

Effects of the Part-Time Job on Students' Learning Achievement

Angel Rose P. Hermogeno, Aisha Krizainne A. Fernandez, Rosella L. Laxamana, Nicole Francine R. Panganiban, Christina Ella E. Sta. Teresa, Marc Danpol B. Esurena, Elcid Jaye G. Pangantihon, Arlo Louise G. Lavilla, Christopher DC. Francisco.

Barcelona Academy, Marilao, Bulacan, Philippines

christopher.francisco004@deped.gov.ph

Abstract: *This study discusses the effects of a part-time job on the students learning achievement in this time of pandemic. To fully achieve this aim, the researchers used a descriptive correlational design for this study. A correlational research design consists of data collected to determine whether a corresponding relationship exists in two or more variables. The respondents of this study are different Grade 12 Senior High school students that are from schools from Meycauayan City. All of the presented data were carefully processed, analyzed and treated using the Statistical Package for Social Sciences or SPSS. Based on the findings of the study, it has been determined that having a part-time job between grade 12 senior highschool students can both effect their learning achievement positively and negatively depending on how they apply it between their everyday lives. Some cannot handle the conflicts of this scenario that eventually leads to school drop out and stress. Others can learn more skills in having a part-time job such as stable time management, self-efficacy and self-discipline amongst themselves. This will not only benefit the students but also their ability to adapt in this new normal. Living in a world with technology will eventually require technical skills from future Job applicants. In conclusion, having a part-time job in this pandemic can help broaden up student's knowledge which could help cope up with the pandemic for survival.*

Keywords—Online classes, Working Students, Students Academic Performance, Part-Time Job.

1. INTRODUCTION

Education is the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Teaching, training, storytelling, conversation, and focused study are all examples of educational practices. This knowledge is important for students to learn because it helps them grow mentally and emotionally and can help them in their future lives and careers. Hence, there are still struggles that students are facing, and that's what this study is all about.

Although the government offers free education, poverty is one of the most common challenges Filipino students face in their search for a basic education. Because of poverty, and in order for the students to overcome financial constraints and be self-sufficient while studying, they choose to run errands to sustain their needs, like searching for a job and becoming a working student. For these students, these errands can overcome their lack of financial problems and allow them to continue studying. Thus, in order for these kids to be able to afford their education, their time is divided, which leads to various issues that impact their education. The longer the part-time job, the more negative views there are of life at university. Positive aspects of college life to consider included grade and grades, while negative aspects of college life to consider were grades, financial situation, and length of part-time employment. As a result, students with part-time jobs are obligated to complete their work, and some school projects and other schoolwork suffer as a result. Their mental health and physical health are being affected as well, like lack of sleep, which may result in headaches, mental problems, and physical problems. This problem leads to

insufficiency in affording to learn the knowledge they need in education, which also results to low educational performance and grades.

Poverty is the main reason students choose to search for a part time job and become working students, which leads to insufficiency in affording to learn the knowledge because of a lack of time needed to do their school activities, which results in low educational performance and grades. Struggles are a part of life, and no one is an exception to it. That's why people, especially students, find ways to cope with them and live their lives for good.

2. RELATED WORKS

Entrepreneurship contributes to the change and economic development of a society in order to find additional income, entrepreneurship has resulted in some people working part-time to cover their daily expenses [1]. In today's difficult economic times, academic problems such as increasing the average age of students, dropping out students due to financial hardship and increasing average student loans are beginning to plague universities, even in developed countries. Most students are enrolled in either the morning or evening sessions, with evening sessions especially open to on-the-job students. However, upon request, many students work part-time in the morning session. Well-managed part-time jobs are believed to have a positive effect on students, in terms of job preparation and value-added experiences [2].

In recent years, part-time jobs have become a popular demand of students. The part-time job has brought many benefits for students regardless of gender and does not require

professional qualifications. Students are quite sensitive subjects who are healthy and active, easy to absorb new and practical issues. For students, in the learning process, the amount of theoretical knowledge is quite large, in order to turn that knowledge into their own knowledge, it requires the learners to have a process of intensive training and study as well as to be flexible in practical application. The part-time job is a practical opportunity for students to apply what they have learned in practice. The ultimate goal of students is to have a good job according to their own will after graduation [3].

Nowadays, the combination of academic studies and employment is typical for a wide range of students examining how different combinations of study and work affect the academic performance of students in their later years at higher education institutions. On the basis of two factors, the work plan and the correspondence between the type of work and the future occupation, five types of dual study combinations are identified. Different combinations show different academic achievements, different future plans and slightly different reasons for entering university. Only one form of dual vocational training, non-professional full-time employment, has a negative impact on school performance. Other student employment strategies showed no statistically significant effect on academic performance. All other things being equal, students perform better in a professional activity than their colleagues in a non-professional activity and sometimes even better than those who do not work at all. In this case, the work becomes an additional source of knowledge and skills, as well as motivation to learn [4].

Working students have increasing demands on their time; the impact of time pressures on student work experience has been little explored in the existing professional development literature. Time pressures at work or at school are linked to the conflict between school and college students' schools, who work in the workplace through the permeability of school boundaries. In addition, this study looks at dispositional mindfulness as an individual resource that buffers past relationships [5].

Working during tertiary studies can have potential benefits for students in developing their repertoire of employability, including teamwork, time management, customer service, and interpersonal communication [6]. The findings confirm that students merely satisfy many aspects of their lives, with reading time and assignment preparation being key areas that suffer in order to allow students to engage with part-time work [7].

Studies examined how the student is creating ways to maximize their time at work and study Results shows that good time management and self-reflection are the most effective ways of overcoming the problems they encounter. For students who are in a similar state. One of the suggestions is that students who choose to work during their studies must first of all be committed and disciplined [8].

Students are aware that part-time work helps develop personal skills, but it is not clear how part-time work can differentiate graduates in the labor market and support their

skills [9]. Part-time work experience was found to have a statistically significant effect on self-image, which is a sub-domain of professional development. It was found that the characteristics of part-time experience have a statistically significant influence on the self-reliance of the sub-areas of career development expected to be the human resources of the future [10]. Employees actually benefit from their work experience compared to what professional employees believe student employees gain [11].

Student employment was treated as a homogeneous category when examining the effects of part-time employment on academic performance or student social life. We found that part-time employment does not affect students' academic performance when treated as a homogeneous category. In a heterogeneous experience, we found that incentives to work have a greater impact on students' academic performance, followed by the question of whether the jobs provide opportunities for students to develop skills and whether the jobs are related to their fields of study. Part-time jobs enrich the school life of the students and also strengthen their social support network [12]. Part-time work can therefore not always have a negative effect on student satisfaction.

However, when students work more than 11 hours per week, it was found that student satisfaction and grade point average decreased for each additional work category, although the change is very small [13]. Some results say that it is widely believed that student employment slows academic performance [14]. On the other hand some findings reveal that, it is necessary to know the positive and negative effects of their efforts that will distract them all this time. Strategy to have a better life working and studying at the same time [15].

This study aims to examine the positive and negative effects of part-time experience in college life. There are more positive attitudes in public health than in other courses and in third grade, and it turns out the higher the grade, the more positive attitudes there are. Based on the findings of this research, there should be a practical solution to improve the lives of college students who experience part-time jobs [16]. Although the government offers free education, poverty is one of the most common challenges of Filipino students, to overcome financial constraints and be self-sufficient while studying, students choose to run errands [17]. This paper addresses the issue of part-time employment of students and its impact on the educational outcomes [18], part-time employment is considered one of the factors influencing student academic performance, Thirty students were deliberately selected as samples for this study. Students' academic scores on the grade sheet, the time spent on part-time work, and the types of jobs students participate in are analyzed to see the relationship between part-time jobs and their academic scores [19]. It was conducted to determine the reasons for employment, the likelihood of job search, the job requirements, and the impact of the job on the student's academic progress [20]. However, some students who have a part-time job work because they like the independence that it

gives them [21]. As well as the part-time job allowed them to meet their needs and continue their education [22].

An article highlighted the opportunity for college professors to leverage students' part-time work experiences to enhance learning, teaching, and assessment activities [23]. It strived to know the comprehensive description of the learning strategies of part-time students. The result of the investigation showed that the learning strategies carried out by this student were direct and indirect [24]. Relationship between student working hours and the proportion of courses completed for career-oriented students, which could explain the contradicting results in the literature that neglects this factor [25]. Research has shown that more and more college students are working at least part-time, which is true especially in community college students [26].

Most college students work for paid work during their enrollment, but theoretically and methodological concerns about the existing works make it nearly impossible to understand how employment affects students [28]. Taking up a part-time job has its advantages and disadvantages [29]. The results are supported within the domain relationships by the fact that learning opportunities in school and work are positive with inherent motivation in school or life satisfaction and less depression. The relationship between the domains was not significant, except for one negative relationship between learning opportunities in the workplace and intrinsic motivation in the workplace, suggesting that having a good job can alienate students from school [30]. The results provide educators with a better understanding of the students' lived experience and show that the work-life balance is individually nuanced and greatly determined by the perceived level of disruption from the students' work performance [31].

3. STATEMENT OF THE PROBLEM

The main problem of this study was to determine the effects of part-time job on the students' academic performance. Specifically, this research aimed to answer the following questions:

1. What are the students' perceptions about part-time job:
 - 1.1. Work Intensification;
 - 1.2. Intensification job-related planning and decision making demands;
 - 1.3. Intensified career-related planning and decision-making demands;
 - 1.4. Intensified knowledge-related learning demands ;
 - 1.5. Intensified skill-related learning demands?
2. What is the level of respondents' academic performance?
3. Do part-time jobs significantly affect students' academic performance?
4. What implications may be drawn from the findings of the study?

4. METHODOLOGY

This study used a descriptive correlational method of research. A correlational research design consists of data collected to determine whether a corresponding relationship

exists in two or more variables. Considering it shows the variable and independent variables, the objective of this study is to identify the variables that have some relationship to the extent that when it is changed it causes the other to do the same. Specifically, the goal of this research was to determine the effects of a part-time job on students' academic performance.

The researchers made use of quota sampling as their sampling method in choosing the respondents in answering online surveys of the researchers. Quota sampling is a sampling method for selecting survey participants that is a non-random version of stratified sampling.

The respondents of the study were nineteen (70) selected Grade 12 students of Meycauayan City, Bulacan. By the help of the respondents, the researchers gave the respondents an online survey to satisfy the needs of the researchers. The researchers are responsible for giving the survey to the respondents by the use of Google Forms.

The researchers made use of multiple scales as their survey type in collecting data which are researcher questionnaires from the respondents in using online surveys.

The researchers followed the following data procedures for gathering data:

An email was sent to the school principal and admin of a private school in Marilao City, Bulacan, asking for permission to conduct the study. The researchers distributed the researchers-made questionnaires to the respondents with the full authorization of the school principal and the admin. The researchers collected the questionnaires from the respondents and will check if they were able to answer all the questions given.

5. RESULTS and DISCUSSION

Students' Perceptions towards Part time Job

Table 1. Work Intensification

| Indicators | Mean | Interpretation |
|--|-------------|----------------|
| 1. It is increasingly rare to have enough time for work tasks | 3.3 | Neutral |
| 2. It is increasingly harder to take time for breaks | 3.5 | Agree |
| 3. The time between the more intense work phases has decreased | 3.6 | Agree |
| 4. One has more often to do two or three things at once(such as eating lunch, writing emails, and talking on the phone) | 3.3 | Neutral |
| 5. Ever more work has to be completed by fewer and fewer employees | 3.2 | Neutral |
| Total | 3.38 | Neutral |

Table 2. Intensification job-related planning and decision making demands

| Indicators | Mean | Interpretation |
|---|-------------|----------------|
| 1. It is increasingly becoming necessary to plan the workflow (activities, appointment, breaks, etc.) by oneself. | 3.63 | Agree |
| 2. One increasingly has to determine by oneself how to do the work | 3.55 | Agree |
| 3. One increasingly has to determine the sequence of activities by oneself | 3.42 | Neutral |
| 4. More often decisions have to be made without consultation with supervisors | 2.72 | Neutral |
| 5. One increasingly has to check independently whether the work goals have been reached | 3.78 | Agree |
| Total | 3.42 | Neutral |

Table 2 showed that perceptions on parttime job in terms of Intensification job-related planning and decision making demands, got the total average of 3.42 with a range of “Neutral” but with the majority of respondents who answered “Agree” that is presented in the table.

Part-time employment is considered one of the factors influencing student academic performance off campus [4]. In addition, it shows that good time management and self-reflection are the most effective ways of overcoming the problems they encounter. For students who are in a similar state. One of the suggestions is that students who choose to work during their studies must first of all be committed and disciplined [15].

Table 3. Intensified career-related planning and decision-making demands

| Indicators | Mean | Interpretation |
|---|-------------|----------------|
| 1. One is increasingly demanded to maintain one’s attractiveness for the job market (e.g., through advanced education, networking) | 3.73 | Agree |
| 2. One’s own professional development increasingly requires to keep other alternatives open. | 3.5 | Agree |
| 3. One increasingly has to plan one’s professional career independently | 3.7 | Agree |
| Total | 3.64 | Agree |

In table 3, senior high school students responded ‘Agree’ on the 3rd category of the questionnaire. It has a total average of 3.64; the first question on the table has the highest result with the total of 3.73 mean percentage score.

Partial employment is considered one of the factors that influence the academic performance of the student. Students' academic score on the grade sheet, the time they spent part-time and the types of jobs the students do are analyzed to see the relationship between part-time jobs and their academic score [4].The method additionally strengthens the connection among better schooling and enterprise because it combines pupil painting enjoyment and better schooling coherently [11].

Table 4. Intensified knowledge-related learning demands

| Indicators | Mean | Interpretation |
|--|-------------|----------------|
| 1. One has to acquire new expertise for the job more often | 3.75 | Agree |
| 2. One increasingly has to acquire new knowledge to handle job tasks | 4.1 | Agree |
| 3. One has to update one’s knowledge level more frequently | 3.95 | Agree |
| Total | 3.93 | Agree |

The amount of theoretical knowledge is quite large, in order to turn that knowledge into their own knowledge in to their own knowledge, it requires the learners to have a process of intensive training and study as well as to be flexible in practical application [6]. The work becomes an additional source of knowledge and skills, as well as motivation to learn [15].

Table 5. Intensified skill-related learning demands

| | | |
|---|-------------|--------------|
| 1. One increasingly has to familiarize oneself with new work processes | 4.21 | Agree |
| 2. One increasingly has to get used to new workflows | 4 | Agree |
| 3. One has to use new work equipment (devices, programs, etc.) more often | 3.45 | Neutral |
| Total | 3.88 | Agree |

Table 5 got the average score of 3.88 and has the rating scale of “Agree”. The results suggest that while students are aware that part-time work helps develop personal skills, it is not clear how part-time work can differentiate graduates in the labor market and support their skills [46].

Students’ Academic Performance

Table 6. Academic Performance

| Indicators | Frequen cy | Percenta ge |
|---|---------------|----------------|
| Outstanding (90-100) | 10 | 50 |
| Very Satisfactory (85-89) | 6 | 30 |
| Satisfactory (80-84) | 0 | 0 |
| Fairly Satisfactory (75-79) | 3 | 15 |
| Did not meet expectation (74 and below) | 1 | 5 |
| Total | 20 | 100 |

Table 6 showed that the majority of the students' academic performance was Outstanding as evidenced by 10 out of 20 students while the other 6 was Very Satisfactory. Three students got Fairly Satisfactory while one student got the Did not meet expectation rating.

6. CONCLUSIONS

The findings suggest that students with part-time job affects academic performance. Less study time usually decrease their grades. It also has the higher risk of dropping out and some negative effects on physical and mental health. Part-time jobs improve student's responsible behavior. It can change the attitude that they have, they can be more matured in the reality of the society. Nowadays, students with part-time job learn how to manage money and become more stable. It can develop their interpersonal skills, and they gain independence. All of these positive effects also have disadvantages on a student's life because some of them forget that education is important to their lives, they tend to think that working is much better than studying. Some of them are struggling to how to cope up with their poor academic performance because of the part-time job.

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