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**Impact of Part-Time Employment on Students Learning at  
Secondary School Level in Swabi**



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**Abstract:** *Students in Swabi's secondary schools were the focus of this study, which examined the impact of part-time employment on their academic performance. The study's goals were to identify the factors that lead to students working part-time, and to examine the effect that part-time employment has on students' academic performance. –All secondary school students at Government High School serving as a part-time employer in different institution constituted the population of the study. Out of total population 100 students were randomly selected from 10 Government High Schools of district Swabi. To collect data from the respondents, a closed ended questionnaire containing 10 items based on Likert scale was developed with the consultation of the supervisor in relation to the objective of the subject. The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyzed data. Finding of the study revealed that Majority of the respondents agreed that poverty leads to increases part-time employment among students. Most of the participants agreed that due to broken families the ratio of part-time employment increases. Maximum number of the respondents believed that parental demise leads to increase part-time employment among students. Majority of the participants agreed that parental negligence leads to increase part-time employment among students. More than half of the subjects agreed that population leads to cause part-time employment among students.*

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**Key Words:** Part-time Employment, Students, Education, Secondary School, Swabi, Pakistan

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## **Introduction**

### **Background of the Study**

A person's beliefs, values, skills, knowledge, and habits can all be learned and transferred through education. In terms of gaining both fundamental and advanced knowledge and skills, this is by far the most efficient and effective method. Formal education refers to the educational system that is graded and organised in a chronological manner from kindergarten through the university level and includes a wide range of specialised programmes, general academic studies, and institutions that provide full-time technical and professional training.... Formal education is a process that takes place in a predetermined setting with the goal of educating students. It takes place in a classroom with a certified teacher and a diverse group of students. All educational activities within an organisation are managed by a set of values and ideals that are built into school systems. It encompasses everything from student-teacher interactions to curriculum, class size, classroom design, and assessment

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methods. While formal schooling is a one-time event, informal schooling is a lifelong process in which each person builds their knowledge, skills, and values through their daily interactions with others and the resources available to them, such as their family and friends<sup>1</sup>, the marketplace, their jobs, and their leisure activities<sup>2</sup>. There are many ways in which it can take place, including at work, in social situations, and at home. Manners and language acquisition, as well as an understanding of cultural norms, are important for many students. [Coombs, 2010](#), p. 73

Employees are defined as "two parties, generally based on a declaration and effort is remunerated for," according to [Dakin, Stephen, Armstrong \(2008\)](#). One party is the employee and the other may be a co-operative or another unit. The term "part-time" refers to work that takes place on fewer than the full-time equivalent number of days per week. In a five-day work week, part-time work should not exceed nine tenths of the time spent working full-time. Here are a few examples to help you better understand the concept of part-time employment: Employees on an employment or training programme are subject to a similar law, but it is based on hours worked annually rather than monthly in France. Spain defines a part-time job if the employment period does not exceed two-thirds of full-time employees working in the same business. Thirty hours a week is the cut-off point in Ireland and the United Kingdom (Marianna et al, 1997).

## **Statement of the Problem**

The present study was designed to highlight the impact of part-time employment on students learning at secondary school level in Swabi.

## **Objectives of the Study**

1. To identify the causes lead to students' part-time employment.
2. To find out the impact of part-time employment on students learning.

## **Research Question**

1. What are the causes of students' part-time employment?
2. What is the impact of part-time employment on students learning?

## **Significance of the study**

The present study will be beneficial for all the stakeholders belongs to teaching learning process.

## **Delimitation of the study**

The study was delimited to secondary school students at Government High School of district Swabi.

## **Literature Review**

### **Part-time Employment**

Part-time work is defined as work that occurs on fewer than the equivalent number of days per week of full-time work. In a 5-day work week, no more than 9/10ths of the time should be spent working full time. An illustration of the concept of a part-time job can be illustrated as follows: If a worker

works more than four-fifths of their normal working hours in a month, they are breaking the law; the same rule applies to workers on an employment/instruction programme. In Spain, a job is considered part-time if the employee's hours are less than two-thirds of those of a full-time employee. There is a limit of 30 hours per week in Ireland and the UK.

In addition to school, many high school students work as salespeople, medical assistants, office boys, and farm workers as part of their extracurricular activities. The amount of time that students spend working part-time can have an impact on their schoolwork and extracurricular activities. Individuals may be unable to learn as much as they could if the school year is longer because they have less time for their part-time jobs. <sup>5</sup> Having a part-time job while attending secondary school can help students develop better time management, responsibility, and organisation skills. This increases the likelihood of future employment for young people. Thus, many part-time jobs cultivate non-cognitive abilities and potentials which are not considered valuable in class assessments or school examinations. When a student works part-time, there is less time for homework and extracurricular activities. This can lead to a dropout or a decrease in academic performance. – <sup>6</sup> According to research, students' grades are affected by part-time work in different ways depending on their age, level of education, research design, and location (Beffy et. al., 2010). Students' academic performance suffers when they work more than twenty hours a week and have less family support.

Part-time work means working fewer hours per week than full-time work, according to the [International Labour Organization \(2003\)](#). Part-time employees are those who work fewer than 30 or 35 hours per week on a consistent basis.

Different countries have different working hours regulations when it comes to part-time jobs. As of 2007, in Australia, part-time employment is defined as employees who work less than 32 hours per week in a specific industry, compared to their full-time counterparts.

Employees in Canada (2007) who work less than 30 hours a week at their primary or sole job are considered part-time. To be considered working part-time, the Bureau of Labor Statistics says that you must put in between one and thirty-four hours per week.

In contrast to full-time employees, part-time workers may not be entitled to the same benefits as their full-time counterparts. When it comes to employee benefits like health insurance in the United States, for example, part-time employees are not entitled to them.

Students with part-time jobs can be defined as those who work less than 20 hours per week during the semesters, based on the aforementioned definitions. It is common for students to work full time during the semester break, despite the fact that working hours can vary widely.

### **The Effect of Working Part-time and Students' Academic Achievement**

Because of the potential impact on students' grades, part-time employment has long been a source of controversy. According to most studies, high school students who work more than 15 hours per week have a negative impact on their academic performance ([Stern, 1997](#)). To put it another way, they're more likely to drop out of school, have a lower grade point average, and have a lower likelihood of

going to college. Students who choose to work fewer hours each week face a number of disadvantages.

Students who work more than 20 hours a week are more likely to drop out, and the dropout rate rises to 33% for those who work even more. Chang (1995) is an example of

When Singh (1998) looked at socioeconomic status and previous achievement, he found that students who worked more hours had lower academic performance. Younger students who work longer hours than their older counterparts may suffer more serious consequences ([Barone, 1993](#)). It can be difficult for students who are also working to balance their academic and professional responsibilities ([Worley, 1995](#)). Many part-time workers have little time for extracurricular activities ([Hope, 1990](#)). An increase in the number of hours students spend working has been found to have a negative impact on their academic performance ([Watanabe, 2005](#)).

Study after study has shown that students who work 30-39 hours a week, with 39% of those students working full time, are less likely to do well in school. Because of the time and energy spent at work, many people believe that students will have a low GPA because they will not have time to study. When the student works more than 20 hours per week, most studies conclude that this is the case.

According to the National Center for Education Statistics (NCES) (1994), which is run by the US Department of Education, as well as Marx and [Dundes \(1994\)](#), interesting findings have been discovered (2006). The National Center for Education Statistics (NCES) found that students who worked 1-15 hours per week had significantly higher GPAs than those who worked 16 or more hours per week and those who didn't work at all. The National Center for Education Statistics (NCES) is the only federal agency that collects and analyses educational data (NCES).

Seventy-four percent of student-workers, according to [Dundes and Marx \(2006\)](#), believe that employment has forced them to become more efficient. Despite this, 64% of students who work part-time report having a higher stress level.

Many studies found that students' academic performance was unaffected by part-time jobs of less than 15 hours per week. "We find no strong evidence...that hours of work during the academic year in the range that students worked significantly reduced grade point averages," [Ehrenberg and Sherman \(1987\)](#) concluded after a comprehensive investigation published in the journal of human resources.

Academic performance was positively influenced by on-campus employment, according to other studies ([Astin, 1975](#)). According to Astin, on-campus employment has a positive effect on GPA, while off-campus employment has a negative effect.

On-campus employment has a positive impact because it allows students to better integrate into the university community by getting involved with other students and faculty (Furr and Elling, 2000). In addition, many on-campus jobs have academic responsibilities.

In the last ten years, employment opportunities for university students have grown rapidly. Some people attribute this upward trend primarily to economic factors. Students' academic performance

has been questioned by many researchers as the number of students taking part-time jobs outside of campus has increased (Green, 1987). Many variables have been examined to see if part-time work affects a student's grades, such as the number of hours worked, the relevance of the job to the student's major, and the workload of the student.

There are numerous reasons why students work part-time, according to Furr and Elling (2000). Some students are forced to work part-time because of financial difficulties (Furr and Elling, 2000). In Indonesia, the cost of a college education and a basic standard of living is rising steadily.

Second, student employment helps them develop skills they can use in the workplace. That which cannot be learned in the classroom alone is hands-on experience. There is a widely held belief that students who work part-time are less likely to succeed academically because their study time is divided between their work and school time. Outside of class activities (such as reading, completing assignments, studying, and preparing reports), students can only improve their grades if they devote more time to academic pursuits (Sarah & Hudson, 2005).

There have been few studies on the role of students taking part-time jobs in developing countries. When it comes to university students in developing countries like Indonesia, very little has been written about this issue. Because of this, the researcher deems it necessary to investigate the issue of students' part-time employment at the State Islamic University Ar-Raniry, Banda Aceh. Aceh, Indonesia's most disaster-prone province, is home to one of Indonesia's state Islamic universities, which was ravaged by a massive tsunami in December 2014. This research aims to find out if students' employment experiences have an impact on their academic performance, as illustrated above. The impact of a variety of factors on students' academic performance is examined. Students' GPA, employment history, and the amount of time it will take them to complete their education are all taken into consideration.

## **Research Methodology**

### **Nature of the Study**

The study was descriptive in nature in which the researcher collected data concerning the current status of the subject of the study.

### **Population of the Study**

All secondary school students of Government High School serving as a part-time employer in different institution constituted the population of the study.

### **Sample of the Study**

Out of total population 100 students were randomly selected from 10 Government High Schools of district Swabi

### **Research Instrument**

To collect data from the respondents, a closed ended questionnaire containing 10 items based on

Likert scale was developed with the consultation of the supervisor in relation to the objective of the subject.

### **Data Collection**

The researcher personally visited the sample schools for collecting data. The questionnaire was distributed among the respondents and after an interval of two days the filled questionnaire was collected back from them.

### **Data Analysis Tool**

The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyzed data.

### **Analysis of Data**

**Table 1.** Poverty leads to increase part-time employment among students.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Frequency	40	30	10	17	03
Percentage	40	30	10	17	3

Table 1 showed 70% of the respondents agreed that poverty leads to increases part-time employment among students.

**Table 2.** Broken family leads to increase part-time employment among students

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Frequency	33	47	2	9	9
Percentage	33	47	2	9	9

Table 2 responses showed that 80% of the participants agreed that due to broken families the ratio of part-time employment increases.

**Table 3.** Parental demise leads to increase part-time employment among students.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Frequency	35	37	5	13	10
Percentage	35	37	5	13	10

Table 3 indicated 72% of the respondents believed that parental demise leads to increase part-time employment among students.

**Table 4.** Parental negligence leads to increase part-time employment among students.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Frequency	25	40	12	8	15
Percentage	25	40	12	8	15

Table 4 elaborated 65% of the participants agreed that parental negligence leads to increase part-time employment among students.

**Table 5.** Population leads to cause part-time employment among students

	SA	A	U	DA	SDA
Frequency	30	30	10	27	03
Percentage	30	30	10	27	3

Table 5 showed 60% of the subjects agreed that population leads to cause part-time employment among students.

**Table 6.** Part-time employment affect students' punctuality.

	SA	A	U	DA	SDA
Frequency	20	41	15	19	05
Percentage	20	41	15	19	5

Table 6 described 61% of the participants were agreed that part-time employment affect students' punctuality.

**Table 7.** Part-time employment affect students' behaviour

	SA	A	U	DA	SDA
Frequency	31	41	5	13	10
Percentage	31	41	5	13	10

Table 7 showed 72% of the respondents believed that part-time employment affects students' behaviour.

**Table 8.** Part-time employment affect students' self esteem

	SA	A	U	DA	SDA
Frequency	47	32	0	10	11
Percentage	47	32	0	10	11

Table 8 indicated 79% of the participants agreed that part-time employment affects students' self-esteem.

**Table 9.** Part-time employment affect students' internal grades

	SA	A	U	DA	SDA
Frequency	40	40	2	8	10
Percentage	40	40	2	10	10

Table 9 elaborated 80% of the subjects agreed that part-time employment affect students' internal grades.

**Table 10.** Part-time employment affects students' external grades.

	SA	A	U	DA	SDA
Frequency	45	41	3	1	10
Percentage	45	41	3	1	10

Table 10. described 86% of the participants believed that part-time employment affects students' external grades.

### Findings

1. Table 1 showed 70% of the respondents agreed that poverty leads to increases part-time employment among students.
2. Table 2 responses showed that 80% of the participants agreed that due to broken families the ratio of part-time employment increases.
3. Table 3 indicated 72% of the respondents believed that parental demise leads to increase part-time employment among students.
4. Table 4 elaborated 65% of the participants agreed that parental negligence leads to increase part-time employment among students.
5. Table 5 showed 60% of the subjects agreed that population leads to cause part-time employment among students.
6. Table 6 described 61% of the participants were agreed that part-time employment affect students' punctuality.
7. Table 7 showed 72% of the respondents believed that part-time employment affects students' behaviour.
8. Table 8 indicated 79% of the participants agreed that part-time employment affects students' self-esteem.
9. Table 9 elaborated 80% of the subjects agreed that part-time employment affect students' internal grades
10. Table 10 described 86% of the participants believed that part-time employment affects students' external grades.

### Conclusion

According to Astin's research, students who work on campus tend to have higher GPAs than those who do so off-campus. Students and faculty are better able to integrate into the institution when they have jobs on campus (Furr and Elling, 2000). On-campus jobs with academic responsibilities are becoming more common because of this. Over the past decade, the number of students working has increased significantly. One school of thought holds that economic factors are the primary cause of this trend. According to many researchers, students' academic performance may suffer as a result of the increasing number of students working part-time jobs off-campus (Green, 1987). It has been determined that students' workloads ([Watanabe, 2005](#)) and hours worked ([Watanabe, 2005](#)) are negatively impacted by part-time employment ([Watanabe, 2005](#)).



Students working part-time do so for a variety of reasons, according to Furr and Elling (2000a). Due to financial constraints, many college students are forced to take on a part-time job as a first step (Furr and Elling, 2000). The cost of education and living in Indonesia is increasing on a yearly basis. Employability skills can be honed by students who are actively engaged in the workforce. In a classroom, there is no way to gain practical experience. People who work a part-time job are widely believed to be less likely to succeed academically because they have to balance their studies with their jobs. Students who spend more time outside of class. Several studies ([Astin, 1975](#)) found that students who worked on campus performed better academically. Students who work on campus tend to have higher GPAs than those who do so off-campus, according to Astin's research findings.

On-campus employment has a positive impact because it allows students and faculty to better integrate into the institution (Furr and Elling, 2000). As a result of this, many on-campus jobs have academic responsibilities as part of their duties. Students' employment rates have risen dramatically over the last decade. There is a school of thought that says this trend is primarily due to economic factors. With an increase in the number of students working part-time jobs off campus, many researchers have questioned the impact of this on students' academic success (Green, 1987). Students' workloads ([Watanabe, 2005](#)) and hours worked ([Watanabe, 2005](#)) have been examined to see if taking part-time jobs affects their academic performance ([Watanabe, 2005](#)).

According to Astin's research, students who work on campus tend to have higher GPAs than those who work off campus.

It has a positive effect because it helps students and faculty better integrate into the institution. On campus employment (Furr and Elling, 2000). On-campus jobs with academic responsibilities are becoming more common.

Employment rates for college students have increased dramatically in the last decade. Some people attribute this upward trend primarily to economic factors. Many researchers have questioned the impact of students working part-time jobs off-campus on their academic performance (Green, 1987). Taking part-time jobs has been tested to see if it affects students' grades ([Watanabe, 2005](#)) and workload ([Watanabe, 2005](#)). ([Watanabe, 2005](#)).

For a variety of reasons, students work part time, according to Furr and Elling (2000a). Many students are forced to get a part-time job as a first step due to financial issues (Furr and Elling, 2000). There has been an increase in the cost of education and living in Indonesia over the last few years.

Employability skills can be honed by students who are actively engaged in the workplace. You can't learn anything practical in a classroom all by yourself. For whatever reason, it is widely believed that those who work part-time are less likely to succeed academically because they must balance their time between their studies and their jobs. Students who spend more time outside of the classroom

It has thus far been the case that the majority of studies on student employment have been conducted in developed countries. There has been very little coverage of this issue in developing countries like Indonesia, where university students are particularly underrepresented. It is therefore imperative that the issue of students' part-time employment at State Islamic University Aranyir,

Banda Aceh, be examined by the researcher. One of Indonesia's state Islamic universities, it is located in Aceh, which was devastated by the world's worst natural disaster in December 2004, the tsunami. Students' academic performance and employment outcomes are the focus of this study, as depicted in the diagram above. Students' academic performance is examined in relation to a number of variables. A student's GPA and time to graduation are all taken into consideration, as well as the types of jobs they hold and how much time they spend working on the side.

## **Recommendations**

The following recommendations were made in light of the study's findings:

1. Government may provide special type of scholarships for students (part-time employer) to assist in their studies.
2. Individual attention might be given to the students (part-time employer) to improve their grades.
3. Teachers may encourage students (part-time employer) efforts for continuing their educational journey.
4. Parents may also support their children to continue their studies.

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