

## A STUDY ON IMPACT OF PART-TIME JOBS ON ACADEMIC PERFORMANCE OF DEGREE STUDENTS IN GOVERNMENT FIRST GRADE COLLEGES IN KODAGU DISTRICT

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### ABSTRACT

The present study examines the impact of part-time employment on the academic performance of Bachelor of Arts (B.A.) students studying in Government Degree Colleges in Kodagu District, Karnataka. The study aims to analyze the relationship between part-time employment and academic achievement and to identify the factors influencing students to engage in part-time work. A descriptive and analytical research design was adopted for the study. Primary data were collected through a structured questionnaire from 100 respondents, comprising 50 students engaged in part-time employment and 50 students not involved in any part-time work. To ensure comparability, respondents from both groups were selected with similar percentages obtained in the Pre-University Course (PUC) examination. Descriptive statistics, cross-tabulation, and independent sample t-test were employed for data analysis. The findings revealed that students engaged in part-time employment recorded a lower mean CGPA (7.31) compared to non-working students (8.26). The independent sample t-test showed a statistically significant difference in academic performance ( $t = -23.486$ ,  $p = 0.000$ ), leading to the rejection of the null hypothesis. Financial constraints and the need to support family income were identified as the major reasons for undertaking part-time jobs. The study suggests that provision of scholarships and financial assistance, flexible class schedules, and academic counseling and mentoring support are essential for improving the academic performance of working students. The study concludes that although part-time employment provides economic benefits, excessive work commitments may adversely affect students' academic achievement.

**Keywords:** Part-Time Employment, Academic Performance, College Students, Government Degree Colleges.

### INTRODUCTION

Higher education plays a vital role in developing human capital and promoting the socio-economic development of individuals and society. Academic performance is considered an important indicator of students' educational achievement and future career prospects. In recent years, increasing educational expenses, rising cost of living, and financial constraints have compelled many college students to engage in part-time employment while pursuing their studies. Although part-time jobs provide financial support and practical experience, balancing work and academic responsibilities has become a major challenge for students.

Part-time employment among college students has become a common phenomenon, especially among students from economically weaker sections and rural backgrounds. Students undertake part-time jobs to meet educational expenses, support family income, gain work experience, and attain financial independence. However, excessive work commitments may adversely affect their academic performance by reducing study time, increasing stress and fatigue, and limiting participation in academic and extracurricular activities.

Kodagu District, known for its agricultural economy and tourism industry, offers several employment opportunities for college students. Many students studying in Government Degree Colleges are engaged in catering services, resorts, homestays, petrol bunks, coffee estate activities, and family businesses. These jobs help students meet their educational and personal expenses while supporting their families. At the same time, the demands of work may influence their attendance, study hours, and overall academic achievement.

Against this background, the present study entitled “A Study on the Impact of Part-Time Jobs on Academic Performance of College Students in Government Degree Colleges in Kodagu District” seeks to examine the relationship between part-time employment and academic performance among B.A. students. The study also identifies the factors influencing students to engage in part-time jobs and suggests suitable measures to improve the academic performance of working students. The findings of the study are expected to provide useful insights for educational institutions and policymakers in promoting a balance between work and academic responsibilities among college students.

### **FACTORS INFLUENCING STUDENTS TO WORK IN PART-TIME JOBS ALONG WITH STUDY**

Students undertake part-time employment due to various economic, social, and personal factors. One of the major reasons is to meet educational expenses such as tuition fees, books, transportation charges, and hostel fees. Students from low-income and agricultural families often engage in part-time jobs to support family income and reduce the financial burden on their parents. Many students also work to meet personal expenses and attain financial independence. In addition, part-time employment provides opportunities to gain practical knowledge, communication skills, and work experience, which enhance future employability. The availability of employment opportunities in resorts, homestays, catering services, petrol bunks, coffee estates, and family businesses in Kodagu District further encourages students to combine work with studies. Rising cost of living, career aspirations, and family responsibilities are other important factors influencing students to undertake part-time jobs.

- Educational expenses are the primary reason for undertaking part-time jobs.
- Students work to support family income and meet personal expenses.
- Part-time employment helps students gain practical skills and work experience.
- Financial independence and career development motivate students to seek employment.
- Availability of employment opportunities in Kodagu District facilitates student employment.
- Rising cost of living and family responsibilities increase the need for part-time work.

### **EFFECTS OF PART-TIME JOBS ON ACADEMIC PERFORMANCE OF STUDENTS**

Part-time employment has both positive and negative effects on students' academic performance. Excessive work commitments may reduce study time, resulting in lower academic achievement and CGPA. Working students often experience physical fatigue, stress, and anxiety, which affect concentration and learning ability. Part-time jobs may also reduce attendance and limit participation in seminars, workshops, and extracurricular activities. Poor time management and long working hours may disturb work-life balance and, in some cases, increase the possibility of academic discontinuation.

On the positive side, part-time employment provides financial support, enables students to meet educational expenses, and promotes self-confidence and independence. It also helps students acquire communication skills, teamwork, leadership qualities, and practical experience, thereby improving future career prospects. Therefore, maintaining a proper balance between work and studies is essential for ensuring academic success and holistic development.

- Part-time jobs reduce study time and may lower academic performance.
- Working students experience stress, fatigue, and lower attendance.
- Academic and extracurricular participation may decline due to work commitments.
- Employment provides financial support and practical experience.
- Part-time jobs enhance self-confidence, employability, and career prospects.
- Excessive working hours may disturb work-life balance and increase dropout risk.
- Maintaining a balance between work and studies is essential for academic success and overall personality development.

## **RESEARCH GAP**

A review of the existing literature reveals that several studies have examined the relationship between part-time employment and academic performance among college students. Most of these studies have focused on the positive and negative effects of student employment, highlighting that part-time jobs provide financial support and practical experience but may adversely affect academic achievement due to reduced study time and increased stress. However, the majority of previous studies have been conducted in developed countries, urban areas, and among students pursuing professional and technical courses. Very limited research has been carried out in the context of Government Degree Colleges, particularly in Kodagu District, where agriculture and tourism constitute the major sources of livelihood. Moreover, studies comparing the academic performance of working and non-working B.A. students with similar Pre-University Course (PUC) examination percentages are scarce. Existing studies have also paid little attention to the specific types of part-time jobs undertaken by students in Kodagu District and the factors influencing them to combine work with studies. Furthermore, there is inadequate empirical evidence regarding measures to improve the academic performance of working students. Therefore, the present study attempts to bridge these gaps by examining the impact of part-time employment on the academic performance of B.A. students in Government Degree Colleges in Kodagu District and suggesting suitable policy measures.

## **STATEMENT OF THE PROBLEM**

The increasing cost of higher education and financial constraints have compelled many college students to engage in part-time employment while pursuing their studies. Although part-time jobs provide financial support and practical experience, excessive work commitments may adversely affect students' academic performance by reducing study time and increasing stress. In Kodagu District, many B.A. students studying in Government Degree Colleges are engaged in part-time jobs related to tourism, agriculture, and family businesses. However, empirical evidence regarding the impact of such employment on their academic achievement is limited. Therefore, the present study attempts to examine the impact of part-time jobs on the academic performance of B.A. students in Government Degree Colleges in Kodagu District.

## OBJECTIVES OF THE STUDY

1. To examine the impact of part-time employment on the academic performance of B.A. students studying in Government Degree Colleges in Kodagu District.
2. To identify the factors influencing students to engage in part-time jobs while pursuing their studies and suggest measures for improving the academic performance of working students.

## HYPOTHESIS TESTING

- ❖ There is a significant relationship between part-time employment and the academic performance of college students in Government Degree Colleges in Kodagu District.

## RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research design to examine the impact of part-time employment on the academic performance of Bachelor of Arts (B.A.) students studying in Government Degree Colleges of Kodagu District, Karnataka. The study is based on both primary and secondary data. Primary data were collected through a structured questionnaire and personal interaction with the respondents, while secondary data were obtained from books, journals, research articles, dissertations, and online sources. A purposive sampling technique was employed to select 100 respondents comprising 25 students engaged in part-time employment and 50 students not engaged in any part-time work. To ensure comparability, respondents from both groups were selected with similar percentages obtained in the Pre-University Course (PUC) examination. Academic performance was assessed using indicators such as semester CGPA, attendance percentage, study hours, and participation in academic activities. The collected data were analyzed using percentage analysis, descriptive statistics, cross-tabulation, and independent sample t-test to examine the relationship between part-time employment and academic performance.

## DATA ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and interpretation of data collected from 100 B.A. students studying in Government Degree Colleges in Kodagu District, comprising 50 working students and 50 non-working students. The collected data were systematically classified, tabulated, and analyzed using statistical tools such as percentages, mean, standard deviation, cross-tabulation, and independent sample t-test. The analysis focuses on the socio-economic profile of respondents, factors influencing part-time employment, and the impact of part-time jobs on academic performance. The results obtained from the analysis are presented in the following tables along with their interpretation to facilitate meaningful conclusions.

**Table 1: Socio-Economic Profile of the Respondents (N = 100)**

Variables	Category	Working Students (n=50)	Non-Working Students (n=50)	Total	Percentage
<b>Gender</b>	Male	38	26	64	54.0
	Female	12	24	36	46.0
<b>Age Group</b>	18–19 Years	15	18	33	33.0
	20–21 Years	28	24	52	52.0
	Above 21 Years	7	8	15	15.0
<b>Religion</b>	Hindu	38	36	74	74.0
	Muslim	8	10	18	18.0

	Christian	4	4	8	8.0
<b>Type of Family</b>	Nuclear Family	34	30	64	64.0
	Joint Family	16	20	36	36.0
<b>Place of Residence</b>	Rural	35	30	65	65.0
	Urban	15	20	35	35.0
<b>Parents' Education</b>	Illiterate	12	8	20	20.0
	Primary Education	18	15	33	33.0
	Secondary Education	12	18	30	30.0
	Graduate and above	8	9	17	17.0
<b>Parents' Occupation</b>	Agriculture	22	18	40	40.0
	Business	8	10	18	18.0
	Government Employee	6	10	16	16.0
	Private Employee	10	8	18	18.0
	Others	4	4	8	8.0
<b>Monthly Family Income</b>	Below ₹15,000	18	10	28	28.0
	₹15,001–₹30,000	20	22	42	42.0
	₹30,001–₹50,000	9	12	21	21.0
	Above ₹50,000	3	6	9	9.0
<b>Type of House</b>	Own House	40	43	83	83.0
	Rented House	10	7	17	17.0

Source: Field Study

Table 1 presents the socio-economic profile of the respondents. Out of 100 respondents, the majority are male students (64%) and belong to the age group of 20–21 years (52%). Most respondents are Hindus (74%), belong to nuclear families (64%), and reside in rural areas (65%). Regarding parents' education, a majority have primary education (33%), followed by secondary education (30%). Agriculture is the major occupation of parents (40%), indicating the agrarian background of the respondents. Most respondents belong to families with a monthly income between ₹15,001 and ₹30,000 (42%), while 28 percent have a family income below ₹15,000. Further, a large majority of the respondents (83%) live in their own houses. Overall, the findings indicate that most students come from rural, middle-income, and agriculturally dependent families, which may influence their decision to undertake part-time employment while pursuing higher education.

**Table 2: Factors Influencing Students to Work in Part-Time Jobs Along with Study (N = 50)**

Sl. No.	Factors Influencing Part-Time Employment	Frequency	Percentage	Rank
1	To Meet Educational Expenses	15	30.0	I
2	To Support Family Income	12	24.0	II
3	To Meet Personal Expenses	8	16.0	III
4	To Gain Work Experience and Skills	6	12.0	IV

5	To Achieve Financial Independence	5	10.0	V
6	To Utilize Leisure Time Productively	4	8.0	VI
<b>Total</b>		<b>50</b>	<b>100.0</b>	

**Source: Field Study**

Table 2 presents the factors influencing students to undertake part-time jobs along with their studies. Among the 50 working respondents, the majority of students (30%) reported that meeting educational expenses such as tuition fees, books, transportation costs, and hostel expenses was the primary reason for engaging in part-time employment. About 24 percent of the respondents indicated that they worked to support their family income, reflecting the economic responsibilities borne by students from low- and middle-income households. Further, 16 percent of the students worked to meet their personal expenses, while 12 percent sought part-time employment to gain work experience and develop practical skills. Financial independence (10%) and productive utilization of leisure time (8%) were also identified as motivating factors. The ranking analysis shows that meeting educational expenses emerged as the most important factor, followed by supporting family income and meeting personal expenses. The findings indicate that economic factors constitute the major driving force behind students' participation in part-time employment while pursuing higher education.

**Table 3: Mean Score Ranking of Factors Influencing Students to Work in Part-Time Jobs (N = 50)**

Factors	Mean Score	Rank
To Meet Educational Expenses	4.62	I
To Support Family Income	4.35	II
To Meet Personal Expenses	4.08	III
To Gain Work Experience and Skills	3.84	IV
To Achieve Financial Independence	3.57	V
To Utilize Leisure Time Productively	3.21	VI

**Source: Field Study**

The above table reveals that "Meeting Educational Expenses" obtained the highest mean score (4.62) and ranked first among the factors influencing students to engage in part-time jobs. Supporting family income ranked second with a mean score of 4.35, followed by meeting personal expenses (4.08). Factors such as gaining work experience and achieving financial independence received moderate importance, whereas productive utilization of leisure time recorded the lowest mean score (3.21). These findings suggest that financial necessity rather than career development is the predominant reason for undertaking part-time employment among B.A. students studying in Government Degree Colleges of Kodagu District.

### HYPOTHESIS TESTING

- ❖ There is a significant relationship between part-time employment and the academic performance of college students in Government Degree Colleges in Kodagu District.

**Table 4: Descriptive Statistics of Academic Performance (N = 100)**

Category	N	Mean CGPA	Standard Deviation	Standard Error Mean
Students with Part-Time Jobs	50	7.31	0.21	0.030
Students without Part-Time Jobs	50	8.26	0.19	0.027
<b>Total</b>	100	7.79	0.53	-

**Source: Field Study**

The above table presents the descriptive statistics of academic performance of the respondents. Among the 100 students selected for the study, 50 students are engaged in part-time employment and 50 students are not engaged in any part-time work. The mean CGPA of students engaged in part-time jobs is 7.31 with a standard deviation of 0.21 and a standard error mean of 0.030. In contrast, students who are not involved in part-time employment have a higher mean CGPA of 8.26 with a standard deviation of 0.19 and a standard error mean of 0.027. The overall mean CGPA of the respondents is 7.79 with a standard deviation of 0.53. The findings indicate that students who are not engaged in part-time work perform better academically than those who are employed part-time.

**Table 5: Independent Samples t-Test Results**

Variable	t-value	Degrees of Freedom	p-value	Significance Level
Academic Performance	-23.486	98	0.000	0.05

The independent sample t-test was conducted to examine whether there exists a significant difference in academic performance between students engaged in part-time employment and those who are not engaged in part-time work. The calculated t-value is -23.486 with 98 degrees of freedom and a p-value of 0.000, which is less than the predetermined significance level of 0.05. Therefore, the null hypothesis stating that there is no significant relationship between part-time employment and academic performance is rejected, and the alternative hypothesis is accepted.

The findings reveal that there exists a statistically significant relationship between part-time employment and academic performance among B.A. students studying in Government Degree Colleges of Kodagu District. The higher mean CGPA of non-working students (8.26) compared to working students (7.31) suggests that engagement in part-time employment adversely affects students' academic performance. This may be attributed to reduced study time, physical fatigue, stress, and lower participation in academic activities among working students.

Since  $p\text{-value} (0.000) < \alpha (0.05)$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. Hence, it is concluded that part-time employment has a significant influence on the academic performance of college students in Government Degree Colleges of Kodagu District.

**Table 6: Suggestions to Improve Academic Performance of Working Students – Mean Score Ranking (N = 100)**

Sl. No.	Suggestions	Frequency	Percentage	Mean Score	Rank
1	Provision of Scholarships and Financial Assistance	95	95.0	4.68	I
2	Flexible Class Schedules for Working Students	91	91.0	4.54	II
3	Academic Counseling and Mentoring Support	88	88.0	4.42	III
4	Conducting Time Management and Study Skills Programmes	85	85.0	4.31	IV

5	Availability of Recorded Lectures and Online Learning Resources	82	82.0	4.24	V
6	Limiting Weekly Working Hours to Less than 20 Hours	79	79.0	4.15	VI
7	Formation of Peer Study Groups and Remedial Classes	76	76.0	4.06	VII
8	Support from Parents and Teachers in Academic Activities	72	72.0	3.94	VIII
9	Stress Management and Mental Health Awareness Programmes	69	69.0	3.82	IX
10	Career Guidance and Employment Counseling Services	65	65.0	3.71	X
<b>Total</b>		<b>100</b>	<b>100.0</b>		

**Source: Field study.**

Table 6 presents the suggestions for improving the academic performance of working students based on the opinions of all 100 respondents. The provision of scholarships and financial assistance emerged as the most preferred suggestion, with 95 respondents (95%) supporting it and obtaining the highest mean score of 4.68, thereby securing the first rank. Flexible class schedules for working students ranked second, supported by 91 respondents (91%) with a mean score of 4.54. Academic counseling and mentoring support ranked third with a mean score of 4.42, followed by time management and study skills programmes (4.31). The availability of recorded lectures and online learning resources received support from 82 respondents (82%) and ranked fifth. Similarly, limiting weekly working hours to less than 20 hours and organizing peer study groups and remedial classes were considered important measures by the respondents. Stress management programmes and career guidance services received comparatively lower mean scores but were still viewed as essential for enhancing academic performance. Overall, the findings indicate that financial assistance, academic support, and flexible learning arrangements are crucial for helping working students maintain a balance between employment and studies and achieve better academic outcomes.

### MAJOR FINDINGS OF THE STUDY

1. The study revealed that students engaged in part-time employment exhibited lower academic performance compared to non-working students. The mean CGPA of working students was 7.31, whereas that of non-working students was 8.26.
2. Financial constraints, educational expenses, and the need to support family income emerged as the major factors influencing students to undertake part-time jobs.
3. Most working students were engaged in catering services, resorts and homestays, petrol bunks, coffee estate activities, and family businesses, reflecting the socio-economic characteristics of Kodagu District.
4. The independent sample t-test indicated a statistically significant difference in academic performance between working and non-working students ( $t = -23.486$ ,  $p = 0.000$ ). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

5. The respondents suggested that provision of scholarships and financial assistance, flexible class schedules, and academic counseling and mentoring support are the most effective measures for improving the academic performance of students engaged in part-time employment.

## **POLICY IMPLICATIONS**

1. **Strengthening Financial Support Mechanisms:** Government and higher education institutions should enhance scholarship schemes, fee concessions, and financial assistance programmes to reduce students' dependence on part-time employment and enable them to concentrate on academic activities.
2. **Introduction of Flexible Learning Arrangements:** Colleges should provide flexible class schedules, recorded lectures, and online learning facilities to help working students effectively balance their academic and employment responsibilities.
3. **Academic Counseling and Mentoring:** Institutions should establish academic counseling and mentoring systems to guide working students in time management, study planning, and coping with academic stress.
4. **Targeted Support for Economically Disadvantaged Students:** Special assistance programmes should be designed for students from low-income and agriculturally dependent families, who are more likely to engage in part-time employment due to financial constraints.
5. **Promotion of Student Welfare and Work-Life Balance:** Educational institutions and policymakers should create awareness regarding the adverse effects of excessive working hours and encourage students to limit work commitments to ensure better academic performance and overall well-being.

## **CONCLUSION**

The present study examined the impact of part-time employment on the academic performance of B.A. students studying in Government Degree Colleges of Kodagu District. The study was based on a sample of 100 respondents, comprising 50 working students and 50 non-working students with similar PUC examination percentages. The findings revealed that non-working students obtained a higher mean CGPA (8.26) compared to working students (7.31). The independent sample t-test showed a significant difference in academic performance ( $t = -23.486$ ,  $p = 0.000$ ), leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis that part-time employment significantly influences academic performance. Financial constraints and the need to support family income emerged as the major reasons for undertaking part-time jobs. The study suggests that providing scholarships and financial assistance, introducing flexible class schedules, and offering academic counseling and mentoring support are essential measures to improve the academic performance of working students and help them maintain a balance between employment and education.

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