

# **The Impact of Part-Time Employment on the Academic Performance in Perspective of the Students of Government Secondary Schools in District Peshawar**

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## **Abstract**

*This descriptive study aimed to investigate causes and impact of part-time employment on the academic performance of students at secondary level. It was conducted in 105 High and Higher Secondary schools of district Peshawar. The part-time employed 378 students were taken from schools as sample. Questionnaire was designed to get the opinions of the students. The collected data was analyzed by using percentages. The analysis of data revealed that that most of the students started their paid part-time employment at secondary level at adolescence age with their parents, family members and others. More than seventy percent students were engaged in their part-time employment for 5 to 8 hours after their school hours. Burden of work at work place, absence of father/brother or boss from the work place were reasons for missing their school. The students had no time for completing their class room assignment, performing their class room activities easily and for participating in co-curricular activities. Although the students did not repeat any grade but only few students got 1<sup>st</sup> division with their part-time employment. Majority of the students believed that their part-time employment would be beneficial for them in future.*

**Key Words:** Part-time employment, academic performance, apprentices, absenteeism, child Labour

## **Introduction**

Education is the process of beliefs, values, skills, knowledge, learning, and transfer of habits. It is the most proficient and effective way of acquiring the fundamental and highly developed knowledge and skills.

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The chronologically graded and structured Educational System, running from elementary school through the university and including, a variety of specialized programs, general academic studies, and institutions for full-time technical and professional training is called formal education.

Formal education is a process in a prearranged situation having purpose to teach learners. It occurs in a school setting with classrooms of various students learning together with a trained and certified teacher. School systems are planned around a set of values and ideals that administer all educational activities in that organization. It includes student-teacher interactions, curriculum, class size, physical classroom, methods of assessment and educational activities etc

In contrast informal education is a constant process whereby every individual acquires skills, values, attitudes, and the educative influences and knowledge from daily experience and resources in his or her environment-from neighbors and family, from the marketplace, from work and play, and the mass media and library<sup>1</sup>. It takes place in a range of situations, such as work through shared relationships and daily interactions among members of society and at home. For many learners this includes manners language acquisition and cultural norms.<sup>1</sup>

### **Employment**

Employment is defined as 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”.<sup>2</sup>

### **Part Time Employment**

Part-time employment is generally considered as a minimum a half-day of work in a week under the number of working days full-time. 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 as under:

In France, a 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 concord or working pattern in the related business.

The Ireland and UK relate a cut-off time of thirty hours per week.<sup>3</sup>

**Objectives of the study**

The core objectives of the study were the following

- a) To explore the impact of part-time employment on the academic performance of the Secondary School Students.
- b) To look into the causes lead to part-time employment.
- c) To present implementable recommendations for study on part-time employment.

**Literature Review**

Secondary school students participate in a number of paid part-time employment e.g. they work as salesmen, office boys, doctors' attendant, form workers and help in their father or family business.<sup>4</sup>

Length of part-time employment might influence the students' academic as well as the co-curricular activities. Length of school period might act upon the quantity of information and learning an individual can acquire due to less available time with them for their part-time work.<sup>5</sup>

The personal abilities including management of time, sense of responsibility and organization of time and work place may be developed 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 type 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.<sup>6</sup>

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 topographic range. Those students who work more than twenty hours in a week and having less support from their families have negative impact on their academic performance.<sup>7</sup>

**Research Methodology**

The nature of the given study was descriptive following a quantitative research design.

*Population*

The population of the study consisted of all the secondary level students of Government High and Higher Secondary Schools of district Peshawar. The total number of schools was one hundred and five (105), including

seventy nine (79) High and twenty six (26) Higher Secondary schools. The total number of students was sixteen thousand three hundred and eighty four (16384) including nine thousand and four (9004) students of class 9<sup>th</sup> and seven thousand three hundred and eighty (7380) students of class 10<sup>th</sup>.<sup>8</sup>

#### *Sample Size*

A sample of forty six (46) High and Higher Secondary schools with three hundred and seventy eight (378) secondary school students was randomly selected through cluster sampling technique from the defined population of the study.<sup>9</sup>

#### *Instrument of the study*

Questionnaire is a self-report information compilation tool that every research partaker fills in a research study, is used to attain information about the attitudes, thoughts, beliefs, feelings, perceptions, values, behavioral and personality intentions of research partakers.<sup>10</sup>

A self-report questionnaire was design for collecting data from the sample students, a total of twenty (29) items were included in the given tool, including both open and close ended questions.

#### **Data Collection**

The questionnaires were distributed among the sampled students and administered personally, with a 100% response rate. The relevant data of all High and Higher Secondary schools of district Peshawar were acquired from E&SE website and from the related literature through web resources. The data was appropriately ordered and interpreted.

#### *Data Analysis*

The collected data was tabulated and arranged for deriving frequencies and percentages, the results were re-arranged in simplified form for interpretation.

Table 1: Age of the Paid Part-Time Employed Students.

Age Groups	Frequency	Percent	Cumulative Percent
1---5	3	0.8	0.8
6---10	55	14.6	15.3
11---15	278	73.5	88.9
16---20	42	11.1	100.0
Total	378	100.0	

Table-1 shows the ages of the students when they started paid jobs. In the sample 73.5% students were doing paid part-time employment and their age range is from 11 to 15, similarly 14.6% students started their paid job at the age of 6 to 10. While 11.1% students started work after 15 years of age.

Table 2: Working Days of the Students Per Week

Days	Frequency (No of Students)	Percent	Cumulative Percent
4	3	0.8	0.8
5	6	1.6	2.4
6	216	57.1	59.5
7	153	40.5	100.0
Total	378	100.0	

Table-2 shows that 2.4% students were doing their part-time employment for 4 to 5 days per week. 40.5% students did their job without any break in a week. 57.1% students were doing part-time employment six days in a week.

Table 3: Frequencies of the Responses of the Students

Questions	yes	%	No	%
Influence of part-time employment on academics.	319	84.44	59	15.6
Having enough time for doing school/home work	116	30.7	262	69.3
Ease of managing class room activities with part time employment	132	34.9	246	65.1
Participation in co-curricular activities with part time employment	72	19.0	306	81.0
Repetition of any grade/level due to part-time employment	72	19.0	306	81.0
Securing any of first three positions in class with part-time employment	61	16.1	317	83.9
Any future prospect from part time employment	291	77.0	87	23.0

Table-3 shows that 84.4% students believed that their studies were affected due to their part-time employment which was very alarming. 69.3% students had no time for doing their homework. This was very disappointing. 65.1% students could not perform their class room activities easily with their part-time employment. It was very difficult for them to show their academic performance. 81% students could not participate in co-curricular activities with their part-time employment. It's made difficult for them to be a part of refreshing activities. 81% students responded that they did not repeat any grade due to their part-time employment. Only 19% students repeated their classes or grades because of their part-time work. 83.9% (317 out of 378) respondents expressed their views that they could not get any of the first three positions in their class with their part-time employment. 77% students believed that their part-time employment would be beneficial for them in future. 23% students thought that their part-time employment had no benefit for them in their coming life.

Table 4: The Grades / Divisions of the Students in their Last Examination

Divisions	Frequency	Percent	Cumulative Percent
1 <sup>st</sup>	39	10.3	10.3
2 <sup>nd</sup>	140	37.0	47.4
3 <sup>rd</sup>	199	52.6	100.0
Total	378	100.0	

Table-4 shows 52.6% students got 3<sup>rd</sup> divisions, 37% students got 2<sup>nd</sup> division, while only 10.3% (39 out of 378 ) students got first divisions. It significantly showed that most of the part-time employed students remained in lower divisions / grades.

### Findings

After analysis of each table, the following findings were noted.

- Seventy three point five percent (73.5%) students started their paid part-time employment at the age of 11 to 15.
- Fifty seven point one percent (57.1%) students were doing part-time employment six days in a week.
- Eighty four percent (84.4%) students believed that their studies were affected due to their part-time employment.
- Sixty nine percent (69.3%) students had no time for doing their home work with their part-time employment.

- Sixty five point one percent (65.1%) students could not perform their class room activities easily with their part-time employment.
- Eighty one percent (81%) students could not participate in co-curricular activities with their part-time employment.
- Eighty one percent (81%) students did not repeat any grade due to their part-time employment.
- Eighty three point nine percent (83.9%) students could not get any of the first three positions in their class with their part-time employment.
- Fifty two point six percent (52.6%) students got 3<sup>rd</sup> divisions while 37% students got 2<sup>nd</sup> division with their part-time employment.
- Seventy seven percent (77%) students believed that their part-time employment would be beneficial for them in future.
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### 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.

Similarly more than fifty percent students were willing to do their part-time employment with schooling with only one day leave in a week. Majority of the teachers responded that poverty was the main cause of doing part-time employment in students at secondary level and led the students to drop out of school.

A number of students doing part-time employment faced problems to maintain their school activities and part-time employment.<sup>11</sup> Part-time employed students have very less participation in their co-curricular activities.<sup>12</sup>

Most of the teachers agreed that part-time employed students did not show good academic performance and could not actively participate during teaching learning process.

The students may motivate to study harder to achieve their career goal by working during school. Rothstein's research focused on the impact of part time employment on students' grade point average.<sup>13</sup>

Employment might enhance the productivity or quantity of study time if it complements academic efforts, for example by increasing future inspiration.

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.

It was found that more than fifty percent students had their educational goal to get education only up to graduation to become a government employee or become part of arm forces or to serve their country in different capacity.

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 acquired skills to ensure safe future. They earned their pocket money and gained experiences through their employment. They thought that after acquiring the skill they would be able to start their own shop/business to secure their future and would be able to support their families.

### **Conclusion**

Most of the students started their paid part-time employment at adolescence age. More than half students were willing to do their part-time employment with schooling with only one day leave in a week for acquiring skills to secure their future and for fulfillment of their economic needs and to continue their studies. The students desired to have some free time for doing their home work, to take rest and to get position. Students believed that absenteeism, lacking of concentration on lesson due to tiredness etc. were the reasons for affecting their academic performance due to part-time employment. Absence of father/brother or boss from the shop or work place was the main reason for missing school. The students had no time for completing their class room assignment, performing their class room activities easily and for participating in co-curricular activities. Although the students did not repeat any grade but only few students got 1<sup>st</sup> division with their part-time employment. They 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.

### **Recommendations**

The following recommendations were forwarded from the given study

- Keeping the study limited to the impact of part-time employment and its academic performance of Government Secondary School students, the students at higher secondary level may be comparatively analyzed.



- Further than the academic impact of part-time employment, its other prospect counting moral, financial and cultural impact on students may also be inquired.
- 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.
- Experimental studies on the impact of part-time employment over students' personalities at different levels may be conducted.

## Notes & References

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