



IMPACT OF PART-TIME JOB ON ACADEMIC PERFORMANCE OF STUDENTS: AN EVIDENCE FROM HIGHER SECONDARY SCHOOLS OF DISTRICT LASBELA

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Abstract

The study aimed to investigate causes and impact of part time Job on the academic performance of students at higher secondary school level. The study aimed to explore the impact of part-time Job on the academic performance of the school students in district Lasbela. The total ten higher secondary schools have been selected through systematic random sampling from the total population of 25 Higher secondary schools of District Lasbela, Balochistan. The sample size of quantitative study was 40 teachers, and 311 students. Descriptive and Inferential statistics were applied for data analysis. The findings of the study indicate the multi-dimensional impact of part-time Job on academic performance and experiences of students in higher secondary schools within District Lasbela. The data reveals significant trends in gender distribution, age, grade levels, and socio-economic factors that are shaping students' engagement with part-time work. One important consideration in students' decisions to seek part-time jobs is the influence of family and financial obligations. While some students acknowledge their families' support in their career ambitions, many students cite financial constraints as the main reason they work. Students show resilience in the face of these demands by successfully juggling their obligations to varied degrees. Teachers' emphasis on academic difficulties highlights the negative effects of part-time work on pupils' academic performance and classroom participation. Schools should offer flexible academic schedules such as evening or weekend classes to accommodate the working hours of part-time employed students. Academic support programs such as tutoring and study groups can also be offered to help these students manage their coursework more effectively. Schools can also partner with employers to establish work-study programs where the job responsibilities align with the academic goals of students, so that the experience does not compromise the students' academic success.

Keywords: Academic Performance, Socioeconomic, Part time job, Higher Secondary Schools, Lasbela Balochistan.

INTRODUCTION

1.1 Introduction

Part-time Job can have harmful effects on various educational outcomes because a secondary level student has limited time, the more time they devote to vocation, the less time is available for school. On the contrary part-time Job can be a positive and important activity, because it instills a sense of sense responsibility and the improvement of a mature perception, proficiency



and helps apply theoretical knowledge in practical settings. Several empirical studies on the impact of part-time Job on the academic performance of secondary school students have centered on the consequence of the amount of Job; specially, the impact on academic performance of the students on the number of working hours. It has been disagreed that weaker academic performance has significant association with working for a certain number of hours (Hobbs & McKechnie, 2002; Payne, 2003; Percy, 2010; Stern & Briggs, 2001).

In Pakistan, various areas have explored the relationship between students holding part-time jobs. For instance, a study conducted in Peshawar district examined the impact of part-time Job on the academic achievement of secondary school students, emphasizing both the reasons behind and the consequences of this type of work (Wadood, A. *et al* 2018).

Positive Impacts of Part-Time Job

Engaging in part-time work can provide various advantages for students. It offers practical experience, improves time management abilities, and encourages financial independence. These experiences can enhance students' resumes and better equip them for future career prospects. Additionally, part-time job can foster a sense of responsibility and develop interpersonal skills through real-life interactions. (Kishwer, R., Akhtar, *et al* 2023).

Negative Impacts of Part-Time Job

Part-time Job can negatively impact students' academic performance. The time and energy spent on work may reduce the hours available for studying, resulting in lower academic success. Research indicates that students who work long hours are more likely to suffer from fatigue, stress, and reduced concentration in their educational commitments. In severe cases, this may lead to increased dropout rates or extended periods of study.

Influence of Socio-Economic Factors

Socio-economic factors significantly influence students' choices regarding part-time work. In areas like District Lasbela, economic difficulties and high levels of poverty force students to work while studying to help sustain themselves and their families. This necessity can create a conflict between earning money and succeeding academically. Moreover, limited access to educational resources and support systems intensifies the challenge of balancing work and study efficiently (Muhammad, F., *et al* 2022).

Regional Contexts and Challenges

District Lasbela, situated in Balochistan, Pakistan, faces specific challenges that affect the relationship between part-time Job and students. The region's socio-economic conditions, marked by high poverty levels and inadequate educational infrastructure, compel many students to take on part-time jobs. Additionally, cultural norms and expectations may impact students' involvement in the workforce, complicating their educational experiences further. Riaz, M. *et al* (2024).

Balancing Work and Study

Finding the right balance between work and education is vital for students who hold part-time jobs. Proper time management and the ability to prioritize tasks are key to ensuring that job obligations do not take precedence over academic duties. Educational institutions can assist by providing flexible scheduling options, counseling services, and academic resources to aid students in managing the complexities of fulfilling both roles (Kishwer, R., Akhtar, *et al* 2023). Nonetheless, there is a significant lack of research regarding the particular situation in District Lasbela, a region characterized by its distinct socio-economic features. The economic activities, cultural practices, and educational facilities in Lasbela are different from those in other districts, which may affect the relationship between part-time work and students'



academic success. It is important to address this gap in order to offer specific insights to educators, policymakers, and learners within the district.

Prior research has shown that the number of college students who work while attending college has increased substantially. For example, Carroll and Chan-Kopka (1988), based on 1980-84 data, found that one in twelve full-time college students were employed more than full time while attending college, and 25 percent worked less than 20 hours per week. By 2003-04, about 80 percent of American undergraduates worked while attending college (King, 2006). This represents an 8 percent increase compared with the previous decade when 72 percent worked (Cuccaro-Alamin & Choy, 1998). King's (2006) study also reveals that, on average, employed students spend almost 30 hours per week working while enrolled, about one-quarter of full-time students work full time, and one-third of working students describe themselves as employees who also are taking classes. The above statistics are indicative of the increase in student Job and the corresponding rise in working hours on American campuses (U.S. Dept. of Labor, 2013, Iqbal, 2011). A workers' working time per month should be below four-fifths of usual time; the similar law applies to workers on Job / instruction program but based on hours per annum. In Spain, an Job is part-time, if Job duration does not go over two-thirds of an individual working in full-time job considering the combined concord or working pattern in the related business. Ireland and UK relate a cut-off time of thirty hours per week (Van Bastelaer *et al.*, 2007).

Statement of the Problem

The study aimed to investigate causes and impact of part time Job on the academic performance of students at college level. The under-study problem was to explore the impact of part-time Job on the academic performance of the college students in district Labella. According to the Simmons Market Research Bureau, more than 5 million children between the ages of 12 and 17 now work. Teenagers are twice as likely to work now as they were in 1950. The rise in teenage work cuts across socioeconomic, racial, and gender categories and comes at a time when there is much concern about improving the academic performance of secondary schools. "Earning and learning" is a uniquely American). The purpose of this study is to explore the relationship between part-time work and the academic performance of higher secondary school students in District Lasbela. However, focusing on the potential tradeoffs between the developmental and financial benefits of working and the possible crowding out of time devoted to academics (Rothstein, 2007).

The core objectives of the study to compare the academic performance of students before and after part-time job. And impact of part-time job on students' academic performance, further, explore the causes which leads towards part-time job.

Research Hypothesis

HO: There no is significant effect of part-time jobs on students' academic perform

H1: There is a significant effect of part-time jobs on students' academic performance.

LITERATURE REVIEW

According to Ahmad, S., *et al.*, (2016). The growing prevalence of part-time Job among students has an overwhelming impact on their academic performance. It helps students in acquiring skills like time management, decision-making, and problem-solving abilities but, at the same time, poses challenges like less study time and more stress, which negatively affect



their academic performance. This study explores the relationship between part-time Job and academic performance among higher secondary school students in District Lasbela to understand the impact of work responsibilities on their education. Part-time Job has become a widespread activity among students, creating an opportunity and challenge to academic and cognitive development. Similarly, as play enriches the imagination, memory, and problem-solving of children, part-time work would prepare older students for critical skills, such as time management, responsibility, and decision-making. These skills will be important for their academic and personal development as they learn to juggle between work and school. Nevertheless, the type and nature of part-time Job mostly determine whether its effect on the students is positive or negative. Shaw, C., & Le Roux, K. (2017).

(Wadood, A., *et al.*, 2018) Cognitive development is about constructing thought processes, such as remembering, problem-solving, and decision-making, which are integral to academic success. Like the way play stimulates imagination and memory in children, part-time work can be a role in older students' lives that could help them develop time management, responsibility, and decision-making skills, which would be essential in maintaining equilibrium between different aspects of life, such as academics and work, and thereby be beneficial for students' education. According to Stinebrickner, R., & Stinebrickner, T. R. (2003). One of the leading topics concerning research has been students' experience of working during school due to how it potentially affects the performance of their academics. Cognitive development skills-which essentially include skills, such as decision-making and problem solving, along with time management-would affect how they balance their time between school and work activities.

Although term-time Job among British undergraduates is becoming more common, the government and policymakers have paid little attention to it. Even though there are many research on the topic, only a small number of them have examined how term-time Job affects students' actual academic performance Callender, C. (2008, (Salamonson, Y., & Andrew, S. 2006 and Drennan, J., & Clarke, M. (2009).

Mixed results are reported in studies regarding part-time Job as an influential factor on the academic performance of students. In fields such as nursing, excessive working hours have been proven to negatively affect academic outcomes, even if the job is related to the student's field of study. For example, if nursing students have a heavy workload of more than 16 hours a week then they have less GPA or grades. Again, related studies on the Ar-Raniry State Islamic University in Indonesia point to facts that students having part-time Job often maintain above average grades but the duration required by them to complete the degrees is more compared to students with no Job. This implies that part-time work can promote significant skills such as time management but also poses challenges on the timely completion of educational programs Muluk, S. (2017, Wenz, M., & Yu, W. C. (2010)

Education plays a very crucial role in individual growth but also contributes to the growth of communities and nations. Several internal and external factors can shape the academic performance of a student, and this may vary drastically from environment to environment and resources. Like the study done with nursing students in Australia, where part-time Job had a negative impact on their academic performance, several factors both inside and outside the school determine the level of students' achievements in secondary schools. These include large class sizes, parental involvement, socio-economic conditions, and the quality of school resources Kapur, R. (2018, Walidin, W. (2016)

Hunt, A., Lincoln, I., & Walker, A. (2004). This study looks at how academic achievement among Northumbria University full-time undergraduates is affected by the increase in term-



time work. Data from three extensive surveys conducted during each Spring Term from 1999 to 2001 are included in the study. Higher education finance arrangements have changed in tandem with the growth of term-time work. This study demonstrates that students from less affluent households make up a disproportionate share of employed pupils. In addition to citing Job as having a detrimental effect on their academic performance, many students view Job throughout the academic year as a way to reduce their borrowing. The impact on students' academic performance by broad subject group is examined in this study. When considering new funding arrangements for college students.

Academic performance of students is significantly influenced by a range of factors, many of which are shaped by their social, geographical, and cultural conditions. This is shown in the study conducted at Mawlana Bhashani Science and Technology University (MBSTU) where factors such as university rules and regulations, social conditions, and socio-economic status were found to significantly affect the academic outcomes of students. Like the studies discussed above, such as the one on nursing students in Australia and the one on English department students in Indonesia, external factors such as socio-economic conditions and institutional rules can either support or hinder academic success Salan, M. S. A. (2018)

In March 2011, 170 working students (76% female, average age = 19.9) were recruited as participants. The majority had been employed for more than a year and worked part-time. Methods: Students were selected from an introductory psychology course at the undergraduate level and answered online questionnaires concerning mental health (such as somatic stress symptoms, depression, anxiety, and life satisfaction), work-related variables (such as job satisfaction, support, turnover, and burnout), and the quality of relationships at work Vaughn, A. A., *et al.*, 2016 and Kusum Singh 2010. The average satisfaction and GPA of those students who did not work were found to be slightly higher than those who did work. The recommendation of this research provide guidance for senior college students relative to work experience but may not be a realistic guide for students earlier in their college careers i.e; it may not be a good idea for freshman to work at all .Further the studies needs to Mussie *et al.*, 2014 and Wadood *et al.*, 2018. The 50% respondents had part time jobs. And of these 10% had more than one job, 37% of study without job were trying to get jobs. Percentages of students with may any form of debts (which includes loans). The survey had contained eight dimensions, Physical functioning, Role limitation due to the physical problem, pain, Energy /vitality, Gornal health perceptions, social functions, role limitation due to emotional problem and mental health. The recommendation given by the researchers where the study period was very long (nine years) and it must be viewed with some cautions given the diverse population of the university population. Carney *et al.*,(2000).

Rahman, M. H. (2014). There is a correlation between work hours and student performance, which, as discussed earlier, would be affected by professional and pedagogical competencies that could influence the summation of students' achievement in general. In junior high school science teachers at Ternate, there was evidence that professional and pedagogical competencies do indeed have a positive influence on the performance of teaching in which they lead to the impact that determines student outcomes. For instance, for part-time Job and student achievement in school, working hours can also determine how successful students will be academically. This may apply if students are combining their work and study. An example of this may include teachers who have greater professional competence in terms of designing lessons and assessing students and thus are likely to contribute to a better learning environment, meaning that the students are going to succeed academically. On the other hand, just like too



many working hours have been seen to negatively affect academic performance in other studies, such as those in the U.S. and Indonesia, if students work too many hours, it may affect their ability to focus on their studies and maintain good grades. Factors such as training, support systems, and the ability to balance professional responsibilities with personal commitments are critical factors for determining whether part-time Job or teaching performance improves or deteriorates academic performance.

Part-time Job also show that moderate hours of work are good, while the study concludes that a balanced and supportive environment, whether from the family or school, plays an important role in a student's academic success. Just as students who have higher parental encouragement and better school conditions tend to perform better, too many work hours or poor support may be the worst. It means that the balance between family support and part-time work has a greater impact on how a student will do academically, Narad, A., & Abdullah, B. 2016 and Al Azis, E. N., & Yusanti, G. (2021). The effects of part-time workers on academic achievement is similar to previous studies that discuss how external factors, such as Job, affect students' performance. Similar to earlier studies, the research shows that financial and experience-driven motivations are the most common reasons why students work part-time Kishwer, R., *et al.*, 2023. Part-time work can also provide students with experience which may positively impact their academic satisfaction. However, long hours of working often lead to tension and academic pressure. The results suggest that part-time Job may offer financial and personal benefits but also needs to be balanced with academic work so that negative effects do not result on students' general academic performance. Therefore, managing the workload for part-time working students is essential for minimizing the negative impacts on their education Tessema, M. T., (2014 and Bhattacharya, R., (2021).

Health issues would be a key drawback that students need to cope with effectively. Indeed, all these challenges seem to replicate the issues pointed out by earlier studies that overwork can hinder academic performance and well-being. Just as the students in the above studies are cautioned to manage their time and work schedules, the recommendations for EFL students in Vietnam also emphasize the need to balance part-time Job with academic responsibilities. This includes consulting with teachers and peers over the selection of jobs to ensure healthy habits Sampelolo, R., & Atmowardoyo, H. (2016 and Kishwer, R., (2023). A positive correlation between part-time Job and higher GPAs, as well as satisfaction by the students with job flexibility, suggests that part-time work can be beneficial. Of course, the study points out that there are factors such as job type, working hours, and potential delayed graduation that would distort the results since academically high-performing students would be more likely to seek and acquire part-time jobs. This further emphasizes the critical need to address endogeneity and control for biases that may exist in the interaction between part-time Job and academic achievement because both student performance and Job decisions may be confounded by unobserved variables and reverse causality Saddique, F., *et al.*, (2023).

METHODOLOGY

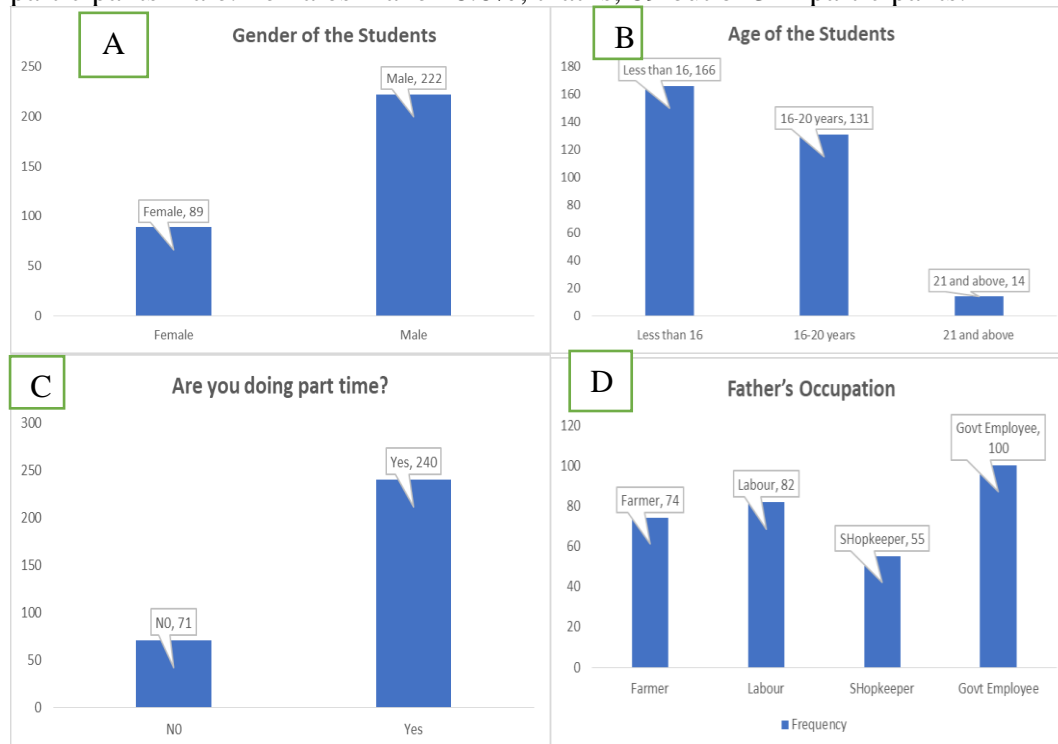
This study employed an explanatory research design using a quantitative approach to examine how part-time employment affects students' academic performance in Higher Secondary Schools of District Lasbela, Balochistan. The population consisted of teachers and students, from which 10 out of 25 schools were selected through systematic random sampling. A sample of 40 teachers and 311 students was determined using a probability sampling method, applying the standard sample size formula at a 95% confidence level and 5% margin of error. Data were collected through a questionnaire containing 30 items and supplemented by five interview



questions. Quantitative data were analyzed using SPSS through descriptive statistics (frequencies and percentages) and inferential tests, including Chi-Square, Independent Sample t-test, and Pearson correlation, to examine relationships among variables. Qualitative interview data were analyzed through thematic analysis to identify the major factors leading students toward part-time employment.

RESULT AND DISCUSSION OF THE STUDY

The bar chart (A) represents the gender of the study. There were 71.4% (222) out of 311 participants male. Females make 28.6%, that is, 89 out of 311 participants.



The bar chart (B) represents the age of the students, majority of the respondents, 53.4%, are less than the age of 16 that included 166 from 311 respondents. This age distribution shows that most of the students in your study are relatively young, which might affect their academic performance and, in turn, the influence of part-time jobs on their studies. The bar chart (C) represents the part time job status. Substantial majority of students, 77.2%, are in fact working part-time, according to your data on the subject. This represents 240 out of 311 students. In contrast, 71 students, or 22.8% of the student body, do not work part-time jobs. This suggests that a significant number of pupils in District Lasbela's higher secondary schools work part-time. The bar chart (D) represents **Father's Occupation. The majority students parents were doing farmers and labor.** This differences in worktime may make the time varies for having the studies period amongst the students. The statistics show that the most common job among students is tutoring, as nearly half of the students, or 47%, are engaged in it. Freelancing and retail jobs also take a significant portion, at 20% and 15%, respectively. The rest, 17%, are doing other types of jobs. The nature of the jobs could affect their academic performance in different ways depending on the demands and flexibility of each job type.



Table 1 Working hours/type/earning of the part time Job

Statement	Less than 10 hours	10-20 hours	20-30 hours	More than 30 hours
How many hours do you work per week?	75 24%	120 39%	66 21%	50 16%
What type of job are you doing?	Tutoring 147 47%	Retail 48 15%	Freelancing 62 20%	Other 54 17%
How much do you earn monthly?	Less than 5000 169 54%	5000 to 10000 Pkr 78 25%	10000 to 15000 Pkr 20 6%	More than 15000 44 14%

In terms of earnings, the majority of students (54%) earn less than 5000 PKR per month. A quarter of the students (25%) earn between 5000 to 10000 PKR, while only 6% earn between 10000 to 15000 PKR. In addition, 14% of students earn more than 15000 PKR monthly. This distribution indicates that, although most students are receiving relatively modest sums, a significant percentage of them earn more considerable sums, which may potentially ease financial stress but at the same time may take longer to achieve.

Student-Related Factors

The table number 2 represents the student's related factors. My academic performance has been affected because of my part time job: There is a majority agreement in the opinion that their part-time jobs have affected the academic performance. The Chi-Square value is 156.797, which shows a significant association between part-time jobs and students' performance.

Table 2 Students Related Factors

	SDA	DA	N	A	SA	Chi Square
1 My academic performance has been affected due to my part time job	44 14.1%	12 3.9%	36 11.6%	139 44.7%	80 25.7%	156.797 ^b .000
2 I mostly miss my classes due to my part time job	115 37%	34 10.9%	66 21.2%	56 18%	40 12.9%	97.248 ^b .000
3 I manage to perform my class work activities alongside my part time job	114 36.7%	43 13.8%	22 7.1%	92 29.6%	40 12.9%	66.379 ^b .000
4 I have faced social issues/problems due to my part time job	38 12.2%	38 12.2%	74 23.8%	48 15.4%	113 36.3%	65.801 ^b .000
5 I have repeated my grade due to my part time job	120 38.6%	43 13.8%	64 20.6%	45 14.5%	34 10.9%	78.412 ^c .000
6 I see my future benefits in my part time job	45 14.5%	26 8.4%	90 28.9%	100 32.2%	50 16.15	63.614 ^b .000



		7.1%	4.5%	22.2%	45.7%	20.65	.000
7	I am satisfied with my academic performance	28	30	30	154	61	192.396 ^d
		9%	9.6%	9.6%	49.5%	19.65	.000
		11.6%	20.3%	27.3%	21.9%	19%	.000
8	I manage to participate in co-curricular activities with my part time job	40	39	61	92	79	35.415 ^b
		12.9%	12.5%	19.6%	29.6%	25.4%	.000
9	My stress levels have increased due to my part-time job.	44	48	62	58	99	30.624 ^b
		14.1%	15.4%	19.9%	18.6%	31.8%	.000

I miss my classes most of the time because of my part-time job: A large percentage of students, 37%, strongly disagree with this statement, suggesting that they do not miss classes frequently due to their part-time jobs. The Chi-Square value of 97.248 indicates a significant association between part-time work and class attendance. I am able to balance my part-time job and my coursework: The majority of students, 36.7%, strongly disagree with the statement, showing that they find it challenging to balance their part-time jobs and coursework at the same time. The significant association is indicated by the Chi-Square score of 66.379 which is greater than chi-square tabulated value .i.e. 9. I experienced social issues/problems because of my part time job: This suggests that 36.3% of students strongly agree they faced social issues due to their part-time jobs, whereas an additional 15.4% agree. It indicates that part-time jobs have a potential influence on students' social life. Chi-Square value is 65.801; therefore, the relation is significant.

I have repeated my grade due to my part-time job: A significant proportion, 38.6%, strongly disagree with this statement, which indicates that most students have not had to repeat a grade because of their part-time jobs. I see my future benefits in my part time job: About 32.2% of students agree they see future benefits in their part-time jobs, with 16.1% strongly agreeing. A significant number are still unsure. The Chi-Square value of 63.614 indicates a significant relationship. Despite part-time working, a large number of students feel satisfied with their academic performance, but there is still a significant proportion of students who do not share the same opinion. Chi-Square value: 192.396. The part-time work may have a mixed impact on students' motivation to study. The Chi-Square value of 20.109 indicates a significant relationship. Most students have been able to engage in the co-curricular activities and at the same time still working part-time. That is why the Chi-square value is 35.415, which means the relationship is significant. The part-time jobs can be a major stressor for students. With a Chi-Square value of 30.624, the relationship is significant.

Table 3 Family Related Factors

S.No		SDA	DA	N	A	SA
1	My family supports my decision to work part-time.	52	38	60	74	87
		16.7%	12.2%	19.3%	23.8%	28%
2	My family's financial situation is the primary reason for my job.	76	64	44	88	39
		24.4%	20.6%	14.1%	28.3%	12.5%
3	My family responsibilities interfere with my academic performance.	23	14	68	81	125
		7.4%	4.5%	21.9%	26%	40.2%



My family supports my decision of working part-time, this shows that although many students have families who support their part-time job, there is also a fair amount who either do not or care less about what their families think. My family is having financial problems. It is clear that financial necessity is a significant reason for many students' taking up part-time work, though an appreciable number of students do not mention family finances as their principal reason. My family responsibilities interrupt my academic performance, the data shows that 40.2% of students strongly agree that family responsibilities interrupt their performance, it points out that for many of the students, family responsibilities interfere with their ability to perform in academics.

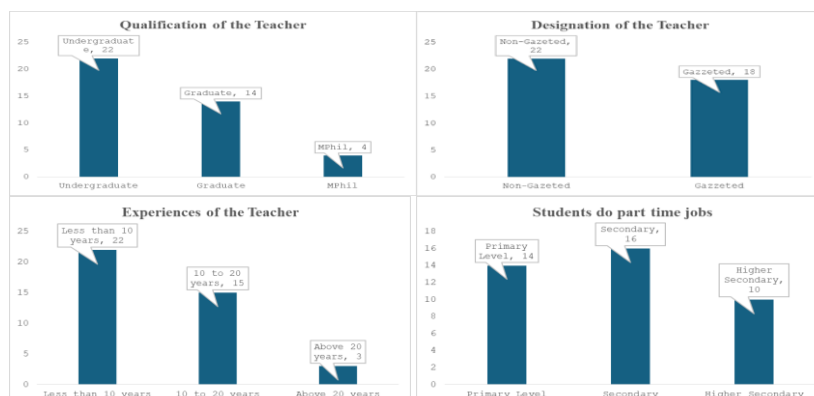
The table number 4 represents academic performance, has your part-time job changed over the course of your degree studies? It reveals that a great majority of students, the nature or scope of part-time Job has changed as they progressed in their studies.

Table 4 Academic Performance

S.No		SDA	DA	N	A	SA
1	Has your part time job changed over your degree studies?	58 18.6%	42 13.5%	68 21.9%	89 28.6%	54 17.4%
2	Are you satisfied with your performance?	50 16.1%	51 16.4%	66 21.2%	103 33.1%	41 13.2%
3	Have you ever got any three positions in your class with your part time job?	81 26%	60 19.3%	33 10.6%	52 16.7%	85 27.3%

This variation points out the dynamic nature of part-time work and its possible impact on students' academic experiences. Do you feel satisfied with your performance? A large proportion of students, 33.1%, agree (A) that they are satisfied with their performance given the part-time job. A large proportion of students are dissatisfied with their performance. Have you ever got any three positions in your class with your part time job? The data shows a balanced distribution among responses. However, 26% feel that they have strongly disagreed, and 19.3% have disagreed that part-time work has affected them by not getting a top rank in their classes. Meanwhile, 10.6% feel neutral about this issue. This shows that whereas some students work their part-time jobs, other ones have problems achieving a rank in high ranks.

Teachers Perceptions





Qualification of the Teacher, According bar chart (E) data on teacher qualifications, 55% of the teachers polled are undergraduates, making up the bulk of the sample. Only 10% of the teachers have an MPhil degree, whereas graduates, who comprise 35% of the sample. These numbers show that a sizable percentage of instructors hold degrees below the postgraduate level, which could have an impact on the breadth of subject knowledge and the pedagogical strategies used in the classroom. According to bar chart (F), teachers are classified as either gazetted officers or non-gazetted, with a slight majority (55%) holding non-gazetted positions. More than half of the teaching workforce works in positions that are generally linked to lower administrative authority and pay grades, as this distribution makes clear. However, the presence of a sizable percentage of gazetted officers indicates that teachers are well-represented in higher-ranking roles. These numbers point to a somewhat skewed but mostly balanced worker makeup. The results of bar chart (G) regarding the designation of teachers show that a slight majority, 55%, hold non-gazetted positions, while the remaining 45% are gazetted officers. This distribution highlights that more than half of the teaching workforce operates in roles typically associated with lower administrative authority and pay grades. The presence of a substantial proportion of gazetted officers. According to the bar chart (H), teachers are classified as either gazetted officers or non-gazetted, with a slight majority (55%) holding non-gazetted positions. More than half of the teaching workforce works in positions that are generally linked to lower administrative authority and pay grades, as this distribution makes clear. A significant percentage of gazetted officers are present.

Students Related Factors

The table number 5 represents the students related factors, do students who work part-time take an active part in extracurricular activities? "Yes" was selected by 35% of the students, "No" by 50%, and "To some extent" by 15%. This suggests that the majority of students who work part-time do not actively participate in extracurricular activities, perhaps as a result of time constraints or fatigue from their work obligations.

Do part-time Job force some kids to drop out of school? Of the pupils, 17.5% replied "To some extent," 40% said "No," and 42.5% stated "Yes." This implies that a sizable portion of students might struggle to manage their studies and part-time jobs, which could occasionally result in school dropouts.

Table 5: Students Related Factors

	Yes	No	to some Extent
Do part time employed students actively participate in co-curricular activities	14 35%	20 50%	6 15%
Do some of the students drop out of school because of part time job?	17 42.5%	16 40%	7 17.5%
Do part time employed students attend the school regularly?	20 50%	20 50%	0 0%
Do part time employed students maintain their homework regularly?	13 32.5%	24 60%	3 7.5%
Do part time employed students perform their classroom activities?	18 45%	22 55%	0 0%
Do part time employed students actively participate during the teaching learning process?	17 42.5%	21 52.5%	2 5%



Does having a part-time job affect the academic performance of students in general?	28 70%	8 20%	4 10%
Do you face challenges in managing classes with part-time employed students?	28 70%	6 15%	6 15%
Do you think students should work part-time while continuing their studies?	9 22.5%	28 70%	3 7.5%

Do students actively participate in extracurricular activities when they work part-time? Of the students, 35% chose "Yes," 50% chose "No," and 15% chose "To some extent." This shows that the majority of students who work part-time do not actively participate in extracurricular activities, perhaps as a result of time constraints or exhaustion from their work duties. Do part-time work force some kids to drop out of school? Forty percent of the students said "No," 17.5% said "To some extent," and 42.5% said "Yes." This suggests that a significant number of students may find it difficult to balance their coursework and part-time Job, which may occasionally lead to school dropouts.

Do part-time employed students perform their classroom activities? 45% of students said "Yes" and 55% said "No", with no responses for "To some extent". This suggests that a slight majority of part-time employed students do not perform their classroom activities, potentially due to conflicting work schedules.

Do part-time employed students participate during the teaching-learning process? 42.5% said "Yes", 52.5% said "No", and 5% said "To some extent". Thus, it is clear that over half of the part-time employed students do not participate actively during class which may lead to their negative learning outcome.

Does a part-time job have an effect on students' academic performance in general? 70% said "Yes", 20% said "No", and 10% said "To some extent". This means that a vast majority of students believe that part-time jobs negatively affect their academic performance, possibly because of reduced study time and increased stress.

Do you face challenges in managing classes with part-time employed students? 70% of the students said "Yes", 15% said "No", and 15% said "To some extent". This indicates that managing classes with part-time employed students is a common challenge, which is probably because of attendance, participation, and performance problems.

Do you think students should work part-time while continuing their studies? 22.5% said "Yes", 70% said "No", and 7.5% said "To some extent". This shows that the majority feel that students should not engage in part time Job and study. Probably the valid reason for this is that part-time Job has several negative consequences for the student's academic performance and well-being.

What academic challenges do students who work part-time commonly face?

Teachers found that students who work part-time often experience a number of academic difficulties, with time management and engagement in class being the main problems. These students frequently find it difficult to strike a balance between their academic and professional obligations, which makes it difficult for them to turn in assignments and classwork on time. Their involvement in class activities thus tends to decline, indicating a lack of interest and concentration. These issues are made worse by increased stress from balancing several obligations, which impairs their focus and keeps them interested in their studies. All things considered, these difficulties.



What types of social issues do you think students experience due to part-time Job?

Teachers mentioned that, socially, there are problems encountered by students working part-time. Such issues tend to affect the social interaction among students and their social welfare. Isolation, particularly, is one issue arising from this, given the fact that most of these students hardly have ample time to mingle with fellow peers, engage in social events, or have deeper relations with their social friends. This social isolation brings along communication gaps, increasing their distance from both their social and academic networks. Stress and anxiety were common, due to the pressures of handling work and studies at the same time, moral stress, and the burden of meeting societal expectations. Teachers also observed signs of mental strain as some students became aggressive or socially disturbed due to the overwhelming responsibilities they bear. The lack of proper social guidance and interaction exacerbates these challenges, leaving students vulnerable to emotional distress and hindering their social development.

1.2 Section –II Inferential Statistics

1.2.1 Hypothesis testing

H0: there is no significance difference between gender and their academic performance

H1: there is no significance difference between gender and their academic performance

Table 4. 1: Descriptive results

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic numbers before	Male	170	394.9882	255.96577	19.63168
	Female	70	640.3000	291.64935	34.85876

The descriptive statistics give the information regarding the academic performances of males and females. The mean academic performance of males is 394.99, and the standard deviation is 255.97, while the standard error is 19.63. The mean for females is considerably higher, at 640.30, with a standard deviation of 291.65 and a standard error of 34.86. This indicates that, on average, females perform better than males in their academic performance with a little more variability in their scores as indicated by the higher standard deviation.

Table 6: Academic Performance with Gender

Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	df	Sig.	Mean Difference	Std. Error Difference	
Academic Performance	Equal variances assumed	1.46	0.95	6.47	238	0	-245.3	37.89
	Equal variances not assumed			6.13	114	0	-245.3	40.007

The results states that the F-value of 1.46 and a significance level of 0.95, Levene's test for equality of variances shows that the assumption of equal variances is true because the p-value is higher than 0.05. With 238 degrees of freedom and a significance level (p-



value) of 0.000, the t-value is -6.474 when using the t-test for equality of means (equal variances assumed). With a standard error of 37.89, the mean difference between males and females is -245.3. According to these findings, there is a statistically significant gender gap in academic achievement, with women outperforming men. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected, proving that gender significantly influences academic achievement. It means there is a significance differences exists between the Gender and their Academic Performance.

HO: There no is significant effect of part-time job on students' academic performance.

H1: There is significant effect of part-time job on students' academic performance.

Table 7: Descriptive Statistics

Are you doing part time?		N	Mean	Std. Deviation	Std. Error Mean
Academic	Yes	228	122.1711	85.72241	18.92243
Performance	No	12	188.5000	194.79290	56.23187

The descriptive statistics show how students who work part-time do academically in comparison to those who do not. The average academic performance of students who work part-time is 122.17, with a standard deviation of 85.72 and a standard error of 18.92. The mean academic performance of students who do not work part-time, on the other hand, is significantly higher at 188.50, with a standard deviation of 194.79 and a standard error of 56.23. This implies that despite their performance varies more, students without part-time jobs often do better academically.

Table 4. 2: Academic Performance with doing Part time Job

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.701	0.403	3.502	238	0.001	292.67	83.57
Equal variances not assumed			4.933	13.624	0.000	292.67	59.33

Using Levene's test for equality of variances, the F-value obtained is 0.701, and its p-value is 0.403. The assumption of equal variances holds good as the p-value value is beyond 0.05. The t-test for equality of means, assuming equal variances, provides a t-value of 3.502, df = 238, and a p-value of 0.001. The mean difference is 292.67 with the standard error of 83.57. Since the p-value is less than 0.05, then the null hypothesis will be rejected. This suggests a statistically significant difference in the academic performance of students with part-time jobs compared to those who do not have any. The findings show that students' academic performance is significantly harmed by part-time Job. When compared to their counterparts who work part-time, students who do not work part-time do better academically. The substantial t-test results, which offer proof to reject the null hypothesis in favor of the alternative hypothesis, corroborate this conclusion.



Table 8: Association between the Poverty and Part time Job

		Poverty	Part time Job
Poverty	Pearson Correlation	1	.724*
	Sig.		0.029
Part time Job	Pearson Correlation		1

Using Pearson correlation, the study investigates the connection between poverty and part-time Job. According to the findings, poverty and part-time Job are strongly positively correlated, with a Pearson correlation coefficient of 0.724. It would seem from this that people are more likely to work part-time jobs when poverty levels rise. The observed association is confirmed to be statistically significant and not the result of chance since the significance value ($p = 0.029$) is below the 0.05 cutoff. As a result, the results show that poverty plays a major role in people's decisions to work part-time, highlighting the importance of such Job in reducing the negative consequences of poverty.

Conclusion

The findings of the study indicate the multi-dimensional impact of part-time Job on academic performance and experiences of students in higher secondary schools within District Lasbela. The data reveals significant trends in gender distribution, age, grade levels, and socio-economic factors that are shaping students' engagement with part-time work. A substantial majority of students are engaged in part-time jobs, with tutoring emerging as the most common occupation. Financial necessity and family responsibilities are some of the factors that lead to part-time Job, which also disrupts academic performance. These dynamics emphasize the need to understand the socio-economic backgrounds of students when analyzing the effects of part-time jobs on their academic and social outcomes.

Students' academic performance is found to have mixed outcomes regarding their part-time jobs. Most students express the belief that their part-time job negatively affects their study, either by shortening study time or increasing levels of stress, while some feel good about their achievement. Challenges are apparent between balancing work and studies: this is revealed by large effects on missing classes due to work, decreased study motivation, and poor management of courses due to part-time jobs. However, a significant number of students also see the advantages of working part-time, including the development of time management, work experience, and better prospects for future careers. The results suggest that part-time Job has both positive and negative effects on students' academic and personal development.

One important consideration in students' decisions to seek part-time jobs is the influence of family and financial obligations. While some students acknowledge their families' support in their career ambitions, many students cite financial constraints as the main reason they work. Students show resilience in the face of these demands by successfully juggling their obligations to varied degrees. The study also emphasizes how social difficulties and stress associated with part-time work impact students' general well-being and academic performance. In order to assist students in successfully juggling these two obligations, specific support mechanisms are required.

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part-time work impact students' general well-being and academic performance. In order to assist students in successfully juggling these two obligations, specific support mechanisms are required.

This research offers very good insights into teachers' understanding of students who are presently working part-time jobs through their higher secondary education period. An important observation concerning the present research is made regarding the qualifications and categories of teachers being surveyed. While 55% teachers have been educated up to undergraduate levels and 55% teachers belong to nongazetted levels, it suggests that this section of the teachers, at least, in the given study context possess relatively lesser educational qualifications along with a limited administrative scale. This can impact their ability to effectively respond to the multifaceted academic and social issues that part-time working students face. In addition, the low engagement of students in extracurricular activities, as noted by 50% of the respondents, reflects the time constraints and exhaustion associated with the dual commitments of these students.

Teachers' emphasis on academic difficulties highlights the negative effects of part-time work on pupils' academic performance and classroom participation. According to reports, most students have trouble managing their time, don't finish their assignments, and don't actively participate in class activities. This damages their entire school experience in addition to having an impact on their academic success. According to the statistics, 70% of educators think that students' academic performance is adversely affected by part-time Job, with involvement, performance, and attendance being the main areas of concern. These difficulties are made worse by the strain of juggling work and school obligations, which makes them less motivated and focused on their academics.

Social issues that result from part-time Job add another layer of complexity to the challenges that the students are facing. According to teachers, these students experience social isolation, stress, and anxiety, which affects their interpersonal relationships and emotional well-being. Communication gaps and moral stress were noted as additional barriers to their social and academic integration. In extreme cases, students were reported to become socially disturbed or aggressive due to the overwhelming pressures they face. These findings highlight the need for targeted interventions by schools and policymakers to address both academic and social challenges, ensuring a balanced approach to education and part-time Job. With strong teacher training, manageable academic schedules, and adequate support systems, all these can now be reduced to foster a conducive learning environment for all students.

Recommendations

Based on the results obtained in the current study, it is clear that part-time working impacts the academic performance and general experience of students in higher secondary schools significantly. A major recommendation is increasing targeted support to help better balance one's academic and work responsibilities. Schools should offer flexible academic schedules such as evening or weekend classes to accommodate the working hours of part-time employed students. Academic support programs such as tutoring and study groups can also be offered to help these students manage their coursework more effectively. Schools can also partner with employers to establish work-study programs where the job responsibilities align with the academic goals of students, so that the experience does not compromise the students' academic success.

Additionally, schools should provide part-time employed students with mental and emotional well-being through counseling services and stress management workshops. These services can



help students cope with pressures from balancing work and school and address any social or emotional challenges they might have. Schools can organize campaigns to educate students and parents about the potential impact that part-time work could have on academic performance and wellbeing, encouraging a balance approach to education and Job. By creating a supportive and understanding environment, schools can help part-time employed students thrive academically while gaining valuable work experience.

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