

Attitudes and Performance of Part-Time (Stream ``B``) Students in Federal Polytechnic Bauchi

Mohammed Lawal Inuwa

Department of Marketing Federal Polytechnic Bauchi

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ABSTRACT: Part-time study has long been a part of the Tertiary Education in Nigeria. Its acceptance and proliferation can be attributed to the economic situation and its attendant flexibility. This study is an attempt to explore the ``Attitude and Performance of Part-Time (Stream B) students of Federal polytechnic Bauchi. ``Primary data required for the study was collected through the aid of a questionnaire. While Multi-regression analysis was used to examine the attitude and performance predictors of stream B students using the dimensions of attendance, Concentration and time management on perceived level of performance of students. Findings indicate that there is strong positive relationship between the Performance predictor variables / dimension of performance and stream B students' performance in study area. Attendance has the highest coefficient of 0.57 which indicates that it contributes more than other performance dimensions in determining the students' performance when all other dimension are held constant

I. INTRODUCTION

Part-time study also known as ``stream B`` has become an integral part of the educational system in Nigeria. In the last twenty years, largely due to increase in cost of tuition and the prevailing economic situation, demand for part-time Diplomas, Higher National Diplomas, Degrees and postgraduate degrees has recorded a significant increase. Although part-time students are considered a very significant contribution in higher education (Callender et al., 2009) Performance of part-time students and their attitude towards study remains a subject of controversy as the common perception across the community is that the attitudes and performance of the Part-time (stream ``B``) students vary with that of stream ``A``. This assumption has led to mixed opinions about what is to be expected from the stream B students in terms of attitude and performance. In spite of the opportunity afforded to part-

time students their daily routine stands as an impediment to their performance and attitude towards school. A study reports that part-time students face serious effects in their study for example, low attendance, lack of concentration, and low grades (Curtis et al., 2002).

This survey is about the attitudes and performance of stream ``B`` (Part-Time) students in Federal Polytechnic Bauchi. The most popular opinion being that the stream B students can never match their counterparts in stream ``A`` academically.

The above assumption is in spite of the fact that, tertiary Institutions particularly the Federal polytechnic Bauchi have provided a level playing ground which ensures that every student irrespective of the stream which he or she has chosen to study has equal opportunity to excel in his chosen discipline.

II. STATEMENT OF PROBLEM

The problem

that is of concern is that students who are enrolled in the stream B programme are perceived to be less performing and tend to display poor attitude towards schooling such as low attendance, lack of concentration and poor time management in comparison to the students enrolled in the A stream. It is imperative to note that these students are working full time and on top of that, they are studying part time as well. However, students who are studying full time without taking any job also complained that they are very stressed. Thus, this revelation leads to a question, which is, are the students having difficulties balancing their studies with their private and work life? There is a need to explore performance and attitude between the part time and the full time students because the issue of poor attendance, lack of concentration and poor time management can impede the students from performing desirable behaviors in their academics and other

social life. Students who cannot control their emotions are said to be emotionally immature. Thus, this study compares the full time and part time students attitude and performance for the betterment of the students'.

Hypothesis

The following hypotheses are stated in their null form;

HO1: There is no significant relationship between attendance and performance of stream B students

HO2: There is no significant relationship between Concentration and performance of stream B students

HO3: There is no significant relationship between Time Management and performance of stream B students

III. LITERATURE REVIEW

Theoretical Framework

This study is grounded on the Tripartite model of motivation for achievement by Tuckman, B.W. (1999). The model includes three generic motivational factors that influence outcome attainment: (1) attitude or belief about one's capability to attain the outcome; (2) drive or desire to attain the outcome; (3) strategy or techniques employed to attain the outcome. Recent experimental research evidence is presented to illustrate the contributive influence of each proposed factor on academic engagement and achievement, followed by some empirically-derived causal models that link the various factors to achievement outcomes. The choice of this theory is informed by the fact that it presents a systematic way of understanding the phenomenon in focus

Relationship between Time management and Part-time student Performance

The fundamental challenge of adult students' life and performance at part-time learning is time management. Students have to deal with their time well and efficiently because these may influence their productivity, scholarly performance, and furthermore sense of commitment with their organization (Irfan et al., 2014).

Better balance in life helps employees to manage their work and life and improve performance in learning. A study on part-time students shows that 62% of students' opinion that they have less time to study and 78% describes that they fight with study and other responsibilities (Callender, 2006). In addition to that, (Callender et al., 2006) reported that time deficiency distressed a high ratio of part-time students than financial shortage. As time managing is seen as a

remarkable issue both for the students and institutions, as a result, successful part-time students are those who can manage their time in the limits of what is accessible to them, and additionally what is essential from their study (Medhurst, 2008). Putting forth Part-time studying students while working full time can lead to better market result through development of soft skill of time management (Darolia, 2014).

Balancing Education on Part Time

A variety of studies have examined the impact that part time employment might have on full time students' studies. For example Manthei and Gilmore (2005) considered that working part time left less time than desired for study and Jogaratnam and Buchanan (2004) found that new students who were balancing a full time academic load along with a part time job were likely to suffer from stress. Indeed it has been suggested that a combination of studying full time, working part time and being in debt can have a detrimental effect on the physical and mental health of students and that the common method of addressing debt (i.e. increase hours worked), can create the perception of a negative effect on academic performance (Carney, McNeish and McColl, 2005). Curtis and Shani (2002) determined that those students who worked part time were more likely to miss lectures and feel that they could have achieved higher grades had they not been working. However in later research, Curtis (2002) found a majority of her (admittedly small) research sample considered there to be wholly positive outcomes of working part time and that there was no conclusive relationship between the students' marks and their perceptions regarding their academic performance.

A clearer appreciation of the extent of students' part time working commitments is a common finding amongst research projects. Furthermore, there is a suggestion that part time employment is not always detrimental to students' academic efforts, particularly if the hours worked are manageable given their work load (Manthei and Gilmore 2005). Several researchers (eg, Barron, 2006; Curtis, 2005) have argued that universities should be more aware of contemporary student life and introduce an element of flexibility in their assessments and course requirements. This can be achieved by flexible scheduling of class times and the offering of study support services, especially so given the increasingly non-traditional students comm

onin modern universities (Moreau and Leathwood,2006).

Theabove notwithstanding, theissueconcerningthe impact of part timework on student performance is relatively under researched and the effectsof part time working havebeen viewed frombothapositiveand negative perspective. Positively, it hasbeen foundthatstudents might acquire personal transferable skills, enhancedemployability and increasedconfidence intheworld of work (Watts and Pickering,2000). Froma negative perspective, reporting froma relatively small study intheUK,Lindsey and Paton-Saltzberg (1993) found amajority oftheirsample worked duringtermtime and concludedthat thosestudentswho worked part time achievedpoorermarksthanthose thatdid not.Other identifiedimpacts include missed lectures and tutorials,reducedtimeforstudy andfatigue(Leonard,1995), and thedevelopment of aconflict of interest betweenemployment andacademic responsibilities (Wattsand Pickering,2000). However, this conflict of interestsdoesnot appear to unduly influence the attitudeof academic staff to theirstudents and Curtis (2005) found that support for workingstudents is arbitrary andaccidental, statingthat “(academic) staffwerelargely unawareof thedifficulties students face in juggling theirdual roles”(Curtis, 2005).Given thatpart time workingby students is commonplace,Jogaratanand Buchanan (2004) consider thatuniversities havea moral requirement to more effectively understandand manage thestressors experienced by students studying full time and working part time.

Education andPart-Time Employment

The most common source of part-timeemployment forstudentsisfound in thegeneral service industries with students being commonly employedin retailing,and hotel andcateringestablishments (Curtis and Lucas,2001). They further contend that employers’ demand for studentscenter aroundtheirdesireto control theiremployees.Thiscontrol manifestsitselfinthree ways.Firstlystudentsworking part time afford employers an opportunity tocontrolwage costs (Walsh, 1990) due to lowerlevelsof pay (Booth,1998), anda reductionin employeebenefits(McMullen, 1995),whencomparedtofull time,permanentemployees. Secondly,studentsprovideemployerswith ahighly flexible workforce(LucasandRalston,1996) intwoways: through numerical flexibility, hours can be increased

ordecreasedinlinewithbusinessdemands, or indeed layingoff part-time workers should business bepoor; and, through functional flexibility, wherepart-time studentsmight undertaketasksfor which they were notoriginally employed (Lucas, 1997).Finally,it hasbeen found that studentsworking part time bringcertain qualities toemployment that might belacking in other employees.ForexampleLamont andLucas (1999)considered that employersperceived studentsto be intelligent, articulate, good communicators,easyto train and willingto followinstructions.

It thereforemightbeseen that full-timestudentsdecidingto work part-timeprovideemployerswith a variety ofadvantages over otherfull and part-time employees. It might therefore besuggestedthat the advantages these employees bring to theworkplace areparticularly valuable to theservice sector ingeneral and the hospitalityand tourismindustry inparticular. Theopportunity to closely control employee costs throughpay rates andemployee levels, coupled withemployees that are able to multitaskand bring certain qualities tothe workplacewould appearattractive to many employers.

Indeed(Lashley,2005)foundthat 65%ofall students workingpart timewere employedinthe retail orhospitality sectors;industriesarguesMilman(1999)that possess relatively lowentry thresholds and the opportunities for unskilled positions. Itmight therefore be concluded that studentswould be particularly welcomed by theservice industry whichis characterisedby high labourcostsand extreme fluctuationsin demand.In addition,students provide the service industryand particularly the hospitality sector witha ready supplyof young employeeswhoassist theindustry in portrayingayouthfulimage.It is not surprising therefore to recognise a coincidenceof needs. Onthe onehandstudentswishing to work part time enjoy the opportunities affordedto themby thehospitality and tourismindustry,while on theotherhand, the industry appreciates the flexibility and other benefits studentsbringtothe workplace.

Thepopularity of thehospitality industry coupled with theattractivenessof hospitality students aspart-time employees might presentan opportunity to fill anincreasingly common gap in hospitalitymanagement curricula.Evidencewould suggest that lessemphasis isbeing placed on the practical aspect of hospitality management education, asuniversities are either contracting out thepractical element of theirprogramme (Baker, et al, 1995),or removingit altogether fromtheir

curricula (Raybould and Wilkins, 2005). However practical skills, while perhaps enjoying less emphasis as part of hospitality and tourism curricula, are still felt to be important and it is generally felt that graduates should have some experience of the world of work, preferably in the hospitality industry upon graduation (Riley, 2005; Raybould and Wilkins, 2005; Ladkin, 2000; Baker, et al 1995). What seems appropriate is for educators and industry to take the opportunity to make the part time employment opportunity more formal and better controlled and subsequently provide students with personal and practical skills that might be useful in their future careers. It is suggested that advantages might accrue to the three parties involved in the education of hospitality and/or tourism management graduates. Firstly, it has already been argued that the hospitality industry requires a steady supply of young, cheap, flexible and intelligent employees; one might assume that students attending programs in this area would be most attractive. For hospitality and tourism students, part time employment in the hospitality industry, in addition to providing reasonably regular work and financial reward, will assist in personal development and the development of contacts that might result in the possibility of brighter employment prospects in the future. Finally, universities who are struggling with the debate regarding the cost or validity of practical skills training might be able to take advantage of the synergy that exists as a means of solving these tensions.

Empirical Review

Cheung and Kan, (2002) evaluated factors related to student performance in the open and distance learning environment in Hong Kong by using two-way cross-tabulations with chi-square testing and equality of academic performance by proposed factors, the study examined 168 students in a distance-learning business communication course. Results showed that tutorial attendance, gender, relevant academic background, previous academic achievement, and relevant learning experience were related to student performance. The results are mostly similar to those of prior studies despite differences in culture, teaching mode, and subject.

AL-Mutairi, (2010) investigated factors affecting student performance in Arab Open University-Kuwait branch.

All graduate students during the academic year 2009-2010 were examined and 566 questionnaires were distributed to graduates students consisting of 35

female and 213 male students. The data were analyzed by using ordinary least square (OLS) multiple regressions. The outcome of the analysis revealed that the Grade Point Average (GPA) of the student is affected by age, score of the high school and nationality. Also, younger students perform better than mature students and non-national students perform better than national student, significant gender differences exist because female students perform better than male counterparts while marital status plays a significant role in determining the student's performance by confirming that married students perform better than non-married counterparts.

Bonito, (2013) describes the relationship between motivation factors and academic performance among distance education students enrolled in a postgraduate nursing course. Students (n=96) participated in a survey that assesses student's motivational orientations from a cognitive perspective using a self-administered questionnaire based on Pintrich's Motivation Strategies for Learning Questionnaire (MLSQ). Results

showed students' motivational factors are highest on task value (6.44, 0.71); followed by intrinsic goal orientation (6.20, 0.76), control beliefs (6.02, 0.89); extrinsic goal orientation (5.85, 1.13); self-efficacy for learning and performance (5.62, 0.84), and finally, test anxiety (4.21, 1.37). Weak positive correlations were found between academic performance and intrinsic goal orientation ($r=0.13$), extrinsic goal orientation ($r=0.04$), task value ($r=0.09$), control beliefs ($r=0.02$), and self-efficacy ($r=0.05$), while there was weak negative correlation with test anxiety ($r=-0.04$).

Obioha and Ndidi, (2013) identified the administrative problems of open and distance education in Nigeria with particular reference to National Open University of Nigeria and to ascertain whether there is a significant difference between the administrative problems of National Open University in the two broad geopolitical zones (Northern and Southern zone) of Nigeria. To guide the study, two research questions and one hypothesis were formulated. The study was carried out in all the study centers in the geo-political zones of Nigeria. The population of the study comprised of five administrative staff from each of the 26 study centers of National Open University of Nigeria, numbering 130, who also served as respondents. Questionnaire (NOUAPS) was used for data collection. The data generated were analyzed with mean and t-test. It was found that there is

no significant difference between the administrative problems identified in the study centers of National Open University in the Northern and Southern geopolitical zones of Nigeria. Babalola and Babalola, (2014) examined the use of information and communication technologies among distance learning students of the University of Ibadan, Nigeria. Simple random sampling technique was employed for administration of 100 copies of structured questionnaire to the students. The study therefore evaluates the preference, level of adoption and usage of these ICTs by the students. The use of internet ranked top most among the ICTs platforms used by the students, although Universities; quality of this university. It was found from the study that there are indeed certain elements or factors that differ between public university and private.

There is substantial literature comparing learning from the two modes of study, with the bulk of these studies suggesting similar outcomes for conventional classroom instruction and the distance learning mode (Dellana, Collins, and West, 2000; De Santis, 2002; Phipps and Merisotis, 1999; Russell, 2002). Some studies concluded that distant learning is more effective than face-to-face studies while conversely, some stated otherwise. In their study, Adewara et al., (2010) determined that the two modes of study do not differ from one another, by using descriptive statistics based on the CGPA of graduating students.

Vamosi et al., (2004) carried out a study using two populations, taking measurements on a 7-point Likert-type scale; the first population was classroom based, while the second population had a strictly distance learning delivery mode. The major areas considered in the study were (i) course content (ii) convenient access to the course materials (iii) effective assimilation of the course materials given. The author found out that the traditional classroom study approach is more satisfactory than the distance learning mode. Ponzurick et al., (2000) also based their measurements on a 7-point Likert-type scale, to conduct a statistical comparison between each question raised. Their analysis included both student attendance and test scores throughout the duration of the course. Test scores were analyzed and statistically compared for students taking the distance education course versus students taking the same course in a traditional classroom setting. Scores were

also analyzed for those students that began the semester in one course delivery mode and later switched to the other course delivery mode to see if there was a statistical difference between the two modes. The results showed that the traditional approach was better; in addition, only 7.25% of the students said that they preferred distance learning.

Tomei (2006), statistically compared teacher hours devoted to advising students, comparing students on traditional and distance learning modes of study. The study showed that students prefer the traditional classroom study over distance education; though there was no statistically significant difference in the grades between the two delivery styles. Dellana et al. (2000) evaluated students' academic performance by comparing the GPA of students in the two populations, on a 7-point Likert-type scale. The study also revealed that students prefer the classroom study mode. Beard et al. (2004) carried out a survey with ten questions using five category scale, as well as open-ended questions, to measure students' perceptions. The study revealed that students prefer the classroom study mode.

Parnell and Carraher (2003) gave a comprehensive report on the development of the Management Education by Internet Readiness (MEBIR) scale. MEBIR is designed to help both the learners and management of an education provider, to determine the effectiveness of the online study option as compared to face-to-face learning. In the study, the author recognized the fact that both young and old students find internet-based learning more rewarding, as instructors lead them to where material can be sought on the internet. Studies carried out by Cox (2000), Egerton (2001), and Schwarzer, Mueller, & Greenglass (1999) all showed that future students will likely possess greater comfort with technology than do current ones, thereby making distance learning more sought after.

Sonner (1999) carried out a study of undergraduate students, following various business courses through either traditional or distance learning modes of study. The study analyzed the GPA at completion of 85 students, showing that students who studied through the distance learning mode had significantly higher grades than students who took traditional classes. There was also a positive and significant correlation between the numbers of distance learning courses taken by the students and their CGPAs. Braun (2008) conducted a comparative study of

students following a distance learning mode of study, to traditional classes, with a sample size of 90; data was collected using a 7-point Likert-type scale; data on quizzes, assignments, and exams was also collected and subjected to statistical analysis. The study revealed that the students enjoyed the flexibility associated with the distance learning mode, as it allows students to combine and balance their studies with family and work commitments. Therefore, the study recommends the distance learning mode.

Warren et al. (2005) carried out an analysis and evaluation of the quality of learning in distance education and traditional classroom populations. The study included pre and post learning analysis and showed that there was no significant difference between the distance learning and traditional face-to-face study mode. The outcomes of the course evaluations carried out also showed no significant difference in students' satisfaction between the two modes of study. Swan et al. (2000) sampled 623 secondary education students comparing the mean GPA of the samples. The study showed that delivery of distance education does not differ significantly from that of the traditional face-to-face study mode. Results from a study carried out by Spooner et al. (1999) also showed no significant difference between the two study modes, just as reported by (Swan et al. (2000) and Warren et al. (2005).

Some of the studies reviewed had small sample sizes, Tomei (2006) had a total of 22 samples, Beard et al. (2004) had 25 responses, Spooner et al. sampled 8 men and 42 women. Sonner (1999) and Swan et al. (2000) had larger sample sizes. In this study, much larger samples are considered, the advantage of a larger sample size is to reduce the effect of outliers on the population in student retention and without any manipulation or intervention; it allows for the exploration of naturally occurring relationships between groups. Archived student records including the final year grade point average and cumulative point average of accounting and business administration students were used in the study. These averages were used to compare both course completion and student academic performance between groups of students in open or distance learning and traditional programmes. Accounting and business administration courses were chosen for the study, based on the fact that these courses are offered through traditional or face-to-face modes, as well as via distance learning. The graduating performance of students in the 'Regular' and 'Distance learning institute' (DLI) of

the University of Lagos were examined for two consecutive academic years. The data were analyzed using a two-tailed t-test. The results showed that there was no significant difference between the two modes of study. Ponzurick et al. (2000), Beard et al. (2004), Vamosi et al. (2004), and Warren et al. (2005) adopted, for example, where Y_{n-1} is used to denote the dual delivery methodology to carry out an academic session of 2009/10, Y_n denotes the comparison of the performance of students between the two modes of study. None of the literature reviewed considers a robust parametric test approach to compare the two modes of study, while this study takes advantage of Hotelling T-square statistics. The test is robust for analyzing data that have unequal sample sizes. Hotelling T-square statistics were further used to validate results obtained from a test of equality of the mean and median in comparing the distance learning and traditional face-to-face learning modes.

IV. METHODOLOGY

The research will adopt the survey type of research where questionnaires and interview will be used as instruments for primary data collection. This approach is a departure from other studies which rely solely on students' results as a measure of performance. The research will recognize stream 'B' students of the six departments; School of Business studies of Federal Polytechnic Bauchi as our target population. While Multi regression model will be used as a tool for analyzing the data collected and testing the Hypothesis.

V. DATA ANALYSIS AND DISCUSSION

The data collected was analyzed using statistical package for social sciences (SPSS). This is a comprehensive, integrated collection of computer programmes for managing, analyzing, and displaying data (Orodho, 2009). Depending on the nature of the basic objectives, questions and data gathered, were analyzed using different statistical tools.

1. Multi-regression analysis was used to examine the attitude and performance of stream B students the dimensions/ attitudes affecting performance; attendance, Concentration and time management have on perceived level of performance of students.

Hypothesis testing was carried out using the valid data collected from the field using multiple regression models. Multi-Regression as a parametric statistical test has the power to detect the effect more than one independent variable has

on dependent variable due to this fact it was considered to be used for the analysis. The model of this research is as follows:

$$Y = a + bx_1 + bx_2 + bx_3$$

Where Y = Student Performance,

a = Constant (Regression coefficient)

bx1 = Attendance

bx2 = Concentration

bx3 = Time Management

Model Summary

Perceived performance parameters/Attitude and part-time students performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | df | Sig. |
|-------|-------------------|----------|-------------------|----------------------------|-----|-------|
| 1 | .761 ^a | .616 | .407 | .75424 | 105 | 0.000 |

a Dependent Variable: students' performance

b Predictors: (Constant), Attendance, Concentration, and Time management)

Analysis was also carried out to determine the contribution of each independent variable, to the model summary when the effects of all other independent are held constant, and also to determine if their contribution is significant using t-test. The b-values and beta values tell us about the effect of each dimension of performance variables have on stream B students performance. If the value is positive, we can tell that there is a positive effect, whereas a negative coefficient represents a negative effect. For these data all predictors have positive b-values indicating positive relationships.

- Attendance (b = 0.57):** This value indicates that as Attendance of students increases by one unit, their performance increases by 0.57 units, this finding is significant, t (10.57), p < 0.05.
- Concentration C(b = 0.116):** This value indicates that as Concentration increases by

The independent variables (Attendance, Concentration, and Time Mgt) have significant effect on the Part-time student's performance.) Since the significance value is less than 0.05. The value of R², which is a measure of how much of the variability in the outcome is accounted for by the independents variables; for the model its value is 0.661, which means that Attendance, Concentration, and Time management accounts for 62% of the stream B students' performance.

one unit, performance of students increase by 0.0.12 units, which is significant, is significant, t (2.83), p < 0.05.

- Time Management (b = 0.172):** This value indicates that as level of Time management and regulation increases by one unit, amount of waste generated increase by 0.17 units, this finding is significant, t (3.00), p < 0.05.

In summary this analysis indicates that there is strong positive relationship between the Performance predictor variables / dimension of performance and stream B students' performance in study area. Attendance has the highest coefficient of 0.57 which indicates that it contributes more than other performance dimensions in the determining the students performance when all other dimension are held constant.

Effect of dimension of attitude and performance on stream B students

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-----------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | B | | |
| (Constant) | 2.428 | 4.857 | | 5.500 | .005 |
| Attendance | 14.881 | 1.411 | .566 | 10.546 | .000 |
| Concentration | 2.828 | 1.000 | .116 | 2.829 | .005 |
| Time Management | 7.608 | 2.309 | .172 | 3.295 | .001 |

VI. CONCLUSION

From the analysis of the study and the findings thereof; the study concludes as follows: there is strong positive relationship between the Performance predictor variables / dimension of performance and stream B students' performance in

study area. Attendance has the highest coefficient of 0.57 which indicates that it contributes more than other performance cum attitude dimensions in determining the students' performance when all other dimension is held constant. This is consistent with a study conducted by Krathwohletal.,(1973)

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