

The Work and Study Nexus: Balancing Work and Study at Valley View University, Oyibi Campus, Accra, Ghana

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Abstract

The rising phenomenon of students engaging in work during their academic careers has sparked discussions about the potential imbalance between their work obligations and scholarly activities. The research examines the nexus between work and study among students at Valley View University, Oyibi Campus, Accra. It focuses on how the interplay between academic responsibilities and work affects their academic performance. A descriptive survey design was employed, using a structured questionnaire for data collection. The results indicate that engaging in work-study offers financial advantages and enhances practical skills. The finding revealed that a significant number of students reported working 2-3 hours per day. The finding contributes to a deeper understanding of the complexities of student life in work-study contexts. The study also provides the work-study coordinator with recommendations for developing improved services.

Keywords: *Balance, nexus, work-study, Valley View University*

Introduction

A work-study programme is a formalised system that is frequently included in a university's financial aid packages. The programme enables students to engage in part-time on-campus work throughout the semester(s). A university that introduced the work-study concept aimed to create a supportive atmosphere for students facing financial hardships.

The programme enables them to earn extra income while in school. As a result, they can focus on pursuing academic activities. Balancing work and study is a challenge many universities students face. Some students at Valley View University (VVU) often struggle to settle their financial obligations. Hence, the necessity to combine work and study to cover the expenses. As a private university, VVU has developed a policy on work-study programmes (VVU work-study policy, 2020). According to the policy, students must enrol in the current semester to qualify for work-study at VVU. Valley View University's work-study policy is to help students develop competencies, confidence, and workplace skills. The policy supports students' undergraduate education. It also fosters a positive connection between learning and work. The rise in living costs and tuition-based education has made it difficult for students to balance their work, personal, and school obligations (Kroupova *et al.*, 2021). However, research on balancing work and study among private university students, particularly at VVU in Ghana, is scarce. The study examines the impact of balancing work and study on students' academic performance at private universities in Ghana, with VVU as a case study.

Problem Statement

In recent years, the number of students attending private universities has increased significantly. Most of these students are involved in work-study programmes. This trend may be affected by factors such as financial necessity, career aspirations, and personal development. The introduction of work-study at VVU is one of the brilliant interventions initiated by VVU management to support students facing financial difficulties. However, balancing work and study can consume time and lead to physical and mental fatigue. These pressures reduce the time available for studying and ultimately affect academic performance, delayed graduation, and the quality of the educational experience. Elsewhere, McClellan *et al.* (2023), Taylor *et al.* (2020), Pitman *et al.* (2019), and Richardson *et al.* (2013) have conducted similar studies. In Africa, Kroupova *et al.* (2021), Onyema *et al.* (2020), and Ahmed (2019) also conducted related studies. Tetteh *et al.* (2019) and Mensah and Sarkodie (2016) did similar studies in Ghana.

However, none of these studies focused on VVU. To the best of the researchers' knowledge, no previous work has examined this topic at VVU in Ghana. The study aims to address gaps in the literature. It also explores how working and learning affect the academic outcomes of VVU students in the work-study programme.

Purpose of the Study

The study examined work-study at VVU, Oyibi Campus, Accra, Ghana. The results provide insights for the work-study programme coordinator and the

university as a whole. The results will support students in achieving a harmonious work-study balance while maintaining academic excellence.

Objectives of the Study

- i) To identify the effects of balancing work and study on students at VVU
- ii) To determine the number of hours students spend working while studying at VVU
- iii) To examine effective time management among student workers at VVU

Research Questions

- i) What are the effects of balancing work and study on students at VVU?
- ii) How many hours do students spend working while studying at VVU?
- iii) What is the level of effective time management among work-study students at VVU?

Literature Review

Theoretical Framework

This study is anchored in Role Strain Theory, as introduced by Goode (1960), which posits that individuals may face strain when the demands of two or more roles are either incompatible or excessively burdensome. As a result, individuals may experience stress, fatigue, or reduced performance. Role Strain Theory offers a relevant theoretical framework for analysing the challenges students face in reconciling work and academic life. This theory is particularly applicable to the VVU environment, where many students strive to balance academic responsibilities with work obligations. The competing demands of being a student and an employee can create time pressures, stress, and a decline in educational outcomes. By applying this theoretical framework, the study aims to examine how students manage these conflicting roles and what institutional strategies could potentially mitigate such strain.

Effects of Balancing Work and Study on Students

Students are increasingly balancing work and academic commitments due to rising tuition fees, living costs, and financial responsibilities. These factors can lead to conflicting priorities, negatively impacting academic achievements, personal health, and social interactions. Although employment provides financial support, it often creates conflicting demands that affect students' academic performance and well-being. Studies indicated that prolonged work hours diminish the time and energy allocated to learning activities, resulting in inferior academic performance.

Unger *et al.* (2020) posited that students who work over 10 hours per week exhibit a deterioration in academic performance. Pusztai *et al.* (2022) and Zhang *et al.* (2019) also found that students with excessive duties generally achieve lower grades, exhibit reduced persistence in their studies, and face a high risk of dropping out of school. The data suggest that heightened job intensity has an adverse effect on students' academic engagement and achievement. In addition to academic success, the balance between work and study influences students' ability to progress in their academic courses.

Kroupova *et al.* (2021) noted that students with rigorous work schedules frequently struggle to balance academic and work obligations, thereby compromising academic achievement. Chinyakata *et al.* (2019) observed that employed students are more prone to delays in degree completion due to stress, exhaustion, and challenges in meeting assignment deadlines. Beyond academic hurdles, the balance between work and study affects students' mental and physical well-being.

Awi *et al.* (2021) and Summer *et al.* (2023) demonstrated that excessive work obligations impede academic advancement and jeopardise students' well-being. Mitchell (2020) noted that the pressure to balance academic work and personal responsibilities often leads to stress and fatigue, potentially undermining academic performance.

Despite these challenges, some studies have asserted that balancing work and education can yield positive results when managed well. Caldwell (2017) reported advantages, including time management skills, work experience, financial independence, and enhanced academic performance. Di Paolo and Matano (2022) and Gril *et al.* (2018) opined that these advantages are contingent upon manageable work hours and appropriate institutional frameworks. When academic pressures surpass students' ability to cope, the detrimental impacts on their academic performance and health generally outweigh any benefits. The existing literature consistently demonstrates that balancing work-study and academic responsibilities yields diverse outcomes. The current study aims to ascertain the specific effects of the work-study nexus, thereby establishing a basis for examining how the balance between work and academic pursuits shapes students' performance within current contexts.

The Hours Students Spend Working While Studying

Studies on student employment highlight the significance of the hours, students dedicate to work throughout their studies. Excessive work hours are associated with negative academic results. Oettinger (2011) asserted that students who work more hours are more likely to perform poorly academically. The

implication is that extensive working hours lessen the time students allocate to learning activities. Data from Europe indicates significant disparities in students' working hours. In Western Europe, employed students often work 23-28 hours per week. Although those in Central and Eastern Europe frequently work beyond 30 hours per week during the academic term (Masevičiūtė, 2018). This data shows that many students allocate significant time to working alongside their studies. Numerous studies indicate that the effects of student employment are primarily contingent upon the number of hours worked. Brennan and Dempsey (2018) found that working 0-9 hours per week has adverse consequences for students' academic performance. Their study indicated further that extended working hours correlate with more significant academic difficulties.

Carnevale and Smith (2018) noted that students working over 15 hours per week typically obtain lower grade point averages, often at the C level or below, while those limiting their work hours to 15 or fewer are more likely to attain higher grades. This data underscores a threshold at which employment obligations substantially impede academic achievement. Despite the difficulties associated with extended work hours, moderate employment has been identified to yield benefits. The literature review demonstrates that the time students allocate to work during their academic pursuits is a significant determinant of their educational trajectory. Specifically, it indicates that work commitments are associated with a reduced likelihood of adverse academic outcomes. However, moderate work hours posed fewer academic risks than excessive work obligations. This evidence directly supports the current study by determining the number of hours students spend at work and how these hours affect their performance in this context. Participating in a limited number of hours of work may help students establish organised schedules and enhance time management, thereby alleviating academic stress. Richardson *et al.* (2013) posited that students are primarily motivated by economic considerations. The study found no significant difference in overall academic performance between employed and unemployed students. However, it indicated that the number of hours worked negatively affected the grades of employed students, with those working longer hours achieving lower GPAs than those working fewer hours.

The literature review demonstrates that the time students allocate to work during their academic pursuits is a significant determinant of their educational trajectory. Specifically, it indicates that work commitments are associated with a reduced likelihood of adverse academic outcomes. However, moderate work hours posed fewer academic risks than excessive work obligations. This evidence directly supports the current study by determining the number of

hours students spend at work and how these hours affect their performance in this context.

Effective Time Management Among Work-Study Students

Effective time management is a crucial skill that helps work-study students balance academic and work obligations without succumbing to undue stress or burnout. Time affects students' everyday schedules and acts as a criterion for prioritising or eliminating activities (Sainz & Ferrero, 2019). For students, balancing work with academic pursuits is crucial for managing many obligations and sustaining academic involvement (Sainz & Ferrero, 2019). Empirical evidence demonstrates the pivotal role of effective time management in the lives of working students. Effective time management promotes scholastic attainment and concurrently enhances learner well-being.

Mitchell (2020) observed that efficient time management, coupled with access to learning resources, is crucial for alleviating stress and improving academic achievement in students.

Working students stand to gain significantly from interventions aimed at improving time management skills (Trentepohl *et al.*, 2022). Conversely, poor time management is associated with detrimental academic results. Ahmed (2019) identified inadequate time management skills as a significant factor contributing to unsatisfactory academic performance. Effective time management mitigates prolonged academic progression and student attrition rates. The literature offers pertinent insights, as inadequate time management similarly impacts students' learning obligations. Ikhwan (2017) further noted that ineffective time management detracts students from academic performance, highlighting the necessity of organised time utilisation in higher education settings. Planning and organisation are effective strategies for students to improve their time management skills. Students can reduce stress and enhance performance by prioritising duties, setting achievable goals, and organising schedules that balance academic, work, and personal responsibilities.

Strategic time management techniques are essential for student workers. The study focuses on students balancing work and learning as well as time management, highlighting the value of planning, organising, and support for their studies.

Methodology

The study adopted a descriptive survey design. The methodology serves as the backbone of the research, specifying the design and strategies applied to achieve the research objectives. It facilitates a systematic, organised process for gathering, analysing, and interpreting data.

This study involved students who had applied for work-study and had registered for the 2024/2025 academic year. The total sample was 132 (see Table 1). No sampling method was employed because the entire population was small and could be studied conveniently within the designated timeframe. Thus, the researchers used the total number of students assigned to each department, unit, or office.

Questionnaires were used for data collection. Researchers sought approval from the work-study coordinator before commencing the research. Upon receiving the coordinator's approval, the researchers explained the study's purpose to the respondents before administering copies of the questionnaires. The researchers assured them of their confidentiality. The data collection process began in December 2024 and continued through April 2025 at VVU, Oyibi Campus. A total of 132 copies of the questionnaires were distributed, of which 122 (92%) were completed and valid for analysis.

The instrument was in three sections. Section “A” gathered demographic data of the respondents. Section “B” covered the effects of balancing work and study on students. Section “C” dwelled on the number of hours students spend working, and Section “D” collected data on effective time management among students. A four-point Likert scale (Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1) was used in the study.

Table 1:
Distribution of Students by Department /School/Faculty/Units

Departments/ Unit	Number
Janitorial	36
Radio/Media	3
Offices	20
Bakery	11
Water factory	7
Halls	4
Cafeteria/Canteens	4
Libraries (Walton Whaley & Harod Lee)	11
Laboratory	12
Security	10
Farms	8
Landscaping	6
Total	132

Source: Office of the Work-Study Coordinator, (2023/2024).

The collected data were coded and entered into IBM SPSS Statistics version 25 for analysis. Descriptive statistical methods, such as frequencies, percentages, and tabulations, were utilised to summarise the demographic

characteristics, work-study involvement, and time management habits of respondents. The results were presented in tables to enhance clarity and facilitate the interpretation of the findings related to the study objectives.

Results

Demographic information of respondents

The breakdown of respondents was composed as follows: age, gender, level, department, school, and faculty.

Table 2:
Demographic Information of the Respondents

Age	Frequency	Percentage (%)
16-20	46	37.7
21-25	62	50.8
26-30	10	8.2
31 & above	4	3.3
Total	122	100
Gender	Frequency	Percentage (%)
Female	55	36.4
Male	67	63.6
Total	122	100
Levels	Frequency	Percentage (%)
100	33	27.0
200	39	32.0
300	26	21.3
400	24	19.7
Total	122	100
Department /School/ Faculty	Frequency	Percentage (%)
Faculty of Arts & Social Science	36	29.5
School of Business	34	27.9
School of Education	27	22.1
Faculty of Science	25	20.5
Total	122	100

Source: Field Data, (2025).

The age distribution revealed that most respondents were youthful and energetic. The majority of the respondents were in the 21–25 age bracket, followed by those aged 16–20.

The implication is that the study captured undergraduate students who were more inclined to engage in a work-study programme. The minimal percentage of respondents aged 31 in the work-study programme. The male respondents represented a greater proportion than the female respondents. This gap may

imply that male students were more interested in the programme. Also, the findings may be attributable to the nature of available work or socio-economic obligations.

The survey encompassed students from all academic divisions of the university, representing various departments, faculties, and schools. Regarding academic levels, a higher proportion emerged from the levels 200 and 100. The results showed that work-study involvement is not confined to a specific level but encompasses students from their first year through to their final year. The Faculty of Arts and Social Sciences had the highest representation, followed closely by the Schools of Business and Education. This distribution showed that work-study participation is prevalent across all disciplines.

Research Question 1: *What are the effects of balancing work and study on students at VVU?*

Table 3:
Effects of Balancing Work and Studying

Statements	4	3	2	1	Total	Mean	SD
Balancing work and study negatively affected my performance	40 (32.8%)	47 (38.5%)	23 (18.9%)	12 (9.8%)	122	2.942623	0.956052
Students benefit from work study	25 (20.5%)	51 (41.8 %)	28 (22.9%)	18 (14.8 %)	122	2.934426	0.964377
Students experience stress due to work and study	41 (33.6 %)	40 (32.8%)	29 (23.8%)	12 (9.8 %)	122	2.901639	0.982574
Students face challenges while balancing work and study	30 (24.6%)	49 (40.2%)	20 (16.4%)	23 (18.8%)	122	2.721311	1.022574
Balancing work and study do not negatively affect my grades	31 (25.4%)	25 (20.5%)	45 (36.9%)	21 (17.2%)	122	2.680328	1.053507
The frequency of working declines my GPA	45 (36.9 %)	43 (35.2%)	15 (12.3 %)	19(15.6 %)	122	2.614754	1.058126
Students lack adequate time to sleep	32 (26.2 %)	34 (27.9%)	31 (25.4 %)	25 (20.5%)	122	2.598361	1.088329
Students feel overwhelmed by workload and study	34 (27.9 %)	32 (26.2 %)	31 (25.4 %)	25 (20.5 %)	122	2.540984	1.101815
Students struggle to balance work with personal life	29 (23.8%)	31 (25.4 %)	32 (26.2 %)	30 (24.6%)	122	2.516393	1.107701
There is pressure on how to maintain academic grades	29 (23.8 %)	30 (24.6%)	32 (26.2%)	31 (25.4 %)	122	2.508197	1.114773
Students feel mentally exhausted	31 (25.4 %)	30 (24.6 %)	32 (26.2 %)	29 (23.8 %)	122	2.483607	1.115137
Students experience anxiety about impending exams	32 (26.2%)	29 (23.8 %)	30 (24.6%)	31 (25.4 %)	122	2.467213	1.137243

Source: Field work, (2025). **Note:** Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1

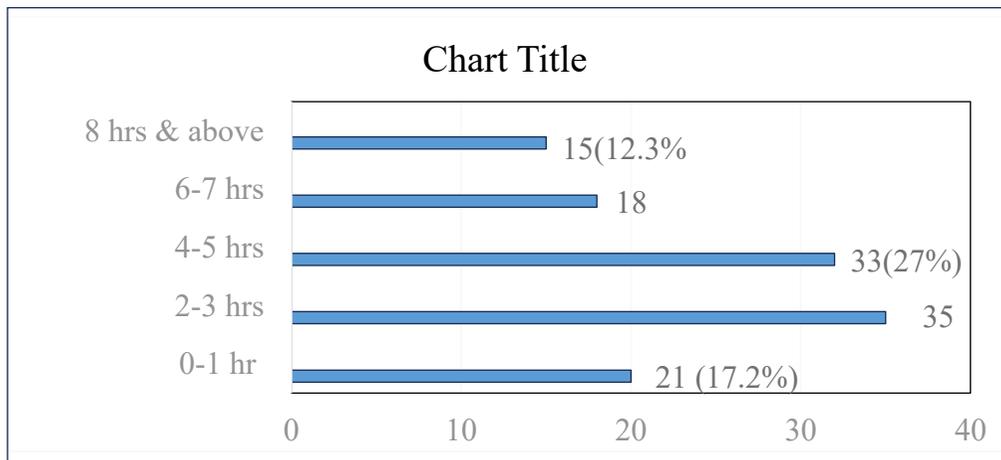
The analysis in Table 3 indicates that the balance between work and study had negatively impacted students' academic performance, with the highest mean values. The finding implies that balancing work with academic obligations imposes pressures on students.

The results revealed that students recognise certain advantages of engaging in the work-study programme. The findings also revealed that combining work and studies helped students acquire work experience, obtain time management skills, and meet financial needs. Conversely, the findings indicated adverse effects of work-study on students. Students expressed stress, feeling overwhelmed by their workload, unable to reconcile work with additional activities, and lacking sufficient time for sleep. The findings revealed that the simultaneous obligations of work and education impose psychological and physical stressors that may undermine students' well-being and academic concentration. Some students admitted that the balance of work and study does not adversely impact grades. On the other hand, some respondents suggest that a high work frequency leads to a decrease in GPA. This mixed reaction highlights that the effects of work-study vary depending on individual time management skills, workload intensity, and the type of work assigned to the students.

The findings are directly pertinent to the study's aim of ascertaining the impact of balancing work and study on students.

Research Question 2: *How many hours do students spend working while studying?*

Figure 1:
Number of Hours Students Spend Working



Source: Field Data, (2025).

The analysis of students' daily working hours indicates that a significant percentage of respondents work for a set amount of time each day according to their academic timetable. The findings showed that the majority of students work between 2 and 5 hours each day.

A few per cent worked for one hour or less, whereas a significant number of students dedicated six hours or more. This fluctuation indicates varying degrees of work intensity across students. The findings suggest a detrimental effect on academic performance and overall individual welfare. The findings demonstrate that the number of hours students allocate to work influences their academic activities. Although modest work hours are feasible, prolonged working hours can disrupt academic activities. Consequently, sustaining a balanced workload is crucial to prevent employment obligations from compromising students' educational goals and overall well-being. The findings successfully achieve the study's purpose of quantifying the hours students dedicate to work while pursuing their studies. The findings indicate that the majority of work-study students work moderate daily hours, whilst a smaller percentage work prolonged hour. The findings successfully achieve the study's objective of the hour's students dedicate to work while pursuing their studies.

Research Question 3: What is the Level of Effective Time Management Among Work-Study Students at VVU?

Table 4:
Time Management Among Work-Study Students

Statement	4	3	2	1	Total
I efficiently organise my work and academic timetable.	30 (24.6%)	42 (34.4 %)	35 (28.7.0%)	15 (12.3%)	122
Balancing work and studying is challenging	45 (36.9%)	20 (16.4 %)	35(28.7 %)	22 (18.0 %)	122
I struggle to meet deadlines due to work	25 (20.5%)	30 (24.6 %)	40 (32.8%)	27 (22.1%)	122
I have enough time for my studies	30 (24.6%)	25 (20.4%)	18 (14.8 %)	49 (40.2%)	122
Work disrupts my study time	35 (28.7.0%)	40 (32.8%)	30 (24.6%)	17 (13.9 %)	122
I use my time properly.	20 (16.4 %)	44 (36.1%)	26 (21.3%)	32 (26.2 %)	122
I manage work and studies well	26 (21.3%)	29 (23.8 %)	24 (19.7 %)	43 (35.2%)	122
Effective time management alleviates my stress.	23 (18. 9%)	32 (26.2%)	46 (37.7%)	21 (17.2 %)	122
Work study helps me to plan my time	24 (19.7%)	51(41.8%)	26 (21.3 %)	21 (17.2%)	122

Source: Field work, (2025).

Note: Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1

Table 4 indicates that 51 (41.8%) of the respondents agreed that work study helps them to plan their time, while 26 (21.3%) strongly disagreed. Of 122 respondents, 49 (40.2%) disagreed that they have enough time for studies; however, 30 (24.6%) strongly agreed that they have enough time for studies. Another 46(37.7%) strongly disagreed that effective time management alleviates stress, while 32 (26.2%) agreed with the statement. Moreover, 45 respondents (36.9%) strongly agreed that balancing work and studying is challenging, while 35 respondents (28.7%) disagreed. Forty-four respondents (36.1%) agreed that they use their time correctly, while 32 (26.2%) disagreed. The data shows that while some students manage work-study commitments effectively, many struggle with time management, deadlines, and academic balancing, highlighting the need for interventions.

Discussion

Effects of Balancing Work and Studying

The study's findings demonstrate that striking a balance between work and learning is crucial to students' academic performance. The study is grounded in the Role Strain Theory (Goode, 1960). The theory asserts that individuals experience strain when obligated to fulfil several roles with conflicting demands, such as time, energy, and attention.

In this study, students concurrently assume the roles of learners and workers. The frequency of these tasks leads to role overload and role conflict.

Caldwell (2017) reported positive results from work-study involvement, including increased time management and academic achievement. However, the current results suggest that these advantages may not occur when role demands exceed students' coping abilities. From a role strain perspective, the benefits of work-study are likely to manifest primarily when job demands are mild and align with academic schedules. As work hours extend and duties intensify, the stress of managing numerous positions may retard any possible benefits.

The results corroborate those of Jack *et al.* (2021), who found that the balance between work and academic responsibilities negatively impacts students' mental health. Role Strain Theory posits that conflicting demands lead to stress and burnout, which, in turn, undermine academic performance. The findings indicated that poor performance of work-study students stems from difficulties in blending study and work. The study recommends institutional policies and financial aid to needy students to enhance their academic performance and overall well-being.

The Hours Students Spend Working While Studying at University

The findings reveal that a significant percentage of students dedicate 2 to 3 hours daily to work, indicating that the majority of work-study students engage in moderately paced work during the academic term. This result contrasts with Oettinger's (2011) findings, which noted that students engage in more than 10 hours of work daily.

When work hours are minimal, conflicting role demands alleviate the intensity of role strain experienced by students. Brennan and Dempsey (2018) observed that prolonged working hours correlate with markedly worse academic outcomes.

Role Strain Theory elucidates this phenomenon by highlighting that when work hours increase, students face intensified role conflict. Excessive work demands hinder students' ability to meet academic goals efficiently. The data indicate that the number of hours students work significantly influences the degree of role strain encountered. Moderate work hours may enable students to combine work and academic duties, whereas prolonged working hours are more likely to hinder academic performance.

Time Management Among Working Students

The study indicates that most work-study students acknowledge that their time management skills improve through work-study programmes. The result aligns with previous research emphasising the importance of time management for students balancing multiple obligations (Sainz & Ferrero, 2019; Ikhwan, 2017). Students participating in work-study programmes improve their time management skills and frequently cultivate organisational abilities compared to their non-working peers (Trentepohl *et al.*, 2022). Nevertheless, they identified challenges in dedicating adequate time to academic pursuits, corroborating Mitchell (2020), who noted that the balance between work and study can negatively impact students' educational achievement. According to Role Strain Theory, students experience strain when the demands of work and study exceed their available time and energy. The results indicate that time management effectiveness is contingent on personal coping mechanisms, working hours, and the nature of the work assigned to students.

Conclusion

The study examined the work-study nexus between balancing work and study at VVU, Oyibi Campus, Accra. The findings indicate that although the work-study programme offers financial assistance and practical experience. However, it also poses significant problems concerning time management and academic achievement. The study also indicated that students experience stress while balancing work and learning.

The study was grounded in Role Strain Theory, which asserts that humans experience strain when they have several tasks with competing demands. In conclusion, excessive work demands while learning increase strain and jeopardise students' academic achievement. The study contributes to the existing body of literature on work-study programmes.

Recommendations

The study examined the work-study nexus at VVU, balancing work and study. The study employed Role Strain Theory, which explains that strain arises from competing work demands. The study recommended that the university administration and the work-study coordinator should collaborate and agree on uniform working hours for students who work. A written document should be developed and distributed to all departments and units at the beginning of each academic year. These guidelines should specify approved work schedules and oversight responsibilities. The regulations will help prevent academic overload on students and promote a more balanced relationship between work and study. The institution should implement time management workshops for work-study students to acquire the necessary skills. The university should offer counselling services to assist students. This initiative will help students handle stress issues that may arise from combining work and study. The university should regularly evaluate the academic performance of work-student students. There should be a more flexible approach to deadlines and working hours, particularly during examination periods. The university should provide financial support to needy students participating in the work-study programme.

Implementing these recommendations would benefit both the institution and the students.

Implications of the Study

This study's findings hold significant implications for theory, practice, and future research on work-study programmes in higher education. Without appropriate regulation, the combination of studies and work-study can lead to stress and, later, poor performance.

The work-study programme financially supports students and their skill development. Nevertheless, overall efficacy is frequently contingent on various factors, including the duration of working hours, effective time management strategies, and the intrinsic attributes of the individual learner. The study offers critical insights for policymakers and educational institutions in designing and implementing work-study programmes.

Limitations and Areas for Further Studies

Despite the benefits of this study, it also has specific drawbacks that warrant further investigation. The research was conducted at the Oyibi Campus of VVU, thereby constraining the generalisability of the results and introducing response bias. Thus, the findings may not represent the perspectives of all university students. Future research should utilise larger, more diverse samples, along with other methodological approaches, to improve the validity of the findings and further investigate students' perspectives and attitudes towards work-study programmes across universities.

Declaration

The authors declare that this manuscript has not been published in part or whole in any journal. There is no conflict of interest associated with this manuscript. The authors affirmed that the document contained no plagiarism.

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