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THE PERCEPTION AMONG THE STUDENTS OF UNIVERSITI UTARA MALAYSIA TOWARDS THE IMPACT OF PART-TIME JOB ON ACADEMIC AND HEALTH PERFORMANCE

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Abstract:

The study examines how local students' academic and health performance changes as a result of their part-time jobs. To accomplish this, the study surveyed the students of the School of Technology Management and Logistics (STML), Universiti Utara Malaysia (UUM), Sintok, Kedah. The majority of the students believe their study costs are higher than expected. This caused financial strain due to price increases globally and affected STML students and living expenses in university and impacted students' academic and health performance. Thus, this study aims to analyse the perception of part-time jobs' impact on student academic and health performance. The researcher focused on quantitative approaches throughout the study. Around 132 students answered the online questionnaire. The study found that there are both positive and negative impacts on student working and studying on their academic and health performance. All of the hypotheses have been confirmed and accepted. The study suggests that how well time is managed between work and study will determine whether the impact is positive or negative. Part-time jobs can be a new way for students to increase their income if the time can be managed well.

Keywords:

Perception, Student, Impact, Academic Performance, Health Performance

Introduction

A part-time job works less per week than a full-time job, and part-time jobs require shift work (Woodhouse, 2017). Besides, part-time jobs mean people do not need to be occupied for the

entire day but will benefit from getting a job. In addition, the definition of government part-time employment is less than 30 to 35 hours a week, but it depends on the organization's policy and the company's needs (Nazri, 2017). University students who work may have superior time management skills than their mates. They learn about responsibility and implement it into their daily activities. They earn money that can be spent on living expenses or fees while also gaining work experience that will be valuable for future careers after graduation (Michelle Phan, 2016). According to the study, tertiary or higher education students are motivated to do part-time jobs for various reasons. The majority of the students believe their study costs are more than expected. Parents are under pressure and financial strain due to high tuition fees and other living expenses. As a result, students try to save money and pay for their studies. They generally work in the hotel or retail industries, which have a high turnover of employees. Indeed, part-time job among student has both benefits and drawbacks. University students must understand the advantages and disadvantages of part-time jobs (Ershad, 2017).

Additionally, due to the ambiguity surrounding the inevitable situation of suffering poor consequences on academic performance on the one hand, students may experience heightened stress while also being required to work to fund their education. However, several new studies show that part-time work done by many students can improve skills in time management. Based on resources obtained by Mark Richardson (2014), they reported that part-time job students acquire high confidence and skills such as effective time management. This confidence and skills can be used in applying the academic arena (Richardson, 2014). According to Nazri (2017), with a part-time job, students can be a good person after they gain more experience and knowledge. However, some universities do not recommend that their students work when studying, as it can cause many problems for students (Nazri, 2017). This study is essential to determine whether part-time job adversely affects Universiti Utara Malaysia (UUM) students. Previous studies show that students' part-time work harms students' academic performance.

Part-time work not only affects students' academics but also affects them physically and psychologically. Combining study and work may also harm students' mental health, such as stress and exhaustion, leading to decreased results. This study at UUM focused on undergraduate students of the School of Technology Management and Logistics (STML) with part-time job experience. The sample of STML students is selected to ensure that this research is conducted in more detail and precisely so the effect of the part-time job on the students of STML performance can be stated. This study will also examine the perception of part-time job's impact on student's academic and health performance. This research focused on the effects of part-time employment on the academic and health performance of STML students, which can be affected in various ways. This study opened the student mind and understanding of the impact of part-time jobs on student's academic and health performance. Besides that, it can help minimize the adverse effects on student activity, always care for their health and keep a healthy lifestyle.

Literature Review

Definition of Part-Time Job

According to Safrul Muluk (2017), A sort of employment that requires fewer hours per week than full-time employment is referred to as part-time work. Also, part-time jobs usually occur in less than 30 to 35 weeks (Muluk, 2017). However, some say that the definition of part-time employment needs to be clarified. This is because there is no legal reference to determine how many hours for part-time jobs or the difference between part-time and full-time jobs. The

employer will decide on part-time jobs to determine how many hours (Woodhouse, 2017). According to a source from the New Straits Times newspaper (2018), the university's high tuition costs today are a factor for students working part-time to earn money. Not only that, the cost of learning includes accommodation, educational resources, materials related to transportation, transportation, monthly bills and lifestyle.

Impact of Part-Time Job on Student Academic Performance

Employment among University students has become a trend as the part-time job has been overgrowing since recently. State economic variables influence patterns in careers among university students for various reasons. Researchers have questioned the rise in students working part-time jobs since it has impacted students' academic performance. (Muluk, 2017). Employment among University students has become a trend as the part-time job has been overgrowing since recently. There are reasons that state economic factors because of employment trends among University students. Besides that, some researchers assert that there is no relationship between time spent on part-time jobs and academic performance at University (Falls, 2010). Besides that, a study by Darolia (2014) found that part-time jobs while studying can positively and negatively affect academics. This is because students have a fixed amount of time for academic, social and leisure activities compared to spending time for part-time employees. Indirectly, it negatively affects academic performance if spending time on part-time jobs compared to academics (Darolia, 2014).

Impact of Part-Time Job to Student

Indeed, part-time work among students will have some effect on two general things: their academic achievement and health performance. There is various positive or negative impact on the student of STML in Universiti Utara Malaysia's educational and health performance. The factors that affect the positive viewpoints about life in the university, which needs to be paid attention to are grade and marks, and the opposing views about life in the university, which needs to be paid attention to, are marks, economic status, and the period of doing the part-time job.

Impact of Part-Time Job to Health Performance

Moses (2014) stated that previous research on student part-time jobs of students found contradictions about the impact of employment on their health and well-being. The research found that although low-stress levels in some people can be positive, they can also harm students' self-concept. Other studies have also suggested the effect of part-time jobs on the health of university students. For instance, John McColl (2017) thinks universities' structure and atmosphere may significantly impact students' health performance. According to the research, having debt and doing a part-time job both have a very slight negative impact on students' academic and health. In John McColl's study, based on the sources obtained, part-time employment also affects academic performance or achievement. This is because students with part-time jobs have negative consequences on their education, such as missing classes, and Students perceive that if they do not work, their coursework result will be less than it should be (McColl, 2017).

Underpinned Theory

According to Coleman's (1959, 1961) zero-sum time-allocation model, working time may reduce time spent studying, school activities and gathering with family members and friends. As a result, doing part-time jobs may negatively affect student academic performance and social life (Vong, 2014).

Conceptual Framework and Research Hypothesis

The proposed conceptual framework for this study is as follows:

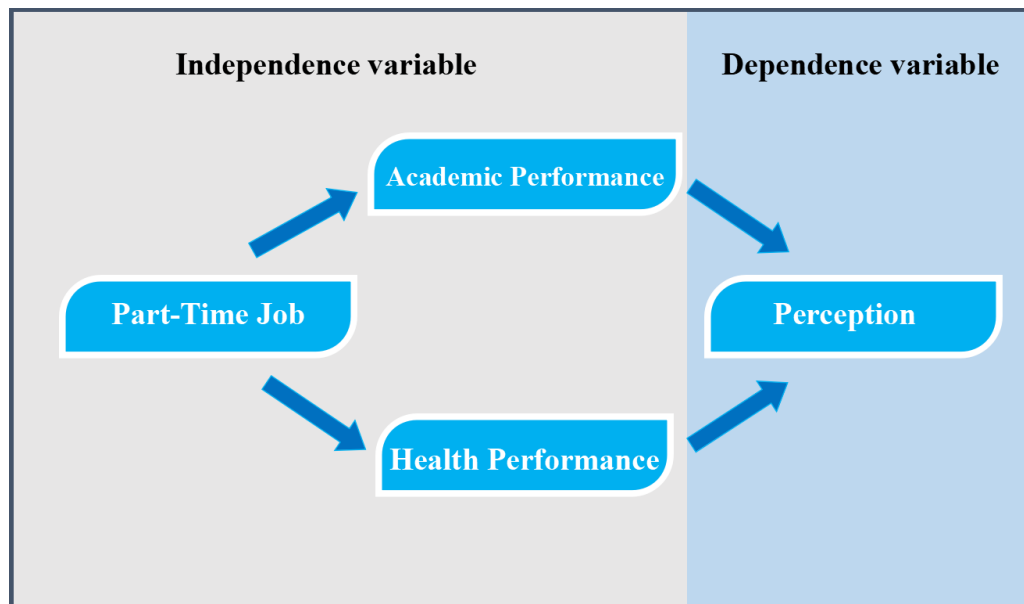


Figure 1: Research Framework

Methodology

Data Collection

The researcher used a quantitative method to conduct this study. Online questionnaires were used as a tool to obtain the primary data of this study. The quantitative method works by quantifying and analyzing variables to get results. The undergraduate students from STML were selected to respond to the online questionnaire. The researcher used Krejcie and Morgan (1970) as an effective method to determine the sample size from the population of undergraduate STML students. Referring to Krejcie and Morgan's (1970) sampling technique, 132 respondents were selected. The questionnaire consists of three parts, including the respondent's demographic data; the second part is the perception of the impact of part-time jobs on student academic performance. The third part will be on the perception of part-time job's impact on student health performance.

Data Analysis

To ensure accuracy, the researcher used The Statistical Package for Social Sciences (SPSS) to examine the respondent's questionnaire responses. A commercially available software package for data management and statistical analysis is called SPSS. Following that, the researcher uses descriptive analysis in this study. This analytical procedure helps researchers in presenting and summarizing an observation. It gives the researcher a conclusion in summarizing the questionnaire's data. Regression analysis was used to identify the relationship between the independent and dependent variables.

Results and Discussions

The demographic profile of the respondents is represented in Table 1. The results show that 72 (54.5%) of the respondents are female and 60 (45.5%) are male respondents. Besides that, most

respondents are from the category 21-23 years old, 96 students (72.7%). The second higher category is 18-20 years old, with 26 respondents equivalent to (19.7%), and the least is 26-30 years old, with 19 students equal to (7.4%). The remaining and the least is only ten students (7.6%) are from categories 24-26 years old. Furthermore, most of the respondents who participated in the questionnaire were semester seven students, which are 63 students (47.7%). Next, 29 respondents (22%) are from semester three students, followed by 18 students (13.6%) from semester 1. 14 (10.6%) respondents are from semester five students, and six students (4.5%) represent semester 6. The students from semesters 2 and 4 are the respondents who participated the least in the questionnaire, which is only one student (0.8%) repetitively. The respondents mostly are from MOT, which is 85 students (64.4%), and the second came from LOG, which is 28 students (21.2%), followed by 19 students from COLGIS, which is (14.4%). The respondents mostly are from middle-income families of 55 students (41.7%) who are students from family income RM 1000 and below, followed by from RM 1001 to RM 3000 family income of 22 students (33.3), the second highest. Besides, family income of around RM 3001 to RM 5000, only 13 students (9.8%) continued from that, while for RM 5001 to RM 7000 family income there are only 11 students (8.3%). The lowest number and percentage of students with family income are around RM 7000 and above, with nine students (6.8%) who did part-time jobs. The highest frequency and percentage of students with 4 to 6 siblings are 85 students (64.4%). Furthermore, from 7 to 9, the total number of family members is 32 students (24.2%), the second highest. Besides, the total of family members between 1 to 3 family members is 11 respondents (8.3%). The least are students who have family members. About ten and above are only four respondents (3%).

Table 1: Demographic Profiles

Item	Category	Frequency	Percentage (%)
Gender	Male	60	45.5
	Female	72	54.5
Age	18-20	26	19.7
	21-30	96	72.7
	24-26	10	7.6
Semester	1	18	13.6
	2	1	0.8
	3	29	22
	4	1	0.8
	5	14	10.6
	6	6	4.5
	7	63	47.7
Program	MOT	85	64.4
	POM	19	14.4
	LOG	28	21.2
Family Income	RM1000 & below	55	41.7
	RM1001 & RM3000	44	33.3
	RM3001 & RM5000	13	9.8
	RM5001 & RM7000	11	8.3
	RM7001 & Above	9	6.8
Family Member	1-3	11	8.3
	4-6	85	64.4
	7-9	32	24.2
	10 & Above	4	3

Table 2 shows three perspectives of perception based on academic, self-confidence and management skills. Among those three perspectives, the management skills perspective shows the highest mean value represented by two perceptions: performance is not up to a part-time job and improvement of time management skills. Next, the second higher mean value is self-confidence, which consists of two perceptions: outstanding student and ability to do well in college. Last, followed by the lowest mean value, the perception of academic performance, represented by four perceptions. The first is to do well on the examination, score well on tasks and assignments, maintain pointers and catch up on the course syllabus. From an academic perspective, shows that most respondents agreed by a total of 109 respondents and 23 respondents disagreed with the perception of scoring well on task and assignments, meaning that doing the part-time job help and has a positive impact on their ability to do homework that already given also they manage to do their tasks very well while shows that with a mean value of 4.19. The lowest mean is the perception of doing well on the examination, showing that 101 respondents agreed and 32 disagreed that they manage to do well in exams and assignments with the struggle with accumulated the mean value is 3.98.

The self-confident perspective shows that the highest mean value for the perception of an outstanding student shows that respondents strongly agree, with a total of 118 respondents agreeing. Only 14 respondents disagreed that while doing part-time jobs, the respondents agree that although they are doing the part-time job, raised their concern on the ability to excel, they manage to do their assignments well, which accumulated the mean value of 4.30. While the lowest item is the perception of outstanding students, 88 respondents agreed and 44 disagreed with the mean value of 3.92, meaning that the respondents agree that the part-time job makes them feel outstanding. Apart from that, the management skills perspective shows that the second highest mean value was the perception of time management skills improvement. Results show that 121 respondents agreed and 11 disagreed, meaning respondents believe that doing part-time jobs while studying raised their concern about the impact of their improvement ability on time management skills, which accumulated a mean value of 4.36. Finally, the lowest mean value for the management skills perspective is the perception that performance needs to be up to part-time jobs, which is 4.25. The result shows that the respondents agree that they are always concerned about the impact of the part-time job on their performance. A total of 108 respondents agreed and 24 respondents disagreed.

Table 2: Descriptive Statistics for Academic Performance

Perspective	Perception	Mean	Standard Deviation
Academic	Do well on the examination	3.98	1.004
	Score well on task and assignments	4.19	.909
	Ability to maintain pointers	4.08	.946
	Catch up the course syllabus	4.16	.931
Self Confidence	Outstanding student	3.92	1.074
	Ability to do well in college	4.30	.798
Management Skills	Performance is not up to part-time job	4.25	.868
	Improvement of time management skills	4.36	.732

Table 3 above shows the central perspective of perception based on feeling and confidence. Among those two perspectives, the perspective on feeling shows the highest mean value
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represented by five perceptions: feeling upset, feeling nervous and stressed, awareness of the life track, feeling angered and feeling difficulties. Followed by the lowest mean value is the confidence perspective which consists of live perception which is the perception of the ability to control important things, the ability to handle personal problems, the ability to cope with all tasks given, the ability to control life irritations and feel that were on top of things. Based on the perspective of feeling, respondents mostly agreed with 110 respondents and 22 respondents disagreed with their perception of feeling upset. Furthermore, the same goes for awareness of life track perception; 111 respondents agreed and 21 opposed. Both share the same mean value of 4,28, showing that respondents slightly agree that a part-time job affects their feelings in dealing with an unexpected event. This was followed by an awareness of life track perception that the respondents are reasonably agreed that part-time jobs involve the skills to control their planning. Besides, the outcome shows the negative impact of a part-time job for most STML students. 111 respondents strongly agreed and only 21 disagreed that doing a part-time job makes them nervous and stressed, with a mean value of 4.17 with the perception of feeling nervous and stressed.

Furthermore, the second lowest mean value based on the perspective of feeling is the perception of feeling difficulties, which is a mean value of 4.05, which means that the respondents slightly agree that part-time jobs make them unable to overcome the challenges in their life with total of 101 respondents agreed and 31 respondents disagreed. Next, the lowest mean value is the perception of feeling angered by doing a part-time job, with 94 respondents agreeing and 38 respondents disagreeing that doing a part-time job makes them often angered because of things outside my control. The mean value for these is 3.93.

The result based on the confidence perspective shows that the mean value for perception of the ability to control important things shows that respondents agreed with a total of 106 respondents and only 26 respondents disagreed with the statement that doing a part-time job respondent makes them unable to control important things in their life which this accumulated the mean value of 4.27. In addition, 110 respondents agreed and only 22 disagreed that part-time jobs enable them to control distractions. The mean value for this perception of the ability to manage life irritations was only 4.25. With a mean value of 4.21 for the perception of the ability to cope with all tasks given while doing a part-time job, respondents found that they could not cope with all the things they had to do in their daily while still studying and at the same time as a worker with 112 respondents agreed and only 20 respondents disagreed. While for the perception of the ability to handle personal problems with the mean value for the item is 4.17, 107 respondents choose agreed, and 25 respondents disagreed, showing that the respondents entirely agree that part-time jobs help them confidently manage their problems. Finally, the results also show that they moderately agree, with only 103 respondents agreeing and only 29 respondents disagreeing that they have reached an excellent position due to a part-time job. The mean value for the perception of feelings on top of things was only 4.10.

Table 3: Descriptive Statistics for Health Performance

Perspective	Perception	Mean	Standard Deviation
Feeling	Feel upset	4.28	.894
	Feel nervous and stressed	4.17	.869
	Awareness on life track	4.28	.775
	Feel angered	3.93	1.224
	Feel difficulties	4.05	1.021
Confidence	Ability to control the important things	4.27	.915

Ability to handle personal problems	4.17	.895
Ability to cope all task given	4.21	.801
Ability to control life irritations	4.25	.841
Feel that were on top of things	4.10	.995

Descriptive Statistics

According to the statistics, the mean for the cause variable is 4.20, indicating that respondents have a high impact of part-time jobs on academic performance. In contrast, the mean for consequences of a part-time job towards health performance is 4.17. The mean indicates respondents are more aware of the impacts of part-time jobs on academic performance. In addition, the standard deviation for causes is 0.923, whereas the impacts are 0.908. The low standard deviation indicates that the values are close to the mean.

Table 4: Descriptive Statistics for All Variables

Variables	Mean	Standard Deviation
Impact of academic performance	4.20	0.908
Impact of health performance	4.17	0.923

Reliability Analysis

Reliability analysis was performed, and Cronbach's alpha of each structure was examined. According to Tavakol & Dennick (2005), Cronbach's Alpha more significant than 0.7 is treated as a good reflection of the reliability of the internal consistency. The low alpha coefficient indicates that the project has a low measurement contribution to the interest structure. Therefore, variables with a Cronbach's alpha lower than 0.7 are usually eliminated. As shown in Table 5, the value for causes was, whereas the value for impacts is 0.921. This indicates that the values are acceptable to Cronbach Alpha

Table 5: Cronbach's Alpha Scores for Variables

Variables	Cronbach Alpha	N of Items
Causes of construction accident	0.765	8
Impacts of construction accident	0.921	10

Regression Analysis

The results indicated that $R^2 = 0.142$, meaning that causes and impacts explain 14.2 % of the variance in $F = 20.940$, $p < .001$. In this case, causes and impacts with beta values $\beta = 0.027$, $p < 0.810$; $\beta = 0.309$, $p < 0.008$. Besides, the impact of the part-time job on academic performance and the impact of a part-time job on health performance showed positive influences on the awareness level of undergraduate students. According to Ng et al. (2018), the result is significant if the $p <$ is less than 0.5. Table 6 shows the regression analysis results of this study.

Table 6: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13889491426.894	285318.238		48680.700	.000
Academic performance	2571.296	10692.819	.027	.240	.810
Health performance	23014.146	8473.316	.309	2.716	.008

Conclusion

In conclusion, researchers can analyse that the respondents positively perceive the effect of part-time jobs on student academic performance. This study shows that STML students who do part-time jobs are concerned about their ability to excel in college regarding CGP and so on. In addition, researchers say that part-time students do not harm students on assignment marks and care about the impact of part-time jobs on their performance. Based on data analysis, researchers see differences in perceptions about the effects of part-time jobs on academics. The results show that most of the student's perceptions are less agreeable about part-time jobs affecting their academic performance and health performance. However, only a few students' perceptions indicate that part-time job can affect their academic performance and fewer agree that part-time work affects their health performance. Overall, the impact of working a part-time job on a student's academic and health performance depends on their circumstances, such as the number of hours they work, the type of work they do, and their ability to manage their time effectively. It is essential for students to carefully consider the potential trade-offs of working a part-time job and to find a balance that works for them. This can be proven through questionnaires distributed to students to answer questions related to academic performance regarding exam result achievement, college excellence, sound marks, good assignments, etc. This is due to researchers finding that part-time students know about dividing time between study and total work time. Although part-time work reduces their learning time, it does not impact students' academic achievement. In addition, the researcher's opinion on the impact of part-time employment negatively impacts the health performance of STML students. Researchers also hope university management should conduct intensive programs for part-time students as a motivational program to discuss and help students who work part-time correctly. This can help students who work part-time jobs avoid adverse consequences on their academic performance and health.

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