



Original Article

Effect of Working Commitment on Academic Achievement Mediated by Time Management and Institutional Support: A Study on the Management Department of Rajshahi College, Bangladesh

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Abstract This study examined the effect of working commitment, institutional support, and time management on the academic achievement of students in the Management Department of Rajshahi College, Bangladesh. Recognising that students exhibit varying levels of academic performance, the research explored whether work commitments influence these outcomes and how time management and institutional support may mediate this relationship—an area underexplored in the context of public higher education in Bangladesh. A descriptive research design and a quantitative method were used. From a population of 400 students, a sample of 95 was selected through simple random sampling. Data were collected via a structured questionnaire using a five-point Likert scale. Composite reliability values ranged from 0.919 to 0.956, and the Average Variance Extracted (AVE) values ranged from 0.746 to 0.811, indicating good construct reliability and validity. Structural Equation Modelling (SEM) was applied using SPSS 20 and Smart PLS 4 to perform both descriptive and inferential analyses. Findings revealed that time management (mean = 3.58) had the only significant direct positive effect ($\beta = 0.221$) on academic achievement (mean = 3.50). In contrast, working commitment (mean = 3.85) negatively impacted ($\beta = -0.247$). Time management. Institutional support (mean = 2.76) and its mediating effect ($B = -0.099$) were not significant. These results suggest that in order to enhance academic performance, institutions should prioritise time management training for students, particularly those balancing academic and work responsibilities. The study indicates that there must be collaborative efforts between academic institutions and policymakers to support student well-being and performance.

Keywords: *Work Commitment, Time Management, Institutional Support, Academic Success.*

1. Introduction

Academic achievement is a central focus of higher education institutions, as it reflects not only students' intellectual development but also the effectiveness of educational systems (Tinto, 1993). According to Kpolovie et al. (2014), academic accomplishment is the consequence of instruction that is evaluated through exams to assess students' understanding in formal contexts. Academic achievement is defined by the students' CGPA, which includes both internal classroom factors like English proficiency, class schedules, learning resources, and instructional strategies and external factors like extracurricular activities, family problems, employment, financial limitations, and social challenges that have an impact on academic performance (Darling et al., 2005 & Alfifi & Abed, 2017).

According to Redmond and Carter (2015), work commitment includes a person's work ethic, organizational loyalty, career dedication, and workplace involvement. Among various influencing factors, individual work commitment has been identified as a significant predictor of student success, reflecting dedication, responsibility, and the ability to persist toward academic goals (Robbins et al., 2004). However, commitment alone may not directly lead to improved academic outcomes unless supported by effective behavioral strategies and institutional environments.

Time management is the method of setting goals, setting priorities, and creating strategies to achieve them through actions that ensure the effective use of time for goal-directed activities (Claessens et al., 2007). Time management, as a self-regulatory skill, has been widely recognized for its positive effect on academic performance (Macan et al., 1990). Students who efficiently allocate time for study and manage academic tasks tend to perform better academically (George et al., 2008). A positive relationship between effective time management and academic success was found by Nasrullah and Khan (2015). Students gain academic and professional benefits from balancing work and study, progressing time management and organizational skills and carrying institutional support (Borjas et al., 2020).

Similarly, institutional support—including academic advising, mentoring, and access to learning resources—plays a critical role in fostering a conducive learning environment (Eisenberger et al., 1986; Alzahrani et al., 2018). According to Rhoades

and Eisenberger (2002), institutional support is robust when resources are provided voluntarily rather than solely in response to external pressure. Academic success has been associated with institutional assistance (Rafal et al., 2018).

Understanding the factors that influence academic achievement is crucial for improving educational outcomes in higher education institutions. While working commitment has been recognized as a predictor of student success (Robbins et al., 2004), its impact remains underexplored in the context of Bangladeshi public colleges. Moreover, time management and institutional support are often overlooked despite being proven mediators of academic performance in various settings (George et al., 2008; Alzahrani et al., 2018). Given the unique academic and institutional environment at Rajshahi College, this study is justified in its aim to bridge existing research gaps by investigating how working commitment affects academic achievement, particularly through time management and institutional support. The findings will help educators and policymakers design interventions that foster better academic outcomes in similar contexts.

Despite substantial global evidence, the interconnected effects of working commitment, time management, and institutional support on academic achievement remain underexplored in the context of public colleges in Bangladesh. Rajshahi College, as a prominent institution, presents an ideal setting to examine these dynamics. This study aims to investigate how students' working commitment influences academic achievement, with time management and institutional support serving as mediating factors.

2. Review of literature

2.1 Work Commitment

Working commitment refers to a student's dedication, psychological attachment, responsibility, and perseverance toward academic goals. In the context of higher education, students with high academic or work commitment are more likely to set academic goals, stay focused, and persist through challenges (Robbins et al., 2004). Such commitment not only reflects motivation but also drives behaviors that support academic success. It closely aligns with Organizational Commitment Theory (Meyer & Allen, 1991), which posits that individuals with higher

Affective commitment is more engaged and performs better. In the academic context, students with stronger academic commitment tend to set clear goals, remain motivated, and show higher levels of academic achievement (Robbins et al., 2004). Studies have also shown that commitment is associated with persistence, attendance, and grade point average (GPA) (Credé & Kuncel, 2008).

One key behavioral outcome of strong work commitment is effective time management. According to Self-Regulated Learning Theory (Zimmerman, 1989), committed students are more likely to manage their time efficiently, set priorities, and allocate adequate hours to study, which directly enhances their academic performance. Macan et al. (1990) found that students with greater commitment to their studies tend to engage in better planning and task management, which reduces stress and improves academic outcomes.

Similarly, students with high work commitment are more inclined to seek and benefit from institutional support. According to Social Support Theory (Cobb, 1976), perceived support from academic institutions can significantly improve students' confidence, engagement, and academic results. Committed students often utilize institutional resources such as academic advising, counseling, and learning centers more effectively than their less-committed peers (Eisenberger et al., 1986). Institutional support acts as a facilitator, enhancing the effect of commitment by providing a positive academic environment and reinforcing student efforts.

2.2. Time Management

Self-Regulated Learning Theory (Zimmerman, 1989) suggests that effective learners use cognitive, behavioral, and motivational strategies to manage their learning. Time management is a critical self-regulatory skill that allows students to organize study time, prioritize tasks, and avoid procrastination, thereby improving academic outcomes (Macan et al., 1990). Effective time management is essential for academic achievement for students, juggling work and school (Pugh & Nathwani, 2017; Nasrullah & Khan, 2015). George et al. (2008) found a significant positive correlation between students' time management behaviors and their academic performance. Students with high

working commitment are more likely to develop better time management habits, which in turn lead to improved academic success (Nonis & Hudson, 2010). Research has indicated a correlation between improved academic performance and efficient time management (Nadinloyi et al., 2013; Kharadze et al., 2017). Students who use web-based learning must be able to think critically and efficiently manage their time (Broadbent, 2017). If time is managed effectively, part-time work does not affect academic achievement, according to Ismail et al. (2020). However, Amsyar and Suhaila (2019) contended that poor time management had a detrimental effect on performance.

2.3. Institutional Support

Social Support Theory (Cobb, 1976) highlights the importance of perceived support from one's environment in achieving personal goals. In educational institutions, support services—such as academic advising, mentorship, access to learning resources, and psychological services—can enhance student performance by reducing stress and increasing motivation (Eisenberger et al., 1986). Since service support affects student loyalty, satisfaction, and overall institutional success, it is essential in education (Paul & Pradhan, 2019). Students who receive academic support are more confident, which helps them achieve and remember what they have learned for the future. To succeed academically, one needs access to sufficient resources, such as instructional materials, libraries, and textbooks (Harmon & Wales, 1999). Research indicates a robust correlation between student satisfaction, academic support, and high-quality instruction (Elliot, 2002; Kara & DeShields, 2004). According to Lipka, Forkosh, and Meer (2019), students with learning difficulties benefit most from support, which improves their learning and pleasure. Additionally, consistent academic coaching or mentorship improves student results (Bettinger & Rachel, 2014).

Alzahrani et al. (2018) emphasized that institutional support directly influences student engagement and success, especially in public colleges where resources and support structures may vary significantly. Thus, students with strong working commitment may benefit more from institutional support, which enhances their

academic outcomes. Negative academic experiences result from adult learners' frequent struggles with barriers like a lack of academic skills and financial difficulties (Hensely & Kinser, 2001). Grants and scholarships have an immense influence on graduation rates and student retention (Butler, 2011; O'Keeffe, 2013). According to Duniway (2012), financial assistance encourages students to continue and finish their degrees, with larger grants raising graduation rates.

2.4. Academic Achievement

Academic achievement refers to the extent to which a student has attained their short- or long-term educational goals, often measured through grades, GPA, or standardized assessments (Credé & Kuncel, 2008). It is a key indicator of student performance and institutional effectiveness. Numerous factors influence academic achievement, including cognitive abilities, motivation, learning strategies, and environmental support (Robbins *et al.*, 2004). Research indicates that an individual's academic success can be significantly influenced by both internal and external factors, such as motivation, self-efficacy, time management, and a part-time job (Richardson, Abraham, & Bond, 2012).

Time management, self-discipline, and effective study habits are consistently associated with higher academic performance (George *et al.*, 2008; Nonis & Hudson, 2010). Additionally, psychological and social factors such as commitment, self-efficacy, and perceived institutional support play crucial roles in shaping academic outcomes (Tinto, 1993; Zimmerman, 1989). In developing contexts like Bangladesh, where institutional support and resource availability may vary, understanding the dynamics behind academic achievement becomes particularly significant for policy and educational reform.

2.5. Integrated Perspective

The interaction between these three variables—work commitment, time management, and institutional support—collectively influences academic achievement. Research by Nonis and Hudson (2010) suggests that while commitment initiates the academic effort, time management and support systems mediate how effectively that effort translates into performance. Therefore, students who are highly committed and simultaneously manage their time well and engage with institutional

resources are more likely to achieve better academic outcomes (Alzahrani *et al.*, 2018).

Research suggests that working commitment does not operate in isolation but interacts with personal and institutional factors. The mediating roles of time management and institutional support are essential in understanding the pathway through which commitment influences achievement. This integrative model highlights a more comprehensive view of academic performance, especially in under-researched contexts like public colleges in Bangladesh.

3. Conceptual Framework

The conceptual framework for this study is designed to illustrate the relationships between key variables affecting students at Rajshahi College.

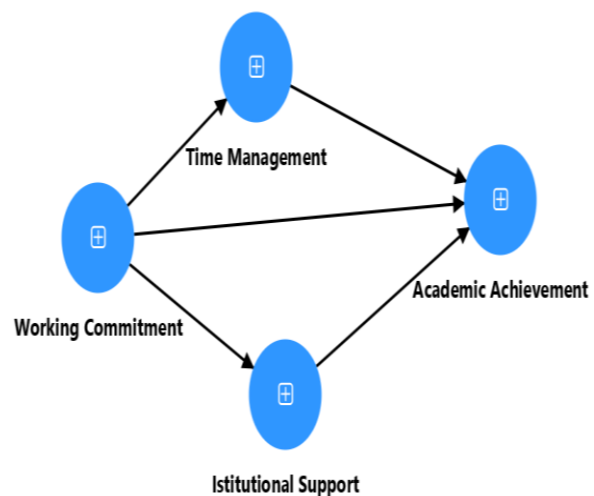


Figure 1: Working commitment, time management, institutional support, and academic achievement

4. Materials and Methods

4.1 Research Design and Method

A descriptive research design and quantitative method are applied in this study. This design is suitable for enhancing reliability and reducing bias, according to Creswell & Creswell (2017). The quantitative research method is ideal for studies aiming to test hypotheses or examine relationships using numerical data and statistical analysis. It enables researchers to quantify variables, ensure objectivity, and generalize findings to larger populations (Creswell & Creswell, 2017).

4.2. Target Population, Sampling procedure, and sample size

Part-time MBA students from Rajshahi College's Department of Management are the subjects of the study. Of the roughly 400 students in the population, 95 students were selected as the sample size, which is selected using the Cochran (1977) statistical formula. Simple random sampling techniques is applied for data collection. Simple random sampling is better because it minimizes selection bias and ensures each population member has an equal chance of being selected, enhancing the representativeness and generalizability of results (Taherdoost, 2016).

4.3. Data Collection Source

Primary data was gathered from MBA students in Rajshahi College's Management Department using the Survey method, both in-person and online. Secondary data was collected from books, reports, and journals utilized in the literature review.

4.4. Data Collection Procedure and Instrument

A structured survey questionnaire with responses

ranging from highly agree to highly disagree with the statements used to measure the components was used to collect the data. The study's questions were scored on a five-point Likert scale, with 1 denoting strongly disagree and 5 denoting strongly agree. Data were collected from April, 2024 to June, 2024. Ethical considerations were strictly followed for data collection.

4.5. Reliability and Validity of the Data

From the table 1, it is found that all values range of Cronbach's Alpha (α) from 0.891 to 0.942, exceeding the acceptable threshold of 0.70, indicating excellent internal consistency (Nunnally & Bernstein, 1994). All values of Composite Reliability are above 0.90, confirming high construct reliability, superior to Cronbach's alpha in structural equation modeling (Hair et al., 2019). All Average Variance Extracted (AVE) values range from 0.740 to 0.811, exceeding the 0.50 benchmark. This confirms that each construct explains more than 50% of the variance in its indicators, supporting good convergent validity (Fornell & Larcker, 1981).

Table 1: Construct Reliability and Validity

Variables	Cronbach's alpha	Composite reliability (rh_a)	Composite reliability (rh_c)	Average variance Extracted (AVE)
Academic Achievement	0.942	0.960	0.956	0.811
Institutional Support	0.899	0.991	0.921	0.746
Time Management	0.899	0.938	0.928	0.764
Working Commitment	0.891	1.020	0.919	0.740

Source: Authors' self employed

4.6. Data analysis techniques and presentation

Data were carefully analyzed, compiled, and assessed following the use of survey questionnaires to collect information and data from the study area. The researcher used Smart PLS 3 and SPSS Version 20 to analysis the data for this study. Descriptive statistics applied such as the frequency distribution, mean, percentage and standard deviation, and inferential statistics were also used, like factor loading, discriminant validity, path analysis and f-square analysis.

5. Data Analysis and Results

From Table 2, it is found that the majority of respondents were from rural areas (66.3%) and male (61.1%). Most held a Master's degree (69.5%) and fell within the 26–30 age group (62.1%). In terms of employment status, a significant portion had 16 or more years of experience (64.1%), indicating a relatively experienced teaching workforce.

On the other hand, according to Table 3, the average mean score of 3.85 indicates a high level of working commitment among students. The highest-rated item (Mean = 4.06) suggests that students perceive

working while studying as beneficial to their time

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reflecting challenges in balancing work and academics also scored high (Mean = 3.76–3.85), indicating that while students are committed, they face significant pressure in managing dual responsibilities. The high factor loadings (0.826–0.904) confirm the reliability and validity of these items in measuring working commitment.

Table 2: Respondents' Demographic Profile

Profile	Category	Teachers Frequency	Percentage
Position of Respondents	Rural	63	66.3
	Urban	32	33.7
	Total	95	100.0
Gender	Male	58	61.1
	Female	37	38.9
	Total	95	100.0
Program of Study	Bachelor's Degree	29	30.5
	Master's Degree	66	69.5
	Total	95	100.0
Age	Below 20	2	2.1
	20-25	30	31.6
	26-30	59	62.1
	Above 30	4	4.2
	Total	95	100.0
Employment Status	1-5 years	8	8.7
	6-10 years	18	19.6
	11-15 years	7	7.6
	16 years & above	59	64.1
	Total	92	100.0

Source: Authors' filed Survey, 2024

Table 3: Working Commitment of the Students of Rajshahi College

	Mean	Std. Deviation	Factor Loading
I often have to prioritize work over my academic studies.	3.85	.601	0.904
My job responsibilities affect the time I spend on academic assignments.	3.83	.558	0.826
I find it challenging to balance my work and study commitments.	3.76	.520	0.859
Working while studying has improved my time management skills	4.06	.633	0.849
Average Mean	3.85	0.578	

Source: Authors' filed Survey, 2024

According to Table 4, the average mean of 3.59 suggests that students exhibit a moderate to high level of time management skills. While many students report effective scheduling and balance between work and study, a relatively high mean (3.63) also indicates they often feel overwhelmed. Strong factor loadings (0.84–0.93) affirm the consistency of the items in measuring time management.

In Table 5, the average mean of 2.76 indicates

a moderate level of perceived institutional support for working students. While some items—such as teacher understanding (Mean = 3.77)—are rated relatively high, the extremely low score on institutional support (Mean = 0.072) suggests significant gaps in formal policies or assistance. Despite strong factor loadings (0.747–0.938), the findings reveal inconsistent and insufficient institutional support for balancing work and study.

Table 5: Institutional Support of the Students of Rajshahi College

	Mean	Std. Deviation	Factor Loading
My institution provides sufficient support for students who work and study.	0.072	0.704	0.938
There are flexible academic policies (e.g., flexible deadlines) for students with work commitments.	3.59	0.066	0.850
My teachers are understanding of my work commitments	3.77	0.069	0.747
The institution provides resources (e.g., books, study materials, counseling) for working students	3.60	0.764	0.906
Average	2.758	0.401	

Source: Author's filed Survey, 2024

Table 6: Academic Achievement of the Students of Rajshahi College

	Mean	Std. Deviation	Factor Loading
I am satisfied with my obtained GPA	3.46	0.897	0.880
I can maintain a consistent level of academic performance despite my work commitments	3.49	0.810	0.917
I can play an important role in solving any problem	3.53	0.909	0.907
I can make quick decisions	3.53	0.885	0.896
I can solve subtle and complex problems	3.49	.898	0.902
Average Mean	3.50	0.8798	

Source: Authors' filed Survey, 2024

In the above table 6, with an average mean of 3.50, students report a moderately high level of academic achievement despite work commitments. High ratings on problem-solving and decision-making skills (Mean = 3.49–3.53) indicate strong self-perceived academic competence. Consistently strong factor loadings (0.880–0.917) confirm the

reliability of these indicators in measuring academic performance.

Table 7 reports two methods for assessing discriminant validity, such as the Fornell-Larcker criterion and the Heterotrait-Monotrait ratio (HTMT). Together, they confirm that the constructs in the study are empirically distinct from one another.

Table 7: Discriminant Validity

	Fornell-Larcker criterion				Heterotrait-monotrait ratio (HTMT)			
	AA	IS	TM	WC	AA	IS	TM	WC
AA	0.901							
IS	-0.066	0.864			0.091			
TM	0.164	0.233	0.874		0.169	0.255		
WC	0.097	-0.126	-0.126	0.860	0.102	0.112	0.230	

Source: Smart PLS 4 (SME-algorithm)

Fornell-Larcker Criterion

Diagonal values (in bold, assumed to be bold in original table) represent the square roots of AVE for each construct (e.g., AA = 0.901, IS = 0.864, etc.). These diagonal values are greater than the off-diagonal correlations in the corresponding rows and columns. This satisfies the Fornell-Larcker criterion, indicating good discriminant validity (Fornell &

Larcker, 1981).

Heterotrait-Monotrait Ratio (HTMT)

All HTMT values are well below the threshold of 0.85 (or 0.90 in less strict contexts), ranging from 0.091 to 0.255. These low HTMT values suggest clear distinction among constructs, confirming discriminant validity (Henseler et al., 2015).

Table 7: Path Coefficient and hypothesis analysis

	B	T statistics (O/S TDEV)	P Values	Comments	f-square	Decision
IS -> AA	-0.099	0.604	0.273	Not supported	0.010	Small effect
TM -> AA	0.221	1.678	0.047*	Supported	0.047	Small effect
WC-> AA	0.139	1.310	0.095	Not supported	0.019	Small effect
WC -> IS	-0.126	0.852	0.197	Not supported	0.016	Small effect
WC -> TM	-0.247	2.681	0.004**	Supported	0.065	Small effect
WC -> TM -> AA	-0.055	1.442	0.075	Not supported		
WC -> IS -> AA	0.013	0.445	0.325	Not supported		

Source: Authors' field survey, 2024 (one-tailed test); ** P<0.01, *p<0.05; According to Cohen (1988), f^2 values of 0.02 = small effect, 0.15 = medium effect, 0.35 = large effect

According to Table 7, the path analysis reveals that Time Management (TM) significantly influences Academic Achievement (AA) ($\beta = 0.221$, $p = 0.047$), indicating that effective time management positively contributes to student performance. Similarly, Working Commitment (WC) significantly negatively affects Time Management ($\beta = -0.247$, $p = 0.004$), suggesting that students' job responsibilities influence how they manage time.

However, Institutional Support (IS) does not significantly impact Academic Achievement ($\beta = -0.099$, $p = 0.273$). Working Commitment has a directly positive but not significant effect on Academic Achievement ($\beta = 0.139$, $p = 0.095$). Working

Commitment has a negative and not significant effect on Institutional Support (IS) ($\beta = -0.126$, $T=0.852$, $P=0.197$). The study also found no support for mediation effects through IS and TM.

All effects are statistically small (f -square < 0.065), implying that while some relationships exist, their practical impact is limited. Overall, time management emerges as the most meaningful predictor of academic success in this model.

6. Discussion

This study examined the impact of working commitment on academic achievement, with time management and institutional support as mediating variables, among students of the Management

Department at Rajshahi College, Bangladesh. The findings provide key insights into how students navigate work and academic responsibilities, and how institutional environments support or hinder this process.

Demographic data (Table 2) show that the majority of respondents were male, rural-based, and academically qualified with master's degrees. Most belonged to the 26–30 age group and had over 16 years of teaching experience, suggesting a mature and experienced teaching population. This demographic context may influence perceptions and expectations around balancing academic and work responsibilities.

Working commitment among students was reported to be high (Mean = 3.85), with the highest agreement on statements related to improved time management due to working while studying (Table 3). However, students also reported significant challenges in balancing these dual responsibilities. This duality reflects the complex nature of working commitment—it motivates discipline but can also lead to role strain (Greenhaus & Beutell, 1985). These findings are consistent with the Work-School Conflict Theory, which posits that time and energy invested in employment may interfere with academic responsibilities (Markel & Frone, 1998).

In Table 4, the time management mean score (3.59) shows that students generally possess good planning skills, though many feel overwhelmed. This supports Zimmerman's (1989) Self-Regulated Learning Theory, which emphasizes the role of personal management strategies in academic success. Students who better regulate their time are more likely to maintain consistent academic performance despite external pressures (Claessens et al., 2007).

Institutional support, as shown in Table 5, received a moderate mean rating (2.76), with a notably low perception of institutional policies supporting working students (Mean = 0.072). While teacher empathy was rated positively, the lack of structured support systems aligns with the literature that highlights institutional flexibility as a key determinant of academic persistence (Tinto, 1993; Alzahrani et al., 2018). This indicates that, despite faculty-level support, broader institutional frameworks remain inadequate. Table 6 revealed moderately high academic achievement (Mean = 3.50), particularly in problem-solving and decision-making, which are vital for success in both work and academics. This suggests those students, despite

their challenges, perceive themselves as capable achievers, consistent with Robbins et al.'s (2004) findings on psychosocial predictors of academic outcomes.

The path analysis (Table 7) provides the most critical insights. Time Management significantly influences Academic Achievement ($\beta = 0.221$, $p < 0.05$), underscoring its central role in academic success. This is in line with research by Macan et al. (1990), who found that time management directly affects academic outcomes. Consistent with Self-Regulated Learning Theory (Zimmerman, 1989), students who manage their time effectively are better equipped to balance study and work responsibilities, resulting in improved academic performance. Prior studies support this link, noting that students with strong time management skills tend to have higher GPAs and lower academic stress (Macan et al., 1990; George et al., 2008).

Interestingly, Working Commitment negatively predicts Time Management ($\beta = -0.247$, $p < 0.01$), indicating that higher work commitments might erode students' ability to effectively allocate time—a phenomenon supported by the Scarcity Theory of Attention (Kahneman, 1973). These findings are both theoretically and practically relevant. This aligns with Robbins et al. (2004), who found that commitment motivates the development of adaptive academic behaviors, even under external pressures.

Contrary to expectations, Institutional Support did not significantly impact Academic Achievement ($\beta = -0.099$, $p = 0.273$), nor did Working Commitment directly influence academic outcomes ($\beta = 0.139$, $p = 0.095$). Moreover, no significant mediation effects were found through either time management or institutional support. These findings suggest that while students' personal strategies (e.g., time management) play a vital role, institutional support systems may be too weak to produce measurable academic effects. This is consistent with prior studies by Alzahrani et al. (2018) and Tinto (1993), which emphasize the importance of structural academic support in influencing student outcomes.

Moreover, the mediation effects—working commitment through institutional support or time management—on academic achievement were not supported, suggesting that these pathways may be more complex or influenced by additional variables (e.g., motivation, resilience, or social support), as highlighted by Robbins et al. (2004).

Overall, the model explains that time management is the strongest and most meaningful predictor of

academic achievement, whereas working commitment alone may not yield positive academic outcomes unless mediated by effective self-regulation.

7. Recommendations

- **Improve Time Management Support:** Offer workshops and training on time management and study planning.
- **Implement Flexible Academic Policies:** Introduce extended deadlines, modular courses, and hybrid learning for working students.
- **Enhance Institutional Support:** Provide counseling, academic advising, and dedicated resources for employed students.
- **Train Faculty for Supportive Practices:** Sensitize teachers to students' work-related challenges and promote flexible teaching.
- **Align Work with Study:** Promote internships and job opportunities that complement academic goals.

8. Practical Applications

- **Policy-Level Implementation:** Findings can inform education policymakers in Bangladesh to redesign academic frameworks that are more inclusive of students engaged in part-time or full-time work.
- **Student Support Services:** Colleges can use the insights to prioritize the development of student-centric support mechanisms such as academic counseling, flexible scheduling, and resource access.
- **Curriculum Designers:** Educators and curriculum planners can embed time management and self-regulation components into foundational courses or student orientation programs.

- **Employers of Students:** Organizations hiring college students can use these insights to adjust job roles, offer academic support, or promote flexible shifts to enhance student performance and well-being.

9. Limitations and Future Research

The study was restricted to a single institution's department. The information was self-reported and quantitative. Causal explanations are constrained by the cross-sectional design. Greater applicability may be limited by a small sample size. For a more comprehensive understanding, conduct national or multi-institutional investigations. To evaluate changes over time, employ longitudinal techniques. Incorporate qualitative methods to delve further into the experiences of students. Examine other mediators such as peer support, motivation, or stress.

7. Conclusion

This study investigated the effects of working commitment on academic achievement, mediated by time management and institutional support, among students of the Management Department at Rajshahi College, Bangladesh. The findings highlight that while students exhibit high levels of working commitment, such commitment alone does not directly lead to better academic outcomes. Time management emerged as the only significant predictor of academic achievement, emphasizing the importance of self-regulation in balancing academic and work demands. Institutional support, despite being moderately perceived, showed no significant direct or mediating influence. The lack of significant mediation effects further suggests that individual strategies, particularly effective time management, outweigh external support in determining academic performance among working students.

Declaration of competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Data availability

Data will be made available on request.

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