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Bauchi State University
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Acknowledgement

In the first instance, we are indeed grateful to the Management of Bauchi State University Gadau- Nigeria without whose approval and support this publication would not have been possible. Particularly, our profound gratitude goes to the Vice Chancellor, Professor Auwal Uba and the entire university community. Also, we extend our appreciation towards the effort of the paper reviewers who, despite their tight schedules assisted in thoroughly reviewing the research articles and offer meaningful suggestion towards improving the quality of the papers. Similarly, the Editorial Board would like to express gratitude to all the authors and those who have contributed in one way or another towards the success of this publication. Finally, we acknowledge the effort and steadfastness of our Managing Editors for working round the clock to ensure that the publication seen the light of the day.

Professor Bashir Jumare

Editor-in-Chief

International Journal of Intellectual Discourse (IJID)
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A Note from the Editor-in-Chief

International Journal of Intellectual Discourse of the Faculty of Social and Management Sciences, Bauchi State University Gadau is the first Journal to be initiated by the Faculty of Social and Management Sciences since the University was established about seven years ago. I therefore, have cause, as the founding Editor-in-Chief, to congratulate the Academic Committee of the Faculty that initiated the idea, all the Editorial Board members and reviewers consisting of both National and International Scholars and Professionals in Accounting, Business Administration, General Management, Organizational Behavior, Industrial Relations and Human Resources Management, Economics, Marketing, Entrepreneurship, Operations Research, Public Administration, Political Science, Sociology and other Social and Management related fields. The goal of this journal is to enrich the theory and practice of Social and Management Sciences in our time with a view to enjoy the improved knowledge and career progression.

This edition (Volume 2, Issue 1) of the journal generally consists of fifty-four research articles by scholars cutting across Nigerian Universities, Polytechnics and Colleges of Education as well as private and public sector. All the forty papers revolves around Accounting, Banking and Finance, Business Administration, General Management, Organizational Behavior, Industrial Relations and Human Resources Management, Economics, Marketing, Entrepreneurship, Operations Research, Public Administration, Political Science and Sociology. Although, many papers were received from scholars, but the Editorial Board had painstakingly selected for inclusion in this edition only those papers that met the highest standard of quality, originality, relevance and academic rigour. Equally, the key technical and professional impact criteria were used for the evaluation of the papers.

At this juncture, let me reiterate and assure other authors whose papers have been accepted for publication but are not featured in this edition, that such papers would be considered for publication in the subsequent editions particularly Volume 2 Issue 2 which is in the pipeline. We thank you for your interest and support and look forward for your feedback and suggestions. We invite new contributors (Scholars and Practitioners) to send in papers in the subsequent publications. Given the rich contents of this journal, it is a useful source of educational information and enlightenment to the general readers and people in academia. This is because, the papers were written in clear and concise language for easy understanding.

The Editorial Board is hoping to continue in providing relevant and comprehensive quality research papers, policies and intervention that will support the building of world-class capabilities and knowledge.

Professor **Bashir J. J. J.**

Editor-in-Chief

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Student Employment and Academic Behaviour: A Study of Selected Students from the University of Ilorin

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Abstract

Student employment has of recent become a global phenomenon. It a situation in which students work while in school. In Nigeria, there is a conception that students cannot work and at the same time keep up with their academic routines. In line with this, the study sought to investigate the relationship between student employment and academic behaviour. The concept of student employment was further grasped using the student involvement theory. A two stage sampling technique was used to select 165 respondents, with the questionnaire employed as the method of data collection. The retrieved data was analyzed with the use of spearman rank correlation. The analyzed data revealed that the more self-employed a student-worker is, the higher the rate of class attendance. The study also revealed that the longer a student is employed, assignment submission becomes more frequent. Based on these, the study recommends that student employment be encouraged in schools as it is advantageous to students. Through employment, students gain invaluable work experience, learning how the real world operates.

Keywords: Student, employment, academic behaviour

1. Introduction

Being a student is a taxing period in the life of anyone endeavoring to obtain a degree of any kind. As a student, there are such a large number of things to stress over, such as companions, grades, money related issues, extracurricular exercises, home sickness, future aspirations, and so forth. In overseeing one fundamental asset important for survival on the school ground, which is the monetary resource, students regularly resort to a type of paid employment or independent work of sort that serves in dealing with the money related challenges while in school. The issue of student employment while in school attracted global attention; both in the developed and developing countries (Dennis, Lemon & Louca, 2018). It has so far been a legitimate concern for sociologists over some decades.

Callender (2008) expressed that student employment is probably going to remain as part of the tertiary education scene, with more students progressively dependent on the income made. Subsequently, student employment is a worldwide issue. It is a far reaching phenomenon in a few western nations such as United States, China, Australia, and New Zealand (Robotham, 2012). Another measurement indicating the expanding number of students' association in some form of work while in school is reflected in the results of the

European Student Survey (Orr, Gwosc & Netz, 2011) which demonstrates that in excess of a half of western nations, about 40% of college students are routinely employed while school is in session.

Research has uncovered additionally uncovered that payment from work comprises about a half of the income budget of students, indicating that self-financing is a noteworthy source of student finance all over Europe (Orr, Gwosc & Netz, 2011). In Europe, an expanding number of students work while in school (Neill, 2015) and this is very clear in the quantity of student employment rate in Germany which expanded from 51% in 1991 to 62% in 2012.

The number of students that combine their studies with work is increasing in developing nations like Nigeria. This trend makes them associate with any type of self-financing work so as to afford various necessities while in school. Abject poverty is the central factor that can be credited to this quick increment in the number of students employed within the premises of learning institutions (Muluk, 2017). For school directors and academicians, student employment is a twofold-edged sword. From one viewpoint, youth self-employment work amid the school session can result in numerous positive results for students. For instance, an immediate advantage of part-time employment is that, it enables students make

the transition from school to work. Students can acquire a head start their future vocations or use the exposure to a profession to help decide if it is for them. Incidentally, part-time employment can help encourage improved work and study propensities. This is due to students understanding that work experience can be gained from the remaining non-educational period. This enhancement in organization and study propensities can encourage higher grades. Work amid the school year can enable students build up a superior hard working attitude. This is in accordance with D'Amico (1984), work in secondary school gives chances to assume accountability, co-operative interrelation and authority. Students who work while still in the university will adapt to work environment at a prior age to others and are likely to grow great networking aptitudes sooner than others. Notwithstanding the above advantages, students with occupations may have contacts and references that they can call upon further down the road for future work openings. Businesses may support students who held part-time occupations while in school, since it is a flag of a more grounded hard working attitude than other potential workers. A few people who work amid university may remain with that job after convocation. Along these lines, work amid school can bring down a student's odds of post-school joblessness.

Nonetheless, a few critics of student employment are of the view that part-time employments can be unfavorable to Grade Point Average (GPA) and students' frame of mind towards their studies. Students who take part in one type of work or the other while in school are on most occasions confronted by weariness, stress, and exhaustion towards their studies. In most scenarios, students who work while in school have next to zero time left to participate in other school norms like library utilization, attendance of lectures, debates, etc. This should not be shocking on the grounds that each time there are benefits, there are normally costs. It is without a doubt conceivable that such a large number of hours working outside of school may prompt diminished exertion in school. This is very recognizable among late-hour workers (Baert, Marx, Neyt, Van Belle & Van Casteren, 2017).

Related with this impression of the impact of being employed on academics, is the idea that time spent working possibly detracts them from

time spent learning. This may lead to lower academic performances/grades among the student-workers in the academic institutions. Moreover, there is a high propensity that taking part in any type of employment by students can influence Grade Point Average (Baert, Marx, Neyt, Van Belle & Van Casteren, 2017). D'Amico (1984) noted that the consistent ascent in school employment combined with the gradual disintegration of academic potential in recent times might be more than circumstantial. Grades are unquestionably the most notable indicator of academic conduct. However, grades are not the only indicator. Attendance of lectures, submission of assignments, among other routines are also regarded as indicators of academic behaviour (Rogel, 2012).

The deficiencies of the Nigerian government towards accommodating the students has caused various issues for the youths. This led to an ascent in the proportion of students working while in school. The pattern which finds an expanding number of university students at work for extended periods suggests that the work experience of students ought to hold importance with administrators at tertiary institutions as well as policymakers. An examination of students who work while still in school-term is a vital subject. It is in fact very important not just on the grounds that work has progressively turned into a fundamental piece of a student's life, but also in light of the fact that the sort of work students take part in. The level of freedom granted by such work (being employed or self-employed) may sway academic behaviour.

Various researches have revealed mixed and conflicting outcomes. More so, most literatures have not had the capacity to paint a clear picture with respect to the effect of student self-employment on academic behaviour (Lyons, Krachenberg, and Henke, 1986). A few studies suggest that working adversely prevents students from concentrating on their studies. Again, others infer that the effect of work is not hindering academic behaviour (Riggert, Boyle, Petrosko, Ash, and Rude-Parkins, 2006). It is on this background this study sought to investigate the perception of student employment and academic behavior among undergraduate students of the University of Ilorin, Nigeria.

The general objective entails the discovery of the relationship between student employment

and academic behaviour. In order to achieve this, the study has specific objectives, which are:

1. Ascertaining the relationship between the level of self-employment and academic behaviour.
2. Discovering the relationship between length of employment and academic behaviour.

2. Literature Review

2.1. Nature and Characteristics of Employed Students

Student employment is anything but new. Working amid school breaks has been a conventional method for students to earn money for savings. However, there are two noteworthy changes that have occurred as of late. In the first place, the challenge for holiday employment has turned out to be progressively intense. As a result of expanding financial burden while at school, more students are choosing to partake in temporary employment. Also, because of the low wages and constrained period, the pay from holiday employment fails to fulfill genuine financial necessities. Accordingly, the proportion of students working amid the school session has boomed in the course of recent decades in many countries (Watts & Pickering, 2000).

Numerous studies have recognized the patterns of employed students as working hours, job title and pay rates. Information from different studies have shown that most students are employed in retailing and hospitality industry. The most well-known employments incorporate sales assistants, superstore checkout operators and bar- and wait-staff (Curtis & Lucas, 2001). Few students reported that their employments were related to their studies in school (Hunt, Lincoln & Walker, 2004). Eminently, the circumstance is different for the individuals who major in tourism or hospitality related disciplines. The down to earth nature of their temporary employment in inns, hotels, etc., contribute towards their careers (Barron & Anastasiadou, 2009).

The weekly working hours for students change with various studies. The normal length of work is between 11 to 20 hours out of each week (Barron, 2001; Silver & Silver, 1997; Sorensen & Wynn, 1993). A minority of students reported as long as 30 hours of the week (Taylor & Smith, 1998). In addition, a few students demonstrated

that their working hours change from week to week, contingent upon varieties of work request (Lucas, 1997; Lucas & Ralston, 1997). The run of the mill hourly rate for employed students is around the legal minimum wage permitted by the law. Employers in ventures need modest and adaptable labour. This is to enable them get sensible profit and students who work amid the session are fulfilling of this prerequisite (Curtis & Lucas, 2001). A research by Tam and Morrison (2005) revealed that in China, students value the working experience over the pay from working. In this way, the compensation is not the most vital worry for the time being. Curiously, most researches have rather negative views about 'poor pay'. Some truly question the financial worth of being employed while in school. This is because, in particular the proof indicates that students' academic behaviour is influenced by these lowly paid employments (Carney, McNeish & McColl, 2005).

2.2. Empirical Review

A study by Dundes and Marx (2007) investigated the connection between working and students' academic conduct. It was indicated that most student-workers believed that working made them progressively effective in school work at about 74%; while additionally expanding their dimension of stress up to 64%. This was especially frequent among students who worked over 10 hours out of each week. Strangely, in spite of the improved performance of those working 10-19 hours out of each week, the larger portion agreed that working brought about their spending less hours on assignments and preparing for tests. Conversely, the majority of those working less than 10 hours out of every week opined that working did not tamper with their academic engagement. Constructive outcomes of students working are shown in a study by Kalenkoski and Pabilonia (2009). The outcomes demonstrated that students working under 20 hours in a week had a normal GPA of 3.13. However, those who did not work had a normal GPA of 3.04, indicating that students who work 1 to 20 hours out of every week improved overall than the individuals who do not work by any stretch of the imagination. In another case, the analysis made by Hunt, Lincoln, and Walker (2004) indicated that non-working students got an essentially higher GPA than working students.

To help this statement, Robotham (2012) revealed that working students chop down time meant for perusing study materials, recreation and other social exercises.

Munroe (2012) undertook an ethnographic investigation of 30 student workers at a college in Australia and portrayed their encounters. The motivation behind the investigation was to offer knowledge into the difficulties experienced by students who work for pay. The findings revealed that students who work while going to school are confronted by numerous difficulties in spite of the advantage of gaining skills and experience for employment in the future.

Moreover, Robotham (2012) explored the impression of students who partook in part-time work amid school session. The study demonstrated that part-time work was a typical practice for full-time students. The result further indicated that only few students invested more energy in their work than in classes. The investigation demonstrated that working students forfeited social events, dedicated less time to additional curricular exercises and invested less energy perusing study materials. Robotham inferred that students set more noteworthy emphasis on their work than academics and social events.

Kosi, Nastav, and Sustersic (2013) analyzed the time when a student's dimension of hours worked every week starts to adversely affect academic behaviours was looked into. The results showed that work starts to adversely affect one's academic behaviour at 18 hours of the week (Kosi, et al., 2013). Utilizing 18 hours every week as the limit has not been found in comparative research, such as that of Salamonson and Andrew (2006), who considered 267 working students from 2001 to 2002. The result of the study indicated that a negative effect on GPA is experienced by those working for at least 16 hours of the week. Additionally, taking a gander at when work begins to create negative consequences for GPA. The research carried out by Kalenkoski and Pabilonia (2009) revealed that students who worked 20 hours or less had the most noteworthy GPA. However, the individuals who worked more than 20 hours in seven days had the least GPA by and large. Another research was conducted by Hawkins, Smith, Hawkins II and Grant (2005), to check if there were negative effects related with working

while at school. A critical negative relationship between hours worked and GPA was found.

Barke, Braidford, Houston, Hunt, Lincoln, Morphet and Walker (2000) utilized a qualitative study to enable respondents to shape their impression of how working influenced their academics. The result showed that 43% felt that working legitimately contributed negatively. Dundes and Marx (2006) found that specific scopes of hours worked by students contributed to fundamentally higher GPAs than those who did not work. Stinebrickner and Stinebrickner (2003) also found a positive relationship between GPA and hours worked.

2.3. Student Involvement Theory

The student involvement theory argues that a student's participation in work or concern with studies has to do with the amount and nature of the physical and mental vitality that the students invest into the school/work experience (Astin, 1999). In this theory, Astin expressed the degree to which students can accomplish specific objectives is an immediate consequence of the time put in and exertion on exercises intended to deliver stated goals. The theory proves useful while investigating a student's academic behaviour. Going by this theory, a student's rate of class attendance, assignment submission is determined by the effort exerted to realize these objectives. With this theory, a student's grade is the consequence of effort exerted to prepare for exams. The more determined a student is in participating in the school rituals, the more positive the consequences are. Astin found a mental factor that may represent the constructive outcome of on-campus employment. Standard work on campus implied that the student invests more energy on campus and thus additional time collaborating with other students and staff. A more prominent inclusion with school life and exercises builds up a more grounded feeling of identification with the establishment. The student therefore gets to participate in part of the school rituals such as attendance of lectures, participation in debates, revisions with course mates, to mention but few.

3. Methodology

University of Ilorin, Kwara State is the area of the study. Kwara is a state located in the north-central Nigeria. University of Ilorin, also known as Unilorin, is owned by the federal

Government of Nigeria. It was founded by a decree of the Federal Military Government in August, 1975. The university has fifteen faculties and dozens of (over 60) academic departments (Wikipedia, 2019). According to the school has 50,000 students. The faculties in the University of Ilorin presently are: Agriculture, Arts, Communication and Education, Sciences, Engineering and Environmental Sciences, Life Sciences, Management Sciences, Physical Sciences, Social Sciences, Pharmaceutical Sciences, Veterinary Medicine, Law, Basic Medical Sciences and Clinical Sciences (the last two faculties are operating under the University College of Health Sciences). The study adopted the survey method with questionnaire as the tool of data collection. A sample of 165 respondents is drawn using a two-stage sampling technique. First, stratified sampling was used to divide the students in terms of faculties. With this, fifteen respondents from each faculty. This is to ensure that the sample contains students who actively worked while in school or are close with students who work while in school.

Results

From the distributed copies of questionnaire, 57 copies were found to be completed. The analysis was therefore based on valid ones. The study adopted Spearman rank correlation in analyzing the retrieved data.

4.2. Test of Hypotheses

Hypothesis One

H_0 = Self-employed students do not have a high rate of class attendance.

Table 1. represents a presentation of the socio-demographic characteristics of the respondents using simple percentage.

Source: Researchers' Fieldwork (2019)

Table 1. Presentation of Data	
Table 1. Socio-demographic Characteristics of Respondents	
Socio-demographic Characteristics	Percentage (%)
Age	
Below 18	25
18-22	30
Above 22	45
Gender	
Male	52
Female	48
Employment Status	
Student Worker	59
Non-student worker	41
Religion	
Christianity	46
Islam	54
Ethnicity	
Hausa	23
Igbo	30
Yoruba	42
Others	5
Total	100

Table 2. Correlation of Level of Self-employment against Class Attendance

Spearman's rho	Level of Self-employment		Class Attendance	
	Correlation Coefficient	Sig. (2-tailed)	N	
	1.000		157	
	.793**	.000	157	
				1.000
				.793**
				157
				157

** Correlation is significant at the 0.05 level (2-tailed).
Source: Researchers' Fieldwork (2019)

A Spearman's correlation was run to assess the relationship between level of self-employment and class attendance, with the analysis based on 157 respondents. There is a strong positive correlation between the students' level of self-

employment and class attendance, which is statistically significant, $r(157) = .793, p < 0.05$

Hypothesis Two

H_0 = Employed students do not have a high rate of assignment submission

Table 3. Correlation of Length of Employment against Rate of Assignment Submission

		Length of Employment	Rate of Assignment Submission
Spearman's rho	Length of Employment	Correlation Coefficient	1.000
		Sig. (2-tailed)	.894**
		N	.000
	Rate of Assignment Submission	Correlation Coefficient	157
		Sig. (2-tailed)	.894**
		N	.000

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Researchers' Fieldwork (2019)

A Spearman's correlation was run to assess the relationship between length of employment and rate of assignment submission, with the analysis based on 157 respondents. There is a

strong positive correlation between the students' length of employment and rate of assignment submission, which is statistically significant, $r(157) = .894, p < 0.05$

4.3. Discussion of Findings

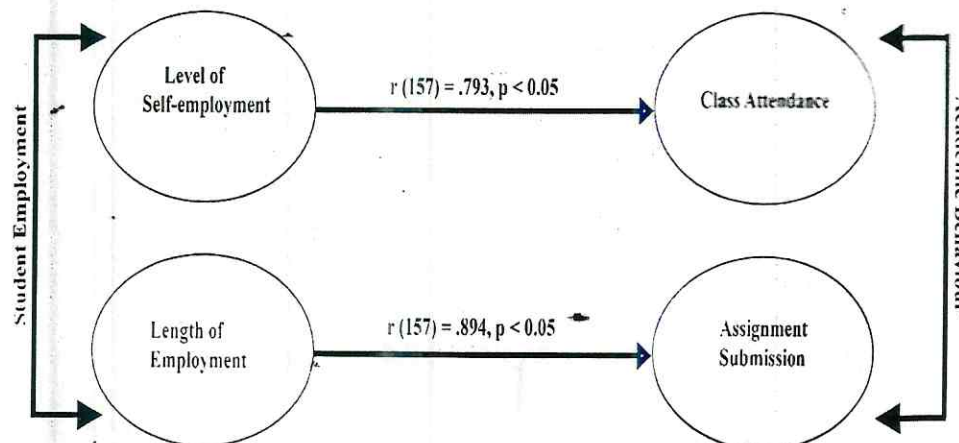


Figure 1: A model depicting the relationship between student's employment and academic behaviour
Source: Researchers' Fieldwork (2019)

The two hypotheses subjected to test revealed a strong positive relationship. Hypothesis one made bare that a strong positive correlation exists between the students' level of self-employment and class attendance. This is indicated by the correlation coefficient of .793. The larger the absolute value of the coefficient, the stronger the relationship between the

variables. Furthermore, since the p-value is lesser than the significance level, the correlation is deemed to be significant. Class attendance serves as a form of academic behaviour. As the students' are their own bosses, work schedules can be arranged in such a manner that classes are not shunned. The exploration of a perceived relationship between

student employment and class attendance serves as an addition to studies that have been carried out on student employment. The result from hypothesis one revealed that student employment does not necessarily compromise academic behaviour. This is against the findings of Stinebricker and Stinebricker (2003) and Hawkins et al. (1995) who stated that employment derails the possible academic achievements of students.

Hypothesis two revealed a strong positive correlation between length of employment and rate of assignment submission. This is indicated by the correlation coefficient of .894. The larger the absolute value of the coefficient, the stronger the relationship between the variables. Furthermore, since the p-value is lesser than the significance level, the correlation is deemed to be significant. This indicates that the longer a student has been employed, the greater the rate of assignment submission. This means that a student who was just employed would not have a high rate of assignment submission. This serves as addition to studies that have revealed positive relationship between student employment and academic behaviour such as Robotham (2012), Manthei and Gilmore (2005), etc. Kalenkoski and Pabilonia (2009) revealed in a study that students who work 1-20 hours a week have higher GPA than students who do not.

5. Conclusion and Recommendations

The study concludes that self-employed students have a high class attendance rate. Self-employment entails that the student does not report to a boss. Self-employed students at the University of Ilorin work in the line of fashion design, trading, graphics design, and so on. Self-employed students can decide on work schedule. The schedule can be arranged in such a manner that it does not tamper with class attendance, which is a form of academic behaviour. It can as well be concluded from the study that employed students submit their assignments. This study serves in dispelling some myths about students who work while in school. Being employed does not mean that the student trifles with school work. As a matter of fact, employment contributes in building knowledge and character that can be invaluable in studies. Student employment is advantageous as it not only delivers monetary recompenses, but it affords students with

numerous skills that are useful to their future callings, strengthening their personal development. By taking on employment, students gain valuable work experience and augment their future opportunities in the labour market as advocated by Häkkinen (2006), Metcalf (2003), Neumark and Joyce (2001) for tertiary institution students. If associated to their field of study, student employment has a positive impact by reducing the risk of unemployment after school. In addition to gaining work experience and understanding the business world, student employment also adds to the growth of teamwork, time management, communication skills, and augmentation of self-confidence (Robotham, 2012; Manthei and Gilmore, 2005). In line with these, the study recommends that students be encouraged by parents/guardians to seek employment while in school. This will serve as a preparation for life after school. It serves as an opportunity to get work experience which can prove to be invaluable. The study also recommends that school authorities enact rules to ensure that students gain valuable work experience while in school. It is further recommended that students do not compromise education for work. Both can be balanced. As such, one should not harm the other.

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