



THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS

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ABSTRACT:

Balancing work and academic commitments can be a significant challenge for college students. This research explores the relationship between work-life balance and academic performance, aiming to understand how managing work hours impacts student success. The study utilizes a primary research survey targeting college students. The survey gathers data on student employment prevalence, the types of work undertaken, and the number of hours dedicated to work each week.

Furthermore, the research delves into the broader impact of work-life balance on student well-being. It explores how managing work alongside academic demands affects students' stress levels, sleep quality, and overall physical and mental well-being. The study also aims to identify strategies employed by students to achieve a healthy work-life balance. This includes understanding the coping mechanisms and time management techniques students utilize to navigate their work and academic commitments effectively.

By analyzing these aspects, the research seeks to provide valuable insights for college students, educational institutions, and policymakers. Students can benefit by learning strategies to maintain a healthy work-life balance that supports academic success and well-being. Educational institutions can utilize the findings to inform policies and support services that assist students in managing their time effectively. Additionally, policymakers can gain a broader understanding of the challenges faced by working college students, potentially informing policies around student employment.

Keywords: Work-Life Balance, Academic Performance, College Students, Time Management, Well-being, Employment, Student Success

Introduction :

The transition to college presents a demanding academic environment for students. They encounter increased course complexity, independent learning expectations, and a wider range of learning styles among peers. While academic success is a primary goal, many college students also face the challenge of balancing work commitments alongside their studies. This pursuit of work-life balance can be complex, requiring careful time management and potentially impacting academic performance.

Understanding the prevalence of work among college students is crucial. Statistics on the percentage of students who are employed and the average number of hours they dedicate to work each week provide a baseline for examining the impact of work on academic life. Additionally, identifying the types of work undertaken by college students offers valuable insights. Are students primarily employed in on-campus jobs, which may offer some flexibility around academic schedules, or do they hold off-campus jobs with potentially less academic schedule accommodation? Exploring the nature of student employment can shed light on the potential challenges students face in balancing work and academic demands.

Perhaps the most crucial objective of this research is to analyze the impact of work hours on academic performance. Does a positive correlation exist, where increased work hours lead to decreased academic performance (grades, GPA, test scores)? Or is there a more nuanced relationship, where factors such as work type, time management strategies, or individual differences in learning styles play a role? Investigating this relationship is central to understanding the complex interaction between work and academic success in college.

This research delves into these questions by utilizing a primary research survey targeting college students. The survey gathers data on student employment prevalence, the types of jobs held, and the number of hours dedicated to work each week. By analyzing this data, the research aims to provide a clearer picture of how work commitments impact college students' academic lives. This knowledge can be valuable for students themselves, informing strategies for achieving work-life balance, as well as for educational institutions and policymakers seeking to support student success.

Objective of the study

This research investigates the relationship between work-life balance and academic performance among college students. The primary objective is to understand how managing work commitments alongside academic responsibilities impacts students' success in their studies.

- Examine the prevalence of work commitments among college students
- Identify the types of work undertaken by college students

- Analyze the impact of work hours on academic performance

Literature review

Balancing work and academic commitments is a significant challenge faced by many college students (Henderson & Richardson, 2011). This literature review explores existing research on the prevalence of work among college students, the types of work undertaken, and the impact of work hours on academic performance.

Several studies have documented the prevalence of work commitments among college students. Research by Auerbach and Furstenberg (2001) examines how adolescents, including college students, divide their time between work, school, and other activities. Understanding these time management patterns provides a foundation for investigating the impact of work on academic life.

Time management strategies play a crucial role in student success (Carless, 2008; Xu, 2007). Effective time management allows students to juggle academic demands alongside work and other commitments. However, the nature of student employment can also influence the work-life balance equation. Hammer and Vaughan (2017) utilize a natural experiment approach to explore the impact of work on academic outcomes. Their research, along with studies by Jacobs and Davies (2000), sheds light on the complex relationship between work and academic performance.

While some research suggests a negative correlation between work hours and academic performance (Jacobs & Davies, 2000), the picture may not be so clear-cut. Factors such as the type of work undertaken (on-campus vs. off-campus jobs), individual learning styles (Light, 2004), and coping mechanisms employed by students (Mouw & Leak, 1998) can influence the impact of work on academic success. Further research is needed to explore these nuances and identify strategies to support students in achieving a healthy work-life balance that fosters academic achievement and well-being.

Research Methodology

Sample Size

This article has 190 valid filled responses.

SAMPLING AREA- GREATER NOIDA, UTTARPRADESH

DATA SOURCE

The research was carried out with the help of primary as well as secondary data.

- PRIMARY DATA- Structured questionnaires
- SECONDARY DATA- From various, journals.

Data Analysis and Interpretation

Table1: In the Survey Conducted by me and my team mates there are total 190 Respondents.

Particulars	No of Respondents	Percentage
Below 20 Year	33	17.3%
20 to 22 Year	88	46.4%
22 to 24 Year	57	30%
Above 24 Year	12	6.3%

Q1 Are you currently employed (have a paid job)?

Table 2: Currently have any paid job.

Particular	No of Respondents	Percentage
Yes	118	62.1%
No	72	37.9%

Data interpretation

The above data state that 62.2% students are currently employed.

Q2. If yes, how many hours per day do you typically work?

Table:3 how many hours you spend on working job

Particular	No of Respondents	Percentage
6-10 hours	163	85.8%
11-15 hours	27	14.2%
16-20 hours	0	0%

Data Interpretation

The above table indicate that 85.8% students spend their 6 to 10 hours in doing job

Q3 What type of work do you do?

Table4: Type of work you do.

Particular	No of Respondents	Percentage
On-campus job	8	4.2%
Off-campus job	67	35.3%
Internship	52	27.4%
Freelancing	63	33.1%

Data interpretation

The above table state that students do off-campus & freelancing job.

Q4. During a typical week, how many hours do you dedicate to studying outside of class time?

Table:5 how many hours do you dedicate to studying

Particular	No of Respondents	Percentage
3-5 hours	72	37.9%
6-8 hours	51	26.8%
9-11 hours	47	24.7%
12+ hours	20	10.6%

Data Interpretation

The above table indicate that students dedicate their 3-5 hours' time in studying outside of class time.

Q5. How often do you experience difficulty balancing your work commitments with your studies?

Table:6 experience difficulty balancing your work commitments with your studies

Particular	No of Respondents	Percentage
Rarely	33	17.4%
Sometimes	41	21.5%
Often	47	24.8%
Always	69	36.3%

Data Interpretation

The above table indicate that students always face challenge in experience difficulty balancing your work commitments with your studies

Q6. How would you rate the impact of your work on your academic performance?

Table:7 impact of work on studies

Particular	No of Respondents	Percentage
Very positive	12	6.3%
Somewhat positive	38	20%
Neutral	89	46.9%
Somewhat negative	51	26.8%

Data Interpretation

The above table state that students are neutral means somehow, they are managing their study with their work

Q7. Please select any of the following challenges you face in managing your work-life balance

Table:8 biggest challenges you face in managing work life balance

Particular	No of Respondents	Percentage
Difficulty scheduling work hours around classes	43	22.7%
Feeling tired or stressed due to work commitments	62	32.6%
Difficulty finding time to study due to work	47	24.7%
Feeling pressure to perform well in both work and studies	38	20%

Data interpretation

The above table indicate that the biggest challenges they face in managing work life balance is Feeling tired or stressed due to work commitments & Difficulty finding time to study due to work

Findings

This research investigated the relationship between work-life balance and academic performance among college students. A primary research survey was conducted to gather data on student employment prevalence, work types, work hours, and the perceived impact on academic performance.

Work Prevalence and Characteristics:

- **Employment Rate:** The survey found that **62.2%** of respondents are currently employed.
- **Work Hours:** **85.8%** of employed students work **6 to 10 hours** per day.
- **Job Types:** The primary work types identified were **off-campus jobs (majority)** and **freelancing**.

Impact on Academic Performance:

- **Study Time:** Students reported dedicating **3-5 hours** to studying outside of class time on average.
- **Balancing Difficulty:** A significant portion (percentage to be specified based on your data) of students indicated experiencing difficulty balancing work and studies **always**.
- **Perceived Impact:** The majority of students rated the impact of work on their academic performance as **neutral**, suggesting they manage both aspects to some degree.

Challenges Faced:

- **Stress and Fatigue:** Feeling tired or stressed due to work commitments emerged as the biggest challenge for students.
- **Limited Study Time:** Difficulty finding sufficient time to study due to work commitments was another major challenge reported.

These findings highlight the prevalence of work commitments among college students and the challenges they face in achieving work-life balance. While a significant portion of students work long hours (6-10 hours daily), the perceived impact on academic performance appears neutral, suggesting potential coping mechanisms or individual differences at play. However, the consistent difficulty reported in balancing work and studies alongside limited dedicated study time raises concerns about student well-being and potential long-term academic success.

Limitations of the Research

This research acknowledges several limitations that are important to consider when interpreting the findings:

- **Sample Size:** The study utilized a relatively small sample of participants. While the data offers valuable insights, it may not be generalizable to the entire college student population. Future research with a larger and more diverse sample size could strengthen the generalizability of the conclusions drawn from this study.
- **Sampling Method:** Convenience sampling methods were used to recruit participants. This approach can introduce bias as it may not capture a representative sample of college students. Future research could benefit from employing more rigorous sampling techniques, such as random sampling or stratified sampling, to ensure a more accurate representation of the target population.
- **Self-Reported Data:** The study relied on self-reported data, which is inherently susceptible to biases. Participants may unintentionally or intentionally misrepresent their social media usage, self-esteem, or body image. Future research designs could explore incorporating objective measures alongside self-reported data to provide a more comprehensive understanding.
- **Confounding Variables:** Several factors beyond social media usage can influence self-esteem and body image. This study design did not account for all potential confounding variables, such as family dynamics, social circles, or personal experiences. Future research could utilize more controlled settings or employ statistical techniques to better isolate the specific impact of social media on these outcomes.
- **Resource Constraints:** Limited resources may have influenced the scope of the study. Future research with greater resources could delve deeper into the topic. For instance, researchers could explore the differential impact of specific social media content types

Conclusion

This research investigated the relationship between work-life balance and academic performance among college students. By analyzing data from a primary research survey, the study aimed to understand the prevalence of work commitments, the types of work undertaken, and how work hours impact academic performance.

The findings reveal that a significant portion (62.2%) of college students are employed, primarily working off-campus jobs or in freelance roles. Many students dedicate substantial hours to work, with a majority working between 6 to 10 hours daily. While the perceived impact of work on academic performance appeared neutral for some students, a significant portion reported consistent difficulty in balancing work and studies. Feeling tired or stressed due to work commitments and limited dedicated study time emerged as the biggest challenges faced by students.

These findings suggest a complex relationship between work and academic performance. While some students may manage work effectively without a negative impact on their studies, others face considerable challenges in achieving work-life balance. The reported difficulties in balancing work and studies, coupled with limited dedicated study time, raise concerns about potential long-term academic success and student well-being.

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