

Business Students' Employment during their Studies

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ABSTRACT

The purpose of this study was to find out how the business students of Lahti University of Applied Sciences are employed during their studies. The scope was both Finnish and international students to see if there were any variations between them.

The theoretical part in this thesis includes information about motivational aspects of working, general factors affecting employment, and also how to find a job as a student.

The method used in the empirical part of this research was quantitative. A questionnaire made in Webropol was sent to Lahti University of Applied Sciences' business students in spring 2017. All in all, the questionnaire was sent to 1,723 students and 260 answered.

The results showed that business students of Lahti University of Applied Sciences are well employed, but many students would like to get some kind of support for their search of job. The biggest motivator for working is money, but many conclude that experience is a big motivational factor for them, too.

The results of this thesis can be used by, for example, tutor teachers to guide their future students, or the students themselves when trying to find a job during their studies.

Key words: employment, working, studying, students

Lahden ammattikorkeakoulu

Degree Programme in International Business

HYVÖNEN, EMILIA & KINNUNEN, ELINA: Liiketalouden opiskelijoiden työllistyminen opintojen aikana

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TIIVISTELMÄ

Opinnäytetyön tavoitteena oli tutkia Lahden ammattikorkeakoulun liiketalouden opiskelijoiden työllistymistä opintojensa aikana. Tutkimusryhmään kuuluivat sekä suomalaiset että ulkomaalaiset opiskelijat.

Teoreettinen osuus opinnäytetyössä sisältää motivaatio-teoriaa sisäistettynä työskentelyyn, työllistymisen yleisiä tekijöitä, sekä informaatiota kuinka työllistyä opiskelijana.

Empiirisessä osuudessa on käytetty kvantitatiivista, eli määrällistä tutkimusta. Kysely tehtiin Webropolin kautta ja lähetettiin sähköpostilla 1723:lle Lahden ammattikorkeakoulun liiketalouden opiskelijalle keväällä 2017. Vastauksia tuli yhteensä 260.

Vastauksista näkyy muun muassa se, että Lahden ammattikorkeakoulun liiketalouden opiskelijat ovat työllistyneet hyvin, mutta monet opiskelijat kaipaisivat jonkinasteista lisätukea työnhakuun. Motivaattoriksi opiskelijat kertovat suurimmaksi osaksi rahan, mutta myös kokemus on yksi suuri motivoiva tekijä.

Tutkimuksen tuloksia voi käyttää esimerkiksi tutoropettajat ohjatessaan uusia opiskelijoitaan, tai opiskelijat itse halutessaan tietoa työllistymisen mahdollisuudesta opintojensa aikana.

Asiasanat: työllistyminen, työnteko, opiskelu, opiskelijat

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1 INTRODUCTION

This chapter aims to help the reader to get familiar with the research topic of the thesis. The chapter explains the research background, thesis objectives, research questions and possible limitations. Finally, the chapter introduces the theoretical framework applied, as well as the structure of the thesis.

1.1 Research Background

In Finland, students get financial support from the government through Kela, which is the Social Insurance Institute of Finland. However, this student allowance does not usually cover all the expenses such as rent, electricity, mobile phone and internet bill, and food expenses. Thereby many students are obligated to get a student loan, which is also guaranteed by the government, or to work during their studies, sometimes both.

International students in the degree programme of International Business, however, do not get any support from the Finnish government and therefore they have a greater pressure to land a job when they come to Finland. The language barrier is one of the largest obstacles they have in finding a job. Foreign students do simple jobs where the language is not needed, for example, distribute newspapers or work as a cleaner. These are also often night jobs.

In this thesis, the authors researched both Finnish and international business students and compared them with each other to see if there were any differences and if there were, what were they.

The authors were interested in this particular topic to see to what extent other students are working, how they got that certain job, what were the factors affecting their search of a job and if they had enough support in the field of employment. The authors have part-time jobs themselves and want to see whether people their own age have the same situation, or even permanent positions or other arrangements.

1.2 Thesis Objectives, Research Questions, and Limitations

This thesis aims to research the employment of business students during their studies. The purpose of the study is to gain knowledge on business students' working situation and thereby help new students or tutor teachers to find new opportunities in working life.

A carefully selected research question and sub-questions are a major part of a well-conducted thesis. The aim of the research question is to clarify the problem and sub-questions define the focus points of the main question. (Saunders, Lewis & Thornhill 2009, 32-33.)

The main research question:

How are Finnish and international LUAS business students employed during their studies?

Sub-questions:

What motivated the student to find a job?

Is there enough support available?

What are the challenges in finding a job?

As every research, also this research has limitations. The research covers only Päijänne-Tavastia students. The authors also decided not to interview or survey any alumni and wanted to keep the research only to students who are studying right now at Lahti University of Applied Sciences. Also, the research does not cover internships, just students who are currently employed.

1.3 Theoretical Framework

The key theories used in the thesis are chosen to lead the reader to the topic of employment amongst students. It is important to understand the factors affecting their employment and the importance of a workplace to a student.

In the first theory chapter, the researchers introduce Maslow's hierarchy of needs, which explains the importance of a workplace to a human being in general. The chapter includes both positive and negative effects of a workplace and also explains how the theory is utilized in a workplace nowadays and what is criticized in the theory. The second chapter focuses on the factors which affect employment, what can be the reasons or obstacles in finding a job and what motivational problems can come up. Furthermore, the current employment situation in Finland and more specifically in Päijänne-Tavastia area is explained and also the situation amongst students. The third theory chapter addresses the job search of students, how to find a job and what to take into consideration in the application, CV, and interview.

The authors have used internet sources and literature for the theory part of this thesis. The literature found was not as up to date as the internet sources, so the authors favored the internet sources more.

1.4 Research Methodology and Data Collection

The research process begins by defining the research approach. There are two different approaches that can be used and they differ in the role of theory in research. These approaches are deductive and inductive. In the deductive approach theory and hypothesis are developed and tested. In the inductive approach, data is collected and theory is developed as a result of the data analysis. (Saunders, Lewis & Thornhill 2009, 124.) In this research, the researchers have decided to use inductive approach because there is no existing theory about this particular matter.

The research methods are divided into qualitative and quantitative methods. In this thesis, data is collected with a survey, which is a quantitative method. A survey strategy tends to be used for exploratory and descriptive research and a large amount of data can be collected (Saunders, Lewis & Thornhill 2009, 144).

Even though the inductive approach is usually paired with a qualitative method, in this research the authors thought that these approaches and methods worked for them the best.

1.5 Thesis Structure

This thesis consists of two parts, theoretical part, and empirical part. This thesis starts with an introduction chapter, which aims to familiarize the reader with the topic. In it, there is also introduced how the research has been done. After the introduction chapter, there are three theory chapters which are divided into the Motivational aspect, Factors affecting employment, and How to find a job as a student.

After these chapters starts the empirical part, where the implementation of the research is shown. Also, the results and data analysis are part of this empirical part and have their own chapters. In the final part of this thesis, there are the conclusion and summary of the research.

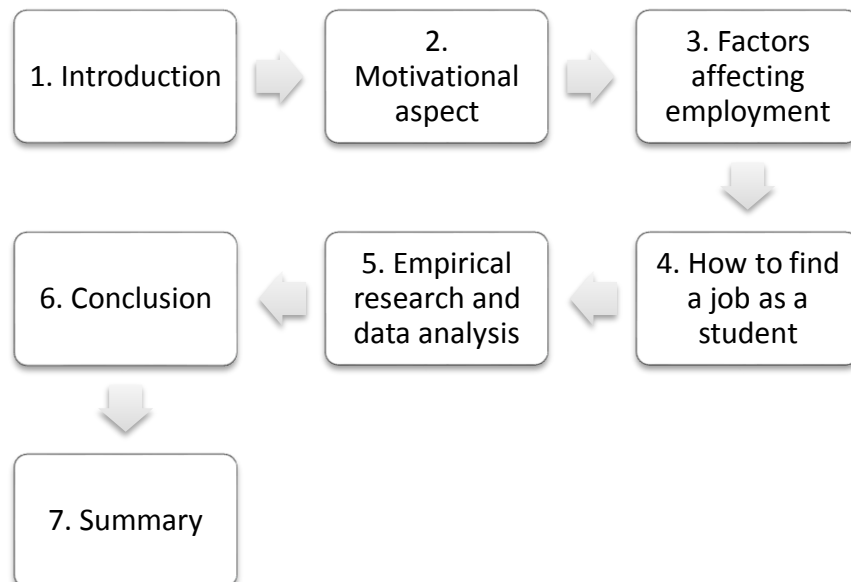


FIGURE 1. Thesis Structure

2 MOTIVATIONAL ASPECT

In this chapter, the authors introduce Maslow's (1943) hierarchy of needs, which is a motivational theory about human needs. It explains the motivation of people to achieve certain needs, and when those needs are fulfilled a person seeks to fulfill the next one. After a brief explanation of the theory, employment as a part of this hierarchy, criticism towards the theory and problems with human motivation in working life are discussed.

2.1 Maslow's Hierarchy of Needs

As mentioned, Maslow's (1943) hierarchy of needs is a theory of human motivation. Maslow organizes the needs to five different categories and states that a prior need, which is more important in the hierarchy, has to be fulfilled before another certain need higher in the hierarchy appears.

The first category is physiological needs and they are the base of everything else. If these needs are not satisfied, any other needs should not be present. Next category includes safety and security needs and the third one love and belongingness. The fourth category is self-esteem needs and the last one is self-actualization.

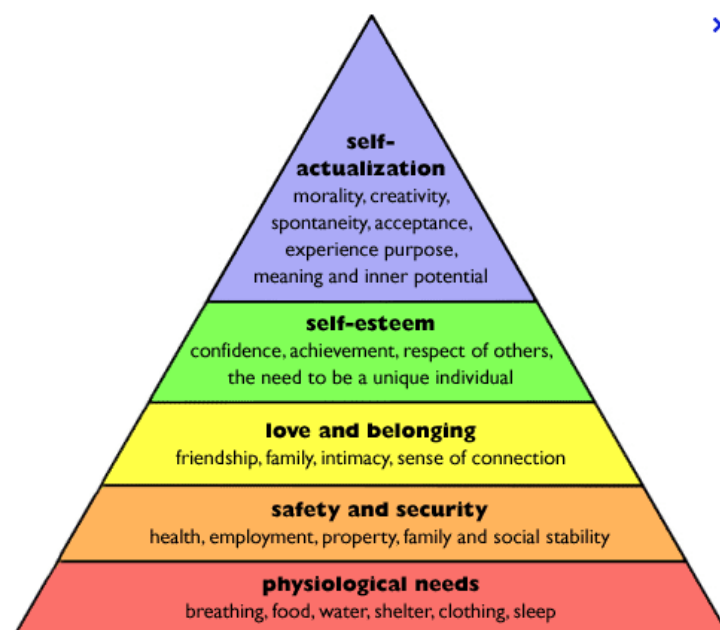


FIGURE 2. Maslow's hierarchy of needs (Maslow 1943)

2.2 Employment in the Hierarchy of Needs by Maslow

Maslow's hierarchy of needs (1943) as such mentions employment in the category of safety and security needs. However, in today's world employment is basically a necessity to a human to satisfy even the basic physiological needs at the bottom of the hierarchy. To have food, water, shelter, and clothing is money usually needed, and to get money one usually has to be employed. Employment can have a positive effect on many areas, but sometimes it can also affect negatively.

2.2.1 Positive Effects

Employment can help to satisfy physiological needs and safety needs but also affect needs higher in the hierarchy. Next category is love and belonging, which includes matters like friendship and connection. Having a workplace can naturally help to develop new relationships.

Also, the next category, self-esteem, can be connected to being employed. Confidence and achievement are needs of this category and by being employed one can gain confidence and feelings of achievement in the workplace. Also, the last category, self-actualization, where one finds the full potential in oneself, can be fulfilled with the help of employment.

2.2.2 Negative Effects

Even though employment can help to achieve needs in different categories, it can also have a negative impact on some of them. For example, if one is not respected in their work position or is even bullied, it may cause a loss of self-esteem and one might not have healthy relationships at all. Thereby the needs of love and belonging are not fulfilled either. This might cause also depression and alienation from other people.

2.2.3 Use of the Theory at a Workplace

Since Maslow's theory is about human motivation, it can also be applied by managers to motivate their employees. Whereas the first category is physiological needs, in the workplace salary and stable employment can be counted to this category. The next one, security needs, can be covered by safe work environment, fair practices, and stability. (Tanner 2017.) The third category, belongingness, can clearly include social acceptance at a workplace, friendship, and cooperation with others (Tanner 2017). The fourth category is self-esteem needs, and at a workplace, it includes positive self-image, respect, and recognition (Tanner 2017). To achieve those needs feedback and appraisal is essential (Sylvester 2016). The fifth and the last category is self-actualization, which can mean achievement in the workplace, challenging work and expertise on one's own work (Tanner 2017).

Whenever an employee starts in a company, the first needs to fulfill are the basic needs as in Maslow's hierarchy. Adequate income, stable employment, and safety at work are the first concerns. (Tanner 2017.) Also, formal contracts and benefits such as a pension scheme and sick pay can be included to basic safety needs (Sylvester 2016). Once these basic needs are met, the next step is belongingness needs. The level of interaction varies since there are introverts and extroverts but everyone wants to be accepted in the organization and have some interaction with others. Effective interpersonal relations are necessary for almost every workplace and managers can increase it by rewarding staff cooperation. (Tanner 2017.) To encourage social relationships promoting group work, team building through social activities are important, also if there are employees working remotely from home (Sylvester 2016).

When these needs are satisfied, next step is to fulfill self-esteem and self-actualization needs in the workplace. Not everyone wants to move into management but some variety in the work helps to achieve these needs. Projects, completing special tasks and learning new ones and expanding one's expertise will eventually fulfill the needs in the last categories.

Managers can encourage and assist in this by making one's work more rewarding by cross-training, enriching the jobs and allowing employees to participate in decision-making. A meaningful title, perks, and awards are important to employee's self-esteem. (Tanner 2017.)

Human's needs are constantly changing and as in the hierarchy when some needs are fulfilled we seek to fulfill next ones. Thereby it makes sense also in the working life: a raise or a new, more challenging task will not motivate a human for next ten years. Every employee needs some change with time and managers need to adapt to these changing needs if motivated workforce is wanted. (Tanner 2017.)

2.3 Criticism

As every theory, also Maslow's hierarchy of needs is criticized. For example, some claim that needs are not hierarchical as in the theory. Needs are an interactive, dynamic system and social connections are driving the fulfillment of our needs. According to this critique, even the basic survival is not possible without social connection and collaboration with others. Humans are reliant on each other because of more complex and interconnected societies. A connection is essential for survival. (Denning 2012.)

Another problem with the theory is that not all people are the same. It is proven, that some people may be deprived of their lower level needs but still strive for self-actualization needs and the hierarchy does not apply. Also, for some people, their own self-esteem is more prominent than social needs. Furthermore, the simplicity of the need theory has been criticized that it does not account societal needs at a particular time, for example, recession or war (Cianci and Gambrel 2003). Tay and Diener (2011) have demonstrated that the ranking of needs varies with human's age and is not the same across all age groups.

2.4 Motivational Problems in Working Life

There can be many reasons for being employed or unemployed. However, one important factor is motivation and the problems with it. In Finland, we have a social security system, which secures sufficient subsistence and care to all people in different life conditions. Sometimes this help has a negative effect called welfare trap, which means that receiving a job or more working hours would weaken the financial subsistence of a person.

If the amount of income support received is close to the amount of compensation received from a job, it is obvious that unemployment becomes a tempting alternative to being employed. In these cases, the motivation to work is weakened by the fact that the same income level can be reached by staying at home and maintaining more leisure time. (Parpo 2007.) Another problem can be that not everyone is willing to do any job, especially if the same money can be received by staying home. There is a lot of work in Finland, in which Finns are not interested in (Pennanen, 2016).

One motivational problem could also be low self-confidence. This could be for example, when someone who is seeking a job does not believe in themselves and believe that there is someone who can do their job better than they can and thereby does not even apply for the job. Or thinks before even sending an application to that said job that they do not have what it takes to do the job, or not even get an interview. This could be bad because if there are a lot of insecure teenagers and adults, which there are unfortunately already, the jobs could go to entirely wrong people. Also when there is a lack of self-confidence, can one when actually landing the job not perform as one wishes. This could land to firing the employee and then to more self-confidence problems. (Nordmayer 2017.)

Another problem that could lower the motivation is also fear of failure. This links also to the low self-confidence problem. When someone is afraid to fail at work there can be huge problems. Fear is the worst feeling to have when wanting to do something. The motivation of someone can drop from

high to low, even when there are no self-confidence problems. Or when there are self-confidence problems, the job seeker can be afraid to even apply for a job, because they could think that they will not get the job as previously mentioned. (Nordmayer 2017.)

Almost all the motivational problems link to each other in some ways. As earlier mentioned when someone gets compensation from just being at home, can the lack of interest also be the biggest problem. Lack of interest can decrease one's motivation to a zero, to not even want to find a job. Even when someone does not get any compensation from not working, for example being a student, can there still be a lack of interest. When talking about students, some just do not want to work because when one works too much and gets too much money, they can lose it if they get the money from the government. (Nordmayer 2017.)

When thinking about people who come to Finland from abroad, they can also have some motivational problems that Finnish people do not even know about. Of course, there is the motivational problem mentioned before, the language barrier, which is probably the biggest problem there is. But there can also be more. The authors asked in their questionnaire a question, what motivates the students who are from abroad, to find a job in Finland. Therefore, this will be discussed more in the empirical part of the thesis.

According to authors' own experiences, the motivation to find a workplace amongst students usually is driven by financial problems or in some cases gaining experience can be the key motivational factor to a student. Even though money can be the reason for trying to find a job, it can also be the reason for not trying. Welfare trap is possible also amongst students but in their case the money received is debt after their studies. Students do get financial support but usually it covers only rent and some other expenses, so student loan or part-time job is a necessity. Some students want to be loan-free and work during their studies to cover their expenses rather than focus only on their studies and get the loan.

Amongst students, the problem with working is also the income limit set by Kansaneläkelaitos, the Social Insurance Institution of Finland. If a student raises student allowance as a financial support from the government, there are income limits how much a student can earn money during a school year. For example, if a student raises the allowance from 9 months during a year, which is the most common situation, the income limit is 11,850 euro per year. If the student has a good, full-time workplace during the summer this limit might be reached already then and the student is not able to work during the studies because the limit is reached. Alternatively, a student can not raise the allowance and work instead but here we have the motivation problem. If one can get the same money from the government for free and only focus on one's studies, why would anyone not raise that money and work instead.

Month of aid during the calendar year	Annual income limit (EUR per calendar year)
1	22,330
2	21,020
3	19,710
4	18,400
5	17,090
6	15,780
7	14,470
8	13,160
9	11,850
10	10,540
11	9,230
12	7,920

FIGURE 3. Student's annual income limits (Kela 2017)

3 FACTORS AFFECTING EMPLOYMENT

In this chapter, the authors are explaining the current employment situation in Finland and more closely in Lahti area. Furthermore, the general factors affecting employment are reviewed.

3.1 Current Employment Situation

In February 2017 there were 2 390 000 employed people, which is 8000 more than a year before. Thereby the employment rate, meaning the share of employed amongst 15 to 64 year-olds was 67,3 percent. To be counted as employed one has to have worked at least one hour during the research week, or have been temporarily absent from work, for instance on a maternity or paternity leave, sickness or other absence under 3 months. (Findikaattori 2017.)

The unemployment rate in Lahti area in November 2016 was 15,9 percent, at the end of last year it was 17,5 percent and in January 2017 it was 17,0 percent. In January 2017 the number of unemployed people in Lahti area was 9995 people, which is 514 people less than last year. These statistics show that the unemployment rate changes every month. (Mero 2016; 2017a; 2017b.)

According to Tilastokeskus a little less than a half of the students worked during their studies in 2015. 54 percent of university of applied sciences students worked during their studies. In second degree vocational schools 51 percent of women and 46 percent of men were employed. Also, age had an impact on the results and the amount of employed grew with age. Whereas only 22 percent of 18 year-olds were employed the amount was almost triple amongst 25 year-olds. Furthermore, the area of studies had an effect, too. Social science, business, and management students had the highest rate of employed since 61 percent had an existing contract in the end of 2015. (Suomen virallinen tilasto 2017.)

In Päijänne-Tavastia area 2 158 of university of applied sciences students were employed in 2015. There were 4 443 of these students, so the rate of

employment was approximately 49 percent. (Tilastokeskus 2017.) The result is thereby in line with the employment rate of all students in Finland in 2015.

3.2 General Factors Affecting Employment

Not only the rate of employment has changed in the past years but also the nature of unemployment has changed. The length of unemployment has lengthened and for some people, unemployment has become even a permanent condition. Often when one has become unemployed, it is difficult to become attached to the labor market again. (Parpo 2007.)

Some factors affecting employment are resources that one can voluntarily increase, at least partly. These resources are education, expertise and social relationships. The relation of education to employment is clear and it is researched that the higher the level of education a person has, the smaller is the chance of being unemployed. Another clear issue is expertise: a person with more expertise is more likely to be employed. A third resource is social relationships. Relationships outside home can strongly increase the chance of being employed. (Parpo 2007.)

Sometimes also individual, subjective features can affect employment and one has no chance or little chance of affecting these features oneself. These features can be ethnicity, gender, health, physical capability or age, and talent. (Parpo 2007.)

3.3 Students' Employment

For students, the factors affecting their employment are presumably the same as with others. The level of education and amount of expertise and motivation are the keys to finding a workplace. According to the authors' own experiences, also social relationships have a major influence on the employment of students. Many find their part-time job by having worked in the same place before, for example, during the summer or practical

training or alternatively via social relationships as parents, relatives or other acquaintances.

External help can be very important for students in their job search. Cities and even schools can try to offer support for the employment process. For example, in Lappeenranta, there is a site and campaign “Joka kymmenes” managed by two student organizations and student union SAIKO. They have a program which aims to emphasize students’ importance for the city in the future. The goal is to make Lappeenranta attractive to stay and get employed also after the studies. (Joka kymmenes 2017.)

The campaign encourages the city and its residents to offer more summer jobs, part-time jobs during studies and possibilities for thesis process. Through these, the student can get employed and later on continue as a permanent employee in the organization. Local companies should be encouraged to hire students and the city should show an example by providing internship and summer jobs. Also the support system of entrepreneurship should be developed to make local, student-oriented entrepreneurship easier. (Joka kymmenes 2017.)

This kind of campaigning and support would be needed all over Finland, also in Lahti. Lahti University of Applied Sciences tries to offer support for students’ employment by communicating open positions to students. Furthermore the city of Lahti could be more student-friendly by encouraging the hiring of students and offering more possibilities for students itself.

As mentioned, there are factors affecting students’ employment but also employment has its impact on students’. According to studies by the Ministry of Employment and the Economy Finns start their university studies later than elsewhere, study longer and consequently graduate later. Employment during studies is accounted as one of the main reasons for this difference. The concern in this has been that students work outside their own study field and their employment delays graduation but according to the study this concern was false. Most students worked in

their own field or in something connected to their studies and only a few mentioned employment delaying their studies. Major factors affecting the length of studies were insufficient study-guidance, establishing a family and having children, problems with subsistence and low study motivation. (Ministry of Education and the Economy 2012.)

Employment during studies is an essential for most students, mainly to secure subsistence but it can have also other effects. In the study, most effects were seen as positive, such as developing one's expertise and know-how and increasing study motivation. Almost none remarked that their studies suffered from employment or that their graduation delayed because of working. In publicity, it has been emphasized that students should rather get the student loan and only focus on their studies, which is based on thinking that only adequate subsistence is important to students. However, students prefer to invest in their future by working, gaining work experience and connections to strengthen one's competitiveness in the labor market. (Ministry of Education and the Economy 2012.)

4 HOW TO FIND A JOB AS A STUDENT

In this chapter, the question is about how to find a job as a student. The authors will describe different channels and tools, that are created to help finding a workplace and how it works nowadays. Also, in the end of this chapter, the importance of a good application and curriculum vitae is emphasized.

4.1 Channels and Tools

Nowadays there are a lot of different channels and tools to utilize when trying to find a job. Before it was different when there was no Internet. One had to go to the place and ask for openings but now most companies have the whole application process on the internet and they do not even accept physical applications on paper.

4.1.1 Internet Channels

There are many different channels where to look for a job. One most popular channel in Finland is hosted by the ministry of labor and thereby this service is known by the name MOL. There are all the openings in whole Finland and it is easy to narrow down the results by location, different fields, whether the opening is part-time or full-time et cetera. For example, as a student, most work part-time along with their studies, so it is easy to find positions which are compoundable with one's studies.

Also some other internet sites work the same way as MOL. There are Monster, Duunitori, Oikotie and some other sites which collect positions from different places to one site. Also on Facebook there are some profiles and pages which announce open positions from different internet sites. Some of these profiles are designed to serve students and notify only about positions suitable for students. For example, Duunitori hosts a Facebook site "Työpaikat opiskelijoille – Lahti", which gathers suitable places in Lahti area or nearby.

4.1.2 Yammer

Lahti University of Applied Sciences, LUAS, also tries to help students in finding a job, whether it is a workplace besides student's studies, a summer job or internship.

In 2016 a new service, Yammer, landed on LUAS services by joining Office 365 software used by the organization. Yammer is a social networking service used for private communication within organizations. Different types of networks can be created and then discussions on these networks. (Microsoft 2017.) For example, LUAS has different networks for job offers and internship placements where both professors and students can share an offer and students can discover new openings which might not even be available anywhere else.

In the questionnaire, the authors sent to the students there was a question, whether people know about this service, have they used it, or never even heard about it. Yammer is a rather new software, and it still has not reached its full potential within the organization but hopefully, more students will join in the future.

Service	Web address
MOL	http://www.mol.fi/tyopaikat/tyopaikkatiedotus/haku/
Monster	https://www.monster.fi/tyopaikat/
Oikotie	https://tyopaikat.oikotie.fi

Duunitori	https://duunitori.fi
Facebook site	https://www.facebook.com/opiskelijaduunit.lahti/?fref=ts
Yammer	https://www.yammer.com

TABLE 1. Websites for job search

4.1.3 Other Tools

Other tools that can be used to find a job is, for example, the employment agency. Here in Lahti, the employment agency offers some services for people who have registered themselves to be unemployed who are seeking a job. One does not have to actually go to the office to get help to employ themselves, the agency offers help via internet and phone also. There can be a time reserved for an agent who can help an unemployed person find what kind of a job they actually want to do. This can help someone who is actually very lost with trying to find a job or does not know what they want to do or do not know what they can actually do. (Työ- ja elinkeinoministeriö 2013.) Of course here a problem is that this channel does not really help students because the employment agency demands that the people who mainly use their services are only unemployed and do not have anything else.

However, there has been some criticism about the work employment agencies do. These make people think, is it actually worth it to register themselves to be unemployed, or is it better to be at home and gather the benefits. This again goes to the motivation part of this topic, because when someone has registered themselves to be seeking a job, they have

to actually try to find a job, and work for a certain amount of time to get the money from the government. Some people find this too hard though.

4.2 Application, CV, and Interview

According to Cambridge dictionary, a job application is a letter containing someone's qualifications, skills, experiences from past jobs and education that someone sends to a company when trying to find a job (Cambridge University 2017). This means that one should be very careful when writing an application, using proper language and including all relevant information. Nowadays even in schools, it is taught how to write a proper application letter or a cover letter. This helps students when they are trying to land a job because when someone stands out from the crowd with a good cover letter, there is a higher expectation for them to be invited to an interview and maybe get the job. A good application is visually attractive, clear and contains no mistakes. The idea is to draw employer's attention to one's skills and why this particular person would be the best option for this particular job. (Ministry of Employment and the Economy 2014.)

CV is an abbreviation from curriculum vitae, which is a short written explanation of someone's former job and education experience, skills, and interests. (Cambridge dictionary 2017.) From a CV, an employer can see quickly what the applicant's education is, what experience the applicant has and what are the other skills, for example, languages, softwares and trainings completed.

Application and CV are the most important parts when trying to find a job. They should be creative, but not creative enough, and show everything one can do in a brief form. When writing the application and CV for a job, the possible employee should first check what the company wants, and then try to alter the application to match the company values and show in the application the skills that match the company's needs and wants.

If the application stands out and one is invited to an interview, careful preparation is very important. The purpose of an interview is to get to know

the applicant better, how suitable and motivated one is for the job. Preparation for the interview should include finding information about the employer and what was said in the ad when applying. Refreshing one's own skills is also crucial and being prepared to explain motives and reasons for applying for this position. It is also good to think questions that might be asked and questions that one wants to ask the employer. (Ministry of Employment and the Economy 2014.)

A first impression is very important and thereby selection of clothes, arriving on time and good manners are relevant. Managing one's gestures and facial expressions, paying attention to all interviewers, listening and being honest is essential. There are some questions that are usually asked in an interview, concerning the applicant's motivation, skills, and weaknesses, future targets and flexibility. Sometimes similar questions can be asked to test applicant's ability to cope with pressure. One does not have to answer questions concerning religion, family relations, sexuality or political convictions. Sometimes the employer may want to assess applicant's competence with a demonstration in a setting similar to the actual job, teamwork, presentation or even a psychological demonstration to find out how the applicant interacts with others, solves problems, copes with pressure and all in all, how is one's personality and if one is the right kind of person to the job. (Ministry of Employment and the Economy 2014.)

5 EMPIRICAL RESEARCH AND DATA ANALYSIS

This chapter introduces the reader to the empirical research that was conducted for this thesis. The aim of the research is to collect information about students' employment during their studies and thereby find answers for the main research question of this thesis: *How are Finnish and international LUAS business students employed during their studies?*. The chapter begins with explaining the data collection process and the methods chosen for collecting the data. Later the data is analyzed and the results are presented.

5.1 Data Collection

The following figure illustrates the different stages of data collection process.

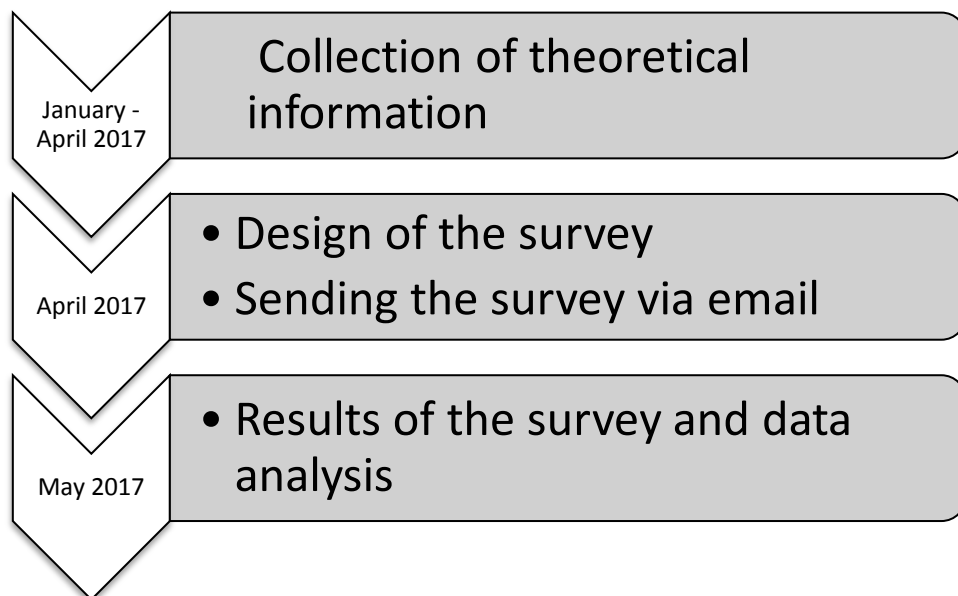


FIGURE 4. The process of data collection

The writing process of the thesis started in the beginning of 2017. The process started with collecting existing data and information on the topic and starting the writing process with an introduction and theoretical part of the thesis from January until April. The topic has been researched in numbers but other theoretical information was difficult to find. Literature

was not up-to-date so electronic sources such as internet articles were favored more. While still working on the theory in April the authors designed a survey for all business students in Lahti University of Applied Sciences to gather information on their employment during studies. Since the authors wanted information on both Finnish and international students, two versions in Finnish and in English were designed with minor differences in a couple of questions.

5.1.1 Surveys via Email

As mentioned, two versions of a survey were designed: one in Finnish and one in English. Both had 9 questions, most were the same but a couple of questions were different since international students have their own challenges the authors wanted to know about. Some of the questions were multiple choice and some had space for open response, for example, to gain information on everyone's personal reasons for working and where did they find their jobs.

The surveys were done in Webropol and links to the surveys were sent via email to all business students in Lahti University of Applied Sciences. The email was sent to 1,723 students and the Finnish version received 219 responses and English version 41 responses. Thereby the response rate of the questionnaires was altogether 15%, although not all questions were answered by all respondents since most questions were only answered if the responded was employed. The number of responses was positively large to have enough data and to be able to analyze the results. The data collected is introduced and analyzed in the next chapter.

5.2 Data Analysis

In this part, the data gathered from the empirical research is analyzed. The purpose of data analysis is to use the collected data to find answers to the research questions. (Hair Jr., Celsi, Money, Samouel & Page 2011, 32.) The results of the surveys are presented and the findings are analyzed.

5.2.1 Data Analysis of the Surveys

The first question for both Finnish and English questionnaires was 'Are you working during your studies?'. For the Finnish questionnaire, 219 students answered this question. 65% of the respondents answered that they are working while studying when about 35% answered that they are not working. In the English questionnaire, there were 41 answers. 48% answered that they are working while studying when 52% of the respondents answered that they are not working currently during their studies. If a student was not currently working, the survey guided to move on to question number six.

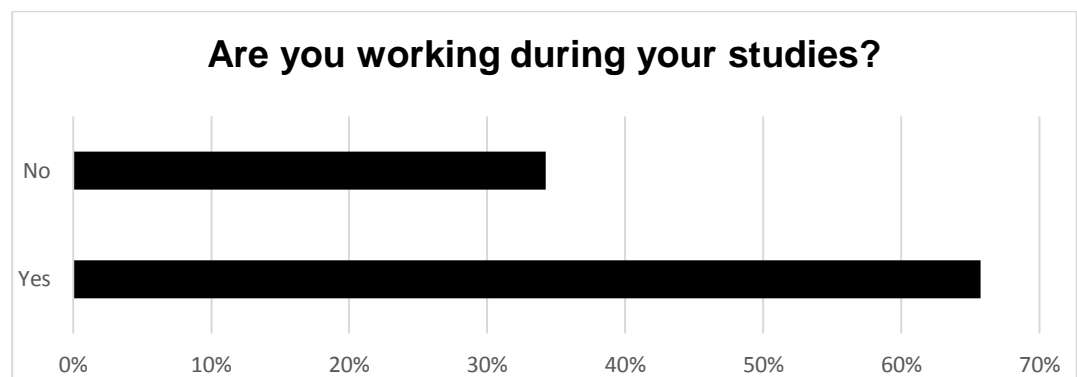


FIGURE 5. The number of working and non-working Finnish students

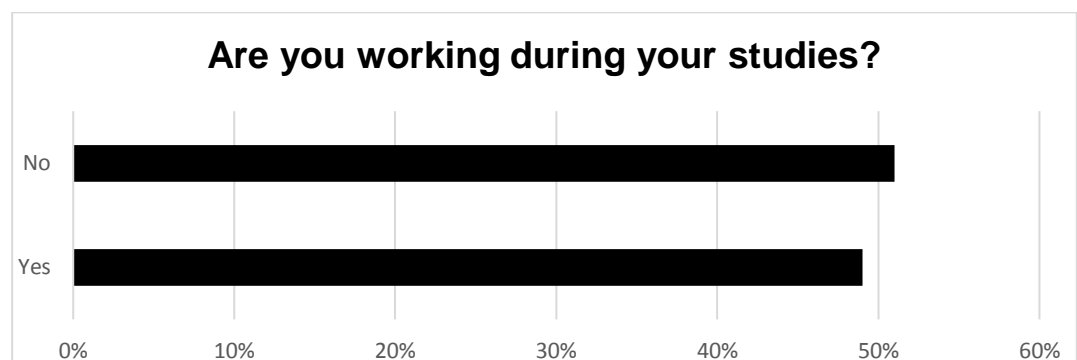


FIGURE 6. The number of working and non-working international students

The second question in both surveys was 'Do you work only on weekends or also during the week?'. There were three answer options, weekends, week or both. In the Finnish questionnaire, there were 144 answers to this question. 10% of the respondents worked only on the weekends, 38%

answered during the week and 52% answered that they are working both during the week and weekends. In the English questionnaire, there were 22 answers to this question. Out of those 18% answered that they are working on weekends, 28% during the week, and 54% answered both.

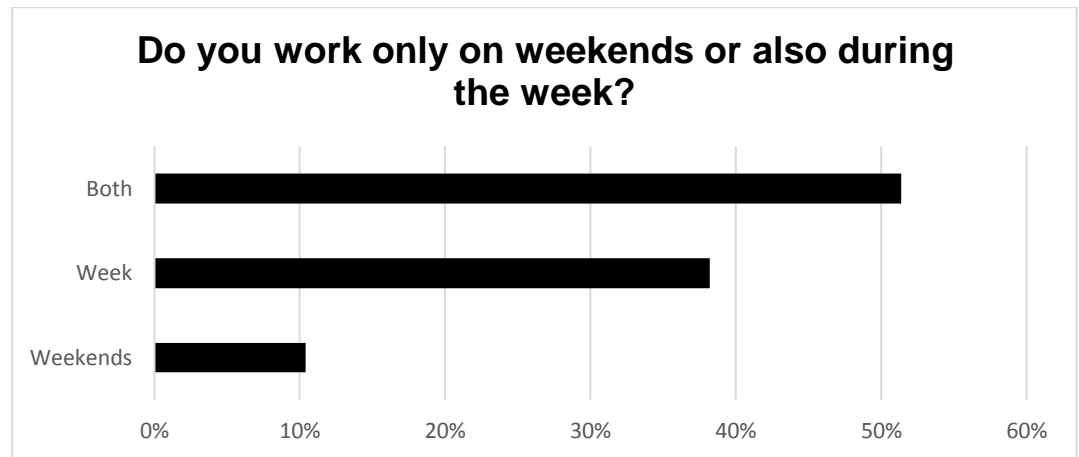


FIGURE 7. The times of working for Finnish students

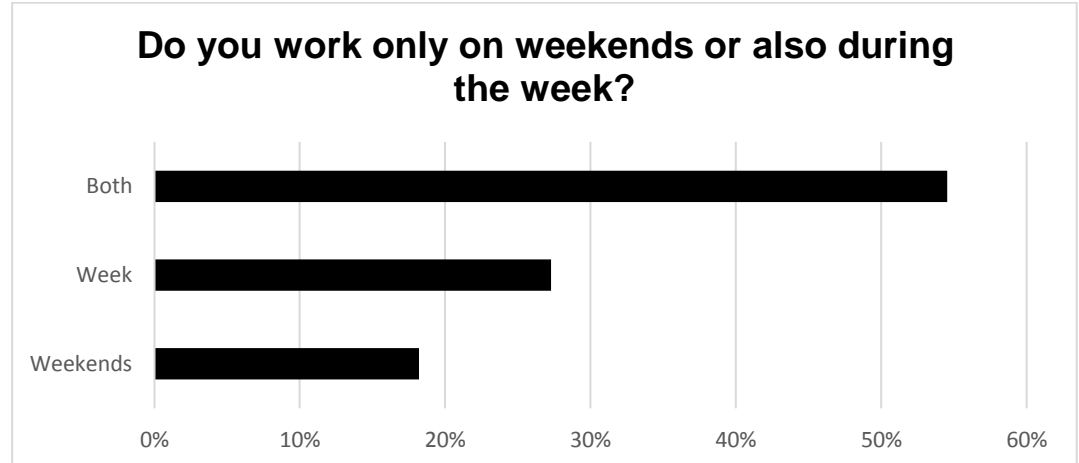


FIGURE 8. The times of working for international students

The third question was 'Is your contract...?' and the answer options were temporary or permanent. In the Finnish questionnaire the number of answers was 143 to this question. 43% answered that their contract is temporary, and 57% answered that their contract is permanent. In the English questionnaire the amount of answers was 22. 73% of the answers were that their contract is temporary, and 27% of the answers were

permanent. From this rate, there can be seen that foreign students have a lot more temporary positions whereas Finnish students have more permanent positions in the companies they are working at.

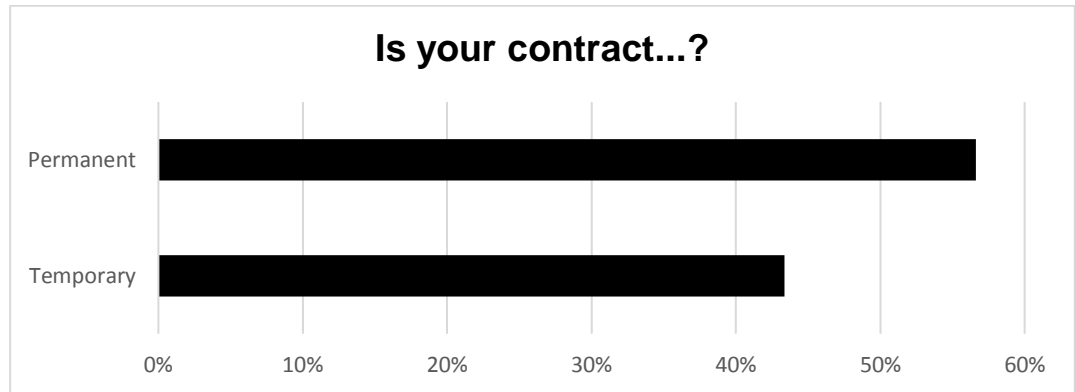


FIGURE 9. The type of contract for Finnish students

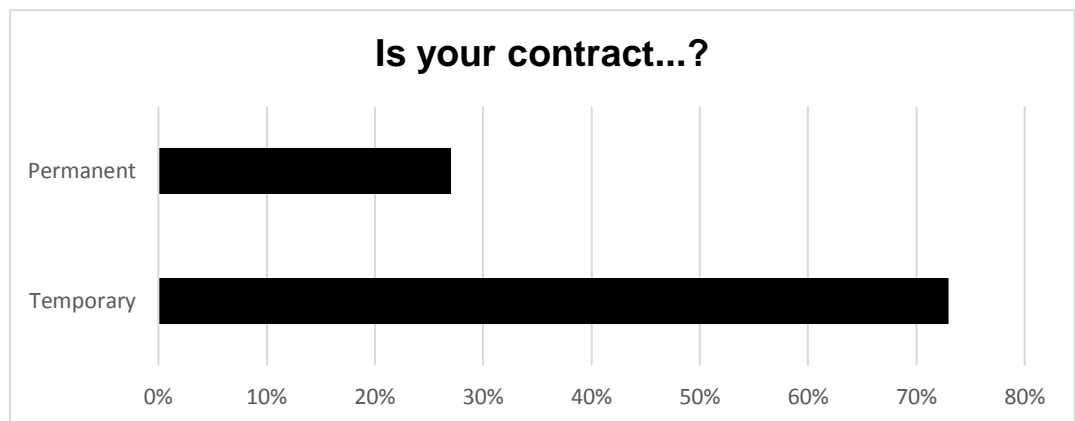


FIGURE 10. The type of contract for international students

The fourth question in the questionnaires was 'Which factors affected your search of a job, money, experience, other, what?' This was an open question, in which the respondents could answer what they wanted. The Finnish questionnaire got 140 answers and the English questionnaire got 21 answers. Out of 140 Finnish respondents, 80% answered that money is the reason for working. Also, 30% mentioned experience as one factor. 17% of the people answered that they were already working when they started studying and continued in the same place during their studies. In the English questionnaire, 62% of the respondents answered money is a factor when they were searching for a job. 33% out of 21 answered that

they want to better their language skills and 38% answered that experience is important for them. Both of the questionnaires got fairly similar answers, so here we can see that Finnish students and students from abroad are driven by similar forces.

Other factors Finnish students mentioned affecting their search of a job were an opportunity to get an internship in the same place, gaining expertise in, for example, skills such as customer service, teamwork and independent effort. Also, an interesting job offer or other benefits in addition to the actual wage affected the willingness to work. Furthermore, some students wanted to do also something else than only study to learn more in general and gain new aspects to life.

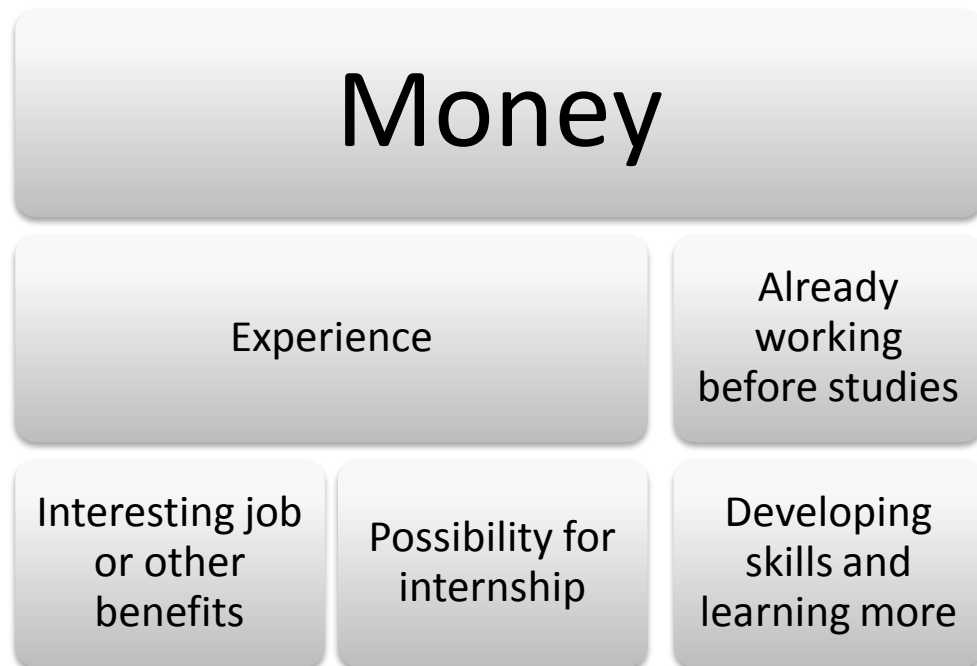


FIGURE 11. Reasons for working during studies

The fifth question was 'How did you get the job, former summer job, practical training, application, other, what?', which was also an open question. The Finnish questionnaire got 137 answers and the English questionnaire got 18 answers. In the Finnish questionnaire, 28% of the respondents answered that they had an earlier summer job where they have continued to work in during their studies. 30% answered that they did an application to the company they are currently working and 14%

answered they got their job through practical training. In the English questionnaire, the answers were not so clear compared to the Finnish questionnaire. There were a lot of different answers, for example, application to the company, practical training, and getting the job through a friend stood out the most.

Question six was different in the Finnish questionnaire and the English questionnaire. In the Finnish questionnaire the authors asked, 'How well does student allowance cover your expenses?' and the answers were 'poorly, below average, can not say, moderately, well'. Out of 216 answers only 4% answered they are doing well with the student allowance. 16% answered moderately, 12% answered can not say, 29% answered below average and 40% of the respondents answered that their expenses are covered poorly with the student allowance.

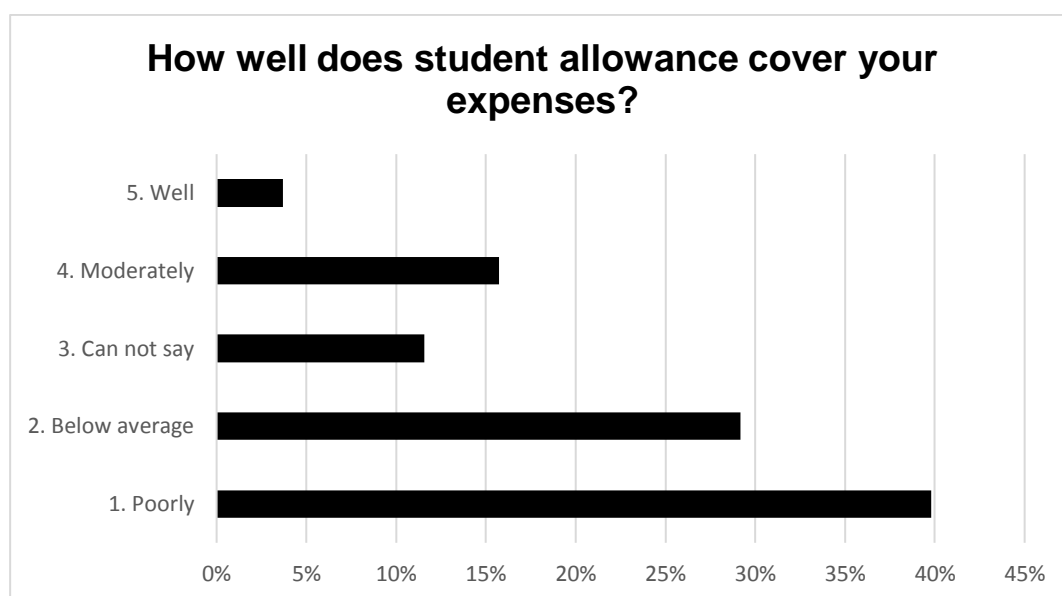


FIGURE 12. The sufficiency of student allowance for Finnish students

The English survey's question 6 was 'As a foreign student, what challenges other than language barrier have you had in finding a job here in Finland?'. The most common answers apart from language were apart from language racism and lack of contacts.

The seventh question in the Finnish questionnaire was 'LUAS has a service providing information about open job placements. Are you aware

of this service? (Yammer)'. The answering options were 'No, Yes I am aware, and Yes, I am aware and I have utilized it'. 219 people answered to this question, which means all of the respondents answered. 41% answered they do not already know about the service. 52% of the respondents are aware of the service, and 7% answered they are aware of the service and have utilized it before.

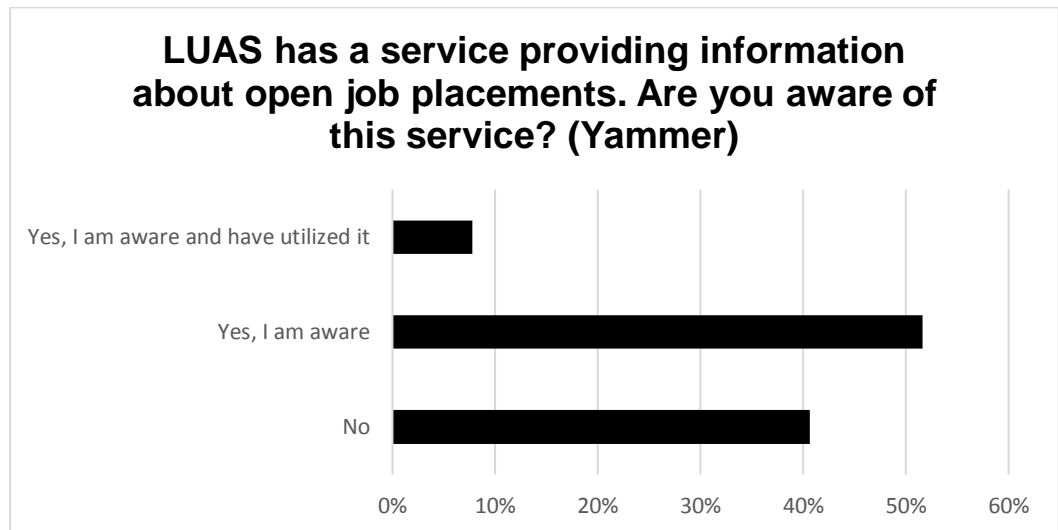


FIGURE 13. Yammer awareness amongst Finnish students

The seventh question in the English questionnaire was 'How do you feel, have you gotten enough support from LUAS in finding a job?'. The answer options were 'Not at all, A little bit, Can not say, Got support below average, and Got support well'. The number of answers was 41, so all of the respondents answered to this question. Only 2% answered that they have gotten support well. 15% answered that they got support a little bit. 24% answered can not say, 20% answered a little bit, and 39% answered not at all.

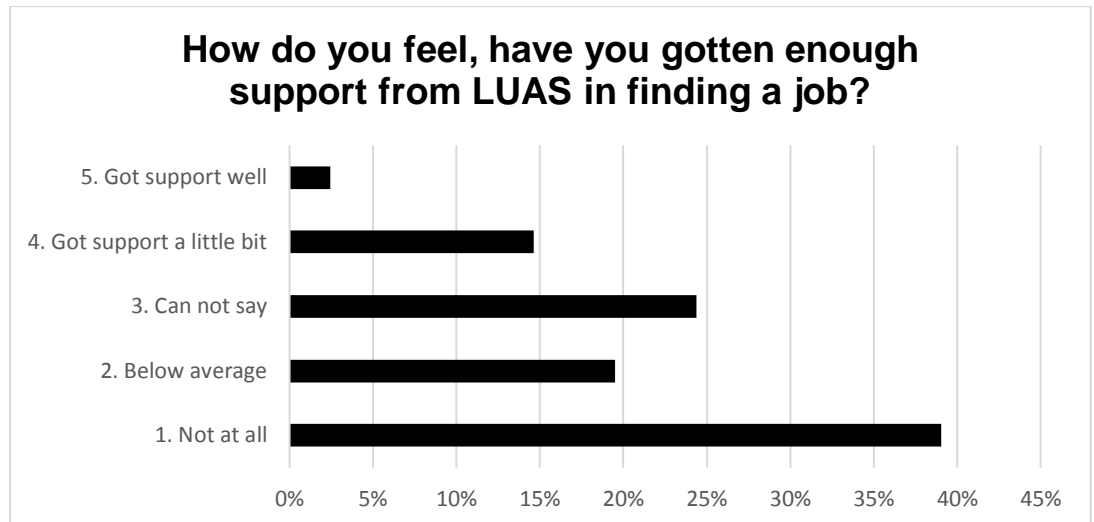


FIGURE 14. Support received from LUAS according to international students

The eighth question in the Finnish survey was the same as the seventh question in the English survey, 'How do you feel, have you gotten enough support from LUAS in finding a job?'. The answer options were 'Not at all, A little bit, Can not say, Got support below average, and Got support. This question got 216 answers. In this, also only 2% of the respondents answered that they got support well. 8% answered they got a little bit support, can not say got almost half of the answers, 49%. 13% answered that they get support below average, and 28% answered they do not get any support.

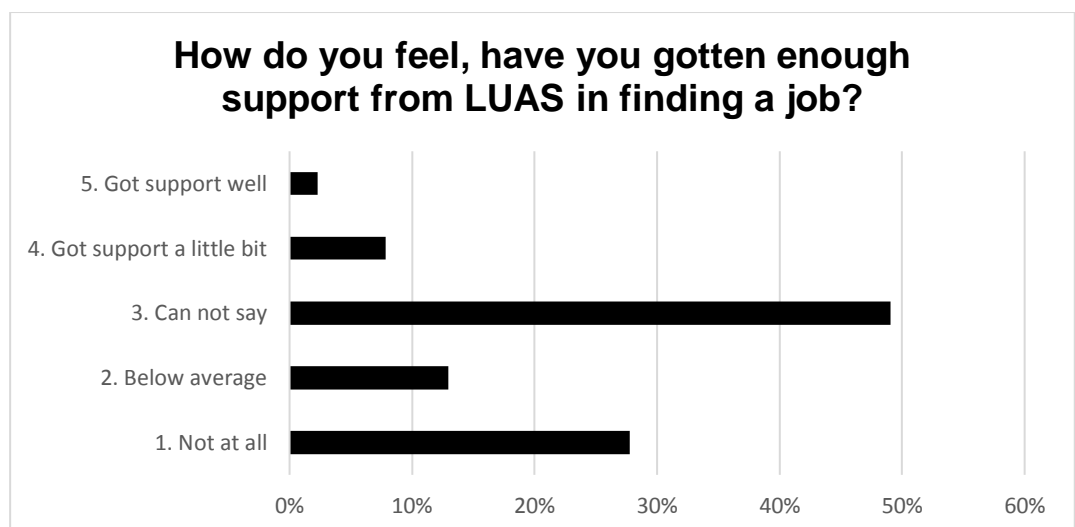


FIGURE 15. Support received from LUAS according to Finnish students

The eighth question in the English survey was 'What kind of support would you want to have, if any, when trying to find a job?'. This one was an open question which got 36 answers. The answers were all quite different, which shows that the students have different ideas in what kind of support they would like to get. For example, most of the respondents want to have links or possible openings provided to them, which suggests that LUAS should inform more students about Yammer. Also, some of the respondents would like to have support with their CV and application.

The ninth and final question in the Finnish questionnaire was also 'What kind of support would you want to have, if any, when trying to find a job?'. This question got 84 answers. Some of the respondents said that it would be good to have some kind of a course where students could learn, for example, how to make a good CV or application, or how to perform in an interview, because that could be a new situation for a lot of people. However, some of the answers mentioned that students do not assume school to give any kind of support to them and that LUAS already has provided enough for them.

The final question in the English questionnaire was 'LUAS has a service providing information about open job placements. Are you aware of this service? (Yammer)'. This question got 41 answers and the answer options were 'No, Yes, I am aware, and Yes, I am aware and have utilized it'. 49% answered that they are not aware of Yammer, 44% answered that they are aware of it and only 7% answered they are aware and have utilized it in the past.

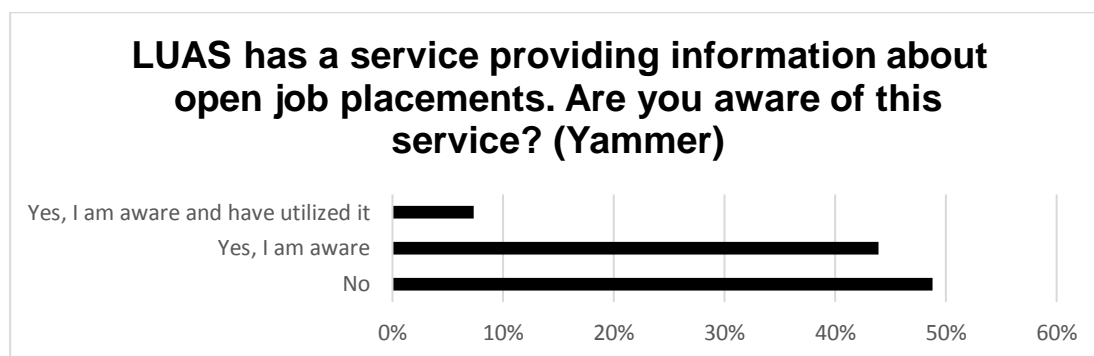


FIGURE 16. Yammer awareness amongst international students

5.3 Findings

The research found out many things on LUAS business students' employment. Some of the information was already quite clear but also a lot of new, interesting aspects emerged.

Considering question number one the amount of working Finnish respondents was 65%, so the result of the questionnaire is considerably in line with the statistics clarified in the theory part. According to Tilastokeskus approximately 61% of business and management students were employed in 2015. Amongst international students, the rate of working students was 48%, which is a little less than amongst Finnish students. This result was predictable since international students have their own challenges but the rate was still quite good.

Considering the type of a contract 57% of Finnish students answered that their contract is permanent, whereas only 27% of international students had permanent positions. This leads to the problems and challenges international students have in finding a job in Finland since it is difficult to get a job but also more difficult to get a permanent position than it is to Finnish students. However, the problem is the same all over the world and a Finnish person can experience the exact same challenges when trying to find a job abroad.

When asking about the factors affecting the students' search for a job and their motivations, money was clearly the biggest factor and motivator. As much as 80% of Finnish respondents mentioned money as the main reason for working. This is explained by the low amount of student allowance which does not cover all the expenses for most students.

In the question number six, the authors researched the sufficiency of student allowance. Only 4% of Finnish students answered that the allowance covers their expenses well, whereas 69% answered that it covers their expenses poorly or below average. Therefore it is almost compulsory for students to work if not wanting to gain debt because of the student loan.

However, also other factors than money stood out. Many students answered experience as an important factor to work or future opportunities in the company, for example, an internship or a position after graduation. Some students also mentioned wanting to gain knowledge and skills they can not gain by only studying and rather develop their skills in the labor market. In addition, other benefits apart from wage and an interesting job with interesting tasks attracted students to work.

As mentioned before, international students can have a lot of challenges in finding a job here in Finland. Language is obviously one of the main reasons for difficulties but also other interesting aspects were revealed. Many had experienced some kind of racism by not being taken into consideration because of one's ethnicity even when the skills for the job are excellent and often their applications are not being responded at all. Also, difficulties in finding jobs suitable for students or jobs, in general, was an obstacle to many, in addition to the lack of connections in the country of Finland. Furthermore, cultural differences and not knowing about the Finnish recruitment systems was a challenge to some students.

In the end of the questionnaire the respondents were asked about Yammer, if they are aware of the service, and also if they are satisfied with the amount of support provided by LUAS and what kind of support they would need with employment. Only 7% of Finnish students had been utilizing the service and 41% did not know about Yammer at all. Amongst international students also 7% had been utilizing the service and 49% did not know about it. Thereby it is clear that Yammer is not yet familiar to a considerable amount of students and it should be marketed more. Yammer is basically the only way for LUAS to try to help students' employment but it is not yet popular.

When asking students about the amount of support provided by the school, only 10% of Finnish students answered that they got support well or a little bit whereas 41% got support poorly or below average and the rest were not able to answer. Amongst international students, 17% answered that they got support well or a little bit whereas 59% got support

poorly of below average and the rest could not say. This shows that students are not completely satisfied with the support provided by LUAS or they have not asked for it or utilized the tools and help provided, such as Yammer.

The last questions for both questionnaires were about what kind of support, if any, the student would like to have and there were a lot of different ideas. The answers were all quite different since every student needs a different kind of support if any. However, things that stood out amongst Finnish students were courses or workshops where students could develop their applications, CV:s and interview skills. This course or workshop should be voluntary, for students who are interested and eager to better their knowledge and for example get training to how to perform in an interview. In this course, they could get some personal feedback for their work and thus make it easier for them to search for a job.

Many wished for better connections to the labor market, for example, events with promising employers and employees and more information on open positions. Additionally, more cooperation between LUAS and companies and better informing from LUAS by having all the information in one place and not in many different services. However, even though many improvements were suggested, many students also felt that LUAS already invests a lot into helping students to find a job and nothing more is needed. The university is not liable to do anything according to students' employment.

6 CONCLUSION

This chapter concludes the research and findings of the thesis. First, the answers to the research questions are presented. After that validity and reliability are discussed. The chapter finishes with suggestions for further research.

6.1 Answers to the Research Questions

The research of the thesis focused on gathering information on students' employment during their studies. Below are stated the answers to the research questions. The sub-questions are answered first and after that, the main research question of the thesis is discussed.

Sub-questions:

What motivated the student to find a job?

Everyone has their own motivators but to secure an adequate subsistence, money was the biggest motivator for students to find a job. However, also other factors such as gaining experience and expanding one's CV was important to many. In addition, interesting job and tasks attracted some students to work.

What are the main challenges in finding a job?

Finnish and international students have their own challenges in finding a job but all in all, most students have experienced some challenges.

Finnish students suffered from the lack of experience, connections and support in writing their applications and CV:s.

International students had a wide range of different challenges in finding a job here in Finland. Obviously, language is one of the main challenges but many experienced even racism and prejudice, only because of their name or nationality. Lack of connections here in Finland was an obstacle to most international students and also not knowing about the recruitment systems

in the country. Finding suitable jobs in English language and only for students was also a great challenge.

Is there enough support available?

According to the research, most students were not completely satisfied with the level of support they have received. Many wished for support with their application and CV writing, in meeting possible employers and finding suitable jobs for them. Hereby the research showed that there might not be enough available support for students.

The main research question:

How are Finnish and international LUAS business students employed during their studies?

The research of the thesis showed that the employment of both Finnish and international students is quite good. 65% of Finnish student and 48% of international students were working during their studies. When considering that not everyone wants to work or has tried to find a job, the rate of employed students is excellent and even the rate of employed international students is almost the same as in the whole Finland. According to Tilastokeskus in 2015, 54 per cent of university of applied sciences students worked during their studies.

However, the rates of employment are good but there is also dissatisfaction amongst students considering the support given to them. Many have challenges with connections, application and CV writing, finding suitable jobs and other matters. Thereby more support to students could be offered to employ the rest of the students who are willing to work but have not been able to get employed.

6.2 Validity and Reliability

The purpose of a research is to find answers to the research questions and in this research, the objectives were met as the answers were found. The information was gathered from secondary sources, such as books and internet sources, and from a primary source by implementing a survey to collect data on business students' employment in Lahti University of Applied Sciences.

Validity measures the degree to which the findings of the research truly answer the research question (Saunders, Lewis & Thornhill 2009, 157), and as mentioned, interesting findings and answers to the research questions were found so the research can be considered valid.

Considering a high degree of reliability, it means that the study could be made by other researcher or on a different occasion and still yield the same results (Saunders, Lewis & Thornhill 2009, 156). In general, the findings of the research are definitely reliable at least in Finland. The rate of employed students is quite same and students in other cities presumably suffer from same challenges. However, in a different city there can be also different challenges or if the research was repeated in the future, the situation might be different. All in all, at the time the degree of reliability of the research is good.

6.3 Suggestion for Further Research

When thinking about further research in this area, there are lots of things that should still be covered. The authors found out while doing their research, that this subject is not researched that much. In the future, a research could be conducted where someone researched a little bit deeper to this subject, for example, establish the workshop as mentioned earlier, and research the students there to see how it impacts their search of a job and does it actually help students land a job. There are tons of ways this could be done.

This research only is about LUAS students. One suggestion for further research is to research all students in Finland who are studying on the higher level of education, or at least a little bit bigger area could be covered than only one University of Applied Sciences. This could show the researcher how well are the students of whole Finland working, and not only the students in the Päijänne-Tavastia region.

7 SUMMARY

The purpose of this thesis was to find out how are Finnish and international business students in Lahti University of Applied Sciences employed during their studies. The goal of the research was to gain information on the field to help future students in finding a job.

This thesis uses an inductive approach which means that there was little to not at all theory about this subject. The theory chapters are chapters two, three, and four. Chapter two is about the motivational aspects connected to employment. Chapter three focuses on the general factors affecting employment and the current employment situation in Finland and Lahti. The final theory chapter, chapter four, is about how to find a job as a student. This chapter focuses mostly on the channels and tools available and explaining the importance of an application and CV.

Chapter five contains the empirical part of the thesis. It includes the data collection process and data analysis of the research. An empirical survey was conducted and the results are shown and analyzed. The survey revealed that business students are quite well employed but many would need more support in the field of employment.

The final chapter in this thesis is the conclusion part, where the authors conclude the findings of this thesis. As mentioned, the findings stated that the employment of students is good but more support is needed, especially amongst international students. The chapter includes answers to the research questions and discussion on the validity and reliability, finishing with suggestions for further research.

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APPENDICES

APPENDIX 1. Survey in Finnish

Opiskelijoiden työllistyminen opintojen aikana

Hei! Tämän kyselyn tarkoituksena on kerätä tietoa Lahden ammattikorkeakoulun liiketalouden opiskelijoiden työllistymisestä opintojen aikana. Olemme kaksi International business -opiskelijaa, ja kysely on osa opinnäytetyötämme. Kysely täytetään nimettömänä, ja tietoja hyödynnetään muun muassa helpottamaan uusien opiskelijoiden työllistymistä tulevaisuudessa. Kiitos vastauksistasi!

1. Työskenteletkö opintojesi ohella? *

- Kyllä
- Ei (Jos vastasit 'ei' siirry kysymykseen 6)

2. Ovatko työsi viikonloppupainotteisia vai työskenteletkö myös viikolla?

- Viikonloppuisin
- Viikolla
- Molemmat

3. Onko työsuhteesi...?

- Määräaikainen
- Vakituinen

4. Minkä sai sinut hakemaan töitä, esim. raha, kokemus, muu, mikä?

5. Mitä kautta sait työpaikkasi, esim entinen kesätyö, harjoittelupaikka, työhakemus, muu, mikä?

6. Pärjäätkö opintotuella mielestäsi...?

- 1. Huonosti
- 2. Välttävästi
- 3. En osaa sanoa

- 4. Kohtuullisen hyvin
- 5. Hyvin

7. LAMK pyrkii tiedottamaan opiskelijoille avoimista työpaikoista. Oletko jo tietoinen kanavasta josta tietoa löytyy? (Yammer) *

- Ei
- Kyllä, olen tietoinen
- Kyllä, olen tietoinen ja olen hyödyntänyt palvelua

8. Koetko saavasi tarpeeksi tukea LAMKilta työnhaussa?

- 1. En saa tukea
- 2. Saan tukea välttävästi
- 3. En osaa sanoa
- 4. Saan tukea kohtuullisen hyvin
- 5. Saan hyvin tukea

9. Minkälaista tukea, jos ollenkaan, haluaisit saada?

APPENDIX 2. Survey in English

The employment of students during their studies

Hello! The purpose of this questionnaire is to gather information about the employment of business students of Lahti University of Applied Sciences. We are two International Business students and the questionnaire is a part of our thesis. The questions are answered anonymously and the information will be applied to, for example, help future students to find a job. Thank you for your answers!

1. Are you working during your studies? *

- Yes
 No (If you answered 'no' please skip to question 6)

2. Do you work only on weekends or also during the week?

- Weekends
 Week
 Both

3. Is your contract...?

- Temporary
 Permanent

4. Which factors affected your search of a job, money, experience, other, what?

5. How did you get the job, former summer job, practical training, application, other, what?

6. As a foreign student, what challenges other than language barrier have you had in finding a job here in Finland?

7. How do you feel, have you gotten enough support from LUAS in finding a job?

- 1. Not at all
- 2. A little bit
- 3. Can not say
- 4. Got support a little bit
- 5. Got support well

8. What kind of support would you want to have, if any, when trying to find a job?

9. LUAS has a service providing information about open job placements. Are you aware of this service? (Yammer) *

- No
- Yes, I am aware
- Yes, I am aware and I have utilized it