# Cultural Embeddedness of International Student Employment in Hungary: A Mixed-Methods Study

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**Citation |** Ali. M, Zahid. A, Minahil, "Cultural Embeddedness of International Student Employment in Hungary: A Mixed-Methods Study", MCCSS, Vol. 05 Issue. 05 pp 405-416, October 2026

**Received |** Sep 11, 2026 **Revised |** Oct 03, 2026 **Accepted |** Oct 11, 2026 **Published |** Oct 16, 2026.

Although student employment is prevalent in contemporary educational institutions, the majority of studies about overseas students have focused on remunerated positions driven by economic necessity. This research aims to comprehend the social phenomena of student employment in Hungary via the lens of international students' work trends and cultural value systems. This research investigated 61 overseas scholars enrolled at a Hungarian university through online questionnaires and face-to-face focus groups. We applied Hofstede's Values Survey Module to evaluate the cultural orientations of students, contrasting those who are employed with their unemployed counterparts through inferential statistics. International students are predominantly inclined to secure adaptable employment with little prerequisites, especially in platform-oriented delivery services. Conversely, academic or professional positions are less in demand but typically offer higher remuneration. The probability of securing work was significantly greater for male candidates in their senior year of college. Performance-centric values were statistically more common among employed students compared to their non-employed peers within the cultural value orientations of the two groups. The findings indicate that employing international students is linked to institutional limitations and entrenched cultural perspectives.

**Keywords:** Hofstede's Cultural Elements; Educational Establishments; And Student Engagement.

## Introduction:

Scholars often engage in employment, and studies indicate that this may influence their educational success [1][2]. Investigations conducted by [3] and [4] indicate that student employment influences career prospects. The challenges encountered by international students concerning linguistic proficiency, legal standing, and employment opportunities have been extensively researched; nonetheless, most of these analyzes have concentrated on student employment from an economic or pragmatic viewpoint [5]. Recent labor research indicates that students are progressively attracted to flexible and platform-oriented employment due to its minimal entry requirements and temporal adaptability [6]. These investigations, meanwhile, infrequently differentiate between local and international students and fail to thoroughly analyze the influence of students' cultural value frameworks on their participation in such activities. Although recognizing the increasing connection between student employment and digital labor platforms, research oriented toward policy often perceives student workers as a uniform category [7].

As a result, the culturally ingrained social phenomenon of international students engaging in employment throughout their studies remains poorly comprehended, especially within the framework of Central and Eastern European institutions. Cultural value orientations as a possible influence on the employment or unemployment of international

students have not received the consideration they warrant. This research employs a mixed-methods strategy that integrates student employment studies with Hofstede's cultural dimensions framework to investigate the correlation between culturally ingrained value orientations and job opportunities for overseas students in Hungary. The objective is to bridge this divide in the academic discourse.

Following Hungary's accession to the EU, the structure of higher education expanded and became increasingly internationalized, with student employment emerging as a crucial component of the nation's tertiary education. Numerous references, such as [8][9], indicate a substantial increase in the population of international students, escalating from approximately 12,000 in the early 2000s to more than 45,000 by the 2024–2025 academic year. This phenomenon can be ascribed to the surge in college enrollment throughout the 1990s. Consequently, the equilibrium between employment and education has become increasingly prevalent. Currently, a significant proportion of university students engage in part-time employment, predominantly opting for low-skilled positions that do not necessitate a degree or prior experience in their academic discipline [10]. Participation trends are shaped by social standing, gender, and educational attainment. Researchers [11][12][13][14] discovered that these factors influence the intensity of students' study habits.

Hungary poses more institutional and cultural barriers to employment for overseas students. Owing to linguistic obstacles, legal issues, and restricted access to conventional job markets, overseas students frequently choose adaptable and platform-oriented work options. While temporary employment offers adaptability and immediate monetary assistance, [15][16][17] argue that it serves primarily as a means to achieve specific goals rather as a route to career progression. The evolving dynamics indicate that student employment transcends just financial pursuits; it is an activity deeply rooted in social and cultural contexts, influenced by institutional and normative structures.

This research investigated cultural entrenchment via the lens of Geert Hofstede's cultural dimensions framework [18][19], which categorizes cultures according to value dimensions that affect work-related attitudes and actions. Hofstede's approach, while utilized in a limited number of studies on student employment, has been extensively employed in organizational and educational research, encompassing investigations into academic integration and learning outcomes. Instead of perceiving cultural traits as immutable national attributes, this research aims to utilize Hofstede's framework to analyze value disparities among a culturally varied student population. Student work in Hungary may be perceived not just as a method for securing financial assistance, but as a culturally organized communal endeavor.

The subsequent research inquiries are pertinent and will direct additional exploration due to the study's exploratory character and the scarcity of empirical evidence regarding the cultural assimilation of student employment among international students in Central and Eastern Europe.

**Objective:**

The objective of this research is to enhance the literature in several aspects. Primarily, it recognizes that the experience of being an international student transcends mere employment; it constitutes a fundamental social interaction influenced by cultural background, individual convictions, and societal standards. Secondly, instead of contrasting national cultural traits, the research employs Hofstede's framework at the individual level among a culturally heterogeneous student body to examine value differences between employed and unemployed students. Ultimately, the research enhances our comprehension of international student employment by illuminating an overlooked context: universities in Central and Eastern Europe. This research employed an exploratory approach to discern possible connections

between student employment and cultural value orientations, given the absence of empirical evidence, rather than examining causal hypotheses.

**The Instruments Available to Us and the Method Employed:**

The research employed a sequential exploratory mixed-methods strategy, initially collecting quantitative data that subsequently guided the qualitative data gathering. This research aimed to employ a systematic questionnaire to examine the job experiences of international students and identify trends. Establishing focus groups with students from various nations was the preliminary action in gathering qualitative data. We were keen to learn about individuals' experiences balancing employment and education, the obstacles they faced during job searches, and their approaches to managing cultural disparities in the workplace. During the qualitative discourse, systemic limitations, linguistic obstacles, and various forms of employment emerged as persistent issues. Subsequent to this phase, the questionnaire tool was created utilizing the data collected throughout the research. We developed a series of survey inquiries to assess participants' views on employment, perceived barriers, and flexibility concerning the difficulties highlighted in the focus group. In the subsequent segment of the research, a quantitative online questionnaire was employed to assess the international scholars at Széchenyi Istę University. This research meticulously examined employment patterns and assessed the cultural value orientations of employed versus unemployed students. This meticulous methodology facilitated the statistical examination of the patterns identified in the qualitative phase by guaranteeing that the survey tool was grounded in the genuine experiences of overseas students.

On October 27, 2025, international scholars from Széchenyi Istě University in Gyęr, Hungary, participated in a qualitative phase interview. A panel of eight individuals, comprising four men and four women aged between 22 and 28 from diverse cultural and gender backgrounds, conducted the interviews. To guaranty a varied assortment of cultural heritages, two students were chosen from Morocco, Azerbaijan, India, Pakistan, South Africa, Slovakia, and Romania. A semi-structured interview facilitated the focus group. The questionnaire inquired about the participants' work history, present roles, methods of securing employment during their studies, their experiences with Hungarian employers, the relevance of Hungarian language proficiency for jobs in Hungary, occurrences of workplace discrimination, and notable cultural disparities they faced. The group dialog produced several topics that attendees autonomously proposed alongside the predetermined inquiries. The quantitative aspect of the research was based on a survey aimed at these individuals. The subjects deliberated by participants encompassed the gender disparity in job prospects, cultural variances in workplace environments, the absence of formal contracts in specific contexts, challenges in negotiating employment terms owing to language obstacles, and divergent views on accountability for adapting to these inequalities. The survey inquiries regarding legal vulnerability, workplace adaptation experiences, challenges encountered at work, and perspectives on other relevant factors were then formulated based on the results.

The dialog occurred in English for about ninety minutes. The questionnaire for the quantitative phase was constructed based on qualitative data that underscored the ubiquity of online and platform-based employment, the influence of language barriers, and the perceived legal uncertainties.

An online poll was administered from October 26, 2025, to November 19, 2025, to improve the qualitative findings. To ensure a representative sample, the survey was restricted to the international students registered at Széchenyi Istě University. Two of the original 63 replies were discarded during the data purification process, resulting in a conclusive analytical sample of 61. The geographical composition of the survey sample represents the many regions of the group of international students. Notwithstanding their global backgrounds, the predominant number of participants (N = 14, approximately 23% of the total) hailed from the

India-Pakistan-Bangladesh area. A total of twelve students, representing almost 20% of the whole group, from Central and Eastern Europe constituted the second-largest cohort. Furthermore, 19% originated from North Africa, 15% from Sub-Saharan Africa, 7.1% from West Asia and the Middle East, and 7.1% from East Asia. The smaller groups for North America and Russia consist of two responders from Russia and one participant from both Central and South America, totaling three participants (N = 3). The allocation of students across various regions illustrates the cultural diversity of the sample. Instead of concentrating on a specific national group, the study investigates differences among a globally heterogeneous student demographic, which is especially beneficial for evaluating cultural value orientations.




**Figure 1.** Study design and analytical sequence

Thirty students were classified as "working students" (individuals who had earned wages) and thirty-one as "non-working students" (individuals who had not) in the three months preceding the survey. This classification aims to discern variations within the sample rather than juxtaposing nations.

All approaches adhered to institutional protocols for the ethical and secure care of research participants. On October 22, 2025, the Ethics Committee of Széchenyi Istě University sanctioned it with the identifier SZE-ETT-79. Prior to engaging in the survey or focus group interview, every participant was obligated to sign an informed consent document. Given that all of these datasets were gathered anonymously, it is unfeasible to pinpoint any individual within them. Upon diligent investigation, the pertinent author can furnish the details encompassed in this article. Generative AI was not present in any facet of the research, encompassing design, data gathering, analysis, and interpretation.

**Responsibility:**

During the initial round of the survey, overseas students were requested to utilize a bespoke fourteen-item scale to evaluate their perceptions and emotions on various topics, such as work, adaptation, and other pertinent issues. Five criteria were assessed on a five-point Likert scale, with seven items being reverse-coded. Upon the exclusion of a single item from the reliability assessment, the internal consistency was considered acceptable, yielding Cronbach's $\alpha = 0.73$ and McDonald's $\omega = 0.73$. Two factors were derived by exploratory factor analysis employing the least residual method with varimax rotation. Two of these elements are (1) viewpoints on employment and adaptability, and (2) instances of discrimination and perceived obstacles to employment.

Cultural value orientations were assessed utilizing the Hofstede Values Survey Module from 2013. The VSM examines multiple cultural traits instead of a singular latent construct, so its overall internal consistency was not utilized to assess its reliability. Consequently, it was concluded that the instrument lacked coherence as a metric. The primary objective of the study was to ascertain the index for each cultural factor in accordance with the methodological stipulations of the VSM. The evaluation of the Long-Term Orientation (LTO) element was complicated by the inadvertent exclusion of item Q19 in the online survey platform. The study analyzed five cultural dimensions: Power Distance (PDI), Individualism-Collectivism (IDV), Masculinity-Femininity (MAS), Uncertainty Avoidance (UAI), and Indulgence-Restraint (IVR). Although the original instrument lacked reverse-coded items, two components (Q16 and Q18) in the present sample exhibited negative correlations. Given that the objective of the study was to examine a diverse cohort of international students instead than evaluating national culture metrics, the removal of the LTO category did not influence the interpretation of the remaining indices.

**Examination of Data:**

Inferential statistics, descriptive statistics, reliability assessment, exploratory factor analysis, and various other statistical methodologies were employed to examine quantitative data. The selected software for statistical analysis was Jamovi Statistics (version 2.7). Students who engaged in labor and those who did not were evaluated by the analysis of variance (ANOVA) and analysis of covariance (ANCOVA). The subsequent variables were incorporated as controls: duration of prior employment, educational attainment, and gender. Owing to slight breaches of normality assumptions, Mann-Whitney U tests are necessitated with Welch's independent samples t-tests. Effect sizes were calculated utilizing Cohen's d. The qualitative data gathered from the focus group interview was evaluated by thematic content analysis. We conducted a descriptive analysis contrasting self-reported income categories with recorded employment kinds to discern alterations in the categorization of student work.

**Table 1.** Research instruments and analytical procedures

| Component | Manuscript description |
|---|---|
| Sample | 63 initial survey replies; 2 excluded; 61 analyzed |
| Qualitative component | English-language focus group; eight participants reported |
| Employment status | Paid work during the three months preceding survey: 30 working; 31 non-working |
| Custom attitude scale | Initially 14 items; one excluded for reliability analysis; Cronbach's $\alpha \approx 0.73$ and McDonald's $\omega \approx 0.73$ |
| Factor analysis | Minimum-residual extraction, varimax rotation; two-factor solution; KMO = 0.586; Bartlett $\chi^2 = 191$, df = 78, $p < 0.001$ |
| Cultural measures | Hofstede VSM: PDI, IDV, MAS, UAI, IVR; LTO excluded because Q19 was omitted |
| Group comparison | Welch independent-samples t-tests for cultural dimensions; other analyses described include ANOVA/ANCOVA |

**Outcome:**

**Sample Characteristics:**

The final sample for test consisted of 61 abroad students registered in a Hungarian college. Students were divided into employed (N=30) and unemployed (N=31) groups depending on their work status within the three months preceding the survey. The gender distributions were considerably different in the two groups. Only nine of the 30 women said they had a job while going to school, compared to 22 of 31 men. The observed descriptive differences imply that male foreign students are more likely to work as they study abroad.

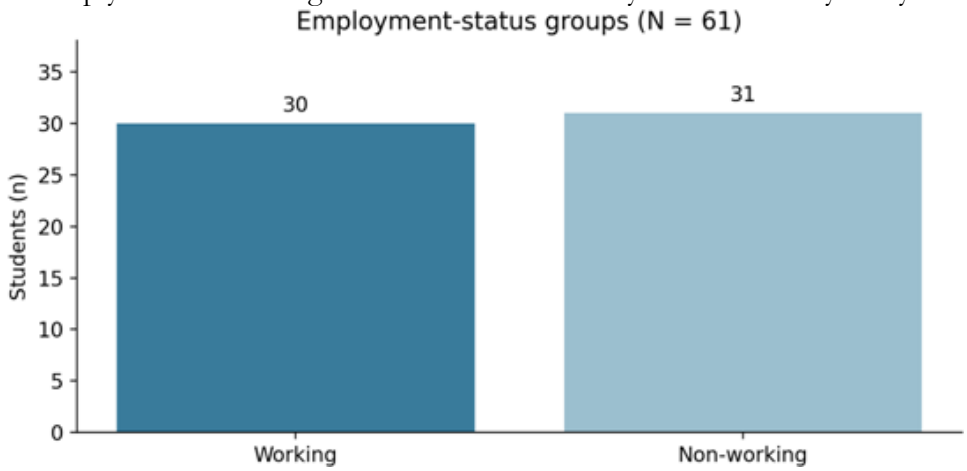



**Figure 2.** Employment status of participating international students

**Factor Structure of the Self-Development Scale and its Reliability:**

The initial version of the student-developed test consisted of fourteen components measuring their attitudes to employment, perceived challenges, and adaptation. The reliability testing demonstrated acceptable internal consistency after deleting one item (Cronbach's α = 0.730; McDonald's ¹ = 0.734). The examination at the item level indicated that if no further items were deleted, reliability would have improved substantially. An exploratory factor analysis was conducted using the minimal residual method and varimax rotation. The data were acceptable for factor analysis as shown by the Kaiser-Meyer-Olkin measure (KMO = 0.586) and Bartlett's test of sphericity ($\chi 2 = 191$, df = 78, $p < 0.001$). Results revealed that the two-factor solution explained 32.3% of the overall variation. One component was composed of questions about individual opinions and attitudes in regard to workplace flexibility and explained 18.4% of the total variation, the other component was composed of questions about individual perceptions of obstacles and experiences of bias and explained 13.8% of the total variance. A presents the results of the total reliability study except for Question 7 from the sample.




**Figure 3.** Gender-specific employment counts in the manuscript

To study attitudes to employment, perceived obstacles and thoughts on adaptation a unique scale was developed. Exploratory factor analysis was carried out using the least residual extraction and varimax rotation.

Before the study started, the suitability of the data for factor analysis was tested. The Bartlett's test of sphericity was significant ($\chi 2 = 191$, df = 78, $p < 0.001$), showing that the correlation matrix was appropriate for factor analysis. The Kaiser-Meyer-Olkin (KMO) metric of sampling adequacy was low but acceptable for exploratory analysis (KMO = 0.586). After the analysis, the two-factor explanation was found, which accounted for 32.3% of the overall variation. The two components explained 18.2% and 14.1% of the total variation, respectively. The first part is mostly concerned with the general attitudes of students about employment and their sense of freedom when they enter the work force while studying for their degrees. This is further demonstrated in the phrases "It is my responsibility to prepare myself for cultural variances" (0.434), "Getting a job abroad is just a matter of commitment" (0.685) and "It is important to work while studying at university" (0.563). These elements demonstrate the view of the labor market and personal freedom of the host country. The second portion deals with discrimination in the workplace and other barriers. Some noticeable statements are "The organization is bound to deal with cultural differences" (0.576), "I experienced discrimination when I was working abroad" (0.606), and "I faced many rejections when I was looking for a job" (0.780). These components reflect perceptions about structural constraints and challenges encountered at the workplace. This is a verification of the theoretical differentiation underlying the questionnaire in the sense that, in general, the factor structure demonstrates the scale's ability to discriminate between attitudes toward labor and observed structural barriers. The variables relating to employment outlooks are mostly concerned with the first issue, whereas

the variables relating to perceived barriers and experiences of discrimination are primarily concerned with the second.

**Student Project Aspects:**

Student employment characteristics were analyzed using an analysis of covariance (ANCOVA) with student employment status as the dependent variable. Only gender and academic year were shown to be statistically significantly impacted. Male students were 9.43% more likely to choose wage employment than female students ($F(1, 57) = 0.003$). The length of academic years and the percentage of pupils working while in school were found to be statistically substantially associated ($F(1, 57) = 4.71$, $p = 0.034$). However, the working hours and the other factors were not substantially correlated ($F(1, 57) = 0.01$, $p = 0.920$). a statistically significant link between academic year, gender and occupational position. Male students and students in their final years of school were more likely to work for compensation.

Female students reported a substantially higher average wage ($t = -0.398$, $p = 0.693$), although there was no significant difference in income levels by gender among working students.

**Situations of Economy and Specializations of Students:**

Analysis of the open-ended replies suggested that the majority of students were working in low-barrier positions with flexible schedule possibilities. The vast majority of the occupations tracked were in the delivery platform industry, i.e., as riders and couriers. Other common administrative and support occupations included research assistant and part-time administrative work. In contrast, respondents listed jobs requiring professional skills or advanced competencies (for example, data engineering, design, online marketing, teaching, or stock trading) less frequently than manual labor and hospitality industries. The various forms of reported monthly earnings were associated with the various types of employment, leading to a segmented income structure. Those with a moderate salary (50,000-300,000 HUF per month) were more likely to be platform-based delivery drivers. "There was a broad spectrum of salaries for administrative assistants and similar positions. The greatest wages were reported only by knowledge-intensive, technology-focused occupations while professional and research-oriented occupations generally reported average salaries.

**Group Differences and Cultural Values Systems:**

The ensemble is culturally homogeneous, as reflected by the scores in each category. The quite low Power Distance scores showed an inclination toward egalitarian relations in the organization. On the Masculinity-Femininity continuum, our primary feminine attribute was our lack of individualism and our primary masculine trait was our lack of collectivism. The Indulgence score was slightly in favor of pleasure and self-expression but the Uncertainty score was in accordance with the avoidance behaviors being more in line with regularity and predictability.

**Table 2.** Reported cultural-dimension comparisons

| Dimension | Reported p-value | At $p < 0.05$ |
|---|---|---|
| Masculinity–Femininity (MAS) | 0.036 | Yes |
| Power Distance (PDI) | 0.579 | No |
| Individualism (IDV) | 0.879 | No |
| Uncertainty Avoidance (UAI) | 0.935 | No |
| Indulgence–Restraint (IVR) | 0.209 | No |

We analyzed cross-sectional survey data ($N = 61$) in which cultural value orientations were assessed using Hofstede's VSM-derived indices. For the trials, the line dividing the two groups was thirty people hired and thirty-one persons not hired. Five respondent-level indices are computed from recoded item responses, based on numerical Likert scores, and using the dimensions of Hofstede's framework: Power Distance (PDI), Individualism (IDV),

Masculinity (MAS), Uncertainty Avoidance (UAI) and Indulgence against Restraint (IVR). The computations were made using standard VSM index methods. Constants not influencing intergroup comparisons were not included. To detect differences across groups we performed Welch's two-sample t-tests for each measure. Results are presented as mean index scores and 95% confidence intervals. The average MAS scores of the working and jobless cohorts differed substantially by 28.52 points (Hedges' g = 0.55; p = 0.036). No statistically significant changes were observed in the PDI (p=0.579), IDV (p=0.879), UAI (p=0.935) and IVR (p=0.209).

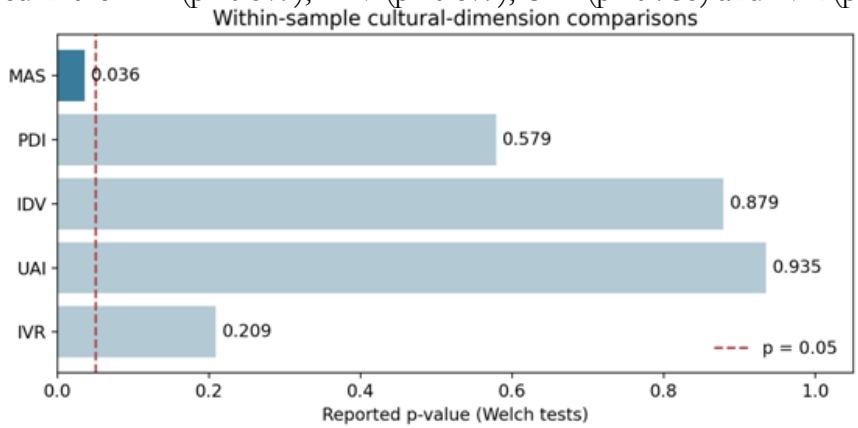



**Figure 4.** Reported p-values for differences in cultural value dimensions

**Lecture:**

This paper explored the socially embedded practice of Hungarian student employment influenced by institutional restrictions and value systems. This study adds to the nascent literature on student employment by employing a mixed methods approach and individual application of Hofstede's cultural dimensions framework for each student, rather than for a country per se, and extending beyond the obvious economic reasons.

**Structural Constraints and Labor Market Dynamics:**

The platform-based job is the most desirable and practicable flexible and feasible career option for the overseas students in Hungary. This is in line with the recent global data on student employment. Other research [20][21] have pointed up the role of language barriers, lack of local networks and unclear legal requirements in the tendency of international students to take up precarious and platform labor. The qualitative results of this study complement these conclusions and indicate that international students look for occupations with less contact with official bodies due to worries about their legal readiness and lack of knowledge. The results are in line with prior studies that differentiates between working for survival and acquiring skills for employment [16][22]. This gap in availability of employment can be illustrated by the fact that only a tiny fraction of overseas students get well-paying knowledge-intensive professions. At the same time large parts of the population were forced to perform shift duty duties.

**Factors Influencing Student Internships:**

The figures, which mirror national and international trends, indicate that male students and those in their last academic years are more likely to work while studying. Graduating students may be more likely to get job since they perceive themselves as more autonomous, better at time management, and more used to the workplace [2][13]. [11]find strong evidence of gender inequalities in student employment statistics. These differences may reflect more substantial structural gender differences in the labor or other professional sectors. Interestingly, in this specific sample we found no clear association between prior work experience and current employment status. Previous research has demonstrated that it is institutional settings, situational possibilities and urgent financial demands that are the key determinants of students' career choices, and not labor market experiences [23][3].

**Masculine and Feminine Characteristics and Their Influence on Work Environments and Cultural Value Systems:**

This study makes a substantial contribution to the subject by investigating cultural value orientations. The group was generally collectivist, low power distance, with a strong dislike of ambiguity and predominantly feminine values. However, statistically significant variations were only found in the masculinity-femininity (MAS) dimension between working and non-working students. The higher masculinity indices of job market persons indicate that they emphasize performance and accomplishment more. This finding aligns with earlier research [15][4] and validates that working while in university promotes career orientation, competition, and the value of work. Masculinity in the workplace is connected to traits such as ambition, perseverance and a focus on results, according to Hofstede's research [24]. Similar link between job engagement and performance-oriented mindsets were observed in [25] study of international students' views on their employability and professional identity.

But this outcome should be taken with a grain of salt. A key contextual aspect in this specific sample is that there are more male students than female responses. Students who are employed and those who are not may have different MAS scores, and that difference may give insight into the underlying issues. The differences in MAS values may have been due to the gender composition of the workforce rather than vocational reasons. This could explain why males tend to score better on measures of masculinity when Hofstede's theory is applied in the actual world. There appears to be a link between being employed and having more masculine beliefs but gender could complicate things. Because of the limitation, it is vital to scrutinize the data carefully and view the data as suggestive of a correlation rather than a causative relationship.

Academic pursuits and transient life experiences are unlikely to affect perspectives on indulgence, uncertainty avoidance, collectivism or hierarchy, as no significant changes were observed in the other cultural qualities. The conclusion runs counter to previous declarations that have questioned overly deterministic explanations of cultural features and lends support to the idea that certain value systems are innately more resistant to human change [26][27].

**Influence of Law on Higher Education Institutions:**

The answers should be looked at by the government officials and academic institutes. The primary objective of the educational institutions that open their doors for the abroad students is to increase their support to help them get lawful jobs. This could include career guidance specifically tailored to international students or partnerships with local companies that provide internships and job opportunities related to their studies. Second, the findings underscore the importance of language-integrated work opportunities, implying that colleges should subsidize part-time jobs requiring English skills and promote language learning on the job. A lot of students have been worried about their possible legal responsibilities as the college has not offered a definitive direction on legal job conditions and contractual rights. The adoption of such measures could ease and level the playing field for international students to assimilate into local labor markets.

**Current Situation and Potential Future Research Directions:**

There are limitations to the study that must be recognized. First of all, generalizability is not feasible as the study only covered the cohort of abroad students from one university. The exploratory design and cross-sectional methods of the study may make it impossible to draw any clear conclusions about causality. Students preexisting convictions may affect their willingness to labor. However, whether working during their education changes cultural value orientations is uncertain. Considering the very small sample size, be cautious in making strong inferences from the statistical analyzes, especially when using the ANCOVA model to examine the different cultural aspects. Think of the findings as patterns that invite more investigation, instead than instant conclusions.

Cultural value orientations were also measured by Hofstede's Values Survey Module, a controversial method that has been criticized for its use of national-level analysis and potential ecological fallacy [26][27]. The approach is applied heuristically at the individual level but different socio-cultural frameworks may lead to different conclusions. [28][29] argues that student work is a socially organized activity that is shaped by habitus and disparities in economic, cultural, and social capital. Schwartz's notion of essential human values provides a solid base for a collection of person-centered principles that may be used worldwide. Two methodological alterations impacting the calculation of the VSM score are the exclusion of constant words and the lack of a questionnaire item to measure the Long-Term Orientation (LTO) dimension. While these adjustments may make it tougher to compare VSM scores directly with those from other national studies, they will not make it harder for you to comprehend the within-sample comparisons that are critical to this study.

Thirdly, the overrepresentation of men among the employed participants requires caution when interpreting the masculinity-femininity continuum. The results might also shed more light on the effect of gender demographics and employment-related value systems, considering the differences between working age and non-working age groups. If so, it might suggest that there is an explanation for the differences in the perception of masculinity and femininity. Finally, the use of self-reported data may lead to social desirability and memory bias. Future research should employ bigger, multi-institutional samples, longitudinal designs, and other cultural frameworks to properly explore the complex relationship between student employment and cultural value orientations.

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