

College students' part-time jobs: factors, opportunities, and challenges for future careers

The Limitation of This Study

Even though the number of the sample is more than 400, it cannot generalize the whole target population of the majority of students at the institutes of technology in Taiwan. This is the limitation of this study.

Recommendations for Future Research

- 1. The importance of academic skills should be further studied.
- 2. The effect of working part-time on the learning outcome.
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Introduction

Background

Background

According to the survey of Taipei Times in 2015, more than 90% college students have worked part-time jobs.

This warning signal is worthy to be paid attention.

The Purpose of This Study

The aim of this paper is to explore if the advantages of part-time students at college outweigh the disadvantages and examine if **part-time jobs benefits their future careers**, including their work attitudes, career choices, career maturity, and self-esteem.

Research Questions

There are 9 research questions addressed as follows:

H1: Work attitudes and career choices are statistically significant.

H2: Career choices and career maturity are statistically significant.

H3: Work attitudes and career maturity are statistically significant.

H4: Work attitudes and self-esteem are statistically significant.

H5: Career choices and self-esteem are statistically significant.

H6: Self-esteem and consultation are statistically significant.



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H7: Part-time students' studying areas and career maturity are statistically significant.

H8: Participants' studying area and career maturity are statistically significant.

H9: Income and career maturity are statistically significant.

The Significance of This Study

Little research has been done on part-time students' work behaviors at their work places.

Through this study, higher education administrators and educators can be made aware of what part-time college students think of doing their study.

Literature Review

Working part-time jobs has been a part of college students' life experience throughout the world. Even though there were a variety of positive outcomes of working part time, the respondents viewed part-time jobs as a necessity to survive in this today's high education.

Employers in these industries need cheap and flexible labor in order to remain viable (Curtis and Lucas, 2001) and students who would like to work part time could fulfill their different needs. From the perspective of employers, employers' demand of part-time students focus on their desire to **control their employment costs** in three ways (Barron, 2007). The employers could afford to pay students working part time so as to control their wage costs (Walsh, 1990) and a reduction of employee benefits (McMullen, 1995).

In short, students are particularly welcomed by the service industry with high labor costs and extreme fluctuations in demand (Barron, 2007).

Having a part-time job can be beneficial to college students (Korotkykh (2012)). Some students can pay their own the tuition while others earn money to pay for their expenses or satisfy their varying desires. There is no denying that making money can help students have a sense of independence.

On the other hand, part-time jobs can let students have some working experiences and polish their skills when taking their part-time jobs. The jobs can also have a positive influence on students especially while the part-time jobs are courses-related. Students can see their future jobs and determine whether they prefer the jobs as their future career.

In addition, there are disadvantages of working part time for college students. First, it can affect the process of study because they may spend a lot of time working instead of studying. They may feel tired and depressed in terms of the balance of study and part-time jobs.

Feng (2006) pointed out that the advantages were independence, self-esteem, working learning, working skills, accommodation to their own environments, the obedience of their working rules, and the awareness of money values.

Experts agree that students who work more than 15 to 20 hours per week may decrease their success of academic performance at college (the College Board, 2016). This shed light on the importance of study outweighing that of work.

Methodology

Prezi
The survey was administered to 472 (276 females;196
male) college students from different parts of

Questionnaire was administered to 472 (276 females;196 males) part-time college students from different parts of Taiwan, and Penghu.

The questionnaire used 5-point Likert Scale.

In addition, informal interviews are conducted. After the respondents completed the questionnaire, the open-ended questions were voluntarily completed.

Based upon their opinions and feedback, the content was transcribed and analyzed.

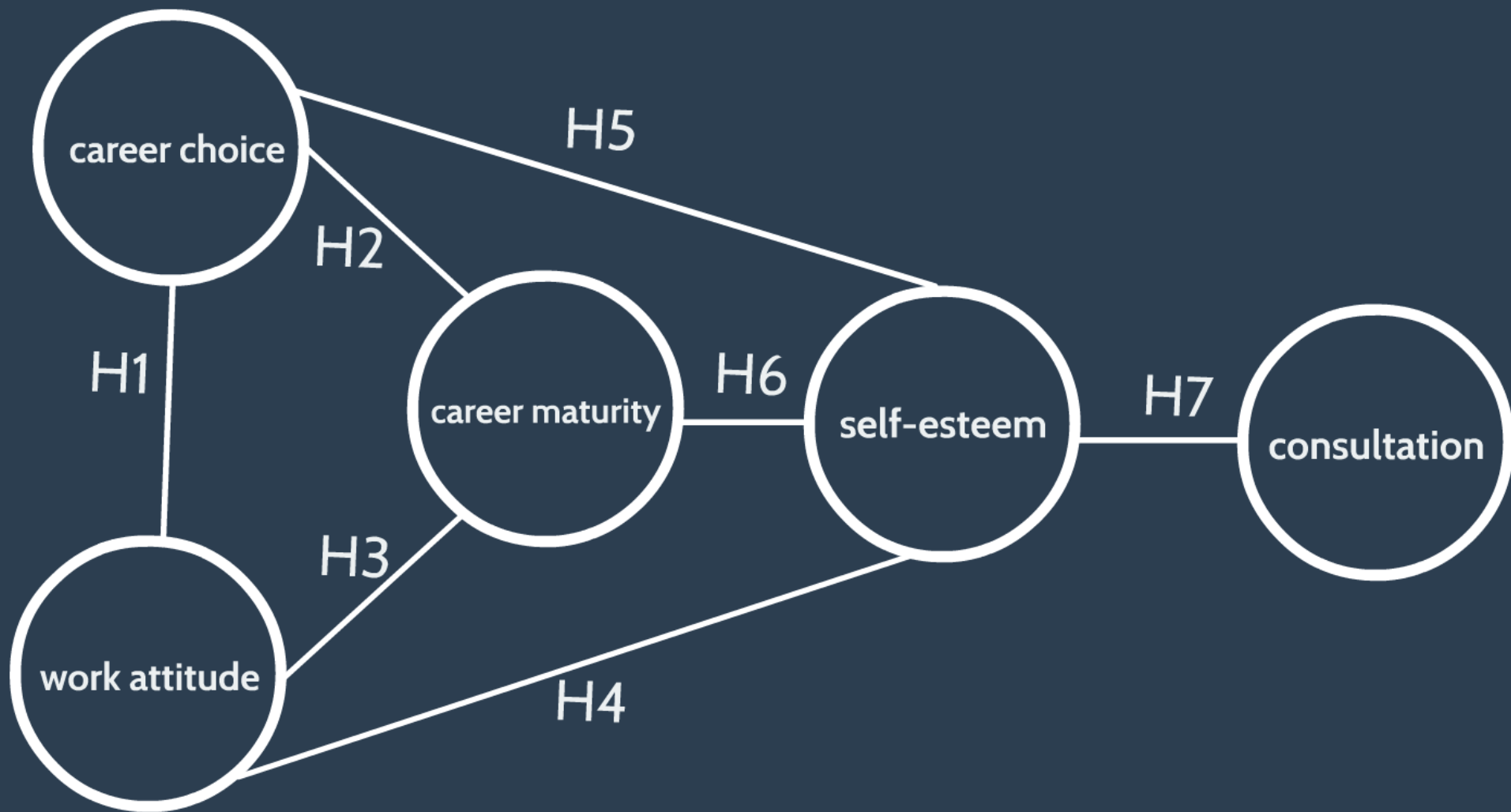
Table 3.1 Participants' Personal Data

NO.	Items description	Amount	Percentage
	Total participant	472	100.0%
1	Gender		
	Female	276	58.5%
	Male	196	41.5%
2	Areas		
	Northern Taiwan	151	32.0%
	Central Taiwan	134	28.4%
	Southern Taiwan	78	16.6%
	Offshore islands	104	22.0%
	Eastern Taiwan	5	1.0%

Validity and Reliability

The questionnaire was $0.84 > 0.75$.
The nearer the result was above 0.75,
the more internally reliable was the
scale.

Results



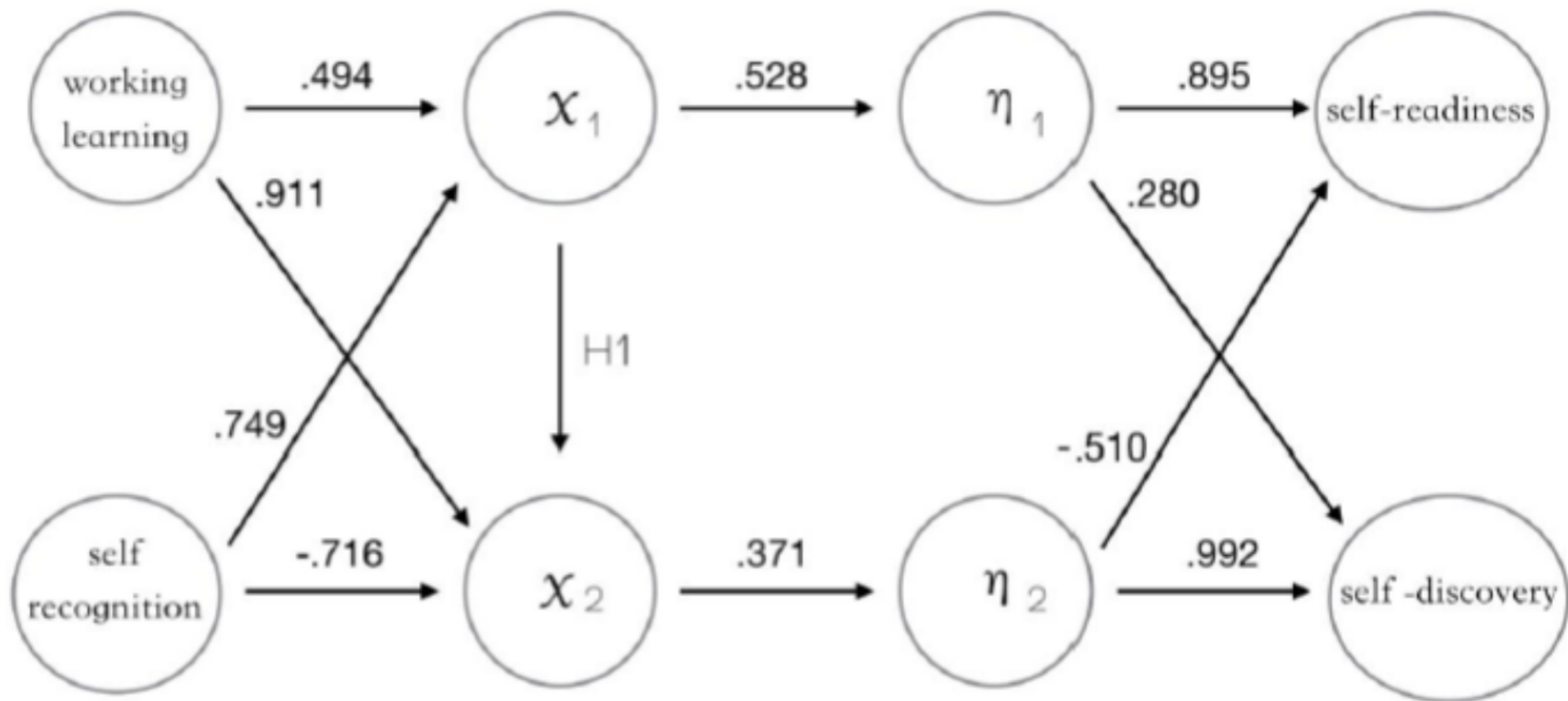


Figure 4.1 The Canonical Correlation Analysis for H1

Hypothesis 1: Work attitudes and career choices are statistically significant.

Table 4.1 Canonical Correlation between Work Attitudes and Career Choices

Roots	Eigenvalue	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor.	Wilk's L.	F	p-value
1	.386	70.774	70.774	.528	.279	.622	62.67	.000***
2	.160	29.226	100.000	.371	.138	.862	74.81	.000***

***p<.001

Table 4.1.1 Canonical Correlation Analysis between Work Attitudes and Career Choices

Control variable	Canon.	Cor.	Criterion variable	Canon.	Cor.
(X Variable)	χ^1	χ^2	(Y Variable)	η^1	η^2
working learning	.494	.911	Self-identity	.895	-.510
self-recognition	.749	-.716	Self-discovery	.280	.992
DE Cum pct	.62529	.62529	DE Cum pct	.37471	1.000
Var. CO	.17422	.05155	Var. CO	.17422	22.577
			p^2	.528	.279***
			p	.371	.138***

***p<.001

Hypothesis 2: Career choice and career maturity are statistically significant.

Table 4.2 Regression Analysis of Working Learning and Self-recognition

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.709)	t(Sig.)
1	.371 ^a	.138	.136	75.200(.000 ^a)	.314 (self-recognition)	7.250(.000)
2	.427 ^b	.183	.179	52.363(.000 ^b)	.219 (working learning)	5.059(.000)
Durbin-Watson		2.015				

Regression Model $Y = 1.709 + .314 * \text{Self-recognition} + .219 * \text{Working learning}$

Hypothesis 3: Career attitude and career maturity are statistically significant.

Table 4.3 Regression Analysis of Self-readiness and Self-discovery

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.678)	t(Sig.) 9.133 (.000)
1	.471 ^a	.222	.220	133.912(.000 ^a)	.425 (self-readiness)	10.359(.000)
2	.506 ^b	.256	.253	80.564(.000 ^b)	.190 (self-discovery)	4.626(.000)
Durbin-Watson		2.051				

Regression Model $Y = 1.678 + .425 * \text{Self-readiness} + .190 * \text{Self-discovery}$

Hypothesis 4: Career attitude and self-esteem are statistically significant.

Table 4.4 Regression Analysis of Self-discovery and Self-readiness

Models	R	R²	Adjusted square	F(Sig.)	β constant (1.672)	t(Sig.) 11.573(.000)
1	.539 ^a	.290	.289	192.252(.000 ^a)	.479 (self-discovery)	12.471(.000)
2	.591 ^b	.349	.346	125.725(.000 ^b)	.250 (self-readiness)	6.504(.000)
Durbin-Watson		1.646				

Regression Model $Y = 1.672 + .479* \text{Self-discovery} + .250* \text{Self-readiness}$

Hypothesis 5: Career choices and self-esteem are statistically significant.

Table 4.5 Regression Analysis of Working Learning and Self-recognition

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.863)	t(Sig.) 4.093(.000)
1	.462 ^a	.213	.212	127.506(.000 ^a)	.417 (working learning)	9.997(.000)
2	.490 ^b	.241	.237	74.263(.000 ^b)	.171 (self-recognition)	4.093(.000)
Durbin-Watson		1.607				

Regression Model $Y = 1.863 + .417 * \text{Working learning} + .171 * \text{Self-recognition}$

Hypothesis 6: Career maturity and self-esteem are statistically significant.

Table 4.6 Regression Analysis of Career Maturity

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.664)	t(Sig.)
1	.428 ^a	.183	.181	105.168(.000 ^a)	.428 (career maturity)	10.255(.000)
Durbin-Watson		1.975				

predicted variables remark dependent valuable: career maturity

a. constant, self-esteem

Regression Model $Y = 1.664 + .428 * \text{Career maturity}$

Hypothesis 7: Self-esteem and advisory are statistically significant.

Table 4.7 Regression Analysis of Social Relationship and Family Support

Models	R	R²	Adjusted square	F(Sig.)	β constant (2.037)	t(Sig.) 6.6(.000)
1	.383 ^a	.147	.145	80.794(.000 ^a)	.321 (social relationship)	7.667(.000)
2	.468 ^b	.219	.216	65.837(.000 ^b)	.276 (family support)	6.600(.000)
Durbin-Watson	1.678					

Regression Model $Y = 2.037 + .321 * \text{Social relationship} + .276 * \text{Family support}$

Hypothesis 8: Participants' studying areas and career maturity are statistically significant.

Table 4.8 One-Way ANOVA of Studying Area and Career Maturity

	sum of squares	df	Mean square	F	Sig
Between groups	24.576	4	6.144	15.671	.000
Within groups	183.091	467	.392		
Total	207.666	471			

$F_{(4,467)} = 15.671$, $p\text{-value} = .000 < 0.5$

Post Hoc tests

Multiple comparisons

Dependent variable: Career maturity

Scheffe

(I)area	(J)area	Mean difference(I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Central Taiwan	Northern Taiwan	.35328*	.07417	.000	.1239	.5826
	Southern Taiwan	.12994	.08834	.706	-.1433	.4032
	Eastern Taiwan	.27160	.44602	.985	-1.1077	1.6510
	Offshore islands	.61135*	.08169	.000	0.3587	.8640

Hypothesis 9: Student's income and career maturity are statistically significant.

Table 4.9 One-Way ANOVA of Income and Professional Maturity

	sum of squares	df	Mean square	F	Sig
Between groups	8.810	4	2.202	5.172	.000
Within groups	198.857	467	.426		
Total	207.666	471			

$$F_{(4,467)}=5.172, p\text{-value}=.000<.05$$

Post Hoc tests

Multiple comparisons

Dependent variable: Career maturity

Scheffe

(I)income	(J)income	Mean difference(I-J)	Std. Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
up10001	Under 2000	.27704*	.07973	.018	.305	.5236
	2001~4000	.19300	.10407	.488	-.1288	.5148
	4001~6000	.37753*	.09939	.007	.0701	.6849
	6001~10000	.08189	.09108	.937	-.1998	.3636

Discussion and Conclusions

Based upon the above results, work attitudes, career choices, career maturity, self-esteem, and advisory are influential factors of working part-time for college students.

According to this survey, 77% students want to go traveling or to buy what they preferred.

About 75% want to reduce their family's financial burden.

67% agreed that working part-time build up their connection with others.

51% students said that they had part-time jobs because of insufficient pocket money.

About 45% students work part-time to kill their time.

However, only 38% students' part-time jobs were related to their courses.

Undoubtedly, students can work part-time to gain working skills, which universities are encouraged to link the degree programs policy on student skills (Holmes, 2008).

In short, good working performance may lead to one's confidence and create positive work attitudes that can achieve his or her right career choices and can be advantageous to career development.

College students working part-time could earn money, experience academic study, future career and skill development. The part-time job benefits can be seen in this paper. Supposing that part-time jobs are related to their programs which are vocationally specific, it might in turn enhance and improve their teamwork, communication skills, customer care and practical skills (Lucas and Lammont, 1998).

In this study, it is suggested that part-time jobs be not always disadvantageous to students' academic efforts, if the number of working hours are manageable to cover their course load (Manthei and Gilmore, 2005). It is worth noticing that the university or college has already had strong links with job-related industries such as hospitality and tourism industry or any other industry.

In short, good working performance may make college students confidence and create positive working attitudes that can achieve his or her right career choices and can be advantageous to career development. College students working part-time could earn money, put academic into practice. The part-time job benefits can be seen in this paper. Supposing that part-time jobs are related to their college programs, it might in turn enhance and improve their teamwork, communication skills, customer care and practical skills.

This study indicates that part-time jobs not always have a bad influence on students, if working hours are manageable. It is worth noticing that the university or college has already had strong links with job-related industries, such as hospitality and tourism industry or any other industry through the supervised working experience placement offered from the second-year up.



The Implication of Educators

This reveals that a growing number of students who are applying for their university admissions need to work part-time to earn money for a living. Surely, the number of working hours will create pressures for universities to make their courses more flexible than they traditionally do. The universities also have offered students advisory service for their working part-time.

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Even though the number of the sample is more than 400, it cannot generalize the whole target population of the majority of students at the institutes of technology in Taiwan. This is the limitation of this study.



Recommendations for Future Research

Research can be done in the future in the following areas:

- The integration of academic study into their job-related skills into curriculum planning at the institutes of technology in Taiwan.
- The links of learning and teaching gaps to their real-life job needs.
- The effect of working part-time on low-achieving students.

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