

## **Problems and Prospects of Part-Time Employment among Students with special reference to Palakkad District in Kerala.**

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### **Abstract:**

In contemporary times, many students are engaging in part-time employment to support their studies and assist their families due to the escalating costs of education. These part-time jobs have their own advantages and disadvantages. This research investigates into the challenges and opportunities associated with part-time employment for students in the Palakkad district of Kerala. A random sample of 120 students engaged in part-time work was chosen for this study, and data was gathered using a structured questionnaire. The research also explores the motivations driving students to take up part-time jobs. Various analytical methods such as percentage analysis, mean, standard deviation, one-way ANOVA, and others were employed for data analysis. The findings of the study indicate that the prospects of part-time jobs are promising, with a mean score of 4.12. The research highlights that the primary benefits of students taking on part-time employment include the development of time management skills, acquisition of money management skills, bolstering of self-confidence, enhancement of interpersonal skills, gaining valuable experience for future employment, and achieving financial independence. Notably, these aspects all received a mean rating of over 4, and a majority of the respondents expressed satisfaction with them. On the flip side, the primary challenges associated with part-time jobs include time constraints for studying, lack of job experience, limited computer literacy, educational qualifications, deficient English communication skills, difficulty adjusting to the work environment, absence of interpersonal relationships, and the search for suitable employment. The study also observed significant disparities in the prospects and challenges of part-time employment based on the respondents' qualifications.

**Keywords:** part-time job, financial independence, management skill, problems, prospects, etc.

## 1.1 Introduction

In today's era, a growing number of young students are showing a keen interest in engaging in activities beyond their academic pursuits. Many students opt to take up employment during their time as students. Balancing part-time work with their studies can provide them with a consistent income and valuable professional experience. By securing a flexible, temporary job that accommodates their class schedules, they can both bolster their finances and fully enjoy the university experience. The cost of funding a college education and covering daily expenses is quite high. Consequently, students often explore alternatives to federal loans to ensure a comfortable college life. While not without its challenges, various factors drive students to consider part-time employment. As mentioned, tuition fees may be manageable, but the costs of day-to-day living are steep. To sustain their time at college, finding employment becomes essential. Additionally, numerous expenses, such as food, textbooks, and study materials, require financial resources. Therefore, any additional income can significantly ease their financial burden. Furthermore, students sometimes seek real-world work experience to enhance their soft skills. This drives them to seek part-time jobs, as many employers place high value on applicants with practical job experience. Consequently, students pursue part-time employment to enhance their prospects of securing future employment. Another compelling reason for students to contemplate part-time work amid these challenges is the opportunity to develop interpersonal skills. There are both advantages and disadvantages to students taking on part-time employment. On the positive side, this experience fosters increased independence, improves their budgeting skills, helps them manage their schedules, and enhances their soft skills, including communication and

problem-solving abilities. Conversely, some drawbacks include an increased risk of dropping out, delayed graduation rates, and potentially negative effects on academic performance.

Engaging in part-time work enables students to collaborate with a diverse group of individuals, which, in turn, helps them refine their communication and interpersonal skills. This encompasses demonstrating gratitude, adhering to workplace etiquette, receptiveness to feedback, and effective relationship management. A part-time job will help students develop these lifelong skills they can emphasize in a CV when seeking employment. It is also a chance to start networking. Classroom work alone will not permit them to develop professional relationships that can open them to career opportunities. It is the reason why many students embark on these jobs. So, there are always numerous reasons why many students get part-time jobs. Even with these good reasons, there are always innumerable challenges that such students face. The educational landscape is evolving, and today's students often find themselves grappling with a heavy load of assignments accompanied by tight deadlines. Consequently, taking on a job, especially when the academic workload is already overwhelming, can lead to increased exhaustion and hinder students from maintaining good grades while effectively managing their part-time employment. Balancing off-campus work with studies is particularly challenging, as it has a detrimental impact on class participation and leaves students with limited hours for studying, conducting research, and completing assignments. The foremost challenge revolves around striking a harmonious equilibrium between work and college commitments, demanding a substantial amount of time. The inability to complete assignments punctually or achieve satisfactory exam results is a lamentable consequence, as the job limits direct interactions with professors. This can be disheartening, especially given the significant financial investments students make in their college education. Those who have families to support may encounter even greater difficulties in striking a balance between their academic and familial

responsibilities. Effective planning and prioritization are pivotal for successfully managing both part-time employment and education simultaneously. A considerable portion of the student population finds themselves in the position of juggling work with their pursuit of a degree, even if, ideally, they would prefer to focus solely on their studies. Several factors come into play, but financial stability is generally a driving force. Having control over their finances instills students with the confidence they need to navigate the dual challenges of work and education. Furthermore, the professional skills they acquire over time provide them with a solid foundation for their future career. One of the primary advantages of working part-time while in school is the opportunity for students to gain a deeper understanding of themselves and their aspirations. They develop into independent individuals who take responsibility for their actions through their dedicated efforts in the workforce. This experience can even facilitate the job application process once students graduate. While there are undeniable benefits to working part-time as a student, if individuals believe that the drawbacks outweigh the advantages, they should consider discussing adjustments to their work hours or exploring alternative job opportunities with their employers. Finding the right work-life balance can yield enduring dividends in the form of valuable life and career experiences for years to come.

## 1.2 Importance of part-time jobs

Engaging in part-time work provides individuals with the luxury of more time and energy to attend to various aspects of their lives, allowing them to maintain a balanced lifestyle with reduced stress levels. Part-time jobs hold significant potential for personal growth and fulfillment. By making informed choices when selecting a part-time job, individuals can broaden their knowledge, enhance their skills, and build expertise in their desired field. Furthermore, this placement in a new work environment can open the door to a plethora of fresh opportunities. Organizations often recruit part-time staff to meet unforeseen needs within their operations, creating an ideal chance for individuals to make a meaningful impact in their roles. As they acquire the fundamentals while working part-time, this option appears both viable and less demanding, reducing the stress associated with full-time employment and allowing them to fully appreciate their pursuits without carrying work-related burdens throughout the day. Some of the popular part-time job options among students include catering, data entry, tutoring, marketing, video presentation, HR internships, and physical labor.

## 1.3 Benefits of part-time job among students

The advantages of taking on a part-time job as a student extend to earning extra income while acquiring a diverse set of skills not typically offered in high school or college settings. Regardless of the motivation behind it, working part-time during one's academic years brings forth several benefits, some of which include:

1.) **Enhancing Confidence and Responsibility:** Part-time work allows students to shoulder new responsibilities, fostering confidence in their ability to transition into independent adulthood and develop qualities that will contribute to their success in future careers.

- 2.) Exploring Alternative Career Paths: It provides an opportunity for students to explore different career options and align them with their interests and aptitude, aiding them in making informed decisions regarding their educational pursuits and potential career shifts.
- 3.) Strengthening the Resume: Engaging in part-time employment significantly enhances a student's resume, bolstering their prospects for future employment by providing valuable job experience.
- 4.) Developing Strong Work Ethic: Part-time work instills a robust work ethic, helps students prioritize tasks effectively, and teaches them time management skills, fostering a sense of responsibility and improving their efficiency.
- 5.) Facilitating Social Interaction: Part-time jobs contribute to students' social lives, allowing them to build work relationships that may evolve into long-lasting friendships, offering support not only in personal matters but also in their professional journeys.
- 6.) Enhancing Communication Skills: Every job requires a degree of communication, and part-time work provides an opportunity for students to hone their communication skills, enabling them to integrate into society and lay the foundation for their future careers.
- 7.) Building Networking Opportunities: Establishing connections with professionals in their field is critical for securing employment after graduation, and part-time work allows students to initiate networking early in their careers.
- 8.) Fostering Independence: Working part-time fosters independence, allowing students to take charge of their own finances and daily lives, whether they are in high school or university.

9.) Ensuring a Steady Income: Part-time employment supplements a student's financial resources, helping cover academic and social expenses, thereby reducing reliance on student loans.

10.) Learning Money Management Skills: Earning money teaches students to be more financially prudent, encouraging budgeting and financial responsibility from a young age, helping them avoid significant debt as they progress in life.

11.) Source of Income: One of the primary reasons students work while studying is to secure income that allows them to be financially self-sufficient and meet various expenses, especially when studying abroad.

12.) Early Time Management Skills: Part-time work necessitates effective time management, and students develop these skills earlier than their full-time peers, helping them balance work and school responsibilities efficiently.

13.) Gaining Early Work Experience: Part-time jobs provide students with valuable early work experience, which is particularly advantageous for roles requiring both soft and hard skills.

14.) Easier Adaptation: Exposure to the working world during studies facilitates smoother adaptation to a professional environment, reducing the challenges associated with transitioning from an academic to a work setting.

Despite these numerous advantages, there are also certain disadvantages to part-time employment while pursuing an education:

a) Stress: Balancing work and study can disrupt sleep patterns and result in heightened stress, especially during exam periods.

b) Lack of Time: Part-time work schedules can be unpredictable, affecting study plans and social life, as last-minute shifts or coverages can disrupt planned study time.

c) Limited Time for Socializing: Juggling work and studies may reduce the time available for socializing and leisure activities.

d) Impact on Academic Performance: Students may find it challenging to dedicate sufficient time to their studies, leading to fatigue and negatively affecting academic performance.

e) Lack of Employee Benefits: Many part-time jobs do not offer employee benefits like health insurance and retirement plans.

f) Job Insecurity: Part-time positions may offer less job security, as employers may let go of part-time staff during tough times.

g) Health Implications: Balancing a busy schedule can impact one's health due to stress and limited self-care time.

h) Distraction from Studies: Earning extra income may distract students from their academic priorities.

i) Lower Pay: Part-time jobs often come with lower compensation compared to full-time roles, even when performing the same tasks.

j) Unreliable Clients: Some part-time workers may struggle with inconsistent work schedules and unreliable clients, affecting their financial stability.

k) Poor Communication: Employers may sometimes overlook part-time workers in terms of communication and crucial information, potentially leading to misalignment with company developments.



l) Late Payments: Delays in payment can create financial challenges for part-time workers, affecting their financial planning.

m) Lack of Stability: Part-time work can be inconsistent, with varying workloads and uncertain work arrangements.

## 1.6 Objectives of the study

- To examine the reasons for doing part-time Jobs by the students
- To know the prospects of having part-time jobs for students.
- To know the problems with part-time jobs by the students.
- To analyze the problems and prospects of part-time jobs based on the qualifications of respondents.

## 1.7 Research Methodology

This study employs a research design that combines descriptive and analytical approaches. To gather samples from the population, a simple random sampling method is employed. The study focuses on students hailing from the Palakkad district. The total sample size for this research consists of 120 individuals. Both primary and secondary data sources are utilized for data collection. Secondary data is gathered from various sources, including books, journals, and websites, with the majority of this secondary data being acquired via the internet. Primary data, on the other hand, are collected directly from students within the Palakkad district. To collect this primary data, a well-structured questionnaire is employed as the primary data collection tool. Subsequently, the data is analyzed using statistical techniques such as mean, percentages, standard deviation (SD), and one-way ANOVA.

## 1.8 Review of literature:

- **David Robotham (2011)**, In a study conducted in 2011, it was noted that term-time work refers to a form of part-time employment that allows individuals to either decrease their working hours or take time off during school holidays, semester breaks, or any other periods of free time. The sample of students in the United Kingdom University who were employed for up to 10 hours per week accounted for 44% of the total, while those working more than 20 hours per week constituted 10%. A mere 4% of students worked for more than 30 hours per week. The study also highlighted an increase in the number of students who were simultaneously pursuing their studies and engaging in part-time employment in the United Kingdom.
- **Mussie T. Tessema<sup>1</sup>, Kathryn J. Ready<sup>1</sup> & Marzie Astani<sup>1</sup> (2006)** Indicates that approximately 80% of undergraduate students in the United States were employed while attending college during the 2003-2004 academic year, and among those working students, one-third identified themselves as individuals balancing both the roles of employees and students. These statistics reflect the growing trend of student employment and the concurrent escalation in the number of hours spent working on American campuses (U.S. Department of Labor, 2013).
- **Callender (2008)**The conclusion drawn is that "student employment is expected to continue being a fundamental aspect of the higher education environment," with a growing number of students relying on their earnings. Consequently, the prevalence of student employment is not confined to the United States alone; it is a global phenomenon.
- **Barron (2007)**As detailed in the research titled 'The reasons and advantages of part-time employment while pursuing a degree: enhancing comprehension of part-time work among hospitality and tourism students at an Australian university,' it was highlighted that student employment has drawbacks, including reduced study time

and increased absences, potentially leading to detrimental impacts on students' academic achievements.

- **Curtis, S. & Shani, N. (2002)** in their study ‘ The Effect of Taking Paid Employment During Term-time on Students’ Academic Studies. In March 2000, a survey involving 359 students from Manchester Metropolitan University was conducted, revealing an increase in student employment compared to the preceding year. The outcomes of this survey indicate detrimental effects on academic performance, such as the missing of lectures and students' belief that their coursework grades are negatively impacted by their employment. Nonetheless, students also underscore the positive aspects of working, which extend beyond financial considerations. These advantages encompass skill development, a deeper comprehension of the business world, and a boost in self-confidence, all of which provide valuable support to their current and future studies.
- **Callender and Wilkinson (2003)**The study revealed that students hailing from lower socioeconomic backgrounds were more inclined to engage in paid employment during term-time when compared to their counterparts from higher socioeconomic strata. Additionally, students from less privileged backgrounds tended to work a higher number of hours, on average, throughout the academic term. Nevertheless, it was also observed that the total earnings for students across these diverse socioeconomic groups were comparable, as students from working-class backgrounds typically received a lower hourly wage rate.
- **1.9 Results and Discussions**

## 2.1 Sample profile of the respondents

Items	Category	Number	Percentage
Gender	male	39	32.5
	female	81	67.5
Age (in years)	15 - 20	2	1.7
	20 – 25	118	98.3
	Above 25	0	0
	Total	120	100
Marital Status	married	26	21.7
	unmarried	94	78.3
	Total	120	100.0
Types of part-time job	Data Entry	22	18.3
	Tuition	52	43.3
	Marketing	16	13.3
	Catering	19	15.8
	Others	11	9.2
Family Income	Below 10000	47	39.2
	10000-25000	30	25.0
	25000-50000	27	22.5
	50000-100000	14	11.7
	Above 100000	2	1.7
Educational Qualification	SSLC	2	1.7
	PLUS TWO	5	4.2
	Under Graduate	69	57.5
	Post Graduate	42	35.0
	others	2	1.7
Mode of Part-time Job	online	29	24.2
	Offline	91	75.8
	Total	120	100.0
Time preference for doing part-time job	On working days	31	25.8
	On weekend	42	35.0
	On Holidays	15	12.5
	Everyday	32	26.7
	On working days	31	25.8
Hours of part-time job	Up to 10 Hours	101	84.2
	11-15 hours	7	5.8
	16-20 hours	10	8.3
	Above 20 hours	2	1.7

According to Table 2.1, the majority of the respondents are female (67.5%), while 32.5% are male. Most of the respondents belong to the age group of 20-25 (98.3%), with only 1.7% falling into the age group of 15-20. The data above reveals that the majority of the students' family income is below 10,000 (39.2%), whereas 25% of the students' family income ranges between 10,000-25,000, and 22.5% falls between 25,000-50,000. Only 11.7% of students' family income is between 50,000-100,000, and 1.6% of the students' family income is above 100,000.

A majority of the students (57.5%) are undergraduates, and 35% of them are postgraduates. Only 4.2% and 1.7% of students hold qualifications at the plus-two and SSLC levels, respectively, and 1.6% of students have other qualifications. Most of the students are unmarried (78.3%), while 21.7% of the students are married. The majority of the respondents are engaged in tuition as a part-time job alongside their studies, while 18.3% of students are involved in data entry, and 15.8% are working in catering. Additionally, 13.3% of students are employed in marketing jobs, and 9.2% have other job roles, such as MA article ship, HR intern, video presenter, accounts, content creators, content experts, etc. Among these, 24.2% are engaged in part-time online jobs. A majority of the students (35%) prefer to work part-time on weekends, while 26.7% of students work part-time every day. Additionally, 25.8% and 12.5% of students work part-time on weekdays and holidays, respectively. The majority of the students (84.2%) work part-time for up to 10 hours per week, while 8.3% of students work for 16-20 hours, 5.8% work for 11-15 hours, and only 1.7% work more than 20 hours per week. Most students earn up to 5,000 per month, with 25% of students earning between 5,001 and 10,000, and 5.8% earning between 10,001 and 15,000. Only 1.7% of students earn more than 20,000 per month, and no students earn between 15,001 and 20,000. The primary reason students choose part-time jobs alongside their studies is to earn their own money (43.3% of students), while 23.4% are working part-time to improve themselves. Additionally, 20% of students are interested in part-time work, 8.3% are working to gain experience, and only 5% are working to repay loans.

## 2.2 Time Management

		Frequency	Percent
Valid	It is very difficult to manage	33	27.5
	Used to it	75	62.5
	It is easy to manage	12	10.0
	Total	120	100.0

The majority of the respondents (62.5%) said that they are used to time management with their job and study and 27.5% of the students said that time management is very difficult while 10% of students are managing it easily.

### 2.3 Satisfaction regarding Earnings

	Mean	Std. Deviation
11. Are you satisfied with your earning?	3.20	.846
Valid N (listwise)		

The majority of the respondents have an average satisfaction in their earnings with a mean score of 3.20.

### 2.4 Prospects of Part-time job

	N	Mean	Std. Deviation
Develop time management skill	120	4.20	.740
Learn money management skills	120	4.02	.804
Boost your resume	120	3.92	.842
Build self-confidence	120	4.30	.784
Improve interpersonal skills	120	4.20	.740
Get an experience for future employment	120	4.18	.837
Earning provides financial independence	120	4.08	1.038
Prospects	120	4.1286	.61352
Valid N (listwise)	120		

Based on Table 2.4, it is inferred that nearly all the variables have a mean score of more than 4. This implies that their satisfaction regarding the prospects of a part-time job is high, with an overall mean score of 4.12. The highest mean score, 4.20, is obtained for the variable "Develop time management skills," and the lowest mean score, 3.92, is obtained for the variable "Boost your resume." The majority of the respondents either agreed or strongly agreed with all the statements.

### 2.5 Problems of Part-time job

	Mean	Std. Deviation
Lack of time for study	3.82	.850
Lack of job experience	3.51	.898
Lack of computer literacy	2.97	.970
Education credentials	3.24	.870
Lack of English communication skill	3.22	1.086

Difficult to adjust to work environment	3.23	.855
Lack of interpersonal relationship	3.09	1.004
Lack of suitable job	3.37	.996
<b>Problems</b>	<b>3.3052</b>	<b>.65741</b>
Valid N (listwise)		

Looking at Table 2.5, it is observed that the average score obtained for the variable "Problems" is 3.30. This indicates that the majority of the respondents have moderate problems regarding part-time jobs. Almost all the variables have a mean score of around 3, signifying that students are facing moderate difficulties concerning part-time jobs. The most significant problem faced by the students is the "lack of time for study," with a mean score of 3.82.

## 2.0 Testing of Hypothesis

### 2.1 Hypothesis 1

H<sub>0</sub>: There is no significant difference in the prospects and problems based on the gender of the students.

H<sub>1</sub>: There is a significant difference in the prospects and problems based on the gender of the students.

Table 2.6

One way ANOVA Prospects and Problems of part-time job among students with regards Gender

		Sum of Squares	df	Mean Square	F	Sig.
Prospects	Between Groups	.849	1	.849	2.281	.134
	Within Groups	43.942	118	.372		
	Total	44.792	119			
Problems	Between Groups	.267	1	.267	.617	.434
	Within Groups	51.164	118	.434		
	Total	51.431	119			

Source: Primary data

Table 2.6 shows that there is no significant difference in prospects and problems of part-time jobs based on the gender of the students. Since the P value is more than 0.05, the null hypothesis is accepted. There are no significant differences in the problems and prospects of part-time jobs with regard to gender.

Hypothesis 2.2

H<sub>0</sub>: There is no significant difference in the prospects and problems based on the educational qualification of students.

H<sub>1</sub>: There is a significant difference in the prospects and problems based on the educational qualification of students.

Table 2.7

One way ANOVA prospects and problems of part-time job with regards educational qualifications

		Sum of Squares	df	Mean Square	F	Sig.
Prospects	Between Groups	18.725	4	4.681	20.652	.000
	Within Groups	26.067	115	.227		
	Total	44.792	119			
Problems	Between Groups	7.447	4	1.862	4.868	.001
	Within Groups	43.984	115	.382		
	Total	51.431	119			



Table 2.7 shows that there is a significant difference in the prospects and problems based on the educational qualification of the students. Since the P value is less than 0.05, the null hypothesis is rejected and the alternate hypothesis is accepted.

### 2.8 Prospects and Problems of the part-time job based on different educational qualifications of students -Post Hoc Test

Dependent variable	(I) 4. Educational qualification	(J) 4. Educational qualification	Mean Difference (I-J)	Std. Error	Sig.
Prospects	SSLC	Plus Two	-1.54286 <sup>*</sup>	.39833	.002
		Under Graduate	-2.04141 <sup>*</sup>	.34150	.000
		Post Graduate	-2.48980 <sup>*</sup>	.34458	.000
		others	-1.14286	.47610	.123
	Plus Two	SSLC	1.54286 <sup>*</sup>	.39833	.002
		Under Graduate	-.49855	.22050	.165
		Post Graduate	-.94694 <sup>*</sup>	.22524	.000
		others	.40000	.39833	.853
	Under Graduate	SSLC	2.04141 <sup>*</sup>	.34150	.000
		Plus Two	.49855	.22050	.165
		Post Graduate	-.44839 <sup>*</sup>	.09318	.000
		others	.89855	.34150	.071
	Post Graduate	SSLC	2.48980 <sup>*</sup>	.34458	.000
		Plus Two	.94694 <sup>*</sup>	.22524	.000
		Under Graduate	.44839 <sup>*</sup>	.09318	.000
		others	1.34694 <sup>*</sup>	.34458	.001
	others	SSLC	1.14286	.47610	.123
		Plus Two	-.40000	.39833	.853

Problems		Under Graduate	-.89855	.34150	.071
		Post Graduate	-1.34694 <sup>*</sup>	.34458	.001
	SSLC	Plus Two	-1.54286 <sup>*</sup>	.39833	.000
		Under Graduate	-2.04141 <sup>*</sup>	.34150	.000
		Post Graduate	-2.48980 <sup>*</sup>	.34458	.000
		others	-1.14286 <sup>*</sup>	.47610	.018
	Plus Two	SSLC	1.54286 <sup>*</sup>	.39833	.000
		Under Graduate	-.49855 <sup>*</sup>	.22050	.026
		Post Graduate	-.94694 <sup>*</sup>	.22524	.000
		others	.40000	.39833	.317
	Under Graduate	SSLC	2.04141 <sup>*</sup>	.34150	.000
		Plus Two	.49855 <sup>*</sup>	.22050	.026
		Post Graduate	-.44839 <sup>*</sup>	.09318	.000
		others	.89855 <sup>*</sup>	.34150	.010
	Post Graduate	SSLC	2.48980 <sup>*</sup>	.34458	.000
		Plus Two	.94694 <sup>*</sup>	.22524	.000
		Under Graduate	.44839 <sup>*</sup>	.09318	.000
		others	1.34694 <sup>*</sup>	.34458	.000
	Others	SSLC	1.14286 <sup>*</sup>	.47610	.018
		Plus Two	-.40000	.39833	.317
Under Graduate		-.89855 <sup>*</sup>	.34150	.010	
Post Graduate		-1.34694 <sup>*</sup>	.34458	.000	

The mean difference is significant at the 0.05 level.

The above Table 2.8 reveals a significant difference in the prospects of part-time jobs based on students' educational qualifications. There are significant differences in the prospects

between the following groups: SSLC-qualified and plus-two, undergraduates, and postgraduates; plus-two qualified and SSLC, and postgraduates; undergraduates with SSLC and postgraduate qualifications. However, there is no significant difference in the prospects of part-time jobs based on the educational qualifications of students in the "Others" category when compared with SSLC, plus-two, and undergraduate qualifications. Furthermore, Table 2.8 above also reveals a significant difference in the problems associated with part-time jobs based on the educational qualifications of students. Specifically, SSLC-qualified students show a significant difference in problems compared to those with plus-two, undergraduate (UG), and postgraduate (PG) qualifications. Plus-two qualified students are significantly different from those with UG and PG qualifications, while undergraduates exhibit significant differences compared to SSLC and PG. Postgraduates, on the other hand, differ significantly from all other groups. For students in the "Others" category, there is a significant difference only in comparison with postgraduates.

## FINDINGS

- Majority of the student's family income is below 10000. It is seen that the majority of the students are undergraduates (57.5%) and post-graduates (35%). The majority of the students are unmarried. It is found that the majority of the students are doing tuition as part-time jobs. The majority of the students are working part-time offline. It is seen that the majority of the students prefer to do part-time jobs on the weekend. It is found that the majority of the students work part-time for up to 10 hours per week. The majority of the students are earning up to 5000 per month from their part-time job. The majority of the student's satisfaction level is neutral with their earning. It is found that the majority of the students are doing part-time jobs to earn their own money. The majority of the students are getting fixed payments. As per the majority of students' opinion,

they are used to time management for their job and study. The majority of the students are satisfied with their part-time jobs. The majority of the students are very often getting proper time for study. As per the majority of the student's opinion, a part-time job helps to provide financial independence, get experience for future employment, improve interpersonal skills, build confidence, boost a resume, learn money management skills, and develop time management skills. The majority of the students are facing the challenges, such as lack of time for study, lack of job experience, lack of computer literacy, difficulty in adjusting to the work environment, lack of interpersonal relationships, and lack of suitable jobs. There is no significant difference in prospects and problems of part-time jobs based on the gender of the students. Since the p-value is more than 0.05. But there is a significant difference in the prospects and problems of part-time jobs based on the educational qualification of students. The postgraduate qualified students are significantly different in prospects and problems of part-time jobs from all other groups. It may be due to the higher expectation of highly qualified students.

## 5.2 Suggestions

Higher education institutions should be able to offer flexible courses of study that could meet the needs of students. The students should be bothered about the benefits of part-time jobs. Authorities should offer paid internship works to students. If possible after noon time should be provided to the students for earning thorough part-time job, as it will strengthen their practical knowledge apart from theories. Organizations should provide more financial benefits to part-time workers. The higher institution should support students by establishing strong partnerships with the

surrounding business community. More internship training programs should be provided to the students which will enhance their skills for acquiring part-time jobs.

### 5.3 Conclusion

The present study was an attempt to understand the problems and prospects of part-time jobs among students. Many young students are keen on engaging in activities outside of their academic studies. A significant number of students take on part-time jobs while pursuing their education. Working part-time during their academic journey can provide a stable income and offer valuable work experience. By taking on a regular temporary role that accommodates their class schedules and seminars, students can enhance their financial situation and make the most of their university experience. The research concludes that part-time jobs are helping students improve themselves by fostering financial independence. However, students also face various challenges while engaging in part-time work. The majority of students express satisfaction with their part-time work due to the associated benefits it offers. The study also emphasizes that there are no significant differences in the prospects and problems of part-time jobs based on the gender of the respondents. Nevertheless, significant differences do exist in the prospects and challenges associated with part-time jobs based on the educational qualifications of the students.

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