

Working Students: Their Benefits, Challenges and Coping Mechanisms

ANDREWS P. MAQUILING, Ed. D.

Center for General Education, Department of Languages and Social Sciences

Abstract: - This descriptive - survey study finds out the challenges, benefits and coping mechanisms of working students in the different companies and colleges in the Kingdom of Bahrain during the Academic Year 2016 – 2017. Included in the study were 150 working students. Frequency, Rank, & Mean were used to determine the dominant challenges, benefits, and coping mechanisms of working students. T-test was used to determine the significant difference on the dominant challenges & coping mechanisms of the working students for their type of part-time job. The results revealed that out of the 150 respondents who are working mostly in the private sector, their main reason why they work part-time is because of additional money and not so much for experience. Many of them are into business and customer service. Their serious challenge is of their friends & family's complain of spending less time with them. Although their highest benefit revealed is winning a lot of friends at work and financial security. Nevertheless, they find comfort to have a strong support system from family, friends and significant others as their highest source of coping mechanism aside from their high hopes and determination in finishing their career. Inferential analysis revealed that there is significant difference in the dominant challenges & coping mechanism of the working students for their type of part-time job. Thus, both the null hypotheses were rejected.

Keywords: - working students, challenges, benefits, coping mechanism

1. Introduction

According to the National Center for Education Statistics, enrollment among college working students rose by 26 percent, from 2005 to 2015. But years after enrolling, 68% of part time students are either still struggling to finish or have dropped out [1]. Working students face individual challenges that make it difficult for them to finish school in four years.

Approximately 80% of working college students is between the age of 16 and 24. According to the Association of University Professors, the rising cost of college education is the primary reason why students work and attending school [2]. To balance work with classes can lead to many problems for working students. However, their hard work is beneficial once they finish college. Companies hired working students because of their experience and dedication.

Working students also need to balance school and family. Working students who have children or

attaining to care for their aged parents have a hard time finishing their homework because they need to tend their family members.

Working students find it hard to resist procrastination because they have outside commitment. Time management can be a challenge for working students. Without time management skills, working students may let their homework file up.

The main objective of this research work is to help students with their challenges and for the school to enhance coping mechanisms that encourages students to bank on their benefits that they may graduate on expected time.

1.1 Statement of the Problem

This study finds out the challenges, benefits and coping mechanisms of working students who are working in the different companies and studying college at the same time.

Specifically, the study answered the following questions:

1. What are the types of part-time job the students mostly engaged in; sector of company they belong and the dominant reasons for taking part-time job?
2. What are the dominant challenges of working students?
3. What are the benefits of working students compared to full-time students?
4. What are the coping mechanisms of working students?
5. Is there a significant difference in the dominant challenges of the working students for their type of part-time job?
6. Is there a significant difference in the coping mechanisms of the working students for their type of part-time job?

1.2 Hypothesis

1.2.1. There is no significant difference in the dominant challenges of the working students for their type of part-time job.

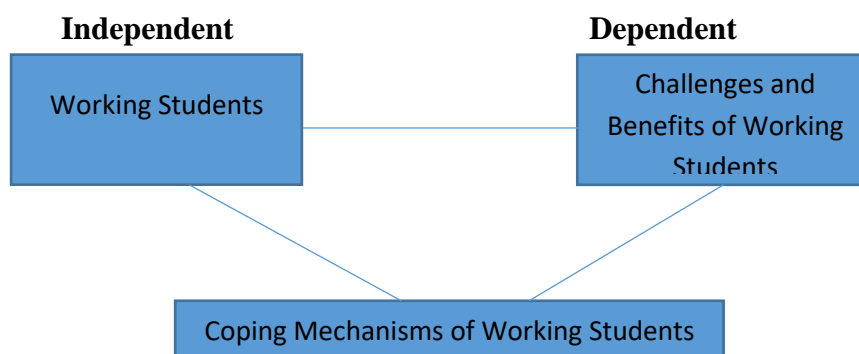
1.2.2. There a no significant difference in the coping mechanisms of the working students for their type of part-time job.

1.3 Significance of the Study

This study is beneficial to the following persons because it aims to promote the educational milestone in the modern world.

Working Students as the recipient of the study that might be incorporated in results and recommendations working students will have better opportunities to develop their confidence including their personal bearing that better promote sound values.

1.5 Conceptual Framework



Teachers as the direct advisors in the classroom, knowing the working student's difficulties can highlight some schemes and tactics in arranging their lessons in a variety of directions and strategies.

Parents as part of the stakeholders and immediate co- player in the revolutionizing of their children will catch a broader view to help address working student's predicaments.

School administrators as educators, school managers can look forward to the altering educational needs of the time. As the drift of enrollees changes to rise from mere full time college students to the on-going needs of part time students, school administrators can better address the stream of knowledge may it in the curriculum preparation or so, because they have more expertise of the educational structure in a particular school.

Researcher as such, being a teacher, can apply different ways of approaches and instructions upon knowing the problems of the working students.

The Community which is the eventual institution whose public welfare is reliant to the kind of people that inhabits the locale is the vital beneficiary of this study as every good this study brings to the working students boils down to the community and thus to the bigger society.

Future Researchers who are interested in enhancing the problems of working students into future study will be greatly helped from this research work.

1.4. Scope and Limitation

This study is limited to the undergraduate students in the Academic Year 2016 – 2017 who are working in selected companies in the Kingdom of Bahrain.

It shows one independent variable; working students and the dependent variable which are the challenges & benefits of working students together with their coping mechanisms.

In dissimilarity with many classroom undertakings that contain intangible knowledge, Lave (1990) argues that learning is situated; that is, learning is rooted within activity, context and culture [3]. So this research work is anchored on Situated Learning theory. This theory postulates that learning is unpremeditated and found within genuine context, culture and activity. This theory supports to facilitate the working students learning activities since their situation warrants special attention based on context and culture.

Knowledge necessitates to be obtainable in reliable settings — environment and situations which will generally involve learning. Societal collaboration and teamwork are necessary mechanisms of situated learning — students become involved in a “community of practice” which represents certain behaviors and beliefs to be attained.

Collins and Brown highlight the impression of mental preparation [4]: “Cognitive apprenticeship maintains learning in a field by enabling students to acquire, advance and practice cognitive tools in authentic domain activity. Learning, both inside and outside school, advances through collective social interaction and the social building of knowledge.”

Situated learning is correlated to Vygotsky’s idea of education through communal growth. One basis of constructivism is this theory. It proclaims three main subjects regarding, the zone of proximal development, the more knowledgeable other & social interaction [5].

Interaction with the society shows an essential part in the course of intellectual progress. Vygotsky sensed social learning precedes progress. By this trend of thought the researcher finds this theory supportive for working student in the sense that working students have more social interaction outside compared to full time college students.

The theory of Vygotsky encourages education settings that learners show participation in progress.

Characters of the student and teacher are consequently lifted, as a teacher and student cooperate with each other to help simplify sense in the knowledge process. Thus, learning becomes a mutual involvement for the teacher and students.

Chapter 2

Literature Review

The postsecondary learners of today are confronted with a composite hype of dilemma about balancing work & family and children while in school. Some data shows in which eighty percent of US college students work while joining in school in 2010 – 2013 [6]. And eventually, this data increases in the present times.

All of a student's education expenses won't cover working through college. More than 75% of college students for the past 26 years, have worked while joining school, according from the finding of the new study of Georgetown University's Center on Education and the Workforce [7]. The increase of college enrollment and tuition is the primary reason for the rise of working students.

Contrary to other study, Wirtz (2013) found out that there is only little evidence in support of students working for money than in some social and situational factors [8]. Social and situational factors were found to be significantly related reasons for working. Grades and academic programs were also significant to working for future education than gaining experience and workplace skills. Working for money is only one of the many reasons, and not the main reason.

The National Center for Education Statistics presented a data which shows that the growth of college enrollment to 41% is attributed to students who ages over 26 from 2012 to 2014 [9]. Students now are nontraditional. There is a handful of secondary pupils who directly go to college." said Oppelt Kim, education specialist.

According to Carnevale, Anthony, many college students work, but even then they have to take out debts and loans because of the high expense of college [10]. However, work experience can add to

working students resume that favors them to apply for a job especially if their work is related to their field of choice.

Only half of working students finish college in the Philippines [11]. The CHED's newest data, about 226,000 undergraduates in the country are presently altering work and school. Nowadays students who are working are into entertainment and sales, and food service, apart from their usual times.

Studies show that working students are more confident and possess better time-management skills than full time students [12]. In addition to offering a paycheck, some freedom and satisfaction, a part-time job can offer both experience and training. Working can reinforce what they are learning in school and teaches students about responsibility.

On the other hand, specialists approve that students who work more than 15 to 20 hours per week frequently experience decreased school success, which lead to dropping out completely. Working extensive hours can also limit chances to build friendships and explore comforts that enhance intellectual and emotional development.

According to Crabtree, D., college & career counselor at Wheaton Academy in Illinois, "The main point that students should have in mind is the importance of balance and moderation" [13]. It may not be a wise decision, if working will restrict with completing schoolwork, spending time with friends & family or getting adequate rest.

In the study conducted by MacCann, Carolyn, et al, entitled, "Strategies for Success in Education: Time Management Is More Important for Part-Time than Full-Time Community College Students", revealed that time management was a significant mediator for working students than on full time students [14].

Another study conducted by Gbadamosi, Gbolahan, et al indicates a finding that despite low levels of part-time working generally among students, more experienced older, higher level and female students place a premium on the skills that part-time work can develop. Significant predictor in understanding

part-time work and career aspirations are being women and self-efficacy [15].

One of the classroom strategic teaching interventions suitable for working students to better facilitate learning is group work. This is exemplified in the study conducted by Rafferty, Patricia. The study reveals that group work assignments contribute to the positive group work outcomes [16].

There was a study conducted on graduate employability, by Gbadamosi, Gbolahan et al, on the relationship between student's part-time work, self- efficacy, and career aspirations in a survey of 357 UK students. The study suggests a positive relationship on part-time work and career aspirations. The students who value opportunity and work part time are likely to have high career aspirations and endeavor to improve their agenda on employability. Self-efficacy (students' belief in their ability to succeed) is significantly associated with career aspiration. Finally, students' level of study and malleable self-theories (the belief that people are changeable and with effort can achieve more) were found to be the strongest predictors of part-time work, while self-efficacy is the strongest predictor of career aspiration [17].

A study conducted by Ibrahim, Norhayati et on the impact of work experience of Malaysian working student's success all indicated results that lower academic success was related with lower intrinsic motivation, higher negative belief, and adopting surface learning approach. Students with a deeper learning approach, greater intrinsic motivation, and greater learning orientation tended to perceive higher positive belief. In contrast, students who favored surface learning approaches were more likely to perceive negatively the impact of work experiences on their academic learning. The best-fitted path model demonstrated students' academic success was affected negatively by negative belief and weakly by intrinsic motivation [18].

Chapter 3

1. Research Methodology

This study used the descriptive – survey method. It utilized a modified questionnaire from Dr. Arlen Arellano on her study, entitled, “Working Students at AMAIUB: Their Pains and Gains” A.Y. 2014-2015.

This study was conducted during the Second &Third Trimester of the Academic Year 2016 – 2017. Questionnaires were distributed to the working students in different universities in the Kingdom of Bahrain connected to the different companies in Bahrain and the Gulf Region.

After retrieval of the answered questionnaires, the data were processed, analyzed and interpreted based on the requirements of the problems.

The Statistical Package for Social Science (SPSS) program will be used to counter-process the data

Table 1.The type of part-time job the students mostly engaged in; type of company they belong and the dominant reasons for taking part-time job.

Reasons		Respondents	Percent	Rank
	Money	82	54.6%	1
	Experience	37	24.6	2
	Interest	22	14.6	3
	Spare Time	9	6	4
Total		150	100%	
Company/Sector				
	Private	93	62	1
	Government	57	38	2
Total		150	100%	
Type				
	Business	45	30	1
	Customer Service	21	14	2
	Education	20	13.3	3
	Medical	18	12	4
	Engineering	16	10.6	5
	Military	14	9.3	6
	Manufacturing	12	8	7
	IT	6	4	8
	Food & Hospitality	5	3	9
	Construction	3	2	10
Total		150	100%	

Table 1 shows the rank of the reason, company sector, and type of work of the working students.

gathered for some statistical analysis. This descriptive statistics employed include:

Frequency, Rank, & Mean were used to determine the dominant challenges, benefits, and coping mechanisms of working students.

The following statistics were utilized for inferential statistics are:

T-test was used to determine the significant difference on the dominant challenges of the working students for their type of part-time job and on the comparison of the difference in the coping mechanisms of the working students for their type of part-time job.

Chapter 4

4. Results and Discussion

4.1. The type of part-time job the students mostly engaged in; type of company they belong and the dominant reasons for taking part-time job.

Out of the 150 respondents of the study, their main reason why they work part-time is because of

additional money they get compared from what they gain to experience. There is 82 (54.6%) out of 150 respondents show money as the main reason for working. On the question as to which company were most of the students are working, table 1 shows that most of them are working in the private sector which out of the 150 respondents, 93 (62%) are in the private sector while only 57 (38%) are in the government. On the question as to which type of work are mostly engaged by working students in Bahrain, 45 (30%) of the respondents are in business. It is followed by costumer service which is 14% and education 13%. Contrary to the reasons for opting to work part-time while studying is Wirtz’s (2013) study. Working for money is not the main reason. Social and situational factors were found to be significantly related reasons for working. Grades and academic programs were also significant to working for future education than

4.2. The dominant challenges of working students.

Table 2. The dominant challenges of working students.

Indicator	Mean n=150	Descriptive Interpretation	Rank
1. I feel physically drained due to stress between work and university studies.	2.50	Agree	3rd
2. I usually miss my classes because of my official function.	2.15	Disagree	7th
3. I have to work more hours beyond my required work schedule.	2.46	Disagree	4th
4. I usually get lower marks because I can’t cope with the university requirements.	2.05	Disagree	9th
5. I spend more years in the university than those who are regularly enrolled.	2.37	Disagree	5th
6. I don’t have quality output in the university though I am academically qualified.	2.09	Disagree	8th
7. I have conflict with my immediate superiors at work who are not supportive of my university studies.	2.04	Disagree	10th
8. I have class with my professors who are not aware of the multiple roles I am experiencing.	2.31	Disagree	6th
9. I wish I could be more involved with university activities but my work hinders me.	2.61	Agree	2nd
10. My friends and family complain of my spending less time with them.	2.67	Agree	1st

gaining experience and workplace skills. Wirtz (2013) study found out that there is only little evidence in support of students working for money than in some social and situational factors [19].

In dissimilarity with many classroom undertakings that contain intangible knowledge, Lave (1990) argues that learning is situated; that is, learning is rooted within activity, context and culture [20]. Therefore, the working students reasons and performance at school cannot be attributed by only one factor, but also situations and culture.

Collins and Brown highlight the impression of mental preparation [21]: “Cognitive apprenticeship maintains learning in a field by enabling students to acquire, advance and practice cognitive tools in authentic domain activity. Learning, both inside and outside school, advances through collective social interaction and the social building of knowledge.”

Table 2 shows the dominant challenges of working students, which indicates that their serious challenge is of their friends & family’s complain of spending less time with them. It has a mean of 2.67 and is ranked 1st. The second in rank is about them hindered to be more involved in universities because of work. The third dominant challenge of working students is about them physically drained due to stress between work and university studies.

To balance work with classes can lead to many problems for working students. However, their hard

4.3. The benefits of working students compared to full-time students.

Table 3. The benefits of working students compared to full-time students.

Indicator	Mean n=150	Descriptive Interpretation	Rank
1. Extra income gives me a desirable lifestyle.	3.00	Agree	3 rd
2. I gain the skill I can apply in my future career.	2.95	Agree	5 th
3. The experience I gained may be appealing to my future employer.	2.99	Agree	4 th
4. My job is related to my present career goals.	2.87	Agree	9 th
5. Employers believe the company will benefit from their employers’ finishing their degrees.	2.89	Agree	7 th
6. Students’ work are related to their future careers.	2.91	Agree	6 th
7. Working increases my awareness of time management.	2.88	Agree	8 th
8. Employers understand the lives of working students.	2.79	Agree	10 th
9. Students work for financial security.	3.05	Agree	2 nd
10. People make a lot of friends at work.	3.06	Agree	1 st

Table 3 shows the benefits of working students compared to full-time students. The highest in rank as to the benefits the working students experience is the indicator that they can win a lot of friends at work. The 2nd indicator is for financial security. And the 3rd in rank is the indicator that says that working gives them extra income for a desirable lifestyle.

According to Carnevale, Anthony, many college students work, but even then they have to take out debts and loans because of the high expense of

work is beneficial once they finish college. Companies hired working students because of their experience and dedication.

On the other hand, specialists approve that students who work more than 15 to 20 hours per week frequently experience decreased school success, which lead to dropping out completely. Working extensive hours can also limit chances to build friendships and explore comforts that enhance intellectual and emotional development

college [22]. However, work experience can add to working students resume that favors them to apply for a job especially if their work is related to their field of choice.

Studies show that working students are more confident and possess better time-management skills than full time students [23]. In addition to offering a paycheck, some freedom and satisfaction, a part-time job can offer both experience and training. Working can reinforce what they are learning in school and teaches students about responsibility.

4.4. The coping mechanisms of working students.

Table 4. The coping mechanisms of working students

Indicator	Mean n=150	Descriptive Interpretation	Rank
1. I have a strong support system from my family, friends and significant others.	3.10	Agree	1 st
2. I find time for leisure activities related to my interests.	2.90	Agree	7 th
3. My parents help me financially.	2.56	Agree	10 th
4. I find time to hang out with my friends.	2.79	Agree	9 th
5. I can manage to get good marks in the university.	2.95	Agree	5 th
6. I feel that I cope well by balancing my multiple roles.	2.88	Agree	8 th
7. I can give my best efforts both in the university and in my work.	2.94	Agree	6 th
8. I have a strong determination to finish my degree.	3.03	Agree	3 rd
9. I have high hopes for my career.	3.06	Agree	2 nd
10. I pray I can manage my daily routine.	2.97	Agree	4 th

Table 4 is the ranking of coping mechanisms of working students. The 1st in rank is the indicator that states of working students to have a strong support system from family, friends and significant others. This is followed by the 2nd coping mechanism which suggests that working students have high hopes for their career. The 3rd indicator that plays in the heart of the students are their strong determination to finish their degree.

A study conducted by Ibrahim, Norhayati et on the impact of work experience of Malaysian working student’s success all indicated results that lower

academic success was related with lower intrinsic motivation, higher negative belief, and adopting surface learning approach. Students with a deeper learning approach, greater intrinsic motivation, and greater learning orientation tended to perceive higher positive belief. In contrast, students who favored surface learning approaches were more likely to perceive negatively the impact of work experiences on their academic learning. The best-fitted path model demonstrated students' academic success was affected negatively by negative belief and weakly by intrinsic motivation [24].

4.5. Significant difference in the dominant challenges of the working students for their type of part-time job.

Table 5. Comparison of the difference in the dominant challenges of the working students for their type of part-time job.

		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Dominant challenges of working students	Between Groups	5.714	9	.635	2.059	.037*	Statistically significant
	Within Groups	43.159	140	.308			
	Total	48.874	149				

The mean difference is significant at the .05 level. Multiple Comparisons

Dependent Variable	(I) TYPE	(J) TYPE	Mean Difference (I-J)	Sig.	Interpretation
Dominant challenges of working students	business	Medical	.4817	.025*	Statistically significant
		engineering	.4629	.005*	Statistically significant
	medical	Military	-.4964	.046*	Statistically significant
		Customer service	-.4607	.048*	Statistically significant
		manufacturing	-.6833	.008*	Statistically significant
		construction	-.8083	.033*	Statistically significant
	engineering	Military	-.4777	.020*	Statistically significant
		Customer service	-.4420	.018*	Statistically significant
		manufacturing	-.6646	.002*	Statistically significant
		construction	-.7896	.025*	Statistically significant

* The mean difference is significant at the .05 level.

Table 5 shows that there is significant difference in the dominant challenges of the working students for their type of part-time job. Thus, the null hypothesis which states that there is no significant difference in the dominant challenges of the working students for their type of part-time job is rejected.

Only half of working students finish college in the Philippines [25]. The CHED’s newest data, about 226,000 undergraduates in the country are presently altering work and school. Nowadays students who are working are into entertainment and sales, and food service, apart from their usual times.

There was a study conducted on graduate employability, by Gbadamosi, Gbolahan et al, on

4.6. Significant difference in the coping mechanisms of the working students for their type of part-time job.

Table 6. Comparison of the difference in the coping mechanisms of the working students for their type of part-time job.

the relationship between student’s part-time work, self- efficacy, and career aspirations in a survey of 357 UK students. The study suggests a positive relationship on part-time work and career aspirations. The students who value opportunity and work part time are likely to have high career aspirations and endeavor to improve their agenda on employability. Self-efficacy (students' belief in their ability to succeed) is significantly associated with career aspiration. Finally, students' level of study and malleable self-theories (the belief that people are changeable and with effort can achieve more) were found to be the strongest predictors of part-time work, while self-efficacy is the strongest predictor of career aspiration [26].

		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Coping mechanisms	Between Groups	10.321	9	1.147	2.793	.005*	Statistically significant
	Within Groups	57.474	140	.411			
	Total	67.795	149				

* The mean difference is significant at the .05 level. Multiple Comparisons

Dependent Variable	(I) TYPE	(J) TYPE	Mean Difference (I-J)	Sig.	Interpretation
Coping mechanisms that can be enhanced to help students to graduate in their desired time	education	business	.4139	.018*	Statistically significant
		medical	.5925	.029*	Statistically significant
		engineering	.8238	.000*	Statistically significant
		manufacturing	.4717	.046*	Statistically significant
		food & hospitality	.9650	.003*	Statistically significant
	business	engineering	.4099	.030*	Statistically significant
		military	-.4160	.036*	Statistically significant
	medical	military	-.5946	.038*	Statistically significant
	engineering	military	-.8259	.001*	Statistically significant
		Customer service	-.4664	.030*	Statistically significant

* The mean difference is significant at the .05 level.

Table 6 revealed that there is significant difference in the coping mechanism of the working students for their type of part-time job. Thus, the null hypothesis which states that there is no significant difference in the coping mechanism of the working students for their type of part-time job is rejected.

According to Crabtree, D., college & career counselor at Wheaton Academy in Illinois, “The main point that students should have in mind is the importance of balance and moderation” [27]. It may not be a wise decision, if working will restrict with completing schoolwork, spending time with friends & family or getting adequate rest.

In the study conducted by MacCann, Carolyn, et al, entitled, “Strategies for Success in Education: Time Management Is More Important for Part-Time than Full-Time Community College Students”, revealed that time management was a significant mediator for working students than on full time students [28].

Chapter 5

5. Conclusions and Recommendations

5.1 Conclusions

Based from the findings of the study, the following conclusions are drawn:

Out of the 150 respondents of the study, their main reason why they work part-time is because of additional money and not so much for experience. More than half of the respondents are working in the private sector. Many of them are into business and customer service.

Their serious challenge is of their friends & family’s complain of spending less time with them. Although their highest benefit revealed is winning a lot of friends at work and financial security. Nevertheless, they find comfort to have a strong support system from family, friends and significant others as their highest source of coping mechanism aside from their high hopes and determination in finishing their career.

Inferential analysis revealed that there is significant difference in the dominant challenges & coping mechanism of the working students for their type of part-time job. Thus, both the null hypotheses were rejected.

5.2 Recommendations

Based from the findings of the study, the following recommendations are drawn:

1. Working students have to balance work and study by having a good sense of time management.
2. Teachers can use the working student's survey to appraise alternative methods of assessment and instructional strategies.
3. School administrators can develop or enhance instructional curriculum in favor for working students.
4. An in-depth study on the findings of this study will merit further knowledge.

References

1. Natalie Smith. Problems Faced by Part-Time University Students.
<http://oureverydaylife.com/research-problems-faced-parttime-university>
2. <http://oureverydaylife.com/research-problems-faced-parttime-university>
3. Lave, J., & Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.
4. Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42
5. Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard university press.
6. Tina Tuttle. Problems of Working Students.
<http://www.termpaperwarehouse.com/>
7. Rapacon, Stacy. More College Students are Working while Studying.
<http://www.cnbc.com/2015/10/29/more-college-students-are-working>
8. Wirtz, Philip W. (2013), Situational and Social Influences on High School Students' Decisions To Work Part-Time. (<http://libresources.amaiu.edu.bh:2187/ehost/results>).
9. <http://www.cnbc.com/2015/10/29/more-college-students-are-working>
10. Rapacon, Stacy. More College Students are Working while Studying.
<http://www.cnbc.com/2015/10/29/more-college-students-are-working>
11. Valdez, Mylene L. & Penoliar, Jecylene Q. Working Students in the Phillipines
12. <https://professionals.collegeboard.org/guidance/prepare/work>
13. <https://professionals.collegeboard.org/guidance>
14. MacCann, Carolyn et al. (2012). Strategies for Success in Education: Time Management Is More Important for Part-Time than Full-Time Community College Students. *Learning and Individual Differences*, v22 n5 p618-623 Oct 2012. 6 pp. (<http://libresources.amaiu.edu.bh:2187/ehost/results>)
15. Gbadamosi, Gbolahan et al, (2016). Multitasking, but for what benefit? The dilemma facing Nigerian university students regarding part-time working. *Journal of Education & Work*. Dec2016, Vol. 29 Issue 8, p956-979. 24. (<http://libresources.amaiu.edu.bh:2187/ehost/results>)
16. Rafferty, Patricia D. (2013). Group Work in the MBA Classroom: Improving Pedagogical Practice and Maximizing Positive Outcomes with Part-Time MBA Students. *Journal of Management Education*, v37 n5 p623-650 Oct 2013. 28 pp. (<http://libresources.amaiu.edu.bh:2187/ehost/results>)
17. Gbadamosi, Gbolahan et al. (2015). Employability and Students' Part-Time Work in the UK: Does Self-Efficacy and Career Aspiration Matter? *British Educational Research Journal*, v41 n6 p1086-1107 Dec 2015. 22 pp. (<http://libresources.amaiu.edu.bh:2187/ehost/results>)
18. Ibrahim, Norhayati et al. (2012). Exploring the Impact of Work Experience on Part-Time Students' Academic Success in Malaysian Polytechnics. *Career and Technical Education Research*, v37 n1 p57-74 2012. 18 pp

- (<http://libresources.amaui.edu.bh:2187/ehost/results>)
19. Wirtz, Philip W. (2013), Situational and Social Influences on High School Students' Decisions To Work Part-Time. (<http://libresources.amaui.edu.bh:2187/ehost/results>).
 20. Lave, J., & Wenger, E. (1990). Situated Learning: Legitimate Peripheral Participation. Cambridge, UK: Cambridge University Press.
 21. Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42
 22. <http://www.cnbc.com/2015/10/29/more-college-students-are-working>
 23. Valdez, Mylene L. & Penoliar, Jecylene Q. Working Students in the Phillipines
 24. Gbadamosi, Gbolahan et al. (2015). Employability and Students' Part-Time Work in the UK: Does Self-Efficacy and Career Aspiration Matter? *British Educational Research Journal*, v41 n6 p1086-1107 Dec 2015. 22 pp. (<http://libresources.amaui.edu.bh:2187/ehost/results>)
 25. Rapacon, Stacy. More College Students are Working while Studying. <http://www.cnbc.com/2015/10/29/more-college-students-are-working>
 26. Rafferty, Patricia D. (2013). Group Work in the MBA Classroom: Improving Pedagogical Practice and Maximizing Positive Outcomes with Part-Time MBA Students. *Journal of Management Education*, v37 n5 p623-650 Oct 2013. 28 pp. (<http://libresources.amaui.edu.bh:2187/ehost/results>)
 27. <https://professionals.collegeboard.org/guidance/prepare/work>
 28. <https://professionals.collegeboard.org/guidance>