

The Effect of Working on Academic Success and Social Lives of University Students

By

Süleyman Karataş

Akdeniz University, Faculty of Education, Antalya

Abstract

In this research, it is aimed to find out how working to earn money while studying at the university affects university students' academic and social lives. The study is a qualitative research and "holistic single-case design" was used in the study. In the study, personal interview and convenient sampling techniques were used. The study group of the research was comprised of 34 students who were studying at Education Faculty of Afyon Kocatepe University in the academic year of 2012-2013 and working to earn money. In the research, 17 interview questions were used in semi-structured interview form to find out how working to earn money while studying at the university affects these university students' academic and social lives. Content analysis which is one of the qualitative data analysis techniques was used to analyze the findings of the study. The data obtained in the research was grouped and evaluated under these themes: (1) demographic information of students working to earn money, (2) opinions on working life, (3) features of social relationships and (4) personal financing sources and expenditures.

Keywords: *Working Student, academic success, social life*

1. Introduction

Universities are universal institutions and autonomous organizations where creative thinking and authentic ideas sprout and meanwhile produce information and link the society with the modern information produced at the university. For this reason universities are institutions which undertake the roles of shaping and guiding future lives of students, developing the students both from technical and professional aspects and thus preparing the students for real life. In order to develop the level and quality of education; bring up productive, competitive and modern generations, new regulations and practices are carried out in Turkey (Binici & Arı, 2004; Vural, 2013).

Higher education students sometimes face positive and negative factors in the process of their education while they study to obtain high-quality skills of technical and professional subjects. The problems higher education students face throughout their education lives are accommodation, nutrition, health and the most important of all is economical problems (Korkmaz, 2000). In this sense, for university students who are between 17-25 and study away from their families, the importance of their economical income is a stubborn fact in terms of academic success and personal and social development along with accommodation, food, security and health requirements. The students develop their own set of behaviours and beliefs about effective communication, adopting an attitude towards life, problem solving, socialization, productivity and taking their own decisions thanks to their higher education.

Contrary to these positive behaviour changes, the students who do not have the necessary sources or incomes for their education cannot pursue their education productively and even worse than that they may suspend their education lives. Among these factors, for academic and social development of the students, the social environment where the students were brought up before and the location of the university may have an impact. Consequently, the development and academic success of the university students are affected by not only where and in what conditions they receive their education but also the socio-economic status of the students.

For students to get a high level of performance from their education process, the parents and the teachers/lecturers strive for minimizing all factors which may potentially disturb the student. To

overcome the economical difficulties they face in their university lives; students, in addition to economical support they get from their families, compensate their expenses by receiving scholarship, grant or credit from their social environments, public institutions, foundations and associations. However, despite applying to scholarships and credits for their expenses, some students cannot get economical support. In such situations, the students are obliged to spend personal effort and get a job to earn money.

It is a fact that the students' - who get a job for their expenses or their needs- academic and social lives, are affected by this situation either positively or negatively. In this study, it is aimed to define how academic and social lives of higher education students - who get a job to earn money - are affected.

The aim of the Research

It is aimed to find out how working to earn money while studying at the university affects university students' academic and social lives. In the study, in accordance with this aim, answers for these questions were searched:

- 1) How does working while studying at the university affect academic success of the students?
- 2) How does working while studying at the university affect social lives of the students?

2. The Method

This research has been designed as a case study which is one of the qualitative research methods. A case study is carried out in its natural environment such as a classroom, a neighbourhood or an organization and aims to reach a plenary explanation. The case study design is an empirical research method which processes a current issue in its own environment, does not create a clear line between its context and phenomenon around itself and has more than one evidence or data sources (Yıldırım & Şimşek, 2006: 201).

Although there are six faculties at Afyon Kocatepe University, the research was carried out with students of Education Faculty. Because of this reason, the model of the research is a holistic single-case design. The reason of choosing all participants from Education Faculty are the assumptions that the students studying in this faculty are mainly from middle and lower income family groups and their probability of working while studying will be higher.

Participants

The study group of the research has been defined using convenience sampling method. This sampling method supports the research speed and practicality; because the researcher chooses a situation within easy reach in this method (Yıldırım & Şimşek, 2006: 113).

The participants were chosen from volunteering students who study at Education Faculty and at the same time work in the different jobs as civil servants, part-time workers at the university and at different places at the city centre of Afyonkarahisar (at cafes, restaurants and fast food restarurants).

The population of the study is comprised of 2243 students who study at Education Faculty of Afyon Kocatepe University in the educational year of 2012-2013. As a sample, 53 students who work to earn money were chosen to represent all the normal education and evening education grades and departments. However, 19 out of 53 students who work rejected personal interviews. As a result, personal interviews were held with 34 volunteer students.

Data Collection Process

17 semi-structured and open ended questions prepared by the researcher were used in the study with the aim of finding out how working to earn money while studying at the university affects university students' academic and social lives.

The semi-structured interview form was submitted to scholars to procure internal validity. In accordance with the views of the experts of the field, essential corrections and additions were made to reach the final form of the interview questions. After reaching final form of the questions which are thought to provide the data for the research, interview form was applied to teacher trainees. The data for the research was gathered via semi-structured interview forms in individual interviews. A meeting was held for the participants of the study in the class numbered 208 at Education Faculty, on the scheduled day. The students were informed about the study and the aim of the study. After students' confirmation of their participation in the study, the individual reviews started. The interviews were tape-recorded. The interviews was held between 23.02.2012 and 23.04.2012 and lasted for 60 days, and every single interview with the students lasted for 35-40 minutes.

Analysis of the Data

The data gathered in the research was analyzed using content analysis which is one of the data analysis techniques used in qualitative researches. Besides, for transmissibility of the study, the findings of the research were supported with direct citations. Firstly, the interview records were transcribed without making any changes on these records. The data transcribed was given to two researchers who are experienced experts in their fields. The transcriptions were read and coded by the researchers. Later on, the codes were compared. In the comparisons, the subjects of "consensus" and "no consensus" were discussed and the necessary arrangements were made. To calculate the reliability of the research, reliability formula suggested by Miles and Huberman (1994) was used. At the result of the calculation, the reliability of the study was found %76. This result was accepted "reliable" for this study.

The themes to group and present the data analyzed in the study were defined by the researchers. According to the themes, data was classified and interpreted within the scope of research questions in the study by the researchers. In the light of these findings, the results were reached and suggestions were given.

3. Findings

In this research, it is aimed to find out how working to earn money while studying at the university affects university students' academic and social lives. In accordance with this aim, at the result of the qualitative analysis carried out; the findings are grouped under four main themes. These are: *demographic information of students working to earn money, opinions on working life, features of social relationships, personal financing sources and expenditures*. These four main themes are presented with their sub-themes on Table 1 below:

Table 1: Themes of the Research

Themes of the Research	Sub-themes
Demographics of working students	Features of the student Personal characteristics
Opinions on working life	Providing monetary ease Affecting the communication positively Understanding the life better Contribution to academic success Obtain the sense of responsibility Disrupting lessons Tiredness, restlessness No time for himself/herself Exclusion
Features of social relationships	Behaving understandingly Viewing me (working student) irresponsible Behaving responsibly
Personal financing sources and expenditures	Features of spending Scholarship, school fee and grants Features of income and expenditures

Demographics of Students

Demographics of university students who work while studying are given below:

Table 2: Demographics of students

Theme	Code	f	%
Grade	1 st grade	7	21
	2 nd grade	16	47
	3 rd grade	8	23
	4 th grade	3	9
Type of Education	Normal education	18	53
	Evening education	16	47
Hometown / Where they lived before starting university	City centre	13	38
	District/ Town	16	47
	Village	5	15
Accommodation	Public Dormitory	22	65
	House	6	18
	Own house	4	12
	Family	2	6
Family Educational Background	Mother		
	Primary school	21	61
	Secondary school	7	21
	High school	5	15
	University	1	3
	Father		
	Primary school	14	41
	Secondary school	6	18
	High school	9	26
	University	5	15
Whether they family know s/he is working or not	Know	28	82
	Don't know	6	18
The reason of working	Economical	26	76
	Social	6	18
	Environmental	2	6
The job	Part-time	18	53
	Full-time	6	18
	Civil servant	10	29
The amount of expenditure	Monthly		
	100-500	21	61
	600-1000	7	21
	1000 and more	6	18
Scholarship, credit, grant	Receives	20	59
	Doesn't receive	14	41

As it is seen on the table, 7 % of students are 1st graders, 47 % of them 2nd, 23 % of them 3rd and 4 % of them are 4th graders. Besides 53 % of them are studying as normal education (day time) students and 47 % of them are evening education students. 38 % of students come from city centres, 47 % of them from districts and towns and 15 % of them are from villages. Vast majority of students (65 %) stay in public dormitories.

As for family educational backgrounds, graduation from primary school is the majority (61 % and 41 %) and the parents are aware of their son's/daughters work with a high percentage (82 %). Students' preference to get a job generally stems from "economical difficulties" and the percentage is 26 %. Students express that they choose to work depending on social and environmental factors as well, and they work in part-time jobs more and 59 % of students receive scholarship, credit and/or grant.

Students' Opinions on Working Life

Among the opinions of students on positive and negative contributions of working life, the positive contributions are grouped as: "*Providing monetary ease*", "*Affecting the communication positively*", "*Understanding the life better*", "*Contribution to academic success*", "*Obtain the sense of responsibility*"; and the students' opinions on negative contributions of working are grouped as: "*Disrupting lessons*", "*Tiredness, restlessness*", "*No time for himself/herself*".

Among the positive contributions of working life, 10 students expressed "*Providing monetary ease*" theme. Below are some opinions of students on this theme:

(Working) Provides only monetary ease (14s)

I feel just economical ease (15s)

Working life helps me finance my university expenditures, because of that working contributes to my life economically (18s)

Among the positive contributions of working life, 5 students expressed "*Affecting communication positively*" theme. Below are some opinions of students on this theme:

I communicate with people better (2s).

Working affects my communication with people positively. Communicating, cooperating with people who are more experienced in different contexts contributes to my development; I become more experienced (29s).

Working makes very important contributions from different sides. First of all, it helped me form a social environment (29s).

Among the positive contributions of working life, 4 students expressed "*Understanding the life better*" theme. Below are some opinions of students on this theme:

I needed to understand the life better and this work helped me about that. Now I understand the difficulties of life better (4s).

I understand the difficulties of life better. Because I have to stand on my own legs in this life (7s).

I have the opportunity to understand the life better and develop myself (9s).

Among the positive contributions of working life, 3 students expressed "*Contribution to academic life*" and "*Obtaining the sense of responsibility*" themes. Below are some opinions of students on these themes:

Working life makes contribution to academic life (3s).

I make practise for the job I am doing... (22s)

I learn that I need to study my lessons more seriously (17s).

I think the main reason for students' failure in our country is their irresponsibleness.

For this reason, working guides me to behaving more responsibly (28s).

Among the negative effects of working life, 10 students expressed "*Disrupting lessons*" theme. Below are some opinions of students on this theme:

I can't listen to the lecturer with full concentration, I can't take notes (14s).

Being a student and working at the same is really hard, I can't make time for lessons (31s). Sometimes, when the work day is tiring, I feel difficulty in listening to the lecturer and understanding the subject (33s).

Among the negative effects of working life, 9 students expressed "*Tiredness, restlessness*" theme. Below are some opinions of students on this theme:

My life has its own tempo but I feel that I am getting tired and doze off in many lessons. This hinders listening to the lecturer (17s).

I have to wake up early every morning. Mostly I can't get enough sleep (29s).

Two-sided life wore me out, in every aspect (34s).

Among the negative effects of working life, 3 students expressed “Can’t devote time for himself/herself” theme. Below are some opinions of students on this theme:

October, November, April and May... I can’t devote time for myself in these months (25s).

...I have to limit my social activities (27s).

...As I study and work at the same time, I can’t devote enough time for myself and social activities I want to take part in at the university (32s).

Students’ Opinions on Working Life, Academic Success and Time Devoted to Studying

Students’ opinions on the effect of working life on academic success and time devoted to studying is grouped as “It affects negatively”, “It does not affect” and “It affects positively”.

Among the opinions of students on the effect of working life on academic success and time devoted to studying, 19 students expressed their view saying “It affects negatively”. Below are some opinions of students:

Working life affects negatively. I usually can’t take my time to study. In exam periods, I take days off and study but to a limited extent (1s).

Working life affects my academic life badly. I can study for my lessons and exams only in mid-term and final exam weeks (14s).

I got CC even from the exams of the easiest lessons. I study my lessons after the shift and at nights (26s).

Academic success remains low. I study my lessons just before the exams and at the weekends (27s).

I study in the evenings and at the weekends. From this aspect, working creates some difficulties. I usually cannot study (29s).

My working life affects academic success negatively. Although I am a student of evening education group, our classes start very early and I miss most of the classes or I cannot pass that lesson as I don’t attend the lesson regularly. I take time to study my lessons in the evenings and at the weekends (32s).

Working life lowered my academic success. I couldn’t study and took the exams just with the information I learnt from the lessons (34s).

Among the opinions of students on the effect of working life on academic success and time devoted to studying, 12 students expressed their view saying “It does not affect”. Below are some opinions of students:

(Working life) doesn’t affect my academic success. I understand the difficulties of life better (3s).

Getting a job isn’t an obstacle for studying. I arrive at my room at 22.00 at the latest. I have enough time to study my lessons (17s).

I don’t have any problems about studying as I attend evening education (19s).

(Working) doesn’t bring about a negative effect on my academic success. Outside the working hours, I both study my lessons and prepare for my exams (31s).

I don’t think working life has positive or negative effect on my academic success. As I work at a part-time job, I find much time to study for my lessons and my exam results support my expressions (33s).

Among the opinions of students on the effect of working life on academic success and time devoted to studying, 4 students expressed their view saying “It affects positively”. Below are some opinions of students:

(Working) affects positively. I study in the evenings (24s).

Before my current faculty which is Faculty of Law, I studied Economy with normal education group. When I started studying Economy, I was a civil servant. Although having this regular job, I finished that department in 3.5 years with honorary student degree. As a person who works and has started his second university degree, working and studying at the same is much easier than just studying (28s).

Students' Opinions on Whether Working Affects Academic Life or Social Life More

Students' opinions on whether working affects the time devoted to academic studies or social life more are grouped under these themes: "*Affecting studying negatively*", "*Affecting social life negatively*", "*Affecting both negatively*" and "*Working does not affect negatively*".

Among the opinions of students on whether working affects the time devoted to academic studies or social life more, 14 students expressed their views saying "*It affects academic life negatively*". Below are some examples of students' expressions:

Working affect my lessons more negatively. Because my lessons, academic life is more important than my social life for the being (1s).

Working affects lessons. Because you don't want to do anything when you are tired (2s).

Working affects lessons. Because tiredness distracts attention (26s).

Among the opinions of students on whether working affects the time devoted to academic studies or social life more, 12 students expressed their views saying "*It affects social life negatively*". Below are some examples of students' expressions:

Working affects my social life. I spend the time -which I normally spend for my social life- working (19s).

Social life. I am obliged to spend less time with my friends (21s).

It affects the time I spend for my social life negatively. Because I spend that time I normally devote to my social life either at school or for studying (31s).

Working affects my social life more than the time I devote to studying. Because I can study my lessons at times when I feel good/fresh in the daytime and at the weekends. But I can meet my friends only in the classroom as I work on weekdays and I can't take part in the activities they organize (32s).

It affects my social life more than studying. My lessons and academic life ranks in priority when compared to social life. For this reason, I devote most of the remaining time to my lessons and take less time for my social life (33s).

Among the opinions of students on whether working affects the time devoted to academic studies or social life more, 5 students expressed their views saying "*Affects both social life and academic life negatively*". Below are some examples of students' expressions:

It affects both. Because I can't take time for both of them (9s).

It affects both my social life and study hours. For example, as I can't study my lessons on weekdays, I must study at the weekends. As such, I can't make time for social activities (29s).

Working has affected both my social life and academic life. Tiredness of the body and mind are different cases and I am affected in every aspect (34s).

Among the opinions of students on whether working affects the time devoted to academic studies or social life more, 2 students expressed their views saying "*Doesn't affect negatively*". Below are some examples of students' expressions:

It Doesn't affect negatively. Because I work just 5 hours and it isn't much (20s).

It doesn't affect my studies and social life negatively. I can even say that it affects positively (28s).

Students' Opinions on How Working Affects Social Relationships with Their Friends and Lecturers

Students' opinions on how working affects social relationships with their friends and lecturers are grouped under these themes: "*It affects positively*", "*It affects the social relationship with friends negatively*", "*and No effect*" and "*It affects both negatively*".

Among the opinions of students on how working affects social relationships with their friends and lecturers, 13 students expressed their views saying "*It affects positively*". Below are some examples of students' expressions on this theme:

I feel happy when our lecturers appreciate me (2s).

It affects in a good way. Everybody appreciates my effort and I feel happy (9s).

It affects me positively. I learn to be respectful to other people (12s).

I can say that behaving responsibly increases my prestige among my friends and lecturers. Besides as I attend courses with other groups because of working, I made new friends. This makes me happy, of course (There is a boring of this, too. For example, my friends expectations increase...) (25s).

It affects my dialogue with our lectures positively. Because while working, we talk to someone, contact people all the time, and this develops our communication skills.

Among the opinions of students on how working affects social relationships with their friends and lecturers, 12 students expressed their views saying “*It affects the social relationship with friends negatively*”. Below are some examples of students’ expressions on this theme:

I meet my friends less. They are sometimes cross with me because of that (2s).

My relationships with my friends has become very irregular. I can’t spend much time with them (3s).

No old friends any more. After some discussion because of work stress, and they couldn’t realize that I was worn off due to physiological pressure... (34s).

Among the opinions of students on how working affects social relationships with their friends and lecturers, 8 students expressed their views saying “*No effect*”. Below are some examples of students’ expressions on this theme:

There is no difference in my relations with our lecturers (17s).

It doesn’t affect in any way. All my relationships are same (30s).

It doesn’t affect my relationships negatively (31s).

Among the opinions of students on how working affects social relationships with their friends and lecturers, 5 students expressed their views saying “*It affects both negatively*”. Below are some examples of students’ expressions on this theme:

It affects both of them (academic life and social life) negatively. I can’t spend time with my friends. As I can’t study my lessons, our lecturers think that I am unsuccessful (1s).

My friends think that I wear out myself by working too much. They say “You came here for working or studying?”. I don’t have communication with our lecturers. Moreover, people don’t realize my existence in the class (14s).

I can’t make time for social activities with my friends or lecturers because of the work. For this reason, I can’t join these social activities sometimes (33s).

Students’ Opinion on Behaviours and Attitudes of Their Friends and Lecturers Because of Working

Students’ opinions on behaviours and attitudes of their friends and lecturers because of working are grouped under these themes: “*It affects positively*”, “*No changes*”, “*Exclusion*”, “*Behaving understandingly*”, “*Viewing myself (working student) irresponsible*” and “*Behaving responsibly*”.

Among the opinions of students on behaviours and attitudes of their friends and lecturers because of working, 13 students expressed their views saying “*Affects positively*”. Below are some examples of students’ expressions on this theme:

I didn’t have any chance to speak this subject with our lecturers. But my friends appreciate me for keeping pace with this tempo (17s).

We have a closer relationship (19s).

The steps of analyzing personality and supplementary factors of human psychology help me classify people as good or bad. This trait will be very useful for me in the future.

My friends and some of my lecturers appreciate me for studying and standing on my own legs at the same time (32s).

Being appreciated by people around me for studying and working at the same time makes me happy. At that time, I feel confident that I am doing something good (33s).

Among the opinions of students on behaviours and attitudes of their friends and lecturers because of working, 11 students expressed their views saying “*No changes*”. Below are some examples of students’ expressions on this theme:

As my lecturers don’t know that I am working, there are no changes.

As I said before, there are no changes in their behaviours me. But as I usually feel sleepless, I can't give interest to them (4s).

The same as the time when I wasn't working. When we go to the university, we are all students (26s).

Among the opinions of students on behaviours and attitudes of their friends and lecturers because of working, 7 students expressed their views saying "Exclusion". Below are some examples of students' expressions on this theme:

My friends don't include me in the plans mostly thinking that I won't be able to join them (1s).

(Working) Affects my friends negatively, they used to call me all the time when going out (22s).

I think some of our lecturers have biases against students who work as a civil servant. They have an exclusionist attitude (32s).

Among the opinions of students on behaviours and attitudes of their friends and lecturers because of working, 5 students expressed their views saying "Behaving understandingly". Below are some examples of students' expressions on this theme:

My friends behave more understandingly (3s).

My lecturers try to be flexible about attendance as I work and study at the same time (31s).

My friends and lecturers behave more understandingly. For example, when I attend the class late or leave the class early because of the work, my lecturers usually understand my situation and help me about attendance (33s).

Among the opinions of students on behaviours and attitudes of their friends and lecturers because of working, 2 students expressed their views saying "Viewing me (working student) irresponsible" and "Behaving responsibly". Below are some examples of students' expressions on this theme:

My lecturers think that I am a lazy and irresponsible student (1s).

My lecturers warn me about dozing off during the lessons as I am sometimes sleepless because of the work (11s).

My friends say that I am tidier and more responsible. That is the case for me after starting the work (5s).

I can say that behaving responsibly increases my prestige among my friends and lecturers.

Besides as I attend courses with other groups because of working, I made new friends (25s).

Students' Opinions on Personal Finance Sources and Expenditures

The largest expenditures of students were made for transportation, food, health, accommodation and educational expenditures.

I spend the largest amount on school materials (2s).

I spend the largest amount on clothes (4s).

I spend the largest amount on basic needs (5s)

I spend the largest amount on food (8s)

I spend too much. But the largest categories are transportation and travelling (9s)

My largest expenditure is dormitory fee. As I pay three-month fee in cash, I sometimes have difficulty paying it (16s).

The largest expenditure categories are food and accommodation (24s).

The largest are generally clothing and food (25s).

Accommodation, food and health are my largest expenditure categories (31s).

The expenses of my house are the largest category I spend on (32s).

On the other hand, the smallest expense items of the students were communication, socialising and entertainment.

...And the smallest items are travelling and entertainment (1s)

... The smallest items are cigarette and other bad habits (3s)

... I spend small amounts on books and etc. (13s)

... Apart from this, I spend very little on entertainment (22s)

The smallest expense items are entertainment and social life for me (25s)

Entertainment (Because I don't have any time) (26s)

I spent least money on entertainment (27s)

I don't spend any money on cultural subjects. E.g. cinema, theatre (28s)

I make smallest spending on clothing and social activities (31s).

The smallest: communication (33s).

Students' Opinions on their Income and Expenditures

Students' -who work to earn money while studying- opinions on their incomes were grouped under three themes: "*It covers half of them*", "*It covers most of them*" and "*It covers little of them*".

Below are some opinions of 21 students who expressed their opinions saying "*It covers most of them*":

My income covers 75 % of my expenditures. If it is insufficient, my family sends me 50-100 Turkish liras (8s).

My income covers all of my expenditures. I don't want to be a burden on my family (12s).

Generally I live by my salary (17s).

My income covers more than half of my expenditures. My family doesn't send me money (24s).

My income is more than enough for my expenditures (30s).

Below are some opinions of 10 students who expressed their opinions saying "*covers half of my expenditures*":

My salary covers nearly half of my expenditures. I send 100-200 Turkish liras to my family according to my expenditures (2s).

My salary covers half of my expenditures and my parents send me 200 Turkish liras (18s).

Below are some opinions of 3 students who expressed their opinions saying "*covers less than half of my expenditures*":

My salary covers less than half of my expenditures (10s).

My salary covers less than half of my expenditures. I earn 150 TL (11s).

Students' Opinions on Scholarship, Student Credits and School Fee Credits

Students' opinions on scholarship, student credits and school fee credits were grouped as "*Scholarship*", "*Student credits*" and "*School fee credit*".

Among students' opinions on scholarship, student credits and school fee credits, 4 students voiced their views on this theme. Below are some examples of students' expression on "*Scholarship*":

Definitely unfair. Many friends whose economical situation is good were given scholarship.

Although my economical situation is bad, I wasn't given scholarship (17s).

It would be much better if it was more than its current amount (21s).

Student credits and school fee credits are misused and nobody get the scholarship they deserve.

While the students who are really in need get student credits, the students who don't need scholarship receive it (34s).

A golden opportunity for students. I think it would be better if the amount of it was a little more (31s).

Among students' opinions on scholarship, student credits and school fee credits, 5 students voiced their views on this theme. Below are some examples of students' expression on "*Student credits*":

A golden opportunity for students but when it comes to repayment, the interest rates must much lower. Besides, the student credit must evolve into scholarship if the student is successful in his lessons. This way, students will be encouraged to study more and be successful (1s).

Student credit is a good organization but people have difficulty paying it back later. The government should find different ways, systems from student credits. In addition, I don't think that need analysis for scholarships and credits is done properly (27s).

It is a good opportunity for the students who don't work. Apart from that, repayment is hard. (22s)

Student credit makes important contributions/help to students' educational lives. But the amount of the credit isn't enough for the time being. The amount of the credits should be defined according to economical conditions of our time. (32s).

Among students' opinions on scholarship, student credits and school fee credits, 4 students voiced their views on this theme. Below are some examples of students' expression on "School fee credits":

The amount of the school fees create unbelievable inconveniences. They are really unfair. But the "school fee credit" is very good. If we get the right to receive this credit, we pay less (3s).

The school fees are really troublesome; I am wrecked by the fees. I feel like studying at a private college. Fee credit isn't given everyone, it is hard to earn/receive. I am not using this credit (4s).

Especially school fees strand us. This is a huge injustice. But if I receive fee credit, it is ok (10s). I think it is right to give to students who are in financial impossibility (24s).

4. Discussion

This study provided opportunity to find out how working affects the academic and social lives of university students.

With reference to the interview questions, the essential points the students are focused are: their communication skills develop after starting work, they can spend more comfortably, they can analyze and understand the life better by preparing an income-expenditures budget and they have the opportunity to climb up academic steps.

On the other hand, it can be expressed that working life brings about a set of problems along with itself. These problems are not being able to attend the classes on time and neglecting lessons because of the working hours; tiredness, exclusion, being labelled as irresponsible by friends and lecturers, sleeplessness, lack of motivation and not taking enough time for himself/herself.

Beyond any doubt, one of the most important factors affecting academic success and social life of the students is the socio-economic status of their families. In the study titled "Investigating the factors affecting the academic success of university students" by Gavcar, Ülkü & Ekmekçi, the results showed that there was no relationship between the academic success and family's income level of high school students. But when it comes to university students, there was statistically significant relationship between academic success and family income level of university students (Gavcar, Ülkü, & Ekmekçi, 2001).

In the study titled "Investigation of the level of scientific process skills of secondary school students in terms of various variables" by Büyük, Tanık & Saraçoğlu, the results showed that there was statistically significant relationship between family income and academic success of secondary schools and the students whose family income was above a certain point are more successful (Büyük, Tanık, & Saraçoğlu, 2011).

Korkmaz supports the idea that the university students' problems on educational expenditures outweighs the other problems and expresses that family income level of the student is related to this issue directly in his study titled "The problems of higher education students" (Korkmaz, 2011).

However attributing the academic success and social lives of the students entirely on socio-economical status isn't true, either. In the researches carried out before, results supporting this thought were found.

In the study titled "Students' views on factors affecting success in mathematics in primary school education" by Yenilmez & Duman, it was expressed that the students from high income families are affected by method, teacher, family and learning context factors more than the students from low income families (Yenilmez & Duman, 2008).

In the study titled "Open admission practices in its third year: The example of Alaplı Vocational High School" by Henden, it was found that high family income students were successful accordingly but low family income students were more successful when compared to the other group (Henden, 2006).

In the study titled “The effects of environmental factors on the academic success level of university students” by Şeker, Çınar & Özkaya, it was presented that there was no statistically significant relationship between family income level and academic success (Şeker, Çınar, & Özkaya, 2004).

According to the results of the study titled “The relationship between academic success and problem areas of university students” by Koç, Avşaroğlu & Sezer, it was found that academic success of low family income students are high but there was not statistically significant relationship between family income level and academic success (Koç, Avşaroğlu, & Sezer, 2004).

In the study titled “Some variables predicting social anxiety in university students” by Subaşı, no statistically significant effect was found at the result of regression analysis which was carried out with the aim of defining predicting role of family income level on social anxiety of the young (Özdel, Bostancı, Özdel, & Oğuzhanoglu, 2002; Vural, 2013).

The results of this study showed that working life of students had negative effects on academic success and studies of the students. Students expressed that they could not spend enough time for their lessons, projects and homework, they were labelled as irresponsible by their friends and lecturers and they could not take enough time for their social lives. Especially the students who worked full-time and who are civil servants had more problems on attending classes and carrying out responsibilities when compared the students who work part-time. Actually, this problem was overcome by some students by making a good schedule coherent with his/her working hours. Besides, some students expressed that they did not have such problems about their work as they planned their working hours according to their school hours.

One of the remarkable points among students’ opinions was students’ complaining about not finding enough time for social activities rather than academic studies. Those students said that they were away from their social environments and activities because of working.

Students also expressed that they were appreciated by their lecturers due to working and studying at the same time and this motivated the students. When it came to their friends, they said that they have problems with their friends because of not being able to join their friends’ activities.

Another remarkable result of the study on working was the students’ expressions on their problems. The students said they had problems with their environment due to neglecting lessons and becoming unsuccessful because of neglecting their lessons. Besides because of being unsuccessful, they had communication problems with lecturers and they could not take enough time for their friends.

According to the opinions of the students, they were annoyed by situations like “exclusion” and “being labelled irresponsible student” by their lecturers. At this point, the detection of working students in the classrooms and giving seminars for balancing academic and working lives can be suggested. Apart from this, the timetables may be prepared according to working hours and when they have problems, it is suggested that lecturers and their friends should support them.

One of the most important points to be emphasized in this study was evening education students’ insistence on timetables appropriate for their working hours and their discomfort on this issue. The students said the evening education program was for working students and they were troubled with evening education lessons in working hours. They expressed this practice was against the starting philosophy of evening education.

It was seen in the study that most of the students said their salary was enough for them when their personal finance and expenditures were taken into account. Especially the students who worked as a civil servant said their salary was enough and they could support their family with their salary as well.

However, the students who worked part time expressed that their salary was not enough for them and they received support from their families.

The students said they spent their income mostly on basic needs and met their other needs depending on the conditions available. Expenditures on accommodation were the largest expense item for students. Students said they had to spend most of their income for accommodation. On the other hand, it could be expressed that the students spent the rest of their income on food, clothing, health and educational expenditures proportionally.

Although students earned money and obtained other skills in working life, students' not joining social activities and entertainment was another issue to be pointed out. Students who had enough economical sources complained about not having enough time to take part in such activities, either.

Working students insisted that scholarships and credits should be disbursed to students taking the rights and equality of students and justice into account. And also the working students added that the amount of scholarships and student credits should be higher. The students supported not taking school fee from normal education students but they said the fees of evening education should be either removed or at least readjusted.

The students were annoyed about the justice and equity in disbursing the scholarships and said the students who were really in need are not detected. They expressed their ideas saying criteria for granting a scholarship should be reviewed and the socio-economic status of the students should be investigated thoroughly.

As for student credits, the students thought that the system of credits was proper and used the credit consciously without ignoring repayments. The students say they are pleased with the student credit system and it should go on. The university students had a lot of problems in different areas and some of these important problems were the difficulty of working life, economical and health problems. The necessary precautions should be taken to help working students balance their academic, social and working lives. Along with academic activities, development of social organizations should be thought as one of primary duties and responsibilities.

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