STATISTICS OF EMPLOYMENT AND DEMAND FOR STUDENTS OF ECONOMIC AREAS IN THE LABOUR MARKET

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Abstract

The purpose of this paper is to describe the theoretical foundations and results of an empirical study of the demand and employment of graduates of economic areas of training in the labour market. The subject of the study is the analysis of the competitiveness and demand for students in the economic areas of training in the labour market. The paper presents the results of a study of employment and demand in the labour market for students of economic areas of study representing 9 universities in Russia. The empirical part of the study was attended by more than 100 representatives of employers of the Russian Federation, more than 2,000 students. The main research method is a formalized questionnaire. According to the results of the analysis, the priority directions of the educational system of the university were established to increase the competitiveness of graduates of the economic areas of training in the labour market by increasing attention to the development of supra-professional competencies of students. The results of the study will be of interest to specialists in the field of HR-management of enterprises, as well as to scientists studying the problems of human capital management.

Key words: competence, labour market, supra-professional competencies, student employment, higher education

JEL Code: A22, J23, J24, O15

Introduction

The current dynamics of global economic processes and technological development have an impact on the global labour market. unemployment rates of graduates are growing, as evidenced by official statistics. So, in 2015, the unemployment rate of university graduates in Russia was 3.9%, in 2016 - 7.0%, in 2017-11.6% (Federal State Statistics Service of Russia, 2019). The unemployment rate of university graduates in 2018 amounted to 24.7% (All-Russian Research Institute of Labour, 2019). The dynamics of the data are scary, employers

are less and less willing to hire specialists without work experience. World employment statistics also show a high level of unemployment among young people aged 15-24 years - 11.8% of the unemployed in 2018 (World Employment and Social Outlook, 2019). In connection with the growth of unemployment of university graduates, the question arises of revising the strategy of preparing students and finding the best ways to increase the employment and competitiveness of young professionals.

The labour market is changing. The requirements of employers for the development of professional and supra-professional competencies of specialists are changing. The relevance of the issue of the deficit of necessary competencies among university graduates has increased. According to experts and employers, the closing of vacancies by students by young specialists is complicated by the lack of a proper level of development of professional and supra-professional competencies (Pereira, 2013). The importance of the supra-professional competencies / soft-skills of modern graduates for the labour market is also emphasized by researchers (Frey & Osborne, 2017). Scientists are also interested in problems arising from the double employment of students and with the balance of time for work and rest, the emergence of bad habits (Butler et al., 2010; Koropets et al., 2019). By supra-professional competencies, we understand a «wide range of skills and behavior, taking into account interpersonal relationships and personal qualities that allow you to quickly navigate and adapt to environmental tasks and challenges, establish relationships and establish contacts, demonstrate high work efficiency and achieve goals and objectives» (Pesha, 2020, p.207).

Employment issues for university students are considered by scientists from several sides. Firstly, from the point of view of employment problems arising from double employment and insufficient development of competencies (Vinichenko et al., 2016). Secondly, the world scientific community is interested in student employment in terms of the impact on the effectiveness of learning programs (Baert, 2018). Thirdly, researchers are interested in the reasons that encourage students to look for work while studying at the university (Metcalf, 2005). Researchers provide official statistics on graduate employment, as well as research on the problems and causes of unemployment for university graduates (Sobotkova & Dohnalova, 2014). Another important ascetic of the issue of student employment is its impact on subsequent work device (Baert et al, 2018; Häkkinen, 2006).

In this paper, we present the results of a theoretical and empirical study of employment and demand on the labour market for university students in the economic areas of training. The results of the study are the basis for developing possible directions for the

university to increase the competitiveness of graduates of economic areas of training in the labour market by increasing attention to the development of supra-professional competencies of students, the development of the triad of interaction "university-student-employer".

The work presents the results of a content analysis of the research results of the world scientific community on the employment of students and graduates. The authors analyzed data on the demand for employers by students and graduates of economic areas of study. The empirical part of the work also presents the results of a study on the employment of students from 9 universities in Yekaterinburg, Chelyabinsk, Omsk.

The object of research is the formation of students' supra-professional competencies during higher education to ensure their relevance and competitiveness in the labour market. The subject of the study is the analysis of the demand and employment of young specialists and students of economic areas of training in the labour market.

Research Methods. To solve this problem, the author used general scientific and special research methods, including substantive, systemic, comparative and logical analysis, a written survey.

1 Employment and demand of economic areas students in the labour market

It seems to us that the results obtained by scientists earlier in relation to the correlation of student employment and subsequent employment can be strengthened and developed in subsequent studies and from the point of view of correlation of the development of students' supra-professional competencies with their experience of student employment and subsequent employment in their specialty. This study will be useful for placing emphasis on educational training programs, in terms of organizing student practices and internships, as well as helping to organize remote and flexible employment for students who need financial support and self-expression.

1.1 Method

Members: The empirical part of the study was attended by more than 100 representatives of employers of the Ural and Central Federal Districts of the Russian Federation. The survey on employment issues was attended by more than 2,000 students in economic areas of 9 Russian universities. Areas of training students for analysis: economics, management, state and municipal administration, business informatics, personnel management, product Technology and Catering, hotel business, commodity science and others.

Method Description: The main research method is a formalized questionnaire. The study period is 2019-2020. Students were invited to participate in an online survey on employment and employment issues through electronic communication. Representatives of employers were also invited by electronic communications to take a survey on the employment of students in their companies, the readiness and employment problems of students in economic areas to work in their company. The survey included several questions with a detailed description of the procedure.

1.2 Results

The survey involved 2036 students. Among them, 34.15% worked at the time of the study. More detailed data on student employment are presented in table 1.

Tab. 1: Employment of students by field and type of employment at the time of the study in the areas of training (in% of the total number of employees)

employment (%) / direction of preparation	%	specialty	entrepreneurship	catering	sales	construction	IT-sphere	fitness and beauty	administrative work	education	other
total	34,15	28,76	1,72	12,73	25,16	4,58	2,73	3,92	4,21	3,69	12,51
business Informatics	26,4	28,57	7,14	14,28	21,4	14,25	-	-	-	-	14,36
product technology and catering	51	50,32	-	-	19,7	9,88	-	-	10,02	-	10,08
economy	35,7	31,31	1,01	14,14	21,22	7,06	2	7,24	5,04	2,02	8,96
management	33,8	23,25	-	16,27	16,28	2,32	18,6	6,97	2,32	6,67	7,32
personnel Management	45,5	25,33	4,9	12,34	32,09	2,46	1,23	2,46	1,23	5,62	12,34
state and municipal government (gmu)	41,5	36,11	4,17	13,88	18,09	-	2,77	8,34	-	16,64	-
trading business	37,8	11,2	-	28,57	42,8	-	2,7		0,83		13,9
commodity science	14,04	13,6	-	18,18	66,6	-	-	-	-	-	1,62
law	38,14	25,03	-	9,61	13,46	5,76	-	-	1,92	1,92	42,3
hotel business	17,63	42,85	-	-	-	4,02	-	14,2	20,71	4,02	14,2

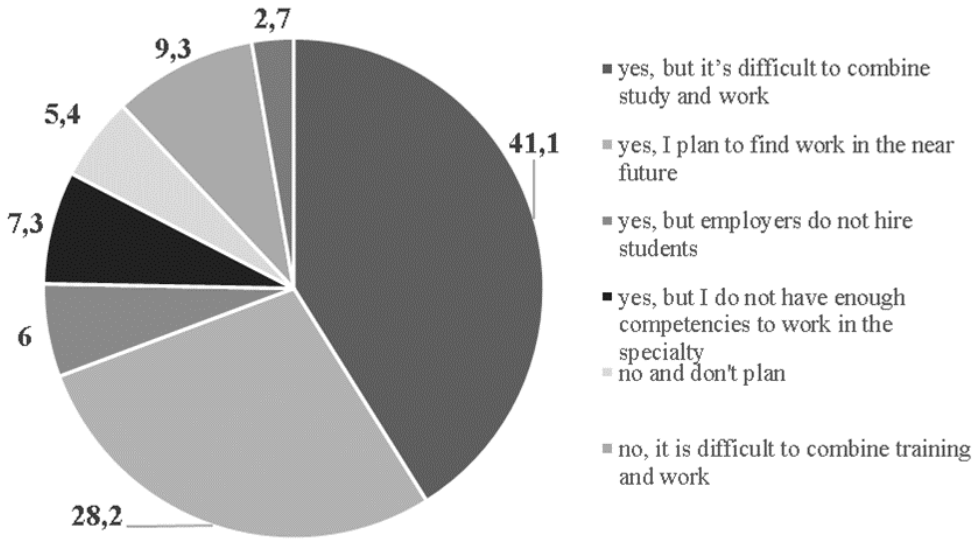
Source: author field study results

The largest number of busy students combine study with work in the chosen field of study at the university. If we follow previous studies, it is likely that the work will only have a positive impact on the results of the assimilation by this group of students (28.76% of employed respondents) of the educational program (Neyt, et al. 2019) and competitiveness in the labour market after graduation (Baert, et al., 2018). The largest percentage of working

students specializing in food technology and catering. A possible reason for the high percentage of employment in the specialty may be high competition in the industry and the constant shortage of personnel observed in the catering market, which also confirms the results of previous studies (Wang, 2016).

From the point of view of having a desire to find work among the non-working number of students, currently the answers were distributed as follows: the percentage of people who wanted to find work or looked for work was 85.3%, the percentage of people who did not want to work while studying at the university, amounted to 14.7%. A more accurate distribution of responses is shown in Figure 1.

Fig. 1: A desire of students to find a job and combine studies at a university and work (in% of the total number of answers)



Source: author field study results

Students note employment problems caused by the lack of willingness of employers to hire students (6% of respondents). In addition, students note a reluctance to work in their specialty (1.01% of respondents), the presence of their own business (0.1%), as well as a desire to find a job in the summer (0.1%), poor health and not being able to think about work at present (0.1%), as well as maternity leave, which even without work implies the presence of double employment (0.3%).

The results of a survey of employers on the availability of employed students in the company and their areas of employment are presented in table 2. As shown by data in 78% of the companies (out of 114 companies out of 146) have studets in the state. The vast majority of students work in the direction of higher education (64.45%). This figure does not fully

reveal the picture, because in some companies students work both in their specialty and not in their specialty, including in service (Table 2). The largest percentage of students employed by profession in medium-sized companies with headcounts from 51 to 100 people, as well as in large, multidisciplinary companies with more than 1,000 employees. Small businesses can not always afford to hire students who do not have work experience, their selection process is aimed at attracting specialists who are ready to contribute to the effectiveness of the company from the first day of work, without the need for additional training.

Tab. 2: Percentage of companies in which university students are employed (depending on the size of the business and in the areas of student employment, % of the total)

posts / number of employees (person)	% of companies in which students work	by specialty	not by profession	interns	by specialty and not by specialty	service staff
Total	78	64,45	13,92	1,63	10,01	9,98
До 50	48,48	68,75	18,75	6,25	6,25	-
51-100	72,72	87,5	-	-	-	12,5
101-500	88,46	52,17	17,39		13,04	17,39
501-1000	93,75	60	20	-	-	20
1001 and more	86,66	53,85	13,46	1,92	30,77	-

Source: author field study results

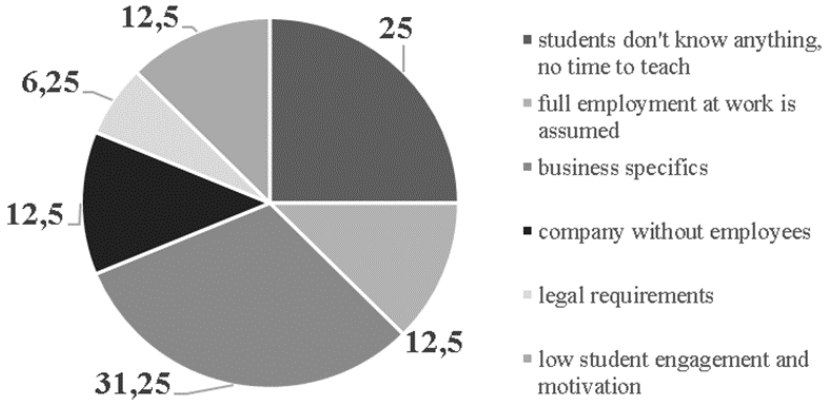
Most open to students in the fields of architecture and construction, hotel services and banking, 100% of the companies participating in the survey employ students. Least of all consulting employers consider students as workers - 66%. Data on other areas of activity have a slight deviation from the overall average student employment rate.

As a result of the survey, we found that in 10.27% of the companies students are currently not working, but in the future students are planned to be hired, 46.66% of them plan to accept students for positions in the specialty, 26.67% not for the specialty , 26.67% as staff (waiters, bartenders, couriers, volunteers, etc.). 10.96% of the companies surveyed said they were not ready to accept students now or in the future. The key reasons employers are not ready to hire students are presented in Figure 2.

Among the main reasons for refusing to consider students for vacant positions in companies, in addition to the specifics of the business and the requirements of the law, employers note a low level of involvement in the work process, the inability to give oneself to work completely (to study what is necessary for work in free time, to spend personal time on achieving set goals - to recycle), the “frivolity” of young employees and the instability of their work, the difficulties of organizing a schedule when combined with studies, overstated ambitions without reinforcing experience and necessary knowledge for a particular position.

These reasons relate primarily to the low level of development of supra-professional competencies.

Fig. 2: Reasons why employers participating in the survey are not ready to hire students (in % of the total number of answers)



Source: author field study results

Motivation for work, planning and prioritization, interaction with people and responsibility, adequate self-esteem, emotional and social intelligence are the things that students need to work on during their higher education in parallel with the development of professional knowledge and skills. Modern students still have the opportunity to change the trend of graduate employment statistics in Russia, which shows an annual increase in graduate unemployment, aiming at 30%.

Conclusion

The results of the content analysis of the literature made it possible to formulate a list of key issues related to the study of employment of university students. In this study, we analyzed the employment of full-time students in the economic areas of training at 9 Russian universities, during which we found out what percentage of students are employed, what is the distribution by area of employment, and what are the key problems of employment or unemployment of students. The empirical part of the study showed a high percentage of employment of students in economic areas in a sample, as well as the presence of a sufficiently large number of employment opportunities for students.

We found that at the time of the study, 34.15% of the students were working. Just over a quarter of students, 28.76% work in the specialty received at the university. If you agree with the results of a study by Baert S. et al., 2018 and Neyt B., et al. In 2019, most likely, 28.76% of students secured a competitive advantage in the labour market after graduation,

without having problems with mastering work disciplines. This fact requires further confirmation and in-depth research. The problems of student employment are primarily associated with the reluctance of employers to accept students for work (in the opinion of 6% of student respondents), as well as with the reluctance to work in their specialty, poor health, and the birth of a child.

At the same time, the results of a survey of employers confirm the results of previous studies on the relatively low level of development in students of not only professional but also supra-professional competences. Companies that are not ready to employ students note that students lack social and emotional intelligence, low level of ability to manage your time and not willingness to take responsibility. At the same time, the most of employers are ready to recruit students and provide them with opportunities for professional development, as 88.27% of the survey participants noted. Based on the results of the analysis, we determined a key area of further research on the issue of employment of students in economic areas of study at the university. In the further research needs to be studied of the correlation of students' employment and unemployment with the level of development of supra-professional competencies and academic performance.

We have formulated a number of priority areas of the educational system of the university to increase the competitiveness of graduates of economic areas of training in the labour market by increasing attention to the development of students' supra-professional competencies:

1. Development and implementation of educational programs of practical disciplines. Not just with a practical orientation, but practical - by solving real business problems of companies. The introduction of such disciplines will help strengthen the triad of interaction between the employer, student, and the university, as well as consolidate the necessary professional and development of supra-professional competencies necessary for specific areas of activity.

2. Strengthening the practice of students participating in grants and competitions organized by educational institutions, companies, as well as the state for the development of thinking, communicative competencies, commitment and responsibility.

3. Implementation and updating, in accordance with the changing needs of society and the economy, of roadmaps for interaction between universities and employers and students.

4. Strengthening career guidance work with university students and conducting career counseling. This measure will help students not only get practical support for their ideas about

the profession they are getting, but also to build their own paths of professional development, to recognize the strengths and growth areas of their "human capital", and to increase their labour motivation.

5. Strengthening the digital component in the educational process, teaching students through modern information technology, digital technology tools and working with them. Industry 4.0., in which we now live, means training specialists who can not just be "confident computer users," as it was 5 years ago, but the ability to develop technical tasks for creating professional computer programs, modeling, computer design, and confident use of existing software providing.

Modern reality, the COVID-19 pandemic, global economic turbulence leave their mark on the world labour market not only of the present, but also of the future. Today's students need to develop flexibility, adaptability and resilience when faced with environmental challenges and challenges, build relationships and establish contacts. Universities need to once again revise the technology of training specialists for the future, which is rapidly developing and is much ahead of the development of the educational system in its development. In order to provide themselves with competitive personnel in the future, employers need to pay more attention to students who are ready and open to accepting knowledge, developing skills of future specialists. Only the joint, systemic and dynamic work of all key stakeholders of the educational process is able to provide the digital economy of the near future with competent specialists.

Acknowledgment

The reported study was funded by RFBR, project number 19-29-07435

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