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(A CHARTERED UNIVERSITY)

**Relationship between work-study incompatibility and academic wellbeing among
university students in Lahore, Pakistan**

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Abstract

This research evaluates the relationship between work-study incompatibility and academic well-being and also the effects of work-study incompatibility on academic well-being. Some studies revealed that academic stress, academic self-efficacy, and academic motivation) and non-academic (social support, personality traits) both factors affect work-study incompatibility and academic well-being. It is a quantitative study, the questionnaire was circulated via online platforms and mainly targeted the students of 3 universities in Lahore (PU, UCP, FCCU). 'Spillover Theory' and 'Social Action Theory' were used to generate hypotheses. Work-study incompatibility was measured with the help of the work-study conflict scale(WSC) and academic well-being was measured by using SSWQ (Subjective Student Well-being Questionnaire). To determine the credibility of the data, data analysis was done by descriptive statistics and SPSS. This study revealed that higher work-study incompatibility causes lower academic well-being and to cope up with that issue some effective strategies are discussed in the paper.

Keywords: Work-study incompatibility, Work-study conflict, Lower academic well-being, Students' well-being, University students

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Introduction

Academic well-being is a multidimensional concept that includes students' emotional, social, and academic functioning in the context of education (Kaplan & Maehr, 2006). It represents students' evaluations of their perceived capability and mastery of academic tasks, as well as their sense of dedication and belonging in their learning environment. Moreover, it has been established to support good mental health outcomes in students, including lower stress, anxiety, and sadness (Suldo et. al, 2006). A good balanced life for teachers also influences students, it is also important for the wellness of students and a healthy learning environment (Vandana & Meenakshi, 2014). Academic wellness can also be improved by practicing different techniques on specific academic abilities like focus, goal-setting, time management, and study techniques by boosting students' self-assurance and capacity for academic success (Yeager et al.,2014). However, to assist students' overall wellness and academic achievement, instructors must actively promote academic well-being.

Work-study incompatibility takes place when students struggle to balance the requirements of their work-study program with their academic duties. It is the imbalance between a student's study load and the time and effort required to complete their job task. In Pakistan, students have faced a serious problem with work-study incompatibility due to various reasons. It is also considered that work with study is a forced measure that is imposed on students because of the higher fees of educational institutions (V. et al., n.d.). There are two main types of work-study incompatibility: practical incompatibility(which originates with the lack of time management, lack of energy, and lack of social contact) the other is identity incompatibility(which emerges

from status differences and the perception of one's self and others' perception about them (Grozev & Easterbrook, 2022). First of all, it is expected that students in Pakistan put their academic goals first in all aspects of their lives. As a result, many parents and educational institutions encourage students to do part-time jobs to concentrate on their academics. Also, there is a stigma, that working while studying is a sign of financial hardship. Due to this belief, students who work part-time feel guilty or ashamed, which makes work-study programs incompatible (Salahuddin et al., 2022). Moreover, university students have a heavy workload as they are supposed to meet a specific number of courses each semester and each course has its requirements. Furthermore, the academic framework in Pakistani academic institutions is rigorous and time-consuming. The majority of universities do not offer flexible schedules to accommodate students' working schedules, which results in work-study incompatibility. Lack of family support and institutional support also lead to work-study incompatibility. Another major reason that promotes work-study incompatibility is students' struggle with time management, as they lack time management skills, this makes it difficult for students to create a balance between education and work. Moreover, limited job opportunities and insufficient financial resources are also the causes of work-study incompatibility as many students come from low-income backgrounds and they work to compete for their educational and other expenditures but most companies hire well-experienced employees rather than hiring students or if they do, they hire them on low wages. All in all, Covid-19 worsened the condition of work-study incompatibility in Pakistan. As the pandemic leads to job losses, fewer working

hours and increased competition for jobs make it more difficult for students to find suitable part-time jobs.

Aim of the study:

This paper aims to discover the relationship between work-study incompatibility and academic well-being and also to provide some effective solutions. Moreover, it can help to improve the educational outcomes and well-being of university students. By addressing these causes, institutions can improve their students' academic well-being, particularly those who work part-time to support their education. This may encourage a more comprehensive view of students' success that includes job experience as a vital part of education.

Research Question: What is the relationship between work-study incompatibility and academic well-being among university students in Lahore, Pakistan?

Literature Review

Numerous studies have examined the factors that affect students' academic well-being which includes both academic and non-academic factors related to academic well-being.

Academic factors

Significant determinants of students' academic well-being include academic stress, academic self-efficacy, and academic motivation.

- 1. Academic stress:** Excessive academic stress leads to anxiety and depression which negatively impact a student's academic performance and overall well-being. Students deal with a variety of pressures, including academic overload, ongoing goal-setting pressure, peer pressure, and reduced family time (Tosevski et al., 2010).
- 2. Academic self-efficacy:** According to the summary of Maria Gerbino's book self-efficacy, is 'it is the belief of someone about themselves to achieve certain goals'. Academic expectations are self-imposed by students on themselves. According to a study, female students are more likely to have greater expectations of themselves as compared to male students. One reason is parents' expectations of their daughters to get higher education are more than their expectations of their sons (Poots & Cassidy, 2020). When the expectations of students are higher themselves and they cannot achieve that goal, it ultimately leads to stress.

- 3. Academic motivation:** Students who are motivated and clear are more likely to engage in student activities and compete for challenges in a better way. If the student lacks academic motivation and is also working, it will ultimately result in bad academic performance which affects their overall academic well-being.

Non-Academic factors

Non-academic factors include social support and personality traits.

- 1. Social support:** Social support means institutional, informational, and emotional support from other people. Students who are studying while working need more social support to perform well in academics as well as in other aspects of their lives. Studies associate social support with psychological well-being which also helps in coping with academic stress (Thompson & Godvin, 2016).
- 2. Personality traits:** Emotionally stable Students are more likely to perform well in academics. Personality traits are very important in work-study programs and academic well-being. Students with extroverted personality traits can easily socialize at university and are good at performing tasks as they are socially active. Similarly, it is difficult for students of other personalities to socialize. According to a study conducted at Tehran and Kashan medical universities to study the compatibility of nursing students and satisfaction with their work, the results showed that 44% of students did not even have the appropriate personality traits for the nursing profession. So, it is also very important for students to take a personality test before choosing a discipline or field to work in (Bagheri & Dianati,2004).

The work-study program has an impact on micro, meso, and macro level. For many students, work, and study is necessary to support their education financially. Therefore, work-study has both negative and positive impacts on students such as work experience for practical life, creating a sense of professionalism, financial independence, decline in academic performance, academic well-being, mental health, relations with family and friends, etc. University students work for companies with fewer facilities and benefits for better career opportunities, which is one of the aspects of OCG. OCG (Organizational Career Growth) is the term used to describe a person's belief that the company they work for, provides chances to achieve career goals through developing professional skills and knowledge and offering benefits for career advancement, such as wage increases and promotions, which creates the sense of professionalism among students (Weng et al). According to a study conducted in Colombia, it is revealed that those students who have scholarships are more likely to score better than those depending financially on others, and those who are financially independent(self-funded) score less than those who are dependent (Borjas et al., 2020). According to another study, students who are working while studying are more likely to learn financial learning which is linked to early financial socialization, which is also linked to financial attitudes and then to financial behavior, which ultimately promotes the psychological theory of planned behavior (Shim et al., 2010). Students doing work-study cannot manage time to spend with their families and friends, due to which they usually lack emotional support. However, there are some other social constructs related to the incompatibilities of students in Pakistan including gender discrimination, class differences, and cultural norms. In developing countries like Pakistan, females are still

discriminated against on the basis of gender in our society many families do not allow their females to work and many talented girls can't avail the opportunities of work-study which prevent them from gaining valuable experience of work while pursuing their degrees. Another problem related to work-study in Pakistan is class differences, there are selected job opportunities that are offered to lower-class students, but they cannot avail of that opportunity because they lack resources and facilities as compared to their wealthier fellows. This may lead to a lack of diversity within work-study and promote inequality.

The problem related to work-study incompatibility among Pakistani students has been a concern for several years. Despite the importance of this issue, there are several gaps related to the literature on work-study incompatibility and academic well-being. In Pakistan, there is a lack of research related to work-study incompatibility and its effective solutions. In universities, the fee structure changes with time, as it may be different at the time of admission, and later on it will increase during the degree due to which students are supposed to do work with their degree to complete the expenditures. Pakistani students lack awareness they do not know where they can get help or for whom they can ask which also affects their academic well-being. Moreover, there is a need for more comprehensive data on the impact of work-study incompatibility and academic well-being. More study in this area can be helpful in suggesting effective solutions and strategies to improve students' work-study experience and academic well-being.

Theoretical Framework

For this study 'Spillover Theory' was applied to understand the spillover effects between the relationship of work and study among the graduate and postgraduate students of different universities in Pakistan. It is a social-psychological theory that was developed from the idea of Sieber's (1974) idea of personality enrichment (Ayadurai, 2018). This theory describes "how attitudes in one role positively or negatively spill over into another role". Stains (1980) examined that it is a process by which one's experience in one role(work) can positively or negatively affect the experience in another role (academics). For example, some theorists and researchers have explored that there are some ways in which skills, behaviors, and values could be transferred from working areas to social circles (Ayadurai, 2018). When the spillover is combined with the work and social domain in the context of responsibilities in time and space, the results of the spillover will be positive and vice versa (Hil et.al). All in all, when the spillovers are positively transferred from the work domain to the receiving domain there will be positive effects in work and other areas of life (Crouter,1984).

'Social Action Theory' by Talcott Parsons highlights the importance of understanding the beliefs and motivations that shape students' actions to achieve their goals. According to this theory, one's participation in one particular activity (e.g. work) will depend on the output and interest in the other activity (e.g. academics) (Derous & Ryan, 2008). Moreover, students may engage more in goal-oriented actions. For example, if students believe work is more important than study then they will spend more time achieving work promotions than spending time on studies which

will lead to work-study incompatibility and negative results in academic performance and well-being.

Methodology

Study design:

Students in different universities do different kinds of part-time work with their studies. According to ILO (International Labour Organization), part-time workers can be defined as "an employed person working for fewer hours than the full-time wayer."(The ILO part-time work convention, 1994 (No.175). The focus of this study is to determine the relationship of work-study incompatibility among the students of different universities in Lahore, Pakistan with the help of a questionnaire. The study adhered to a structure and quantitative research design. Data was gathered by using Google Forms for online collection and in the form of hard copy.

Population:

The population targeted for this study was postgraduate (Master, PhD) and undergraduate working students from 2 private universities (FCCU, UCP) and 1 public university (Punjab University) in Pakistan. But later on researcher didn't get permission from UCP to collect data. So, mainly students from two universities participated.

Sample:

The experimenter used a convenience sampling method for the research. The researcher contacted different departments like the Financial aid office in FCCU to

contact working students to send them questionnaires via email. Also, questionnaires were circulated in different WhatsApp groups. For the data collection from PU, gatekeepers helped to contact specific departments or societies to pass them the questionnaire and it was posted on related different pages on social media apps (Facebook, Instagram).

Hypothesis:

H1: Higher work-study incompatibility causes lower academic well-being.

Variables:

The dependent variable in the study was academic welfare and the independent variable was work-study incompatibility.

Conceptualization:

Work study incompatibility

University students doing paid work with their studies are reportedly more stressed than unemployed students as they have less time for studies and participate less in co-curricular activities. These negative outcomes result from combining work and study. Students experience incompatibility in different areas of life such as work, study, and social life (Grozev & Easterbrook, 2022).

Wellbeing

According to WHO (World Health Organization), "Well-being can be defined as a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic, and environmental conditions (World Health Organization, n.d). The ability of individuals and societies to make positive contributions to society while feeling fulfilled is what is meant by "well-being."

Academic wellbeing

Academic well-being is the state of being able to learn effectively, and it involves ideas and actions including academic achievements, academic satisfaction, and academic stress (Shek & Chai, 2020). University students experience severe stress symptoms during their tenure at university, as they are more pressured to perform not just on an educational platform, but also in part-time employment and social situations. The issue of student burnout is very much a global issue (Muurlink & Matas, n.d.).

Operationalization

Scale for academic well-being

For the measurement of academic well-being SSWQ (Student Subjective Wellbeing Questionnaire) was used, which was developed by Sell and Nagpal (1985). It is a self-report behavior rating scale for measuring students' academic well-being. It consisted of 15 items with different domains. Domains were measured generally, positive and negative well-being effects such as expectation achievement congruence, confidence in coping, family group support, social support, mental health condition,

perceived illness, and social anxiety. Each item on the scale was measured by 4-point scale. The scoring was done by assigning 1,2,3,4 to responses (Padhy et al., n.d). Scores from the subscales can be combined to form a composite scale for overall student well-being or utilized as independent measures of well-being (Arslan & Renshaw, 2017).

Scale for work-study incompatibility

For the measurement of work-study incompatibility, a modified version of the bidirectional work-family conflict scale was used. This scale was developed by Netemeyer et al. in 1996. For this study, the word 'family' will be replaced with the word 'study' and the scale was read as a work-study interface scale the role of family was replaced with the role of students and the other domain(work) remained the same (Ayadurai,2018). It is a 10-item scale, 5 items from the work-study conflict scale and 5 items from the study-work conflict scale. The scoring will be done with the help of a 7-point Likert scale ranging from 7) strongly agree 6) agree 5) slightly agree 4) neither agree nor disagree 3) disagree 2) disagree 1) strongly disagree (Rana, n.d.).

Ethical Consideration

All the participants were fully informed about the purpose of the study and provided their participation voluntarily. The researcher ensured that the confidentiality and personal information of the participants were kept secret during the study. Participants' right to privacy was ensured. Researchers protect data securely and make sure it should not be accessed by unauthorized individuals. Also made steps to minimize any potential harm to participants including physical, mental, and emotional harm. The researcher treated all the participants equally and fairly.

Data analysis

For data entry, factor loading, cleaning, and organizing SPSS (Statistical Package for Social Sciences) was used. Standard deviations and correlations between variables were constructed.

Budget

The total budget was around 15,000/- which included binding and printing costs and it was self-managed.

Timeline

It took around 6 months to complete this research

- i. For data collection-2 months
- ii. For analysis-2 month
- iii. Final proofreading-1 month
- iv. Final submission month.

Results

The socio-demographic characteristics summarized as the majority of respondents were female (56.2%) and the remaining were men. It also showed that around 77.3% of respondents were from BA/BS Hons and around 22.6 were from higher levels. Also, the majority of students (66.1%) were from junior and senior years the remaining were either freshmen or sophomores and the age of majority were up to 20 years old as shown in Table 1. The mean and standard deviation of working days per week was 5.28 ± 1.08 which shows the majority of respondents (approximately 68%) were working between 4.20 and 6.36 days per week. The range of working days per week was 2-7. The mean and standard deviation of working hours per day was 7.12 ± 4.03 which shows the majority of respondents were working between 3.10 and 11.2 days per week. The range of working days per week was 2-24. The mean and standard deviation of CGPA was 3.19 ± 0.51 , which shows the majority of respondents had a CGPA between. The range of CGPA was 0-4.

Table 1: Socio-demographic characteristics of respondents (N=130)

Variables	Frequency	Percentage	M(SD)	Range (Min-Max)
Gender				
Male	57	43.8		
Female	73	56.2		
Study Program				
BA/BS (Honors)	99	77.3		
MS/MPhil	26	20.3		
PhD	3	2.3		
Year of Study				
Freshman	17	14.8		
Sophomore	22	19.1		
Junior	31	27.0		
Senior	45	39.1		
Age (n=126)				
18 to 19	7	5.6		
20 to 21	43	34.1		
22 to 23	39	31		
24 to 25	37	29.4		
Working days (per week) (n=120)			5.28(1.08)	2–7
Working hours			7.12(4.03)	2–24

(per day) (n=117)				
CGPA (n=104)			3.19(0.51)	0-4

The psychometric properties of scales used in the study are given in Table 2. Table 2 shows that the factor loading of all the items for the construct 'Work-study incompatibility' was >0.40 (Tavakol & Wetzel, 2020) other than one of the items (My work performance suffers because of my study commitments) which was excluded. The remaining 9 items explain approximately 46% variance in the construct of work-study incompatibility. This shows that the variables, work-study incompatibility, had construct validity. The value of Cronbach's Alpha for the work-study incompatibility scale is 0.85 which is greater than the recommended value of 0.70 showing that the construct had interval consistency (Taber, 2017). The items were computed to create a composite measure the mean and the standard deviation of work-study incompatibility was 37.41 ± 11.62 which shows that the majority of the respondents experienced an average of work-study incompatibility between 26-49. The remaining 14 items explain approximately 36.02% variance in the construct of academic well-being. This shows that the variables, academic well-being, had construct validity. The value of Cronbach's Alpha for the work-study incompatibility scale is 0.854 which is greater than the recommended value of 0.70 showing that the construct had interval consistency (Taber, 2017). The items were computed to create a composite measure of the mean and the standard deviation of work-study incompatibility was 43.23 ± 7.5 . The range of the responses was 23-56. It also shows that the majority of the respondents experienced average to high levels of academic well-being between 14-56.

Table 2: Psychometric properties of scales used in the study (N=130)

Constructs	Factor loading	Cronbach's Alpha	M(SD)	Range
Work-study incompatibility (AVE=45.98%)		0.850	37.41(11.62)	12-63
1. work and study conflict	0.491			
2. lack of time	0.606			
3. Adjustment of plans for student activities	0.684			
4. Work's negative impact on the study	0.410			
5. Feeling short-tempered and irritable	0.624			
6. Distraction at work	0.505			
7. Effect of study on employment	0.715			
8. Study's negative impact on work	0.636			
9. Concentration at work	0.509			
Academic wellbeing(36.02%)		0.854	43.23(7.55)	23-56
1. learn new things	0.651			
2. belongs to institution	0.645			
3. Things at uni are important	0.639			
5. Working well at uni	0.582			
6. Enjoy working on class projects/assignments	0.559			
7. People at my uni care about me	0.708			
8. Getting good grades	0.439			
9. Things I learn at uni will help me in my life	0.610			
10. Treated with respect	0.643			
11. Feeling happy while learning	0.663			

12. Do well on class assignments	0.675			
13. I can be myself	0.676			
14. University should be taken seriously	0.731			
15. It's important to do well in classes	0.672			

The results of multiple regression to predict academic well-being from work-study incompatibility and socio-demographic variables are given in Table 3. The results showed that the model predicting academic well-being using socio-demographic variables and work-study incompatibility was statistically insignificant, $F(8,79) = 1.73$, $p = .103$, $R^2 = .149$, $Adj.R^2 = .063$. This showed that the model explained a 6.3% variance in predicting academic well-being. All the socio-demographic variables were statistically insignificant ($p > .05$). The only variable significant in the model was work-study incompatibility. The Beta value showed that a 1 unit increase in work-study incompatibility reduced academic well-being by 0.18 units, $p(87) = -2.26$, $B = -0.18$, $SE = 0.08$, $p = .027$.

Table 3: Multiple regression to predict academic well-being from work-study incompatibility and socio-demographic variables(N=87)

Variable	B	SEB	95% CI (lower bound-upper bound)	t value	p-value
Gender	0.987	1.638	-2.274–2.319	0.602	0.549
Study Program	1.280	2.342	-3.383–5.942	0.546	0.586
Age	0.040	1.145	-2.240–2.319	0.035	0.972
Year of Study	-0.301	0.942	-2.176–1.573	-0.320	0.750
CGPA	3.162	1.633	-0.089–6.412	1.936	0.056
Workdays	0.027	0.827	-1.618–1.672	0.032	0.974

Work hours	-0.075	0.259	-0.591-0.441	-0.288	0.774
Work-study incompatibility	-0.179	0.079	-0.337-(-0.021)	-2.259	0.027

F (8,79)=1.73, R²=.149, p>0.05

Discussion

The current research examined the effects of work-study incompatibility on the academic well-being of the students, shedding light on the detrimental effects of such a mismatch. Through a comprehensive analysis of the data collected from a diverse student population, the results revealed that a higher level of work-study incompatibility causes a lower level of academic well-being. Comparing students with and without jobs, those with jobs report higher levels of stress, less time for studying, and lower involvement in extracurricular activities. These detrimental effects of combining job and study might lead to employed students feeling that not only are the areas of work, study, and social life which result in practical incompatibility (which begins with a lack of energy, social interaction, and time management) but also they experienced identity incompatibility (it can result from disparities in social standing and how one perceives oneself and other people perceive them) (Grozev & Easterbrook, 2022). According to another study, it is revealed that undergraduates' working hours are inversely proportional to their hours of study and if the working hours are long it will result in negative academic performance and well-being (Derous & Ryan, 2008). The study examined how working while a student, may affect their academic performance in university and discovered that when employment and education are not compatible well, students feel worse. This suggests that an excessive workload can lead to poor academic performance as well as increased stress and unhappiness. Moreover, if students work in the same organization where they are studying it increases their academic well-being as compared to those students working outside of the organization. There are multiple reasons for this factor such as transportation, time management, etc. (Rana, K). In light of the findings, the study emphasizes the importance of developing measures that

minimize the detrimental effects of work-study incompatibility on psychological and academic well-being and create an atmosphere that is supportive of students' overall development.

Recommendations

We now live in a time where students need to do work alongside their studies to compete with the demands (financial and social), to facilitate them to cope with the implementation of flexible working hours. Also, comprehensive counseling and mental health support should be provided by the institute to assist students in coping with stress and maintaining overall well-being. Moreover, workshops and training courses must be created to teach students efficient time management and stress reduction techniques. Experienced peers can also help students to maintain a balance between work and study.

The following proposals are made based on the findings of this study

- Universities should give more support to students who are working part-time while studying, such as flexible class schedules, tutoring services, and financial assistance.
- Employers should be more compassionate about the needs of student employees and should make accommodations whenever possible.
- Students should be practical about their ability to work part-time while studying and should be prepared to adjust their work schedules or reduce their course load if necessary.

Future Research

The study's findings added to the body of knowledge supporting landscape design that supports university students' mental health and academic well-being. It

serves as an umbrella for further research into the relationship between work-study incompatibility dimensions (practical incompatibility and identity incompatibility) and academic well-being. Additionally, a larger sample size and multiple institutions from across Pakistan can yield fascinating findings. Future research on the relationship between work-study incompatibility and academic well-being among university students in Lahore, Pakistan should anchor on the following sections

- Longitudinal studies to trail the academic progress of students who are working part-time/overtime.
- Qualitative studies to scout the experiences of students who are working part-time and to identify the factors that contribute to their academic success or failure.
- Studies to examine the influence of different types of work-study positions on academic well-being.
- Studies scrutinize the efficacy of different interventions to support students who are working part-time while studying.

Limitation

The sample size was smaller and could not represent the student body as a whole because it was collected during the summer break. Moreover, students from public universities (Punjab University) did not respond via online platforms so data collection in hardcopy was time-consuming. There were fewer significant variables and a shorter questionnaire, which could have lowered the response rate. Moreover, results could vary as the nature of work and work satisfaction is different for everyone. Only 2 universities from Lahore (Punjab University and FCCU) were targeted as population so the results

couldn't be generalized. The results could not be generalized because only Punjab University and FCCU, two universities in Lahore, were included in the targeted population.

Conclusion

The relationship between work-study incompatibility and academic well-being among university students in Lahore, Pakistan is convoluted. This study assesses the challenges faced by students to maintain a balance between work-study programs and academic well-being. From one perspective, work-study incompatibility can conduct in several negative academic net results, a drop in GPA, increased truancy, and retard graduation. This is distinctly possible because work-study incompatibility can lead to increased levels of pressure and concern, which can make it hard for students to focus on their academic work. From another perspective, work-study incompatibility can also have some positive results, such as increased self-sustenance and time management skills. On top of that, work-study involvement can be a valuable asset on a student's resume and can help them develop transferable skills that will be useful in their future careers. To maintain a healthy balance between work and study students must practice some effective strategies such as time management and prioritizing tasks to improve their self-efficacy. All in all, it will help them to perform well in both fields and overall in life.

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Appendices

Appendix A

Informed Consent Letter:

The purpose of this study is to determine the relationship between work-study incompatibility and academic well-being among university students. This study is conducted for research purposes.

This survey is basically to collect data from university students on how work-study incompatibility and academic well-being play a role in their lives. Your participation is voluntary and will be appreciated. Also, you cannot participate or withdraw at any time. If a question or questions makes you uncomfortable, you might also decide not to answer them.


Results will be provided in aggregate, and data will be gathered anonymously.

If you have any queries you can ask the researcher at

231521081@formanite.fccollege.edu.pk

Thank You for your participation.

Appendix B: IRB approval certificate



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

INSTITUTIONAL REVIEW BOARD
APPROVAL CERTIFICATE

IRB Ref: IRB-501/6-2023

Date: 22-06-2023

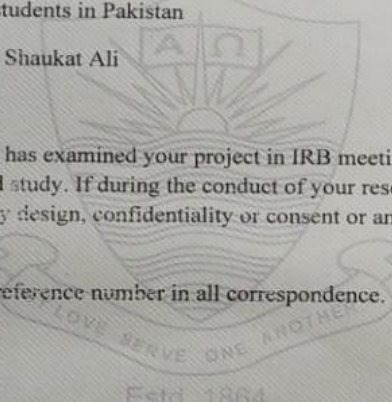
Project Title: Relationship between work-study incompatibility and its effects on academic well-being among university students in Pakistan

Principal Investigator: Roha Shaukat Ali

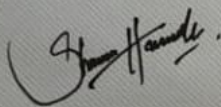
Supervisor: Dr Jawad Tariq

The institutional review board has examined your project in IRB meeting held on 22-06-2023 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.



Estd. 1864



Dr. Sharoon Hanook
Convener - IRB
Chairperson, Department of Statistics
Forman Christian College
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Appendix C

Scale for work-study incompatibility:

Work-Study Conflict Scale (Netemeyer et al. (1996))

Please circle the relevant number to indicate how much you agree or disagree with the following statements on the scale.

1. Very strongly disagree 2. Strongly disagree 3. Disagree 4. Neither agree nor disagree
5. Agree

6. Strongly agree 7. Very strongly agree

		Very Strongly disagree						Very Strongly agree
1	My work demands conflict with my studies and my student life.	1	2	3	4	5	6	7
2	There is no time left at the end of the day to do extra work for my studies	1	2	3	4	5	6	7
3	I had to adjust my plans for student activities because of work-related responsibilities.	1	2	3	4	5	6	7
4	My work has negative impact on my study	1	2	3	4	5	6	7
5	Working often makes me short-tempered and irritable	1	2	3	4	5	6	7

6	My work performance suffers because of my study commitments	1	2	3	4	5	6	7
7	Study-related concerns often distract me at work	1	2	3	4	5	6	7
8	If I did not study, I'd be a better employee	1	2	3	4	5	6	7
9	My study has had a negative impact on my day-to-day work duties	1	2	3	4	5	6	7
10	It is difficult to concentrate at work due to my study responsibilities	1	2	3	4	5	6	7

Appendix D

Scale for academic well-being:

SSWQ (Sell and Nagpal (1985))

Here are some questions regarding your thoughts, emotions, and actions during your tenure at university. After reading each statement, pick the response that best describes your feelings over the previous month.

		Never	Sometimes	Often	Always
1	I am eager to learn new things in class.	1	2	3	4
2	I feel like I belong to my institutional community.	1	2	3	4
3	I feel like the things I do at university are important.	1	2	3	4
4	I am a successful student.	1	2	3	4
5	I do good work at university	1	2	3	4
6	I enjoy working on class projects and assignments.	1	2	3	4
7	I feel like people at my university care about me.	1	2	3	4
8	I get good grades in my classes.	1	2	3	4

9	I believe the things I learn at university will help me in my life.	1	2	3	4
10	I am treated with respect at my university.	1	2	3	4
11	I feel happy when I am working and learning at university.	1	2	3	4
12	I do well on my class assignments.	1	2	3	4
13	I can be myself at university.	1	2	3	4
14	I think university matters and should be taken seriously.	1	2	3	4
15	I feel it is important to do well in my classes.	1	2	3	4