

THE RELATIONSHIP OF STUDENTS' INVOLVEMENT IN PART-TIME
JOBS TO THEIR ACADEMIC PERFORMANCE AT DASMARINAS
RELOCATION CENTER HIGH SCHOOL, SY 1991-92

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ABSTRACT

Filipinos believe that education is the best legacy a parent can give to their children. Thus, despite the inability to support children in their studies, they sacrifice a lot to earn extra income. The children then because of their respect and desire to serve their parents also try their best to perform well in school. But due to the changing times, job opportunities mushroomed and even attracted students to land these jobs. Parents are no longer left alone in supporting their children to school. There are, however, negative and positive effects which the parents and the school system face. Involvement in part-time jobs may be treated as a means to a dream yet can be a cause for sacrificing quality education and performances in school.

This study, therefore, was undertaken to find out the relationship of involvement in part-time jobs to the academic performance of the students of Dasmariñas Relocation Center High School.

More specifically, it sought to answer the following questions:

1. In what part-time jobs are the students in Dasmariñas Relocation Center High School involved?

2. What is the level of involvement in part-time jobs of the respondents?
3. Are there differences in the level of involvement in part-time jobs when the students are grouped according to sex, sibling position, family income, scholastic aptitude and year level?
4. What is the level of academic performance during the final grading period?
5. Are there differences in academic performance during the final grading period when respondents are grouped according to sex, sibling position, family income, scholastic aptitude and year level?
6. Are there differences in academic performance when the respondents are grouped according to their level of involvement in part-time jobs?

Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences in the level of involvement in part-time jobs when the respondents are grouped according to sex, sibling position, family income, scholastic aptitude and year level.

2. There are no significant differences in their academic performance when they are grouped according to sex, sibling position, family income, scholastic aptitude and year level.
3. There are no significant differences in their academic performance when the respondents were grouped according to their level of involvement in part-time jobs.

METHODOLOGY

The descriptive-narrative design was employed in this study. Various research instruments were utilized like The questionnaire-checklist, the monthly report card, the scholastic aptitude test to provide useful information to answer the problems in the study.

Five hundred thirty respondents (530), 285 males and 245 females from all four year levels participated in this study.

The frequency count, mean, T-test, and F-test or the one-way ANOVA were the statistical tools used to investigate the relationship of students' involvement in part-time jobs to their academic performance.

FINDINGS

The following were the major findings of this study:

1. The jobs commonly involved in by the respondents were keeping a store, selling live chicken and baby-sitting.
2. There was moderately low involvement in part-time jobs since 256 or 48.30 percent spent 5-8 hours a week on their jobs.
3. The females and males have the same level of involvement in part-time jobs.
4. There is no difference in involvement in part-time jobs when the respondents were grouped according to sibling position.
5. There is no difference in involvement in part-time jobs when the respondents were grouped according to family income.
6. There is no difference between the level of involvement when the respondents were grouped according to scholastic aptitude.
7. The third year students had the highest level of involvement followed by the second, fourth, and first year students.

8. The academic performances of the respondents fell on the average bracket of performance.
9. The females' academic performance was higher than the males with a mean difference of 0.0209.
10. There is no significant difference in academic performance when they were grouped according to sibling position.
11. There is no difference in academic performance when they were grouped according to family income.
12. There is a significant difference on academic performance when the respondents were grouped according to scholastic aptitude at $\alpha = 0.05$ level of significance. Those with above-average scholastic aptitude achieved higher than those with superior intelligence.
13. There is a significant difference between the academic performance when they were grouped according to year levels at $\alpha = 0.05$.
14. There is no significant difference in academic performances when the respondents were grouped according to their level of involvement in part-time jobs.

Recommendations:

Based on the findings and conclusions of the study, the following are strongly recommended:

1. The administrators, guidance counselors and homeroom teachers should, at the start of the school year, interview students and parents to know whether the students are involved in part-time jobs. In this way, proper sectioning of students under each category could be made.
2. Three shifts of classes, aside from the night classes could be resorted to so that working students could be placed in the time slots which would not conflict with their part-time jobs, thus giving them time for studies.
3. The working students may be given fewer subjects or be considered as irregular students so that they could have time for school work.
4. More sympathetic guidance counselors should be afforded to them so that they could enjoy going to school and at the same time doing their part-time jobs.
5. The teachers handling students with part-time jobs should be more understanding and

considerate with these students. Assignments and projects given to these students should be commensurate to their levels of job involvement and scholastic aptitudes. Learning the basics should not be spared but strengthened according to the jobs involved in.

6. Seminars and symposia could be conducted both by the guidance counselors and administrators for further guidance on correct time management, attitudes and other relevant topics that would help the working students.
7. The school could coordinate with factories, offices and establishments who could offer part-time jobs to students and could employ them as full-time workers after graduation.
8. The school could employ these students in the school as student assistants in the library or as part-time janitors, clerks and other income-related jobs.
9. The government could create employment opportunities in the school where the students could be employed in part-time jobs to be nearer their place of employment.

10. Scholarships could be granted to the working students to motivate them for their efforts.
11. Further studies can be conducted on the relationship between scholastic aptitude and academic performance.



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