



Beyond Financial Motivation: An Integrated Behavioral Model Explaining University Students' Sustainable Engagement in Part-Time Employment in Vietnam

Phi Cong Manh^{1*}

¹*Faculty of Basic Sciences, Hanoi University of Industry, Vietnam*

**Corresponding author*

DOI: <https://doi.org/10.63680/ijstate0726076.77>

Abstract

This study develops and validates an integrated behavioral model to explain Vietnamese university students' intention to retain part-time employment. Drawing on the integration of the Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), and Conservation of Resources (COR) Theory, the study examines the effects of intrinsic motivation, work meaningfulness, career fit, study-work balance, and job satisfaction on students' intention to continue part-time employment. Data were collected from university students engaged in part-time work and analyzed using Structural Equation Modeling (SEM). The findings indicate that psychological and career development factors positively influence both job satisfaction and intention to retain part-time employment, whereas financial motivation serves only as a complementary driver. The study extends the theoretical understanding of students' employment behavior and offers practical implications for higher education institutions and employers.

Keywords: Part-time employment; sustainable engagement; intrinsic motivation; university students; structural equation modeling; Vietnam

1. Introduction

With the rapid expansion of higher education and the increasing competitiveness of labor markets, participation in part-time employment has become a common phenomenon among university students worldwide, including in Vietnam. Beyond providing financial support to cover tuition fees and living expenses, part-time employment enables students to accumulate practical experience, develop professional competencies, and enhance their employability after graduation (Staniewski & Szopiński, 2015; Yaghi & Alabed, 2021).

Previous studies have primarily explained student participation in part-time employment from the perspective of financial necessity. However, this perspective does not adequately explain why many students continue working even after their financial pressures have diminished. According to Self-Determination Theory (SDT), individuals are more likely to sustain behaviors that satisfy their fundamental psychological

needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). Likewise, Conservation of Resources (COR) Theory argues that maintaining a balance between study and work is essential for preserving personal resources, thereby reducing stress and encouraging sustained work engagement (Hobfoll, 1989).

Meanwhile, although the Theory of Planned Behavior (TPB) has been extensively applied to explain behavioral intention, relying solely on TPB may overlook the important roles of psychological motivation and career-development factors in shaping students' decisions to continue part-time employment (Ajzen, 1991).

To address these research gaps, this study proposes an integrated framework that combines TPB, SDT, and COR to explain university students' intention to continue part-time employment in Vietnam. The proposed model examines the roles of intrinsic motivation, meaningful work, career fit, study-work balance, and job satisfaction in shaping students' intention to maintain part-time employment. By integrating these complementary theoretical perspectives, this study aims to provide a more comprehensive explanation of students' employment behavior while offering practical implications for universities and employers seeking to create sustainable part-time employment environments that facilitate students' long-term career development.

2. Literature Review

University students' engagement in part-time employment has become an increasingly important topic in research on higher education, career behavior, and human resource development. Previous studies have demonstrated that financial motivation is one of the most common reasons driving students to seek part-time jobs, particularly in the context of rising educational and living costs. However, part-time employment provides benefits beyond financial returns, as it enables students to accumulate practical experience, develop soft skills, and enhance their adaptability to the labor market (Curtis & Shani, 2002). According to Callender (2008), engaging in employment during university studies can improve students' personal competencies and career preparedness, provided that they are able to maintain an effective balance between work and academic responsibilities.

From a psychological perspective, Self-Determination Theory (SDT) proposed by Ryan and Deci (2000) suggests that human behavior is driven not only by external rewards but also by intrinsic motivation, the needs for autonomy, competence, and social relatedness. In the context of part-time employment, students are more likely to maintain long-term engagement when their jobs provide meaningful experiences, opportunities for personal development, and alignment with their career aspirations. Furthermore, person-job fit has been identified as an important determinant of job satisfaction and commitment, as individuals tend to develop more positive work attitudes when their abilities, interests, and values are compatible with job characteristics (Kristof-Brown et al., 2005).

In addition, Conservation of Resources Theory (COR) proposed by Hobfoll (1989) emphasizes the importance of acquiring, maintaining, and protecting personal resources, including time, energy, and skills. When part-time employment enables students to accumulate valuable resources without negatively affecting their academic performance, their willingness to continue working is likely to increase. Meanwhile, Theory of Planned Behavior (TPB) developed by Ajzen (1991) explains behavioral intentions through three major components: attitudes, subjective norms, and perceived behavioral control. Building upon these theoretical foundations, this study integrates TPB, SDT, and COR to develop a more comprehensive framework explaining how motivation, personal resources, career values, and job satisfaction contribute to university students' intention to retain part-time employment in Vietnam.

Research Gap

Although numerous studies have examined students' part-time employment, most previous research has primarily focused on financial motivation, academic outcomes, or challenges associated with balancing study and work. In contrast, the psychological and behavioral mechanisms underlying students' intention to sustain part-time employment remain insufficiently explored, particularly within the Vietnamese higher education context.

Furthermore, previous studies have largely adopted single-theory perspectives and have not simultaneously examined the roles of intrinsic motivation, career fit, meaningful work, and job satisfaction in explaining employment continuity. Therefore, an integrated research model is required to provide a more comprehensive explanation of the mechanisms influencing students' decisions to maintain part-time employment.

3. Research Methodology

3.1. Development of Research Hypotheses

Based on the integration of Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), and Conservation of Resources Theory (COR), university students' intention to maintain part-time employment is influenced by psychological motivation, perceived value, and their ability to manage personal resources (Ajzen, 1991; Ryan & Deci, 2000; Hobfoll, 1989). Beyond financial incentives, previous studies indicate that intrinsic motivation, work experience, career compatibility, and opportunities for personal development contribute significantly to sustained employment engagement (Curtis & Shani, 2002; Gagné & Deci, 2005).

However, empirical evidence regarding the integrated psychological-behavioral mechanisms underlying part-time employment continuation among university students in Vietnam remains limited. Therefore, this study proposes an integrated model and six hypotheses to explain students' intention to continue engaging in part-time employment.

Hypothesis H1: Intrinsic motivation positively influences job satisfaction among university students engaged in part-time employment.

According to Self-Determination Theory (SDT), individual motivation is derived not only from external rewards but also from psychological needs related to autonomy, competence, and social connection (Ryan & Deci, 2000). For students engaged in part-time employment, intrinsic motivation encourages them to perceive work as an opportunity for learning, self-development, and career orientation, thereby enhancing positive emotions and job satisfaction (Deci & Ryan, 2008). Previous research by Gagné and Deci (2005) also demonstrated a positive relationship between intrinsic motivation and job satisfaction. Therefore, intrinsic motivation is expected to be an important factor enhancing students' satisfaction with their part-time jobs.

Hypothesis H2: Meaningful work positively influences job satisfaction among university students engaged in part-time employment.

Meaningful work refers to the extent to which individuals perceive their work as valuable, aligned with personal goals, and capable of generating positive contributions (Steger et al., 2012). For university students, part-time employment not only provides financial benefits but also creates opportunities to apply knowledge, develop skills, and prepare for future careers. According to career cognition perspectives, when work is consistent with individuals' values and personal goals, they tend to evaluate their work experiences

more positively (Rosso et al., 2010). Therefore, students who perceive their part-time jobs as meaningful are expected to demonstrate higher levels of job satisfaction.

Hypothesis H3: Career fit positively influences job satisfaction among university students engaged in part-time employment.

Career fit reflects the extent to which a job matches an individual's abilities, interests, and career aspirations. Based on the Person–Job Fit Model, compatibility between individuals and their work environments positively affects job satisfaction and employment retention intentions (Kristof-Brown et al., 2005). For university students, part-time jobs related to their academic disciplines or career goals provide greater developmental value, satisfaction, and commitment. Conversely, jobs lacking such alignment are often perceived merely as temporary sources of income.

Hypothesis H4: Work–study balance positively influences job satisfaction among university students engaged in part-time employment.

According to Conservation of Resources Theory (COR), individuals strive to preserve and protect valuable resources, including time, energy, and control over their lives (Hobfoll, 1989). For working students, the ability to balance academic responsibilities and employment reduces role conflict and enhances job satisfaction (Greenhaus & Allen, 2011). Therefore, work–study balance is expected to contribute to the formation of positive attitudes toward part-time employment.

Hypothesis H5: Job satisfaction positively influences university students' intention to retain part-time employment.

Job satisfaction is considered a critical predictor of individuals' intention to remain engaged with their employment. According to Judge et al. (2001), individuals with higher levels of job satisfaction are more likely to maintain long-term employment due to positive work experiences and perceived benefits. For university students engaged in part-time jobs, satisfaction is derived not only from financial rewards but also from the working environment, learning opportunities, and personal development prospects. Therefore, the higher students' satisfaction with their part-time employment, the stronger their intention to continue maintaining such employment.

Hypothesis H6: Job satisfaction mediates the relationship between intrinsic motivation, meaningful work, career fit, work–study balance, and university students' intention to retain part-time employment.

According to the Theory of Planned Behavior (TPB), positive attitudes strengthen behavioral intentions (Ajzen, 1991). In this study, job satisfaction reflects students' favorable attitudes toward part-time employment. Self-Determination Theory (SDT) highlights the role of intrinsic motivation in enhancing satisfaction (Ryan & Deci, 2000), while Conservation of Resources Theory (COR) suggests that work–study balance reduces stress and supports satisfaction (Hobfoll, 1989). Meaningful and career-aligned employment further increases satisfaction and the intention to remain engaged (Rosso et al., 2010; Kristof-Brown et al., 2005). Therefore, job satisfaction is proposed as a mediator between these antecedent factors and students' intention to retain part-time employment.

3.2. Research Model

Based on the integration of Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), and Conservation of Resources Theory (COR), this study proposes a research model explaining university students' intention to retain part-time employment in Vietnam. Unlike previous studies that primarily emphasize

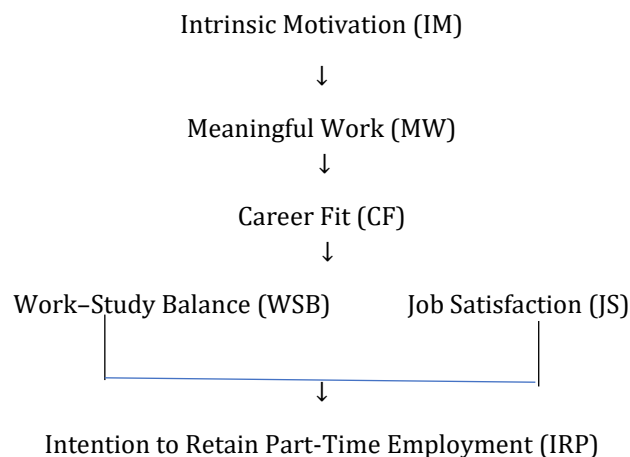
financial motivation, the proposed model argues that employment continuation decisions are simultaneously influenced by psychological factors, career-related factors, and personal resources.

According to SDT, individuals are more likely to sustain behaviors when their psychological needs for autonomy, competence, and social relatedness are satisfied (Ryan & Deci, 2000). Therefore, intrinsic motivation and meaningful work are considered important factors that enable students to evaluate their part-time employment experiences positively, thereby forming favorable attitudes toward their jobs. Furthermore, based on the Person–Job Fit perspective, career fit is expected to enhance job satisfaction when employment opportunities correspond with students’ abilities, interests, and career aspirations (Kristof-Brown et al., 2005).

From the perspective of COR theory, work–study balance represents an essential personal resource that enables students to maintain positive employment experiences and job satisfaction (Hobfoll, 1989). Finally, drawing on TPB, this study proposes that job satisfaction plays a mediating role by transforming the effects of intrinsic motivation, meaningful work, career fit, and work–study balance into students’ intention to continue part-time employment (Ajzen, 1991).

Based on these theoretical arguments, the proposed research model is presented in Figure 1.

Figure 1. Proposed Research Model



3.3. Data Collection Procedure and Sampling Method

This study employed a questionnaire-based survey method to collect primary data from university students in Vietnam who were currently engaged in part-time employment. Data were collected from October 2025 to January 2026, resulting in 400 valid responses. Due to the absence of an official population database of university students with part-time jobs, a non-probability sampling approach was adopted, combining convenience sampling and snowball sampling techniques.

The questionnaire was distributed online through email, social media platforms, and student communities. The survey consisted of two main sections: (1) demographic information, including gender, academic year, field of study, working hours, and type of employment; and (2) measurement scales for the research constructs, including intrinsic motivation (IM), meaningful work (MW), career fit (CF), work–study balance (WSB), job satisfaction (JS), and intention to retain part-time employment (IRP).

All constructs were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

Prior to the formal survey, a pilot study was conducted to refine questionnaire items and ensure clarity, relevance, and appropriateness. After data collection, responses were screened to remove invalid questionnaires. The final dataset was analyzed using reliability assessment, confirmatory factor analysis (CFA), and structural equation modeling (SEM). The characteristics of the research sample are presented in Table 1.

Table 1. Demographic Characteristics of the Sample

Criteria	Characteristics	Frequency Percentage (%)	
	n = 400		
Gender	Male	168	42.0
	Female	232	58.0
Academic year	First year	92	23.0
	Second year	148	37.0
	Third year	106	26.5
	Fourth year	54	13.5
Field of study	Economics – Business Administration	118	29.5
	Information Technology	62	15.5
	Engineering – Technology	74	18.5
	Foreign Languages	48	12.0
	Social Sciences and Other Fields	98	24.5
Weekly working hours	Less than 10 hours	86	21.5
	10–20 hours	214	53.5
	More than 20 hours	100	25.0
Part-time work experience	Less than 6 months	96	24.0
	6 months–1 year	142	35.5
	More than 1 year	162	40.5

Source: Author

3.4. Data Analysis

The collected data were analyzed using SPSS 26.0 and AMOS 24.0. The reliability of measurement scales was assessed using Cronbach's Alpha, with values greater than 0.7 and corrected item–total correlations exceeding 0.3 considered acceptable (Hair et al., 2019).

Subsequently, Exploratory Factor Analysis (EFA) was conducted to examine the underlying structure of the measurement scales. The evaluation criteria included a Kaiser–Meyer–Olkin (KMO) value greater than 0.7, a statistically significant Bartlett's Test of Sphericity ($p < 0.01$), and factor loadings above 0.5.

Following EFA, Confirmatory Factor Analysis (CFA) was performed to evaluate convergent validity, discriminant validity, and overall model fit using indices including χ^2/df , Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA).

Finally, Structural Equation Modeling (SEM) was employed to test the proposed hypotheses. The mediating role of job satisfaction was examined using the Bootstrap method with a significance level of $p < 0.05$.

4. Research Results

4.1. Reliability, Convergent Validity, and Discriminant Validity

The assessment of the measurement model indicates that all constructs in the study satisfy the recommended criteria for reliability, convergent validity, and discriminant validity. The reliability of the research constructs was evaluated using Cronbach's Alpha (α) and Composite Reliability (CR). The results demonstrate that Cronbach's Alpha coefficients for the six constructs, including Intrinsic Motivation (IM), Meaningful Work (MW), Career Fit (CF), Work-Study Balance (WSB), Job Satisfaction (JS), and Intention to Retain Part-Time Employment (IRP), all exceeded the threshold value of 0.70, confirming the satisfactory internal consistency of the measurement scales.

The evaluation of convergent validity shows that all standardized factor loadings of observed variables exceeded 0.50, while the Average Variance Extracted (AVE) values were above the recommended threshold of 0.50. These findings confirm that the observed indicators adequately represent their corresponding latent constructs (Hair et al., 2019).

Furthermore, discriminant validity was assessed using the Fornell-Larcker criterion. The results indicate that the square root of AVE for each construct was greater than its correlations with other constructs, confirming the distinctiveness among the latent variables included in the research model (Fornell & Larcker, 1981).

Therefore, the measurement model demonstrates satisfactory reliability and validity, providing a solid foundation for subsequent structural model analysis and hypothesis testing.

4.2. Hypothesis Testing

The results of the Structural Equation Modeling (SEM) analysis presented in Table 3 demonstrate that the proposed model effectively explains the psychological and behavioral mechanisms underlying university students' intention to retain part-time employment. The hypotheses were evaluated based on standardized path coefficients (β), t-values, and statistical significance levels (p-values). The findings indicate that all proposed hypotheses were supported with statistically significant evidence.

Specifically, Intrinsic Motivation (IM) was found to have a positive and significant effect on Job Satisfaction (JS) ($\beta = 0.312$, $p < 0.001$), confirming that students whose motivation originates from personal interest, self-development needs, and the desire to enhance competence tend to evaluate their part-time employment experiences more positively (H1 supported).

Similarly, Meaningful Work (MW) demonstrated a positive relationship with Job Satisfaction (JS) ($\beta = 0.153$, $p < 0.01$). This finding suggests that when students perceive their part-time jobs as valuable sources of personal development, career experience, and future career preparation, they are more likely to experience higher levels of job satisfaction (H2 supported).

Furthermore, Career Fit (CF) had a positive and significant impact on Job Satisfaction (JS) ($\beta = 0.176$, $p < 0.001$). This result confirms that the compatibility between part-time employment and students' abilities, interests, and career orientations is an important factor contributing to positive employment experiences (H3 supported).

In addition, Work-Study Balance (WSB) positively affected Job Satisfaction (JS) ($\beta = 0.162$, $p < 0.01$). This indicates that students' ability to manage time effectively and maintain balance between academic responsibilities and employment roles helps reduce pressure and enhances satisfaction with part-time work (H4 supported).

Regarding the dependent variable, Job Satisfaction (JS) was found to have a positive and statistically significant effect on Intention to Retain Part-Time Employment (IRP) ($\beta = 0.157$, $p < 0.001$). This result indicates that job satisfaction directly encourages students' decisions to continue engaging in part-time employment, extending beyond the influence of financial motivation alone (H5 supported).

Beyond direct relationships, this study further examined the mediating role of Job Satisfaction (JS) in the relationship between antecedent factors (intrinsic motivation, meaningful work, career fit, and work-study balance) and students' intention to retain part-time employment.

The Bootstrap analysis revealed that all indirect effects were statistically significant, with confidence intervals excluding zero. This finding confirms that job satisfaction functions as an important mediating mechanism that transforms psychological and career-related factors into students' intention to maintain part-time employment (H6 supported).

Overall, the hypothesis testing results demonstrate that students' continuation of part-time employment is not solely explained by financial needs but is also influenced by psychological motivation, career perceptions, and personal resource management capabilities. Therefore, the integrated TPB-SDT-COR model provides a more comprehensive theoretical framework for explaining employment retention behavior among university students in the Vietnamese higher education context.

Table 3. Results of Hypothesis Testing

Hypothesis Relationship		β Coefficient	p-value	Conclusion
H1	IM $\rightarrow$ JS	0.312	0.000	Supported
H2	MW $\rightarrow$ JS	0.153	0.002	Accepted
H3	CF $\rightarrow$ JS	0.176	0.000	Accepted
H4	WSB $\rightarrow$ JS	0.162	0.002	Accepted
H5	JS $\rightarrow$ IRP	0.157	0.001	Accepted
H6	IM, MW, CF, WSB $\rightarrow$ JS $\rightarrow$ IRP	0.159	0.000	Accepted
Model Fit				
R ² = 0.652				
Adjusted R ² = 0.648				
F = 15.172				
Durbin-Watson = 2.156				
RMSEA = 0.048				

Source: Calculated by author

Overall, the findings strongly support the proposed research model and hypotheses. Intrinsic motivation, meaningful work, career fit, and work-study balance all positively influence job satisfaction, which subsequently enhances students' intention to retain part-time employment. The integrated TPB, SDT, and COR framework demonstrates satisfactory reliability, measurement validity, and explanatory power.

These findings extend current understanding of the psychological and behavioral mechanisms underlying students' attachment to part-time employment. More importantly, the study confirms that

decisions to continue working are not determined solely by financial incentives but are also shaped by personal development opportunities, career-related values, and positive employment experiences.

5. Discussion and Implications

5.1. Discussion

This study extends the understanding of the psychological and behavioral mechanisms explaining university students' intention to retain part-time employment in Vietnam. Unlike previous studies that have primarily emphasized financial motivation, the findings demonstrate that continued engagement in part-time employment is simultaneously influenced by intrinsic motivation, meaningful work, career fit, and work–study balance. These factors positively affect job satisfaction, which subsequently strengthens students' intention to continue working.

First, intrinsic motivation was identified as an important determinant of job satisfaction. This finding extends previous studies that have mainly focused on financial benefits (Staniewski & Szopiński, 2015; Yaghi & Alabed, 2021) and is consistent with Self-Determination Theory (SDT), which suggests that individuals who engage in activities driven by personal interest and self-development needs tend to demonstrate stronger engagement and satisfaction (Ryan & Deci, 2000). For Vietnamese university students, part-time employment is not merely a source of income but also provides opportunities to acquire practical skills, accumulate work experience, and enhance career adaptability.

Second, meaningful work was found to have a positive effect on students' job satisfaction. This result is consistent with previous research on meaningful work, which suggests that individuals are more likely to remain engaged in jobs that provide personal value and align with their long-term development goals (Steger et al., 2012). When students perceive that their part-time employment helps them gain professional experience, expand career networks, and prepare for future employment opportunities, they are more likely to develop stronger satisfaction and maintain their jobs over time.

Third, career fit was confirmed as a significant factor influencing job satisfaction. This finding supports the Person–Job Fit theory, which emphasizes that compatibility between individual characteristics and job requirements plays a crucial role in shaping positive work attitudes (Kristof-Brown et al., 2005). The results indicate that part-time jobs related to students' academic disciplines or career aspirations generate stronger motivation for continued engagement compared with jobs that only provide temporary financial benefits.

Fourth, work–study balance plays a critical role in maintaining positive part-time employment experiences. This finding is consistent with Conservation of Resources Theory (COR) proposed by Hobfoll (1989), which argues that individuals are more likely to sustain activities when they can effectively manage important resources such as time, energy, and psychological well-being. When part-time employment does not create significant conflicts with academic responsibilities, students tend to experience higher job satisfaction and stronger intentions to continue working.

Furthermore, this study confirms that job satisfaction serves as an important mediating mechanism between psychological factors and students' intention to retain part-time employment. This finding suggests that students' decisions to continue working are not derived solely from financial necessity but are also shaped by positive experiences developed throughout the employment process.

Overall, this study contributes theoretically by integrating Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), and Conservation of Resources Theory (COR) to explain students' part-time employment retention behavior. The findings demonstrate that sustainable engagement in part-time work depends not only on economic benefits but also on individual motivation, career compatibility, work-study balance, and positive employment experiences. The proposed model provides additional empirical evidence from a developing-country context and expands theoretical perspectives on student employment behavior.

5.2. Managerial Implications

The findings provide several important managerial implications for universities, employers, and educational policymakers. The study demonstrates that students' intention to retain part-time employment is influenced not only by financial motivation but also by intrinsic motivation, meaningful work, career fit, work-study balance, and job satisfaction. Therefore, the management of student employment should move beyond income-oriented approaches toward supporting students' competency development and career advancement.

For universities, institutions should strengthen cooperation with enterprises to provide part-time employment opportunities that are relevant to students' academic disciplines and career goals. In addition, universities should enhance career counseling services and provide training programs related to time management, work-study balance, and career planning to improve students' effectiveness and satisfaction during part-time employment.

For employers, besides offering appropriate compensation policies, organizations should focus on improving students' work experiences through flexible working schedules, learning opportunities, regular feedback, and task assignments that match students' capabilities. Viewing student employees as potential future human resources and investing in training and career development opportunities can contribute to stronger long-term commitment.

For educational managers and policymakers, it is necessary to encourage the development of safe, flexible, and learning-oriented part-time employment models. Moreover, stronger collaboration among universities, businesses, and governmental agencies should be promoted to establish a high-quality ecosystem for student employment.

Overall, this study emphasizes that sustaining students' part-time employment requires alignment with career development goals, positive workplace experiences, and long-term personal growth orientations. Such an approach can contribute to improving the quality of young human resources and enhancing students' transition from university education to the labor market.

6. Conclusion

This study developed and empirically tested an integrated model based on Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), and Conservation of Resources Theory (COR) to explain university students' intention to retain part-time employment in Vietnam.

The findings reveal that intrinsic motivation, meaningful work, career fit, and work-study balance positively influence job satisfaction, while job satisfaction plays a significant mediating role in strengthening students' intention to continue part-time employment. These results demonstrate that employment continuation decisions are shaped not only by financial motivations but also by career values, psychological experiences, and personal development opportunities.

Theoretically, this study extends previous research by shifting attention from the reasons why students participate in part-time employment toward the psychological and behavioral mechanisms underlying their continued engagement. The integration of TPB, SDT, and COR provides a more comprehensive framework for understanding student employment retention behavior.

From a practical perspective, the findings suggest that universities and employers should provide stronger career guidance, create flexible working environments, and enhance students' job satisfaction to support sustainable part-time employment experiences.

Nevertheless, this study has several limitations. First, the use of non-probability sampling may limit the generalizability of the findings. Second, the cross-sectional research design prevents the examination of changes in students' employment intentions over time. Future studies should employ longitudinal approaches and more diverse samples to further validate and expand the proposed model.

Conflict of Interest Statement

The authors declare that there are no potential conflicts of interest related to the research process, authorship, or publication of this article.

Funding Statement

The authors received no financial support for the research, authorship, or publication of this article.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Callender, C. (2008). The impact of term-time employment on higher education students' academic attainment and achievement. *Journal of Education Policy*, 23(4), 359–377. <https://doi.org/10.1080/02680930801924490>
- Curtis, S., & Shani, N. (2002). The effect of taking paid employment during term-time on students' academic studies. *Journal of Further and Higher Education*, 26(2), 129–138. <https://doi.org/10.1080/03098770220129406>
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>
- Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension of the literature. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology* (Vol. 3, pp. 165–183). American Psychological Association.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>

- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407. <https://doi.org/10.1037/0033-2909.127.3.376>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. *Personnel Psychology*, 58(2), 281–342. <https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior*, 30, 91–127. <https://doi.org/10.1016/j.riob.2010.09.001>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Staniewski, M. W., & Szopiński, T. S. (2015). *Student entrepreneurship and the role of higher education in developing entrepreneurial competencies*. *Journal of Entrepreneurship, Management and Innovation*, 11(2), 119–146.
- Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work: The Work and Meaning Inventory (WAMI). *Journal of Career Assessment*, 20(3), 322–337. <https://doi.org/10.1177/1069072711436160>
- Yaghi, A., & Alabed, N. (2021). *Career decision-making difficulties among university students: Does employment status matter?* *Higher Education, Skills and Work-based Learning*, 11(5), 1143–1159. <https://doi.org/10.1108/HESWBL-07-2020-0149>