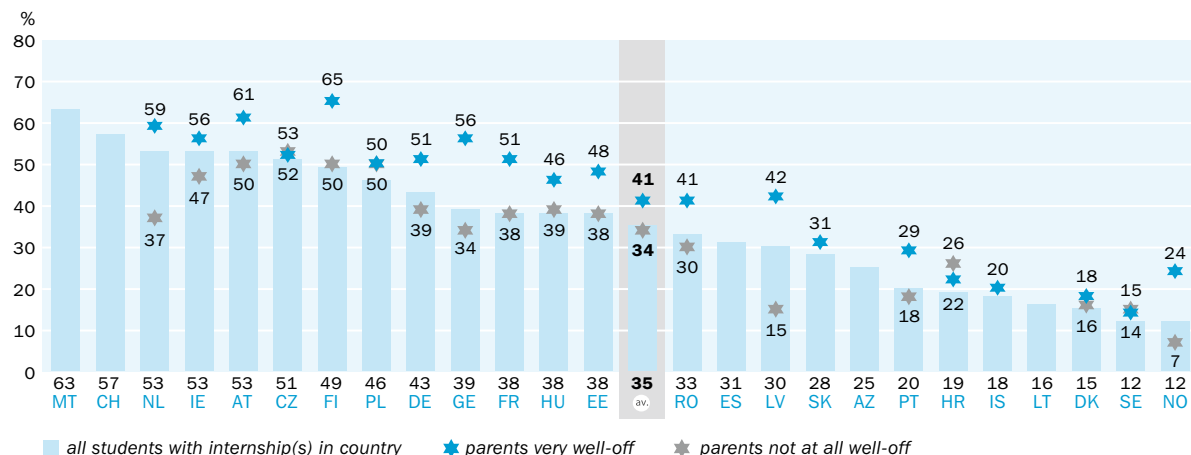
Deviations from EUROSTUDENT standard target group: IE, NL.

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Figure B6.12 [↓](#)

Payment of most recent internship in country by parental financial status

Share of students whose most recent internship was paid (in %), only students with internships in country



Data source: EUROSTUDENT 8, H.10. No data: parental financial status: CH, ES. Too few cases: parental financial status: AZ, LT, MT, not at all well-off: IS, SK.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.19 Was your most recent internship in #country mandatory or voluntary? 4.20 Was your most recent internship in #country paid or unpaid?

Deviations from EUROSTUDENT survey conventions: CH.

Deviations from EUROSTUDENT standard target group: IE, NL.

Overall, only about 35 % of the most recent internships (in country) are paid (see Figure B6.12). In most of the countries the shares of paid internships are higher among students with very well-off parents.

Most of the students' internships are not paid.

In Table B6.4, the shares of unpaid internships (in country) are compared between the different fields of study. On average, unpaid internships are most common in the fields Education and Health and Welfare. They are least common in Information and Communication Technologies and Engineering, Manufacturing and Construction.

Discussion and policy considerations

Working students are a common phenomenon in higher education, which means that grasping their backgrounds and knowing the details of their jobs is of great importance for improving the framework conditions of their studies. Understanding the experiences and challenges faced by working students is crucial for institutions and policymakers to develop effective support mechanisms to facilitate students' academic success and overall well-being.

On average, 59 % of the students in EUROSTUDENT countries work during the lecture period, with more mature students and those at non-universities having paid jobs. Furthermore, a higher share of female students works, but on average less hours per week, earning less money. As a matter of fact, for a fifth of the students their work plays such a significant role in their life that they identify rather as 'workers' than as 'students'.

The intersection of academic goals and professional aspirations offers a special set of opportunities and difficulties. As outlined above, previous studies show that working besides studying often comes along with various side effects on academic performance, be it longer duration of study or a higher chance of dropping out on the negative, or better employability and more resources to spend on the positive side. Furthermore, with a job comes the additional challenge for students to allocate their individual time resources appropriately between work and study without neglecting either of the two or other activities (> Chapter B5). How easy it is to combine studying and working depends on whether part-time studies are available in the countries and how flexible the study programmes and jobs are. Students with jobs must arrange their classes and individual learning activities with the hours they signed up to work. In view of the additional burden that this entails, it is not unexpected that dropout intentions are more prevalent among students who work more than 20 hours per week in most of the countries. This all raises the question as to what the motives are for combining studying and working.

The main reason to work for students in the EUROSTUDENT countries is that they need to afford their living expenses. Especially students working more than 20 hours a week state that this is the reason for why they have a job. Beyond financial incentives, the goal of gaining work experience can also be to close the knowledge gap between academic programmes and the practical requirements of different positions, gaining a competitive advantage in one's professional career. On average, about 60 % of working students in the EUROSTUDENT countries state that gaining experience on

the labour market is one of the reasons why they have a job. However, the extent to which a job alongside the degree programme increases future employability also depends on whether it is related to the field of study. Moreover, not all students can be selective in their choice of workplace. Overall, about every second student who works holds a job that is directly related to their academic pursuits, but this share varies between fields of study. Furthermore, a very critical aspect is that students with parents who are not at all well-off are much more likely to have to work in order to be able to afford to study than students with very wealthy parents.

Besides working during the semester, also internships can offer a possibility for students to gain practical insights. Although there are significant disparities across students from different EUROSTUDENT countries, on average, 40 % of them have completed at least one internship either domestically or in another country since beginning their higher education. However, while taking time off to fully focus on a work experience may be advantageous for additional training, it can also cause issues for students who depend on paid employment which they cannot continue simultaneously. This problem is exacerbated by the fact that most students' internships in the EUROSTUDENT countries are unpaid, especially those that are mandatory. The topic of internship compensation is currently being discussed at the EU level with the Employment Committee of the European Parliament voting overwhelmingly in favour of outlawing unpaid internships (European Parliament, 2023). Hence, it is not only of scientific, but also political interest to observe the forthcoming advancements in this domain.

Tables

Table B6.1

Students with paid jobs during the lecture period by age, qualification studied for, and type of HEI

Share of students (in %)

	All students	Age groups				Qualification studied for		Type of HEI	
		Up to 21 years	22 to < 25 years	25 to < 30 years	30 years and over	Bachelor degree [ISCED 6]	Master degree [ISCED 7]	University	Non-university
AT	69	49	65	78	80	64	79	69	70
AZ	29	21	47	60	71	25	59	29	n/a
CH	63	38	60	74	77	59	73	58	69
CZ	70	56	71	81	94	69	82	68	86
DE	63	45	62	70	76	60	71	60	67
DK	66	64	69	69	54	64	73	68	65
EE	69	49	68	80	85	65	86	68	75
ES	47	30	51	72	76	44	64	39	63
FI	61	49	52	62	72	57	73	56	66
FR	50	38	67	71	69	40	67	51	48
GE	41	34	46	48	65	43	58	40	49
HR	53	32	55	71	88	51	66	49	68
HU	57	38	55	71	88	57	73	53	74
IE	65	58	62	71	79	60	73	63	68
IS	76	66	77	74	79	74	80	76	n/a
LT	59	42	66	75	82	56	82	58	64
LV	64	41	70	79	84	58	80	62	73
MT	68	52	64	80	87	59	84	59	85
NL	76	77	75	73	84	77	71	69	83
NO	74	61	70	76	85	68	80	72	78
PL	60	44	63	76	90	57	76	55	79
PT	32	13	32	60	83	26	54	29	36
RO	48	23	49	69	89	44	81	48	n/a
SE	51	38	46	53	63	50	51	51	n/a
SK	63	49	62	73	92	62	75	59	91
av.	59	44	60	71	80	56	72	56	69

n/a: not applicable.

Data source: EUROSTUDENT 8, H.1.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.4 Do you have (a) paid job(s) during the current #lecture period?**Deviations from EUROSTUDENT survey conventions:** AT, CH, FR.**Deviations from EUROSTUDENT standard target group:** IE, NL.

Table B6.2

Share of students with paid jobs and mean of their working hours by female/male students

Share of students (in %) and mean of working hours per week (in h)

	Share of students with paid jobs		Working hrs./week	
	Female	Male	Female	Male
AT	70	68	20	23
AZ	20	38	28	36
CH	68	57	14	16
CZ	72	67	22	22
DE	64	62	16	17
DK	69	63	13	14
EE	71	66	28	28
ES	65	48	n.d.	n.d.
FI	65	57	22	26
FR	52	48	17	19
GE	41	41	31	32
HR	54	51	27	28
HU	58	56	28	29
IE	67	63	22	25
IS	77	74	24	24
LT	61	57	29	29
LV	66	60	32	33
MT	66	71	27	31
NL	78	74	15	16
NO	77	70	21	20
PL	61	59	31	32
PT	30	33	25	28
RO	46	50	31	33
SE	55	44	16	15
SK	65	61	25	26
av.	61	58	24	25

n.d.: no data.

Data source: EUROSTUDENT 8, H.1. **No data:** working hours: ES.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.4 Do you have (a) paid job(s) during the current #lecture period? 4.5 How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?**Deviations from EUROSTUDENT survey conventions:** AT, CH, FR.**Deviations from EUROSTUDENT standard target group:** IE, NL.

Table B6.3

Study-related jobs by field of study

Share of working students whose jobs are (very) closely related to their studies (in %)

	All students	Field of study									
		Education	Arts and Humanities	Social Sciences, Journalism and Information	Business, Administration and Law	Natural Sciences, Mathematics and Statistics	ICTs	Engineering, Manufacturing and Construction	Agriculture, Forestry, Fisheries and Veterinary	Health and Welfare	Services
AT	55	64	39	38	59	37	75	62	54	57	71
AZ	43	41	49	26	55	t.f.c.	t.f.c.	34	t.f.c.	t.f.c.	37
CH	49	58	40	31	46	42	65	59	64	59	63
CZ	48	57	35	31	53	34	67	53	34	53	45
DE	55	56	40	40	58	42	70	62	68	69	35
DK	53	56	44	56	53	48	55	44	39	64	46
EE	59	70	42	51	61	50	67	66	t.f.c.	64	59
ES	43	52	37	39	48	45	41	t.f.c.	t.f.c.	47	n.d.
FI	61	69	48	50	62	45	59	64	58	70	62
FR	49	67	27	29	45	44	60	62	69	72	41
GE	47	69	45	33	57	31	40	42	61	50	38
HR	45	51	36	33	47	44	55	40	29	53	40
HU	50	59	36	32	52	39	60	59	42	48	46
IE	39	58	19	26	40	27	40	42	42	53	57
IS	52	82	26	42	48	30	33	33	t.f.c.	70	t.f.c.
LT	49	79	31	42	51	42	50	57	t.f.c.	52	t.f.c.
LV	57	83	42	42	48	55	56	67	t.f.c.	66	56
MT	61	87	35	50	60	t.f.c.	52	55	t.f.c.	66	t.f.c.
NL	39	49	33	29	37	26	46	37	42	52	35
NO	67	79	58	55	62	39	55	46	58	83	69
PL	46	54	34	28	53	27	61	50	36	53	33
PT	41	55	30	29	44	30	32	45	34	44	48
RO	49	71	43	34	46	37	62	53	48	52	t.f.c.
SE	48	70	32	40	47	32	33	31	40	57	44
SK	49	45	40	30	52	30	68	56	30	58	53
av.	50	63	38	37	51	38	54	51	47	59	49

n.d.: no data. t.f.c.: too few cases.

Data source: EUROSTUDENT 8, H.6.

Data collection: Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).

EUROSTUDENT question(s): 4.7 How closely related is/are your paid job(s) to the content of your current study programme?

Deviations from EUROSTUDENT survey conventions: AT, CH, NO.

Deviations from EUROSTUDENT standard target group: IE, NL.

Table B6.4

Unpaid internship(s) by field of study

Share of students whose most recent internship was unpaid (in %)

	All students	Field of study									
		Education	Arts and Humanities	Social Sciences, Journalism and Information	Business, Administration and Law	Natural Sciences, Mathematics and Statistics	ICTs	Engineering, Manufacturing and Construction	Agriculture, Forestry, Fisheries and Veterinary	Health and Welfare	Services
AT	47	84	46	57	15	30	8	9	51	82	43
AZ	75	79	74	79	73	t.f.c.	t.f.c.	72	t.f.c.	87	t.f.c.
CH	43	89	33	29	16	43	13	18	60	25	6
CZ	49	66	55	63	33	44	12	19	67	85	55
DE	57	92	74	65	40	61	40	34	47	85	59
DK	85	96	95	80	89	80	71	65	96	86	95
EE	62	90	77	66	63	51	29	27	t.f.c.	86	54
ES	69	65	74	66	68	73	73	t.f.c.	t.f.c.	71	n.d.
FI	51	90	62	28	29	34	30	13	35	84	62
FR	62	75	72	63	66	56	48	46	55	63	78
GE	61	69	60	65	67	52	t.f.c.	47	49	68	41
HR	81	92	84	82	76	73	52	61	91	96	92
HU	62	86	71	69	41	60	22	29	82	89	64
IE	47	89	68	61	29	34	16	14	66	73	47
IS	82	77	73	91	67	t.f.c.	t.f.c.	t.f.c.	t.f.c.	95	t.f.c.
LT	84	95	87	84	83	83	62	72	t.f.c.	93	t.f.c.
LV	70	79	70	64	69	t.f.c.	39	54	91	84	71
MT	36	58	t.f.c.	t.f.c.	24	t.f.c.	4	t.f.c.	n.d.	68	*0
NL	47	82	48	41	22	62	24	15	48	61	47
NO	88	96	83	86	71	80	50	50	77	94	76
PL	54	60	73	52	37	69	27	47	61	86	57
PT	79	89	82	75	66	80	74	66	82	96	78
RO	67	87	77	71	76	76	31	49	75	91	t.f.c.
SE	88	95	80	85	77	81	76	60	91	91	t.f.c.
SK	72	89	80	80	57	t.f.c.	20	33	94	93	t.f.c.
av.	65	83	71	67	54	61	37	41	69	81	60

n.d.: no data. t.f.c.: too few cases.

Data source: EUROSTUDENT 8, H.10.**Data collection:** Spring 2022 – summer 2022 except CH (spring 2020), DE (summer 2021), AT, ES, FR, PT, RO (spring 2023 – summer 2023).**EUROSTUDENT question(s):** 4.19 Was your most recent internship in #country mandatory or voluntary? 4.20 Was your most recent internship in #country paid or unpaid?**Deviations from EUROSTUDENT survey conventions:** CH.**Deviations from EUROSTUDENT standard target group:** IE, NL.

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