

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0 Introduction

The data collected from 2,422 completed *Part-time Employment questionnaires* is analysed according to the following categories:-

- (I) Extent of part-time employment among secondary school students
- (II) Types of part-time job
- (III) Characteristics of jobs such as monthly income and work hours
- (IV) Reasons for working part-time
- (V) Relationship between part-time employment and academic achievement
- (VI) Comparison of deviant behaviour between student-workers and non-workers
- (VII) Ways student-workers spend their earned income and estimated proportion of income spent in each of the ways

4.1 Extent of Part-time Employment Among Students in a Secondary School

The extent of part-time employment among students in Sekolah Menengah Kepong Baru was investigated by obtaining information on the work status of the students.

4.4.1 Work Status

Table 4.1
Distribution of Students According to Work Status

Work Status	No. of Students (N=799)	Percentage of Students
Workers	799	33.0
Non-workers	1623	67.0

Note. Figures were based on student-workers' most recent jobs held in 1997.

Table 4.1 shows the distribution of students according to work status. Of the total 2,422 students surveyed, 33.0 %(n=799) reported that they had experiences of working part-time. This figure was based on student-workers most recent jobs held in 1997.

Subsequent analysis concerning the part-time employment of the students was based on :

- i) season of employment

- ii) grade level

iii) gender

iv) socio-economic status

4.1.2 Season of Employment

The data collected were analysed further to determine the percentage of students who worked throughout the school year and the percentage of those who worked during school holidays only. The data are presented in Table 4.2.

Table 4.2
Distribution of Student-workers According to Season of Employment

Season of Employment	No. of Student-workers (N=799)	Percentage of Student-workers
During school year	263	33.2
During school holidays	536	67.8

Note. Figures were based on the most recent jobs held in 1997.

Table 4.2 shows that 67.8% or two-thirds of the student-workers took on jobs during school holidays. On the other hand, 32.2% or about a third of the students worked regularly during the school year. The data shows that more students worked during the holidays than during the school year.

4.1.3 Grade Level

When the number of working students was computed according to grade level, the results showed that the higher the grade level, the greater is the number of students involved in part-time employment (see Table 4.3). The highest percentage of students working part-time was from Form V whereas the lowest was from Form I.

Table 4.3
Distribution of Student-workers According to Grade Level

Grade Level	No. of Students (N=2422)	No. of Student-Workers (N=799)	Percentage of Student-Workers	Increase % from Previous Grade
Form I	465	81	17.4	-
Form II	471	95	20.2	2.8
Form III	578	173	29.9	9.7
Form IV	448	196	43.8	13.9
Form V	460	254	55.2	11.4

When the percentage of student-workers in each grade was rank ordered, the result obtained is as follow:

Form V > Form IV > Form III > Form II > Form I
(55.2%) (43.8%) (29.9%) (20.2%) (17.7%)

The data show that although the percentages of students who worked increase steadily with grade level, the greatest difference is seen in the percentages between Form III and Form IV, rising from 29.9% in Form III to 43.8% in Form IV (see Table 4.3).

4.1.4 Gender

When the percentages of male and female student-workers were computed, the percentage of male workers was found to be higher (57.5%, n=460) than that of the female workers (42.5%, n=339). The results are presented in Table 4.4.

Table 4.4
Distribution of Student-workers According to Gender

Gender	No. of Student-workers (N=799)	Percentage of Student-workers
Male	460	57.5
Female	339	42.5

Cross tabulation of work status of the male and female students gives a chi-square value of 40.2, which is significant at .05 (Table 4.5). The results indicate that there is a significant difference in work status between the male and female students.

Table 4.5
Chi-square Analysis of Work Status of Male and Female Students

Gender	Work Status		Chi-square	
	Working	Non-working	χ^2	p
Male	39.0 (460)	61.0 (717)	40.2	.05
Female	27.2 (339)	72.8 (906)		

Note: Figures in parentheses represent frequencies.

4.1.5 Socio-economic Status

The percentages of student-workers computed according to socio-economic status (SES) are shown in Table 4.6. The data indicate that student-workers came from all the three SES, that is, High SES, Middle SES and Low SES. However, the majority of them ($n=544$) was from the Middle SES group. This may not reflect the real picture as the students were predominantly from middle class families. There were only 206 students in the low SES group compared to 1,683 students from the middle class.

Table 4.6
Distribution of Student-workers in High, Middle and Low Socio-economic Status (SES) Groups

SES	No. of Student Workers	% of Student Workers	No. of Students	No. of Student Workers	% of Student-Workers in each of the SES Groups
High	138	17.3	533	138	25.9
Medium	544	68.1	1,683	544	32.3
Low	117	14.7	206	117	56.8
Total	799	100.0	2,422	799	

Hence the percentages of working students from each of the SES groups were computed. The results show that the Low SES group had the highest percentage of student-workers (56.8%) while the High SES group had the lowest percentage of student-workers (25.9%). The results indicate that students from the poorer families were more likely than their peers in the High or Middle SES groups to take on part-time jobs.

4.1.6 Summary and Discussion

The findings indicate that although about 33.0% of the students in the secondary school were engaged in part-time employment, the majority of them (67.8%) worked only during the school holidays rather than throughout

the school year. The higher the grade-level the greater the number of students working part-time. The findings seem to show that as the older the students, the greater the need to have work-experience, greater the likelihood of being employed and the greater the willingness for parents to allow them to work. The data also indicate that higher percentage of the male students worked as compared to the female students. One possible explanation is that, parents being more protective towards girls might not allow them to work outside their home. The findings show that a larger percentage of the students from the low-income families worked compared to those from the middle SES and a larger percentage of the students from the middle-income families worked compared to those from the high SES. This is to be expected as the poorer the family, the greater is the necessity to earn money for their own expenses or to ease the family's financial burden.

4.2 Types of Part-time Job

In the *Part-time Employment Questionnaire*, the student-workers were required to indicate the type of jobs that they most recently worked. This information is needed to investigate students' work experience.

To analyse the responses from the questionnaire, the data were grouped into seven categories, namely, trade service, food service, factory

work, technical and skilled crafts, clerical work, tutoring and other types of work. Type of jobs was also analysed according to gender to investigate whether there is a difference in job preference between male and female student-workers.

Table 4.7
Distribution of Student-workers According to Types of Part-time Job

Types of Job	No. of Student-Workers(N=799)	Percentage of Student-workers
<u>Trade Service</u> (cashier, salespersons, sales assistants, sales-promoter)	257	32.2 %
<u>Food Service</u> (waiters, assistant cooks, cashiers, general helpers)	195	24.4
<u>Factory Work</u> (labourers in packaging and labelling, general workers)	162	20.3
<u>Technical and Skilled Crafts</u> (mechanics, machine operators, tailors, painters, assistant-blacksmiths, carpenters and bakers)	65	8.1
<u>Clerical Work</u> (accounts clerks, general-clerks, receptionists)	57	7.1
<u>Tutoring</u> (school tutors, music tutors, badminton and basketball coaches)	23	2.9
<u>Others</u> (shampoo girls, delivery boys and baby sitters)	40	5.0

Data from Table 4.7 clearly indicate that student-workers were involved in jobs found in various sectors ranging from the trade and food services to clerical and tutoring jobs.

From a total of 799 student-workers, 257 or 32.2% were involved in the trade sector working as sales assistants, cashiers, sales-promoters in departmental stores, supermarkets or retail shops such as videocassette rental shops. About 24.4% of the student-workers were involved in food service industry working as waiters, cashiers, assistant cooks or general helpers in Chinese restaurants, food stores or fast food outlets. Another 18.2% were involved in the production sector, mostly as general workers or labourers in packaging and labelling.

Only 8.1% of the workers were engaged in skilled and technical jobs and 7.1% of the students worked in the clerical sector, mostly as receptionists, accounts clerks or general clerks. A very small percentage of students (2.9%) were involved in tutoring, mainly as school tutors, music tutors and coaches for games. Other jobs such as shampoo girls, delivery boys and baby-sitters were less popular and only accounted for 5.0% of the student-workers.

4.2.1 Gender Differences

Table 4.8
Chi-square Analysis of the Types of Part-time Work of Male and Female Students

Gender	Types of Part-time Work							Chi-square	
	Trade	Food	Factory	Tech. & Skilled crafts	Clerical	Tutoring	Others	χ^2	p
Male (n=460)	26.5% (122)	25.9% (119)	25.7% (118)	13.5% (62)	3.9% (18)	0.4% (2)	4.1% (19)	39.79	.05
Female (n=339)	40.0% (135)	22.4% (76)	13.0% (44)	0.9% (3)	11.5% (39)	6.1% (21)	6.1% (21)		

Note : Figures in parentheses represent frequencies.

Chi-square analysis was carried out to compute differences in type of jobs engaged by male and female student-workers (Table 4.8). Although the data in Table 4.8 show that for both sexes, the two highest percentages of student-workers were involved in trade and food services, the results of Chi-square analysis indicate that there is a significant difference at .05 in the type of jobs engaged by male and female student-workers. Higher percentages of male students were engaged in factory work and jobs related to technical and skilled craft than the female student-workers. On the other hand, higher percentages of the female student-workers were found to be engaged in trade, clerical jobs and tutoring than the male student-workers.

4.2.2 Summary and Discussion

The finding indicated that the majority of the students were engaged in trade and food industries. The percentages of students working in these two industries alone accounted for more than half of the student-workers. Similar findings were obtained by Steinberg, Fegley & Dornbush (1993), Steinberg, Greenberger, Garduque, Ruggiero & Vaux (1982) and Ruscoe (1996). They reported that employment in food and trade services was the most popular among student-workers. Jobs in the trade and food services are abundant in urban sectors such as Kuala Lumpur and therefore are easily available to students who wish to work part-time. Hence, the first two largest groups of student-workers were in the food and trade services. Students working in factories comprise the third largest group of student-workers. The existence of many cottage and small-scale industries in the vicinity of the school provided plenty of job opportunities for school students. This probably accounts for the third largest group of student-workers.

Among the findings of this study is the gender difference in the type of jobs. Although for both sexes, the two highest percentages of student-workers were found in trade and food services, male students were more likely to do manual, technical and skilled crafts whereas the female student-workers took on trade, tutoring and clerical jobs. This could be due to the fact that certain jobs require more physical strength and therefore are more

suitable for males.

4.3 Characteristics of Jobs

Two characteristics of students' part-time jobs investigated in this study were: (i) number of work hours per week and (ii) income per month. The data were based on the most recent part-time jobs held by the student-workers.

4.3.1 Work Hours

In order to ascertain the amount of time students spent in working, their work hours per week were examined. The survey revealed that while some students worked throughout the school year, the majority worked only during the school holidays (refer Table 4.2). For this reason, work hours for these two groups of student-workers were analysed separately.

The number of work hours of the student-workers in the present study were grouped into 4 categories of work hours: (a) less than 5 hours, (b) 5 to 14 hours, (c) 15 to 20 hours and (d) more than 21 hours. The categorisation of the work hours is based on previous studies on students' part-time employment by Greenberger and Steinberg (1986), Damico (1984) and Marsh (1991).

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Table 4.9
Distribution of Student-workers by Work Hours per Week and Season of Employment

Work Hours per Week	Student-workers		Season of Employment			
			School Year		School Holidays	
	N	%	N	%	N	%
Less than 5 hrs	142	17.8	76	53.5	66	46.5
5 to 14 hrs	155	19.4	104	67.1	51	32.9
15 to 20 hrs	208	26.0	47	22.6	161	77.4
More than 20 hrs	294	36.8	36	12.2	258	87.8
Total	799	100.0				

Note: (i) Mean work hours per week = 17.0 hours
(ii) Standard deviation = 9.5 hours

Table 4.9 shows the distribution of student-workers who worked throughout the school year and during the school holidays according to work hours per week.

As indicated in the footnote of Table 4.9, the mean work hours per week of the whole sample (students who worked through the school year and students who worked during the school holidays) was 17.0 with a

17.8% of the students spent less than 5 hours, 19.4% of them spent 5 to 14 hours and approximately 26.0% of them spent 15 to 20 hours per week in working while 36.8% of the student-workers was found to work more than 20 hours per week.

The data was then analysed by season of employment (Table 4.9). Higher percentages of students working during the school year were found in the categories of 'less than 5 hours' (53.5%) and '5 to 14 hours' (67.1%) per week compared to students working during the school holidays. In contrast, higher percentages of students working during the school holidays were found in the categories of '15 to 20 hours' (77.4%) and 'more than 20 hours' per week 87.8%). This implies that students who worked regularly during the school year tended to work shorter hours while holiday workers tended to work 15 hours or more.

4.3.2 Monthly Income

To obtain an insight of the students' earnings, student-workers were asked to indicate the estimated amount of income they earned per month. Four categories were used for students to indicate the amount earned. They were: (a) 'less than RM 100', (b) 'RM 100 to RM 199', (c) 'RM 200 to RM 299' and (d) 'RM 300 and above'. The data were also further analysed to ascertain gender and grade differences in the students' earned income per

month.

Table 4.10
Distribution of Student-workers According to Their Monthly Income

Monthly Income	No. of Student-worker	% of Student-workers
Less than RM 100	167	20.8
RM100 to RM 199	133	16.5
RM 200 to RM 299	122	15.3
RM 300 and above	377	47.4
Total	799	100.0

Note: Students' mean income per month = RM 256.00
Standard deviation = RM 113.00

As shown in the footnote of Table 4.10, the mean monthly income of the student-workers was RM 256.00 with a standard deviation of RM 113.00. The mean monthly income of the student-workers ranged from a minimum of RM 143.00 to a maximum of RM 369.00. Some earned as little as RM 25.00 per month to as high as RM 650.00 per month. A scrutiny of the data revealed that although 20.8% of the student-workers were paid less than RM 100.00 per month, almost half of the student-workers (47.4%) had an earning of more than RM 300.00 per month.

Table 4.11

Chi-square Analysis of the Amount of Monthly Income of Male and Female Student-workers

Gender	Income per Month				Chi-square	
	< 100	100-199	200-299	300 or more	χ^2	p
Male (n=460)	22.5% (104)	15.3% (71)	14.8% (68)	47.2% (217)	3.41	n.s.
Female (n=339)	18.5% (63)	18.2% (62)	16.1% (54)	47.3% (160)		

Note: Figures in parentheses represent frequencies.

Chi-square analysis was carried out to compute the difference in the amount of monthly income received by the male and female student-workers. The data presented in Table 4.11 show $\chi^2 = 3.41$ which is not significant at .05. The result of the analysis indicates that there is no significant difference between the earned monthly income of the male and female student-workers.

Chi-square analysis was also carried out to compute differences in the amount of monthly income received by Form I to Form V student-workers. The results are presented in Table 4.12.

Table 4.12**Chi-square Analysis of the Amount of Monthly Income of Form I to Form V Student-workers**

Grade Level	Monthly Income				Chi-square	
	Less Than RM 100	RM100- RM199	RM200- RM299	RM 300 Or More	χ^2	p
Form I (n=81)	51.3 (42)	22.5 (18)	10.0 (8)	16.3 (13)	130.5	0.01
Form II (n=95)	43.0 (41)	25.8 (25)	15.1 (14)	16.1 (15)		
Form III (n=173)	20.3 (35)	19.8 (34)	18.6 (32)	41.3 (72)		
Form IV (n=196)	11.8 (23)	12.8 (25)	13.8 (27)	61.5 (121)		
Form V (n=254)	10.2 (26)	12.2 (31)	16.2 (41)	61.4 (156)		

Note: Figures in parentheses represent frequencies.

Cross tabulation of the amount of monthly income of students in the five grades gives a chi-square value of 130.5, which is significant at .01. More than 51.0% of the Form I students and 43.0% of the Form II students earned less than RM 100.00 per month. On the other hand, 61.5% and 61.4% of the workers from Form IV and Form V students respectively earned more than RM 300.00 per month.

The results indicate that those students from the higher grade-levels such as Form III, Form IV and Form V earned more than those students from

the lower grade levels of Form I and Form II.

4.3.3 Summary and Discussion

The results indicate that a greater percentage of the students worked during school holidays. The finding suggests that although the majority of the students did not work during school days, they were either allowed to work or required to work during the holidays. The results also indicate that students who worked during the school year tended to have shorter working hours than students who worked during school holidays. This is not surprising since during the school holidays, students could spend longer hours in working.

Although findings indicate that 47.4% of the student-workers earned at least RM 300.00 per month, the money received by them was only for a short period of time since many students did not work throughout the school year.

The finding of the present study showed that there is no significant difference between the earned monthly income of the male and female workers. This finding is found to be not consistent with the findings of Greenberger and Steinberg (1986) and Lewin-Epstein (1981) which reported

that male student-workers generally received higher wages than female student-workers.

Student-workers of higher grade-level such as Form III, Form IV and Form V were found to receive higher monthly income than students of lower grades such as Form I and Form II classes. This could be due to the fact that older student-workers had more working experience or they are able to work longer hours and therefore were paid more.

4.4 Reasons for Working Part-time

To acquire a better understanding of the reasons for working, students were asked to indicate in the *Part-time Employment Questionnaire* the single most important reason for working.

In addition, the most important reasons for not working for students who did not work were also investigated. This information will enable the researcher to understand why as many as 67.0% of the students did not work.

The results are presented in Table 4.13 and 4.14 respectively.

Table 4.13
The Most Important Reason for Working Among Student-workers

Most Important Reasons for working	No. of Student-workers (n=799)	Percentage of Student-workers
To gain pocket money to buy things that I like	165	20.8
To gain work experience	150	18.9
To occupy free time	133	16.7
To save money for future use	98	12.3
To contribute to family income	83	10.4
To help in family business	74	9.3
Family encourages me to work	33	4.2
More interesting than being in school	21	2.6
Friends' influence	16	2.0
Other reasons	22	2.8

The three most important reasons why students work part-time were 'to gain pocket money' (20.8%), 'to gain work experience' (18.9%) and 'to occupy free time' (16.7%). The other frequently cited reasons include 'saving money for future use' (12.3%) and 'contributing to family income' (10.4%). The percentage of students who worked to help in their family business was 9.7%. Other reasons were 'family encourages me to work' (4.2%), 'more interesting than being in school' (2.6%) and 'friends' influence'

(2.0%). A few worked because they wanted money for travelling whereas some needed money for entertainment and dating.

Table 4.14
The Most Important Reasons for Not Working Among Non-working Students

Most Important Reasons For Not Working	No. of Students (n=1,623)	Percentage of Students
Parents do not allow me to work	920	56.6
Do not have time to work	356	21.9
Not able to find any job	174	10.7
Do not like to work	132	8.1
Other reasons	44	2.7

Table 4.14 shows the most important reasons for not taking up part-time job. As indicated in Table 4.14, more than half of them (56.6%) cited 'parents do not allow' as the most important reason for not working. Other most important reasons included 'do not have time to work' (21.9%), 'not able to find any job' (10.7%) and 'do not like to work' (8.1%) and 'other reasons' (2.7%).

4.4.1 Summary and Discussion

The findings indicate that, of the total number of student-workers

surveyed, the highest number of them (n=920) who worked cited 'to earn pocket money' as their most important reason for working part-time. This finding appears to concur with the earlier studies on the consumerism and materialism among the youths of today. (Johnston et al., 1982; Bachman, 1983; Greenberger & Steinberg, 1986). It is hypothesised that many among the 165 students who cited this as the main reason for working took on part-time jobs to enjoy a lifestyle which their parents were reluctant or not able to provide.

The reason 'to gain work experience' (18.9%) was a close second to the most important reason for working, which was, 'to earn pocket money'. Erikson (1963) viewed adolescence as a critical period for the formation of work-related orientations and the development of occupational identity. At this stage of life, adolescents are interested in exploring the occupational choices that will help them to develop an occupational identity of themselves. This probably could be the reason of those who cited 'to gain work experience' as their main reason for working.

'To occupy free time' (17.0%) was the third important reason for working. This finding is consistent with the finding that the majority of the students in this study worked during school holidays (refer Table 4.2).

The most important reason for not taking up part-time employment

was parental objection. Of the 56.5% who gave this reason, the majority of them probably have parents who fear the detrimental effect working has on their children's behaviour and performance in school. Besides parental objection, lacking of time was another important reason for students to decline themselves from working. These students probably placed great importance in their studies and afraid that working would affect their studies.

4.5 The Relationship Between Part-time Employment and Academic Achievement

The relationship between part-time employment and academic achievement was investigated by using the data collected from Form V students only. The Form V students were selected because the highest number of the student-workers ($n=254$) was found in the fifth form (refer Table 4.3).

Academic achievement was measured by the student's mean score obtained from the school final examination in 1997. The mean score was the average score of the total marks calculated from all the subjects taken in the final year examination in 1997. The maximum mean score obtained was 87.9 while the minimum mean score was 27.4. The students were categorised into:- (i) low achievers (the bottom 25% of the whole sample with a mean score of 38.5 or less), (ii) high achievers (the top 25% of the whole

sample with a mean score of 71.8 and above) and (iii) moderate achievers (subjects not included in either of the two groups).

Since many students who worked during the school holidays only commenced working after the final year examination was held, their working therefore had no relationship to the school performance. For this reason they were omitted in the present analysis. The student-workers analysed would include solely the Form V students who worked during the school year (n=73).

Table 4.15
Chi-square Analysis of the Academic Achievement of High, Moderate and Low Academic Achievers of the Working and Non-working Students

Work Status	Academic Achievers			Chi-square	
	High	Moderate	Low	x ²	p
Worker (n=73)	17.8% (13)	46.6% (34)	35.6% (26)	5.5	.05
Non-worker (n=206)	29.6% (61)	45.1% (93)	25.2% (52)		

Note : Figures in parentheses represent frequencies.

Chi-square analysis was carried out to ascertain the relationships between academic achievement and work status. The data in Table 4.15 show that there were 13 workers and 61 non-workers among the high

show that there were 13 workers and 61 non-workers among the high achievers group, 34 workers and 93 non-workers among the moderate achiever group and the low achiever group comprised 26 workers and 52 non-workers. The result of Chi-square analysis indicates that the level of academic achievement is related to work status, as the chi-square value of 5.5 is significant at .05. The finding therefore suggests that the percentage of workers in the low achieving group is significantly higher than that of the non-workers while, in the high achieving group, the percentage of non-workers is significantly higher.

4.5.1 Summary and Discussion

The finding indicate that there was a significant difference in the level of achievement between students who worked (during the school year) and students who did not work. The result suggests that working part-time during the school year could have negative effects on the students' academic achievement.

4.6 Comparison of Deviant Behaviour of Student-workers with Non-workers

In order to understand the effects of part-time employment on the students' behaviour, deviant behaviour of student-workers and non-workers was compared.

In the present study, the students' deviant behaviour is defined as behaviour judged to be unacceptable by the school administration. It is measured by the students' involvement in:

- (a) Cigarette smoking
- (b) Drinking alcohol
- (c) Drug use
- (d) Truancy (school or class)
- (e) Skipping school co-curriculum activities

Table 4.16
Distribution of Workers and Non-workers According to Types of Deviant Behaviour Involved

Types of Deviant Behaviour Involved	Work Status				Difference in Percentage
	Workers (N=779)		Non-workers (N=1623)		
	Frequency	%	Frequency	%	
Smoking	51	6.4	63	3.9	2.5
Drinking Alcohol	83	10.4	91	5.6	4.8
Drug use	6	.8	8	.5	.3
Truancy (school/class)	34	4.3	45	2.8	1.5
Skipping from Co-curriculum act.	161	20.2	123	7.7	12.5

Table 4.16 shows the types of deviant behaviour involved by student-workers and non-workers.

As indicated in Table 4.16, few of the workers and non-workers were engaged in deviance. For both the workers and the non-workers, the highest percentage of involvement is seen in skipping school co-curriculum activities (20.2% and 7.7% respectively). The percentage of students using illicit drugs appears to be the lowest for the workers as well as for the non-workers (0.8% and 0.5% respectively).

It is also observed that the percentages of the non-workers who were involved in the various types of deviant behaviour are lower than the percentages of the workers. The greatest difference in percentage of involvement between the workers and the non-workers (12.5%) is found in skipping co-curriculum activities. It is followed by drinking alcohol (4.5%). The least difference in percentage of involvement between the workers and the non-workers is found in drug use (.3%).

Further analysis regarding deviant behaviour of student-workers were

- based on :
- i) gender
 - ii) grade
 - iii) season of employment

4.6.1 Gender Difference in Deviance Among Student-workers

Table 4.17
Percentage of Male and Female Deviant Student-workers

Types of Deviant Behaviour	Male (N=219)	Female (N=86)
Smoking (n=51)	92.2% (47)	7.8% (4)
Drinking alcohol (n=83)	83.1% (69)	16.9% (14)
Drug use (n=6)	83.3% (5)	16.7% (1)
Truancy (school/class) (n=34)	64.7% (22)	35.3% (12)
Skipping co-curriculum activities (n=131)	58.0% (76)	42.0% (55)

Note: Figures in parentheses represent frequencies.

Table 4.17 shows the percentage of male and female deviant student-workers. As indicated in Table 4.17, 90.2% of the male students-workers smoked and slightly more than 83.0% of the male student-workers drank alcohol and used illicit drug. As for other deviance, such as truancy and skipping co-curriculum activities, although the data show that higher percentages of male student-workers were involved than the female student-workers, the differences in percentage of the male and female deviant student-workers were less obvious. The percentages of the male student-workers played truant and skipped co-curriculum activities are 64.7 and 58.0

respectively while the percentages of the females students engaged in these activities are 35.3 and 42.0 respectively.

The results clearly show that more males than female workers were involved in the various types of deviant behaviour studied. This is especially true for smoking, drinking alcohol and drug use

4.6.2 Grade Difference in Deviance Among Student-workers

Table 4.18
Distribution of Types of Deviant Student-workers according to Grade Level

Types of Deviant Behaviour	Grade Level				
	Form I (N=81)	Form II (N=95)	Form III (N=173)	Form IV (N=196)	Form V (N=254)
Smoking (n=51)	5.9% (3)	9.8% (5)	15.7% (8)	31.4% (16)	37.5% (19)
Drinking alcohol (n=83)	4.8% (4)	7.2% (6)	15.7% (13)	28.9% (24)	43.4% (36)
Drug use (n=6)	-	-	50.0% (3)	-	50.0% (3)
Truancy (school/class) (n=34)	8.8% (3)	8.8% (3)	17.6% (6)	26.5% (9)	38.2% (13)
Skipping co-curriculum Activities (n=131)	4.6% (6)	13.0% (17)	19.8% (26)	29.0% (38)	33.6% (44)

Note: Figures in parentheses represent frequencies.

The percentage of deviant student-workers according to grade level

was subsequently computed. Table 4.18 indicated that, except for drug use, deviant behaviour such as smoking, drinking alcohol, truancy and skipping co-curriculum activities involved student-workers from all the grades (Form I to Form V). When the percentages of student-workers in each type of deviant behaviour were rank ordered, the results obtained were as follow: -

Smoking:	Form V	>	Form IV	>	Form III	>	Form II	>	Form I
	(37.5%)		(31.4%)		(15.7%)		(9.8%)		(5.9%)
Drinking:	Form V	>	Form IV	>	Form III	>	Form II	>	Form I
	(43.4%)		(28.9%)		(15.7%)		(7.2%)		(4.8%)
Truancy:	Form V	>	Form IV	>	Form III	>	Form II	=	Form I
	(38.2%)		(26.5%)		(17.6%)		(8.8%)		(8.8%)
Skippping Co-Curriculum Activities:	Form V	>	Form IV	>	Form III	>	Form II	>	Form I
	(33.6%)		(29.0%)		(19.8%)		(13.0%)		(4.6%)

The result indicates that the percentage of students who smoked involved increases with grade level. The majority of them (about 70.0%) were however from Form V and Form IV students. Similar pattern was also observed in other types of deviant behaviour namely, drinking alcohol, truancy and skipping co-curriculum activities. Among the four types of deviance committed by Form IV and Form V student-workers, drinking of alcohol has the highest percentage of involvement (72.3%). It is followed by truancy (64.7%) and skipping co-curriculum activities (62.6%).

4.6.3 Difference in Deviant Behaviour of Students Who Worked during School Year and During School Holidays

Table 4.19
Deviant Behaviour of Students Who Worked During School Year and During School Holidays

Types of Deviant Behaviour	Season of Employment	
	During School Year (N=263)	During School Holidays (N=536)
Smoking (n=51)	70.6% (36)	29.4% (15)
Drinking alcohol (n=83)	73.5% (61)	26.5% (22)
Drug use (n=6)	50.0% (3)	50.0% (3)
Truancy (school/class) (n=34)	58.8% (20)	41.2% (14)
Skiping co-curriculum activities (n=131)	58.8% (77)	41.2% (54)

Note: Figures in parentheses represent frequencies.

The percentage of deviant-workers according to season of employment was also computed. The data in Table 4.19 show that, for student-workers who smoked, the percentage who worked during school year was 70.6% whereas the percentage who worked during the school holidays was 29.4%. For students who drank alcohol, about 73.5% of them were students who worked during the school year and 26.5% of them were students who worked during the school holidays. The results clearly show that a larger percentage of students who worked during the school year were

involved in smoking and drinking compare to students who worked during school holidays.

On the other hand, a relatively small difference in percentage between students who worked during the school year and during the school holidays is observed in deviant behaviour such as truancy and skipping co-curriculum activities. For both truancy and skipping co-curriculum activities, about 58.8% of students worked during the school year while 41.2% of them worked during the school holidays. As for drug use, there is no difference in percentage observed between students who worked during the school year and students who worked during the school holidays.

Hence the data show that, except for drug use, higher percentage of students who worked during the school year were involved in deviance compare to students who worked during the school holidays.

4.6.4 Summary and Discussion

Generally, the findings show that student-workers were more likely to be involved in the 5 types of deviant behaviour investigated than non-workers. The greatest difference in percentage of involvement is seen in skipping school co-curriculum activities with 20.2% for the workers and 7.7% for the non-workers.

The results also indicated that on the whole, the percentage of involvement in the five types of deviant behaviour for the workers were somewhat low, ranging from .8% to 20.2%. Of the five types of deviant behaviour investigated, the highest percentage of involvement is found in skipping co-curriculum activities (20.2%), followed by drinking alcohol (10.4%).

The finding shows that the higher percentage students who worked during school year were involved in smoking, drinking, playing truant and skipping co-curriculum activities than students who worked during school holidays. A possible explanation is that working regularly in a long term basis may have enable students to acquire certain adult behaviour such as smoking and drinking in the working environment. In addition, working during school year may disrupt school timetable and therefore, forcing them to play truant from school or skip their school co-curriculum activities which are usually held during after-school hours.

More male than female workers were observed involving in deviance. This is especially true for smoking, drinking and drug use. The findings also indicated that older students (Form IV and Form V) were more likely to be involved in deviance than the younger ones. This could be due to the fact that more Form IV and Form V students worked compared to the students in the lower grades. Except for drug use, students who worked

during the school year were more likely to be involved in deviance than students who worked during the school year. It is especially true for smoking and drinking alcohol.

4.7 Ways Student-workers Spent Their Earned Income and the Proportion of Income Spent in Each of the Ways.

This section examines the various ways student-workers spent their earned income as well as the proportions of the income spent in each of the ways mentioned in the *Part-time Employment Questionnaire*. This is to acquire a better understanding of how the student-workers manage their earned income.

In the Questionnaire, 4 choices of how a student spent his/her income were given to the respondents, namely, a) personal expenses on own needs and activities, b) saving for future, c) family expenses and d) own educational expenses. Students were required to indicate their relevant responses in the 4 ways of spending mentioned above. In this case, each subject is allowed to provide more than one response.

According to the amount indicated by the respondents, the proportions of income spent were categorised into the following: i) none, ii) less than half, iii) half, iv) more than half and v) all.

Table 4.20
Distribution of Student-workers According to Various Ways of Spending

Ways of spending	No. of student-Workers (N=799)	Percentage of Student-workers
Personal expenses	757	94.7%
Saving for future use	447	55.9%
Own educational expenses	324	40.6%
Family expenses	266	33.3%

As shown in Table 4.20, 'personal expenses' was the most common way of spending their earned income. About 94.7% of the student-workers utilised part of their income in 'personal expenses'. The data also show that 55.9% of the student-workers saved up part of their income for future use. Of particular interest in Table 4.20 is the large number of students who spent part of their income in paying for their own educational expenses (40.6%, n=324) and family expenses (33.3%, n=266). This is unexpected because generally such expenses are provided for by their parents since students are still under their parental care.

4.7.1 Proportions of various Utilisation of Student-workers' Income

To further investigate the manner student-workers manage their income, the proportions of the various utilisation of their income were examined. In the present study, particular interest was given to the ways student-workers utilised most of their earned income. For this reason, the data from the categories of 'more than half' and 'all' were only be used to represent the larger portion or most of their earned income. For analysis purpose, the data from these two categories were collapsed into one.

Table 4.21
Distribution of Student-workers Who Utilised 'More Than Half' or 'All' Their Earned Income According to Ways of Spending

Student-workers Who Utilised 'More Than Half' or 'All' Their Earned Income (n=272)		
Ways of Spending	No. of Workers	Percentage of Workers
Personal expenses	170	62.5
Saving for future use	56	20.6
Own educational expenses	24	8.8
Family expenses	22	8.1

Table 4.21 shows the distribution of student-workers who utilised 'more than half' or 'all' of their earned income for each of the ways they spent

their earned income.

The data in Table 4.21 indicate that the majority of the students-workers (62.5%) utilised 'more than half' or 'all' their income on personal expenses. Another 20.6% of the student-workers saved 'more than half' or 'all' their incomes for future use. On the other hand, only few student-workers spent 'more than half' or 'all' their income on family expenses (8.8%) and own educational expenses (8.1%). The results show that although the students' earned income were utilised in various ways of spending (see Table 4.20), a large portion of their earned money were actually spent in 'personal expenditure'.

4.7.1.1 Student-workers Who Utilised 'More Than Half' or 'All' Their Income on Personal Expenses

Table 4.22
Distribution of Student-workers Who Utilised 'More than half' or 'All' Their Monthly Income on Personal Expenses According to Gender

Gender	Students Who Utilised 'More Than Half' or 'All' of Their Earned Income on Personal Expenses (n=170)	
	No. of Student-Workers	Percentage of Student-workers
Male (N=460)	124	27.0
Female (N=339)	46	11.5

An examination on student-workers who utilised 'more than half' or 'all' their income on personal expenses reveals that more male student-workers (n=124) than female student-workers (n=46) spent most of their income on personal expenses. About 27.0% of the male student-workers utilised 'more than half' or 'all' their income on personal expenses. On the other hand, 11.5% of the female student-workers utilised 'more than half' or 'all' their income on personal expenses (See Table 4.22).

Table 4.23
Distribution of Student-workers Who Utilised 'More than half' or 'All' Their Earned Income on Personal Expenses According to Grade Level

Grade Level	Students Who Utilised 'More than Half' or 'All' of Their Earned Income on Personal Expenses (n=170)	
	No. of Student-Workers	Percentage of Student-workers
Form I (n=81)	22	27.1
Form II (n=95)	10	10.5
Form III (n=173)	33	19.1
Form IV (n=196)	39	19.9
Form V (n=254)	66	26.0

When the number of student-workers who utilised 'more than half' or

'all' their earned income on personal expenses were computed according to grade level, the results show that higher percentage of the student-workers from Form I (27.1%) and Form V (26.0%) utilised 'more than half' or 'all' their income on personal expenses. Comparatively, smaller percentage of the Form IV (19.9%), Form III (19.1%) and the Form II (10.5%) student-workers utilised 'more than half' or 'all' their income on personal expenses.

4.7.1.2 Student-workers Who Saved 'More Than Half' or 'All' Their Earned Income

Table 4.24
Distribution of Student-workers Who Saved 'More than half' or 'All' Their Monthly Income According to Gender

Gender	Students Who Saved 'More Than Half' or 'All' of Their Monthly Income (n=56)	
	No. of Student-Workers	Percentage of Student-workers
Male (n=460)	27	5.9
Female (n=339)	29	8.5

Further analysis on students who saved 'more than half' or 'all' their earned income shows that only small percentages of both the male (5.9%) and female (8.5%) student-workers saved most of their earned income. (see Table 4.24).

Table 4.25
Distribution of Student-workers Who Saved 'More than Half' or 'All' Their Monthly Income According to Grade Level

Grade Level	Students Who Saved 'More Than Half' or 'All' of Their Monthly Income (n=56)	
	No. of Student-Workers	Percentage of Student-workers
Form I (n=81)	6	10.7
Form II (n=95)	8	14.3
Form III (n=173)	13	23.2
Form IV (n=196)	11	19.7
Form V (n=254)	18	32.1

When the number of student-workers who saved 'more than half' or 'all' their earned income were computed according to grade level, the result indicated that overall, less than 10.0% of the student-workers of all the five grade levels saved 'more than half' or 'all' their earned income. (see Table 4.25).

4.7.2 Summary & Discussion

The results show that the earned income of the students-workers was

utilised for personal, family, own educational expenses while some were saved for future use. Among these, the most popular way of spending was on personal expenses. Almost 95% of the student-workers spent their earned income on personal expenses.

The findings also reveal that 62.5% of the student workers spent 'more than half' or 'all' their income on personal expenses. This is not unexpected since generally most the students' basic needs would have been provided for by their parents and they worked to earn money for their own personal needs. Another interpretation is that students' parents may have required them to support part of their own expenses from their earned income. Besides, it could also be due to a greater emphasis on consumerism and an increased desire of students to spend their earned money on their interest and leisure activities or buying things that they like.

The findings indicated that larger number of the students who spent 'more than half' or 'all' their earned income on personal expenses was male students. Besides, higher percentages of the Form I and Form V student-workers spent most of their earned income on personal expenses. Further analysis on student-workers who saved 'more than half' or 'all' their earned income shows that only small percentages of the male and female student-workers did so. In addition, it was found that the for all the five grade levels, less than 10.0% of the student-workers saved 'more than half' or 'all' their

income.