Experiences of in-service Ph.D. Scholars for undertaking Job and Study concurrently: A case from a Pakistani higher education institution

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ABSTRACT

The group of students undertaking work while studying in tertiary education is increasing due to various factors. Resultantly, such students may face various challenges hampering academic performance. Understanding their experiences during the negotiation process between study and work life would be immensely fruitful in facilitating working students. The study aimed to explore the experiences of in-service Ph.D. scholars for combining job and study simultaneously who were enrolled at the Institute of Education and Research, University of the Punjab, Lahore. It was a qualitative research study. A case study design was used to explore the experiences of in-service Ph.D. scholars. The study sample comprised ten in-service Ph.D. scholars and was selected using purposive sampling. The researchers used semi-structured interviews for data collection. Data analysis was done by identifying the relevant codes and themes. The result of the study revealed that the in-service Ph.D. scholars had no time for participation in their social life activities. They also faced health-related problems. The continuation of research and job simultaneously was the source of considerable stress and anxiety for Ph.D. scholars and significantly affected their academic learning and job performance. The study also documented and discussed the potential solutions to address such challenges leading to enhanced academic performance.

Keywords: Experiences, Higher Education Institution, In-Service, Job, Ph.D. Scholars, Pakistan,

Introduction

The group of students undertaking work while studying in tertiary education is increasing due to various factors (Christiansen et al., 2019). In recent years, the fee and financing for education have grown to such an extent that combining jobs and study may be necessary for many students (Curtis & Lucas, 2001; Curtis & Williams, 2002; Robotham, 2012). Accommodation and basic living costs also continue to grow yearly, forcing students to work during the academic year to fulfill financial needs (Stevenson et al., 2022). Some studies suggest that work can positively benefit students during study time and brings educational benefits. Watts and Pickering (2000) suggested that skills learned at the job are transferable, and students who have a job are more employable due to their development of organizational and time management skills. Working students were also said to develop good interpersonal and intrapersonal skills.

Globally, there has been a constant increase in the number of tertiary students working while studying (Owen et al., 2017). Many college and university students needed a job to pay for their studies and survive their lives. Most students do not have equal financial and economic needs as their university colleagues, yet more are doing their job. Their employment raised the main questions for policymakers that we could consider for all students. It was argued that this was inadequate because combining employment and education was mainly about founding individual freedom in the transition to maturity. Combining study and job became routine and the norm for most young and adult college and university students. In other words, dividing study and employment was no longer worthwhile or suitable (Lucas & Lammont, 1998).

The prevalence of students engaging in work and study concurrently can be attributable to various factors or reasons. A few of the percentage respondents were working full-time hours. There was a view that this was increasing among college and university students. Three key reasons seem to drive decisions to combine work and study. The first was financial because finance and money is the basic need for survival in the life of all humankind. The second was a wish to establish a bright future career. Thirdly, some students were interested in working almost full-time hours to qualify for the independent rate of youth allowance (McInnis & Hartley, 2002). Many societies/universities have allocated a specific educational budget by providing scholarships, but not all students have the privilege of getting them. Thus, concurrent engagement with work and study seems inevitable for many students (Faizuddin, 2018).

Students' employment usually refers to working students' characteristics and reasons for working during their studies (Robert & Saar, 2012). A strong tendency was that not only students from low-income families work during their studies, but also those who do not have financial problems. Some worked to gain practical experience and develop personal competencies, while some worked to earn money (Beerkens et al., 2011). While studying full-time, the students' jobs have been the subject of several scholars, academic workers, and researchers (Curtis & Shani, 2002; Neill, Mulholland, Ross, & Leckey, 2004; Watts & Pickering, 2000). The positives for full-time students undertaking part-time work have been noted and include the development of transferable skills to gain real-world experiences, such as team working, coordination, cooperation, and time management (Holloway, 2001; Wignall, 2007). McInnis and Hartley (2002) found that most in-

service students reported that their primary focus was not social life due to the busy routine of job and study. In this study, about 70 percent said they have no time for their social life activities, and 57 percent said they would not spend much time on social life and campus other than attending classes. In addition, part-time and full-time work can also contribute to testing, developing, preparing, and reflecting upon a particular career path and provide direct experience and a more direct route into desired employment (Billett & Ovens, 2007).

The workplace distribution system and work experiences during the study after graduation guaranteed successful entry into the labor market and provided a bright future in the form of a reasonable job, so there was no need to accumulate work experience to ease the university-work transition. Nowadays, financial motivation plays an essential role in student employment, but at the same time, new motivations have appeared. Moreover, motives can vary for students with different characteristics. Financial motivation can often be found among students from low-income families. The motives of students who work without considerable financial problems can be more heterogeneous, from the willingness to facilitate the labor market entry to the desire to fill free time and gain practical experience in the real world (Beerkens et al., 2011). Moreover, such students are more likely to have family responsibilities, increased financial commitments, and a heightened need to undertake paid work (Young, 2016). As a result of these personal and social factors, the percentage of working students is increasing every year (Tsurugano et al., 2021).

Apart from reasons to join work, there are multiple consequences of concurrently engaging in study and work. One more research concerned the issue of when students were employed: working during the first two years of studies has more negative effects on academic achievement than working later (Beerkens et al., 2011). The main conclusion was that part-time work might have no adverse effects on academic achievement, while full-time work negatively affects academic achievement. This assumption already meets some institutional responses, such as university 'job shops' in the UK, which are aimed at helping students find part-time jobs (Little, 2002). However, at the same time, in Little's work, such responses were presented as problematic because of the possible negative impact on academic performance. In some studies, student employment is compared to other types of extracurricular activity, such as leisure (Derous & Ryan, 2008).

Several studies demonstrated that the combination of full-time study and part-time employment might influence students' physical and emotional health and academic performance (Creed et al., 2015; Hovdhaugen, 2015; Stevenson et al., 2022; Yikealo et al., 2018). Salamonson and Andrew (2006) found that working for the job would adversely affect academic achievement and performance and create time management issues in the continuation of both study and job simultaneously. Significantly, Lillydahl (1990) found that students who said that part-time work had affected their academic achievement and performance spent more hours for work. Also, students who thought that part-time work had not affected their academic achievement and performance generally spent few hours for work or their work was related to their studies.

Many studies found that the longer hours students devote to employment, the less they involve in either academic or social activity (Fjortofy, 1995; Hailikari et al., 2021). Moreover, some other research has shown that part-time employment may cause dangers to students' health and safety.

In addition, it may have adverse effects on schooling and academic performance. The research constructed by O-Donnell and White (1999) revealed that students who spend more than 10 hours a week working have worse performance in learning and dangers to health than those who spend less than 5 hours a week or are non-workers. Paul (1982) suggested that the working experience of the undergraduates harmed their health and academic performance, and they faced time management issues and felt workload burden and stress. Darmody and Smyth (2012) also claimed that students working more extended hours experienced higher dissatisfaction with their academic workload. On the contrary, Kuh (1995) found that the working experience of college and university students might benefit their interpersonal capability, practical skills, cognitive complexity, knowledge, and academic skills.

Furthermore, the immediate and recent interruptions caused by COVID-19 may have impacted tertiary working students recently. A body of knowledge indicates that COVID-19 has resulted in significant employment shortages worldwide and increased stress for higher education working students (Qarajeh et al., 2020; Rawat et al., 2020). Covid-19 spread out, caused a loss of work for numerous students across the globe, and may increase especially financial stress. Stevenson et al. (2022) found that COVID- 19 did disrupt some students' opportunities for work, although the influence was less pronounced due to governmental policies and response. Tsurugano et al., 2021 asserted that the risk of working students losing their jobs due to the COVID-19 pandemic was far greater than the risk in normal working conditions, and job loss greatly impacted the studies and health of this group of students. Overall, the Covid-19 pandemic greatly influenced working students in different dimensions, consequently increasing financial insecurity among students and eventually affecting their studies.

Previous studies have explored the impact of paid work and research on academic and work life (Creed et al., 2015; Hovdhaugen, 2015; Robotham, 2012; Owen et al., 2017; Yikealo et al., 2018). Few studies explore concurrently tertiary students' experiences regarding study and work (Christiansen et al., 2019; Stevenson et al., 2022; Vicencioi & Banaag, 2019). Even minimal research focuses on tertiary students working and studying simultaneously in the Pakistani context. A better understanding of students' conditions on the part of the universities and instructors would lead to improved performance of students. Universities catering to working students should support these learners with faculty, administrators, facilities, modes of study, and fees that can foster success among them (Pema, 2005). Hence, in this context, the researchers undertake this study to understand the working students' experiences.

Moreover, in recent years enrolment of in-service people in Ph.D. has increased. Generally, universities have continued to treat these working Ph.D. scholars in the same manner as the majority of full-time scholars are treated. Most in-service Ph.D. scholars face issues related to social and personal life and the imbalance between job and study (Vicencioi & Banaag, 2019). Therefore, understanding tertiary students and their challenges would be quite helpful in tackling the barriers students face. Consequently, universities would be mindful of the conditions of their students, especially those struggling to create a balance between work and study. They should be accommodating and thoughtful when dealing with such students. In the given context, examining and exploring the experiences of doctoral students who work concurrently with their studies is

vital. There is a lack of research involving doctoral students in a local context, especially at the Institute of Education and Research. To adequately serve working Ph.D. scholars, universities must look beyond their demographic characteristics to see these individuals, their perceptions, social worlds, and experiences from their viewpoints. Consequently, this study was designed to explore the experiences of working Ph.D. scholars enrolled at the Institute of Education and Research, University of the Punjab, Lahore. Specifically, the study has addressed the following research questions:

- How do continuing study and job influence in-service Ph.D. scholars' lives?
- How far does study affect a job and vice versa?
- What organizational problems are being faced by in-service Ph.D. scholars during their Ph.D. studies?

Methods

Research Design

This study aimed to explore the experiences of working Ph.D. scholars enrolled at the Institute of Education and Research, University of the Punjab, Lahore. The study was exploratory, and a qualitative approach was applied. Generally, the kinds of research questions addressed by qualitative research approaches are frequently open-ended and exploratory, resulting in an enriched description of the studied phenomena (Burck, 2005). Moreover, a case study approach emphasizes how people interpret and make meaning of their experiences and the world they live in (Holloway, 1997, as cited in Gregory, 2020). A case study research design was used to explore the experiences of in-service Ph.D. scholars to help fulfill the aim of this research and obtain answers to the research questions. From a case study perspective, in-depth and detailed accounts of a particular phenomenon can be explored from the participants' standpoint (Ylikoski & Zahle, 2019). A qualitative design generally focuses on the meanings and interpretations of some specific phenomena from the individuals' standpoint while honoring the context of the study (Figgou & Pavlopoulos, 2015). Consequently, more in-depth and rich data were obtained for the study (Creswell, 2014).

Participants Selection

The study population was the in-service Ph.D. scholars enrolled at the Institute of Education and Research, University of the Punjab, Lahore. The study sample was 10 in-service Ph.D. scholars enrolled at the Institute of Education and Research, University of the Punjab, Lahore, and selected using the purposive sampling technique. Patton (2015) argues that individuals, groups, and settings are considered for selection if information-rich. The inclusion criteria are the Ph.D. students working while studying at the Institute of Education and Research, University of the Punjab, Lahore. This institute was selected due to several distinguished attributes: one of the oldest institutes in the region, comprehensive, and attractive for many diverse students from different distanced areas.

Table 1: Demographic Information of the Participants

Sr.	Gender	Job title	Teaching experience	Distance (KM): Campus to work place	Organization
1	Female	Lecturer	2	13	Public
2	Male	Lecturer	1	250	Public
3	Male	Head Teacher	8	130	Public
4	Female	Teacher	2	20	Public
5	Female	Lecturer	4	10	Public
6	Male	Lecturer	4	120	Public
7	Female	Lecturer	2	90	Public
8	Male	Teacher	6	160	Public
9	Male	Lecturer	4	15	Public
10	Female	Teacher	25	15	Private

Moreover, within the institute, students who had more experience and information about the issue were selected. Specifically, all participants (five female; 5 male) related to educational sciences and mainly worked in public-sector education institutions. Their working experiences varied from at least one year to 25 years. The distance between the study campus and the workplace ranged from 13km to 160km. The details of the 10 interviewees are presented in table 1.

Instrumentation

Case studies generally involve, among other aspects, face-to-face interviews or interactions with the research participants to gain an insider perspective (Islam et al., 2021). In this study, a semi-structured interview was developed as a research instrument. As a qualitative study, the objective is to capture students' lived subjective experiences, attached meanings, and understanding of phenomena-related experiences. One often-used data collection method is the semi-structured interview (Ylikoski & Zahle, 2019). This format is regarded as one of the ways to reach participants' subjectivity (Figgou & Pavlopoulos, 2015). The researcher sets the agenda based on their interests and topics but allows room for the participants' more spontaneous descriptions and narratives (Figgou & Pavlopoulos, 2015). In addition, Burck (2005) observed that several different considerations influence the construction of a research interview schedule. These considerations include the researcher's ideas about what is pertinent to explore in a specific area, what it is possible to elicit in an interview, and the kind of analysis employed.

The researchers developed the interview questions in light of the central aim and purpose of the study. During this process, the researcher can ask practical questions, listen, and interpret the responses. It also entails having a firm grip on the case study's issues and being able to approach the study reflectively and adaptably (Mfinanga et al., 2019).). The interview protocol was developed and validated based on these insights through experts' opinions. Given the instrument's purpose, opinions were sought to ensure that the elements included in the instrument are reflective and relevant to the construct of interest (Almanasreh et al., 2019). Therefore, the recommendations

were incorporated to make the instrument more representative and aligned. The central theme of the instrument was to explore the experiences of in-service Ph.D. scholars concerning involvement in studying and job simultaneously. Definitions of sub-themes are given as employed in the current study to guide the interview process.

- ***Feelings of In-service Ph.D. Scholars*** - How scholars generally experience the situation of undertaking study and job activities simultaneously.
- ***Fairness in Job and Study -*** Scholars' conceptions concerning the state of fairness experienced during doctoral study and job.
- ***Study and Job Effects -*** Feelings about the effect of studying on job activity and the effect of a job on doctoral study.
- ***Effects on Social and Personal Life -*** Experiences concerning simultaneous doctoral study and job affect scholars' lives' personal and social spheres.

Constraints and Suggestions

What are obstacles or barriers reported during doctoral education and relevant suggestion to improve the studying experience from a scholar's standpoint?

Various general questions are developed based on these broad areas to explore to guide the interview process and gain in-depth descriptions and views. Specifically, linking with these times, the following interview questions have been asked:
- How is your life, or are you being influenced by the continuation of study and job?"
- How far does study affect your job and the extent of influence job on your study?"
- What are the main departmental problems you are facing during your studies?"
- What recommendations or strategies would you suggest to constructively negotiate the situation of concurrently taking up work and study?

Data Analysis

The information sheet describing the study's purpose was given to each participant. Interviews were recorded and transcribed after receiving permission. A few questions regarding simultaneous engagement with work and study were posed to the participants. All interviews were personally conducted and recorded with the help of the facilitator. Interviews varied in length from about 20 minutes to 30 minutes. The interviews were open-ended and carried out in a conversational style. It may aid in maintaining the integrity of the participant's voice obtained through qualitative approaches such as in-depth interviews while providing a systematic, thorough, and relevant analysis (Gregory, 2020). The data were interpreted using the three-code method (Bailey, 2007). First, information was coded based on statements. Then initial coded information was categorized by placing similar assertions together. Finally, categories were then further refined into broader themes. To enhance the trustworthiness of the findings, both researchers independently interpret and analyze the interview information. This step is essential to know the credibility of the study. Afterward, analyzed data were matched to see the similarity or differences between the two

analysis sets. Overall, a broad range of agreements was found, and the difference was negotiated to reach valid conclusions. Now, the findings of this study have been presented and discussed following the study's research questions.

Results

The results of the study have been presented and described following the research questions of the study. The first research question was, "How are the in-service Ph.D. scholars' lives being influenced by the continuation of both study and job?"

Table 2: Themes Emerged From the Responses of the In-Service Ph.D. Scholars Regarding their Lives Experiences

Sr. No.	Themes	Frequency
1	No participation in social activities	8
2	Try to attend social activities	1
3	Participation in social activities	1
4	Personal life and health affected	7
5	Unable to perform personal responsibilities	4
6	No time for hobbies	3
7	Feel difficulties and burden	6
8	Feel stress and frustration	3
9	Problems in time management	3
10	Feel happy and motivated	3

Table 2 shows the life experiences of the in-service Ph.D. scholars. When the researcher asked the respondents about their social life experiences, most in-service Ph.D. scholars believed they had no time for participation in social activities due to the continuation of both studies and jobs. Whereas some of them reported that they tried to attend social activities, and some respondents said that they had time for participation in social activities. Consequently, most respondents have minimal time to participate in their social life activities.

When the researcher asked a question about their personal life, the majority of in-service Ph.D. scholars reported that their personal life and health were affected due to the continuation of both studies and jobs simultaneously. At the same time, some participants reported that they could not perform personal responsibilities, and some in-service Ph.D. scholars said they had no time for their hobbies. The majority of respondents also faced health-related problems.

When the researcher asked the question about the feelings of the in-service Ph.D. scholars in continuation of both study and job at the same time, about majority answered that they felt the burden and faced various difficulties in study and job. At the same time, some reported that they felt stress and frustration. Some said they had faced time management problems and some respondents feel happy and motivated. It was concluded that most respondents felt burdened and stressed and faced various difficulties in their studies and jobs.

The second research question was, "How far does a study affect a job and vice versa?"

Table 3: Themes Emerged From the Responses of the In-Service Ph.D. Scholars Regarding Effects of Job on Study and Vice Versa

Sr. No.	Themes	Frequency
1	Positive effects of study on job	1
2	Negative effects of study on job	6
3	Study has no effects on job	3
4	Positive effects of job on study	1
5	Negative effects of job on study	8
6	Fairness with study	2
7	Unfair with study	2
8	Try for fairness with study	7
9	Fairness with job	3
10	Unfair with job	1
11	Try for fairness with job	8

Table 3 depicts the responses of in-service Ph.D. scholars concerning the effects of a job on study and study on the job. When the researcher asked the respondents about the effects of the survey on the job, few respondents stated that the study had positive effects job. In contrast, the majority reported that studies have adverse effects on the job, and some answered that studies have no effects on the job. When the researcher asked the respondents about the effects of a job on the study, just a few participants responded that jobs have positive effects on the study, and the majority reported that jobs have adverse effects on the study. Thus most respondents have adverse study effects on job and likewise job on studies.

When the researcher asked the respondents about fairness in the study, some interviewees answered that they were fair with their study work, some of them were unfair with their study, and the majority of respondents tried for fairness with their study. When the researcher asked the respondents about fairness in their job, some respondents answered that they are fair with their job, whereas few are unfair with their job and the majority of in-service Ph.D. scholars try for fairness with their job. One of the respondents said, "I am not doing fair with my job because I shall have to leave my school work early to attend my Ph.D. class. In the same way, I am not doing justice with my studies because I do not visit the book library frequently."

The third research question was, "What are the departmental problems being faced by in-service Ph.D. scholars during studies?"

Table 4: Themes Emerged From the Responses of the In-Service Ph.D. Scholars Regarding Problems by their Department

Sr. No.	Themes	Frequency
1	No permission for study	3
2	Study leave not granted	3
3	Extra work load	5
4	No constraint in study by department	1

Table 4 illustrates the responses of the in-service Ph.D. scholars about problems faced at the department; some interviewees answered that their department did not permit Ph.D. study, and some reported that their department did not grant them study leave. One of the respondents said, "my department is not giving me study leave, and I have to face a lot of problems to go to study." About majority of in-service Ph.D. scholars reported that they have an extra workload from their department, and some reported that they have no constraint in Ph. D study by their department. It

was concluded that most respondents faced the problems of the extra workload from their department.

Table 5: Themes Emerged from the Responses of the In-Service Ph.D. Scholars or Suggestions to In-Service People to Do Ph.D.

Sr. No.	Themes	Frequency
1	Permission and study leave	7
2	Admission in distance learning and week end programs	3
3	Confirmation of job	1

Table 5 describes the suggestions of the in-service Ph.D. scholars to in-service people to do Ph.D. When the researcher asked the respondents about their proposals for in-service people to do a Ph.D., about majority of the in-service Ph.D. scholars suggested that they must avail of study leaves and get permission to study from their department. Almost some of them indicated that they get admission to distance learning and weekend programs for Ph.D. study, and about few suggested that they start Ph.D. after confirming their job. It was concluded that most respondents suggested that the in-service people must avail of study leave and get permission for Ph.D. study from their department. It was further elaborated that the in-service Ph.D. scholars emphasized the following themes: no time for participation in their social life activities and faced health-related problems. Moreover, other themes were generated from this study, feeling burdened and anxious, facing various difficulties in study and job, and adverse effects of job on study performance. Other themes emerged, unable to perform personal responsibilities, fairness with job and study, extra workload, time management issue, departmental permission, and study leave.

Discussion

The job orientation among university students is strong whether they are working to attain necessities or want to gain financial independence from their families. The researcher intended to investigate the experiences of in-service Ph.D. scholars and how in-service Ph.D. scholars were coping with both study and job. The experiences of the in-service Ph.D. scholars were explored through interviews. The findings of this study are discussed as follows.

The present findings of this study indicated that the majority of in-service Ph.D. scholars had no time for participation in their social life activities, and some of them devoted less involvement in their social activities due to the continuation of jobs and studies at the same time. The researcher could compare these findings with those of McInnis and Hartley (2002) found that most in-service students reported that their primary focus was not on social life due to the busy routine of job and study. Seventy percent said that they had no time for participation in social life activities, and 57 percent reported that they did not spend much time on social life and campus as well other than going to classes. Likewise, Fjortofy (1995) found that the longer hours students devote to employment, the less they involve in their academic or social activities. Moreover, the in-service Ph. D scholars face time management issues and feel workload burden and stress.

The further findings of this study pointed out that the in-service Ph. D scholars faced health-related problems. They were careless about themselves because they spent much time studying and working. Furthermore, they felt workload anxiety and faced various difficulties with their studies and jobs. The researcher could compare these findings with some other research O-Donnell, and

White (1999) revealed that students who spend more than 10 hours a week working have worse performance in learning and dangers to health than students who spend less than 5 hours a week or non-workers. Paul (1982) advocated that the students' working experience had a negative effect on their health and academic performance. Likewise, McInnis and Hartley (2002) explored that the counseling staff reported impacts on students' physical and psychological health that may lead to a decision to switch to study.

Furthermore, the findings of this study show that in-service Ph. D scholars feel burdened and anxious and face various difficulties in study and job, time management issues, and adverse effects of job on academic performance. The researcher could compare these findings with those of Lillydahl (1990) and Salamonson and Andrew (2006) found that working part-time can adversely affect academic performance and creates time management issues in the continuation of both study and job at the same time. Significantly, Little (2002) found that students feel that part-time work has affected their academic performance and generally work more hours. Further, Darmody and Smyth (2012) also claimed that students working more extended hours experience higher dissatisfaction with their academic performance, workload burden, and time management issue. On the contrary, Kuh (1995) found that students working experience was beneficial to their interpersonal competence, practical competence, cognitive complexity, knowledge, academic skills, and humanitarianism.

Conclusion

The study aimed to explore the experiences of in-service Ph.D. scholars. It was a qualitative research study, and interviews were conducted to explore the experiences of in-service Ph.D. scholars. It is essential to gain insights on the impact of undertaking work and study concurrently to understand how best to support them. Most in-service Ph.D. scholars have no time for participation in their social life activities and face health-related problems. Further, working students feel burdened, stressed, and anxious and face various difficulties in study and job.

Furthermore, it was concluded that most in-service Ph.D. scholars have adverse effects of study on job and job study, but they were trying for fairness with their job and study. They also encounter the problems of extra workload and time management issues. Overall the combination of study and job was a tough and challenging experience for Ph.D. scholars during their class workload. Therefore, after considering these conditions and providing support, the satisfaction and performance of working students could be improved.

Recommendations

Based on the findings and conclusion, the following suggestions are proposed for various research consumers/stakeholders to help working students balance their work and studies for better academic performance.
- To maximize the student's ability to learn, administrators should understand the impacts of labor burden on academic achievement, including physical and psychological influences.

It will probably increase the number of high-quality graduates. Fatigue and pressure from the workplace and campus are some of the constraint's student's encounter while working.

- The department/organization should grant employees study leaves and permission to study Ph.D. or higher education. Giving leaves will remove substantial pressure on students to focus solely on their studies. Government-related organizations already have a mechanism for leaves in place, but they tend to be reluctant to provide leaves due to various factors. Consequently, national policies should be transparent and explicit in granting study leaves.

- Recently, due to Covid-19, many institutions have developed online learning programs as an option for students. E-learning possesses a significant advantage in providing flexible learning schedules with enhanced learner control. Exclusively devoted institutions for E-learning are also available now virtually in all societies. In-service students may get admission, preferably to distance learning and weekend programs for Ph.D. to mitigate the adverse effects of undertaking work and jobs concurrently in the physical context.

- Institutions and instructors are encouraged to work with students to explore how they can simultaneously minimize the negative impacts on students involved in work and study. Universities shall be mindful of the conditions of their students, especially those struggling to create a balance between work and study. They should be accommodating and thoughtful when dealing with such students.

- Being a student and an employee also implies that stress is inescapable. As a result, rather than avoiding stress, learning to manage it is the best course of action. Take regular breaks, stay focused in class and work, eat sensibly, exercise, stretch, and perhaps go for a walk. Maintaining a healthy lifestyle assists people from walks of life deal effectively with stress.

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