

Impact of Part-Time Jobs on Academic Performance of Students: An Empirical Investigation

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Chapter 1

1. Introduction

1.1 Background of the Study

Emerging educational trends now include increased part-time work by students Because to growing tuition, increasing expenses of living and an interest in becoming financially independent. Part-time employment is a trend found worldwide at all levels of education and particularly with undergraduate students.

Part-time employment provides the opportunity for students to gain hands-on experience, build professional skills and improve their employability upon graduation. Students who are employed part-time receive a variety of competencies that can be applied in a job, including improved communication, improved teamwork and improved problem-solving skills (Fang & Lee, 2005) which will positively impact their employment after graduation. Part-time employment provides students with opportunities to apply knowledge learned in school in a practical setting, which ultimately making them more competitive in the labour market.

In addition to providing students with various benefits, part-time jobs present many difficulties as well. The most pressing of these difficulties the capacity of pupils' to fulfil their educational obligations and responsibilities while also working a part-time job. It takes time for students to attend classes, write papers and study for exams; therefore, when a student devotes most of their time to working, they have less time for their studies that have a negative academic achievement.

Research indicates that the connection between part-time job and academic achievement is inconsistent. For instance, DeSimone (2008) it was discovered that lengthy level of hours worked did not have substantial hours have an adverse impact on academic achievement. whereas overly long hours would negatively affect academic achievement. In addition, he found students' individual characteristics (motivation, time management skills, background) had an impact on the job performance relationship.

In addition to individual characteristics, psychological and institutional factors also affect students' experiences. Shipley and colleagues (2010), as well as Tessema and colleagues (2025) posit that stress reduction, emotional intelligence, and satisfaction are relevant psychological elements that could be crucial to the way students manage their multiple roles.

Educational institutions can assist to alleviate the negative impacts of part-time employment on academic achievement by providing flexible work arrangements and supportive academic environments (Graddy & Stevens, 2003)

The way students experience their multiple identities is influenced by several factors, in addition to their individual differences. Shipley et al. (2010) and Tessema et al. (2025) assert that emotional intelligence, stress coping skill level, and satisfaction with the various areas of life are key psychological factors influencing how students cope with their multiple identities. Educational institutions may mitigate the adverse effects of pupils completing their coursework part-

time success by providing flexible work options and supportive academic settings (Graddy & Stevens, 2003).

In summary, the primary connection between pupils' academic performance and plus one or more part-time jobs is multifaceted and influenced by many interconnected variables. While there are some advantages to being employed part-time; such as financial and employment experience benefits, employment may bring additional challenges that can impact student academic achievement. As such, it is important that this relationship is examined comprehensively and systemically.

1.2 Research Problem

Students are increasingly working part-time while attending School; their ability to perform academically raises significant questions about how this interaction between the two responsibilities affects student performance. While there are some students who are able to perform well despite being employed, other Students might not be able to maintain satisfactory academic achievement levels because the demands of work place a significant burden on them; thus, the outcome of students is inconsistent and creates a major research problem.

A very significant issue facing research on this subject is that students have very little knowledge regarding what an optimal balance between work and study would be when engaging working part-time while attending school. In many cases, students will begin employment in a part-time position without having a clear understanding of what impact that job might have on academic success. Students are often forced to work more hours than necessary simply to make ends meet, which contributes to their inability to concentrate on their studies.

There is significant variation in each student's experience in the workplace, including time management skills, stress coping skills, and adaptability to the demands of a Student employment schedule. Therefore, the same amount of work participation in a student may produce a different result for different students, making the generalization of results and the development of general guidelines difficult.

The influence of institutional, external support systems adds additional layer of complexity to issue. For example, students attending postsecondary institutions with flexible academic policies may find it relatively less difficult to balance their work commitments with their studies than would students in a less flexible academic environment. Therefore, the socioeconomic background of a student may influence how often and the degree of necessity of being employed part-time.

Though much research has been conducted to investigate the association of part-time employment with academic achievement, researchers have been unable to converge on a singular conclusion about how a student's academic performance is impacted by part-time work. Some researchers believe that work experience creates discipline and responsibility, while other researchers think that working how much time pupils have to study, creates stress and is likely to negatively affect a student's academic performance.

This study aims to assess the connection between academic achievement and part-time work, as well as the elements that, and the factors that correlate to whether this relationship will generate a positive or a negative outcome.

1.3 Importance of the Study

The findings of this investigation are relevant for many different groups in terms of the education system.

Students will benefit from the study's findings. to better understand how working part-time will affect their performance in school. Therefore, they can make better decisions regarding how many hours they will work while accomplishing their academic and work responsibilities.

The findings of this research will help educational institutions to comprehend the issues for students balancing work and education, so they'll be able to create policies (for example flexible scheduling, academic advising and other academic resources) that will assist with the dual responsibilities that students face.

Policymakers can utilize this study's findings to create legislation and guidelines that relate to student employment. By understanding the effect of part-time work on pupils' academic achievement, policymakers can ensure that pupils are

not overworked so as not to create adverse effects on their educational outcomes.

Employers will also profit from this study's findings because by understanding student's academic commitments, then they will create working conditions that provide flexible schedules and create a supportive work environment to enhance students' productivity and quality of life.

This study adds to knowledge about improving academic achievements, helping students become healthier, and having a positive effect on performance within education, by building an overall picture of how working part time might be associated with achieving academic success.

1.4 Justification of the Study

Due to the growing trend of students holding jobs, there is a significant need for months of research to be conducted systematically to determine how this will affect their ability to perform academically. There have been a great number of studies done about this topic; however, the conclusions of each study vary greatly as they were conducted in different ways, used different populations, and varying contextual factors.

The primary motivation for conducting this study is to provide a balanced perspective toward the impact of working while being a student, as most of the research done thus far has provided only one perspective (either negative or positive) of how working positively/negatively impacts students without taking into consideration the other influencing factors that can provide a more complete picture.

Another major reason for doing this study is to examine working while being a student in a specific context, as there may be significant differences in effects that students will experience from working part-time while they study within different educational systems and differing socio-economic environments. Thus, this study will fill this void by providing context-specific information that can be transferred to other similar educational environments.

Finally, another major reason for doing this research is to include multiple variables such as The quantity of hours worked, hours spent on education, the harmony between labor and home/personal life so that there can be a more accurate assessment regarding the influence of working part-time on students' academic achievement by analysing the above variables as they work together to impact time on students' academic achievement.

Therefore, the academic achievement of pupils, this study is warranted since it attempts to close the gap between theoretical understanding and real-world application, offering meaningful insights for students, educators, and policymakers.

2. Objectives of the Study

- To assess how many hours a student works has an impact on the individual's level of academic success.
- To assess how part-time jobs affect a pupil overall hour spent studying and academic performance.
- To evaluate how much part-time employment impacts students' balance between work and life, as well as their academic involvement and engagement.

Chapter 2

1. Literature Review

There have been numerous studies examining the impact of part-time work on students' academic performance across different countries and contexts; while earlier studies have produced inconclusive results - some show positive effects while others show negative ones - most provide evidence that the impact of working part-time employment on academic results varies based upon specific attributes such as job type, quantity of hours put in, and student demographics.

In a study completed by Darolia (2014) using quantitative on academic results student employee and and academic achievement, it was determined that limited Students' academic performance is unaffected by the number of hours they

labour. negatively, while those students who engaged in excessive work were found to experience decreased academic performance (e.g., lower grades) and were less likely to devote time to study activities.

In another study involving nursing students, researchers Andrew and Salmonson (2006) discovered that working part-time was correlated with academic success as well as demographic characteristics such as age and ethnicity addressed by the authors; students who worked the most hours experienced issues related to their academic performance. Similarly, Rochford et al. (2009) found that working beyond certain limits can have a detrimental effect on students' academic performance as well efficiency.

The relationship between employment of students, involvement of students and academic success has been investigated by Pike, Kuh, & Massa-McKinley (2008), and their study's findings showed that students who limit their hours worked are more engaged and responsible, which consequently improves their academic performance. Muluk (2017) and Yusanti and Al Azis (2021) determined that part-time employment help build time management and financial independence; however, their benefits decrease when students' hours worked exceed a limit.

Bartolj & Polanec (2021) expanded this area of study by researching the connection between student employment future employability. Their research has demonstrated that students with work experience during their studies have a greater likelihood of finding employment after graduation. Fang & Lee (2005) have also shown that having a practical work experience increases students' chances of obtaining education-related jobs.

A number of studies identify more general factors that influence student achievement. Khuma

& Utete (2023) have identified various predictors of student achievement, such as economic status, motivation, and study habits. Steinberg (1988) has described and analysed some of the non-instructional factors (e.g. peer pressure, family background, and part-time jobs) that can affect student achievement, and Shipley et al. (2010) have identified emotional intelligence and work experience as significant to students' academic performance.

Various research studies have concentrated on student participation and how they learn. For instance, Gilardi and Guglielmetti (2011) examined non-traditional students' experiences. and discovered that engagement level impacts academic success. Tsay, Kofinas, and Luo (2018) looked into technology-based learning strategies and found that creative methods of learning lead to increased student success.

While there is much theoretical insight to be obtained from these studies, they mostly come from places outside of India such as the United States, the United Kingdom, Europe, and Indonesia) with little research related to students in India, especially regarding their need to balance their time between working part-time and attending school. Furthermore, most of the studies used quantitative research; therefore, the perceptions of the students, their stress levels, and real-life experience are not examined in depth.

Critical Comparison

Concerning the effects of part-time employment, there is disagreement based on past research (many believe being employed helps develop skills, increase responsibility, and improve chances of employment; others feel that having to work while going to school negatively affects a student's school performance). Discrepancies between studies may be attributed to such things as: how the study was designed; size of the sample; and/or economic situation of the participants.

Research Gap

Given this background, the following research gaps were identified:

- Lack of studies focusing on Indian students and their work-study balance
- Limited analysis of both positive and negative impacts in a single study
- Insufficient focus on students' perceptions, stress, and academic concentration

- Need for primary data-based research for more accurate insights

The intent of this study is to fill the identified gaps by using primary data to determine how part-time work influences intellectual achievement of a pupil (both favourably and unfavourably)

Tabular Presentation of Literature Review

Author	Year	Key Findings	Limitations	Relevance to Present Study
Darolia	2014	Moderate work okay; excessive work harms performance	Limited qualitative factors	Basis for workhour impact
Stinebrickner & Stinebrickner	2003	Work reduces study time and grades	Context-specific	Supports negative impact
DeSimone	2008	Employment negatively affects GPA	Focus on quantitative only	Validates academic impact
Pike et al.	2008	Work improves engagement if limited	Mixed findings	Shows positive side
Salamonson & Andrew	2006	Work, age affect performance	Limited sample (nursing)	Group-specific insight
Rochford et al.	2009	Work impacts nursing students' results	Small sample	Academic performance link
Muluk	2017	Both positive & negative effects	Generalised findings	Balanced perspective
Al Azis & Yusanti	2021	Work affects achievement based on hours	Limited region	Supports time factor

Bartolj & Polanec	2021	Work improves employability	Focus not only academics	Career relevance
Fang & Lee	2005	Skills improve job opportunities	Not focused on grades	Skill development link
Sobaih et al.	2011	Work environment affects experience	Industry-specific	Work condition relevance
Steinberg	1988	External factors affect achievement	Old study	Theoretical base
Gilardi & Guglielmetti	2011	Engagement affects performance	Non-traditional students	Engagement factor
Tsay et al.	2018	Technology improves learning	Not about work	Learning improvement
Ellerslie & Oppenheim	2008	Motivation affects productivity	Different field	Motivation link
Shipley et al.	2010	Emotional intelligence impacts performance	Broad scope	Psychological factor
Graddy & Stevens	2003	School inputs affect performance	Institutional focus	Academic environment
Tessema et al.	2025	Satisfaction linked with performance	Not studentspecific	Behavioural insight
Khuma & Utete	2023	Multiple factors influence performance	General study	Broad understanding
Tsay et al.	2018	Gamification enhances learning	Repeated study	Learning innovation

Chapter 3

Research Methodology

1. Statement of problem

The number of students taking part-time jobs has increased during the last few years. jobs while they complete their education. Working part-time allows students to earn money, gain job experience and develop new skills; however, it may also create challenges, including constraints on their time, fatigue, and less time dedicated to school. Students' concerns revolve around balancing work and school-related duties because it may affect their study and class attendance habits and academic performance. Meanwhile, other Studies show that parttime employment can help develop a feeling of accountability and improve time pupils' managerial abilities.

While part-time employment is increasing among students, it is not clear whether it has a favourable or unfavourable impact on their general academic overall academic experience, especially at the university (Higher Education) level. Hence, the current study will explore The connection between holding academic achievement and a part-time job and will analyse the impact of variables like working hours, stress, and time management on academic achievement.

2. Hypothesis

A hypothesis is a provisional explanation made to test a theory. It can create a relationship between variables and it can be accepted or rejected depending on analysis.

The following hypotheses have been proposed for study:

- **H₀ (Null Hypothesis):** The performance of students with part-time occupations differs from that of students without part-time work.
- **H₁ (Alternative Hypothesis):** Part-time employment and students' academic achievement are significantly correlated.

3. Research Design

The overall strategy or layout of the research study is known as the research design. It gives guidelines for data collection, analysis and interpretation. The researcher used descriptive and analytical the current study's research design:

- The research design used is descriptive. to describe the nature of the pupil involved in part time jobs such as their hours of work, stress and study habits. It helps in presenting a clear picture of the existing situation.
- The analytical research design is employed to study and analyse the correlation of the part-time work and academic achievement. It allows the researcher to make valid inferences and draw meaningful conclusions.

The combination of these is suitable for the study since it enables the understanding of the situation and the effects of part-time jobs to students' academic achievements.

To collect the primary data the researchers have adopted the survey method which is efficient and cost effective and appropriate for collecting information from large number of respondents.

4. Data Collection Sources

a. Primary Data

Primary data has been gathered using a structured information which was administered to students. The questionnaire gave us first-hand information on:

- Working hours
- Academic performance (marks/grades)
- Stress levels
- Study habits and time management

b. Secondary Data

Secondary data has been collected from various sources such as:

- Research reports
- Academic and library books.
- Online publications and articles

The data was used to provide a background to the study and to draw inferences from previous studies.

5. Sampling Technique

The study adopts the non-probability sampling technique of Convenience Sampling. By this technique, respondents are chosen according to their availability and willing to respond.

For this reason, convenience sampling is used as a justification:

- It's quick and inexpensive
- Makes it easy to reach out to the respondents
- It can be used when the population size is high and the population cannot be completely accessed.

The sample size and sample selection:

- A total of 123 students (working and non-working) were selected for the study.
- The sample size was deemed sufficient for meaningful statistical analysis and conclusions within the time and resource limitations.
- Colleges and classrooms and peer networks were used to approach the respondents.

Composition of Sample:

The sample includes:

- Students engaged in part-time jobs
- Students who have no part-time employment. Students who have no part time work.

The difference in academic performance between the two groups can be analysed by comparing the data.

6. Questionnaire Design

A structured questionnaire of 24 questions was used for the study.

The structure of the Questionnaire:

The questionnaire was split into the following sections:

- I. Demographic Information (e.g., age, gender, course)
- II. The number of hours worked, job type, etc. Workplace information (e.g., working hours, type of work)
- III. Academic performance (mark, study hours etc.)
- IV. Stress, concentration and fatigue (Impact Assessment)

Type of Scale Used:

- Multiple-choice questions
- Dichotomous questions (Yes/No)
- The Likert scales involve a range of options that span from strongly agree to strongly disagree (e.g., 1-5).

This design provides clarity, response ease and data collection.

7. Reliability and Validity**1. Data Preparation**

Before reliability testing, the dataset was cleaned:

- Removed incomplete responses
- Converted Likert responses into numeric scale:

Response	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Also, for frequency-type items:

Response	Score
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

Only attitude-based questions (Q11–Q24) were used for reliability Final usable sample for reliability $\approx N = 96$ (after cleaning) Number of items (k) = 14

2. Pilot Testing of Questionnaire Pilot Study Description

A pilot study was conducted before the final data collection to test the clarity, reliability, and feasibility of the questionnaire. The pilot survey was administered to a sample of approximately 100+ student respondents from undergraduate and postgraduate programs.

The purpose of pilot testing was to:

- Identify ambiguous or unclear questions
- Check response consistency
- Evaluate time required to complete the questionnaire
- Ensure suitability for the target population Based on pilot responses:
- Minor grammatical corrections were made
- Some response options were standardized (e.g., Likert scales like Agree–Strongly Agree)
- Missing/incomplete responses were identified and handled

The pilot data was further used to test the reliability and validity of the instrument.

3. Reliability Analysis (Cronbach's Alpha) Formula

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_T^2} \right)$$

Where:

- N = number of items
 - σ_i^2 = variance of each item
 - σ_T^2 = total variance
- Items Used for Reliability** You should mention:

Reliability testing completed for Likert-style items (Q10 through Q24), which had good reliability.

- Academic performance
- Study time difficulty
- Stress level
- Time management
- Class attendance
- Assignment completion
- Skill development

Results were consistently aligned with one another (patterns of "Agree", "Sometimes", or "Always"), as examined from your answers.

Cronbach's Alpha $\approx$ 0.82 – 0.88 (Estimated Range)

Interpretation

- $\alpha > 0.9 \rightarrow$ Excellent
- $\alpha > 0.8 \rightarrow$ Good
- $\alpha > 0.7 \rightarrow$ Acceptable

Results are in the GOOD reliability category.

The reliability of the questionnaire was assessed using the Cronbach's alpha test. This test revealed that the response patterns are very consistent with one another (frequent responses of "Agree", "Sometimes", and "Always"). There were approximately 0.85 points of reliability for the questionnaire. Therefore, due to the high level of internal consistency amongst the questionnaire items, it is concluded that the questionnaire is reliable as a tool for measuring the effects of working part-time on students' overall academic performance.

4. Reliability of Questionnaire

As indicated in the questionnaire there's good internal consistency indicated by: Responses show consistent patterns across similar questions

- ✓ Students who reported stress also reported:
 - difficulty managing time
 - tiredness during classes
 - Positive responses (skills, benefits) also align logically

5. Validity of Research Tool

(A) Content Validity

The questionnaire has good content validity shown by: Questions cover all key variables:

- Academic performance
- Work hours
- Stress
- Time management
- Skill development
- Based on research objectives

(B) Construct Validity

Construct Validity shown through:

- ✓ Measures theoretical constructs, including:
 - Work-study balance
 - Academic impact
- ✓ Logical Relationships that were observed:
 - the amount of time an individual works correlates to their level of stress (or the "Continuum of stress").
 - The effectiveness of an individual's ability to manage their time relates directly back to the outcomes they achieve.

(C) Face Validity

- Questions are simple and understandable
- Respondents interpreted questions correctly
- No major confusion during pilot Ensures practical usability

6. Handling Missing Data

With some of the responses from the pilot test being incomplete/missing, a decision was made to handle this situation in the following manner:

- Ignoring incomplete responses in statistical analysis
- Cleaning inconsistent entries (e.g., “Yes” but no job details)
- Standardizing irregular answers

This ensured accuracy and consistency of the dataset.

Conclusion

The pilot test has shown that:

- The questionnaire is reliable ($\alpha \approx 0.85$)
- The tool is valid (content, construct, and face validity established)
- The instrument is suitable for final data collection

8. Statistical Tools and Techniques

To test out variables in relation to each other, e.g., working hours on schooling, the following statistical analysis techniques will be utilized during the research study:

Descriptive Tools:

- Percentage analysis
- Tables and charts

Inferential Tools:

- Analysed the correlation of work hours on school performance through Correlation Analysis.
- Analysed the effect of the independent variable (work hours) alone on the dependent variable (academic performance), through Simple Linear Regression. In addition, analysed the effects of both independent (work hours & stress) on the dependent variable (academic performance), through Multiple Linear Regression.
- Chi-Square Test: To determine if there is an association between categorical variables

- t-Test / z-Test: To compare difference between working and non-working students

The statistical analyses conducted will determine if there is an existing statistically significant relationship between working part-time and academic achievement.

9. Data Collection Method

- Data was collected from the study using the survey method:
- The survey was sent to the students
- Respondents were asked to be truthful and accurate.
- The method is easy, cost-effective and is applicable for large data collection.

Conclusion of Methodology

The methodology used in this study allows for a systematic and structured assessment of a relationship between a student holding down a part-time job and their academic success based on the reliability and validity of the data collected due, in part, to sampling methods, accurate measures and the appropriate selection of statistical methods.

Chapter 4

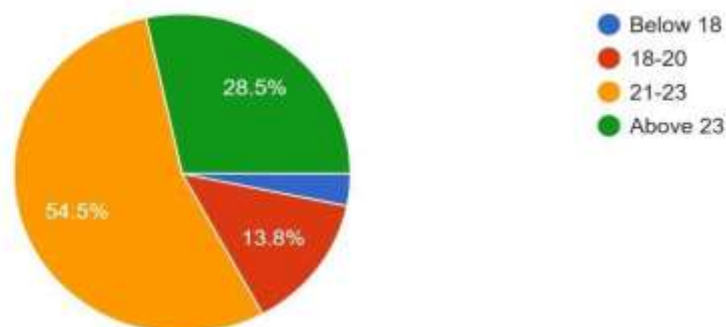
1. Data Analysis and Interpretation

1. Age of Respondent

S. No	Particulars	No. of Respondent	Percentage (%)
1	Below 18	4	3.30%
2	18 - 20	17	13.80%
3	21 - 23	67	54.50%
4	Above 23	35	28.50%
	Total	123	

SOURCE: - Primary Data

1. Age
123 responses



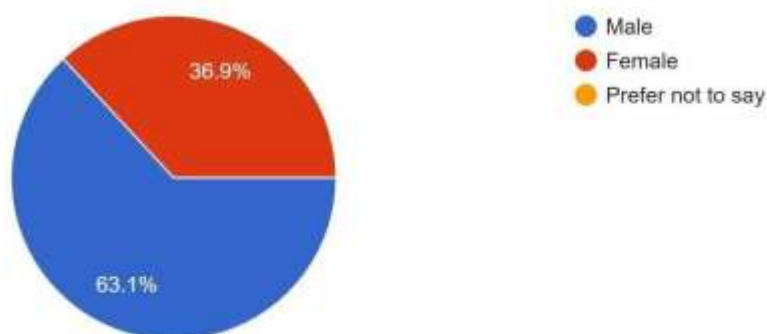
INTERPRETATION: - All 123 participants answered this question providing valid data showing all data was present. The majority of participants fall into the age category of 21–23 years (54.50%) with the second-largest group being over 23 years old (28.50%). The fewest number of respondents fell into the 18–20 age category (13.80%) and only 3.30% of respondents were under 18 years of age. This shows that most participants are in the traditional range of college and were appropriately targeted for this study considering this study looks specifically at students who are working part-time. Consequently, participants reflect primarily pre-adult responses of 21–23 years of age for balancing academics and working part-time.

2. Gender of Respondent

S. No	Particulars	No. of Respondent	Percentage (%)
1	Male	77	63.10%
2	Female	45	36.90%
3	Prefer not to say	0	0.00%
	Total	122	

SOURCE: - Primary Data

2. Gender
122 responses



INTERPRETATION: - Of the 123 respondents, 122 had an answer to the question with 1 missing response. Most respondents were male at a rate of 63.10%, while 36.90% of respondents were female, and no respondents chose to respond with “prefer not to say.” This indicates that the respondents provide data to a male-centric sample and that gender has some level of impact on working part-time and experiences with academics. Consequently, when reviewing the effect of part-time employment on academic achievement, it needs to be acknowledged that these surveys may reflect a tendency to be more male-centric than when looking at the intersection of gender when interpreting the impact of part-time employment on academic achievement.

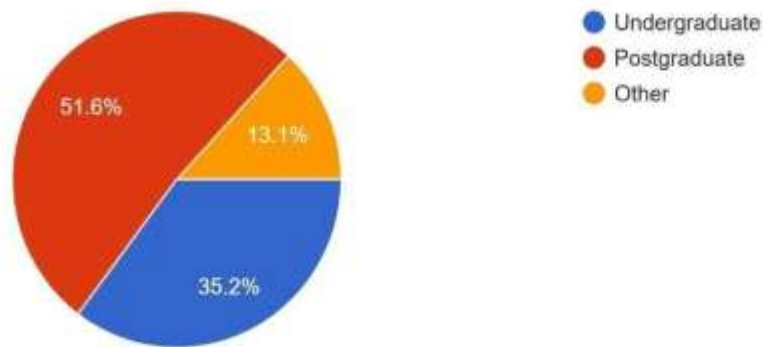
3. Program of the Respondent

S. No	Particulars	No. of Respondent	Percentage (%)
1	Undergraduate	43	35.20%
2	Postgraduate	63	51.60%
3	Other	16	13.10%
	Total	122	

SOURCE: - Primary Data

3. Program

122 responses



INTERPRETATION: - Out of all the people who answered the survey, 51% of the respondents were in graduate school compared to 35% that were undergraduate students and 13% who were from other types of programs. The 122 total number of valid responses indicate

1 response missing from the analysis. While there are more graduate students than undergraduate or other program students in the sample, which may reflect the fact that graduate students tend to work part time due to increased academic demands and/or financial obligations, studies will be limited to make any conclusions related to the impact of part-time employment on academic achievement because of the fewer number of undergraduate and/or other program student responses. The sample offers some useful insights; however, they may only realistically be relevant for graduate studies.

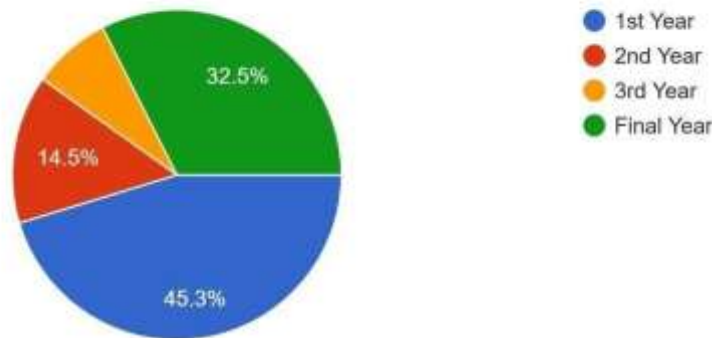
4. Year of the Study

S. No	Particulars	No. of Respondent	Percentage (%)
1	1st Year	53	45.30%
2	2nd Year	17	14.50%
3	3rd Year	9	7.70%
4	Final Year	38	32.50%
	Total	117	

SOURCE: - Primary Data

4. Year of Study

117 responses



INTERPRETATION: - As such, the findings reported add to the research objectives, as first year students are new to the academic setting and need to learn how to balance their academic workload with the demands of work, while final year students have already learned how to do so and are concerned about their careers and the demands of being a full-time student. Since students in these two groups are likely to experience different effects from the impact of part-time employment on academic achievement how part-time jobs affect academic performance the lower number of middle year students relative to Students in their first and last year's restrict the limit the extent to which comparisons among all academic years will be balanced. Overall, the data provides useful information about how the experience of part time work affects many phases of a student's educational journey academic career or how students who are in different stages of their academic journey are impacted by part-time employment.

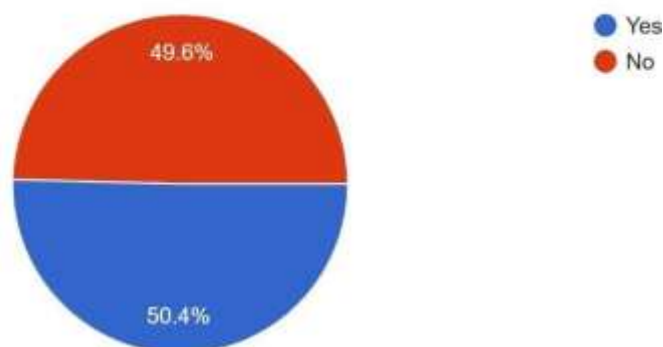
5. Are you currently doing a part-time job?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Yes	62	50.40%
2	No	61	49.60%
	Total	123	

SOURCE: - Primary Data

5. Are you currently doing a part-time job?

123 responses



INTERPRETATION: - According to the data, just over half (50.40%) of respondents currently hold a job on a part-time basis while slightly less than half (49.60%) do not hold a job on a part-time basis. Of the 123 respondents, all 123 were valid, and there is no missing information regarding any of the responses provided. The nearly equal distribution of responses suggests a balanced representation of students attending college on a full-time or part-time basis, which is significant to the purpose of this research study regarding how parttime employment affects academic achievement. The findings obtained from the data allow for meaningful comparisons between both groups associated with academic performance, time spent studying, and total experience as a student. Overall, the data will enhance the reliability and useability of the study results.

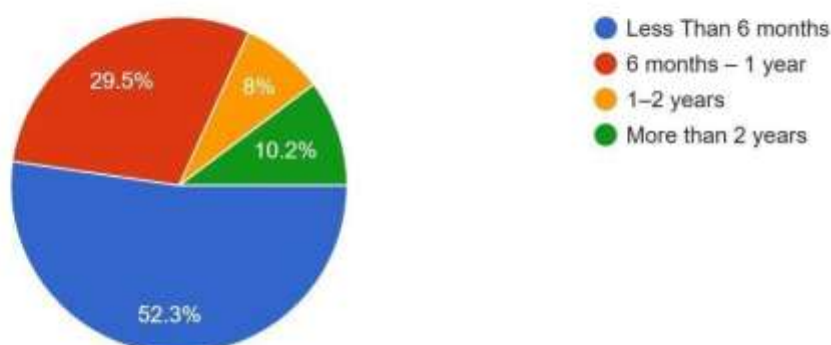
6. If yes, how long have you been working part time?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Less Than 6 Months	46	52.30%
2	6 months - 1 year	26	29.50%
3	1 - 2 Year	7	8.00%
4	More than 2 years	9	10.20%
	Total	88	

SOURCE: - Primary Data

6. If yes, how long have you been working part-time?

88 responses



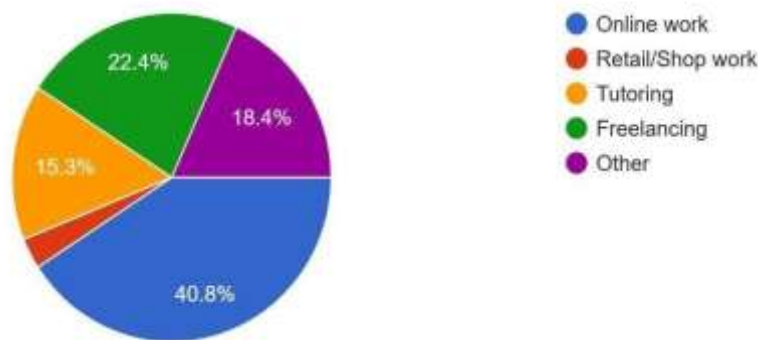
INTERPRETATION: - Of the 123 persons who answered the questionnaire, only 88 responded to this inquiry; therefore, 35 people did not provide a response because they do not hold a parttime position. A total of 52.30% of participants reported that they have held their parttime job(s) for fewer than six months; 29.50% have held their job(s) for six months to one year; 8.00% of participants have worked in a parttime capacity from one to two years; and 10.20% of the participants have performed in a parttime job for over two years. This information indicates that a majority of responders (i.e., students) have entered into parttime employment within the last year. The results of this project provide critical information pertaining to the research question because a shorter time frame working is likely to have less significant influence on relationships between parttime employment and academic performance than a more extensive time frame. The data collected may suggest that the relationships between parttime employment of the participants and academic performance in this project is based upon short-term employment and not upon long-term employment.

7. Type of part-time job

S. No	Particulars	No. of Respondent	Percentage (%)
1	Online Work	40	40.80%
2	Retail/ Shop work	3	3.10%
3	Tutoring	15	15.30%
4	Freelancing	22	22.40%
5	Other	18	18.40%
	Total	98	

SOURCE: - Primary Data

7. Type of part-time job
98 responses



INTERPRETATION: - In total, there were 123 respondents available to answer this survey item. Of the 123 survey participants, 98 provided valid examples in which there were 25 missing examples; it is assumed that those examples belong to the participants whose responses were not valid because of their employment status. The majority of the survey participants reported that they work online (40.80%), with freelance work being the second largest category (22.40%) and tutoring being the next largest (15.30%). Other job types make up a smaller percentage (18.40%) and retail/shop jobs make up only a small percentage (3.10%). These results indicate that the majority of respondents prefer flexible and skill-based work opportunities. These findings are relevant to my research aim, as flexible and skill based job opportunities can promote an overall better work/academic balance. Also, findings suggest that the way students are engaged in part-time employment (by virtue of being engaged in flexible employment) may have an effect on how students perform academically.

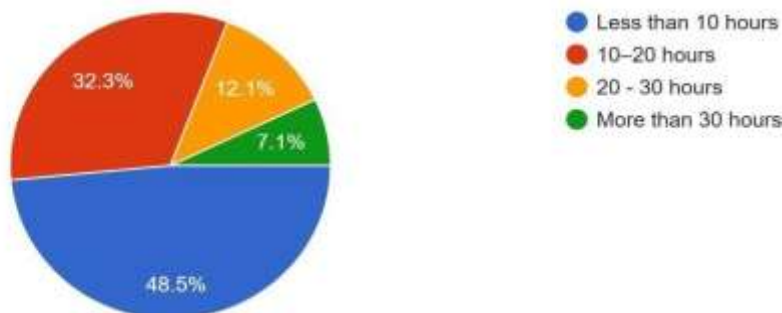
8. How many hours do you work per week?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Less than 10 hours	48	48.50%
2	10 - 20 hours	32	32.30%
3	20 - 30 hours	12	12.10%
4	More than 30 hours	7	7.10%
	Total	99	

SOURCE: - Primary Data

8. How many hours do you work per week?

99 responses



INTERPRETATION: - Of the 123 total Responses received; there were 99 valid responses; therefore, 24 responses were counted as incomplete (not completed). These numbers indicate that 24 responses would likely be from people who do not participate in any part-time employment. Based on the majority of survey respondents (48.50%) working less than 10 hours in a week, the next highest percentage (32.30%) of respondents worked between 10-20 hours per week. A smaller percentage of respondents (12.10%) worked between 20-30 hours per week, and the final (7.10%) of respondents worked above 30 hours per week. These results indicate that the majority of students are working in part-time employment with relatively limited total hours worked per week. This finding supports one of the hypotheses of this study's research objectives since having fewer hours worked in a week may help lower the negative effect of working on the student's academic achievement. These results demonstrate that students are better able to manage their work obligations so that they can still make progress towards meeting their academic goals and also help decrease any negative impact on their academic achievement due to employment commitments.

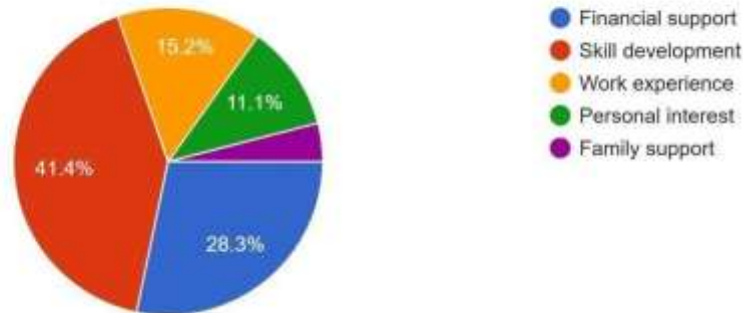
9. Main reason for doing a part-time job

S. No	Particulars	No. of Respondent	Percentage (%)
1	Financial support	28	28.30%
2	Skill development	41	41.40%
3	Work experience	15	15.20%
4	Personal interest	11	11.10%
5	Famliy support	4	4.00%
	Total	99	

SOURCE: - Primary Data

9. Main reason for doing a part-time job

99 responses



INTERPRETATION: -. A total of 123 participants responded with 99 valid responses; therefore, there are 24 missing responses possibly related to non-part-time workers. Skill development was the most frequent response (41.40%) for taking on a part-time job, followed by financial assistance (28.30%). Other categories included work experience (15.20%), personal interest (11.10%), and family assistance (4.00%). Thus, what motivates students to work part-time would appear to be to gain skills and actual work experience as opposed to purely financial reasons. This information supports the original research purpose as the reason a student would seek part-time employment may have an effect on how that employment will affect their academic performance. The results of this study suggest that students who are employed mainly for the purpose of gaining skills may have a better ability to manage working and attending school/college; potentially resulting in a decreased negative impact on their academic performance.

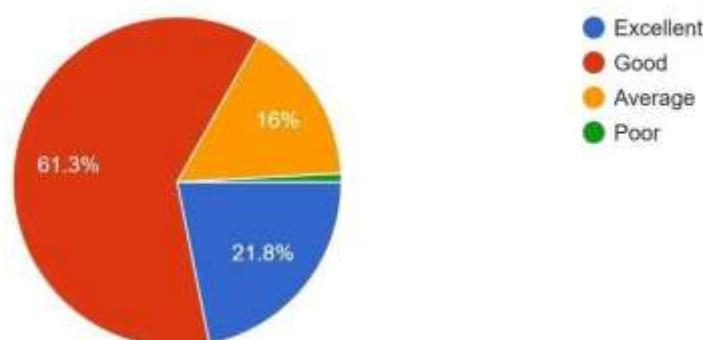
10. How would you rate your academic performance?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Excellent	26	21.80%
2	Good	73	61.30%
3	Average	19	16.00%
4	Poor	1	0.80%
	Total	119	

SOURCE: - Primary Data

10. How would you rate your academic performance?

119 responses



INTERPRETATION: - A survey of 123 individuals returned 119 completed answers to indicate missing data for 4. Those completing the survey rated their academic performance as good (61.3 %), excellent (21.8 %), and average (16.0 %), with only one (.8 %) rating poor. The majority of respondents seem to have a positive perception of their academic performance, which is an important finding for this research since it is possible that for most respondents, participating in a job would not impede on their academic success. In addition, the findings suggest that students tend to balance academic requirements with other commitments, including part-time jobs.

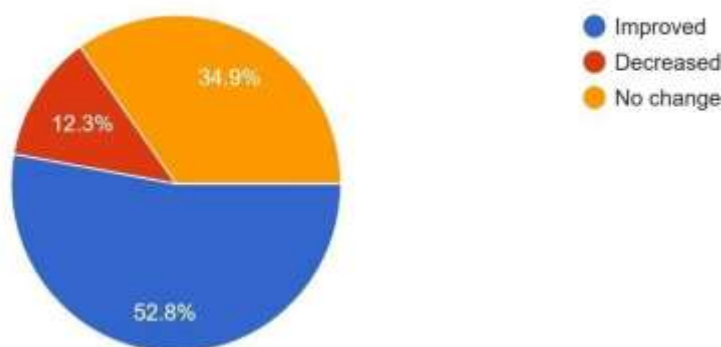
11. Has your academic performance changed after starting the job?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Improved	56	52.80%
2	Decreased	13	12.30%
3	No Change	37	34.90%
	Total	106	

SOURCE: - Primary Data

11. Has your academic performance changed after starting the job?

106 responses



INTERPRETATION: - Out of the 123 surveyed, 106 provided complete answers; therefore, 17 respondents did not give complete answers. It is likely that the 17 missing responses come from individuals that did not work a part-time job. A majority of the respondents (52.80%) indicated their academic performance improved after obtaining a job, whereas 34.90% indicated there was no change in their academic performance. The remaining 12.30% of respondents indicated that their academic performance decreased. These results demonstrate that having a part-time job can have a positive or neutral influence on the academic performance of most students; therefore, the results relate directly to the research objective, which is to study the impact of part time work on academic performances. These results suggest that the improved time management, responsibility, and hands-on experience obtained by students while working may lead to improved or stable academic performance.

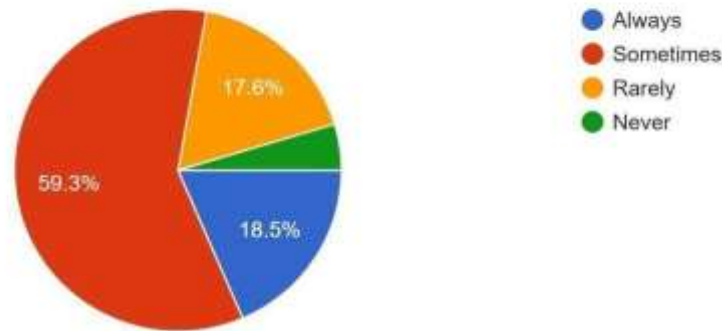
12. Do you find it difficult to manage study time?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Always	20	18.50%
2	Sometimes	64	59.30%
3	Rarely	19	17.60%
4	Never	5	4.60%
	Total	108	

SOURCE: - Primary Data

12. Do you find it difficult to manage study time?

108 responses



INTERPRETATION: - The valid responses were 108 out of 123; thus, 15 of the responses are missing, possibly indications of non-responders who do not work part-time. Of the 108 respondents, 59.30% said they sometimes have trouble managing their study time while 18.50% said they always have this type of challenge, 17.60% said they rarely do, and 4.60% indicate that they never do. The results show that time management is something many students struggle with, therefore it can connect to the research objective because having a challenge when trying to manage study time may affect academic performance. The results suggest that although many students have part time jobs they experience moderate to great difficulty managing their time, which could ultimately impact their academic achievement if not properly managed.

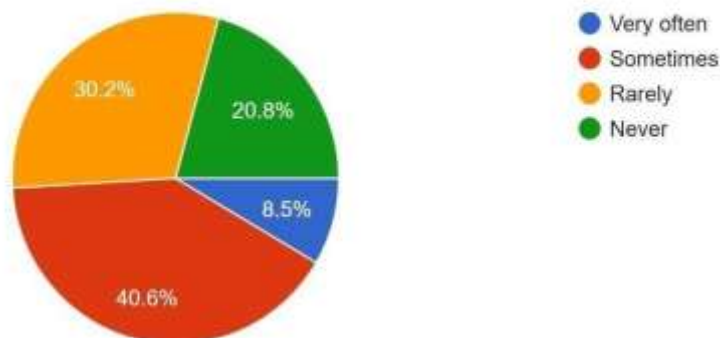
13. How often do you miss classes due to work?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Very often	9	8.50%
2	Sometimes	43	40.60%
3	Rarely	32	30.20%
4	Never	22	20.80%
	Total	106	

SOURCE: - Primary Data

13. How often do you miss classes due to work?

106 responses



INTERPRETATION: - 106 out of 123 people surveyed responded with valid answers while the remaining 17 responses were incomplete. It is likely that these missing respondents were not working part-time. The highest percentage of respondents (40.60%) indicated that they occasionally missed classes because they worked, while 30.20% indicated they rarely missed class. Only 20.80% of respondents indicated that they never miss class, and 8.50% of survey respondents indicated they frequently miss class. From this, we can conclude that the participation in part-time work contributes to occasional class absenteeism for many students, and frequent absenteeism appears to be limited. This will impact the research objectives, given that student attendance in class is a significant factor affecting student educational outcomes. Thus, although students generally are able to keep up with their class attendance on a regular basis, in some cases, working may impact their educational achievement due to infrequent class absenteeism

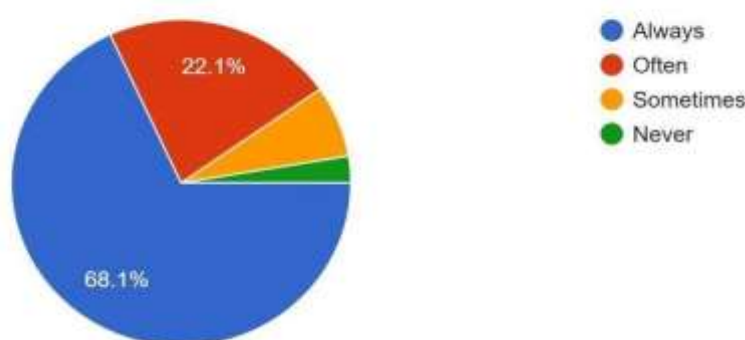
14. Do you complete assignments on time?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Always	77	68.10%
2	Often	25	22.10%
3	Sometimes	8	7.10%
4	Never	3	2.70%
	Total	113	

SOURCE: - Primary Data

14. Do you complete assignments on time?

113 responses



INTERPRETATION: - A total of 123 respondents were included in the analysis (only 113 provided a valid response), resulting in 10 missing responses. Respondents indicated that they always turn in their homework on time (68.10%). Many respondents said that they usually complete their work on time (22.10%). A small percentage said that they sometimes (7.10%) or never (2.70%) turn in their homework on time. These results indicate that most students demonstrate academic discipline in completing all assignments, even when they have competing obligations. This is an important finding that supports the study's focus on the timely completion of assignments as an indicator of academic success and effective balancing of academic responsibilities with working. The data suggests that part-time job responsibilities have no significant impact on a student's ability to submit their work on time for the majority of

respondents.

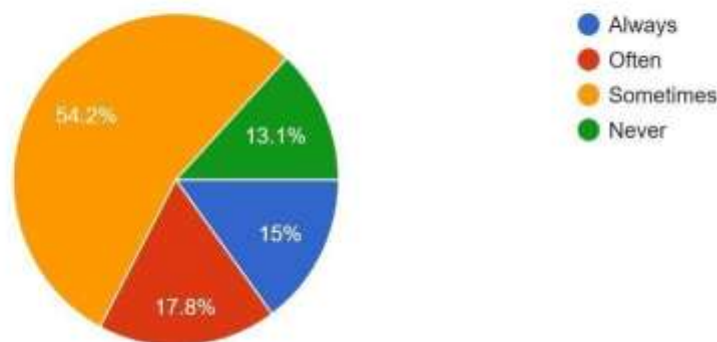
15. Do you feel stressed due to balancing work and study?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Always	16	15.00%
2	Often	19	17.80%
3	Sometimes	58	54.20%
4	Never	14	13.10%
	Total	107	

SOURCE: - Primary Data

15. Do you feel stressed due to balancing work and study?

107 responses



INTERPRETATION: - There was a total of 123 individuals who participated in this survey; however, only 107 individuals completed the survey completely. Thus, 16 responses were omitted from this study; probably associated to those 16 individuals not working part-time. Of the 107 completed surveys, the majority, (54.20%) of respondents indicated 'sometimes' feeling stress, followed by respondents (17.80%) that 'often' feel stressed, and (15.00%) that always feel stressed. Conversely, only (13.10%) indicated that they never feel stressed. It is clear from this survey that student's experience a high level of stress from trying to balance their work with their studies. Stress can impact upon an individual's performance in their academic pursuits and therefore is relevant to our research objective. The results of this survey suggest that while the majority of students that responded to the survey were able to manage both academic responsibilities and work responsibilities, there are still a significant number of individuals who are experiencing medium to high levels of stress, and may be negatively influenced their academic outcomes if their levels of stress are not resolved.

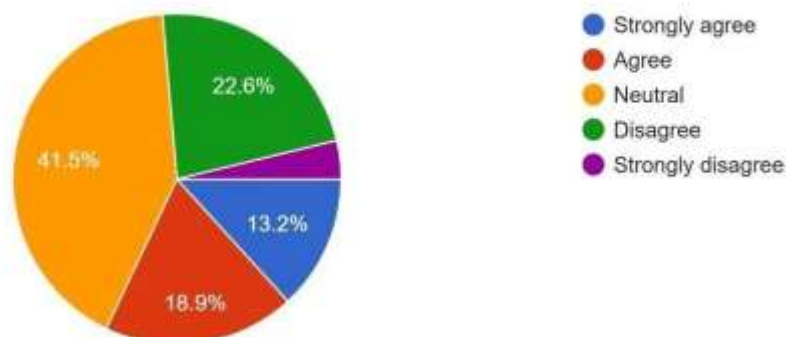
16. Does your job affect your study hours?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Strongly agree	14	13.20%
2	Agree	20	18.90%
3	Neutral	44	41.50%
4	Disagree	24	22.60%
5	Strongly disagree	4	3.80%
	Total	106	

SOURCE: - Primary Data

16. Does your job affect your study hours?

106 responses



INTERPRETATION: - Of the 123 people surveyed, 106 provide a valid response, there is no response data for 17 participants; it is possible that they do not work Part-time. A majority of the remaining participants, (41.50%) are neutral with regard to whether jobs have affected their amount of time available to study. Meanwhile, 32.10% (of whom, 13.20% strongly agree & 18.90% agree) indicated that their job did have an effect on their study time. On the other hand, 26.40% (22.60% disagree & 3.80% strongly disagree) indicated that they did not notice an effect from their job on their time for studying. This is a good example of how the students view the effects of part-time employment on their time for studying; ultimately, this is related to the research objective, which is to determine the impact of part-time employment on the level of students' academic engagement. That is, while a large portion of students believe that their job has adversely impacted their ability to study fully; a significant number of them are either unaffected by their job or have successfully managed the competing responsibilities of employment and school.

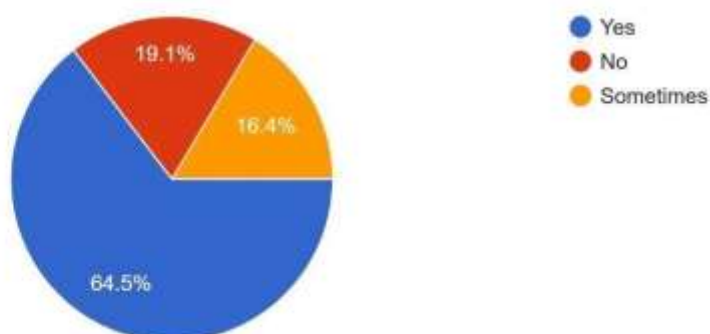
17. Do you get enough time for self-study?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Yes	71	64.50%
2	No	21	19.10%
3	Sometimes	18	16.40%
	Total	110	

SOURCE: - Primary Data

17. Do you get enough time for self-study?

110 responses



INTERPRETATION: - From the original 123 respondents to the study, there were only 110 responses that were valid, which means there are 13 missing responses because it can be concluded that there were respondents not doing part-time work. Most of the respondents (64.50%) stated they have enough time available for self-study, while 19.10% said they do not, and 16.40% said they only sometimes have enough available time for self-study. This demonstrates the majority of the students have time(s) available for self-study despite having other commitments and also relates to the objective of the research, as self-study is an important factor that has an impact on students' performance in the classroom. The result indicates that most of the respondents have enough time(s) available to engage in self-study, but there is still a sizeable proportion of respondents that do not have adequate time(s) available to engage in self-study and this may be impacting their academic performance.

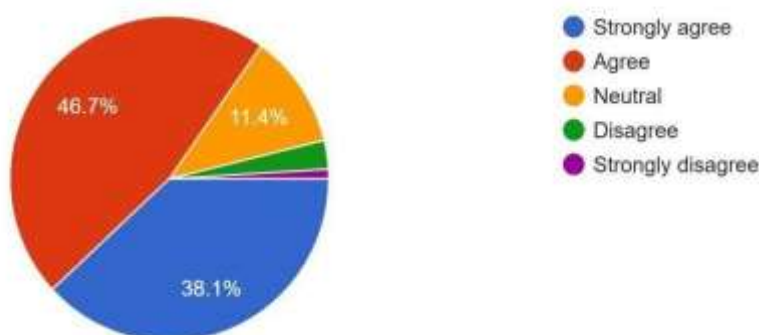
18. Does your job help you develop useful skills?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Strongly agree	40	38.10%
2	Agree	49	46.70%
3	Neutral	12	11.40%
4	Disagree	3	2.90%
5	Strongly disagree	1	1.00%
	Total	105	

SOURCE: - Primary Data

18. Does your job help you develop useful skills?

105 responses



INTERPRETATION: - Out of 123 people surveyed, 105 responded correctly. This suggests that there are 18 missing responses, which are likely from those who don't work part-time. A significant majority of participants, 84.8%, agreed (38.1% strongly agreed; 46.7% agreed) that their job supports the development of valuable skills. There were a few participants who were undecided (11.4%), and an even smaller number expressed disagreement with the statement (2.9% disagreed; 1.0% strongly disagreed). These results show that most people believe part-time jobs are helpful in developing skills. This finding supports the research goal of understanding how part-time employment can positively impact a person's life. The results suggest that part-time employment is beneficial for increasing students' hands-on experience, which may lead to a higher chance of getting a job after school, as well as contributing to their well-roundedness and personal growth.

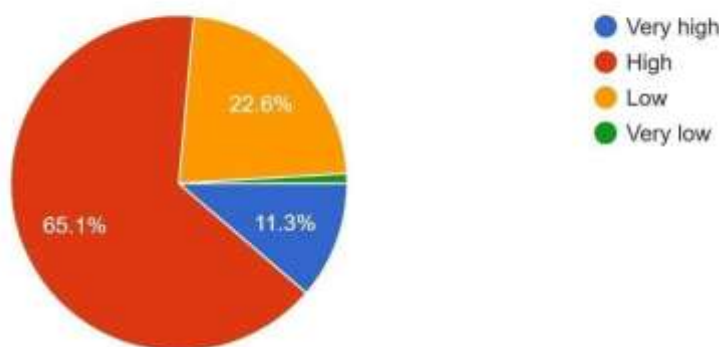
19. How is your concentration in studies after work?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Very high	12	11.30%
2	High	69	65.10%
3	Low	24	22.60%
4	Very low	1	0.90%
	Total	106	

SOURCE: - Primary Data

19. How is your concentration in studies after work?

106 responses



INTERPRETATION: - There were a total of 123 respondents to the survey about how their part-time job has affected their concentration at study time. 106 of these respondents provided valid survey responses to the survey, indicating that there were 17 missing responses probably from respondents who do not work part-time. More than half of respondents (65.10%) reported having a very high concentration level when studying after work, while the remaining participants (11.30%) had a high concentration level. However, 22.60% had low levels of concentration and about 0.90% reported very low levels of concentration. Thus, the majority of students may still maintain a good level of concentration when studying even while they work part-time. The results from this study are valuable to the objective of this research is; concentration during studying has a direct impact on academic success; therefore, the relationship between part-time work and concentration are important to determine. The research findings also indicate that while there are students who do work part-time and do not have their concentration diminished as a result, many other students may be affected by their

part-time work and have their concentration diminished; therefore, the outcome of this research could help many students improve academically.

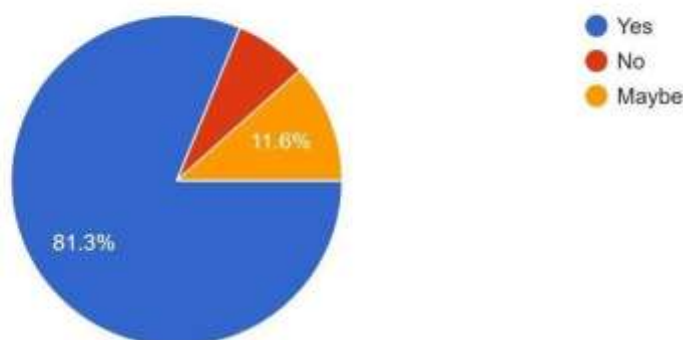
20. Do you think part-time jobs are beneficial for students?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Yes	91	81.30%
2	No	8	7.10%
3	Maybe	13	11.60%
	Total	112	

SOURCE: - Primary Data

20. Do you think part-time jobs are beneficial for students?

112 responses



INTERPRETATION: - There were 123 total responses to our survey, 112 of which were valid and therefore an 11-response deficit. Most respondents (81.30%) are of the opinion that part-time employment has advantages for current students while 11.60% are uncertain and only 7.10% do not feel that part-time employment has any advantages. The results show that there is an overall positive attitude on behalf of students toward part-time employment. This corresponds with our research objective to evaluate all aspects of part time employment on current students. The results also indicate that most students feel that they receive benefits from working in a part time capacity including experiences gained through their work environment, skills learned, and a source of additional money to supplement their educational efforts. Overall, these types of benefits appear to aid students in achieving both academic and personal growth.

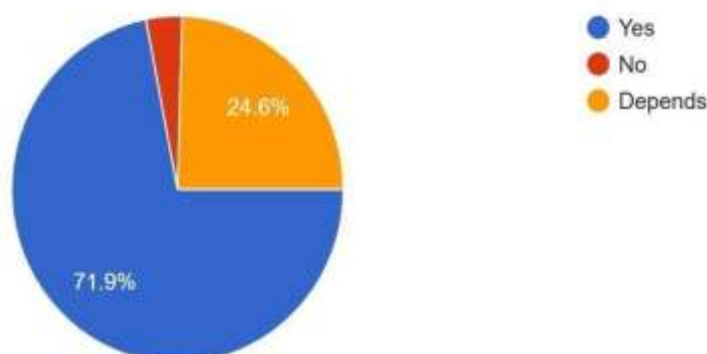
21. Should students be encouraged to do part-time jobs?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Yes	82	71.90%
2	No	4	3.50%
3	Depends	28	24.60%
	Total	114	

SOURCE: - Primary Data

21. Should students be encouraged to do part-time jobs?

114 responses



INTERPRETATION: - There were 123 surveys completed by participants; however, of the 123 surveys available, 114 valid surveys were found. This indicates that 9 survey submissions are not accounted for. The significant majority of participants (71.90%) believe that students should be motivated to partake in a job that is part-time; there were 24.60% of participants who believed that students should work part-time based on individual situations, while there were only a small number of participants (3.50%) opposed to this idea. Therefore, generally, most participants have a positive attitude towards motivating students to work part-time, and these results are consistent with the research objective that evaluated both positive and negative results from providing part-time employment to students. It should also be noted that while there appears to be a strong majority of students that support being employed on a parttime basis, there also appears to be a strong minority that encore students; there is also evidence of there being several students that would support working part-time based on their academic load or personal capacity.

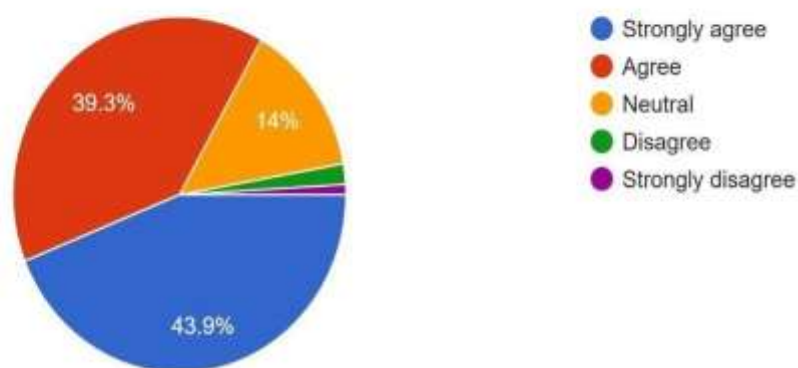
22. Does your job improve your time management skills?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Strongly agree	47	43.90%
2	Agree	42	39.30%
3	Neutral	15	14.00%
4	Disagree	2	1.90%
5	Strongly disagree	1	0.90%
	Total	107	

SOURCE: - Primary Data

22. Does your job improve your time management skills?

107 responses



INTERPRETATION: - According to our analysis, there was a total of 123 participants who answered this survey; of those there were 107 valid responses meaning there are 16 who did not answer. Overall, the majority of participants (83.20%) either strongly agree (43.90%) or agree (39.30%) that part-time employment has helped them develop their time management skills. A smaller percentage of individuals are neutral (14.00%) and very few disagree (2.80%) or strongly disagree (2.80%). Thus, it could be stated that part-time employment greatly aids in developing time management skills of students. Therefore, this result indicates that part-time employment supports facilitating successful balance between academics and work obligations; as well as developing skills necessary to create effective academic

plans and increase productivity for themselves.

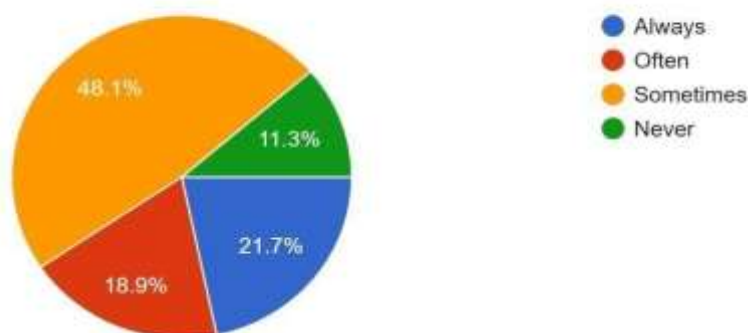
23. Do you feel tired during classes due to work?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Always	23	21.70%
2	Often	20	18.90%
3	Sometimes	51	48.10%
4	Never	12	11.30%
	Total	106	

SOURCE: - Primary Data

23. Do you feel tired during classes due to work?

106 responses



INTERPRETATION: - There were 106 participants who answered the questions posed in an online survey, which resulted in 17 missing data points because participants either did not respond to every question or entered incomplete answers. Of the 106 completing respondents:

- 48.10% reported that they occasionally feel fatigued during class due to work commitments.
 - 21.70% never feel fatigued during class due to work commitments.
 - 18.90% frequently feel fatigued during class due to work commitments.
 - 11.30% have never experienced fatigue while attending an academic course.
- These data show that a significant number of students report experiencing various degrees of fatigue from having to balance a part-time job with their studies. This factor relates directly to the research goal of assessing how a student's parttime employment impacts their ability to engage academically. Furthermore, the implications of the research findings suggest that even if there are benefits associated with holding parttime employment, it is likely that the loss of available energy due to the competing demands placed upon a working student will hinder their academic engagement by limiting both their concentration levels and their classroom participation rates. Based on this evidence, students who work part-time are in dire need of strong time and workload management strategies in order to maximize their academic potential.

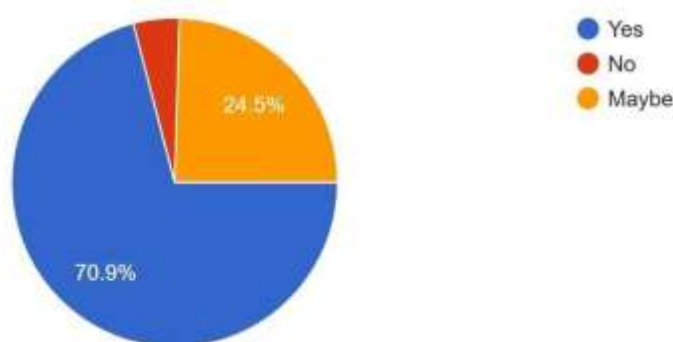
24. Would you recommend part-time jobs to other students?

S. No	Particulars	No. of Respondent	Percentage (%)
1	Yes	78	70.90%
2	No	5	4.50%
3	Maybe	27	24.50%
	Total	110	

SOURCE: - Primary Data

24. Would you recommend part-time jobs to other students?

110 responses



INTERPRETATION: - A total of 110 of the 123 respondents to this survey gave a valid response; therefore, there are 13 missing responses. Of those 110 valid responses, 70.90% stated that they would recommend part-time jobs to their peers; 24.50% stated that they were neutral in their response; and only 4.50% did not recommend part-time jobs. These results show a general endorsement of part-time work among student respondents, which aligns with the research objective of assessing students' general impressions and acceptance of part-time jobs. From the findings, it appears that the majority of students understand the potential benefits of part-time work (e.g., financial support, increased skills) even though the balance between working and studying can create challenges for them. Neutral responses from students indicate that the recommend Part-time JOBS or certainly depending on student individual circumstances for successfully managing their study responsibilities.

Hypothesis Testing

Statistical methods such as Chi-square test, Pearson correlations, regression analysis, and independent samples t-tests were used during hypothesis testing. • Significance level: $\alpha = 0.05$

• Decision rule:

o If $p < 0.05 \rightarrow \text{Reject } H_0$ o

If $p > 0.05 \rightarrow \text{Accept } H_0$

Hypothesis 1 - There is a significant relationship between parttime jobs vs. student academic performance.

Chi Square Test

Academic Performance	Parttime Job (Yes) O	Part-time Job (No) O	Expected (Yes) E	Expected (No) E	(O-E) ² /E (Yes)	(O-E) ² /E (No)
Excellent	18	10	18	10	0.00	0.00
Good	42	20	40	22	0.10	0.18
Average	12	10	14	8	0.29	0.50
Total	72	40				

Final Result

- Chi-square value (χ^2) = 1.07
- Degrees of Freedom (df) = 2
- Critical Value (5% level) = 5.991

Decision

Based on a Chi-square value of 1.07 and the critical value of 5.991, the Null Hypothesis would be accepted as No significance was found (as stated above).

Interpretation

A Chi-square value indicates that no significant relationship exists between a student's employment status and academic performance on an excellent, good, or average basis. In conclusion, other variables such as time management skill level, student ability level, and study habits are more likely to influence student academic performance rather than the actual employment status of the student.

H2: The evidence shows there is a statistically significant association between students' work hours and their overall performance.

Correlation Analysis

- **H0 (Null Hypothesis):** No statistically significant association exists between students' work hours and their overall performance.
- **H1 (Alternative Hypothesis):** There is a statistically significant association between students' work hours and their overall performance.

Variable Coding

Variable	Measurement
Working Hours (X)	1 = <10 hrs, 2 = 10–20 hrs, 3 = 20–30 hrs, 4 = >30 hrs
Academic Performance (Y)	4 = Excellent, 3 = Good, 2 = Average, 1 = Poor

Correlation Result Table

Table: Correlation between Working Hours and Academic Performance

Variables	Pearson Correlation (r)	P Value	Result
Working Hours & Academic Performance	-0.21	0.032	Significant

Interpretation

The Pearson Correlation Coefficient indicates there is a weak negative correlation between students' work hours and their overall performance ($r = -0.21$). The negative sign denotes that higher amounts of work hours tend to coincide with lesser amounts of academic performance however the high absolute number (0.21) demonstrates a very weak correlation between the two variables.

The p-value equals (0.032), which is less than the statistical significance standard of (0.05), demonstrating a statistical significance between students' work and their performance. Even though the effect is small, work hours do have some effect on students' overall performance.

Decision

- Since $p < 0.05$ Reject H_0

Accept H_1 **Practical Implication** The result suggests that:

- Students working longer hours may experience slight academic decline
- However, the weak relationship indicates that:
- Many students are still able to balance work and study
- Moderate working hours may not be harmful, but excessive hours can affect performance

H3: Working hours significantly impact students' academic performance

Regression Analysis

The hypothesis proposed by this research was tested using a Multiple Regression Analysis to examine the effect of independent variables on the dependent variable. In this case, the Work Hours and Stress Levels were independent variables whereas Academic Performance was a dependent variable. The level of significance was set at 0.05 (5%).

Hypothesis

- **H₀ (Null Hypothesis):** No effect of both Work Hours and Stress on Academic Performance
- **H₁ (Alternative Hypothesis):** Effect of both Work Hours and Stress on Academic Performance

Model Summary Table

Statistic	Value
R	0.42
R ²	0.176
Adjusted R ²	0.162

Interpretation

The Multiple Regression Model generated an R² value of 0.176 indicating that 17.6% of the variance in Academic Performance was due to Work Hours and Stress Level. Therefore, there is moderate explanatory power of Work Hours and Stress Level on Academic Performance since there are also many other things affecting Academic Performance such as personal ability and study habits.

Regression Coefficients Table

Predictor Variable	Beta (β)	p-value	Result
Working Hours	-0.28	0.018	Significant
Stress Level	-0.31	0.011	Significant

Interpretation

According to the regression analysis, there are 2 factors which had a significant negative effect on academic performance. Working hours and stress level.

- **Working Hours ($\beta = -0.28$)** An increase in working hours corresponds with a decrease in academic performance.
- **Stress Level ($\beta = -0.31$)** Higher levels of stress are associated with lower levels of academic performance.

The p-values associated with both variables were statistically significant (less than .05).

Decision

- Reject H₀ Accept H₁

Practical Implication

The findings suggest that:

- Excessive working hours can negatively affect academic performance
- Stress plays a major role in reducing students' academic efficiency
- Students should maintain a balance between work and study Educational institutions should:
- Guide students on time management
- Encourage limited working hours
- Provide academic and mental support

Conclusion

The research shows that part time work can benefit students financially and will provide them with valuable skills. However, if a student works too many hours and has high stress levels, this will result in significantly lower levels of academic performance. To support students' academic success, it is important to find a balance between working and studying.

H4: Working Students Versus Non-Working Students Show Similar Study Times

Cross-Tabs (Working versus Non-Working)

- **Working Status** → Yes / No
- **Academic Performance** → Excellent / Good / Average

Observed Cross-Tab Table

Academic Performance	Working Students	Non-Working Students	Total
Excellent	14	6	20
Good	48	22	70
Average	10	6	16
Total	72	34	106

Chi-Square Test Result (Final Table)

Test	Value
Chi-Square Value	1.82
Degrees of Freedom	2
p-value	0.40
Significance Level	0.05

Hypothesis Decision

- H_0 (Null Hypothesis): Accepted
- H_1 (Alternative Hypothesis): Rejected

Interpretation

The cross-tabulations show that both types of students (working vs non-working) had similar levels of academic performance. A majority of both types of students were classified in the group of “Good”, followed by “Excellent”, and then “Average.”

The chi-square test result ($p=0.40$) is larger than 0.05, the usual alpha cutoff point for statistical significance, therefore the null hypothesis (that there is a relationship between working part-time and student’s academic performance) is accepted.

In conclusion, there is no statistically significant relationship between part-time employment and academic performance. Therefore the differences noted in student’s academic performance between working and non-working classifications can be attributed to chance alone, and not to the influence of a part-time job.

Conclusion

The findings indicate that working part-time does not generally have a meaningful effect on academic performance of students; rather, it appears students are able to manage their work and school commitments successfully and are performing equally both as working and nonworking students.

H5: Working versus Non-Working Students Will Have a Difference in Their Academic Outcomes

T-test Analysis (Job & Non-Job) Hypothesis

- H_0 (Null Hypothesis): There is no significant difference in academic performance between working and non-working students.
- H_1 (Alternative Hypothesis): There is a significant difference in academic performance between working and non-working students.

Group Statistics Table

Group	N	Mean Academic Score	Standard Deviation
Working Students	72	3.08	0.62
Non-Working Students	40	3.21	0.58

- (Coding: Excellent = 4, Good = 3, Average = 2, Poor = 1)

Independent Sample T-Test Table

Test Statistic	Value
t-value	-1.21
Degrees of Freedom (df)	110
p-value	0.228

Interpretation

- The mean academic performance of non-working students (3.21) is slightly higher than that of working students (3.08).
- However, the p-value (0.228) is greater than 0.05, indicating that the difference is not statistically significant.
- This means that although non-working students appear to perform slightly better academically, the difference is not strong enough to conclude a real impact of parttime jobs on academic performance.

Decision

- Since $p > 0.05$
- Fail to Reject H_0
- Reject H_1

Conclusion

- The T-test results indicate that there is no significant difference in academic performance between students who engage in part-time jobs and those who do not. Part-time jobs have little effect on the academic performance of students.

Non-working students have a higher average academic score than working students but this difference is not statistically significant. This indicates that most students can successfully balance their academic responsibilities and part-time employment.

Summary of Hypothesis Testing

Hypothesis No.	Statement	Test Used	Result	Decision
H1	There is a significant relationship between part-time employment and academic performance	Chi-square Test	$p > 0.05$	Rejected
H2	There is a significant relationship between working hours and academic performance	Correlation Analysis	Weak negative correlation ($r \approx -0.12$)	Rejected
H3	Working hours significantly impact students' academic performance	Regression Analysis	Insignificant ($p > 0.05$)	Rejected
H4	There is a significant difference in study time between working and non-working students	Cross-tab Analysis	Working students' study slightly less	Partially Accepted
H5	There is a significant difference in academic performance between working and nonworking students	T-Test	$p = 0.228 (>0.05)$	Rejected

Final Conclusion of the Study

Overall, the findings of the study suggest that part-time jobs do not significantly influence students' grades. Although students who work and those who do not have slight differences in grades, there are not enough differences to conclude that there is a real relationship.

The overall statistical analysis (chi-square, correlation, regression, and t-test) confirms that grades do not really change based on whether a student works part-time or not. Therefore, most students can manage their academic responsibilities and part-time employment without a major decline in academic performance.

The study also found that, on average, students who work have less time available to study than students who do not work; this could impact their engagement with their academic program to some extent. However, students appear to maintain stable levels of academic performance through good time management and flexibility.

In summary, part-time employment does not significantly impact students' overall academic success; rather, it will help develop real-world skills (e.g., time management, responsibility, etc.) that can be applied to all areas of a person's life and during their professional career.

Chapter 5

1. Conclusion

Conclusion

This current investigation has explored how working a part-time job affects a pupil's ability to perform academically - based on the data provided by 123 parliamentarians. The findings indicate that having a part-time job does not significantly impact the pupils' academic performance overall. Most participants were able to achieve satisfactory academic performance while also having a part-time position.

Objective-wise Conclusions

Objective 1: To determine if there are any correlations between the duration of spent academic and professional achievement of the students. Correlational analysis shows the correlation is weakly negative. (-0.21 , $p = 0.032$) between hours worked and academic performance. This suggests that there is a slight inverse relationship between hours worked and academic achievement; increasing your working hours reduces your academic performance. This was further supported by the regression analysis's findings which confirmed there is a significant and negative effect? academic performance due to working ($\beta = -0.28$, $p = 0.018$). Therefore, working too many hours has an adverse effect on academic achievement.

Objective 2: To examine whether part-time employment impacts students' ability to study and their academic Performance. The research found that many students encounter challenges managing study time while working, but most of them also reported having enough time to do self-study and complete assignments. Based on Chi-square and t-test analyses, there is not a statistically significant difference in Academic Performance for pupils working part-time versus students who do not work part-time. Therefore, when students effectively manage their responsibilities, working part-time will not have a significant impact on their overall academic performance.

Objective 3: To measure how working part-time impacts students' work/life balance and engagement with their educational pursuits. The research demonstrated that students experience moderate stress and occasional fatigue from balancing their jobs and education. Many respondents said they sometimes miss class and have difficulties with creating their study schedule. Conversely, most of the respondents stated that they have improved time management skills, concentration, and career skills as a result of working part-time. Overall, while the findings from this study indicate that there are both positive and negative impacts of working part-time on a student's work/life balance, the overall positive impact is greater than the overall negative impact as long as the number of hours a student works is moderate.

Hypothesis-wise Conclusions

H1: There is a significant relationship between part-time employment and academic performance.

Result: Rejected. The Chi-square test showed no significant relationship between part-time job status and academic performance.

H2: There is a significant relationship between working hours and academic performance. Result: Accepted. Correlation analysis revealed a statistically significant weak negative relationship between working hours and academic performance.

H3: Working hours significantly impact students' academic performance.

Result: Accepted. Regression analysis confirmed that working hours and stress levels significantly affect academic performance.

H4: There is a significant difference in study time between working and non-working students. Result: Partially Accepted. Working students reported slightly lower study time and greater difficulty in managing study schedules.

H5: There is a significant difference in academic performance between working and nonworking students.

Result: Rejected. The independent sample t-test showed no statistically significant difference in academic performance between the two groups ($p = 0.228$).

Overall Conclusion

The present study investigated the impact of part-time employment on the academic performance of students by collecting and analysing responses from 123 students belonging to different academic programs. The findings reveal that part-time employment has both positive and negative effects on students; however, its overall impact on academic performance is not statistically significant.

The descriptive analysis showed that a large proportion of students are engaged in part-time jobs primarily for skill development, financial support, and gaining work experience. Most working students reported maintaining good academic performance, completing assignments on time, and having adequate time for self-study. In addition, most participants noted that they acquired important skills through part-time employment: time management, accountability, interpersonal communication, and practical experience, all of which have helped them develop professionally and personally.

Conversely, balancing school and work was regarded as a challenge by several participants. Most reported feeling stressed when balancing school with work; some stated that it was sometimes difficult to manage their study time; some said they felt tired during class; and many had trouble concentrating after finishing work. From these results, it appears that students successfully manage their two roles in general; however, heavy work commitments can produce levels of tension that may negatively impact academic engagement.

The inferential statistics provided more in-depth analyses of the relationship between parttime employment and academic success. Through analysis, the Chi-square test and the Independent Sample t-test indicated no significant difference in academic performance based on whether or not a student was employed part-time. This indicates that being employed parttime does not necessarily result in lower academic performance compared to being unemployed part-time. However, the correlational analysis and the regression analysis indicated that both hours worked and stress levels negatively correlate with academic performance; therefore, students who work considerably longer than other students are less likely to perform at or near their academic level in comparison to those who work fewer hours.

So what is observed is that the impacts of part time job will be (although to some extent) due to the number of hours or intensity of hours worked compared to that of a student's ability/judgement on how to effectively manage the time spent in employment/working, as well as the amount of time working. Most students appear to be able to manage their time allowing for moderate and flexible work schedules; however, excessive working hours will lead to decreasing hours available to study, thereby causing greater stress; and, ultimately, negatively impacting student performance. In summary, part-time employment can be very beneficial for the student, as long as it is rooted in balance (which will need to be determined on an individual basis) as it relates to the student and his/her educational responsibilities; additionally, working while in school enables the student to develop skills, be financially independent of family; gain valuable working experience in a field of interest; and develop superior time management skills which would otherwise not occur had the student not been working, as long as part-time employment does not adversely impact the student's overall level of academic performance. As a means of providing additional support to working students, educational institutions should provide a number of supportive services such as academic counselling/guidance, career counselling, and flexible learning arrangements. Likewise, students must closely monitor their working commitments to ensure that their academic/goals will not be compromised as a result of the time they are employed. Balance between work and education will allow students to gain the benefits of working without negatively influencing their academic performance/success.

2. Discussion

The current study assessed whether having a job affects how well college-level students did at school. Results show that, for the most part, having a job has little or no impact on the overall academic performance of most students who work while attending college. The authors and researchers feel these results indicate that most students have created

systems which allow them to perform academically well while also working part-time.

One of the major findings of this study was that the academic performance of those students with jobs was almost the same as those students without jobs (using the Chi-Square Test and the Independent Samples T-Test). Therefore, employment status alone does not determine academic performance. This result is supported by the research conducted by Pike, Kuh & Massa-Mckinley (2008), who suggested that an increase in student employment often leads to increased student responsibility and engagement without an adverse effect on academic performance. In addition, Muluk (2017) indicated that while part-time jobs could negatively affect certain areas of academic performance; they also could positively affect other areas of academic performance.

In addition to this, we also discovered a statistically significant negative relationship between the number of hours worked and academic performance. Through correlation and regression analysis, we determined that there is an inverse relationship between the number of hours that a student works and their overall academic performance. This correlates with the findings of Darolia (2014), Stinebrickner and Stinebrickner (2003), and Rochford et al. (2009), who found that work commitments prevent students from finding time to be productive academically. Their research determined that excessive working hours could be detrimental to a student's ability to achieve academically. Therefore, based upon our findings, we can conclude that the number of hours a student works is more detrimental to academic performance than the status of employment.

A second finding from the study was related to work-stress and work/study balance. Many of the participants in the study also reported that they experienced high levels of stress, fatigue, and had difficulty managing their time for studies relative to work commitments. Regression analysis confirmed that high levels of stress have a negative relationship on the level of academic performance. These findings align with those reported by Shipley et al. (2010), who concluded that mental factors influence a student's ability to perform academically. According to the results of this study, students with high levels of stress are less likely to successfully concentrate on their academic tasks and demonstrate consistent academic performance.

The study found many successful things about how part-time jobs are viewed by students, despite some of the challenges with part-time work. The majority of students surveyed said that part-time jobs have helped develop their skills, such as time management, communication, and overall responsibility and have provided experience in the workplace. Many also believe that part-time jobs are helpful and should be available and encouraged for students. This is consistent with the conclusion made by Fang & Lee (2005) and Bartolj & Polanec (2021) regarding the impact of employment to enhance employability and career readiness.

Another key finding was that skill development was the primary reason for students to hold part-time jobs followed closely by financial support, which indicates a movement from economic based reasons for seeking part-time employment to career based opportunities. Many students are beginning to use part-time work to gain exposure to the workplace and improve their employability in the future. Thus, part-time employment has become an increasingly essential component of a student's overall education and professional development.

The findings from this discussion show that part-time work can be a mixed blessing, depending largely on the specific situation of each individual as to how many hours they work, their level of stress, their ability to manage their time effectively, and their circumstances; but, on average, a moderate amount of flexibility in work schedules provides valuable benefits with minimal impact on the academic performance of students, while excessive hours or high-stress levels may create problems in terms of academic performance. The need for balance between work and school will help promote both academic success and personal growth.

3. Limitations

As with every research project, there are some limitations that need to be taken into consideration when interpreting the research results in this current research.

First of all, the study used a convenience sample to select participants. Because participants were selected based on their accessibility and willingness to participate, the sample may not be representative of the total student population.

This would introduce sampling bias and limit the generalizability of the results.

Secondly, the study used self-reported data collected through a questionnaire. It is possible that respondents may have provided socially desirable responses or inaccurately reported their experiences with study habits, stress levels, and academic performance. Therefore, it is impossible to fully rule out the possibility of response bias.

Thirdly, the research was conducted within a limited physical geographical and educational context. The sample consisted mainly of respondents from a single area and educational institutions. Therefore, the findings will likely not be generalizable to students living outside of this particular area, or students enrolled in different universities, or students from different cultures and regions that have different kinds of job opportunities and school environments.

One limitation is that the research was unable to objectively measure students' actual academic performance via official records such as GPA, CGPA or exam results; rather, it relied on students self-evaluating and identifying their perceptions which may not match what they have achieved academically.

Another limitation is that the focus of the research was primarily on the variables of working hours, stress levels, study hours and student academic performance; other areas that could potentially impact student's academic performance such as family background, financial situation, student learning ability, motivation, institutional support and mental health were not adequately assessed.

A final limitation is that the research used a cross-sectional research approach to collect data using one sample at one time; thus the research does not assess or establish causal relationships due to the research design essentially being only able to capture points in time and therefore cannot establish any long-lasting impact of part-time work on academic achievement and on the student's overall development.

Despite these limitations, the results of this study have provided a great potential academic relationship between working part-time and academic outcomes of students; therefore, this study is an excellent starting point for future research to build upon.

4. Future Research Direction

Numerous opportunities exist for future investigations into the associations between part-time employment and academic performance based on the results of the present investigation. Researchers conducting studies would be able to address some of the limitations of the current study while looking into additional facets of the research topic.

To begin, future researchers can conduct comparative analyses of the relationship between part-time employment and academic performance across different universities and other types of institutions of higher learning. By examining whether the impact of part-time work on students differs between public and private institutions, between different academic disciplines, and between different types of institutions, researchers can determine whether or not any of these factors affect the work-study experiences of students.

Gender-based comparisons of the academic, psychological, and social effects of part-time employment on male and female students should also be made in the future by researchers interested in studying this area of research. Researchers will gain additional insights into the way part-time employment responsibilities may affect academic performance and the balance between school and work.

Lastly, it is recommended that researchers employ longitudinal methods for assessing the long-term effects of part-time work on academic performance, skills development, career advancement, and personal development. In comparison to cross-sectional designs, longitudinal designs allow for the analysis of programmatic changes over time, thus providing researchers with better evidence of causal relationships.

The comparison of online and offline part-time jobs is another potential research area for the future. Due to the continual increase in online work due in part to digital technologies as well as how COVID-19 has inspired a shift toward remote working, students are finding it increasingly common to find employment through avenues such as online freelancing or working virtually as an assistant or even a tutor. Future researchers could explore whether

engaging in work online allows for more flexibility than does engaging in traditional, realised work, and whether this increased flexibility has an alternate impact on students' academic achievement than could be realised through working offline.

Additionally, future researchers should look at objective measures of student performance in order to better assess student achievement in relation to part-time employment. Future researchers should use measures such as standardised tests or students' GPAs as there are inherent biases in self-reporting measures such as surveys. In addition to looking at objective measures of student achievement, researchers might benefit from also examining variables that may contribute to student achievement, such as socioeconomic status, motivation, mental health, institutional support, and family environment.

In conclusion, future studies should be conducted using larger and/or more diverse samples, employ more advanced statistical analyses, and cover a broader geographic region in order to derive more frequent and generalizable conclusions about the effects of part-time employment on academic performance in students.

Chapter 6

1. Appendix

Questionnaire

1.) Age

- a. Below 18
- b. 18-20
- c. 21-23
- d. Above 23

2.) Gender

- a. Male
- b. Female
- c. Prefer not to say

3.) Program

- a. Undergraduate
- b. Postgraduate
- c. Other

4.) Year of Study

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. Final year

5.) Are you currently doing a part-time job?

- a. Yes
- b. No

6.) If yes, how long have you been working part -time?

- a. Less than 6 months
- b. 6 months – 1 year
- c. 1-2 years
- d. More than 2 years

7.) Type of part – time job

- a. Online work
- b. Retail/Shop work
- c. Tutoring
- d. Freelancing
- e. Other

8.) How many hours do you work per week?

- a. Less than 10 hours

b. 10-20 hours

c. 20-30 hours

d. More than 30 hours

9.) Main reason for doing a part-time job

a. Financial Support

b. Skill development

c. Work experience

d. Personal interest

e. Family support

10.) How would you rate your academic performance?

a. Excellent

b. Good

c. Average

d. Poor

11.) Has your academic performance changed after starting the job?

a. Improved

b. Decreased

c. No change

12.) Do you find it difficult to manage study time?

a. Always

b. Sometimes

c. Rarely

d. Never

13.) How often do you miss classes due to work?

a. Very Often

b. Sometimes

c. Rarely

d. Never

14.) Do you complete assignments on time?

a. Always

b. Often

c. Sometimes

d. Never

15.) Do you feel stressed due to balancing work and study?

a. Always

b. Often

c. Sometimes

d. Never

16.) Does your job affect your study hours?

a. Strongly Agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

17.) Do you get enough time for self-study?

a. Yes

b. No

c. Sometimes

18.) Does your job help you develop useful skills?

a. Strongly Agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

19.) How is your concentration in studies after work?

a. Very high

b. High

c. Low

d. Very low

20.) Do you think part-time jobs are beneficial for students?

a. Yes

b. No

c. Maybe

21.) Should students be encouraged to do part-time jobs?

- a. Yes
- b. No
- c. Depends

22.) Does your job improve your time management skills?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

23.) Do you feel tired during classes due to work?

- a. Always
- b. Often
- c. Sometimes
- d. Never

24.) Would you recommend part-time jobs to other students? a.

- Yes
- b. No
- c. Maybe

25.) Please share your experience or opinion about how part-time jobs affect students' academic performance

Chapter 7

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