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THE ART OF BALANCING: STUDENT JOBS AND ACADEMIC LIFE

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ABSTRACT

This study investigates the challenges faced by part-time student workers in balancing academic responsibilities with employment, focusing on how stress, time management, and institutional support influence their well-being and academic success. Employing a mixed-methods approach, data were gathered from 117 respondents through structured surveys complemented by qualitative insights. The findings reveal that heavy workloads, conflicting schedules, and limited institutional flexibility contribute significantly to stress among student workers. Conversely, students who utilize structured time management tools and have access to mentoring and counselling resources report better stress management and academic outcomes. This research underscores the critical role of human resource management practices—such as flexible deadlines, supportive work scheduling, and mental health services—in fostering resilience and promoting student success. It concludes by advocating for the integration of time management training and psychological support within educational programs to enhance the holistic development of student workers

Keywords:

Part-time student workers, human resource management, work-study balance, academic performance, student well-being, stress management, time management, flexible scheduling, institutional support, coping mechanisms, mental health, job stress, work hours, academic persistence, financial necessity, work-study conflict, student employment, career development, workplace flexibility, psychological resilience, higher education challenge.

1. INTRODUCTION:

The legal profession plays a pivotal role in shaping the lives and careers of law students. They are often required to effectively manage both academic responsibilities and internship commitments, which together contribute to their holistic development. Academic learning gives them a strong theoretical foundation, while internships offer invaluable practical exposure to the functioning of courts and legal institutions. However, balancing these two aspects poses significant challenges. Students frequently encounter difficulties such as

adhering to academic deadlines and completing assignments, while simultaneously undertaking professional tasks like filing petitions, obtaining copies of documents, and assisting senior advocates in various procedural matters. This creates a constant cycle of stress, where time mismanagement leads to academic pressure, which in turn intensifies mental fatigue, ultimately impairing both spheres of performance. Therefore, this research is designed to study the issue empirically by gathering first hand data from law students about their experiences in



managing time and stress. It aims to understand how students prioritize their tasks, what specific factors contribute to stress, and how they balance these demands. This study attempts to highlight the unique struggles of this group and provide practical recommendations for both students and institutions to ensure better outcomes in terms of academic achievement, professional readiness and personal well-being

I.1 STATEMENT OF PROBLEM

The journey of becoming a lawyer is not confined to classroom learning alone; it requires students to constantly engage with both academic rigor and professional exposure. Law students are expected to master theoretical concepts through lectures, assignments, and examinations, while also participating in practical exercises such as moot courts, legal aid activities, and, in particular, internships. However, the increasing emphasis on internships during legal education has added significant pressure on students, who are often left struggling to divide their time between completing academic requirements and meeting the expectations of their internship supervisors. This dual responsibility leaves them with limited space for personal care, relaxation, or recreation, thereby intensifying stress and affecting overall life quality.

2. REVIEW OF LITERATURE:

Wadood et al. (2021) studied the effects of part-time employment among secondary school students in Peshawar. Teachers reported poor attendance, stress, and weak academic performance in working students. This relates to my topic as it highlights the conflict between education and work, stressing the need for HRM and institutional support.

Lumina Foundation (2019) analyzed whether part-time jobs influence GPA and student satisfaction. The results showed longer working hours reduce academic engagement, while moderate work helps with responsibility. This links to my study by showing how managing

working hours is crucial for balancing academic and financial needs.

Worcester Study (2018) described the metaphor of “academic plate spinning” where students juggle studies and jobs. The study found students often feel exhausted, disengaged, and guilty for underperforming in both roles. This supports my research focus on the real struggles faced by student workers in balancing academics and employment.

Hall & Taylor (2016) investigated the impact of part-time work on retention and completion rates in universities. Results showed overworked students were at greater risk of dropout. This aligns with my study, showing how work pressures can harm academic continuity and why supportive policies are vital.

Jones & Flynn (2017) studied the role of universities in supporting working students. They found that counseling, flexible schedules, and recognition of work-study conflict improve academic success. This links directly to my topic by stressing institutional responsibility in HRM for student well-being.

Nguyen & Carter (2018) examined the effects of stress and sleep deprivation on working students. They reported that long work hours reduced rest, lowered concentration, and affected productivity. This supports my study by demonstrating the health risks of dual roles and the need for HRM-driven interventions.

Dundes & Marx (2007) researched employment and academic performance among university students. They found students working fewer hours gained discipline and responsibility, while those working longer hours saw negative GPA effects. This connects to my topic by highlighting that balance, not elimination of work, is the key HRM challenge.

Kumar, Chakraborty & Kumar (2020) studied part-time adult students in India, focusing on family and workplace support in balancing dual roles. They found that organizational empathy and extended family help reduce work-study conflict. This relates to my topic as it highlights



the HRM role of support systems in improving student-worker well-being.

Tania Ang (2019) explored how higher education students struggle to balance part-time work and academics. Findings showed financial necessity pushes students into jobs, but stress, sleep deprivation, and poor time management affect performance. This connects to my study as it shows the dual pressures part-time student workers face.

UWE (2019) examined the impact of student working on local labour markets in the UK. The study found that student jobs often cluster in low-wage sectors, sometimes displacing other workers, and also affect student academic outcomes. This relates to my topic by linking HRM issues of job quality, equity, and academic balance.

Chansaengsee (2017) investigated time management for balancing work-life and study-life. Using the Pickle Jar Theory and planning tools, the study showed prioritization improves performance and reduces stress. This is relevant to my topic since effective time management is essential for part-time student workers handling dual responsibilities.

Stehlik (2015) analyzed “work-work balance” among higher education staff, showing tensions in managing multiple roles. The study suggested embracing “multiplicity” rather than rigid balance. This relates conceptually to my topic as student workers also negotiate overlapping roles, needing flexibility and institutional support.

The Open University (2016) published a workbook on work-life balance in large organizations, introducing theories like segmentation and spillover. It stressed the role of organizational culture and supportive policies in managing conflicts. This links to my study by showing how HRM interventions can ease work-study strain for student workers.

3. RESEARCH DESIGN:

Research design is the plan for achieving objectives and answering research questions. It

outlines how to get the relevant information. Its goal is to design research questions and provide decision-making insights.

A) OBJECTIVES OF THE RESEARCH:

- To examine the challenges faced by part-time student workers in balancing academic and job responsibilities.
- To analyze how part-time employment impacts academic performance, health, and well-being of students.
- To study the role of human resource management (HRM) practices such as flexible scheduling and workplace support in improving work-study balance.
- To identify coping mechanisms adopted by student workers and their effectiveness.
- To recommend HRM strategies for institutions and employers to better support part-time student workers.

B) STATEMENT OF HYPOTHESIS:

- **H1:** Part-time employment negatively impacts the academic performance of student workers.
- **H2:** Flexible HRM practices (e.g., supportive job shifts, flexible class hours) reduce stress and improve work-study balance among student workers.
- **H3:** Motivation for working part-time (financial need, independence, experience) significantly influences how students manage academic-work responsibilities.

C) TYPE OF RESEARCH:

1. Based on Purpose: Applied Research

This research focuses on the topic “*Balancing Books and Bills: A Human Resource Management Study on Part-Time Student Workers.*” The main purpose of this study is to identify the real-life challenges faced by students who work part-time while pursuing



higher education, and to suggest practical HRM strategies and institutional reforms to support them. By analyzing how students cope with academic responsibilities, job pressures, and personal well-being, the study aims to provide insights that can guide both employers and universities. The findings will also benefit upcoming student workers by highlighting effective coping techniques and recommending supportive workplace and academic policies.

2. Based on Methodology: Mixed Method Study:

This research follows a mixed-method approach, combining both quantitative and qualitative techniques. Quantitative data was collected from **117 respondents** through a structured Google Form survey to obtain measurable insights about their demographics, work hours, academic outcomes, stress levels, and coping strategies. Alongside, qualitative data was gathered from open-ended responses, where students shared personal experiences, emotional struggles, and practical methods they adopt to balance dual responsibilities. This mixed approach ensures that the study captures both statistical trends and the lived realities of part-time student workers.

3. Based on Research Environment: Field Research:

The data for this study was collected directly from the natural setting of the respondents, i.e., their academic institutions and workplaces where they are employed part-time. Through Google Form surveys and informal interactions, the researcher obtained information from students pursuing higher education across various institutions. This field-based research approach captures the authentic challenges faced daily by student workers, making the study grounded in real-world conditions.

4. TYPES OF DATA

A) PRIMARY DATA:

The primary data was collected through a structured questionnaire distributed to part-

time student workers via Google Forms. A total of **117 responses** were received. The questionnaire included both multiple-choice and descriptive questions covering areas such as working hours per week, type of employment, impact on academics, physical and mental health, stress levels, and coping mechanisms. The responses provide firsthand information that directly supports the study's objectives.

B) SECONDARY DATA:

The secondary data was obtained from various sources such as journals, articles, books, and online publications. The data gathered from these sources highlight:

- The increasing number of students engaging in part-time jobs alongside academics.
- The impact of financial necessity on work-study balance.
- The psychological effects of stress and fatigue on student performance.
- The role of HRM practices, such as flexible scheduling and workplace support, in easing conflicts. These secondary materials helped in validating and strengthening the findings of the primary research.

5. SAMPLE SIZE:

The study was conducted on a sample of **117 respondents** who are students pursuing higher education and engaged in part-time jobs. This size was chosen to provide sufficient data for meaningful analysis while keeping the scope manageable within the academic framework.

6. SAMPLING TECHNIQUES:

The study uses **non-probability sampling**, specifically the **convenience sampling** method. Respondents were selected based on their availability and willingness to participate in the online survey. Since the research specifically focuses on student workers balancing academics and part-time jobs, this method



ensured that only relevant participants were included.

Rationale: The convenience sampling method was chosen as it allows easy access to participants through online platforms and ensures efficient data collection within a limited time.

7. DATA COLLECTION TECHNIQUE:

The primary data for this research was collected through a **structured Google Form questionnaire** distributed among part-time student workers. The survey included both closed-ended questions (multiple choice, checkboxes, Likert scale) and open-ended questions to capture both quantitative and qualitative insights. Respondents were asked about their demographic details, work hours, type of employment, academic challenges, stress levels, and coping mechanisms. The questionnaire was circulated online through academic networks and student groups, ensuring quick and efficient responses. This method was chosen as it allowed easy access to the target population within a short time frame and facilitated systematic data collection from 117 respondents.

8. RESEARCH LIMITATIONS:

Every study has certain limitations, and this research is no exception. The following limitations were encountered:

- The study is restricted to a **sample size of 117 respondents**, which may not represent the entire population of student workers in India.
- Responses were collected through **self-reporting** using Google Forms, which may include personal bias or exaggeration.
- The study focuses only on students currently engaged in **part-time jobs**, excluding those who may have previously worked but discontinued.

- Time constraints limited the research to survey-based data; in-depth interviews or longitudinal studies could provide deeper insights.
- The research is concentrated primarily on the **student perspective**, with less emphasis on employer viewpoints.

Despite these limitations, the study provides valuable findings that contribute meaningfully to the understanding of HRM practices in supporting part-time student workers.

9. RESEARCH GAP:

Previous studies have largely focused on the impact of part-time work on either academic performance or financial necessity, but there is a significant lack of research specifically addressing the **dual challenges of managing academics and employment within the framework of Human Resource Management (HRM)**.

This study aims to fill that gap by exploring:

- How students allocate time between academic commitments and job responsibilities.
- The psychological and physical strain caused by working alongside studies.
- The role of HRM practices such as flexible scheduling, workplace support, and counseling in reducing stress.
- The coping mechanisms students use to balance dual responsibilities.

The existing literature does not provide detailed insights into how HRM policies can directly influence the well-being and academic outcomes of part-time student workers. Hence, this research provides an in-depth analysis and practical recommendations to promote better work-study balance and overall mental well-being among student workers.



10. DATA ANALYSIS AND INTERPRETATION:

CHART NO 10.1 SHOWING GENDER OF THE RESPONDENTS

GENDER
117 responses

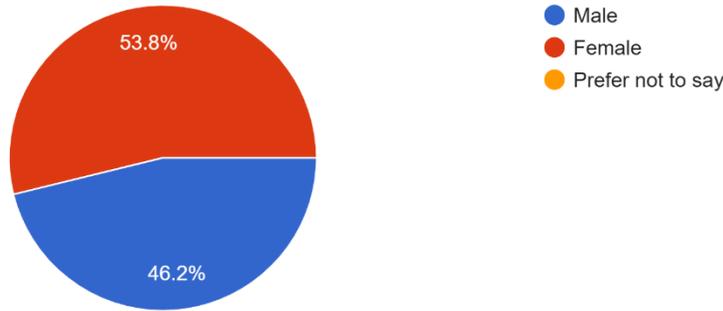


TABLE NO 10.1 SHOWING RESPONDENTS BASED ON GENDER

Provides the gender-wise classification of respondents, showing the predominance of female respondents in the study

Gender	Number of Respondents	Percentage
Male	54	46.2%
Female	63	53.8%
Prefer no say	0	0%
Total	117	100%

Interpretation:

The data reveals that most respondents are female (53.8%), while 46.2% are male. This suggests that women are slightly more active in balancing academic and part-time work responsibilities.





CHART NO 10.2 SHOWING STUDY YEAR OF THE RESPONDENTS

YEAR

117 responses

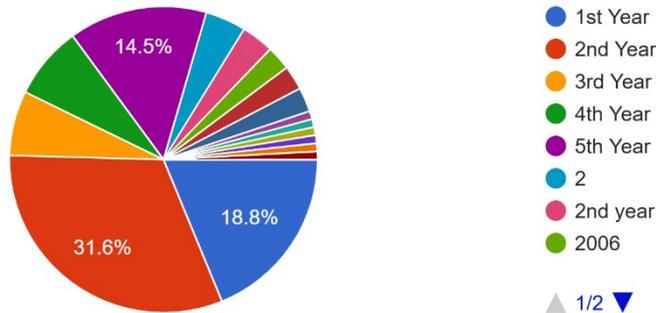


TABLE NO 10.2 SHOWING RESPONDENTS BASED ON YEAR OF STUDY

Provides the distribution of respondents across different years of study, revealing the highest participation from second-year students.

Year	Number of Respondents	Percentage
1st Year	22	18.8%
2nd Year	37	31.6%
3rd Year	8	6.8%
4th Year	9	7.7%
5th Year	17	14.5%
Other (categories)	24	20.6%
Total	117	100%

Interpretation:

The data reveals that the highest proportion of respondents are in the 2nd Year (31.6%), followed by 1st Year (18.8%) and 5th Year students (14.5%). This indicates strong participation from lower and upper cohorts, suggesting engagement is spread across different stages of study.



CHART NO 10.3 SHOWING OPINION ABOUT PART-TIME JOBS

Do you think a part-time job is good?
117 responses

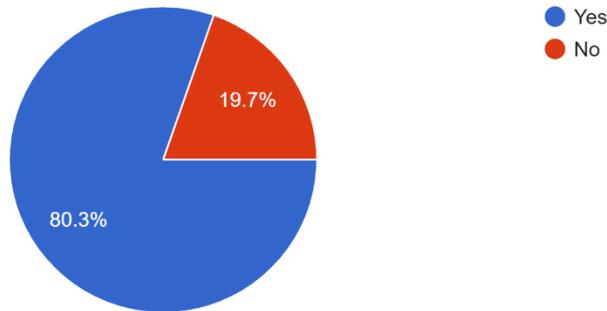


TABLE NO 10.3 SHOWING RESPONDENTS BASED ON THEIR OPINION ABOUT PART-TIME JOBS

This table displays the breakdown of responses to whether students think part-time jobs are good.

Do you think Part-time is good	Number of Respondents	Percentage
Yes	94	80.3%
No	23	19.7%
Total	117	100%

Interpretation:

The data reveals that the majority of respondents (80.3%) believe that having a part-time job is good, while 19.7% do not. This suggests positive attitudes among students towards part-time work.

CHART NO 10.4 SHOWING AREA MOST AFFECTED BY PART-TIME WORK

Which area suffers the most due to part-time work?
117 responses

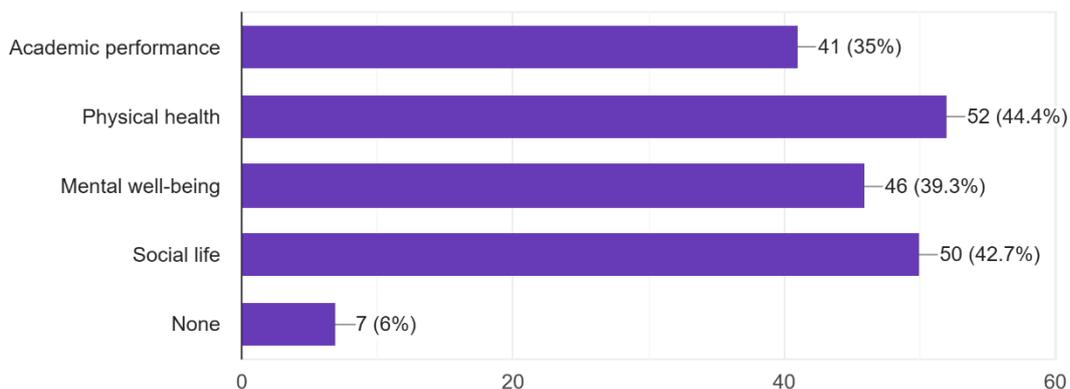




TABLE NO 10.4 SHOWING RESPONDENTS BASED ON AREA MOST AFFECTED

The data highlights that physical health and social life are the most commonly impacted domains for student part-timers, while a minority report no impact

Areas Affected by Part-time work	Number of Respondents	Percentage
Academic performance	41	35%
Physical health	52	44.4%
Mental well-being	46	39.3%
Social life	50	42.7%
None	7	6%
Total	117	100%

Interpretation:

The data reveals that physical health is reported as the area most affected by part-time work (44.4%), followed by social life (42.7%), mental well-being (39.3%), and academic performance (35%). Only a small portion (6%) felt that no area suffers.

CHART NO 10.5 SHOWING IMPACT OF WORK ON ATTENDANCE

Have you missed classes or deadlines due to work?

117 responses

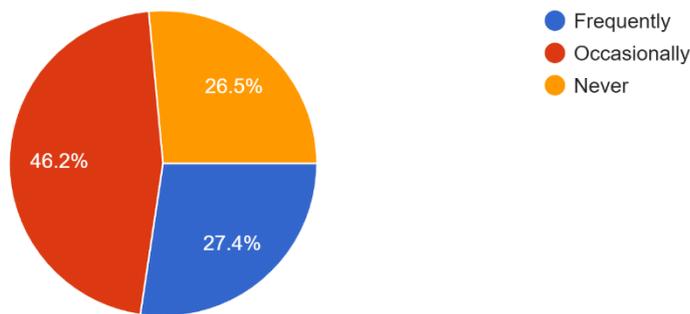


TABLE NO 10.5 SHOWING RESPONDENTS BASED ON MISSED CLASSES

Summarizes how frequently students miss classes or deadlines due to their work commitments.

Missed classes/deadlines due to work	Number of Respondents	Percentage
Frequently	32	27.4%



Missed classes/deadlines due to work	Number of Respondents	Percentage
Occasionally	54	46.2%
Never	31	26.5%
Total	117	100%

Interpretation:

The data reveals that most respondents occasionally missed classes or deadlines due to work (46.2%), while a smaller proportion reported missing them frequently (27.4%) or never (26.5%). This suggests that part-time work leads to some disruption, but only a minority experience it regularly.

CHART NO 10.6 SHOWING PREFERRED SUPPORT FOR MANAGING WORK AND STUDY

Which of the following would help you manage better?

117 responses

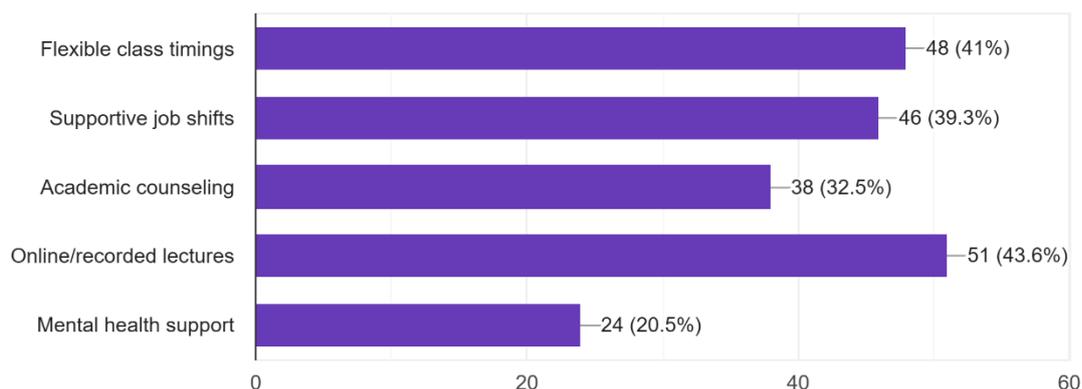


TABLE NO 10.6 SHOWING PREFERRED SUPPORT OPTION

Online/recorded lectures and flexible class timings are the top choices, followed by supportive job shifts and academic counseling, while mental health support is chosen less frequently

What would help you manage better	Number of Respondents	Percentage
Flexible timings	48	41%
Job shifts	46	39.3%
Counseling	38	32.5%
Online/recorded	51	43.6%
Mental health	24	20.5%



What would help you manage better	Number of Respondents	Percentage
Total	117	100%

Interpretation:

The data reveals that the most helpful measure for managing both studies and part-time work is online/recorded lectures (43.6%), followed by flexible class timings (41%) and supportive job shifts (39.3%). Academic counseling and mental health support were chosen less frequently.

CHART NO 10.7 SHOWING JOB'S EFFECT ON ACADEMIC PERFORMANCE

Does your job affect your academic performance?
117 responses

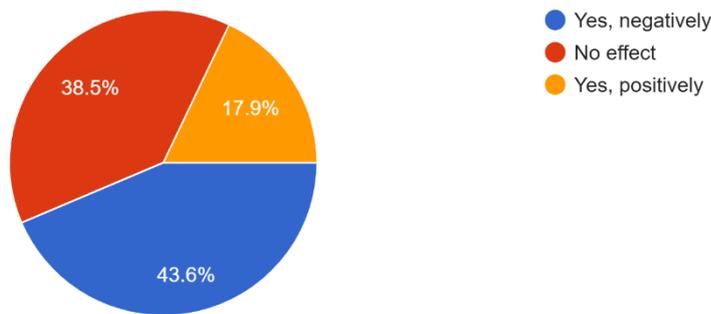


TABLE NO 10.7 SHOWING JOB'S EFFECT ON ACADEMIC PERFORMANCE

This table shows how respondents perceive the impact of their job on academic performance.

Does work affect academics	Number of Respondents	Percentage
Negative	51	43.6%
No effect	45	38.5%
Positive	21	17.9%
Total	117	100%

Interpretation:

The data reveals that 43.6% of respondents feel their job affects academic performance negatively, 38.5% report no effect, and 17.9% believe it affects them positively. This shows that most perceive a job as having a negative or neutral impact, with fewer finding it beneficial.



CHART NO 10.8 SHOWING DIFFICULTY IN BALANCING WORK AND ACADEMICS

Do you face difficulty balancing work and academics?

117 responses

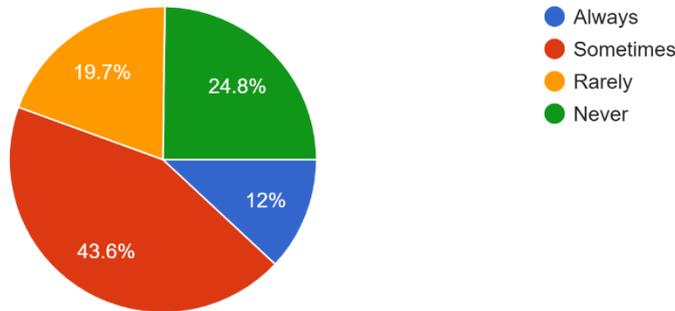


TABLE NO 10.8 SHOWING RESPONSES TO DIFFICULTY IN BALANCING WORK AND ACADEMICS

This table presents how often students struggle to balance work and academic responsibilities.

Difficulty balancing work & academics	Number of Respondents	Percentage
Always	14	12%
Sometimes	51	43.6%
Rarely	23	19.7%
Never	29	24.8%
Total	117	100%

Interpretation:

The data reveals that most students sometimes face difficulty balancing work and academics (43.6%), while 24.8% never experience such difficulty. Others report rarely (19.7%) or always (12%) facing challenges. This suggests that balancing work and academic commitments is a common but varying challenge among respondents





CHART NO 10.9 SHOWING HOURS WORKED PER WEEK

How many hours do you work per week?

117 responses

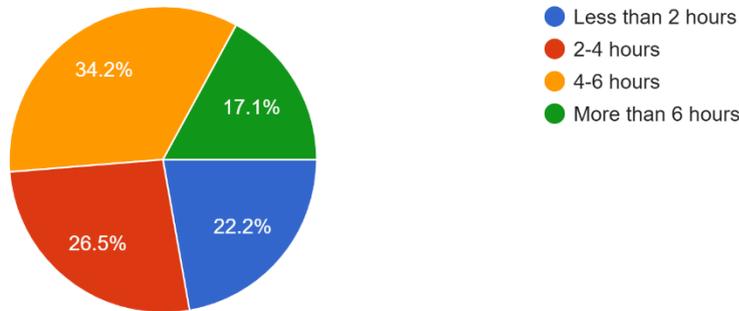


TABLE NO 10.9 SHOWING RESPONDENTS BASED ON WEEKLY WORK HOURS

This table classifies respondents by the number of hours they work per week, highlighting variations in part-time work commitment.

Work hours per week	Number of Respondents	Percentage
<2 hours	26	22.2%
2-4 hours	31	26.5%
4-6 hours	40	34.2%
>6 hours	20	17.1%
Total	117	100%

Interpretation:

The data reveals that the largest group of respondents works 4-6 hours per week (34.2%), while smaller groups work 2-4 hours (26.5%), less than 2 hours (22.2%), or more than 6 hours (17.1%). This suggests that most students limit their part-time work to moderate weekly hours.

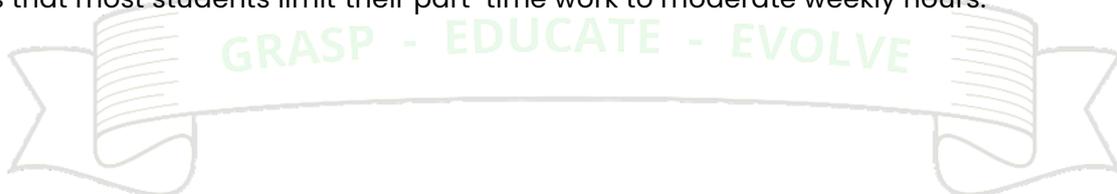




CHART NO 10.10 SHOWING MOTIVATIONS TO WORK PART-TIME

What motivates you to work part-time?
117 responses

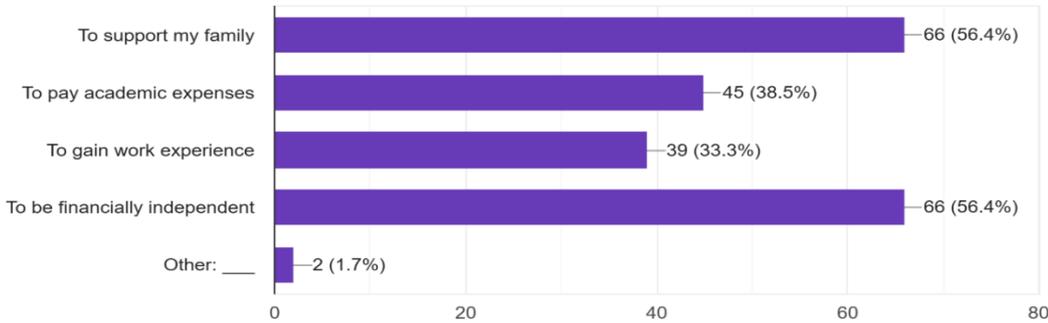


TABLE NO 10.10 SHOWING RESPONDENTS BASED ON PART-TIME WORK MOTIVATIONS

This table presents the distribution of respondents by their stated motivations for working part-time, illustrating varied financial and career needs among student workers

Motivation for working part-time	Number of Respondents	Percentage
Support family	66	56.4%
Academic expenses	45	38.5%
Work experience	39	33.3%
Independence	66	56.4%
Other	2	1.7%
Total	117	100%

Interpretation:

The data reveals that main motivations for part-time work are to support family and to be financially independent (both 56.4%). Paying academic expenses (38.5%) and gaining work experience (33.3%) are also significant, while very few chose "Other."



CHART NO 10.11 SHOWING TYPE OF JOBS UNDERTAKEN BY RESPONDENTS

What type of job are you doing?

117 responses



TABLE NO 10.11 SHOWING RESPONDENTS BASED ON TYPE OF JOB

A table presenting the classification of respondents by the type of job performed, illustrating diversity in employment sectors among student workers

Job type	Number of Respondents	Percentage
Retail	13	11.1%
Food service	14	12%
Tutoring	20	17.1%
Freelance/online	33	28.2%
Office/admin	5	4.3%
Call center	5	4.3%
Delivery	2	1.7%
Campus job	2	1.7%
Internships	21	17.9%
Other	2	1.7%
Total	117	100%

Interpretation:

The data reveals that freelance/online work is the most common job type among respondents



(28.2%), followed by internships (17.9%), tutoring/teaching assistant (17.1%), food service (12%), and retail (11.1%). Other categories such as office work, call center, delivery, campus jobs, and "other" responses each account for 4.3% or less.

CHART NO 10.12 SHOWING USAGE OF TIME MANAGEMENT TOOLS/APPS

Do you use any tools or apps to manage your time (e.g., Google Calendar, Notion) If Yes, specify it in others?

117 responses

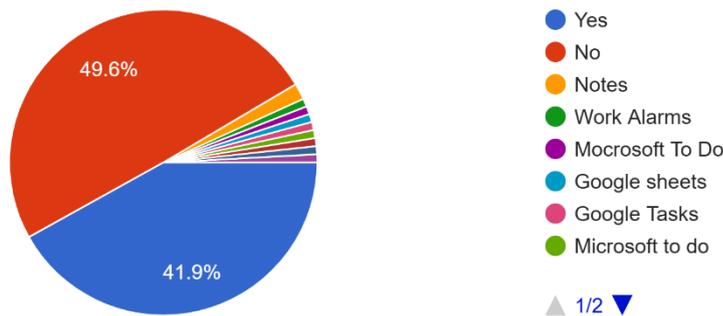


TABLE NO 10.12 SHOWING RESPONDENTS BASED ON TIME MANAGEMENT TOOL USAGE

This table displays the distribution of respondents who use, do not use, or specify apps/tools for organizing their study and work schedule

Use time management tools/apps	Number of Respondents	Percentage
Yes	59	50.4%
(Tools Used, out of Yes)		
Notes	2	1.7%
Work Alarms	2	1.7%
Microsoft To Do	4	3.5%
Google Sheets	1	0.8%
Google Tasks	1	0.8%
Total specifying tools	10	8.5%
No	58	49.6%



Use time management tools/apps	Number of Respondents	Percentage
Total	117	100%

Interpretation:

The data reveals that just over half of respondents (50.4%) use time management tools or apps, while 49.6% do not. Among the 59 students who use time management apps, only 10 specified the tools they use, with small percentages reporting tools like Notes, Work Alarms, Microsoft To Do, Google Sheets, and Google Tasks. This shows that while app adoption is growing, most users do not specify a single tool, and many students still prefer non-digital methods for organizing their schedules

CHART NO 10.13 SHOWING EMPLOYER CONSIDERATION OF ACADEMIC SCHEDULE

Does your employer consider your academic schedule?
117 responses

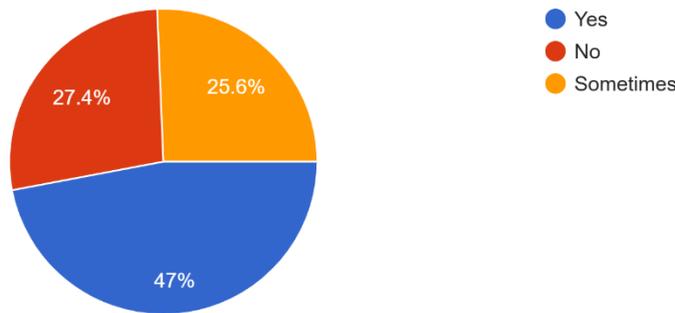


TABLE NO 10.13 SHOWING RESPONDENTS BASED ON EMPLOYER CONSIDERATION OF ACADEMIC SCHEDULE

This table classifies respondents according to whether their academic schedule is accommodated by their employer.

Employer considers study schedule	Number of Responses	Percentage
Yes	55	47%
No	32	27.4%
Sometimes	30	25.6%

Interpretation:

The data reveals that 47% of respondents feel their employer considers their academic schedule, while 27.4% say their employer does not, and 25.6% indicate their employer only does so sometimes. This shows that nearly half experience flexibility and support for their studies at work, but a significant number still face challenges where academic needs may not be prioritized.



CHART NO 10.14 SHOWING STRESS EXPERIENCED BY RESPONDENTS

Have you ever experienced stress due to managing both work and study?

117 responses

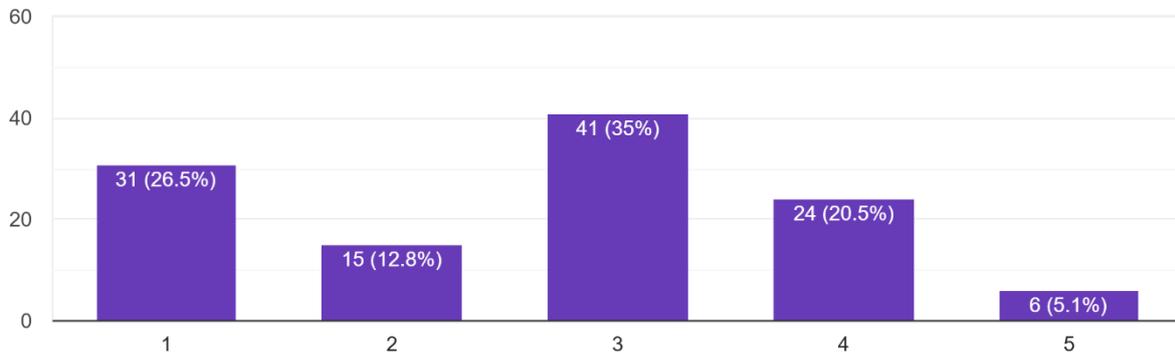


TABLE NO 10.14 SHOWING RESPONDENTS BASED ON EXPERIENCED STRESS A significant portion of students (35%) rate their stress at a high level (3 out of 5), with others experiencing varied levels from low to moderate.

Stress Level	Number of Respondents	Percentage
1	31	26.5%
2	15	12.8%
3	41	35%
4	24	20.5%
5	6	5.1%
Total	117	100%

Interpretation:

The data reveals that managing both work and study leads to varying levels of stress among respondents. The largest group (35%) chose a moderate stress level (option 3), while 26.5% reported the lowest level (option 1). Smaller percentages experienced higher (option 4: 20.5%, option 5: 5.1%) or lower (option 2: 12.8%) levels of stress, suggesting a wide range of experiences.



CHART NO 10.15 SHOWING JOB'S IMPACT ON ACADEMIC PERFORMANCE

Do you feel your job negatively affects your academic performance?

117 responses

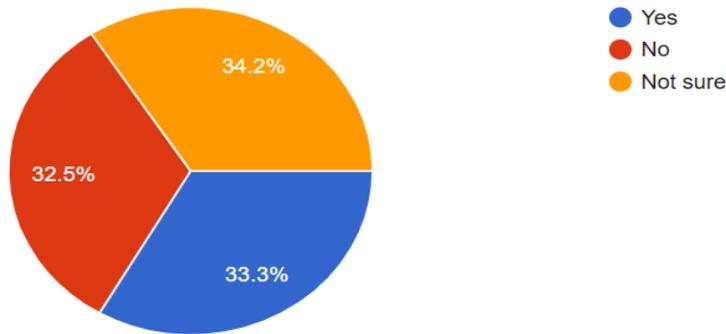


TABLE NO 10.15 SHOWING RESPONDENTS BASED ON JOB'S IMPACT ON ACADEMIC PERFORMANCE

Table shows a nearly equal split in respondents, reflecting varied experiences and uncertainty about work's effect on academic performance.

Job negatively affects academics	Number of Responses	Percentage
Yes	39	33.3%
No	38	32.5%
Not sure	40	34.2%

Interpretation:

The data reveals that respondents are almost evenly divided on whether their job negatively affects their academic performance. 33.3% said "Yes," 32.5% said "No," and 34.2% are "Not sure." This shows a significant portion of students perceive some negative impact, while others either do not experience issues or remain uncertain about the effects.





CHART NO 10.16 SHOWING RESPONDENTS' STRATEGIES FOR MANAGING WORK AND STUDY

Have you been able to manage both work and study successfully? If yes, how?

117 responses

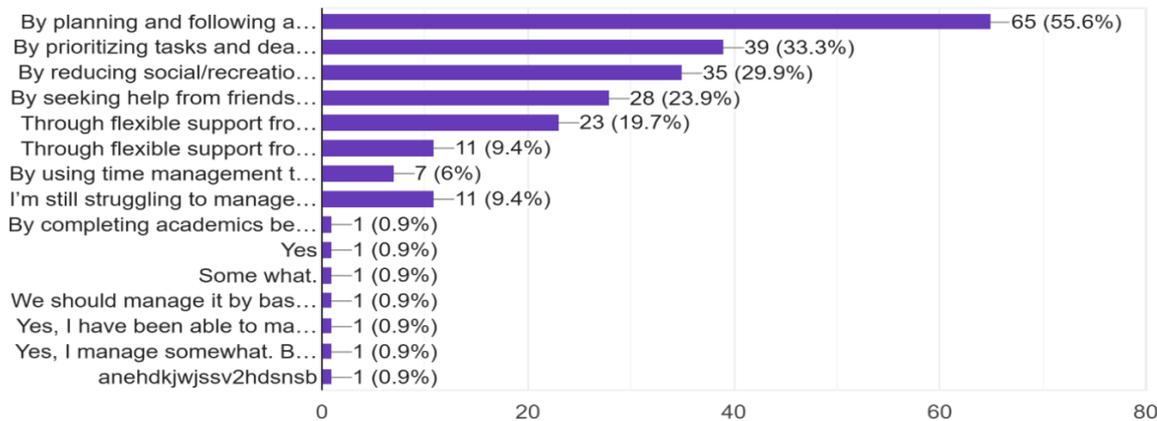


TABLE NO 10.16 SHOWING RESPONDENTS BASED ON MANAGEMENT STRATEGY

This table summarizes the strategies chosen by respondents, with scheduling and prioritization being the leading approaches

Managed work & study? How?	Number of Respondents	Percentage
By planning and following a schedule	65	55.6%
By prioritizing tasks and deadlines	39	33.3%
By reducing social/recreational activities	35	29.9%
By seeking help from friends/family	28	23.9%
Through flexible support from work/home	23	19.7%
Using time management tools	7	6%
Still struggling to manage	11	9.4%
Completing academics before deadlines	1	0.9%
Miscellaneous other responses	5 (various)	4.3%*
Total	117	100%



Interpretation:

The data reveals that the most common way students manage both work and study is by planning and following a schedule (55.6%). Other frequently used strategies include prioritizing tasks and deadlines (33.3%), reducing social or recreational activities (29.9%), and seeking help from friends or family (23.9%). Smaller groups rely on flexible support, time management tools, or are still searching for effective strategies.

CHART NO 10.17 SHOWING BIGGEST CHALLENGE FACED WHILE MANAGING BOTH WORK AND STUDY

What is the biggest challenge you face while managing both?

117 responses

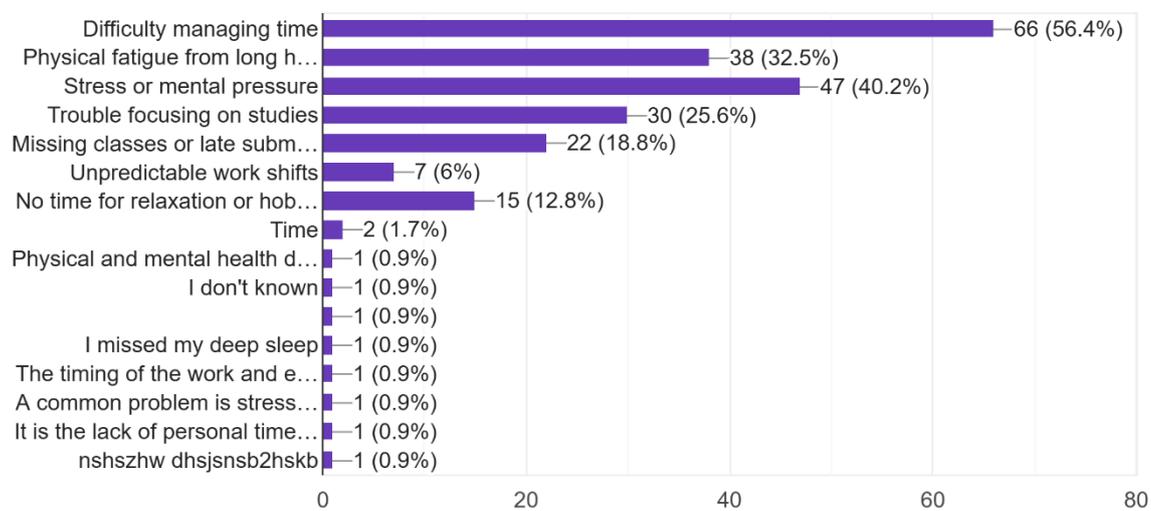


TABLE NO 10.17 SHOWING BIGGEST CHALLENGE FACED WHILE MANAGING BOTH

This table presents the distribution of responses regarding the primary obstacles in managing work and academic commitments among student workers.

Biggest challenge balancing both	Number of Respondents	Percentage
Difficulty managing time	66	56.4%
Stress/mental pressure	47	40.2%
Physical fatigue from long hours	38	32.5%
Trouble focusing on studies	30	25.6%
Missing classes/late submissions	22	18.8%
No time for relaxation/hobbies	15	12.8%



Biggest challenge balancing both	Number of Respondents	Percentage
Unpredictable work shifts	7	6%
Other personal reasons	<10 (various)	<9%*
Total	117	100%

Interpretation:

The data reveals that the biggest challenge students face while managing both work and study is difficulty managing time (56.4%). Other major challenges include stress or mental pressure (40.2%), physical fatigue from long hours (32.5%), trouble focusing on studies (25.6%), and missing classes or late submissions (18.8%). Smaller groups mention unpredictable work shifts, lack of relaxation, and a variety of individual issues.

CHART NO 10.18 SHOWING STUDENTS' SCHEDULE PREFERENCES

If you could change one thing about your academic or work schedule, what would it be and why?

117 responses

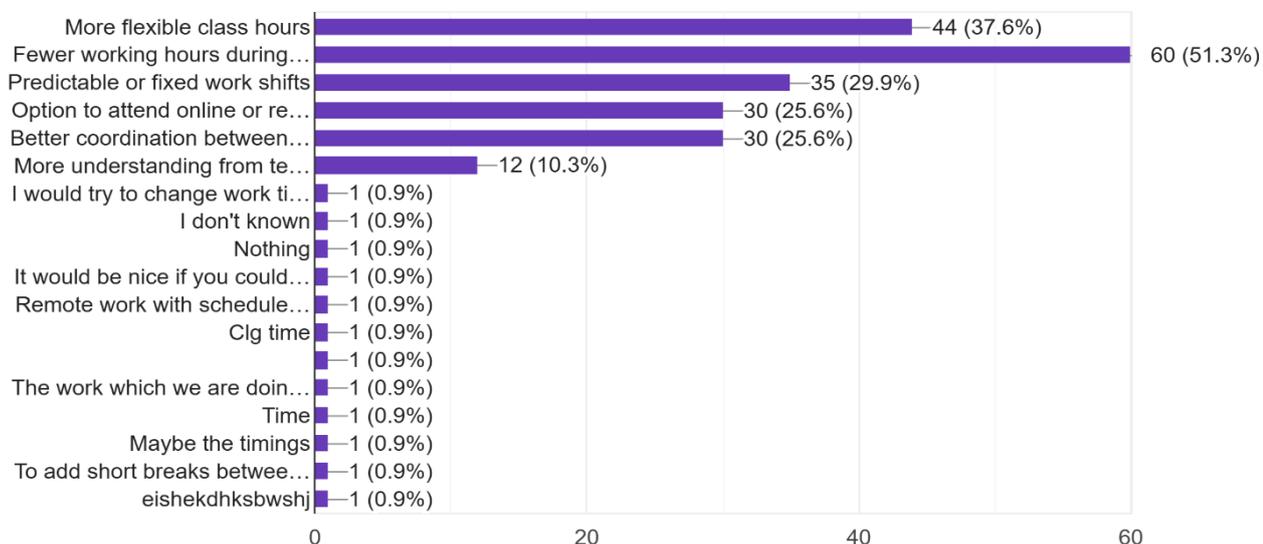


TABLE NO 10.18 SHOWING RESPONDENTS' SCHEDULE CHOICES

This table highlights that most students want either reduced work hours or more flexible classes in order to balance studies and work.

One change to schedule? Why	Number of Respondents	Percentage
Fewer working hours during academics	60	51.3%



One change to schedule? Why	Number of Respondents	Percentage
More flexible class hours	44	37.6%
Predictable/fixed work shifts	35	29.9%
Option to attend online or recorded classes	30	25.6%
Better coordination between work/study	30	25.6%
More understanding from teachers/employers	12	10.3%
Miscellaneous/other suggestions	<10	<9%*
Total	117	100%

Interpretation:

The data reveals that if students could change one thing about their academic or work schedule, the most common request would be for fewer working hours during the academic term (51.3%). Other significant preferences include more flexible class hours (37.6%), predictable or fixed work shifts (29.9%), options to attend online or recorded sessions (25.6%), and better coordination between work and study (25.6%). A smaller group would like more understanding from teachers or employers, with a few unique individual suggestions.

11. FINDINGS:

The findings indicate a nuanced relationship between part-time employment and academic performance among student workers.

Hypothesis 1 (H1): The data show that part-time employment can negatively impact academic performance, especially for those students with unpredictable or heavy workloads. Many students expressed difficulties balancing work and studies, confirming that employment poses challenges to academic success when time management is poor or work demands are excessive.

Hypothesis 2 (H2): The results strongly support the importance of flexible HRM practices. Students who reported access to flexible working hours, supportive employers, and flexible academic deadlines experienced reduced stress and improved balance between work and study responsibilities. Counseling resources and mentorship programs were also

highlighted as critical factors contributing to student well-being and academic resilience.

Hypothesis 3 (H3): Motivation for working part-time—whether for financial necessity, gaining independence, or acquiring work experience—significantly influenced how students managed their commitments. Students motivated by career development or financial need were more likely to adopt effective time management strategies and seek support systems, which helped mitigate stress and improve academic outcomes.

Overall, the findings emphasize the crucial role of structured time management techniques such as planners and task lists, combined with institutional support, in helping student workers cope with dual responsibilities. Many students who actively used these techniques and had access to mentorship and counseling services reported better mental health and academic results despite their work commitments.



These insights underscore the need for academic institutions and employers to implement flexible scheduling, comprehensive mental health resources, and supportive mentorship programs to foster student success and well-being.

12. RECOMMENDATIONS:

- Prioritize time management by creating realistic schedules using planners, calendars, or apps. Plan your classes, work shifts, and study sessions ahead of time.
- Communicate honestly with employers and teachers about your availability and limits. Don't be afraid to set boundaries or ask for help.
- Maintain a healthy lifestyle—get enough sleep, eat nutritious food, and exercise regularly.
- Avoid overcommitting. Only take on as many work hours as you can comfortably manage, and learn to say no when needed.
- When possible, choose part-time jobs related to your academic field or career goals to boost your skill set and make your work more rewarding.
- Stay positive and flexible, understanding that challenges are part of the learning experience.
- Build strong routines and track your progress—use work logs or weekly reflections to see what's working.
- Use campus and social support resources, including counseling, tutoring, and your peer networks.
- Document your achievements for future resumes and keep learning new skills that can benefit your studies and future career.
- Always make academics a priority and ensure that your job does not compromise your educational goals or wellbeing.
- Take care of your mental health: spend time on your hobbies, maintain

friendships, and take breaks to recharge.

13. CONCLUSION:

This research highlights that balancing part-time work and academic responsibilities presents both unique challenges and valuable opportunities for students. The findings demonstrate that students who prioritize time management, seek support from mentors and campus resources, and maintain healthy boundaries experience less stress and achieve greater well-being. While many struggles with unpredictable work schedules and competing demands, practical solutions—such as flexible deadlines, supportive work environments, and accessible mental health services—are essential for student success. By implementing these interventions and applying peer advice, institutions and employers can help part-time student workers thrive both academically and professionally. The recommendations and insights from this study provide a foundation for enhancing student resilience, supporting well-rounded development, and improving the overall quality of higher education.

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ATTACHMENT:

https://docs.google.com/forms/d/e/1FAIpQLSe_cxPwUIkMTIXSSnIipU0GFq-TGc7yxluCrIZKL_nkTy2j8TA/viewform?usp=dialog