



The Impact of Working Part-time on Students' Academic Performance

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ABSTRACT

This study aimed to determine the impact of part-time work on academic performance of university students. Data were collected from students and analyzed according to variables such as gender, years of study and work experience. The variables examined included nature of work, time management, income and social support. The findings showed that all factors positively influenced the academic performance of students, with time management being identified as the factor with the greatest impact. Additionally, the study proposes three solutions tailored to individual student needs and conditions, aiming to foster a positive learning environment and address the diverse requirements of students during their learning and development journey. However, it is essential to acknowledge the study's limitation: the surveyed student sample was concentrated solely in Hanoi. Notably, the comparison between part-time working students and non-working students, as well as variations in learning achievements based on different weekly work hours, remains unexplored. Future research should consider broader contexts and diverse student populations to enhance the generalizability of findings.

Keywords: Education, Part-time Job, Students' Academic Performance, SEM.

1. Introduction

It is very common for students to work part-time. University students also work part-time to have more money to cover living expenses and tuition in Vietnam. During their time at school, students must get used to taking care of their own personal expenses. While ensuring academic performance is the number one priority, spending during the study process is also something that needs to be paid attention to because it can affect academic results.

The impact of part-time jobs on university students' academic performance has been a topic of interest in recent literature. There have been concerns about whether part-time work negatively affects academic performance. Part-time working has a slight negative effect on students' mental and physical health, and more hours worked increases the likelihood of a negative effect on academic performance (Carney, C. et al., 2005). Schoofs et al. (2008) had shown that student employment can lead to feelings of being overwhelmed, as students juggle school, work, and home life. Salamonson et al. (2009) found that part-time work had a significant negative impact on academic performance among nursing students. According to research by Anh N.P.T (2013), there was a difference in students' cumulative grade point average (GPA), with students' GPAs being higher before they started working part-time than after; the more hours they worked part-time, the more the time factor negatively affected their academic performance. Studies have found contradictory results, with some suggesting minimal negative effects for 0-9 hours of part-time work per week, while longer hours can lead to greater negative effects on academic performance (Brennan, A., & Dempsey, M., 2018).

According to Antonio and Alessia (2016), if the part-time work is unrelated to the subject, it will have a detrimental effect on school performance; on the other hand, if it is related, it will have a positive effect. Muluk (2017) discovered which "types of part-time jobs" negatively impact students' academic performance. He also found that despite the time spent on part-time jobs, students' GPAs were above average. However, these students took longer to complete their studies compared to those who did not work part-time. According to Luu Chi Danh et al. (2023), the more part-time jobs students choose that are related to their major, the better their academic performance will be. Interestingly, some studies have identified potential benefits of part-time employment. A study focusing on students at IAIN Kediri found that part-time workers could achieve good or even better academic performance due to the experience gained from their jobs. The study highlighted the importance of time management and suggested that part-time work could be beneficial if managed well (Azis, E., & Yusanti, G., 2021). The impact of part-time employment on university students' academic performance is multifaceted and influenced by various factors, including the number of hours worked, the nature of the job, and the students' ability to manage their time effectively. While there is evidence of negative effects, particularly when work hours are high, some studies suggest that part-time work can also offer valuable experiences that may enhance academic performance if balanced properly.

2. Model & Hypotheses

The study was conducted using quantitative methods and descriptive statistics, targeting students in Hanoi. Data were collected through online questionnaires, measured using a 5-point Likert scale, and subsequently quantified and analyzed using SPSS statistical software to derive logical and scientific conclusions.

The research model is based on the original model by Luu Chi Danh et al. (2023), from which the author proposes the following research model:

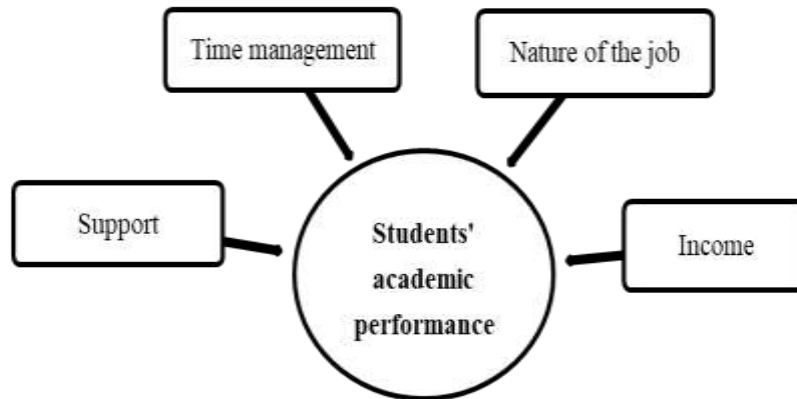


Fig. 1 - Proposed Research Model

Hypotheses:

H1: There is a positive relationship between time management (TM) skills and students' academic performance (SAP).

H2: The nature of the job (NJ) affects students' academic performance.

H3: There is a relationship between income from part-time jobs (IC) and students' academic performance.

H4: Support from various sources (SP) influences students' academic performance.

3. Results and Discussion

The study surveyed university students in Hanoi and obtained 237 qualified questionnaires.

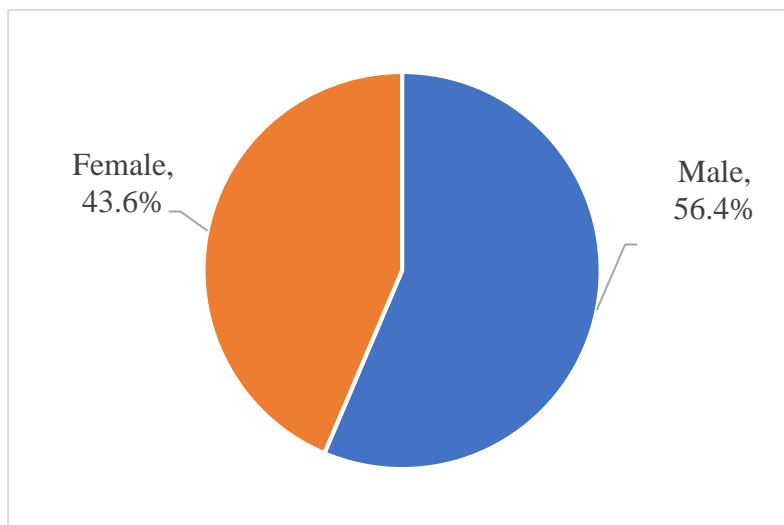


Fig. 2 - Percentage of Gender

Among the 237 students surveyed, the percentage of female students was 43.6%, while male students accounted for 56.4%. This division demonstrates that the importance of part-time work for both genders is not significantly different.

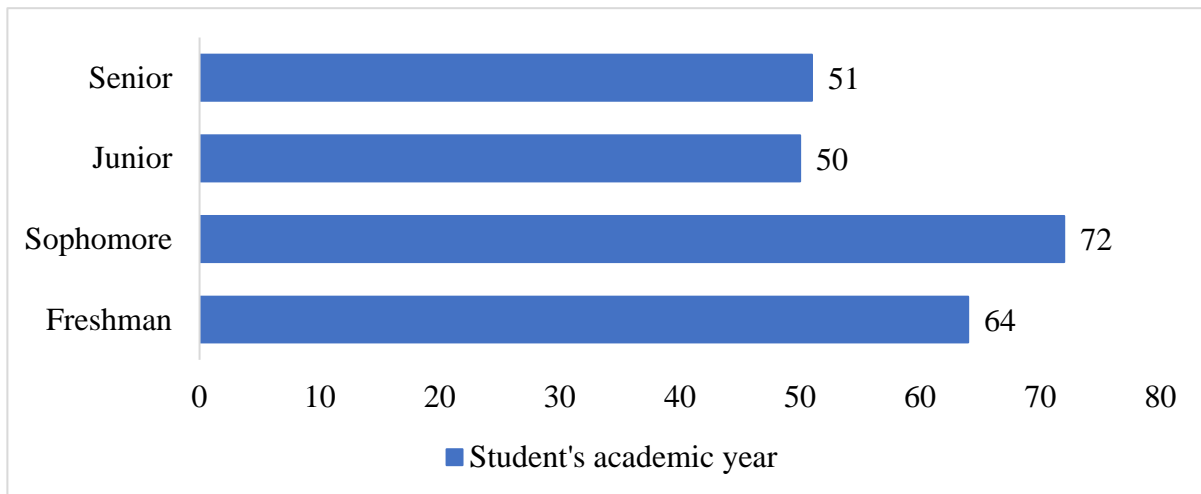


Fig. 3 - Number of Students, by academic year

Based on Fig. 3, this distribution shows the diversity in the level of students participating in the study.

Table 1 - Part-time work duration

Part-time Work Duration	Frequency	Percent (%)
No or less than 3 months	76	32.1
From 3 to 6 months	61	25.7
From 6 to 9 months	37	15.6
From 9 to 12 months	28	11.8
More than a year	35	14.8
Total	237	100

Table 2 shows a significant variation in student work experience, from short-term to long-term. While a large proportion has minimal experience, a smaller yet notable percentage of students engage in part-time work over extended periods. The relatively lower percentages for longer durations of part-time work (more than 9 months) suggest that while some students manage to balance work and study effectively, it is less common. Those who do may benefit from greater time management skills and potentially better future employment prospects due to their work experience.

Table 2 - KMO and Bartlett's test

KMO and Bartlett's Test	
KMO	0.878
Sig. Bartlett's Test	.000
Number of Factor Groups	4
Total Variance Explained	76.98%

After testing the appropriateness of the scales of 4 groups of factors affecting students' learning outcomes, the study conducted exploratory factor analysis (EFA) with appropriate variables. The KMO coefficient = 0.878 > 0.5 shows that factor analysis is appropriate for the research data. The significance level Sig. < 0.05 shows that the collected research data used for factor analysis is completely appropriate.

Table 3 - Model summary

Model Summary ^b					
Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin - Watson
1	.809 ^a	.655	.649	.39821	1.831

a. Predictors: (Constant), SP, TM, NJ, IC

b. Dependent Variable: SAP

The results indicate that the predictors (SP, TM, NJ, IC) significantly explain the variance in the dependent variable (SAP). The model is statistically significant and shows a strong fit, as evidenced by the high R Square value and significant F-statistic. The absence of autocorrelation in the residuals further supports the validity of the model.

Table 3 - Model summary (cont.)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	70.204	4	17.551	110.682	.000 ^b
1	Residual	36.947	233	.159		
	Total	107.152	237			

a. Dependent Variable: SAP

b. Predictors: (Constant), SP, TM, NJ, IC

Table 4 - Linear regression results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	b	Std. Error	β			Tolerance	VIF
	(Constant)	.141	.197		.717	.474	
	IC	.175	.052	.168	3.341	.001	.585
1	SP	.272	.047	.296	5.801	.000	.568
	TM	.286	.042	.340	6.896	.000	.608
	NJ	.236	.055	.203	4.254	.000	.647

a. Dependent Variable: SAP

The results of the multiple linear regression analysis showed that the VIF of the independent variables were all < 2.0 , so there was no multicollinearity between the independent variables; therefore, the research model was accepted. The independent variables all had Sig. values < 0.05 , so they were retained.

All independent variables (support, income, time management, and nature of the job) positively influence the dependent variable. Time management has the strongest impact, followed by support, nature of the job, and income. The statistical significance of all predictors ($p < 0.05$) supports the reliability of these findings, indicating that improvements in these areas are likely to enhance students' academic performance.

The estimated coefficient of the time management variable is 0.340. The positive estimated coefficient indicates a positive relationship between time management and students' academic performance, which is consistent with the research model. Time management has a positive impact on students' academic performance. Students with good time management skills tend to have higher academic performance (Macan, Shahani, and Dipboye, 1990; Britton, B. K., & Tesser, A., 1991). Applying time management techniques, such as planning and prioritizing tasks, can improve students' academic performance.

The estimated coefficient of the support variable is 0.296, indicating a strong and positive relationship between social support and student academic performance. Research by Smith et al. (2019), as well as Johnson and Smith (2020), has found that support from the company and community can facilitate student learning and success. Encouragement, encouragement, and emotional support from the company, family, and friends can help students feel more confident in facing academic challenges and developing their abilities.

The estimated coefficient of the variable nature of the job is 0.203, indicating that suitable part-time jobs have a positive relationship with students' academic performance. Students believe that part-time jobs provide them with the opportunity to develop many social and personal skills, such as communication skills and self-confidence through working and dealing with others, as well as a sense of competence and responsibility, from arriving at work on time and performing assigned tasks. This helps them develop their own abilities, contributing to better academic performance.

The estimated coefficient of the income variable is 0.168, which has a positive impact on academic achievement. An increase in income can provide students with resources and opportunities to support their learning, such as access to textbooks, attending additional academic exchanges, or taking remedial courses (Autor et al., 2015).

To optimize academic performance while working part-time, students can apply some appropriate solutions.

- Develop time management skills: By planning work and prioritizing tasks, students can improve their academic performance without affecting their working time.

- Seek social support: Students should seek support from universities, teachers, family and friends. The school's job referral centers and teachers can introduce suitable part-time jobs. Teachers also support students in arranging their studies and achieving their learning goals. Family and friends can encourage and motivate students, help students feel more confident in facing academic challenges.

- Find jobs related to their major: students should do part-time jobs related to their major. This not only helps them apply the knowledge they have learned into practice but also helps facilitate their studies. Work related to your field of study can also provide opportunities for support and encouragement from colleagues and management.

4. Conclusion

The study clarified the relationship between time management, income, nature of work and social support on students' academic performance. The results showed that these factors all had a positive impact on learning performance, with time management being confirmed as the factor with the strongest impact. There were 03 proposed solutions, which need to be developed and adjusted to reflect the needs and conditions of each student and help create a positive learning environment and meet the diverse needs of students in the learning and development process. The limitation of this study is that the surveyed students were only concentrated in Hanoi. The difference between the learning achievements of students who worked part-time and students who did not work, as well as the difference between students who worked different hours per week, was not compared.

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