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The Effect of Part Time Jobs on University Students' Academic Achievement

1. **Fatima Saddique** (Corresponding Author)
MPhil Scholar, Department of Education, Virtual University, Lahore
Pakistan. Email: fatimasaddique@gmail.com
2. **Dr. Farhana Khurshid** Associate Professor, Fatima Jinnah Women University Rawalpindi
3. **Dr. Bushra Inayat Raja** PhD in Leadership and Management from UCL Institute of Education.
University of London, UK. Email: bushra_edu@hotmail.com

Abstract



This research investigated the effect of Part-time jobs on university student' academic achievement. A sample of 150 students from 3 reputed public sector universities was examined for this purpose. Both students of arts and science departments were the sample of the research. A quantitative approach was used to investigate the effect of part-time job on university students' academic achievement. The factors that were used to find out perceived effect of Part-time jobs on university students' academic achievements were students' GPA, working hours in a day, type of part-time job, as well as workload at job. The findings of the study showed that part-time jobs have a positive effect on students' GPA as it was above 2.6. It was also found in a few cases, the students having part time jobs have taken more time to complete their degree than the other students. Moreover, the respondents were satisfied with their job but not satisfied with their salary, with most students supported the freedom provided by the job. Students believed their part-time job would help them find employment and they wanted to have such a job in future. These students have flexible work schedules and also worked on weekends. They believed that getting a part-time job will help them break into the workforce and increase their prospects of landing better positions in future. Therefore, having a part-time job is quite helpful for university students.

Keywords: Part Time Job, Academic Achievements, Effect of Part Time Job

Introduction

The funding for higher education signifies a significant decision for reinforcing people' and improving their social and economic status. In reality, graduated students usually experience higher marketplace outcomes, comparative to less educated employees. Therefore, evidence shows the difference in employability, compensation and level of job among people with college education. Contrarily, research signifies main reasons behind these differences, for example job market deals with university toppers in a different way (Altonji et al., 2015).

According to Kalenkoski and Pabilonia (2009) part time job may improve a fresh university student's future position within the job market. Though, workplace training mostly advances other abilities than thinking abilities that universities didn't evaluate by assessments and examinations. Further, due to part time job students find less time for their studies and thus could result in bad academic performance, most likely leads towards university dropout. Moreover, it could also affect job performance among the students holding same degree at workplace. University students' workplace success relies not just on the overall level of higher education, but person's abilities and knowledge that are learnt while they joined the university. In this matter, an important feature for the decision is to completely focus on education or decide to do job side by side university education, which could improve job market outcomes. Further, mostly students decide to do part time job during their university studies, due to financial problems and motivation to gain job experience and also improve skills needed for job to improve future job chances (Humburg & Velden, 2015).

This study is focused on analysing how students' part-time employment affects their GPA. The relationship between two variables, students' part-time employment (which includes all types of employment, such as internships, teaching, tuition etc.), and students' academic achievement. Can they easily balance working a part-time job and studies? Either they find less time to learn or it has an impact on their academic achievement at university level. If their job does not allow to enjoy

holidays, they either found less time to focus on their studies or they believed they needed to complete projects with a fresh mind, and their job prevented them from doing them successfully.

Problem Statement

Student's part-time job is described as an action for financial gain. Academic success is always a more difficult challenge. Academic accomplishment is most simply judged by GPA (Astin, 1993; Canabal, 1998; Hood, Craig, & Ferguson, 1992; Perkins, Pitter, & Whitfield, 1999; Stern & Nakata, 1991; Water, 1996).

The study's main aim is to determine how a part-time job affects a university student's academic performance. The effect of part-time work on students' GPA is the focus of this research.

Research Questions

1. What is the influence of part time job on student's GPA?
2. What is the reason behind students' part-time job?
3. What is the impact of weekly hour work on their GPA?

Research Objectives

1. To find out the influence of part time jobs on students GPA.
2. To find out the reasons behind students' part time jobs.
3. To find out students' opinions about part- time job.

Rationale of Study

Due to students' growing interest in pursuing higher education and the cost of attending university, part-time employment among students has increased over the past several years. This study's goal was to find out how part-time work affected students' academic performance, specifically GPA.

Theoretical Framework

According to human capital theories, the students' part time job has positive effect on the future labour market. This is due to the fact that job improves students' general and specific human capital through the acquisition of relevant job experience and abilities that are highly desired by employers (Becker, 1964). According to the Theory of Allocation of Time (Becker, 1965), students who work and study may perform worse academically since employment may interfere with the time specified for academic learning and activities (Buscha et al., 2012; Dustmann and Soest, 2007; Kalenkoski and Pabilonia, 2010). However, if students who are working while enrolled in university are able to effectively manage their time allocation, such as when substituting leisure for work, they may not necessarily perform worse academically than full-time students (Dundes & Marx, 2006, Butler, 2007). There is a lot of empirical data regarding the connection between working while enrolled in school and either academic or labour market outcomes (Theune 2015, Darolia, 2014, Triventi, 2014, Hakkinen, 2006, Geel & Gellner, 2012). This study's main objective was to ascertain how part-time jobs impacted working students' academic performance and grades. The researchers examined the data collected from the university students to determine how part-time employment impacts their academic success.

Literature Review

Triventi (2014) and Darolia (2014) found that full-time employment had a negative impact on students' academic achievement. While part-time employment did not significantly affect students' academic achievements. Particularly, students' jobs related to their discipline helps them to feel better at their workplace (Geel & Gellner, 2012; Robert & Saar, 2012). Working part-time, between 10 and 19 hours a week, is different from full time job, students have more studying time and a higher GPA. However, Students who work more than 10 and 19 hours per week do not seem to profit in the same ways, but their GPA does not seem to be suffering either (Dundes & Marx, 2006). This phenomenon has been studied pragmatically, in many aspects for example academic achievements, time taken by students to complete a degree and marks obtained. Researchers used different methods to find out results. They found part time jobs negatively influences on educational attainments (Avdic & Gartell, 2015; Darolia, 2014; Triventi, 2014; Theune, 2015; Stinebrickner & Stinebrickner, 2013; Wenz & Yu, 2010).

Triventi (2014) and Darolia (2014) found part time job influences students’ academic achievement less than the full-time jobs. Same results have been reported from other studies analyzing the number of hours students worked, that found work load negatively influences academic achievements (Beffy, Fougère, & Maurel, 2013; Callender, 2008; Wenz and Zu, 2010).

Previous studies conducted by (Geel & Gellner, 2012; Hakkinen, 2006; Humburg & Veldeen, 2015; Light 1999 &, 2001; Molitor & Leigh, 2005) found positive influence of part time jobs on future jobs and earning. Contrarily, Hotz, Xu L, Tienda & Ahituv (2002) and Baert, Rotsaert, Verhaest, & Omeij (2015) have found a negative influence on students’ academic achievements. Further Mounsey, Vandehey, & Diekhoff (2013) argued there is no substantial association among part time jobs on future jobs and earning. But it has a positive impact of part time job on students’ academic achievement who spend seven hours in a week on part time job (Applegate & Daly, 2006). Researchers found part time job negatively impacts students’ achievements who spend 20 hours on work (Hovdhaugen, 2013; Roksa, 2010; Wang, Kong, Shan, & Vong, 2010).

A few researchers (Hovdhaugen, 2013; Humphrey, 2006; Triventi, 2014) have reasoned that the quality of the working environment and the number of hours worked, should be investigated, as they are key to find the impact of part time jobs on students’ achievements. Darmody and Smyth (2008) argued the association of study projects, the schedules of the classes, the instruction methods, the hours of study and workload, are few reasons that help to find out part time job effect on students’ academic achievements (Andreu, Codina, & Gelabert, 2012).

Another huge proposed corpus on the outcomes of part time job is providing future work force. According to Ali (2017) part time job helps students to gain working experience and extra income. Research indicated that part time job positively affects the employability of the students as work experience improves social skills and professional success possibilities (Curtis, 2007; Evans, Gbadamosi & Richardson, 2014; Humphrey, 2006). This improves their professional profile, separate them from other candidates who did not have job experience, and qualify them increasingly fit to work. Another study presumes that the individuals do over time while acquiring educational degree needs additional months to complete their degree (Gleason, 1993). Additionally, students who worked while pursuing a degree performed better than their friends who worked less or didn't work at all.

Some researchers described university students having more understanding of job, earns more than others and they are paid more per hour. According to Cahuzac and Giret (2001), students who work make more money than those who have never worked or even those who have finished internships. Students who work while in school typically find employment within a year of receiving their degree (Hakkinen, 2006). In this way, continuing to work while earning a degree adds time to the completion process. According to a past study the best decision for students was to work in a field connected to their degree since this kind of career-advancing investment is progressively beneficial in higher studies (Masjuan, Troiano, Vivas, & Zaldvar, 1996).

Ngan (2021) study's findings point out certain important aspects, of part time job such as students' increased independence, decreased dependency on their families, and support for their personal development. Additionally, it was also found students suffers when they did not put much effort on their academics, resulting in poor grades. According to Verulava and Jorbenadze (2022), the majority of students thought that having a job was primarily necessary since it allowed them to support their family financially and pay for incurred expenses. The majority of students have selected conventional part-time jobs that are unrelated to their future careers.

Methodology

Quantitative research method was used for this study. The quantitative study data was analysed through descriptive method.

Sample

Sample of the study comprised of 150 students studying in Masters and Bachelors program of three universities. The sample was purposive in nature, as only those students were selected who were doing part time job along with their studies.

Questionnaire

A closed- ended survey questionnaire was used for the collection of data from the study participants. The questionnaire was adapted from past two studies (Robinson, 1999; Wantanabe, 2005).

Any component of a question, questionnaire, or other instrument may be modified with regard to its content, format, answer scales, or visual presentation. According to Harkness (2010; 2008;

Harkness, Villar, and Edwards, 2010), adaptation is done to better meet the requirements of a new population, location, language, mode, or any combination of these.

There were 20 questions in the questionnaire. The questions were related to the students GPA, their subjects, their job title, reason of working as part time, the number of their working hours per week and general demographic questions were asked. The questionnaire was a close ended questionnaire with multiple options to answer. In order to find out GPA of students' options about GPA was added in questionnaire 2 to 2.5, 2.6 to 2.99, 3.00 to 3.5, and 3.6 to 3.99. Questions related to the major subjects were asked and after that the frequencies and percentages were calculated to find out the percentage of respondents' department wise. In an attempt to find out the how many hours per week students were working options Between 5-10 hours, Between 10-15 hours, Between 15-20 hours, above 20 hours were added. In other questions students responded in yes and no.

Data Analysis

According to Aliaga and Gunderson (2002), the quantitative research methods are used to collect and analyse numerical data in order to understand a problem or phenomenon. For the present study the same technique was used. The quantitative data was processed on statistical package for social sciences (SPSS) version 13.0. The data was analysed descriptively i.e., frequencies and percentages were calculated and used for the interpretation and discussion of quantitative data. The data is presented in table 1 to 20.

Table 1

Demographics of students

Gender of Students' working Part-time (n= 150)

Status	Frequency	Percent
Male	50	33.33
Female	100	66.66
Total	150	100.0

The analysis of data depicted that 33.33% study participants were male whereas 66.66% research participants were female.

Table 2

Status of students senior or junior (n= 150)

Status	Frequency	Percent
Senior	83	55
Junior	67	44
Total	150	100.0

In data analysis, it was found the percentage of senior students were more than the junior students working as part time.

Table 3

GPA of students doing part time job (n= 150)

GPA	Frequency	Percent
2 to 2.5	40	26.7
2.6 to 2.99	58	38.7
3.00 to 3.5	43	28.7
3.6 to 3.99	9	6.0
Total	150	100.0

In an attempt to see effect of part- time job on university students GPA. It was found that 26.7 % of the research participants had GPA between 2 to 2.5, 38.7% respondents had GPA between 2.6 to 2.99 and only 9% respondents had GPA between 3.6 to 3.99 that highlighted 110 students has GPA between 2.6 to 3.99 that means above 65%. It concludes that most of the students doing part time jobs were high achievers.

Table 4

The subjects/courses students doing part- time job (n= 150)

Subjects	Frequency	Percent
Education	33	22.0
Economics	22	14.7
Islamic studies	16	10.7
Public Administration	4	2.7
English	9	6.0

Mathematics	11	7.3
Psychology	5	3.3
Gender Studies	5	3.3
Digital system designs	2	1.3
Mechanical Engineering	23	15.3
Electronics	6	4.0
Solid Mechanics	2	1.3
Fluid Mechanics	3	2.0
Control System	1	.7
Mechanics of Materials	1	.7
Automation Control	3	2.0
Theory of Mechanics	3	2.0
Thermo Fluids	1	.7
Total	150	100.0

Thirty three students from the department of education participated in the study. It was the highest percentage in terms of the respondents' departments. The departments with the fewest respondents, each with one student, were Control System, Mechanics of Materials, and Themo Fluids.

Table 5

Job titles of students' doing part- time jobs (n= 150)

Job Title	Frequency	Percent
Teacher	45	30.0
Tutor	58	38.7
Beautician	10	6.7
Social worker	15	10.0
Digital Design	1	.7
Mechanical Engineer	3	2.0
Freelancer	12	8.0
Teacher Assistant	1	.7
Photographer	3	2.0
Trainee	2	1.3
Total	150	100.0

The data showed that 30% students were Teachers, 38.7% students were Tutors, 10% students were Beauticians, 15% students were social workers, 1 student was Digital Designer 3 students were Mechanical Engineer 8% students were Freelancer, 1 students was Teacher Assistant, 2% students were Photographer and 2 students were Trainee. Mostly the students were Tutors and Teachers.

Table 6

Working hours per week (n= 150)

Duration	Frequency	Percent
Between 5-10 hours	60	40.0
Between 10-15 hours	39	26.0
Between 15-20 hours	18	12.0
Above 20 hours	33	22.0
Total	150	100.0

The data indicated that 40% of the students were working between 5 and 10 hours a week in part-time jobs, 26% of students worked between 10 and 15 hours a week as part-time job. Between 15 and 20 hours per week, 12% of students were working part-time, while 22% of students were working more than 20 hours as part-time. The university students worked between 5 and 10 hours a week on average.

Table 7

Time spent to study during part-time job (n= 150)

Responses	Frequency	Percent
Yes	63	42.0
No	87	58.0
Total	150	100.0

The researchers examined the data and discovered that there was a significant variation in the amount of time that students spent studying. 42% of students said they studied more than they worked

a part-time job, while 58% said they did not. As a result, they spent less time studying than they were working a part-time job. It is concluded that their part-time job has an impact on their study time.

Table 8

The influence of students' part-time job on their studies (n= 150)

Responses	Frequency	Percent
Yes	97	64.7
No	53	35.3
Total	150	100.0

The data were analyzed by the researchers and discovered that 64.7 respondents performed better while doing part time job and 35.3% of students did not. It demonstrates that their part-time job had no impact on their outcomes.

Table 9

The impact of balancing the demands of part-time work and academic studies (n= 150)

Responses	Frequency	Percent
Yes	86	57.3
No	64	42.7
Total	150	100.0

The researchers examined the data and discovered that 42.7% of students did not find it difficult to manage the demands of part-time work and study, while 57.3% of respondents found it challenging to do so. It demonstrates that the majority of respondents found it challenging to balance job and education demands.

Table 10

The impact on students' education of part-time jobs (n= 150)

Responses	Frequency	Percent
Yes	51	34.0
No	99	66.0
Total	150	100.0

Researchers had examined the data and discovered that 34% of respondents had fallen behind in their studies as a result of their part-time jobs, while 66% of students had not experienced that issue. It demonstrates that most respondents weren't left behind in studies because of their part-time employment.

Table 11

Economic factors effect on students' decisions to do a part-time job (n= 150)

Responses	Frequency	Percent
Yes	95	63.3
No	55	36.7
Total	150	100.0

The researchers had examined the data and discovered that 36.7% of respondents did not have part-time jobs as a result of economic factors, whereas 63.3% of respondents were persuaded by economic factors to have part-time jobs. It demonstrates that economic factors have a bigger impact on students' decisions to work part-time.

Table 12

Number of students financing their own studies (n= 150)

Responses	Frequency	Percent
Yes	84	56.0
No	66	44.0
Total	150	100.0

After analysing the data, the researchers discovered that 44% of respondents didn't earn money for their education, whereas 56% of respondents did. Therefore, it can be said that majority of students worked to support their studies.

Table 13

The percentage of students who believe that their part-time job will help them obtain employment after completing their studies (n= 150)

Responses	Frequency	Percent
Yes	105	70.0
No	45	30.0

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Total	150	100.0
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After analysing the data, the researchers discovered 45% students believe that their part-time employment will not help them from finding employment after completing their studies and that 70% of respondents believed that their part-time employment will help them find employment after completing education. It demonstrates that the majority of respondents were in agreement that their part-time job will help them to find work after completing their studies.

Table 14

The percentage of students interested in this type of part-time work in the future (n= 150)

Responses	Frequency	Percent
Yes	97	64.7
No	53	35.3
Total	150	100.0

Following data analysis, researchers discovered 64.7% of students would choose this type of part-time work in the future after completing their school, whereas 35.3% of students would prefer a different type of part-time work. It demonstrates that the majority of respondents enjoyed their part-time employment and intend to pursue similar job after obtaining their degree.

Table 15

The number of students with flexible work schedules (n= 150)

Responses	Frequency	Percent
Yes	81	54.0
No	69	46.0
Total	150	100.0

The researcher had examined the information and discovered that 54% of respondents had flexible work schedules while only 46% did not have flexible work schedules. It demonstrates that the majority of respondents had flexible working hours.

Table 16

The percentage of students working part-time on weekends is depicted in this table (n= 150)

Responses	Frequency	Percent
Yes	108	72.0
No	42	28.0
Total	150	100.0

According to the researcher's analysis of the data, 72% of respondents reported working on weekends, while 28% of students reported not working at all on weekends. It demonstrates that the majority of respondents worked part-time on weekends.

Table 17

The percentage of students that are happy with their part-time jobs (n= 150)

Responses	Frequency	Percent
Yes	83	55.3
No	67	44.7
Total	150	100.0

After analysing the data, the researcher discovered that 55.3% of respondents were pleased with their part-time employment, whereas 44.7% of respondents were not pleased. It demonstrates that the majority of respondents were happy with their part-time jobs.

Table 18

The number of students who were happy with their part-time job's salary (n= 150)

Responses	Frequency	Percent
Yes	67	44.7
No	83	55.3
Total	150	100.0

After analysing the data, the researcher discovered that while 55.3% of respondents were dissatisfied with their part-time jobs, 44.7% of respondents were happy with their salary of part-time jobs. It demonstrates that the majority of respondents were dissatisfied with their part-time job's salary.

Table 19

Students' part-time job affected their academic performance (n= 150)

Responses	Frequency	Percent
Yes	90	60.0
No	60	40.0
Total	150	100.0

After analysing the data, the researchers discovered that 60% of respondents' reported that part-time job had an impact on their studies, whereas 40% of respondents' reported part-time job had no impact. It demonstrates how respondents' part-time job had impacted their academic achievements.

Table 20

A sense of independence in their part-time jobs (n= 150)

Responses	Frequency	Percent
Yes	109	72.7
No	41	27.3
Total	150	100.0

As a result of analysis of the data, the researchers discovered that while 27.3% of respondents disliked the sense of independence offered by their part-time employment, 72.7% of students appreciated it. It demonstrates that the majority of respondents value the sense of independence that comes with having a part-time work.

Table 21

The number of students who believe that doing a part-time job helps them prepare for a career (n= 150)

Responses	Frequency	Percent
Yes	120	80.0
No	30	20.0
Total	150	100.0

Following an analysis of the data, the researcher discovered that 80% of students believed that their part-time job helps them prepare for their professional lives, whereas 20% of respondents disagreed. It demonstrates large number of respondents thought that their part-time job aids in professional life preparation.

Table 22

The percentage of students who believed that having part-time work is necessary for students (n= 150)

Responses	Frequency	Percent
Yes	73	48.7
No	77	51.3
Total	150	100.0

The researchers had examined the data and discovered that 48.7% of respondents believed part-time employment was crucial for learners and 51.3% of those surveyed believed that part-time employment was not necessary for students. It demonstrates that the majority of respondents do not believe that part-time employment is necessary for students.

Discussion

In this research it was indicated that part time work affects academic achievements of student in a positive manner. In this study many positive and negative effects of part-time job was found that affected academic achievement of students.

This study is with an agreement with the findings of Furr and Elling (2000), who discovered that students working 30-39 hours per week and those working 40+ hours per week believed that their academic achievement has been negatively impacted by their job. It further supports the findings of (Dundes, 2006) that employed students working part-time 15-20 hours or less weekly often have higher GPAs. The current research contributes to the literature on the effect of part-time job due to weekly hour work by indicating that working 5-10 hours and 10-15 hours has a positive effect on GPA.

This study contradicts the findings of Purcell et al. (2005) who concluded the students' employment during semester results in failure to receive their degree with high grades than those who did not work for pay during their studies. Because the study's sample consisted of students whose part-time employment while their studies had a favorable impact on their GPAs. Their part-time employment had not contributed to their failure.

The more flexible work schedule results in higher a learner's intellectual achievement. According to research by Healy, O'Shea, and Crook (1985), who showed that high value employments would motivate employees to devote the necessary effort towards their studies, the final result demonstrated that this variable have a favourable effect on the academic performance.

In this study 110 students have GPAs between 2.6 and 3.99, which is above 65%. So, their part-time work had a good influence on their GPA. According Higher Education Commission (2015) in Policy guidelines for implementation of uniform semester system in Higher Education Institutions of Pakistan to complete a degree for BS a CGPA of 2.00 and for MS/MPhil a CGPAs of 2.00 and 2.50, are required respectively. This made easy to make a conclusion that a student's GPA is positively impacted by a part-time job relatively. It supports the study results produced by Watts in 2002, that the work had a good influence on academic achievements.

According to the research's findings, the majority of respondents agreed that their jobs would help them obtain job once they had finished their school. It supports Green's (2001) research findings that "they had acquired occupation aptitudes, knowledge, learning a lot of skills, a feeling of achievement, a sense of duty, and money for individual and university expenditures" (p. 329).

Additionally, it confirms Cottrell's (2009) research findings that working makes life more structured and regular because it allows you to complete a lot of work in a short amount of time. Therefore, having a part-time work has a good influence on a student's academic performance.

Significance of study

There has been a lot of research on factors affecting students' academic success in the west, but there is a little information about how part-time employment affects students' academic success in Pakistan, particularly at the universities level. The sample of this study were university students who worked part-time alongside their studies. The study will assist the researchers in coming up with ideas for ways to lessen the effects of part-time job on students' academic performance. The study will also provide information for other academics who want to assist students when they do part time to lessen their financial burden.

Conclusion

The main objective of this research was to examine the impact of part-time job on working students' academic achievements and GPA. For the purpose the researchers examined the data to determine how part-time employment affects university students' academic achievements. After analysing the data from three universities, it was discovered that 60% of respondents' part-time employment had an impact on their studies. However, a significant difference was found in the amount of time that students spent. Therefore, it was learned that it was challenging for them to balance their work hour and their study time. They were having trouble balancing the demands of part-time work and studies due to their academic timetable and part-time job schedule. The hours of work per week have an influence on students' academic achievement because if they work more hours per week, their grades will be affected. They have to complete their projects and assignments with a fresh mind, but they have less time for it, which will have a negative impact on their GPAs. Though it demonstrated that the most respondents weren't not left behind in studies as a result of their part-time job Thus the analysis refutes a study by Purcell, Elias, Davies, & Wilton (2005) that claimed that the students who were on job during semester were unable to receive a high-grade degree than those who did not have a job throughout their studies. Since the economic factors have an impact on students' decisions to work part-time. Students have diverse goals and ambitions for their lives after completing their education, and they have varying opinions on how helpful a part-time work will be in helping them obtain employment once they have finished their studies. At the undergraduate and graduate levels, students have a strong idea of what they want to do as a career once they have finished their study. The majority of respondents were in agreement that their job would help them find employment after completing their degree. The data also demonstrated that the majority of respondents enjoyed their part-time job and intended to pursue similar employment after obtaining their degrees. The employment flexibility also had a favourable impact on academic attainment. The majority of respondents worked part-time on weekends. However, they were dissatisfied with their part-time job salary. Furthermore, it demonstrated that the majority of respondents value the sense of independence that comes with having a part-time work. The majority of respondents also believed that their part-time employment helps in professional life preparation.

Recommendations

The education of the students and their academic performance are more important. Alongside, they also want to meet their educational expenses. Therefore, the future researchers should undertake a longitudinal study on the topic to acquire extensive information about the influence of part-time job on students' academic achievement.

The educational institutions should also set out their class schedules to provide convenience to the students who need to work part-time to balance their studies and jobs hours. This will enable them to study in a more comfortable atmosphere and facilitate them to get the higher GPA.

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