

**ACADEMIC-WORK LIFE BALANCE OF STUDENT GIG WORKERS**

*A Dissertation work submitted to the*

*University of Kerala*

*in partial fulfilment of the requirements for the*

*Master of Human Resource Management Degree Examination*

**SUBMITTED BY**

**LAKSHMI G NAIR**

**Exam Code: 58418404**

**Candidate Code: 58421115006**

**Subject Code: HRM 2.4.5**

**Under the supervision of**

**DR. RASMY KIRAN**

**(Faculty, Department of Personnel Management)**



**LOYOLA COLLEGE OF SOCIAL SCIENCES, SREEKARIYAM**

**THIRUVANANTHAPURAM, KERALA 695017**

**2021-2023**

## **DECLARATION**

I, **Lakshmi G Nair**, hereby declare that the dissertation titled “**ACADEMIC-WORK LIFE BALANCE OF STUDENT GIG WORKERS**” is based on the original work carried out by me and submitted to the University of Kerala during the year 2021-2023 towards partial fulfilment of the requirements for the **Master of Human Resource Management** Degree Examination. It has not been submitted for the award of any degree, diploma, fellowship or other similar title of recognition before.

**PLACE:** Thiruvananthapuram

**DATE:** 18/08/2023

**Lakshmi G Nair**

\

## **CERTIFICATION OF APPROVAL**

This is to certify that the dissertation entitled “**ACADEMIC-WORK LIFE BALANCE OF STUDENT GIG WORKERS**” is a record of genuine work done by Lakshmi G Nair, a fourth semester, Master of Human Resource Management student of this college under my supervision and guidance and that is hereby approved for submission.

Dr. Rasmy Kiran,

Research Supervisor

Department of Personnel Management

Loyola College of Social Sciences

Trivandrum

Recommended for forwarding to the University of Kerala

Dr. Anitha S,

Head,

Department of Personnel Management,

Loyola College of Social Sciences,

Trivandrum

Forwarded to the University of Kerala,

Dr. Saji P Jacob,

Principal,

Loyola College of Social Sciences,

Trivandrum

## ACKNOWLEDGMENT

I would like to express my deep sense of gratitude and profound thanks to my esteemed faculty guides who have been instrumental throughout my journey. Rev. Fr. Renjit George, Dr. Rasmy Kiran, and Ms. Jinu Joy, your timely instructions and guidance have brought out the best in me, and I am sincerely thankful for your unwavering support.

I extend a special mention to Dr. Aby Tellas, Dr. Prakash Pillai, and Dr. Angelo Mathew Pathanapuram, esteemed faculty members of the Department of Personnel Management. Your generosity in sparing your time to respond to my queries and provide necessary support and guidance during vulnerable situations is truly appreciated.

I would also like to express my gratitude to Dr. Anitha A S for the valuable guidance she has provided.

I would like to extend my sincere thanks to all the respondents who took the time to fill out my questionnaire. Your contributions have been essential to the success of my research.

I am grateful to Dr. Sunil Kumar, the Librarian, and Mr. George Mathew, the Assistant Librarian at Loyola College of Social Sciences, for providing the necessary reference materials and their kind support, which have been instrumental in the successful completion of my work so far.

I would like to extend my heartfelt gratitude to my friend Ms. Avani L S, Ms Merlin Siby, and Mr. Abeeraj K A for their unwavering support and guidance in research methodology. Your assistance has been invaluable in shaping the direction of my research.

Lastly, I would like to express my deepest thanks to my parents and friends who have been a constant source of help and support throughout my academic journey. Your encouragement and belief in me have been invaluable, and I am truly grateful.

## TABLE OF CONTENTS

<b>CERTIFICATION OF APPROVAL .....</b>	<b>I</b>
<b>DECLARATION.....</b>	<b>I</b>
<b>ACKNOWLEDGMENT .....</b>	<b>III</b>
<b>ABSTRACT.....</b>	<b>IX</b>
<b>CHAPTER 1 .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 INTRODUCTION .....	2
1.2 STATEMENT OF THE PROBLEM.....	3
1.3 BACKGROUND OF THE STUDY .....	5
1.4: SIGNIFICANCE OF THE STUDY .....	8
1.5 OBJECTIVES .....	12
<b>1.5.1 General Objective .....</b>	<b>12</b>
<b>1.5.2 Specific Objective.....</b>	<b>12</b>
1.6 DEFINITION.....	12
<b>1.6.1 Gig Worker .....</b>	<b>12</b>
<b>1.6.2 Work-Academic Balance .....</b>	<b>13</b>
<b>CHAPTER TWO .....</b>	<b>14</b>
<b>LITERATURE REVIEW.....</b>	<b>14</b>
2.1 INTRODUCTION .....	15
2.2 REVIEW OF LITERATURE.....	17
Literature related to the academic-work-life balance of student gig workers. ....	17
The gig economy in India .....	17
Work-academic balance of student workers .....	19
2.3 RESEARCH GAP.....	31
2.4 CONCLUSION.....	33

<b>CHAPTER THREE .....</b>	<b>35</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>35</b>
3.1 TITLE OF THE STUDY .....	36
3.2 RESEARCH DESIGN .....	36
3.3 RESEARCH VARIABLES.....	36
3.4 UNIVERSE AND UNIT OF STUDY .....	36
<b>3.4.1 Universe of the study .....</b>	<b>36</b>
<b>3.4.2 Population of the study.....</b>	<b>36</b>
<b>3.4.3 Unit of the study.....</b>	<b>36</b>
3.5 SAMPLING DESIGN .....	36
<b>3.5.1 Sample Size.....</b>	<b>36</b>
3.6 SOURCES OF DATA.....	36
<b>3.6.1 Primary Data.....</b>	<b>36</b>
<b>3.6.2 Secondary Data .....</b>	<b>37</b>
3.7 TOOLS OF DATA COLLECTION .....	37
3.8 PRE-TEST .....	37
3.9 PILOT STUDY .....	37
3.10 DATA COLLECTION .....	37
3.11 TOOLS FOR DATA ANALYSIS.....	37
3.12 CHAPTERIZATION.....	38
3.13 LIMITATIONS OF THE STUDY .....	38
<b>CHAPTER FOUR.....</b>	<b>39</b>
<b>DATA ANALYSIS AND INTERPRETATION .....</b>	<b>39</b>
4.1 INTRODUCTION .....	40
4.2 ANALYSIS OF DEMOGRAPHIC VARIABLES .....	41
<b>4.2.1 Gender-wise Participation of Respondents in the Sample .....</b>	<b>42</b>
<b>4.2.2 Average number of hours worked per week.....</b>	<b>42</b>

<b>4.2.3 Average time studying per week</b> .....	44
<b>4.2.4 Average income from gig work per week</b> .....	45
4.3 TYPE OF GIG WORK .....	46
4.4 FREQUENCY OF ENGAGEMENT IN GIG WORK .....	47
4.5 ANALYSIS OF THE ACADEMIC-WORKLIFE BALANCE.....	47
<b>4.5.1 Mean of Challenges in Work-Academic Balance</b> .....	48
<b>4.5.2 Mean of Impact of Work on Academics</b> .....	50
<b>4.5.3 Mean of Impact of Academics on Work</b> .....	52
<b>4.5.4 Level Work-Academic Balance</b> .....	54
<b>4.5.5 Level of Impact of Academics on Work</b> .....	54
<b>4.5.6 Level of Impact of Work on Academics</b> .....	55
<b>4.5.7 Chi-Square Test between Gender and Effect of Work on Academics</b> .....	55
<b>4.5.8 Analysis of Gender and Work-Academic Balance</b> .....	56
<b>4.5.9 Analysis of Number of Hours Worked and Work-Academic Balance</b> .....	57
<b>4.5.10 Analysis of Number of hours studied and Work-Academic Balance</b> .....	58
<b>4.5.11 Analysis of Amount of Income Earned and Work-Academic Balance</b> .....	59
<b>4.5.12 Analysis of Types of Gig Work and Work academic balance</b> .....	60
<b>4.4.13 Analysis of Frequency of engagement and Work-Academic Balance</b> .....	62
4.6 ANALYSIS OF SUPPORTS AND NEEDS .....	63
<b>4.6.1 Mean of Supports and Needs</b> .....	63
<b>4.6.2 Level of Support and Needs</b> .....	65
<b>4.6.3 Chi-Square Test between Gender and Level of Supports and Needs</b> .....	65
<b>4.6.4 Analysis of Gender and Level of Supports and Needs</b> .....	66
<b>4.6.5 Analysis of Number of hours worked and Level of Support and Needs</b> .....	67
<b>4.6.6 Analysis of Number of Hours Studied per Week and Level of Supports and Needs</b> .....	68
<b>4.6.7 Analysis of Types of Gig Work and Supports and Needs</b> .....	69

<b>4.6.8 Analysis of Frequency of Engagement and Supports and Needs</b> .....	70
4.7 CORRELATION BETWEEN WORK-ACADEMIC BALANCE AND SUPPORTS AND NEEDS .....	71
<b>CHAPTER FIVE</b> .....	<b>74</b>
<b>FINDINGS, SUGGESTIONS AND CONCLUSION</b> .....	<b>74</b>
5.1 INTRODUCTION .....	75
5.2 FINDINGS OF DEMOGRPHIC VARIABLE.....	76
<b>5.2.1 Gender wise participation of student gig workers</b> .....	76
<b>5.2.2 Number of hours worked per week</b> .....	76
<b>5.2.3 Average number of hours studied per week</b> .....	77
<b>5.2.4 Average amount of income earned from gig work</b> .....	77
5.3 TYPES OF GIG WORK.....	77
5.4 FREQUENCY OF ENGAGEMENT IN GIG WORK.....	77
5.6 FINDINGS OF ACADEMIC- WORK LIFE BALANCE OF STUDENT GIG WORKERS.....	78
<b>5.6.1 Challenges in Work-Academic balance</b> .....	78
<b>5.6.2 Impact of Work on Academics</b> .....	79
<b>5.6.2 Impact of Academics on Work</b> .....	80
5.7 FINDINGS OF SUPPORTS AND NEEDS IN STUDENT GIG WORKERS .....	81
<b>5.7.1 Supports and needs of student gig workers</b> .....	81
5.8 RELATIONSHIP BETWEEN ACADEMIC-WORK LFE BALANCE AND, SUPPORTS AND NEEDS.....	83
5.9 GENERAL FINDINGS .....	84
5.10 SUGGESTIONS .....	84
5.11 CONCLUSION.....	87
<b>BIBLIOGRAPHY</b> .....	<b>88</b>
<b>APPENDIX</b> .....	<b>92</b>
QUESTIONAIRES .....	93



## **LIST OF TABLES**

### **ANALYSIS OF DEMOGRAPHIC VARIABLE**

<b>Table No 4.2 1</b>	<b>Source: Primary Data.....</b>	<b>42</b>
<b>Table No 4.2 2</b>	<b>Source: Primary Data .....</b>	<b>42</b>
<b>Table No 4.2 3</b>	<b>Source:</b>	
<b>Primary Data.....</b>		<b>44</b>
<b>Table No 4.2 4</b>	<b>Source: Primary Data</b>	
<b>.....</b>		<b>45</b>

### **TYPE OF GIG WORK**

<b>Table No: 4.3 1</b>	<b>Source: Primary Source.....</b>	<b>46</b>
------------------------	------------------------------------	-----------

### **FREQUANCY OF ENGAGEMENT**

<b>Table No 4.4 1</b>	<b>Source: Primary Data .....</b>	<b>47</b>
-----------------------	-----------------------------------	-----------

### **ANALYSIS OF ACADEMIC-WORK LIFE BALANCE**

<b>Table No 4.5 1</b>	<b>Source: Primary</b>	
<b>Data .....</b>		<b>48</b>
<b>Table No 4.5 2</b>	<b>Source: Primary Data .....</b>	<b>50</b>
<b>Table No 4.5 3</b>	<b>Source: Primary Data .....</b>	<b>52</b>
<b>Table No 4.5 4</b>	<b>Source: Primary Data.....</b>	<b>54</b>
<b>Table No 4.5 5</b>	<b>Source: Primary Data .....</b>	<b>54</b>
<b>Table No 4.5 6</b>	<b>Source: Primary Data .....</b>	<b>55</b>
<b>Table No 4.5 7</b>	<b>Source: Primary Data .....</b>	<b>55</b>
<b>Table No 4.5 8</b>	<b>Source: Primary Data .....</b>	<b>56</b>

<b>Table No 4.5 9</b>	<b>Source: Primary Data .....</b>	<b>57</b>
<b>Table No 4.5 10</b>	<b>Source: Primary Data.....</b>	<b>58</b>
<b>Table No 4.5 11</b>	<b>Source: Primary Data.....</b>	<b>59</b>
<b>Table No 4.5 12</b>	<b>Source: Primary Data.....</b>	<b>60</b>
<b>Table No 4.5 13</b>	<b>Source: Primary Data.....</b>	<b>62</b>

**ANALYSIS OF SUPPORTS AND NEEDS**

<b>Table No 4.6 1</b>	<b>Source: Primary Data.....</b>	<b>63</b>
<b>Table No 4.6 2</b>	<b>Source: Primary Data.....</b>	<b>65</b>
<b>Table No 4.6 3</b>	<b>Source: Primary Data .....</b>	<b>65</b>
<b>Table No 4.6 4</b>	<b>Source: Primary Data .....</b>	<b>66</b>
<b>Table No 4.6 5</b>	<b>Source: Primary Data.....</b>	<b>67</b>
<b>Table No 4.6 6</b>	<b>Source: Primary Data .....</b>	<b>68</b>
<b>Table No 4.6 7</b>	<b>Source: Primary Data.....</b>	<b>69</b>
<b>Table No 4.6 8</b>	<b>Source: Primary Data .....</b>	<b>70</b>

**CORRELATION BETWEEN WORK-ACADEMIC BALANCE & SUPPORTS AND NEEDS**

<b>Table No 4.7 1</b>	<b>Source: Primary Data .....</b>	<b>71</b>
-----------------------	-----------------------------------	-----------

**ABSTRACT**

The gig economy has experienced significant growth in India, including among students who seek flexible work arrangements for supplementary income and work experience. However, balancing academics with gig work presents challenges, which calls high scrutiny. Understanding the work-academic balance of student gig workers is crucial for their well-being and performance. Kerala, known for its focus on education, provides a unique case to study this balance. This research aims to explore the challenges in work academic balance, aided with the comprehension of supports and needs available to student gig workers. These understandings of struggles faced by student gig workers helps to develop strategies and support systems, and contribute to the understanding of the gig economy's impact on education. Collaboration between educational institutions, gig platforms, and stakeholders can empower student gig workers for success. With the increasing number of young gig workers in India, this research holds implications for a substantial segment of the gig economy. By addressing their challenges, we can create an environment that supports their holistic development in an evolving gig economy landscape.

The data was collected through a questionnaire administered to full-time college students in Trivandrum, Kerala, who are also engaged in gig work. There was responses from 80 students. The questionnaire covered various aspects, including demographic details, types of gig work, support and needs, and questions related to work-academic balance. Statistical analysis was conducted using Excel and SPSS, and the findings are presented in tables and visual representations, aligning with the study's objectives. Based on the findings of this study, it can be concluded that student gig workers in Kerala face academic-work-life balance. The analysis reveals that there is an interplay between work and academics, with students prioritizing their academic commitments over their gig work. However, both work and academics are impacted to some extent. The other factors as in the financial requirements, academic excellence and their priorities also impacts the work academic balance. From our study, the researcher also understood a general consensus that there is a lack of support available to help them effectively balance their work and academic responsibilities. Moreover, the correlation analysis indicates a positive correlation between work-academic balance and the support and needs of student gig workers. This highlights the importance of providing adequate support systems to enhance the work-academic balance for these individuals. Overall, the study emphasizes the significance of addressing the challenges faced by student gig workers and implementing strategies to improve their work-academic integration and overall well-being.

In conclusion, this research study has shed light on the challenges faced by students balancing gig work and academics. The reciprocal impact of work on academics and vice versa was explored, revealing potential benefits and drawbacks. The study emphasized the need for support systems to assist students in managing their work-academic balance effectively. Practical recommendations were provided for educational institutions, employers, policymakers, and students themselves. By implementing these suggestions, an environment can be created that empowers students to thrive in both work and academics. All in all, this research contributes to a deeper understanding of the experiences of student gig workers and aims to facilitate their holistic development and success in the gig economy while pursuing their educational aspirations.

**CHAPTER 1**  
**INTRODUCTION**

## 1.1 INTRODUCTION

In recent years, the gig economy has experienced remarkable growth worldwide, and India stands as no exception to this trend. With the advent of digital platforms and the increasing demand for flexible work arrangements, a growing number of students in India have embraced gig work as a means to earn supplementary income and gain valuable work experience. This surge in gig work among students has been particularly pronounced, given India's youthful and tech-savvy population.

Amidst the backdrop of the COVID-19 pandemic and its adverse impact on the job market, the academic work-life balance of student gig workers in India has emerged as a pressing concern. India faces a substantial youth unemployment rate of 23.7%, considerably higher than the overall unemployment rate of 6.9%. Consequently, many students are turning to gig work as a way to cope with financial uncertainty and job insecurity while pursuing their educational goals.

However, balancing the demands of academics with the commitments of gig work poses unique challenges. The irregular nature of gig work and the imperative to meet academic deadlines can create stress and hinder the achievement of a healthy work-academic balance for student gig workers. Understanding the factors that contribute to this delicate equilibrium is crucial for their overall well-being and academic performance.

The emergence of the gig economy has ushered in a new era of flexible and temporary work opportunities, challenging traditional notions of employment. Businesses are increasingly turning to independent contractors and freelancers instead of hiring full-time workers, reshaping the dynamics of work cultures worldwide. In India, the gig economy has witnessed significant growth, with millions of workers actively engaged in gig platforms. Kerala, a state renowned for its emphasis on education and literacy, stands as a unique case where the rising trend of gig work intersects with a population deeply concerned about educational stability.

Understanding the work-academic balance of student gig workers in Kerala holds tremendous relevance in shaping the future of this mode of employment within the state. It is essential to delve into the specific challenges faced by student gig workers as they strive to balance their work commitments and academic pursuits. By exploring their experiences and identifying their support needs, we can pave the way for meaningful interventions that enable these individuals to thrive academically and professionally.

While limited research has been conducted on the academic work-life balance of student gig workers in India, it is an increasingly vital topic that warrants further exploration. This study aims to delve into the experiences of student gig workers, identify the key factors that influence their work-life balance, and provide actionable recommendations for enhancing their well-being and academic success.

## **1.2 STATEMENT OF THE PROBLEM**

In the context of Indian youth, there is a growing desire for independence, both in terms of personal freedom and financial stability. Many young individuals are motivated to achieve financial independence through their hard work and determination. For much Indian youth, achieving financial independence while pursuing academic or college life is a growing desire. However, the current scenario presents challenges due to high unemployment rates and limited financial support from families. Moreover, according to a report by the Centre for Monitoring Indian Economy (CMIE), the unemployment rate among Indian youth aged 15-29 years was 23.7% in February 2021. Additionally, a survey by the Indian School of Business (ISB) found that 72% of Indian gig workers are under the age of 35, with students comprising a significant proportion of this group. These statistics highlight the growing need for Indian students to achieve financial independence through their hard work and determination.

To address this issue, gig work has emerged as a potential means for students to attain financial independence and balance academic and work responsibilities. This research aims to explore the potential of gig work for Indian students, as well as the challenges they face in achieving a healthy work-academic balance. However, the current scenario presents a higher requirement for academicians and the government to formulate policies and programs that promote youth's independence while pursuing their academic or college life. Unlike foreign countries, where the curriculum is designed to support a healthy work-life balance for students, Indian students face challenges due to high unemployment rates and limited financial support from their families. Consequently, there is a need to explore the potential of gig work as a means for students to attain financial independence and maintain a balance between their academic and work responsibilities.

The research aims to address the issue of academic work- academic life balance among student gig workers in India. Despite the prevalent unemployment rate and financial constraints faced by students, there is a lack of support from various stakeholders, such as society, families, and economic institutions, in acknowledging and promoting part-time or gig work as a viable solution. This research seeks to analyse the importance of gig work in fostering financial independence and instilling a realistic understanding of life among Indian youth. Additionally, it aims to investigate the support mechanisms required to facilitate and encourage student gig work, including social support and institutional backing.

However, when it comes to student gig-workers, it is essential to investigate the extent to which they engage in academic activities while balancing work commitments. This requires examining how academic focus affects the work obligations and commitment levels of students who participate in gig work. It is also important to identify the most common types of gig-work undertaken by students and how this impacts their academic work.

To ensure a successful academic work life balance for student gig-workers, it is crucial to examine the support and needs required for them to balance academic and work commitments. Ensuring that student gig-workers have adequate support to balance their academic and work obligations can help prevent any disruptions in their academic progress and help them succeed in both areas.

Specifically, this study aims to answer the following questions:

- 1. What is the extent to which student gig-workers engage in academic activities while balancing work commitments?**
- 2. How do academic focus affect the work obligations and commitment levels of students who participate in gig work?**
- 3. What are the strategies employed and barriers faced by student gig workers to balance academic and work?**

By the perspective inquiry on the above following questions by quantitative data collection, the impact on the work academic balance and an understanding of supports and needs of different sects of gig workers need to be achieved.



### **1.3 BACKGROUND OF THE STUDY**

The gig economy encompasses a wide range of jobs across various occupations, including tasks like food delivery, driving for ride-sharing services, programming, and freelance writing. It has emerged as a response to economic factors, with employers opting for temporary or part-time workers to handle busy periods or specialized projects when they cannot afford full-time employees. On the employee side, individuals often find themselves needing to relocate or hold multiple jobs to support their desired lifestyle. The gig economy reflects the reality of frequently changing occupations over a lifetime. Many gig economy jobs are found through online platforms, offering temporary or contract-based work, such as ride-sharing, home improvement, freelancing, coaching, exercising, and tutoring.

In recent years, gig economy platforms have transformed the global work landscape, most relevantly after the pandemic. While there isn't a singular definition of the gig economy, it primarily refers to online marketplaces where independent workers are connected with clients, with flexibility and autonomy as the prime features. Work within the gig economy can be categorized as either location-based or location-independent. Location-based gigs require contractors and clients to be physically present in the same place, as seen in vehicle-sharing services like Uber. Location-independent gigs, on the other hand, involve industries where work is not dependent on clients and consumers being in the same location, as exemplified by platforms like Upwork, where a designer in Kenya can edit photographs for a client in Canada despite the distance.

Another important aspect of the background is the diversification of gig work and part-time work. Here part-time work intensifies the work that predominantly lacks the prominent feature of gig work like autonomy and flexibility as mentioned earlier. As the major investigation is done on the aspect of part-time work, our research focuses on the gig aspect and the related work-academic balance. Our research revolves around the perspective study of student gig workers and the factors that influence the student gig workers in balancing the study and work, with the aid of the underlying objectives and samples.

Countries like India have a substantial number of gig economy workers, particularly in the informal sector, where labour costs are low, welfare security is limited, and labour market laws are stringent. However, these countries often have a significant percentage of users and internet access rates, which contribute to the large presence of online gig workers from these Asian nations.

In India, a significant portion of the workforce relies on gig economy jobs, often working on an hourly or daily wage basis. The study under discussion sheds light on the lives of student gig economy workers in India and their challenges in balancing their professional and academic lives. Given the fast-paced nature of life and the increasing expenses of basic needs in India, gig economy workers face numerous daily issues.

The rise of the gig economy has introduced new opportunities as well as a chance for awakening to change the policies and programmes for individuals to engage in flexible work arrangements, especially among students pursuing higher education. Students, in particular, have shown a growing interest in gig work due to its potential to provide financial independence, skill development, and schedule flexibility. However, the pursuit of gig work alongside academic commitments poses a unique set of challenges that warrant further investigation. This study aims to explore the academic and work balance of student gig workers, focusing on the extent of their engagement in academic activities while balancing work commitments.

The academic-work balance of student gig workers has become an increasingly important issue in recent years. With the rise of the gig economy and the growing financial pressures faced by students, many are turning to gig work as a means of supporting themselves during their studies.

In February 2021, the Centre for Monitoring Indian Economy (CMIE) released a report revealing that the unemployment rate for young individuals in India, specifically those between the ages of 15 and 29, reached 23.7%. This data underscores the substantial challenge of unemployment faced by the country's youth. This has led to a growing number of students turning to gig work as a means of earning money while pursuing their studies.

There is a need to understand the support mechanisms available to student gig workers. This lack of support can explicate the challenges faced by student gig workers in balancing academic responsibilities with gig work.

Substantially, the academic-work balance of student gig workers is an important issue that requires further research and attention. With the rise of the gig economy and the growing financial pressures faced by students due to a lack of support from family and academic institutions, there is a need to understand the impact of gig work on student well-being and academic performance. Besides, there is a need to understand the support mechanisms

available to student gig workers and to identify ways to improve these mechanisms to better support student well-being and academic success.

The above context underscores the significance to the background of our study, the need for strong policies and comprehensive programs to facilitate the seamless integration of student gig workers into the economy is mandatory. It emphasizes that such support mechanisms should not only come from governmental bodies but also from the individuals who surround and interact with student gig workers on a daily basis.

Also, there is a pressing need for a positive change in societal attitudes toward student gig work. It is crucial to foster an environment that recognizes and appreciates the efforts of student gig workers. Often, individuals pursuing gig work alongside their academic commitments face misconceptions and stereotypes that undermine their dedication and hard work. By promoting a positive perception of student gig work, society can encourage and empower these individuals to pursue their chosen paths with confidence.

The work-academic balance of student gig workers is influenced by their individual priorities and perspectives. Some students prioritize their studies above all else, viewing gig work as a means to support their educational endeavors. For them, striking a balance between work and academics becomes crucial to maintaining their academic performance. On the other hand, some students may prioritize work, valuing the practical experiences and financial benefits it provides. Consequently, their balance between work and academics may be different, with work taking precedence over educational pursuits.

Additionally, external factors such as financial challenges, workload demands, and the flexibility of gig work arrangements also impact the work-academic balance. Students facing significant financial constraints may find it challenging to allocate sufficient time and energy to both work and studies. Conversely, those with more flexible work arrangements may have a better chance of managing their commitments effectively.

Looking beyond national borders, it is evident that foreign institutions and countries have already recognized the importance of cultivating programs and guidelines that foster independence and self-reliance among students. These programs provide students with opportunities to develop real-world skills and experiences, enabling them to navigate the challenges of both work and academics. It is essential for India to learn from these examples and implement similar initiatives that prepare students for the multifaceted demands of the gig economy.

The study also highlights the need for a practical approach to education and personal development. While academic knowledge is crucial, it is equally important to equip students with practical skills and experiences that prepare them for real-life situations. The study emphasizes the significance of experiential learning and the acquisition of life skills that cannot be acquired solely through textbooks. By emphasizing the value of these non-book learnings, the study seeks to promote a holistic approach to education that encompasses both theoretical and practical aspects.

#### **1.4: SIGNIFICANCE OF THE STUDY**

The study on the academic work-life balance of student gig workers is a significant topic that has garnered attention from various stakeholders, including policymakers, educators, and students.

The gig economy is a rapidly growing concept that is reshaping traditional work cultures. It offers flexible and temporary job opportunities, attracting businesses to hire independent contractors and freelancers instead of full-time employees. In India, the gig economy has gained traction, with an estimated 7.7 million workers engaged in it during the 2020-21 period, comprising 2.6% of the non-agricultural workforce or 1.5% of the total workforce (NITI report, 2022). The rise of the gig economy has led to an increasing number of university students engaging in gig work, which has brought about a new set of challenges in managing their academic and work commitments.

Kerala, known for its emphasis on literacy and educational stability, holds immense relevance when the statistics show higher participation of students in the gig platforms. This context calls for the intense scrutiny of the challenges faced by them in balancing work and academics. It is vital to understand the support and needs of student gig workers to strike a balance between their work and academic commitments.

Ensuring a healthy work-academic balance for student gig workers is essential for their overall well-being and success. The unique challenges they face include managing work schedules alongside academic deadlines, maintaining focus on studies while fulfilling gig responsibilities, and avoiding burnout. It becomes crucial to address these concerns and provide appropriate support systems.

To achieve an effective work-academic balance, several key factors need consideration. First, educational institutions should collaborate with gig platforms to develop policies that accommodate students' work commitments without compromising their educational progress. This can involve flexible scheduling options, allowing students to allocate dedicated time for their studies.

Further, promoting awareness among students about the potential benefits and challenges of gig work is vital. Moreover, establishing support networks within educational institutions can be instrumental. Creating dedicated spaces or online forums where student gig workers can connect, share experiences, and seek guidance can foster a sense of community and provide valuable insights. Encouraging peer-to-peer mentoring or partnering with alumni who have experience in the gig economy can further enhance student support.

In terms of policy, governments and regulatory bodies can play a crucial role in safeguarding the interests of student gig workers. Implementing labor laws and regulations that ensure fair remuneration, reasonable working hours, and protection against exploitation is essential. Balancing the flexibility of gig work with adequate safeguards can contribute to the overall well-being of student gig workers.

Understanding and addressing the work-academic balance of student gig workers is a significant aspect of the evolving gig economy. Kerala, with its focus on education and literacy, must adapt to this changing landscape while safeguarding the interests of its student population. By fostering collaboration between educational institutions, gig platforms, and relevant stakeholders, it is possible to create an environment where student gig workers can thrive academically and professionally.

The significance of this study lies in its potential to shed light on the impact of gig work on student academic performance, well-being, and work-life balance. By understanding the challenges and opportunities of student gig work, educational institutions and policymakers can develop support programs and policies that can enhance the well-being of student gig workers and help them achieve a better work-life balance.

With data indicating that approximately 72% of Indian gig workers are under the age of 35, and students constituting a significant portion of this demographic, it is evident that this research holds significant implications for a substantial segment of the gig economy.

By shedding light on the academic work-life balance of student gig workers in India, this research endeavours to contribute to the existing body of knowledge on this topic and aid in formulating strategies that empower these individuals to thrive academically and professionally while maintaining their well-being. By recognizing and addressing the challenges faced by student gig workers, we can foster an environment that promotes their holistic development and supports their aspirations in an evolving gig economy landscape.

This study is particularly relevant in the current context, where the COVID-19 pandemic has disrupted traditional modes of learning and employment. Students are increasingly turning to gig work to supplement their income, and this study can provide valuable insights into how educational institutions and policymakers can support them in managing their academic and work commitments.

According to the International Labour Organization (ILO), India is currently home to approximately 15 million gig workers, a figure expected to rise rapidly in the coming years. These statistics also imply the relevance of the study.

The significance of this study is also evident in the growing body of research on the topic. Academic journals such as the International Journal of Educational Research, the Journal of Business and Psychology, and the Journal of Youth Studies have published articles that present the findings of studies on the impact of gig work on student academic performance and well-being. These studies have highlighted the need for further research on this topic and the importance of developing support programs and policies to help students manage their work-life balance. Moreover, the literature review coming in the following chapter signifies the crucial need for research which studies the work academic balance perspectives of gig workers who are predominantly engaged in academic pursuits.

There is a requirement to focus on studies that concentrate on gig work, specifically the aspect of freelance work where individuals have the autonomy to manage their own working schedules. Gig work offers students the flexibility to balance their academic commitments, making it crucial to analyze the academic work-life balance of student gig workers rather than solely focusing on part-time work. Our research is an explicit focus on a perspective with the take on the features of gig work like flexibility and autonomy which is missing focus on part-time work. Moreover, our study aims to investigate different types of gig work and their impact on the work-academic balance. We will also explore how the support mechanisms provided by

the work environment and academic institutions assist students in maintaining a balance between their work and academic responsibilities. Additionally, we will examine the reciprocal influence between academics and work, considering the interconnected perspectives of both aspects. The primary target group for this study will be postgraduate and undergraduate students.

One significance is that the existing literature is the limited attention given to the multifaceted aspects of the relationship between academics and gig work. Most studies predominantly concentrate on the impact of gig work on academics, neglecting the equally important influence of gig work on academics. Therefore, the researcher aims to bridge this gap by examining both perspectives comprehensively, analysing how academics affect gig work and how gig work, in turn, affects academics. By exploring this reciprocal relationship, we can gain a more holistic understanding of the dynamics between academics and gig work.

Research on the academic work-life balance structure in India is crucial, considering that existing literature primarily focuses on researchers from other countries who engage in part-time and gig work. Conducting Indian research will shed light on various aspects, such as the impact of academic work on gig work, the influence of gig work on academics, the role of support mechanisms, and the effects of different types of gig work and work intensity. By exploring these areas, we can gain a better understanding of the work-life balance dynamics specific to India's academic and gig work sectors.

The research is also significant on the stand that an approach is applied here which helps to absorb all the dimensions of our study and helps not to miss any minutest details which are valid in our investigation.

In conclusion, the study on the academic work-life balance of student gig workers is a significant topic that has garnered attention from various stakeholders and the present investigation will aid to highlight the gaps existing in the contemporary relevant literature. The rise of the gig economy has brought about new challenges in managing academic and work commitments for university students. By understanding the challenges and opportunities of student gig work, educational institutions, and policymakers can develop support programs and policies that can enhance the well-being of student gig workers and help them achieve a better work-life balance.

## **1.5 OBJECTIVES**

### **1.5.1 General Objective**

To examine the challenges faced by full-time student gig workers in balancing their academic responsibilities and employment.

### **1.5.2 Specific Objective**

- To understand the work-academic balance of student gig workers and its outcome on work and academics
- To determine the support and needs employed to overcome the challenges

## **1.6 DEFINITION**

### **1.6.1 Gig Worker**

#### Theoretical Definition

Gig workers are independent contractors or freelancers who typically do short-term work for multiple clients. The work may be project-based, hourly, or part-time, and can either be an ongoing contract or a temporary position (Wingo, 2021).

The Code on Social Security, 2020 [Section 2(35)] defines a gig worker as ‘a person who performs work or participates in a work arrangement and earns from such activities outside of traditional employer-employee relationships’ (Byju's, 2022)

#### Operational Definition

Gig worker is a type of worker characterized by flexibility, independence, and a lack of traditional employment contracts, and differ from part-time work. They are their own employers, which increases the level of autonomy and flexibility.



## **1.6.2 Work-Academic Balance**

### Theoretical Definition

Work-academic balance is the achievement of satisfying experiences in all life domains, such as work, academics, and personal life. This requires the well-distribution of personal resources such as energy, time, and commitment across these domains. (Kirchmeyer, 2000, p. 654)

### Operational Definition

- Work-academic balance is the extent to which an individual feel that they are able to meet the demands of their work and academic life without experiencing excessive stress or conflict. It is the level of balance or imbalance between work and academics and the degree to which an individual is able to effectively manage their time and responsibilities in both areas of their life. It can be the effect of work on academics or academics on work.

**CHAPTER TWO**  
**LITERATURE REVIEW**

## **2.1 INTRODUCTION**

This chapter provides a comprehensive review of the literature related to the main themes of the study: Academic and work-life balance of Full-time student gig workers. The literature review in this chapter encompasses a wide range of articles and studies, sourced from both global and national levels. The literature review examines prior research conducted in the field of academic and work-life balance, with a specific focus on student gig workers. A diverse range of sources, including academic articles, research papers, and relevant reports, were reviewed to gather insights into this area.

The aim is to provide a comprehensive review of the existing literature related to the main theme of the study, which is the academic and work-life balance of student gig workers. In recent years, there has been a noticeable increase in the number of students who choose to balance part-time employment with their academic obligations. These students face unique challenges when it comes to maintaining a healthy balance between their academic responsibilities and work commitments. Achieving an effective academic work-life balance is crucial for these individuals as it allows them to excel academically, meet their financial needs, and gain valuable work experience.

To support the overall well-being and academic success of student gig workers, it is essential to understand the dynamics involved in managing the academic work-life balance. This research adds value to the existing body of knowledge by providing valuable insights into this topic. By examining the obstacles faced by student gig workers, their strategies for managing academic and work commitments, and the influence of different types of gig work on academic performance, this study can inform the development of policies, programs, and support systems aimed at promoting a positive and sustainable academic-work-life balance.

The literature review in this chapter encompasses a wide range of articles and studies from both global and national levels. Various sources, including academic articles, research papers, and relevant reports, were consulted to gather insights into the academic work-life balance of student gig workers. The review focuses on two key areas of inquiry: the multifaceted influence of work and academics on student gig workers, the supports and needs employed to overcome challenges, and the influence of the type of gig work on the work-academic balance.

Furthermore, this study recognizes the importance of understanding the gig economy in India to widen the scope of research. A review of the dimensional aspects of gig work in India highlights the challenges and opportunities associated with this rapidly expanding sector.

Previous research on the work-academic balance of student workers, particularly in the context of part-time employment, provides valuable insights into the complex relationship between academic progress and employment. However, there is a void when it comes to understanding the precise processes through which gig work influences academic attainment. The existing literature calls for further studies to gain a thorough understanding of this intricate issue, considering the diverse experiences and backgrounds of students and the evolving nature of labor in the contemporary economy.

There is also a need to bridge the gap between the predominantly one-sided focus of existing studies. There is an essential need to understand how most researchers has concentrated on the impact of gig work on academics, neglecting the equally important influence of academics on gig work and this helps in our study to comprehensively examine both perspectives, providing a holistic understanding of the reciprocal relationship between academics and gig work.

To this end, conducting research on the academic work-life balance structure in India is crucial. It is vital to understand how existing literature primarily focused, as in how researchers from other countries engaging in gig work has given their perspective, highlighting the need for Indian-specific research. Exploring the Indian context will provide insights into the unique dynamics between academics and gig work, considering factors such as the impact of academic work on gig work, the influence of gig work on academics, the role of support mechanisms, and the effects of different types of gig work and work intensity.

These reviews provide a comprehensive analysis to contribute to the existing body of knowledge on the academic and work-life balance of student gig workers. The reviews of this study will provide valuable insights that will assist the researcher in developing a comprehensive understanding of the various perspectives surrounding our topic. By gaining a deeper understanding of these diverse views, the researcher will be able to establish a solid foundation for their own perspective. The analysis of the literatures also will enable the researcher to identify any gaps or deficiencies within the existing knowledge, allowing them to address and fill those voids in order to enhance the quality and impact of the study. In essence, this will greatly contribute to the advancement of our understanding and aid in the successful execution of our study.

## 2.2 REVIEW OF LITERATURE

### **Literature related to the academic-work-life balance of student gig workers.**

The study aimed at developing a sustainable academic work-life balance found a discernible rise in the number of students choosing to balance part-time employment with their academic obligations in recent years. These individuals encounter distinctive challenges when it comes to maintaining a healthy balance between their academic responsibilities and work commitments. The ability to achieve an effective academic work-life balance is of utmost importance for these students, as it enables them to excel academically while simultaneously fulfilling their financial needs and gaining valuable work experience. Consequently, it is crucial to comprehend the dynamics involved in managing the academic-work-life balance among student gig-workers in order to support their overall well-being and academic success. This research holds significant value as it contributes to the existing body of knowledge by providing valuable insights into the academic work-life balance of student gig workers. Through an understanding of the obstacles faced by these individuals, their strategies for managing academic and work commitments, and the influence of various types of gig work on academic performance, this study can inform the development of policies, programs, and support systems aimed at promoting a positive and sustainable academic-work life balance among student gig-workers.

### **The gig economy in India**

An understanding of the dimensional aspects of gig work is essential to widen the scope of our study. The following reviews give a glimpse into it:

(Banwari, 2018) in the article '*Gig Economy: Challenges and Opportunities in India*' examines the advantages and disadvantages of the rapidly expanding gig economy. Instead of being employed by a traditional employer, individuals in the gig economy opt for temporary employment or take on discrete tasks that are paid for separately. Top trends in the gig economy are being seen in India: The retirement population is participating in the gig economy, blockchain-based marketplaces are emerging, blockchain-based payment system is taking over and established businesses are hiring more contract workers. The gig economy benefits the economy in several ways, including reducing unemployment, boosting workforce participation, increasing demand, and improving productivity. Both consumers and businesses may profit from more service availability and better service matching that more effectively

meets their demands. It also has a lot of difficulties: It lowers salaries. It creates episodic working lives. It shifts risk onto regular people, which is a source of rising stress and mental illness. The article concludes by suggesting that Collaboration between the government, employees, and educational institutions may turn challenges into possibilities. The extent of the gig economy in India will be greatly influenced by governmental policies and labor laws. People also need to be prepared for lifelong learning because they will need to upgrade or reskill themselves as the environment changes.

(Augustinraj & Bajaj, 2020) through their report on '*Unlocking the potential of the Gig economy in India*' suggests that one of the most frequently used terms in today's corporate world is "gig economy. Even though gig work has existed for a considerable period of time, it has garnered significant attention in recent years, primarily due to the accomplishments of platform-based companies such as Uber (in the ridesharing industry), Swiggy (in the food delivery sector), and Urban Company (in personal services, home renovations, and repairs). As a result, the term "gig economy" has become one of the most commonly used phrases in today's business landscape, referring to the on-demand provision of services with minimal formal contracting. More than 200 million people are regarded as a member of the gig workforce globally because of the rise of technology-enabled gig work platforms. Between one and four percent in industrialized economies, according to research studies, more people work in the gig economy in developing nations, and the majority of this employment is in lower-paying job categories like deliveries, ridesharing, microtasks, care, and wellness. The study found that gig workers are different from non-gig ('regular') workers notably in:

- Demographics: Gig workers are relatively younger (compared to non-gig workers)
- Work patterns: Gig workers typically work for fewer hours per day (7 hours versus 8.5 hours for non-gig workers)
- Education levels: Gig workers typically have lower education attainment levels
- Household contribution: Gig workers are more often secondary contributors to household income (30 percent of gig workers are secondary contributors versus 10 percent of non-gig workers)

The report concludes by identifying the Platforms, ecosystem enablers, digital public goods, and regulations as the four components. Each one is essential to realizing the full potential of the gig economy in India. It will take coordinated efforts from industry organizations, market

participants, social sector actors, and public-private actors to create the ecosystem components that can function as a whole to maximize the gig economy's potential for India.

(Korde, Agarwal, Adimulam, & Gandhi, 2021) in their report on '*Gig Economy India: 2020- 2021*' explains that the traditional labor market has changed over the past ten years as the freelancing and task-based economies have grown. The development of digital platforms has accelerated this process by making it simpler to link employers with job seekers at the lowest possible cost and with the most flexibility. Gig work is linked to and associated with broad economic shifts. The study found out that, the low entry hurdles for gig and platform jobs in India can lower the unemployment rate. However, given the informal nature of work, which does not permit for fair salary and employee perks, this might not be the case. The Code of Social Security, 2020 was introduced by the Indian government to help with this. The basic framework of the Code of Social Security, according to academics and professionals, implies inefficiency because it ignores the major issues with platform functioning. On the other hand, the Code on Social Security is the first time the Indian government has acknowledged the need to classify gig and platform workers as employees. The data gathered across ten platforms in India reveals that the majority of people are the only breadwinners in their families and have the highest salaries. Therefore, it is now quite clear that employees' economic rights must be preserved. India's gig economy may be a viable answer to its economic problems if respectable jobs are guaranteed.

### **Work-academic balance of student workers**

In the article by Ellie Chambers (1992) titled "*Work-load and the Quality of student learning,*" The key topics of debate include the significance of student workload and its impact on engagement and learning outcomes. In spite of being a significant factor in defining students' academic experiences, the author underlines that student workload is typically disregarded by both academics and teachers in higher education. The paper argues that, in view of growing concerns about the caliber of student learning, maintaining a manageable workload is essential for good studying and learning. The author discusses numerous methods for measuring effort and acknowledges the methodological challenges that come with relying solely on students' views of their workload. In order to solve these concerns, the essay recommends a more precise method of predicting student workload before the start of the course. The majority of the arguments and evidence cited in the article are drawn from studies conducted with adult part-

time students at the Open University studying the arts and humanities, but they have implications for the entire field of higher education. In addition to outlining the implications for curriculum and course design as well as the overall effectiveness of student learning, the essay offers suggestions for reducing student workload.

In conclusion, this study underlines the importance of considering and managing student workload in order to enhance the educational process. It underlines the need for a systematic approach to monitoring and adjusting workload in order to make sure that students have a suitable and manageable amount of academic work, which will foster engagement and improve learning outcomes.

**Vickers and Lamb(2003)** in their study “**Student workers in high school and beyond: the effects of part-time employment on participation in education, training and work**”, investigate how student employees in Australia fare in their scholastic and professional pursuits. The Longitudinal Surveys of Australian Youth's Y95 cohort data was used by the researchers, who concentrated on the cohort's employment trends during Year 9 of secondary school and followed their subsequent educational and professional paths. The results of the study showed that having a small amount of part-time job during Year 9 had no discernible effect on the likelihood of finishing Year 12, demonstrating that minimal employment did not interfere with students' ability to complete their high school education. However, the data showed that working more than 5 hours per week was linked to a higher risk of leaving school before completing Year 12, especially for male pupils. With more hours of employment each week, students were more likely to leave school early. It's intriguing that the study discovered a gender difference in the performance of female student workers. When compared to their male counterparts, female students who worked part-time during Year 9 had a significantly higher chance of completing Year 12. These findings suggest that female students may be better able to juggle employment and school, resulting in higher completion rates. The study also demonstrates that high school students who worked part-time were more likely to obtain apprenticeships or traineeships and discover full-time employment as compared to going out on the job market after completing secondary school. This demonstrates that teenagers who work part-time may profit from simpler career transfers and gain valuable work experience. Overall, the study highlights the complex relationship between educational performance in Australia and the part-time employment of student employees. While working more hours can increase the chance of dropping out, working a moderate amount of part-time does not seem to impede pupils from graduating high school. The study also raises the prospect that working



part-time while still in high school may eventually help students, particularly female students, as they make the move to the job.

**Carney and McNeish, et al(2005)** in the study titled *“The impact of part-time employment on students health and academic performance: a Scottish perspective”*, The focus is on examining how part-time employment affects students' health and academic performance, specifically from a Scottish perspective. The purpose of the study was to understand the relationship between part-time employment, physical and mental health, and academic success among undergraduate students. 50% of respondents who were full-time undergraduates worked part-time jobs, earning an average hourly income of £4.25 and having an average weekly work schedule of 14 hours, per the report. When the students' current health status was compared to age- and gender-related norms of the general population, seven out of the eight evaluated health areas were significantly worse among the student population. The results also indicated that debt and part-time work had a small but significant detrimental effect on students' mental and physical health. Working longer hours also increased the chance that students could perceive a negative impact on their academic performance. Based on its findings, the study presented a number of suggestions to help students successfully juggle their part-time jobs and academics. This may mean organizing work and study commitments in a way that supports their intellectual and physical well-being. The necessity of considering the potential effects of part-time employment on students' academic outcomes and health is emphasized by this study's findings in its entirety. In order to help students achieve a balance between their duties to work and study while maintaining their welfare, it underlines the importance of preventative measures and assistance services.

**Dundes and Marx (2006)** in the study titled *“Balancing work and academics in college: Why do students working 10 to 19 hours per week excel?”*, provide an explanation for why college students who work 10 to 19 hours a week manage to balance employment and studies. The authors highlight the knowledge gap regarding the consequences of off-campus employment on undergraduates and how those effects change depending on the number of hours worked. The study, which looked at the relationship between academic success and off-campus employment, included a student poll at a small liberal arts college. Unexpectedly, the researchers found that students who worked off campus had academic performance levels equal to those of students who did not work. They did, however, make an interesting finding: in terms of academic performance, students who worked 10 to 19 hours per week outperformed both working and non-working students. The researchers claim that this performance boost is the

result of finding the perfect work-life balance. Structure and discipline are developed by students who put in a decent amount of study time, which improves their academic accomplishment. This balance allows them to effectively manage their time and responsibilities, which inspires greater dedication to their academics. The study also highlights the fact that working too few or too many hours might have a detrimental effect on academic performance. Students who work fewer hours could lack the organization and self-control necessary for academic success. But students who work longer than 10 to 19 hours a week could experience more stress and have less free time to socialize, which might hurt their academic performance. The results of the study show that students who work between 10 and 19 hours per week achieve the perfect balance between work and school, which boosts their academic performance. This equilibrium offers order, discipline, and efficient time management. But finding the right balance is essential because working too few or too many hours might have unfavorable effects. The study advances our knowledge of the intricate relationships between work and school in college and highlights the significance of finding the ideal balance to excel in both areas.

The study's main objective was to compare students who worked gigs against those who did not work at all to see how they performed in academics. It was discovered that students who worked more gig hours performed better in economics than those who worked fewer hours or not at all. This result caused the research to transition from focusing exclusively on the general idea of work-academic balance to analyzing the relationship between gig labor and academic achievement in the subject of economics. However, there is still a need for more research into the precise mechanisms and elements that contribute to the beneficial effects of gig labor on students.

**Moreau and Leathwood (2006)** in the study titled *“Balancing paid work and studies: working (-class) students in higher education”* focuses on the topic of college students from working-class backgrounds balancing work and education. Researchers are interested in the perspectives, experiences, and strategies used by undergraduate students who work during class hours to balance the demands of both work and study. The increase in undergraduates working during term time in England is thought to be due to changes in higher education financing and labor market rules. The study focuses on students who enroll in post-1992 universities, which are typically institutions granted university status in the UK after 1992. The study highlights how important it is to take into account social class dynamics, especially for students who would be considered to be "non-traditional" entry-level college students. According to the

study, socioeconomic status significantly affects how students balance work and education. One of the study's key areas of interest is the transfer of governmental support for higher education to specific individuals and their families. With a disregard for the needs of term-time employment in higher education and institutional practices, this change in funding arrangements is viewed as a potential risk factor that could perpetuate and aggravate current imbalances. The researchers draw attention to the strategies students employ to juggle their many obligations. These strategies might include time management techniques, clearly delineating the boundaries between work and school, soliciting the support of organizations and peers, and prioritizing tasks deftly. Overall, the study sheds light on the complex situations that working-class students in higher education experience, as well as the challenges they face while balancing paid labor and academic studies. It highlights how important it is for organizations and decision-makers to recognize and address any possible inequalities brought on by the changing higher education funding landscape and the demands of term-time employment. By understanding and addressing these issues, institutions can work to make a more equitable and supportive environment for all students, regardless of their social class backgrounds.

This study examines the experiences of college students from working-class backgrounds who balance work and education. The study emphasizes the need to address the transfer of governmental support for higher education and its potential risk of perpetuating inequalities. It also explores the strategies employed by students, such as time management techniques and seeking support from organizations and peers, to navigate their multiple obligations. Overall, the study sheds light on the complex situations and challenges faced by working-class students, underscoring the importance of recognizing and addressing any inequalities caused by changing funding arrangements and the demands of term-time employment. By understanding and addressing these issues, institutions can foster a more equitable and supportive environment for all students, irrespective of their social class backgrounds.

**Hall, R. (2010)** in the study *The work–study relationship: experiences of full-time university students undertaking part-time employment*. The study examines the work and study commitments of full-time undergraduate students have been a subject of research interest for universities and policymakers around the world. This review aims to examine existing literature on the topic, focusing on a specific case study conducted at the University of New South Wales (UNSW) in four surveys conducted in 1994, 1999, 2006, and 2009. The review highlights the trends observed in the surveys and identifies a research gap for further investigation. The

interviews conducted with full-time students who worked more than 10 hours per week revealed that financial reasons were the predominant motivation for taking on employment. However, many students also emphasized the importance of gaining work experience, even if it was unrelated to their studies. Suggestions included providing online facilities for assignment submission and communication, as well as implementing more flexible timetables and submission requirements. Despite the valuable insights provided by the surveys and interviews, a research gap remains in understanding the specific challenges faced by working full-time undergraduate students and the effectiveness of support measures implemented by universities. The existing literature has primarily focused on general trends and perceptions, leaving room for further investigation in the following areas. Future studies should explore the correlation between the number of hours worked and academic performance among full-time undergraduate students. This would help to identify the threshold beyond which work commitments become detrimental to academic success. It is crucial to evaluate the effectiveness of existing support measures implemented by universities, such as online facilities and flexible timetables. Assessing their impact on student outcomes and satisfaction can provide insights for improving these initiatives. Investigating the potential impact of increased financial support for full-time students can shed light on the role of government policies in mitigating the need for excessive work commitments. Understanding the implications of financial assistance on student well-being and academic engagement is essential.

However, a research gap remains in understanding the specific challenges faced by working full-time students and the effectiveness of support measures implemented by universities. Future research should focus on exploring the impact of part-time work on academic performance, and reverse effect. Evaluating the effectiveness of university support measures, and examining the role of financial assistance and government policies. Addressing these gaps will assist universities and policymakers in developing strategies to better support and enhance the educational experiences of full-time undergraduate students.

**Ralph Hall (2010)** in the study *“The work–study relationship: experiences of full-time university students undertaking part-time employment”* explores how University of New South Wales full-time undergraduate students and work-study programs interact. The study uses information from four surveys that were conducted in 1994, 1999, 2006, and 2009 to better understand participants' work and school responsibilities. The surveys, which were conducted only in 1999 and 2006, gathered data on the amount of time students spend participating in

extracurricular activities, working for pay, and studying outside of class periods. Additionally, in 2006 and 2009, interviews were conducted with 50 and 37 full-time students, respectively, who had been identified as working more than 10 hours per week. These interviews were conducted to find out more about how the students managed to balance employment and education. The study's results are consistent with past data from the UK that demonstrate an increasing trend of part-time employment among full-time students. The poll also revealed that with time, fewer hours were spent studying outside of scheduled classes and free time. The primary rationale offered by the students who were interviewed for working part-time was financial need. However, many students also understood the importance of working, even in fields unrelated to their studies. Some students believe that the government should provide more financial aid to full-time students. In order to better accommodate the needs of working students, the majority of respondents said the university should provide more online facilities for communicating with and completing assignments, as well as flexible deadlines and submission requirements. Given the remote possibility of additional government funding for students, the research highlights the importance of institutions recognizing the growing demands of full-time students who work part-time experience. It suggests that institutions implement measures like providing online resources and altering course requirements to support working students. Overall, the study highlights the need for institutions to help full-time students who simultaneously work part-time while also effectively adapting to their needs and recognizing the challenges they face. Universities can better assist working students in balancing their work and school responsibilities by recognizing the increasing demands placed on students and putting the necessary safeguards in place.

**Richardson and Evans (2014)** in their study *“The work–study nexus: The challenges of balancing full-time business degree study with a part-time job”*, the challenges faced by full-time college students who work a part-time job throughout the school year, notably in the context of business degree programs. The researchers employed a qualitative approach to gain a deeper understanding of how students balance part-time employment with their academic studies and how this impacts their academic performance. Data was gathered via semi-structured interviews with a sample of 30 undergraduate business students. Through these interviews, the researchers examined how students prioritize and manage their responsibilities as well as the academic study areas most likely to be impacted by their part-time employment. The results of the survey show that many students utilize the strategy of "satisficing," which means giving up on certain aspects of their lives in order to balance work and study. They

specifically found that students typically sacrifice reading and assignment preparation time in order to fulfill their obligations to part-time jobs. In the study's conclusion, the researchers look at potential options that higher education institutions can consider using to address and solve this issue. These options are likely focused on amending laws or offering support services that can help students strike a better balance between employment and study.

The study highlights the challenges faced by full-time college students who work part-time jobs while pursuing a business degree. Through in-depth interviews with 30 undergraduate business students, the researchers gained insights into how students prioritize and manage their responsibilities, particularly regarding the impact on their academic performance. The findings reveal that students often employ the strategy of "satisficing" by sacrificing reading and assignment preparation time to meet their part-time job commitments. The study concludes by suggesting potential options for higher education institutions to address this issue, such as legal amendments and support services, in order to help students achieve a better balance between employment and study.

**Evans and Gbadamosi (2014)** in their study *“Flexibility, compromise and opportunity: Students' perceptions of balancing part-time work with a full-time business degree”*, examine the motivations behind full-time university students working part-time jobs while pursuing a business degree, as well as their coping mechanisms and professional aspirations. Because of the growing importance of employability in higher education, the researchers wish to shed light on the experiences of students who balance work and study commitments. In order to gather information from a sample of 30 business degree students at a UK university, the researchers employed semi-structured interviews. Through these interviews, they sought to elucidate the key drivers that encourage students to work part-time jobs during the school year. This could include things like meeting urgent financial obligations, gaining practical experience, or developing employability skills. The study also seeks to understand how students manage to balance their academic responsibilities and part-time employment. Examining the concessions and techniques that students employed to successfully juggle both responsibilities can be a component of this. The researchers may look at the specific challenges these students face and the academic subjects that are most likely to be influenced by their work commitments. The study investigates how students' part-time occupations affect their career aspirations. Researchers are interested in finding out how students' perceptions and comments on their experiences working part-time jobs impact how they view their potential careers in the future. This could entail looking at how their confidence and skill development are affected by the

work-study balance, as well as how it affects their career goals and aspirations. The overarching objective of the study is to increase our understanding of the dynamics and complexity associated with balancing a full-time business degree with a part-time job. The researchers set out to look at students' motivations, coping strategies, and career objectives in order to aid higher education institutions and support services in efficiently addressing the demands and difficulties of students juggling employment and study commitments.

This study focuses on the motivations, coping mechanisms, and career aspirations of full-time university students pursuing a business degree while working part-time jobs. The study also examines how students manage to balance their academic responsibilities with their part-time employment, including the challenges they face and the impact on specific academic subjects. The research also investigates how students' perceptions and experiences of working part-time jobs influence their career aspirations, skill development, and confidence. The findings aim to enhance our understanding of the complex dynamics involved in juggling a full-time business degree and part-time employment. Ultimately, the study provides valuable insights for higher education institutions and support services to effectively address the needs and challenges faced by students managing both work and study commitments.

**Ojo and Falola, et al(2014)** in their study *“Work life balance policies and practices: A case study of Nigerian female university students”* focuses on the policies and practices of Nigerian female university students in terms of work-life balance. The researchers stress the growing significance of work-life balance, which has expanded beyond its conventional focus on working mothers with young children to include female students at postsecondary institutions. The report acknowledges the growing tendency of female students to hold down part-time employment in addition to their full-time studies. Finding a balance between work and life, however, can be challenging for these students. Investigating how Nigerian female students see work-life balance is the main objective of the study. The purpose of the study is to look into the difficulties, challenges, and coping strategies that female college students confront when attempting to reconcile their personal and professional life. The researchers gathered information using surveys, interviews, or other research methods in order to understand more about the perspectives and experiences of female students in Nigeria. In order to shed light on the unique challenges faced by female students in Nigeria as well as how they perceive and manage work-life balance, the study aims to investigate these perspectives. Unfortunately, the information provided does not include additional information or study outcomes. However, it is conceivable that the research article addresses the various facets of work-life balance for

female students in Nigeria, including cultural expectations, social expectations, academic constraints, and financial considerations. The purpose of the work-life policies and practices used by Nigerian tertiary institutions may also be examined in this study. It could evaluate the effectiveness of present programs and procedures for assisting female students in finding a balance between work and life. By focusing on the perspectives and experiences of female students from Nigeria, the study contributes to our understanding of the work-life balance issues that are particular to this population. The results of the study can guide the development of targeted programs and laws that aid female students in Nigeria in striking a healthy balance between their academic objectives and personal well-being. Overall, this study contributes to the ongoing conversation about how to create conditions that allow female students to achieve both academically and personally by providing relevant information about how Nigerian university students balance work and life.

**Rajeev Daroli(2014)** in the study, **”Working (and studying) day and night: Heterogeneous effects of working on the academic performance of full-time and part-time students”**, focuses on the various ways that working impacts the academic attainment of both full-time and part-time students. According to the report, there is an increasing trend among college students to work while they are enrolled in classes. The study examines the impact of employment on grades and credit completion using nationally representative data from the 1997 National Longitudinal Survey of Youth. The study employs a variety of methods to establish a connection between employment and academic achievement. This includes the use of student-level fixed effects, which take into account unobserved characteristics that can have an impact on how much work and studying is done concurrently. In order to address potential endogeneity problems, system GMM models are additionally used. The study examines the data and takes into account the varied experiences of full-time and part-time students to give insight into how working influences academic results. The study increases our knowledge of the complex relationship between employment and academic achievement and clarifies the possible heterogeneity in the effects of working among different student demographics. The study's findings should be taken into account by both students and politicians. Studying the diverse impacts of employment on academic attainment allows stakeholders to develop specialized interventions and support systems to help students deal with the challenges of balancing work and study commitments.

This study focuses on the impact of employment on the academic attainment of both full-time and part-time college students. By analyzing nationally representative data, the study reveals



an increasing trend of students working while enrolled in classes. The findings highlight the complex relationship between work and academic achievement, emphasizing the need for tailored interventions and support systems. Students and policymakers can use these insights to better understand and address the challenges of balancing work and study commitments, ultimately improving academic outcomes for all student demographics.

**Vinithal & Rangarajan(2018)** in the study *“A Study on Work-Life Balance of College Students as a Part-Time Worker– with Special Reference to Arts and Science Colleges in Chennai City”* explores the work-life balance of college students who work part-time and particularly focuses on Arts and Science Colleges in Chennai City. The study explores students' reasons for choosing part-time employment as well as their strategies for managing the challenges of balancing work and personal commitments. The study used practical sampling and statistical techniques including frequency analysis, ANOVA, and exploratory factor analysis to examine the data. The findings indicate a direct link between a lack of social support for second-and third-year students and a poor work-life balance. The study also demonstrates that students' primary motivation for taking on part-time employment is to provide for their families. Despite the lack of support they receive in the workplace and in their personal lives, students make an effort to maintain a work-life balance. The findings suggest that students should receive customized support and understanding to assist them with any specific family history-related challenges. It suggests that employers and university lecturers support students who hold down part-time jobs. The conclusion imply that college students' part-time employment may have an effect on their ability to combine work and life and their expectations for the future. It underlines the value of individualized attention and acknowledges the particular difficulties faced by students who work part-time, particularly those brought on by their familial backgrounds. According to the report, businesses and college teachers should support students in managing their responsibilities effectively.

This study focuses on the work-life balance of college students who work part-time in Arts and Science Colleges in Chennai City. It explores their motivations for part-time employment, strategies for managing work and personal commitments, and the impact of social support on their work-life balance. Findings indicate a link between a lack of social support for second-and third-year students and a poor work-life balance. Despite challenges, students prioritize family support and strive to maintain a work-life balance. The study emphasizes the need for customized support and understanding for students from diverse family backgrounds, highlighting the role of employers and university faculty in assisting them. Ultimately,

businesses and college teachers should actively support students in effectively managing their responsibilities, considering the potential effects on their overall well-being and future aspirations.

**Tetteh and Attiogbe (2019)**, study titled *"Work-life balance among working university students in Ghana"* analyses how university students in Ghana who are also working perceive work-life balance. The purpose of the study is to understand how college students manage their work and academic responsibilities while also examining the factors that influence these students' work-life balance. In Ghana, where it is normal for university students to work a part-time job or do an internship in addition to their studies, the researchers focus specifically on this issue. The study's approach includes in-depth interviews and focus groups to gather information from working university students. The researchers employ purposive sampling to identify individuals who are employed while pursuing their studies. Through interviews and focus groups, the participants' experiences, challenges, and strategies for balancing work and personal life are investigated. The study's findings shed light on a variety of work-life balance challenges affecting hired Ghanaian university students. According to the study, these students usually experience time constraints, stress, and difficulty balancing a variety of tasks. In order to promote work-life balance, they also emphasize the importance of social support from friends, family, and coworkers. The researchers come to the conclusion that it is difficult for working university students in Ghana to find a work-life balance. They emphasize how crucial it is for universities and places of employment to recognize the unique challenges these students face and provide supportive policies and procedures. They also underscore the importance of promoting awareness and providing time management and stress management solutions. The study contributes to our understanding of the value of work-life balance for university students in Ghana and provides recommendations for how academic institutions, employers, and governments may better support the performance and well-being of these people. The social assistance offered to students who work part-time is a major focus of recent literature. Our study, however, intends to widen the focus beyond merely social support and include all types of student support mechanisms. Recognizing that the impact of work on academic performance has been overlooked in earlier studies, we are interested in exploring how these mechanisms help maintain a balance between work and academic obligations. While maintaining a work-life balance is important, other aspects of our research have also been taken into consideration. We want to investigate the complex effects of work on academic performance and look at the many support systems that can help with this balance. We intend to provide a more nuanced

view of how these elements interact with students' academic goals and their capacity to successfully manage their employment commitments by taking into account a wide range of support dimensions, such as financial, emotional, and logistical support.

This study examines the work-life balance of university students in Ghana who also hold jobs. The findings highlight the challenges faced by these students, including time constraints and stress. The study emphasizes the significance of social support from friends, family, and coworkers in promoting work-life balance. It calls for universities and employers to recognize and address the unique difficulties faced by working students, and recommends implementing supportive policies and procedures, as well as providing time and stress management solutions.

### **2.3 RESEARCH GAP**

After analyzing the reviewed literature, it becomes evident that numerous studies have been conducted on the work-academic balance of gig workers. The existing research on the work-academic balance of gig workers has several gaps that need to be addressed. Firstly, there is a lack of focus on the impact of employment on academic performance and the role of support systems for different types of gig workers. Additionally, the literature predominantly overlooks the unique geographic and demographic characteristics of the specific nation under study, resulting in a research deficit. To bridge these gaps, our research aims to comprehensively examine the bidirectional relationship between work and academics, considering the distinctive characteristics of the nation. By contextualizing the dynamics of gig work and academic life within the specific cultural and demographic context, we can gain a more nuanced understanding of their interactions. Moreover, the foreign perspective dominating the current literature fails to account for the influence of geographic disparities, cultural factors, and demographic inequalities on gig work and academic life. Thus, a more thorough investigation into the work-academic balance of gig workers within the country's cultural and demographic setting is necessary. Our study specifically focuses on gig labor, exploring aspects such as flexibility, autonomy, working hours, and financial stability. We highlight the distinct features of gig work compared to regular part-time employment but note the lack of in-depth analysis in the existing research. Also, the complex relationship between economics and gig work remains largely unexplored. To fill this knowledge gap, our research aims to provide a comprehensive understanding of gig employment and its various influences, including economic considerations. While most studies on gig labor concentrate on part-time

employment, overlooking the unique characteristics and effects of gig work on the work-academic balance, our research aims to rectify this by specifically examining gig labor, particularly freelance work that grants individuals control over their schedules. By investigating various types of gig labor and exploring the support systems offered by academic institutions and workplaces, our study seeks to uncover the interconnectedness between academics and gig employment, considering how each impacts the other. This research will contribute to filling the significant gap in the literature and shed light on the specific dynamics of the work-academic balance in the Indian context. Additionally, our study acknowledges the importance of examining the work-academic balance for individuals of all gender identities. Taking an inclusive approach, our research aims to comprehensively understand the experiences, challenges, and support systems related to the work-academic balance among gig workers, regardless of gender. In conclusion, our analysis reveals gaps in the existing research, such as the neglect of the impact of employment on academics and the need to explore a wider range of support systems beyond social support. Our study intends to address these gaps by thoroughly examining various types of support and their implications for balancing work and academics.

However, several research gaps have been identified, which serve as the basis for this study.

1. Existing research primarily focuses on part-time work, while this study will concentrate on gig work, specifically the aspect of freelance work where individuals have the autonomy to manage their own working schedules. Gig work offers students the flexibility to balance their academic commitments, making it crucial to analyze the academic work-life balance of student gig workers rather than solely focusing on part-time work.
2. Moreover, the study aims to investigate different types of gig work and their impact on the work-academic balance. This is an exploration on how the support mechanisms provided by the work environment and academic institutions assist students in maintaining a balance between their work and academic responsibilities. Additionally, we will examine the reciprocal influence between academics and work, considering the interconnected perspectives of both aspects. The primary target group for this study will be postgraduate and undergraduate students.
3. One significant research gap in the existing literature is the limited attention given to the multifaceted aspects of the relationship between academics and gig work. Most studies predominantly concentrate on the impact of gig work on academics, neglecting the equally

important influence of gig work on academics. Therefore, the present research aims to bridge this gap by examining both perspectives comprehensively, analysing how academics affect gig work and how gig work, in turn, affects academics. By exploring this reciprocal relationship, we can gain a more holistic understanding of the dynamics between academics and gig work.

4. Research on the academic work-life balance structure in India is crucial, considering that existing literature primarily focuses on researchers from other countries who engage in part-time and gig work. Conducting Indian research will shed light on various aspects, such as the impact of academic work on gig work, the influence of gig work on academics, the role of support mechanisms, and the effects of different types of gig work and work intensity. By exploring these areas, we can gain a better understanding of the work-life balance dynamics specific to India's academic and gig work sectors.

In light of the aforementioned context, our research aims to delve deeper into the following areas of inquiry;

- **The multifaceted influence of work and academics on the student gig workers**
- **To determine the supports and needs employed to overcome the challenges**

## **2.4 CONCLUSION**

In conclusion, this chapter provides a comprehensive review of the literature on the academic and work-life balance of student gig workers. The existing research emphasizes the challenges faced by students who balance gig employment with their academic responsibilities and highlights the importance of achieving an effective academic work-life balance. However, there are several research gaps that need to be addressed. Conducting research on the academic work-life balance structure in India is crucial. Existing literature predominantly focuses on researchers from other countries engaged in part-time and gig work. Therefore, conducting research in the Indian context will provide insights into specific factors and dynamics relevant to the Indian academic and gig work sectors. This research will shed light on the impact of academic work on gig work, the influence of gig work on academics, the role of support mechanisms, and the effects of different types of gig work and work intensity in India. By encapsulating these research gaps and conducting a thorough analysis, this study aims to contribute to the existing knowledge on the academic and work-life balance of student gig workers. The findings will inform the development of strategies, policies, and support systems

to promote a positive and sustainable academic work-life balance among student gig workers, ultimately enhancing their overall well-being and academic success.

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

### **3.1 TITLE OF THE STUDY**

Academic-Work Life Balance of Full-time Student Gig Workers.

### **3.2 RESEARCH DESIGN**

The study follows a quantitative research methodology. The research design followed here is cross-sectional design, which is descriptive in nature where data is collected from Full time Student Gig workers.

### **3.3 RESEARCH VARIABLES**

Independent Variables- Supports and needs

Dependent Variable- Academic Work-Life Balance

### **3.4 UNIVERSE AND UNIT OF STUDY**

#### **3.4.1 Universe of the study**

Students doing gig work along with their studies from the State of Kerala

#### **3.4.2 Population of the study**

Full-time students who are doing gig work along with their studies from the Thiruvananthapuram District, Kerala

#### **3.4.3 Unit of the study**

A Full-time student who is doing gig work along with their studies from the Thiruvananthapuram District, Kerala

### **3.5 SAMPLING DESIGN**

Purposive sampling was used to collect data from the respondents.

#### **3.5.1 Sample Size**

80 full-time students who are doing gig work along with their studies from the Thiruvananthapuram District, Kerala

### **3.6 SOURCES OF DATA**

#### **3.6.1 Primary Data**

Primary data was collected using a self-administered questionnaire designed by the researcher himself.



### **3.6.2 Secondary Data**

The researcher has collected secondary data from newspapers, journal articles, internet sources and other magazines.

## **3.7 TOOLS OF DATA COLLECTION**

A questionnaire was prepared to collect data regarding the work-academic balance and supports and needs of the student gig workers. The questionnaire consists of 29 questions, including the demographic details of the respondents.

## **3.8 PRE-TEST**

After drafting the questionnaire, the researcher ran a validity test to see whether the scales used provided for the desired data. The test helped realising the issues like response latency, partially filled responses etc. in the beginning itself.

## **3.9 PILOT STUDY**

A pilot study was carried out for assessing the feasibility of the study among the respondents. 16 respondents were selected randomly, and data was collected. After analysis of the data, necessary corrections and modifications were made in the questionnaire.

## **3.10 DATA COLLECTION**

The researcher used the questionnaire and administered in the form of Google Forms to collect the primary data from the respondents.

## **3.11 TOOLS FOR DATA ANALYSIS**

The researcher used the Statistical Package for Social Sciences (SPSS), a software package for statistical analysis for doing the data analysis. Both descriptive and inferential statistics were used for the analysis. Also, it aided with Microsoft Excel.

### 3.12 CHAPTERIZATION

The proposed dissertation will be presented in five chapters

- **Chapter 1:** Introduction (Introduction chapter includes statement of the problem, background of the study, significance of the study, general and specific objectives, Theoretical and conceptual definitions)
- **Chapter 2:** Literature Review (It covers introduction, literature reviews, and research gap analysis and conclusion)
- **Chapter 3:** Research Methodology (The title of the study, Research Design, Research variables, Universe and Unit of study, Sampling design, Sources of data collection, Pre-Test, Pilot Study, Data Collection, Tools for data analysis, Chapterization, Tools of Data Collection)
- **Chapter 4:** Data Analysis and Interpretation (Analysis of data and interpretation is included in this chapter)
- **Chapter 5:** Findings, Suggestions, and Conclusions (Findings based on data analysis, suggestions, and conclusion of the study included in the 5th chapter)

### 3.13 LIMITATIONS OF THE STUDY

The study is subjected to the following limitations:

- As the majority of the data was collected using google forms, the researcher could not be directly involved in the data collection.
- One of the major limitations of the study was the lack of quality time for the respondents, it was difficult for them to fill up the questionnaire in between the breaks they get during the work.
- The student gig workers are not taken on the basis of their academic background, only the basis of fulltime pursuance is considered, that is also a fundamental loophole.

**CHAPTER FOUR**  
**DATA ANALYSIS AND INTERPRETATION**

## 4.1 INTRODUCTION

This chapter discusses data analysis using Microsoft Excel and analysed using SPSS.22 (Statistical Package for Social Sciences). The data used for analysis was collected from full-time college going students who are gig workers from the Trivandrum district in Kerala. The data were collected using a questionnaire administered through google forms. The questionnaire was designed in such a way as to contain various dimensions to measure the work-academic balance and support and needs of the student gig workers. The questionnaire incorporated demographic details, types of gig work, support and needs, and questions related to academic-work balance.

The statistical findings of the information gathered from 80 respondents are presented in this chapter. For this, the researcher employed the Microsoft Excel and SPSS data analysis system. After coding, the researcher entered the data, performed analysis, and then structured the findings in accordance with the study's objectives. Tables and visual representations are used to describe the study's results.

The questions which is used to measure questions are converted to concepts for much clearer understanding and they are as follows:

**For measuring Academic-Work life balance, 15 questions are used and the aligning concepts are as follows:**

1. Academic absenteeism due to work
2. Optimized academic time allocation through work flexibility.
3. Work-induced attention deficits during class.
4. Reduced assignment time due to work
5. Curtailed test study hours due to work
6. Hampered timely campus arrival due to work
7. Impact on overall health
8. Academic precedence over gig work due to priorities
9. Work absenteeism due to academics
10. Reduced work hours due to academic demands
11. Academic-driven decision to quit gig work.
12. College-time flexibility in spending time for work.
13. Meeting work deadlines amidst academic workload

14. Experiencing exhaustion from the work-academic imbalance.
15. Meeting academic deadlines amidst workload

**For measuring Supports and Needs, 8 questions are used and the aligning concepts are as follows:**

1. Received flexible permissions for university attendance
2. Time off for exam preparation
3. Lecturers offer adjustable deadlines
4. Lecturers provide additional tutorial sessions
5. Supportive academic calendar
6. Flexible examination schedule
7. Financial support from work for paying fees.
8. Virtual assistance for academic and work-life balance.

The level of Academic-Work life balance and the level of Supports and needs was also found. It is divided into high and low categories as follows:

- **Level of Work-Academic Balance**
  - 15 to 45: low
  - 46 to 76: high
- **Level of Supports and Needs**
  - 8 to 24: low
  - 25 to 41: high

## **4.2 ANALYSIS OF DEMOGRAPHIC VARIABLES**

The demographic variables considered for the study are gender, average income per week, average number of hours studied per week, average number of hours worked per week, and frequency of doing work.

#### 4.2.1 Gender-wise Participation of Respondents in the Sample

Table No 4.2 1

Source: Primary Data

Gender	Frequency	Percent
Male	46	57.5
Female	34	42.5
Total	80	100

Table No: 4.2.1 shows the distribution of gender for a sample of 80 student gig workers. The frequency of males is 46, which corresponds to **57.5%** of the sample. The frequency of females is 34, which corresponds to **42.5%** of the sample.

#### 4.2.2 Average number of hours worked per week

Table No 4.2 2

Source: Primary Data

No: of hours	Frequency	Percent
1 to 12	18	22.5
13 to 24	37	46.3
25 to 36	25	31.3
Total	80	100.0

The table shows the frequency distribution of the number of hours worked per week for a sample of 80 participants. The frequency of student gig workers who worked 1 to 12 hours per week is 18, which corresponds to **22.5%** of the sample. The frequency of student gig workers who worked 13 to 24 hours per week is 37, which corresponds to **46.3%** of the sample. The

frequency of student gig workers who worked 25 to 36 hours per week is 25, which corresponds to **31.3%** of the sample.

This data suggests that the majority of student gig workers (**46.3%**) worked **13 to 24** hours per week. However, there is a significant minority of participants who worked **fewer than 13 hours** per week (**22.5%**) or **more than 24 hours** per week (**31.3%**)

The data suggests that the majority of student gig workers (46.3%) worked a moderate number of hours per week (13-24 hours). This suggests that these workers are not working too many hours per week and as a need to focus on their studies exist. This indicates the imbalance that is affected by work due to the focus on academics. However, data also shows that a significant minority of student gig workers worked fewer than 13 hours per week (22.5%) or more than 24 hours per week (31.3%).

The reason for which there is variance in number of hours worked is due to many other factors like fundamental aim of doing gig work. Some students may do gig work just for the means of supplementary source of income, some might do gig work due to their financially vulnerable situation and some may consider it as the source of autonomy. So, as the individual priorities change, the imbalance between work and academics also gets impacted. Even with the personal priorities, like some students consider studies as the main priorities, so, if they face higher financial challenges, the level of the element of sacrifice seems negligible to them, so it effects highly in work and academics by creating imbalance between two. There can also be scenarios in which students may give moderate priority to academics, in such a scenario we could find moderate amount of balance between work and academics and some students give higher priority to work, as they are indulged in gaining more practical learnings than the mere theoretical aspects, so their balance also vary with students priorities and perspectives.

### 4.2.3 Average time studying per week

Table No 4.2 3

Source: Primary Data

No: of hours	Frequency	Percent
1 to 15	46	57.5
16 to 30	16	20.0
31 to 45	18	22.5
Total	80	100.0

Table no: 4.23 shows the frequency distribution of the number of hours studying per week for a sample of 80 student gig workers. The frequency of participants who studied 1 to 15 hours per week is 46, which corresponds to **57.5%** of the student gig workers. The frequency of student gig workers who studied 16 to 30 hours per week is 16, which corresponds to 20.0% of the sample. The frequency of participants who studied 31 to 45 hours per week is 18, which corresponds to 22.5% of the sample.

The data suggests that the majority of student gig workers (**57.5%**) studied a relatively small number of hours per week (**1-15 hours**). Thus, the data signifies the imbalance in academics faced by the majority of the sample. As the students are also working along with their studies, the above data can be signification of impact of work on academics. However, the data also shows that a significant minority of student gig workers worked more hours per week, with 20.0% working 16 to 30 hours per week and 22.5% working 31 to 45 hours per week.

The variance in hours worked in the gig economy is influenced by several factors, including the fundamental aim of individuals engaging in gig work. Students may participate in gig work for reasons such as supplementary income, financial vulnerability, or a desire for autonomy. As personal priorities change, it affects the balance between work and academics. For some students, studies take precedence, minimizing the impact of gig work on their academic commitments. However, those who prioritize work or seek practical learning experiences may experience a greater imbalance between their work and studies. Ultimately, individual



perspectives and priorities contribute to the varying degrees of balance or imbalance between work and academics.

#### 4.2.4 Average income from gig work per week

*Table No 4.2 4*

*Source: Primary Data*

No: of hours	Frequency	Percent
100 to 1500	17	21.3
1600 to 3000	50	<b>62.5</b>
3100 to 4500	13	16.3
Total	80	100.0

Table 4.24 shows the frequency distribution of the amount of income earned per week for a sample of 80 student gig workers in India. The frequency of participants who earned INR100 to INR1500 per week is 17, which corresponds to 21.3% of the sample. The frequency of participants who earned INR1600 to INR3000 per week is 50, which corresponds to **62.5%** of the sample. The frequency of participants who earned INR3100 to INR4500 per week is 13, which corresponds to 16.3% of the sample.

This data suggests that the majority of student gig workers in India (62.5%) earned INR1600 to INR3000 per week. However, there is a significant minority of participants who earned fewer dollars per week, with 21.3% earning INR100 to INR1500 per week and 16.3% earning INR3100 to INR4500 per week.

The amount of income earned by student gig workers is a significant factor in their academic work-life balance. The fact that students undergo work while their studies are to earn a significant portion of their come by themselves. Furthermore, students who earn more money may be able to afford to take work fewer hours per week, which can give them more time to focus on their studies, which impacts the balance between work and academics. However,

students who earn less money may have to work more hours per week, which can put a strain on their academic performance and well-being.

### 4.3 TYPE OF GIG WORK

The various types of gig work in this study are online platform-based services, Tutoring services, Mentoring, Catering, and ride-sharing.

*Table No: 4.3 1*

*Source: Primary Source*

<b>Types of Gig Work</b>	<b>Frequency</b>	<b>Percent</b>
Online Platform based services	23	28.8
Tutoring services	20	25.0
Mentoring	13	16.3
Catering	14	17.5
Ridesharing	10	12.5
Total	80	100.0

The data suggests that the most common type of gig work for student gig workers is online platform-based services (**28.8%**). Other gig work preferred by students include tutoring (25%), mentoring (16.3%), catering (17.5%), and ridesharing (12.5%).

#### 4.4 FREQUENCY OF ENGAGEMENT IN GIG WORK

The frequency in which Students engage in gig work considered in our study is on a daily and weekly basis.

*Table No 4.4 1*

*Source: Primary Data*

<b>Extent of engagement</b>	<b>Frequency</b>	<b>Percent</b>
Daily	44	<b>55.0</b>
Weekly	36	45.0
Total	80	100.0

The data suggests that the majority of student gig workers (55.0%) are engaged in their work on a daily basis. However, the data also shows that a significant minority of student gig workers (45.0%) are only engaged in their work on a weekly basis.

The fact that the majority of the students are undertaking work on a daily basis also implies the impact of daily determined work on their academic work balance of them.

#### 4.5 ANALYSIS OF THE ACADEMIC-WORKLIFE BALANCE

The challenges in work-academic balance are analyzed by understanding the level of balance or imbalance in them. Moreover, the effect of work on academics and academics on work is also studied. The five-point Likert scale is used with Strongly Agree, Agree, Somewhat Agree, Disagree, and Strongly Disagree as the five points. The work-academic balance is measured with 15 questions, the impact of work on academics is measured with 7 questions, and the impact of academics on work is measured with 6 questions.

#### 4.5.1 Mean of Challenges in Work-Academic Balance

The mean will signify the collective amount of work-academic balance faced by student gig workers.

*Table No 4.5 1*

*Source: Primary Data*

Sn. No:	Challenges in Work-Academic Balance	Mean
1	Academic absenteeism due to work	3.46
2	Optimized academic time allocation through work flexibility.	2.86
3	Work-induced attention deficits during class.	3.45
4	Reduced assignment time due to work	2.95
5	Curtailed test study hours due to work	2.86
6	Hampered timely campus arrival due to work	3.72
7	Impact on overall health	2.81
8	Academic precedence over gig work due to priorities	3.413
9	Work absenteeism due to academics	3.375
10	Reduced work hours due to academic demands	3.11
11	The academic-driven decision to quit gig work.	2.95
12	College-time flexibility in spending time for work.	2.62
13	Meeting work deadlines amidst academic workload	3.18
14	Experiencing exhaustion from the work-academic imbalance.	2.78
15	Meeting academic deadlines amidst workload	3.08
<b>Total</b>		<b>3.107867</b>

The total mean of **3.107867** suggests that student gig workers generally have work-academic imbalance. This means that they are facing challenges in maintaining a healthy balance. The challenges that student gig workers face most commonly include academic absenteeism due to work, work-induced attention deficits during class, reduced assignment time due to work, curtailed test study hours due to work, and hampered timely campus arrival due to work. These

challenges can have a significant impact on the academic performance, well-being, and overall quality of life of student gig workers.

- **Academic absenteeism due to work (mean = 3.46).** This suggests that students who work are more likely to miss classes due to work commitments. This can have a negative impact on their academic performance, as they may miss important lectures and assignments.
- **Work-induced attention deficits during class (mean = 3.45).** This suggests that students who work are more likely to have difficulty paying attention in class due to fatigue or stress from work. This can also impact their academic performance, as they may not be able to absorb the material as well.
- **Hampered timely campus arrival due to work (mean = 3.72).** This suggests that students who work are more likely to arrive to campus late due to work commitments. This can also impact their academic performance, as they may miss important class announcements or discussions.
- **Meeting work deadlines amidst academic workload (mean = 3.18).** This suggests that students who work are more likely to have difficulty meeting work deadlines due to their academic workload. This can lead to stress and anxiety, as they may feel like they are constantly under pressure.
- **Experiencing exhaustion from the work-academic imbalance (mean = 2.78).** This suggests that students who work are more likely to experience exhaustion due to the demands of work and academics. This can lead to a decreased ability to focus and concentrate, as well as an increased risk of health problems.

The data also shows that students are able to optimize academic time allocation through work flexibility (mean = 2.86) and prioritize academics over gig work (mean = 3.413). This suggests that students who work are able to find ways to make time for their studies, even when they have other commitments. However, they are also more likely to experience work absenteeism (mean = 3.375) and reduced work hours (mean = 3.11) due to academic demands. This suggests that students may need to make sacrifices in their work lives in order to succeed academically. There is an imbalance exists in terms of the effect of academics on work.

In the aggregate, the (mean of 3.107) suggests that they face academic-work life challenges.

#### 4..52 Mean of Impact of Work on Academics

The researcher with the sample means of the impact of work on academics understands the effect of gig work in balancing studies along.

Table No 4.5 2

Source: Primary Data

Sn. No:	Effect of Work on Academics	Mean
1	Academic absenteeism due to work	3.46
2	Optimized academic time allocation through work flexibility.	2.86
3	Work-induced attention deficits during class.	3.45
4	Reduced assignment time due to work	2.95
5	Curtailed test study hours due to work	2.86
6	Hampered timely campus arrival due to work	3.72
7	Meeting academic deadlines amidst workload	3.08
	Total	3.19714

The data suggests that work has **impact** on the academics of student gig workers. This means that work can both positively and negatively impact the academic performance of student gig workers.

The data shows that work can have a significant impact on academics. The most common challenges include:

- **Academic absenteeism due to work (mean = 3.46).** This suggests that students who work are more likely to miss classes due to work commitments. This can have a negative impact on their academic performance, as they may miss important lectures and assignments.
- **Work-induced attention deficits during class (mean = 3.45).** This suggests that students who work are more likely to have difficulty paying attention in class due to fatigue or stress from work. This can also impact their academic performance, as they may not be able to absorb the material as well.

- **Reduced assignment time due to work (mean = 2.95).** This suggests that students who work are more likely to have less time to complete their assignments due to their work commitments. This can lead to stress and anxiety, as they may feel like they are constantly under pressure to finish their work.
- **Curtailed test study hours due to work (mean = 2.86).** This suggests that students who work are more likely to have less time to study for tests due to their work commitments. This can lead to poor test performance, as they may not be as prepared as they would like to be.
- **Hampered timely campus arrival due to work (mean = 3.72).** This suggests that students who work are more likely to arrive on campus late due to work commitments. This can lead to stress and anxiety, as they may feel like they are constantly rushing to get to class.
- **Meeting academic deadlines amidst workload (mean = 3.08).** This suggests that students who work are more likely to have difficulty meeting academic deadlines due to their work commitments. This can lead to stress and anxiety, as they may feel like they are constantly under pressure to finish their work.

The data also shows that students are able to optimize academic time allocation through work flexibility (mean = 2.86). This suggests that students who work are able to find ways to make time for their studies, even when they have other commitments. The flexibility and autonomy of gig work are important factors to be considered here.

All in all, the implication is that even though they are managing their academics, the struggle and challenges faced by them are implicitly derived from the data.

#### 4.53 Mean of Impact of Academics on Work

The researcher with the mean of the impact of academics on work understands the effect of gig work in balancing studies along.

Table No 4.5 3

Source: Primary Data

Sn. No:	Effect of Work on Academics	Mean
1	Academic precedence over gig work due to priorities	3.41
2	Work absenteeism due to academics	3.375
3	Reduced work hours due to academic demands	3.11
4	The academic-driven decision to quit gig work.	2.95
5	College-time flexibility in spending time for work.	2.62
6	Meeting work deadlines amidst academic workload	3.18
	Total	3.1075

The data shows that academics can have a significant impact on Work. The most common challenges include:

- **Academic precedence over gig work due to priorities (mean = 3.41).** This suggests that students who work are more likely to prioritize their academics over their work commitments. This can lead to work absenteeism and reduced work hours.
- **Work absenteeism due to academics (mean = 3.375).** This suggests that students who work are more likely to miss work due to their academic commitments. This can lead to financial hardship, as they may lose income.
- **Reduced work hours due to academic demands (mean = 3.11).** This suggests that students who work are more likely to have to reduce their work hours due to their academic commitments. This can lead to financial hardship, as they may lose income.
- **Academic-driven decision to quit gig work (mean = 2.95).** This suggests that some students may decide to quit their work altogether due to their academic commitments. This can lead to financial hardship, as they may lose income.



- **College-time flexibility in spending time for work (mean = 2.62).** This suggests that students who work are more likely to have less flexibility in their college schedule due to their work commitments. This can lead to stress and anxiety, as they may feel like they are constantly under pressure to balance their work and academic commitments.
- **Meeting work deadlines amidst academic workload (mean = 3.18).** This suggests that students who work are more likely to have difficulty meeting work deadlines due to their academic workload. This can lead to stress and anxiety, as they may feel like they are constantly under pressure to finish their work.

Overall, the data suggest that work commitment can have a significant impact on academics. Students who work are more likely to prioritize their academics over their work commitments, which can lead to work absenteeism and reduced work hours. They are also more likely to have to reduce their work hours due to their academic commitments.

The Table No 4.5.1, Table No 4.5.2, and Table No 4.5.3, has a supplementary substantiation to be considered while understanding the various facets of work-academic balance. The variation in the number of hours worked within the gig economy stems from diverse factors, including the motivations underlying individuals involvement in gig work. Students engage in gig work for a range of reasons, such as earning extra income, addressing financial vulnerabilities, or seeking autonomy. As personal priorities shift, this has implications for balancing work and academic responsibilities.

Individual priorities have a significant impact. Some students prioritize their studies above all else, which may diminish the significance of the sacrifices associated with gig work. Consequently, an imbalance between work and academic commitments can emerge. Conversely, other students may assign a moderate level of importance to academics, resulting in a more equitable approach to managing both work and studies. Moreover, certain students prioritize work, as they value hands-on learning experiences over purely theoretical knowledge. Consequently, the balance between work and academics fluctuates depending on individual perspectives and priorities. So, these perspectives also should be aligned while understanding the challenges in work- academic balance.

#### 4.5.4 Level Work-Academic Balance

*Table No 4.5 4*

*Source: Primary Data*

<b>Level of Work-Academic balance</b>	<b>Frequency</b>	<b>Percent</b>
Low	34	<b>42.5</b>
High	46	<b>57.5</b>
Total	80	100.0

The above data shows that **42.5%** of the students have primarily lower academic balance and **57.5%** of the students have comparatively higher academic-work-life balance.

#### 4.5.5 Level of Impact of Academics on Work

*Table No 4.5 5*

*Source: Primary Data*

<b>level of Effect of Academics on Work</b>	<b>Frequency</b>	<b>Percent</b>
Low	27	<b>33.8</b>
high	53	<b>66.3</b>
Total	80	100.0

The above data shows that about 33% of the students have a low impact on Academics on work and about 66.3% of the students have a high impact on academics on work.

#### 4.5.6 Level of Impact of Work on Academics

Table No 4.5 6

Source: Primary Data

Level of Effect of Work on Academics	Frequency	Percent
Low	20	25.0
High	60	75.0
Total	80	100.0

- 25% of respondents reported that work had a low effect on their Academics.
- 75% of respondents reported that work had a high effect on their academics

#### 4.5.7 Chi-Square Test between Gender and Effect of Work on Academics

Table No 4.5 7

Source: Primary Data

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
<b>Pearson Chi-Square</b>	4.684 <sup>a</sup>	1	<b>.030</b>		
<b>Continuity Correction<sup>b</sup></b>	3.706	1	.054		
<b>Likelihood Ratio</b>	4.675	1	.031		
<b>Fisher's Exact Test</b>				.035	.027
<b>Linear-by-Linear Association</b>	4.626	1	.031		
<b>N of Valid Cases</b>	80				

The chi-square test results suggest that there is a statistically significant association between gender and impact of work on academics as the significance value is **0.030** which is less than **0.05**.

Analyzing the data, we can see that all the test statistics (Pearson Chi-Square, Continuity Correction, Likelihood Ratio, Fisher's Exact Test, and Linear-by-Linear Association) show p-values (Asymp. Sig. or Exact Sig.) below the conventional threshold of 0.05. This indicates that there is a statistically significant relationship between gender and the effect of work on academics.

The Pearson Chi-Square test yields a value of 4.684, with a p-value of 0.030. This suggests that the observed association between gender and the effect of work on academics is unlikely to have occurred by chance.

Similarly, the other test statistics, such as the Fisher's Exact Test with a p-value of 0.035 (two-sided) and 0.027 (one-sided), also support the conclusion of a significant relationship.

Overall, the Chi-Square test results indicate that gender and the effect of work on academics are significantly associated.

#### 4.5.8 Analysis of Gender and Work-Academic Balance

*Table No 4.5 8*

*Source: Primary Data*

		Gender		Total
		Male	Female	
level of work academic balance	Low	18	16	34
	High	28	18	46
Total		46	34	80

- Among the student gig workers, there are 46 males and 34 females.
- In the low work-academic balance category, there are 18 males and 16 females.
- In the high work-academic balance category, there are 28 males and 18 females.

#### 4.5.9 Analysis of Number of Hours Worked and Work-Academic Balance

Table No 4.5 9

Source: Primary Data

		The average number of hours worked per week "			Total
		1 to 12	13 to 24	25 to 36	
level of work academic balance	low	4	17	13	<b>34</b>
	high	14	20	12	<b>46</b>
Total		<b>18</b>	<b>37</b>	<b>25</b>	80

From the above data, we can interpret that:

Among the student gig workers, there are **34** students in the low work-academic balance category and **46** students in the high work-academic balance category.

In the low work-academic balance category:

- 4 students work 1 to 12 hours per week.
- 17 students work 13 to 24 hours per week.
- 13 students work 25 to 36 hours per week.

In the high work-academic balance category:

- 14 students work 1 to 12 hours per week.
- 20 students work 13 to 24 hours per week.
- 12 students work 25 to 36 hours per week.

Overall, the data suggest the following trends:

- Among student gig workers with a low work-academic balance, the majority work in the range of 13 to 36 hours per week, with the highest number of students falling into the 13 to 24 hours per week range.

- Also, from table 4.2.2 we understand that the majority of the students work relatively a lower number of hours.

#### 4.5.10 Analysis of Number of hours studied and Work-Academic Balance

*Table No 4.5 10*

*Source: Primary Data*

		Average no: of hours Studied			Total
		1 to 15	16 to 30	31 to 45	
level of work-academic balance	low	24	3	7	34
	high	22	13	11	46
Total		46	16	18	80

The "low" level of work-academic balance is seen below:

- 24 Students spend 1 to 15 hours studying per week.
- 3 Students spend 16 to 30 hours studying per week.
- 7 Students spend 31 to 45 hours studying per week.
- The total count in this row is 34 Students.

In the "high" level of work academic balance is seen below:

- 22 Students spend 1 to 15 hours studying per week.
- 13 Students spend 16 to 30 hours studying per week.
- 11 Students spend 31 to 45 hours studying per week.
- The total count in this row is 46 Students.

Looking at the data, we can observe:

- For the students who studied 1 to 15 hours a week, a total of 46 Students have a low level of work-academic balance, and 22 Students have a high level of work-academic balance.
- For the students who studied 16 to 30 hours a week, a total of 16 Students have a low level of work-academic balance, and 13 Students have a high level of work-academic balance.
- For the students who studied 31 to 45 hours a week, a total of 18 Students have a low level of work-academic balance, and 11 Students have a high level of work-academic balance.

The above analysis gives a foundation of various academic-work-life implications with respect to different ranges of study hours.

#### 4.5.11 Analysis of Amount of Income Earned and Work-Academic Balance

*Table No 4.5 11*

*Source: Primary Data*

		Average income from Gig Work per week			Total
		100 to 1500	1600 to 3000	3100 to 4500	
level of work-academic balance	Low	7	22	5	34
	high	10	28	8	46
Total		17	50	13	80

Among the student gig workers, there are 34 students in the low work-academic balance category and 46 students in the high work-academic balance category.

In the low work-academic balance category:

- 7 students earn an average income of 100 to 1500 per week from gig work.
- 22 students earn an average income of 1600 to 3000 per week from gig work.
- 5 students earn an average income of 3100 to 4500 per week from gig work.

In the high work-academic balance category:

- 10 students earn an average income of 100 to 1500 per week from gig work.
- 28 students earn an average income of 1600 to 3000 per week from gig work.
- 8 students earn an average income of 3100 to 4500 per week from gig work.

Overall, the data suggest the following trends:

- Student gig workers in both low and high work-academic balance categories earn income from gig work.
- Among student gig workers with a low work-academic balance, a significant number earn an average income in the range of 1600 to 3000 per week, followed by 100 to 1500 per week.
- Among student gig workers with a high work-academic balance, there is also a sizable proportion earning an average income in the range of 1600 to 3000 per week, but the distribution is more evenly spread across the three income ranges.
- The interpretation of the data suggests that student gig workers, regardless of their work-academic balance, can earn income from gig work, and a considerable number are earning an average income in the middle range (1600 to 3000 per week).

#### 4.5.12 Analysis of Types of Gig Work and Work academic balance

*Table No 4.5 12*

*Source: Primary Data*

		Types of Gig Work					Total
		Online Platform based services	Tutoring or Teaching services	Mentoring	Catering	Ridesharing	
level of work-academic balance	Low	12	9	6	2	5	34
	high	11	11	7	12	5	46
Total		23	20	13	14	10	80

A "Low" level of work-academic balance is seen in the following data:



- 12 Students are engaged in Online Platform based services.
- 9 Students are engaged in Tutoring or Teaching services.
- 6 Students are engaged in Mentoring.
- 2 Students are engaged in Catering.
- 5 Students are engaged in Ridesharing.

The total count in this row is 34 students.

A "High" level of work-academic balance is seen in the following data:

- 11 Students are engaged in Online Platform based services.
- 11 Students are engaged in Tutoring or Teaching services.
- 7 Students are engaged in Mentoring.
- 12 Students are engaged in Catering.
- 5 Students are engaged in Ridesharing.
- The total count in this row is 46 Students.

From the above-mentioned details, we can observe:

- For the students who do Online Platform based services, a total of 23 Students have a low level of work-academic balance, and 11 Students have a high level of work-academic balance.
- For the students who do Tutoring or Teaching services, a total of 20 Students have a low level of work-academic balance, and 11 Students have a high level of work-academic balance.
- For the students who do Mentoring, a total of 13 Students have a low level of work-academic balance, and 7 Students have a high level of work-academic balance.
- For the students who do Catering, a total of 14 Students have a low level of work-academic balance, and 12 Students have a high level of work-academic balance.
- For the student Ridesharing, a total of 10 Students have a low level of work-academic balance, and 5 students have a high level of work-academic balance.

#### 4.4.13 Analysis of Frequency of engagement and Work-Academic Balance

Table No 4.5 13

Source: Primary Data

		Frequency of Engagement		Total
		Daily	Weekly	
level of work academic balance	Low	22	12	34
	high	22	24	46
Total		44	36	80

The "low" level of work-academic balance is seen below areas:

- 22 students have a daily frequency of engagement.
- 12 students have a weekly frequency of engagement.
- The total count in this row is 34 students.

The "high" level of work-academic balance is seen below areas:

- 22 students have a daily frequency of engagement.
- 24 students have a weekly frequency of engagement.
- The total count in this row is 46 students.

From the data, we can observe that:

- For the students doing gig work on a basis, a total of 44 students have a low level of work-academic balance, and 22 students have a high level of work-academic balance.
- For the students doing gig work on a weekly basis, a total of 36 students have a low level of work-academic balance, and 24 students have a high level of work-academic balance.

- From the overall data interpretation of work-academic balance, the researcher understands that challenges are faced by full time student gig workers in balancing their work and academics. The various facets of the attributes to the level of imbalance is also identified.

## 4.6 ANALYSIS OF SUPPORTS AND NEEDS

Support and needs are essential for the students to balance their work here, the researcher is analyzing various supports and needs available to our sample of 80 student gig workers. The five-point Likert scale is used with Strongly Agree, Agree, Somewhat Agree, Disagree, and Strongly Disagree as the five points. The support and needs are measured with 8 questions.

### 4.6.1 Mean of Supports and Needs

Table No 4.6 1

Source: Primary Data

Sn. No:	Support and Needs	Mean
1	Received flexible permissions for university attendance	3.101
2	Time off for exam preparation	3.33
3	Lecturers offer adjustable deadlines	2.59
4	Lecturers provide additional tutorial sessions	2.375
5	Supportive academic calendar	2.275
6	Flexible examination schedule	2.227
7	Financial support from work for paying fees.	3.38
8	Virtual assistance for academic and work-life balance.	2.312
Total		2.69

The data provided shows that students generally disagree that there are some supports available to help them balance work and academics.

**The most agreed upon supports include:**

- **Received flexible permissions for university attendance (mean = 3.101).** This suggests that students generally agree that they are able to get permission from their university to miss classes or change their schedule due to work commitments.
- **Time off for exam preparation (mean = 3.33).** This suggests that students generally agree that they are able to get time off from work to prepare for exams.
- **Financial support from work for paying fees. (mean = 3.38).** This suggests that students generally agree that they are able to get financial support from their work to pay for their tuition and fees.

The above factors are the ones influenced by flexibility and the autonomy the gig work provided.

**The least agreed upon supports include:**

- **Lecturers offer adjustable deadlines (mean = 2.59).** This suggests that students generally disagree that lecturers are willing to adjust deadlines for students who have work commitments.
- **Lecturers provide additional tutorial sessions (mean = 2.375).** This suggests that students generally disagree that lecturers are willing to provide additional tutorial sessions for students who have work commitments.
- **Supportive academic calendar (mean = 2.275).** This suggests that students generally disagree that the academic calendar is supportive of students who have work commitments.
- **Flexible examination schedule (mean = 2.227).** This suggests that students generally disagree that the examination schedule is flexible for students who have work commitments.
- **Virtual assistance for academic and work-life balance. (mean = 2.312).** This suggests that students generally disagree that there is virtual assistance available to help them balance work and academics.

Overall, the data suggests that students generally agree that there are fewer supports available to help them balance work and academics.

#### 4.6.2 Level of Support and Needs

Table No 4.6 2

Source: Primary Data

Level of support and needs	Frequency	Percent
Low	52	65.0
High	28	35.0
Total	80	100.0

The above data shows that about 65% of our sample gets a lower level of support and needs compared to 35% of the sample who gets relatively more support.

#### 4.6.3 Chi-Square Test between Gender and Level of Supports and Needs

Table No 4.6 3

Source: Primary Data

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
<b>Pearson Chi-Square</b>	5.209 <sup>a</sup>	1	.022		
<b>Continuity Correction<sup>b</sup></b>	4.180	1	.041		
<b>Likelihood Ratio</b>	5.221	1	.022		
<b>Fisher's Exact Test</b>				.032	.020
<b>Linear-by-Linear Association</b>	5.143	1	.023		
<b>N of Valid Cases</b>	78				

The chi-square test results suggest that there is a statistically significant association between gender and support and need as the significance value is **0.022** which is less than **0.05**.

Based on the results, the Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association test all show a significant relationship between gender and the level of support and needs, as indicated by the low p-values (significance levels). The p-values for these tests are

below the conventional threshold of 0.05, suggesting that the observed relationship is unlikely to have occurred by chance.

Additionally, the Fisher's Exact Test provides further evidence of significance, with a p-value of 0.032 (two-sided) and 0.020 (one-sided). This test is typically used when the sample size is small or when the assumptions of other tests are not met.

Overall, these statistical tests provide compelling evidence to suggest that there is a significant relationship between gender and the level of support and needs.

#### 4.6.4 Analysis of Gender and Level of Supports and Needs

Table No 4.6 4

Source: Primary Data

		Gender		Total
		Male	Female	
level of supports and needs	low	33	17	50
	high	11	19	30
Total		44	34	80

The "low" level of support and needs are seen in below given scenarios:

- 33 students are male.
- 17 students are female.
- The total count in this row is 50 students.

The "high" level of support and needs are seen in below given scenarios

- 11 students are male.
- 19 students are female.
- The total count in this row is 30 students.

From the above, we can observe that:

- Among the male gig workers, 44 students have a low level of support and needs, and 11 students have a high level of support and needs.
- Among the female gig workers, 34 students have a low level of support and needs, and 19 students have a high level of support and needs.

#### 4.6.5 Analysis of Number of hours worked and Level of Support and Needs

Table No 4.6 5

Source: Primary Data

		Average number of hours worked per week			Total
		1 to 12	13 to 24	25 to 36	
level of supports and needs	low	10	26	14	50
	high	9	11	10	28
Total		19	37	24	80

The "low" level of support and needs are seen in the below-mentioned scenarios:

- 10 students work an average of 1 to 12 hours per week.
- 26 students work an average of 13 to 24 hours per week.
- 14 students work an average of 25 to 36 hours per week.
- The total count in this row is 50 students.

The "high" level of support and needs are seen in the below-mentioned scenarios:

- 8 students work an average of 1 to 12 hours per week.
- 10 students work an average of 13 to 24 hours per week.
- 10 students work an average of 25 to 36 hours per week.
- The total count in this row is 28 students.

From the above data, we can observe:

- For 1 to 12 hours, a total of 18 students have a low level of support and needs, and 8 students have a high level of support and needs.

- For 13 to 24 hours, a total of 36 students have a low level of support and needs, and 10 students have a high level of support and needs.
- For 25 to 36 hours, a total of 24 students have a low level of support and needs, and 10 students have a high level of support and needs.

#### 4.6.6 Analysis of Number of Hours Studied per Week and Level of Supports and Needs

Table No 4.6 6

Source: Primary Data

		Average time spent studying per week			Total
		1 to 15	16 to 30	31 to 45	
level of support and needs	Low	28	8	14	50
	High	17	8	5	30
Total		45	16	18	80

The "low" level of support and needs are seen in the below-mentioned scenarios:

- 28 students spend 1 to 15 hours studying per week.
- 8 students spend 16 to 30 hours studying per week.
- 14 students spend 31 to 45 hours studying per week.
- The total count is 50 students.

The "high" level of support and needs are seen in the below-mentioned scenarios:

- 17 students spend 1 to 15 hours studying per week.
- 8 students spend 16 to 30 hours studying per week.
- 5 students spend 31 to 45 hours studying per week.
- The total count is 30 students.

From the data, we can observe:

- For students who studied 1 to 15 hours, a total of 45 students have a low level of support and needs, and 17 students have a high level of support and needs.
- For students who studied 16 to 30 hours, a total of 16 students have a low level of support and needs, and 8 students have a high level of support and needs.



- For students who studied 31 to 45 hours, a total of 18 students have a low level of support and needs, and 5 students have a high level of support and needs.

#### 4.6.7 Analysis of Types of Gig Work and Supports and Needs

Table No 4.6 7

Source: Primary Data

		Types of Gig Work					Total
		Online Platform based services	Tutoring or Teaching services	Mentoring	Catering	Ridesharing	
level of support and needs	low	17	8	10	11	4	<b>50</b>
	high	5	11	3	3	8	<b>30</b>
Total		<b>22</b>	<b>19</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>80</b>

From the data, we can interpret that:

Low level of support and needs is seen in:

- Online Platform based services: 17 student gig workers fall into this category.
- Tutoring or Teaching services: 8 student gig workers fall into this category.
- Mentoring: 10 student gig workers fall into this category.
- Catering: 11 student gig workers fall into this category.
- Ride sharing: 4 student gig workers fall into this category.

Among student gig workers with a low level of support and needs, there are a total of **50** students.

High level of support and needs is seen :

- Online Platform-based services: 5 student gig workers fall into this category.
- Tutoring or Teaching services: 11 student gig workers fall into this category.
- Mentoring: 3 student gig workers fall into this category.
- Catering: 3 student gig workers fall into this category.
- Ride sharing: 8 student gig workers fall into this category.

Among student gig workers with a high level of support and needs, there are a total of **30** respondents.

In the types of gig work listed, "Online Platform based services" has the highest number of student gig workers in both the low and high support and needs categories, with 17 and 5 respondents, respectively. Other prominent types of gig work for student gig workers include "Tutoring or Teaching services" and "Catering," with 8 and 11 respondents in the low support and needs category, and 11 and 3 respondents in the high support and needs category, respectively. "Mentoring" and "Ridesharing" have relatively lower numbers of student gig workers across both support and needs categories.

In the low support and needs category, a total of 50 student gig workers are represented. This indicates that these individuals require relatively high assistance or support in their gig work activities.

#### 4.6.8 Analysis of Frequency of Engagement and Supports and Needs

Table No 4.6 8

Source: Primary Data

		Frequency of engagement		Total
		Daily	Weekly	
level of supports and needs	low	30	22	52
	high	14	14	28
Total		44	36	80

From the above data, we can interpret

Low level of support and needs is seen in:

- 30 students who do gig work on a daily basis and 22 students do gig work on a weekly basis.

High level of Supports and Needs are seen in:

- 14 students who do gig work on a daily basis and 14 students who do gig work on a weekly basis

In the low support and needs category, there are a total of 52 student gig workers. This group comprises individuals who require relatively high assistance or support in their gig work activities. Among them, the majority engage in their gig work on a daily basis.

In the high support and needs category, there are a total of 28 student gig workers. This group represents individuals who get reactively more support and needs in their gig work activities

- **From the overall interpretation of the supports and needs, the researcher understands that lack of supports and needs available to the students while pursuing work along with their studies. The various facets of the attributing factors is also identified and interpreted.**

## 4.7 CORRELATION BETWEEN WORK-ACADEMIC BALANCE AND SUPPORTS AND NEEDS

*Table No 4.7 1*

*Source: Primary Data*

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
<b>Kendall's tau-b</b>	<b>.651</b>	.038	11.842	<b>0.000</b>
<b>N of Valid Cases</b>	80			

The data above presents the results of a correlation analysis using Kendall's tau-b coefficient to examine the relationship between the level of work-academic balance and supports and needs. Here's how you can interpret and analyse the data:

**1. Kendall's Tau-b:** The calculated Kendall's tau-b coefficient is 0.651. This value indicates a moderate to strong positive correlation between the variables being studied. A correlation coefficient ranges from -1 to +1, where values close to -1 represent a strong negative correlation, values close to +1 represent a strong positive correlation, and 0 indicates no correlation.

**2. Asymptotic Standard Error:** The reported asymptotic standard error associated with the Kendall's tau-b coefficient is 0.038. It represents the estimated standard deviation of the

sampling distribution for the tau-b coefficient. Smaller standard errors indicate more precise estimates.

**3. Approximate t-value:** The calculated t-value for Kendall's tau-b is 11.842. This value suggests that the observed correlation is statistically significant. A t-value measures the difference between the observed correlation and zero relative to the sampling variability. Larger t-values indicate a stronger evidence against the null hypothesis (no correlation).

**4. Approximate significance:** The reported p-value associated with the calculated t-value is 0.000. This value is below the conventional significance level of 0.05, indicating that the correlation between the variables is statistically significant. The p-value represents the probability of observing a correlation as strong as the one found if there were no true correlation in the population.

The analysis suggests a significant moderate to strong positive correlation (0.651) between the level of work-academic balance and supports and needs. These findings indicate that individuals with better work-academic balance are more likely to have higher levels of support and address their needs effectively. In conclusion, based on the correlation analysis, there is a positive correlation between work-academic balance and strategies and barriers related to support and needs.

**From the above interpretation of the relationship between Work-Academic balance and Supports and Needs, we understand from the correlation that Supports and Needs plays a role in the balancing of work-academic balance of students engaging in work. Here, the perspective of priorities in individual student gig workers, either on work or academics, , and work-academic balance also should be corresponded along with supports and needs.**

Thus, we understand from the current chapter that there is

- Overall, the data suggests that students generally agree that there are fewer supports available to help them balance work and academics.
- The gained result implies that they face academic-work-life imbalance.
- Based on the correlation analysis, there is a positive correlation between work-academic balance and support and needs. This give a scope to understand that, supports

and needs has an influence on the work-academic balance of students who undergo studies along with their work.

**CHAPTER FIVE**

**FINDINGS, SUGGESTIONS AND CONCLUSION**

## 5.1 INTRODUCTION

The previous chapters of this study have delved into the intricate dynamics of students who engage in gig work while pursuing their academic endeavors. The primary aim of this research was to comprehend the challenges confronted by these students in striking a balance between their work commitments and their educational pursuits. We have closely examined the delicate equilibrium between work and academics, investigating how each domain impacts the other. Furthermore, we have explored the support systems and requirements necessary for students to effectively manage the demands of both work and studies.

In the preceding chapter, we presented the comprehensive findings of our research study, utilizing a combination of tables and illustrations to present the collected data. The data was carefully analyzed and interpreted, shedding light on various aspects of the students' experiences. Building upon these findings, this chapter aims to discuss the results within the context of the study's objectives.

Firstly, we will expound upon the findings pertaining to the work-academic balance and the intricate interplay between these two spheres. We will highlight the challenges faced by students in maintaining equilibrium, such as time constraints, conflicting schedules, and the pressure to excel in both realms. Moreover, we will explore the impact of work on academics and vice versa, uncovering the potential benefits and drawbacks associated with juggling these responsibilities.

Next, we will delve into the findings related to the support and needs of students engaged in gig work. We will examine the existing support structures available to these individuals, including institutional resources, social networks, and technological aids. By understanding the support systems in place, we can identify areas for improvement and propose suggestions to enhance the assistance provided to students seeking to balance their work and academics effectively.

Based on the outcomes of our study, we will put forth a series of practical suggestions aimed at addressing the challenges identified throughout the research. These recommendations will encompass diverse domains, including educational institutions, employers, policymakers, and the students themselves. By implementing these suggestions, we aim to foster an environment

that facilitates the harmonious integration of work and academics, empowering students to thrive in both domains.

Finally, drawing upon the entirety of our findings, we will present a comprehensive conclusion. This concluding section will recapitulate the key insights obtained from our study, emphasizing the significance of the work-academic balance for students engaged in gig work. We will also underscore the implications of our research, elucidating how the identified challenges and proposed recommendations contribute to the broader understanding of this domain.

In essence, this chapter serves as the culmination of our research journey, synthesizing the findings, suggestions, and conclusions derived from an in-depth exploration of the experiences of students who navigate the delicate tightrope between work and academics in the gig economy. By comprehending these intricate dynamics and offering practical guidance, we aspire to facilitate the holistic development and success of these students, enabling them to excel both professionally and academically.

## **5.2 FINDINGS OF DEMOGRAPHIC VARIABLE**

### **5.2.1 Gender wise participation of student gig workers**

The findings show that among the sample of 80 student gig workers, males represent 57.5% of the respondents, while females account for 42.5%. This indicates a slightly higher proportion of males in the gig economy among students, but the difference is not significant, suggesting a relatively balanced participation of both genders.

### **5.2.2 Number of hours worked per week**

The data reveals that a substantial portion of student gig workers (46.3%) maintained a moderate workload of 13 to 24 hours per week. This suggests that these workers are not working too many hours per week and as a need to focus on their studies exist. This indicates a balance between work and academics, allowing them to prioritize their studies. However, a significant minority worked fewer than 13 hours per week (22.5%), potentially indicating financial constraints, while others worked more than 24 hours per week (31.3%), potentially impacting their ability to manage their workload effectively and focus on their studies. These findings underscore the importance of finding an optimal number of work hours to maintain a



healthy work-academic balance and the need for support systems to assist students in achieving this equilibrium.

### **5.2.3 Average number of hours studied per week**

The findings indicate that the majority of student gig workers (57.5%) spent a relatively small number of hours (1-15 hours) studying per week, suggesting an imbalance between work and academics. However, a significant minority dedicated more hours to studying, with 20.0% studying for 16-30 hours and 22.5% studying for 31-45 hours per week. As the students are also working along with their studies, the above data can be signification of impact of work on academics. These findings highlight the challenge of balancing work and academics and the varying approaches taken by student gig workers in allocating their time to studying.

### **5.2.4 Average amount of income earned from gig work**

The majority of student gig workers in India (62.5%) earned INR1600 to INR3000 per week, while a significant minority earned lower amounts (21.3%: INR100 to INR1500 per week, 16.3%: INR3100 to INR4500 per week). Income plays a crucial role in the work-academic balance. Higher-earning students may work fewer hours, allowing more focus on studies, while lower-earning students may face increased work hours, potentially impacting academic performance and well-being.

## **5.3 TYPES OF GIG WORK**

According to the data, the most prevalent type of gig work among student gig workers is online platform-based services (28.8%). Other popular gig work categories for students include tutoring (25%), mentoring (16.3%), catering (17.5%), and ridesharing (12.5%).

## **5.4 FREQUENCY OF ENGAGEMENT IN GIG WORK**

The majority of student gig workers (55.0%) are engaged in gig work on a daily basis, indicating the influence of daily commitments on their work-academic balance. However, a significant minority (45.0%) are engaged in gig work on a weekly basis. The fact that the majority of the students are undertaking work on a daily basis also implies the impact of daily determined work on their academic work balance of them.

## **5.6 FINDINGS OF ACADEMIC- WORK LIFE BALANCE OF STUDENT GIG WORKERS**

### **5.6.1 Challenges in Work-Academic balance**

- The mean of 3.107 suggests that student gig workers face work-academic imbalance. They encounter challenges such as academic absenteeism due to work, work-induced attention deficits during class, and reduced assignment and study time. These challenges can negatively impact their academic performance and well-being. However, students are able to optimize their academic time through work flexibility and prioritize academics over gig work. They also face work absenteeism and reduced work hours due to academic demands. Overall, there is an imbalance between work and academics, indicating the need for strategies to improve work-academic integration and support student gig workers in achieving a better balance. In the aggregate, it suggests that they face academic-work life challenges. The gained result implies that they face a relevant academic-work-life balance.
- The analysis of the data using the Chi-Square test reveals a statistically significant association between gender and the effect of work on academics for student gig workers with significance value of 0.030. It implies that there may be gender-based differences in how student gig workers experience and manage the challenges of balancing work and academics. This finding highlights the importance of considering gender-specific factors and developing tailored support mechanisms to assist student gig workers in achieving a healthier work-academic balance.
- From the level of number of hours worked and academic work life balance, it indicates that the number of hours worked per week is a contributing factor to the work-academic balance of student gig workers. Students working fewer hours tend to have a higher work-academic balance, whereas those working higher hours may face challenges in managing their commitments effectively.
- From the level number of hours studied and academic-work life balance, it indicates that the number of hours studied per week has an impact on work-academic balance among student gig workers. A higher proportion of students with a high work-academic balance spend 1 to 15 hours studying, while a larger proportion of students with a low

work-academic balance spend 31 to 45 hours studying. This suggests that finding a balance between work and academics may involve managing study hours effectively. Supporting students in optimizing their study time and providing resources for time management can contribute to achieving a better work-academic balance.

- From the level of type of gig work and academic-work life balance, it reveals that the amount of income earned from gig work per week is associated with work-academic balance among student gig workers. Both low and high work-academic balance categories include students who earn income from gig work across different income ranges. However, a notable proportion of students with a low work-academic balance earn an average income in the range of 1600 to 3000 per week, while the distribution is more evenly spread across income ranges for students with a high work-academic balance. This suggests that the level of income from gig work may influence work-academic balance, with higher income potentially impacting the balance negatively.
- From the level of frequency of engagement and academic-work life balance, it is seen that students with a daily frequency of engagement have a higher proportion in both low and high work-academic balance categories. Students with a weekly frequency of engagement have a more balanced distribution between low and high work-academic balance.

### **5.6.2 Impact of Work on Academics**

- The mean of 3.197 indicates that work has a relevant impact on the academics of student gig workers. While gig work provides flexibility for optimized academic time allocation, it also presents challenges such as academic absenteeism, work-induced attention deficits during class, reduced assignment and test study time, and hampered campus arrival. These challenges can negatively affect academic performance and deadlines. However, students are able to manage and meet academic commitments amidst their workload. The flexibility and autonomy provided by gig work play a significant role in balancing academics and work. Overall, student gig workers face a complex interplay between work and academics, highlighting the need for support and strategies to enhance their work-academic integration and overall well-being. All in all, the implication is that even though they are managing their academics, the struggle and challenges faced by them are implicitly derived from the data.

- The level of impact of work on academics shows that about 25% of respondents reported that work had a low effect on their Academics and 75% of respondents reported that work had a high effect on their academics.

### **5.6.2 Impact of Academics on Work**

- The mean of 3.107 indicates that academics have a significant impact on gig work for student gig workers. Academic priorities often take precedence over gig work, leading to work absenteeism and reduced work hours. Some students may even make the academic-driven decision to quit gig work altogether. The limited college-time flexibility for work and the challenge of meeting work deadlines amidst academic workload further contribute to the impact of academics on work. Balancing academics and gig work pose challenges for student gig workers, including financial implications and increased stress and pressure. Therefore, supporting strategies and interventions are necessary to address the complexities of managing academics and gig work for these students, promoting their overall well-being and work-life integration. Overall, the data suggest that work commitment can have a significant impact on academics. Students who work are more likely to prioritize their academics over their work commitments, which can lead to work absenteeism and reduced work hours. They are also more likely to have to reduce their work hours due to their academic commitments.
- The level of impact of work on academics shows that about 33% of the students have a low impact on Academics on work and about 66.3% of the students have a high impact on academics on work.
- In aggregate, there is important perspective to be aided with the above findings of the work-academic balance, impact of work on academics and impact of academics on work. The variance in the number of hours worked in the gig economy can be attributed to various factors, including the underlying motivations for engaging in gig work. For some students, gig work may serve as a supplemental source of income, while others may turn to gig work due to financial vulnerabilities. Additionally, some students may see gig work as a means of achieving greater autonomy. As individual priorities shift, it can impact the balance between work and academics. Personal priorities also play a

significant role. Some students prioritize their studies above all else, which may make the level of sacrifice associated with gig work seem negligible. Consequently, this can create an imbalance between their work and academic commitments. On the other hand, some students may place a moderate priority on academics, leading to a more balanced approach to managing both work and studies. There are also students who prioritize work, as they value practical learning experiences over purely theoretical aspects. Hence, the balance between work and academics varies based on individual priorities and perspectives. So, these factors can also an important aspect be considered while generally understanding work-academic balance. Even when we scrutinize the impact of work on academics and impact of academics on work, these factors have to be considered.

## **5.7 FINDINGS OF SUPPORTS AND NEEDS IN STUDENT GIG WORKERS**

### **5.7.1 Supports and needs of student gig workers**

- The analysis of the mean of 2.69 signifies that supports and needs for student gig workers reveals that there is a perceived lack of support in balancing work and academics. Among the supports assessed, students generally agreed that they received flexible permissions for university attendance, were granted time off for exam preparation, and received financial support from work for paying fees. These factors, influenced by flexibility and autonomy in gig work, were seen as more supportive. However, students expressed disagreement with regards to lecturers offering adjustable deadlines, providing additional tutorial sessions, having a supportive academic calendar, offering a flexible examination schedule, and providing virtual assistance for work-academic balance. These findings suggest that students feel less supported in terms of academic accommodations and virtual assistance. Improving the availability of flexible academic accommodations and virtual assistance could contribute to a better work-academic balance for student gig workers. Overall, the data suggests that students generally agree that there are fewer supports available to help them balance work and academics.
- The analysis of the level of support and needs for student gig workers reveals that approximately 65% of the sample perceives a low level of support and needs, while the

remaining 35% receives a relatively higher level of support. This indicates that a significant portion of student gig workers feel that they lack sufficient support in balancing their work and academics.

- Furthermore, a chi-square test was conducted to examine the association between gender and the level of support and needs. The results indicate a statistically significant relationship between gender and support and needs, with a significance value of 0.022. This suggests that gender plays a role in determining the level of support and needs experienced by student gig workers. The findings highlight the importance of addressing the support and needs of student gig workers, particularly in relation to gender. Improving the level of support and meeting the specific needs of student gig workers can contribute to a more balanced and successful integration of work and academics for this population.
- The analysis of gender and the level of support and needs among student gig workers reveals interesting patterns. Among male gig workers, 44 students are classified as having a low level of support and needs, while 11 students have a high level of support and needs. On the other hand, among female gig workers, 34 students have a low level of support and needs, while 19 students have a high level of support and needs. These findings suggest that there might be differences in ways in which different gender approach the support and needs experienced by student gig workers.
- The analysis of the number of hours worked per week and the level of support and needs provides insights into the relationship between work hours and support requirements among student gig workers. Among students who work an average of 1 to 12 hours per week, 18 students have a low level of support and needs, while 8 students have a high level of support and needs. For those working 13 to 24 hours per week, 36 students have a low level of support and needs, and 10 students have a high level of support and needs. Finally, among students working 25 to 36 hours per week, 24 students have a low level of support and needs, and 10 students have a high level of support and needs. These findings suggest that as the number of working hours increases, the requirement for support and needs among student gig workers tends to rise as well. This implies that students who work longer hours may require additional support and resources to maintain a healthy work-academic balance.
- The analysis of the number of hours studied per week and the level of support and needs sheds light on the relationship between study hours and support requirements among

student gig workers. These findings suggest that as the number of study hours increases, the level of support and needs given to them is low. This implies that students who devote more time to studying need the crucial support to have balance in the work and studies.

- The analysis of different types of gig work and the associated level of support and needs provides valuable insights into the specific needs of student gig workers in various fields. Among the types of gig work examined, "Online Platform based services" has the highest number of student gig workers in both the low and high support and needs categories. This indicates that a significant number of students engaged in online platform-based services require both low and high levels of support and assistance. Other notable types of gig work include "Tutoring or Teaching services" and "Catering," with varying levels of support and needs observed in each category. These findings highlight the diverse nature of gig work and the importance of tailoring support systems to meet the specific needs of different gig work sectors.
- The analysis of the frequency of engagement in gig work and the level of support and needs reveals interesting patterns in relation to support requirements. Among student gig workers who engage in gig work on a daily basis, 30 students have a low level of support and needs, while 14 students have a high level of support and needs. For those who engage in gig work on a weekly basis, 22 students have a low level of support and needs, and 14 students have a high level of support and needs. These findings suggest that students who engage in gig work on a daily basis need a higher need for support and assistance compared to those who engage on a weekly basis. It also indicates that the frequency of engagement plays a role in determining the level of support and needs required by student gig workers.
- These findings highlight potential areas where support systems can be improved and tailored to address the specific needs of student gig workers.

## **5.8 RELATIONSHIP BETWEEN ACADEMIC-WORK LIFE BALANCE AND, SUPPORTS AND NEEDS**

The findings reveal positive correlation 0.651 between level of work-academic balance and strategies and barriers related to support and needs among student gig workers. This suggests that as students receive more support and have their needs fulfilled, their work-academic

balance tends to improve to some extent. Conversely, when students face barriers and lack necessary support, it can negatively impact their work-academic balance.

Overall, this finding underscores the importance of providing appropriate support and addressing barriers faced by student gig workers to help them maintain a healthier work-academic balance. By identifying and addressing these challenges, institutions and support systems can play a crucial role in supporting the well-being and academic success of student gig workers.

## **5.9 GENERAL FINDINGS**

Overall the findings can be generalized in aligned with objectives to the below mentioned ones:

- The gained result implies that they face academic-work-life imbalance.
- The effect of ‘Work’ on ‘Academics’ and ‘Academics’ on ‘Work’ is analyzed, and we understood that the extent of imbalance is created due to sacrifice of either work or academics. In our study, the researcher understands the prominence of priority given to academics by students over gig work. Even though work and academics are affected, work is the one which got relatively more impact of imbalance.
- Overall, the data suggests that students generally agree that there are fewer supports available to help them balance work and academics.
- In conclusion, based on the correlation analysis, there is a positive but weak positive correlation between work-academic balance and support and needs. Thus, we understand the essentiality of supports and needs and its proportional relationship with work-academic balance.

## **5.10 SUGGESTIONS**

Based on the research study, it is crucial for the government and academic institutions to implement policies and programs that promote a higher and more flexible work-academic balance for students. Taking inspiration and models from foreign countries, it is important to design programs that foster autonomy and independence among students in our country. To



achieve this, it is essential to provide the necessary support and create an environment conducive to their growth, with motivation as a key factor.

One suggestion is to address the imbalance between academics and work by supporting students in their pursuit of part-time work. This can be done by establishing support mechanisms at the institutional, societal, and government levels. For example, institutions can incorporate flexible examination schedules and prominently feature a system that allows for flexible working arrangements, taking into account college timings and deadlines. By doing so, students engaging in part-time work can manage their time effectively.

The government should implement dedicated and personalised welfare programs for student gig workers to support their work-life balance and academic progress. While the government has already introduced initiatives to address specific student needs, such as focusing on work-life balance, it has not adequately addressed the financial challenges students face. Therefore, academic institutions, with the involvement of the government, should establish additional policies and frameworks to tackle these issues.

Additionally, it is important to provide assistance to students involved in part-time work, both in terms of academic support and mental and physical well-being. Tutors and teachers can offer guidance and support, while ensuring access to resources that aid in their academic progress. Furthermore, virtual and physical support systems should be put in place to address the needs of these students effectively.

Through collaboration between educational institutions, gig platforms, and relevant stakeholders, we can address the challenges faced by student gig workers and promote their overall well-being. By striking the right balance between work and academics, we can empower these individuals to navigate their dual responsibilities effectively, ensuring a bright future for both their professional aspirations and educational pursuits.

Based on the findings regarding work-academic balance and supports and needs of student gig workers, here are some specific and meaningful suggestions that could be implemented in Kerala:

- **Develop tailored support mechanisms:** Recognize the gender-based differences in how student gig workers experience and manage work-academic balance. Design and implement support programs that address the specific needs of male and female gig

workers. This could involve providing resources, guidance, and mentorship tailored to their respective challenges and circumstances.

- **Enhance academic accommodations:** Improve the availability of flexible academic accommodations, such as adjustable deadlines, additional tutorial sessions, and a supportive academic calendar. These accommodations can help student gig workers better manage their academic workload alongside their gig work commitments.
- **Provide virtual assistance:** Establish virtual assistance programs that specifically address work-academic balance for student gig workers. This could include online resources, guidance, and counselling services to help them navigate the challenges of balancing their work and academics effectively.
- **Promote financial management skills:** Offer financial management workshops or courses to student gig workers, focusing on budgeting, saving, and managing their income from gig work. This can help them balance income generation with academic commitments, reducing financial stress and promoting a healthier work-academic balance.
- **Regular monitoring and evaluation:** Establish a system for monitoring and evaluating the effectiveness of support programs and interventions aimed at improving work-academic balance for student gig workers. Collect feedback from students and assess the impact of implemented measures to continuously improve and tailor the support provided.
- **Financial Support and Opportunities:** Recognizing that income plays a crucial role in work-academic balance, efforts should be made to provide financial support and opportunities for student gig workers. This can include scholarships, grants, or part-time employment opportunities within the educational institution itself, allowing students to earn income while minimizing the need for excessive gig work hours.
- **Establish Support Networks:** Creating support networks for student gig workers can be beneficial. This can involve peer mentoring programs, where experienced student gig workers provide guidance and support to those who are new to gig work. Additionally, counselling services or support groups can be established to address the challenges and stressors associated with managing work and academics simultaneously.

## 5.11 CONCLUSION

In conclusion, this research study has shed light on the complex and challenging dynamics faced by students who engage in gig work while pursuing their academic goals. Through a thorough examination of the work-academic balance, we have uncovered the various obstacles that students encounter in maintaining equilibrium between these two spheres. Time constraints, conflicting schedules, and the pressure to excel in both work and studies were identified as significant challenges. Furthermore, we have explored the reciprocal impact of work on academics and vice versa, highlighting the potential benefits and drawbacks associated with juggling these responsibilities.

Our findings have also emphasized the importance of support systems for students engaged in gig work. We have examined existing resources, including institutional support, social networks, and technological aids, and identified areas for improvement. By understanding the needs of these students and enhancing the assistance provided, we can better equip them to effectively balance their work and academic commitments.

Building upon the insights gained from our research, we have put forth a series of practical recommendations aimed at addressing the identified challenges. These recommendations span across educational institutions, employers, policymakers, and the students themselves. By implementing these suggestions, we can create an environment that fosters the harmonious integration of work and academics, empowering students to thrive in both domains.

In summary, this research has contributed to a deeper understanding of the experiences of students navigating the delicate tightrope between work and academics in the gig economy. By comprehending the intricate dynamics and offering practical guidance, we aspire to facilitate the holistic development and success of these students. By supporting their efforts to excel both professionally and academically, we can contribute to their overall growth and enable them to seize the opportunities presented by the gig economy while fulfilling their educational aspirations.

## **BIBLIOGRAPHY**

1. Aayog, N. (2022). *India's Booming Gig and platform economy* . New Delhi: NITI Aayog.
2. AUGUSTINRAJ, R., & BAJAJ, S. (2020). Unlocking the potential of the Gig Economy in India. Boston Consulting Group and Michael & Susan Dell Foundation.
3. Banwari, V. (2018, November ). Gig Economy: Challenges and Opportunities in India. *JETIR*, 5(11)
4. Brough, P., & Kalliath, T. (2008). A review of work-life balance research in the last decade. *Journal of Management*, 34(3), 483-503. doi:10.1177/0149206307309894
5. Byju's. (n.d.). Gig and Platform Workers. Byju's. Retrieved from <https://byjus.com/free-ias-prep/gig-and-platform-workers/>
6. Owen, M. S., Kavanagh, P. S., & Dollard, M. F. (2018). An integrated model of work–study conflict and work–study facilitation. *Journal of Career Development*, 45(5), 504-517.
7. Carney, C., McNEISH, S., & McCOLL, J. (2005). The impact of part time employment on students' health and academic performance: a Scottish perspective. *Journal of further and higher education*, 29(4), 307-319.
8. Chambers, E. (1992). Work-load and the quality of student learning. *Studies in higher education*, 17(2), 141-153.
9. Darolia, R. (2014). Working (and studying) day and night: Heterogeneous effects of working on the academic performance of full-time and part-time students. *Economics of Education Review*, 38, 38-50.
10. Dundes, L., & Marx, J. (2006). Balancing work and academics in college: Why do students working 10 to 19 hours per week excel?. *Journal of College Student Retention: Research, Theory & Practice*, 8(1), 107-120.
11. Evans, C., Gbadamosi, G., & Richardson, M. (2014). Flexibility, compromise and opportunity: Students' perceptions of balancing part-time work with a full-time business degree. *The International Journal of Management Education*, 12(2), 80-90.
12. Gig Economy Work and Workers' Life Balance Issues [PDF document]. <https://pmanagementstudies.com/wp-content/uploads/5.-Gig-Economy-Work-and-Workers-Life-Balance-Issues-1.pdf>
13. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76-88. doi:10.2307/258178

14. Griffin, G. (2022). The 'Work-Work Balance' in higher education: between over-work, falling short and the pleasures of multiplicity. *Studies in Higher Education*, 47(11), 2190-2203.
15. Hall, R. (2010). The work–study relationship: experiences of full-time university students undertaking part-time employment. *Journal of education and Work*, 23(5), 439-449.
16. International Labour Organization. (n.d.). Work-life balance. Retrieved from <https://www.ilo.org/global/topics/working-time/wl-balance/lang--en/index.htm>
17. Kirchmeyer, C. (2000). Managing work-family conflict: A review of the literature. *Journal of Management*, 26(4), 653-679. doi:10.1177/014920630002600407
18. Kumar, V. Global Labour Column.
19. Moreau, M. P., & Leathwood, C. (2006). Balancing paid work and studies: working (-class) students in higher education. *Studies in Higher Education*, 31(1), 23-42.
20. Nicklin, J. M., Meachon, E. J., & McNall, L. A. (2019). Balancing work, school, and personal life among graduate students: A positive psychology approach. *Applied Research in Quality of Life*, 14, 1265-1286.
21. Ojo, I. S., Falola, H. O., & Mordi, C. (2014). Work life balance policies and practices: A case study of Nigerian female university students. *European Journal of Business and Management*, 6(12).
22. Panda, P. C., Pathak, K., & Panda, R. (2023). Gig Economy: Potential and Challenges for Human Resources in Urban India. *Reimagining Management in the post VUCA World*, 1.
23. Press Trust of India. (2022, june 22). *Business Standard*. Retrieved from [https://www.business-standard.com/article/economy-policy/india-s-gig-workforce-seen-at-23-5-mn-by-fy30-social-security-needed-niti-122062700613\\_1.html](https://www.business-standard.com/article/economy-policy/india-s-gig-workforce-seen-at-23-5-mn-by-fy30-social-security-needed-niti-122062700613_1.html)
24. Rasheed, S. A. R. S. A., Sati, U. S. U., & Bano, F. B. F. (2022). The Gig Economy Work and Workers Life Balance Issues A Phenomenological Approach. *Periodicals of Management Studies*, 2(2), 85-102.
25. Richardson, M., Evans, C., & Gbadamosi, G. (2014). The work–study nexus: The challenges of balancing full-time business degree study with a part-time job. *Research in post-compulsory education*, 19(3), 302-309.
26. Tetteh, E. N., & Attiogbe, E. J. K. (2019). Work–life balance among working university students in Ghana. *Higher Education, Skills and Work-Based Learning*.

27. The Hindu. (2021, September 23). How can HEIs prepare students for the future gig economy? The Hindu. <https://www.thehindu.com/education/how-can-heis-prepare-students-for-the-future-gig-economy/article37103404.ece/amp/>
28. Times of India. (Year, Month Day). What does the rise of the gig economy mean for the current generation? Voices. <https://timesofindia.indiatimes.com/blogs/voices/what-does-the-rise-of-the-gig-economy-mean-for-the-current-generation/>
29. Verghese, A. K. (2021). *Get Intentional: Unconventional Approaches and Tenacity for Personal Branding and Professional Advancement*. Notion Press.
30. Vickers, M., Lamb, S., & Hinkley, J. (2003). *Student workers in high school and beyond: the effects of part-time employment on participation in education, training and work*. ACER Customer Service, Private Bag 55, Camberwell, Victoria 3124 Austr

## **APPENDIX**



## APPENDIX

### QUESTIONNAIRES

Dear Respondent,

This is an academic research project as a part of my academic requirements of MA HRM course under the University of Kerala. The purpose of the research is to understand the academic-work life balance of student gig workers. In the following questionnaire, please choose your best preference indicating your level of agreement. Data will be kept confidential and will be used solely for academic purposes. Thank you for sparing your valuable time.

Lakshmi G Nair

#### QUESTIONS ARE AS FOLLOWS:

1. **Sex:** Male / Female / Others / Prefer not to say
2. **Amount of income earned per week:**
3. **Number of hours studied per week:**
4. **Number of hours worked per week:**
5. **What type of gig work do you engage in?** Online platform based delivery / Mentoring / Catering / Ridesharing
6. **How often do you engage in gig work?** Daily / Weekly

Five – Point Likert scale of Strongly Agree, Agree, Somewhat Agree, Disagree, Strongly Disagree is used.

Work-Academic Balance						
1	My gig work has forced me to miss classes and assignments	SD	D	SWA	A	SA
2	My work has given me more flexibility in managing my time for academic activities	SD	D	SWA	A	SA
3	My work impaired my attention span in class.	SD	D	SWA	A	SA
4	My work reduced time spend on assignments.	SD	D	SWA	A	SA
5	My work made me study fewer hours for tests.	SD	D	SWA	A	SA
6	There is difficulty in getting to campus from work on time.	SD	D	SWA	A	SA
8	I prioritize my academics more than my part-time work.	SD	D	SWA	A	SA

9	My academic work load led me to show absenteeism at workplaces.	SD	D	SWA	A	SA
10	My academic hours conflicted me to spend less time at work.	SD	D	SWA	A	SA
11	I sometimes think to quit my gig work to concentrate on my academics.	SD	D	SWA	A	SA
12	My college life is flexible enough to spend time on work.	SD	D	SWA	A	SA
13	I feel unable to meet deadlines at work due to failure in balancing both academics and works	SD	D	SWA	A	SA
14	I feel tired by exhausted from due to imbalance between work and academics	SD	D	SWA	A	SA
15	I often miss deadlines at college due to imbalance with work	SD	D	SWA	A	SA
<b>Supports and Needs</b>						
1	I get permissions to attend university whenever required.	SD	D	SWA	A	SA
2	I get leave to prepare for exams.	SD	D	SWA	A	SA
3	My Lecturers give flexible deadlines.	SD	D	SWA	A	SA
4	My Lecturers organize extra tutorials.	SD	D	SWA	A	SA
5	Academic calendar facilitates work and study.	SD	D	SWA	A	SA
6	There is a flexible examination schedule at my institution.	SD	D	SWA	A	SA
7	I get assistance in paying fees from work.	SD	D	SWA	A	SA
8	I'm given virtual assistance in my studies and to balance my work and studies	SD	D	SWA	A	SA