

THE IMPACTS OF PART-TIME JOBS ON ENGLISH MAJOR JUNIOR STUDENTS AT HANOI METROPOLITAN UNIVERSITY

Dang Thi Thu Trang, Nguyen Thu Trang, Nguyen Minh Thuy, Vuong Thi Hai Yen

Hanoi Metropolitan University

Abstract: *This research aims to study the situation of having part-time jobs and the impacts of part-time jobs on school performance, health, and personal development of third-year students at Hanoi Metropolitan University. To achieve this objective, the study will utilize an online questionnaire that will be distributed to a sample of 145 third-year students at Hanoi Metropolitan University and 52 valid responses were received. The findings revealed that part-time jobs have a significant impact on the school performance, health and personal development of third-year students at Hanoi Metropolitan University. Based on the data analysis, recommendations will be made for students and university to develop strategies to mitigate the negative effects of part-time jobs.*

Keywords: *impacts, part-time job, English major junior students.*

Received 3 August 2023

Revised and accepted for publication 25 September 2023

Contact author: Vuong Thi Hai Yen; Email: vthyen@daihocthudo.edu.vn

1. INTRODUCTION

Part-time work is an essential need for university students, especially at Hanoi Metropolitan University (HNMU). It has many benefits, such as social benefits, but there are also risks and potential consequences for young people. Before deciding to work part-time, students should be consulted and spend time researching the job and job brokerage address. They should also ensure they are not distracted while studying and working. Part-time jobs for students have advantages but also limitations, which can affect their learning.

This study was conducted to address the major concerns of third-year students about the impact of part-time work at Ha Noi Metropolitan University. Students are studying in the field of specialization, but often choose jobs that are contrary to their major, such as sales at clothing stores, staff at convenience stores, coffee shops, restaurants, and tutors. The high salary and easy-to-find work can make it difficult for students to balance their studies and other activities. Strategies are being developed to help students balance the workload.

2. CONTENT

2.1. Part-time jobs

2.1.1. What is a part-time job?

Many people, especially students, perhaps are too familiar with the phrase "part-time job", Part-time work is a form of work that does not need to be 8 hours. days and also not according to the standard office hours. The number of working days in a week may be less or more depending on the agreement between the employee and the employer. The first and most suitable object for this type of part-time job is probably students. Part-time work not only helps you to ensure a full schedule at university but also helps you earn extra income to cover life. For some students, especially those in traditionally underserved populations, taking a job is not a matter of choice, but a necessity. They need to work to save for college or even to supplement their family income. A part-time job may be a frame of work that carries fewer hours per week than a full-time job. They work in shifts. The shifts are frequently rotational. Specialists are considered part-time in case they commonly work less than 30 hours per week. Concurring to the Worldwide Work Organization, the number of part-time workers has expanded from one-quarter to half within the past 20 a long time in most created nations, barring the Joined together States. There are numerous reasons for working part-time, counting the want to do so, having one's hours cut back by a boss, and being incapable of discovering full-time work. Numerous part-time people are understudies in tall school or those attending universities institution. Since their scholastic obligations, such as classes or assignments, take up most of their days, a part-time job is their best alternative to win cash. That's moreover the reason why understudies tend to work essentially at the end of the week. A part-time job at expansive businesses can lead to more promising full-time work. For case, the company you're fascinated by doesn't have a full-time position accessible but contracts part-timers. You apply and begin working, steadily picking up involvement. This gives you a one-of-a-kind opportunity to grandstand your aptitudes and illustrate how you add esteem to the company. You're situating yourself as the perfect candidate for a full-time promotion in such a position. In common, it's simpler to urge full-time work once you're portion of the company.

2.1.2. Types of part time jobs

Part-time jobs for college students can be flexible, convenient, and well-paid. In fact, to choose a suitable part-time job, students have to consider the school schedule and the time which are suitable for them. On-campus work provides the chance to work with peers and construct proficient connections and systems for your career, as well as work-study cash to cover individual costs. Retail and showcasing positions are also becoming increasingly popular. Working in a brick-and-mortar store can provide employees with important work and aptitudes that can be used later in their careers.

It can also lead to higher wages and more experience in the food benefit industry. Paid internships at large companies or enterprises can help students build relationships and soft skills, and can complement a standard part-time job and stay on track for the rest of the school

year. Paid internships also allow employees to leverage quality references for the opportunity to work in a conceivable, future, continuous full-time, well-paying job.

2.1.3. Benefits and drawbacks of part time jobs

The part-time jobs give real-life work experience. This work experience will help in getting a job after study completion. Employers look for employees who understand the work environment and work well as part of a team. Having part-time job experience shows that you have some exposure to the professional world and it'll give you an advantage over other candidates during a job search. Getting money to pay all bills, tuition fees, buy the required things and that'll reduce the burden of expenses on parents. A part-time job will help develop many useful skills in professional life like teamwork, organizational skills, multi-tasking, time management, work initiative skills meeting etiquette, etc. During the part-time job, employees can meet many people from the professional world. But when working part-time, staff especially students have busy schedules and you will have less time for your studies and yourself. Not having time to rest makes you feel tired, and exhausted and affects your studies. Sometimes, part-timers have a good income and that can make them lose focus on their studies leading to dropping out of school to go to work and from there, their academic results will go down.

2.1.4. Factors affecting students' participation in part time jobs

The main factors affecting student employment are mostly income. For students whose families can afford it, most of them go to work to gain more experience and soft skills to serve after graduation, but students who live far from home and have a lot of fees to pay such as housing, fuel, and meals, especially they always want to reduce the economic burden on their families, so they choose to work part-time.

Research by Furr and Eling (2000) shows that the factor affecting the problem of students participating in part-time work is the financial factor to cover their lives and support their families. Nguyen Pham Tuyet Anh. Le Thi My Duyen.& Hoang Minh Tri. (2013) states currently, up to 51% of students have to work part-time because of high tuition fees, of which 79% of students in the poorest student group in the survey sample have to work part-time.

2.2. Purpose and study methods

2.2.1. Purpose of the study

Based on our research, students can be more mindful of planning to work part-time work, organize and alter their considers and work time in a sensible way without influencing their grades. Finding part-time work that suits each ability and helps improve the fundamental skills.

2.2.2. Methods of the study

Our research team has aggregated data by referring to research papers related to students' part-time jobs on the internet and designed a survey with a question structure to survey students who are third-year students at Hanoi Metropolitan University.

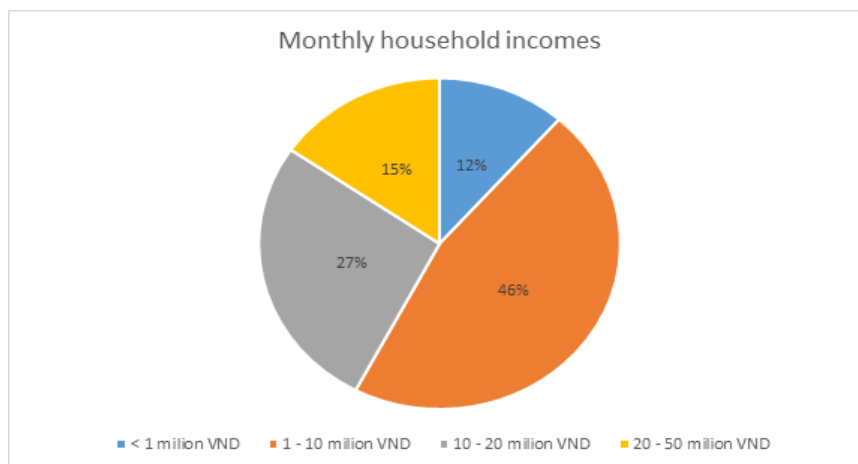
2.3. Findings and discussion

2.3.1. General information about students' part-time job situation

According to chart 1, the majority of student family income in the survey is between 1 and 10 million VND (46%), which is within Vietnam's per capita income but still considered low income. Although an income of 10-20 million VND (27%) is better, life in Hanoi is not high

Furthermore, the two income levels of 20-50 million VND (15%) and more than 100 million VND (12%) receive fewer votes, and the majority of them find it difficult to find a job that pays well. So, if not exceptionally good and prosperous.

Chart 1. Monthly household incomes



The issue of each family's income also affects each student, motivating them to work part-time.

Table 1. Student’s part-time job

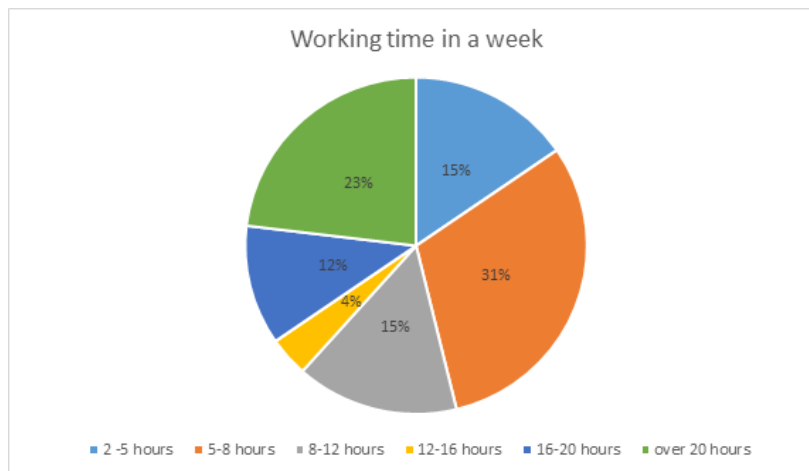
Part-time jobs	Frequency	Percentage (%)
Teaching Assistant	14	25
Tutor	16	28.6
Sale	12	21.4
Waiter	6	10.7
Handicraft	4	7.1
Delivery men	4	7.1

Table 1 shows that more than half of the students in this study have part-time jobs related to their major, namely teaching assistants (25%) and tutors (28.6%). Students also expect that when they work part-time, they have the opportunity to improve their studies, hone their knowledge and skills suitable for their profession after graduation.

Besides, the job that accounts for nearly a quarter of students choosing to work is Sales (21.4%) probably because this is a hot industry at the moment and does not require a high level of expertise. In addition, students also work part-time jobs related to service occupations that do not require experiences such as waitressing, handicrafts, and delivery men. And in the survey results, it is also surprising that some students have worked two jobs to earn a higher income for themselves and their families.

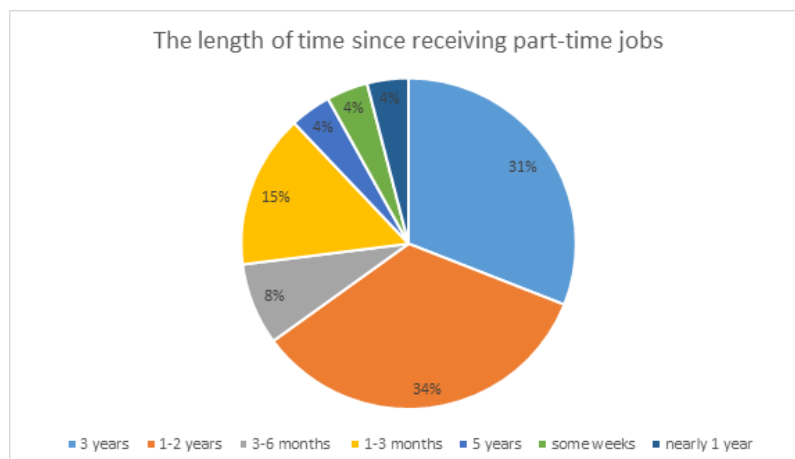
The results of students' part-time jobs show that the jobs that students choose are very diverse, and it seems that more than half of the students are aware of the right direction to work later, but there are still a lot of students going to work. unprofessional because those jobs do not require a high level of expertise so they do not have specialized experience for future jobs.

Chart 2. Working time in a week



Regarding the time to start working part-time, chart 2 shows that most of the students in the survey started working part-time from the first and second years, with 1-2 years of part-time work accounting for 34%. Besides, the part-time job before entering the first year of university is also quite high with 31%. The results show that part-time work is one of the common activities in the life of freshman to year 3 students, but part-time work can be one of the factors causing difficulties in students' learning.

Chart 3. The length of time since receiving part-time jobs

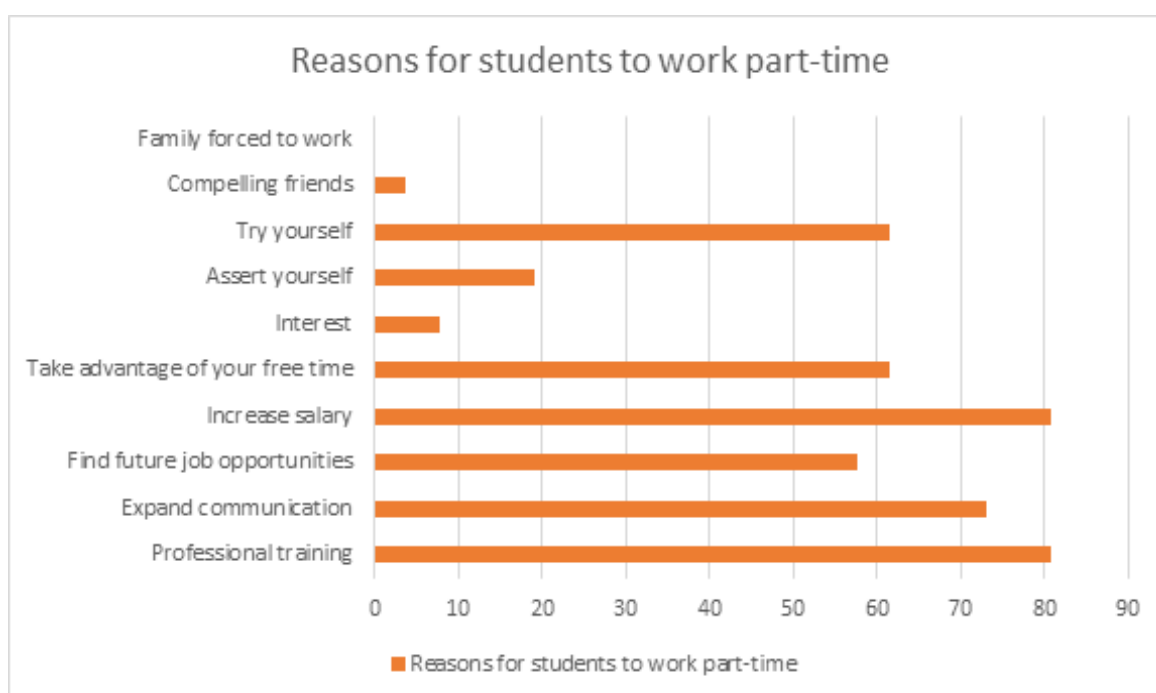


In terms of time, most of the students in the survey spend 5-8 hours a week (31%) doing extra work. Besides, 2 - 5 hours/week and 8-12 hours/week are also chosen by many students, accounting for 15%. This is a reasonable amount of time for students to participate in part-time work.

On the other hand, overtime work of more than 20 hours/week is considered to be quite a lot and can affect learning again, accounting for 23%.

The conclusion shows that there are still quite a few students who spend too much time working, which can affect their studies

Chart 4. Reasons for students to work part-time



According to chart 4, the two most common reasons that students work part-time are to practice professional skills, gain experience (80.8%) and increase income (80.8%); The need for daily life has increased, so it is impossible not to mention the reason to increase their income, but they still do not forget to accumulate professional experience, so most of the students receive support from their families. A person is forced by family and the reason for being attracted by friends is also very small (3.8%). It shows the high self-discipline of today's students.

The next reason chosen by a large number of students is to expand communication (73.1%) to learn more about social behavior. In addition, part-time work is popular because it will open many job opportunities in the future (57.7%).

Reasons for taking advantage of free time (61.5%) do not want to waste time students already know how to seize the free time to work part-time and learn more. The students in the survey are of adult age (20-22), so the reason why they are chosen a lot is to try themselves (61.5%) to see how well they work.

On the other hand, there are a few students who still have no orientation, so they give a reason to go to work because they like it (7.7%), leading to many times students will be easily discouraged when facing difficulties and bored when there is no goal.

2.3.2. The impacts of part-time jobs on school performance

Chart 5. Conflicting school and work schedules

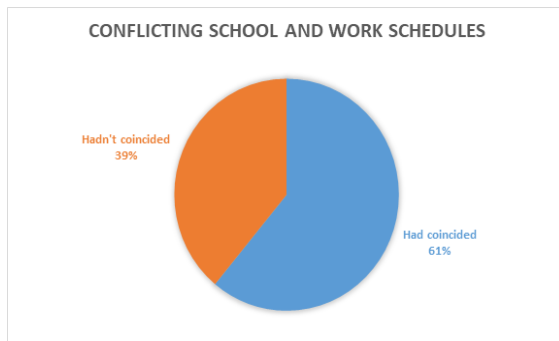
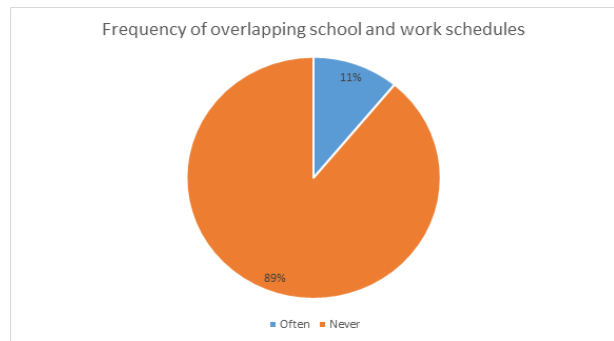


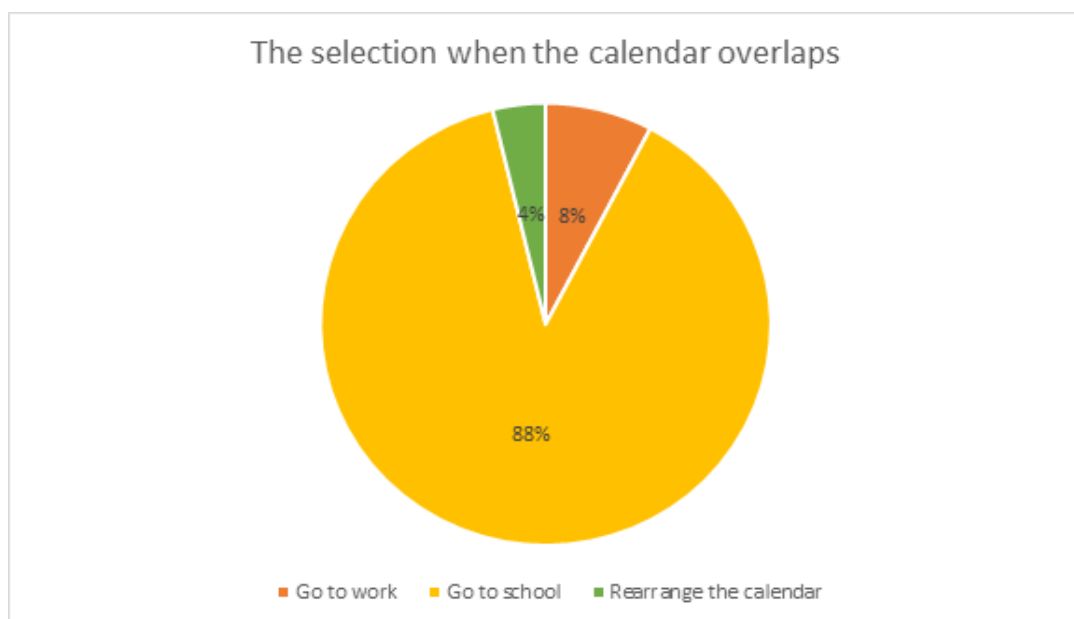
Chart 6. Frequency of overlapping school and work schedules



With the question "have you ever had the same schedule at school?" The survey showed that more than half of the students who took the survey said yes with 61% having had their study schedule overlapped with a part-time job and 39% of the students saying No. The overlapping class schedule occurs quite highly with students.

So whether it happens often, from chart number 6, although the overlapping of school schedules with part-time work occurs in the majority of students, it is not frequent. Up to 98% of students say that they do not have frequent scheduling conflicts. The results showed that the 3rd year students knew how to organize their schedules properly.

Chart 7. The selection when the calendar overlaps

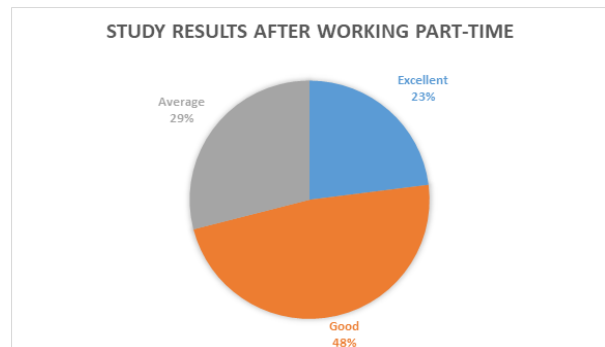


The student's perception of learning how to deal with the same schedule, chart 7 shows that most of the 3rd year students choose to go to school (88%), and accept a few days off work to go to school. Some students, due to their flexible work, can arrange their schedule reasonably, but only very little (4%). The results show that even though students go to work, they are not deeply immersed in their work and give up their studies. Learning is still more important.

Chart 8. Study results before working part-time



Chart 9. Study results after working part-time



Charts 8 and 9 are used to compare learning outcomes before and after working part-time. Students' academic performance was relatively well prior to beginning part-time work. The majority of students scored excellently (33%) or well (57%), with only 10% scoring average. However, after taking on part-time jobs, the excellent was reduced to 23%, the good was 48%, and the average ability increased to 29%, indicating that more than a quarter of the students polled achieved the average level of academic achievement. According to the survey, having a part-time job has a significant impact on learning and has the potential to reduce learning if reasonable measures are not implemented.

2.3.3. The impacts of part-time jobs on physical-mental health

Table 2. Students' accidents while working

	Getting burned	Cutting hand	Falling off motorbike	No
No. of students	2	2	5	43
Frequency (%)	3.8	3.8	9.6	82.7

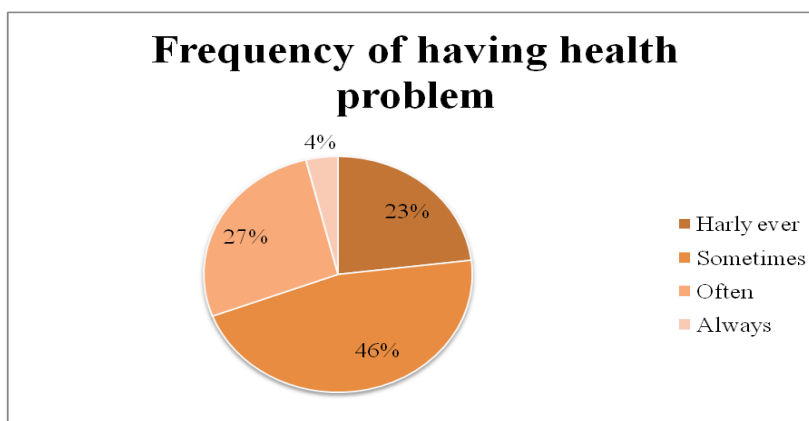
As a result of the most common part-time jobs among HNMU junior students are teaching and paperwork (see Table 1), a huge number of respondents haven't had a serious accident yet, while other accidents like getting burned, cutting hand and falling off a motorbike just take up 3.8%, 3.8%, and 9.6% respectively.

Table 3. Health problems that students get when having part-time jobs

	Backache	Eyestrain	Headache	Over stress	Tender muscles	No
No. of students	32	32	24	12	2	12
Frequency (%)	61.5	61.5	46.2	23.1	3.8	23.1

Table 3 shows the data of the health problems that third-year students get when having part-time jobs. The answer varies, but the two most common problems are backache and eyestrain, each one makes up 61.5% of the participants. The number of students having headaches accounts for 46.2%, while the number of students feeling stress accounts for 23.1%. There is a small number of students feeling tender muscles (nearly 4% of voters), and the rest don't get any health problems while having part-time jobs.

Chart 10. Frequency of having health problem

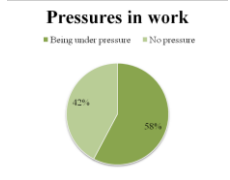


According to chart 10, 46% of respondents sometimes have health problems, while 27% of them often experience health issues. A small number of students, accounting for 4%, report that they always face these problems after work. Just nearly a quarter of students hardly ever have any health problems. Although the frequency of having health issues is not too high, the health status is affected negatively, and it can result in deep-seated diseases.

Chart 11.
Pressures in work

Table 4. Kinds of pressures

		KPI (Key Performanc	Workloa d	Deadlin e	KPI + workloa d +	Other s

		e Indicators)			deadline	
	No. of students	6	2	4	14	4
	Frequency (%)	11.5	3.8	7.7	26.9	7.7

From chart 11 and table 4, there are over half of the participants are under pressure. When it comes to the kinds of pressures, more than a quarter of the respondents report that they have to face all three kinds of pressures. On the other hand, there are a small number of students who have one of these pressures: 11.5% feel their KPI is too hard to finish, 7.7% claim that they are always on tight deadlines and 3.8% have to do a large amount of work. The other kind of pressure, which is problems with customers or the low salary, makes up 7.7% of the total number of respondents.

2.3.4. The impacts of part-time jobs on personal development

Chart 12. The percentage of the working environment to promoting personal strengths

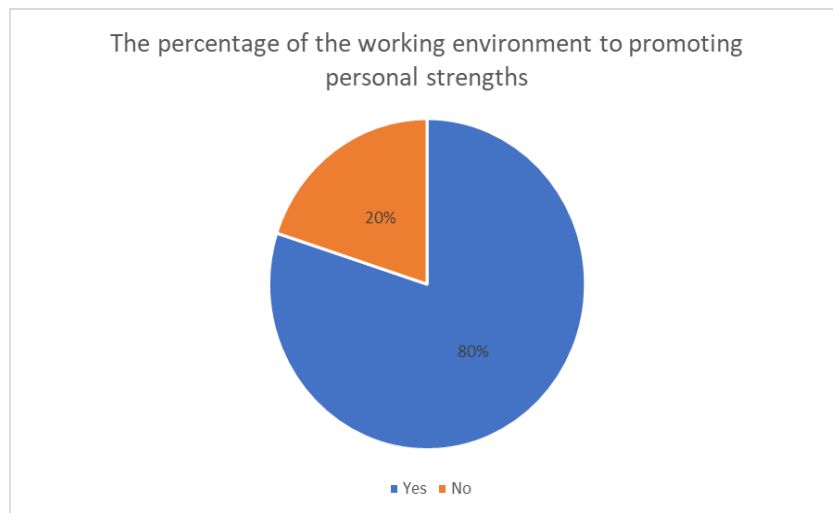


Chart 12 shows that up to 80% of students say that the work environment affects their personal development and 20% say that each of their work environments does not support their personal development. The pass seems to be that the work the students are doing is particularly different, and relevant to the major they are considering.

Finally, when surveying the skills that students have learned during the part-time job, many students have learned important skills such as communication ability, how to handle situations, skills software related to informatics,... and most of the skills are taught by many students who work as tutors and teaching assistants. Most students learn valuable skills that will significantly help their future jobs.

2.4. Recommendations

Students consider working for experience as well as earning income, but study needs to be prioritized. Students need to choose a reasonable workplace, work in line with their major and ability, divide shifts clearly to avoid overlapping with schoolwork, and ensure academic results. It is necessary to pay attention to a moderate diet, and balance study time, work, and rest to stay healthy so as to study well and secure a job. Students should avoid excessive overtime work leading to decline in schooling and poor health.

Besides, the school needs to focus on investing in teaching quality associated with the practice. Paying more attention to teaching, there are specific orientations for students to easily apply for jobs. Strengthen orientation for students to do jobs related to their field of study: For example, now the school is orienting to the tourism industry and wants students to work as tour guides, and staff at museums to interpret for guests. Many other students have a part-time job orientation in the education industry, which is to work as tutors, teaching assistants, and English teachers, followed by sales related to commerce. The school should focus on job placement related to the education sector, and get students' opinions about the desired job in the future, from which there are appropriate orientations and reasonable teaching plans for students.

3. CONCLUSION

The research on the effects of part-time jobs on HNMU English major juniors provides the actual situation and the influences on school performance, health, and personal development of students. Part-time jobs for students are distributed across a variety of occupations, with a focus on specialized occupations to allow students to practice their professional skills and earn more money. According to the survey, after students went to work part-time, excellent and good decreased significantly while average increased; this demonstrates that students' part-time jobs have a negative impact on them. Besides, the effects of part-time jobs on the health of most students can reduce students' performance and can lead to deep-seated diseases.

From the benefits as well as the drawbacks of taking part-time jobs, it can be defined that the working environment is very important for students who are working part-time, in addition to earning a fee or accumulating soft skills, it also helps students improve their professional skills in the field they are studying. Based on the findings and the analysis, we provide some suggestions to help students and school improve the negative impacts of having part-time jobs. Students need to prioritize their studies, choose a job that is suitable for their abilities and pay attention to eating and drinking in moderation. At the same time, the school should also focus on the quality of teaching and have a method to guide students in balancing study and part-time work, so that students can improve their own values and capabilities.

REFERENCES

1. Chin-Fah Wang & Shan-Hua Chen (2012). *Weighting the Benefits of Part-Time Employment in College: Perspectives from Indigenous Undergraduates*. Retrieved January 15, 2023, from <https://files.eric.ed.gov/fulltext/EJ1067104.pdf>

4. Nguyen Pham Tuyet Anh, Le Thi My Duyen, Hoang Minh Tri (2013). *The impact of having part-time jobs on students' learning results in Can Tho university*. Retrieved January 15, 2023, from <https://ctujsvn.ctu.edu.vn>
5. Nguyen Thi Anh Thu.& Truong Thi Ngoc Diep. (2021). *Students' perceptions of the effects of doing part-time jobs on University students academic and non-academic activities: A case study of foreign language students, Can Tho University*. Retrieved January 04, 2023, from <https://ctujsvn.ctu.edu.vn/index.php/ctujsvn/article/view/4028>
6. SittiNurpahmi.& Andi MulyanaTamrin (2016). *The influence of taking a part time job towards students' learning motivation at the seventh semester students of English education department of UinAlauddinAakassar*.
7. Tran Phuong Ngan (2021). *A Study on the Effects of Part-time Jobs for HUFU Students*. Retrieved January 10, 2023, from <https://www.studocu.com>.

ẢNH HƯỞNG CỦA CÔNG VIỆC BÁN THỜI GIAN ĐỐI VỚI SINH VIÊN NĂM BA CHUYÊN NGÀNH NGÔN NGỮ ANH Ở TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI

Tóm tắt: Nghiên cứu này nhằm mục đích nghiên cứu thực trạng việc làm thêm và tác động của việc làm thêm đến kết quả học tập, sức khỏe và sự phát triển cá nhân của sinh viên năm thứ ba trường Đại học Thủ đô Hà Nội. Để đạt được mục tiêu này, một bảng câu hỏi trực tuyến được phát cho 145 sinh viên năm thứ ba tại Đại học Thủ đô Hà Nội và đã nhận được 52 câu trả lời hợp lệ. Kết quả nghiên cứu cho thấy việc làm thêm có tác động đáng kể đến kết quả học tập, sức khỏe và sự phát triển cá nhân của sinh viên năm thứ ba trường Đại học Thủ đô Hà Nội. Dựa trên phân tích dữ liệu, các khuyến nghị sẽ được đưa ra cho sinh viên và trường đại học để phát triển các chiến lược nhằm giảm thiểu tác động tiêu cực của công việc bán thời gian.

Từ khóa: ảnh hưởng, việc làm thêm, sinh viên năm ba chuyên ngành Ngôn ngữ Anh.