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KEYWORDS	ABSTRACT
Part-Time Employment, Academic Performance, Time Management, Financial Security, Experiential Learning	The current study explored the university students' experiences of part-time employment and the observed challenges faced by them. The sample of the study consisted of university students who are doing jobs with their regular academic degree. Methodology used qualitative data collections methods including semi structured interviews and focused group discussion. The data was analyzed by inductive thematic analysis methods. Various themes and codes emerged from data. Findings demonstrates that time management, health and wellbeing and comprising academic grades is a main challenge the students faced. The students get benefits, like skills and experiences, achievements and feelings of satisfaction by taking their own responsibility & managing their own expenses. Findings reveal that part-time employment offers students with valuable financial resources, increased independence, enhanced skills, professional experience, and improved employability. In this drive, research contributes to a deeper understanding of the complex relationship between work and study and offers valuable insights for the educators, policymakers, employers, and students seeking to promote the student success and well-being. This study has implications for educational administrators' and policy makers to initiate such programs for the welfare of students to take their own expenses easily while not compromising their academic degrees.  2026 Journal of Social Sciences Development
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INTRODUCTION

For university students, part-time employment implies scheduling less than full-time hours. The employees are typically regarded as part-time if they regularly work fewer than 30 hours per week. It typically refers to working fewer days, hours per workweek. Academic performance, which is determined by continuous assessment, cumulative grade point average, is degree to which student,

instructor, institution has met short/long-term educational goals (Akhter, Ahmed, Hayat, Kiran & Haq, 2025). The research primarily focuses on working undergrads, those students who work part-time jobs miss out their academic and extracurricular activities. In addition to stress brought on by emotional & physical tiredness, students are in danger of dropping out, having delayed graduation rates, having little time to study, eating poorly, and having attendance problems. The Balochistan has an extremely small number of universities, giving students very few options for finishing their degrees. Due to the economic crisis, independence, rejection of the students to accept educational scholarships and population level of students, study will examine Balochistan's working students. Thus, this study aims to examine that how students who work see how their studies are affected by their employment.

The study does not observe any negative effects of a marginal increase in work hours on student grades in the sample. The fact that pupils have been spending less time studying recently may be one factor in this. 2011's Babcock and Darks. The student's daily study schedule was altered by part-time employment. Academic achievement and physical health of students are strongly correlated. Students who are employed normally lament that they don't have time to maintain healthy diet. A prolonged time of poor eating habits will raise the risk of obesity and emergence of chronic diseases linked to lifestyle (Etherton, Steele, Salvano & Kovacs, 2022). A part-time job impacted their daily study routine. Alone in US around 50% of full-time college and university students have part-time employment. Globally, students take up part-time employment to fund studies & cost of livings (Bradley, 2006; Holmes, 2008). Students' physical health and academic performance have a great relationship. One of main complaints among working students is that they find themselves without enough time to eat right (Stinebrickner & Stinebrickner, 2003). If poor eating habits continue over an extended period, this will increase the risk of obesity and development of the lifestyle-related chronic diseases.

The student finance has turbulent journey from the beginning till present (Report of the Committee appointed by the Minister of Education and Secretary of State for Scotland, 1960) Every year, many scholarships are announced for needy students, but due to weakness of policies, these scholarships are not forwarded to these students. From its inception to present, student finance has experienced many ups and downs. (Report of committee formed by secretary of state for Scotland and minister of education, 1960). Every year, many scholarships are announced for deserving students, but since of lax standards, these prizes not spread to deserving individuals. This causes physical and emotional exhaustion when balancing social life, time with family, and personal factors. Thus, study aspires to see how relationship between working students and studies is affected by that work. I did not find harmful effects of marginal work- hour increase on students' grades in sample. One reason for this be declining amount of time spent studying by students in recent years (Babcock & Darks, 2011). Due to lack of time, students do not devote enough time to sessional activities and exams, that results in ineffective outcomes.

The financially strong students give extra time to study and have purposeful outcomes in academic performance. In this competitive era, for higher performance, orations and directors emphasize searching for time management tools (Kumar & Aithal, 2019). Time management has been defined

as a form of self-management with a clear emphasis on time in understanding what activities to do, how to do them more efficiently, at what time they should be done, and when is the correct time for particular activity (Grant-Smith & Weiler, 2024). The student's quality of life disrupted when students take up part-time employment. The research done on British students have significantly poor mental health (Roberts, 1999), stated poor mental health was due to students were working as the part-time and mostly working longer hours to meet the cost of living. A lot of students suffered from stress since joining University. As meeting cost of living and worry of educational dept and not having regular income stream brings worries and worst mental stress. Keeping this view in mind, the overall purpose of the study was to analyze initial relationship between working part-time and what effect it has on mental, physical health and overall academic education and performance in university students.

Problem Statement

There are varieties of economic backgrounds among students. Their financial support comes from their parents. In meanwhile, many students shoulder their costs and work part-time jobs to lessen their financial problems, which have an impact on their academic performance. They are worn out and unbalanced both physically and psychologically. The increasing trend of students taking up part-time jobs while pursuing their studies has raised concerns about its potential impact on academic performance. There is a need to examine effects of part-time jobs on students' academic performance, particularly in terms of their grades, attendance & engagement in studies. This study aims to explore the university students' experiences of part time employment and what challenges do they face while doing this job. It seeks to explore how students manage their time and cope with added responsibilities of both work and study. The results may be useful in developing strategies to support students who work part-time to strike a balance amid work and studies, and in guiding policymakers and educators in addressing the potential impact of the part-time jobs on students' academic performance.

This study explores the perception of university students about their academic career and part time employment, challenges faced by them, and the benefits they gain from the employment. The scope of this study is limited to exploring only perceptions of the students who do work and jobs besides their academic degree while not discussing the other factors. In addition, the study is also limited to only focus the qualitative factors affecting the students' performance and outcomes. The findings of this study would be useful for other students, educational administrators, university management and policy makers. The students get benefits from these findings to keep balance between their work and study, taking care of health, and making themselves skillful and ready for the expected challenges in the field. In this linking, the educational administrators and university management keep these findings into consideration while making financial arrangement for the students who cannot pay the high fees of regular courses for desired outcomes. Thus, this study can help the policy makers and analysts to initiate such scholarship programs that will help the concerned students to manage studies easily.

Research Objective

1. To explore the experiences of university students in balancing part-time employment & academic responsibilities.

2. To identify the perceived challenges associated with the part-time employment among the university students.

Research Question

RQ1: What are the experiences of university students in balancing part-time employment with their academic studies?

RQ2: What challenges do the university students mostly perceive from engaging in the part-time employment?

LITERATURE REVIEW

The part-time job is a form of employment students do to take their own responsibility of financial expenses and to support their families. It is a type of paid employment. The importance of part-time job has been increasing with time. It is common among university students. The reason behind this type of employment is the high educational fees of the regular courses and relevant living expenses (Furr, & Elling, 2000). It is a topic of debate among scholars and researchers. Because this type of employment has left differential impacts on the academic career of students as well as their social and emotional life. Besides having positive impacts on student life, it has negative effects on academic careers (Ali & Kandil, 2024). The literature suggests that part-time job can enhance students' skills of time management & experience in almost every aspect of life. Students who do part-time struggle a lot in professional and educational careers. They are worn out and unbalanced physically and psychologically. Their tasks increase with job because they have to manage their regular courses and their jobs both. Sometime these responsibilities lead them to lose focus upon their studies. They find it difficult balancing their working hours with even course of study as it affects their academic performance negatively.

These students could not participate in extracurricular activities and are unable to attend educational events related to their courses and studies. This has a negative influence on their overall academic life, resulting in low academic grades. Literature says that those students who worked more than 20 hours as per week had lower academic performance compared to those who dedicate all their time to their studies or having less hours of jobs (Gleason, 1993; Graham, 2006). It was also found that students who do jobs in the fields related to their study or course have better academic grades. Overall, there is a perception that student's employment can increase definite human characteristics, like making them responsible, managing time properly, involving in any activity all the time, which can augment their academic performance (Geel & Backes, 2012). Furthermore, different trainings attended by the students during the part-time jobs may enhance their cognitive skills and abilities which can help them during their studies. Literature from the field of medicine reported that nursing students feel that part-time job develops and enhances their confidence and they become motivated. But it limits the time for educational programs and activities which has an obvious impact upon their academic performance.

Excessive work affects the attitude and dedication towards learning and completing the regular courses. It was also noted that the students who have financial responsibilities of their own and their families have lower academic grades. The administration, specifically teachers and other staff who

counsel students about job employment and time management also demonstrated that part time job is affecting students' academic grades (Grant & Weiler, 2024). They showed that those students who go for job achieve low grades in their subjects. The dedication towards is negatively affected. Same findings are followed by another study conducted by Bynner and Parsons (2002) indicated that the students having jobs, feel their study very hectic. And during examination they are unable to complete their papers. They find it difficult for them to manage. Even though if they are having vacations, still it does not have positive influence in studies (Harahap, Nasution & Jannah, 2025). There are different factors which affect students' performance in their studies. One of the most important is time management. They did not divide time properly for the studies and for their jobs. Because in the university, study is not limited to classroom lectures, but some other activities that needs to be done.

And even the exam marks are not only depended on final term papers. These marks are also divided in different activities, like presentations, assignment and other groups' activities. And the students have to fulfill them on time. If they are not able to come to university and give proper time, they are unable to fulfill that requirement and as a result their final grades affects negatively. In contrast, Mortimer, Staff, Oesterle, and Lerner (2011) found that that students who have jobs that get chance for skills development, like as internships, show higher academic performance in comparison to those who did not get opportunities and training for the skill development. Generally, everything has its advantages disadvantages. Those students who are only limited to their course of study have less experience and knowledge about world around them as compared to those who work around and have interest in other fields (Harkness, 2010; Harkness, 2012). The organizations and companies that offer job opportunities likewise internship are proven to be supportive for the student's better future, because it not only providing them salaries but also give them opportunities to explore more, and enhance their confidence and motivate them. It is becoming global phenomenon & common practice day by day.

As the needs of people increases, working in gives children a natural indicator of standards they'll need to meet to perform well in their future. Moreover, the studies also demonstrated that students who work part-time can easily develop ability in team, customer service, communication, and skills. Students have opportunity to directly relate their part-time employment experiences to improve academic performance, motivation, knowledge and employment chances (Healy, Shea & Crook, 1985). Part-time employment, specifically in the higher education industry, is more often seen from point of view of students as an introduction to real and practical world that will help with both their impacted by part-time employment (Hotz, Xu, Tienda & Ahituv, 2002). Besides its advantages, part-time employment frequently necessitates fewer study hours. A meta-analysis by Ginther and Pollak (2004) showed negative impact of working on the academic performance of students was stronger for students from low-income families compared to those as high-income families. When compared to students from wealthy households, individuals who support families live burdensome lives since they have greater number of problems to deal with at home and have to work more to manage their finances.

They also have dream of achieving much more in life. Students from low-income families face many problems and they try their best to help their families. They work hard and try to be a responsible

member of the family. While fulfilling this responsibility they compromise many things especially their studies ([Hovdhaugen, 2015](#)). In this linking, while working day and nights they become tired and they feel health issues and stress and depression. People from common homes put in additional hours at work out of necessity and hardship to pay for a university fee and get regular degree of education ([Humburg & Velden, 2015](#)). Many students have set financial independence as a goal, but from a student's perspectives, it could also mean increasing personal autonomy and getting benefits from time spent outside customary boundaries of schools. A study conducted by [Zagorsky \(2005\)](#) found that negative impact of working on academic performance was stronger for students in their first year of the college compared to those in later years. Moreover, it is also indicated that first-year students at any institution find themselves very overburdened, compared to other years. The main reason for load is the lack experience, which makes it difficult for them to manage their studies and jobs.

In addition, they don't manage their time well, choosing to prioritize one over the other, which has significant negative impact on their future. Another study by [Green, Henley, and Sturgeon \(2003\)](#) revealed that working more than 15 hours per week showed negative influence on the academic performance of students. Every person, has a set amount of time they can work before they become too exhausted and stressed to complete any task. Research has shown that people cannot work for more than a certain amount of time prior mentally fatigued as well as stressed to complete any tasks ([Light, 1999](#); [Humphrey, 2006](#)). Since brain only functions up to limit before becoming overloaded, this is true for students who attempt to balance work and study. [Kim and Kim \(2010\)](#) explained that part-time work had a negative effect upon the academic performance of high school students, but multiple effect on studies and extracurricular activities of students. Usually schools, colleges and universities run yearly students who work part-time unable to give enough time to study. Thus, the study by [Watanabe \(2008\)](#) found that working part-time had significant positive impact on the performance and academic grades of Japanese university students, keeping students limited to 20 hours per week.

A study by [Hsin and Fung \(2008\)](#) describe that working part-time had a negative influence on the academic performance of Taiwanese high school students, but only if the student worked more than 20 hours per week. The authors suggested that this may be due to the reduced time and energy for academic activities and the increased stress associated with balancing work and school. [Lazzari and Zanatta \(2020\)](#) explored the impact of part-time work on student-teacher relationship in Italy. The findings revealed that the students who worked part-time had a weaker relationship with their teachers compared to those who did not work part-time due to the critical importance of the time management. ([Kalenkoski & Pabilonia, 2009](#)). The authors suggested that this may be due to the increased workload and reduced time for academic activities, which may affect the quality of interactions with teachers. There are two types of students: those who only focus on studies and those who must balance the work and life. For each teacher, there is a unique bond between the regular student and the irregular student; latter's relationship is greatly influenced by former's behavior. Thus, the teacher will place more emphasis on the students who are consistently present and who complete their work.

The university students participate in some paid and unpaid part-time employments e.g., teaching assistant, salesmen, fast-food takeaways, office boys, doctors' attendants, form workers, and help in family business (Billett & Ovens, 2007). Every university student who works part-time in various areas must sacrifice many things, including studies, health, co-curricular activities, and families. Because they do not have enough time to do things like other students who make most of their time? Their goal is to help their family and financial situation so that their lives may function smoothly. Their schedule is demanding that they hardly have time to study (Mounsey, Vandehey & Diekhoff, 2013; Robert & Saar, 2012). The length of part-time employment influence student's academic as well as co-curricular activities as the concerned students become too exhausted and stressed to complete any task. The length of the university period might act upon the quality of information the students receive and the learning of an individual is affected by less available time due to engagement in part-time work. Students not only disregard coursework but extramural activities. They don't have enough time to learn something new if they work more than 10 hours day since they lack time management.

Many students who are dedicated to their studies perform well in the co-curricular activities as compared to working students. Every student ability like time management, irresponsibleness and management of organization at workplace be developed due to working part-time employment. The part-time helps students or individual to get necessary work experience required for market (Tuononen, Hänninen, Parpala & Lindblom, 2024). Though these abilities not really help students in class and school examinations spending time working as part-time reduces time for preparation of examinations, homework and any other activities come with being student of the school, college or university. Research shows that some time stress of working part-time, studying together leads to students being dropout, lower grades & performance in academia (Kalenkoski & Pabilonia, 2009). As another research researcher identified effect of working as part-time on academic performance of students depends on age, level of education methods and procedures, countries for conducting the research education. Students who work more than 20 hours a week usually have less support from their families & education institutions hence it has negative impact on students' performance (Beffy et.al., 2010).

RESEARCH METHODOLOGY

This study adopted the qualitative, phenomenological design to explore the impact of part-time employment on students' performance. The population includes undergraduate students aged 18–24 engaged in part-time jobs, from which a purposive sample of 25 participants was selected. The snowball technique was used to identify participants. So, non-probability purposive sampling was employed to ensure inclusion of individuals with relevant experience. Data were collected through semi-structured interviews, focus groups and observation. The Braun and Clarke (2016) six steps thematic analysis model was applied to analyze the data. After reading transcription several times, authors identified codes. Some codes were put together to generate common theme. The emergent themes were examined & renamed where necessary. In this drive, methodological approach enabled in-depth understanding of students lived experiences, focusing on attendance, grades & classroom participation, while capturing gender variances, job types & weekly working hours that influenced academic outcomes.

Table 1 Identified Codes & Themes

Theme	Key Insights
Time Management	Long/late work hours (5 pm–3 am); frequent issues with study time, workload, and concentration.
Financial Motives	The need for fees, independence, personal needs, financial stability, as well as support.
Health & Wellbeing	The sleep problems, fatigue, stress, anxiety, depression, muscle aches, as well as headaches.
Academic Impact	Mixed outcomes: some struggled with attendance and grades; CGPAs ranged 2.0–3.8.
Skills & Experiences	Confidence, communication, customer service, problem-solving, IT/technical skills, leadership.
Achievements	Savings, career exploration, skill development, personal growth, and financial stability.
Satisfaction	Varied: satisfied, highly satisfied, neutral, not satisfied; dissatisfaction linked to health and routine issues.
Differences	Working students gained practical skills but faced stress; non-working students were more stable and relaxed.

FINDINGS & DISCUSSION

The analysis of student interviews shows three dominant themes like time management, well-being and competencies.

Time Management: It emerged as most critical challenge. Students consistently reported difficulty balancing the academic responsibilities with part-time employment. Extended work hours, mainly exceeding 20 hours per week, reduce availability of time for studies, the fulfillment of academic requirements and completing home works, assignments and making themselves ready for annual appraisals. Excess of work with study make themselves sleepy and exhausted during the lectures. One of participants alluded; “I feel sleepy during lectures in early morning”. Another participant explained; “Due to lot of work, I feel exhausted during study hours. And it is become challenging for me to manage time for the classes and study”. In this connection, the findings also indicates that, besides getting benefits from jobs, students are compromising their ability to manage effectively educational efforts and responsibilities. These findings are aligned with the work of (Harahap et al., 2025) who stated that excessive work for students may limit their fulfillment for the educational diverse responsibilities.

Financial Motives: The findings demonstrated that financial constraints and economic pressure were the main reasons behind the part time job for students. Education is becoming expensive day by day. The students are getting problems while paying the fees and other necessary educational requirements. One of the participants explained: “I prefer my studies instead of the job; but due to financial problems I have to work to earn money and fulfill educational requirements”. The students know the status of their time and studies but they are forced to do job and extra shift of work since they have many responsibilities. They to earn not only for their selves but for the financial stability of their families. Other participants stated, “I am the eldest brother in my family, I have to earn

money to support them financially”. Finding further revealed that part time job is not their choice but it is economic burden on them. These findings are in similar with study of (Harahap et al., 2025), who identified that lack of economic stability in the society students go for work and they lost focus upon their studies.

Health and Wellbeing: Health and wellbeing is another theme that reflect challenge associated with balancing study and work. Excessive work with regular classes and studies affect the health and wellbeing of individuals. They become physically exhausted. For example, the students feel fatigue, sleep deprivation, anxiety, stress and muscle aches. Some students identified the problem of headache also thus affecting the students’ performance and outcomes. One of the participants explained, “Due to sleep deprivation, I fell headache after every two days. This is affecting my studies”. Another participant described, “Doing job and study is not easy. I take tablets almost daily to get relief. The stress is not letting me to sleep properly”. The findings further revealed that the persistent stress and fatigue affect their health and their social life and emotional wellbeing. These findings are also supported by several other studies. According to (Ali, & Kandil, 2024) balancing job and studies is not an easy task. Students compromise their health & wellbeing for managing all activities at one time.

Academic Impact: Regarding academic impacts there are mixed findings. Some of the students were of the opinion that they are unable to balance work and study. The university timing is from 9 to 5. During this time, they attend regular classes, having assignments, presentations, and different activities for courses and subjects. Due to the political problems and unfavorable conditions, the semester duration reduces from 6 months to 4 and a half months. In this duration the students have to attend mid-term examinations and final term examination. For this lot of preparation is required. Those students who are doing jobs, are unable to prepare properly and as result academic grades become low. Participant explained; These subjects are not difficult for me, I can read and prepare, but due to shortage of time I am unable to give proper time to studies. One of participants reflected, “*Before my job my CGPA was 3.2, and after my job it is 2.8.*” Another stated: “In mid-term exam I cannot perform well. But in final term examination I get leave from the job focused on studies and I scored much better”.

The results showed clear evidence that job is affecting the academic performance of students. On the other hand, there were some other students who stated that we are balancing both the jobs and studies. One of them described, “Whenever I get free time in the university, I do not waste that time, immediately start working on my assignments and other tasks that are related with the academic and cognitive outcomes of the students. Because I know I will get time late. Consequently, I am actively doing all these activities and fulfilling the educational requirements”. Moreover, findings demonstrates that the impact of jobs and study is not uniform among all students. In this connection, there are many other factors which can affect their studies likewise the personal motivation, work commitments and time management skills. Thus, these results are consistent with the work of the (Tuononen et al., 2024) who clearly demonstrates that managing time amid studies and part time job is a kill. Through this the students can manage and divide their fay and time properly to engage in studies and jobs.

Skills, Experiences & Achievements: The findings demonstrated that the part time job is not only affecting performance negatively, but it helps them to improve communication skills, hard work habits, time management skills and prospects of learning. Their interaction with people improves their social skills and make them ready for practical life. One of the participants shared his though; “Before this job I have no social circle. Now by communicating with several people daily, I am confident enough to face the situation”. This is source of experiential learning. These skills enhance their motivation, employability, career readiness after graduation. Literature showed significance of part job for students (Grant-Smith, 2023). The participants also reported several achievements in terms of finance. One of the students explained: “I have my own finances. And I can bear my own expenses. I feel confident now”. Other participants alluded; “I am paying school fee of my younger sister”. These successes are not only in the term of finances, but also in the form of the opportunities for their career development. It is suggested that these achievements positively donate to long term goals of students.

Satisfaction: The results indicated the satisfaction as another theme emerged from the study. Some of the participants expressed level of satisfaction with their part time job. Because they were of the view that managing their own expenses make them very satisfied. He stated that; I have 6 brothers and sisters. All of them are school and college students. It was difficult for my parents to educate us all. After managing my own expense, I feel satisfied and relaxed. Other participants shared the mixed feelings. In this linking, it is challenging for them to take all these responsibilities being a student. Nevertheless, combining academic study with the employment creates a complex set of responsibilities that students must manage simultaneously. One of them reported. Sometimes I feel satisfaction while doing work and managing my own expenses but at same time feel that I am not giving time to my parents, siblings and friends. And even compromise my health”. So, this has both advantages and disadvantages. Consequently, the employment can be seen positively in terms of the finances which satisfies, but upon the other side it takes our time of studies and making good grades and careers.

CONCLUSION

The part time employment is a paid work that an individual does with their studies. Basically, the university students do this type of job to get themselves engage and to take their own responsibility and financially support their families. The current study explores perception of university students who are doing the part time job and exploring their answers that how they manage the jobs with their studies. The study revolves around main objectives and research questions. This is qualitative research study and the data was collected through semi structured interviews and focused group discussions. Thus, the data was analyzed by inductive thematic analyses model and different themes emerged from data. The students who successfully manage both roles often rely on effective time management, organizational skills, support from family, employers, and educational institutions. It can ultimately assist institutions in developing responsive policies & support systems for students who must combine education with employment while pursuing their academic and future career aspirations. This study has implications or educational administrators & policy makers to initiate and create some policy for welfare of students.

Recommendations

1. The university should organize some training, workshops and seminar in order to guide students to manage their time more properly for jobs and studies in order to balance both in the diverse circumstances.
2. The university should affiliate with some other government as well as non-governmental organizations to offer job employment to diverse students on easy access without compromising their studies.
3. The university should initiate some scholarship programs to support students financially. This may help the concerned students to bear their academic expenditure and remained focused on their studies.

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