



The Impact of Part-Time Employment on the Academic Performance of Government Secondary School Students in District Peshawar in Perspective of Teachers

Dr. Abdul Wadood, Assistant Professor, Department of Education, Sarhad University of Science & Information Technology Peshawar, (Principal Author Email: wadood.edu@suit.edu.pk)

Dr. Iffat Ara Hussain, Professor Teacher Education Department, Qurtuba University of Science and Information Technology, Peshawar

Dr. Khisro Kaleem Raza, Head, Department of Education, Sarhad University of Science & Information Technology, Peshawar, Pakistan khisro.edu@suit.edu.pk

Dr. Rahim Khan, Assistant Professor, Education Department Qurtuba University of Science and Information Technology, Peshawar dr.rahim43@gmail.com

Zafar Iqbal, Education Department Qurtuba University of Science and Information Technology, Peshawar, Zafariqbal101275@gmail.com

Muhammad Adnan, Education Department Qurtuba University of Science and Information Technology, Peshawar, madnan_uom@yahoo.com

Abstract- This descriptive study aimed to investigate the impact of part-time employment on the academic performance of students at secondary level. It was conducted in 106 Government high and higher secondary schools of district Peshawar. The sample consisted of 320 teachers. The questionnaire was designed to get perceptions of the teachers. The collected data was analyzed by using percentages. The analysis of the study revealed part-time employed students neither attended the school regularly nor managed their academic activities properly which caused their unsatisfactory academic performance and lack of participation in co-curricular activities. Teachers also faced difficulties at the hand of such students. Almost half of the respondents did not agree with the idea of doing part-time employment of the students at secondary level. The teachers suggested the alternative that Government should grant funds and introduce new institutes for providing vocational and technical trainings. Part-time employment enabled them to fulfill their needs and continue their studies. Moral, social, financial and cultural impact on secondary school students were also investigated using validated tools and techniques.

Key Words: Part-time employment, academic performance, apprentice, secondary school students, future inspiration

I. INTRODUCTION

Education is the process to transfer knowledge, skills, beliefs, values, learning and habits to students. It is the most proficient and effective way of teaching and learning. It is the fundamental and highly developed method of imparting knowledge and skills (Dewey, 1997). Whereas "Employment is the association involving two parties, generally based on a declaration and effort is remunerated for, where one party is the employee and the other may be a co-operative or other unit" (Dakin & Armstrong, 1989).

Part-time work is generally considered as half-day of work at the minimal in a week under the full time number of working days. In a five-day week, part-time work should be below nine-tenths of the duration worked full-time. Some of the examples of definitions and agreements of part-time employment are;

In France, the workers' working time per month should be below four-fifths of usual time; the similar law applies to workers on employment / instruction program but on the basis of hours per annum.

In Spain, an employment is part-time if employment duration does not go over two-thirds of individuals worked in full-time job considering the combined working pattern in the related business.

The Republic of Ireland and UK relate a cut-off time of thirty hours per week (Van Bastelaer et al., 2007).

Objectives of the Study

The core objectives of the study were;

- a) To explore the perceptions of Government Secondary School teachers about part-time employment among students.
- b) To investigate the impact of part-time employment on the academic performance of the secondary school students.

II. LITERATURE REVIEW

Secondary school students participate in a number of paid part-time employment e.g., they work as salesman, office boys, doctors' attendant, form workers and help in their father or family business (Billett & Ovens, 2007).

Length of part-time employment might influence the students' academic as well as the co-curricular activities. The length of school period might act upon the quality of information the students receive and learning of an individual is affected by less available time due to their engagement in part-time work (Yep et al., 2003).

The personal abilities including management of time, sense of responsibility and organization of time and work place may be develop due to the part-time employment of the secondary level students. This helps the young individuals to improve the future opportunities in the labour market. Most of the part-time employment cultivates non-cognitive abilities and potentialities. Such types of abilities are not valued in class tests and school examination by an organization. The time spent in part-time employment reduces the available time for home work and co-curricular activities. It sometime leads to drop out or lower academic performance among students (Kalenkoski & Pabilonia, 2009).

According to (Beffy et al., 2010) the differing outcome of part-time employment on the academic performance of the school level students bases on the students age, educational level, the methods and procedures and the country which is adopted for the research study. Those students who work more than twenty hours in a week and having less support from their families produce negative impact.

III. RESEARCH METHODOLOGY

Being descriptive study, the given method was applied to carry out the study.

Population

The population of the study consisted of all the secondary level teachers of Government High and Higher Secondary Schools in District Peshawar. The total number of boys' schools in District Peshawar stand at 106. Out of which 79 are high schools while 26 are higher secondary schools. The total number of teachers in the given schools is 1904 (EMIS, 2017).

Sample Size

A sample of 46 high and higher secondary schools out of the total 106 schools was randomly selected through simple random sampling technique. A number of 320 secondary school teachers out of the total numbers of teachers were randomly selected as a sample from the defined population of the study (Krejcie & Morgan, 1970).

Instrument of the Study

Questionnaire is an accepted tool used for compilation of the necessary information on the subjects. The questionnaire for teachers was designed and organized with the help of expert suggestions to collect the data. It was descriptive in nature containing 23 items. Both open and close ended items were included in the tool.

Data Collection

The relevant data from the sample teachers of high and higher secondary schools of District Peshawar was collected by administering the tool personally. The data was appropriately ordered and interpreted.

Data Analysis

The collected data was set in a specific order to interpret the data in an explicable way. The researcher sought opinion of statistical experts for selection of relevant statistical tools and subsequent analysis of data. The SPSS version 17 was used for the analyses of collected data and was duly tabulated.

Interpretation of Data

Table 1: Frequencies of the Responses of the Teachers

Questions	Yes	%	No	%
Do part time employed students attend the school regularly?	80	25.0	240	75.0
Do part time employed students actively participate in co-curricular activities?	102	31.9	218	68.1
Do you have problems with part time employed students in your class?	243	75.9	77	24.1
Do you favour the idea that the students should work part time?	66	20.6	254	79.4

Table-1 Shows majority 75% of part-time employed students did not regularly attend the school while 68.1% teachers were not in favour of the statement. It meant that most of the part-time employed students did not actively participate in co-curricular activities whereas 75.9% teachers faced problems with part-time employed students in their classes. Majority of the teachers were not in favour of doing part-time employment of the students at secondary level.

Table 2: Frequencies of the Responses of the Teachers

Questions	Yes	%	No	%	To Some Extent	%
Do some of the students drop out of school because of part-time employment?	161	50.3	62	19.4	97	30.3
Do part time employed students maintain their homework regularly?	26	8.1	174	54.4	120	37.5
Do part time employed students perform their class room activities?	49	15.3	118	36.9	153	47.8
Do part time employed students actively participate during teaching learning process?	32	10.0	91	28.4	197	61.6
Do you agree that schools should allow students to do part time jobs?	07	2.2	215	67.2	98	30.6

Table-2 shows half of the respondents favoured the statement while 30% teachers viewed that in some cases part-time employment led to drop out from schools while 54.4% students could not maintain their homework regularly. Only 37.5% teachers responded that sometimes students did their homework. Half of the teachers expressed their views that to some extent they performed their class room activities while 61.6% students partially participated during teaching learning process. More than half of the teachers did not agree with the idea that the schools should allow them to do jobs.

Table 3: Educational Level of most of the Part-time Employed Students

Levels of Education	Frequency	Percent	Cumulative Percent
Elementary	56	17.5	17.5
Secondary	240	75.0	92.5

Higher Secondary	24	7.5	100.0
Total	320	100.0	

Table-3 shows that 75% teachers responded that most of the students did part-time employment at secondary level while 17.5% teachers said that at elementary level most of the students started part-time employment. Only 7.5% teachers thought that most of the students did part-time employment at higher secondary level.

Table 4: Rating of the Academic Performance of Part Time Employed Students

Responses	Frequency	Percent	Cumulative Percent
Good	9	2.8	2.8
Average	157	49.1	51.9
Poor	154	48.1	100.0
Total	320	100.0	

Table-5 indicates that only 2.8% part-time employed students showed good academic performance while 49.1% teachers said that their academic performance remained average. Almost half of the teachers i.e. 48.1% thought that part-time employed students showed poor academic performance.

IV. FINDINGS

- Seventy five percent (75%) teachers responded that most of the students do part-time employment at secondary level.
- Seventy five percent (75%) teachers replied that part-time employed student did not attend the school regularly.
- Thirty one point nine percent (31.9%) teachers said that part-time employed students actively participate in co-curricular activities.
- Seventy five point nine percent (75.9%) teachers faced problems with part-time employed students in their classes.
- Seventy nine point four percent (79.4%) teachers did not agree with the idea of doing part-time employment of the students at secondary level.
- Fifty point three percent (50.3%) teachers responded that part-time employment was the reason of some of the students' drop out of school.
- Fifty four point four percent (54.4%) teachers agreed that part-time employed students could not maintain their home work regularly.
- Fifteen point three percent (15.3%) teacher agreed that part-time employed students could perform their class room activities regularly.
- Ten percent (10%) teachers responded that part-time employed students actively participated during teaching learning process.
- Two point two percent (2.2%) teachers agreed with the idea that the schools should allow the students to do part-time employment at secondary level.
- Two point eight percent (2.8%) teachers agreed that part-time employed students showed good academic performance.

V. DISCUSSION

Fathers of the part-time employed students were doing simple jobs e.g. laboring, taxi driving, auto mobile mechanics and had different types of shops or stores owners etc. some of them were jobless, died, retired or ill. In the light of findings of the study it is quite obvious that most of the students started their paid part-time employment at secondary level at adolescence age with their parents, family members and others. The students thought that after acquiring the skill they would be able to start their own shop/business to secure their future and they would be able to support their families.

In this study twelve percent teachers reported that by supporting their families students became more responsible and mature. While thirty two percent teachers agreed that part-time employment developed sense of deprivation and over confidence, harsh behavior of the preceptor made the students rude, careless and short tempered and uncivilized setup cultivated negative approach towards life. And majority of the students believed that their part-time employment would be beneficial for them in future.

Sixty two percent teachers responded about the reasons that the students have to support their families, they had positive approach towards practical life and if the schools did not permit the students for doing part-time employment they shall quit the studies.

A number of students doing part-time employment face problems to maintain their school activities and part-time employment (Kofman, & Bianchi, 2012). Many part-time employed students have very less participation in their co-curricular activities (Muluk, 2017).

The students may motivate to study harder to achieve their career goal by working during school"(Rothstein, 2007).Rothstein's research focused on the impact of part time employment on students' grade point average.

"Employment might enhance the productivity or quantity of study time if it complements academic efforts, for example by increasing future inspiration"(Staff et al., 2010).

Academic performance can be affected by the part time employment of the students. Academics and attendance does suffer because working more than 20 hours per week is too much. But working in the middle, about 10 to 15 hours per week, is advantageous. Such students learn skills, time management and valuable work(Rothstein, 2007).

It may be resulted from the given findings that forty six percent teachers favoured the idea of doing part-time employment of students because part-time employed students helped their elders in their business, they earned their pocket money and they gained experiences through their employment.

VI. CONCLUSION

One third of the secondary level students started their paid part-time employment at adolescence age at secondary level with blue and pink collar workers as apprentice. They run their own family business with their father or brother because of lack of resources, professional inclination; unawareness about the negative impact of part-time employment and death of parents (orphans). They did not attend the school regularly; they could not maintain their homework and perform their class room activities regularly. Part-time employment made the students short tempered and uncivilized setup cultivated negative approach towards life.Theyfaced the problems of inferiority complex, lack of time for their friends, relatives, social or welfare and sports activities with their part-time employment.

Majority of the teachers faced problems of disturbance in class, misbehavior, aggressive behavior and fashion consciousness with the part-time employed students in their classes. They observed the students always remained double minded and felt burden regarding home and class work.Most of teachers did not agree with the idea of doing part-time employment of the students because their working place was usually unhygienic. Some teachers responded that the schools should allow them to acquire skills to ensure safe future, to earn their pocket money and to gain experiences through their employment.They had to support their families, they had positive approach towards practical life and if the schools did not permit them for doing part-time employment they shall quit the studies.

VII. RECOMMENDATIONS

On the basis of findings, the following recommendations were provided

The authorities are recommended to introduce reforms, to minimize the problems of the part-time employed students by providing funds to such students.

- The education department may introduce new institutes for providing vocational and technical trainings, so they may be able to fulfill their needs and continue their studies.
- There is a need to highlight issues such as socio-economic status of theparents which leads to do part-time employment.
- The government may not tackled part-time employment in isolation and Initiatives on equality of education is needed.
- Except the academic effect of part-time employment, the moral, social, financial and cultural impact on secondary school students may also be inquired.
- Academic difficulties may be taken under consideration regarding the impact of part-time employment and the academic performance of the students at different levels of government secondary schools.
- Sociological aspects of doing part-time employment may be taken into account among the students at different levels for impact of part-time employment on academic achievement.

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