

Balancing Acts: The Impact of Work-Life Balance among Criminology Working Students

Sheila Mae Saloma; Stephen Matthew Pabatao; Marc Josh Lopina; Rijel Mintalar; Teopisto Y. Culanag, Jr; Jose F. Cuevas, Jr.

Abstract:- Balancing academic and professional responsibilities presents significant challenges for criminology working students, often resulting in stress, fatigue, and role strain. Addressing these challenges is crucial to ensure students' academic success and well-being. This study explored the experiences of criminology working students during the academic year 2024-2025 at a higher education institution in the Philippines. Using a qualitative research design, the study employed purposive sampling to select the ten participants, and data were collected through semi-structured interviews. Findings revealed five distinct themes: (1) Time Management Challenges, highlighting the difficulty in balancing academic and professional responsibilities; (2) Work-Life Balance and Prioritization, emphasizing the impact of competing demands on academic performance and well-being; (3) Unpredictable Events on Routine, detailing how emergencies and unforeseen circumstances disrupt routines; (4) Impact on Academic Performance, identifying stress and fatigue as barriers to academic productivity; and (5) Support System and Communication, underscoring the importance of emotional and practical support from family, peers, and institutions. The study concludes that addressing the unique needs of criminology working students requires collaborative efforts from educational institutions, employers, and students themselves. Recommendations include flexible academic and work schedules, mental health support, and targeted time management training to help students succeed academically and professionally.

Keywords:- Academic Performance, Criminology Students, Support Systems, Working Students, Work-Life Balance, Time Management.

I. INTRODUCTION

Balancing work and studies requires meticulous planning and time management, especially for working students who face added pressure on their academic and personal well-being (Emerald et al., 2024). Research has shown that part-time employment can adversely affect the academic performance of criminology students by increasing stress and mental health issues (Kishwer et al., 2023). However, some students are able to find effective strategies to manage both roles, contributing positively to their life satisfaction and quality of life (Demirdağ et al., 2021). These experiences highlight the

critical need for supportive measures that aid students in maintaining a healthy work-life balance.

Criminology students who work while studying face numerous challenges that complicate their academic and personal lives. Time management emerges as a critical issue, as these students must juggle demanding academic schedules with often physically and emotionally draining jobs (Smith, 2019). Financial stress is another significant factor influencing their ability to focus on studies without the burden of financial insecurity (Lee et al., 2023). Additionally, the responsibility of balancing work and school can lead to increased stress and a sense of accountability for their choices, which may affect their academic performance and overall well-being (Dalal et al., 2022).

Effective time management is essential for working students to balance their academic and work commitments successfully. Techniques such as setting SMART goals specific, measurable, achievable, relevant, and time-bound provide a structured way to outline and pursue objectives, ensuring that students can track their progress and adjust as necessary (Admin et al., 2024). Prioritizing tasks by importance and urgency helps in focusing on what truly matters each day, minimizing procrastination and maximizing productivity (Travis, 2023). Students are advised to create detailed schedules and to use downtime effectively, perhaps by recharging or planning, which aids in maintaining a balanced approach to their dual responsibilities (EduExperts, 2024).

The purpose of the study is to comprehensively examine the multifaceted challenges faced by criminology students who balance work and academic commitments, with an emphasis on identifying effective strategies that enhance their well-being and academic success. By exploring the impact of work-related stress, financial burdens, and the intense nature of criminology coursework on these students' mental health and overall life satisfaction, the study aims to underscore the necessity for robust support systems within educational institutions. Additionally, it seeks to detail how effective time management and strong social support can mitigate negative outcomes and promote a healthier work-life balance, thereby contributing to better academic performance and professional preparedness in the field of criminology. This investigation will not only highlight the struggles of working students but also provide insights into practical interventions and policy

changes that could significantly improve their educational experiences and career outcomes.

II. METHODS

This study utilized a phenomenological approach to explore the lived experiences of criminology working students managing work-life balance in a private institution in Ozamiz City, Philippines. Using Moustakas' (1994) phenomenological reduction method for data analysis, the researcher followed systematic steps: bracketing personal biases, horizontalization to identify significant statements, clustering into themes, and synthesizing textural and structural descriptions. Ethical protocols were strictly observed, ensuring participants' anonymity, confidentiality, and voluntariness, in compliance with the Data Privacy Act of 2012. Data were collected

through in-depth interviews with ten purposively selected students using a structured interview guide, with consent secured before the study. The analysis revealed the universal essence of participants' experiences through a composite narrative of shared perceptions, challenges, and adaptive strategies, providing rich insights into their work-life balance.

III. RESULTS AND DISCUSSIONS

A. Profile of the Participants

The study participants are students from the College of Criminology at Misamis University, with the majority being 20 and 21 years old. Out of the total participants, eight individuals fall into this age range. It's also evident that the majority were male, and their year levels varied, reflecting a diverse representation among the participants.

Table 1. Profile of the Participants

Code Name	Age	Sex	Year Level
P1	21 years old	Male	3 rd year
P2	22 years old	Male	4 th year
P3	21 years old	Male	3 rd year
P4	20 years old	Male	3 rd year
P5	23 years old	Female	4 th year
P6	20 years old	Male	2 nd year
P7	20 years old	Male	2 nd year
P8	21 years old	Male	3 rd year
P9	21 years old	Male	3 rd year
P10	20 years old	Female	2 nd year

B. Time Management Challenges

Several studies have highlighted a direct relationship between time management skills and academic performance among working students. Effective time management is shown to positively influence academic outcomes, as it enables students to allocate adequate time for studying, complete assignments on time, and prepare well for exams. However, working students often struggle with managing their time effectively, leading to conflicts between work and academic responsibilities (Teich et al., 2024). The demanding nature of criminology studies, which requires focus and mental energy, intensifies this struggle. These are evident in the results of the interview conducted.

“The challenges I have experienced come from my job, especially since I am working. So, time management is really important. It would be best if you balanced it well so you can allocate time for both your work and your studies. This

balancing act can be tough because sometimes work demands more attention, making it hard to keep up with school assignments”. (P3)

“Maintaining a balance in one's time management is difficult, particularly when there are many responsibilities. It can be difficult to give all of them enough attention when managing job, school, and personal obligations”. (P2)

“One of the most difficult challenges I face in maintaining a work-life balance as a criminology student is effective time management. The demands of both work and study are high, especially given the need to complete assignments, attend classes, and manage work responsibilities. It is also difficult to find personal time to rest or relax, which can lead to burnout. Balancing everything can be overwhelming, and it's difficult to provide equal attention

to all areas without feeling as if I am falling behind in one or the other". (P1)

"My level of work-life balance, in terms of time management and grades, is affected because there are large gaps in my schedule, so I do not have any free time, and I have to study at home. These gaps often make it challenging to find time for both work and study, leaving me feeling overwhelmed. When I finally get home, I have to maximize that time to catch up on assignments, which can be stressful". (P5)

For many students, especially those studying difficult subjects like criminology, balancing work and studies is a major struggle. A consistent theme emerges from the stories of multiple people: the difficulty of managing one's time effectively in the face of conflicting obligations. Each perspective highlights the intricate balancing act required to allocate time effectively between work obligations and academic commitments. It might be challenging to maintain this balancing act because the job can occasionally require more attention than schoolwork (P3). Additionally, participants expressed their fatigue about how they balance their work and studies (P1); these gaps often make it challenging to find time for both work and study, leaving the participants overwhelmed.

The struggle to balance work and study obligations, particularly in challenging fields such as criminology, is closely related to role strain theory. Role strain occurs when people are stressed out because they are expected to fulfill multiple roles at the same time in this case, employee and student (Cooke et al., 1984). According to sociologist William J. Goode, who coined the term, role strain is exacerbated when expectations clash, resources are limited (such as time or energy), or the demands of one role interfere with another (Jenkins et al., 2004). For students who are juggling work and academic responsibilities, role strain can cause fatigue, overwhelm, and stress.

C. Work-Life Balance and Prioritization

Work-life balance and prioritization are critical skills for managing academic and professional responsibilities (Bella et al., 2023). Working students face the challenge of balancing schoolwork, exams, and other academic obligations with their jobs, which can easily lead to stress and burnout if not handled properly. Achieving work-life balance entails finding a way to meet both work and school obligations without compromising personal well-being (Martinez et al., 2013). This balance entails scheduling time for studying, attending classes, and completing assignments, as well as taking breaks, getting enough sleep, and enjoying some downtime. These are evident in the results of the interview conducted.

"I divide my time between school and work based on the situation. I can study more if I have less work to do. Because of this flexibility, I can modify my schedule to keep up with my

workload, which varies from week to week. High work demands make it difficult to find enough time to study, which usually results in late-night study sessions or skipped assignments." (P4)

"The most difficult situation for me is when there is an emergency at home. It is not easy to follow your boss's instructions when you are not feeling well, but your boss needs you to be at work. This can be very stressful because I frequently feel like I have to choose between my obligations at work and home." (P3)

"I cannot decide whether I should study or sleep. It is a common struggle, especially when you are handling multiple tasks, and your body is tired, but your mind knows there is still work to be done. The pressure to complete schoolwork can motivate you to keep going, but fatigue makes it difficult to focus. This inner conflict frequently confuses me: Should I rest and risk losing study time, or should I study and risk becoming too tired to concentrate properly? It is a difficult decision, but striking a balance between rest and study is essential for ensuring productivity and well-being." (P1)

"As a working student studying criminology, one of my biggest challenges is managing work and personal obligations. At PACUCOA, for instance, our workdays are extended until Sunday. I am not able to study for quizzes or complete household chores with the time I have at home." (P5)

These statements highlight the significant challenges that working students face when attempting to balance academic and professional responsibilities. Participant 4 emphasizes the importance of flexibility in time management and adjusting their schedule to meet changing workloads, but frequently struggles with late-night study sessions or missed assignments due to high work demands. Similarly, Participant 3 is stressed about having to prioritize work obligations and personal emergencies, emphasizing the emotional toll of being pulled in multiple directions. Participant 1 discusses the difficult decision of whether to study or sleep, citing the conflict between the pressure to complete schoolwork and the need for rest, which may hinder focus and productivity. Finally, Participant 5 describes how their demanding work schedule, which includes weekends, leaves little time for studying or fulfilling personal responsibilities, resulting in a constant cycle of stress and exhaustion. These experiences all highlight the difficult and often overwhelming balancing act that working students must perform, in which prioritization, flexibility, and time management are critical for maintaining academic performance and well-being.

The Theory of Time Management, as described by Britton and Tesser (1991), can explain how students attempt to manage their obligations. This theory emphasizes the importance of prioritizing tasks, scheduling them, and effectively managing time in order to reduce stress and

improve outcomes (Lodree et al., 2009). Participants' discussions about task prioritization, schedule adjustments, and the conflict between studying and sleeping are consistent with time management theory principles. It focuses on how poor time management can lead to increased stress, fatigue, and the risk of burnout, as evidenced by the participants' experiences with overwhelming demands. This theory explains how working students struggle to balance their academic and professional lives, as well as the importance of effective prioritization and time management strategies in reducing stress and improving academic performance and personal well-being.

D. Unpredictable Events on Routine

Unexpected events in the lives of working students usually interfere with their routines (Zilberstein et al., 2024). For students balancing work and academic responsibilities, disruptions can range from unexpected changes in work schedules, last-minute deadlines, and extended shifts to unexpected academic requirements such as quizzes, surprise assignments, or unplanned group meetings. These interruptions can cause students to change their carefully planned routines, making time management even more difficult. These are evident in the results of the interview conducted.

"The most difficult situation for me is when there is an emergency at home. It is difficult to follow your boss's instructions when you are not feeling well, but your boss needs you to be at work." (P1)

"When we get sick, it is really hard because we have to deal with both work and school while feeling unwell." (P2)

"Unexpected work shifts or family emergencies, for instance, can cause schedule disruptions that make it challenging to complete assignments on time." (P4)

"At PACUCOA, for instance, our workdays extend until Sunday. I am not able to study for quizzes or complete household chores with the time I have at home." (P5)

"Being late can negatively impact my grades and disrupt my learning, which adds to my stress." (P6)

Working students often encounter significant challenges when unexpected events occur, especially those involving emergencies or health concerns. For example, P1 emphasizes the conflict between professional obligations and personal crises, which makes following a supervisor's instructions difficult when personal matters require immediate attention. Similarly, P2 emphasizes the difficulty of balancing work and academic responsibilities while feeling physically sick, which increases stress and reduces productivity. P4 and P5 both mention schedule disruptions, with P4 citing how unexpected work shifts and family emergencies interfere with assignment

completion and P5 describing the impact of extended workdays, which limit time for essential study and household tasks. Furthermore, P6 expresses stress about being late, which not only affects grades but also disrupts learning. These statements emphasize the tremendous strain on working students, who must constantly handle multiple roles while dealing with unpredictable demands that frequently compromise both academic performance and well-being.

Balancing school, work, and personal responsibilities is a constant source of stress for working students, which is caused when unexpected events such as family emergencies or sudden work shifts interrupt their plans (Santiago et al., 2023). These challenges force them to choose between competing priorities, frequently resulting in missed assignments, lower grades, and increased stress.

E. Impact on Academic Performance

Academic performance has an extensive effect, influencing not only a student's self-esteem and motivation but also their future opportunities, social relationships, and overall well-being (Tripon et al., 2023). High academic performance is generally associated with increased educational and career opportunities, higher earning potential, and better health outcomes. In contrast, poor academic performance can cause increased stress, lower self-esteem, and fewer career opportunities. Strong academic performance is crucial for criminology students who aspire to advance into specialized roles within law enforcement, forensic analysis, corrections, or criminal investigations (Nkosi et al., 2024). These are evident in the results of the interview conducted.

"My challenges as a criminology working student include having a hectic schedule in the laboratory, which makes it hard to focus and leaves me with no time to study. The long hours and demanding tasks can be overwhelming, often leading to fatigue and stress. When I am in the lab, my attention is entirely focused on my work, and by the time I finish, I am too tired to study effectively. This lack of time makes it difficult to keep up with my coursework and prepare for exams. I often find myself feeling behind, which adds to my anxiety. Finding ways to balance my laboratory commitments with my academic responsibilities has become a constant struggle". (P5)

"Yes, it is very exhausting, especially with the demands of work and studies. It's hard for us working students who are overloaded. Juggling assignments, exams, and work shifts leaves me with little time to rest or relax. This constant struggle often leads to late nights and stress, making it difficult to focus and retain information. I try to stay organized and manage my time effectively, but there are days when it all feels like too much. It is a continuous challenge to maintain a balance. I am learning the importance of asking classmates and teachers for support when I need it most." (P6)

“It is exhausting because work and academics coincide, and I really need time management to keep up with everything. Balancing these two demanding responsibilities requires a strategic approach to ensure that I can fulfill my obligations effectively. The constant pressure to meet deadlines for assignments while also adhering to work commitments can be overwhelming. Therefore, developing a structured schedule and prioritizing tasks are essential skills that I must cultivate. By doing so, I aim to enhance my productivity and reduce stress, allowing me to allocate sufficient time for both my academic pursuits and professional responsibilities. Ultimately, mastering time management will be crucial in achieving a sustainable work-life balance.” (P9)

“I am always in a race against time, trying to finish assignments while managing shifts at work. This balancing act can lead to feelings of stress and fatigue as I struggle to meet deadlines in both areas. Moreover, the pressure to perform well in my studies while fulfilling my job obligations can be overwhelming. Despite these challenges, I am committed to finding a way to succeed in both my work and academic pursuits.” (P7)

Participants described the overwhelming challenge of managing work and criminology studies, citing exhaustion, stress, and the constant need for effective time management. One participant (P5) stated how a hectic lab schedule left them exhausted and unable to focus on their studies, making it difficult to keep up with coursework and leading to feelings of anxiety. Another participant (P6) stated similar exhaustion from managing assignments, exams, and work shifts, which resulted in late nights and a decreased ability to retain information. Despite efforts to stay organized, the workload often felt overwhelming, prompting the participant to seek assistance from classmates and teachers. A third participant (P9) emphasized the importance of time management in balancing these two responsibilities, stating that creating a structured schedule and prioritizing tasks had become critical in effectively managing academic and work demands. Finally, participant P7 described the experience as a race against time, as they worked to meet deadlines for both their studies and their jobs, frequently feeling overwhelmed but determined to succeed. Together, these accounts show the intense pressures that criminology students face while studying, emphasizing the importance of supportive measures to help them achieve a sustainable balance (Colanggo et al., 2024).

Role Strain Theory suggests that support systems like flexible schedules, time management resources, and social support are crucial in helping students manage these dual demands, reducing strain, and supporting better academic outcomes (Monalisa et al., 2024). For criminology students, the intense demands of studying hard subjects often involving crime, justice, and deviance, coupled with the pressures of employment, can lead to conflict between these roles. This strain leads to poorer performance and higher stress levels as

students struggle to meet the expectations of each role without enough time or resources. Moreover, the Role Strain Theory highlights the importance of institutional support in mitigating these effects (Vejaratnam et al., 2024).

F. Support System and Communication

Support systems and effective communication are essential components in many fields, including education, healthcare, and organizational management. A support system provides individuals and groups with the resources, guidance, and assistance they need to conquer challenges and achieve their goals (Dee Beer et al., 2024). According to studies, when communication channels are open and active, students are more likely to seek help when they need it, which can significantly reduce stress and improve academic outcomes (Lisnyj et al., 2021). In addition, research in educational psychology has revealed that clear communication within support networks can improve students' sense of belonging and motivate them to persevere in the face of challenges. These are evident in the results of the interview conducted.

“I manage my time between work and school by waking up in the morning and making a list. If there are no tasks, I study; if there are tasks, I study as well. Multitasking is essential because if you do not multitask, you will suffer. Not everyone will be there to help you. I have learned that being organized is crucial for staying on top of everything.” (P4)

“The most difficult situation for me is when there is an emergency at home. It is difficult to follow your boss's instructions when you are not feeling well, but your boss needs you to be at work. This can be very stressful because I frequently feel like I must choose between my obligations at work and home. It can be difficult to balance these demands, especially when I must put my family's needs first.” (P3)

“When we get sick, it is hard because we must deal with both work and school while feeling unwell. It is tough to manage everything when you are not feeling your best, as it can be challenging to concentrate on tasks or meet deadlines. Balancing responsibilities becomes even more overwhelming, and sometimes you have to choose between taking care of yourself or fulfilling your obligations.” (P2)

“Yes, being a working student can be very tough, especially in college, where the workload is heavy. It is not easy to balance studies and work, but with good time management, it is possible. Prioritizing tasks, staying organized, and setting realistic goals can help. Seeking support from classmates, teachers, or family can also ease some of the burden.” (P1)

Working criminology students frequently find it difficult to balance their academic, professional, and personal responsibilities. Many individuals rely on strategies like daily planning and multitasking to keep up, as Participant 4

describes, but the lack of strong support systems can make it difficult. For example, Participant 3 finds it stressful to balance work and family obligations when an emergency arises, feeling torn between the two. Illness also adds to the burden, as Participant 2 points out, making it difficult to focus and manage time. Participant 1 emphasizes the importance of reaching out for help, stating that support from classmates, teachers, or family can be extremely beneficial. These results show that a combination of good time management, support from others, and clear communication can help working students better manage their responsibilities.

According to Social Support Theory, support systems help individuals by providing emotional, instrumental, informational, and appraisal support, all of which can reduce stressors that people face in complex environments, such as balancing work and academics (Bavik et al., 2020). Working criminology students benefit greatly from strong support when it comes to stress management. Emotional support, such as encouragement from friends and family, can help reduce feelings of isolation and overwhelm.

IV. CONCLUSIONS

Based on the findings of the study, the researchers concluded the study concluded that criminology working students face significant stress and challenges balancing academic and professional roles due to time constraints, unexpected events, and competing priorities. Flexible support from institutions and employers, combined with strong personal support systems and effective time management, is essential to reduce stress, enhance well-being, and improve their academic and professional success.

V. RECOMMENDATIONS

To support criminology working students, institutions should offer time management training, flexible academic options, accessible health services, and adaptable policies like deadline extensions. Comprehensive support systems, including academic advisors, peer groups, and mentorship programs, are essential for addressing challenges and promoting student success.

Declarations

Source of Funding

This study did not receive any grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing Interests Statement

The authors declare no competing financial, professional, or personal interests.

Consent for publication

The authors declare that they consented to the publication of this study.

Authors' contributions

All the authors took part in literature review, analysis, and manuscript writing equally

REFERENCES

- [1]. Admin. (2024, January 9). *Tips on Time Management for Working Students | OEd Post Grad*. AMA Post Grad. Retrieved on June 1, 2024 from <http://rb.gy/zpb863>
- [2]. Auld, S. (2024, March 25). *Time management skills that improve student learning*. Acc.edu.au; Australian Christian College. Retrieved on June 1, 2024 from <http://surl.li/udxyo>
- [3]. Balan Rathakrishnan, Singh, S., & Azizi Yahaya. (2022). Perceived Social Support, Coping Strategies and Psychological Distress among University Students during the COVID-19 Pandemic: An Exploration Study for Social Sustainability in Sabah, Malaysia. *Sustainability*, 14(6), 3250–3250. Retrieved on June 1, 2024 from <http://rb.gy/g5ugm3>
- [4]. Buton, H. C., Baris, R. C., Vergel, Bautista, R. L., Santos, Bartolome, Emmanuel, D., & Jarmel, R. P. (2022). Stress Management of Criminology Students of CICOSAT Colleges. *Ascendens Asia Singapore – Union Christian College Philippines Journal of Multidisciplinary Research Abstracts*, 5(1), 95–95. Retrieved on June 1, 2024 from <https://rb.gy/fvrfda>
- [5]. *Criminology Student Research - Department of Sociology and Criminology*. (2022, August 4). Department of Sociology and Criminology. Retrieved on June 1, 2024 from <https://rb.gy/v9xfk0>
- [6]. Cuenca, C. S., Erica Andrea Cacao, & Pasia, A. E. (2023). Social-Emotional Learning Competencies and Its Relation to Reasoning Skills: Moderating Effect of Academic Strand. *International Journal of Educational Management and Development Studies*, 4(2), 88–114. Retrieved on June 1, 2024 from <https://doi.org/10.53378/352982>
- [7]. Dalal, K. (2022, August 31). *Improving Students' Work-Life Balance on Campus - Workplace Options*. Workplace Options. Retrieved on June 1, 2024 from <https://rb.gy/xhf3l3>
- [8]. Demirdağ, S. (2021). The Mediating Role of Life Satisfaction in the Relationship between Time Management and Communication Skills. *Educational Administration: Theory and Practice*, 27(1). Retrieved on June 1, 2024 from <https://rb.gy/4p5khx>
- [9]. EduExperts. (2024). *Take a break! – the importance of downtime > News - Eduexperts*. Eduexperts.co.nz. Retrieved on June 1, 2024 from <https://urlis.net/t56heni1>

- [10]. *Exploring Criminology and Criminal Behaviour.pdf*. (2024). SlideShare; Slideshare. Retrieved on June 1, 2024 from <https://surl.li/udyqw>
- [11]. Ferrarin, E. (2022, December 14). *9 essential mental health supports for school-based programs*. K-12 Dive. Retrieved on June 1, 2024 from <https://ln.run/VWV6k>
- [12]. Gabriela-Lăcrămioara Drăghici, & Cazan, A.-M. (2022). Burnout and Maladjustment Among Employed Students. *Frontiers in Psychology*, 13. Retrieved on June 1, 2024 from <https://ln.run/FZ8Zx>
- [13]. Grace, J. (2024). *Balancing-Work-And-Study*. Scribd. Retrieved on June 8, 2024 from <https://rb.gy/3i489x>
- [14]. Joelnovelli. (2023, November 29). *What Is Social Work Criminology and Why Is It Important?* WPUNJ. Retrieved on June 1, 2024 from <https://ln.run/nO7cC>
- [15]. Jun Villarmia, Moñiza, N. B., Joshua Flores Tamara, & Dela, A. L. (2021). *Stress And Coping Mechanism Among Criminology Students*. ResearchGate; unknown. Retrieved on June 1, 2024 from <https://ln.run/-A2tJ>
- [16]. Lee, Y. G., Kelley, H. H., & Jae Min Lee. (2023). *Untying Financial Stress and Financial Anxiety: Implications for Research and Financial Practitioners*. New Prairie Press. Retrieved on June 1, 2024 from <https://ln.run/zKi7z>
- [17]. Lumingkit, N. N. D., Ramientos, C. M. C., Calimpong Jr, E. M., Pescador, F. C. L., Daniel, E. R., & Cuevas Jr, J. F. (2024). Challenges of the Criminology Students during the Internship Program: A Qualitative Study. *Mediterranean Journal of Basic and Applied Sciences (MJBAS)*, 8(4), 01-14. Retrieved on November 17, 2024 from <https://mjbass.com/data/uploads/8581.pdf>
- [18]. Mary Kate Weaver. (2022, October 18). *What Is a Criminologist?* Excelsior University. Retrieved on June 1, 2024 from https://ln.run/LRgL_
- [19]. Moore, A., Nguyen, A., Rivas, S., Ayah Bany-Mohammed, Majeika, J., & Martinez, L. (2021). A qualitative examination of the impacts of financial stress on college students' well-being: Insights from a large, private institution. *SAGE Open Medicine*, 9, 205031212110181-205031212110181. Retrieved on June 1, 2024 from <https://ln.run/eY7RC>
- [20]. Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97. Retrieved on June 8, 2024 from <https://rb.gy/hompgv>
- [21]. Rahman, S., Al Muktedir Munam, Hossain, A., Hossain, D., & Rejvi Ahmed Bhuiya. (2023). Socio-economic factors affecting the academic performance of private university students in Bangladesh: a cross-sectional bivariate and multivariate analysis. *SN Social Sciences*, 3(2). Retrieved on June 1, 2024 from <https://ln.run/C1Big>
- [22]. Rabia Kishwer, Dr. Zarina Akhtar, Dr. Mahnoor Farooq, Mehreen Faiza, Khan, S., & Rabia Naimat. (2023). Impact of Part-time Job On Students' Academic Achievement and Satisfaction: A Case of Teacher Education Program At International Islamic University Islamabad. *Bulletin of Business and Economics (BBE)*, 12(2), 157–163. Retrieved on June 1, 2024 from <https://ln.run/KYTML>
- [23]. Smith, A. P. (2019). Student Workload, Wellbeing and Academic Attainment. *Communications in Computer and Information Science*, 35–47. Retrieved on June 1, 2024 from <https://ln.run/k73Zc>
- [24]. Student part-time employment: characteristics and consequences | Emerald Insight. (2024). *Education + Training*, 54(1), 65–75. Retrieved on June 1, 2024 from <https://doi.org/10.1108/et>
- [25]. Sun Young Park, Nazanin Andalibi, Zou, Y., Siddhant Ambulkar, & Huh-Yoo, J. (2020). Understanding Students' Mental Well-Being Challenges on a University Campus: Interview Study. *JMIR Formative Research*, 4(3), e15962–e15962. Retrieved on June 1, 2024 from <https://doi.org/10.2196/15962>
- [26]. Talent Management of Doctoral Students: Focus on Well-being, or How to Deal with the Mental Health Crisis in Graduate Education | Emerald Insight. (2024). *Emerald.com*, 77–98. Retrieved on June 1, 2024 from <https://doi.org/10.1108/9781802626858>
- [27]. The. (2024). *The Dual Role: Parenthood and Policing*. Polfed.org; The Dual Role: Parenthood and Policing. Retrieved on June 1, 2024 from <https://ln.run/8wv-5>
- [28]. Travis, K. (2023, April 13). *Priorities or procrastination?* G Farms; G Farms. Retrieved on June 1, 2024 from <https://ln.run/YTGDP>
- [29]. Using thematic analysis in psychology. (2024). *Qualitative Research in Psychology*. Retrieved on May 31, 2024 from <https://doi.org/10.1191/1478088706qp063oa>