FACTORS INFLUENCING THE BALANCE BETWEEN ACADEMIC PERFORMANCE AND PART-TIME WORK AMONG UNIVERSITY STUDENTS IN VIETNAM

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Abstract

This study investigates the factors influencing the balance between academic performance and part-time work among university students in Vietnam. Through the application of Cronbach's Alpha, Exploratory Factor Analysis (EFA), and Multiple Linear Regression using SPSS 26, two major groups of factors were identified: personal perceptions and external influences (including academic, work-related, and social dimensions). The findings reveal that scattered class schedules, unengaging curricula, overly attractive part-time jobs, and distant workplaces are key disruptors of academic balance. Interestingly, although students working more than 20 hours per week showed a higher average GPA than peers working fewer hours, this difference was not statistically tested and may be influenced by the small sample size in this subgroup. Moreover, high-performing students reported spending on average 43.04 minutes preparing before each one-hour class—a useful but only reference-based benchmark that requires further validation. The research contributes to the theoretical understanding of student work-study dynamics by integrating the Social Cognitive Career Theory and Career Shock model to explain how students' academic motivation is impacted by market-driven work expectations. On the practical level, this paper provides actionable recommendations for universities, such as curriculum restructuring, career support services, and timetable consolidation, to help students maintain an optimal balance. A reference-based time allocation formula is also

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proposed to guide students in planning class preparation time effectively. Limitations include the convenient sample and the lack of confirmatory factor analysis, which should be addressed in future research.

Keywords: Part time jobs, study performance, university students, working part time

1. INTRODUCTION

Currently, in the era of global economic integration, businesses not only require a workforce with professional knowledge but also expect work experience. Therefore, students at universities often tend to start working part-time as early as their first year. Working part-time not only helps them earn extra money to cover personal needs but also helps them get used to the real working environment. However, besides these benefits, there are also limitations regarding the balance between studying and part-time work. Previous studies have only generally examined the factors affecting academic performance and have not found practical solutions to balance studying and working. That is the reason for us to choose this topic, partly because it is close to university students, and we also want to contribute solutions to improve the balance between studying and part-time work.

Firstly, a deep theoretical research background is illustrated to provide a comprehensive overview of working part time and its relation with studying at university level.

Secondly, through conducting a survey, the authors collect and analyze data from students, emphasize on the relation of part-time working hours and GPA, students' preparation time before one- hour classes and their working motivation.

In addition, this research explores the factors influencing the balance between study and working part time among students in Vietnam. Utilizing Cronbach's Alpha, Exploratory Factor Analysis (EFA), and Multiple Linear Regression by using SPSS26 software, the

research identifies key personal, work-related, and academic factors impacting students' ability to manage part-time jobs alongside their studies. The findings reveal that an unreasonable class schedule, unappealing curriculum, overly engaging part-time jobs, and the geographical distance to workplaces significantly disrupt the study-work balance.

Moreover, this research also provides actionable insights for educational institutions and policymakers to develop targeted strategies to support students in effectively balancing academic and work responsibilities. Additionally, the authors proposed a formula to help the students calculate the amount of time which they need to prepare at home for each one- hour class session.

2. LITERATURE REVIEW

Part- time job

In the period of international integration, the workforce not only needs to equip themselves with a solid knowledge base but also aims to accumulate more experience. Therefore, university and college students, in addition to their studies, often take on part-time jobs. A part-time job is defined as a job that refers to work with shorter working hours than the standard working hours in the period of a day, a week and a month as regulated by labor law, collective labor agreements, or workplace regulations (Article 32, 2019 Vietnam Labor Code). According to the General Statistics Office, Vietnam has 1.91 million students, with 50.3% to 57% of them having part-time jobs (Vietnam General Statistics Office, 2020). These figures indicate a high participation rate of students in the labor market, which also leads to several issues affecting their academic performance, health, and time management skills. This highlights the urgency of researching the best solutions to help students balance their studies and part-time jobs.

Part- time job positive and negative effects on studying

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Part-time jobs have two sides: positive and negative effects. On the positive side, they help students improve their time management skills. Part-time jobs can positively influence students' academic activities if they know how to manage their time effectively. For example, working less than 15 hours per week allows students enough time to study, helping them gain both experience and high grades while completing their academic programs (Horn & Berkhold, 1998; King, 2002; Manthie & Gilmore, 2005). Moreover, when students find part-time jobs they enjoy or align with their passion or prior experience, they become more engaged (Ford & Bosworth, 1995), which helps them develop self-awareness and understand their responsibilities towards their chosen career, the path they want to pursue, their family, and society (Mortimer & Kumka, 1982). Part-time jobs also help students discover their passions and build social connections. These jobs enrich students' lives, providing not only experience but also life values and broader social networks (Wang et al., 2010).

Additionally, if students choose part-time jobs related to their field of study and manage their time effectively, these jobs can enhance their academic performance and help them set future goals (Derous & Ryan, 2008). In practice, aside from the skills gained during part-time jobs, students can also earn extra income to cover living expenses, satisfy personal needs, learn financial independence, reduce reliance on family, and develop the habit of spending money wisely (Nguyen, 2019; Le, 2020). Given the labor market's preference for experienced candidates, students choose part-time jobs to gain experience, which will help them reduce competition after graduation (Watts & Pickering, 2000).

On the negative side, time management is the main issue. If students work more than 20 hours per week, they may not have enough time for their studies, negatively affecting their academic performance (Hovdhaugen, 2013; Roksa, 2010; Wang et al., 2010). Working long hours can also affect students' health and lead to insufficient time for studying, thus negatively impacting their academic results. Part-time jobs can have a

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detrimental effect on students' academic outcomes (Wang et al., 2010). This negativity manifests in various ways, such as spending less time on studies (Tam Oi & Morrison, 2005), being late for classes (Curtis, 2007), missing classes (Ford & Bosworth, 1995), lack of focus on studies (Watts & Pickering, 2000), and underutilizing academic resources like libraries and computer labs (Metcalf, 2003), leading to lower grades (Singh, 1998). Working part-time for an extended period can lead to a lack of social interaction with family, friends, and teachers, as spending too much time on work causes exhaustion, making students want only to rest. Over time, this can lead to isolation and a loss of academic motivation (Wang et al., 2010).

In addition, students who work extra hours may experience an imbalance between work and study, resulting in a lower Grade Point Average (GPA). If this situation persists, it can negatively impact the time needed to complete their academic program. In Vietnam, most students opt for part-time jobs such as serving, sales, reception work, event coordination, or driving for ride-sharing services—jobs that do not require specialized knowledge (General Statistics Office, 2020). If students choose part-time jobs related to their field of study, they can apply their knowledge practically and develop the necessary skills.

Balancing studying and working part- time

Balancing studies and part-time work is always a concern for many students, and it is also a topic discussed by many researchers. While part-time jobs can provide students with experience, income, and networking opportunities, they also reduce time for studying and resting. This shows that time management is a challenging issue for students and researchers (Ali, 2017). To achieve balance, the most important thing is to manage time effectively. Poor time management leads to fatigue and an imbalance in academic performance. Students who work more than 20 hours per week generally have lower academic results than those who work less than 20 hours per week or not at all

(Dipboye, 2014). Learning to prioritize important tasks is essential, and for students, their studies should always come first, while part-time work is just an aspect of improving their lives.

Studies have shown that irregular or staggered class schedules throughout the week can disrupt students' ability to maintain part-time work, leading to stress and difficulty managing time (Nguyen & Le, 2021). Furthermore, when academic programs are less engaging and less relevant to real-world situations, students may feel less motivated to study and instead prioritize part-time work, which provides immediate financial and experiential benefits (Tran, 2020). Additionally, long commutes between work and school can further reduce study time, negatively impacting academic performance and increasing burnout (Pham & Hoang, 2019).

3. RESEARCH METHODOLOGY

3.1 Data Collection Method: Online survey using Google Forms

The authors collect data by using a survey with a set of questions designed based on the format of 5 level Likert scale (Likert, 1934) and sent to participants via Google Form. Collecting data via Google Form helps save time and provide quick results because responses are automatically stored in Google Sheets. Additionally, the survey is conducted in almost 2 months, from December 2024 to January 2025.

The participants are Vietnamese students studying in universities in Vietnam who are having part time jobs. According to Hair (2010), the sample size of Exploratory Factor Analysis needs to be at least 4 or 5 times the number of observed variables. In this study, we have 17 observed variables, based on this method to calculate the necessary sample size need to be 17*5= 85. Clearly that Vietnam has various universities with different majors and locations, the authors choose a randomized sampling method. The sample size is 257, however, through the data cleaning process, the authors collect totally 135

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valid responses, with 18 students working more than 20 hours per week, making up a small subgroup.

3.2 Data Analysis Methods

Descriptive statistics were applied in the study, primarily presented through Google charts to explore the relation of part-time working hours and GPA, students' preparation time before one- hour classes and their working motivation.

In addition, other data analysis methods such as Exploratory Factor Analysis (EFA), Cronbach's Alpha reliability test, and Multiple Linear Regression, supported by SPSS 26 software are applied. To identify the factors affecting the balance between studying and working part time, in the survey, the authors design questions include 17 observed variables, dividing into 4 groups: Personal factors (YTCN), Work factors (YTCV), Learning factors (YTHT), Family and social factors (YTGDXH). In specific, the Personal factors include 4 observations, the Work factors include 5 observations. The Learning factors include 3 observations, the Family and social factors include 5 observations.

Moreover, statistical methods such as t-test and ANOVA were used to verify the significance of differences in GPA between students working more or less than 20 hours per week. The analysis will help determine whether the observed difference of 0.27 GPA points between these two groups is statistically significant.

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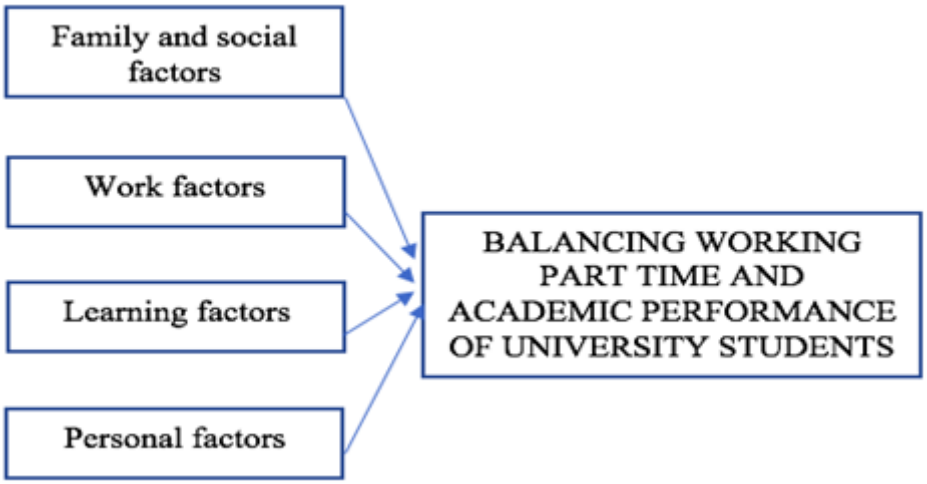

Figure 1: Proposed research model

(Source: Authors, 2025)

Table 1: Observed Variables

Concept	**erved Variables**
Personal Factors (YTCN)	YTCN1: I don't have the physical and mental health to do well in my studies and in my part-time job
	YTCN2:I don't have enough time to balance between studying and working part-time.
	YTCN3: I think studying is not as important as working part-time.
	YTCN4: I don't like working part-time but I have to work for other reasons
	YTCV1: My job requires me to work overtime or handle tasks beyond my capacity, leaving me exhausted and not enough time to study.

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Work Factors (YTCV)	YTCV2: Part-time jobs bring me many benefits, making me feel more interested in working part-time than going to school.
	YTCV3: My workplace is far away, making me spend a lot of time commuting, reducing the time I have for studying.
	YTCV4: My part-time job schedule changes constantly, making it impossible for me to arrange my study time effectively.
	YTCV5: Conflicts with colleagues or bosses make me feel tired and stressed, affecting my studies
Learning factors (YTHT)	YTHT1: The pressure of studying is so great that it makes me very stressed, but I still have to work part-time for other reasons.
	YTHT2: Class times are arranged alternately throughout the week, making it difficult for me to schedule work shifts.
	YTHT3: I found the curriculum uninteresting, leading to prioritizing part-time work over studying.
Family and social factors (YTGDXH)	YTGDXH1: My family does not support me financially and mentally, so I have to work a lot, which affects my studies.
	YTGDXH2: The cost of living in the area where I'm attending college is so high that I need to work a lot to make ends meet.
	YTGDXH3: My friends all work part-time jobs, they have good income and I want to be like them.

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	YTGDXH4: Pressure from my peers when I see them balancing both study and work makes me feel stressed and unbalanced.
	YTGDXH5: The job market requires students to have work experience and soft skills right after graduation, so I was under a lot of pressure and had to work part-time even though I didn't want to.

(Source: Authors, 2025)

4. DATA ANALYSIS

4.1 Descriptive statistics of data

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Gender	135	1	2	1.40	.492
2. What year are you in college?	135	1	4	2.40	1.052
4. What is your current academic performance (GPA)?	135	1	5	2.76	.891
Valid N (listwise)	135				

(Source: Authors, 2025)

Value 1 represents male and value 2 represents female, with the average value of 1.40 showing that the proportion of male part-time workers is slightly higher than female because 1.40 is closer to 1 than to 2. The surveyed group of students is diversely distributed from year 1-4, with an average of 2.4 showing that most of the students

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working part-time are in year 2 and year 3. The average GPA is 2.76 showing that the academic results of the group of students working part-time are at a fairly average level (mostly in the range of 2.6-3.1), the standard deviation is 0.891 showing a significant level of differentiation, some students have very low or very high scores. Most of this group of students working part-time have good results.

4.2 The TIME

The relation of part-time working hours and GPA

Figure 2: Students' part time working hour per week

(Source: Data from survey, 2025)

The survey shows that the number of part-time working hours of students is very diverse, but we divide them into 2 main groups: Group 1: The group of students who work more than 20 hours/week, including 18 students, has an average GPA of 2.94. Group 2: The group of students who work 20 hours or less/week, including 109 students, has an average GPA of 2.67.

The difference in average GPA between the two groups was 0.27 points, indicating that students who worked more than 20 hours/week tended to have higher academic performance than students who worked less than 20 hours/week.

Preparation time before one- hour classes

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Figure 3: Students' preparation time before one- hour classes

(All values are in minutes)

(Source: Data from survey, 2025)

In collected data, among 27 students who have higher GPA (3.2 - 4.0/ 4.0), 18 students spend more than 30 minutes to prepare for one- hour class, especially, among this group, most of them spend even more than 45 minutes for the preparation (15/18 students).

The interesting point here is that although the majority of high GPA students group (GPA >3.2/4.0) work more than 20 hours per week, the amount of time they spend at home to study before one- hour is more than group GPA less than 2.5 students (average is 43.04 minutes compares to 32.3 minutes). Which mean even students have slightly more than 20 hours working part- time per week, their academic performance is not affected significantly, as long as they can have enough time to prepare their homework.

4.3 Motivation to work part- time

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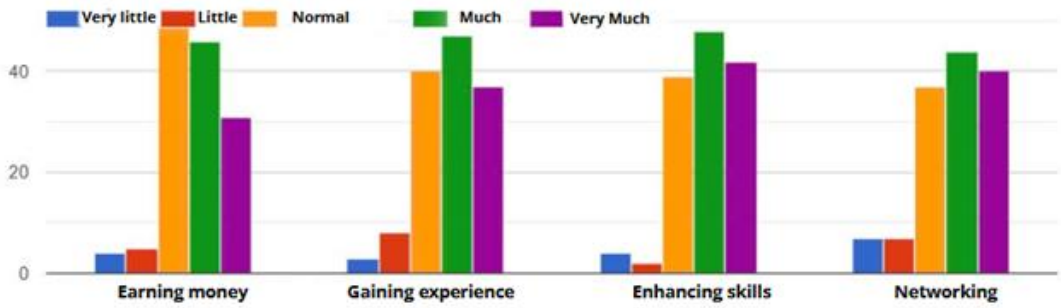

Figure 4: Students motivation for working part- time

(Source: Data from survey, 2025)

The chart on the main motivations driving students to take part-time jobs paints a multi-dimensional picture of the key factors that influence their decisions. Specifically, the factor "Earning extra money" stands out significantly, with a high percentage in the "Very much" and "Much" categories. This clearly shows that most students work part-time primarily for financial reasons. This reflects the reality that many students face difficulties covering their study and living expenses, so earning extra income through part-time jobs becomes a crucial motivation.

However, not all motivations are related to money. The factor "Gaining experience" also received considerable attention, with a notable percentage of students indicating that part-time jobs help them accumulate valuable experience. This is an important motivation as well, as many students realize that part-time work not only provides extra income but also offers an opportunity to learn and develop essential skills for the future.

Meanwhile, the factors "Enhancing skills" and "Networking" did not attract much interest from the students surveyed. The majority of responses in the "Very little" and "Little" categories show that for many students, part-time jobs are primarily not aimed at skill development or expanding relationships, but rather focused on practical needs such as financial support and experience.

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From these results, we can observe that while part-time jobs provide financial benefits and experience, not all students prioritize skill development or relationship expansion. Finding a reasonable balance between study and work will help students not only achieve financial independence but also ensure they can accumulate useful skills for their future careers without being overwhelmed by work pressure.

4.5 Factors influencing students' balance between study and part-time work

a. Testing the reliability of the scale using Cronbach's Alpha coefficient

Table 3: **Reliability statistics**

Cronbach's Alpha	N of Items
0.964	17

(Authors' calculation by SPSS 26, 2025)

The scale reliability statistics table shows that the Cronbach's Alpha coefficient of the measuring tool set including 17 observed variables reached 0.964, far exceeding the minimum acceptable level of 0.6 as suggested by Nunnally & Bernstein (1994). This proves that the scale has very high reliability.

Table 4: Result of Cronbach's Alpha test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
YTCN1	47.59	163.601	0.756	0.961
YTCN2	47.56	163.980	0.724	0.962
YTCN3	48.12	162.031	0.685	0.963

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YTCN4	47.57	164.933	0.622	0.964
YTCV1	47.63	161.071	0.842	0.960
YTCV2	47.63	163.011	0.774	0.961
YTCV3	47.51	161.505	0.802	0.961
YTCV4	47.61	160.970	0.867	0.960
YTCV5	47.68	161.308	0.795	0.961
YTHT1	47.50	162.013	0.821	0.960
YTHT2	47.36	163.022	0.706	0.962
YTHT3	47.75	161.205	0.825	0.960
YTGDXH1	47.59	161.542	0.830	0.960
YTGDXH2	47.47	163.952	0.760	0.961
YTGDXH3	47.45	164.175	0.752	0.962
YTGDXH4	47.42	163.186	0.757	0.961
YTGDXH5	47.33	164.761	0.730	0.962

(Source: Authors' calculation by SPSS 26, 2025)

The Item-Total Statistics table assesses the contribution of each variable to the overall reliability of the scale. Specifically, the "Corrected Item-Total Correlation" values of all 17 variables are greater than 0.3, indicating that each variable has a positive correlation with the overall scale and no variables need to be removed. In addition, the "Cronbach's Alpha if Item Deleted" column of each variable is less than or approximately equal to the overall Cronbach's Alpha of 0.964, indicating that no observed variable, if removed, would significantly increase the reliability of the scale.

b. Exploratory Factor Analysis (EFA)

Table 5: KMO and Bartlett's Test of independent variables

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	2224.300
	df	136

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	Sig.	.000

(Source: Authors' calculation by SPSS 26, 2025)

To ensure that the data is suitable for factor analysis, the authors conducted KMO and Bartlett tests. The results showed that: KMO = 0.930: reached the "very good" level (according to Kaiser, 1974: > 0.9 is excellent), proving that the data is eligible for factor analysis, Bartlett's Test has Sig. = 0.000 < 0.05: showing that the variables are correlated with each other in the whole, suitable for performing EFA.

Table 6: Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.849	63.819	63.819	10.849	63.819	63.819	7.978	46.927	46.927
2	1.083	6.370	70.188	1.083	6.370	70.188	3.955	23.262	70.188
3	.987	5.808	75.997						
4	.647	3.807	79.804						
5	.588	3.460	83.264						
6	.546	3.211	86.475						
7	.393	2.311	88.786						
8	.362	2.132	90.917						
9	.276	1.622	92.539						
10	.229	1.350	93.889						
11	.214	1.258	95.146						

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12	.178	1.048	96.194						
13	.167	.984	97.178						
14	.147	.867	98.045						
15	.138	.812	98.857						
16	.101	.594	99.451						
17	.093	.549	100.000						

(Source: Authors' calculation by SPSS 26, 2025)

Total Variance Explained: Factor analysis was performed using Principal Component Analysis and Varimax rotation. The results showed that there were 2 extracted factors with Eigenvalue > 1, the total extracted variance reached 70.188%, exceeding the threshold of 50%, proving that the two extracted factors explained most of the variation in the data.

Table 7: Rotated Component Matrix[a]

Rotated Component Matrix[a]		
	Component	
	1	2
YTCV4	.855	.313
YTCV3	.819	
YTCV2	.804	
YTCV5	.804	
YTHT3	.793	.335
YTGDXH1	.773	.381
YTCV1	.750	.433

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YTHT2	.720	
YTGDXH2	.719	.348
YTHT1	.697	.481
YTGDXH4	.657	.435
YTGDXH3	.637	.457
YTGDXH5	.629	.431
YTCN3	.624	.362
YTCN2	.334	.865
YTCN4		.847
YTCN1	.426	.780

(Source: Authors' calculation by SPSS 26, 2025)

Factor Loadings: The results of the Rotated Component Matrix show that: All observed variables have factor loadings > 0.5, meeting the requirements (Hair et al., 2010). No variables were eliminated, because no variable loaded strongly on more than 1 factor (not "cross-loading") exceeding the threshold of 0.5. Two groups of factors are formed as follows:

Factor 1: *"Attitudes, Values, and Social Influence"*
This factor comprises 13 variables: *YTCV1, YTCV2, YTCV3, YTCV4, YTCV5, YTHT1, YTHT2, YTHT3, YTGDXH1, YTGDXH2, YTGDXH3, YTGDXH4, YTGDXH5*. These variables collectively reflect students' attitudes, internal values, and the influence of social or environmental factors.

Factor 2: *"Personal Perception"*
This factor includes 4 variables: *YTCN1, YTCN2, YTCN3, YTCN4*
These variables capture individual-level cognitive or emotional responses related to part-time work and study.

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The formation of two clear groups of factors, consistent with the research objectives, shows that the scale has a good structure. The EFA results confirmed that the scale had a clear and stable factor structure, with no variables eliminated. The authors discovered two groups of exploratory factors: the "Attitudes, values and social impacts" group and the "Personal perception" group.

c. Multiple linear regression

Market pressure is the root cause of the pressure to balance between study and work. YTGDXH5 is a variable of the type of social-psychological factor, feeling market pressure is a specific and measurable manifestation of the imbalance between study and work. A training program that does not meet the needs of students will cause anxiety for the students themselves, students cannot apply the knowledge learned into practice that the labor market increasingly demands, making them hesitate between continuing to study to gain knowledge or going to work to gain more work experience soon. According to the Social Cognitive Career Theory (SCCT) or the Career Shock model (Akkermans et al., 2018), changes or discrepancies between career expectations and market reality will cause psychological pressure and career anxiety. Choosing YTGDXH5 as the dependent variable has a solid theoretical basis.

Table 8: ANOVA[a] test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.674	9	8.186	22.690	.000[b]
	Residual	45.096	125	.361		
	Total	118.770	134			

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(Source: Authors' calculation by SPSS 26, 2025)

a. Dependent Variable: YTGDXH5
b. Predictors: (Constant): YTGDXH1, YTHT2, YTCV2, YTCV5, YTHT1, YTCV1, YTHT3, YTCV3, YTCV4

The results of multiple linear regression analysis show that the model is statistically significant with Sig. = 0.000 < 0.05 and F = 22.690 (ANOVA test), confirming that the factors included in the model have a significant impact on students' ability to balance between studying and working.

Table 9: Model Summary[b]

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.788[a]	.620	.593	.601	2.075

(Source: Authors' calculation by SPSS 26, 2025)

a. Dependent Variable: YTGDXH5
b. Predictors: (Constant): YTGDXH1, YTHT2, YTCV2, YTCV5, YTHT1, YTCV1, YTHT3, YTCV3, YTCV4

Table 10: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.792	.192		4.120	.000		
	YTCV1	.004	.101	.004	.041	.967	.265	3.768

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YTCV2	-.240	.096	-.250	-2.509	.013	.307	3.259
YTCV3	.210	.103	.227	2.035	.044	.244	4.093
YTCV4	-.027	.129	-.028	-.208	.835	.173	5.794
YTCV5	-.016	.100	-.018	-.163	.871	.251	3.982
YTHT1	.155	.097	.160	1.600	.112	.302	3.307
YTHT2	.411	.072	.463	5.709	.000	.461	2.169
YTHT3	.236	.095	.252	2.490	.014	.296	3.377
YTGDXH1	.052	.097	.054	.534	.594	.297	3.362

(Source: Authors' calculation by SPSS 26, 2025)

a. Dependent Variable: YTGDXH5

b. Predictors: (Constant): YTCV1, YTCV2, YTCV3, YTCV4, YTCV5, YTHT1, YTHT2, YTHT3, YTGDXH1

The R^2 value is 0.620 and the adjusted R^2 is 0.593, indicating that the model explains about 62% of the variation in the dependent variable. At the same time, the Durbin-Watson index = 2.075 is within the acceptable range (1.5–2.5), reflecting that there is no autocorrelation between the residuals. Regarding the regression coefficients, there are four variables that are statistically significant with Sig. < 0.05.

In which, the variable YTHT2 ("The class times are arranged alternately during the week, making it difficult for me to arrange work shifts") has the strongest impact on the ability to balance studying and working part-time with coefficient B = 0.411 and Sig. = 0.000. This shows that arranging a reasonable timetable is a key factor to help students effectively balance the two activities.

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Moreover, YTHT3 (“I find the study program unattractive, leading to prioritizing part-time work over studying”) also has a positive impact on the dependent variable with B = 0.236, Sig. = 0.014, showing that when students are not interested in the study program, they are more inclined to part-time work, reducing the balance between studying and working. On the contrary, the two factors that have a negative impact on the balance include: YTCV2 (“Part-time work brings many benefits, making me prefer to work part-time than to go to school”) with B = -0.240, Sig. = 0.000. = 0.013, reflecting that if students feel more interested in part-time work than studying, the ability to maintain balance will decrease. YTCV3 (“My workplace is far away, causing me to spend a lot of time traveling, reducing the time I spend studying”) also has a negative effect with B = 0.210, Sig. = 0.044, indicating that geographical distance is a barrier that reduces students' time and motivation to study. The remaining variables such as YTCV1, YTCV4, YTCV5, YTHT1 and YTGDXH1 are not statistically significant in the model. At the same time, the Tolerance indexes > 0.1 and VIF < 10 ensure that there is no multicollinearity.

5. DISCUSSION

The survey shows us that most students work less than 20 hours a week and their GPA is 2.67, which is lower than the average of 2.76. However, this difference of 0.27 points has not been statistically confirmed through t-test or ANOVA and therefore should be interpreted with caution. The small sample size of this subgroup may also reflect individual characteristics rather than a generalizable trend. Although it does not affect their academic performance much, most of these students' time is wasted on other things, which is not balanced properly. On the contrary, students who work more than 20 hours a week have better academic results. Although they are relatively small in number (only 18/127), these students know how to balance their studies, not only less affected but also higher than the group working less than 20 hours a week. This result proves that working

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time does not always affect academic results. In addition, it also suggests that time management and personal discipline might be more important than the mere number of hours worked. Therefore, future studies should explore the mediating role of time management in this relationship. Another proof of this is that in Figure 3, we can see that the group of students working more than 20 hours a week has more time to prepare lessons for 1 hour of class. Which means even if students have slightly more than 20 hours working part time per week, their academic performance is not affected significantly, as long as they can have enough time to prepare their homework. This result contrasts many prior studies that emphasize the detrimental effect of excessive work hours on academic performance (Hovdhaugen, 2013; Roksa, 2010). This suggests that time management and self-discipline may play a more crucial role than the mere number of work hours.

These findings refine the work-study balance discourse by highlighting that effective preparation time is a mediating factor. For instance, high-performing students (GPA > 3.2) were found to spend significantly more time preparing before class (avg. 43.04 minutes), aligning with Derous & Ryan (2008), who argued that students who link work with academic goals manage better outcomes. This suggests that consistent study preparation may mitigate the negative impact of part-time work. However, this figure should be seen as illustrative rather than prescriptive, as further research with larger and more diverse samples is needed to confirm its robustness and potential mediating effects.

The survey results show that the motivation for students to work part-time is to earn extra income. In a developing country like Vietnam, most universities are located in big cities that require living expenses to be quite high compared to most Vietnamese families. This shows that students work part-time mainly due to financial reasons, so working part-time to earn extra income for life is always one of the top motivations. However, there are also factors such as accumulating more experience that are also of considerable concern, because students all want to increase their chances of getting a

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good job after graduation. Factors such as expanding relationships and developing skills receive very little attention, showing their clear purpose when deciding to work part-time.

Through testing the reliability of the scale, exploratory factor analysis (EFA) and multiple linear regression, the study has drawn some important conclusions: The scale has high reliability with KMO coefficient = 0.930 and Bartlett's Test has Sig. = 0.000, showing that the data is completely suitable for factor analysis. The EFA results show that there are 2 main groups of factors affecting students' ability to balance studying and working part-time, which are group 1: Work factors (YTCV1, YTCV2, YTCV3, YTCV4, YTCV5); Learning factors (YTHT1, YTHT2, YTHT3), Family and social factors (YTGDXH1, YTGDXH2, YTGDXH3, YTGDXH4, YTGDXH5) and group 2: Personal factors (YTCN1, YTCN2, YTCN3, YTCN4). In addition, the multiple linear regression model was statistically significant with $R^2 = 0.620$, demonstrating that the included factors could explain 62% of the variation in the level of balance between studying and working.

Four factors with significant influence include: Unreasonable study schedule (YTHT2) is the factor with the greatest influence, indicating that arranging classes scattered throughout the week makes it difficult for students to schedule part-time jobs. The unattractive study program (YTHT3) also makes students less prioritize studying and more inclined to work part-time. Part-time jobs that bring more excitement than studying (YTCV2) is a factor that has a negative impact on the balance. The geographical distance from work to school (YTCV3) also has a negative impact due to the long commute time. These results have contributed to clarifying the current situation and causes of the imbalance between studying and working part-time among students, and at the same time serve as a basis for proposals and recommendations.

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Furthermore, the results resonate with Tran (2020) and Nguyen & Le (2021), who pointed out that scattered timetables and irrelevant curricula lower student engagement, pushing them toward part-time jobs. Our regression analysis further confirms this: the strongest predictor of imbalance is the alternating class schedule (YTHT2), followed by curriculum uninterest (YTHT3), job appeal (YTCV2), and commute distance (YTCV3).

6. SOLUTIONS

In order to improve students' ability to balance between studying and working, based on the results of quantitative analysis, the study has shown a number of factors that have a significant impact on students' ability to balance between studying and working, including: unreasonable study timetable (YTHT2), unattractive study program (YTHT3), too attractive part-time jobs (YTCV2) and remote working location (YTCV3). To overcome the above imbalance, the research team proposes a number of specific solutions, focus on these factors:

a. As discussed, the research explored that the group of students having high GPA tend to spend a fix amount time to prepare lesson at home even most of them are working slightly more than 20 hours per week. Hence, we calculated the average of the time preparation before one- hour class of this group is 43.04 minutes. Although, we do not recommend an exact amount of time which a student should plan their lessons, students could use this number as a reference.

b. The universities can adjust the timetable in a flexible direction. The study timetable scattered (YTHT2) throughout the week is the factor that has the greatest negative impact on students' ability to arrange part-time work schedules. Therefore, schools should to have a policy of arranging timetables in a concentrated direction, prioritizing teaching in blocks (morning or afternoon) to create conditions for students to be more proactive in choosing part-time work hours. Moreover, a specific rule about the amount of working part time per week for a full- time student should be established.

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c. The universities should implement innovation in teaching content and methods. Firstly, the research results show that when the curriculum lacks appeal (unattractive study program - YTHT3), students tend to prioritize part-time work over studying. Therefore, improving the training program in a practical direction, linked to career needs is necessary. Specifically, it is possible to integrate real-life projects, invite industry experts to participate in teaching, organize business tours and develop active learning models. These measures will contribute to increasing students' interest in learning and motivation to study.

Secondly, the market requires fresh graduates to have skills and experience and to be ready to enter the workforce. Hence, applying practical projects and facilitating internship modules at universities would meet this needs from both students and labor market sides.

d. The universities should support students to access suitable part-time jobs. Universities should play an intermediary role connecting students with businesses and recruitment organizations to introduce part-time jobs with flexible hours, close to the school area and not requiring high time requirements.

Firstly, universities should have their own job portal or connect together to provide a job network which includes different levels and types of jobs. This diversity of working part time options will enable students to choose a suitable part- time job for their studying timetable, their major and the desirable experience and skills. With this information, finding a job which gains supportive experience for the study program and future career, earning financial benefits, students will be more aware about the balance between their two crucial duties (studying and working part- time). This solution can solve the issues that are too attractive for part-time jobs (YTCV2) and remote working locations (YTCV3).

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In addition, career support departments should be invested at universities. These offices can be in charge of reviewing students' CV, mocking interviews, and training soft skills for students. Universities can integrate these topics into soft skills courses, or organize seminars and talks to help students know how to arrange their time effectively, balancing between study, part-time work and personal life.

Finally, schools need to build a professional school counseling system to support students in determining their study goals, choosing suitable part-time jobs and overcoming psychological pressure during their studies. These changes are for longer term development and need to be focused on seriously.

7. CONCLUSION

By applying both qualitative insights and quantitative analysis through tools like Cronbach's Alpha, Exploratory Factor Analysis (EFA), and Multiple Linear Regression using SPSS 26, the study has provided an in-depth look at the current situation of university students balancing their academic responsibilities and part-time work in Vietnam.

Key findings show that while part-time work can offer benefits such as income and experience, certain conditions significantly hinder students' academic balance. These include an unreasonable class schedule, an unengaging curriculum, overly enticing part-time jobs, and long distances between work and study locations. These factors either reduce study time or affect motivation and energy levels, leading to a decline in academic performance for many students.

Interestingly, the data also reveal that some students working more than 20 hours per week still maintain, or even exceed, the academic performance of peers working fewer hours—indicating that personal discipline and effective time management play critical roles.

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To address the challenges, this study proposes actionable solutions such as reorganizing university schedules, enhancing the relevance of academic programs, creating a structured job-matching system, and supporting students with counseling and career services. If implemented, these measures can empower students to better navigate the demands of both work and study.

Overall, this research contributes valuable insight into the dual-role lives of university students and serves as a foundation for future policies and academic reforms. Continued efforts in understanding and supporting students' needs will be essential to foster not only academic success but also personal and professional development in a demanding modern economy.

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