

Some to obtain
career-specific skills.
a study by



**ASSIGN
BUSTER**

Some empirical studies suggest that student employment adversely affects academic performance (Callender, 2008; Di, 1996; Holloway, 2001; Warren, 2002). Astin (1993) found evidence that full-time employment as well as off-campus employment were negatively correlated with a student's GPA and completion of a degree.

These findings were later supported by Lundberg (2003). Wenz and Yu (2010) observed a significant negative correlation between hours employed and GPA. Furthermore, their study also demonstrated that students employed primarily for financial reasons tend to receive lower grades than students working to obtain career-specific skills. A study by Grant, Hawkins, Hawkins, and Smith (2005) observed that employed students did not demonstrate lower levels of academic performance relative to unemployed students but instead experienced a higher relative dropout rate as well as longer times needed for degree completion. Mounsey, Vandehey, and Diekhoff (2013) found that employed students displayed higher levels of anxiety relative to unemployed students in their study but found no significant differences in GPAs between these student groups. Cohen (2012) argued that students are relatively poor judges of their own

abilities and often minimize the impact of academic distractions such as employment. She explains that it is a lack of metacognitive insight that leads to overconfidence in one's abilities and inaccurate assessment of one's academic performance. Cramer and Kulm (2006) observed a positive correlation between persistence toward a degree and student employment. Their study also observed that students employed on-campus demonstrated higher levels of academic success, perhaps due to feeling more connected to

campus faculty and peers. These findings supported Astin (1984) where he introduced Involvement Theory, explaining that students employed on-campus (15 hours or less) are more likely to succeed in college due to greater inclusion in campus events.

On the other hand, off-campus employment pulls students away from campus events and isolates them from peers. Several empirical studies support this finding by observing the hindrance of off-campus working hours on student performance (Furr & Elling, 2000; Lipka, 2007; Lundberg, 2003). Astin explained that the key to student success is involvement that leads to meaningful and educational interactions between students and faculty.