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**THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND
EMPLOYMENT STATUS OF GRADUATE STUDENTS IN THE
COLLEGE OF MANAGEMENT AND ACCOUNTING OF SHAHID
BEHESHTI UNIVERSITY**

***Zahra Mohamadian¹, Sedighe Fallah², Ali Safdarian³ and Zahra Jalali⁴**

¹Department of Educational Management, Alzahra University, Tehran, Iran, Management Development Human Resource, in Shahid Beheshti University of Medical Science, Tehran, Iran

²Department of Educational Planning, Tehran University, Tehran, Iran, Education Expert in State Tax Administration of Lorestan, Iran

³Department of Public Management, Islamic Azad University of Kerman, Health Management and Economic Research Center, Isfahan University of Medical Science, Isfahan, Iran

⁴Department of MBA, Isfahan University, Isfahan, Iran, Management Development Human Resource, in Isfahan University of Medical Science, Isfahan, Iran

**Author for Correspondence*

ABSTRACT

This study has been investigated the relationship between academic achievement and employment status of graduate students in the School of Management and Accounting of Shahid Beheshti University in the academic year 2010-2011. In this regard, the research thread questions have been introduced about the differences in academic achievement between students who are employed and unemployed through on gender and occupational status. The research was a descriptive - survey and To investigate the research questions, 235 students who graduate from University of Shahid Beheshti were selected (according to size) randomly from University Graduate College of Management and Accounting Data for each of the variables have been measured by using self-made instruments, and analyzed by using the independent test, chi-square and one-way ANOVA. According to the results, unemployed students are higher supportive significantly academic achievement than students who are employee. Among the students working, women than men and part-time workers than full-time workers enjoy higher academic achievement.

Keywords: *Academic Achievement, Student Employment, Occupation*

INTRODUCTION

System of education, including higher education system has always been faced with restrictions that Failure of the students in the use of educational facilities and the lack of satisfactory academic progress, which is one of them. In the field of education, what that the criterion, is the academic achievement of students. In addition, academic achievement also is as a criterion to judge the quality of university education, by researchers. Researches carried out in relation to factors influencing academic achievement show that these different aspects of social, cultural and economic in which is known as the cultural capital, economic recognized ([1]. One of the factors that affect the academic achievement of students is their employment. Older students forced to work while studying because of family responsibilities, the need for financial independence. Whereas the results of different studies have shown adverse impact of employment on academic achievement, so the present study examined the effect of employment on the academic achievement of graduate students. Academic achievement is influenced by many factors and issues. Undoubtedly one of the main problems of the students is finance issue and their economic problems that can affect their academic achievement and will lead to academic failure. Academic failure is not only a personal problem but also a major social problem that taken the basic steps to solve problems because the problems caused by the fall students and future students will face stuck community ([2]. Among the reasons of working students seems that economic issues in the lead. But regardless of the cause, these activities can have positive or negative effects on students' status. Employment in addition to the student's mental and

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physical fatigue, have reduced both Study and leisure time activities, and it seems that affect their academic achievement ([3]). In addition of problems that are created by academic failure and dropout for students, large financial losses for the country will follow ([4]). Payne & Johnson believe that students, who were unemployed, have better results than students working in university. In addition Corbell believes that whatever hours of work would increase provides students a better course. Explaining more than 12 hours a week working hours will cause the student's academic fall ([5]). Most of the students who worked are in trouble between on the balance in, school tasks and job expectations ([6]). In the present study, the effect of employment evaluated and examined as one of the factors influencing academic achievement. Students' academic achievement have been attracted much attention as result of the impact on students' personal and social life and Impact on the efficiency of university for authorities and researchers. The system attempts to achieve this is important to cover and as one of the main criteria considered in the evaluation of university ([7]).

The educational attainment of school success is which can lead to be very specific expertise or specialization of branch of knowledge. In educational system achieving educational progress in achieving educational goals in the certain course ([8]). According to the model of Levine factors of school and family are factors affecting the achievement of individual achievement ([9]). Certainly, a series of factors (Interest in the field of study, study skills, learning style, cognitive and metacognitive skills, personality characteristics, field of study, marital status, economic poverty, family problems and employment during studying, etc.) Influence on academic achievement. Employment and access to employment is one of the most basic needs of a society. Unemployment is as a destructive phenomenon of social, economic, cultural and fix it has always been one of the basic concerns of planners ([10]). According to studies conducted in this study, employment activity done for a living and spiritual and physical needs. Employment is sets of activities that are against the wage paid in a certain period. In other words, employment is rational use of specialized expertise and matching them with the necessary organizational possible ([11]). Employment among students has increased rapidly, and its effect on academic achievement has been the focus of many researchers ([12 & 13]). In addition, where students will work with mental and physical fatigue, this reduces the time and rest and activity of them and it seems that Influence on their academic achievement. Academic failure In addition of making dropout problems for student, would increase large losses for the country ([4]). When that does not meet the minimum of student life and student will be forced to pay for side jobs to handle himself and his family, in this case, it will have less opportunity to study academic subjects to pay physical and mental fatigue and learn he comes down; it will lead to academic failure ([14 & 15]) in one research, the personal and academic factors associated with the development of thinking styles and its relationship with it for students of university of Shahid Bahonar of Kerman, that studied a sample of 545 students (300 female and 245 male students). They concluded that personal factors (Age and sex) and educational factor (Section of the course). It can influence on thinking styles and academic achievement ([16]). conducted research on the relationship between individual characteristics and family with student achievement of Psychology and Educational Science of Tehran University. And they concluded that students, who are employed, compared with unemployed have significantly less academic progress. Amani (2001) in research project to investigate the effects on academic achievement in medical university find out that students' progress related with the students' aboriginal, the type of accommodation and academic disciplines, but there was no significant relationship between the variables of study interesting, student employment, family economic status, Interval diploma, arrival at the university, number of matriculating, gender, family problems some categories of leisure, weekly attendance at school. That research has studied a sample of 208 students from the two groups (48 cases and 160 controls).

Hormozi in a study conducted as factors affecting academic failure of students of university of Payamnour, that over 490 students of university of Basic Sciences (175 successful students, 315 failed students) concluded that, among the factors affecting academic failure are: Poor self-concept, low Diploma, marital, residence and distance learning center, less hours per week of study and occupation. This research also showed that academic failure in men are Further than women ([17]). Fathi Nouran in

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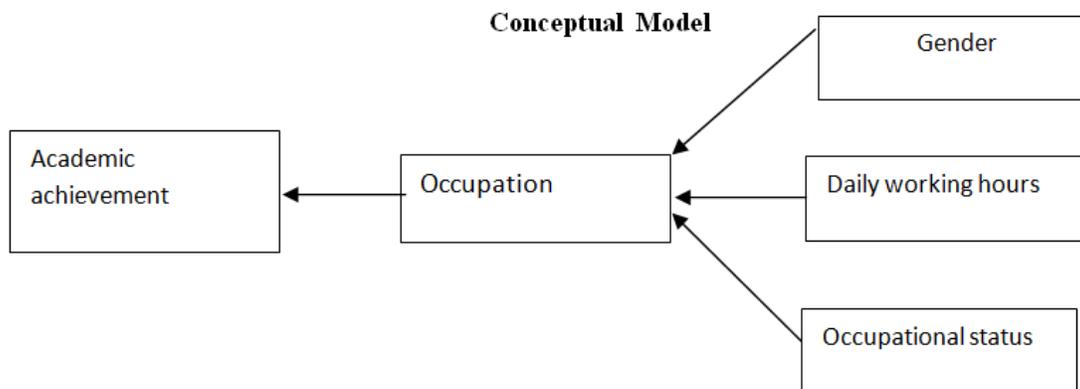
research on the social and economic factors affecting the academic achievement of students at Shiraz University has concluded that factors such as parents' education, parents' income level, social class, place of residence, student income, employment status, admission quotas, marital status and education revolved are of major factors of social and economic that affecting achievement academic and high academic degrees that there is a positive relationship between these variables and academic achievement ([18]. Chungjung have done a meta-analysis to examine the relationship between self-concept and academic achievement ([19]. The results of this meta-analysis indicate that general and specific self-concept on academic achievement is effective in a particular domain but not a decisive factor but as a moderating variable, this means that both high academic achievements, increase the self-concept and academic achievement is increased above. Muis and colleagues in his research, have concluded that motivating the students has a positive effect on their academic performance ([20] Tamnaee Far concluded in a study of relationship between emotional intelligence, self-concept and self-esteem and academic achievement that each of these factors, were a significant positive correlation with academic achievement of 400 students and the factor of self-concept had the highest regard to dedicated with correlation of 0/81 percentage and with regard to the relationship, emotional intelligence with 0/65 and self-esteem with 0/42 are the following ranks ([21]. Valle in research study aims has insisted on the motivation to evaluate the quality of learning, and by separating of internal and external motivation, have acknowledged on motivational effects on cognitive functions and learning processes ([22]. Chamorro has concluded in examining the relationship between intelligence and academic achievement of students that intelligence cannot serve as a basis for predicting academic achievement - especially for student ([23]. In that article, it mentioned that most studies that have examined the relationship between intelligence and academic achievement have shown insignificantly weak correlation between the two variables ([23]. Tinebrickner in a study entitled "The impact of the educational functions have found that amount of time at home is devoted to homework and school activities, has significant positive effect on academic achievement ([24]. Zierold comparing the behavior and performance of high school students who are employed, concluded that students working refuse toward students without jobs, significantly from attending their classes and do not participate in extracurricular activities at school ([25].

Ergul in an article entitled the relationship between student characteristics and achievement in distance education by Anadlu University, estimated that there is no significant relationship between demographic characteristics such as age, gender, employment and academic achievement of their students ([26]. Warren in the study, entitled review of the relationship between the students and their academic outcomes, found that there is significant difference in the academic achievement of students who do not work or less work and students who work more than 14 hours in week, than students who do not work or less work, have failed in doing their homework ([27]. Naylor in a research titled how to work part-time Impact on high school students' academic success and well-being, concluded that Working 15 to 20 hours per week reduces the success and academy achievement and also increases the risk of academic failure, also pointed out that it is not clear that the working will be increased academic problems or failure in school makes the students to join further work ([28]. Eisenberg & Dowestt in their study on a sample of 445 students from the Open University, UK found that occupation is effectiveness on academic failure ([29].

Research Model:In every research is used to gather information from different models. The researcher on the research purpose and method and the type of data that is going to collect decides how to use the proper tools. In this research, In order to collect the required data was use from the researcher made questionnaires. The questionnaire included a section on personal characteristics and students' academic that have been provided by the researcher and help of professors and advisors of university. Because of instrument which used in this study collects the fact about the mean scores, occupation lack of employment, and so on], questions related to each variable are clear and obvious and questions deals with the occupation statuses, GPA (as indicators of achievement), gender, kind of occupation, and the hours of the week. Questions evaluate the: Question 9: occupation status, Question 7: GPA, Question 1: Gender, Question 11: The occupation statuses and question 12: The number of working hours per day.

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And other questions (such as the number of hours of daily study and marital status) designed to determine the characteristics of the respondents to obtain additional findings in research.



The Purpose of the Study

The main purpose: Examine the relationship between academic achievement and employment status of graduate students, University of Management and Accounting of Shahid Beheshti in the academic year 2010-2011

Secondary purpose: Examine the differences of academic achievement of employed graduate students of University of Management and Accounting of Shahid Beheshti by employment status.

Examine the differences of academic achievement of employed graduate students of University of Management and Accounting of Shahid Beheshti by gender.

Examine the differences of academic achievement of employed graduate students of University of Management and Accounting of Shahid Beheshti by occupational status.

Research questions: Is there significant relationship between academic achievement and graduate students of University of Management and Accounting of Shahid with their occupational status?

Is there significant difference between academic achievement and graduate students of University of Management and Accounting of Shahid with their gender (male or female)?

Is there significant difference between academic achievement and graduate students of University of Management and Accounting of Shahid with their occupational status (part time or Full-time)?

Since in the present study has been evaluated the status academic achievement of population on the study, therefore, this research based on the purpose is Practical and on the type of collect research data is descriptive ([30]). To analyze the data used descriptive and inferential statistical methods that descriptive statistics, including tables, providing indicators such as mean, standard deviation. For analytical were used independent t-test, chi-square and analysis of variance. The study population included all students' Graduate college of Management and Accounting of Shahid Beheshti University in the academic year of 2010-2011 that there are 677 people.

In the present study, for a sampling was used sampling method of proportional stratified random. The class, were selected occupation status, gender and educational level. The sample size was calculated using the formula Cochran. The specimen is equal to 802/237 people.

In order to collect the required data was used from the Researcher made questionnaires. Each variable related to clear and obvious questions. Questions deals with investigating occupational status, GPA (As indicators of achievement), gender, kind of occupation, amount of working hours per week. In this study, to determine the validity and content of the feedback questionnaire has been used 3 teachers that they all have confirmed the suitability questionnaire. The questionnaire included a section on personal characteristics and students' academic that have been provided by the researcher and helping teachers and advisors. The instrument has used in this study to collect the fact that the mean scores, employment or non-employment and so on. Since, in this study, research tool has investigated the facts of the mean

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scores, employment or non-employment, and so on. It is not necessary to determine the reliability, because reliability would be measured while the ideas, psychological characteristics or variables that changes over time and theoretical justification was not used for assessing the reliability of the questionnaire in this study, but as a measure in order to be reliable must first and foremost it be valid. Reliability is as a condition for validity ([31]). In the present study, by Cronbach has been investigated the reliability of tools, that the figure obtained in this test is 83/0 that is acceptable

RESULTS AND DISCUSSION

First Research Question

Is there a significant relationship between the academic achievement and student’s occupation of Graduate School of Management & Accounting of Shahid Beheshti University?

Table 1: Distribution of the population in occupation according to the overall educational average

Occupation Status	Overall educational average										Total	
	Less than 12		12 – 14		14 - 16		16 - 18		18 - 20		Frequency	Percentage
	Freq	Perce	Freq	Perce	Freq	Perce	Freq	Perce	Freq	Perce		
	uenc	ntage	uenc	ntage	uenc	ntage	uenc	ntage	uenc	ntage	uenc	ntage
Employees	0	0	1	1/0	26	25/5	59	57/8	16	15/7	102	0/100
Unemployed	0	0	0	0	14	10/5	85	63/9	34	25/6	133	0/100
Total	0	0	1	0/4	40	17/0	144	61/3	50	21/3	235	

Table 2: Examine the relationship between occupation status and academic achievement using the chi-square test

The variables	Value of X ²	Significance level
Occupation and academic achievement	73/05	0/01

Survey of data relating to first question is performed using the chi-square (X²). According to the data given in Table 2 The chi-square Value is equal to 73.05 at p<0.01 is significant. This means that there is a relationship between academic achievement and occupation. The indicated amount in Table 2 indicates that students Employees have a lower academic performance.

Second Research Question

Is there Significant difference in academic achievement of students employees of Accounting & Management School of Shahid Beheshti University based on gender is statistically different.

Table 3: Compare GPA of employees According to the gender

Gender	The number	Average	Difference of average	Degrees of freedom	Value of t	Significance level
Female	46	17.35	0.81	100	3.41	0/001
Male	56	16.54				

To investigate above question, GPA number of 102 students was evaluated in the sample group were employed using t test of independent group, According to the figures given in Table 3. The GPA of the female employees is 17.35 which is the rate of 0.81 more than GPA of male employees. The significance

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of differences was assessed using t-test and value of t obtained is 3.41 at $p < 0.01$ is significant. This means that there is significant difference between the GPA of male employees and female employees. Female employees significantly have GPA higher than male employees.

Third Research Question

Is there significant difference in academic achievement of student employees of Accounting & Management school of Shahid Beheshti University based on job (full time job and part time job)?

Table 4: Compare GPA of employees based on occupational status

Occupational status	The number	Average	Degrees of freedom	F test	Significance level
Permanent employment	31	16.28	3	1.92	0.05
Temporary employment	12	16.42			
contractual	28	16.01			
Part-time	31	17.12			

One-way ANOVA Test was used To Check the significant difference. According to the figures given in Table 4 The GPA of the Permanent employees is 16.28, Temporary employees is 16.42, contractual employees is 16.01 and part-time employees is 17.12.value of F is equal to 1.92 which is significant at level $P < 0.05$ So there is significant difference between GPA of groups. Following Scheffe post hoc test was used in order to investigate differences between the two groups. Scheffe test results indicate that the difference between the academic achievement of part-time students and contractual employees is significant. So, it can be said part-time employees have significantly higher academic achievement than Permanent and contractual employees.

Lateral Findings

Considering in this study, findings obtained that was not examined in research questions Therefore in this section, some of these results are presented.

Differences GPA based on Gender

Since the results in previous sections show higher academic achievement of employed women than employed men Therefore in this section the differences in academic achievement of all students, male and female participants in the this study were discussed.

Table 5: Compare the students' GPA based on gender

GPA	The number	Average	Difference of average	Degrees of freedom	T test	Significance level
Female	129	17.44	0.58	233	4.00	0.0001
Male	106	16.85				

According to the figures given in Table 5 GPA of female students is 17.44 and GPA of male students is 16.85. As the above figures show that the GPA of female students is higher rate of 0.58 than male students. The significance of differences was assessed using t-test and obtained t- value that is equal to 4.00 at $0.05 \geq P$ is significant. This means that the difference between the average grade of males and females is significant. And female students significantly have higher academic achievement than male students.

Difference of Daily Study (all students) based on Gender

Table 6: Compare the Daily Study of students based on gender

Daily study	The number	Average	Difference of average	Degrees of freedom	T test	Significance level
Female	129	3.67	0.22	233	0.46	0.22
Male	106	3.44				

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Based on contained figures in Table 6, the daily study of female students is 67/3 and the daily study of male students is 44/3. As the above figures show that daily study of female students is 22/0 hours higher than daily study of male students. This difference was statistically analyzed using Student's T test and t value obtained is equal to 0/46 that at $05 / 0 \geq P$ is not significant. This means that the difference between daily study of males and females was not significant.

Difference of Daily Study (working students) based on Gender

Table 7: Compare the Daily Study of working students based on gender

Daily study	The number	Average	Difference of average	Degrees of freedom	T test	Significance level
Female	58	3.34	-0/84	100	-1/74	0.08
Male	43	4.18				

According given figures in Table 7, rank of daily study in employed female student's woman is 34/3 and for employed man is 18/4. As the above figures indicate, study of working man students is 84/0 hours higher than of daily study of working student woman. This difference was statistically analyzed using Student's T test and value of obtained T is $- 1/7$ that in the $05 / 0 \geq P$ isn't significant, but with a little indulgence can be seen that the difference is significant and it could be acknowledged that male students have significantly had higher daily study than female students.

Discussion on First Research Question

Is there a significant relationship between the academic achievements and occupation of Graduate School students of Management & Accounting of Shahid Beheshti University?

The results of the study of the data relating to the first question indicate that there is a significant relationship between academic achievement and employed or unemployed students of accounting & management faculty of Shahid Beheshti University. Results showed that employee students significantly have lower academic performance than unemployed students. Review of past research indicates that employment is as one of the factors influencing the academic achievement of high school students and students of university. It is noteworthy that employment had alone no effect on academic achievement but employment of students create the conditions for them to locate in the circumstances that leading to dropout or lower academic achievement than unemployment students. Therefore, the findings of present study are linked to many other related studies such as Fathi Nouran ([18], Gholamali Lavasani ([16], Ghavam ([34], Green & Jaquess ([12], Eisenberg & Dowestt ([29], Furr & Elling ([31], Beffy & Fougere ([33]. In addition, some researchers believe that the students study is one of other factors affecting the academic achievement of students (Ghavam ([34, Homaee ([20] and working students had less academic achievement for devoting less time to study.

Discussion on Second Research Question

Is there a significant relationship between the academic achievements and gender of Graduate School students of Management & Accounting of Shahid Beheshti University?

The results of data relating to the third research question show that there is a significant relationship between academic achievement and employment status of employees and according result, employed full-time students are significantly lower academic achievement than students who are part-time. The results of previous research have acknowledged the difference in the academic achievement of workers with flexible working hours than workers with fixed working hours and according to these results, workers who enjoyed more flexible working hours had more academic achievement than other workers. Part-time employees working have less working hours than full-time workers. Another affect factor, is mismatching between degrees of students with job incumbency that has effected in raising the academic achievement of full-time employees versus part-time. Another point about part-time employees is that this group is also working less than full-time employees, and they have more flexible working time. They do not have to spend a specific time each day in their working environment.

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Suggestions

Considering to results, there is a significant relationship between academic achievement and employment and those who are employed have less progress than those who are unemployed, so, proposed to the authorities to provide more appropriate conditions for the educated community to be less concern for their education.

This study proposes, giving students who are educating guidance on the Planning and timing of education and training.

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