

Part Time Job and Students' Academic Achievement: A Case of Kathmandu Valley

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Abstract

This study examines the part time job and students' academic achievement: A case of Kathmandu Valley. Academic achievement is the dependent variable. The selected independent variables are no. of working hours in a week, job type, work schedule flexibility, workload intensity and duration of employment. The primary source of data is used to assess the opinions of respondents regarding no. of working hours in a week, job type, work schedule flexibility, workload intensity and duration of employment. The study is based on primary data of 120 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of part time job and students' academic achievement: A case of Kathmandu Valley.

The study showed a negative impact of no. of working hours in a week on academic achievement. It indicates that higher the no. of working hours per week, lower would be the academic achievement. Similarly, the study showed a positive impact of job type on academic achievement. It indicates that if there is an alignment between a student's job type and their field of study, their academic achievement would be higher. Likewise, the study also revealed a positive impact of work schedule flexibility on academic achievement. It indicates that flexible working schedule leads to increase the academic achievement. Further, the study observed a negative impact of workload intensity on academic achievement. It indicates that higher the work load intensity lower, would be the academic achievement. In addition, the study observed a positive impact of duration of employment on academic achievement. It indicates that students with stable and consistent employment over an extended period tend to have higher academic achievement.

Keywords: no. of working hours in a week, job type, work schedule flexibility, workload intensity, duration of employment

1. Introduction

Academic achievement refers to the measurable and demonstrated outcomes of an individual's educational achievement and success in academic settings (Corno, 2001). It encompasses various indicators, including grades, test scores, class rankings, completion of coursework, research projects, participation in extracurricular activities, and overall academic progress. Academic achievement reflects an individual's level of knowledge, skills, and competencies attained through their educational journey. Academic

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achievement can be defined as “the level of success attained by students in meeting the academic standards and expectations of their educational environment”. This definition highlights the importance of students’ ability to meet and exceed the academic standards set by their schools or educational institutions (Fredericks *et al.*, 2004). Academic achievement reflects both the mastery of subject matter and the development of non-cognitive skills, such as self-discipline, perseverance, and grit, which contribute to long-term success. This definition highlights importance of both subject matter as well as skills of self-discipline and perseverance for long term success (Duckworth, 2016). Similarly, Marsh (2006) stated that academic achievement is the demonstration of knowledge, skills, and competencies acquired through formal education, typically assessed by grades, examinations, and standardized tests.” This definition emphasizes academic achievement as the skills acquired through formal education.

Demo (1985) examined the effects of part-time work on the academic achievement of high school students, focusing on the amount of time spent working and the type of work. The study stated that part-time work can have negative effects on students’ academic performance, as it may lead to reduced time and energy for studying, completing assignments, and participating in extracurricular activities. Additionally, working long hours or engaging in physically demanding jobs may result in increased fatigue, which can further impact academic performance. Similarly, Lero *et al.* (1992) investigated the relationship between part-time work and academic performance among Canadian high school students, taking into account individual and family background variables, work intensity, and work-related stress. The findings showed that there is a significant and negative relationship between work intensity and academic performance among Canadian high school students. In other words, as the number of hours worked per week increased, students’ academic performance tended to decline. This suggests that the more time students spent on part-time work, the less time they have to devote to their studies, leading to potential negative consequences for their academic achievements. Likewise, Booth *et al.* (1999) analyzed the impact of part-time work on the academic achievement of Australian high school students. The study found that working during school term have negative impact on academic achievement. In addition, Zhu (2001) examined the relationship between part-time work and academic performance among Chinese high school students, taking into account the time spent on work, the amount of pay earned, and the type of work. The findings of the study revealed a significant relationship between part-time work and academic performance among the

Chinese high school students.

Kidd (2002) investigated the effects of part-time work on the academic achievement of American high school students, focusing on the intensity and duration of work, and the effect on grade point average. The study highlighted the importance of considering the intensity and duration of part-time work when examining its impact on the academic performance of American high school students. The study suggested that working more hours per week or engaging in long-term employment can lead to a decline in GPA, emphasizing the potential trade-off between work commitments and academic success for students. Similarly, Solnick *et al.* (2006) explored the impact of part-time work on academic performance and time use of college students, taking into account the characteristics of the job and the student's course load. The study highlighted the complex relationship between part-time work, academic performance, and time utilization among college students. It suggested that while part-time work can provide valuable experiences and financial support, careful consideration should be given to the number of hours worked, the type of job, and the students' course load to minimize any negative impact on their academic achievements. Likewise, Lovász *et al.* (2006) investigated the effects of part-time work on academic achievement and career aspirations of Hungarian university students, analyzing the type of work, working hours, and the effect on grades. The study found that working part-time have negative impact on academic performance, as it may lead to increased stress, time constraints, and reduced study time. On the other hand, it has also found that part-time work have positive effects, such as improved time management skills, increased self-confidence, and practical work experience that can be beneficial for future career prospects. In addition, Shires (2007) examined the relationship between part-time work and academic performance of American high school students, taking into account the time spent working, the type of work, and the effect on grades and test scores. The findings of the study highlighted the importance of considering the number of hours worked and the nature of the job when examining the relationship between part-time work and academic performance. The study found that excessive work hours and physically demanding jobs may have negative impact on students' ability to excel academically.

Kim (2009) examined the impact of part-time work on the academic performance of Korean high school students, analyzing the effect on grades, test scores, and college entrance exam scores. The study revealed that students who engaged in part-time work for a significant number of hours per week faced

challenges in managing their time effectively, leading to reduced study time and less opportunity for academic preparation. Similarly, Baum *et al.* (2016) examined the relationship between part-time work and academic achievement of American high school students, taking into account the effect of working during the school year, the number of hours worked, and the effect on GPA and graduation rates. The study showed that there is a positive relationship between part time job and academic achievement. Likewise, Jia *et al.* (2018) investigated the impact of part-time work on academic achievement and psychological well-being of Chinese university students, analyzing the effect of work intensity, work-related stress, and the interaction with family and peer relationships. The study suggested that part-time work have detrimental impact on the academic achievement and psychological well-being of Chinese university students. Higher work intensity and work-related stress are associated with poorer academic performance and psychological well-being. However, the presence of supportive family and peer relationships can help mitigate these negative effects, providing a protective factor for students engaging in part-time work. Further, Zhang (2020) examined the relationship between part-time work and academic achievement of Chinese high school students, taking into account the effect of working intensity, the type of work, the interaction with school engagement and social support. The study found that type of work, the interaction with school engagement and social support have positive impact on academic achievement.

In the context of Nepal, Devkota and Giri (2018) analyzed the impact of part-time work on academic achievement. The study found that there is a positive relationship between part time work and academic achievement. The study also identified several factors that influenced the impact of part-time work on academic performance, including the number of hours worked per week, the type of job, and the level of support provided by the employer. Similarly, Gautam (2020) found that the majority of high school students in Nepal worked part-time jobs and such work has a negative impact in academic performance. The study also identified several factors that contributed to this negative impact, including the number of hours worked per week, the type of job, and the level of support provided by the employer. The study also highlighted the need for schools and parents to monitor students' work hours and ensure that they have adequate time for academic studies.

The above discussion shows that empirical evidences vary greatly across the studies on the part time job and students' academic achievement: A case of Kathmandu Valley. Though there are above mentioned empirical

evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the part time job and students' academic achievement: A case of Kathmandu Valley. Specifically, it examines the relationship of no. of working hours in a week, job type, work schedule flexibility, workload intensity, and duration of employment with academic achievement: A case of Kathmandu Valley.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 120 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on no. of working hours in a week, job type, work schedule flexibility, workload intensity, duration of employment, and academic achievement. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that academic achievement depends upon part time job. The dependent variable selected for the study is academic achievement. Similarly, the selected independent variables are no. of working hours in a week, job type, work schedule flexibility, workload intensity, and duration of employment. Therefore, the model takes the following form:

$$AA = \beta_0 + \beta_1 NWH + \beta_2 JT + \beta_3 WSF + \beta_4 WLI + \beta_5 DOE + e$$

Where,

AA = Academic achievement

NWH = Number of working hours in a week

JT = Job type

WSF = Work schedule flexibility

WLI = Workload intensity

DOE = Duration of employment

No. of working hours in a week was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “No. of working hours in a week impact on academic achievement”, “Individuals with higher no. of working hours have effect in academic settings” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.728$).

Job type was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “the level of flexibility your part-time job offers for balancing your academic commitments”, “part-time job impacts your ability to focus on your academic studies” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.758$).

Work Schedule flexibility was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “The flexibility of my work schedule allows me to prioritize my academic commitments when needed”, “The availability of flexible work hours positively influences my motivation to excel academically” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.752$).

Workload intensity was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “The heavy workload from my part-time job makes it difficult for me to meet deadlines for my academic assignments.”, “The high workload from my part-time job hinders my ability to concentrate and comprehend academic materials effectively” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.726$).

Duration of employment was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “You believe that the duration of your part-time job affects your academic achievement”, “You are satisfied with your current duration of part-time employment in relation to your academic performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.797$).

Academic achievement was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “There is negative relationship between no. of working hours per week and academic achievement”, “Job related to courses of student is helpful for academic achievement” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.730$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

No. of working hours in a week

The number of working hours in a week typically refers to the total number of hours an individual is expected to work during a standard workweek. It represents the amount of time an employee is typically required to spend on job-related activities within a specified timeframe. Pike *et al.* (2008) examined the relationships among first-year students’ employment, engagement, and academic achievement using data from the 2004 National Survey of Student Engagement. The result found that there is a negative relationship between working more than 20 hours per week and grades, even after controlling for students’ characteristics and levels of engagement. Similarly, Owens *et al.* (2017) examined the impact of part-time employment on the academic performance of high school students. The findings indicated that working more than 20 hours per week is associated with a decline in academic achievement, including lower grades and standardized test scores. Likewise, Colbeck *et al.* (2008) analyzed the impact of work hours on the academic performance of working professionals enrolled in higher education programs. The study found that longer work hours were associated with lower grades and higher levels of stress, suggesting a negative relationship between work hours and academic achievement in this population. Similarly, Singh *et al.* (1998) examined the effects of part-time work during the school year on academic achievement, as measured by the standardized achievement scores and high school grades earned in 4 subject areas: English, mathematics, science, and social studies. The findings of the study point to a small negative effect of employment on both measures of achievement when socioeconomic status, gender, and previous achievement were controlled. Nonis *et al.* (2006) assessed the effect of both time spent studying and time spent working on academic performance. The results stated that notability variables like motivation and study time significantly interact with ability to influence academic performance. Based on it, this study develops the following hypothesis:

H₁: There is a negative relationship between no. of working hours in a week and academic achievement.

Job type

A job type refers to a specific category or classification of work that is characterized by a set of duties, responsibilities, and qualifications. It helps define the nature of a particular job and provides a framework for understanding its requirements and expectations. Smith *et al.* (2019) examined the relationship between job type and academic achievement. The study found that the alignment between a student's job type and their field of study can have a significant impact on their academic achievement. Likewise, Lee and Davis (2020) examined the relationship between internship type and college students' GPA. The study found that the relevance and financial motivation associated with paid internships might positively influence academic achievement. Similarly, Johnson (2018) examined a longitudinal analysis on job type and high school students' academic performance. The findings indicated that high school students who held part-time jobs in fields related to their career interests showed improved academic performance over time. Further, Martinez *et al.* (2017) investigated the relationship between full-time employment and thesis completion rates among graduate students. The findings revealed that graduate students working full-time experienced longer completion times and lower rates of thesis completion compared to their peers who were not employed full-time. In addition, Thompson *et al.* (2021) observed that working professionals in managerial positions exhibited higher academic achievement compared to those in non-managerial roles. The study suggested that the skill development, autonomy, and decision-making opportunities associated with managerial positions might positively impact the academic performance of working professionals. Based on it, this study develops the following hypothesis:

H₂: There is a positive relationship between job type and academic achievement.

Work schedule flexibility

Work schedule flexibility refers to the ability of employees to have control and make adjustments to their work hours, location, or structure to accommodate their personal needs or preferences. It allows individuals to have a greater work-life balance and adapt their schedules to fit their personal responsibilities, such as childcare or other commitments. Razali *et al.* (2018) determined the relationship between the time management and academic achievement of the students. The factor analysis result showed three main

factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that gender and races of students show no significant differences in time management behaviors. Similarly, Romero *et al.* (2011) introduced the concept of quality of learning time from an online student-centered perspective. The impact of students' time-related variables (working hours, time-on-task engagement, time flexibility, time of day, day of week) is then analyzed according to individual and collaborative grades achieved during an online master's degree program. The data showed that both students' time flexibility ($r = 0.98$) and especially their availability to learn in the morning are related to better grades in individual ($r = 0.93$) and collaborative activities ($r = 0.46$). Likewise, Brown *et al.* (2018) examined the relationship between work schedule flexibility and high school students' academic achievement. The study revealed that high school students who had greater work schedule flexibility experienced better academic outcomes, including higher grades and increased engagement in school activities. Similarly, Soffer *et al.* (2019) examined 587 students in four online courses. The results showed that students developed different patterns of learning time, place, and access to content, which indicates that flexibility was used substantially. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship between work schedule flexibility and academic achievement.

Workload intensity

Workload intensity refers to the level of demand or pressure placed on an individual or a system in terms of the amount and complexity of tasks, responsibilities, or work requirements to be completed within a given time frame. Aina *et al.* (2019) analyzed the effect of change in the workload allocation across university courses on students' outcomes. The findings showed that an increase in the average workload per course raised the first-year dropout probability and reduced the probability of graduating for students enrolled in scientific degrees. Similarly, Haapala *et al.* (2017) investigated the independent and combined associations of objectively measured moderate-to-vigorous physical activity (MVPA) and sedentary time (ST) with reading and arithmetic skills. The result showed that lower levels of MVPA and higher levels of ST and particularly their combination are related to poorer reading skills in boys. In girls, higher levels of ST are related to better arithmetic skills. Likewise, Johnson *et al.* (2021) found that college students with higher workload intensity, combined with inadequate sleep, experienced significant

declines in academic achievement. Further, Lee and Chen (2017) examined the relationship between workload intensity and academic achievement among medical students. The results demonstrated that medical students with higher workload intensity, such as demanding clinical rotations and extensive coursework, reported lower academic performance. Based on it, this study develops the following hypothesis:

H₄: There is a positive relationship between workload intensity and academic achievement.

Duration of employment

Duration of employment refers to the length of time an individual has been continuously employed by a particular organization or employer. Green *et al.* (1987) examined the relationship between duration of employment and students' academic achievement. The findings of the study showed that employment among students have significant positive impact on academic achievement. Similarly Davis *et al.* (2021) analyzed the role of employment duration in graduate school performance. The study demonstrated a positive relationship between employment duration and graduate school performance. Likewise Turner *et al.* (2017) investigated temporary employment and academic engagement. The study revealed that temporary employment negatively affected academic engagement. Further, Stevens *et al.* (2018) examined the relationship between duration of employment and college graduation rates. The study found that longer durations of employment are positively linked to higher college graduation rates. In addition, Johnson (2019) examined the impact of long-term employment on academic achievement. The study found a positive correlation between long-term employment and academic achievement. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship between duration of employment and academic achievement.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall’s Tau coefficients between dependent and independent variables. The correlation coefficients are based on 120 observations. The dependent variable is AA (Academic achievement). The independent variables are NWH (No. of working hours per week), JT (Job type), WSF (Work schedule flexibility), WLI (Work load intensity), and DOE (Duration of employment).

Variables	Mean	S.D.	AA	NWH	JT	WSF	WLI	DOE
AA	3.85	0.65	1					
NWH	3.91	0.53	-0.257**	1				
JT	3.96	0.59	0.309**	0.235**	1			
WSF	3.89	0.59	0.294**	0.302**	0.245**	1		
WLI	3.94	0.59	-0.416**	0.393**	0.376**	0.323**	1	
DOE	3.91	0.53	0.244**	0.272**	0.312**	0.335**	0.321**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that no. of working hours per week is negatively correlated to academic achievement. It indicates that higher the no. of working hours per week, lower would be the academic achievement. Similarly, job type is positively correlated to academic achievement. It indicates that if there is an alignment between a student’s job type and their field of study, their academic achievement would be higher. Likewise, work schedule flexibility is positively correlated to academic achievement. It indicates that flexible working schedule leads to increase the academic achievement. In contrast, work load intensity is negatively correlated to academic achievement. It indicates that higher the work load intensity lower, would be the academic achievement. Likewise, duration of employment is positively correlated to academic achievement. It indicates that students with stable and consistent employment over an extended period tend to have higher academic achievement.

Regression analysis

Regression analysis is a statistical process for estimating the relationships among variables. The regression results were estimated where no. of working hours per week, job type, work schedule flexibility, work load intensity and duration of employment are used as independent variables and dependent variable is academic achievement.

The regression results of no. of working hours per week, job type, work schedule flexibility, work load intensity and duration of employment on academic achievement is shown in Table 2.

Table 2

Estimated regression results of no. of working hours per week, job type, work schedule flexibility, work load intensity and duration of employment on academic achievement

The results are based on 120 observations using linear regression model. The model is $AA = \beta_0 + \beta_1 NWH + \beta_2 JT + \beta_3 WSF + \beta_4 WLI + \beta_5 DOE + e$ where the dependent variable is AA (Academic achievement). The independent variables are NWH (No. of working hours per week), JT (Job type), WSF (Work schedule flexibility), WLI (Work load intensity), and DOE (Duration of employment).

Model	Intercept	Regression coefficients of					Adj. R_bar2	SEE	F-value
		NWH	JT	WSF	WLI	DOE			
1	2.045 (8.076)**	-0.482 (7.386)**					0.309	0.509	54.560
2	1.400 (5.030)**		0.640 (9.037)**				0.402	0.474	81.664
3	1.269 (5.324)**			0.655 (11.127)**			0.506	0.430	123.816
4	1.261 (5.591)**				-0.679 (11.790)**		0.535	0.418	139.007
5	1.408 (5.878)**					0.641 (10.485)**	0.476	0.443	109.945
6	1.130 (4.045)**	-0.241 (3.324)**	0.472 (5.586)**				0.449	0.455	49.803
7	0.798 (3.076)**	-0.133 (1.946)*	0.218 (2.426)*	0.440 (5.310)**			0.552	0.410	50.251
8	0.637 (2.634)**	-0.036 (0.537)	0.114 (1.322)	0.312 (3.841)**	-0.373 (4.626)**		0.618	0.378	49.608
9	0.624 (2.598)**	-0.013 (0.192)	0.068 (0.760)	0.251 (2.836)**	-0.352 (4.342)**	0.155 (1.670)	0.624	0.375	40.857

Notes:

- Figures in parenthesis are t-values
- The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- Academic achievement is dependent variable.

The regression results show that the beta coefficients for no. of working hours per week are negative with academic achievement. It indicates that no. of working hours per week have negative impact on academic achievement. This finding is consistent with the findings of Colbeck *et al.* (2008). Similarly, the beta coefficients for job type are positive with academic achievement. It indicates that job type has a positive impact on academic achievement. This finding is consistent with the findings of Lee and Davis (2020). Likewise, the beta coefficients for work schedule flexibility are positive with academic performance. It indicates that work schedule flexibility has a positive impact on academic achievement. This result is consistent with the findings of Razali *et al.* (2018). Further, the beta coefficients for work load intensity are negative with academic achievement. It indicates that work load intensity has a negative impact on academic achievement. This finding is consistent with the findings of Aina *et al.* (2019). In addition, the beta coefficients for

duration of employment are positive with academic achievement. It indicates that duration of employment has a positive impact on academic achievement. This finding is similar to the findings of Stevens *et al.* (2018).

4. Summary and conclusion

In today's competitive business environment university are one of the most important institutions for the development of the educational sector, education and the country as a whole. The healthy and prudent functioning of education system is required for a development of overall education of a country. Richardson (2013) found that employed students might have had significantly higher grades than the non-employed subsample if they had not worked. However, it has been proved that gender, age, faculty, study year and guardian occupation do not have any differences in perceived student's achievement.

This study attempts to examine the part time job and students' academic achievement: A case of Kathmandu Valley. The study is based on primary data of 120 respondents.

The major conclusion of this study is that no. of working hours in a week, work schedule flexibility, work load intensity, job type and duration of employment are major factors affecting the academic achievement of students studying in Pokhara University. The study also concludes that work schedule flexibility followed by duration of employment are the most influencing factors that affect the academic achievement of the students studying in Pokhara University.

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