

IMPACT OF PART-TIME JOBS ON LEARNING EXPERIENCES OF UNIVERSITY STUDENTS: A QUALITATIVE STUDY

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ABSTRACT

This study examines the effects of part-time employment on students' academic lives across all Pakistani universities. In order to cover their expenses and gain some work experience, other students are working while they study. I have observed how my research affects the grades of Jobian students as well as their time management, emotional state, personal development, and financial circumstances. I spoke with ten students, gathered information from various departments, and asked them a number of questions.

I discovered both good and bad things during this investigation. Students who work part-time jobs can improve their skills, become more self-sufficient, and earn some money. However, their assessment and stress levels may suffer if they work at a high level too much.

Keywords: Part-time work, college students, learning, Pakistan, interviews, balancing work and life

Introduction

The majority of Pakistani students work part-time because it's hard to pay for education and some families don't have enough money, so students must find employment. They either do it for the money or to gain experience in the field of their choice.

It can be challenging to juggle work and school. Flexible employment can, on the one hand, teach students time management, interpersonal communication, and problem-solving skills. However, it can cause them stress and negatively impact their grades. This study will investigate how students' learning is impacted by part-time employment.

Since the University of Gujrat is a typical public school with students from all backgrounds, it is ideal for this study. In order for the school to create policies that support these students' success in both work and

school, it is critical to understand what these students go through.

Problem:

Many Pakistani students work part-time, but little is known about how this affects their education, level of involvement in class, or personal development. The majority of studies only examine their work hours or grades. We are interested in learning more about what it's actually like for them.

This study will examine students' thoughts, experiences, and challenges when balancing work and school. It will identify the advantages and disadvantages of part-time employment and offer suggestions for how the school can assist these students.

Objectives of research study:

This research seeks to:

1. Observe how part-time jobs would affect students' grades.
2. Figuring out the structuring of time that students use to balance between school and work.
3. Find out how working affects the feelings and mental health of students.
4. Observe what skills and capabilities they develop from working.
5. Understand why some students must work part-time.

Questions:

1. How part-time jobs impact the grades of students at the University of Gujrat.
2. But just how do the students manage to balance their working and academic schedules?
3. What is the impact of part-time employment on the mental health of students?
4. The skills learned from having part-time jobs.
5. Why do students need to look for part-time employment?
6. When a student requires
7. What can be done by the school in cases of working students?

Significance of the study:

1. This research is significant for:
2. It provides true stories from people attending college who have to balance college and employment.
3. It assists schools in understanding the kinds of challenges faced by working students.
4. It provides suggestions on how schools could be more flexible, provide counseling, and enable students to acquire new skills.
5. It assists in promoting policies that ensure students' welfare and success at school.

Limitations of the study:

1. This study will consider the University of Gujrat students only.
2. It only encompasses students pursuing their bachelors' degrees.
3. It addresses ten students specifically selected for the study.

4. It applies to part-time employment and not to either full-time employment or internships.

Review of Existing Information:

Introduction

The number of college students working part-time has increased in Pakistan over the past decade. Pakistani students take up part-time jobs for various reasons, but mainly because they need cash or want to develop as individuals. Students from other countries source employment as part-timers, but Pakistani students primarily engage in tutoring, freelancing, or other small-scale service-related jobs. Students face cash-related issues, causing them to need funds to fund their studies and take care of their families.

Life and academics are equally challenging for students, and it has an effect on study, results, social activities, and mental well-being. The educational institutions and teaching faculty have to understand the situation and make an effort to help the students.

Grades and Learning

A lot of research has been done on how working affects grades. Students in Pakistan say that part-time jobs can either help or hurt their grades, depending on the job and how many hours they work.

Some students who work a little bit (two or three hours a day or on weekends) say it doesn't hurt their grades. They say it helps them balance school by using what they learn and building discipline. For example, a student who tutors math is actually helping himself learn better.

But students who work a lot of hours (like 20 or more a week) often say they can't keep up with school. They miss classes, can't finish homework on time, and are tired all the time, which makes their grades drop. Some say they have to give up fun activities to keep up with school and work, which makes them stressed and unhappy.

The balance between good and bad is tricky. Students say it's really important to have flexible work hours. Jobs that let them work around exams or big assignments are usually helpful, but jobs with strict schedules aren't.

Time Management:

Time is an issue that matters greatly to Pakistani students who work. Most feel that they are handling a lot.

The key to success in both work and academics is effective time management. Students who manage their time well are disciplined students, and discipline helps students succeed in their academics. Students who do not manage their time well tend to submit their work late, study all night for tests, and become stressed out.

Students also report that it is important to have breaks and manage school time with other activities. Students feel that taking time to rest or do something fun or spend time with friends helps them concentrate.

Time management then is the wise utilization of time to take care of the body and brain. It is often associated with those in education because they have to manage time associated with their school work and other activities.

Feelings and Mental Health:

Part-time jobs might have varied implications for the emotions of Pakistani students. Part-time jobs might make them feel more responsible, independent, and confident or might make them feel stressed, concerned, and tired.

Often, students remark that it makes them feel good if they can manage balancing work and going to school. Since they deal with both, according to students, it helps them learn to be tough and problem solvers. Many consider these skills applicable when they grow older.

But there are also the negative feelings. The students have said they feel overwhelmed or burned out, especially when things get challenging at school, such as when they have finals. Missing sleep, feeling tired, and being stressed are common, particularly if they are putting in a lot of hours to maintain their marks.

Students find ways to manage such challenges. Having access to help from friends and family, as well as flexible work hours, is key to stress management.

Skills and Job Prep:

Part-time jobs give Pakistani students the chance to develop various skills and prepare them for their future careers. They acquire

useful skills that sometimes students don't get to learn in classroom sessions, such as speaking to people, team work, problem-solving, serving customers, and remaining professional.

Tutoring, internships, and freelancing enable them to acquire particular skills, whereas service jobs enable them to enhance their people skills. The students understand that these activities enhance their chances of securing a job after completion of their graduation.

In addition to skills, students gain confidence, discipline, and responsibility. They feel satisfied with having their own income and responsibilities. Part-time jobs make them well-rounded individuals, giving them a reason to live.

Why Students Work:

The primary reason for part-time jobs among Pakistani students is the need for money. The students have to finance their education as well as their other expenses.

Many people from lower-middle class families find themselves having to work while simultaneously pursuing an education.

School Support:

In the universities of Pakistan, there aren't any regulations for students to work part-time. Students have strict classes, can't mix and mingle with friends as there's little flexibility regarding their studies, and little career advice. Some provide career counseling, but that's unrelated to academics.

Students propose that the following could be provided by the school to assist them: flexible time schedules, online learning classes, and mentors.

Students' Thoughts:

Some of the students have very positive comments to make about working. One girl explained that teaching children gave her the confidence, and a boy explained that working in a shop gave him the discipline to be patient. However, students do describe the challenges of being sleepy, experiencing stress, and not having enough time to dedicate to education. They understand that time management, being flexible in employment, and maintaining a strong level of motivation are necessary to

ensure the employment facilitates, rather than inhibits, the learning process.

Friends and Social Life:

Going to work may impact the social lives of students. They may not be able to participate in school events, thus feeling like outsiders among their peers.

At the same time, employment may help them make contacts and develop communication skills. It is necessary that students have some school, social, and work experiences to help them develop as individuals.

Motivation and School:

Jobs may affect the level of students' motivation at school. Students who have jobs within the same area of education may feel more motivated at school. This is because what happens at the workplace is related to what students do at school. Jobs that are not related to what students do at school or require a lot of physical activity may cause students to lack the ability to focus at school and to be full of energy to go to school.

Health and Lifestyle:

A part-time job may have an impact on students' health. This is because extended hours or irregular shifts may affect their sleep, meals, and exercise routine.

Flexible work arrangements can assist students in keeping healthy. In other ways, by effectively combining physical activities, studying, and employment, students can manage everything well. Schools can be of assistance in teaching students to manage their job and life, along with maintaining their health.

Tech in the Workplace:

The internet has altered the nature of part-time jobs for Pakistani students. Freelancing, teaching online, and producing online content provide an opportunity to gain skill sets.

Technology helps students strike a good work-life balance because students are capable of organizing their work and monitoring their progress. It is obvious that technology skills play a major role in both school and work.

Summary:

Studies show that part-time jobs can be positive and negative for college students. This is because part-time jobs can enable them to learn skills, feel responsible, prepare for their professional jobs, and boost their esteem. However, part-time jobs can cause stress, fatigue, and poor performance.

This is influenced by the way they handle their timetable, the type of employment they have, the flexibility of the employment, as well as their financial condition. It will be possible for the students to reap the benefits of part-time employment if they possess skills for coping with stress, family assistance, as well as self-control.

In conclusion, the issue of part-time jobs is quite complex for Pakistani college-going students. They provide financial benefit, learning skills, and development, and students have to manage them properly so as not to flunk or get stressed out. Further exploration of the implications of part-time jobs by students of the University of Gujrat would then be discussed in this research.

Methodology

Research Style:

I used interviews to see how part-time work changes students' learning experiences. This way works best because it lets us really understand what students think and go through.

I wanted to know what it's like for students to balance school and work. By doing this, we can explain the challenges, benefits, and ways students deal with working while studying.

Who We Studied: (Population)

I wanted to study all college students in Pakistan who work part-time. We call these students Jobians because they're juggling both.

These students are all different. They're in different departments, come from different backgrounds, and live in different parts of Pakistan. They do different jobs, like tutoring, internships, freelancing, or service jobs. Because we're focusing on this group, we can use what we learn to understand other working students in Pakistan, not just at the University of Gujrat.

Choosing Our Group: (sampling)

To pick scholars who could give us good information about working part-time and how it affects their literacy, we chose scholars who had experience with this.

Group Size:

Ten scholars were selected from the University of Gujrat. In fact, although this is a small sample, it is helpful for us to conduct this research to know what they actually go through. We attempted to mix male and female scholars, as well as academics from various departments and employment, for all the scholars who work in Pakistan.

Through proper selection of our group and ensuring they are different; we are able to apply the knowledge gained to other universities across Pakistan.

How We Got Our Information:

I employed malleable interviews to allow scholars to speak of what they have suffered. I asked them about

- a. Grades and learning
- b. How they prioritize time
- c. Study habits
- d. How they feel and respond to stress
- e. Chops that he has gained from his career
- f. Why they need to work

Making Sure my Questions Were Good:

To ensure that the questions were good, I did lots of research on the subject matter and talked to some professors who knew what pupil employment in Pakistan entailed. I wanted to ensure that we did not miss anything significant during the interviews.

I also conducted a mock interview with two scholars to ensure that the questions were understandable. This ensured that our questions were good and that we were actually measuring what we set out to measure.

Making Sure My Information Was Accurate: (tool)

To ensure that we had accurate information, we asked the same questions in the interview. Interviews were taped, and we checked them for accuracy. In fact, we had other experimenters check our interview

transcriptions to verify whether they agreed with what we had designed.

How We Collected Our Information: (Data Collection)

I followed these ways

- a. Selected scholars with experience related to part-time working.
 - b. Obtained authorization to share.
 - c. Carried out the interviews in quiet sites and took between 30 – 40 twinkles.
 - d. Recorded the interviews and took notes to ensure we got everything right.
 - e. Transcribed the interviews and began searching for patterns.
- "I followed all the rules to make sure we were being ethical, like keeping everything nonpublic, letting scholars choose to share, and letting them stop at any time."

How We Anatomized Our Information: (data analysis)

I employed a method called thematic analysis to identify trends within the interview transcriptions. This involved

- a. Recording the interviews verbatim.
- b. Reading the notes multiple times to make them more familiar.
- c. Issuing significant declarations that corresponded to our pretensions.
- d. A categorization of the canons into themes, including grades, time function, passions, chops, and plutocrat problems.
- e. Checking and refining the themes to ensure they came across well.
- f. Writing on themes that illustrate what the scholars went through.

This allowed me to share my results with other working scholars in Pakistan and offer them ideas on the ways seminaries can assist them.

Ethics:

- a. academics shared liberally and gave their consent.
- b. We avoided using the names of scholars to conceal their sequestration.
- c. The sharing of scholars could be stopped by scholars themselves at any given time.
- d. We protected the information so that it would remain private.

e. We received permission from the Department of Education at the University of Gujrat to conduct our investigation.

Discussions:

introduction

This chapter will describe the lessons that could be taken from canvassing academics from the University of Gujrat on how part-time jobs influence their lives.

Topic 1 Grades

A moderate workload can aid scholars in comprehending what they study, as well as be more disciplined.

* Putting in an excessive number of hours may cause absenteeism, tardiness, and reduced academy engagement.

* Jobs that can adapt to the schedule of the academy have a less bad effect on grades.

Theme 2 Time Management

* academia and work-diurnal routines will be created by scholars to deal.

* Prioritizing and organization skills are necessary to manage it all.

* "Jobs with rigid scheduling can beget stress, making it more difficult to maintain pace with the academy."

Theme 3 Passions

- Part-time jobs may make scholars feel and become more responsible, independent, and hard.

- Important work may cause stress, prostration, and a lack of provocation.

- You want to be able to cope, such as through planning, rest, and time management.

Theme 4 Chops

- They develop soft skills such as communication skills, cooperation, and problem-solving skills.

- They also improve specialist and professional skills via training, freelancing, and technology.

- It assists them with preparing for employment.

- demanding plutocrat represents a critical cause why researchers work.

- It assists them in funding their education and livelihood.

- sometimes it may be

- they could consider jobs related to their academy or career in order to gain experience.

Conclusion:

- Part- time jobs have positive and negative aspects regarding the issue of literacy.

- The effect of work on scholars will depend on how many hours they work, how malleable their employment is, and their plutocrat circumstances.

- Because working a balanced schedule can permit academics to learn and acquire chops, overstepping may damage their grades.

What It All Means: (Conclusion)

PREFACE

This chapter will discussion what we found out in relation to what has already been explored.

5.2 Grades:

- Having a part-time job may help the scholars learn better as long as the job does not demand too much.

- Too much working is associated with decreased engagement with the academy and untaken assignments.

- Seminaries could consider flexible class times in order to allow those scholars who work to maintain their grades.

- Time Management :

- Time management skills and prioritization are key skills gained from part-time jobs.

- People who use their time efficiently acquire less stress and attain good grades.

- seminaries could educate and help scholars with time operation to make their literacy experience more.

- Although independence is encouraged by work, if they are overworked, they will be unhappy.

- The institution can provide avenues such as counseling and stress management activities to take care of the working students.

Skills and Job Prep:

- Part-time jobs provide skills for the student that may include communication skills, technology skills, and skills for the profession involved. Such skills increase their chances of being hired once they complete their education

- When the job contributes to goals for education and career purposes, the positive influence will be most effective for the future career.

Money:

- Students who have financial needs are compelled to work. That is dependent on their needs and the cost of tuition.
- The schools would have the opportunity to investigate the possibility of providing funding assistance or scholarships to enable the students to rely less on working.

Conclusion

The practice of part-time employment is complex for college students. It has both positive and negative aspects.

Too much work can damage school engagement but can positively impact skills and independence.

Time management, job flexibility, school support, and finances are important factors that help in learning.

Recommendations:

- Colleges must provide flexible class times and online classes.
- Career counseling/mentoring should address issues associated with part-time employment.
- These schools must provide time management, stress management, and balance.
- Assist students in gaining part-time jobs related to their interests in school and their future careers.

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