

FACTORS INFLUENCING STUDENTS' DECISIONS TO ENGAGE IN PART-TIME EMPLOYMENT: EVIDENCE FROM HO CHI MINH CITY

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ABSTRACT

This study investigates the factors influencing students' decisions to engage in part-time employment in Ho Chi Minh City. Drawing on established behavioral and economic frameworks, the research examines the effects of financial needs, academic impact, skills and experience, perceived behavioral control, and working environment on students' employment decisions. Data were collected from 350 university students and analyzed using a mixed-methods approach, with an emphasis on quantitative analysis. Multivariate regression was employed to test the proposed hypotheses, while qualitative insights were used to support the interpretation of results. The findings reveal that financial need is the most significant determinant of students' participation in part-time work. Perceived behavioral control and working environment also exhibit positive and statistically significant effects. In contrast, academic impact and skills accumulation do not show significant influence, suggesting that these factors play a secondary role in students' employment decisions. This study contributes empirical evidence from a developing-country context and offers implications for policymakers and educational institutions in designing supportive policies to enhance student well-being and workforce readiness.

Keywords: Student part-time employment, employment decision, academic performance, behavioral control, financial needs.

1. INTRODUCTION

The rapid expansion of higher education in Vietnam has led to a significant increase in the number of university students. Alongside their academic activities, students increasingly engage in part-time employment to earn income, gain experience, and develop skills. This trend reflects both economic necessity and career-oriented motivations.

Previous studies have provided mixed evidence regarding student part-time employment. Some studies suggest that part-time work may negatively affect academic performance because it reduces study time and increases fatigue. However, other studies indicate that moderate and flexible employment may not significantly harm academic outcomes. Similarly, while human capital theory suggests that students may work to accumulate skills and experience, empirical evidence in developing economies shows that financial pressure often becomes the dominant motivation.

These inconsistent findings indicate that student employment decisions should not be explained by a single factor. Instead, they need to be examined through an integrated framework that combines economic, academic, behavioral, and environmental perspectives. This gap is particularly relevant in Ho Chi Minh City, where rising living costs and diverse job opportunities may shape students' decisions to engage in part-time employment.

Therefore, this study focuses on five factors: financial need, academic impact, skills and experience accumulation, perceived behavioral control, and working environment. These factors represent the main economic, academic, developmental, behavioral, and contextual dimensions of students' employment decisions.

The remainder of the paper is structured as follows: Section 2 reviews the literature and develops hypotheses; Section 3 describes the methodology; Section 4 presents the results and discussion; and Section 5 concludes the study.

2. THEORETICAL BACKGROUND

2.1. Theoretical background

To systematically examine the determinants of students' decisions to engage in part-time employment, this study constructs an integrated framework grounded in two core foundational theories: Human Capital Theory [1] and the Theory of Planned Behavior (TPB) [2]. Human Capital Theory provides the economic rationale, suggesting that student employment is driven by immediate financial requirements and the long-term pursuit of transferable skills and career readiness. Concurrently, the Theory of Planned Behavior incorporates the socio-cognitive dimension, explaining how students' self-efficacy, personal time management (perceived behavioral control), and structural workplace conditions combine to translate employment intentions into actual behaviors under contextual constraints. By synthesizing these economic and behavioral frameworks, the proposed research model offers a robust theoretical baseline for formulating hypotheses regarding student employment behaviors in a high-cost urban economy.

2.1.1. Definition and characteristics of part-time work

Part-time work is a form of employment with fewer working hours than standard full-time jobs, typically measured on an hourly, daily, or weekly basis. This type of employment is characterized by its flexibility in both time and location, enabling individuals to pursue other commitments such as education or family responsibilities [3, 4].

Part-time work can take various forms depending on contractual arrangements and working conditions. Kalleberg [5] classifies nonstandard work arrangements into several categories, including part-time employment, temporary help agency work, short-term or contract-based work, and independent contracting, each varying in flexibility, duration, and degree of attachment to the employer. This diversity allows individuals, particularly students, to select jobs that align with their schedules, income expectations, and personal circumstances.

Given its flexibility and diversity, part-time work is not merely a form of employment but also represents a context of choice, where individuals evaluate and compare different job opportunities based on their constraints and preferences.

2.1.2. Student part-time employment

Student part-time employment refers to paid work undertaken by students outside their formal study hours, with the purpose of generating income, gaining practical experience, developing skills, or fulfilling personal needs [6]. This form of employment is typically temporary in nature and is carried out concurrently with academic activities.

Students are individuals enrolled in higher education institutions such as universities or colleges, whose primary role is academic learning and personal development. From a developmental perspective, students are considered a distinct social group that simultaneously acquires knowledge, builds personal identity, and develops professional competencies [7]. Within the higher education environment, students are also required to adapt to new academic expectations and make important decisions regarding their future careers [8, 9].

As a result, student participation in part-time work reflects not only economic necessity but also developmental and career-related considerations.

2.1.3. Student part-time work as a behavioural decision

From a behavioural perspective, the decision to engage in part-time work is a deliberate and rational process [2, 10, 11] shaped by the evaluation of trade-offs between benefits and costs [1]. Students must allocate limited resources, particularly time and energy, between academic commitments and employment activities.

In making this decision, students assess the potential benefits of part-time work, such as income, skill development, and work experience, against the potential costs, including reduced study time, fatigue, and possible negative impacts on academic performance. Therefore, the decision to participate in part-time employment reflects a form of behavioural decision-making under constraints [11].

This perspective aligns with established behavioural theories, which suggest that individual decisions are influenced by cognitive evaluations, perceived control, and contextual factors. Accordingly, students' employment decisions can be understood as the outcome of interactions among personal motivations, academic considerations, and environmental conditions.

2.1.4. Contextual factors influencing student employment decisions

Students, as individuals transitioning from an academic environment to the labor market, are particularly sensitive to a combination of economic, social, and psychological influences [8, 9]. Key factors affecting their employment decisions include financial needs, career expectations, working conditions, and perceived behavioural control in balancing study and work.

This transitional stage increases students' exposure to external pressures and internal constraints, making their decision to engage in part-time work a complex and multifaceted behaviour. In particular, financial pressure often acts as a primary driver, while behavioural control and working environment function as enabling or constraining conditions.

Based on this theoretical foundation, this study proposes a research model that examines the impact of five key factors—financial need, academic impact, skills and experience accumulation, perceived behavioural control, and working environment—on students' decisions to engage in part-time employment. This framework provides a basis for hypothesis development in the context of higher education in Ho Chi Minh City.

2.2. Empirical Evidence and Hypothesis Development

Building upon the theoretical foundation, this section reviews empirical evidence on the key factors influencing students' decisions to engage in part-time employment and develops the corresponding research hypotheses.

Financial need has consistently been identified as a primary determinant of student employment. Curtis [12] and Riggert et al. [13] report a strong positive relationship between financial pressure and students' participation in part-time work. Similarly, Richardson et al. [14] highlight that employment enables financial independence and reduces reliance on family support. More recent studies suggest that financial vulnerability—such as unstable household

income or reduced financial aid—further intensifies students’ motivation to work [15, 16]. Therefore, financial need is expected to positively influence students’ decisions to engage in part-time employment.

The impact of part-time work on academic performance has been widely debated. Some studies indicate that excessive working hours negatively affect academic outcomes due to reduced study time and increased fatigue [17, 18]. However, other studies suggest that moderate and flexible employment may not significantly harm academic performance [19, 20]. These mixed findings imply that academic impact may act as a constraining factor rather than a primary motivator in students’ employment decisions.

Part-time employment is also viewed as a mechanism for accumulating skills and experience. Empirical evidence shows that work experience contributes to the development of transferable skills and enhances career readiness [21, 22]. However, these benefits depend on job characteristics and working intensity, with moderate employment yielding more favorable outcomes [23, 24]. In the Vietnamese context, skill development is often considered a secondary motivation compared to financial needs [25].

From a behavioural perspective, perceived behavioural control plays an important role in employment decisions. Students with higher self-efficacy and better time management skills are more likely to engage in and sustain part-time work [26, 27]. Additionally, students who combine study and work tend to develop stronger organizational capabilities, which further supports their employment decisions [28].

Finally, the working environment has been identified as a critical contextual factor. Supportive management, flexible working arrangements, and respect for academic commitments increase students’ willingness to participate in part-time employment [29, 30]. Evidence from Vietnam also confirms the positive influence of a flexible and supportive work environment on students’ employment decisions [31, 32].

Based on the above empirical evidence, this study proposes the following hypotheses:

H1: Financial need positively influences students’ decisions to engage in part-time employment. Based on this argument, financial need is expected to positively influence students’ decisions to engage in part-time employment.

H2: Academic impact negatively influences students’ decisions to engage in part-time employment. Therefore, perceived academic impact is expected to negatively influence students’ decisions to engage in part-time employment.

H3: Skills and experience accumulation positively influences students’ decisions to engage in part-time employment. Accordingly, skills and experience accumulation is expected to positively influence students’ decisions to engage in part-time employment.

H4: Perceived behavioural control positively influences students’ decisions to engage in part-time employment. Thus, students with higher perceived behavioral control are more likely to engage in part-time employment.

H5: Working environment positively influences students’ decisions to engage in part-time employment. Therefore, a supportive working environment is expected to positively influence students’ employment decisions.

2.3. Research Model

Based on the theoretical foundation and empirical evidence discussed above, this study proposes a research model to examine the factors influencing students’ decisions to engage in part-time employment.

The proposed model includes one dependent variable, namely students’ decision to engage in part-time employment, and five independent variables, including financial need,

academic impact, skills and experience accumulation, perceived behavioural control, and working environment. All independent variables are hypothesized to have direct effects on the dependent variable.

The research model is illustrated in Figure 1.

3. METHODOLOGY

3.1. Research Design

This study adopts a mixed-methods approach [33], combining qualitative and quantitative techniques to ensure both contextual relevance and empirical rigor. The qualitative phase was conducted first to refine the research model and measurement instruments, followed by a quantitative phase to test the proposed relationships using survey data.

This sequential design allows validation of measurement scales prior to hypothesis testing, thereby enhancing the consistency between the theoretical framework and the empirical analysis. While the qualitative phase focuses on instrument refinement, the quantitative phase aims to test the research model and estimate the effects of the proposed factors.

3.2. Qualitative Phase

The qualitative phase involved semi-structured interviews with seven experts selected through purposive sampling. This sampling approach ensured that participants possessed relevant experience in student education and employment, enabling them to provide meaningful feedback on the research model and survey instrument.

An interview guide was developed to structure the discussions, focusing on three key aspects: (1) participants' professional background and experience; (2) evaluation of the research model, particularly the relevance and completeness of the proposed factors; and (3) assessment of the questionnaire in terms of clarity, comprehensibility, and suitability for student respondents, including the use of a five-point Likert scale.

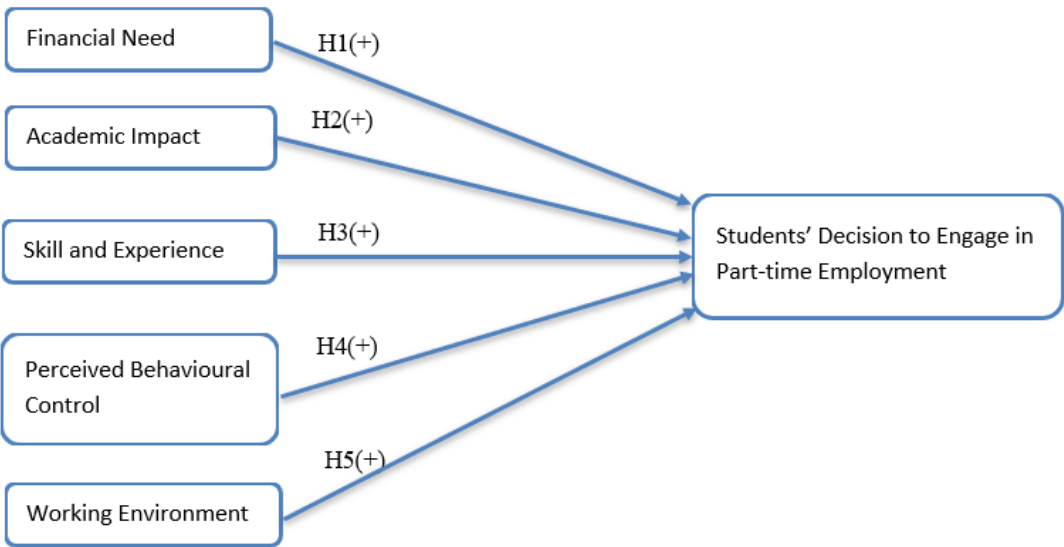


Figure 1. Research model

Source: Proposed by the authors

The collected feedback was systematically categorized into three groups: research model, factor structure, and questionnaire design. Based on this analysis, necessary adjustments were

made to improve wording clarity, eliminate redundancy, and refine the model structure. The results of the qualitative phase served as the basis for finalizing the survey instrument used in the quantitative phase.

Based on the expert interviews, no major construct was removed from the proposed model. However, several questionnaire items were revised to improve clarity and suitability for student respondents. Overlapping items were shortened, ambiguous wording was adjusted, and the descriptions of financial need, academic impact, skills and experience, perceived behavioral control, and working environment were refined. The qualitative phase therefore served mainly to validate and improve the measurement instrument before conducting the quantitative survey.

3.3. Quantitative Phase

The quantitative phase was conducted through an online survey targeting university and college students in Ho Chi Minh City. A total of 350 valid responses were collected. The questionnaire was developed based on the refined research model from the qualitative phase.

All items were measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), enabling quantification of respondents' perceptions of the proposed factors.

Prior to analysis, the data were screened and cleaned to ensure completeness and reliability. The sample size is considered adequate for conducting factor analysis and regression-based hypothesis testing.

3.4. Data Analysis

Data were analyzed using SPSS software following a structured procedure. First, the reliability of the measurement scales was assessed using Cronbach's Alpha [34, 35] to evaluate internal consistency among observed variables.

Next, exploratory factor analysis (EFA) [36, 37] was conducted to examine the underlying factor structure and verify whether the observed variables loaded onto the expected constructs. This step supports the validation of the measurement model in the research context.

Finally, a multiple linear regression analysis [38, 39] was conducted to test the proposed hypotheses and evaluate the effects of the independent variables on students' decisions to engage in part-time employment. This method allows for the identification of significant predictors while controlling for the influence of other variables in the model.

The results of these analyses provide empirical evidence to address the research objectives and test the proposed hypotheses.

4. RESULTS AND DISCUSSION

To ensure clarity in the presentation of results, the abbreviations used for the main variables in the regression model are summarized in Table 1.

Table 1. Description of Variables and Abbreviations

Code	Variable
SD	Students' Decision to engage in part-time employment
FN	Financial Need
AI	Academic Impact
SE	Skills and Experience
PBC	Perceived Behavioural Control

WE	Working Environment
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Source: Authors' compilation

These abbreviations are used consistently throughout the analysis and discussion sections.

4.1. Sample Profile

The official survey was conducted with 350 university and college students in Ho Chi Minh City. The sample shows that students' participation in part-time employment is concentrated mainly among junior and senior students. In terms of field of study, 65.7% of respondents were from Economics and Business, while 34.3% belonged to other disciplines. Monthly income from part-time work was distributed across different levels, with the largest group earning from VND 2 million to under VND 4 million (29.7%). Regarding work intensity, most respondents worked fewer than 12 hours per week, although a considerable proportion reported working more than 12 hours per week. These characteristics suggest that the sample is appropriate for examining the determinants of students' decisions to engage in part-time employment in the context of higher education in Ho Chi Minh City.

Table 2. Demographic Characteristics

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	147	42
	Female	203	58
Education level	Freshman	27	7.7
	Sophomore	60	17.1
	Junior	92	26.3
	Senior	128	36.6
	Final-year student	43	12.3
Field of study	Economics & Business	230	65.7
	Others	120	34.3
Monthly income from part-time work	< 1 million VND	65	18.6
	1– < 2 million VND	80	22.9
	2– < 4 million VND	104	29.7
	4–< 6 million VND	45	12.9
	> 6 million VND	56	16
Weekly working hours	4 - <8 hours	118	33.7
	8–<12 hours	88	25.1
	12 - <16 hours	55	15.7
	16 - < 20 hours	32	9.1
	> 20 hours	57	16.3

Source: Survey data, 2025

4.2. Reliability and Validity of the Measurement Scales

The reliability analysis indicates that the scale measuring students' decisions to engage in part-time employment achieved a Cronbach's Alpha of 0.898 [34], exceeding the commonly accepted threshold of 0.80. This result confirms a high level of internal consistency. Accordingly, all measurement scales were retained for subsequent exploratory factor analysis and regression analysis.

Table 3. Cronbach's Alpha Results

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Decide to work part-time	0.898	0.901	5
Financial Need	0.87	0.875	5
Academic impact	0.906	0.906	5
Skills and Experience	0.912	0.913	5
Perceived Behavioural Control	0.903	0.904	5
Work environment	0.918	0.919	5

Source: Survey data, 2025

To assess construct validity, exploratory factor analysis (EFA) was performed. The Kaiser-Meyer-Olkin (KMO) [37] value was 0.942, indicating excellent sampling adequacy, while Bartlett's Test of Sphericity was statistically significant (Sig. = 0.000), confirming that the data were suitable for factor analysis. The EFA results supported the model's theoretical structure, with six factors extracted in total, including five independent variables and one dependent variable. The total variance explained exceeded 70%, and all factor loadings were greater than 0.50, indicating satisfactory convergent and discriminant validity. These findings confirm that the measurement scales were appropriate for further correlation and regression analyses.

Table 4. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	7990.495
	df	435
	Sig.	.000

Source: Survey data, 2025

Table 5. Rotated Component Matrix

	1		2		3		4		5		6
SE4	0.8	SD5	0.788	WE3	0.784	AI3	0.859	PBC2	0.754	FN2	0.775
SE5	0.757	SD2	0.78	WE2	0.736	AI4	0.851	PBC3	0.754	FN1	0.746
SE3	0.736	SD1	0.776	WE5	0.731	AI2	0.851	PBC4	0.75	FN5	0.688
SE2	0.715	SD3	0.771	WE1	0.708	AI1	0.846	PBC1	0.694	FN3	0.649
SE1	0.676	SD4	0.59	WE4	0.697	AI5	0.767	PBC5	0.603	FN4	0.61

Source: Survey data, 2025

4.3. Correlation Analysis

Pearson correlation analysis was conducted to examine the relationships among the study variables. The results show that the independent variables were positively correlated with the dependent variable, students' decisions to engage in part-time employment. In addition, the correlation matrix did not indicate severe multicollinearity among the independent variables. Therefore, the variables were considered suitable for inclusion in the multiple regression model.

Table 6. Correlation Matrix

	SD	FN	AI	SE	PBC
FN	.638**	1			
AI	.249**	.371**	1		
SE	.560**	.569**	.288**	1	
PBC	.603**	.510**	.214**	.684**	1
WE	.613**	.593**	.251**	.658**	.667**
N	350	350	350	350	350

Source: Survey data, 2025

4.4. Multiple Regression Results

The results of the multiple linear regression [36] indicate that the overall model is statistically significant, with $F = 78.418$ and $\text{Sig.} < 0.001$. The adjusted R^2 value is 0.526, suggesting that the independent variables explain 52.6% of the variation in students' decisions to engage in part-time employment. This level of explanatory power is considered acceptable for behavioral and social science research.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.730 ^a	.533	.526	.60632	.533	78.418	5

Source: Survey data, 2025

Table 8. ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.141	5	28.828	78.418	.000 ^b
	Residual	126.462	344	.368		
	Total	270.604	349			

Source: Survey data, 2025

The estimated regression equation is as follows:

$$SD = -0.037 + 0.387FN - 0.005AI + 0.068SE + 0.308PBC + 0.219WE$$

The regression coefficients show that financial need (FN), perceived behavioural control (PBC), and working environment (WE) have positive and statistically significant effects on students' decisions to engage in part-time employment. In contrast, academic impact (AI) and skills and experience accumulation (SE) do not have statistically significant effects in the model. In terms of relative importance, financial need is the strongest predictor, followed by perceived behavioural control and working environment.

The VIF values range from 1.3 to 2.3, which are well below the threshold of 5. This indicates that multicollinearity is not a serious concern, and the regression results are reliable.

Table 9. Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
		B	Std. Error	Beta			
1	(Constant)	-.037	.219		-.171	.865	
	FN	.387	.052	.367	7.401	.000	2.1
	AI	-.005	.037	-.006	-.138	.890	1.3
	SE	.068	.071	.053	.947	.344	1.8
	PBC	.308	.068	.250	4.530	.000	2.3
	WE	.219	.063	.194	3.475	.001	1.7

Source: Survey data, 2025

Table 10. Ranking of Factor Effects

No.	Factors	B	Level of Effect
1	FN – Financial need	0.387	Highest
2	PBC – Perceived Behavioural Control	0.308	High
3	WE – Working environment	0.219	Moderate
4	SE – Skills and Experience	0.068	Low, not significant
5	AI – Academic Impact	-0.005	Not significant

Source: Survey data, 2025

4.5. Hypothesis Testing

Based on the regression results, three hypotheses are supported and two are rejected. Specifically, H1, H4, and H5 are accepted, whereas H2 and H3 are rejected. This finding indicates that students' part-time employment decisions are primarily shaped by financial considerations, behavioural self-regulation, and the perceived suitability of the working environment, rather than by academic concerns or the desire to accumulate skills and experience.

Table 11. Hypothesis Testing Summary

Hypothesis	Description	Results
H1	<i>Financial need has a positive relationship with students' decisions to engage in part-time employment.</i>	Supported
H2	<i>Academic impact has a negative relationship with students' decisions to engage in part-time employment</i>	Rejected
H3	<i>Skills and experience have a positive relationship with students' decisions to engage in part-time employment.</i>	Rejected
H4	<i>Perceived behavioural control has a positive relationship with students' decisions to engage in part-time employment.</i>	Supported
H5	<i>Working environment has a positive relationship with students' decisions to engage in part-time employment.</i>	Supported

Source: Survey data, 2025

4.6. Discussion

Overall, the findings suggest that financial need [12, 13] is the most influential factor affecting students' decisions to engage in part-time employment. This result confirms that economic pressure remains the dominant motivation for students to seek part-time jobs, especially in an urban context such as Ho Chi Minh City, where living costs are relatively high. The result is consistent with prior studies showing that students often work part-time primarily to cover living expenses, reduce financial pressure, and maintain their studies.

The results also show that perceived behavioural control [2, 10] has a positive and statistically significant effect on students' employment decisions. This finding suggests that students who perceive themselves as capable of managing their time, balancing academic responsibilities, and coping with work demands are more likely to participate in part-time employment. In other words, behavioural control functions as an enabling mechanism that allows students to transform financial need into actual employment behavior. This result is consistent with the behavioral perspective adopted in the study and underscores the relevance of self-efficacy and time-management capability in students' employment decisions.

Similarly, the working environment [29] has a positive and significant effect on students' decisions to engage in part-time work. This implies that supportive management, flexible scheduling, and an environment that respects students' academic priorities can increase their willingness to take and maintain part-time jobs. In the Vietnamese context, this finding is particularly relevant because students tend to prefer jobs that allow them to combine study and work without excessive conflict between the two roles.

By contrast, academic impact [17, 18] does not have a statistically significant effect, although the coefficient is negative. This suggests that academic concerns may not be a decisive barrier to part-time employment in the present sample. A plausible explanation is that many students in Ho Chi Minh City tend to engage in flexible or low-hour part-time jobs, resulting in a moderate workload that does not significantly interfere with their academic schedules. As a result, academic impact may be perceived as a manageable issue rather than a decisive barrier to employment participation.

Likewise, skills [21, 22] and the accumulation of experience do not significantly influence students' part-time employment decisions. This result indicates that although students may recognize the potential developmental benefits of working, such benefits are not the main reason for taking part-time jobs in this context. Instead, skill development may be viewed more as a secondary outcome than as a primary motivation. This finding also suggests that many student jobs may be short-term, income-oriented, and not strongly associated with structured career development. The insignificant effect of skills and experience accumulation may reflect the nature of student part-time jobs in Ho Chi Minh City. Many available jobs for students are short-term, service-oriented, and income-focused, such as sales, tutoring, delivery, or customer service. These jobs may provide some practical experience, but students may not perceive them as strongly connected to long-term career development. As a result, skill accumulation is viewed more as a secondary benefit than a primary motivation.

Taken together, the findings reveal a clear hierarchy of influence among the proposed factors. Financial need plays a central role, while perceived behavioural control and the working environment serve as facilitating conditions. In contrast, academic impact and skills accumulation appear to be secondary considerations. These results provide empirical evidence that students' part-time employment decisions in Ho Chi Minh City are shaped more strongly by immediate economic needs and practical working conditions than by academic or developmental motivations.

5. CONCLUSION

This study investigates the factors influencing students' decisions to engage in part-time employment in Ho Chi Minh City, using a mixed-methods approach that combines qualitative insights and quantitative analysis. The findings provide empirical evidence that students' employment decisions are shaped primarily by financial need, perceived behavioural control, and the work environment, whereas academic impact and skills accumulation do not have statistically significant effects.

Among the factors examined, financial need emerges as the most influential determinant, confirming that economic pressure remains the primary motivation for students to engage in part-time work. In addition, perceived behavioural control plays a significant role, indicating that students with stronger time-management skills and self-regulation are better able to balance academic and work responsibilities. The working environment also contributes positively, suggesting that flexibility and supportive conditions are essential to facilitating students' participation in employment.

From a theoretical perspective, this study contributes to the literature by integrating economic, behavioural, and contextual factors into a unified framework to explain student employment decisions in a developing country context. The findings highlight that while traditional factors such as financial pressure remain dominant, behavioural control and environmental conditions function as key enabling mechanisms. This integrated approach provides a more comprehensive understanding of student employment behaviour compared to studies that focus on isolated factors.

From a practical perspective, the results offer several implications. Although academic impact was not statistically significant, universities may still provide time-management and work-study guidance as preventive support rather than as a direct response to academic problems. Since financial need is the strongest predictor, universities and policymakers should consider financial support mechanisms such as scholarships, tuition assistance, emergency funds, or verified part-time job matching services. These measures may help reduce excessive financial pressure while ensuring that students can access safer and more suitable employment opportunities. For employers, creating flexible working schedules and supportive environments that respect academic priorities can enhance students' participation and job sustainability.

Despite its contributions, this study has several limitations. First, the sample is limited to students in Ho Chi Minh City, which may restrict the generalizability of the findings to other regions. In addition, the study does not explicitly distinguish between students from public and private universities, which may overlook potential institutional differences in students' employment behavior. Second, the cross-sectional design does not capture changes in students' behaviour over time. Third, the study relies on self-reported data, which may be subject to response bias.

Future research could expand the sample to include multiple regions or countries to enable comparative analysis. Longitudinal studies may provide deeper insights into how students' employment decisions evolve over time. In addition, future studies could incorporate moderating or mediating variables, such as socio-economic background or academic performance, to further explore the mechanisms underlying student employment decisions.

Overall, this study provides a comprehensive empirical framework for understanding students' part-time employment decisions and offers meaningful implications for both theory and practice in higher education.

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