

IMPACTO DE LA DOBLE JORNADA LABORAL: EFECTOS DEL ESTUDIO Y TRABAJO EN LOS ESTUDIANTES

IMPACT OF DOUBLE WORKING DAYS: EFFECTS OF STUDY AND WORK ON STUDENTS

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RESUMEN

Hoy en día, es bueno que los estudiantes universitarios, tanto del sector público como del privado, combinen la educación y el trabajo. Ambos cambios pueden causar estragos en la salud física y mental, generando estrés, fatiga, ansiedad y depresión. Es importante comprender esto para desarrollar intervenciones que promuevan la salud de los estudiantes. Por eso, nos esforzamos por crear un entorno de aprendizaje seguro y justo. El objetivo de este estudio fue examinar el impacto de la combinación de estudio y trabajo en los estudiantes universitarios y poder identificar posibles estrategias de apoyo para estos estudiantes para equilibrar ambas responsabilidades. La metodología empleada fue de tipo descriptiva, permitiendo a los estudiantes identificar los factores personales que influyen en su rendimiento académico, para ello se trabajó con estudiantes de la Escuela Superior Politécnica de Chimborazo, específicamente a 75 estudiantes de la carrera de Administración de Empresas del PAO 1 y PAO 2. En términos de diseño, la investigación fue exploratoria y se basó en encuestas en línea para la recolección de datos. Como resultado, se obtuvo información valiosa en la cual indica, que el trabajo no solo es una necesidad económica, sino también un componente crucial en su formación y en la preparación para el mercado laboral. Sin embargo, se observa que el trabajo afecta en el rendimiento académico ya que algunos estudiantes experimentan una disminución en sus calificaciones y un mayor riesgo de abandono de las aulas universitarias. Pero, otros estudiantes pueden desarrollar habilidades como gestión del tiempo y disciplina que mejoran su desempeño. En conclusión, la dualidad de estudiar y trabajar presenta tanto desafíos significativos como oportunidades para los estudiantes universitarios. A pesar de los retos, los beneficios a largo plazo, en términos de desarrollo profesional y personal, pueden ser considerables.

Palabras clave Jornada, efectos del estudio, estudiantes universitarios, rendimiento académico, trabajo

ABSTRACT

Nowadays, in higher education, both in public and private universities, it is increasingly common for university students to combine their studies with a job. This effort to carry out a double shift can have important repercussions on their physical and mental health, often manifesting in the form of stress, fatigue, anxiety and depression. Recognizing and understanding these effects is essential to create support strategies that promote the general well-being of students. The objective of this study was to examine the impact of the combination of study and work on university students, from the Polytechnic School of Chimborazo, specifically 75 students of the Business Administration degree from PAO 1 and PAO 2, and to be able to identify possible support strategies for these students to balance both responsibilities. The methodology used was descriptive, allowing students to identify personal factors that influence their academic performance. In terms of design, the research was exploratory and was based on online surveys

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for data collection. As a result, valuable information was obtained indicating that work is not only an economic necessity, but also a crucial component in their training and preparation for the labor market. However, it is observed that work affects academic performance as some students experience a decline in their grades and a higher risk of dropping out of university classrooms. But, other students can develop skills such as time management and discipline that improve their performance. In conclusion, the duality of studying and working presents both significant challenges and opportunities for university students. Despite the challenges, the long-term benefits, in terms of professional and personal development, can be considerable.

Keywords Working hours, effects of study, university students, academic performance, work

INTRODUCTION

Nowadays, in the field of higher education in public and private universities, it is common to find university students who combine work with study (1). The reason for this duality is given by the challenges imposed by the labor world, socioeconomic conditions and globalization, since the majority of students who work come from families with limited economic resources and, in order to achieve their goal of having a profession, they access or strive with a part-time job or by adjusting their free study schedule (2).

When the person assumes the responsibility and commitment of the work role, the time factor becomes a scarce resource. In this case, we find the person as a university student and at the same time a worker; therefore, it is based on the premise that priorities are established to fulfill the responsibilities, and that the labor activity is developed to finance their university studies, achieve economic independence or open a path in the competitive labor market (3).

The central problem of the present research is the double shift and how it affects academic performance, that is, the effect of study and work on the university students of the Escuela Superior Politécnica de Chimborazo is an extremely important and relevant issue that affects many young people who seek to balance their academic and labor responsibilities.

Authors mention that academic performance is important and is obtained as a product of a set of issues that surround the student and constitutes an indicator to measure the efficiency of a higher education system, through the information it provides for its evaluation (4).

Therefore, the students of the Escuela Superior Politécnica de Chimborazo in the city of Riobamba are not exempt from this problem; on many occasions, certain economic difficulties arise and, being young, they opt to work and study as a mechanism to cover their needs and finance their student expenses, seeking to balance their responsibilities in order to achieve both academic success and professional progress (5).

After the transformation of the world, work has been combined with study and has become a very essential part of the labor market, in order to obtain experience and effectively incorporate into the labor world after obtaining the professional degree, since companies need qualified and suitable labor to occupy their job positions.

Combining study with work represents a very common reality among university students; the effects of double shifts on university students will focus on mental health, academic performance and personal development in the educational sphere. The need to find effective strategies to manage these responsibilities is crucial for the well-being and success of university students.

On the other hand, working while studying can also offer substantial benefits. Students can develop valuable skills such as time management, resilience and the ability to work under pressure. Work experience, especially in fields related to their studies, can enrich their theoretical understanding and provide a competitive advantage upon graduation. In addition, financial independence can reduce stress related to student debt and allow greater autonomy in educational and personal decisions (6).

This study proposes to explore these crucial issues. Through rigorous research, it will examine the multifaceted effects of work on the academic performance, mental health and professional development of ESPOCH students. It will analyze the challenges faced, but also highlight success stories and effective strategies that students have employed to thrive in both spheres (7).

Beyond ESPOCH, this study has implications for higher education in general. In a world where economic pressures and demands for practical skills are increasing, understanding and supporting working students is essential. This work will not only contribute to the well-being and success of individual students, but will also inform policies and practices that can improve equity, retention and effectiveness of university education in Ecuador and beyond.

In essence, this study focuses according to the National Institute for the Evaluation of Education (INEE), the Mexican National Education System (SEN) has not managed to distribute quality education for all (8). Some of the causes of this situation are social inequality and the unfair distribution of educational services; for the INEE, the SEN, and consequently the schools, tend to reproduce inequities and inequalities that harm the most vulnerable students, and at the same time benefit the most favored, which can be observed in access, permanence and achievement of learning of the most vulnerable sectors. The latter are those who receive educational training with various disadvantages; students from the most vulnerable sectors have less favorable conditions for learning (9).

In the context of contemporary higher education, an increasingly prevalent phenomenon is that of students who combine their university studies with part-time or even full-time work. This “double shift” is particularly evident in institutions such as the Escuela Superior Politécnica de Chimborazo (ESPOCH), where a growing number of students face the challenge of balancing academic demands with labor responsibilities.

That the university students of the Escuela Superior Politécnica de Chimborazo, Faculty of Business Administration, who are also workers, present a low or good academic performance, but not excellent, because their labor condition requires time and responsibility with greater dedication to achieve good academic performance.

The need to work while studying arises from various circumstances. For some students, it is a matter of economic survival, since they must cover tuition, housing, food and other costs associated with higher education.

For others, it is an opportunity to gain financial independence or to acquire valuable work experience in their fields of study. Regardless of the motivations, this reality raises a series of critical questions about the impact of this double burden on the academic, personal and professional well-being of students.

On the one hand, the double shift can present significant challenges. Students may experience chronic stress when trying to meet academic deadlines and labor responsibilities. Physical and mental fatigue can affect their ability to concentrate on studies, potentially leading to diminished academic performance. In addition, limited time can restrict their participation in extracurricular activities, social networks and personal growth opportunities, fundamental aspects of the university experience (10).

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Worldwide, university institutions determine their own evaluative criteria to obtain a weighted average of the subjects that the student is taking, taking into account elements such as the number of subjects, the number of credits and the value obtained in each of them; thus, the grades obtained represent “a precise and accessible indicator to assess academic performance,” assuming that these show the student’s achievements in personal, academic and social aspects; in addition, they are the result of factors both of a personal type of the student, as well as didactic of the teacher, contextual and institutional, which finally influence student performance (11).

In fact, in a study developed at the University of Salamanca by the “Helmántica” group, the perception and opinion of the surveyed university students on the causes of low academic performance were considered, distinguishing among the personal causes: absence of aptitudes and capacities, little mastery of study techniques, scarce or lack of dedication to their studies during the class period; as well as absences from classes, disorganization of time and study planning; absence of self-demand or sense of responsibility, dissatisfaction with the chosen career, lack of proportion between efforts and results, personal problems (12).

Montes and Lerner mention that they associate communicative skills with: disposition to ask for help, express ideas and propose solutions for their concerns, listening to the points of view of family members, teachers, classmates and friends; skill to integrate with classmates to study. While social skills are related to the influence, both positive or negative, of friends, couple relationships and responsibility with academic activities including the fact of facing some personal grief during their stay at the University (13).

Regarding personal qualities, the perception of students about the capacities to: concentrate, both in study and work factors such as paying attention and understanding, controlling oneself in the face of difficult situations and the capacity to plan and use time in accordance with the demands of their academic commitments was sought. Another aspect taken into account was the motivation that students have to continue their university studies with the support of programs from the institution (14).

A higher educational level and a better occupation of the parents can motivate students to achieve higher school performance; in addition, dedicating some hours of work. Even the quality of the work and the length of the work shifts can influence the academic performance of students, since it reduces the time available to attend classes, study or participate in various school activities. However, if the labor conditions of the students favor the needs of the study (for example, having a job complementary to the curriculum of studies, on-campus university work, short schedules and shifts or flexible jobs, etc.), then the work can influence a higher academic performance.

But on the contrary, if the student does not have the support of their families, of the higher institution, and even less of the workplace, the student will feel under so much pressure since they have various activities and responsibilities on their shoulders which they have to carry forward with priority on successfully obtaining a professional career.

In addition, it is important to highlight that many studies analyze academic performance based on other explanatory variables that are not strictly labor-related, among them scholarship programs based on socioeconomic characteristics and academic level, that is, by the average of grades obtained during the previous study period granted by the institutions.

Studying and working at the same time has become a very popular option among young people who wish to apply their academic knowledge in real situations, advance in their careers and improve their quality of

life. The advantages are many: acquiring work experience before graduating provides students with a significant competitive advantage and allows them to finance their studies. In addition, for those already in the labor market, continuing to study is a way to stay updated, advance professionally and aspire to better positions and salaries.

However, this path also has its challenges such as the feeling of not having a social life during the study period is common. Even so, being able to apply the knowledge acquired in the daily work environment makes learning more meaningful and valuable, which motivates students when seeing the direct impact of their education on their work. Nevertheless, the balance between work and study can be exhausting. It requires great organization and discipline, with sleepless nights and weekends dedicated to study.

When you work and study at the same time, you will learn to intensely value those “small” pleasures of life that you previously took for granted. The free time you find to enjoy activities such as reading, going out with friends, spending moments with the family or simply resting will become a treasure. Every free minute outside of your responsibilities will become incredibly precious and you will realize how special it is to have those moments of disconnection and joy (15).

This article was motivated by the fact of observing in public universities of the city of Riobamba-Ecuador, that their undergraduate students study and at the same time work, which leads to presume that this makes it difficult for them to fully comply with academic activities, and has a negative incidence on their academic averages. This phenomenon is known as “double shift,” which has a great series of challenges and opportunities that can affect university studies in their academic performance (4).

Therefore, the objective of the research is to observe the impact that the combination and balance between study and work of the young university students of the Escuela Superior Politécnica de Chimborazo has, specifically 75 students of the Business Administration career of PAO 1 and PAO 2, and to be able to identify possible support strategies for these students, since it is a very common reality among them.

MATERIALS AND METHODS

Given that the purpose of the research was to know the impact of the double shift and its interference in the level of academic performance in the students of the Faculty of Business Administration, a sample of 75 students was chosen, who belong to and are studying the aforementioned career. For this study, the necessary sample size was calculated to analyze the students of the Business Administration career at the Escuela Superior Politécnica de Chimborazo.

Using a confidence level of 95% and a margin of error of 5%, it was determined that the adequate sample would be approximately 278 students, assuming that the total number of students in the career is 1000. However, due to practical limitations and the specific objective of this study to provide a detailed and precise vision, we decided to select a sample of 75 students. This reduced sample size allows us to focus on a more manageable analysis and obtain results that, although with a wider margin, will still be valuable for understanding the trends and patterns within this population.

To start the survey, questions with required data of main characteristics such as age, sex and the PAO to which they belong were first formulated; subsequently, the search for information was emphasized through questions, consulting data on the benefits, challenges and responsibilities that working and studying entail.

Techniques used

Google Forms: This platform was used to create and distribute surveys to students, which allowed collecting data efficiently through a shared link.

Sampling techniques: A simple random sampling methodology was used to select 75 students, prioritizing those of the Business Administration career. Although a sample size of 278 students was initially calculated for a 5% margin of error, the sample size was adjusted due to practical limitations.

Statistical techniques: Subsequently, the collected data were tabulated and analyzed using descriptive statistical analysis tools. These analyses allowed identifying trends and patterns in the students' responses, focusing on aspects such as workload, academic stress, and the adaptation mechanisms used.

In addition to this research and with the information obtained, it is possible to better understand the needs of the students and to justify the implementation of more flexible economic and labor support programs. Working and studying simultaneously can generate levels of stress, anxiety and exhaustion which can generate negative consequences on the general well-being of the students.

The evaluation of the impact of work on these aspects can help the institution to develop more effective psychological support services and wellness programs. Likewise, time management is an essential skill for students who study and work. This will lead to drafting, after the analysis carried out, the respective conclusions and also issuing a criterion or opinion on the results and the topic itself.

In which a mixed-approach study was carried out, combining quantitative and qualitative methods, to obtain a comprehensive understanding of the phenomenon. For this, demographic questions and open multiple-choice questions were applied.

RESULTS

The survey was divided into two sections; the first section is called demographic data or information and the second section was made up of a series of direct multiple-choice questions that determined the impact of the double shift, its challenges, advantages and support strategies for this group of students.

After the analysis of the demographic data of Figure 1, we determined that the majority of our respondents, 52%, are women as opposed to 48%, which reflects that the general demographic composition of the career or greater participation was of women, who represent a large number for this study. In Figure 2, we have the age ranges covered by the research, of which the predominant one is from 18 to 21 years, which shows that there is a very young age range who study and work in order to subsist.

In Figure 3, the focus is on the semester that our interviewees are studying; the majority of these are concentrated in PAO 1, being them the first stages of the career who try to balance their academic responsibilities. From the analysis it was concluded that of the 75 surveyed students, most were women between 18 and 25 years of age, mostly from PAO 1.

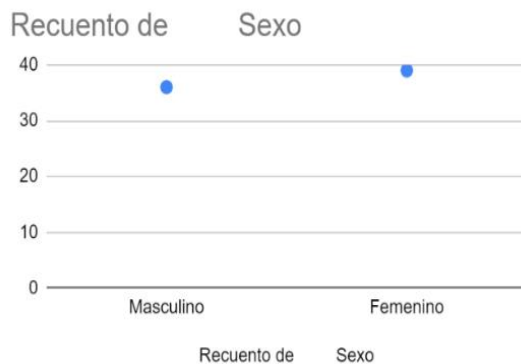


Figure 1. Sex count

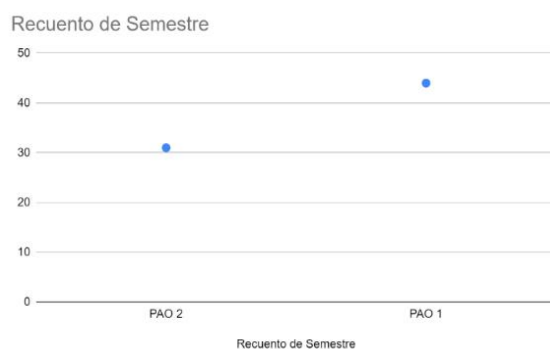


Figure 2. Age count

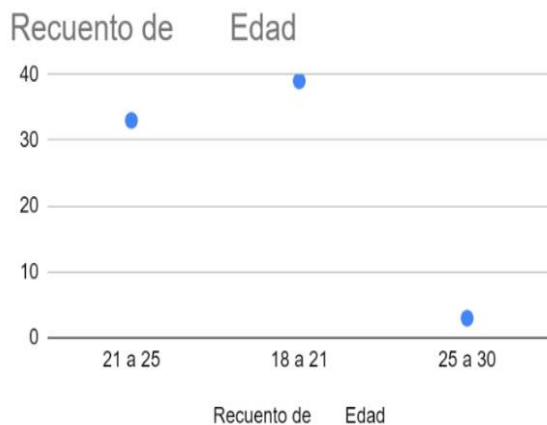


Figure 3. Semester count

Continuing with the second section, the following results are obtained:

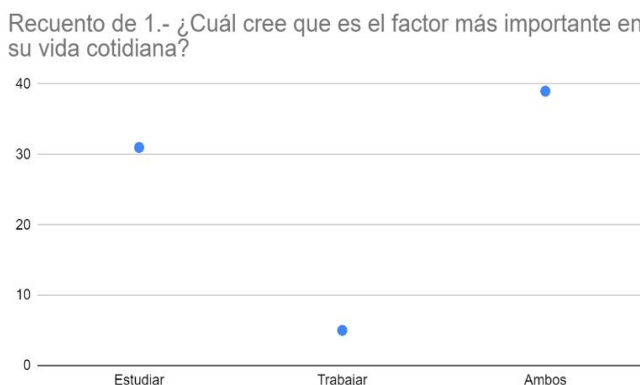


Figure 4. Most important factor in daily life

After carrying out the question reflected in Figure 4, it led to the conclusion that knowing the answer to this question implies analyzing that 58% of the surveyed students try to distribute their time between work and study, since this highlights the importance of balancing these responsibilities, and a significant demand for structural support from the educational institution is suggested. This analysis not only helps us understand the current needs of the students.



Figure 5. Hours dedicated to studying

It is observed in Figure 5, the hours that students dedicate to studying; 58.7% dedicate between 2 and 6 hours daily, which may indicate a moderate load that is manageable for the majority of students. When analyzing these figures, we can underline the importance of adapting or implementing certain support strategies to address the different needs and experiences of the students. The programs and resources must be designed so that all students manage their time and responsibilities more effectively and maintain their physical and mental well-being.

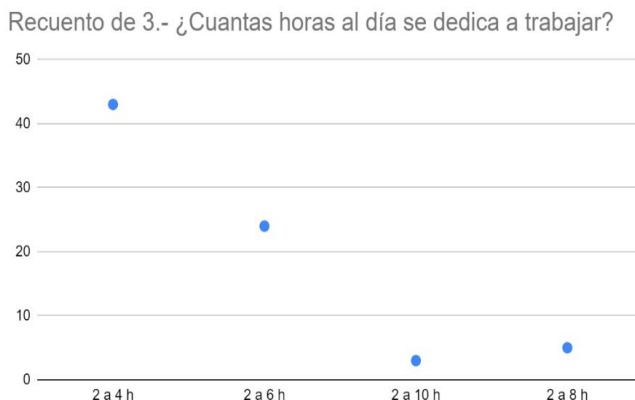


Figure 6. Hours dedicated to working

It is observed that in Figure 6 there is a distribution where the majority of respondents, 57.3%, dedicate between 2 and 4 hours to the activity, which is a more common and possibly the most balanced time range for students, but unlike 4% who dedicate up to 10 hours of daily work, it represents the students with the greatest time load, who could be susceptible to problems of work and study overload, which would put their mental health or a premature dropout from the university and their career at risk.

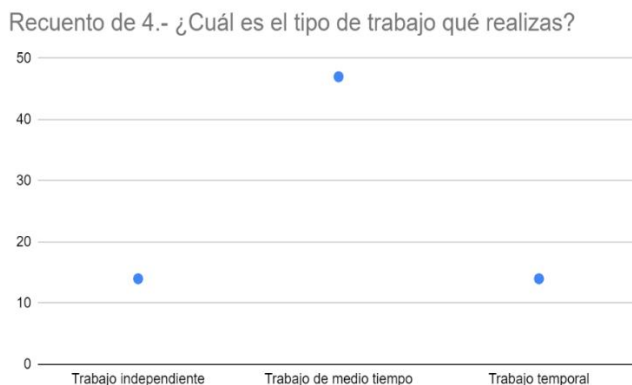


Figure 7. Type of work performed

It is observed that in Figure 7, it is reflected that part-time work, which accounts for 62.7%, is the one that predominates among students, reflecting a viable balance between study and work, so that activities are not overloaded and slightly more flexible schedules can be had and time can be better used. These findings underline the need for specific and adapted support for each type of student-worker, allowing all to maximize their learning and development opportunities without compromising.

Recuento de 5.- ¿Como cree usted que el trabajo afecte el rendimiento académico?

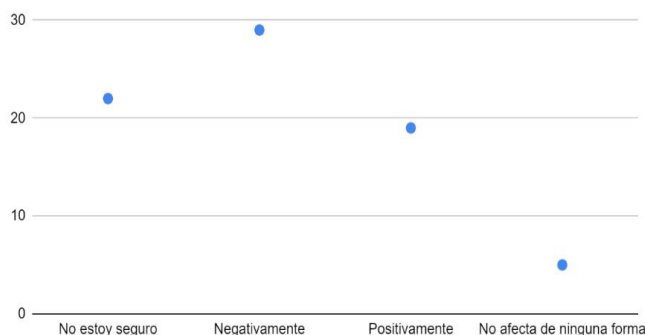


Figure 8. Effect of work on academic performance

Figure 8 presents the distribution of responses to the question about the impact of work on the academic performance of students. The results indicate that 28.7% of respondents perceive a negative effect of work on their academic performance. 19.3% of students do not have a clear perception of how work affects their performance, indicating uncertainty or neutrality regarding the impact of employment on their studies. On the other hand, 25.3% of respondents consider that work has a positive effect on their academic performance.

Recuento de 6.- ¿Cuál es el método estrategico que utiliza para equilibrar el estudio y el trabajo?



Figure 9. Strategic methods to balance study and work

In Figure 9 regarding the strategic method that the student uses to balance study and work, it is observed that 50.7% respect and acquire a study schedule, followed by 24% of students who use effective study techniques, then 14.7% acquire help from teachers and their tutors and finally 10.7% use resources available at the university such as libraries, virtual classrooms and more.

What is deduced is that the student who also works organizes their time in order to fulfill both roles and obtain their third-level degree while also fulfilling work experience, although with few work hours which we could assume would help at the time of job search with a professional degree.

Recuento de 7.- ¿Qué tipo de apoyo te gustaría recibir por parte de la institución para mejorar su rendimiento académico?

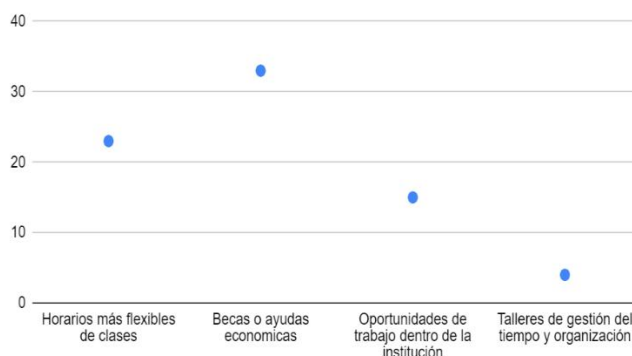


Figure 10. Type of support desired from the institution

In relation to the type of support that students would like to receive from the higher educational institution, the data presented in Figure 10 indicate that 44% of respondents prefer to receive scholarships or economic aid. 30.7% of students express the need to have more flexible class schedules. Finally, a smaller percentage of students points out the importance of having time management and organization workshops.

This analysis reveals that students who work and study simultaneously have a strong preference for financial support, reflecting a critical need for resources that allow them to cover their daily expenses while fulfilling their academic roles. Flexibility in class schedules is also a significant support that students consider essential to manage their work and study commitments.

Although in a smaller proportion, the request for time management workshops underlines the importance of acquiring skills that facilitate organization and balance between both responsibilities.

Recuento de 8.- ¿Considera que la institución debería ofrecer más programas de servicios de apoyo para los estudiantes q...

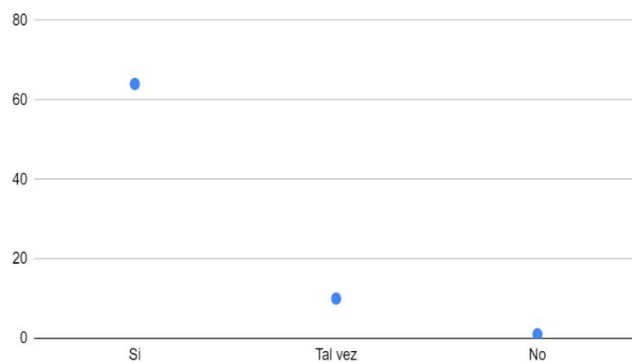


Figure 11. Support programs that universities should offer

In Figure 11, it is observed that 85.3% of respondents consider that the institution should offer support service programs specifically directed at working students. 13.3% of students stated that they might access these programs if they were available.

These results indicate a significant demand on the part of low-income students for the educational institution to provide greater support services. The majority of students recognize the need for these

programs, pointing out that their implementation could alleviate the considerable effort they make in balancing their responsibilities.

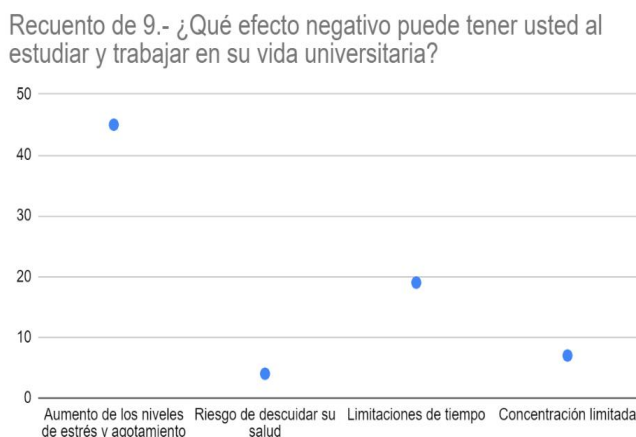


Figure 12. Negative effects of studying and working on university life

The data presented in Figure 12 reveal that 60% of respondents experience an increase in the level of stress and exhaustion. In addition, 25.3% report that their time is limited, and 9.3% indicate limited concentration due to their performance. The analysis of these data suggests that the symptoms of stress, exhaustion, and lack of time and concentration are prevalent among working students. Although these symptoms may not have an immediate severe impact on young students, the accumulation of tensions and the continuous increase in fatigue levels.

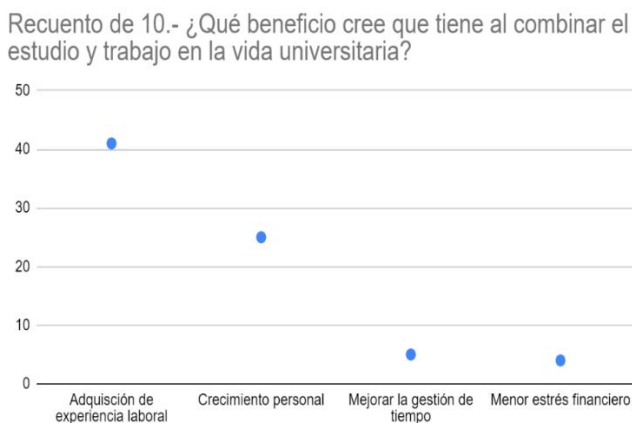


Figure 13. Benefits of combining study and work in university life

When asking students about the benefits of combining study and work during university life, the results, presented in the illustration, show that 54.7% of respondents value the acquisition of work experience while studying. 33.3% of students highlight personal growth as a significant benefit, and a smaller percentage mentions the reduction of financial stress.

DISCUSSION

In reality, the topic that has been addressed is of important interest since it implies that the research can be deeper; however, relevant information has been obtained since the total collaboration of the surveyed students was obtained, that is, regarding the demographic information the result obtained was that of the

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75 surveyed students most were women between 18 and 25 years of age, mostly from PAO 1; it can be deduced that the career itself is of greater female interest, and contrasting with age it can be related to what (16) mentions, that it is important to be able to balance university activities with work but age greatly influences performance when these two roles are carried out.

Regarding the students of the Faculty of Business Administration making their life simultaneously both working and studying is important, that is, they put into practice the organization of their time both to cover the activities of work with those of study; however, the most important results must be reflected in academic performance, which (17) informs us in his blog that balancing studies and work forces young people to manage their time effectively. This skill has incalculable value, since it not only helps them excel in studies, but also prepares them for the rigors of adult life.

Likewise, it is observed that students reveal the importance of clearly understanding the contextual factors that can influence the responses, and being aware of the possible variability in the responses. An adequate interpretation of the collected data will require taking these aspects into account, which according to (18), tells us to be realistic, obtaining good school results while working or raising a family will challenge you more than ever in life. The good news is that yes it can be achieved!, as long as you have the conviction that you will reach your objectives and goals.

Continuing with the analysis of the students who seek part-time jobs because the rest of the hours are dedicated to fulfilling academic activities, fulfilling their obligations occasionally in a partial manner since on evaluation days and project delivery more time is required to be able to perform the role of student with greater responsibility; this result is related to what the page of (19) mentions. The majority of the research indicates that it is ideal to work between 10 and 15 hours per week during full-time university studies.

Adding to the above, the students who work at the same time as studying have a negative manner since by being working they do not have sufficient time to carry out tasks, prepare for an evaluation or simply prefer even to miss classes to remain at work with the objective of generating economic income that helps to cover their student expenses who in their majority are not from the same city but travel from any point of Ecuador; we relate with (20), the higher educational and economic level of the parents has an impact on a higher academic performance of the university student and that working and studying at the same time reduces academic performance.

Likewise, the group of students who fulfill a double shift expect with a greater desire that the institution can consider their situation and help or issue an economic scholarship to be able to partially cover their daily needs fulfilling the role of students and workers.

The analysis of this question implies understanding the importance of recognizing the specific needs of different student groups, evaluating the adequacy of current support services and considering a variety of factors that may influence the perceived needs of working students, contrasting this analysis with (21), the purposes that scholarships may have; here three motivations are included: to boost entry to a certain educational type; to boost school permanence after entry; and to foster greater learning achievements.

It should be highlighted that the majority of the female students who fulfill the double shift end up with an increase in the level of stress and exhaustion, followed by limited time to fulfill student obligations, tightening with what is mentioned by (22) the quality of life of students when they present this type of stress is usually poor, leading to presenting anxiety and depression, along with psychological distress.

CONCLUSIONS

Through the results obtained it was concluded that the need to work while studying often reflects socioeconomic inequalities. It is important to address this inequality of opportunities that students possess; regardless of their financial situation, they should have equal opportunities for academic success, since the challenges in students who combine university studies with work face significant challenges, such as time management, stress, physical and mental fatigue, and the difficulty of maintaining optimal academic performance, also affecting social relationships and quality of life.

According to the research topic it is observed that work affects academic performance since some students experience a decrease in their grades and a higher risk of dropping out of university classrooms.

However, other students can develop skills such as time management and discipline that improve their academic performance; on the other hand, when speaking of the benefits obtained from studying and working, it is reflected in the long term, despite the challenges, while working one studies this can offer significant benefits such as students acquiring work experience, developing professional skills, gaining financial independence and being able to have a competitive advantage upon graduation.

Regarding the need for institutional support, it is considered that ESPOCH should carry out a study with greater research interest and recognize the unique needs of working students.

It is crucial to offer flexible schedules, academic and psychological counseling services, and scholarship or financial aid programs to alleviate the burden. This phenomenon should influence educational policies, promoting more flexible programs, distance learning, and university-company collaborations that facilitate internships or part-time work related to the studies.

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