



Social Sciences Spectrum

A Double-Blind, Peer-Reviewed, HEC recognized [Y-category](#) Research Journal

E-ISSN: [3006-0427](#) P-ISSN: [3006-0419](#)

Volume 05, Issue 01, 2026

Web link: <https://sss.org.pk/index.php/sss>



Influence of Part-Time Employment on Grade Point Average and Academic Outcomes of University Students

Fatima Saddique

M. Phil, Educational Leadership and Management, Virtual

University of Pakistan

Correspondence: fatimasaddique@gmail.com

Article Information [YY-MM-DD]

Received 2025-12-31

Revised 2026-01-28

Accepted 2026-02-20

Citation (APA):

Saddique, F (2026). Influence of part-time employment on grade point average and academic outcomes of university students. *Social Sciences Spectrum*, 5(1), 251-259. <https://doi.org/10.71085/sss.05.01.481>

Abstract

This study examined how part-time employment might influence students' GPAs. The target sample composed 150 undergraduates from three top-ranked public-sector universities offering both arts and science streams. This has been essentially a quantitative analysis involving the variables of the students' GPAs, daily working hours, type of part-time employment, and job workload. Results show that, on average and in general, the influence that part-time employment imparts to GPA is positive; most respondents maintained their GPAs above 2.6. For quite a few who were employed, however, it resulted into more time taken to complete degrees when compared with those not having any employment. Respondents rated their jobs highly but indicated dissatisfaction with pay levels. The ability to work on weekends was put under the general heading of flexible working hours as a major advantage. Respondents felt that part-time employment would make them more attractive to employers in the future and increase employment opportunities. In summary, these findings advocate that part-time employment is useful to university students since it enables them to gain work experience related directly or indirectly through transferable skills and avenues for better positions when entering the labor market.

Keywords: Part-time Employment, Academic Achievement, Grade Point Average (GPA), Academic Outcomes, Work–Study Balance, Public Sector Universities.



Content from this work may be used under the terms of the [Creative Commons Attribution-Share-Alike 4.0 International License](#) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Introduction

Research from Scotland conducted by Ryan, Barns, & McAuliffe, (2011) indicated that half of the full-time undergraduate students had part-time jobs at a mean wage of £4.25 per hour, for about 14 hours in a week. This implies that earnings from part-time employment, which most students have to supplement by accumulating more financial debt, slightly negatively impacts their mental and physical well-being. As much as it is problematic for social work students in Australia who have to juggle responsibilities because they are engaged in part-time work, this has been seen as an avenue through which important lessons can be learned and personal development attained.

A study in Macau found that when treated as a homogeneous experience, part-time work does not have a negative effect on GPA. Researchers noted that the characteristics of the part-time job, such as whether there are incentives, and opportunities for skill development, and if it matches the student's field of study offer work more influence academic outcomes than other factors (Wang, Kong, Shan, & Vong, 2010). It goes to show that the relationship between part-time work and academic outcomes or grade point average is more nuanced than having a positive or negative relationship.

Cottrell (2009) noted that part-time work fosters time management and added that it in turn makes people more organized when they have more than one responsibility. Most students complain about delay in their activities until the last minute. Having a part-time job will eliminate this since hours can be used more efficiently. Though part-time work reduces the general study hours, students can plan their schedules better hence having a positive effect on their academic results and GPA. Therefore, the probability of such disciplined students maintaining the GPA at the upper level while studying and working is high.

Rau and Durand (2000) postulated that the number of hours studied has no direct relation with the GPA. Just not having a part-time job does not assure better grades. Some unproductive students who do not work might also fail their classes. Personal discipline and effectiveness of study weigh more in the determination of academic success than total time availability.

Part-time work can improve GPA due to time efficiency but long hours of work will reduce academic output. People can realistically do a limited number of things in a day, so prioritization becomes important (Sunday, 2010). As workers in the learning process, an attempt should be made to ensure that part-time jobs do not take away time from achieving academic goals. Work that results in physical and mental fatigue will reduce the energy available for class attendance and assignment execution. If learners are too tired to pay attention or meet the academic deadlines, their GPA will reflect this.

Mounsey, Vandehey, and Diekhoff (2013) found working students were more anxious and stressed compared to those who do not work. Non-working students have more time to relax and enjoy thus easier management of the academic pressure. Students who are working long hours do not have time to rest and socialize, which will enhance the stress that they feel and will not give them the focus on their academics.

Part-time employment carries benefits and drawbacks. On the plus side, it encourages time management and scheduling skills, permits early entry exposure to professional milieus-these are experiences that can contribute to academic and personal development-but if the student spends too much time working part-time, there will be negative returns on academics due to stress, not having energy. Like so many things in student life, the key is moderation. Working out a balance

between work and study is most decidedly the way to reap all the advantages of part-time employment sans academic success going by the board.

Literature Review

Much research has been done on the correlation between students' part-time work and their grades. For example, Body et al. (2014) conducted a study in France which determined that work could negatively affect the GPA of university students. About how those over 16 hours per week were brought into negative academic output, and less than 8 hours did not bring a significant effect, this study relates more details. Similarly, Baert et al. (2018) had their study in Belgium; more working hours would negatively correlate with the GPA of students.

At Griffith University in Australia, five propositions were studied by Bradley (2006) relating to the connection between work participation and academic outcomes. None of these propositions has sufficed to explain the observed patterns. It is interesting to note that relatively high Grade Point Averages (GPAs) students fell into two extremes: those who did not participate in part-time work and those who worked for more than 20 hours per week. This results in a recommendation for future research on coping mechanisms and strategies of students who are able to maintain high academic performance with long hours of work.

Rochford (2009) identified the average number of hours worked in a week as a predictor of course performance, students' general experience in college, and the grades they would garner. Results showed that increased working hours would most likely have negative effects on academic outputs. While it tilted support to the concept of part-time employment, this study noted that work during academic terms has an adverse effect on academic outputs.

Tam Oi I (2005) carried out and designed a cross-sectional survey on the causes and effects of students engaged in part-time employment. The findings provoked very interesting contrasts against those emerging from western literature when she was studying at a university in China. While most western studies depict negative academic consequences, Tam's study failed to elicit any significant adverse effect of part-time work on student GPA in China. Indeed, her respondents were of the view that 'part-time jobs do not make academic results better if the student does not take up a job during term time.

Wang et al. (2010) also indicated that the Chinese society does not perceive a negative effect of part-time employment on GPA. They emphasized the heterogeneity of experiences and noted that the motivation of students to work, particularly when employment is related to their field of study and offers the possibility of skill development, has a more significant influence on academic outcomes. While results indicating that part-time jobs may widen students' social networks and add value to school life were noted, this employment was found to strain the relationship with parents.

A study out of the United States by Wenz (2010) found term-time employment to be negatively correlated with the GPAs of undergraduate students. Wenz had investigated why students work during the academic year and discovered that those who work purely for finances to support their education suffer a greater negative impact on their academic outcomes than students working because this type of employment will provide them with relevant skills for their future careers.

Material and Methods

The study has adopted a quantitative research design because it involves the numeric measurement of variables and the use of statistical techniques in analyzing data.

Sample

The sample of the present study contains students from three universities in Rawalpindi: Fatima Jinnah Women University, NUST EME Campus, and International Islamic University Islamabad. 150 students have been selected; 50 from each institution. These universities are selected because they are easily accessible to the researcher. The sample constitutes both bachelor's and master's level students. This study has used purposive sampling, a type of non-probability sampling method, to select participants based on certain inclusion criteria that match the objectives of the research.

Questionnaire

A structured questionnaire was used in collecting data. The number of questions included depended on the specific requirements of the research. It was a modified questionnaire, adapted by picking relevant items from two earlier validated studies (Robinson, 1999; Watanabe, 2005). All members filled out the forms independently. Since the target sample was made up of educated people, it became valid for the researcher to adopt a self-administered format. The respondents were bachelor's and master's level students who were working part-time; because of time constraints, data had to be collected within a small period. Closed questions were adopted since they are faster to answer, easy to fill in, and keep respondents' attention on the proper topics.

Data Analysis

The researcher used statistics to compute different values and analyze the collected data. At first, coding of responses was done on a coding sheet before they could be fed into the computer program SPSS version 13.0 for analysis. The frequency distribution method analyzed this data. Frequencies and percentages were computed based on the answers given by the respondents, which has formed a basis on which findings can be interpreted and discussed.

Ethical Consideration

The researcher secured official consent from both the faculty and the Vice Chancellor to carry out data collection for the study. Participants received assurances that the research was intended purely for academic purposes and that all information shared would remain highly confidential. To guarantee that individual respondents could not be identified or traced, the data has been made anonymous through coding procedures.

Results

Students GPA

The major aim of the study was to identify the relationship between the effect and influence that part-time working had on the GPA scores of students from three universities. 26.7% of respondents scored between 2.0 and 2.5; 38.7%, between 2.6 and 2.99; and another segment responded with 28.7% falling within the range of GPAs scored by this sample between 3.0 and 3.5, while only a mere six percent fell between GPAs scored at a high level of achievement (between 3.6 and 3.99) in this sample population of 150 respondents. That equates to about 110 out of 150 respondents, or nearly 73.3 percent, having GPAs above or equal to the value of 2.6.

Academic Disciplines of Students

This distribution will provide insight into those fields of study that are most represented among working students. It also gives a fair idea of how part-time work participation varies across different academic backgrounds. From Fatima Jinnah Women University and International Islamic

University, the majority representation happened to be from the Education department (33, 22.0%), next by Economics with 22 students then Islamic Studies with 16 students Public Administration with 4 students English with 9 students Mathematics with 11 students Psychology with 5 students and Gender Studies with 5 students.

For the National University of Sciences and Technology, two were from Digital System Design, 23 (15.3%) from Mechanical Engineering, 6 from Electronics, 2 from Solid Mechanics, three from Fluid Mechanics, 1 from Control Systems, 1 from Mechanics of Materials, 3 from Automation Control, 3 from the Theory of Mechanics, and 1 from Thermo Fluids. The Education department led representation in these 2 universities whereas it was overtaken by Mechanical Engineering in the 3rd university. This breakdown is a very insightful glimpse at those academic fields that are most heavily involved in part-time work.

Distribution of Job Titles

Job titles held by students who work part-time describe the type of jobs worked by respondents besides their academic commitments and further expound on how varied the fields and roles that students take on. 30% were teachers while 38.7% responded as tutors. The rest of the beauticians, and social workers made up 10% and 15%, respectively. Others included 1 digital designer, 3 mechanical engineers, 12 freelancers, 1 teaching assistant, 3 photographers, and 2 trainees. Most of the respondents who fall under this category are related to teaching since they either do it as tutors or in some other formal arrangement.

Work Duration in Hours

The results show that working hours were distributed among the respondents. Some students worked a few hours, thus balancing their academic workload with minimal job commitments, while some shared an expression of working many hours per week and this could be at the expense of their academic outcome and personal schedules. After tabulation of data, it was found out that 40% of students fall under those who work between 5 to 10 hours per week in part-time jobs. Approximately 26% of students fall within the range category working from 10 to 15 hours per week, as well as 12% who reported about between 15 to 20 hours weekly. It also found out that 22% work 20 or more hours in a week. On average, students work between 5 to 10 hours per week in part-time employment.

Time Distribution for Employment and Studies

Data revealed notable differences in the time that students gave to study. While 42% said they study more than the hours they give to work in a part-time job, 58% shared otherwise. This already shows that most students spend lesser time studying compared to the hours they give working. In effect, this can already give an inference that part-time employment could have a great impact on the study time of students.

Effect of part-time employment on students' academic outcomes

Improved academic outcomes were noted by 64.7% of respondents who feel that part-time employment gives them an opportunity to practice what they learn in class, while 35.3% say they perceive no such improvement. This therefore implies that the greater percentage of students feels there is a positive impact of part-time work on academic outcomes and a relatively smaller proportion who feel that it does not influence performance.

Impact of balancing part-time employment with academic studies

The researcher found that 42.7% of students said they did not have a hard time managing the requirements of part-time work with their academic studies whereas 57.3% said they had a difficult time doing so. This shows that most of the respondents have problems balancing their work and academic responsibilities.

Academic Progress

The researcher analyzed the data. 34% of respondents said they have fallen behind in their studies because of part-time jobs, while 66% said they have not fallen behind. This can only mean that most respondents were able to keep up with their academic work despite indulging in part-time employment.

Economic factors motivate students to do a part-time job

The researcher analyzed the data to see how many students were influenced by economic factors in their decision to do a part-time job. 36.7% recorded that there were no economic factors influencing their decision to engage in part-time employment while 63.3% indicated that, indeed, there were. This goes a long way to show how much weighty economic considerations are in the decision of students on whether or not to take up part-time work.

Number of students financing their studies

The researcher found 44% of the respondents did not make money to fund their education while 56% did. This shows that most students work part-time jobs to help pay for their school fees.

Part-time employment improves students' job prospects after graduation.

After analyzing the data, 45% of students said they do not see any link between their part-time job and getting a new job after studies while 55% gave a positive response. This means that more respondents who believe that having part-time work experience will help them to get a job after completing their studies.

Percentage of students interested to continue similar part-time work in the future

After analyzing the data, the researcher saw that 64.7% of respondents would like to engage in the same type of part-time work after their studies while 35.3% want to engage in a different type of part-time work. This shows that most of them have developed good experiences with their current part-time jobs and will be willing to do the same job after they have acquired degrees.

Flexible work schedules

The researcher looked at the numbers and saw that 54% of workers had flexible hours while 46% did not. This shows that most workers enjoy flexibility in their working hours.

No of students worked part-time on weekends

The proportion of students who worked part-time on weekends and those who did not were the respondents. This goes a long way to show how much weekend work forms part of students' part-time employment schedules. In figures, 72% of the respondents reported by the data to be working on weekends while 28% of students reported not working on weekends. This is clear that a large number of respondents do work part-time on weekends.

No of Students satisfied with their part-time jobs

55.3% of the respondents were able to gain satisfaction with their part-time employment and 44.7% were not able to gain satisfaction with their part-time employment. Most of the respondents presented a positive level of satisfaction with their part time jobs.

Number of students satisfied with their salary

The researcher discovered that 55.3% of respondents were not happy with the pay they received from their part-time jobs, while 44.7% said that they were satisfied. This goes to show that most of the respondents were not happy with the salaries from their part-time jobs.

Part-time job effected academic outcomes

After analyzing the data, the researcher found that 60% of respondents said that their part-time job affected their studies while 40% said it did not. Therefore, the effect of part-time work on academic output is what most respondents have experienced.

Sense of independence while doing part-time jobs

27.3% of respondents' who do not appreciate the sense of independence from a part-time job while 72.7% appreciated it presents an indication that most respondents recognized and appreciated the independence that comes with a part-time job.

Part-time job helps to prepare for future careers

After analyzing the data, the researcher found that 80% of students believe their part-time job helps prepare them for their professional careers while 20% do not share this belief. This provides an indication that most respondents think that their part-time employment is useful to them in preparing for a career.

Percentage of students who consider part-time employment essential for students

After reviewing the data, the researcher found that 48.7% of students thought part-time employment was essential for learners and 51.3% of students thought it was not necessary. Most respondents didn't think part-time work was crucial for students.

Discussion

This study proves that part-time work does not inherently diminish academic output. Just like what Dundes (2006) found out, students who are working for less than 15 hours per week were able to maintain good GPAs. These results support the perception that limited employment can coexist with academic success if meticulously managed.

It also throws light on the problems of long working hours. Those students who worked for more than 20 hours a week reported greater academic strain, thus supporting an earlier finding by Purcell et al., (2005) about the risks involved in excessive term-time employment. Work flexibility emerged as an important factor. Flexible schedules enable students to schedule work commitments with academic demands.

They saw part-time work as helpful in building the same traits outside of grades- namely independence and responsibility, and more work-related skills. This backs up what Green's (2001) says about early experience at work seeming to add readiness for the profession.

Significance of the Study

There has been a great deal of research in Western countries on the factors that influence students' academic outcomes. However, there is scant information about the effects of part-time employment on the academic outcomes of university students in Pakistan. This gap occurs most significantly at the university level, which is the level being studied here.

The sample for this research is university students who are doing part-time jobs. Therefore, the findings of this study will help researchers and educational policymakers in formulating strategies to reduce whatever negative effects that may befall the academic outcomes of students as a result of their engagement in part-time employment. In addition, it will also be very handy for future researchers who would want to establish a relationship between part-time work and academic outcomes among university students in Pakistan.

Conclusion

Part-time jobs can positively influence students' academic experiences provided working hours are kept within reasonable limits. Students who work part-time for 5–15 hours a week share that it is possible to maintain a good GPA concomitantly with the acquisition of benefits related to skill development and financial support. An inadequate number of working hours in the extreme, however, unbalances the equation and poses challenges toward maintaining academic balance and performance.

The findings speak to the need for flexible employment and varied forms of institutional support so that students can successfully manage work and study. In the Pakistani public-sector university context, part-time employment should be considered as a potential asset rather than an obstacle if appropriately managed.

Recommendations

Keep the main thing the main thing. Future investigators please run some longitudinal studies on this topic; meanwhile, sit down with the students and have a deep conversation to gather their innermost thoughts and feelings regarding how part-time work affects academic performance.

Public and private academic organizations should try to develop and implement flexible class schedules that will fit the time of part-time working students. Through such modifications, students will be able to harmonize their academic and professional obligations thus studying in a very friendly environment. This will help learners attain a high grade point average at the university level.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

References

- Body, K., Fontaine, A., & Montmarquette, C. (2014). Student employment and academic performance: Evidence from a French university. *Journal of Education Economics*, 22(1), 30–45. <https://doi.org/10.1080/09645292.2011.583174>
- Baert, S., Marx, I., & Verhaest, D. (2018). The relationship between student employment and academic performance: A review of the literature. *Journal of Economic Surveys*, 32(4), 1040–1063. <https://doi.org/10.1111/joes.12206>
- Bradley, G. (2006). Work participation and academic performance: A test of five propositions. *Journal of Education and Work*, 19(5), 481–501. <https://doi.org/10.1080/13639080600988753>
- Cottrell, K. (2009, November 30). Working may help your GPA. *BU Today*. <http://www.bu.edu/today/2009/working-may-help-your-gpa/>
- Mounsey, R., Vandehey, M. A., & Diekhoff, G. M. (2013). Working and non-working university students: Anxiety, depression, and grade point average. *College Student Journal*, 47(2), 379–389.
- Rau, W., & Durand, A. (2000). The academic ethic and college grades: Does hard work help students to "make the grade"? *Sociology of Education*, 73(1), 19–38. Retrieved from <http://search.proquest.com/docview/216482375?accountid=12206>
- Rochford, C. (2009). The impact of working hours on academic performance. *Journal of College Student Development*, 50(6), 743–755. <https://doi.org/10.1353/csd.0.0098>
- Ryan, M., Barns, A., & McAuliffe, D. (2011). Part-time employment and effects on Australian social work students: A report on a national study. *Australian Social Work*, 64(3), 313–329. <https://doi.org/10.1080/0312407X.2010.538420>
- Sunday. (2010, August 24). WENWEN. Wenwen.soso.com. <http://wenwen.soso.com/z/q181653307.htm>
- Tam, O. I. (2005). The effects of part-time work on students' academic performance and social life: A cross-sectional study in Chinese universities (Unpublished master's thesis). The University of Hong Kong.
- Wang, H., Kong, M., Shan, W., & Vong, S. (2010). The effects of part-time work on students' academic performance in Chinese society. *Asian Journal of Education and Learning*, 1(2), 45–56.
- Wenz, M. (2010). Term-time employment and the academic performance of undergraduates. *Journal of Education Finance*, 35(4), 358–373. <https://doi.org/10.1353/jef.0.0020>