



Expectations and Experiences of International Students in Finding Employment in Finland

A Case Study of International Students at Tampere University of Applied Sciences

Naif Alosaimi

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ABSTRACT

Tampereen ammattikorkeakoulu
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Naif Alosaimi

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The rapid ageing of Finland's population is expected to have a significant impact on the country's financial and welfare system. It is also expected to cause labour shortages and increase the pressure on the country's economy. Hence, to overcome these challenges, Finland needs international talents. Currently, there are more than 20,000 international students in Finnish higher education institutions. However, they experience a hard time finding an internship while studying or employment after graduation and a substantial number of them leave the country. Thus, the purpose of this thesis was to explore and identify the key factors that influence the chances of finding employment for international students derived from their experiences and expectations, with the potential of enhancing their employability. This study focused on international students of TAMK commissioned by the Talent Boost Program.

The theoretical and conceptual framework provided an overview of international students' migration and employment status in Finland and the Tampere region in particular. It also included the theory of Human capital and other influencing factors in finding employment for international students in a host country to gain a better understanding of what could affect their chances of finding employment in Finland. The research was conducted as a single exploratory case study by employing a quantitative approach. The primary data was collected by using an online questionnaire.

The thesis findings showed that the key factors influencing the chances of finding employment for TAMK international students in Finland are human capital factors such as the level of the Finnish language, previous work and internship experience in Finland, and the field of study. Cultural capital factors such as proper integration into the Finnish culture and working life. Social capital factors such as applying for positions through networks. Lastly, the negative attitude of employers in Finland and the role of TAMK are also one of the major influencing factors. Therefore, one significant method to improve the status quo and fully utilize the international talents already residing in the Tampere region is to review and examine these key factors with the universities, employers, and decision-makers in Finland.

Key words: migration, human capital, international student, talent boost program, labour shortage, ageing population, talent, employability

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1 INTRODUCTION

1.1 Background

Lately, internationalization is rapidly growing in the higher education field. More and more students around the world are interested in attending higher education institutions outside of their home countries. (Caruso & de Wit 2014) According to UNESCO, International students increased from 2 million in 2000 to nearly 5.3 million in 2017. (Migration Data Portal 2020)

Like the rest of Europe, Finland for years has become a destination for international students. The numbers show that more than 20,000 international students are completing a higher degree in Finnish universities. Of those, more than 75% of the international degree students in Finland are not EU/EEA citizens. In Finnish higher education institutions, international students mostly pursue studies in three fields: business, administration, and law; engineering; and computer and communication technology (ICT). (CIMO 2018) International students immigrate to Finland for two main reasons, 69% of the students choose Finland due to the quality of the Finnish education system and about 47% of the students come intending to stay in for employment after graduation. (Ministry of Education and Culture 2021) According to statistics from 2018 a year after graduating, 38% of EU and EEA students at the university of applied sciences have left the country and 43% have found jobs in Finland. Whereas 53% of students who are from outside Europe studying in Universities of applied sciences have found employment in Finland after graduation and 23% of them have left the country. (Vipunen 2022)

The Finnish population is ageing rapidly as statistics show that elderly people represent 22% of the whole population (Statistics 2022). This leads to another problem which is a shortage of workforce. The labour market will be under pressure as the population ages. Because of the growing ratio of older workers in the labour force, the total rate of labour force participation in the labour market will decline. What's more, at roughly 62% in the 1990s, the labour force participation rate for those over the age of 15 is predicted to drop to 54% by 2060. Thus, Finland has had this problem for the past 20 years and is expected to continue in

the future unless actions are taken to increase the supply of labour. (De la Maissonneuve, Andréi, García & Koen, 2014, 14)

Meanwhile, around 90 % of International students arriving in Finland to study in higher education universities hope to integrate and find employment during their studies as Internships or after graduation. This hope is ruined as they face many challenges in finding suitable employment related to their field of study in the Finnish job market. Thus, only half of those students find employment, and one-quarter of these leave Finland within one year after graduation. (Confederation of Finnish industries 2021a)

On the other hand, most of the international students who are still doing their studies end up doing their internships outside Finland, Internships are considered as a transit way to a job market. If international students cannot secure an internship in Finland during their studies at the Universities of Applied Sciences, their chances of pursuing their careers after graduation in Finland are very low. On the other hand, International graduates who cannot find employment related to their fields of study eventually work in other jobs such as cleaning, newspaper distribution, and food delivery. These jobs are the only available jobs in the Finnish market for them. These jobs provide them with only income to survive and reside in Finland as grounds for their residence permits. Other International students leave Finland after graduation and look for employment elsewhere in the world, these students have better options and are not willing to stay in Finland and work in other jobs unrelated to their study fields.

International students leaving Finland puts the country at a tremendous loss for young talents and experts. This brain drain also affects the business community and the students themselves. Moreover, compared to Finnish students, International students do not have the same employment possibilities. This is considered the main challenge for them and as a result, there is a high unemployment rate among them, Despite the Finnish government's attempts to keep and attract International students, the experiences they face force them to look for other employment options outside Finland. Hence, there appears to be a mismatch since Finland lacks international talent while international students are facing chal-

lenges and are unable to obtain an internship or employment in Finland. (Confederation of Finnish industries 2021a) Therefore, the thesis will study and explore the present mismatch by focusing on the perspective of the experiences of International students in the Tampere region on finding employment.

1.2 Research question and objectives

This thesis aims to explore the employment status of international students at TAMK in relation to their experiences and expectations in finding employment and to understand the existing mismatch by identifying the key factors that influence their employment status in Finland. Consequently, enhancing the employability of International students in the Tampere region and allocating their skills and knowledge effectively.

The main objectives of the thesis are as follows:

- To explore the experiences and expectations of International students at TAMK in entering the Finnish job market.
- To identify the key factors that influence the chances of finding employment for international students at TAMK in Finland.
- To recommend ways to enhance the employability of International students in Finland.

Based on the objectives above, the main research question is formed as the following:

What are the key factors which affect the chances of finding employment for International students at Tampere university of applied sciences in Finland during and after their studies?

Sub question that helps clarify the study's focus is:

What methods and techniques can be done to enhance the employability of international students in Finland?

1.3 Thesis commissioner

There is intense competition for talent on a global scale. Future competition is likely to be fiercer, making it more difficult for businesses to attract talent to expand their business. In this global talent competition, Finland has established several programs and started several initiatives and projects, targeted at making Finland an attractive workplace for International students. This will help the country's skill shortage and resolve its lack of workforce caused by population ageing, the retirement of old workers, and the low birth rate. Talent Boost is one of these programs, a joint cross-sectoral program which provides a cooperation model between the state, educational institutions, cities, and companies. It was launched by a decision taken by the government of Prime Minister Juha Sipilä in 2017, the program will be continued under the Government Programme of current prime minister Sanna Marin. The program aims to make Finland an attractive place to study and work for International talents. It also aims to raise the employment of International degree students to boost Finland's growth, internationalization in companies, and International activities in universities. (Ministry of Economic Affairs and Employment 2021)

Thus, this thesis is commissioned by Talent Boost Program to carry out a study on "the experiences and expectations of International students in the Tampere region in finding employment". Even though, the program existed since 2017 International students still face many challenges in finding internships while they are studying or employment after graduation. The study will show the current employment status of International students in TAMK and the key factors influencing their chances of finding employment in Finland. Thus, the thesis will explore and examine the expectations and experiences of International students at TAMK in finding employment in Finland.

1.4 Significance of the research

This study is significant to the ongoing employment problem International students at TAMK face in the Finnish job market. Compared to previous studies carried out in related fields, this study will take a different approach by digging deep and studying the tangible experiences and expectations of International students at TAMK which affects their employment status.

There have not been that many studies in this field for TAMK, other studies were conducted in the Finnish language. Universities play a big role in preparing and integrating International students for employment; thus, it is essential that international students have the knowledge and training they need to handle the challenges of the Finnish job market. This study will provide TAMK with important insights and answers regarding the experiences and expectations of International students in finding internships or employment in Finland. Furthermore, an international student in this study is a student at TAMK from foreign background who is either still studying or graduated. The author emphasized that both students and graduates across all English degree programs can answer the questionnaire. What's more, the researcher handles the research sample as a single study of International students, allowing in-depth analysis by the researcher of their experiences and expectations.

A research gap is found in this field as there is a lack of practical solutions to the problem from previous studies, thus this study will be conducted from a solution-oriented approach. What's more, it aims to close the gap and introduce new effective solutions to the problem which can be adopted by the university and students, as well as the employers and decision-makers in Finland. Even though the study is focused on only International students at TAMK, the findings from this study could be benefited by other institutions and businesses in Finland's education and employment sectors.

1.5 Research structure

The first chapter starts with the background of the study and highlights the research problem, alongside the significance of conducting the research and study objectives and questions. It also gives an introduction to the thesis commissioner.

The second chapter defines the concepts of migration, employability, and international student. It gives an overview of the history and current internationalization policies in Finland and in particular the Tampere region. It also explains some related theories such as key factors influencing the employment of international students in the host country.

The third chapter includes the research methodology and data collection methods, it also justifies the research approach.

The fourth chapter presents the results of the study and an analysis of the quantitative results obtained from the questionnaire.

The fifth chapter presents a discussion of the results alongside a summary of the thesis results. It also addresses the thesis limitations and future research.

The sixth chapter presents the conclusion and gives recommendations to enhance the employability of international students at TAMK.

2 THEORETICAL AND CONCEPTUAL FRAMEWORK

This chapter explains the relevant concepts and theories regarding key factors that influence the employment of international students in the host country. It also provides overall information on the migration and employment status of international students in Finland. These topics are considered to present a clear presentation of the position of international students and the challenges they encounter in entering the Finnish labour market.

2.1 Migration in Finland

According to the International Organization for Migration (2022), Migration is defined as the movement of a person away from his or her regular home, either permanently or temporarily, and for a number of reasons. The movement is either within a country or across an international border.

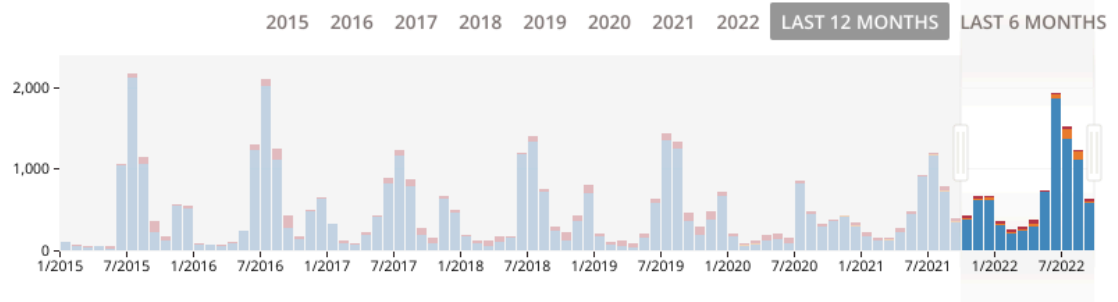
Finland as a country receives many migrants from different parts of the world, nearly 36,400 migrants arrived in Finland in 2021. Between 2011 and 2021, the annual number of migrants varied between about 26,000 and over 36,400. The year 2021 had the highest number of registered immigrants at 36,364. (Statista 2022)

By the end of 2021, of the people residing in Finland, almost 460000 were native speakers of a language other than Finnish, Swedish, or any of the Saami languages. (Statistics 2022) The thesis is focused on the Tampere region where it has 18 030 people of foreign background in 2018, making up roughly 8% of the city's total population. For 2019-2024, the Strategic Programme by the City of Tampere on attracting international talents and Migration intends to address the challenges of attractiveness, talent shortage, and the employment of the International workforce. The program supports how the city as a whole has a common strategic aim and objective to improve internationalization to everyone's advantage. (International Talent Attraction and Migration service Unit, City of Tampere 2019, 2, 17)

Studies

Decisions 10/2021 - 9/2022

In total 9,100



Distribution of decisions

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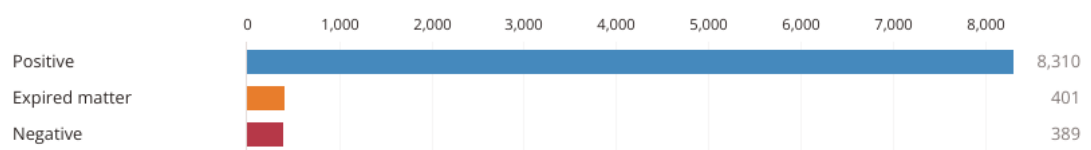


FIGURE 1. Decisions of study permits between 2015-2022 (Finnish Immigration Service 2022)

The number of International students who are migrating to Finland has increased steadily over the years. This is shown in the number of international students who apply for a residence permit. Thus, a significant proportion of immigrants to Finland is made up of International students. According to the Finnish Immigration Service database, from last year 10/2021 to 9/2022 9,100 new coming International students received decisions on their first residence permit to Finland based on their studies. In addition, 91% of the decisions were positive whereas only 4% were negative. (Finnish Immigration Service 2022)

2.2 International student in Finland

According to UNESCO, an international student is someone who has travelled to another country and crossed an international boundary, with the aim to join educational activities in a different country from the one where the individual came from. (Global Migration Data Portal 2022)

It should be highlighted that the terms "foreign student" and "international student" have different meanings. Foreign students are defined as non-citizens students who are presently studying in higher education institutions. This concept does not differentiate between students who have permanent resident status and those who have non-resident visas. (Global Migration Data Portal 2022) However, for this thesis, the author will use the term International student for both groups.

The Ministry of Education's interest in attracting international students started in the 1980s. At that time, the agency had formulated a set of national goals aimed at increasing the mobility of international students. (CIMO 2009) The ministry of education has always seen the significance and positive impact of attracting international students to Finland, its efforts on internationalization of Higher education in Finland have been noticed since 2009 when the ministry announced the "Strategy for the Internationalization of Higher Education 2009-2015". The proposal for the strategy was to have by the end of 2015 around 20,000 international students in Finland. (Ministry of Education 2009) However, the outcome of this strategy was surprising and exceeded expectations. By the end of 2015, the number of International students was more than 20,000. (CIMO 2018)

In 2016, a steering team was established by the Ministry of Education and Culture to develop a strategy for the advancement of research and Internationalization in Higher education in Finland. The steering team examined the state of Higher education in Finland and research's internationalization in the context of the rapidly changing global environment and made a plan for how to make it more International by 2025. The team also developed strategies for increasing Finnish higher education and research's visibility in Europe and beyond. (The Ministry of Education and Culture 2018)

In 2017, the Ministry of Education published "Better together for a better world – Policies to promote internationalization in Finnish higher education and research 2017–2025" the publication has the goal to increase international collaboration in higher education and research. It also aims to enhance regional and national coordination between the many parties involved to make the procedures associated

with higher education and working more convenient, making it simple and welcoming to arrive in Finland. In addition, it will ensure that permits and procedures relating to immigration and residency are easier to deal with for the people with skills that are in demand. Moreover, the policies will aim to encourage international students to continue their studies and make use of their talents in the Finnish workforce, this is done through active measures and changes in attitudes at all levels of society. (The Ministry of Education and Culture 2018)

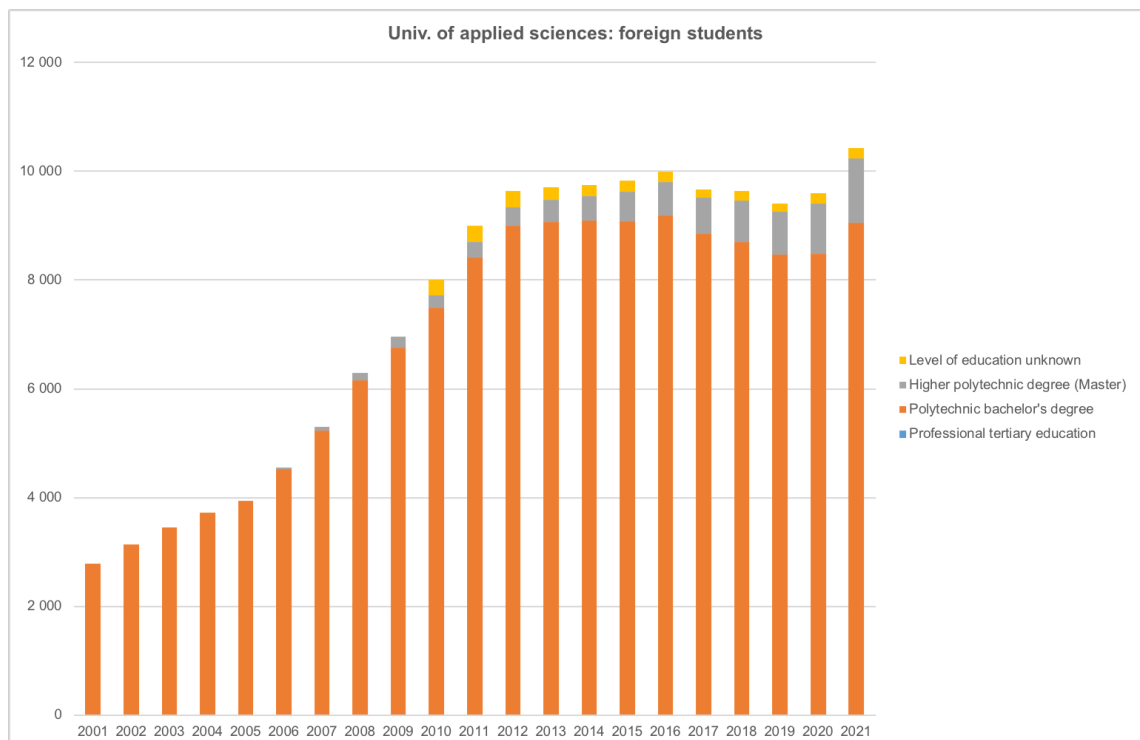


FIGURE 2. Number of international students in Finland 2001-2021 (Vipunen 2022)

In Finnish higher education institutions, the number of International degree students has increased since the 2000s. In all universities of applied science in Finland in 2001, it is recorded there were 2781 international students, compared to the year 2021 with 10 428 international students. Thus, from the stats, the number of international students has grown drastically. This increase has also been seen at Tampere University of applied science where international students were only 141 in 2001 and increased to 640 in 2021. (Vipunen 2022)



FIGURE 3. Factors international students consider when choosing Finnish Higher education (CIMO 2018, 6B)

The most key factors which international students consider when choosing Finnish Higher education are the quality of research and cost of education, content, and reputation of the higher education. Another key factor that is considered is the opportunity for a scholarship, grant, or fee waiver. What's more, opportunities for employment during or after studies and the location or city of studies are also considered key reasons why international students choose to study in Finland. (CIMO 2018, 6B)

| | Universities | Universities of applied sciences | Total higher education |
|------------|--------------|----------------------------------|------------------------|
| Russia | 846 | 1714 | 2560 |
| Vietnam | 616 | 1831 | 2447 |
| China | 1083 | 526 | 1609 |
| Nepal | 309 | 801 | 1110 |
| India | 666 | 104 | 770 |
| Estonia | 265 | 426 | 691 |
| Pakistan | 542 | 136 | 678 |
| Bangladesh | 424 | 193 | 617 |
| Germany | 373 | 244 | 617 |
| Iran | 491 | 73 | 564 |

FIGURE 4. The most common nationalities of International students in Finnish higher education (CIMO 2018, 9B)

According to the CIMO statistics (2018), the top three nationalities of international students arriving in Finland were Russia, Vietnam, and China. The second group was countries such as Nepal, India, Estonia, and Pakistan. In addition, the last group of the top ten countries is Bangladesh, Germany, and Iran. The statistics show that the number of international students from Africa and European countries has decreased over the years. On the other hand, the number of students from Asia has increased.

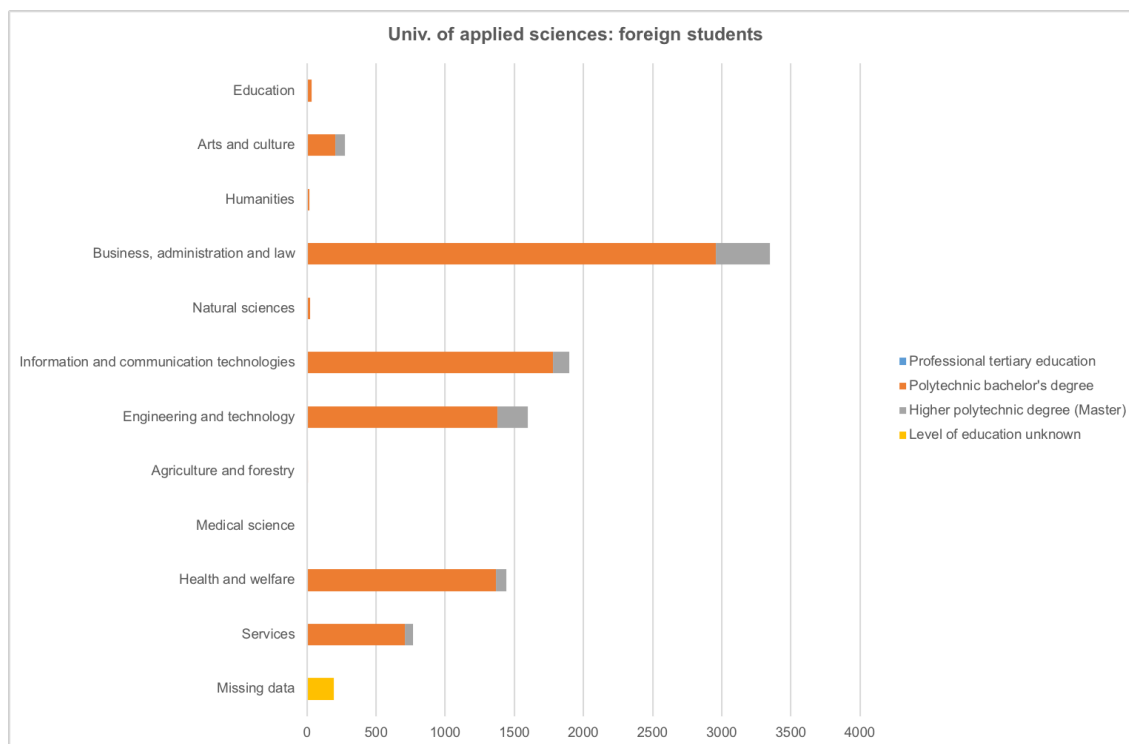


FIGURE 5. International students in UASs by field of study (Vipunen 2022)

According to the Vipunen 2021 stats, the majority of international students in universities of Applied Sciences mainly study Business administration and law, Information and Communication Technologies (ICT), Health and welfare, and Engineering. (Figure 1) (Vipunen 2022)

2.3 Factors of employment of International students

The concept of employability refers to a collection of achievements, knowledge, skills, and personal qualities that increase graduates' chances of finding employment and excelling in their chosen professions, which is advantageous to the labour force, society, the economy, and the graduates themselves. (Frawley, Russell, & Sherwood 2020, 331-342)

For an immigrant to successfully integrate into society, employment is crucial. In addition to being important for sustaining a particular quality of living, it also serves as a symbol of social acceptance. (Majakulma 2011, 44-59) Multiple factors affect employability and job market integration. Human capital is considered

a crucial individual factor, which includes, understanding, education of the person, language abilities, job experience, professional skills, and cultural competence. Moreover, another key factor is cultural capital which is the knowledge of social and cultural norms. There is also a significant influence from social capital which is the ability to create and access different networks, the element of trust is required as well. In some aspects, the employability and integration of immigrants into the workforce market are similar to those of the native people of the country, but they are more complicated. (Duvander 2001)

Most international students who are highly qualified are usually more easily hired than those who are not. This is because they have a higher level of education and are capable of handling information efficiently. Certain professions in the host country will undoubtedly need international human capital and some competencies of International students could be regarded as multinational human capital. However, there are limitations to the transferability of human capital internationally. Human capital in a country is categorized into two categories: general human capital and country-specific human capital. For instance, country-specific human capital includes language skills, professional skills, and cultural skills that are adapted to the requirements of the country. One of the most important factors that an international student should consider when it comes to integration into the host country's labour market is the ability to speak the local language. (Chiswick & Miller 2007, 4-9)

Various factors prevent international students from being able to transfer their skills and knowledge to different jobs. For instance, cultural differences can prevent them from fully understanding how the local labour markets work, and some particular jobs may require more skills than what they have because of technical differences. Being discriminated against can also prevent International students from being able to transfer their skills. Having a degree from the host country can also help them obtain employment. In addition to being able to recognize their diplomas, employers also know that the degree comes with certain social and language proficiencies. (Duvander 2001) The demand for labour is also a key structural factor that can affect the employment of International students. Many countries in the Organization for Economic Cooperation and Development

(OECD) have been looking to increase the number of immigrants to fill the labour supply gaps that are expected to occur in the future. However, the current economic crisis has changed the situation. Net migration has typically declined during times of economic decline as there are fewer job opportunities for international students. (OECD 2022)

2.4 Factors influencing the employment of international students in Finland

According to previous studies, these above factors have influenced the employment status of International students in Finland as well. The home country of International students has an effect on their employment status in Finland. The employment status of students from developing countries has been the worst, whereas it has been the best for students from Asia and Western countries. Moreover, the level of education and work experience are major factors, although International students who have excellent academic and educational levels face difficulties in finding employment related to their study field in Finland. It also plays a key factor in where education was received. Completing a degree in Finland provides more chances of landing a job than a degree completed abroad. The level of proficiency in the Finnish language has a significant effect on the employment status of an international student as well. What's more, individuals' personality traits and social competence are important factors that can help gain access to the Finnish job market, for example, being social, active, friendly, positive open-minded. There is a double effect of social networks, on one hand, they work in the favour of an international student by being an essential factor in creating job opportunities. meanwhile, they serve as a barrier factor by directing international students to low-income and unrelated degree jobs in Finland. Some of the main challenges faced by international students were racial discrimination and prejudgment and negative attitudes of employers, in addition to views held by customers and employees in the workplace. Those international students who are more likely to experience discrimination were those who apparently look non-Finnish. (Ahmad 2005; Shumilova, Cai, & Pekkola 2012; Heikkilä 2017)

2.5 International student retention in Finland

Statistics for 2020 show that international students graduated from the Universities of Applied Sciences in Finland within one year of graduating, with the highest employment rate of 31% of students in the field of Business, administration, and law. The second-highest employment rate of 23% of students in the field of Information and Communication Technologies (ICT). Students in the field of Health and welfare were in third place with an employment rate of 19%. (Vipunen 2022) (Figure 6)

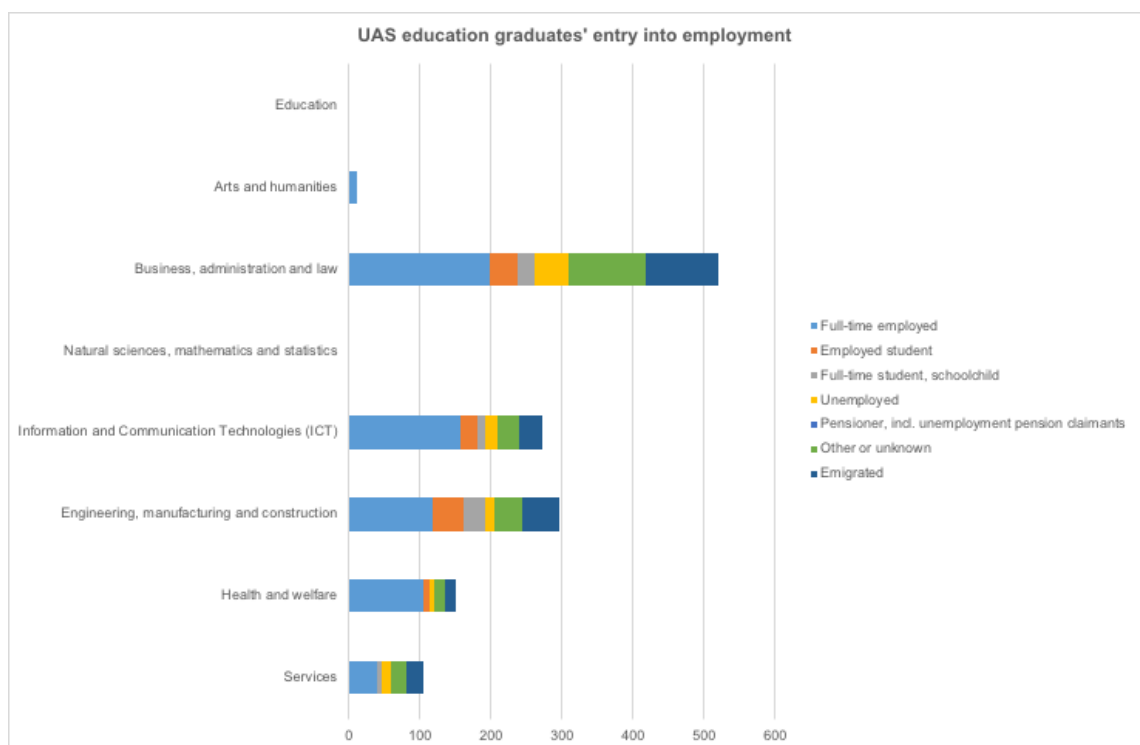


FIGURE 6. Employment status of International UAS students based on the field of study (Vipunen 2022)

According to the Vipunen database (2020), of international students graduating from Universities of Applied Sciences within one year after graduating out of a total of 1704 students around 43% were full-time employed, whereas 8% were unemployed, 22% emigrated outside Finland, 5% were full-time students and around 14% were doing other things. (Vipunen 2022)

Of international students graduating from Tampere University of applied science within one year after graduation out of a total of 114 students around 32% were full-time employed, whereas 5% were unemployed, 21% emigrated outside Finland, 11% were full-time students and around 13% were doing other things. (Vipunen 2022)

According to the Valoa study, the results showed that having internship experience had no direct effect on the employment status of international students. However, it showed that those international students who had paid internships had higher employment status than those who had unpaid internships, this is because paid internships frequently resulted in thesis work or actual employment. This is seen more in international students who stayed in Finland after graduation. (Shumilova et al. 2012)

3 METHODOLOGY

This chapter of the thesis introduces the research strategy and methods chosen in detail, together with the process of collecting the primary data. The research methods are chosen based on the objective of the research. Additionally, it explains the justification for selecting these methods.

3.1 Research approach

Exploratory research is an effective way to get a deeper understanding of a topic. It can also help you identify areas of interest that you can focus on further. Usually, exploratory questions start with "What" or "How." During data collection, these questions are usually focused on exploring a specific phenomenon or issue. A strategy is a plan that aims to achieve a particular goal. For instance, a research strategy might be used to describe how a researcher will answer the research question. A case study is an in-depth analysis of a phenomenon or topic that occurs within a certain context and in its actual environment. In case study research, the term "case" can refer to many different case subjects, including an individual, a group, a society, an occasion, and more. Case study research should consider the context of the case and its interaction with its surroundings. Understanding these two elements is very important when conducting a study. A single case is often used to signify a demanding or exceptional case. It can also be chosen intentionally due to its distinctive or unusual characteristics. For instance, a single case can provide the researcher with an opportunity to explore and examine a phenomenon that has never been tried before. (Saunders, Lewis, & Thornhill 2019, 186-198)

Thus, the author used the single exploratory case study to achieve the objective of the thesis, it will allow the author to obtain an in-depth understanding of the main factors that influence the employment status of international students studying at Tampere University of Applied Sciences, by exploring their experiences and expectations in finding employment in Finland. Moreover, the quantitative data method was employed to reach the above objective and examine this societal phenomenon within the context of its actual environment.

3.2 Data collection

This section describes how the data for the thesis was gathered. The data collected in this research are primary data, which is the data gathered by the researcher through different methods such as surveys or interviews. (Sachdeva 2008,109) To achieve the objectives of this research, the author employs a quantitative approach in the data collection, which relies on the use of a numerical system to measure various variables. It then analyses these measurements using various statistical models and reports the results of the study with associations and relationships. (Saunders et al. 2019, 176-178)

The author chose the quantitative approach because it explores connections between the employment status of international students and the factors from their experiences and expectations that influence it. These variables are numerically measured and analyzed using a variety of statistical methods and graphical tools. The fact that the nature of quantitative data is only numerical allowed the author to develop key facts and findings. It also allowed exploring the differences between respondents' segments such as the study year or nationality. Moreover, the author emphasized measurable connections of factors influencing international students' employment in Finland, which is achievable by using quantitative data. Whereas qualitative data is derived from meanings conveyed by spoken and written words of a limited number of participants (Saunders et al. 2019, 180).

3.2.1 Survey as a data acquisition method

The data collection for this research was done through an online questionnaire, there are many benefits to online questionnaires. It is cost-effective and it allows the researcher to send it to a larger number of respondents. It is also very convenient for the respondents as they can fill it out at their convenience. (Sachdeva 2008,111-113)

The online questionnaire was the most convenient method of data collection because international degree students in TAMK are divided across two different

programs bachelor's and Master's, also the fact that they are on two different campuses. International students have also different schedules as some of them could be in their third year or final year, which means they could be busy writing their thesis or doing their internships and not present on campus. Thus, the easiest way to reach for their answers was via an online questionnaire because they could fill it out when they have free time.

The online questionnaire was created by the Microsoft forms tool via the researcher's TAMK email. It was sent to the International students in TAMK through the social counsellor in TAMK who has the email addresses of international students. It was sent to around 400 international degree students by email on the 24th of October 2022 (Appendix 1). Moreover, a TAMK intranet news article was created, and it included the questionnaire link for international students to participate (Appendix 2). The online questionnaire was also sent to TAMK graduates International business Facebook group and in the alumni newsletter. As a result, 70 responses were collected.

The online questionnaire invitation email included the thesis topic and the commissioner Talent boost program. The receivers were informed that the data was gathered for a bachelor thesis and the expected length of time needed to complete the questionnaire.

3.2.2 Design of the questionnaire

The response rate, as well as the accuracy and dependability of the data gathered, may be impacted by the design of the questionnaire. So, before creating the questionnaire, the author thoroughly reviewed the literature, conceptualized the thesis, and spent a lot of time brainstorming to ensure that the questionnaire is designed to meet the objectives of the study. Moreover, the way the questions were designed was chosen according to the objective of the thesis, and reflecting its literature, the questions were then formulated to collect the necessary data. Prior to creating the questionnaire various variables including independent and dependent variables were outlined by the author, to comprehend their interrelationships. For example, the nationality and Finnish

language level of the international student and their relationship to his/her employment status.

In this study, a self-completed questionnaire was used (Appendix 3), the questionnaire had two main sections: Background information which included some independent variables that could affect the employment status of international students such as nationality, age, gender, level of Finnish language, the field of study, year of study, level of study, and whether an internship was completed in Finland, and key motivation to study in Finland. The section also included a question regarding the dependent variable which is the employment status of international students. The author used mainly category questions type in this section where answers from respondents are limited to one category each.

The second section was about the experiences and expectations of international students in finding employment or internship in Finland. The author used closed questions a rating questions type in this section where respondents rated possible factors that affect their chances of finding employment or internship in Finland. It also had open questions asking the respondents if there are other factors that they can write about and explain and their suggestions for TAMK's role in helping them find employment or internship in Finland. In addition, respondents were given the chance to write any other comments they would like to add as the last open question. Moreover, the questionnaire was created in English and shared electronically with international students and graduates in TAMK. The questions were easy to understand and most of them were close-ended to reduce the likelihood of misunderstanding. They also ensured that the data they gathered would meet the objectives of the thesis.

3.2.3 Data protection measures

All the data gathered during the process was stored in a safe data storage location. This was done through a two-factor authentication process. The responses will be dealt with in absolute confidence, the questionnaire respondents were informed that the questionnaire and the respondent's answers will be handled anonymously and will not be identified in the findings of the study. Respondents

were also informed that they can withdraw their consent at any time by informing the data controller. After the thesis is accepted the data will be destroyed.

3.2.4 Research reliability and target group

The research was intended to identify the key factors that affect the employment status of international students at TAMK in Finland. Due to this reason, the questionnaire respondents were required to be international students or graduates of TAMK. The questionnaire invitations were sent to international students of TAMK emails and on the TAMK news intranet. For graduates, it was published in the Facebook group of International Business alumni and the weekly TAMK alumni newsletter.

The respondents' qualification criteria were as follows:

1. International students at TAMK studying English degree programs across all study fields and degree levels.
2. International graduates of TAMK regardless of the year of graduation.
3. International students or graduates at TAMK who are searching or will be searching for high-profile employment related to their studies in Finland.

The three qualifying criteria were mentioned clearly in the invitation email and the intranet news article, the email was sent specifically to only international students in TAMK. The same procedure was applied to the graduates of TAMK which was mentioned in the alumni newsletter and Facebook group. This allowed the author to restrict responses to the specified target group only. Furthermore, the intranet news article addressed the challenges faced by international students in finding employment in Finland and encouraged them to participate in the questionnaire.

The respondents who participated in this study represented various nationalities, age groups, employment statuses, and genders. Thus, they served a good

enough representation of the entire target group. What's more, the author conducted his research according to the strictest ethical and scientific standards. This ensures that the results of his study can be regarded as reliable.

3.2.5 Research analysis

The Exploratory Data Analysis approach is used in analysing the collected data. This approach accentuates using graphs to examine and comprehend the data. The relationships between the data are shown as visual displays on the graphs, bar charts, and pie charts. (Saunders et al. 2019, 581) The author ensured when analysing the data to contemplate the objective and research question of the thesis. The beginning stage of exploring the data started by observing individual variables and their components. The objective and the research question guided the author to find the important aspects of single variables such as specific amount signified by single data values and the relative amount including lowest and highest data values, trends and percentages in data values as well as distribution of data values. The next step was comparing variables and finding the interdependencies between variables. Next using the Excel program, the author created graphs, pie charts, and tables.

4 RESULTS

4.1 Background information

The first section focused on the basic background information of the respondents including questions regarding gender, nationality, age group, period of residence, the field of study, year of study, level of studies, key motivation to study in Finland, Finnish language skills, employment status, and completing an internship in Finland.

4.1.1 Gender

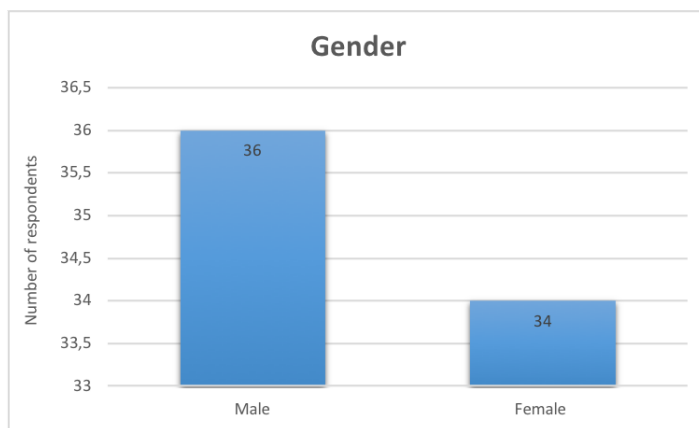


FIGURE 7. Respondents by gender

A total of 70 respondents answered the online questionnaire, 36 (51%) of whom were males and 34 (49%) females as shown in Figure 7.

4.1.2 Nationality

The respondents were asked to write their nationalities, there were a total of 30 different nationalities. The country of Kenya accounted for the largest number of respondents with 9 international students from Kenya, followed by the country of Russia with 8 respondents. There were also respondents from EU countries such as the Netherlands, Slovakia, Greece, Italy, Hungary, and Germany. The graph below also shows respondents from outside the EU and EEA countries such as Yemen, Lebanon, Morocco, Egypt, Brazil, Chile, Ethiopia, and other countries shown in Figure 8.

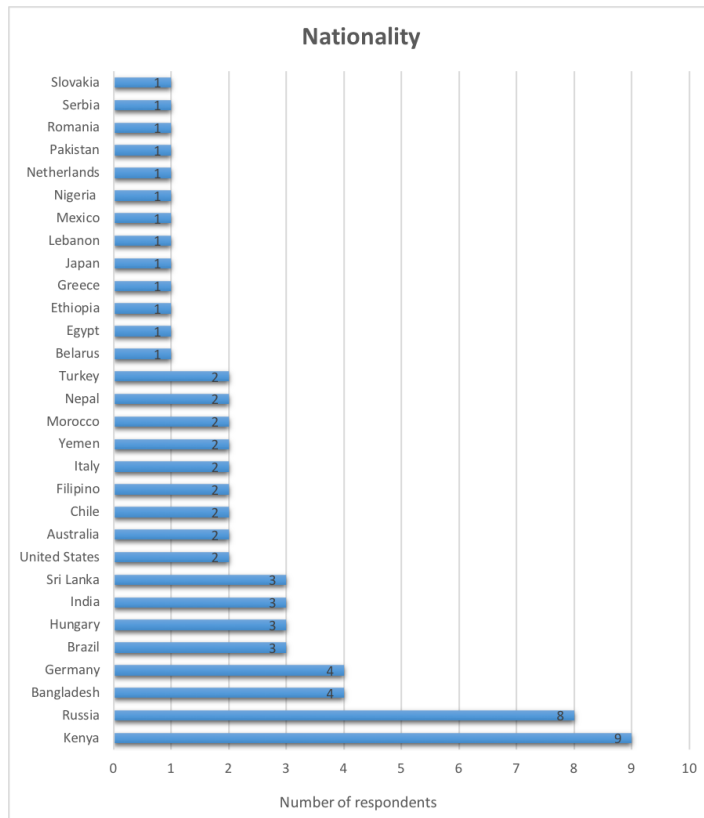


FIGURE 8. Respondents by nationality

4.1.3 Age group

The bar graph in Figure 9 indicates that 36% (25) of the respondents were between 18 and 22 years of age, while 23-27 years of age represented 33% (23). The age groups of 28-32 and 33-37 accounted for 10% (7) for each. Whereas 11% (8) of the respondents were 38+ years. Thus, most of the respondents were young.

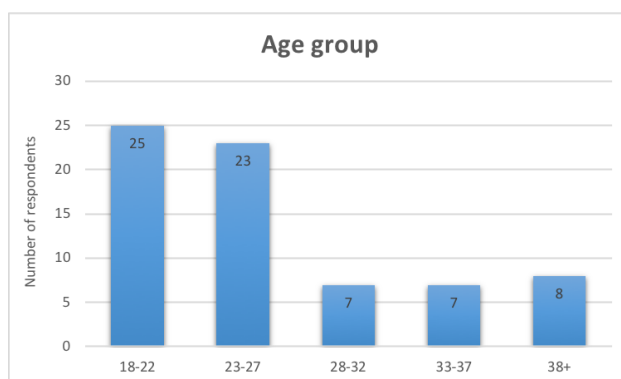


FIGURE 9. Respondents by age group

4.1.4 Period of residence

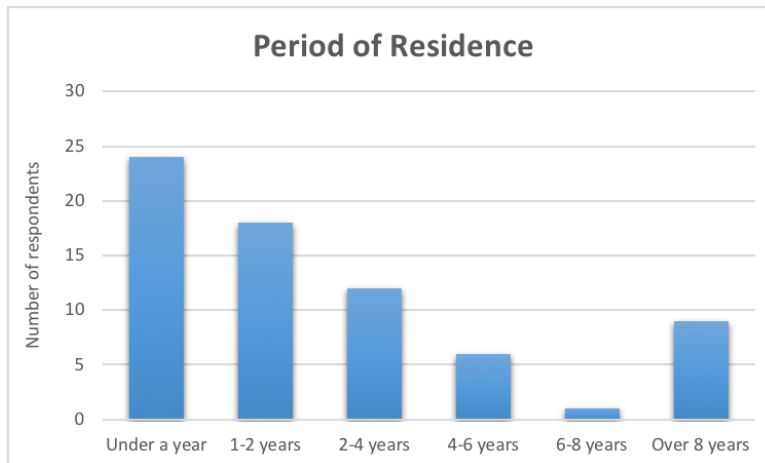


FIGURE 10. Respondents by the period of residence in Finland

The bar graph in figure 10 displays the answers of the respondents when asked *How many years have you been living in Finland?* The respondents who have lived in Finland for under a year accounted for 34% (24), and the period between 1 to 2 years was 26% (18). While 2-4 years was 17% (12) and 9% (6) for 4-6 years. The least number of respondents was for the period of 6-8 years which was 1 respondent. The longest period was over 8 years and represented 9 respondents. Hence, most of the respondents have stayed in Finland for 1 to 4 years.

4.1.5 Field of study

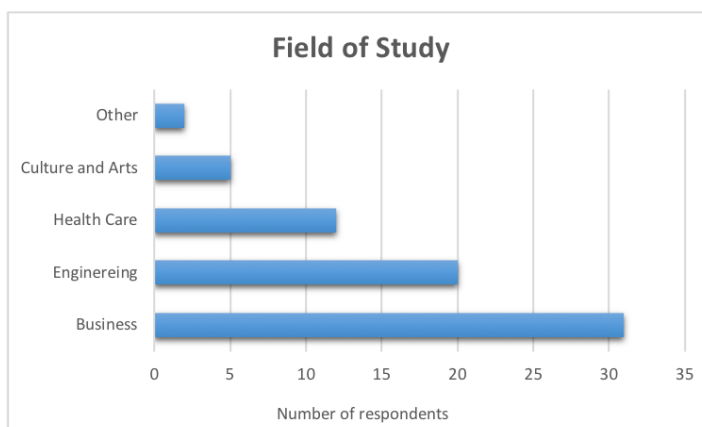


FIGURE 11. Number of respondents in different study fields

The respondents were asked *What is your field of study?* the bar graph in Figure 11 demonstrates that most of the respondents were studying in the field of business with 31 responses, while engineering was in second place with 20 respondents. Health care had 12 respondents and culture and arts had 5 respondents. There were also 2 respondents who were in other fields of study.

4.1.6 Year of Study

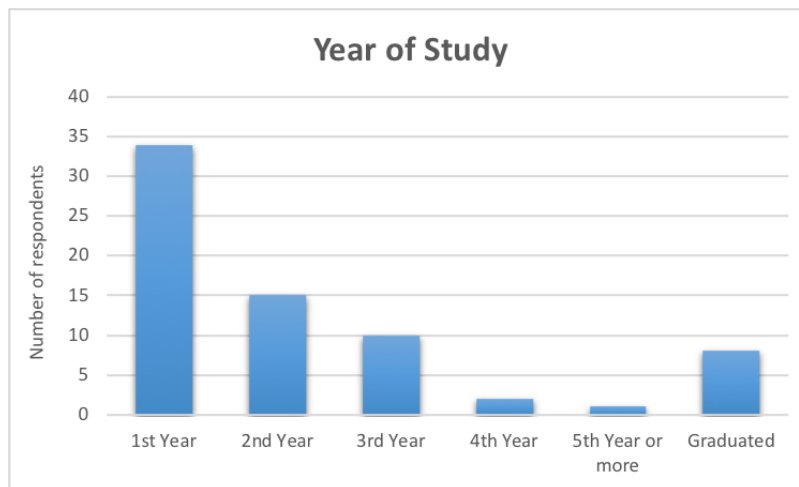


FIGURE 12. Respondents by year of study

The respondents were asked *What year of study are you in?* the bar graph in Figure 12 shows that the majority of the respondents were studying in their 1st year with 34 responses, 2nd-year international students represented 15 respondents. While respondents in their 3rd year were 10. Whereas international students in their 4th year were 2 and 1 respondent for 5th year or more. The international students who graduated were 8 respondents.

4.1.7 Level of studies

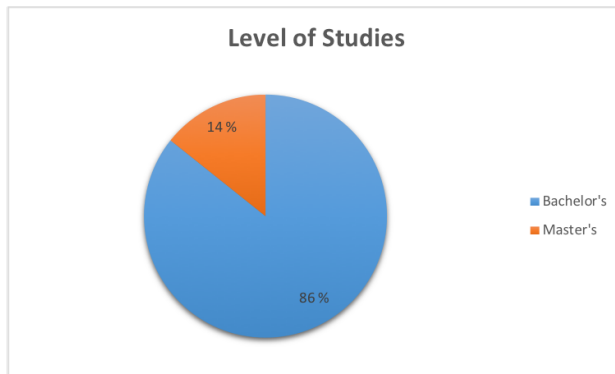


FIGURE 13. Respondents by the level of studies

The pie chart in Figure 13 illustrates the distribution of the level of studies of the respondents. The majority of the respondents are enrolled in bachelor's degree programs 86% (60), whereas 14% (10) are doing are enrolled in master's degree programs.

4.1.8 Key motivation to study in Finland

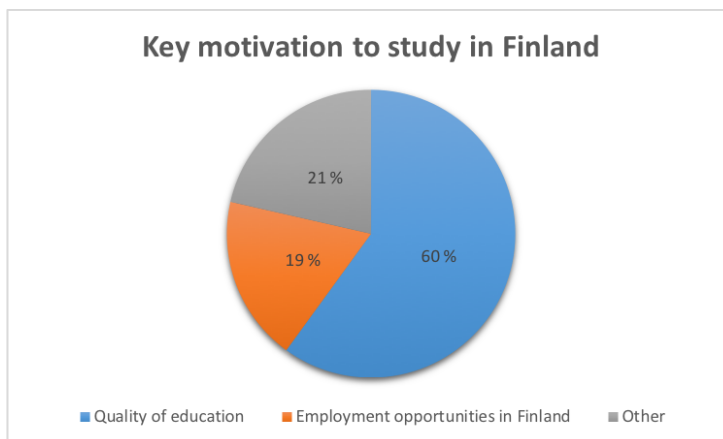


FIGURE 14. Key motivation to study in Finland

The pie chart in Figure 14 displays that most of the respondents considered the quality of education to be the key motivation to study in Finland 60% (42), whereas 19% (13) considered employment opportunities in Finland as the attractive reason to study in Finland. Other respondents had other reasons for studying in Finland 21% (15).

4.1.9 Finnish language skills



FIGURE 15. Respondents by their level of the Finnish language

Figure 15 shows that most of the respondents have a beginner level of the Finnish language 57% (40), and those respondents who have an elementary level represented 17% (12). Whereas 8% (8) of the respondents do not have any knowledge of the Finnish language. What's more, respondents who have a higher level of Finnish skills such as intermediate accounted for 10% (7), and 4% (3) have an advanced or native level of the Finnish language.

4.1.10 Employment status

The respondents were asked *What's your employment status in Finland?* In response 43% (30) were employed, which is not a healthy rate of employment compared to 49% (34) who were unemployed. Other respondents were entrepreneurs/Self-employed 9% (6).



FIGURE 16. Employment status of respondents

4.1.11 Field of work related to study field

The pie chart in Figure 17 indicates the number of respondents who were employed in positions related to their fields of study accounted for only 27% (12), however a significant percentage of more than half 62% (27) were employed in positions not connected to their field of study. Lastly, 11% (5) of the respondents had employment positions that are to some extent related to their field of study.

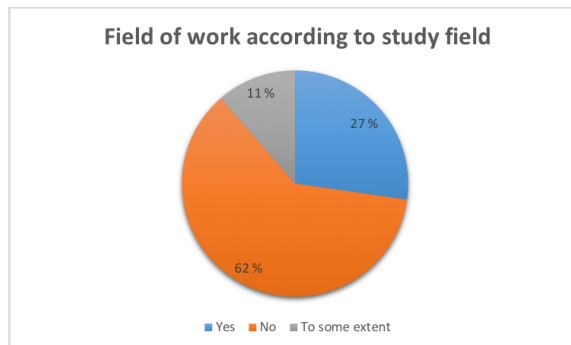


FIGURE 17. Field of work related to study field

4.1.12 Completion of an internship in Finland

As shown in the pie chart in figure 18 a high percentage of 57% (40) of the respondents have not yet succeeded in finding an internship in Finland during their studies, this means those respondents are still either in their 1st year or 2nd year of studies. While 23% (16) of respondents did not succeed in finding an internship in Finland during their studies. Whereas 20% (14) succeeded in completing an internship in Finland during their studies.

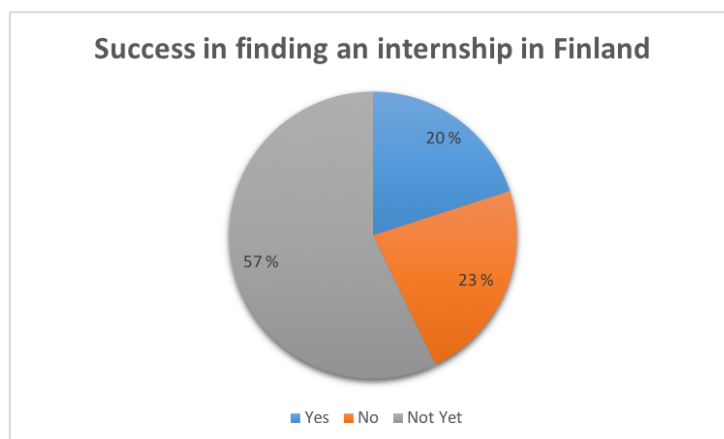


FIGURE 18. Completion of an internship in Finland

4.2 Key factors affecting the chances of finding employment or internship

4.2.1 Level of Finnish language

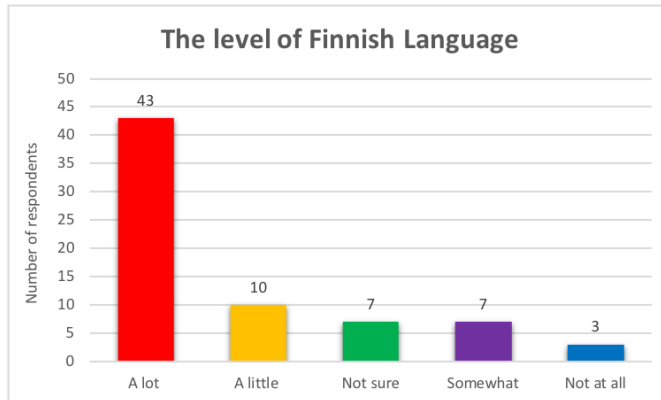


FIGURE 19. Influence of the level of Finnish language

The bar graph in Figure 19 reveals that the level of the Finnish language is a key factor that affects the chances of finding employment in Finland for international students, when asked about how much this factor has an influence, 43 respondents answered, “a lot” and 7 “somewhat”, whereas 3 answered “Not at all” and 10 “a little”.

4.2.2 Having previous work experience in Finland

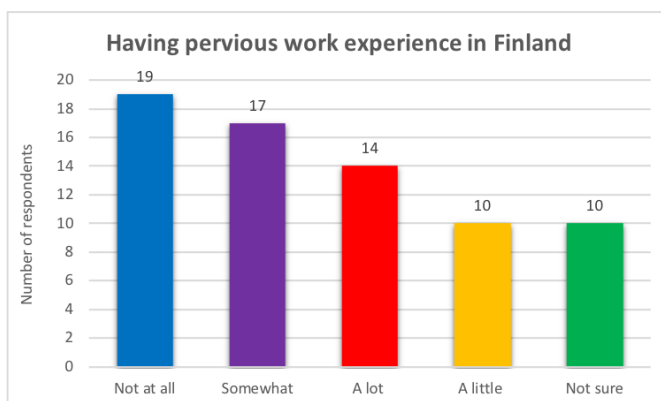


FIGURE 20. Influence of having previous work experience in Finland

The respondents highlighted that having previous work experience in Finland had a moderate influence on the employment status of international students. As shown in the bar graph in Figure 20, 14 respondents answered, “a lot” and 17 “Somewhat”, whereas 19 answered “Not at all” and 10 “A little”. Lastly, 10 respondents were “not sure” whether having a previous work experience in Finland will influence their employment status.

4.2.3 Completing an internship in Finland

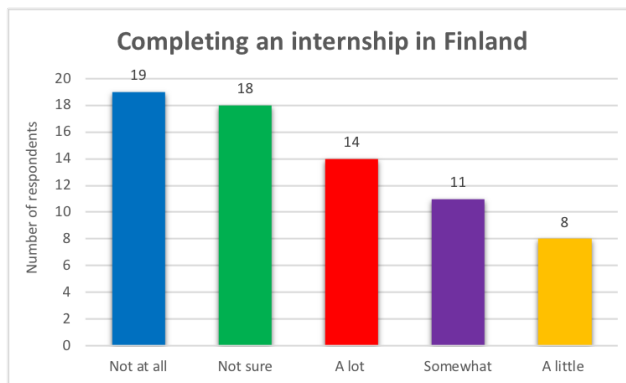


FIGURE 20. Influence of completing an internship in Finland

The respondents believe that completing an internship in Finland has a slight effect on the chances of finding employment in Finland as shown in the bar graph in Figure 20, as 14 respondents answered “a lot”, 11 answered “Somewhat”, and 8 answered “A little”. Whereas 19 respondents believe that this factor does not have any effect on their employment status by answering “Not at all”, 18 respondents were “not sure” of its influence.

4.2.4 The field of study is in need of workers

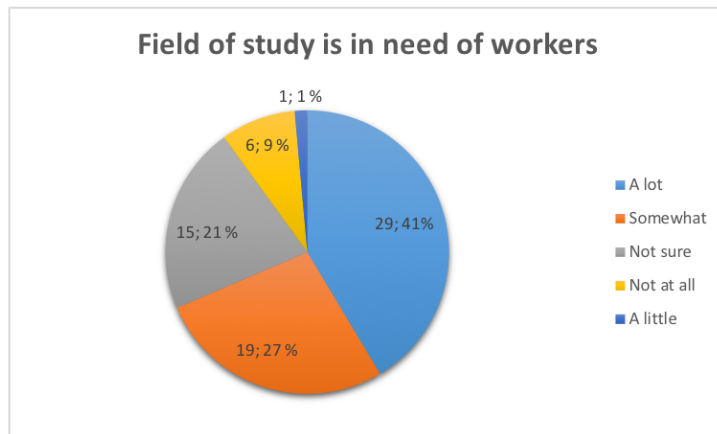


FIGURE 21. Influence of the field of study

The pie chart in Figure 21 illustrates that a field of study of an international student has a major effect on the employment status as some fields of study have a greater demand for the workforce than others, with 29 (41%) responses on “a lot”, 19 (27%) “somewhat” and 1 (1%) “a little”. In comparison, 6 (9%) chose “not at all” and 15 (21%) “not sure”.

4.2.5 Applying for the position through formal and informal recruitment sources

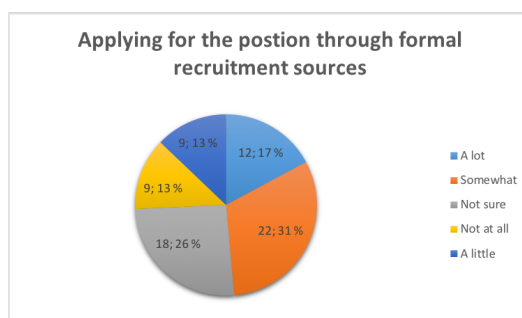


FIGURE 22. Influence of applying through formal recruitment sources

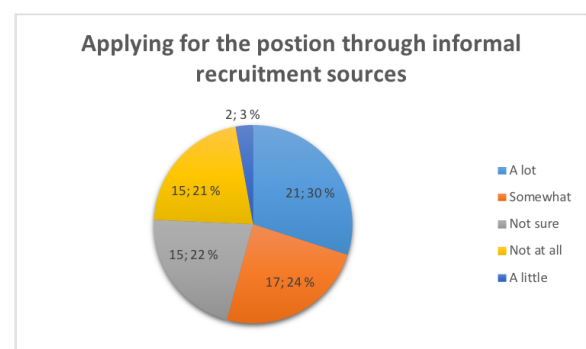


FIGURE 23. Influence of applying through informal recruitment sources

Figure 22 highlights that applying for a position through formal recruitment sources (LinkedIn, recruitment agencies, and company websites) is a significant

factor that can influence finding employment, with 12 (17%) respondents choosing “a lot”, 22 (31%) chose “somewhat” and 9 (13%) “a little”, while 9 (13%) chose “not at all” and 18 (26%) of the respondents were “not sure” of its influence.

In comparison, Figure 23 shows that applying for a position through informal recruitment sources (recommendations, personal contacts, referrals from friends) is a more significant factor that affects the chances of finding employment for international students. This can be seen from the respondents’ answers as 21 (30%) answered “a lot” and 17 (24%) answered “somewhat”, accounting for 54% of the respondents. While 15 (21%) answered “not at all” and 2 (3%) chose “a little” answer for the effect of the factor in question.

4.2.6 Negative employer’s attitude

According to the pie chart in figure 24, the respondents considered the negative employer’s attitude to have a moderate impact on the chances of finding employment in Finland, as 22 (23%) of the respondents considered it “a lot” and 11 (16%) considered it to be “somewhat” and 5 (7%) “a little”. Whereas 17 (24%) considered the factor to have a “not at all” impact and 15 (21%) were “not sure” of its impact.

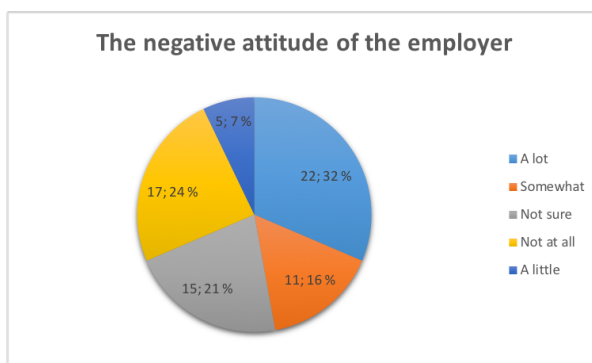


FIGURE 24. Influence of the negative attitude of the employer

4.2.7 TAMK career services

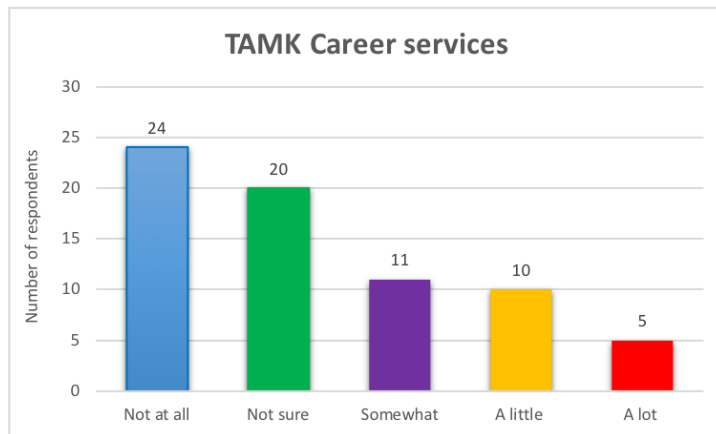


FIGURE 25. Influence of TAMK’s career services

The respondents emphasized that TAMK career services have little impact on the employment opportunities for international students, as 24 of the respondents considered it to have a “not at all” effect and 10 respondents considered it “a little”. In comparison, only 5 respondents consider “A lot”, 11 chose “Somewhat” and 20 respondents were “not sure” of the factor influence in question.

4.2.8 Proper integration into the Finnish culture and working life

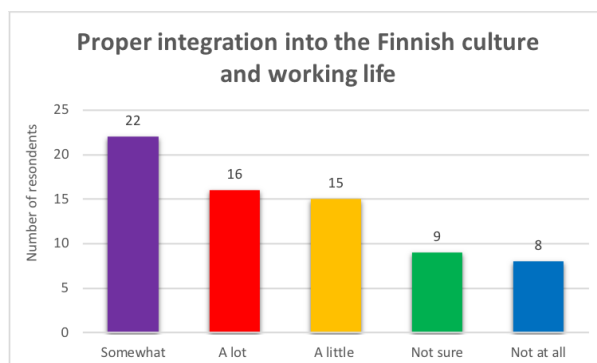


FIGURE 26. Influence of proper integration into the Finnish society

Proper integration into the Finnish culture and working life is a vital factor and has a great impact on the chances of gaining employment in Finland. This is demonstrated in the bar graph in Figure 26, as 22 respondents answered “somewhat” and 16 answered “a lot”. Whereas 15 answered “a little”, 8 “not at all”, and 9 respondents were “not sure”.

4.2.9 Role of TAMK

The respondents were asked the question *What could TAMK do to help you find a job or internship in Finland?* This open-ended question allowed the respondents to express their experiences and give recommendations (Appendix 4). Most of the international students emphasized that TAMK should increase its partnerships with companies willing to hire international talents. TAMK then could recommend these companies and provide information about them to international students, this will allow them to complete their internships in Finland related to their study fields. Moreover, the respondents mentioned that TAMK should have more career services for international students, by having more career fairs and inviting international companies. This will help in networking with international and local companies. Another main topic that was highlighted was the need for more Finnish language courses and providing Finnish lessons for a business-oriented purpose that teaches about the Finnish working culture and how to apply for jobs. International students also felt the need for more guidance in terms of integration by having more one-to-one sessions with international students.

5 DISCUSSION

International students face many challenges when it comes to integrating into Finnish society or finding employment opportunities such as internships while studying or long-term employment after graduation in Finland. The employment status of the respondents shows that almost half were unemployed these high percentages are also shown in the statistical databases by Vipunen (2022). Respondents also highlighted the key motivation for studying in Finland to be the quality of education and employment opportunities, as stated by (CIMO 2018, 6B) these reasons were among the main motivations international students chose Finnish higher education. In addition, the study findings regarding the nationalities of international students agree to some extent with the findings of (CIMO 2018, 6B), where Russia, Bangladesh, Germany, and India are among the top 10 nationalities of international students in Finland. Respondents showed great importance towards the level of Finnish language skills and the choice of the study field. Whereas there was less importance on having previous work experience and completing an internship in Finland. Therefore, these factors influence significantly the chances of obtaining employment for international students in Finland according to the theory of Human capital (Duvander 2001). Hence, the study revealed that the chances of finding employment are more influenced by the level of Finnish language and choice of study field than having previous work experience in Finland. Moreover, applying for employment through informal sources including networks and friend referrals is more likely to influence the chances of landing a job for respondents than applying through formal sources such as official websites and recruitment agencies, which indicates that having connections and different networks could increase the chances of gaining employment in Finland, as (Duvander 2001) discussed the importance of social capital in obtaining employment in the host country. On the other hand, respondents revealed that negative attitudes of employers have an adequate impact on hiring international students, as (Ahmad 2005; Heikkilä 2017) stated in their studies that racial discrimination is a key factor that influences the chances of finding employment for international students.

Furthermore, respondents considered the factor of proper integration into Finnish society and work life to be very helpful in having employment opportunities in

Finland, while they reported that the role of TAMK and the career services it provides are less helpful in integrating and preparing them for the Finnish job market.

5.1 Limitations and future research

The thesis has some limitations that should be mentioned. First, the nature of the research as a cross-sectional study causes limitations in terms of generalizing the results, since the results were collected from many subjects at a single time thus, generalizing the result must be done carefully. Secondly, the thesis aimed to identify, explore, and examine the key factors that affect the employment status of international students at TAMK in Finland. Therefore, the author could not measure the level to which, the Finnish language, previous work experience, the negative attitudes of employers, and other factors influence the chances of finding employment for international students in Finland. For a future study, a longitudinal study could be used by collecting data from the same subjects over time. This will allow showing the whole journey of international students from being still a student to the process of applying and eventually finding employment. In addition, it can measure international students' experiences and expectations in finding employment in Finland by using the factors identified in this thesis. It can also reveal and include more factors to widen the knowledge of what can affect the chances of obtaining employment for international students in Finland. There is another study on the influencing Factors for Hiring International Students from the employer's and companies' perspectives titled "Influencing Factors for Hiring International Students: A Case Study of MSMEs in the Tampere Region" it would be effective for a future study to compare its findings with this study. Thirdly, the number of graduate respondents was only 8, limiting the results from the graduate's perspective. Fourthly, the study is only focused on international students at Tampere university of applied sciences, for a future study including Tampere University's international students will allow for more diversity in the data and perhaps in the results. The role of TAMK in preparing international students to enter the Finnish job market is crucial, thus a future study can focus on the role of Tampere Universities and the international student's experience in receiving career and integration support.

6 CONCLUSION AND RECOMMENDATIONS

This thesis aimed to identify and explore the key factors influencing the chances of finding employment for international students at TAMK in Finland. Based on the quantitative analysis of the experiences and expectations of TAMK international students in finding employment in Finland, it can be concluded that international students experience a high unemployment status, and many factors influence their chances of entering the Finnish job market.

The literature and theory on the employability of international students, and the thesis findings, both reveal the key factors that were related to human capital to be the level of Finnish language, previous work and internship experience in Finland, and the field of study. Other important factors were related to cultural capital such as proper integration into the Finnish culture and working life. What's more, social capital factors had also a significant influence such as applying for positions through networks. Lastly, the negative attitude of employers in Finland and the role of TAMK were one of the major influencing factors. Therefore, one significant method to improve the status quo and fully utilize the international talents already residing in the Tampere region is to review and examine these key factors with the universities, employers, and decision-makers in Finland. Moreover, TAMK as a university should take a larger role in integrating and preparing international students for employment in Finland, by providing more Finnish courses and partnering with potential employers to create more employment opportunities.

On a practical level, the author wishes to end this thesis with recommendations that could be viewed as effective ways to be adopted to enhance the employability of international students in the Tampere region. However, executing these effective ways requires cooperation across all parties. The author suggests employing and improving the Tandem approach which is a new integrated working model that benefits both businesses and international students. The Finnish Ministry of Education has supported the Tandem working model, which pairs Finnish employees and international students on the same working tasks, this assists international students on the long-term level by allowing them to survive the language barrier, become more educated about the Finnish culture, and establish

connections with different networks. Whereas it offers employers incentives to encourage their employees to improve their English skills. Relieve their worries about the company's resources, integration with the new culture of the international student, and language competency. This model has been adopted by TAMK and other European countries such as Latvia. Hence, TAMK should focus on promoting this model to companies and implementing it more frequently to show an example of its effectiveness.

Networking: is also very important in finding employment in Finland, thus international students should be active and start building their networks with other professionals already during their studies. This could be done for example by attending job fairs provided by TAMK and International House in Tampere. On the other hand, TAMK should initiate special career services for international students by partnering with companies that are willing to hire international students for internships or employment after graduation. It should also invite international and Finnish companies to job fairs that do not require such a high level of the Finnish language.

Finnish language: TAMK should also change the teaching style of the Finnish language in its courses for international students, the current courses do not help international students in their future employment but rather a simple greeting and social interaction. Most of the companies in Finland require a high level of Finnish language, thus international students must be fully prepared during their studies for the Finnish working life language. TAMK focuses mostly on grammar which does not motivate international students to keep learning the language. Therefore, new methods and more courses should be offered where less focus is on grammar and more on speaking.

Internships: the study findings show that a great number of international students have not or did not manage to secure an internship in Finland, thus TAMK should increase its role in rehearsing with companies and employers to have international students on internships and keep up with the students by monitoring their performance and progress in their workplaces. Employers can evaluate international students' skills and report to TAMK what skills students lack. This will allow

international students to have employer networks when it comes to finding employment after graduation.

Work Experience: International students should know that work experience from their home countries is not sufficient in entering the Finnish job market. Thus, they should be informed that work experience from Finnish companies is considered an advantage when it comes to finding employment in Finland. They should be active and start looking for internship opportunities during their studies.

Group work: International students should be active group members in the university group work and take the execution of the tasks seriously. This is because most of the work environments in Finnish companies involve teamwork which could be different from what the international student is used to in his/her home country.

Engagement: International students should engage with local students and build networks to help them integrate into Finnish society and perhaps in finding employment as well. TAMK should create programs and events that engage international students and local students. Currently, there is a lack of coordination by TAMK in terms of organizing alumni networks. Thus, to ensure that graduates follow their goals, TAMK should encourage them to register. They should also make efforts to follow their progress in their career.

Employers' negative attitudes: should be drowned out in terms of discriminating against international students. Hence, to encourage multiculturalism, policymakers should establish training centres and workshops that are designed to teach companies and employers about the importance of embracing globalization and international diversity. They should also ensure that employers are not discriminating against international students based on their skin colour or country of origin.

The hiring of international students: The Finnish government has made many policies that boost internationality and attract international talent to Finland. However, the government and policymakers have not made effective efforts in taking the necessary step to improve the recruitment of international students. To ensure that a specific number of international students are hired, we recommend that policymakers establish quota systems for businesses and enforce them. This will inevitably lessen the strain and excessive reliance of international students on offered social benefits and services.

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APPENDICES

Appendix 1. Email sent to international students

Hi,

I am doing my bachelor's thesis and would highly appreciate replies to a questionnaire. It requires approximately 2-4 minutes to complete this questionnaire.

The responses will be dealt with in absolute confidence, participants will not be identified in the findings of the study. Participants can withdraw their consent at any time by informing the data controller.

Please find the questionnaire here: <https://forms.office.com/r/GGS7q332JZ>

This questionnaire is part of my bachelor's studies in International Business at the Tampere University of Applied Science, I am writing my thesis on the experiences and expectations of International students at TAMK on finding employment in Finland. In this case, an international student is a degree student at TAMK who is either still studying or graduated and is in search or will be searching for employment related to his/her study field. The study is commissioned by Talent Boost Program and focuses on the Tampere region.

Best regards,

Naif Alosaimi

Appendix 2. News article in TAMK intranet

Employment of International students in Finland

An important study to help International students find jobs in Finland.

International students face many challenges in finding a high-profile job or internship suitable for her/his degree in Finland during their studies or after graduation.

Most of them end up doing their internships outside Finland while other graduates leave Finland seeking employment somewhere else in the world. Thus, TAMK alongside Talent Boost Program are trying to help International students land jobs or internships in Finland.

The study is about the experiences and expectations of International students at TAMK on finding employment in Finland. The study will listen to International students' experiences and expectations on the Finnish job market. It will also provide solutions for International students and TAMK to enhance the employability of International students.

It would be highly appreciated to participate in the questionnaire. It requires approximately 2-4 minutes to complete it.

Please fill the questionnaire only if you are an international student!!!

The responses will be dealt with in absolute confidence, participants will not be identified in the findings of the study. Participants can withdraw their consent any time by informing the data controller.

Please find the questionnaire here: <https://forms.office.com/r/GGS7q332JZ>

The study is commissioned by Talent Boost Program and focuses on the Tampere region

Appendix 3. Online questionnaire

1 (6)

International Students' employment in Finland

* Required

Background

1. Gender *

- Male
- Female

2. Nationality *

3. Age group *

- 18-22
- 23-27
- 28-32
- 33-37
- 38+

4. How many years have you been living in Finland? *

- Under a year
- 1-2 years
- 2-4 years
- 4-6 years
- 6-8
- Over 8 years

2 (6)

5. What is your field of study? *

- Business
- Engineering
- Health care
- Culture and Arts
- Social Sciences

Other

6. What year of study are you in? *

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th year or more
- Graduated

7. What is your level of your studies? *

- Bachelor's
- Master's

8. What was your key motivation to study in Finland? *

- Quality of education
- Employment opportunities in Finland

Other

9. My current Finnish language skills *

- None
- Beginner
- Elementary
- Intermediate
- Advanced, Native

10. What is your employment status in Finland? *

- Employed
- Unemployed
- Entrepreneur/Self employed

11. If employed, is your job in your field of study/area of expertise?

- Yes
- No
- To some extent

12. Did you succeed in finding an internship in Finland during your studies? *

- Yes
- No
- Not Yet

* Required

From your experience or expectation.

How much do the following factors affect your chances on finding a job or an Internship in Finland ?

13. Your level of Finnish language *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

14. Having previous work experience in Finland *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

15. Completing an internship in Finland *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

16. My field of study is in need of workers *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

5 (6)

17. Applying for the position through formal recruitment sources (e.g., LinkedIn, formal contacts, recruitment agencies) *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

18. Applying for the position through informal recruitment sources (e.g., recommendation, personal contacts, referrals from friend) *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

19. Negative Employers' attitude *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

20. TAMK Career services (e, Career counselling, Workshops ,Job teaser, and networking programmes) *

- Not at all
 - A little
 - Not sure
 - Somewhat
 - A lot
-

6 (6)

21. Proper integration into the Finnish culture and working life *

- Not at all
- A little
- Not sure
- Somewhat
- A lot

22. Do you have any other factors that affect you on finding A job or Internship in Finland?

Enter your answer

23. What could TAMK do to help you find a job or internship in Finland?

Enter your answer

24. Is there anything else you would like to add?

Enter your answer

[Back](#)

Appendix 4. Role of TAMK in helping international students

Explanations to question "What could TAMK do to help you find a job or internship in Finland?"

"There is not yet something related to Textile engineering in jobteaser"

"Help change the culture of employers needing native level Finnish"

"Partnering with alumni's companies"

"Provide the information about company which can give me the chance to complete my internship related my course"

"Recommend companies who are looking for interns/employees"

"Organize more career fairs like the one last month"

"Its hard for them to help since its outside of their jurisdiction"

"If tamk would have a list of places where students could apply if they really don't find anything on their own, and it would be guaranteed that they are going to get accepted there. Would take off so much stress"

"Increase partnerships with companies looking for international labour, thus Finnish is not required. - Improve the Finnish language courses - Facilitate extracurriculars for students (e.g. better-organized schedules enabling the intake of extracurriculars)"

"Influence Finnish laws requiring Finnish language for one to get a meaningful job"

"for an international student they must focus on teaching us about the language"

"Help in networking with employers and companies"

"Arrange job fairs for TAMK students"