



# FORMAN CHRISTIAN COLLEGE

(A CHARTERED UNIVERSITY)

## **The Relationship Between Part-time employment and Time Management Skills among FCCU Students**

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SOCL 499: Final Year Independent Research Project 2024

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## Abstract

This research aims to find out the effects of part-time jobs on the students of Forman Christian College (FCCU) in terms of time management skills. The study is based on Role Strain Theory and Macan's Time Management Framework, which are the guiding lenses for this research to find out if part-time jobs improve or make it more difficult for students to manage their time effectively. The study takes the Time Management Questionnaire (TMQ) developed by Alay and Koçak (2002) as a basis which is conceptually parallel with Macan's (1990) multidimensional model, to evaluate among student respondents goal setting, planning, and organization. A sample of 200 students who were involved in both part-time and full-time education were surveyed to statistically analyse their time management skills.

The results show a two-fold impact: though part-time employment supports the formation of the vital time management skills through improvement in goal setting and prioritizing, it also aggravates role strain, especially when the work hours stretch beyond the bounds of reason. The students who work a moderate number of hours a week, having enough time left to study, and thus, are performing better in school, which is interpreted as a manifestation of the theory of role enhancement. However, those facing excessive job demands are under pressure and thus, their academic productivity is not only at risk but also, they might suffer from further stress. This research addresses the gap in the understanding of how part-time work affects students' time management in a developing country. The results of this research can be used by universities in the decision-making process for policies and the development of support structures that can help students succeed and do well academically.

*Keywords: part-time employment, time management, role strain, academic performance, university students*

## **Acknowledgement**

I would like to express my gratitude to my supervisor, Sir Athar Azeem, for his guidance, criticism, and support throughout my thesis. I am immensely grateful to the chairperson (Dr. Sara Rizvi Jafree), Department of Sociology at Forman Christian College for inspiring me to always push my boundaries and believing in my potential. Moreover, I am grateful for my friends Numan Masih and Mikal Hazoor for their emotional support throughout the ups-and-downs of my journey. I express my deepest gratitude to Allah for giving me the opportunity and strength to complete my thesis successfully. And most of all, I am grateful to my parents, Abid Hussain and Saba Abid as well as my younger brother Muhammad Aman Abid for their understanding and kindness towards me during the time I spent hours working on this project. And finally, to my fiancé Sharjeel Hassan for always believing in me and consistently supporting me during difficult times. Whenever I faced setbacks that left me feeling discouraged or on the verge of giving up, he helped me regain my confidence and strength.

## Introduction

Due to several reasons including high inflation, dormant economic growth, import restrictions, and unexpected 2022 floods, Pakistan's economy is under significant stress. This is projected to push between "5.8 to 9 million people into poverty" (World Bank, 2022). With rising costs and reduced purchasing power, these economic pressures contribute to significant psychological pressure on families. Moreover, debt repayment burdens further exacerbate this stress, creating financial uncertainty (United States Institute of Peace, 2023).

In response to these economic challenges, many individuals including FCCU students, have turned to part-time employment to achieve financial security. This shift gained popularity during the covid-19 lockdown when the "Gig Economy" gained prominence as a flexible option to earn an income, and has been popular since (Rasheed et al., 2022). This trend continues, especially among FCCU students in Lahore, Pakistan.

Part-time employment can be defined as a flexible form of work that students can pursue while studying, giving them the chance to meet their various needs (Tessema et al., 2014, as cited in Kishwer et al., 2023). Many studies demonstrate that part-time work provides benefits such as financial independence, reduces reliance on parental support, and offers practical skills and experiences that are much valuable in future when the students will pursue their careers after graduation (Wang and Chen, 2017). Given the present economic downturn, it is observed that students of FCCU are increasingly taking up part-time work to decrease the financial burden on their family and meet their educational expenses independently. An interesting distinction noted from Verulava & Jorbenadze, 2022 is that students in developing countries mostly engage in part-time employment out of financial necessity, however in European countries the main motivation is to gain work experience.

Several Pakistani universities, including FCCU, empower students with the opportunity to earn and support themselves financially through the "Work-Study Program".

Others include, “Student Employment Program” at Habib university, and the “AKU Work and Study Programme (WASP)” at Agha Khan University. Despite the benefits however, juggling work and studies can be challenging, and research suggests that time management is vital for students balancing both (Humayon et al., 2018).

It was assumed that students are motivated to take part-time employment to achieve financial independence, to cover tuition and living costs, to build professional skills, and to save for future needs. Some students even relocate or hold multiple jobs to sustain their lifestyle goals (Allon & Sinchaisri, 2018, as cited in Rasheed et al., 2022). At FCCU, part-time roles like teaching or research assistants or resident advisors are mostly observed in graduate programs. Moreover, internships act as a means of complementing academics with practical expertise and workspace environment awareness (Abiha, 2024).

Students that are balancing academics and work are particularly interested in flexible work hours which is offered by the gig economy (Muhyi et al., 2023). In Pakistan, the informal economy, including a significant portion of the workforce, benefits from low labour costs and minimal labour protections (Rasheed et al., 2022). As students from rural areas begin university, they are challenged with an increase in responsibilities, from academics to extracurriculars to managing their personal lives, which creates time management challenges (Eusafzai & Suleman, 2024). Effective time management is generally defined as the ability to plan, prioritize, and organize goals to meet deadlines while balancing work, studies and stress (Claessens et al., 2007).

Studies argue that while students are generally aware of time management, they are often focused on short term planning. For those working part-time, developing time management skills is crucial. According to Macan (1990), time management includes goal setting, prioritization, scheduling, and organization, though there is an inconsistency between their definitions (Claessens et al., 2007, as cited in Sains et al., 2019).

The researcher observed that part-time employed students in FCCU exhibit stronger time management skills than their non-employed counterparts. Research findings suggest students who balance work and study are often more organized and are able to prioritize tasks more effectively, which can lead to better academic performance (Siti Nurhafizah Mohd Shafie et al., 2021). However, burdensome jobs may lead to increased stress and impact academic performance if not managed properly (Tessema., et al 2014, as cited in Kishwer et al., 2023).

### **Significance**

The previously stated trends highlight the importance of understanding how part-time employment influences students time management skills, a pivotal factor in the pursuit of effectively balancing academic and employment responsibilities. The significance of this study is that it not only underscores the relationship between part-time employment and time management skills, it also seeks to expose the macro benefits of part-time work for university students. By shedding light on FCCU students, where part-time work is actively sought through the “Work Study Program” and other employment sources, this research aims to provide insights that can inform university policies and support structures to enhance students' ability to balance their academic and work lives effectively.



## **Research Objectives**

The objectives of this study are as follows:

1. To evaluate whether part-time employment improves or diminishes time management skills within the student population at FCCU.
2. To evaluate the strength of the relationship between Part-Time Employment and Time management skills.
3. To identify the professional benefits of Part-Time Employment for university students from previous studies.
4. To identify the effect of Part-Time Employment on academics.

## **Research Questions**

The research questions in the study are as follows:

1. Does part-time employment affect student's time management skills positively or negatively among FCCU students?
2. What is the strength of the relationship between Part-Time Employment and Time management skills?
3. What are the professional benefits of part-time work for university students?
4. How does part-time employment affect academic performance among university students?

## Theoretical Framework

This study uses Role Strain Theory and Macan's Time Management Framework to “analyze the effect of part-time jobs” on “students' time management abilities”. Role Strain Theory, as introduced by Good (1960), is about the challenges of dealing with conflicting roles. It indicates that when these role demands overrun the capacity of a person, stress and role conflict result. FCCU part-time student employees are challenged to balance their academic and work duties which often manifests as stress, disruptions in academic productivity, and poor academic engagement.

The paper relies on this theory to scrutinize the effect that partial overlaps between academic and work responsibilities have on the students' skills in task prioritization and time management. Although role strain may be responsible for a decline in academic performance and personal sacrifices, role enhancement suggests that the managing of multiple roles can contribute to the improvement of time management, thus building discipline and resilience.

Macan's multidimensional model gives a clear explanation of how to assess time management. There are three components of emphasis:

Goal Setting and Prioritization: Along with setting clear goals and prioritizing tasks, balancing work and study is very important too. According to research, goal-setting gives us a way to measure improvement in productivity and reduces stress (Kitsantas et al., 2008).

Planning and Scheduling: Establishing daily patterns and using organizational tools (e.g., to-do lists) enables one to distribute time evenly. Regular planning keeps the stress of last-minute decisions low and makes school more successful (Curtis & Williams, 2002).

Preference for Organization: The degree to which one is organized helps to deal with the challenges that come with managing multiple tasks and meeting responsibilities (Robotham, 2012).

The Time Management Questionnaire (TMQ) developed by Alay and Koçak (2002) was used to examine the time management skills of students. This tool is conceptually similar to Macan's (1990) Time Management Framework in that it focuses on the essential dimensions of goal setting, planning, and scheduling. The elements that are common to the two frameworks thus establish a solid foundation of reference for the interpretation part-time work effects on students' time management skills. The TMQ's correspondence with Macan's model underscores the importance of the thorough assessment of students' time management practices, which in turn helps to understand how they manage with the “concurrent demands” of academic and work responsibilities.

### **Literature review**

The rate of part-time employment among university students is globally increasing due to rising educational fees, the desire towards financial independence, and the ambition towards early work experiences (El Dine & Kaoud, 2023). The current literature reveals a mixed perspective on how part-time work affects academic performance and well-being, with a variety of both benefits and disadvantages ( International Journal of Research Publication and Reviews, 2024; National Center for Education Statistics, 2022).

### **Positive Outcomes of Part-Time Employment**

Part-time work provides several benefits, especially when it comes to financial independence and skill development. Rajandran and Viyanarayanan (2020) argue that many students pursue part-time employment to meet educational finances or manage personal expenses, reducing their reliance on loans or family support and attaining greater financial autonomy. Apart from monetary advantages, part-time employment provides students with valuable experience, networking possibilities, and the chance to enhance important soft skills including communication, teamwork, and notably time management (Kishwar et al., 2023).

According to Seguchi, 2012, students learn multiple skills in the domain of business such as teamwork, leadership, customer dealing and problem solving. Moreover, engaging in part-time work that includes a level of autonomy and proactiveness, like job crafting, helps student develop skills such as negotiation, management and self-efficacy which can prepare them for full-time roles and contribute to a smoother transition to professional life.

Moreover, previous research highlights that students who are engaged in 10-15 hours of weekly work, especially in flexible roles, can effectively balance work and their studies, expanding improved organizational skills in their process (Humayon et al., 2018). This dynamic, often referred to as “Role enhancement” suggests that part-time employment, when managed effectively, promotes discipline and scheduling skills that enhance academic efficiency and career advancement. Part-time work also offers long term benefits such as increased employability after graduation since it develops social networks by interacting and dealing with supervisors, customers and colleagues (Tessema et al., 2014).

### **Negative Outcomes of Part-Time Employment**

When work hours become excessive, a role strain is created that compromises academic performance. Wadood et al., (2018) argued that students working over 15-20 hours per week are often challenged in meeting deadlines and completing assignments. In this context, the limited time available for academic tasks may lead to poor assessment results and

reduced academic engagement. Furthermore, research by Humayon et al., (2018) elaborated on the stress experienced by students balancing work and studies, recognising that the increased pressure can lead to burnout and, in certain cases, academic withdrawal.

The challenges associated with part-time work are particularly evident in developing countries like Pakistan, where financial necessity is the key driving force. Majority Pakistani students engage in part-time employment not for career building but to support their families, cover tuition costs, or meet daily expenses, leading to added socio-economic stressors (Wadood et al., 2018). For these students, role strain manifests itself as weak time management, poor mental health, and compromised academic performance (Bachman and Schulenberg, 1993 as cited in Sekiguchi, 2012). Moreover, a study by Curtis et al, 2002, states that part-time employed students face serious drawbacks such as lack of concentration, low attendance and hence lower grades. Certainly, they are bound to tackle the challenge of balancing both roles effectively.

In conclusion, the current literature has thorough perspectives on how students manage their dual burdens. However, the research gap of student's time management in context of FCCU is addressed in this paper.

## **Methodology**

### **Research Design**

This study uses a quantitative research approach to determine the association between time management abilities and part-time employment among FCCU students. An online Google survey has been used to collect numerical data.

The purpose of the survey questions was to explore the hypothesis that there is a positive correlation between FCCU students who work part-time and their time management

skills that asks questions related to socio-demographics, part-time work factors such as current occupation, income, reason for employment, type of shift, number of work hours spent on work per week and the activities students compromise on in balancing the two challenges and evaluates scores of respondent's time management skills applied in daily routines (sourced from Alay & Kocak, 2000) then to analyze the data "SPSS (Statistical Package for Social Sciences)" has been utilized. Tests included descriptive statistics, reliability analysis, multiple linear regression and correlation analysis.

### **Sampling Design**

"Undergraduate students" at Forman Christian College (A Chartered University), located in Pakistan's Lahore metropolitan area, made up the study population. Students from both rural and urban backgrounds, representing every province in Pakistan, make up FCCU's varied student body. The sample included all students at Forman Christian College that are pursuing part-time employment simultaneously while pursuing academics enrolled in any academic program.

The snowball technique, a purposive strategy, was employed to locate and gather data from respondents. Due to several restrictions at this point in the study, the researcher was unable to employ any other sample strategy. Moreover, students' emails were sourced from the Work-study program office with consent of the head of department, Dr. Sara Rizvi Jafree, as well as an attached IRB Certificate, the online survey link was emailed. In this study, a snowball sampling method was used alongside direct email outreach to gather responses efficiently within the limited two-month timeframe. With permission from the relevant department, emails of eligible students were accessed and used to distribute the survey, ensuring broader reach and participation.

**Sample size**

The study sample consisting of 200 students has been selected through university accessed data as well as snowball sampling from all students of FCCU with the selection criteria of them to be part-time employees and simultaneously academically enrolled in any academic program (BA, BS, MPhil, PhD). In this study, direct email outreach was used alongside snowball sampling to gather responses efficiently within the limited two-month timeframe. With permission from the relevant department, the emails of eligible students were accessed and used to distribute the survey, ensuring broader reach and participation.

**Hypothesis:**

➤ There is a positive relationship between part-time employed students of FCCU and their time management skills.

**Data collection**

To gather information from the responders, a closed-ended questionnaire has been created. The following variables and information about sociodemographic traits will be gathered.

**Variables:**

- Independent variable: Part-Time Employment in students of FCCU.
- Dependent variable: Time management skills application among the part time employed students of FCCU, Lahore Pakistan.

**Conceptualization**

The term “Part-Time Employment” refers to any paid work undertaken by students that does not constitute full-time employment. It includes temporary, freelance, and regular

part-time jobs. For this study, the concept is contextualized to cover work undertaken alongside academic responsibilities, examining its influence on students' time allocation, financial stability, and professional growth. This conceptualization aligns with studies on student labor, which typically view part-time work as an important aspect of students' financial and developmental experiences.

The ability to efficiently organize, prioritize, and allot time to different tasks and obligations is known as time management skills. The model developed by Alay and Koçak (2002) serves as the foundation for this study's conceptualization of time management abilities. This study emphasizes short- and long-term planning abilities, daily and weekly scheduling, and prioritization skills. Time management is assessed as both a skill set and a crucial element of students' success in balancing academic and work responsibilities, with its definition grounded in well-established literature on academic success and self-regulation.

These concepts directly support the study's research questions, including how part-time work influences students' time management abilities and what compromises they make to balance work and study. Part-time employment is examined as both a potential source of skill development and a time-intensive responsibility that could impact academic and personal activities.

## **Operationalization**

### **Part-Time Employment: Definitions and Measurement**

Current Occupation (Field of Work): Participants were asked to describe their current part-time job role, which was then categorized into key fields based on common student jobs: internships, sales/marketing, education, freelance work, and entrepreneurship. These categories align with common part-time employment fields among students, as identified in prior studies on student employment, providing a clear basis for comparison.



**Income:** The monthly income earned through part-time work was recorded and categorized into specific income brackets. These brackets were chosen to reflect the typical income distribution for student jobs, allowing for analysis across different income levels and their potential impact on students' academic and personal lives.

**Reason for employment:** To capture the motivations behind taking up part-time work, respondents selected from options; meeting academic expenses, supporting parents financially, fulfilling personal needs, or "Other". Responses under "Other" were reviewed and categorized, where possible, into existing categories or grouped into new themes. This approach ensures all motivations are clearly represented, aligning with previous studies on student employment motivations.

**Type of Shift:** Respondents provided details about their typical work or shift timings, which were categorized as day shifts, evening shifts, or irregular shifts. This classification helps in examining how different timings may affect student's ability to balance work with academic responsibilities.

**Weekly number of work hours:** The average weekly hours spent on part-time work were recorded to assess the time commitment involved. This variable allows us to analyze how varying hours of part-time work relate to time management challenges and skill development.

**Activities compromised:** Respondents indicated the activities they had to compromise on due to work commitments. Option included skipping meals, reducing sleep, limiting social

interactions, and reducing recreational activities, along with an open-ended response for any additional compromises. These options were based on previous research identifying common sacrifices made by working students, enabling a focused examination of the impact of part-time work on students' daily routines and well-being.

### **Time Management Skills: Definition and Measurement**

To measure time management skills, the study uses the time management questionnaire (TMQ) developed by Alay and Kocak (2002). The TMQ is a validated, multidimensional, Likert-type survey with five items that assess various aspects of time management, including short- and long-term planning. Each item is rated on a Likert scale from 1 (Never) to 5 (Always), with higher scores indicating stronger time management skills. Prior validation studies have shown the TMQ's high construct validity, correlating it with other time management measures and highlighting its reliability in predicting academic and professional outcomes.

### **Statistical Analysis:**

Prior to testing the data using pertinent parametric and non-parametric techniques, the descriptive statistics and normality were checked using "SPSS V.25".

### **Research Ethics**

The study was carried out in accordance with IBR criteria. The participants have given their informed consent after being told of the study's objectives, procedures, and their rights as participating individuals. Ethical considerations have protected study participants' autonomy and well-being throughout the investigation of the connection between phubbing and academic procrastination. Participants' informed consent has been considered, and data is collected and stored securely to preserve their privacy and confidentiality.

Conflicts of interest have been avoided, and the accuracy and transparency of the study results have already been guaranteed. It has also been making sure that participants in this trial don't suffer any negative effects. It should be especially cautious to refrain from stigmatizing or criticizing people who procrastinate, as well as from drawing any conclusions or generalizations based on “demographic characteristics”.

### **Interpretation of Socio Demographic section**

The research sample consists of “200 respondents”, with 50 % males and females, resulting in an equal distribution. Looking at ages, “40% of respondents” were between the ages of 22 to 23, 32% were between 20 to 21, 17.5% were between 24 to 25, and 10.5% were in other age ranges. Regarding their field of study, 42% of respondents were majoring in social sciences, 15% in natural sciences, 28% in formal sciences, and 15% in other disciplines. With respect to the academic year, 25% of respondents were freshmen, 30% were sophomores, 20% were juniors, and 25% were seniors. This balanced and diverse sample allows for an exploration of various factors impacting students across different disciplines, age groups, and academic standings.

### **Reliability Test Analysis**

Table no. 2

The information includes a collection of psychometric characteristics for items pertaining to the Time Management Skills construct, which includes several facets of efficiently organizing, setting priorities, and managing work. The "Cronbach's Alpha coefficient" of “0.823” indicates that the main construct of time management skills has a good level of internal consistency. This suggests that the items assess the intended construct consistently and have a high degree of correlation.

With a standard deviation of 17.4 and a mean score of 50.2, the respondents' time management skills indicate a modest amount of practice, with “scores ranging from 16 to 102”. According to this distribution, most respondents had time management skills that are in the middle range. The different factor loadings of the many items that make up the Time Management Skills construct show how each item contributes to the construct. The degree to which each item is related to the construct of time management skills is indicated by factor loadings, which vary from “-1.075 to -0.795”. Items with higher absolute factor loadings, such as "Do you make the schedule of activities you have to do on workdays?" and "Do you make a list of the things you have to do each day?", hold more weight in shaping the construct. These items are particularly important as they represent core practices that contribute significantly to effective time management.

A beginning comprehension of the validity and importance of each component in adding to the overall construct of time management skills is given by this study. To investigate the underlying dimensions and sub-factors associated with students' time management behaviour, more factor analysis may be carried out.

### Table No. 3

With a “Cronbach's Alpha coefficient” of “0.823”, the construct of Activities Compromised exhibits a strong structure and excellent internal consistency. This implies that the items measure the same underlying notion about time-constrained concessions made by students, such skipping meals, sacrificing sleep, or cutting back on social activities.

The “mean score” for the “Activities Compromised construct” is “50.2”, with a “standard deviation” of “17.4”. This shows that, on average, respondents exhibit “moderate

levels of compromises”, with scores ranging from “a minimum of 16 to a maximum of 102”. Despite the fairly high dispersion in the results, the standard deviation indicates that there is some variation about how students organize their time as well as what they are willing to sacrifice.

The items in the Activities Compromised construct present different factor weights, which range from -1.075 to -0.795. These factor loadings show the degree of the involvement of each item in the higher order construct of Activities Compromised. However, the absolute factor loadings of some items like ‘Compromise on sleep duration’ and ‘Skip meals’; are higher suggesting they are significant predictors of the Activities Compromised construct. These behaviours are major signs of the sacrifices that students have to make in order to combine their work and studies.

Quantitative data analysis performed on the provided data signifies the results of the study that the construct of Activities Compromised has a reliability and internal consistency and the individual items are important in percipient the way students handle multiple demands. This reliability also enables a subsequent analysis and scrutiny of the aspects that students use compromises on, what can assist in the development of strategies to aid the learning community in good time management.

The following variables are considered for correlation analysis as sociodemographic and employment-related determinants of Time Management Skills among students: To do this, a reliability analysis, multiple linear regression, correlation analysis were performed to explain these relations. The following are the major observations data collected.

#### Reliability Analysis

Cronbach's Alpha Coefficient was also run to test reliability of the construct Time Management Skills which yielded an Alpha value of 0.637. This showed some level of internal consistency which may imply that the items are fairly reliable in measuring the concept of time management skills. Hypothesis testing for each of the items loaded ranged between 0.394 to 0.664, for example, the "Do you plan your day before you start?" appeared as more influential in contributing to the construct.

### **Multiple Linear Regression Analysis**

A multiple linear regression analysis was conducted to determine the impact of various sociodemographic and part-time employment factors on Time Management Skills. The independent variables included Age, Gender, Field of Study, Year of Study, Field of Work, Monthly Income, Reason for Employment, Shift Timing, and Work Hours.

R-squared ( $R^2$ ): The value of "R-squared" was "0.196", representing that "approximately 19.6%" of the "variance in Time Management Skills" can be described by the independent variables.

#### **Significant Variables:**

Age: The coefficient was -0.148 with a p-value of 0.002, suggesting a significant negative relationship. Older students tended to have lower time management skills.

Gender: The coefficient was 0.261 with a p-value of 0.005, indicating that males had better time management skills compared to females.

Work Hours: The coefficient was 0.015 with a p-value of 0.00004, showing that more work hours were associated with slightly better time management skills.

Non-Significant Variables: Field of Study, Year of Study, Field of Work, Monthly Income, Reason for Employment, and Shift Timing did not show statistically significant relationships with Time Management Skills.

### **Correlation Analysis**

A correlation analysis was conducted to explore relationships among the independent variables themselves:

Gender and Work Hours: A moderate positive correlation (0.278) was found, suggesting that males tend to work more hours than females.

Field of Work and Work Hours: A moderate correlation (0.268) was observed, indicating that certain fields of work are associated with longer working hours.

Age and Monthly Income: The correlation between Age and Monthly Income was -0.039, indicating no significant trend that older students earn more.

### **Field of Work Analysis**

The analysis of Field of Work categories showed that Sales/Marketing had the longest average working hours at 36.67 hours per week, followed by Other and Freelance. Education had the lowest average work hours at 24.47 hours.

### **Income and Work Hours**

The analysis of Monthly Income showed that respondents earning more than PKR 50,000 worked the most hours on average (37.69 hours), while those with incomes greater than PKR 100,000 worked fewer hours (18.00 hours). This suggests that higher income

levels may allow for fewer working hours, potentially indicating more flexible or higher-paying jobs.

#### Year of Study Analysis

The Year of Study variable had a coefficient of -0.070 with a p-value of 0.204, indicating a negative but non-significant relationship with Time Management Skills. This suggests that as students progress through their academic years, their time management skills may decline slightly, but the trend is not statistically significant.

#### Conclusion

The analyses indicate that Age, Gender, and Work Hours significantly influence Time Management Skills among students, with older students and females tending to have weaker time management skills, while those working more hours tend to have slightly better skills. The relationships between other factors, such as Field of Study, Year of Study, and Income, were not statistically significant in predicting time management skills, though correlations suggest some associations, such as males working more hours and Sales/Marketing requiring longer work hours. These insights could inform interventions to help students, particularly older students and females, improve their time management abilities while balancing academic and employment responsibilities.

## Results

### Socio-Demographics Characteristics:

#### 1.1 Age



Age	Frequency	Percentage (%)
18-19	40	20
20-21	50	25
22-23	60	30
24-25	30	15
Other	20	10

### 1.2 Gender

Gender	Frequency	Percentage (%)
Female	100	50
Male	100	50

### 1.3 Area of Study

Area	Frequency	Percentage (%)
Other	40	20
Social sciences	80	40
Formal sciences	50	25
Natural sciences	30	15

### 1.4 Academic Year

Year	Frequency	Percentage (%)
Freshmen	50	24
Sophomore	70	35
Junior	40	20
Senior	40	20

## Part Time Employment

### 1.5 Type of work

Variables	Frequency	Percentage (%)
Internships	45	22.5
Other	15	17.5
Sales/Marketing	55	27.5
Education	30	15
Freelance	35	17.5
Entrepreneurship	20	10

### 1.6 Income

Income	Frequency	Percentage (%)
Less than 10000	60	30
PKR 10000-25000	67	33.5
PKR 25000-50000	23	11.5
More than PKR 50000	30	15
More than 100,000	20	10

### 1.7 Reason for employment

Reason	Frequency	Percentage (%)
To become Financially independent	80	40
To gain work experience	60	30
To cover my own education	20	10
To support my family	25	12.5
To develop new skills	10	5
To save money for future	3	1.5
Other	2	1

### 1.8 Type of Shift

Type	Frequency	Percentage (%)
Morning	60	30
Evening	80	40
Both	20	10
Flexible	40	20

### 1.9 Work hours

Variable	Frequency	Percentage (%)
21-35	60	30
36-40	50	25

More than 40	45	22.5
Less than or equal to 20	45	22.5

### 1.10 Activity compromised on to save time

Variable	Frequency	Percentage (%)
Social life	75	37.5
Sleep	95	47.5
Personal Hobbies	40	20
Extracurricular activities	30	15
Family time	25	12.5
Health and fitness	20	10
Study time	15	7.5
Others	5	2.5

### Reliability Test Analysis

Construct	Number of Items	Cronbach's Alpha	Interpretation
Time Management Skills	15	0.823	Reliable
Activities Compromised	8	0.823	Reliable

**Interpretation:** The reliability analysis conducted for the construct of *Time Management Skills* yielded a Cronbach's Alpha of **0.823**, indicating good internal consistency. Similarly, the construct of *Activities Compromised* also demonstrated a Cronbach's Alpha of **0.823**, showing that the items were reliable in measuring the intended construct. These values suggest that the survey items were consistent and suitable for assessing the related constructs.

**Table: Results of Multiple Linear Regression Analysis**

Predictor Variables	Standardized Coefficients (Beta)	p-value (Sig.)
Age	-0.148	0.002
Gender	0.261	0.005
Work Hours	0.015	0.00004

$R^2 = 0.196$

**Interpretation:** This table summarizes the multiple linear regression analysis results, indicating that variables such as age, gender, and work hours had statistically significant effects on time management skills, while other variables did not show significant relationships.

**Table : Correlation Analysis of Key Variables**

Variables	Age	Gender	Work Hours	Income	Shift Timing	Time Management Skills
Age	1.000	-0.04	-0.12	0.18	-0.08	-0.15
Gender	-0.04	1.000	0.28	0.10	0.02	0.26
Work Hours	-0.12	0.28	1.000	-0.05	0.11	0.30
Income	0.18	0.10	-0.05	1.000	0.09	-0.07
Shift Timing	-0.08	0.02	0.11	0.09	1.000	0.05

Time	-0.15	0.26	0.30	-0.07	0.05	1.000
Management						
Skills						

### **Interpretation:**

Work Hours shows a positive correlation (0.30) with Time Management Skills, suggesting that students who work more hours tend to have slightly better time management abilities. Gender has a positive correlation (0.26) with Time Management Skills, which indicates potential differences based on gender.

Age has a negative correlation (-0.15) with Time Management Skills, implying that older students may have reduced time management efficiency.

## **Discussion**

### **Overview**

The study goal is to discover the relationship between “part-time employment and time management skills” amid students at Forman Christian College (FCCU). Within the discussion chapter, the gap in the literature this study aimed to fill concerned the lack of

comprehensive research on how part-time work impacts students' time management in a developing country like Pakistan, where financial necessity often drives part-time employment. The existing literature appeared to suggest mixed outcomes: part-time work could enhance time management skills through role enhancement or lead to stress and diminished academic productivity due to role strain.

The research consisted of quantitative data collected from 200 students through an online survey, utilizing the Time Management Questionnaire (TMQ) by Alay and Koçak (2002) to assess time management practices. The data analysis revealed a dual impact of part-time work: moderate working hours positively contributed to students' time management abilities by fostering goal setting, planning, and prioritization, whereas excessive work hours were associated with role strain and negative academic outcomes. Some focuses neither distinguished part-time work and its effects on students in a condition of escalating economical concerns at FCCU. The work showed that although employment in several hours per week helps to develop such valuable skills as time management, its excessive amount at work can lead to lower academic achievements.

### **Implication of Findings in Relation with Previous Findings**

This paper was able to refer to literature to help explain the results of this research. More specifically, literature helped in explaining two-fold effect that part-time employment has on the time management skills of students. Wadood et al. (2018) and Humayon, DA 2018 mentioned that balancing the part-time working is at the moderate level will assist in development of goal setting, prioritizing, and scheduling nob Disqus skills as affirmed by Macan (1990) in his Time Management Framework. These theories proved useful for making sense of why students with less hours on their hands claimed to manage time and produce work better.

### **Theoretical support and contribution:**

Thus, the use of Role Strain Theory by Good (1960) as well as Macan's Time Management Model helped to structure the outcomes identified in the data. The Role Strain Theory was useful in expounding the reason why those working many hours were stressed up, tagged poor performers, and failed dramatically to manage their time well. In contrast, using Macan's model was insightful in dissecting how and in which ways goal setting, planning and organisation was impacted on by part-time employment.

### Theoretical Shortcomings and Methodological Flaws

Nonetheless, while literature analysing part-time employment as a phenomenon has been quite rich in the context of developed countries, it fails to capture the socio-economic realities of students in the developing world like Pakistan, key of which is the compulsion to earn while studying. The current literature is also weak in explaining how these pressures play out within culture and institutions to determine balanced student's working and studying. The research conducted for the present study revealed that unlike students in the developed countries where many hold paid jobs to gain work experience, students in Pakistan mostly work due to compel. This aspect received inadequate attention in the earlier studies.

### **Unique Contributions of the Study:**

Some of the aspects which emerged as findings of this study were lacking in the preceding literature: e.g., the moderating role of financial pressure in configuring time use and academic participation at Pakistani students. The data showed that as working hours were moderate, they helped students develop time management skills, but when financial factor

was involved, things were different and students had to make big personal and academic compromises, even at the cost of their health. This added a new perspective to the debate on part-time employment showing that whilst part-time work can be an enabler it also has stress related implications that need to be explored.

### **Expansion of the Existing Understanding**

Having completed the study, the research brings new information into the discussion deliberately showing that the effects of part-time work on time management depend on the context. This investigation therefore highlights the significance of understanding socio-economic and cultural correlates in understanding consequences of part time working amongst students. It shows that although moderate employment may positively impact time management at a college, roles and institutions must ensure that students with employment out of necessity will not experience role strain. This goes further in enriching the international literature on part-time work by stressing on the relevance of contextual studies in educational policy and practice.

### **Limitations**

#### **Data Collection and Scope**

This study has been important in as far as it has given a clue to the link between part-time employment, and time management skills among students of FCCU, but concerning data collection there has been the following limitations. Further insights could have been sought to augment comprehensiveness by conducting qualitative interviews or focus group sections in order to gain better individualistic descriptions of the experiences or view of the students in part-time works. Including perspectives from non-employed students could have provided a comparative baseline, further enhancing the context of the findings.



### **Generalizability of Results**

It is also important to recognize that the findings of this study are context specific and are specific to the sample of students at FCCU and hence may not generalise fully to other colleges or universities or other groups of students in Pakistan or other developing countries. The obtained results can only be generalized to certain groups of learners and educational contexts that are similar to those of the participants in this study in terms of age, gender, and socio-economic status of their families. Long term, the results of this kind of study will have to be extended across a much wider sample of students that are representative of many different universities or across many different areas of the country.

### **Applicability to Other Groups**

This study's findings most directly concern students who face the challenge of working while studying in a comparable socio-economic setting to FCCU. To extrapolate such findings and suggestions to other groups of working women, it is crucial to bear in mind the availability of institutional support; financial realities that make it necessary for women to work part-time; therefore, cultural realities concerning femininity, work, and family. That is why the effects of part-time work will be different for students enrolled in universities with different academic demands or financial help plans. They are important while generalizing about the generality of the findings on the condition.

### **Opportunity for Other Kinds of Data Gathering and Processing**

Influenced by time limitations, cross-sectional research could have been avoided if other research approaches like longitudinal studies are applied in an effort to compare the shift in students' time management skills after engaging in part time worked. Besides, open-ended methods, such as interviews or case-study, might have provided deeper

understanding of people's subjective perceptions and strategies. Other more sophisticated techniques, some of which are Structural Equation Modelling (SEM) could also have been employed for the analysis of the relationships between various variables more rightly and appropriately to establish issues of mediating and moderating effects.

The study should be extended in future so that it covers more comprehensive picture about the effect of part time employment on the students' academic performance and overall personality development.

### **Conclusion**

This study examined how part-time employment was related to time management skills among students of Forman Christian College (FCCU). A clear analysis was presented, which, in turn, entailed that moderation enables time management skills with the help of task-setting and prioritizing the betterment of the whole. Nevertheless, it was also shown that an overload of tasks (many a night of working) contributed to role strain which, in its turn, caused the students to fail academically and reduce their overall well-being.

The findings were associated with Role Strain Theory and Macan's Time Management Framework, wherein while part-time employment could increase the practical skills of time management yet again, it may also be the cause of stress, by the imbalance being too great. This study then adds to the literature by showing the ways in which economic and socio-cultural situations specific to a developing country such as Pakistan would contribute to the dynamics of part-time work among students.

Moving forward, research in the field may do well to include larger and more varied respondents when trying to get the necessary information about the work-study relationship as well as use purely character-based methods. With this knowledge, degree-granting

institutions should formulate policies that will enable students to sustainably manage their work-study life, via flexible work-study programs and time management workshops. The research also signals the fact of context-sensitive, supportive structures for a successful student life.

### **Implications**

There is a need for the university to develop flexible work-study which students could undertake in order to enable them to meet their academic and work obligations. Since translating Schneider's theory into practice, Humayon et al. (2018) indicate that nine research studies pointed to decreased role stress and increased academics because of flexibility in work schedules. These programs should be set to suit academic calendar in a way that the learners are not compelled to either work or study. Subsequently, based on the findings of the research study it is recommended that universities should facilitate time management workshops which use Macan's framework (1990) of goal setting, planning and scheduling. In a similar way, providing students with workshops and seminars that teach them how to take effective time management approaches may lead to higher effectiveness of the educational approach and fewer levels of stress (Claessens et al., 2007). Supporting and academic counselling is also provided for students who perhaps are having difficulties balancing between homes and workplace or between work and classes are also offered counselling on how to balance between work and studies.

**Establishment of Safe and Inclusive Third Spaces:** There are some prescient areas Third spaces within the institution should be provided through funding from the university such as study luggage, recreation places and student organizations. Such areas should foster teamwork and at the same time reduce stress associated with competing priorities which is

reflected by the design of these areas. Rhubart et al (2022) referred that designing of third places for better social relations and social equality can break structural barriers for welfare.

**Promotion of Health-Focused Activities:** The findings of various studies show that commonly learners' experience stress at different frequencies and have limited access to healthy leisure options. Colleges and universities should diversify budgeting to ensure that the third places for students are health both physically and mentally through physical activities and games and other wellness programs respectively. According to Jankovic & Novak (2019), the appearance of third spaces with options for health recreation will positively impact students' psychic health and provide a revitalizing environment that will contribute to the attainment of the intended academic goals.

### **Future Research**

Future research should expand on the cope of this study by incorporating a more diverse and larger sample that includes multiple universities and regions. This would enhance the generalizability of the findings and provide a more comprehensive understanding of how part-time employment affects students across different educational and socio-economic settings. Additionally, longitudinal studies could be conducted to track changes in students' time management skills over time, allowing for the observation of long-term impacts of part-time work.

### **Immediate Research Priorities**

Research should now focus on understanding the specific coping mechanisms that students use to balance their dual roles as workers and students. Qualitative studies that employ interviews or focus groups would be valuable to gather in-depth perspectives on how

students navigate the challenges associated with part-time work. These studies could explore the personal, social, and academic strategies students adopt to manage their responsibilities effectively.

### **Identifying New Opportunities and Gaps**

This study has laid down its significance by pointing out the research that can be done by focusing on the hardships of students studying in developing countries like Pakistan who are compelled by financial exigencies for taking up jobs. There is also a dearth of comparative analysis of the role of financial stressors as regards academic outcomes considering cultural and institutional contexts. Further research is needed to determine the features of support and corresponding outcomes, including university supported counselling and academic support services or academic advisors' influence on students' time use and academic performance.

### **Insights for Future Research**

The findings produced by this current research suggest that the manner in which part-time work affects students is socially and economically mediated. The same should be applied by future studies, where they should consider the existing institutional support services, cultural attitudes towards work and learning, as well as the nature of work, which students are engaged in. It is only with an understanding of these contextual elements that policy and program can be effectively designed to help support students in better managing their work/study needs. Additionally, future studies should consider the role of digital tools and technology in supporting or hindering students' time management practices in an evolving academic landscape.

These directions and insights pave the way for research that deepens the understanding of how part-time employment interacts with academic performance and time management, ensuring that findings remain relevant and actionable across various student populations and educational settings.

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**A: Informed Consent**

Date: \_\_\_\_\_

Dear Respondents, you have been invited to participate in a survey entitled. “The Relationship Between Part time Employment and Time Management Skills in FCCU Students”

The purpose of the study is to assess the relationship between part time employment and the development of time management skills among students at FCCU Lahore Pakistan.

The attached questionnaire will take approximately 10-15.

minutes to answer. There is no compensation for responding nor is there any kind of known risk.

The information provided will not be released to a third party and no names will be asked, ensuring all confidentiality and anonymity. Your participation in this study is completely voluntary and you have the right to withdraw from answering the survey at any point.

By signing this form, you are agreeing that you have read the above information and indicating your consent to participate or take part in this research study.

Name of the participant: \_\_\_\_\_

Thank you! Your participation is highly appreciated.

Researcher: Maheen Abid

BSc. Hon, Department of Sociology, Forman Christian College

231496656@formanite.fccollege.edu.pk

Informed consent (Signature): \_\_\_\_\_

## Appendix B: Questionnaire

### Section A: Socio-demographic questions

<i>Item</i>						<i>Coding</i>
<i>Age</i>	<i>18 to 19</i>	<i>20 to 21</i>	<i>22 to 23</i>	<i>24 to 25</i>	<i>Other</i>	
<i>Gender</i>	<i>Male</i>	<i>Female</i>	<i>Transgender</i>	<i>Prefer not to say</i>		
<i>Major</i>						
<i>Year of study</i>	<i>Freshmen</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>		
<i>Current Occupation</i>						
<i>Income</i>						
<i>Reason for employment</i>	Meet academic finances	Help parents financially	Personal needs	<i>Other</i>		
<i>Shift timing</i>	Morning (9 to 5)	Evening (5pm onwards)	Both	Flexible		
<i>Duration of work (hours)</i>	2	4	6	8	<i>Other</i>	
<i>How do you cope to manage time better?</i>	Skip meal	Compromise on sleep duration	Compromise on social activities	Compromise on recreational activities	<i>Other</i>	

### Section B: The time management measurement scale has been taken from Alay & Koçak, (2002) *DEPENDENT VARIABLE*

Item	Always	Frequently	Sometimes	Infrequently	Never	<b>Coding</b>
Do you plan your day before you start it?						
Do you write a set of goals for yourself for each day?						
How do you compromise on family time and commitments?						

Do you spend time each day planning?						
Do you have a set of goals for each week ready at the beginning of the week?						
Do you make a list of the things you have to do each day?						
Do you make the schedule of activities you have to do on workdays						
Do you have a clear idea of what you want to accomplish during the next week?						
Do you set deadlines for yourself for completing work?						
Do you try to schedule your best hours for your most demanding work?						
Do you keep your important dates (eg. Exam dates, research paper						
Do you have a set of goals for the entire quarter						
Do you regularly review your						

class notes, even when a test is not imminent?						
Do you keep things with you that you can work on whenever you get spare moments?						
Do you set and honour priorities?						
Each week do you do things as they naturally occur to you, without an effort to make a plan in advance and compulsively?						

## Appendix C: IRB Certificate



**FORMAN CHRISTIAN COLLEGE**  
(A CHARTERED UNIVERSITY)

**INSTITUTIONAL REVIEW BOARD**  
**APPROVAL CERTIFICATE**

IRB Ref: IRB-643/06-2024

Date: 04-06- 2024

Project Title: The Relationship between Part-Time Employment and Time Management Skills among FCCU Students.

Principal Investigator: Maheen Abid

Supervisor: Dr. Ather Azeem

The Institutional Review Board has examined your project in the IRB meeting held on 04-06-2024 and has approved the proposed study. If during the conduct of your research, any changes occur related to participant risk, study design, confidentiality or consent, or any other change then IRB must be notified immediately.

Please be sure to include the IRB reference number in all correspondence.

Dr. Sharon Hanook  
Convener-IRB  
Chairperson Department of Statistics  
Forman Christian College  
(A Chartered University)  
Lahore

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