



BALANCING WORK AND HIGHER EDUCATION: ANALYZING THE ACADEMIC AND PROFESSIONAL EXPERIENCES OF PART-TIME STUDENTS-A CASE STUDY OF THE UNIVERSITY OF LORALAI

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Abstract

This study explores how university students balance academic responsibilities with part-time work, focusing on their strategies, challenges, and institutional support. Drawing on qualitative interviews with students from the University of Loralai, the findings reveal that time management is primarily achieved through timetables, prioritization of academics during exams, and sequential scheduling of study and work. Despite these efforts, students face significant challenges including overlapping deadlines, transport shortages, mental stress, fatigue, and health impacts. These pressures often compromise academic performance and highlight the instability of how students manage stress. Universities provide essential support such as buses, medical facilities, libraries, scholarships, and teacher guidance, yet students consistently call for improvements. Suggested reforms include expanding transport services, flexible deadlines, ensuring fair scholarship distribution, and improving hostel facilities. Generally, the study emphasizes the need for practical, student-driven policies to ease the burden of balancing study and work, thereby enhancing academic success and well-being.

Keywords: *Academic Performance, Mental Stress and Fatigue, Part-Time Employment, Scholarships and Resources, Student Coping Strategies, Study-Work Balance, Time Management, University Support Services*

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1. Introduction

Higher education has increasingly become intertwined with the demands of professional life, as many students pursue academic qualifications while simultaneously engaging in employment. This dual commitment is particularly evident among part-time students, who must navigate the challenges of balancing coursework, career responsibilities, and personal well-being. Globally, research highlights that part-time enrollment offers opportunities for skill development and financial independence, yet it also introduces complexities such as role conflict, time constraints, and stress management. In Pakistan, the phenomenon of part-time study remains underexplored, especially within regional universities where socio-economic conditions shape students' educational trajectories. The University of Loralai, situated in Loralai, Balochistan, provides a unique context for examining how students reconcile academic and professional obligations. Many of its part-time students are employed in local institutions, businesses, or government offices, making their experiences a valuable lens through which to understand the intersection of higher education and work in a developing region.

This case study investigates the strategies employed by part-time students at the University of Loralai to balance work and study, the effects of part-time enrollment on their academic performance, career progression, and whole well-being, and the role of institutional policies and workplace support in shaping these experiences. By situating the inquiry within the broader discourse on work-study balance, the study aims to contribute to both scholarly understanding and practical policy development, offering insights that may inform student support services and higher education reforms in Pakistan.

1.1. Background of the Study

The pursuit of higher education has traditionally been associated with full-time enrollment, where students dedicate most of their time to academic learning. However, changing socio-economic realities have led to a growing number of students who combine education with employment. This trend is particularly visible in developing countries, where financial constraints, family responsibilities, and the need for professional experience compel students to adopt part-time study arrangements. Globally, research on part-time students highlights both opportunities and challenges. On one hand, part-time enrollment allows students to finance their education, gain practical skills, and strengthen career prospects. On the other hand, it often creates role conflict, time management difficulties, and stress, which can negatively affect academic performance and personal well-being. Universities worldwide have responded with flexible policies, support services, and workplace collaborations to ease the burden on part-time learners.

In Pakistan, the phenomenon of part-time study remains underexplored, especially in regional universities where socio-economic conditions and limited institutional resources shape student experiences. The University of Loralai, located in Balochistan,

provides a unique case for examining this dynamic. Many of its students are employed in local government offices, educational institutions, and private businesses, making their experiences a critical lens for understanding how higher education intersects with professional life in a developing region. The background of this study is rooted in the need to understand how part-time students at the University of Loralai balance their dual responsibilities, what impacts this balance has on their academic and professional trajectories, and how institutional and workplace support systems influence their success. By situating the research within both global and local contexts, the study seeks to contribute to the broader discourse on work-study balance while offering practical insights for policy development and student support in Pakistan.

1.2. Problem Statement

Many students today study while working, which gives them financial support and career experience but also creates stress and challenges in managing both roles. At the University of Loralai, many students choose part-time enrollment because of financial and social pressures. Yet, little research exists on how these students balance work and study, how it affects their academics, careers, and well-being, and what role university policies or workplace support play. This lack of study in Balochistan leaves an important gap in understanding the real experiences of part-time students.

1.3. Significance of the Study

This study is significant because it highlights the unique challenges and opportunities faced by part-time students at the University of Loralai, offering insights into how they balance academic responsibilities with employment. By examining the effects of part-time enrollment on academic performance, career development, and well-being, the research contributes to a deeper understanding of student experiences in a regional context. The findings can guide universities in designing supportive policies and services, while also informing workplaces on how to better accommodate employees pursuing higher education. Ultimately, the study adds to the broader discourse on work-study balance and provides practical recommendations for improving student success in Pakistan.

1.4. Research Questions

1. How do part-time students at University of Loralai balance work and study?
2. What effects does part-time enrollment have on academics, careers, and well-being?
3. How do university policies and workplace support shape part-time students' experiences?

1.5. Limitations of the Study

This study offers important insights into the experiences of part-time students at the University of Loralai, but its scope is limited to a single institution, which may not

reflect the realities of students elsewhere. The relatively small and department-specific sample size restricts generalizability, while reliance on self-reported interviews introduces potential bias. Findings are also bound by time constraints, capturing only one academic year, and may not reveal long-term impacts. In addition, differences in workplace and departmental policies could not be fully controlled, and limited institutional resources at a regional university reduced the depth of analysis compared to larger, better-equipped institutions.

1.6. Literature Review

The phenomenon of university students engaging in part-time or full-time employment while simultaneously pursuing academic degrees has been the subject of increasing scholarly attention in the last several years. This shift reflects broader social, economic, and educational transformations in both developed and developing contexts. As higher education expands and becomes increasingly diversified, students' pathways into and through university are no longer linear or uniform. Instead, many students construct hybrid identities that merge academic commitments with ongoing professional responsibilities (Carney, McNeish, & McColl, 2021). This literature review surveys empirical research, theoretical debates, and conceptual frameworks relating to the academic, professional, and psychosocial experiences of students who work while studying, with a particular focus on contexts relevant to Pakistan and South Asia.

Existing studies demonstrate that the experiences of working students are shaped by multiple variables, including financial necessity, job relevance, working hours, socioeconomic background, and institutional support. However, these findings remain fragmented, inconsistent, and sometimes contradictory across global contexts. The following sections synthesize the literature into thematic areas aligned with the study's objectives: (1) academic effects of part-time employment, (2) professional development outcomes, (3) challenges and work–study conflict, (4) moderating factors such as job relevance and working hours, (5) wellbeing and psychosocial impacts, and (6) research conducted specifically in Pakistan and comparable developing contexts. The chapter concludes with identified gaps in the existing literature and justification for the present study.

1.7. Conceptual Background: Students Balancing Work and Study

The growing involvement of students in employment alongside higher education reflects broader socio-economic transformations. Rising education costs and the normalization of paid work among youth have made employment an integral part of the student experience (Bastarache & Viau-Guay, 2020). Theoretical models provide contrasting perspectives: Tinto's Student Integration Framework emphasizes that academic success requires both academic and social engagement, which may be disrupted by external commitments such as employment (Tinto, 2016). Conversely, Human Capital

Theory suggests that work experience enhances employability and skill accumulation, making employment a complementary aspect of professional development (Becker, 1993). Scholars increasingly argue that students today occupy dual identities, academic learners and emerging professionals, which shape their motivations, experiences, and outcomes (Richardson, Evans, & Gbadamosi, 2019).

1.8. Prevalence of Working Students in Higher Education

Employment among university students has become a global norm. In the UK, over 70% of undergraduates engage in paid work during term time (Carney, McNeish, & McColl, 2021), while in the United States nearly 80% of undergraduates work at least part-time (National Center for Education Statistics, 2020). Similar patterns are observed in Australia, Canada, and Europe. In Pakistan, although systematic national data are limited, studies reveal a significant rise in student employment. Ali and Khan (2019) found that nearly half of students in public universities reported part-time or full-time jobs, while Saddique (2023) highlighted economic pressures, lack of financial aid, and family obligations as key drivers.

1.9. Academic Impact of Part-Time Employment

1.9.1. Negative Outcomes

Long working hours are frequently linked to reduce academic engagement, lower grades, absenteeism, and delayed graduation (Trigwell, 2022). Full-time employment has particularly detrimental effects on GPA, as students struggle to meet academic deadlines (Kalenkoski & Pabilonia, 2017). In Pakistan, students working more than 25 hours per week reported difficulties attending classes and preparing for exams, often experiencing exhaustion that undermined concentration (Ali & Khan, 2019).

1.9.2. Neutral or Mixed Outcomes

Moderate employment does not necessarily harm academic performance. Callender (2008) found that working fewer than 15 hours per week produced no significant negative effect. Saddique (2023) similarly observed that Pakistani students often maintained GPAs above 2.6, with some reporting improved discipline due to structured routines.

1.9.3. Positive Contributions

Employment aligned with academic fields can enhance learning. Discipline-relevant jobs foster deeper engagement, improved practical understanding, and greater motivation (Moreau & Leathwood, 2006; Richardson et al., 2019).

1.10. Professional Development Benefits

Employment provides valuable professional outcomes. Part-time work enhances soft skills such as communication, teamwork, and adaptability (Brooks & Youngson, 2016), while workplace tasks cultivate time management and problem-solving abilities (Bastarache & Viau-Guay, 2020). Field-related jobs strengthen career identity and clarify

professional trajectories (Thomsen, 2019). Employers increasingly value graduates with proven work experience, making student employment a competitive advantage in Pakistan's job market (Carney et al., 2021; Saddique, 2023).

1.11. Challenges and Work–Study Conflict

Working students face significant challenges. Time management difficulties are common, with job schedules clashing with academic timetables (Trigwell, 2022). Stress and fatigue are also prevalent, particularly among Pakistani students who juggle family responsibilities (Ali & Khan, 2019). Employment often limits campus engagement, reducing participation in extracurricular activities and weakening social integration (Moreau & Leathwood, 2006). Work-study conflict is especially pronounced in irregular or shift-based jobs (Ng, Choo, & Kumar, 2019).

1.12. Moderating Factors

Outcomes depend on several moderating factors. Hours worked per week strongly predict academic performance, with negative effects emerging beyond 20–25 hours (Kalenkoski & Pabilonia, 2017). Job relevance to the field of study often produces positive outcomes (Brooks & Youngson, 2016), while unrelated jobs increase stress. Student motivation and time-management skills also influence coping capacity (Richardson et al., 2019). Institutional support systems, such as flexible scheduling and counseling, significantly improve experiences (Carney et al., 2021).

1.13. Wellbeing and Psychosocial Impacts

Employment affects mental health and wellbeing. Heavy workloads and insufficient rest contribute to stress, anxiety, and burnout (Trigwell, 2022). Pakistani students often report emotional strain from juggling multiple responsibilities (Ali & Khan, 2019). However, supportive work environments can foster confidence, independence, and maturity (Bastarache & Viau-Guay, 2020).

1.14. In South Asian Context

Research in Pakistan and South Asia reveals distinct pressures compared to Western contexts. Financial necessity, limited scholarships, and family obligations drive high rates of student employment (Ali & Khan, 2019; Saddique, 2023). Many students work in informal or irregular jobs, intensifying stress and schedule conflicts. Yet, employment also cultivates maturity, responsibility, and professional readiness. Similar trends are observed in India, Bangladesh, and Sri Lanka, where low-income students frequently juggle work and study out of necessity (Sharma & Singh, 2021).

2. Gap in the Literature

Most research on student employment comes from Western countries and shows mixed results based on working hours, job type, and university support. In Pakistan, studies show that financial pressures and family responsibilities push students to work, but these studies look at general trends rather than specific universities. Very little is known

about how regional institutions like the University of Loralai affect part-time students' experiences or how workplace support impacts their well-being. This creates a need for focused research to understand how these students manage both work and study, and to guide policies that can better support their success.

2.1. Main Argument

This study argues that part-time students at the University of Loralai face unique challenges in balancing work and academics, and that understanding their experiences, along with the role of university policies and workplace support, is essential for improving student success in Pakistan.

2.2. Theoretical Framework and Research Methodology

2.2.1. Student Integration Theory

The researcher has applied Tinto's Student Integration Theory, Vincent Tinto, a distinguished education theorist and professor at Syracuse University, is best known for his "*Student Integration Theory*" developed in his seminal work *Leaving College* (1993). Drawing on Durkheim's (French Sociologist) ideas of social integration, Tinto argued that student success depends on both academic involvement and social belonging within the university. His framework has become a cornerstone in higher education research, widely applied to explain student retention, dropout, and persistence. In simple terms, Tinto showed that students are more likely to succeed when they feel connected academically and socially, a perspective highly relevant to understanding the challenges faced by part-time students balancing work and study.

2.2.2. Main Assumptions of Tinto's Theory

- Students succeed when they feel connected both academically (through classes, grades, and learning) and socially (through friendships, activities, and belonging to the university community).
- If students feel isolated academically or socially, they are more likely to withdraw or perform poorly.
- Work, family, or financial pressures may reduce the time and energy students can devote to study and campus life, weakening their integration.
- Universities must provide supportive policies, flexible structures, and opportunities for engagement to help students balance responsibilities and stay connected.
- Success is more likely when students' goals, values, and needs align with what the university offers academically and socially.

Tinto's Student Integration Theory is widely used to explain student success, but it is often criticized for focusing on Western, full-time students and overlooking external pressures like jobs and family responsibilities. Despite this, it remains relevant for

studying part-time students at the University of Loralai, as it highlights how work can disrupt academic and social connections, while also pointing to the need for stronger institutional support in Pakistan.

3. Research Methodology

A research study must have a clear plan or method that explains how the data is collected, analyzed, and presented. This plan is called research methodology. It provides structure and discipline to the research process. Without a proper methodology, the research can become vague, biased, or incomplete. In this study the researcher has applied method of semi-structured interviews which explains “Balancing Work and Higher Education: Analyzing the Academic and Professional Experiences of Part-Time Students-A Case Study of the University of Loralai. Furthermore, the methodology covers the research design, population and sample, data collection methods, data analysis, ethical considerations, and limitations.

3.1. Research Design

The research design is an implicit or explicit strategy chosen to integrate different components of the study. It ensures that the research problem is addressed logically and effectively. For this research, the research has used qualitative method. The qualitative part included interviews with the students of University of Loralai who are working part time in detail. This combination allowed the researcher to not only measure participation but also understand the deeper reasons behind it.

3.2. Nature of the Study

This research is exploratory and descriptively in nature. It explores and describes the current state of Balancing Work and Higher Education: Analyzing the Academic and Professional Experiences of Part-Time Students-A Case Study of the University of Loralai, the study provides a clearer and more balanced understanding of the issue.

3.3. Population of the Study

The population in research means the entire group of people relevant to the study. For this research, the population included all the students who are part-time working and studying in the University of Loralai. Out of these, a smaller portion was selected as the sample for practical reasons.

3.4. Sampling Technique

In this research, the researcher has used Purposive (judgmental) sampling to choose participants who are both studying and working, because the objective is to better understand the phenomenon within its unique cultural and social context rather than extrapolating results to the entire population, this non-random sampling technique is justified.

3.5. Semi structure Interviews

Semi-structured interviews with chosen participants from various backgrounds within the University has been carried out in order to gather primary data. This approach gives participants the freedom to freely and thoroughly express their opinions while providing flexibility to explore important themes. Investigating delicate and culturally embedded topics, like tribal ties and the impact of religion on political behavior, is a good fit for semi-structured interviews. They make it possible to ask insightful questions that can reveal the underlying meanings and motives of political participation. Semi-structured interviews were conducted with 20 key informants in the University of Loralai who were doing side business or part time job.

4. Data Analysis/Results

Once the data was collected, it was transcribed using Cockatoo Transcriber, a software that efficiently converts audio recordings into written text. The transcribed material was then systematically coded, allowing for the identification of recurring patterns and the development of key themes. These themes were subsequently organized and articulated into coherent paragraphs, providing structured responses to the research questions and ensuring that the findings were presented with clarity and depth.

4.1. Balancing Work and Study at University of Loralai

Students employ a variety of strategies to manage their time between study and work, and one of the most common approaches is the use of timetables and schedules. Several students, such as Azizullah, Abbas Alim, and Wadhi Khan, emphasized the importance of creating weekly or daily plans to allocate specific hours for academic tasks and work responsibilities. By structuring their day in advance, they are able to maintain discipline and ensure that neither side of their commitments is neglected. This method allows them to keep track of deadlines, avoid last-minute stress, and balance the competing demands of lectures, assignments, and part-time jobs. For many, the timetable serves as a roadmap that provides clarity and reduces the mental burden of juggling multiple responsibilities (Ullah, Alim, & Khan, 2025).

Another significant strategy is prioritization, particularly during periods of academic pressure. Students like Asmatullah, Muhammad Iqbal, and Ishaq Khan explained that when exams or assignments are due, they consciously give preference to their studies over work. This often means postponing or reducing work hours to ensure academic success. The rationale behind this choice is clear: while work provides immediate financial support, education is viewed as the foundation for long-term career growth. By prioritizing academics during critical times, students safeguard their future prospects, even if it requires short-term sacrifices in income or work commitments (Ullah, Iqbal, & Khan, 2025).

Sequential management is another approach adopted by students, where they divide their day into distinct segments for study and work. For instance, Ibrahim and Ishaq

Khan described how they attend university in the morning and then shift to their jobs in the afternoon or evening. This sequential arrangement helps them avoid direct clashes between academic and work responsibilities. Although this method requires stamina and discipline, it provides a practical way to fulfill both obligations without compromising one for the other. It also reflects the students' adaptability in structuring their daily routines around institutional schedules and personal needs (Ibrahim & Khan, 2005).

Flexibility from employers plays a crucial role in helping students maintain this balance. Wadhi Khan highlighted how his employer allows him to adjust work hours when necessary, which provides relief during exam periods or when academic deadlines overlap with job responsibilities. Such flexibility is vital because rigid work schedules can exacerbate stress and negatively impact academic performance. Supportive employers who understand the dual commitments of students contribute significantly to their ability to sustain both education and employment (Khan W. , 2025).

Finally, students also rely on adaptive strategies that involve seeking support from peers, teachers, and even online resources. Azizullah, for example, mentioned how he collaborates with classmates and seeks guidance from teachers to manage deadlines effectively. Peer networks provide shared knowledge and emotional support, while teachers often extend deadlines or offer academic assistance. Online resources, such as digital notes or recorded lectures, further help students catch up when time constraints prevent them from attending classes regularly. These adaptive strategies demonstrate the resilience and creativity of students in finding ways to cope with the challenges of balancing study and work (Ullah Z., 2025). In essence, students manage their time through structured planning, prioritization of academics, sequential division of tasks, reliance on employer flexibility, and adaptive support systems. The key insight is that while timetables and discipline form the backbone of their strategies, external flexibility from employers and universities is equally crucial to sustaining this delicate balance.

4.2. Impact of Part-Time Enrollment on Academics, Careers, and Well-Being

Students face a wide range of challenges when attempting to balance their academic responsibilities with part-time work, and these difficulties often intersect across logistical, psychological, and structural dimensions. One of the most pressing issues is time pressure, as overlapping deadlines for assignments, exams, and work tasks create constant tension. Students such as Abbas Alim and Wadhi Khan explained that insufficient time forces them to make difficult choices about which responsibility to prioritize. This lack of time management flexibility often results in incomplete tasks, rushed academic work, or compromised job performance. The recurring nature of these overlapping deadlines means that students live in a cycle of stress, where one responsibility is always at risk of being neglected (Alim & Khan, 2025).

Another significant challenge is transportation problems, which directly affect students' ability to attend classes and maintain punctuality. Ibrahim and Ishaq Khan highlighted that the delays in transport often lead to missed lectures and increased stress. For students who rely on public or university-provided transport, even minor disruptions can cascade into larger academic setbacks. The lack of adequate transport facilities not only wastes valuable time but also adds to the physical and mental strain of balancing work and study (Ibrahim & Khan).

The issue of mental stress and fatigue emerges as a recurring theme across the interviews. Students like Ibrahim, Ishaq Khan, and Azizullah described how juggling multiple responsibilities leads to mental pressure, exhaustion, and a sense of being overwhelmed. The constant switching between academic and work tasks creates cognitive overload, leaving little room for rest or recovery. This fatigue undermines concentration, reduces productivity, and can even lead to burnout. The psychological toll of this balancing act is often as severe as the logistical challenges, with students reporting disturbed mental balance and difficulty maintaining focus (Khan & Ullah).

Closely tied to these pressures are academic performance risks. Many students expressed concern that prioritizing work over education could damage their long-term prospects. Ibrahim and Muhammad Iqbal, for instance, feared that neglecting studies would ruin their future, while ignoring work could destabilize their families financially. This dilemma places students in a constant state of conflict, where neither choice feels sustainable. The risk of compromised academic performance is particularly acute during exam periods, when students must choose between immediate financial needs and long-term educational goals.

The strain of balancing responsibilities also manifests in health impacts, with stress, tiredness, and disturbed mental balance being common outcomes. Ishaq Khan and Abbas Alim noted that the dual burden of work and study leads to physical exhaustion and mental fatigue. The lack of rest and constant pressure can weaken students' overall well-being, making them more vulnerable to illness and reducing their capacity to perform effectively in both domains. Health challenges are not just individual concerns but also affect students' ability to contribute meaningfully to their academic and professional environments (Khan & Alim, 2025).

Lastly, some students pointed to structural challenges within the university system itself, such as limited department options. Asmatullah highlighted the absence of certain fields like physics and criminology, which forces students to either compromise on their academic interests or seek education elsewhere at additional financial cost. This lack of institutional diversity restricts students' choices and adds another layer of difficulty to their already complex balancing act.

The challenges students face in balancing academic and work responsibilities are multifaceted. They include time pressure, unreliable transport, and mental stress, risks to academic performance, health impacts, and structural limitations within universities. These challenges are not isolated but interconnected, creating a cycle of strain that directly affects students' education, career growth, and overall well-being. The key insight is that both logistical and psychological barriers must be addressed simultaneously, as they collectively shape the student experience and determine the sustainability of combining study with work.

4.3. University Policies and Workplace Support in Shaping Student Experiences

Universities play a crucial role in supporting students who are balancing the dual responsibilities of academic study and part-time work. From the interviews, it is evident that institutions such as the University of Loralai provide a range of current support systems that help students manage these pressures. Transport facilities, particularly buses, are frequently mentioned as one of the most valuable forms of assistance. Students like Ibrahim, Ishaq Khan, and Gowar Khan emphasized that buses allow them to commute reliably between home, university, and workplaces. Without such services, many students would struggle to attend classes consistently, especially in areas where public transport is limited. In addition to transport, medical facilities are another important support mechanism. Students noted that universities provide hospitals, doctors, and treatment services, which are essential for maintaining health amidst the stress of juggling multiple responsibilities. For example, Abbas Alim and Nusrat Rajan highlighted the availability of medical care as a reassuring factor, ensuring that students can access treatment when needed without additional financial or logistical burdens (Khan, Nasrat, & Abbas, 2025).

Academic help from teachers also stands out as a significant form of support. Teachers assist students with assignments, quizzes, and research guidance, often offering flexibility when deadlines clash with work commitments. Ibrahim, Ishaq Khan, and Gowar Khan all mentioned that teachers provide valuable academic mentoring, which not only helps students meet requirements but also reduces the stress associated with balancing work and study. This support is particularly important for students who may otherwise fall behind due to time constraints. Beyond academics, universities also provide access to libraries, sports, and extracurricular activities, which enrich the student experience. Gowar Khan and Ishaq Khan noted that these facilities allow students to engage in holistic development, balancing intellectual growth with recreational opportunities. Such activities help relieve stress and foster a sense of community, which is vital for students managing heavy workloads (Gohar, Khan, & Ibrahim, 2025).

Finally, scholarships and resources such as laptops and technical and short courses are offered to students, as highlighted by Nusrat Jan. These resources reduce financial strain and provide students with the tools necessary to succeed academically. Scholarships,

in particular, are critical for students who must balance financial needs with educational aspirations (Jan, N., 2025). Despite these supports, students consistently suggest improvements to better meet their needs. The most common recommendation is the provision of more buses, as transport remains a recurring challenge. Ishaq Khan and Abbas Alim emphasized that increasing the number of buses would reduce delays and ensure more reliable access to classes. Similarly, students advocate for online classes and quizzes, which would ease time management for those working part-time. Gowar Khan and Nusrat Jan explained that online options would allow students to study flexibly without sacrificing work commitments (Khan & Alim, 2025).

Students at the University of Loralai emphasize the need for reforms to ease the challenges of balancing study and work, highlighting flexible deadlines for assignments and quizzes to reduce stress, expanded academic departments to prevent students from leaving for preferred fields, increase scholarship distribution to ensure equitable financial support, and improved hostel facilities to enhance living conditions and focus on learning. While universities already provide essential services such as buses, medical care, libraries, and teacher guidance, students consistently call for expanded transport services, flexible scheduling, online learning options, and increase resource allocation. Despite managing their responsibilities through timetables, prioritization, and sequential scheduling, they continue to struggle with overlapping deadlines, transport difficulties, and mental fatigue. Stronger institutional support, through more buses, diverse programs, flexible deadlines, equitable scholarships, and better hostels, would significantly improve their ability to succeed academically while maintaining employment responsibilities.

Students at the University of Loralai and similar institutions balance study and work through timetables, prioritization, and flexible scheduling, often dividing their day between classes and jobs while relying on peer support, teacher guidance, and online resources. Despite these strategies, they struggle with overlapping deadlines, transport issues, stress, and fatigue, which affect academic performance and well-being. Universities provide buses, medical care, libraries, scholarships, and teacher assistance, yet students consistently call for more transport, flexible deadlines, online classes, fairer scholarships, expanded departments, and improved hostel facilities. Strengthening these supports would ease pressures and enable part-time working students to succeed academically while meeting financial responsibilities.

Theme	Findings from Students	Implications
Time Management	-Use of timetables and weekly schedules -Sequential division of day:	Students show resilience and discipline, but strategies are fragile and

	university in morning, work in afternoon -Prioritization of academics during exams	depend on external flexibility.
Challenges	- Overlapping deadlines and insufficient time - Mental stress, fatigue, disturbed balance - Risks to academic performance and financial stability - Health impacts: tiredness, pressure - Limited department options	Challenges are multidimensional (logistical, psychological, structural) and interconnected, amplifying stress and performance risks.
Current University Support	- Transport: buses - Medical facilities: hospitals, doctors - Academic help: teachers assist with assignments, quizzes, research - Libraries, sports, activities - Scholarships, laptops, technical courses	Universities provide baseline support, but services are uneven and often insufficient for working students.
Suggested Improvements	- More buses - Online classes and quizzes - Flexible deadlines - Expanded departments - Increase scholarship distribution	Students propose practical, targeted reforms that directly address their lived challenges and can be implemented incrementally.
Core-Findings	Students balance study and work through structured planning and prioritization, but face recurring stress from time, transport, and health pressures. Universities provide essential support, yet students consistently call for expanded & increase transport, flexible scheduling, online options, and fairer resource distribution.	Incremental reforms in increasing transport, scheduling, and resource allocation could significantly improve student well-being and academic success.

5. Conclusion and Recommendations

Balancing academic responsibilities with part-time work is a complex challenge for students, yet the interviews reveal that they approach this task with resilience and determination. Through timetables, prioritization, and sequential scheduling, students actively construct strategies to manage their dual commitments. Their ability to adapt, often with the support of peers, teachers, and flexible employers, demonstrates a strong commitment to education despite financial and personal pressures. At the same time, the difficulties they face, ranging from transport shortages and overlapping deadlines to mental stress and health impacts, highlight the fragility of this balance. These challenges are not isolated but interconnected, with logistical barriers often amplifying psychological strain. The risk of compromised academic performance and well-being underscores the need for systemic interventions that go beyond individual coping mechanisms.

Universities already provide valuable support in the form of buses, medical facilities, libraries, scholarships, and teacher assistance, but students consistently call for targeted improvements. Expanding transport services, offering online classes, introducing flexible deadlines, and ensuring fair resource distribution would directly address the most pressing issues. By implementing these practical reforms, institutions can ease the burden on working students, enabling them to thrive academically while sustaining their livelihoods.

5.1. Recommendations

Based on the findings and analysis, several practical recommendations can be made to strengthen support for students balancing study and work: Universities should expand bus services and improve scheduling to reduce stress and missed classes. Flexible learning options, including online classes and flexible deadlines, would help students balance study and work. Scholarships and resources must be distributed impartially and regularly, with added technical support. Expanding departments and improving hostel facilities would create more opportunities and better living conditions. Stronger teacher and employer support can foster a supportive ecosystem, enabling students to thrive academically while sustaining employment.

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