**Understanding self-efficacy and the dynamics of part-time work and career aspiration**


## ABSTRACT

### Purpose
Building on self-efficacy theory and self-theories, this paper investigates students working part-time whilst in full-time higher education in Cambodia. It explores individuals' part-time working activities, career aspirations and self-efficacy.

### Design/methodology/approach
Data were collected in a cross-sectional survey of 850 Business and Social Sciences degree students, with 199 (23.4%) usable responses, of which 129 (65.2% of the sample) indicated they currently have a job.

### Findings
Multiple regression analysis confirmed part-time work as a significant predictor of self-efficacy. There was a positive recognition of the value of part-time work, particularly in informing career aspirations. Female students were significantly more positive about part-time work, demonstrating significantly higher career aspirations than males. Results also suggest that students recognise the value that work experience has in identifying future career directions and securing the first graduate position.

### Practical implications
There are potential implications for approaches to curriculum design and learning, teaching and assessment for universities. There are also clear opportunities to integrate work-based and work-related learning experience into the curriculum and facilitate greater collaboration between higher education institutions and employers in Cambodia.

### Social implications
There are implications for recruitment practices amongst organisations seeking to maximise the benefits derived from an increasingly highly educated workforce; including skills acquisition and development, and self-efficacy.

### Originality/value
It investigates the importance of income derived from part-time working to full-time university students in a developing South-East Asian country (Cambodia); where poverty levels and the need to contribute to family income, potentially predominate the decision to work while studying.



**Keywords:** Career aspirations; Part-time work; Self-efficacy; Gender difference; Cambodia

## Understanding self-efficacy and the dynamics of part-time work and career aspiration

## Introduction

The incidence and value of part-time working to individuals, families and society has been subject to increasing focus, particularly as a symptom of the recent global economic recession (Valletta and Bengali 2013). The ability to balance part-time work, full-time study and a social life has also become a pervasive feature for high numbers of university students in the UK (Curtis and Shani 2002; Ford, Bosworth and Wilson 1995; Hodgson and Spours 2001) and USA (Astin 1997; Nonis and Hudson 2006), many of whom have to work out of financial necessity (Richardson *et al* 2009, Evans *et al* 2014). Yet, it is apparent that university students often struggle to balance the range of conflicting demands on their time (Hall 2010; Moreau and Leathwood 2006; Ryan *et al* 2011), and as a consequence, the time dedicated to studies can be somewhat reduced (Harrison and Chudry 2011). Whilst this has led some to express concerns regarding the effect of students' part-time working on academic performance (Curtis and Shani 2002; McVicar and McKee 2002; Neil *et al* 2004; Watts and Pickering 2000), agreement regarding any detrimental impact is not universal (see for example Green and Jacques 2001). While academic studies regarding full-time university students working part-time has mainly focused on industrialised, western countries, the phenomenon of students part-time working has not been an area of significant empirical investigation in the rest of the world, especially developing and transitioning economies (see for example, Gbadamosi *et al* 2016). This study therefore contributes to this growing literature, by investigating the importance of income derived from part-time working to full-time university students in a developing South-East Asian country, Cambodia.

At the same time, part-time working for full-time university students is thought to yield intrinsic benefits, particularly in helping students to develop the 'soft' skills sought by employers, such as team working and time management (Holloway 2001), and to orientate students to subsequent full-time employment (Billett and Ovens 2007). Nonetheless, the mechanisms by which part-time work undertaken by university students helps them to develop the skills demanded by employers has not been fully examined. This study therefore also investigates how students perceive part-time working in relation to their development of employability skills and indeed how it may contribute to self and career development. This is particularly interesting in the light of the work of Mansson and Ottosson (2011), who reported that it cannot be unreservedly asserted that part-time work offers access to the core labour market hence part-time work does not necessarily lead to full-time employment.

While the relationship between degree study and career aspirations has been examined (Piotrowski and Cox 2004), the interplay between full-time study, part-time working and career aspirations has received little academic attention. Although, as Itkin (2008) notes, work experience enables individuals to acquire some of the skills that will support their career aspirations, which in turn help to strengthen and complement those skills acquired whilst studying on the degree programme. Nonetheless, the ability of an individual to embrace their part-time work and integrate it with their degree studies in order to carve out a

predetermined career direction will be subject to a number of variables, in particular, self-efficacy. In this study therefore, the extent to which Cambodian university students take charge of their own capabilities is explored, as is the extent to which their part-time work activity influences their self-efficacy.

In addition, a significant body of work has examined the relationship between gender and part-time working (see for example Kjeldstad and Nymoen 2012), especially gender equality (Gregory and Connolly 2008; Webber and Williams 2008), its impact on status (Eisenberg 2011) and economic viability (DeVita 2012; Hill *et al* 2004). Moreover, contemporary sociological works have increasingly focused on the value of part-time working in supporting an acceptable work-life balance (Booth and van Ours 2008; Gatrell 2007; Warren 2004; Walsh 2007). While these extant studies have focused on gender differences in Western context, very little is known about gender differences in part-time work in other national contexts, particularly a South-East Asian one. This Cambodian-based study therefore seeks to contribute to this dearth by examining whether there are significant gender differences in students' part-time work, students' career aspiration, self-theories (fixed and malleable) and their self-efficacy in Cambodia.

The overriding purpose of this study is to examine the present state of students working part-time whilst in full-time higher education in Cambodia and explore individuals' part-time working, career aspirations and self-efficacy. It is anticipated that the findings from this study will inform the development of policy at national level, support organisational initiatives to make more effective use of their human resources, and guide universities in the development of employability skills amongst their students.

**Cambodian economy and Higher Education (HE) scenario**

Cambodia's economy, based on clothing, construction, agriculture and tourism, has managed to sustain its high growth rate through acceleration of garment exports and continued growth in tourism, reaching a six-year high of 7.4% in 2013 (World Bank 2014). Yet despite an average annual economic growth rate of approximately 7.0%, and the proportion of the population living in poverty decreasing from 50.1% in 2007 to 20.5% in 2011, Cambodia is an aid-dependent country and remains one of the poorest countries in Asia, with relatively low wage levels and widespread malnutrition (World Bank Data 2014).

Rany *et al* (2009) provide an historical account of the development of HE in Cambodia, highlighting the period of post-colonisation (1953-1970) which saw significant growth and 15 new Higher Education Institutions (HEIs) being established. However, Cambodia's education system has undergone significant change in recent times, mainly as a result of a period of destruction during the Khmer Rouge regime (Sen, 2013). The fledgling HE sector was decimated, with government estimates that 96% of university students were killed during this period (Benveniste *et al* 2008), and only able to begin to re-establish itself from 1991 onwards.

It is generally accepted that an effective educational infrastructure supports economic development. Consequently, the Cambodian government recognises the influence that the HE sector can have in sustaining economic development, and has increased levels of funding, and scholarships targeting poorer students and those who live in remote areas (Ministry of Education, Youth and Sport 2014). Despite this fledgling HE infrastructure, recent growth has been dramatic, with student numbers increasing from 57,828 in 2003-04 to 246,069 in 2011-12 (Ministry of Education, Youth and Sport, Department of HE and Development of Scientific Research 2012). This has, in part, been fuelled by World Bank funding aimed at increasing HE capacity and raising quality standards, but primarily from the growth in the number of private HEIs (Locard and Ang 2010) and the introduction of fee-paying students into public institutions (Barom 2009). This has, however, led to questions regarding quality in the sector (Chealy 2009; MacKinnon 2013) and the ability of students from poorer socio-economic backgrounds to sustain themselves financially through their degree studies (Barom 2009). This has led some to demand further restructuring of the HE sector and greater collaboration between HEIs to address the learning needs of poorer communities in Cambodia (Postiglione 2011).

The developing HE environment in Cambodia, when considered in the context of the levels of poverty within the country, produces a unique scenario. There are a number of questions that emerge regarding how individuals secure financial support to fund their higher education, in particular whether the financial burden typically falls on families and whether the source of financial support might influence part-time working activity. It is also important to examine whether individuals undertake part-time working because of financial constraints, or whether they perceive it as beneficial to supporting their career aspirations. Consequently, how important is career aspiration to a student's HE experience in Cambodia, and to what extent do students take charge of their own capabilities in achieving goals and outcomes? In particular, do they have high or low self-efficacy and does this influence their part-time work activity?

From these questions, the following objectives for this paper are derived:

1. To examine the importance of income derived from part-time working to full-time university students in Cambodia.
2. To assess how part-time working is perceived by university students in Cambodia in relation to developing their employability skills, and how these are perceived to be used by students to develop self and their career prospects.
3. To explore the extent to which university students in Cambodia take charge of their own capabilities and the extent to which their part-time work activity influences their self-efficacy.
4. To examine whether there are significant gender differences in students' part-time work (beneficial work), their career aspiration, self-theories (fixed and malleable) and their self-efficacy.

## Self-efficacy and Career Aspirations

Self-efficacy indicates the extent to which an individual believes in their abilities and whether these abilities will lead to success in a particular scenario (Bandura, 1994). Self-efficacy is an individual's belief in his/her ability to perform a task and his/her level of self-awareness of these abilities. Together, these play an important part in effective metacognitive development (Gravill *et al* 2002). Some scholars have argued that self-efficacy, rather than the state of the labour-market, may drive employability (Brown *et al* 2003; Moreau and Leathwood 2006), while others argue that the nature of the person and their characteristics are irrelevant in employability (Hesketh 2003). Students' self-efficacy and self-confidence may develop as they journey through higher education. Part-time employment, and the extent to which a full-time student embraces such a role, may suggest the strength of their self-efficacy and how valuable they consider the benefits of taking on such roles to their future employability (Evans *et al* 2014).

The scenario of full-time students working part-time whilst studying is a complex mix of ingredients, comprising motivations (especially financial drivers), the inter-relationships between employment and degree studies (particularly any evidence of detrimental impact on academic performance), the development of employer-demanded skills, and the relationship between career aspirations and self-efficacy.

*Hypothesis 1: Beneficial work (students' part-time work) will positively affect students' self-efficacy.*
*Hypothesis 2: Students' career aspiration will positively affect their self-efficacy.*

## Self-efficacy and Self-theories

Related to this, self-theories are the belief systems that learners have regarding the extent to which attributes like intelligence are changeable (Dweck 1999). Whether students believe that intelligence is essentially fixed, and not malleable, has important implications for the way they develop their career aspirations and build their personal profile, attributes and individual characteristics.

Research suggests that the nature of intelligence, is seen to be either a fixed trait (an 'entity theory') or a malleable quality (an 'incremental theory') (Blackwell *et al* 2007), that differs in the face of the level of difficulty experienced by an individual. On the one hand, belief of being 'intelligence fixed' can undermine an individual's achievement in the face of difficulty, while in contrast, belief in intelligence being a 'malleable quality', suggests it is less focused on measuring and proving individuals' abilities, and more focused on learning and improving their abilities (Blackwell *et al* 2007; Mangels *et al* 2006; Robins and Pals 2002). In summary, much research, both in laboratory and real-world studies, shows that students' implicit theories of intelligence can have important effects on academic persistence and achievement, and that incremental theorists often fare better than entity theorists in the face of ability-threatening academic challenges (Good *et al* 2012). The extra time burden of a part-time job

therefore implies a high probability of more academic challenge for students who engage in it and consequently is of importance for this study.

Yorke and Knight (2004) argued that self-theories are important mediators of students' development and achievement, and therefore can influence the experiences and outcomes that individuals seek (Knight and Yorke 2003). Using the terms 'fixed' and 'malleable', Yorke and Knight (2003) elaborate the position individuals might take in believing that their efforts lead to either a positive or an unchanged outcome. We therefore seek here, to explore how full-time students' involvement in part-time working may influence their self-efficacy.

The contribution of self-efficacy and self-theories to the employability agenda of students has attracted limited interest from previous research, although this has been examined within the UK higher education context (see, for example Evans *et al* 2014; Gbadamosi *et al* 2015). They were predominantly interested in how self-efficacy and self-theories influence part-time working. In this study we examine the converse – how part-time working may predict self-efficacy in the relatively unexplored Cambodian higher education sector.

*Hypothesis 3: Students' fixed self-theories will negatively affect their self-efficacy.*
*Hypothesis 4: Students' malleable self-theories will positively affect their self-efficacy.*

**Gender and Part-time work**

The academic work related to full-time university students working part-time to date has mainly focused on industrialised Western countries, particularly the UK (for example, Evans *et al* 2014; Hodgson and Spours 2001; Moreau and Leathwood, 2006; Richardson *et al* 2009; Watts and Pickering, 2000), with only a few studies examining HE students' part-time working in other countries, such as Australia (Hall 2010; Salmonson and Andrew 2001) and South Africa (Wadesango and Machingambi 2011). As a consequence, the opportunity to research the relationship between studying for a full-time degree whilst working part-time in other countries, especially in a developing South-east Asian nation, promises to yield original and interesting insights, particularly in a country such as Cambodia, where levels of poverty and the need to bring in income to support the family could potentially influence individuals' decisions to work while studying. A key point here, is that women often deliberately seek part-time schedules as a means to balance the conflicting demands of work and family (Webber and Williams 2008). However, gender differences in work remains mostly researched in Western contexts. Furthermore, Harrop *et al* (2007) warned that researchers ought to be wary of conducting research into various aspects of higher education without considering potential gender differences and therefore has been incorporated into this study.

*Hypothesis 5: There would be significant gender differences in all study variables: students' part-time work (beneficial work), their career aspiration, self-theories (fixed and malleable) and self-efficacy.*

**Originality of this paper**

This paper is particularly timely, given that Cambodia is currently noted as having one of the world's lowest labour costs (Maierbrugger, 2015). This will potentially lure businesses into the country, which is turm will provide growth in jobs for graduates, providing they posses appropriate skills and attitudes. Additionally, while perceptions of university students in other South-East Asian countries such China (Morrison, 2009) have been examined, there is little academic literature about higher education in Cambodia and especially, the perceptions of its university population. Higher education in Cambodia can be deemed as fledgling, given that it was devastated in recent times. This paper therefore provides a useful benchmark statement for future academic scrutiny in the timeline development of Cambodia.

**Methodology**

**Sample and Procedures**

A survey was used to collect data from Business and Social Sciences students in a private university in Cambodia. 850 questionnaires were administered across the different levels of degree study and a total of 199 were completed and deemed usable, representing about a 23.4% response rate. The age range of the sample was from 20 to 40, with 1.0% below 20, 85.4% between 21 and 25, 11.6% between 26 and 30 and 2.0% over 31. 50.3% of the sample is male.

A total of 129 respondents (65.2% of the sample) indicated that they currently have a job. This represents a similar level of participation in part-time working amongst full time students in the UK, where Richardson *et al* (2009) quote a figure of 57.7%. Of those currently without a job, 60.6% indicated they would definitely take a part-time job if one were to be offered, whilst 26.9% answered 'maybe' and 9.9% answered 'no'. The students worked across a number of sectors with 16.3% of respondents working in each of the manufacturing and financial sector. 14.7% of respondents worked in the hotel and restaurant sector, whilst 9.3% worked in education, 9.3% in the civil service, 7.8% in distribution, 5.4% in health and 4.7% each in retail and construction. This pattern is in marked contrast to the employment patterns of full-time students in the UK, where the majority of part-time work (81.3%) is in the leisure and retail sectors (Richardson *et al*, 2009). Whilst the mean years worked was 2.45 years (and the mode 1 year), one student claimed to have 18 years of work experience.

**Measures**

The measures of work and study were obtained from using the same scale used by Gbadamosi *et al* (2015), which extended the original scale 11-item scale of Richardson *et al* (2009). The two measures extracted were:

(1) Beneficial work (a measure of part-time work) which has 12 items. We obtained an alpha of .68 for this sample;
(2) Career aspiration measured with 5 items. We obtained an alpha of .67 for this sample.

**Self-efficacy.** Self-efficacy was measured using the Yorke and Knight (2007) two-component measure self-efficacy questionnaire (SEQ). We obtained a Cronbach Alpha of .65 for self-efficacy in the wider world. The Cronbach Alpha obtained for self-efficacy in-HE was .52 which is lower than the acceptable threshold of .60 even in newly developed scales we discontinued it from further analysis (DeVellis 2012).

**Findings and Discussion**

The broad objective of the study is to analyse the extent to which University students in Cambodia undertake part-time work and how this is shaped by, or shapes, their career aspirations. The study also investigates the extent and relevance of the students' self-efficacy in undertaking part-time work and the extent to which they perceive part-time work as important for employability, self-development and future career prospects.

**[Table 1 approximately here]**

One of the questions we seek to answer in this study is the extent to which full-time students are engaged in part-time working and how important the income from such endeavour is to the students. As stated earlier, about 35% of respondents indicated that they currently do not work part-time. This compares to previous studies conducted in the UK which noted that 42.3% of students were not undertaking part-time work whilst studying (Richardson *et al*, 2009). Table 1 provides a summary of why these students do not work part-time. The most important reason for not working is that students either do not want to detract from their studies or they do not have enough time to work. These two reasons together constitute 72.8% of responses. The next most common reason is that they have adequate financial support from the family or are receiving sponsorship or a bursary, which together account for 18.6% of respondents. These reasons for non-working reconcile to those found by Hodgson and Spours (2001).

**[Table 2 approximately here]**

In this study we also seek to assess how part-time working is perceived by university students in relation to the development of relevant employability skills, and the value they place on part-time work, both for their self-development and career aspirations. Table 2 provides detailed measurement scale items and the descriptive statistics using the items from the Work and Study Scale (Gbadamosi *et al* 2016). We report measures of *beneficial work* and *career aspiration*. From an instructional and individual development standpoint, it is valuable to explore the extent to which students appreciate the value of their part-time work as a means of enhancing their own employability and how this might inform their individual career aspirations.

There are several findings from Table 2 that are instructive. For example, 90% of respondents tend to agree that *'My job has a beneficial impact on my studies'*. Even when money was explicitly indicated, as within the item '*The experience I gain from working is more important than the money',* about 75% still tend to agree, which signals that students appreciate the value of part-time work to their future work life. Moreover, 88% tend to agree that '*I work to gain experience of employment'*. Although they do not agree that the work would improve their CVs: '*I work to improve my CV'* (mean = 2.50, SD = 1.10). These examples generally demonstrate a strong appreciation of the benefit of part-time work to future employment as a graduate. An item that stands out in this category is: '*I have already enquired about vacancies with my present employer',* where over 52% tend to disagree with this item. It appears that the majority of students either do not consider this a possibility, or fail to recognise the opportunity that working part-time offers as a stepping stone to any potential future career trajectory within the organisation that they already work for. This finding reflects similar findings from the UK by Evans *et al* (2014).

The students' responses to the items on career aspiration were equally interesting. The students significantly indicated that '*The course has helped clarify my career choice', with* 92.2% tending to agree. 93.8% tend to agree that '*I have a clear idea of career when I leave university'*. Similarly there was 84.0% endorsement for the statement that '*My career choice has been influenced by my course'*. These responses, and the strength of the ratification from students, clearly point to a positive recognition of the value of part-time work amongst full-time students, as well as a measure of support for part-time work as a valuable means to inform developing career aspirations.

**[Table 3 approximately here]**

In Table 3 above, we compare findings from this study with those of Yorke and Knight (2007) using the same items on self-theories. This is a useful comparator, since Yorke and Knight's sample was drawn from a UK HEI. It is noteworthy that whilst our results on malleability were similar to those of Yorke and Knight (2007) with 88.0% agreeing that people can change; our result was completely different on the fixedness of self-theories. Many more students in this sample tend to agree that an individual intelligence cannot change much.

Malleability measures may indicate the basic human condition of individuals growing up in a country that is emerging from such a troubled recent history. The fixedness scores may reflect a tendency for higher education in Cambodia to focus on the acquisition of knowledge and the development of understanding, as evidenced through the ability to recall and explain important information, rather than the ability to apply that knowledge and understanding to solve defined problems. Western higher education will tend to foster the development of intellectual skills, as described in Bloom's Taxonomy (Bloom *et al* 1956), including analysis,

synthesis and evaluation through solving complex problems, developing new solutions and making critical judgements (based on the same fundamental knowledge developed across all higher education). As such, the Cambodian approach to higher education, which is typical of Asian learning approaches (Jian 2009) may re-enforce fixedness, whilst the western approach to learning may help minimise the barrier of fixedness.

It is postulated here that the relative infancy of higher education in Cambodia, as well as the dominant approach to learning, may impact upon this finding. In addition, the type of part-time work undertaken by Cambodian students, which is primarily focussed on generating income to support their studies, may be perceived as being entirely disconnected from the learning experience and therefore have limited impact on self-perception.

**Test of Hypotheses**

Table 4 shows means, standard deviations, and Pearson's correlation coefficients for all the variables of the study. The correlation matrix shows that beneficial work significantly and positively correlates with both self-efficacy (.204, $p < 0.01$), and malleable self-theories (.176, $p < 0.05$), but negatively with being female (-.15, $p < 0.05$). Similarly career aspiration is negatively correlated with being female (-.191, $p < 0.05$). This correlation provides further confirmation of the t-test reported in Table 3 that showed female students being significantly more positive about part-time work and demonstrating higher career aspirations.

**[Table 4 approximately here]**

***Multiple Regression Analysis***

We also conducted multiple regression analyses to test the relationship between the study variables and the extent to which they significantly predict self-efficacy; our main dependent variable.

*Hypothesis 1: Beneficial work (students' part-time work) will positively affect students' self-efficacy.*
*Hypothesis 2: Students' career aspiration will positively affect their self-efficacy.*
*Hypothesis 3: Students' fixed self-theories will negatively affect their self-efficacy.*
*Hypothesis 4: Students' malleable self-theories will positively affect their self-efficacy.*

**[Table 5 approximately here]**

Table 5 shows results of multiple OLS regressions with five models. The first model features only the control variables, while all the other models pick up one variable at a time to study its impact on self-efficacy. The final model, Model 5, is the full model and includes all the variables.

Model 2 is significant ($F = 3.80$, $p < 0.01$), indicating that beneficial work (part-time working) positively affects self-efficacy in this sample. This confirms Hypothesis 2, that students' career aspiration will positively affect their self-efficacy. This result is also confirmed in the full model (Model 5). This effect is stronger than the impact of career aspiration on self-efficacy in Model 3 ($\beta = .34$, p = n.s.). In Models 3, 4 and 5, the addition of career aspiration, self-theories (fixedness) and self-theories (malleable) confirmed the predicted direction of the relationship; however none emerged as a significant predictor of self-efficacy. We can therefore reject Hypotheses 3, 4 and 5. The full model's adjusted R-squared is the highest being 0.18, as one would expect. The total variance explained by the model was 18% ($F = 3.04$, $p > .001$) suggesting that the study's variables together account for 18% of variation in self-efficacy. Beneficial work (part-time work) is, however, the only significant predictor of self-efficacy (as shown in Model 2). This result suggests a strong link between the ability of students to maximise the opportunities and value added by part-time work, and their self-efficacy. Students who work part-time, and value this opportunity, are likely to have a high self-efficacy and strive to enhance their approach to their own employability.

***Gender Differences in Part-time Work, Career Aspirations and Self-efficacy***

*Hypothesis 5: There would be significant gender differences in all study variables: students' part-time work (beneficial work), their career aspiration, self-theories (fixed and malleable) and self-efficacy.*

**[Table 6 approximately here]**

**[Table 7 approximately here]**

We examined whether gender differences will affect all study variables; including students' part-time work, their career aspiration, self-efficacy, and self-theories. An independent sample t-test was conducted to compare the scores for males and females (Table 4). The result indicated significant differences in students' part-time work (beneficial work) ($t = -2.089$, $p < .05$) and their career aspiration ($t = -2.684$, $p < 0.05$) but no differences were found for self-efficacy and the self-theories. We therefore partially accept Hypothesis 1, that beneficial work (students' part-time work) will positively affect students' self-efficacy. Specifically, that female students were significantly more positive about part-time work than their male counterparts and that they also demonstrate significantly higher career aspirations than males. Furnham (2001) reported several studies have shown consistent differences between the sexes, with males rating themselves higher than females. While previous studies reported no significant gender differences in the UK (Gbadamosi *et al* 2015), Cong (2008) highlighted that dominant social and family structures affect females' careers in Asian countries, and that despite women's increasing participation in work, the tradition of females undertaking the majority of domestic duties is still prevalent. Hence, females will often face a more complex challenge to balance part-time working (to providing income) and domestic

duties, while at the same time studying and working part-time (to help inform future career aspirations).

The gender diffeences found in the beneficial work and career aspirations variables encouraged a further item by item interrogation of the data. Gender differences for all the study items were examined and significant differences in eight (8) items was uncovered, with two items per variable (Table 7) noted. Females, significantly more than males, considered part-time working beneficial to their studies; hold that their career choice has been influenced by the part-time work; really enjoy their course; have a clearer idea of career direction when they leave university; find part-time work reduces their study time; and ultimately work to earn money to fund their social life. Furthermore, with regards to self-efficacy, females (also significantly more than males) indicate they are stimulated by the challenge of difficult problems. There was however, a unique item where males scored significantly higher than females: males do not like situations in which they, rather than others, are responsible for what happens.

**Implications for Universities and graduate recruiters**

***Part-time working enhancing self-efficacy***

Part-time working significantly predicts self-efficacy in this sample. This strong linkage demonstrates that students who work part-time tend to have higher self-esteem and self-confidence which further reinforce their tendency to continue working. There are clear opportunities here to integrate work-based and work-related learning experience into the curriculum and facilitate greater collaboration between higher education institutions (HEIs) and employers in developing mechanisms to facilitate purposeful exposure to 'the world of work' for many more undergraduate students. Organisations recruiting graduates have a clear opportunity to engage with HEIs to work with, and secure, the best available talent, whilst students are still engaged in their full-time studies.

A significant percentage of Cambodian students (34.8%) seem to shun part-time work. The major reason they indicated is that working will detract from their study and they would rather be focused on their academic work. However, the finding that 65.2% of full-time university students work part-time, perhaps reflects the extreme poverty across much of Cambodian society and the resultant desire amongst students to gain a higher level qualification and a more secure future. Those full-time students that choose not to work part-time clearly identify the desire to focus on their studies as the motivator to not work part-time.

The students generally appreciate the value and contribution of part-time working to their employability, and it is a major reason why those who engage in part-time working do so. Nevertheless, the majority of students do not engage with their employers about the prospect of securing future employment with them. This perhaps reflects the dominance of Small and Medium Enterprises (SMEs) in the Cambodian economy, and potential reluctance amongst students to develop their career within a smaller organisation. This situation may be re-

enforced by a lack of foresight amongst SME employers to use the opportunity to develop their future management talent from their part-time workforce, although, if UK experience is reflected in Cambodia, SMEs tend to recruit individuals with specific knowledge or skills relating to the sector, which excludes graduates with limited or low-level experience, coupled with a generalist degree (21st Century Leaders Report, 2014). In addition, there could also be a 'power-distance' scenario, whereby students lack the confidence to approach employers to discuss potential career opportunities.

***Gender differences in study variables***

Female students showed significantly greater commitment to part-time work, valued that work more, and demonstrated a higher drive for career aspirations than did their male counterparts. This finding may reflect a pattern whereby females are attempting to break traditional gender stereotypes and use higher education and work experience as a mechanism to support their own development. This may have implications for organisations recruiting graduates as they seek to identify new talent to join an organisation and manage the career trajectory of talented people, when patterns of behaviour and levels of aspiration of males and females may be subtly, but distinctly, different. The stereotype threat theory proposes that concerns about being negatively stereotyped dampen the performance, motivation, interest, and ambition of stigmatised individuals (Davies *et al* 2005; Schmader *et al* 2008). The theory further suggests that the under-representation of women may persist because women are concerned about being stereotyped in business settings. The findings here, in the context of Cambodia, offer fresh perspectives to this prevailing stereotype in the West, and provides stimulation for further research across a broader range of cultures.

Cambodian students, unlike students in previous Western samples, tend to agree more with the fixed self-theories. The majority hold the view that an individual can't change their intelligence by much. This finding may reflect the relative infancy of the Cambodian education system and highlight the need for development of the educational culture in Cambodia, especially at higher education level. However, like other Western samples (for example, Gbadamosi *et al* 2015; Yorke and Knight 2004) Cambodian students tend to agree with the malleable self-theories – that no matter what kind of person one is, it is always possible to change them. The perspective from this context further breaks extant research that widely stereotypes women as less competent than men.

## Conclusion

This study seeks to identify how part-time working may predict self-efficacy in the relatively unexplored Cambodian higher education sector. Participation in part-time working amongst full-time students in the Cambodia (65.2%) appears to be broadly similar to the UK (57.7%) (Richardson *et al* 2009). Results suggest that students see value in their part-time work in supporting their full-time education and recognise the value that work experience has in identifying future career directions and securing a first graduate position. Surprisingly, the majority of respondents do not seek to gain full-time graduate employment with their current

employer. Females appear to be significantly more positive about this work experience and this appears to have a beneficial impact upon their self-efficacy.

A clear distinction between Cambodia and the UK is the perception amongst this sample that an individual cannot be changed much by their educational experience (Gbadamosi *et al* 2015). This finding is in marked contrast to findings from western economies and may suggest a focus for continued evolution of the Cambodian higher education system. These findings have potential implications for approaches to curriculum design and learning, teaching and assessment for HEIs in Cambodia and also for recruitment practices amongst organisations seeking to maximise the benefits derived from an increasingly highly educated workforce.

**References**


Astin, A.W. (1997), "The changing American college student: Thirty-year trends, 1966-1996", ***The Review of Higher Education***, Vol. 21, No. 2, pp. 115-135.

Baron, N. (2009), ***Privatisation of higher education in Cambodia. The International Seminar on skills development for the emerging new dynamism in Asian developing countries under globalisation.*** 23-25 Jan, Pathumwan.

Bandura, A. (1994), 'Self-efficacy'. In ***Encyclopedia of human behavior***, (ed) VS Ramachaudran, 71-81. Academic Press, NY.

Benveniste, L., Marshall, J. and Araujo, M.C. (2008), ***Teaching in Cambodia***. Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/8073 (accessed 1 September, 2014)

Blackwell, L., Trzesniewski, K., and Dweck, C. S. (2007), "Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention", *Child Development*, Vol. 78, pp. 246–263.

Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H. and Krathwohl, D.R. (1956), Taxonomy of educational objectives: The classification of educational goals. ***Handbook I: Cognitive domain***. New York: David McKay Company.

Billet. S. and Ovens, C. (2007), "Learning about work, working life and post-school options: guiding students reflections on paid part-time work", ***Journal of Education and Work***, Vol. 20, No. 2, pp. 75-90.

Booth, A.L. and Van Ours, J.C. (2008), "Job satisfaction and family happiness: The part-time work puzzle", ***The Economic Journal***, Vol. 118, No. 526, pp. F77-F99.

Brown, P., Hesketh, A. and Williams, S. (2003), "Employability in a knowledge-driven economy" [1], ***Journal of Education and Work***, Vol. 16, No. 2, pp. 107–126.

Chealy. C. (2009), Higher education in Cambodia. In *The Political Economy of Educational Reforms and Capacity Development in Southeast Asia* (153-165). Springer Netherlands.

Chen. C.Y., Sok, P. and Sok, K. (2007), "Benchmarking potential factors leading to education quality: A study of Cambodian higher education", ***Quality Assurance in Education,*** Vol. 15, No. 2, pp. 128-148.

Cohen, J, Cohen, P. West, S.G. and Aiken, L.S. (2003), ***Applied multiple regression / Correlation analysis for the behavioral sciences***. Mahwah, NJ: Lawrence Erlbaum, third edition.

Cong, L. (2008), "Does the current position of women in the labour market in Asia Pacific countries signal an end to gender inequality?" ***International Journal of Business and Management***, Vol. 3, No. 6, pp. 118-122.

Curtis, S. and Shani, N. (2002), "The effect of taking paid employment during term-time on students' academic studies", ***Journal of Further and Higher Education***, Vol. 26, No. 2, pp. 129–138.

Davies, P. G., Spencer, S. J., and Steele, C. M. (2005), "Clearing the air: Identity safety moderates the effects of stereotype threat on women's leadership aspirations", *Journal of Personality and Social Psychology*, Vol. 88, pp. 276-287.

DeVellis, R.F. (2012), ***Scale development: theory and applications***. Third edition, Sage Publications.

DeVita, E. (2012), "The quiet revolution", ***Management Today***, October, pp. 40-42.

Dweck, C.S. (1999), ***Self-theories: their role in motivation, personality, and development***. Philadelphia, PA, The Psychology Press.

Eagly, A. H., and Mladinic, A. (1994), "Are people prejudiced against women? Some answers from research on attitudes, gender stereotypes, and judgments of competence", *European Review of Social Psychology*, Vol. 5, pp. 1-35.

Eisenberg, S. (2011), "Part-time or full-time? A schedule for every need", ***ONS Contact***, March, pp. 8-12

Evans, C., Gbadamosi, G. and Richardson, M. (2014), "Flexibility, compromise and opportunity: students' perceptions of balancing part-time work with a full-time business degree", ***International Journal of Management Education***, Vol. 12, No. 2, pp. 80-90.

Fiske, S. T., Cuddy, A. J. C., Glick, P., and Xu, J. (2002), "A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition", *Journal of Personality and Social Psychology*, Vol. 82, pp. 878-902.

Ford, J., Bosworth, D. and Wilson, R. (1995), "Part-time work and full-time higher education", ***Studies in Higher Education***, Vol. 20, No. 2, pp. 187-202.

Furnham, A. (2001), "Self-estimates of intelligence: Culture and gender difference in self and other estimates of both general (g) and multiple intelligences", *Personality and Individual Differences*, Vol. 31, No. 8, pp. 1381-1405.

Gatrell, C. (2007), "A fractional commitment? 'Part-time work and the maternal body", ***International Journal of Human Resource Management***, Vol. 18, No. 3, pp. 462-475.

Gbadamosi, G., Evans, C., Richardson, M. and Ridolfo, M. (2015) "Employability and students' part-time work in the UK: does self-efficacy and career aspiration matter?", ***British Educational Research Journal***, Vol. 41, No. 6, pp. 1086–1107.

Gbadamosi, G., Evans, C. and Obalola, M.A. (2016), "Multitasking, but for what benefit? The dilemma facing Nigerian university students regarding part-time working", ***Journal of Education and Work***, Vol. 29, No. 8, pp. 956-979.

Gravill, J., Compeau, D. and Marcolin, B. (2002), "Metacognition and IT: The influence of self-efficacy and self-awareness", Eighth Americas Conference on Information Systems, Seattle, Aug. 9-12, 2002. ***Human-Computer Interaction Studies in MIS***. http://sighci.org/amcis02/CR/Gravill.pdf (accessed 16 Nov. 2014)

Green, G. and Jacques, S.N. (1987), "The effect of part-time employment on academic achievement", ***Journal of Educational Research***, Vol. 80, No. 6, pp. 325–329.

Godfrey, M., C. Sophal., C., Kato., T., Vou Piseth, L., Dorina, P., Saravy, T. ... and Sovannarith, S. (2002), "Technical assistance and capacity development in an aid-dependent economy: The experience of Cambodia", ***World Development***, Vol. 30, No. 3, pp. 355-373.

Good, C., Rattan, A., and Dweck, C. S. (2012), "Why do women opt out? Sense of belonging and women's representation in mathematics", *Journal of Personality and Social Psychology*, Vol. 102, No. 4, pp. 700-717.

Hall, R. (2010), "The work study relationship: experiences of full-time university students undertaking part-time employment", ***Journal of Education and Work***, Vol. 23, No. 5, pp. 439-449.

Harrison, N. and Chudry, F. (2011), "Overactive, overwrought or overdrawn? The role of personality in undergraduate financial knowledge, decision-making and debt", ***Journal of Further and Higher Education***, Vol. 35, No. 2, pp. 149-182.

Harrop, A., Tattersall, A., and Goody, A. (2007), "Gender matters in higher education", *Educational Studies*, Vol. 33, No. 4, pp. 385-396.

Hesketh, A. (2003), ***Employability in the knowledge economy: living the fulfilled life or policy chimera?*** Working paper, Lancaster University Management School, 49.

Hill, E.J., Martinson, V. and Ferris, M. (2004), "New concept part-time employment as a work-family adaptive strategy for women professionals with small children", ***Family Relations***, Vol. 53, No. 3, pp. 282-292.

Hodgson, A, and Spours, K. (2001), "Part-time work and full-time education in the UK: The emergence of a curriculum and policy issue", ***Journal of Education and Work***, Vol. 14, No. 3, pp. 373-388.

Holloway, J.H. (2001), ***Part-time work and student achievement***. Alexandria, VA: Association for Supervision and Curriculum Development.

Hong, J. (2009), "A contrastive study of cultural diversity of learning styles between China and the US", ***International Education Studies***, Vol. 2, No. 1, pp. 163-166.

Itkin, D. (2008), "Career beginnings for business majors", ***Occupational Outlook Quarterly*** Winter, pp. 24-33.

Kline, R.B. (2005), ***Principles and practice of structural equation modelling***. New York: Guilford Press, 2nd edition.

Knight, P.T. and Yorke, M. (2003), "Employability and good learning in higher education", ***Teaching in Higher Education***, Vol. 8, No. 1, pp. 4-16.

Locard, H. and Ang, T.L. (2010), "Higher education in Cambodia and the atypical example of the history department at RUPP2", ***Canadian and International Education***, Vol. 39, No. 1, pp. 59-66.

MacKinnon, A. (2013), "Post-secondary education development in south-east Asia: A model for curriculum development in continuing education", ***Alberta Journal of Educational Research***, Vol. 58, No. 4, pp. 600-613.

Maierbrugger, A. (2015) "Myanmar, Bangladesh, Cambodia, Djibouti have world's lowest labour costs", ***Investvine***. http://investvine.com/myanmar-bangladesh-cambodia-djibouti-have-worlds-lowest-labour-costs/ (accessed 7/8/2017).

Mangels, J. A., Butterfield, B., Lamb, J., Good, C. D., and Dweck, C. S. (2006). "Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model", *Social Cognitive and Affective Neuroscience (SCAN),* Vol. 1, pp. 75–86.

Mansson, J. and Ottosson, J. (2011), "Transitions from part-time unemployment: Is part-time work a dead end or a stepping stone to the labour market?", ***Economic and Industrial Democracy***, Vol. 32, No. 4, pp. 569-589.

McVicar, D. and McKee, B. (2002), "Part-time work during post-compulsory education and examination performance: help or hindrance?", ***Scottish Journal of Political Economy***, Vol. 49, No. 4, pp. 393-406.

Moreau, M-P. and Leathwood, C. (2006), "Balancing paid work and studies: working (-class) students in higher education", ***Studies in Higher Education,*** Vol. 31, No. 4, pp: 23-42.

Morrison, K. (2009) "Higher education students in part-time work in a Chinese city", ***Evaluation and Research in Education***, Vol. 22, No. 2-4, pp: 121-144.

Neill, N., Mulholland, G., Ross, V. and Leckey, J. (2004), "The Influence of part-time work on student placement", ***Journal of Further and Higher Education***, Vol. 28, No. 2, pp. 123-137.

Nonis, S.A. and Hudson, G.I. (2006), "Academic performance of college students: Influence of time spent studying and working", ***Journal of Education for Business***, Vol. 81, No. 3, pp. 151-159.

Piotrowski, C. and Cox, J.L. (2004), "Educational and career aspirations: views of business school students", ***Education***, Vol. 124, No. 4, pp. 713-716.

Postglione, G.A. (2011), "Global recession and higher education in eastern Asia: China, Mongolia and Vietnam", ***Higher Education***, Vol. 62, pp. 789-814.

Richardson, M., Evans, C. and Gbadamosi, G. (2009), "Funding full-time study through part-time work", ***Journal of Education and Work***, Vol. 22, No. 4, pp. 319-334.

Robins, R. W., and Pals, J. L. (2002), "Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and selfesteem change", *Self and Identity*, Vol. 1, pp. 313–336.

Ryan, M., Barns, A. and McAuliffe, D. (2011), "Part-time employment and effects on Australian social work students: A report on a national study", ***Australian Social Work***, Vol. 64, No. 3, pp. 313-329.

Salamonson, Y. and Andrew, S. (2006), "Academic performance in nursing students: influence of part-time employment, age and ethnicity", ***Issues and Innovations in Nursing Education***, Vol. 55, No. 3, pp. 342-351.

Schmader, T., Johns, M., and Forbes, C. (2008), "An integrated process model of stereotype threat effects on performance", *Psychological Review*, Vol. 115, pp. 336-356.

Sen, V. (2013), "Cambodia's higher education structure and the implications of the 2015 ASEAN Economic Community", ***CDRI Annual Development Review***, *2012-13*

Tan, C. (2007), "Education reforms in Cambodia: issues and concerns", ***Educational Research for Policy and Practice***, Vol. 6, No. 1, pp. 15-24.

**21st Century Leaders Report**. (2014), available at: www.managers.org.uk/21CLeaders (accessed 1 October 2014).

Valletta, R. and Bengali, L. (2013), "What's behind the increase in part-time work?" ***FRBSF Economic Letter***, August 26.

Wadesango, N. and Machingambi, S. (2011), "Causes and structural effects of student absenteeism: a case study of three South African universities", ***Journal of Social Science***, Vol. 26, No. 2, pp. 89-97.

Walsh, J. (2007), "Experiencing part-time work: temporal tensions, social relations and the work-family interface", ***British Journal of Industrial Relations***, Vol. 45, No. 1, pp. 155-177.

Warren, T. (2004), "Working part-time: achieving a successful work-life balance?" ***The British Journal of Sociology***, Vol. 55, No. 1, pp. 99-122.

Watts, C. and Pickering, A. (2000), "Pay as you learn: student employment and academic progress", ***Education + Training***, Vol. 42, No. 3, pp. 129–134.

Webber, G. and Williams, C. (2008), "Part-time work and the gender division of labour", ***Qualitative Sociology***, Vol. 31, pp. 15-36.

World Bank. (2014), ***Cambodia Economic Update, April 2014 : Coping with Domestic Pressures and Gaining from a Strengthened Global Economy***. Phnom Penh. © World Bank. https://openknowledge.worldbank.org/handle/10986/17784 License: CC BY 3.0 IGO.

World Bank Data. (2014), http://data.worldbank.org/country/cambodia (accessed 1 June 2014).

Yorke, M. and Knight, P. (2004), "Self-theories: some implications for teaching and learning in higher education", ***Studies in Higher Education***, Vol. 29, No. 1, pp. 25-37.

Yorke, M. and Knight, P. (2007), “Evidence-informed pedagogy and the enhancement of student employability”, ***Teaching in Higher Education***, Vol. 12, No. 2, pp. 157-170.

**Table 1: Why students do not work part-time?**

| | Percentage |
|---|---|
| Adequate support from family | 12.9 |
| Not enough time | 31.4 |
| Don't want to detract from studies | 41.4 |
| I'm on sponsorship/bursaries | 5.7 |
| Health reasons | 1.4 |
| Other reasons | 7.1 |
| Total | 100.0 |

N = 70, Missing data = 130

**Table 2: Students' Response on Part-time work (Work and Study Scale)**

| | Work and Study Scale | Mean | SD | Strongly/Tend to (Agree - %) | Strongly/Tend to (Disagree - %) |
|---|---|---|---|---|---|
| **Beneficial Work (α = .78)** | | | | | |
| 1 | My job has a beneficial impact on my studies | 1.65 | .74 | 90.1 | 9.9 |
| 2 | My part-time employer has a career path that is of interest to me when I graduate | 1.99 | .99 | 77.6 | 22.4 |
| 3 | I have already enquired about vacancies with my present employer when I graduate | 2.55 | 1.05 | 47.4 | 52.6 |
| 4 | My part-time working is beneficial to my studies | 1.82 | .75 | 84.9 | 15.1 |
| 5 | My part-time employer is encouraging me to remain with the company when I graduate | 2.04 | .99 | 74.0 | 26.0 |
| 6 | My job has helped me to clarify my career choice | 1.63 | .86 | 86.5 | 13.5 |
| 7 | I really enjoy my job | 1.89 | 1.01 | 72.4 | 27.6 |
| 8 | My career choice has been influenced by my part-time work | 2.22 | .87 | 62.5 | 37.5 |
| 9 | The experience I gain from working is more important than the money | 1.85 | .99 | 75.0 | 25.0 |
| 10 | I work to gain experience of employment | 1.71 | 1.12 | 88.0 | 12.2 |
| 11 | I work to improve my CV | 2.50 | 1.10 | 53.1 | 46.9 |
| 12 | I try to excel in my job | 1.62 | .84 | 83.2 | 16.8 |
| **Career Aspiration Work (α = .77)** | | | | | |
| 1 | The course has helped clarify my career choice | 1.66 | .68 | 92.2 | 7.8 |
| 2 | I really enjoy my course | 1.56 | .78 | 91.1 | 8.9 |
| 3 | I expect to get an upper second class of degree or better | 2.01 | 1.01 | 69.3 | 30.7 |
| 4 | I have a clear idea of career when I leave university | 1.49 | .65 | 93.8 | 6.2 |
| 5 | My career choice has been influenced by my course | 1.93 | .86 | 83.9 | 16.1 |

**Table 3: Responses to two items relating to self-theories**

| | Tend to Agree (%) | | Tend to Disagree (%) | |
|---|---|---|---|---|
| | This study | Yorke and Knight (2007 | This study | Yorke and Knight (2007 |
| An individual can't change their intelligence by much. *(Self-theories – Fixedness)* | 57.1 | 28.5 | 42.9 | 71.5 |
| No matter what kind of person someone is, it is always possible for them to change significantly. *(Self-theories – Malleable)* | 88.0 | 70.7 | 12.0 | 29.3 |

N = 199

**Table 4: Descriptive Statistics: Means, SD and Persons' Correlations of Study Variables**

| | | Mean | St. Dev | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Beneficial Work | 1.95 | .45 | (0.78) | .654** | **.204**** | -.073 | **.176*** | -.059 | **-.150*** | .086 | .128 |
| 2 | Career Aspiration | 1.72 | .54 | | (0.77) | .113 | .005 | .087 | -.079 | **-.191**** | -.056 | .138 |
| 3 | Self-efficacy in Wider World | 2.05 | .44 | | | (0.65) | -.177* | .101 | .055 | -.001 | .162* | .099 |
| 4 | Self-Theories – Fixedness | 2.42 | 1.01 | | | | - | .033 | -.083 | .015 | -.248** | -.061 |
| 5 | Self-Theories – Malleable | 1.56 | 0.83 | | | | | - | -.031 | -.094 | .249** | -.125 |
| 6 | Age | 2.14 | 0.43 | | | | | | - | .057 | .125 | .476** |
| 7 | Gender | 0.50 | 0.50 | | | | | | | - | .004 | .013 |
| 8 | Level of study | 2.65 | 0.49 | | | | | | | | - | .123 |
| 9 | Experience | 2.45 | 2.11 | | | | | | | | | - |

Note: *p < 0.05, **p < 0.01, ***p < 0.001. Cronbach's alpha in brackets where available

**Table 5: Multiple OLS Regression Results for Self-efficacy**

| | DV: Self-efficacy | | | | |
|---|---|---|---|---|---|
| | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 |
| (Intercept) | 5.213*** | 3.607*** | 3.397** | 3.834*** | 3.962*** |
| | (.320) | (.333) | (.345) | (.400) | (.400) |
| Age | -.452 | -.562 | -.533 | -.634 | -.678 |
| | (.118) | (.113) | (.114) | (.113) | (.112) |
| Gender | .027 | .444 | .483 | .535 | .618 |
| | (.084) | (.080) | (.081) | (.081) | (.081) |
| Level of study | 2.081* | 1.511 | 1.542 | .886 | .344 |
| | (.082) | (.080) | (.082) | (086) | (.092) |
| Work experience | 1.030 | .774 | .726 | .707 | .943 |
| | (.023) | (.022) | (.022) | (.022) | (.022) |
| Beneficial Work | | **3.527**** | **2.450*** | **2.243*** | **2.244*** |
| | | (.091) | (.121) | (.121) | (.120) |
| Career Aspiration | | | .337 | .537 | .333 |
| | | | (.103) | (.103) | (.104) |
| Self-theories – Fixedness | | | | -1.740 | -1.889 |
| | | | | (.044) | (.044) |
| Self-theories – Malleable | | | | | 1.343 |
| | | | | | (.050) |
| R-square | .050 | .144 | .145 | .168 | .181 |
| Adj R-square | .016 | .106 | .099 | .115 | .121 |
| Δ R-square | .050 | .094 | .001 | .023 | .013 |
| F | 1.491 | 3.801 | 3.161 | 3.191 | 3.038 |
| p-value | .209 | .003 | .007 | .004 | .004 |
| N | 118 | 118 | 118 | 118 | 118 |

Note: Regression coefficients are reported and their standard errors in brackets. Significance code: ***p <.001; **p < .01; *p < .05; DV: dependent variable

**Table 6: Independent t test (Gender)**

| | Mean | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
| | Male | Female | t | df | Sig. (2-tailed) |
| Beneficial Work | 1.88 | 2.02 | -2.089 | 189 | **.038** |
| Career Aspiration Work | 1.62 | 1.82 | -2.684 | 191 | **.008** |
| Self-efficacy in Wider World | 2.05 | 2.05 | -.008 | 197 | .994 |
| Self-Theories – Fixedness | 2.43 | 2.40 | .211 | 192.109 | .833 |
| Self-Theories – Malleable | 1.48 | 1.64 | -1.326 | 184.129 | .186 |

**Table 7: Independent t test (Gender)**

| | Mean | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
| | Male | Female | t | df | Sig. (2-tailed) |
| **Beneficial Work** | | | | | |
| My part-time working is beneficial to my studies | 1.70 | 1.94 | 2.282 | 190 | .024 |
| My career choice has been influenced by my part-time work | 2.06 | 2.38 | 2.598 | 190 | .010 |
| **Career Aspiration work** | | | | | |
| I really enjoy my course | 1.45 | 1.68 | 2.067 | 190 | .040 |
| I have a clear idea of career when I leave university | 1.36 | 1.64 | 3.075 | 190 | .002 |
| **Functional value work** | | | | | |
| My part-time working reduces my study time | 1.84 | 2.25 | 2.952 | 190 | .004 |
| I work to earn money to fund my social life | 2.62 | 3.06 | 3.171 | 190 | .002 |
| **Self-efficacy** | | | | | |
| In life in general, I am stimulated by the challenge of difficult problems. | 1.48 | 1.80 | 2.497 | 197 | .013 |
| I don't like situations in which I, rather than others, am responsible for what happens. | 2.00 | 1.66 | -2.149 | 197 | .033 |