

CHAPTER ONE

INTRODUCTION

This is the study entitled 'Students' Perception on Working as a Part-timer and Learning English'. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Works or jobs provide us the experience and make us mature. They help us to sharpen our skills and expertise. They make a person more energetic and active if the works are related to his study/study area. Part-time work has been seen as an integral part of students life to some extent especially in higher or advanced level in the context of Nepal. It can be seen that most of the students have to leave their houses and go to the city for their further study. Because even now there are not campuses and universities in most of the rural areas of Nepal. Consequently, most of the students have to search a part time job to continue their study owing to their poor family background. So, more students are finding it necessary.

Bailey (2006), defines a part-time job as a common aspect of student life and brings significant number of positive results.

Oxford Advanced Learner's Dictionary Seventh edition, defines work as the job that somebody does especially in order to earn money. It further mentions the patterns of jobs as full-time / part-time, permanent/temporary, well-paid / low-paid and so forth.

The students who are doing part-time work along with their study seem like a machine getting up early in the morning with the alarm of watch they have the routine of pumping the stove and having the black tea as breakfast. They

silently go to work for bread and butter, fees and clothes. They are struggling for their study. They have to manage everything for their study with the money that they get from their work.

English language is widely used in business, journalism and academic field nowadays. It is a lingua-franca i.e. link language. As Harmer (2008) says, people learn the English for various purposes like to operate successfully in foreign culture, to get a job, to foster their business, to read the books written in English language; the learning of English helps the people to get the job. It has been seen that students learn English for the different jobs like teaching in private schools, working as a tourist guide and working as a tutor. Moreover, learning of English has helped the students to continue their study by doing part-time work, especially whose family cannot afford the cost of higher education.

Hence, it is seen that part-time work has been the blessing for some students, since with the help of it they have been studying at university or campus level.

1.2 Statement of the Problem

A 'Flash Report 2012' released by the Department of Education (DoE) stated that just 74.3 percent of children enrolled in Grade 1 reach Grade 5 while 45 percent of them quit school before reaching the lower secondary level.

According to the report, 7.9 percent of students dropout after the first year while 59.2 percent are out of the education system by the time they reach grade 10.

As Parker (1971) says, poverty wakes up from the dirty mattresses each morning, smells bad and stays away from humanity because money is needed to get rid of it. Likewise, working student is tired, sweating, feeling sleepy near you. In Nepal, most of the students could not continue their study at higher levels like Bachelor and Master because of poor economic background of the family. Some students have been doing the part-time work to continue their

study. Therefore, the researcher has attempted to analyse this situation through his study entitled 'Students' Perception on Working as a Part-timer and Learning English'.

1.3 Objectives of the Study

The present study had the following objectives:

- a) To identify the types of job in which the Bachelor level students are engaged.
- b) To identify the needs of part-time job for students.
- c) To find out the relation of part-time job and the study of English.
- d) To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answers of the following research questions:

1. Why is part-time work necessary for students ?
2. What types of work the students have been doing along with their study ?
3. What is the attitude of the students towards the works that they have been doing ?
4. How a part-time job has affected their study ?

1.5 Significance of the Study

As the title of the study suggests the perception of the students towards their works that they have been doing/had done along with their study; the study is useful for the students, parents and teachers. It is useful for the students in the sense that they will know the nature of jobs that students have been doing and the impact of the jobs on study after reading this study. Likewise, parents will also be able to see or realize the problems of the students they are facing while doing job along with the study. Similarly, teachers will also be aware about working students and listen them when they beg for a pardon for help outside

the classroom or school. Hence, the present study is beneficial for all the stakeholders who are concerned with educational field.

1.6 Delimitations of the Study

The study has the following delimitations:

-) This study was limited to the graduate level students.
-) The study had analysed the situation of Kathmandu district only.
-) The study was confined to 30 students of bachelor level.
-) The data collection tools were questionnaire and interview.
-) The study was limited to only purposive non-random sampling procedure.
-) The focus of the study was only on a part-time work that students have been doing or had done along with their study.

1.7 Operational Definitions of the Key Terms

Experience: In this study, the term means the knowledge and skill the students have gained while doing job along with their study.

Part-time Job : The work done by the Bachelor level students along with their study to continue their study.

Perception: The way that the part-timer students think about their works or the impression they have of them.

Students: Here, the term signifies only those students studying at higher level and doing part-time job.

Tutoring: The term refers to the teaching, especially an individual student or a very small group.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors associated with the students, their study and the works that they are doing along with their study.

2.1.1 Part-time Work : An Introduction

Part-time works are one of the financial aids that students can get. It is a form of employment wherein, the students can work on part-time basis or for few hours. The working hours are less than 30 to 35 hours per week, thus students can get ample amount of time to concentrate on their studies as well. Each region has different kinds and opportunities for part-time jobs that are available to the students. (www.parttimeworkinnepal.com. Retrieved August 4, 2015)

Students can work on part-time basis in order to support their education and other financial needs. Working would not only provide students with financial support, but also give them exposure and experience of the practical world. As a matter of fact, many colleges and universities provide internships to the students as a part of their programme. Thus, students can also earn through internships and continue with their studies very easily.

Part-time work refers to the job that students have been doing along with their study especially at higher level. It is done to support the study of the students whose family cannot afford the fees of the higher education.

Ventura (1990, p. 251) writes:

The exploitation that most workers experience throughout their lives resulting in a lack of freedom, authority, and human dignity that turns their lives into drudgery and slavery. He passionately argues that workers need to take back their lives, which are being "stolen" from them, and demand a more equitable and humans work environment from their employers, where their voices and concerns are heard and their contributions are valued. He further discusses of different types of jobs (blue-caller, white-collar, professional) and the reasons some people find their jobs enjoyable and rewarding and others do not.

Workers are the lifeline of any company, they need to be treated fairly in terms of salary, benefits, and profit sharing, and should have a voice in important management decisions. Their labour, skills and talents need to be valued monetarily so that they find their job enjoyable and are devoted to their work.

Walljasper (2003, p. 260) says:

The increasingly fast-paced life of people and the negative consequences of their "dizzying timetable of duties, commitments, demands, and options". On the job in school, at home, increasing numbers of people are virtual slaves to their schedules. Some of what fills our days are

onerous obligations, some are wonderful opportunities and most fall in between, but taken together they add up to too much. Too much to do, too many places to be, too many things happening too fast, all mapped out for us in precise quarter - hour allotments on our palm pilots or day planners. We are not leading our lives, but merely following a dizzying timetable of duties, commitments, demands, and options.

Thus, workers need some vacations in regular intervals of their works so that they could enjoy their holidays which make them fresh and lessen the burden of workload. They enjoy their time with family. It makes them to feel the sense of ownness.

2.1.2 Types of Part-time Work

In Nepalese context, it is found that most students have been doing part-time teaching in private schools. Some of the students work as a tutor, tourist guide, work in the store, in bank, shop, vehicle showrooms, money remittance and so on. (www.parttimeworkinnepal.com. Retrieved August 4, 2015)

a. Tutoring Works for Students

Tutoring work is great for student in Nepal since it is very flexible and pays well. It is also more than likely that you already have some sort of specialist area in particular subject that someone else will pay money to be taught about. It can be language of which you have a good command-be that English as a foreign language or you can tutor in many other disciplines such as Science, Maths or Nepali. People look for tutors for all sort of regions-to boost their chances in exams, to pass entry tests for university, or simple to expand and improve their knowledge purely for the sake of learning something new. The number of teenagers having extra tuition at

home has increased steadily over the last few years, particularly in Nepal, so the tutoring job opportunities are definitely out there to be found.

b. Tourist Guide

Tourist guide is the another part-time work for the students in Nepal. Trek Nepal Int'l has grown significantly every year and has provided some work opportunities for the students. Here, the researcher has attempted to put forward the scenario of trekking of Nepal with the help of some students' experience.

Kumari Lamichane

Kumari is newest employee to join the family at Trek Nepal Int'l. Kumari is a full time student, studying at Kathmandu Education college, where she is seeking a Bachelor of Education Studies specializing in English. While working for Trek Nepal Int'l, Kumari wishes to improve her English, assist in improving the department, apply what she is learning in college to her work.

Sachin Tamang

Sachin is another student working in Trek Nepal. He is currently a first year student at Eliphs College of Kathmandu, specializing in Hotel Management and Marketing. Sachin wishes to bring his skills and knowledge from the classroom to the marketing department at Trek Nepal Int'l.

Pramod Karki

Promod is a native of the Everest region and has been working with Trek Nepal Int'l for two years. He is one of the assistant guides. He is currently doing his Bachelor of Business Studies, specializing in Economics from Saraswati College of Kathmandu. His passion for the

mountains and experiencing the world's cultures make Pramod exceptional guide for the trip into the Himalayas.

c. Teaching in Private School

This is also a very frequently done part-time work in Nepal. Many students in higher levels work in the private schools as a part-timer. They claim that they are enhancing their proficiency as well with the help of teaching since it is related to their subjects.

The students, especially who are doing their B.Ed and M.Ed, enjoy the teaching job. They are taking three to four periods per day. The students take classes in morning and they get engage in teaching at day time. The students from others faculties like Management and Science are also found doing this job. According to the students who are teaching, claim that this job is easy to get since in Nepal there are many private schools. (www.parttimeworkinnepal.com. Retrieved August 4, 2015)

d. Working in a Store

Some students in Nepal work as a part-timer in stores. They work as a salesperson, as an accountant. They do marketing and some of them carry the goods. Especially, the students from Management are working in the stores. They work for four to five hours per day. Most of them go to college in the morning and do the job in the day time. They work for continuing their studies.

2.1.3 Need for Part-time Work

Part-time work has been an integral part of students' life. Most of the students at the higher level like Bachelor and Master level; find it necessary. It is clear that part-time work is now a common aspect of student life. Many students find jobs at some point in their studies. Most students work for only 2-3 hours per

day on average, and a significant number claim some positive results from their employment.

The need of part-time job for students can be shown in the following points:

- a. Part-time jobs are necessary to decrease the rate of dropout in colleges.
- b. Students can get the experience of work.
- c. Part-time job works as financial aid in their lives.
- d. Part-time job makes the learners matured and skillful.
- e. Part-time job provides the room for practise the theory if the work is related to the study.

Hence, part-time job for students, especially in higher level seems a good opportunity.

2.1.4 Importance of Part-time Work

For some students, especially whose parents cannot afford for higher education, for them part-time work has worked as a boon. Some students enjoy the job that they have been doing. For example, the students who have been doing the Bachelor of Education enjoy teaching job. Since they learn the theory in their classrooms and get golden opportunity to apply them in their work field.

Hence, part-time work has helped them to boost their professional development and enhance the social relationship simultaneously. Moreover, some students feel that they gain something from the experience, such as meeting new people and getting insights into various work environments.

The importance of part-time work can be encapsulated in the following points.

- a. Works provide us the experience and make us mature.

- b. They help us to sharpen our skills and expertise.
- c. They make a person more energetic and active if the works are related to his study area.
- d. They help in continuing the study of those students whose family background is poor.
- e. They make the person independent and autonomous to some extent.

Thus, it has been seen that part-time job as an integral aspect of student life.

2.2 Review of Empirical Literature

All progresses are born of inquiry. Doubt is often better than over confidence, for it leads to inquiry, and inquiry leads to invention." Nowadays, research has made every impossible fact possible in this tentative world. Much research has been conducted in different aspects of English. Some of the studies related to this research are reviewed here.

Awasthi (1979) conducted a research entitled "A Study on Attitudes of Different Groups of People towards English Language at Secondary Schools of Kathmandu District". The major objective of his research was to find out the attitudes of secondary level students towards learning English language. Sixty students of secondary level from Kathmandu district were his primary sources. He selected those informants randomly. Questionnaires were his main tools for data collection. He found that the people had positive attitudes towards English language and they were in support of secondary schools. Another fact of the research is that the majority of people did not want English to be replaced by any other on languages.

Karki (1989) carried out a research on "Attitudes of Campus Level Students towards the English Language". The objective of his study was to find out the attitudes of students towards English language. Questionnaires were the major tools of his study. He used purposive non-random sampling for the research. He found that students had positive attitudes towards English and they did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the curriculum, textbooks, methods of teaching and evaluation techniques.

Pathak (1997) conducted a research on "An Investigation into the English for Specific Purpose: A course for the students of medicine at certificate level". The objective of the study was to find the needs of English for medical students and analyse the course. He used non-random sampling for the research. He found that the course contents were relevant, some of them were difficult. He says that it could be better if it was more relevant and the level of difficulty had been introduced.

Khanal (1999) carried out a research entitled "A Study on the Attitude of Secondary Level Students towards Learning English". The major objective of his study was to explore the attitude of secondary level students of Kaskit district towards English language learning. He selected sixty students by using purpose non-random sampling procedure. Questionnaire was the major tools of his study. He found that the students were positive towards learning English. However, they did not have positive feeding over the existing methodology, materials and examination system.

Poudel (2004) conducted a research on "A Study on Attitude towards Learning Compulsory English: A Case of PCL". The major objective of his study was to find out the attitude of proficiency certificate level students towards compulsory English. He used non-random sampling for the research. Questionnaire and interview schedule were his major tools for data collection.

He found that the students of PCL prefer learning English as a compulsory subject. They were not found positive toward the methodology used in the existing situation. But they were in favour communicative English.

Pandey (2008) carried out a research on "A Study on Attitudes of Public School Teachers Towards Teaching English". The major objectives of his research was to find out the attitude of public schools teachers towards teaching English at higher secondary level. He selected forty teachers teaching at higher secondary level in Kavre district. Interview schedule and questionnaire were his major tools for his study. The finding of the research was highly positive from the side of higher secondary level teachers. But, they were not satisfied with the existing system of education. They were in the favour of communicative English and literary text from national context.

Gnyawali (2010) in his M.Ed. thesis entitled "The Need of English in Public Administration" sketches that the section officers in public administration were required to possess the prerequisite knowledge of English since they had to do diverse works like report writing, paper presentation, delivering speech dealing with foreign affairs and so on in English. He also conclude that English competence was favourable in each of their works and anyone without English remains as a chink in their armour.

Malla (2010) carried out the research entitled "The Need of English in Diplomatic Dealings". The main objective of his research was to ascertain the need of English in diplomatic dealings. The sample population was 30 personnel from six foreign embassies situated in Kathmandu valley. The tool of his study was questionnaire. The major findings of his study was English is prerequisite and assisting in any diplomatic profession related work like writing correspondences, reports, oral communication, translating documents and employment.

Trital (2012) carried out the research entitled "The Need of English for Home Markers." The main objective of her study was to find out the need of English language for homemaker. The sample population of her study was 40 homemakers of Kirtipur, Kathmandu. The tool of her study was questionnaire. She used purposive non-random sampling strategy for the research. The major finding of the study was English language helps a lot for homemaker in use of electronic instruments and facilitates in their works.

Many researches have been carried out on the attitudes of different students, teachers, employees, people and parents towards English language. However, no any research has been carried out on the same topic that the researcher has selected. My research or study is different from the others in the sense that nobody has carried out on the "Students Perception on Working as a Part-timer and Learning English." Hence, the researcher has attempted to take the opinions of the working students towards their works and English language and found that there is the positive result between the part-time works and English language.

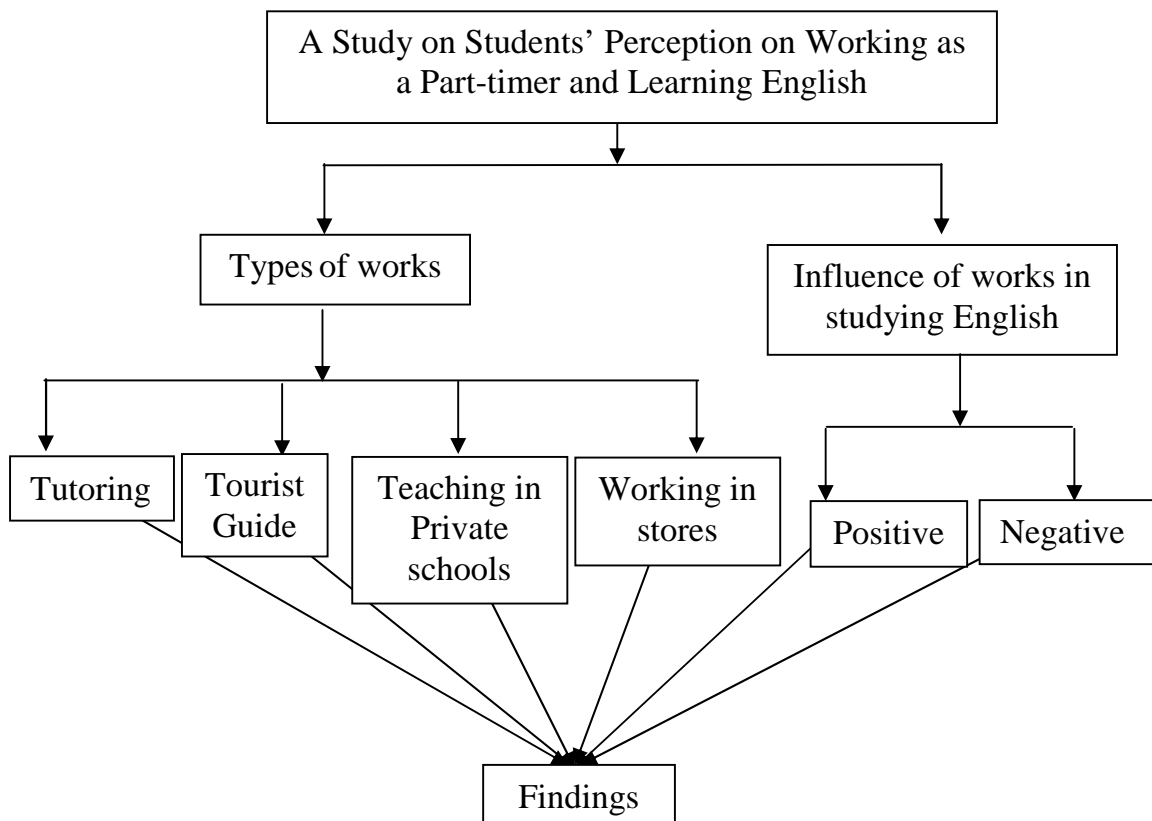
2.3 Implications of the Review for the Study

The reviewed works were to some extent related to my study. After reviewing these works the researcher had got lots of ideas regarding the need of English for different professions or jobs. Specially, the researcher got information on survey research design from the study of Awasthi (1979), Karki (1989), Pathak (1997), Malla (2010). In order to conduct those researches they had used survey research design and the researcher also followed the same i.e. survey design. Therefore, after reviewing those research works. The researcher got ideas on the process of survey research design. Likewise, they had used questionnaire as a tool of data collection and the researcher used the same tool of data collection. Similarly, the article by Walljasper (2003) has provided

insights and information about the jobs that people have been doing and their experience.

2.4 Conceptual Framework

Through the review of the related literature mentioned in the previous section. The researcher was curious enough to carry out the study to find out the need of part-time job for students and their effect on the study of them. The study of Karki (1989) on "Attitude of Campus Level Students towards the English Language", Pathak's (1997) on "An Investigating into the English for Specific Purpose: A Course for the Students of Medicine at Certificate Level", Gnyawali's (2010) on "The Need of English in Public Administration", Malla's (2010) on "The Need of English in Diplomatic Dealing" etc. provide direct assistance to develop the conceptual framework of this study. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives.

3.1 Design and Method of the Study

To find out the need and effect of part-time work on students, the researcher had followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, researcher visits different campuses to find out the need of part-time work for students. Specially, survey research is carried out in a large number of populations in order to find out the public opinion in certain issues, to assess certain educational programme and to find out the behaviour of certain professionals and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. In this regard, Cohen and Manion (1985, as cited in Nunan, 2010, p.140) say, surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point of time. Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise Nunan (2010, p. 140) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics".

From aforementioned definitions we can come to the conclusion that survey researches which can be carried out in educational sectors, are conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that

the whole group has given same type of information. It means, the researcher generalises the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small school improvement plan (SIP) or even a small classroom study.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010), triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research different types of data collection tools can be used e.g. to study behaviour of the subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is an appropriate tool.

Research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, the researcher has to follow the systematic process. Otherwise, there might be the possibility of obtaining fake data. As a result, all the effort made by the research goes in vain.

Cohen, et al. (2010, p. 209) have given the following processes of survey research:

1. Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal, cross sectional

3. Formulation research questions or hypotheses

According to Cohen et al. (2010), this is the third phase in survey research. In this phase/step a researcher prepares research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view (1996, p. 74) ". . . a hypothesis is a hunch, assumption, suspicious, assertion, the reality or truth of which you do not know."

4. Decide the issues on which to focus

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the sampling required

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population e.g. random sampling, non random sampling, or mixed sampling,

7. Decide the instrumentation and the metrics required

Here, we as a researcher have to decide instruments and metrics that was required to conduct the research.

8. Generate the data collection instruments

In this phase, we have to generate instruments required for data collection e.g. questionnaire, interview, test items and so on.

9. Decide how the data was collected

After preparing the tools for data collection we have to decide the process of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. Pilot the instruments and refine them

After preparing the instrument, it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11. Train the interviewers (if appropriate)

If the researcher is going to use interview as a tool of data collection, he needs to be trained. Otherwise, actual data may not be obtained.

12. Collect the data

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

13. Analyse the data

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyse it using appropriate statistical and descriptive tools like-mean, mode, median and so on.

14. Report the results

Finally, after analyzing the data we have to prepare the report of our research.

3.2 Population, Sample and Sampling Strategy

As survey research demands a large number of research demands a large number of population. The population of the study consisted of the students of Bachelor level of Kathmandu district. The required sample was selected according to the purpose of the study and feasibility of the researcher. The researcher sampled thirty part-timer students from five different colleges to meet the objectives of the study by using purposive non-random sampling strategy.

3.3 Study Area/Field

The study area of the study was the academic field of Kathmandu district. The researcher carried out this research work in the Bachelor level in Kathmandu district.

3.4 Data Collection Tools and Techniques

The main tools of data collection for the study were questionnaire and interview. The researcher used structured questionnaire containing open-ended questions and semi-structured interview schedule for collecting data.

3.5 Data Collection Procedure

In order to collect the authentic data, the researcher visited five different colleges of Kathmandu district and established rapport with authority and respondents. After the clarification of the purpose and getting approval, the researcher visited to the students and handed the questionnaires to the job-holder students appealing them to complete them within a day. Then, questionnaires were collected from the respondents for further steps. He also took the interview of four selected respondents.

3.6 Data Analysis and Interpretation Procedure

By and large, most of the survey researchers are qualitative and quantitative in nature. Being a survey it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analysed the raw data descriptively and statistically. Simple statistical tools such as measures of frequency and percentile are used to record, analyse and interpret the data.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the researcher has presented the analysis and interpretation of data which were collected from sample and summary of findings. The raw data were analysed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analysed and interpreted descriptively in narrative form. Contrary to it, the quantitative data were analysed and interpreted using simple statistical tools such as measures of frequency and percentile. The researcher has presented data in frequency tabulation, cross tabulation and diagrams as per their nature and need.

4.1 Analysis of Data and Interpretation of the Results

Here, obtained data are analysed and interpretation has been made on the basis of analysis.

4.1.1 Analysis of the Part Time Works Done by Students

From the data collected from the field through the use of questionnaire which consisted of open ended questions and interview, it was found that out of thirty, twelve students were found teaching in private schools; ten were found doing tutoring work; five were found working in store; three were found working as tourist guide.

Table 1
Types of Works Done by Students

Types of work	No. of students	Percentage
Teaching in private school	12	40
Tutoring	10	33.33
Working store	5	16.66
Tourist guide	3	10
Total	30	100

In the table mentioned above, the indicators like type of work, no. of students and percentage are presented. It shows that forty percent (i.e. twelve student) of students teachers in private schools as a part-timer; 33.33 percent (i.e. 10 students) of students do home-tuition; 16.66 percent (i.e. 5 students) of students works in store; and ten percent (i.e. 3 students) works as a tourist guide. It can be generalised that majority of the students who are learning English do teaching and tutoring jobs in comparison to others.

4.1.2 Analysis of Need of Part Time Work for Students

From the data obtained through questionnaire and interview it has been found that out of thirty, twenty four students were found doing it for money to continue that study, whereas six were found doing it for experience. The following table shows it.

Table 2
Need of Part-time Work

Reason for doing	No. of students	Percentage
Finance	24	80
Experience	6	20
Total	30	100

The table shows majority of the students, 80 percent (i.e. 24 students) do part-time work for money to continue their study owing to their poor family background. But only 20 percent (i.e. 6 students) do part-time job for experience. The students who were doing the work along with their study owing to financial problem express their views in the following ways.

-) We are compelled to leave our homes for higher education.
-) Our family cannot send us money every month for our study.
-) We need to look for a job to continue our higher education.

) We have been doing part-time work to support our study.

From the above mentioned views of the students, we can generalise that most of the students in Nepal have to leave their houses for higher education. As a result, they need to do part-time work to continue their study owing to their poor economic family background.

4.1.3 Analysis of Effect of Part-time Work on Students

Through the data obtained, it has been found that there is the positive effect of it on twenty six students, out of thirty. But four students claimed that it has negative effect on them. We can show it through the following table.

Table 3
Effect of Work on Students

Effect of work	No. of students	Percentage
Positive	26	86.66
Negative	4	13.33
Total	30	100

From the table above, it is obvious that part-time job has the positive effect on majority of the students; 86.66 percent (i.e 26 students). But only 13.33 percent students (i.e. 4 students) replied as they have the negative effect of it on their study. It can be generalised that part-time work was the more positive effect than negative on the students. Since with the help of it they can continue their further study and they gain some useful experience with the help of work that they have been doing.

4.1.4 Analysis of Relation of Part-time Work and the Study of English

As the sample of the study consisted thirty students who have been doing part-time work along with their study. From the data obtained through questionnaire and interview, it has been found that there is the positive relation between the English language and the works of the students. All the students claimed that

English language has helped them to get a work and to do a work. Thirty students out of thirty claimed that English language has helped them in doing work. The following table shows it.

Table 4
Relation of Works and English

Relation of works and English	No. of students	Percentage
Positive	30	100
Negative	0	0
Total	30	100

The table shows there is positive relationship between the English language and the works that students have been doing along with their study. All the respondents responded the study of English is related to their works. Hence, it can be generalised that English has helped a lot to the students to get part-time works and there is positive relationship between the English language and the works that they have been doing along with their study.

4.1.5 Analysis of Views of Part-timer on Salary

Though the data, it has been found that twenty one students were satisfied with their salary, whereas nine students showed their dissatisfaction with the salary they had. We can show it through the following table:

Table 5
Views of Part-timer on Salary

Views	No. of students	Percentage
Satisfied	21	70
Unsatisfied	9	30
Total	30	100

From the table above, it is clear that majority of the students are satisfied with the salary they got; 70 percent (i.e. 21 students). However, 30 percent (i.e. 9 students) were found not to be satisfied with the salary they got. Thus, it can be

generalised that students get the reasonable salary from which they can manage the expenditure.

4.1.6 Analysis of the Environment of Work Place

Through the data obtained, it has been found that out of 30, 25 students were found doing their work in favourable environment where they practised their language, whereas five students who worked in store claimed that they did not get the chance to practise their English language rather they do selling using their mother tongue. The following table shows it:

Table 6
Environment of Work Place

Work place	No. of students	Percentage
Favourable	25	83.33
Unfavourable	5	16.66
Total	30	100

The table shows majority of the students, 83.33 percent (i.e. 25 students) do part-time work in the favourable environment where they got ample opportunities to practise their English language, whereas 16.66 percent (i.e. 5 students) who worked in store found not getting the favourable environment to practise their language. So, it can be generalised that part timer student have been getting the opportunity to sharpen their skill and knowledge through their work.

4.2 Summary of Findings

The research was carried out to find out the perception of students working as a part-timer and learning English. The researcher has elicited the views of the working students towards their works and learning English. The researcher made the use of structured questionnaire and semi-structured interview schedule as research tools to collect the primary data. He selected five different colleges of Kathmandu and purposive non-random sampling was the procedure

of data collection. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyse the data. The many respondents i.e. the part-timer students were asked to fill in the questionnaire and some selected students were interviewed for the collection of data.

After analysis and interpretation of the raw data, the researcher came to find out 40 percent students were teaching in private schools, 33 percent were found doing tutoring works, 16 percent working in store and 10 percent working as a tourist guide. Many students i.e. 80 percent needed to do part-time job to support their study; whereas 20 percent claimed they were doing for experience. Similarly, 26 respondents out of 30 (i.e. 86.66 percent) said there is no negative impact of job on their study; however, four respondents out of thirty reported serious adverse results, such as tiredness in lecturers and decreasing marks. All the respondents in this study respond that there is the positive relation between the job that they have been doing and English language. That is to say, English language has helped them a lot to get a job. Similarly, 70 percent students were found satisfied with the salary they got from their works; but 30 percent found not to be satisfied. Likewise, it was identified that 83.33 percent were found working in the environment where they can practise their studies but 16.66 percent were working in environment where they did not get the opportunity to practise their study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analysed data. The researcher has presented the conclusions and recommendations in the separate headings so that it was comprehensible for the concerned readers.

5.1 Conclusions

The major conclusions of the study are as below:

- i) It was identified that the variety of the jobs done by students was part-time teaching in private school (40%), tutoring (33.33%), working in store (16.66%) and tourist guide (10%).
- ii) The major reason of doing part-time work by students was lack of money for their study (80%); whereas (20%) reported they had been doing for experience.
- iii) It was revealed that the part-time job had positive impact on many students study (i.e. 86.66%); whereas it had negative influence on a few students (i.e. 13.33%).
- iv) It has been found that there was very positive relationship between the jobs that students have been doing and the English they have been learning. All of them, (i.e. 100% students) reported that English had helped them a lot to get a job and to do a job.
- v) It has also been found that 21 part-timer students (i.e. 70%) were satisfied with the salary that they have been paid; but nine

students (i.e. 30%) were not satisfied with their salary they have been provided.

- vi) Through the study, it was identified that 25 working students (i.e. 83.33%) were working in the environment where they can practise their study i.e. English language, whereas 5 students (i.e. 16.66%) who were working in store, reported they did not have the environment to practise their language.
- vii) Overall, it has been found that a significant number of students (86.66%) has the positive perception as being a part-timer. However, minority students (13.33%) has negative perception being a part-timer and learning English.

5.2 Recommendations

On the basis of the above conclusions following things have been recommended.

5.1.1 Policy Related

- i) Most of the students found to be compelled to leave their house/villages for further study; and they need to look for part-time work to continue their study. Hence, there should be the management of some part-time works for students by government.
- ii) Students found doing part-time jobs owing to their poor family background. That's why, scholarship programs are required to be initiated by the government.
- iii) It was found that students were compelled to leave their houses for higher education. So, government should decentralised the higher education. That is to say, in rural areas there should be colleges for students.

- iv) Students were found vary in terms of the salary they obtained; many of them 70% were positive whereas a few of them (30%) were not satisfy. Hence, there should be the policy of salary in terms of the hours the working students have been working.
- v) As some students (13.33%) had negative perception as being a part-timer students; there should be some policy for them to avoid negative impact of work on their study.

5.2.2 Practice Related

- ii) There is a lack of interaction between the teachers and the working students in the classroom. It would be better to manage some time for working students from the side of teacher.
- iii) Working students should be very much conscious about their studies rather than part-time work.
- iv) During the examination, they should be provided leave from the institution and their boss.
- v) The teachers should encourage them to continue their study along with a job rather than neglecting them.
- vi) As they study along with their work, they should not be totally bypassed by parents. Parents should support them in need.

5.2.3 Further Research Related

- i) This research will provide a valuable secondary source for the researchers.
- ii) It will provide new research areas which are left to be investigated.
- iii) The study will provide the source to carry out the research in job opportunities and learning of English.

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Appendix I
QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my study work entitled '**Students' Perception on Working as a Part-timer and Learning English**' under the supervision of **Prof. Dr. Govinda Raj Bhattarai**, Professor of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be a great value to me. I'm interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher
Bala Ram Adhikari

Personal Details:

Name:

Name of Institution:

Qualification:

Work place:

Group A

Need of job

1. Why are you doing part- time job?

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.....

2. How has your study helped to get a job?

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.....
.....

3 What do you think about the salary you have been paid?
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4. How do you manage your expenditure with the salary?
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Group B
Environment of work place

5. How is the environment of your work place?
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6. How does your boss react when you request for a leave in need ?
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7. How is the culture of your work place?
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8. How do senior members behave?
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Group C

Encouragement at home, institution, work place

9. How does your family treat you as a part-timer?

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10. How do your institution and work place inspire you to continue your study?

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11. How do you get motivated to do part-time job along with your study?

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Group D

Challenges

12. What are the challenges that working students have ?

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13. What sort of additional opportunities are you getting being a job holder?

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.....

14 How have you been feeling about your job that you have been doing along with your study?

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Thanks for responding

Appendix II

INTERVIEW SCHEDULE

This interview schedule has been prepared in order to accomplish a research work entitled 'Students' Perception on Working as a Part-timer and Learning English'. This research is being carried out under the guidance of Prof. Dr. Govinda Raj Bhattarai ,Department of English Education T.U., Kirtipur, Kathmandu.It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher
Bala Ram Adhikari

Personal Details:

Name:

Name of Institution:

Qualification:

Work:

1. How long have you been working along with your study ?
2. What job have you been doing ?
3. Where do you work?
4. As a working student, how do you manage your study?
5. How many hours do you work per day?

6. In your opinion, what are the major problems that working students face?
7. How has your job affected in your study?
8. Would you suggest me the reason for doing part-time work with study?
9. Is part-time job really necessary for students?

Thanks for responding

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This interview schedule has been prepared in order to accomplish a research work entitled 'Students' Perception on Working as a Part-timer and Learning English'. This research is being carried out under the guidance of Prof. Dr. Govinda Raj Bhattarai ,Department of English Education T.U., Kirtipur, Kathmandu.It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher
Bala Ram Adhikari

Personal Details

Name : Bibek Shrestha
Name of Institution : MRC Tahachal,
Qualification : B.Ed. 3rd Year (Running)
Work : Home Tuition (Kirtipur)

1. How long have you been working along with your study ?
) I have been working for three years.
2. What job have you been doing ?
) I have been teaching as a home tuition.
3. Where do you work?
) I work at Kirtipur near my room.
4. As a working student, how do you manage your study?
) I do my job in evening time. Other time I utilize in my study.

5. How many hours do you work per day?
J I work three hours per day. I teach five students gathering together.
6. In your opinion, what are the major problems that working students face?
J As a working students, I need to manage everything myself. I need to prepare my food, manage the time for study.
7. How has your job affected in your study?
J It has affected positively because of it, I have been studying.
8. Would you suggest me the reason for doing part-time work with study?
J I have been doing part time job for money to continue my study since my family condition is poor; they cannot send me money every month and another reason is for experience.
9. Is part-time job really necessary for students?
J It depends upon the condition. In my case, it is necessary.
10. How has your study helped in your job ?
J As I am a student of English Education; I have been teaching English. So, it has helped a lot.

Thanks for responding

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This interview schedule has been prepared in order to accomplish a research work entitled 'Students' Perception on Working as a Part-timer and Learning English'. This research is being carried out under the guidance of Prof. Dr. Govinda Raj Bhattarai ,Department of English Education T.U., Kirtipur, Kathmandu.It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher
Bala Ram Adhikari

Personal Details

Name : Yamuna Poudel
Name of Institution : Janamaitri College, Kuleshwor Kathmandu
Qualification : B.Ed. 2nd Year (Running)
Work : Teaching at Private School (Kirtipur)

1. How long have you been working along with your study ?
) I have been working for two years.
2. What job have you been doing ?
) I have been teaching at lower secondary level
3. Where do you work?
) I work at Kirtipur in private school (Rarahil)
4. As a working student, how do you manage your study?
) I go to college in morning and at noon I teach to the private schools.

5. How many hours do you work per day?
J I teach three periods there.
6. In your opinion, what are the major problems that working students face?
J The problems are burden of their work lack of money and so on.
7. How has your job affected in your study?
J It has affected positively since it has helped to continue my study.
8. Would you suggest me the reason for doing part-time work with study?
J I have been doing it for money to continue my study since my family background is poor.
9. Is part-time job really necessary for students?
J For the poor family who cannot pay fees it is necessary to work as a part-timer.
10. How has your study helped in your job ?
J I am a student of English Education; so it has helped me a lot. I teach them English subject.

Thanks for responding