

Impact of Part Time Jobs on Academic Performance of College Students

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Abstract- *Part-time jobs have increasingly become an integral aspect of college life as students strive to meet financial needs, gain work experience, and develop essential life skills. The influence of such employment on academic performance, however, is a matter of growing concern. This study examines the impact of part-time jobs on the academic outcomes of college students, highlighting both the advantages and challenges associated with balancing work and study. On the positive side, part-time work fosters responsibility, discipline, time management, and practical exposure, which may indirectly enhance academic performance by improving organizational skills and motivation. Furthermore, financial independence reduces stress related to tuition and living expenses, allowing students to focus better on their studies. On the negative side, long working hours and physically or mentally demanding jobs may lead to fatigue, absenteeism, and reduced time for assignments, preparation, and participation in academic activities. The study finds that the effect of part-time jobs largely depends on the number of hours worked and the nature of employment. Students working limited and flexible hours often maintain or even improve academic performance, whereas those with excessive workloads experience academic decline. Therefore, the research concludes that part-time employment, when managed appropriately, can contribute positively to student development without severely compromising academic achievement. The key lies in maintaining a healthy balance between educational and employment responsibilities*

Keywords- part time jobs, college students

I. INTRODUCTION

The impact of part-time jobs on the academic performance of college students has become a widely discussed issue in recent years, as an increasing number of students take up employment alongside their studies to manage rising educational expenses and gain work experience. Balancing academics with part-time work can offer both positive and negative outcomes depending on the nature of the job, the number of hours committed, and the student's time management skills. On the positive side, part-time jobs help

students develop practical skills such as responsibility, financial independence, communication, and discipline, which are valuable in both academic and professional life. They also provide opportunities to apply theoretical knowledge in real-world settings, thereby enhancing overall learning. However, excessive work hours or jobs unrelated to their field of study may lead to stress, fatigue, and lack of concentration, which can reduce study time, lower grades, and negatively impact academic achievements. In many cases, students struggle to strike a balance, and this conflict can result in either compromised academic performance or unsatisfactory job outcomes. Therefore, the relationship between part-time jobs and academic performance is complex and varies depending on individual circumstances. Understanding this relationship is essential for students, parents, and educators to encourage responsible work practices that support education rather than hinder it.

OBJECTIVES

- To Examine The Relationship Between. Part time Job Involvement And Students Academic Performance.
- .To Analyze How The Number Of Working Hours Influences Academic Outcomes Such As Grades, Attendance, And Study Habits.
- To Identify The Benefits And Challenges Students Experience While Balancing Part – time Employment And Academics.
- To Evaluate Whether Part – time Jobs Enhance Or Hinder Students' Skills Development Time Management, And Overall Academic Success.

STATEMENT OF PROBLEM

The growing trend of college students engaging in part-time jobs has raised important concerns about its effect on their academic performance. While many students take up employment to support their financial needs, gain work experience, and develop life skills, this dual responsibility often creates challenges in maintaining academic focus. The core problem lies in balancing the demands of work and study, as excessive working hours or physically and mentally

demanding jobs may lead to fatigue, stress, and reduced concentration, ultimately affecting class attendance, assignment completion, and exam preparation. On the other hand, limited and well-managed part-time work may enhance time management skills, responsibility, and self-discipline, which can positively influence academic outcomes. The issue, therefore, is not merely whether students work or not, but how the nature of the job, the number of hours, and the student's ability to manage both roles interact to shape their academic success. Despite its significance, there is still debate on whether the benefits outweigh the drawbacks or vice versa. This uncertainty makes it necessary to study the real impact of part-time jobs on students' learning achievements. Addressing this problem is essential to guide students, parents, and institutions in making informed decisions that promote both financial independence and educational excellence.

LIMITATIONS OF THE STUDY

1. Findings might not generalize across different countries, cultures, or institutions.
2. Much data relies on student self-reports of work hours, academics, which can introduce
3. Students' personal traits motivation, coping skills influence outcomes, making it hard to isolate work impact.
4. Establishing direct causation between part-time work and academic outcomes is complex; correlation doesn't imply causation.

II. REVIEW OF LITERATURE

H. Wang (2024) Heterogeneous effects: Wang's analysis argues that treating student employment as a single, homogeneous experience masks important variation: when all part-time jobs are pooled together there is little average effect on grades, but once jobs are disaggregated the story changes. Wang finds that the purpose of work (financial necessity vs. choice), the skill-building potential of the job, and whether the job relates to the student's field are the dimensions that matter most jobs tied to career goals or offering skill development can be neutral or even beneficial for academic outcomes, while low-quality, high-time jobs driven purely by financial pressure are more likely to hurt performance.

MT Tessema (2023) Light employment commonly under 10 hours/week often shows no harm and can be associated with equal or slightly higher satisfaction and GPAs, whereas working above a threshold commonly reported as ~11–20+ hours/week) produces declining GPA and satisfaction. Complementary work (e.g., Pike and colleagues) similarly reports that working more than about 20 hours per week is consistently linked with poorer academic outcomes, indicating

that work intensity — not merely the presence of a job — is a key risk factor.

Terenzini & colleagues (2021) Terenzini and collaborators studying structured work-study programs show that on-campus or academically integrated employment can promote campus integration and cognitive development more than unstructured off-campus work, suggesting some campus jobs may complement learning. Longer-term analyses add nuance by showing that although intensive term-time work can depress contemporaneous grades or retention, working during college is often associated with higher post-college earnings, implying tradeoffs between short-term academic cost and longer-term economic benefit depending on job quality, hours, and whether the employment builds human capital.

III. RESEARCH METHODOLOGY

Area of the Study

The study focus on **college students in Coimbatore city**, Tamil Nadu, who are currently undertaking part-time employment in addition to their academic coursework. The geographical area includes various arts, science, engineering and management colleges both government-aided and private located within Coimbatore city limits. It will cover students enrolled in post-secondary undergraduate programs first year through final year, across disciplines, who have worked part-time during the academic semester. The study aims to capture variations in employment types on-campus vs off-campus, hours worked per week, reason for working financial, experience, etc., and how these variables correlate with their academic performance measured via GPA, credit completion, or percentage scores. The timeframe for data collection will be the current or most recent academic year, enabling contemporaneous evaluation.

Period of the Study

The research was carried out over a period of one month.

Data Collection

Data collection involves gathering information or observations from various sources such as surveys, interviews, or observations. This process is crucial for obtaining empirical evidence to support research objectives and analyze trends or patterns.

Methods of Data Collection

Primary Data

Primary data is the data which is collected for the first time from public through their personal experiences, opinions, mainly used for research. In this study the responses were collected from the respondents based on their perceptions using the questionnaire

Secondary Data

Secondary data is the data which is previously collected by other people which is used for reference purposes. The review of literature is written based on the articles previously published by the other students and research persons.

IV. FINDINGS OF THE STUDY

- Male respondents significantly outnumbered females, constituting 83.64% versus 16.36% respectively.
- Majority of respondents fall in the age group of 18-25 79.09%
- Most of the respondents are under graduate students 83.64%.
- 82.05% of the respondents work as most of them are students.
- 72.02% of the respondents with the income level of 10000 to 50000
- Most of the respondents 71.09% lives in urban areas, 28.01% lives in rural areas.
- The majority of the respondents 65.28% had working in the part time job with the period of six months to one year.
- The majority of the respondents 59.05% had agreed with part time job affect academic performance.
- Most of the respondents 63.07% had feel motivated to study after working hours.
- Most of the respondents 70.06% has spend part time jobs in 21-30 hours in a week.
- The majority of the respondents 75.08% have miss their classes due to work.
- The majority of the respondents around 79.03% have maintained disciplined with study habits while working.
- Most of the respondents 78.07% have benefit work experience while doing part time jobs.
- The most of the respondents 69.06% have fell stress and fatigue while working and studying.
- Most of the respondents 79.06% have learned communication skill while doing part time jobs.
- The majority of the respondents 76.05% are considered with beneficial and harmful in doing part time jobs.

V. SUGGESTION

1. Include students from different streams such as arts, science, commerce, and engineering to get a balanced view of the impact across disciplines.
2. Compare the academic performance of students working less than 10 hours per week with those working more than 20 hours to see how workload differences affect outcomes.
3. Collect data not only on grades but also on attendance, participation in class, and extracurricular involvement to get a holistic picture of academic performance.
4. Distinguish between on-campus jobs and off-campus jobs, since location and nature of employment may influence learning differently.
5. Use both quantitative measures like GPA and qualitative feedback from students about stress, time management, and motivation.
6. Provide recommendations for colleges in Coimbatore to design flexible academic and support systems that help working students manage both responsibilities effectively.

VI. CONCLUSION

The impact of part time jobs on the academic performance of college students is multifaceted, reflecting both advantages and challenges. On one hand, engaging in part-time work equips students with valuable skills such as time management, responsibility, financial independence, and practical exposure to the professional world. These experiences often build confidence and prepare students for future careers by bridging the gap between theoretical knowledge and real-life applications. Moreover, the earnings from part-time jobs can reduce financial burdens, enabling students to focus on their studies without constant monetary stress. On the other hand, excessive working hours or jobs that demand physical and mental energy may negatively affect academic performance. Students might face challenges such as fatigue, stress, and lack of sufficient study time, which can result in lower grades or reduced participation in academic activities. Balancing academics and work commitments can be overwhelming if proper planning and discipline are not maintained. Therefore, the influence of part-time jobs on academic performance largely depends on the nature of the job, the number of hours worked, and the student's ability to balance responsibilities. When managed wisely, part-time employment can complement academic life by fostering personal growth and financial stability. However, if neglected, it can become a hindrance to academic success. Thus, the key lies in moderation and self-discipline, allowing students to reap the benefits of work experience while maintaining strong academic performance.

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