

**A COMPARATIVE STUDY OF THE PROBLEMS AND  
ACADEMIC ACHIEVEMENTS OF WORKING AND NON-  
WORKING STUDENTS AT MS LEVEL IN IIUI**



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INTERNATIONAL ISLAMIC UNIVERSITY  
ISLAMABAD**

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**REG.NO.92-FSS/MSEDU/F10**

Submitted in partial fulfillment of the requirements for the MS Degree in Education.

**DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
INTERNATIONAL ISLAMIC UNIVERSITY  
ISLAMABAD**

**2016**

## DECLARATION

### **I, Farkhanda Kousar**

Do hereby solemnly declare that the work presented in the following thesis is my own work, was carried out for partial fulfillment of requirement of MS Degree Program from INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD. No part of the thesis has been previously present for any other degree.

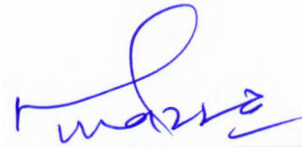
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## FORWARDING SHEET/CERTIFICATE

The thesis titled 'A comparative study of the problems and academic achievements of working and non-working students at MS level in IIUI. Submitted by Farkhanda Kousar in partial fulfillment of MS Degree in Education had been completed under my guidance and supervision .I am satisfied with the quality of student's research work and allow her to submit this thesis for further process of as per IIUI rules & regulations.

Signature: \_\_\_\_\_



**Supervisor: Dr.Munazza Mahmood**

Date: \_\_\_\_\_

10/6/16

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Dedication

To my parents, specially my mother, **Mussarat**, who has been a source of encouragement and inspiration to me throughout my life. Thank you for all the unconditional love, guidance, and support that you have always given me!

To my dear husband, **Tariq Zaman** for his support and comprehensive help in whole the process of research. His continuous encouragement during very crucial moments was very supportive for me.

To my beautiful son **Shah Muhammad Zaman**, I give my deepest expression of love and appreciation for the encouragement that you gave and the sacrifices you made during the composition of the thesis.



## Approval Sheet

A Comparative Study of problems and academic achievements of working and non-working students at MS level in IIUI

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May Allah Almighty bless of them and help me to be as helpful to them in time of their need (Amen)

FARKHANDA KOUSAR

## Abstract

There are different views about working and non working students. Some researchers believe that working students are more professional and mature in study, and they believe that today employment is very essential for career. Students get experience through practical work. But some researchers believe that employment waste the time of students. Students cannot concentrate on study. Students have limited time for study and social interaction with faculty, class fellows and teachers. This study was aimed at to find the problems and academic achievements of working and non-working students at MS level in IIUI. Objectives of the study were to find out the problems, to compare problems, and to compare the academic achievements of working and non-working students at MS level. The nature of the study was comparative. The study was delimited to the faculty of social sciences, IIUI. A sample consisting of 372 MS students through universal sampling technique and 36 teachers from faculty of social sciences were selected through purposive sampling technique. Self developed close ended opinionnaires for teachers and students were used as instrument of the study. Mean score, t-test were used for analysis of data. The major findings of the study are that majority of the working students faced different problems, lack of time for study, lack of time for syllabus discussion with other class fellows and less time for examination, depression, anxiety, irregularity in class attendance, cannot come in time for classes and they are not active and energetic in class participation. There was a significant difference in communication. Working students are more mature as compare to non-working students. Majority of teachers were also agreed that working students are more mature in communication. There was a significant difference in assignment and presentation. Non-working students are more active in assignment and presentation as compare to non-working students. Majority of teachers were also agreed that non-working students are more

active in assignment and presentation. There was a significant difference in social interaction. Non-working students are more active in social interaction with faculty, class fellows and teachers as compare to working students. Majority of teachers were agreed that non-working students are more active in social interaction with faculty, and teachers. There was a significant difference in timing. Working students have less time for study as compare to non-working students. Teachers were also agreed that working students do not come in time in class and have less time of class assignment and presentations, and less time for syllabus discussion with other class fellows and there was a significant difference in depression. Working students are more depressed as compare to non-working students. Teachers were also agreed that working students are more depressed in class room. There was a significant difference in attitude towards teachers. Working students have more mature attitude towards teachers as compare to non-working students. Teachers were also agreed that working students have more mature attitude towards teachers. There was a significant difference in examination. Non-working students perform well in exams as compare to working students. Teachers were also agreed that non-working students perform well in exams as compare to working students. There is need to develop positive relationship between the performance of working and non-working students. As the feedback was provided on problem sharing with other class fellows, it may help working students to share their problems with other class fellows. Teachers may maintain such environment in which every student (working and non-working) can explain their ideas, so that the working students may involve in all class activities with non-working students. There is need to develop team work for working and non-working students in all class activities.

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# CHAPTER 1

## INTRODUCTION

According to Higher Education Commission, education is very expensive in Pakistan due to shortage of public education institutes. Most of the population studied in only 94 public universities (HEC, 2015). There are very limited numbers of public institutions which provide free education. Most of the Pakistani students have very limited resources to afford educational expenses as they belong to lower middle class. Parents are unable to support their children's education. Many Students have to work part time to support their studies (Ayub, 2012).

'Working student' can be defined as, a student who engages in learning and working at the same time, it does not matter what nature of work it would be. Working full time and studying part time is a phenomenon which is prevailing at a rapid growth among university students. This allows students to do employment along with study, as much or as little as they can. The combination of study and working can build students expertise and skills whilst also illustrate employers how committed they're. If students want, or need, to work part time, this route is the excellent strategy for steadiness in their education with employment at the same time. Work that binds in with their qualification can give them relevant work expertise that can help for the professional career, in terms of getting a full-time employment. Students work while going to institution on the grounds that there may be a possibility to do distinctive types of jobs. Employments requiring manual skills have dissipated and service jobs have become more prevalent. Lots of these service jobs have expanded hours which affords nice flexibility within the work schedule of pupils. (Broadbridge & Swanson, 2005; Holies, 2008).

Swanson (2006) suggested that some students can balance employment and studies at same time, because they were employed through collage, and they carry on to work during studies because extra income maintains a desirable lifestyle. Robotham (2009) found that 34% of students said that working while attending university helped them to maintain the quality of life they were used to before studying at university.

There are many studies in which the impact of part time and full time work was examined. In another study it was revealed that working part-time reduces the time needed for study (Manthei and Gilmore 2005). The scholars who were seeking to steadiness their full time experiences with part time jobs had been suffering from despair and stress (Jogaratnam and Buchanan 2004). Working part time and studying full time deeply affect the mental and physical health of students and put a negative impression upon their studies. (Carney, McNeish and McColl 2005).

Classes may have been missed by part time working students (Curtis and Shani (2002). In another research by (Curtis 2005), it was concluded that there was no decisive connection between the student's perceptions about their studies and their grads.

Employment during university education could improve grades if working experience promotes aspects that communicate with academic success, such as professionalism, sincerity or time management skills or sometimes reduces grades by reducing time and force available for studies. Unmotivated students might neither work for revenue nor obtain high-quality grades as they put small effort into the employment and also miss lectures. In contrast, the students uninterested in academics activities may work long hours that would otherwise have been dedicated to leisure. Their reason for working is mostly due to the fact that they not have the

financial support they need. A few reasons about employment are that, they only needed the extra pay for personal relaxation and leisure (Sohma, 2011).

The quantity of students who decide to manipulate, gain knowledge and employment has expanded over time and now nearly all of students select to work even as attending universities, (Broadbridge. et.al., 2006).

### **1.1 Statement of the problem**

In higher education, students come with different ideas, beliefs, values and preferences, some students are engaged in studies and work at the same time. Many university students today work part-time, it does not matter what nature of work it would be. But some students (non-working) are engaged in studies only; they are not doing jobs/work. At this level the thinking of students is different according to their experience so that the students face different academic and professional problems in class. The study will identify the problems of working and non-working students at MS level. The study will also compare the academic achievement of working and non-working students at MS level.

### **1.2 Objectives**

The objectives of the study were,

1. Find out the problems of working and non-working students at MS level
2. Compare the problems of working and non-working students at MS level
3. Compare the academic achievement of working and non-working students at MS level

### **1.3 Hypothesis**

The null hypothesis of the study was as following,

*H<sub>0</sub>* There is no significant difference between the academic problems of working and non working students.

#### **1.3.1 Research question**

1. What is the difference between academic achievements of working and non working students?

### **1.4 Significance of the study**

The university administration gives the opportunity to the students by offering the MS programme at evening time, so the students have the time to do different activities/ jobs. Various students avail themselves of this opportunity by doing jobs (working) whereas some students (non-working) just do study/learning. So the working and non-working students faced different academic and professional problems. The study results will help the teachers to bridge out the gap between the performance of working and non-working students and try to solve the problems of students. The results of the study will also help the administration in the selection of students for MS program and may provide guidelines to the students to decide whether to choose part-time jobs or just focus on their studies. The results may also give direction to the further research in the new field of study.

### **1.5 Delimitation of the study**

The study was delimited to;

- The Faculty of Social Sciences

## **1.6 Operational definition**

Academic achievements: it means overall performance of working and non-working students in classroom.

## **1.7 Methodology**

### **1.7.1 Design of the study**

The study was comparative in nature, as the major aim of the study was to compare the problems and academic achievements of working and non-working students at MS level in IIUI.

### **1.7.2 Population of the study**

All teachers of MS level and MS students of the faculty of social sciences were the population of the study. There were 372 students in MS program, and 90 teachers in faculty of social sciences

### **1.7.3 Sampling**

The researcher took 100% students by using universal sampling technique and 36 teachers of MS program from faculty of social sciences by using purposive sampling technique.

### **1.7.4 Instrumentation**

Opinionnaires were used in order to collect data from the students and teachers of faculty of social sciences at IIUI. Self developed three point rating scales were used to collect the response of teachers and students from the faculty of social sciences.

2. Opinionnaire: three point rating scale for teachers of faculty of social sciences
3. Opinionnaire: three point rating scale for students of faculty of social sciences

### **1.7.5 Data collection**

Data were collected from the students and teachers of faculty of social sciences by personal visit of researcher. The opinionnaires were given to all students but 326 students responded positively, so the researcher made the analysis of (326) students on the basis of availability of sample. Data was collected in January 2014. Opinionnaires were also provided through email to the thesis writers students.

### **1.7.6 Data analysis**

Mean score and t test were used for analysis of this study as researcher was aimed at comparing the academic problems and academic achievements of working and non working students at MS level.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1 Background

The rising costs of Higher education instigate the students to get employed irrespective of the fact that work has short term benefits and education possess long term benefits. However the apparent benefits of work attract most students towards employment. According to United States Census Bureau, in 1999, the bachelor degree achievers were earning double income than that of the graduates. This gap became wider between the bachelor degree holders and individuals with less than high school education. The bachelor degree holders usually have a high rate of employment then the holders of low education (Smith, Parie, Alsalam, Mahoney, Bae & Young, 1996). For many individuals, education is a contribution towards a great deal of future benefits for family, country etc (Porter, 1997). However, with the passage of time the cost and expenditure require for education, is growing at a rapid pace. The major portion of family income is spent on education.

The National Centre for Public Policy and Higher Education (2002) observed that in 1980, university represented 14% of total family income for the lowest-income families and in 2000; university had climbed to 27% of family income for this group. Enrolment at degree-granting institutions has grown for at least the past three decades, despite the speedily rising cost. Between 1988 and 1998, enrolment increased by 15%, with the number of older and younger students increasing at approximately the same rate. By 2010, the National Centre for Education Statistics (NCES) projects a 27% increase in students under the age of 25, with a 9% increase in students 25 and older (Snyder & Hoffman, 2001).

## 2.2 The Rise of Student Employment

An increase in academic expenses has corresponded with a pattern toward expanded student work (Hexter, 1990; O'Brien, 1993).

Working while attending university is not a deserted practice anymore; it is an academic fact. For many years, student employment has been increased while pursuing university educational achievements. Stern and Nakata, (1991) discovered a constant increase in employment while attending university to at least the early 1960s, when data were first collected from the working students. According to the National Centre for Public Policy and Higher Education (NCES), 77% of university scholars considered themselves as being working (Horn & Malizio, 1998).

Among undergraduate students, half described themselves as employed to pay for their educational expenses (defined as Working Students), and twenty nine percent as workers who prefer educational enrolment as a source to improve their careers and income (defined as Studying Employees). A limited number of students, who were not working, reported 24 hours work/week at average. While studying employees, reported 38 hours work/week at average. The employment rate for ages between 16 to 24 was recorded at 55.6%. Among them, 60% of students who were attending college for 2-year, were found working, while half of 4-year university students were working (Bureau of Labor Statistics, 1998).

The National Centre for Public Policy and Higher Education, NCES (Horn & Malizio, 1998) reported that among working students 73% were less than 24 years of age, while less than 23% of the Employees, who study, were under 24/25 years of age. Employment while studying is prevalent, and is getting importance with the passage of time. Yet the specialized literature

revealed a complicated, and sometimes differing, factual riddle, regarding the affect of work on the student's experience of higher education.

Astin (1993) revealed that "working full-time is connected with a pattern of outcomes that is constantly negative. The National Centre for Public Policy and Higher Education, NCES (Horn & Malizio, 1998) discovered that "the possibility of students studying for a full year was related to their employment depth".

Recent research reveals that the strength of full-time university students (between the ages of 16 to 25), who work part-time has increased from 42% in 1972 to 56% in 1988. Those students work an average of 20 hours per week (Hexter, 1990). Nationwide 21% of all students also work part-time (Bittner, 1988). While student involvement in the labour force has been increasing, and academic performance as calculated by scholastic aptitude test (SAT) scores has been decreasing (Gardner, 1983).

This tendency has caused question to many parents and teachers about the intelligence of students working during studies. Some researchers believe that working helps students to develop regularity, constructive work habits, and budget time wisely and become more monetarily responsible (Johnson, 1980). However, there is also indication that most jobs for students teach few viable skills; provide little motivation and may badly affect scholastic performance (Johnson, 1980; Lewin-Epstein, 1981).

In a study in which about 3,000 tenth and eleventh graders participated, Steinberg (1986) found that working more than 15 to 20 hours per week directly affected students academic performance. A study in Georgia concluded that students who work more than twenty one hours/week were not harm academically (Berryman & Schneider, 1983). Another study suggests that

the number of hours worked per week is unrelated to academic attainment (Gade & Peterson, 1980; Green & Jacques, 1987).

The worth of a best greater education is becoming more and more apparent. Polls show that increasingly Americans appreciate the importance of education (Hebel, 2000), and view the opportunity for university attendance as an American ideal. However, to get benefits of this opportunity, a majority of the students have to work while studying at university. A distinct indication is that universities can no longer guess that a lot of students will be able to give their full-time attention to education. Course offerings, schedules, and many other factors must be re-evaluated to ensure that they positively influence the pupil success. But, before huge modifications are implemented, the contact between student work and student accomplishment must be better understood.

Student employment has grown to be a form of tendency among the students all over the globe, who wants to be working while attending the university. Summarily, the best term to describe this tendency is "Earn and Learn "policy. Other reasons why student employment is famous among students, they help cover up with the permanent growth in university expenses and an option to have enough money for further educations. The problem has been developed with the question as to how the corresponding workloads, and required working hours of working students affect their academic performance.

The problems and benefits faced by part time university students are different than full-time students. Salme Harju (Steinberg, 1986) found that majority of the people who enroll as part-time students rather than full time do so for economic problems. Most of the part-time students are employed; most of them full time and at the same time that they are attending

university. This can create severe time shortages, and the student need very much developed time management skills in order to handle study and work together.

These a day's students are spending less time in studying. In 2003 among 276449 fresh students of 415 colleges and universities, thirty four percent spent about six hours studies work outside of class as compare to forty seven percent in 1987. Since then, the time spent studying away from class is reducing regularly each year (Higher Education Research Institute, 2003).

Another rising trend is the increase in the number of working students either part time or full time. Gose (1998) discovered that 40% of fresh entrants work 15 or more hours per week with an increase of 8% since 1992. In 2002, 65.3% fresh students were worried about completing their degrees as they do not have enough money (Higher Education Research Institute, 2002). Among all major businesses, marketing students usually work more than the other students per week (Smart, Tomkovick, Jones, & Menon, 1999).

The state authorities have reduced funding and due to that an increase in this regard at the rate of 3% was felt from 2001. The women were more concerned than the men in this regard. Almost All students seemed to be employed out of the need to get enough money for their academic expenditures. The quantity of students who are working either part or full time is expected to rise in the years to come which will leave large number of students with less time for studies.

In future the universities will confront the two trends (1) Students spending less time studying and (2) more time working. Minimizing academic norms by gratifying less struggle and achievement is surely a short-term planning, but it will have long term negative effects. An empirical research to handle these concerns is need of the time. This will determine the extent of

negative impact of these trends upon academic performance. The findings may be used to enhance the academic activities.

The influence of personal abilities have on academic success is well recorded, but there is a lack of research inquiring in to the influence that time students spend on various activities such as studying outside of class & influence of working has on their academic success. (Nonis and Hudson, 2006)

There is a perception that the time students spent studying outside of university has positive impacts and the time students spent working has negative impacts upon the academic performances. There is possibility that time spent studying outside will have a different impact on the academic performance of students who differ in ability. The students who spent more time studying outside possess stronger academic performance.

In almost all higher education institutions, part time and full time students are educated together, and the only difference is the rate at which they complete degrees. So one might wonder why, if we are trying to implant employability into a course that is delivered equally to part-time and full-time students and we need to judge part-time students and employability as a different matter. (De Zoysa & M. Rudkin, 2007)

Part-time students are usually already employed; there is a thought that employability is thus less of a matter for such students. This would, however, imply a rather fine view of employability as just getting a job on graduation. Part-time students have an edge over full time students as they can gain career advancement better than them. Such thoughts may well affect how they engage with the taught curriculum in terms of developing both subject specific expertise and more general personal attributes. Part-time students' access to, and engagement with extra-curricular activities may also contribute to their employability.

The students at universities are prepared to meet the national as well as international objectives of higher education. In 2000 Scott states 4 proportions for preparing the students at higher education by(1) inspiring and enabling individuals to develop their capabilities to the highest levels,(2) increasing knowledge and understanding,(3) serving the needs of the economy and(4) shaping their abilities for a democratic and civilized society. Kapur (1997) declares that at university level, target is to bring about desirable modifications of intellectual, social and emotional behaviors among students teachers and faculty members and citizens altogether. Higher education is therefore the highest part of the education system, in terms of students' progression, the acquisition of educational qualifications and its influence over the rest of the educational system. (Imran M, Sarwar & Naveed, 2011).

#### **2.4 The Work Penalty**

In the early 20th century, when education was only enjoyed by the upper, middle, and upper-classes, and still there many students who work for their university studies. Working during university studies has become a trend of being born in a poor family. (West, 1963). The low income students who got scholarships and work very hard will be restricted in coming year by lowering their financial help; it is called as the work penalty.

The needs method was evolved in 1970, at that time tuitions were low, and a very few students needed to work because they were unable to afford the expenditure of studies. Another complication in this regard is that some universities may discourage students from borrowing for fear of increasing default rates (Burd, 2003), leaving low income students with few options but they have to work. Recently, proposals have been made which have targeted to lower the work penalty. The work penalty can also prevent many low-income students from employment less to

qualify for financial support, which would allow them to succeed in university and graduate in less time. (Tuttle, McKinney & Rago, 2005)

## **2.5 Working and non working students**

Astin (1998) in his 30-year report has said that the fresh students classes had a high percentages of students who express major concerns about their fiscal problems, educational expenses and “record-high percentages of non-working that they have to ‘get a job to help pay for university expenses’”. Similar numbers reported that they would have to work full time or part-time while attending university.

Fjortoft (1995) observes that, the academic advisors continue to suggest that greater part of students not work specially during their first year. In a study conducted in 1994, off-campus employment was found to have no effect on the cognitive development of students (Pascarella &Bohr, Nora, Desler & Zusman, 1994). Even though borrowing and working are strongly associated with academic success, less than 12% of freshmen/first year students of any income level do this and taking jobs and working over 12 hours a week (King, 2002).

Working students have some advantages and disadvantages, for example

### **Advantages**

- Students will increase their self-esteem. Having a job help them feel a sense of dignity and worth.
- Employment can have a positive impact on students’ career.
- Employment can help students to build relevant academic skills.
- Employment can help students to enhance their resume and cover letter.
- Employment can help students to develop the organizational and multi-tasking skills.
- Employment will help students have a sense of independence.



## Disadvantages

- There is a possibility student will have trouble finding time to study.
- It might interfere with students' class schedule.

## 2.6 Students and Part time employment

Domestic students engagement in employment is becoming more common in countries like Australia and UK. Anyanwu(1998) observed that most Australian students worked about 28 hours per week for financial reasons. In a study conducted by Watts and Pickering (2000) it was concluded that the students in UK who work part time, showed some positive qualities which would definitely help them after completing their degrees. Manthei and Gilmore (2005) found that 80% students hold at least one job during their studies, working 12 hours per week.

In the Dearing Report on Higher Education it was specifically contented that higher education institutions should “classify the opportunities to increase the scope of such programs, which make students familiar with the working environment” (Dearing, 1997). The theme behind this report is that the universities should work more closely together as it develops a positive link between students' part time experiences, their educational experience and careers direction and, finally, employability (Watts & Pickering, 2000).

There are different opinions about working and non working students. Some researchers believe that working students are more punctual, rational, and professional and mature in study, and they believe that today working is essential for career, students can learn balancing education and employment at a time, and students can get experience through the employment.

On the other hand, some researchers suppose that employment waste the time of students. Students cannot concentrate on study properly and students have less time for the study and

social interaction with faculty, class fellows, teachers and other educational activities. (Pascarella &Bohr, Nora, Desler & Zusman, 1994).

## **2.7 The necessity for part-time employment**

In the above discussion the problem of students' fiscal requirements has been discussed, and a lot of research has been made which elaborate the requirements of students to work part time for their higher education (Sorensen & Winn, 1993; Ford, Bosworth & Wilson, 1995; Callender & Kempson, 1996; Hesketh, 1996; Curtis & Lucas, 2001, ABS, 2002; Curtis & Williams, 2002; Lashley, 2005). There are many more, prominent reasons for working part time while studying.

Employment during studies gives students an idea of the requirements that will be needed later for their profession (Steiberg 1981). Students who work part time develops many qualities like punctuality, team working, communication, time management skills and customer care and professional competence.

These competencies help further the students participating in vocational training programs, Hobbs & Lindsay, (1999) thinks that these skills can advance students' academic motivation, academic knowledge and vision. The students of vocational training programs learn a variety of professional career, imminent career, competency development and professionalism. (Lucas & Lammont, 1998).

## **2.8 Two Models of Student Employment**

In 2002 Warren mentioned the characteristic changes between the primary orientation and the zero-sum models of student employment. The primary orientation model of student employment, supposes that the ferocity of paid employment matters only when it collide with a lack of interest in academics. On the other hand, the zero-sum model of student employment elaborates that any

time the students direct toward paid employment takes away from the time that exist to study for university. Thus, the likelihood is that the students, who work larger number of hours, will get lower grades. As such, there is a hope that motivation helps students to balance their employment and their academic obligations. (K. Brandon & Lang, 2012)

## **2.9 On-campus and Off- campus employment**

Many universities offer employment opportunities on-campus, some funded through the Federal Government. In 1995-96 The U.S. Department of Education (1998) found that 16% students were employed on campuses, who were working 16 or less hours per week. A research in a random college reveal that a greater amount of endurance was discovered in the participants of on campus work and these students were highly satisfied with the college, and achieving higher graduation rates (Cermak & Filkins, 2004).

There is a limited number of studies that deals with the benefits of working on campus. Students possess more positive attitude while working on campus on their satisfaction and performance (Astin, 1993; Terenzini, Yaeger, Pascarella & Nora, 1996). Students who work on campus part time have a better social integration with faculty members and teachers (Cuccaro-Alamin & Choy, 1998). Earlier researchers believed that working off campus is most probably inhibit communal assimilation (Anderson, 1981; Ehrenberg & Sherman, 1987).

Working on campus makes a student more familiar with the university environment, which helps them getting good grades. Usually on campus jobs are related to students academics, which make student more linked with the university community and help student build powerful networks with other fellow students.

In some earlier studies, employment was described as contribution in work-learn programs. Many studies have been conducted to compare the working students (typically working fewer than 15 hours weekly) and nonworking students, which conclude that there is no convincing negative effect on students GPA (Henry, 1967; Kaiser & Bergen, 1968; Merritt, 1970). Other studies show that the on campus work has a positive influence upon student performance (Ehrenberg & Sherman, 1986; Velez, 1981). A study conducted by Curtis and Nimmer (1991) found that there is no significant difference in working and non working students academic performance. According to Astin (1993) the academic performance of students who work on campus, is totally contrasting to that of the non working students. Astin contemplate that the optimistic results have been due to the character of on-campus work, which close to increased pupil involvement in the educational school. However, Pascarella & Terenzini, (1998) found that on campus employment had a large, although low-degree, have an adverse effect on intellectual development analogous to working off- campus.

Employment poses stresses for the student, but it also possess some benefits. In any kind of job, students develop many of the business "soft skills", such as punctuality and an ability to deal with a different group of people (Astin, 1993).

In a study conducted by ( Pascarella & Terenzini, 1994), it was found that even high level of off campus jobs had a very insignificant adverse effect on students intellectual improvement. Dallam and Hoyt (1981) suggested that an excessive amount of free time subside scholars' educational performance and informed no cut back in course load for pupils who're working, including non working.

There are some studies that show the benefits students working on campus get. The students, who work on campus, feel satisfaction and relaxation and it has the most positive

impact on student's academic performance. Students who work on campus have higher grades and are more likely to stay in university even after the classes. It is believed by some researchers that students who work on campus have better opportunities to connect with the university community; they build stronger links with teachers, faculty and other fellow students. There are different opinions about off-campus and on-campus employments. Some researchers believe that off-campus employment have negative impact on students learning but according to other researchers off-campus employment easily develop "soft skills" that employers look for, such as punctuality, time management and an ability to deal with random group of people. (Orszag and Whitmore, 2001)

### **2.10 Interaction with faculty**

Time management is extremely important for the working students, as they have less time for their academic activities than their non working fellows.

There is a lot of data available of the faculty's impact upon students learning experiences, and a very little research has been done in regards to the degree to which working pupils collaborate with faculty in manners that contribute to their progress whilst in college. There are a lot of students who must work during their studies to cover their expenditures, so it may be assumed that working during studies reduces time for interacting with faculty and participating in university activities (Pascarella & Terenzini, 2005; Stinebrickner & Stinebrickner, 2004).

A few studies have been conducted to know the impact of working upon student communications, both inside and outside of the university, and the quantity of curiosity they put into their academics. In turn, little, if any study has investigated whether or not involvement with faculty decisively resulted in the intellectual development of employed pupils.

The most important factor in student involvement within university activities is the encouragement of student-faculty contact (Chickering & Gamson, 1987). The personal relations with the faculty are considered very impactful part of university life (Pascarella & Terenzini, 1991). Faculty interaction goes broader when the relation moves out of the academics (Kuh, 1995; Pascarella & Terenzini, 2005).

However, focusing on intellectual and meaningful material while having interaction with the faculty, shows better impact on student learning skills (Pascarella & Terenzini, 2005).

Some studies have investigated the impact of employment upon student's cooperation with faculty, whether inside or outside of the lecture room. By definition, the time consumed while employed, interrupt student entanglement in other university activities (Astin, 1993; Furr & Elling, 2000; Horn & Berktold, 1998; King & Bannon, 2002; Pascarella & Terenzini, 2005).

Employed pupils have to forfeit many social activities, since some time is consumed by employment. However, the research does recommend that employment on campus may boost a considerable structure of social interaction. Especially, while working part time on campus, enhance the possibility of interacting with faculty and class fellows. Working possibilities hold the scholar inside the study atmosphere and enable the student to take part in out-of-classroom relations and association with the faculty. (Astin, 1993; 1999).

### **2.11 Timing of employment**

Eighteen percent of U.S. undergraduate students work full time while attending university and those students have ten percent less chances of getting their degrees completed than the non working students. Every student has a specific amount of time and energy, the time spent on work away from university severely harms their grades. This shortage of time minimizes their

class and library access. The students who work full time have to take extra classes which mean they have more chances to get frustrated and drop out.

Some studies concluded that working 18 or less hours a week does not affect the grades. In reality, students have higher grades who work 14 hours a week or less while attending university than students who don't work. Working instigates students to manage their time effectively and to minimize unproductive activities, such as watching television etc.

Nonetheless, 55% of undergraduates who study part-time work 20 hours or more per week and these are the students who are more likely to be dropped out than the less working students. Among students who work not up to 20 hours per week, 85% graduate from university and students who work 20 to 30 hours a week, 79% of them obtain their diplomas.

Full night or full day employments have negative impact on students' academic performance. Students have less time for study, this lack of time limits their attendance in classes regularly and they also can't consult library. Therefore, these students usually more frequently dropped out of universities. But some researchers believe that working teach students how to manage their precious time more adequately. (Perna, Laura, 2010)

## **2.12 The prevalence of work**

The percentage of student who works is not known, but in a study in US, it was found that out of twenty one thousand university students, about fifteen thousand were employed part-time for an average of not up to 64 hours per month (Gordon, 1985). It further reveals that students work for need of urgent profits and this leads to a lack of interest in study.

In 1993, about forty percent of teenagers in Canada aged between 14 to 19 were found to be working full time (Canadian Social Trends, Winter, 1994). Among the part time employees, seventy three percent labored part time and the full time students between the ages of fifteen to nineteen, who worked during the study, were thirty three percent.

The statistics about Canadian social trends reported in 'Statistics Canada' Show up low in connection to other statistics but one likely description can be that the difference not always clarified is the differentiation between full- and part-time students (Bernier 1995). In Canadian Labor Force data it was revealed that among Canadian full-time students 40% contributed in the employment, whereas 77% part time students took part.

There can be substantial divergence among different social and fiscal factions of the society but a very little exact statistics available which back this version. Lawton (1992) reveals that unlike the students of lower or upper class, students belonging to middle-class are more likely to work. Lawton further points out that a large number of pupils in upper classes depend upon part time employment.

### **2.13 The Effects of Employment upon Academic Performance**

The connection of student employment and grads was inspected in a number of studies. Astin (1993) found that employment whether full time or part time is deeply linked with low grads. The National Center of Education Statistic (NCES, 1994) found that students working up to fourteen hours weekly had significantly bigger grads than students working more than 14 hours per week. Working students, who work up to fourteen hours per week, possess bigger grads than their non-working fellows, despite the fact that the difference used to be not statistically



important. Other studies did not discover an unfavorable association between hours of work and grads (Dallam & Hoyt, 1981; Furr & Elling, 2000; Volkwein, 1989).

In fact, Hammes & Haller, 1983 in their student self-report study found that bigger grads were reported to be gained by working students than their non-working fellows. They associate the greater level of performance to raised competence and organization by the employed students, along with different aspects. According to Canabal (1998) there is no comprehensive negative association between student work and university performance.

Gleason (1993) discovered no overall analytically giant mean divergence in grads between working and non-working students, but noted that student grades become low with increasing employment time. Like-wise, Hay and Lindsay (1969) discovered no huge differences at minimize phases of employment (below 16 hours per week), but Found a terrible impact on grads when weekly employment passed 16 hours. Pascarella, (1994) evaluated longitudinal intellectual development in studying comprehension, mathematics, and critical thinking, rather than grads. The aftermaths for intellectual progress were identified as immaterial for both on-campus and off-campus work.

Most research shows that there's a detrimental effect on accomplishment if scholars work for over 16 hours per week (Stern, 1997). These kinds of scholars most commonly get low grades, they do limited homework and very importantly they are more likely to drop out of the university. The students who work less have less chances of facing negative consequences. The Statistics Canadian data also support these findings; it shows that the dropout rate among students who worked less than 20 hours a week was once much slash than individuals who worked for greater than 20 hours every week (Canadian Social Trends, Winter, 1994).

Gender also plays an important role in the working and non-working students. The males working less than twenty hours per week had a dropout rate of 16%, and others possess 33% dropout rate. On the other hand female dropout rate was recorded 22%, among females who did not work at all while attending university. One important thing which should be kept in mind before linking part-time work and marks: there are diverse opinions as to whether or not marks decline for the reason that scholars work extra, or whether or not pupils whose marks are declining prefer to work more. However, in a study conducted by Singh (1998) it was revealed that the extra hours worked, the larger the side effects on student success.

As Riggert (1992) note, "Some studies propose that employment during studies have adverse impact on students' academic performance, while others elaborated that the impact of work was impartial or even helpful."

There are many studies that came to the conclusion that the impact of work is negative upon students' academic performances. In a study of three hundred undergraduate students conducted by Hawkins (1995), it was reported the average quantity of hours labored had an unintended effects upon the educational performances. About one third in this sample reported that the work has a negative effect on their studies. Astin (1993) with the help of national dataset obtained almost similar conclusions about the working students. In another very intriguing study, Goldstein and High (1992) concluded that the work during studies badly affected the academic performances of arts and science majors, while on the other hand the grades of business majors were not disturbed by working.

In their study, Evans & Lindsay (1970) observed lower academic performance of students who worked for more than 16 hours per week than the students who worked for fewer

hours. They found that the students whose work was related to their course got higher grades than the students whose work was not related to their course. Thus, there is observed support for Warren's zero-sum model of student employment.

Warren's theory of primary orientation has the support of many studies based upon the effects of employment whether positive or negative upon the tutorial performance. Several studies show that paid employment does no longer have any uncomfortable side effects upon the academic performances of university students.

The Laguna State Polytechnic University Method has been founded to support each and every student to turn into a whole person: who is well set with expertise and advantage; one who fits the brand new world of technologies and one who's ready and capable to satisfy the challenges of existence.

- The younger students working longer hours may have stricter consequences than for older students (Barone, 1993).
- Balancing both study and work is a problem faced by many students (Worley, 1995)
- Many who work part-time have restricted or no participation in additional-curricular routine (Hope, 1990).

#### **2.14 The effect of working part-time on students' overall well-being**

Stern (1997) and Cheng (1995) prescribe that the pupils who work for 15 or less hours per week can get advantages from working. According to Stern, working helps a student in getting future earning potential and positive behavior to work. However, according to Lawton (1992), the

individuals who support this argument also are likely to aid a reputable instead a liberal view of schooling.

In a study of psycho social aspects of working students, Greenberger and Steinberg (1986), concluded that working can make students successful in academics but it has a harmful effect i.e. it makes them inwardly poor. They also elaborate that rather than introducing valuable work pattern, many students who labored phase-time realized deceive, steal and care for boring work.

The Oregon Task Force in 1991 found that the numbers of sixteen, 17-year-olds scholars who had been working while studying have increased in up to date years. Employment opportunities were usually unfulfilling low-paying and very little is obtained in the way of educational expenditure. Canadian data purpose that employment developments in teenage are good linked to monetary and social cycles with numbers rising and falling with depressed economies.

### **2.15 Health problems of working students**

Excess of working or long hours of working increases negative academic performance and tiredness. Carskadon (1999) discussed the changing of sleep patterns and the pressure of working on sleep patterns. It discover that pupils who were working more than 20 hours per week expressed shorter sleep, late sleep, they usually fell asleep in classes, they arrives late in the university, which also affect their physical and mantel health.

A report prepared by the National Research Council (NRC) and the Institute of Medicine (IOM) reveals that about seventy teenagers were dead as a result of accidents sustained in the

course of work and a lot of teenage students were in hospital seeking therapy in emergency wards due to injuries sustained at job. Relying on this data, a commission has been formed by the NRC/IOM which is insisting Congress to enable circumference to the quantity of hours labored per day by students and to adjust students' work start-and finish-times on university nights. (Runyan. et.all., 2013)

## **2.16 Working Affects on success**

Some researchers believe that devotion of student towards work deeply affect his education (Fjortoft, 1995). Focus has been put by many studies upon the consequences of employment on academic and social development of students. This is an crucial constituent in student behavior theory that has lengthy been related to resolution (Kuh, 1995; Pascarella & Terrenzini, 1983).

Lundberg (2004) in his research concluded that students who worked more than twenty hours a week reported less relations with university, teachers, and their relationship with peers was of low quality and they were unable to participate in other co-curriculum activities. Cheng (2004) used a mixed method design to evaluate the outcomes of work on academic and social expertise of working and non-working university students, and found that there may be "no massive change between working and non-working students in their educational and social expertise, though working scholars' educational performances are minimize than non-working pupils", non-working students academic performance are higher.

Some researchers have stated that among full time students about 50% are employed so much hours to cripple their collegiate expertise, including grade achievement, class attendance, assignments and presentations etc (King & Bannon, 2002).

Many researches have reported the good effects of employment on student determination. King (2002) stated that working students shows good academic performance than the non working students. Pascarella & Terrenzini, (1991) gone through many studies and perceive the constructive relationship between employment and academic performances.

Cheng (2004) questions the reliability of university-centric focus on tenacity and graduation as the academic performances measure and suggest that its contribution is very little into how we understand the student's university life. There is indication that shows that working critically has an impact on the time on hand for student interaction with faculty, teachers, and other fellows and for academics and that this would inhibit cordial and educational assimilation or engagement.

### **2.17 Looking beyond Grades/ (professionalism)**

The University of Iowa's colleagues Ernest T. Pascarella & Ryan D. Padgett (2006) examined the impact of employment upon professional career rather than pure educational performance, within the cognizance that universities are progressively being moderated by a broader sequence of effects for their pupils. Using data collected, the two researchers focused at how students who worked for many hours into on- and off-campus charged on measures such as critical thinking, socially responsible leadership, moral reasoning, professionalism and psychological well being.

In his study Pike (2008) comes to the conclusion that working off campus for more than twenty hours per week have some negative effects, for example, bringing down students'

performance on critical thinking, it also found that doing so had a positive effect on student's, social leadership, professionalism and psychological well being, and that students who worked off campus also shows positively on leadership qualities.

"The outcomes like moral reasoning and critical thinking are not affected by work until student gets to a ton of hours," (Salisbury University). The work has a positive effect on professional things and psychological well being and leadership even when you're working a ton of hours.

But there were notable differences in the effect on students who came into university with unreliable academic achievements, with much more damage done to students who achieved lower on entrance exams. A study found that employment on campus consisting 1-10 hours a week results in positive effect on critical thinking for high-ability students but a strong negative effect for low-ability students.

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That finding suggests that university financial aid officials should take pre-university academic ability into account when determining the mix of grants, loans and work study in students' financial aid packages. "For high-ability students, none of the things in that mix is likely to be detrimental". "But for low-ability students, especially those from lower socioeconomic backgrounds, when they get big loans, they tend to dial back the loans and crank up the work hours because the only way to pay the loans back is through their own work." (Salisbury University)

## **2.18 Balancing education and part time work**

A clearer recognition of the extent of students' part time working is a common finding amongst research projects. Furthermore, part time working is not always harmful to students' academic

performance, especially when it is well managed within the course load (Manthei & Gilmore, 2005).

Several researchers (Barron, 2006; Curtis, 2005) have suggested that the universities should be aware of the student life, social and financial circle and should manage the course outline accordingly. The universities should show some flexibility in this regard.

Watts and Pickering (2000) found that the impression of part time work on student academic performance is under research and the effects of part time working have been viewed from both a positive and negative angle. Positively, it has been found that students may acquire personal skills, enhanced employability and increased confidence through employment. From a negative perspective, reporting from a comparatively small study in the UK, Lindsey and Paton-Saltzberg (1993) found that a majority of their sample worked during university time and comes to the conclusion that those students who worked part time achieved low marks than those that did not.

Other impacts include missed classes and lectures, minimum time for study and fatigue (Leonard, 1995), and the development of a conflict of interest between employment and academic achievements (Watts & Pickering, 2000).

However, this conflict of interests does not appear to excessively influence the position of academic achievement of the students, and Curtis (2005) found that support for working students is arbitrary and accidental, stating that "(academic) staff were usually unaware of the difficulties students face in dealing their dual roles" (Curtis, 2005). Given that part time working with students is common place, Jogaratnan and Buchanan (2004) consider that it is the moral obligation of universities to more effectively understand and manage the stresses experienced by students studying full time and working part time.



## **2.19 Managing life and academics**

One of the most difficult things we as students face is trying to manage going to university and working at the same time. In the beginning, students believe that they can do it, but once start seeing how much time and dedication goes into attending university and employment at same time, it becomes harder to handle both schedules. Many students have families to support, so the employment is very important, sometimes even more important than attending class.

We do understand, as students, that professors want us performing at our academic best and that they have expectations they want met. But life brings the unexpected, and having a teacher who understands that can really encourage a student to stay in school or even to come back to school. Just one negative interaction with a teacher could cause us to withdraw from the course, or even from the college.

For many students, the advantages of college outweigh the stress and sacrifice that may come with keeping to a tight schedule and potentially tighter budget. Apart from earning money to lower your potential student loan debt and be able to feel less guilty about ordering out once in a while, you'll learn earlier than most the responsibilities that come with being an adult. (K. Brandon & Lang, 2012)

## **2.20 Part-time students' motivations to Study**

A survey conducted 1998/1999 of about 6,000 part-time students from six different higher education institutions found that the students' reasons for studying varied between subjects: for example, technology students expressed the strongest career motivations for study. Variations in the reasons for studying were also strongly related to age, with the majority of younger students

(those aged under 30) citing mainly career-based reasons, whereas the majority of older students (aged over 49) cited personal interest (Brennan, 1999).

## CHAPTER 3

### METHODOLOGY

The nature of the research was a comparative study. Data were collected through opinionnaires from the students and teachers of faculty of social sciences at IIUI. The results were generated on the basis of the opinions of the teachers and students included in the sample.

#### 3.1. Population of the study

All teachers and MS students of the faculty of social sciences were the population of the study. There were 372 students in MS program, and 90 teachers in faculty of social sciences.

#### 3.2 Sampling

The researcher took 100% students by using universal sampling technique and 36 teachers of MS program from faculty of social sciences by using purposive sampling technique.

##### 3.2.1 Students sampling

S.No	Departments	MS students
1	Education	69
2	Politics & International Relations	53
3	Media and Communication Studies	87
4	Psychology	65
5	Sociology	44
6	History and Pakistan studies	48
7	Islamic Art and Architecture	06
Grand Total		372

### 3.2.2 Teachers sampling

S.NO	Departments	MS Teachers
1	Education	09
2	Politics & International Relations	07
3	Sociology	06
4	Media and Communication Studies	04
5	Psychology	06
6	History and Pakistan studies	04
7	Islamic Art and Architecture	00
<b>Total</b>		<b>36</b>

### 3.3 Instrumentation

Opinionnaires were used in order to collect data from the students and teachers of faculty of social sciences at IIUI. Self developed three point rating scales were used to collect the response of teachers and students from the faculty of social sciences.

1. Opinionnaire: three point rating scale for teachers of faculty of social sciences
2. Opinionnaire: three point rating scale for students of faculty of social sciences

There were 8 variables in students' opinionnaire and each variable has close ended questions in order to collect data from the students of faculty of social sciences.

### 3.3.1 Variables in students' opinionnaire

S. No	Variables
1	Class participation
2	Communication skills
3	Assignment and presentations
4	Social interaction
5	Timings
6	Depression
7	Attitude towards teachers
8	Examination

### 3.4 Pilot testing

The opinionnaire for teachers and students were developed on the same construct and were pilot tested. 10 teachers and 10 students were selected to fill the opinionnaires in the process of the pilot study. After pilot-testing, the both opinionnaires were modified by removing some items from both opinionnaires. Two opinionnaires were given to 5 experts for giving experts opinion regarding the validity of these opinionnaires. The expert thoroughly reviewed opinionnaires and recommended suitable modification in the opinionnaires. To check reliability instrument was piloted before the final use of the tools. The reliability value of opinionnaire for teachers was .834 and the reliability value of opinionnaire for students was .855 after removing some statement from the instruments.

### **3.5 Data collection**

Data were collected from the students and teachers of faculty of social sciences by personal visit of researcher. The opinionnaires were given to all students but 326 students responded positively, so the researcher made the analysis of (326) students on the basis of availability of sample. Data was collected in January 2014. Opinionnaires were also provided through email to the thesis writers students.

### **3.6 Data analysis**

Mean score and t test were used for the analysis of data as researcher was aimed at comparing the academic problems and academic achievements of working and non working students at MS level.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

The research study was aimed at comparing the problems and academic achievements of working and non-working students at MS level in IIUI. For this purpose, the relevant data were collected from teachers and students through self-developed three point scale for teacher and students. The statistical techniques used for data analysis were mean score and t-test.

**Table 4.1** working and non-working students

Status	Frequency	Percentage
Working Students	91	27.9
Non- working Students	235	72.0
Total	326	100

Table 4.1 shows the number of working and non-working students. There were 326 students. 91 working and 235 non-working students

**Table 4.1.1 Class participation**

Groups	No	Mean	t-value	df	p-value
Working	91	11.9	-.484	324	0.62
Non working	235	11.9			

The above table shows the difference in class participation of working and non-working students. Result with t-value (-.484) and p-value is (0.62), revealed that there was no significant difference in class participation of working and non-working students. The mean score of non-working students (11.9) and working students (11.9) were same.

**Table 4.1.2 Communication skills**

Groups	No	Mean	t-value	df	p-value
Working	91	8.02	33.1	302	0.00
Non working	235	6.72			

The above table shows the difference in communication skills of working and non-working students. Result with t-value (33.1) and p-value is (0.00), revealed that there was a significant difference in communication skills of working and non-working students. However, the mean score of working students (8.02) was higher than that of non-working students (6.72), which indicated that working students were more mature in communication as compare to non-working students.



**Table 4.1.3 Assignment and presentations**

Groups	No	Mean	t-value	df	p-value
Working	91	15.9	2.21	318	0.27
Non working	235	16.0			

The above table shows the difference in assignment and presentations of working and non-working students. Result with t-value (2.21) and p-value is (0.27), revealed that there was a significant difference in assignment and presentations of working and non-working students. However, the mean score of non-working students (16.0) was higher than that of working students (15.9), which indicated that non-working students were more active in assignment and presentations as compare to working students.

**Table 4.1.4 Social interactions**

Groups	No	Mean	t-value	df	p-value
Working	91	21.1	-59.5	324	0.01
Non working	235	25.5			

The above table shows the difference in social interactions of working and non-working students. Result with t-value (-59.5) and p-value is (0.01), revealed that there was a significant difference in social interactions of working and non-working students. However, the mean score of non-

working students (25.5) was higher than that of working students (21.1), which indicated that non-working students were more active in social interactions as compare to working students.

**Table 4.1.5 Timing**

Groups	No	Mean	t-value	df	p-value
Working	91	7.97	38.6	173	0.00
Non working	235	9.00			

The above table shows the difference in timings of working and non-working students. Result with t-value (38.6) and p-value is (0.00), revealed that there was a significant difference in timings of working and non-working students. However, the mean score of non-working students (9.00) was higher than that of working students (7.97), which indicated that non-working students have more time as compare to working students.

**Table 4.1.6 Depressions**

Groups	No	Mean	t-value	df	p-value
Working	91	8.01	360	201	0.02
Non working	235	3.01			

The above table shows the difference in depression of working and non-working students. Result with t-value (360) and p-value is (0.02), revealed that there was a significant difference in

depression of working and non-working students. However, the mean score of working students (8.01) was higher than that of non-working students (3.01), which indicated that working students were more depressed as compare to non-working students.

**Table 4.1.7 Attitude towards teachers**

Groups	No <sup>r</sup>	Mean	t-value	df	p-value
Working	91	6.69	-7.07	228	0.00
Non working	235	6.04			

The above table shows the difference in attitude towards teachers of working and non-working students. Result with t-value (-7.07) and p-value is (0.00), revealed that there was a significant difference in attitude towards teachers of working and non-working students. However, the mean score of working students (6.69) was higher than that of non-working students (6.04), which indicated that working students have more mature attitude towards teachers as compare to non-working students.

**Table 4.1.8 Examinations**

Groups	No	Mean	t-value	df	p-value
Working	91	2.64	103	234	0.00
Non working	235	6.00			

The above table shows the difference in examination of working and non-working students. Result with t-value (103) and p-value is (0.00), revealed that there was a significant difference in examination of working and non-working students. However, the mean score of non-working students (6.00) was higher than that of working students (2.64), which indicated that non-working students were more impressive in examination as compare to working students.

#### **4.1.9 Analysis and interpretation of teacher's opinionnaire**

**Table 4.1.10 Active and energetic**

Status	Mean
Working students	1.23
Non-working students	2.81

The above table shows the response of the statement "Students are active and energetic in class participation" the mean value of working students (M=1.23) depicts that teachers are not in view that working students are active and energetic in class participation and the mean value of non

working students (M=2.81) despite that teachers are in view that non-working students are active and energetic in class participation.

**Table 4.1.11 Concept of students**

Status	Mean
Working students	2.84
Non-working students	2.90

The above table shows the response of the statement "Students can convey their concept in a proper way" the mean value of working students (M=2.84) depicts that teachers are in view that working students can convey their concept in a proper way and the mean value of non working students (M=2.90) despite that teachers are in view that non-working students can convey their concept in a proper way.

**Table 4.1.12 Marks in assignments**

Status	Mean
Working students	1.41
Non-working students	1.68

Table 4.41 shows the response of the statement "students get higher marks in assignments" the mean value of working students (M=1.41) depicts that teachers are not in view that working students get higher marks in assignments and the mean value of non working students (M=1.68) despite that teachers are in view that non-working students get higher marks in assignments

**Table 4.1.13 Marks in participations**

Status	Mean
Working students	1.34
Non-working students	1.66

Table 4.41 shows the response of the statement “Students get good marks in class participation” the mean value of working students (M=1.34) depicts that teachers are not in view that working students get good marks in class participation and the mean value of non working students (M=1.66) despites that teachers are in view that non-working students get good marks in class participation

**Table 4.1.14 Points in assignment**

Status	Mean
Working students	2.71
Non-working students	2.83

The above table the response of the statement “Students include authentic material in the assignment” the mean value of working students (M=2.71) depicts that teachers are in view that working students include authentic material in the assignment and the mean value of non working students (M=2.83) despites that teachers are in view that non-working students include authentic material in the assignment.

**Table 4.1.15 Assignment relevant to the topic**

Status	Mean
Working students	2.67
Non-working students	2.84

The above table shows the response of the statement “students make their assignment relevant to the topic” the mean value of working students (M=2.67) depicts that teachers are in view that working students make their assignment relevant to the topic and the mean value of non working students (M=2.84) despites that teachers are in view that non-working students make their assignment relevant to the topic.

**Table 4.1.16 Consult library**

Status	Mean
Working students	1.24
Non-working students	2.95

The above table shows the response of the statement “Students have enough time to consult library” the mean value of working students (M=1.24) depicts that teachers are not in view that working students have enough time to consult library and the mean value of non working students (M=2.95) despites that teachers are in view that non-working students have enough time to consult library.

**Table 4.1.17 Material for class presentations**

Status	Mean
Working students	1.37
Non-working students	2.86

The above table shows the response of the statement “Students have sufficient amount of material for class presentations” the mean value of working students (M=1.37) depicts that teachers are not in view that working students have sufficient amount of material for class presentations and the mean value of non working students (M=2.86) despites that teachers are in view that non-working students have sufficient amount of material for class presentations.

**Table 4.1.18 Tiered in presentation**

Status	Mean
Working students	2.95
Non-working students	1.18

The above table shows the response of the statement “Students seem tiered and boring during the class presentation” the mean value of working students (M=2.95) depicts that teachers are in view that working students seem tiered and boring during the class presentation and the mean value of non working students (M=1.18) despites that teachers are not in view that non-working students seem tiered and boring during the class presentation.



**Table 4.1.19 Impressive presentations**

Status	Mean
Working students	1.33
Non-working students	2.58

The above table shows the response of the statement “Students use different techniques to make their presentations more impressive” the mean value of working students (M=1.33) depicts that teachers are not in view that working students use different techniques to make their presentations more impressive and the mean value of non working students (M=2.58) despite that teachers are in view that non-working students use different techniques to make their presentations more impressive.

**Table 4.1.20 Information in assignment**

Status	Mean
Working students	2.66
Non-working students	2.86

The above table shows the response of the statement “Students add useful information related to the topic of assignment” the mean value of working students (M=2.66) depicts that teachers are in view that working students add useful information related to the topic of assignment and the

mean value of non working students (M=2.86) despite that teachers are in view that non-working students add useful information related to the topic of assignment.

**Table 4.1.21 Way of communication**

Status	Mean
Working students	2.55
Non-working students	1.34

The above table shows the response of the statement “Students communication way is very mature and impressive” the mean value of working students (M=2.55) depicts that teachers are in view that working students communication way is very mature and impressive and the mean value of non working students (M=1.34) despite that teachers are not in view that non-working students communication way is very mature and impressive.

**Table 4.1.22 Impose the ideas**

Status	Mean
Working students	1.37
Non-working students	1.48

The above table shows the response of the statement “Students impose their ideas forcefully” the mean value of working students (M=1.37) depicts that teachers are not in view that working

students impose their ideas forcefully and the mean value of non working students (M=1.48) despites that teachers are not in view that non-working students impose their ideas forcefully.

**Table 4.1.23 listen the ideas attentively**

Status	Mean
Working students	2.82
Non-working students	2.89

The above table shows the response of the statement “Students listen the ideas of other fellows very attentively” the mean value of working students (M=2.82) depicts that teachers are in view that working students listen the ideas of other fellows very attentively and the mean value of non working students (M=2.89) despites that teachers are in view that non-working students listen the ideas of other fellows very attentively.

**Table 4.1.24 Class discussion**

Status	Mean
Working students	2.95
Non-working students	2.79

The above table shows the response of the statement “Students participate with others in class discussion” the mean value of working students (M=2.95) depicts that teachers are in view that

working students participate with others in class discussion and the mean value of non working students (M=2.79) despites that teachers are in view that non-working students participate with others in class discussion.

**Table 4.1.25 Psyche of teachers**

Status	Mean
Working students	2.36
Non-working students	1.33

The above table shows the response of the statement “Students can understand the psyche of teachers” the mean value of working students (M=2.36) depicts that teachers are in view that working Students can understand the psyche of teachers and the mean value of non working students (M=1.33) despites that teachers are not in view that non-working students can understand the psyche of teachers.

**Table 4.1.26 Co-operative with teachers**

Status	Mean
Working students	1.23
Non-working students	2.63

The above table shows the response of the statement “Students are very co-operative with teachers in class activities” the mean value of working students (M=1.23) depicts that teachers

are not in view that working students are very co-operative with teachers in class activities and the mean value of non working students (M=2.63) despites that teachers are in view that non-working students are very co-operative with teachers in class activities.

**Table 4.1.27 Detract the teachers**

Status	Mean
Working students	1.44
Non-working students	2.71

The above table shows the response of the statement “Students detract the teachers during the lecture” the mean value of working students (M=1.44) depicts that teachers are not in view that working students detract the teachers during the lecture and the mean value of non working students (M=2.71) despites that teachers are in view that non-working students detract the teachers during the lecture.

**Table 4.1.28 Accept teacher’s ideas**

Status	Mean
Working students	2.68
Non-working students	1.44

The above table shows the response of the statement “Students easily accept teacher’s ideas” the mean value of working students (M=2.68) depicts that teachers are in view that working students

easily accept teacher's ideas and the mean value of non working students (M=1.44) despites that teachers are not in view that non-working students easily accept teacher's ideas.

**Table 4.1.29 Learning skills**

Status	Mean
Working students	1.46
Non-working students	2.73

The above table shows the response of the statement "Students can enhance learning skills through team work" the mean value of working students (M=1.46) depicts that teachers are not in view that working students can enhance learning skills through team work and the mean value of non working students (M=2.73) despites that teachers are in view that non-working students can enhance learning skills through team work.

**Table 4.1.30 Exchange the ideas**

Status	Mean
Working students	2.70
Non-working students	2.88

The above table shows the response of the statement "Students exchange their ideas with each other's" the mean value of working students (M=2.70) depicts that teachers are in view that working students exchange their ideas with each other's and the mean value of non working

students (M=2.88) despite that teachers are in view that non-working students exchange their ideas with each others.

**Table 4.1.31 Conflicts**

Status	Mean
Working students	2.71
Non-working students	2.11

The above table shows the response of the statement “Students avoid creating conflicts and confrontation in class room” the mean value of working students (M=2.71) depicts that teachers are in view that working students avoid creating conflicts and confrontation in class room and the mean value of non working students (M=2.11) despite that teachers are in view that non-working students avoid creating conflicts and confrontation in class room.

**Table 4.1.32 Friendly environment**

Status	Mean
Working students	2.44
Non-working students	2.62

The above table shows the response of the statement “Students create friendly environment in classroom” the mean value of working students (M=2.44) depicts that teachers are in view that

working students create friendly environment in classroom and the mean value of non working students (M=2.62) despites that teachers are in view that non-working students create friendly environment in classroom.

**Table 4.1.33 Find out the solutions**

Status	Mean
Working students	2.22
Non-working students	1.15

The above table shows the response of the statement “Students have ability to find out the alternate solution of the problem” the mean value of working students (M=2.22) depicts that teachers are in view that working students have ability to find out the alternate solution of the problem and the mean value of non working students (M=1.15) despites that teachers are not in view that non-working students have ability to find out the alternate solution of the problem.

**Table 4.1.34 Limited time**

Status	Mean
Working students	2.31
Non-working students	1.11

The above table shows the response of the statement “Students have limited time to socialize” the mean value of working students (M=2.31) depicts that teachers are in view that working



students have limited time to socialize and the mean value of non working students (M=1.11) despite that teachers are not in view that non-working students have limited time to socialize.

**Table 4.1.35 Time for exams**

Status	Mean
Working students	2.67
Non-working students	1.21

The above table shows the response of the statement “Students have less time for exams preparation” the mean value of working students (M=2.67) depicts that teachers are in view that working students have less time for exams preparation and the mean value of non working students (M=1.21) despite that teachers are not in view that non-working students have less time for exams preparation.

**Table 4.1.36 Discuss syllabus**

Status	Mean
Working students	2.58
Non-working students	1.15

The above table shows the response of the statement “Students have less time to discuss syllabus with class fellows” the mean value of working students (M=2.58) depicts that teachers are in view that working students have less time to discuss syllabus with class fellows and the mean

value of non working students (M=1.15) despites that teachers are not in view that non-working students have less time to discuss syllabus with class fellows.

**Table 4.1.37 Share the problems**

Status	Mean
Working students	1.31
Non-working students	2.78

The above table shows the response of the statement “Students share their problems with other class fellows” the mean value of working students (M=1.31) depicts that teachers are not in view that working students share their problems with other class fellows and the mean value of non working students (M=2.78) despites that teachers are in view that non-working students share their problems with other class fellows.

**Table 4.1.38 Work lord**

Status	Mean
Working students	2.85
Non-working students	1.27

The above table shows the response of the statement “Depression effects students' academic work” the mean value of working students (M=2.85) shows that teachers are in view that

depression effects working students' academic work and the mean value of non working students (M=1.27) shows that teachers are not in view that depression effects non-working students' academic work.

**Table 4.1.39 Stress**

Status	Mean
Working students	2.70
Non-working students	1.10

The above table shows the response of the statement "Students feel stress because of workload" the mean value of working students (M=2.70) shows that teachers are in view that working students feel stress because of workload and the mean value of non working students (M=1.10) shows that teachers are not in view that non-working students feel stress because of workload.

**Table 4.1.40 Time for study**

Status	Mean
Working students	2.75
Non-working students	1.33

The above table shows the response of the statement "Students have less time for study" the mean value of working students (M=2.75) shows that teachers are in view that working students

have less time for study and the mean value of non working students (M=1.33) shows that teachers are not in view that non-working students have less time for study.

**Table 4.1.41 Classes regularity**

Status	Mean
Working students	1.13
Non-working students	2.66

The above table shows the response of the statement “Students attend classes regularly” the mean value of working students (M=1.13) shows that teachers are not in view that working students attend classes regularly and the mean value of non working students (M=2.66) shows that teachers are in view that non-working students attend classes regularly.

**Table 4.1.42 Time for assignments**

Status	Mean
Working students	1.33
Non-working students	2.52

The above table shows the response of the statement “Students have enough time for assignments and presentation” the mean value of working students (M=1.33) shows that teachers are not in view that working students have enough time for assignments and presentation and the

mean value of non working students (M=2.52) shows that teachers are in view that non-working students have enough time for assignments and presentation.

**Table 4.1.43 Time to explore ideas**

Status	Mean
Working students	2.82
Non-working students	1.23

The above table shows the response of the statement “Students have less time to explore and develop ideas and skills” the mean value of working students (M=2.82) shows that teachers are in view that working students have less time to explore and develop ideas and skills and the mean value of non working students (M=1.23) shows that teachers are not in view that non-working students have less time to explore and develop ideas and skills.

**Table 4.1.44 Marks in exams**

Status	Mean
Working students	1.17
Non-working students	2.69

The above table shows the response of the statement “marks in exams result” the mean value of working students (M=1.17) shows that teachers are not in view that working student perform

well in exam and the mean value of non working students ( $M=2.69$ ) shows that teachers are in view that non-working student perform well in exam.

## **CAPTER: 5**

### **SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

#### **5.1 Summary**

The study was comparative in nature, and it was design to find out the problems and academic achievements of working and non-working students at MS level in IIUI. The objectives of the study were as follows;

1. Find out the problems of working and non-working students at MS level
2. Compare the problems of working and non-working students at MS level
3. Compare the academic achievement of working and non-working students at MS level

This study is expected to be highly significant as it was conducted to find out the problems and academic achievements of working and non-working students at MS level in IIUI. The study was delimited to the faculty of social sciences. 372 students and 36 teachers were selected as a sample of the study. The data were collected from the teachers and students of faculty of social sciences from IIUI. Three point rating scale opinionnaires were used to collect data from the faculty of social sciences at IIUI. Universal and purposive sampling technique was used to select teachers and students. Mean score and t test were used for the analysis of the study as researcher was aimed at comparison in academic problems and academic achievements of working and non working students at MS level.

## 5.2 Findings

1. It was found that there was no significant difference in class participation of working and non working students (t-value  $-0.484$  and p-value  $0.62$ ). The mean values of non-working students ( $11.9$ ) and working students ( $11.9$ ) were same. Therefore the null hypothesis is accepted (Table 4.1.1)
2. There was a significant difference in communication skills of working and non working students (t-value  $33.1$  and p-value  $0.00$ ). The mean score of working students ( $8.02$ ) was higher than that of non-working students ( $6.72$ ), which indicated that working students were more mature in communication. Therefore the null hypothesis is rejected. (Table 4.1.2)
3. It was found that there was a significant difference in assignment and presentations of working and non working students (t-value  $2.21$  and p-value  $0.27$ ). The mean score of non-working students ( $16.0$ ) was higher than that of working students ( $15.9$ ), which indicated that non-working students were more active in assignment and presentations. Therefore the null hypothesis is rejected. (Table 4.1.3)
4. There was a significant difference in social interaction of working and non working students (t-value  $-59.5$  and p-value  $0.01$ ). The mean score of non-working students ( $25.5$ ) was higher than that of working students ( $21.1$ ), which indicated that non-working students were more active in social interactions. Therefore the null hypothesis is rejected. (Table 4.1.4)
5. There was a significant difference in timing of working and non working students (t-value  $38.6$  and p-value  $0.00$ ). The mean score of non-working students ( $9.00$ ) was higher



- than that of working students (7.97), which indicated that non-working students have more time. Therefore the null hypothesis is rejected. (Table 4.1.5)
6. It was found that there was a significant difference in depression of working and non working students (t-value 360 and p-value 0.02). The mean score of working students (8.01) was higher than that of non-working students (3.01), which indicated that working students were more depressed. Therefore the null hypothesis is rejected. (Table 4.1.6)
  7. It was found that there was a significant difference in attitude towards teachers of working and non working students (t-value -7.07 and p-value 0.00). The mean score of working students (6.69) was higher than that of non-working students (6.04), which indicated that working students have more mature attitude towards teachers. Therefore the null hypothesis is rejected. (Table 4.1.7)
  8. There was a significant difference in examination of working and non working students (t-value 103 and p-value 0.00). The mean score of non-working students (6.00) was higher than that of working students (2.64), which indicated that non-working students were more impressive in examination. Therefore the null hypothesis is rejected. (Table 4.1.8)
  9. Working students mean score (M=1.23) showed that teachers disagreed that working students are active and energetic in class participation while non-working students mean score (M=2.81) showed that teachers agreed that working students are active and energetic in class participation. (Table 4.1.10)
  10. Working students mean score (M=2.84) showed that teachers agreed that working students can convey their concept in a proper way while non-working students mean

score (M=2.90) showed that teachers agreed that working students can convey their concept in a proper way. (Table 4.1.11)

11. Working students mean score (M=1.41) showed that teachers disagreed that working students get higher marks in assignments while non-working students mean score (M=1.68) showed that teachers agreed that non-working students get higher marks in assignments. (Table 4.1.12)

12. Working students mean score (M=1.34) showed that teachers disagreed that working students get good marks in class participation while non-working students mean score (M=1.66) showed that teachers agreed that non-working students get good marks in class participation. (Table 4.1.13)

13. Working students mean score (M=2.71) showed that teachers agreed that working students include authentic points in the assignment while non-working students mean score (M=2.83) showed that teachers agreed that non-working students include authentic points in the assignment. (Table 4.1.14)

14. Working students mean score (M=2.67) showed that teachers agreed that working students make their assignment relevant to the topic while non-working students mean score (M=2.84) showed that teachers agreed that non-working students make their assignment relevant to the topic. (Table 4.1.15)

15. Working students mean score (M=1.24) showed that teachers disagreed that working students have enough time to consult library while non-working students mean score (M=2.95) showed that teachers agreed that non-working students have enough time to consult library. (Table 4.1.16)

16. Working students mean score (M=1.37) showed that teachers disagreed that working students have sufficient amount of material for class presentations while non-working students mean score (M=2.86) showed that teachers agreed that non-working students have sufficient amount of material for class presentations. (Table 4.1.17)
17. Working students mean score (M=2.95) showed that teachers agreed that working students seem tiered and boring during the class presentation while non-working students mean score (M=1.18) showed that teachers disagreed that non-working students seem tiered and boring during the class presentation. (Table 4.1.18)
18. Working students mean score (M=1.33) showed that teachers disagreed that working students use different techniques to make their presentations more impressive while non-working students mean score (M=2.58) showed that teachers agreed that non-working students use different techniques to make their presentations more impressive.  
(Table 4.1.19)
19. Working students mean score (M=2.66) showed that teachers agreed that working students add useful information related to the topic of assignment while non-working students mean score (M=2.86) showed that teachers agreed that non-working students add useful information related to the topic of assignment. (Table 4.1.20)
20. Working students mean score (M=2.55) showed that teachers agreed that working students communication way is very mature and impressive in class room while non-working students mean score (M=1.34) showed that teachers disagreed that non-working students communication way is very mature and impressive in class room. (Table 4.1.21).
21. Working students mean score (M=1.37) showed that teachers disagreed that working students impose their ideas forcefully while non-working students mean score (M=1.48)

showed that teachers disagreed that non-working students impose their ideas forcefully. (Table 4.1.22)

22. Working students mean score (M=2.82) showed that teachers agreed that working students listen the ideas of other fellows very attentively while non-working students mean score (M=2.89) showed that teachers agreed that non-working students listen the ideas of other fellows very attentively. (Table 4.1.23)

23. Working students mean score (M=2.95) showed that teachers agreed that working students participate with other students in class discussion while non-working students mean score (M=2.79) showed that teachers agreed that non-working students participate with other students in class discussion. (Table 4.1.24)

24. Working students mean score (M=2.36) showed that teachers agreed that working students can understand the psychology of teachers while non-working students mean score (M=1.33) showed that teachers disagreed that non-working students can understand the psychology of teachers. (Table 4.1.25)

25. Working students mean score (M=1.23) showed that teachers disagreed that working students are very co-operative with teachers during class activities while non-working students mean score (M=2.63) showed that teachers agreed that non-working students are very co-operative with teachers during class activities. (Table 4.1.26)

26. Working students mean score (M=1.44) showed that teachers disagreed that working students detract the teachers during the lecture while non-working students mean score (M=2.71) showed that teachers agreed that non-working students detract the teachers during the lecture. (Table 4.1.27)

27. Working students mean score (M=2.68) showed that teachers agreed that working students easily accept teacher's ideas while non-working students mean score (M=1.44) showed that teachers disagreed that non-working students easily accept teacher's ideas. (Table 4.1.28)
28. Working students mean score (M=1.46) showed that teachers disagreed that working students can enhance learning skills through team work while non-working students mean score (M=2.73) showed that teachers agreed that non-working students can enhance learning skills through team work. (Table 4.1.29)
29. Working students mean score (M=2.70) showed that teachers agreed that working students exchange their ideas with each other's while non-working students mean score (M=2.88) showed that teachers agreed that non-working students exchange their ideas with each others. (Table 4.1.30)
30. Working students mean score (M=2.71) showed that teachers agreed that working students avoid creating conflicts and confrontation in class room while non-working students mean score (M=2.11) showed that teachers agreed that non-working students avoid creating conflicts and confrontation in class room. (Table 4.1.31)
31. Working students mean score (M=2.44) showed that teachers agreed that working students create friendly environment in classroom while non-working students mean score (M=2.62) showed that teachers agreed that non-working students create friendly environment in classroom. (Table 4.1.32)
32. Working students mean score (M=2.22) showed that teachers agreed that working students have ability to find out the alternate solution of the problem while non-working

- students mean score ( $M=1.15$ ) showed that teachers disagreed that non-working students have ability to find out the alternate solution of the problem. (Table 4.1.33)
33. Working students mean score ( $M=2.31$ ) showed that teachers agreed that working students have limited time to socialize while non-working students mean score ( $M=1.11$ ) showed that teachers disagreed that non-working students have limited time to socialize. (Table 4.1.34)
34. Working students mean score ( $M=2.67$ ) showed that teachers agreed that working students have less time for exams preparation while non-working students mean score ( $M=1.21$ ) showed that teachers disagreed that non-working students have less time for exams preparation. (Table 4.1.35)
35. Working students mean score ( $M=2.58$ ) showed that teachers agreed that working students have less time to discuss syllabus with class fellows while non-working students mean score ( $M=1.15$ ) showed that teachers disagreed that non-working students have less time to discuss syllabus with class fellows. (Table 4.1.36)
36. Working students mean score ( $M=1.31$ ) showed that teachers disagree that working students share their problems with other class fellows while non-working students mean score ( $M=2.78$ ) showed that teachers agreed that non-working students share their problems with other class fellows. (Table 4.1.37)
37. Working students mean score ( $M=2.85$ ) showed that teachers agreed that depression effects working students' academic work while non-working students mean score ( $M=1.27$ ) showed that teachers disagreed that that depression effects working students' academic work. (Table 4.1.38)

38. Working students mean score (M=2.70) showed that teachers agreed that working students feel stress because of workload while non-working students mean score (M=1.10) showed that teachers disagreed that non-working students feel stress because of workload. (Table 4.1.39)
39. Working students mean score (M=2.75) showed that teachers agreed that working students have less time for study while non-working students mean score (M=1.33) showed that teachers disagreed that non-working students have less time for study. (Table 4.1.40)
40. Working students mean score (M=1.13) showed that teachers disagreed that working students attend classes regularly while non-working students mean score (M=2.66) showed that teachers agreed that non-working students attend classes regularly. (Table 4.1.41)
41. Working students mean score (M=1.33) showed that teachers disagreed that working students have enough time for assignments and presentation while non-working students mean score (M=2.52) showed that teachers agreed that non-working students have enough time for assignments and presentation. (Table 4.1.42)
42. Working students mean score (M=2.82) showed that teachers agreed that working students have less time to explore and develop ideas and skills while non-working students mean score (M=1.23) showed that teachers disagreed that non-working students have less time to explore and develop ideas and skills. (Table 4.1.43)
43. Working students mean score (M=1.17) showed that teachers disagreed working students perform well in exam while non-working students mean score (M=2.69) showed that teachers agreed that non-working student perform well in exam. (Table 4.1.44)

## Conclusions

1. Majority of the working students faced different problems, lack of time for study, lack of time for syllabus discussion with other class fellows and less time for examination, depression, anxiety, irregularity in class attendance, cannot come in time for classes and they are not active and energetic in class participation.
2. Majority of non-working students detract teachers during the lecture.
3. It was concluded that there was no significant difference in class participation of working and non-working students. But majority of the teachers were agreed that non-working students are more active and energetic in class participation.
4. It was concluded that there was a significant difference in communication. Working students are more mature as compare to non-working students. Majority of teachers were also agreed that working students are more mature in communication.
5. It was concluded that there was a significant difference in assignment and presentation. Non-working students are more active in assignment and presentation as compare to non-working students. Majority of teachers were also agreed that non-working students are more active in assignment and presentation.
6. It was also concluded that there was a significant difference in social interaction. Non-working students are more active in social interaction with faculty, class fellows and teachers as compare to working students. Majority of teachers were agreed that non-working students are more active in social interaction with faculty, and teachers.
7. It was concluded that there was a significant difference in timing. Working students have less time for study as compare to non-working students. Teachers were also agreed that



working students do not come in time in class and have less time of class assignment and presentations, and less time for syllabus discussion with other class fellows

8. It was also concluded that there was a significant difference in depression. Working students are more depressed as compare to non-working students. Teachers were also agreed that working students are more depressed in class room.
9. It was also concluded that there was a significant difference in attitude towards teachers. Working students have more mature attitude towards teachers as compare to non-working students. Teachers were also agreed that working students have more mature attitude towards teachers.
10. It was also concluded that there was a significant difference in examination. Non-working students perform well in exams as compare to working students. Teachers were also agreed that non-working students perform well in exams as compare to working students.

## 5.4 Discussion

The students who reach university, usually comes from lower middle class, who does not have enough resources to meet the expenditure of education. Among them many students have to work part time for the same reason (Ayub, 2012). Mostly university students who work full time, have to balance their study and employment. According to employers, these students show more dedication and professionalism. If the students are in need of employment, then the on campus employment is the best way to balance both the study and the work together. The students, who get part time job according to their course of study, get relevant work experience, which helps them to go ahead when they get full time employment. Many students work because their universities have the potential to give employment. Service jobs are most prevailing among the students as these jobs are more flexible in the work schedule than any other job (Broadbridge & Swanson, 2005; Holies, 2008).

According to Manthei and Gilmore (2005) students who work part time have less time for their studies. Jogaratnam and Buchanan (2004) found that the fresh university students who were getting full time education along with part time work were most probably to suffer from diseases like stress etc. Studying full time along with working part-time puts a negative effect in the students' physical and mental health and it is seriously harmful for the academic performance of students (Carney, McNeish, McColl, 2005).

“Those students have less time for academics and social interaction with teachers, faculty and students, who devote more time to their job”, (Fjortoft, 1995). The effects of student employment were more highlighted by the fact that, from 1959 to 1986, the employment rate of students rose from 46 to 58 percent (Stern & Nakata, 1991) growing public demand and legislative

expectations for accountability in the past two decades have made it very important that higher education administrators and researchers pay attention to the potential impact of student employment on the university outcomes.

Student employment can negatively affect academic or cognitive development. A moderate amount of non-academic work is considered to be helpful to academic achievement when compared it to the heavy or no employment (Hood, Craig, & Ferguson, 1992). In a study of 406 students at 3 institutions it was found that working and non-working students performed equally good in academics and working students get high academic achievement as compare to the non-working students, "employment while in university simply did not appear to affect students' levels of academic achievement" (Fjortoft, 1995, 1998). The students who work during studies have less time available, and they are scene to minimize their social activities rather than interacting with the teachers and fellows (Fjortoft, 1995).

Students engaged in either on- or off-campus employment associated their work experience with gains in interpersonal competence. Curtis and Nimmer (1991) found that work provides discipline and structure to the college life of newly independent first year student. While on-campus employment may foster student involvement with faculty and peers so as to enhance their integration into college life (Pascarella & Terrenzini, 1994), off campus employment physically removes students from campus, and thus negatively influences their affective development (Astin, 1996). In this study researcher find out the problems and academic achievements of working and non-working students.

Mean score and t-test were used for data analysis. It was found that working students are not active in class activities and they have less time for socialize while non-working students are more active and energetic in class room.

A study on to work or not to work: the impact of work on students' university experience is related to findings aimed to recognize the difference in problems and academic achievements of working and non-working students. Findings of this study show the comparison of students who worked for pay during the academic year and those who did not work in their estimates of university experience. Students who work during the academic year and those who don't work display similar patterns in their opinions on overall university experience. Regarding the academic experience, working students' ratings of the quality of instruction, professionalism intellectual engagement with faculty, improvement of critical thinking skills, and learning in the areas of sciences are similar to that of the nonworking students. In terms of student academic and social experiences, there is no statistically significant difference between the two groups in any of the self-reported points. The only area where the two groups differ significantly is students' self-reported academic achievements, with the working group showing a lower average academic achievements score than the nonworking group. (David & Lucia, 2004)

But the results of the study show that there is a difference in different areas. Working students have less time for study. Generally it is observed that working students have less interaction with faculty and other social and academic activities as compare to the non-working students who have sufficient time for study. Non-working students are normally more energetic in class presentations and discussion than their working fellows. Most importantly there is observed difference in academic achievement of working and non-working students.

## 5.5 Recommendations

1. As the feedback was provided on shortage of time for study of working students, working students may manage their time according to the university timings.
2. There is need to develop positive relationship between the performance of working and non-working students.
3. As the feedback was provided on problem sharing with other class fellows, it may help working students to share their problems with other class fellows.
4. Teachers may maintain such environment in which every student (working and non-working) can explain their ideas, so that the working students may involve in all class activities with non-working students.
5. There is need to develop team work for working and non-working students in all class activities.
6. As the feedback was provided on depression and anxiety of working students, university may arrange some relaxing events to reduce the depression of working students.

### **For further researches:**

Further researches may be made regarding,

1. This study delimited to the faculty of social sciences. However similar research can be conducted to the other faculties.
2. Comparison the academic achievements of working female and working male students
3. Comparative study of career/job opportunities for working and non-working students

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## Appendix A

### QUESTIONNAIRE. 1

# Topic: A comparative study of the problems and academic achievements of working and non-working students at MS level in IIU

## QUESTIONNAIRE FOR STUDENTS

Dear students,

I am a student of MS (Education) and presently doing research on the topic of "*A comparative study of the problems and academic achievements of working and non-working students at MS level in IIU*". The study will examine the difference between working and nonworking students in their academic and social experience on campus, students' perceptions of work, and the impact of work on their university life. It is ensured that all the information, provided by you, will be kept confidential and will be used for research purpose only. Your name will remain anonymous. The researcher will remain thankful to you for your cooperation.

With regards,

Farkhanda Kousar

Kindly provide the following demographic information:

- Name (optional) \_\_\_\_\_
- Age 1). 24-26 2). 27-29 3). 30-32 4). 33 onward
- Gender 1). Male 2). Female
- Are you working Yes / No
- Designation \_\_\_\_\_
- Work Experience 1). 2years 2). 3years 3). 4years 4). 5years
- Department \_\_\_\_\_

Read each statement given below and tick the relevant.

A=Agree, UD=Undecided, DA=Disagree

**Class participation**

	Items	A	UD	DA
1	I listen to the ideas of other fellows very attentively			
2	I am active and energetic in class participation			
3	I discuss irrelevant information during the class			
4	I can convey my concept in a proper way			
5	I feel hesitation to express my opinion			

**Communication skills**

	Items	A	UD	DA
6	I feel comfort to communicate my points in class discussion			
7	I can communicate the knowledge easily			
8	My communication way is mature and impressive			

**Assignment and presentations**

	Items	A	UD	DA
9	I have less time to explore and develop ideas and skills			
10	I quote useful information related to my topics in assignment			
11	I include authentic points in my assignments			
12	I make my assignment relevant to the topic			
13	I am tired and bored during class presentation			

14	I have enough time to consult library and sufficient amount of notes for the presentation			
15	I used different techniques to make my presentation attractive			

### Social interaction

	Items	A	UD	DA
16	I enhance other fellows learning skills through team work			
17	I exchange my information with other students			
18	I avoid creating conflicts and confrontation with class fellows			
19	I listen others opinion carefully			
20	I encourage other class fellows in class presentation			
21	I participate with others in class discussion			
22	I create friendly environment in classroom			
23	I can control any mismanagement happen in classroom			
24	I can handle any difficult situation or task			
25	I arrange different events and activities in class room			

### Timings

	Items	A	UD	DA
26	I have limited time to socialize			
27	I have less interaction with faculty			
28	I came in time in class room			
29	I attend classes regularly			

### Depression

	Items	A	UD	DA
30	I feel depression during the class			
31	I feel stress because of workload			
32	I share my problems with other class fellows			

### Attitude towards teachers

	Items	A	UD	DA
33	I easily accept teacher's ideas			
34	I understand the teachers' problems related to job			
35	I am co-operative with teachers in class activities			

### Examination

	Items	A	UD	DA
36	I have less time to discuss syllabus with other class fellows			
37	I have less time for exams preparation			

APPENDIX B

QUESTIONNAIRE. 2

**Topic: A comparative study of the problems and academic achievements of working and non-working students at MS level in IIU**

**QUESTIONNAIRE FOR TEACHERS**

**Dear teachers,**

I am a student of MS (Education) and presently doing research on the topic of "*A comparative study of the problems and academic achievements of working and non-working students at MS level in IIUI*". The study will examine the difference between working and nonworking students in their academic and social experience on campus, students' perceptions of work, and the impact of work on their university life.. It is ensured that all the information, provided by you, will be kept confidential and will be used for research purpose only. Your name will remain anonymous. The researcher will remain thankful to you for your cooperation.

**With regards,**

**Farkhanda Kousar**

**Kindly provide the following demographic information:**

- Name (optional) \_\_\_\_\_
- Age \_\_\_\_\_
- Gender \_\_\_\_\_ male \_\_\_\_\_ female \_\_\_\_\_
- Designation \_\_\_\_\_
- Teaching Experience \_\_\_\_\_
- Department \_\_\_\_\_
- Qualification \_\_\_\_\_



Read each statement given below and tick the relevant.

A=Agree, UD=Undecided, DA=Disagree

No	Items	Working students			Non-working students		
		A	UD	DA	A	UD	DA
1	Students are active and energetic in class participation						
2	Students can convey their concept in a proper way						
3	Students get higher marks in assignments						
4	Students get good marks in class participation						
5	Students include authentic points in the assignment						
6	Students make their assignment relevant to the topic						
7	Students have enough time to consult library						
8	Students have sufficient amount of material for class presentations						
9	Students seems tiered and boring during the class presentation						
10	Students use different techniques to make their presentations more impressive						
11	Students add useful information related to the topic of assignment						

12	Students communication way is very mature and impressive						
13	Students impose their ideas forcefully						
14	Students listen the ideas of other fellows very attentively						
15	Students participate with others in class discussion						
16	Students can understand the psyche of teachers						
17	Students are very co-operative with teachers in class activities						
18	Students detract the teachers during the lecture						
19	Students easily accept teacher's ideas						
20	Students can enhance learning skills through team work						
21	Students exchange their ideas with each others						
22	Students avoid creating conflicts and confrontation in class room						
23	Students create friendly environment in classroom						
24	Students have ability to find out the alternate solution of problem						
25	Students get higher marks in exams						

26	Students have less time for exams preparation						
27	Students have less time to discuss syllabus with class fellows						
28	Students share their problems with other class fellows						
29	Depression effects students' academic work						
30	Students feel stress because of workload						
31	Students have less time for study						
32	students attend classes regularly						
33	students have enough time for assignments and presentation						
34	Students have less time to explore and develop ideas and skills						
35	Students come in time in class room						