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Effect of University Student's Part-time Work Experience on University Life

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Abstract

The purpose of this study is to investigate the positive and negative effects of college student part-time experience on college life. The subjects were 335 college students in Chungcheongnam - do. The data were collected by the self - study questionnaire on general characteristics, part - time experience, university life. There is more positive viewpoints in the Area of Public Health than in other majors and in the third grade and it shows that the higher the grade it is, the more positive viewpoints there is. The longer the period of doing part-time work it is, the more negative viewpoints about the life in the university there is, and it needs to be paid attention to. The factors which affects to the positive viewpoints about the life in the university which needs to be paid attention to was the grade and marks, and the negative viewpoints about the life in the university which needs to be paid attention to was marks, economic status, and the period of doing the part-time work. The factors which affects to the positive viewpoints and the negative viewpoints, there needs to be the clear and detailed education, counselling, and welfare, and based on the conclusion of this research, there needs to be a practical solution to improve the life of the university of the students who are experiencing part-time work.

Keywords: University Student, Part-time Work, University Life, Adaptation, Viewpoint

1. Introduction

In Korea, the part-time job is related to the part-time employment of students in the school. In recent years, the number of part-time students has increased so much that the term of part-time job is not unfamiliar in our society[1]. In addition, in the previous study on college student part-time, there are differences according to the region and school, but more than 80% are experienced part-time [2]. The increasing number of part-time students is part-time to prepare themselves for the costs of living and studying for students with difficult family backgrounds[3], but students lack self-maturity, lack of knowledge and experience. It is difficult to establish the values and is sensitive to the surrounding situation and fashion, so that the influence of the peer group is strongly received. The characteristics of these students are reflected in their college life[4]. Recently, for reasons of part-time job, more than 50% are lacking pocket money[5]. In addition, the number of part-time jobs suitable for students is increasing, allowing for easy access to the part-time job[3] and the increased participation of students in part-time work is due to the fact that the needs and social change of students are inadequate in the social environment. The part-time job experience experienced by college students is not merely a short-term, low-wage specific skill as a means of their own choice, and often does not fit the job they want in the future[6]. Most are stressed, and part-time stress causes disruption to school[2]. In addition, the

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labor burden that college students face when they experience part-time job is physical fatigue as a factor of physical stress[7], and this labor burden is a cause of conflict between labor and study. In addition, there is a strong relationship between student achievement and academic achievement. On the other hand, from a developmental point of view, it is possible to secure the right of students to work and partake in an active position to sublimate social experiences through part-time work. Social experience can plan the present life and future career path and form a healthy consumer attitude. In addition, it is possible to develop self-reliance, responsibility, and interpersonal skills. According to a previous study by Jang[8], about 51% of the graduates are employed after graduation, and only slightly over half of all students are employed and the rest are moving into society without employment. Only about 36% of the respondents are preparing for employment before they graduate, so most students are very poorly prepared for employment. College students are a time when they have to plan their career in college and prepare their social life. The study at the university is an investment for the future, and this investment effect should be focused on college life because it will be recovered in future social activities[6]. This study examines the effects of college students' part-time work on college life. If they have a positive effect, they can maximize the effect and improve the part-time and school life. If they have negative influence. It is necessary to expand the part-time job for the school life and find appropriate ways to educate the students. Also, it is necessary to present a positive plan for college life by examining actual condition of part-time work and the effect on college life for health university students who are preparing for various clinical practice and national examinations suitable for the department. We want to provide basic data.

II .RESEARCH SUBJECTS AND METHODS

1. Research subjects and data collection

This study was conducted for students in Daejeon, Chungnam, and was randomly selected from 31 departments of 9 departments. After understanding the purpose of this study and obtaining consent for personal information protection, we conducted a self - replicating method. Students who are currently part-time or have experienced part-time work within a year are selected and the number of subjects is calculated using the G * Power 3.0 program. The sample size was 0.05, the effect size was 0.15, and the power was 0.95.A total of 350 copies of 50 copies were distributed to all of them. 335 copies were used for the final analysis except for 15 copies that were not recovered or were unreliable

2. Research tools

The research tool used a self - filling questionnaire and a total of 27 items.6 items of general characteristics, 8 items of part-time experience behavior, 7 items of university life (positive view), and 5 items of college life (negative view). The questions about general characteristics and part-time work experience were revised according to the precedent study of New Priority (2015). (2002) used a modified version of the tool on the impact of part-time work on school life, which was developed by referring to previous studies. Respectively. The positive effect of the question on university life is composed of three sub-factors as' 1. Improvement of interpersonal relationship ', economic independence '2, and' university life strengthening 4 '. Negative effect is' , 'Health problem' (2 items) and 'peer relationship' (3 items). It is composed of 5 points of Likert 5 points, 1 point of "very much", 2 points of "yes", 3 points of "normal", 4 points of "not so" and 5 points of "not so" The higher the score, the higher the positive view of university life. Also, the higher the score of inadequate viewpoint, the higher the adaptation to college life.

3. Analysis method

The collected data were analyzed using SPSS (Statistical Packages for Social Science 20.0, SPSS Inc. USA)

statistical program. The general characteristics of the study subjects and the part-time job experience were analyzed. The ANOVA and t-test were used to analyze the difference in university life according to general characteristics and part-time experience behavior. Multiple linear regression analysis Respectively.

III.RESULTS

1. General characteristics of subjects

The general characteristics of the subjects are shown in Table 1. There were 283 female students (84.5%) than males, and 149 students (44.5%) were the first year students. In the case of major, 228 (84.5%) were the most in the health department, and the highest score was in subjects with a score of 3.0 or higher. Among the economic level, 237 persons (70.7%) were the most common, and the method of payment of the tuition was the most with the support of the parents (47.2%).

Table 1. The general characteristics of the objects of the research

Division		Population(%)	
The general characteristics	Gender	Male	52(15.5)
		Female	283(84.5)
	Major	Area of hygiene	228(68.1)
		Out of the area of hygiene	107(31.9)
	Grade	First grade	149(44.5)
		Second grade	129(38.5)
		Third grade	57(17.0)
	Marks	>2.0	87(26.0)
		>3.0	203(60.6)
		>4.0	42(12.5)
Economic status	High	61(18.2)	
	Middle	237(70.7)	
	Low	37(11.0)	
The way to pay the tuition	By their parents	158(47.2)	
	By themselves	19(5.7)	
	By their parents + scholarship	61(18.2)	
	By themselves+scholarship	18(5.4))	
	scholarship	51(15.2)	
	School lown	28(8.4)	

2. Figures of the objects' part-time work experience

The results according to the part-time job behaviors of this study are shown in Table 2. The period of starting

a part-time job for the first time was the highest with 169 (50.4%) after entering university and the motive for starting part-time jobs was 228 (68.1%). The monthly income of part-time jobs was highest at 117 (34.9%) for 23 ~ 300,000 won, and 136 (40.6%) were for weekends. The number of weekly part-time jobs was 131 (39.1%) once or twice, and 156 (46.6%) worked part-time for one to three months.

Table 2. Figures of the objects' part-time work experience

Characteristics	Divisions	Population(%)
The period of the start of the part-time work	Before the entrance of the university	166(49.6)
	After the entrance of the university	169(50.4)
Motivations of having part-time work	For a living	54(16.1)
	For the tuition	31(9.3)
	Pocket money	228(68.1)
	Practising the potential jobs	22(6.6)
Income of the part-time work	200,000~300,000 won	117(34.9)
	300,000~400,000 won	110(32.8)
	>500,000 won	66(19.7)
	> 1,000,000 won	42(12.5)
When to do the part-time work	Weekdays	40(11.9)
	Weekends	136(40.6)
	Weekdays+Weekends	63(18.8)
	Vacation	96(28.7)
Frequency during the week	1~2 times	131(39.1)
	3~4 times	89(26.6)
	>5 times	80(23.9)
	Whenever needed	35(10.4)
Period of doing part-time work	1~3 months	156(46.6)
	3~6 months	118(35.2)
	> 1 year	61(18.2)

3. Comparison of the evaluation of the positive viewpoint and negative viewpoint by the general characteristics about the life in the university

The results of the analysis of the positive and negative aspects of college life according to the general characteristics of the study subjects are shown in Table 3. On the positive side of college life, the average difference was found in major ($p < 0.001$), grade ($p < 0.001$), grades ($p < 0.001$), and there were statistically significant differences. The mean difference was found at ($p < 0.05$) and there was a statistically significant difference. The positive view on college life was higher in health subjects than in non-health related subjects, the highest grade in grade 3, and the highest in positive grade at 3.0 or higher, with statistically significant difference. there was. The negative view of college life was highest when the economic level was 'ha', and

there was a statistically significant difference.

Table 3. Comparison of the evaluation of the positive viewpoint and negative viewpoint by the general characteristics about the life in the university

Characteristics	Divisions	N	Life in the university		Life in the university	
			Positive viewpoint		Negative viewpoint	
			M±SD	F(t)	M±SD	F(t)
Gender	Male	52	23.32 ± 3.31	0.845	15.86 ± 3.02	0.792
	Female	283	22.84 ± 3.86		15.45 ± 3.22	
Major	Area of Public Health	228	23.37 ± 3.59	3.247**	15.20 ± 3.00	-2.555
	Out of the area of Public Health	107	21.95 ± 4.00		16.15 ± 3.48	
Grade	First grade	149	22.32 ± 4.08	6.296**	15.29 ± 3.30	0.637
	Second grade	129	22.95 ± 3.30		15.64 ± 3.02	
	Third grade	57	24.38 ± 3.62		15.75 ± 3.28	
Marks	>2.0	90	21.90 ± 3.76	5.538**	15.74 ± 2.94	0.398
	>3.0	203	23.44 ± 3.35		15.39 ± 3.22	
	>4.0	42	22.57 ± 5.16		15.55 ± 3.57	
Economic status	High	61	23.22 ± 3.87	0.252	15.26 ± 3.22	4.510*
	Middle	237	22.84 ± 3.79		15.34 ± 3.06	
	Low	37	22.89 ± 3.62		16.97 ± 3.60	
The way to pay the tuition	By their parents	158	22.82 ± 4.34	2.116	15.23 ± 2.93	0.430
	By themselves	19	24.68 ± 3.33		16.63 ± 3.41	
	By their parents + Scholarship	61	22.02 ± 2.94		15.38 ± 3.17	

By themselves	+	18	23.44	±	16.17	±
Scholarship			2.57		1.85	
Scholarship		51	23.73	±	15.67	±
			3.25		3.85	
School lown		28	23.21	±	15.86	±
			3.41		3.77	

*p<0.05, **p<0.001 by Independent t-test, one-way ANOVA

4. Comparison of the evaluation of the university adaptation with experience of part-time work

The positive and negative aspects of college life according to the motivation of starting part-time jobs shows in Table 4. In a positive perspective, the group that answered 'Yes' in 'raising living expenses' was higher than the group who answered 'No', and there was a statistically significant difference ($p < 0.001$). One group was lower than the group who answered no and there was a statistically significant difference ($p < 0.05$).

Table 4. Comparison of the evaluation of the university adaptation with experience of part-time work

Divisions	N	Positive viewpoint about the life in the university		Negative viewpoint about the life in the university	
		M±SD	t	M±SD	t
Expense foa a living					
Yes	20	25.50±4.09	-3.100**	15.45±2.76	0.079
No	315	22.83±3.71		15.51±3.22	
Tuition					
Yes	146	22.45±3.90	2.277*	15.65±3.43	-0.736
No	189	23.40±3.65		15.39±2.99	
Pocket money					
Yes	169	23.15±3.53	-0.793	15.38±3.02	0.693
No	166	22.82±4.03		15.63±3.35	
Practising the potential jobs					
Yes	22	23.91±6.22	-0.737	13.73±4.54	1.932
No	313	22.92±3.56		15.63±3.04	

* p<0.05, ** p<0.001, by Independent t-test

4-1. Comparison of the evaluation of the university adaptation with experience of part-time

work

In terms of part-time job cost, part-time job, number of part-time jobs, and part-time period, there was a statistically significant difference in the part-time period ($p < 0.001$) from the negative point of view of university life in Table 5.

Table 5. Comparison of the evaluation of the university adaptation with experience of part-time work

Division	Figures	N	Positive viewpoint about the life in the university		Negative viewpoint about the life in the university		
			M±SD	F	M±SD	F	
Cost of the part-time work	200,000~300,000 won	117	22.41 4.12	±	1.878	15.18 3.27	±
	300,000~400,000 won	110	23.13 3.71	±		15.73 2.65	±
	500,000 won	66	23.76 3.31	±		16.11 3.52	±
	>1,000,000 won	42	23.00 3.57	±		14.88 3.56	±
When to do the part-time work	Weekdays	40	21.73 4.22	±	2.097	15.05 3.22	±
	Weekends	136	22.97 3.83	±		15.63 3.50	±
	Weekdays+Weekends	63	23.60 3.43	±		16.19 2.85	±
	Vacation	96	23.13 3.68	±		15.07 2.86	±
Frequency during the week	1~2 times	131	23.48 3.58	±	0.893	15.59 3.13	±
	3~4 times	89	22.76 3.35	±		15.61 2.69	±
	>5 and more times	80	22.71 3.87	±		15.74 3.50	±
Period of doing the part-time work	When needed	35	23.40 5.30	±	0.830	14.40 3.72	±
	1~3 months	156	22.94 3.85	±		14.79 3.05	±
	3~6 months	118	22.76 4.09	±		16.03 3.13	±
	>1 year and more	61	23.52 2.89	±		16.30 3.31	±

* $p < 0.001$, by one-way ANOVA

5. Analysis of the regression of the factors between the positive viewpoint and negative viewpoint about the life in a university

Table 6 shows factors affecting the positive view of college life were grades ($p < 0.05$), grades ($p < 0.05$), and ($p < 0.001$). When the score was 2.0 or higher, the positive viewpoint score was lowered, and the higher the positive viewpoint score, the higher the grade. The explanatory power of the final model was not high at 9.8% ($p < 0.001$), so it is thought that other factors influence the positive viewpoint in college life. Factors affecting the negative view of college life were grades ($p < 0.001$), economy ($p < 0.001$), and part-time job ($p < 0.05$). The grade pointed out that the negative viewpoint score was higher when the score was 2.0 or higher, the negative viewpoint score was high when the family's economic level was 'low', and when the part-time job was '6 months or longer', and the final model explanatory power was 21% ($p < 0.001$).

Table 6. Analysis of the regression of the factors between the positive viewpoint and negative viewpoint about the life in a university

Division	Life in the university							
	Positive viewpoint				Negative viewpoint			
	B	β	t	p	B	β	t	p
Major (Out of the area of Public-Health)	-0.321	-0.045	-0.668	0.50	0.439	0.078	1.139	0.25
Grade (Second grade = 1)	1.216	0.167	2.226	0.02*	0.234	0.041	0.543	0.58
Grade (Third grade=1)	1.893	0.222	2.901	0.00**	-0.049	-0.007	-0.094	0.92
Mark (2.0 and more=1)	-0.820	-0.95	-1.039	0.03*	2.030	0.139	3.074	0.00**
Mark (3.0 and more)	0.431	0.046	0.695	0.45	1.178	0.123	1.849	0.06
Economic status (middle=1)	0.601	0.095	1.665	0.09	0.031	0.003	0.081	0.91
Economic status (low=1)	0.113	0.009	0.142	0.88	1.768	0.039	3.144	0.00**
Period of doing the part-time work (>6months=1)	0.306	0.033	0.464	0.64	0.757	0.116	1.821	0.04*
Period of doing the part-time work (<6months=1)	1.059	0.137	1.986	0.48	0.853	0.105	1.613	0.10
F(p)	2.460**				5.403**			
R2	0.098				0.213			
R2adj	0.055				0.189			

* $p < 0.05$, ** $p < 0.001$, by multiple regression analysis

IV. ARGUMENT

The viewpoint of the part-time job of the college students who are currently expanding is "Developmentalism"[9], which aims to have educational opportunity through part-time job, and has a negative influence in the short term[3]. This is not the case.

The purpose of this study was to find out the relationship between the part-time job experience and the positive and negative aspects of university life and to provide a positive influence on university life.

The positive aspect of college life was higher in the subjects with a grade of 3.0 or higher as the degree of health and grade increased. In the study of New Priority [10], the adaptation to college life was the highest in the first grade for dental hygienists and students who had experienced part-time work, and the academic adaptation by grade level was higher than that of 3.0. Results showed different results. This is different from other university students who perceive different tendencies and environments.

The negative aspect of college life was the highest when the economic level was the lowest. This result is similar to the result of the lowest level of 'Ha' (2.9) in the adaptation of university life according to the economic level of the new leading [10]. We think that there will be a difficulty in college life and study in the environment where the economical level is low and the person must provide the tuition and living expenses.

Participants' motivation to start working part-time was higher in the cost of living (Yes response) and tuition cost (No response). This is different from the study of Baek [11], who showed that college life adaptation was high in the group who answered "This is because I can work harder in college life due to the voluntary synchronization that occurs when I prepare the tuition fee, or because I can relax the school life with a little financial burden due to my parents or scholarship. In addition, Koo and Nam [12] showed that students with part-time job experience can solve their own consumption desires themselves, leading to confidence that they can earn pocket money by participating in economic activities.

This suggests that high synchronization and self-esteem obtained through the cost of living on their own have a positive effect on university life.

The negative aspect of university life was higher as the part-time period became longer. According to Kim [1] previous research, the average score was the lowest in college environment adjustment as time and time of part-time job increased. It is thought that it is difficult to carry out tasks or other activities given by the school when the part-time or period is long. In addition, long-term part-time work is expected to have a negative impact on college life due to lack of time for physical strength, psychological burden, self-development, and club activities.

As the factors affecting the positive view of college life, the lower the score, the lower the positive viewpoint, and the higher the grade, the higher the score. The results of this study are as follows. First, the students who experienced part-time job showed higher stress in school sexuality than those who did not work part-time. It is difficult to adapt to college life and self-esteem as the grades are lowered due to difficult academic work and part-time experience after enrolling in university. However, as the grade increases, students experience various school and clinical practice and have positive affirmations such as career satisfaction, career maturity and job consciousness improvement. The results of this study are as follows.

The lower the grades and the economic level, the higher the negative viewpoint and the higher the part-time period. Park and Do [13] reported that the working hours of part-time workers had a negative effect on school adjustment. In addition, Yoo [14] stated that the household income is lower in the part-time workers. It is believed that students experience part-time jobs due to low economic backgrounds and thus have a negative impact on school life.

In order to have a positive effect on college life, those who have experienced part-time work can help students to make the right college life through appropriate guidance and education at home and school through regular counseling after enrollment. It is important to have. In addition, through various practical activities and education related to the majors, motivation and stimulation of study should be given and the satisfaction of major should be increased so that it can be connected with future job. In addition, it is necessary to provide guidance on part-time work during school so as not to adversely affect academic and school life due to working hours for part-time work, and efforts should be made to connect with school facilities and industries.

This study is restricted to students at one university in Chung-nam. There is also a limit to the fact that students are not evenly distributed in the sex ratio. In addition, there is a lack of detailed and clear conclusions between the positive and negative aspects of university life and the variables. However, this study examines the relevance and influence of the positive and negative aspects of university life. It is meaningful in that it is data that can be obtained. In the future research, it will be necessary to study the detailed sub-factors of the impact on the university life by selecting more local and university students and to develop the program necessary for

the university life of the university students. In addition, a lot of guidance is needed at home and school so that students can achieve their academic and harmoniousness through a lot of interest and counseling centered on the students who are undergraduate and are experiencing part-time job and low grades.

V.CONCLUSION

The results of this study are as follows. First, the results of this study are as follows.

First, the positive aspect of college life is higher in the health department among the major of the department, and it is the highest in the third grade, which means that the positive view increases as the grade goes up. The highest score was above 3.0, and there was a significant difference.

Second, the motivation for starting a part - time job was high in the group who replied 'Yes' in 'living expenses' and 'no' in 'preparing tuition fees'. The higher the part - time period,

Third, factors influencing the positive aspects of college life were grade and grade, and it was higher when the grade was higher and lower when the grade was lowest. Factors that have a significant effect on the negative aspects of college life were sexual, economic, and part - time, lowest grade, low economic level, and high part - time job.

The results of this study suggest that concrete and clear education, personality counseling, and welfare services for students should be needed based on the factors that affect positive and negative perspectives. In the follow-up study, Efforts should be made to realize viable measures to improve the university life of university students.

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