

Studying with a Part-Time job: a Double Workload?

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Abstract

Current research demonstrates that having a part-time job has a negative effect on a student's academic performance. Using data derived from 189 students, this study examined the influence of a part-time job on academic performance and well-being, while also investigating the moderating influences of nationality and job relevance. Contrary to previous literature, the results indicated no significant difference in the academic performance of students with a part-time job compared to students without one. We found that students with a part-time job had higher well-being than students without a part-time job. There was no significant difference found in the academic performance between international and native students. Furthermore, international students with a part-time job related to their study outperformed native students within this category. The findings have implications for researchers and educational institutions, challenging the assumption that part-time jobs have a negative impact on academic performance and highlighting the need for study relevant jobs, as well as job and language support for international students.

Keywords: part-time job, academic performance, well-being, international students, job relevance.

Studying with a Part-Time job: a Double Workload?

As the cost of higher education continues to rise, more and more students are turning to part-time jobs to make ends meet. This means that often their studies get put on the back burner. Bradley et al (2008) found that an average of 70% of undergraduate students had a part-time job. Research has shown that having a part-time job while studying has a negative effect on academic performance (Logan, Hughes, and Logan, 2016). The main negative effects included not having enough time to focus on their studies, being tired and constantly feeling overwhelmed (Callender & Kemp, 2002).

Not only does a part-time job have an effect on academic performance, but it also affects a student's well-being. Banks and Zu (2017) sent out a survey asking students relevant questions about their well-being. Employed students reported negative effects on their well-being due to having to juggle both their study and work responsibilities. This leads to increased stress levels, and in turn, lower well-being. If students are unable to maintain a healthy balance between their work and university life, it could lead to a negative effect on their overall well-being (Sonnetag & Fritz, 2015). However, not all the effects are negative. Bishop (2016) reported that a part-time job gives students more financial freedom and increased time management skills, leading to increased well-being.

When examining the relationship between a part-time job and academic performance, the number of hours worked is an important moderator to take into consideration. The number of hours worked was found to be the strongest predictor for academic performance (Salamonson, & Andrew, 2006). According to Curtis and Shani (2002) students who work more than ten hours per week encounter difficulties combining their work with their studies. Working more than ten hours leaves them with less time to attend class, complete assignments, and study, which in turn has a negative effect on overall academic performance. The more hours a student

worked, the more likely they were to end up with a poorer degree, compared to students that did not have a part-time job (Callender, 2008).

This brings us to another moderating factor: being an international student. As an international student in The Netherlands, to be eligible for financial aid from the government students need to work a minimum of fifty-six hours a month (DUO, 2023). Students often need this financial aid as, without it, they would not be able to cover their expenses. Simon et al. (2017) found that international students were more likely to have a part-time job than native students. Financial problems are just the tip of the iceberg when it comes to challenges that international students encounter (Sherry et al., 2009). Other challenges include the cultural and language barrier, adjustment, finding housing, and homesickness. These additional challenges combined with the financial stress, affects the student's commitment to their study, their grades and in turn, their future career prospects (Munro, 2011)

The majority of studies report a negative relationship between a part-time job and academic success (Callender, 2008, Ford, Bosworth & Wilson, 1995). Curtis and Shani (2002) however report some positive effects, particularly when the part-time job is related to the student's study program. The main reason that most students take on a part-time job has to do with their finances (Boehner & McKeon, 2003). In addition to financial reasons, students also take on a part-time job to gain work experience (Hall, 2010). As Vidal Sassoon said, "The only place where success comes before work, is in the dictionary." Students use this mindset in an attempt to get a leg up on the many graduates by enhancing their CVs with practical work experience. Oonyu (2019) found that the effect that a student's part-time job has on their academic performance greatly depends on the motivation they have for working. Working alongside your study is beneficial if the part-time job is related to the degree (Watts & Pickering, 2000, Tessema & Astani, 2014). This could be because the experience and knowledge that students gain from the part-time job can be applied in their study. However,

Salomonson and Andrew (2006) found contradictory results. They found no significant difference in academic performance between students that had a related job compared to those that did not.

Most students work in jobs unrelated to their study, purely out of convenience (Broadbridge & Swanson, 2005). Hunt et al. (2004) found that students have difficulty finding a job that is both related to their coursework and flexible when it comes to working hours and schedules. Therefore, the majority of students work in hospitality or retail as this is easier to combine with their university schedules. That being said, working in retail or hospitality can also teach valuable skills such as communication, interpersonal skills and efficient time management.

Although the majority of the studies out there are about the negative effects of a part-time job on students, there are also studies that highlight the positive effects. Wang and Chen (2013) wrote a paper solely focused on the benefits of a part-time job. To name a few: earning money, learning practical skills, enhancing their employability, enriching their professional knowledge, and making friends. It was also found that students with a part-time job had a lower risk of becoming unemployed, learnt greater responsibility and had less difficulty finding a job after graduation, compared to students that did not have a part-time job.

In this study we address the influence of a part-time job on academic performance and whether nationality has a moderating effect on this relationship. Whether this relationship is moderated by having a part-time job that is related to the study program will also be investigated. In this research paper, we are going to answer four research questions. These are: (1) Does a part-time job have a negative influence on a student's academic performance? (2) Does a part-time job have a negative effect on a student's well-being. (3) Would international students with a part-time job have lower academic performance than native students with a part-time job. (4) Would native students who work a part-time job related to

their field of study have higher academic performance than international students with a part-time job unrelated to their field of study?

On the basis of these research questions, we formulated four hypotheses. (1) We hypothesize that a part-time job has a negative effect on a student's academic performance, due to the time that is taken away from studying. (2) We hypothesize that a student's well-being will be negatively affected by the part-time job, considering the added stress that it causes the students. (3) We hypothesize that international students will be more strongly affected, than native students, by the negative effects of a part-time job on academic performance because of the additional challenges that international students are frequently faced with such as the language barrier. (4) On top of this we hypothesize that international students that have a part-time job unrelated to their study will perform academically worse than native students that have a job that is related to their study. This is due to the fact that a part-time job related to your studies is proposed to be beneficial.

Method

Participants and procedure

We conducted a cross-sectional field study to investigate the relationship between academic performance of students with a part-time job to students without a part-time job. We also investigated whether this relationship was moderated by the type of part-time job and being an international student.

In our study, participants were recruited through Qualtrics, an online recruiting system (Qualtrics XM // The Leading Experience Management Software, 2021). There was one data collection moment during the period from 19 April 2023 to 11 May 2023.

A total of 350 participants filled out the questionnaire. From this sample participants who did not give informed consent or were not currently enrolled in university/HBO were

excluded from the study. Other exclusion criteria included students being deleted who did not complete the questionnaire or students who did not correctly answer our attention check question. After exclusion criteria was applied, we ended up with a convenience sample of 189 English speaking participants was used, of which 27.5% were male, 72% were female, and 0.5% identified as other. Additionally, 13.2% of participants reported being international students while 86.9% reported being non-international students. Only participants that were currently enrolled in a study program were asked to complete the questionnaire.

The respondent's level of study varied with 23.3% of participants enrolled in HBO (Hoger Beroepsonderwijs) programs, 75.1% enrolled in university programs, and 1.6% of participants reported being in other institutions. 44.4% of participants stated that they were from the faculty of Behavioral and Social Sciences, making this the most represented faculty. 25.4% of participants were studying at the faculty of Economics and Business, 7.9% at the faculty of Arts, 5.8% at the faculty of Medical Sciences. The faculty of Science and Engineering as well as the Law faculty were represented with 4.8%, while the faculty of Spatial Sciences as well as the faculty of Theology and Religious studies made up 1.1% of participants.

All participants gave their consent to participate. The participants were approached by students, and a link to the questionnaire was shared via social media and personal contact to gain access to the online Qualtrics platform. No incentives were offered for participating in the questionnaire. Completing the questionnaire took approximately 10 minutes, and participants were given the opportunity to complete the survey at a location and time of their preference. This ruled out any influence by the researchers.

Members were assured of their anonymity and confidentiality throughout the study. Ethics approval was obtained from the relevant institutional review board (IRB) before data collection commenced.

Measurements

Demographic Variables

The demographic variables included in the questionnaire were gender, current living situation, whether participants were international students, the level of study and the study faculty. Participants were asked for their gender by responding to one of three options, namely male, female or other. For current living situation participants were asked to indicate whether they were living with their parents, a partner, in a student house, alone or other. Participants were asked whether they were international students. To indicate the level of their study participants had to indicate whether they were studying at HBO, WO, other, or not doing any study. The faculty options that were given were arts, behavioral and social sciences, economics and business, law, medical sciences, philosophy, spatial sciences, science and engineering or theology and religious studies.

Part-time employment

Participants were asked whether they worked next to their study and if so, for how many hours. They were also asked what their main reason for working was, whether they enjoyed their job and if their job was related to their field of study. Other questions included whether their work positively or negatively contributed to their study and questions about their employer. There were a total of 13 questions in this category, 2 of which were only meant for participants that were self-employed.

Academic performance

The questionnaire had a total of 6 questions in this category. Participants were asked how many contact hours and how many self-study hours their week consisted of. They were asked what their grade point average (GPA) was, as well as the grades of their last 3 exams. Participants were asked how many courses they failed on their first try and if they are planning to complete their degree in the normal time.

Finances

Participants were asked to indicate an average of how much they earned from their part-time job and how much they got from DUO and their parents. They were also asked what their monthly expenses were and how often, if ever, they experienced stress regarding their financial situation.

Well-being

To assess well-being, a total of thirteen items were used, which included evaluations of both recent and overall well-being. (Lovibond & Lovibond, 1995, Topp, et al., 2015). Participants rated their recent well-being on a 6-point Likert scale (0 = not at all to 5 = all of the time) and their overall well-being on a 4-point Likert scale (0 = did not apply to me at all to 3 = did apply to me very much or most of the time). Both scales were adjusted so that a high score indicated good well-being. One example question was: “Over the past two weeks, I have felt calm and relaxed.” The Cronbach's Alpha for the 6-point scale was .79, and for the 4-point scale, it was .85.

Statistical Methods

The means were broken down across study directions namely: behavioral and social sciences, economic and business, and others. We did this to examine whether there were any significant differences across the faculties with regards to demographic, work, academic, and/or well-being variables. We also did this for students with a part-time job compared to students without a part-time job to clearly see what the differences between these two were. We computed a Pearson correlation to determine whether there were any significant correlations between variables. T-tests, combined with the means, were calculated for academic performance and well-being variables to determine whether a significant difference was present between working versus non-working students. T-tests were used to measure the difference in academic performance between international students and native students. A 2x2

ANOVA was calculated to compare international students with a job unrelated to their study to native students that had a part-time job related to their study.

Results

The means broken down by study direction can be seen in Table 1A. In total 71,2% were female. We found a significant difference across the study directions ($\text{Chi}^2= 11.758$, $p < .05$). The least women are in the beta group (54.2%). There was also a significant difference between the percentage of international students found ($\text{Chi}^2= 6.702$, $p < .05$). The most international students were found in the alpha group (20.2%). The Beta group consisted of 12.5% international students, whereas the gamma group consisted of a mere 4.2%.

A significant difference was found in the contact hours with the alpha group having the least amount of contact hours compared to the beta and gamma group (7.0 versus 9.9 and 11.7; $F(2,176)=6.746$, $p < .01$). There were no significant differences found between the groups when it came to self-study hours (13.3) or school hours (22.3).

There was a significant difference between the percentage of students that had a part-time job across study directions ($\text{Chi}^2=7.21$, $p < .05$). A high percentage (91.7%) of students in the beta group have side jobs, making this the highest percentage compared to the alpha group with a percentage of 73.8 and the gamma groups with a percentage of 85.4. There was also a significant difference in the hours worked, with the beta group working more hours than the alpha and gamma groups (11.2 versus 7.3 and 10.5; $F(2, 176)=4.305$, $p < .05$). Additionally, there was a significant difference found in the total income. The beta group had the highest income, with the gamma group following closely behind. The alpha group had the lowest total income (1137 versus 1128 and 825; $F(2,177)=5.688$, $p < .01$).

There was no significant difference found between the GPA (7.2) and mean of the last three grades (7.1) across study directions. There was also no significant difference found

between the groups when it came to well-being in general (2.7). We used a 4-point scale that was recoded in such a way that a high score indicated good well-being and a low score indicated low well-being. There was however a significant difference found with well-being lately. The beta group had the highest well-being, followed by the alpha and gamma groups (4.3 versus 4.1 and 3.9; $F(2, 162)=3.573, p<. 05$). Well-being lately was measured using a six-point scale and was based on the students' experiences during the previous two weeks. This shows us that although the recent well-being was significantly different, the overall well-being was not.

Table 1A

Means broken down by study direction. N = 180

| | Behavioral and Social Sciences Alpha N = 84 | Economics and Business Beta N = 48 | Other faculties Gamma N = 48 | TotalMean N = 180 | F-value or Chi ² | Sign. |
|------------------------------|--|---|--|----------------------|--------------------------------|-------|
| % female | 80.7 | 54.2 | 72.9 | 71.5 | 11.758 | .019 |
| % international | 20.2 | 12.5 | 4.2 | 13.9 | 6.702 | .035 |
| Contact hours | 7.0 | 9.9 | 11.7 | 9.0 | 6.746 | .002 |
| Self study hours | 14.1 | 12.5 | 12.8 | 13.3 | 0.445 | .641 |
| School hours | 21.1 | 22.4 | 24.5 | 22.3 | 1.180 | .310 |
| % part time job | 73.8 | 91.7 | 85.4 | 81.7 | 7.120 | .028 |
| Worked hours | 7.3 | 11.1 | 10.5 | 9.1 | 4.305 | .015 |
| Total income | 825 | 1137 | 1128 | 989 | 5.688 | .004 |
| GPA | 7.3 | 7.1 | 7.2 | 7.2 | 1.327 | .268 |
| Mean of last three grades | 7.1 | 7.2 | 7.2 | 7.1 | .126 | .882 |
| Well-being lately | 4.1 | 4.3 | 3.9 | 4.1 | 3.573 | .030 |
| Well-being general | 2.7 | 2.8 | 2.5 | 2.7 | 1.385 | .253 |

In Table 1B, means are displayed according to having a part-time job versus not having one. 82% of participants in the study had a part-time job. There was a significant difference in the percentage of international students currently in part-time employment. A high percentage (32.4%) of international students do not have a part-time job compared to the low percentage (9%) that do ($\chi^2=13.2$, $p<.001$). There was also a significant difference found in the total income ($t=-5.1$, $p<.001$). Students that have a part-time job had a total income of 1077 euros whereas students without a part-time job had a total income of 518 euros. There was no significant difference found in the average grade, which provides support against Hypothesis 1.

Table 1B

Demographic and other variables by employment status

| | Has a part-time job N = 155 | Does not have a part-time job N = 34 | t-value/ χ^2 * | Sig. |
|------------------|--------------------------------|---|---------------------|-------|
| % female | 68.4 | 88.2 | 5.5 | .064 |
| % international | 9 | 32.4 | 13.2 | <.001 |
| Contact hours | 8.7 | 11.1 | 1.7 | .372 |
| Self study hours | 12.6 | 15.2 | 1.3 | .243 |
| Average grade | 7.1 | 7.2 | .5 | .350 |
| DUO | 602 | 637 | .3 | .116 |
| Money parents | 376 | 474 | 1.3 | .509 |
| Total income | 1077 | 518 | -5.1 | <.001 |

A correlation matrix can be seen in Table 2. A positive correlation was found between being an international student and GPA ($r=.15$, $p<.05$). This suggests that international students

tend to have a slightly higher GPA than native students. A positive correlation was also found between GPA and mean grades. A positive correlation was found between worked hours per week and total income. A negative correlation was found between well-being general and the number of contact hours ($r = -.22, p < .01$). A positive correlation was found between well-being general and well-being lately ($r = .36, p < .01$).

Table 2

Correlations. N = 189

| | <i>Contact hours</i> | <i>Self study hours</i> | <i>GPA</i> | <i>Mean grades</i> | <i>Total income</i> | <i>Worked hours per week</i> | <i>Well-being lately</i> | <i>Well-being general</i> |
|------------------------------|----------------------|-------------------------|------------|--------------------|---------------------|------------------------------|--------------------------|---------------------------|
| <i>Contact hours</i> | -- | | | | | | | |
| <i>Self study hours</i> | -.05 | -- | | | | | | |
| <i>GPA</i> | -.06 | .01 | -- | | | | | |
| <i>Mean grades</i> | .01 | .09 | .68** | -- | | | | |
| <i>Total income</i> | -.02 | -.02 | -.02 | .03 | -- | | | |
| <i>Worked hours per week</i> | -.07 | -.07 | -.11 | -.05 | .26** | -- | | |
| <i>Well-being lately</i> | -.06 | -.06 | -.05 | -.10 | .09 | .06 | -- | |
| <i>Well-being general</i> | -.22** | -.08 | .09 | .11 | .13 | .02 | .36** | -- |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 1: A part-time job has a negative influence on a student's academic performance.

To test this hypothesis, we compared the means of students with a part-time job versus those without a part-time job. For the measure of academic performance, we tested GPA and the mean of the last three grades. As can be seen in Table 3, no significant effect was found between GPA and a part-time job. The relationship between being in part-time employment and the mean of the last three exams was found to be not statistically significant. In Table 1B there was no significant difference found between the GPA of students that had a part-time job compared to those that did not. This means that hypothesis 1 is not confirmed.

Table 3

Means of students with and without a part-time job

| | Part-time job N= 154 | | No part-time job N=34 | | T-values | | |
|--------------------------|--------------------------------|------|---------------------------------|-----|-----------------|-----|------|
| | M | SD | M | SD | t | df | sig. |
| GPA | 7.2 | .71 | 7.3 | .72 | .166 | 186 | .868 |
| Mean last 3 grades | 7.1 | 1.03 | 7.2 | .88 | .480 | 186 | .632 |
| Well-being lately (1-6) | 4.2 | .75 | 3.8 | .66 | -2.654 | 170 | .009 |
| Well-being general (1-4) | 2.7 | .65 | 2.5 | .60 | -1.617 | 170 | .108 |

Hypothesis 2: A part-time job has a negative effect on student's well-being.

To test this hypothesis, we compared the means of students with a part-time job versus those without a part-time job, as can be seen in Table 3. Well-being lately (the well-being of the students during the two weeks leading up to completing the questionnaire) and well-being general (overall well-being) were both tested. A significant outcome was found for well-being lately. This indicates that a part-time job influences a student's well-being, but not in the long term. Well-being in general did not show a significant effect, indicating that a part-time job does not affect a student's overall well-being. Students with a part-time job had a higher well-

being lately than students without a part-time job. This means that hypothesis 2 is not confirmed.

Hypothesis 3: International students with a part-time job have lower academic performance than native students who have a part-time job.

An independent samples t-test was conducted to test whether a part-time job had a stronger negative effect on international students' academic performance compared to native students. In Table 4 the results can be seen. This indicates that international students have a significantly higher GPA than native students. This means that hypothesis three is not confirmed.

Table 4

Means of academic performance variable across nationality

| | International Students N= 25 | | Native Students N=155 | | T-values | | |
|--------------------|---------------------------------|-----|--------------------------|------|----------|-----|------|
| | M | SD | M | SD | t | df | sig. |
| GPA | 7.5 | .89 | 7.2 | .67 | -2.035 | 186 | .043 |
| Mean last 3 grades | 7.4 | .93 | 7.1 | 1.01 | -1.289 | 186 | .199 |

Hypothesis 4: Native students who work a part-time job related to their field of study will have higher academic performance than international students that have part-time jobs unrelated to their studies.

A two-way ANOVA was conducted to test this hypothesis. Nationality was found to have a significant effect on GPA ($F(3,142) = 9.633, p < .01$). A significant effect was also found for job relevance ($F(3, 142) = 14.549, p < .001$). A significant interaction effect was found between student nationality and job relevance ($F(3, 142) = 10.664, p < .01$). This interaction effect suggests that the relationship between student nationality and academic performance is

not the same for all students. It indicates that the relationship between relevance and GPA differs between native and international students. The difference in average GPA for the different nationality and job relevance can be found in Table 5. Based on the information from the two-way ANOVA and Table 5, we can see that international students who have a job that is related to their study have the highest GPA. The sample size of international students is very small, with internationals that have a part-time job related to their study only consisting of four participants. This means that hypothesis 4 is not confirmed.

Table 5

Means broken down across nationality and job relevance. N=146

| | International students | | Native Students | | Total Mean | |
|-----------------|------------------------|----|-----------------|-----|------------|-----|
| | M | n | M | n | M | n |
| Job related | 8.6 | 4 | 7.2 | 56 | 7.3 | 60 |
| Job not related | 7.1 | 10 | 7.1 | 76 | 7.1 | 86 |
| Total Mean | 7.5 | 14 | 7.2 | 132 | 7.2 | 146 |

Discussion

The present study investigated the influence of a part-time job on academic performance and the potential moderating effect of nationality and relevance of the part-time job.

Contrary to numerous articles (e.g., Beduwe & Giret, 2020, Hall, 2010, Wenz & Yu, 2010), we found no significant difference in the average grades or GPA of students with a part-time job compared to students without one. We also found no effect between the number of hours that a student worked and the academic performance.

Koeske and Koeske (1989) conducted a study comparing the well-being of three groups: full-time students with a part-time job, full-time students without a part-time job and

part-time students with a full-time job. They found that out of these three groups, full-time students with a part-time job had the lowest well-being. They attributed this to the fact that the majority of these students had a part-time job due to financial pressure, whereas the students that were working full-time and studying part-time were doing this simply to broaden their horizons, and not because they needed the money. Interestingly, we found opposite results in our study. We found that students with a part-time job had a higher recent well-being (two-week period) than students without a part-time job. According to Vaughn et al. (2016), this can be explained by the positive relationships that exist at work. They found that these positive relationships contributed to less stress symptoms, lower depression and anxiety and overall higher life satisfaction.

We hypothesized that native students with a part-time job would academically outperform international students with a part-time job, due to the additional challenges that internationals are faced with. We found no significant results for this. Although our sample size of internationals was very small (25 participants), less than half (14 participants) had a part-time job. This could be explained by the language barrier. Many companies, whether it be retail or waitressing or a more professional environment, require that their employees can speak Dutch. The findings of Simon et al. (2017), which indicate that a greater proportion of international students hold part-time jobs compared to native students, contradict our findings that only a few international students engage in part-time jobs.

Yanbarisova (2015) found that students that had a part-time job related to their study had higher academic performance than students with a part-time job that was unrelated to their study. Without financial help from the government many international students are not able to afford their basic expenses, let alone the university fees (Munro, 2011). This financial aid often comes with demanding requirements. For example, in The Netherlands, international students need to work at least fifty-six hours a month to be eligible for financial aid. This

forces students to work at least 13 hours per week if they are in need of financial assistance. Based on this we hypothesized that international students with a part-time job unrelated to their study would have lower academic performance than native students that had a part-time job related to their study. There was no significant effect found for this hypothesis. We did, however, find that international students with a job that was related to their study significantly outperformed native students in the same category. The negative effects that international students experience can be counteracted by using various coping mechanisms such as creating a support system and having hobbies (Kwadzo, 2014).

Strengths and limitations

One of the strengths of our study is the diversity and size of our sample. We had students from different faculties and nationalities. This diversity enhances the generalizability of our findings.

Another strength of our study was the wide net of topics that we were able to include in the questionnaire that was sent to the participants. We were also able to ask a few questions per variable, to give us a more representative idea of the sample. For example, for academic performance we asked about the last three grades, the GPA, and how many exams they failed, amongst others.

When it comes to the limitations of the study, misunderstanding certain concepts in the questionnaire was one of them. For example, students were asked to fill in their GPA, which in the Netherlands is based on a 10-point scale. We ended up having to exclude many participants, because the GPA that they filled in was not comparable to the Dutch system which we were using, or they simply did not understand what a GPA is. This brings us to another limitation. The majority of the questions were based on the Dutch system which may have been confusing for the international participants.

We also believe that the GPA and the last three grades that we asked for might not be representative. The majority of our sample consisted of third year students. The questionnaire was sent out in April which is right after many third-year students return from doing a semester abroad. This means that their last three grades were likely based off a different grading system, which then also affects their GPA.

Another limitation of the study is the small sample of international students, especially the number of international students with a part-time job. This makes it difficult to compare outcomes to the native population from the study and draw any conclusions from this.

Future studies

In the future it would be interesting to include a variable that measures socio-economic background and compares this to academic performance. Hordosy et al. (2018) found that students from lower income households struggled both financially and emotionally due to the added pressure that they experienced from their part-time job. This has to do with the motivational reasoning behind having a part-time job and the fact that students that are working because they need the money are less able to find a good balance between the two (Oonyu, 2019). Studies examining the difference between natives and international students would also be a possible future direction. Although we found some interesting factors to examine in this study, the sample size was too small to make valuable conclusions. There is not much research available on the positive impact that a part-time job has on academic performance, hence this topic can be further explored. Another possible topic for further research would be to examine the long-term effects that a part-time job has on students when it comes to their career options and opportunities. Callender (2008) found that working an average of 16 hours per week meant that students were 60% less likely to get a good degree, compared to their peers that did not work. Whether a part-time job increases graduates chances and ease of finding a job could provide valuable insight into this field of research.

Implications

The findings of our study have several implications for both researchers and educational institutions. Contrary to previous articles our research did not find a significant difference in academic performance between students with a part-time job compared to students without one. This challenges the assumption that having a part-time job has a negative effect on a student's academic performance.

Our study found that international students with a part-time job that was related to their study outperformed native students. We also found that an exceedingly small percentage of international students had a part-time job. This highlights the need for possible language and job support. Attempting to make a variety of study related job opportunities available could increase the employability, academic performance, and work experience of students.

Conclusion

This study challenges the commonly held belief that a part-time job has a negative effect on a student's academic performance. It emphasizes the importance of considering specific contexts and motivations when it comes to part-time jobs. Institutions can use these findings to inform policies and adapt and improve current ones. Further research is needed to deepen our understanding of the complexities surrounding part-time employment and its implications on academic performance and overall well-being.

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Appendix: Questionnaire about student life

Welcome to the questionnaire about student lives.

Before the start of this questionnaire you receive some information about the research we are conducting. Additionally you will be given an informed consent form.

The questionnaire will take about 10 minutes.

Thank you in advance for your participation.

Why do I receive this information?

You are being invited to participate in our research because you are a student currently undergoing a university or HBO study. This research focuses on aspects of student life.

Who are the researchers?

This research is conducted by six students of the bachelor program of psychology, regarding their bachelor thesis project. The project is supervised by Dr. Pierre Cavalini.

Do I have to participate in this research?

Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research.

Why this research?

We are investigating several aspects of student life. We are therefore hoping to increase the body of knowledge about this topic, gaining insight on how to create a better work life balance for students in the future.

What do we ask of you during the research?

First you will be asked for consent. Then you will be able to fill out our questionnaire. You will be asked about certain demographics, your academic performance, your job, your incomes, expenses and general financial situation, self-efficacy, ways to spend your time, time-management and well-being. The questionnaire will take roughly ten minutes.

What are the consequences of participation?

Participating in this research might give you insight into how different aspects in student life affect your academic career as well as your state of well-being. Research outcomes can however not be guaranteed.

How will we treat your data?

The gathered data will be used for educational purposes and will be deleted after data analysis. All data will be kept confidential according to the GDPR guidelines and collected anonymously. This research is evaluated by the Ethics Committee of Psychology at the University of Groningen (ECP).

What else do you need to know?

If you have questions about the research you can ask the principal researcher by emailing (p.m.cavalini@rug.nl). If you have questions or concerns about your rights as a research participant in this research you can contact the Ethics Committee of the Department of Psychology of the University of Groningen via ecp@rug.nl. Questions regarding privacy and personal data can be asked to Data Protection Officer of the University of Groningen: privacy@rug.nl.

Informed consent

By agreeing to participate you understand the following: I have read the information that was provided to me about this research. My participation is voluntary and I may withdraw my consent to participate in this study at any time without penalty. I may refuse to answer or skip any questions in this study that I do not wish to answer. There are no advantages or disadvantages for me depending on my decisions. All of my responses are completely anonymous and confidential. This means that there is no possible way of using my responses to identify me. In the event that I have communicated any information that is able to identify me, the information would be removed from the survey materials. All responses will be securely stored and only be accessible to the research team, and not passed on to any third parties. I further understand that this project subscribes to the ethical conduct of research and to the protection of the dignity, rights, interests and safety of participants at all times.

- I have read the information about the research. I have had enough opportunity to ask questions about it.

- I understand what the research is about, what is being asked of me, which consequences participation can have, how my data will be handled, and what my rights as a participant are.
- I understand that participation in the research is voluntary. I myself choose to participate. I can stop participating at any moment. If I stop, I do not need to explain why. Stopping will have no negative consequences for me.
- Below I indicate what I am consenting to.

Consent to participate in the research:

Yes, I consent to participate; this consent is valid until 01-07-2023

No, I do not consent to participate

Questionnaire about Student Life

Demographics

The first few questions will be about demographics

1. What is your gender? * *Mark only one answer*

Male

Female

Other

2. What is your current living situation? * *Mark only one answer*

With parents

With a partner

Alone

In a student house

Other

3. Are you an international student? * *Mark only one oval* Yes/No

4. At what level are you currently studying? * *Mark only one answer*

HBO

WO/University

Other

I am not doing a study

5. In what year are you studying? * *Mark only one answer*

Year 1

Year 2

Year 3

Year 4

Master

Other

6. At which faculty do you study? * *Check all that apply*

Arts

Behavioral and Social Sciences

Economics and Business

Law

Medical Sciences

Philosophy

Spatial Sciences

Science and Engineering

Theology and Religious Studies

Not Applicable

Academic performance

The next questions are about academic performance. Note that the questions below refer to your normal study week, so not the exam period. Please give your answers in numbers, so not in words.

7. On average, how many contact hours (lectures, meetings, etc.) do you have per week in this block? * **open question**

8. On average, how many hours do you spend on self study throughout the week (during this block)? * **open question**

9. What is your GPA (grade point average)? * **open question**

10. What are your grades on your last three exams? Please list them below. * **open question**

11. How many courses did you fail on your first try? * **open question**

12. Are you planning on completing your degree within the normal time? * *Mark only one answer*
Yes

No, I have a study delay

(Parttime) Job

The next questions will be about your (parttime) job. Note that these questions are also about your average weeks.

13. Do you work next to your study? * *Check all that applies*
I don't work

I have a part time job

I am self-employed (for example: freelancing, consultant, entrepreneur)

Other:

14. Approximately how many hours per week do you work? * **open question**

15. What is the **main reason** you work alongside your studies? * *Mark only one answer*

Financial pressure

To gain experience

To maintain a desired standard of living

As an alternative to borrowing

Other: ...

Not applicable

16. Is your side job related to the study that you are currently doing? * *Mark only one answer*

Yes

No

Not applicable

17. Do you enjoy your job? * *Mark only one answer*

Always

Most of the time

Sometimes

Never

Not applicable

18. Does your work positively contribute to your study? * *Mark only one answer*

Yes

No

Not applicable

19. Does your work negatively affect your study? * *Mark only one answer*

Yes

No

Not applicable

20. Think of your current employer (if you are self employed or unemployed think of your previous employer): rate the following questions on a scale of 1-7.

- 1) My employer is flexible when it comes to my work schedule and allows me to adjust my hours to suit my studies * *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*
- 2) My employer is understanding when I need time off for exams or other academic obligations * *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*

21. Please select 'Very often' to show you are paying attention to this question * *Mark only one answer*

Never

Rarely

Sometimes

Very often

Always

22. For how long have you been doing the job that you are currently doing? (in months) *
open question

23. If you are **self-employed**: What was your biggest motivation to become self-employed instead of getting a traditional part-time job? * *Mark only one answer*

A. Flexibility

- B. Independence
- C. Pursuing a passion
- D. Unlimited earning potential
- E. Other, namely...
- F. I am not self-employed

24. **For the people who are self-employed:** What kind of self-employed best describes your situation? * *Check all that applies*

- A. Freelancer
- B. Entrepreneur
- C. Consultant
- D. Solo self-employed
- E. Online seller
- F. Coach
- G. Other (please specify)
- H. I am not self-employed

Finances

The following questions are about income, expenses, and your general financial situation. Please give your answers in numbers, so not in words.

- 25. Approximately how much do you earn per month from your work? * **open question**
 - 26. Approximately how much money do you loan/get from DUO per month? * **open question**
 - 27. Approximately how much money do you get from your parents per month? * **open question**
 - 28. What are your monthly expenses roughly? * **open question**
 - 29. Do you experience stress about your financial situation, in general? * *Mark only one answer*
- Never
- Rarely

Sometimes

Very often

Always

Self efficacy

The following questions are about self-efficacy * *Mark only one answer on the scale 1 (strongly disagree) to 5 (strongly agree) for the next 8 questions*

30. I will be able to achieve most of the goals that I have set for myself.
31. When facing difficult tasks, I am certain that I will accomplish them.
32. In general, I think that I can obtain outcomes that are important to me.
33. I believe I can succeed at almost any endeavor to which I set my mind.
34. I will be able to successfully overcome many challenges.
35. I am confident that I can perform effectively on many different tasks.
36. Compared to other people, I can do most tasks very well.
37. Even when things are tough, I can perform quite well.

Ways to spend time

The following questions are about ways to spend your time.

38. On average, how many hours do you spend per week meeting up with family? * **open question**
39. On average, how many hours do you spend per week meeting up with friends? ** *open question**
40. On a scale of 1-7 how important do you think it is to meet up with friends/family compared to school/work? * *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*
41. I find it difficult to schedule leisure activities alongside study and work. * *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*

42. Have you ever had to miss school or other academic obligations because of work-related issues? * *Mark only one answer*

Yes

No

Not applicable

Time management

The following questions will be about time management.

Rate yourself on the following scale by assigning a numerical rating according to the following key:

1 – Never

2 – Seldom

3 – Sometimes

4 – Most of the Time

5 – Always

43. I make a fresh new “to do list” each workday. * *Mark only one oval* (1, 2, 3, 4, 5)

44. I set my priorities according to their importance, not their urgency. * *Mark only one oval* (1, 2, 3, 4, 5)

45. I know my prime work times. * *Mark only one oval* (1, 2, 3, 4, 5)

46. I am conscious of my true reasons for procrastination. * *Mark only one oval* (1, 2, 3, 4, 5)

47. I set internal deadlines for myself and take them seriously * *Mark only one oval* (1, 2, 3, 4, 5)

48. I use effective techniques for completing tasks on which I am procrastinating. * *Mark only one oval* (1, 2, 3, 4, 5)

49. I give my undivided attention to one task at a time. * *Mark only one oval* (1, 2, 3, 4, 5)

50. I seek quality work, but not perfection. * *Mark only one oval* (1, 2, 3, 4, 5)

51. I keep interruptions on my work to a minimum. * *Mark only one oval* (1, 2, 3, 4, 5)

52. I regularly schedule a quiet time into each workday. * *Mark only one oval* (1, 2, 3, 4, 5)
53. I have clearly written out lifetime and one to three year goals * *Mark only one oval* (1, 2, 3, 4, 5)
54. I use breaks creatively when fatigued on a given task. * *Mark only one oval* (1, 2, 3, 4, 5)
55. Do you engage in time saving behaviors, such as online shopping or meal preparation? *
Mark only one answer (1, 2, 3, 4, 5)

The following questions are about how you feel lately. The answer range will be:

All of the time (5), most of the time (4), more than half of the time (3), less than half of the time (2), some of the time (1) and at no time (0).

56. Over the past 2 weeks I have felt cheerful and in good spirits. * *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

57. Over the past 2 weeks I have felt calm and relaxed. * *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

58. Over the past 2 weeks I have felt active and vigorous. * *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

59. Over the past 2 weeks I woke up feeling fresh and rested. * *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

60. Over the past 2 weeks my daily life has been filled with things that interest me * *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

The following questions are also about how you feel, the rating scale is as follows:

0 Did not apply to me at all

1 Applied to me to some degree, or some of the time

2 Applied to me to a considerable degree or a good part of time

3 Applied to me very much or most of the time

61. I found it hard to wind down. * *Mark only one oval.* 0-3

62. I tended to over-react to situations. * *Mark only one oval.* 0-3

63. I felt that I was using a lot of nervous energy. * *Mark only one oval.* 0-3

64. I found myself getting agitated. * *Mark only one oval.* 0-3

65. I found it difficult to relax. * *Mark only one oval.* 0-3

66. I was intolerant of anything that kept me from getting on with what I was doing. * *Mark only one oval.* 0-3

67. I felt I was rather touchy * *Mark only one oval.* 0-3

68. I feel overwhelmed or stressed by the dynamics of balancing my (part time) job and academic study * *Mark only one oval.* 0-3

You have reached the end of the questionnaire. At this point you can change your answers if you want to. If you click on 'next' the questionnaire will be submitted and you won't be able to change your answers.

Thank you for your participation!

If you still have questions, you can send an email to p.m.cavalini@rug.nl