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Experiences of Work-Study Students at Walton Whaley Library of Valley View University, Oyibi Campus, Accra

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ABSTRACT

The escalating costs of higher education and limited family financial support have compelled many undergraduate students in sub-Saharan Africa to engage in work-study programmes while pursuing their degrees. This phenomenological study explores the lived experiences of work-study students at Walton Whaley Library (WWL), Valley View University (VVU), Oyibi Campus, Accra, Ghana. The study specifically examines students' motivations for participation, the availability and perceived effectiveness of support mechanisms, and the challenges encountered in balancing library work with academic responsibilities. Data were collected through semi-structured face-to-face interviews with the entire population of 11 work-study students assigned to various sections of the library. Thematic analysis revealed three major themes: (1) financial necessity and the pursuit of practical LIS skills as primary motivations; (2) the presence of flexible scheduling, supervisor mentorship, and limited counselling services as forms of support; and (3) significant challenges including role overload, time conflicts, physical and mental exhaustion, and difficulties maintaining academic performance. The findings indicate that while work-study at the library offers valuable transferable skills and a sense of institutional belonging, role strain, manifested as role conflict and overload, often undermines students' well-being and academic outcomes. By addressing these issues, institutions can transform work-study experiences into genuine high-impact practices that support both student success and library operations.

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1. INTRODUCTION

The escalating costs of higher education in sub-Saharan Africa, coupled with limited family support and rising living expenses, have driven a substantial increase in the number of university students engaging in paid work alongside their studies (Moore, 2021; Fentahun, 2025; Tesha, 2025). In Ghana, undergraduate students at private faith-based institutions such as Valley View University (VVU) often face acute economic pressures. These challenges compel many to participate in work-study programmes to cover tuition fees, textbooks, accommodation, transportation, and daily necessities. Such programmes not only provide immediate financial relief but also offer structured opportunities for practical skill development within the university environment, particularly in essential support units like academic libraries (Ecton et al., 2023; Owusu, 2024).

Students engage in work-study due to various reasons. They are economic, academic, and personal aspects. One of the key reasons is financial pressure, as many students are involved in work- study to meet these expenses, especially when support from family is not reliable or available. Some students work to lessen their over- reliance on family, also to gain adequate control over their finances. Apart from financial concerns, students engage in work while studying to gain real-world experience and enhance their curriculum vitae, which can secure them a job after graduation. The number of students working while pursuing tertiary studies is on the rise, driven by several factors, as noted by Christiansen et al. (2019). Accommodation and basic living expenses continue to soar every year, leading students to take on jobs during their studies to meet their financial needs (Stevenson et al., 2022). Around the world, there has been a steady rise in the number of university students who take on work commitments while studying (Owen et al., 2017).

At Walton Whaley Library (WWL) on VVU's Oyibi Campus in Accra, work-study students play a vital role in maintaining daily operations. They contribute to critical functions, including circulation services, cataloguing and classification of materials, security monitoring, photocopying, and direct user assistance. In exchange, these students acquire hands-on experience in core library and information science (LIS) practices, such as information organization, customer service, and resource management. Recent studies indicate that student employment in academic libraries can foster transferable skills, including time management, teamwork, communication, problem-solving, and professional accountability, thereby enhancing post-graduation employability and career readiness (Cady & Beavers, 2023; Stoddart, 2022; Bond, 2024; Sadvari, 2024). However, these benefits are frequently offset by notable challenges. Students must juggle demanding academic schedules with work responsibilities, often resulting in role conflicts, physical and mental fatigue, reduced study time, and limited participation in extracurricular or social activities (Drăghici & Cazan, 2022; Summer, 2023; Tu, 2025).

This tension is especially evident in resource-constrained private universities in Ghana, where institutional support may be inconsistent and the demands of dual roles can intensify stress while potentially compromising academic performance. Goode's (1960) classic role strain theory provides a powerful theoretical framework for understanding these dynamics. The theory posits that individuals experience strain when faced with incompatible or excessive demands from multiple social roles, particularly when resources such as time and energy are limited. For work-study students, the concurrent obligations of full-time academic pursuits and library employment commonly manifest as role overload (excessive demands) and role conflict (competing expectations between class schedules and work shifts). In the

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absence of sufficient institutional support, such strains may contribute to heightened stress, burnout, diminished academic achievement, and even withdrawal from studies (Ali, 2024; Drăghici & Cazan, 2022; Kulik, 2025).

Studies by Oludayo et al. (2014), Ilori and Akerele (2024), Buabeng and Amo-Darko (2024), and Cieslik et al. (2021) focused on factors such as poverty, lack of scholarships, and the need to support family income as reasons students take on casual or low-paying jobs, these findings are still relevant to the current research. In addition to financial reasons, students also aim to obtain hands-on work experience and build skills that improve their chances of finding jobs in the future (Bartolj & Polanec, 2021).

Current scholarship on working students reveals consistent global and regional patterns. Financial necessity remains the predominant motivator, with students from modest or underprivileged backgrounds seeking to reduce reliance on family support or loans while simultaneously gaining practical experience and professional networks (Remenick & Bergman, 2021; Ecton et al., 2023; Tesha, 2025). In academic library contexts specifically, student workers often report improvements in discipline, confidence, and a stronger sense of institutional belonging. Library roles further enable students to apply theoretical knowledge in real-world information service environments, aligning with high-impact educational practices (Stoddart, 2022; Cady & Beavers, 2023; Bond, 2024; Sadvari, 2024). Nevertheless, the literature also documents persistent drawbacks, including inflexible schedules that conflict with academic timetables, inadequate remuneration that fails to meet living costs, physical exhaustion from extended hours, mental health issues such as anxiety and burnout, and reduced opportunities for social engagement or self-care (Drăghici & Cazan, 2022; Summer, 2023; Tu, 2025; Bond, 2024).

Support mechanisms, such as flexible scheduling, mentorship by library supervisors, tailored academic advising, mental health counselling, and time-management workshops, have been identified as essential factors in mitigating these negative outcomes (Cady & Beavers, 2023; Bond, 2024). In African and Ghanaian contexts, additional complexities emerge from broader socio-economic conditions, including limited scholarship opportunities, cultural expectations of self-reliance, and the operational constraints typical of academic libraries in private institutions (Owusu, 2024; Fentahun, 2025; Tesha, 2025).

Despite this expanding body of research, a notable research gap persists. Although general studies on working students are abundant in Western and some Asian contexts, phenomenological investigations into the *lived experiences* of work-study students specifically within university library settings in sub-Saharan Africa remain scarce. Existing literature rarely examines the distinctive cognitive and service-oriented demands of library work—such as cataloguing, user interaction, and information literacy support—nor does it deeply apply role strain theory to analyse intersections between these demands and academic pressures in faith-based Ghanaian universities. Most prior work treats student employment generically, thereby overlooking the unique contributions and challenges faced by library student workers in resource-limited environments (Stoddart, 2022; Cady & Beavers, 2023).

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This study focuses on phenomenological approach, which captures the voices of the entire population of 11 work-study students at Walton Whaley Library. By centering participants' lived realities, this research illuminates how library-specific tasks intersect with academic demands in a private Ghanaian university context. It extends the literature by offering context-specific insights from the Global South, while evaluating not only motivations and challenges but also the perceived effectiveness of existing support structures. This library-centric perspective contributes fresh empirical evidence to discussions on student employment in academic libraries and provides practical implications for improving student well-being and service quality in similar institutions across Africa.

This study aims to explore the experiences of work-study students at Walton Whaley Library (WWL), Oyibi Campus, Valley View University. Specifically, it aims to (1) identify the primary motivations for participation in the work-study programme; (2) examine the availability and perceived effectiveness of support mechanisms offered by the library and university; and (3) investigate the multifaceted challenges students face in balancing work responsibilities with academic commitments. Grounded in Goode's (1960) role strain theory, the findings are expected to generate actionable recommendations for library management, work-study coordinators, and university administrators. These include greater scheduling flexibility, enhanced mentorship, targeted professional development opportunities, and better integration of library work with academic learning outcomes. Ultimately, this research enriches scholarship on work-study dynamics in higher education within developing countries and promotes more equitable, supportive conditions that foster both academic success and professional growth for student workers in academic libraries.

2. METHODS

The researchers employed a qualitative single-case approach using a phenomenological design. The researchers adopted this design to identify why students engaged in work-study, the obstacles they face and the support resources available to them at WWL. Philosophy and psychology inform phenomenological research, detailing individuals' lived experiences of a phenomenon through participant accounts.\

The target population consisted of all students assigned to work at the WWL under the work-study policy. The reasons for focusing on these students are that they are consistently accessible and punctual in fulfilling their duties. Furthermore, their experiences would offer significant insights into the relevance of the work-study programme. The library employed eleven (11) work-study students. These students are assigned to various sections or units in the library to perform specific tasks. They included circulation, cataloguing, security, and the photocopier section.

The division of tasks enabled students to gain practical experience in various library functions while supporting the library's daily operations. Due to the small population size, the researcher did not apply any sampling method. Instead, the study utilised the entire population of students assigned to the library. The use of the population will allow the researcher to have a comprehensive analysis of the experiences and perspectives of all students working in the library.

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Based on the study's objectives, we used a structured interview guide as the sole instrument for data collection. The researchers divided the instrument into four sections: A, B, C, and D. Section A focused on the demographic data of the participants; Section B discussed the reasons why students engage in work-study at WWL; Section C collected data on the challenges faced by work-study students at WWL; and Section D concentrated on the available support for work-study students at WWL.

The researchers wrote an official letter to request work-study student data from the coordinator of the work-study programme. Similarly, the researchers obtained permission from the university librarian before conducting interviews with the students. This process helped the researchers determine the number of students assigned to WWL. Interviews were audio-recorded using a voice recorder, along with notes taken during the proceedings. The researchers transcribed the responses verbatim to ensure data accuracy and prevent any loss or inaccuracies. The researchers conducted face-to-face interviews to solicit relevant information. The acting librarian's office hosted the interviews, with each session lasting for fifteen (15) to twenty (20) minutes.

The researchers adopted a thematic analysis approach, which facilitated the systematic identification, organisation, and interpretation of themes and patterns. The researchers thoroughly read the transcripts to gain an in-depth understanding of the content and acquaint themselves with the data. The subsequent phase entailed the development of codes and the allocation of labels. This action was followed by organising the themes to ensure they accurately presented the data. The researchers screen the themes to confirm their relevance and alignment with the study's objectives. The themes were finally refined, clearly defined, and named for the report writing. This report interpreted the themes of the research objectives, reinforced by direct quotes from the participants. Each participant was assigned an alphanumeric code to ensure anonymity and data protection. The researchers used "P1" for participants 1, "P2" for participants 2, and so on.

3. RESULTS AND DISCUSSION

Table 1. Demographic information of the respondents

Age	Frequency	Percentage
18-21	6	54.5
22-24	3	27.3
25-27 years and above	2	18.2
Total	**11**	**100**

Gender	Frequency	Percentage
Female	4	36.4
Male	7	63.6
Total	**11**	**100**

Levels	Frequency	Percentage
100	2	18.2
200	3	27.3
300	4	36.4
400	2	18.2
Total	**11**	**100**

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Dept /School/ Faculty	Frequency	Percentage
Theology	5	45.4
Nursing	1	9.1
School of Business	3	27.3
School of Education	2	18.2
Total	**11**	**100**

Source: Field Data, 2024

Table 1 showed that, out of the eleven (11) respondents, 6 were between the age bracket of 18-21 years (54.5%), forming the majority group, followed by 3 respondents, who were between the ages of 22-24 years (27.3%). Two respondents (18.2%) were between 25 and 27 years old. Regarding gender distribution, the results revealed that 4 respondents (36.4%) were female, while 7 respondents (63.6%) were male. In terms of educational level, 2 respondents (18.2%) were in level 100, and 3 respondents (27.3%) were in level 200. Four respondents (36.4%) were at level 300, and 2 respondents (18.2%) were at level 400.

The analysis indicated that Level 300 students had the highest participation compared to students from other levels. Table 1 showed that 5 respondents (45.4%) were from the Theology department, 1 respondent (9.1%) from the Nursing department, 3 respondents (27.3%) from the School of Business, and 2 respondents (18.2%) from the School of Education.

3.1. Theme 1: Reasons Why Students Engage in Work-Study

P**1** elaborates on these words:

"*The primary factor influencing my situation is financial difficulties. Since my time in junior high and high school, I have been self-sponsoring my studies. It also offers me the opportunity to learn more about work at the library. "*

He stressed further that:

"I think developing skills in cataloguing and classification, along with acquiring knowledge about library work, provides additional motivation".

On the subject, these were what P2 shared:

"For me the work-study programme enables me to address critical financial obligations, such as tuition fees, textbooks, and necessary supplies, thereby facilitating more independent management of my educational expenses. In my view, the work-study programme is a good thing. "

P **3** explicitly stated these:

"Yes, I participate in work-study to finance my education, which is the primary motivation. I am grateful for the existence of policies that support students. The programme serves as a dependable source of income, alleviating financial strain on my family and allowing me to pursue my studies without any disruptions".

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P **4** indicated that:

"My motivation for engaging in work-study was a financial problem. I don't have any source of income; it is only my senior brother who sometimes supports me with something small."

The participants commented that: *"the work-study programme is a beneficial initiative".*

P **5** shared these words:

"In my case, I have a sponsor who pays my school fees every semester. I decided to work because I did not want to depend entirely on my sponsor for everything."

" hmm! engaging in work-study while studying provides me with more practical experience in the work environment."

P **6** indicated these.

"*For me, I come from a poor background; however, I want to change the story, so I do the work-study to be able to pay my educational expenses. I have set a specific goal and am determined to achieve it. Doing work-study will help me gain experience and work effectively and efficiently even after school."*

P **7** responded that:

"The work-study programme will enable me to cover some financial hindrances, including tuition fees, textbooks, and other related expenses. The work-study programme serves as a source of financial resources, which reduces my financial burden."

The participant highlighted again that;

"Before I complete my programme, the work-study programme will teach me how to collaborate effectively with a team and excel in any role."

P. **8** *e*mphasised remarked that:

"Participating in a work-study programme enables me to pursue my educational goals while managing my daily financial responsibilities, such as food, transportation, and personal necessities, thereby improving my financial stability."

According to the participant;... *"the income I earn from this programme is crucial for obtaining the educational resources required for my academic success, including study materials, housing fees, and occasionally, internet access."*

P **9** poured out these words:

*"Frankly speaking***,** *my engagement in work-study has proven to be instrumental in enhancing my transferable skills, such as time management, communication, teamwork, and problem-solving, which are vital for success across different careers. Furthermore, this involvement has given me the chance to engage with peers from diverse academic disciplines, mentors, and professionals, fostering connections that could potentially enhance my future job prospects."*

P10 opined these words:

"Honestly, the integration of work and academic responsibilities cultivates a sense of accountability and discipline in students, most especially those working in the library. It contributes to both personal and professional growth. Enhancing work allows students to recognise their strengths and identify areas that need improvement, thereby equipping them more effectively for future activities."

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P11 responded that:

"Participation in work-study programmes cultivates a sense of autonomy, as I assume responsibility for both my educational and career developments. Work-study responsibilities often require students to make independent decisions."

The participant elaborated that; *"work-study also enhances my personal development and builds self-confidence. My employment on campus has significantly strengthened my connection to the university, thereby enriching my overall experience."*

3.2. Theme 2: Support mechanisms for work-study students

P1 asserted that:

"*In my view, there are support mechanisms for work-study students. The very concept of work-study itself serves as a support system, providing students with the opportunity to balance work and study."*

The participant added that; *my supervisor at the library is also providing counselling services for work-study students. This advice could assist us in managing our schedules and provide strategies for balancing work and academic responsibilities.''*

According to P2; *"the university offers a scholarship for GA-Adangbe students; unfortunately, I do not qualify for this as I am not GA-Adangbe". The library management has provided a flexible work schedule that allows students to use their free periods for work study, which is beneficial''.*

P **3** expressed these words:

"Yes, there are support systems in place, as every student has the opportunity to apply for work-study. The work-study helps students by reducing their tuition fees. Furthermore, providing financial support to alleviate the financial burden and minimise the need for extended work hours is highly commendable."

The participants highlighted that; *"the university provides career development services specifically tailored for work-study students and the broader student population, offering valuable insights into balancing responsibilities and preparing for future success".*

On the subject, these were the words of P 4:

"*I have access to a flexible internship programme that aligns with our educational calendar. This arrangement enables us to acquire pertinent experience without disrupting our academic obligations".*

P **5** poured these words that:

"The work-study system is beneficial, as it allows students the flexibility to determine their schedules in a manner that is most suitable for their work schedules. The coordinator oversees the timely payment of work-study students, enabling them to complete their semester examinations."

P **6** Clarified that:

The psychology department at the university offers stress and mental health support. These services are specifically to address the unique challenges faced by work-study students. This assistance is crucial for fostering concentration and a positive attitude towards work and study".

P **7** outlined these words:

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The university provides bursary services and a work-study programme, which provide financial relief to cover necessary expenses and promote a more focused education. This support aids in addressing necessary costs, thereby facilitating a greater focus on my studies, free from the constraints of overwhelming financial stress".

On the Support mechanisms for work-study students, P 8 revealed that:

"My parents and siblings provide financial support, enabling me to manage expenses and concentrate on my studies without overwhelming financial strain. A lecturer from our department introduced me to a sponsor in the United States who is greatly aiding me".

P **9** claimed that:

"I believe that the university should consider work-study students when drawing the semester timetable. Providing extensions for assignments and projects could help mitigate the stress associated with academic deadlines. Furthermore, the availability of online classes or recorded lectures would improve flexibility, allowing students to interact with the course material at their pace."

P **10** noted the following:

"*In my opinion, it is essential for the university to designate academic advisors specifically for work-study students to assist them in effectively managing their schedules."*

Additionally, the institution should provide mental health counselling to alleviate the stress and anxiety that may arise from balancing multiple responsibilities. Furthermore, departments responsible for work-study policies should facilitate workshops focused on time management for students."

P**11** remarked that**:**

"*Work study students are facing a lot of challenges, including me. It is important to enhance financial support mechanisms by offering additional scholarships or financial aid specifically tailored for work-study students, thereby alleviating their financial pressures."*

The participants added these words; *"the university should create dedicated offices responsible for overseeing work-study programmes, providing necessary guidance, and addressing any conflicts that may arise. Additionally, providing mental health counselling services is imperative to help students cope with the stress and anxiety associated with balancing multiple responsibilities."*

3.3. Theme 3: Challenges Associated with Work-Study Students

P **1** mentioned that:

" I feel excessively pressured by the lecture schedule each day. *It is challenging to harmonise work and study due to competing demands. The programme often makes it difficult for students to allocate enough time for assignments, projects, and preparation for both the mid-semester and end-of-semester examinations. The majority of departments or offices refused to modify work schedules to align with the main academic calendar".*

P **2** stated that:

"*The work-study concept is good, but it requires time and proper planning. Sir, the truth is that combining work with academic pursuits requires time and management skills. I find it difficult to manage work and study, but I have no choice. The programme (Work-study) often leads to*

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academic demands, as I strive to meet deadlines while simultaneously fulfilling my work responsibilities".

P **3** revealed that:
"Balancing work commitments with academic pursuits is not at all easy." Balancing work with academic activities can negatively affect academic performance. This is often due to exhaustion, diminished concentration, and insufficient time for studying. At times, there are conflicts between work schedules and class timetables, making it a challenge for me to report at work".

P **4** explained that:
"*Work-study programmes offer inadequate remuneration, which often does not fully cover the expenses associated with my tuition, educational materials, and daily living costs, resulting in financial hardship for students. I experience financial crises, including medical costs which limit my income".*

P **5** responded that:
"*The challenge of managing both work and academic commitments frequently results in physical fatigue, stemming from extended hours and insufficient rest. It also prevents me from engaging in physical activity. Lack of adequate sleep contributes to my health issues. Efforts to balance these responsibilities lead me to burnout and physical exhaustion".*

P **6** reported that:
"*Work-study has exposed me to a wealth of skills. The relentless demand for high performance in both professional and academic spheres motivates me. I occasionally feel sometimes isolated from my peers because I have limited time to participate in social and extracurricular activities".*

P **7** explained that:
"Doing work study limits my free time. It also hinders my social interactions, resulting in reduced peer connections both on campus and off campus. The necessity to balance work and academic commitments frequently places stress on my relationships, leaving me with insufficient time to engage with friends. I frequently miss out on opportunities to participate in clubs, sports, and other campus activities that enhance my experience. The department where I do work-study imposes excessive workloads that surpass the working hours for students".

P **8** detailed that:
"*Hmmm, the scheduling of work commitments frequently interferes with my group study sessions. It obstructs my opportunities for collaborative learning. The scarcity of available free time limits my access to libraries and other essential academic resources. The challenge of balancing various responsibilities often restricts my involvement in career fairs, workshops, or professional activities that could enhance my future career prospects. The lack of support makes it difficult for some of us to balance work and study commitments. I don't want to mention names here, but certain departments or offices do not effectively place students in areas that align with their academic growth."*

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P **9** explained that:
"Do you know that the hectic nature of a work schedule frequently limits my opportunities for self-care activities, including hobbies and relaxation?
Several departments offer support for work-study students. Work and class schedules occasionally overlap, causing conflicts. As a result, I am often absent from lectures which affects my academic activities."

P **10** stated that:
"It is never easy at all; balancing work with educational commitments often results in considerable physical weariness, primarily due to prolonged working hours and a lack of adequate rest. The struggle to manage multiple responsibilities can lead to burnout as well as mental and physical exhaustion. Working and studying simultaneously are difficult tasks, and the result is always bad". I hope we will end it well by God's grace."

P **11** observed that:
"*The weight of overwhelming responsibilities adversely affects me to excel in both work and academic environments. The fact is that the dual engagement in work and study often leads to considerable physical tiredness, primarily due to long hours and insufficient rest. The relentless effort to balance these competing demands can result in burnout, causing students to suffer from mental and physical exhaustion."*

3.4 Reasons Why Students Engage in Work-Study

The results on the reasons why students engage in work-study revealed financial challenges. These results confirmed earlier studies by Verulava and Jorbenadze (2022) and Remenick and Bergman (2021) that most students regarded financial necessity as the key rationale for their work, with the primary motivations being the need to earn income to support their families and to cover various educational expenses, such as tuition, textbooks, and living costs or housing costs. Balancing work with educational aspirations yields important experiential insights and enhances networking possibilities. In addition to financial considerations, the results also show that students are affected by several non-financial factors. These factors involve the desire to gain practical work experience, develop skills applicable across various fields, and improve their chances of finding a job after completion. Engaging in work-study programmes also helps students establish relationships in their professional fields and gain valuable real-world experience, which is important in the current job market. These results confirmed a similar study by Bartolj and Polanec (2021), which indicated that, beyond financial reasons, students work to obtain hands-on work experience and build skills that improve their chances of finding jobs in the future.

3.5 Support mechanisms for work-study students

This section discusses the findings that emerged from the study. It detailed the availability of support mechanisms for work-study students. The majority of the respondents acknowledged the existence of a support mechanism. These findings contradict earlier studies by Auger et al. (2020) and Onyema et al. (2020). The authors indicated that in developing countries, such support is often limited. The phenomenon contributes to students discontinuing their education due to financial difficulties. However, the results affirmed the assertion made by Neyt et al. (2019) that universities can enhance the success of working students by providing advisors or counsellors who understand their unique needs. Support

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systems for work-study students are vital in helping them manage both their academic and work obligations effectively.

These systems are crucial for minimising the challenges of balancing two major roles and for improving the overall educational experience of these students. Services such as academic guidance, adaptable course schedules, and counselling are especially important for work-study students in managing time constraints and stress. These kinds of support significantly impact academic performance and increase the chances that students will keep pursuing their studies while working.

3.6 Challenges Associated with Work-Study Students

Work-study programmes provide beneficial opportunities for students to integrate work with their studies. But they also come with a set of challenges. According to the results, many students struggle to manage their time effectively between academic responsibilities and work obligations. The findings support Naidoo-Chetty and du Plessis (2021), whose study revealed that students who worked while in school often faced specific challenges related to their work, which negatively impacted their academic success. Balancing both work and learning may lead to stress and ultimately hinder a student's achievements (Zeijen et al., 2021).

Beyond financial difficulties, related studies by Drăghici and Cazan (2022), Kanmodi (2020), Mehta (2022) and Daanyaal (2024) all confirmed the negative effects on work-study students. Their findings indicated that students who engaged in work-study programmes often have fewer hours for their studies, miss classes, and experience exhaustion due to time conflicts. These issues result in delayed submission of assignments and reduced participation in collaborative learning activities. Additionally, students often face heightened stress, burnout, depression, and anxiety, which ultimately contribute to a decline in academic performance.

4. CONCLUSION

In conclusion, the challenge of balancing work with academic responsibilities presents a distinctive set of opportunities and difficulties for students engaged in work-study at the Walton Whaley Library (WWL) of Valley View University, located on the Oyibi Campus. The study underscores the remarkable resilience and adaptability exhibited by these students in managing their dual commitments. It also emphasises the critical role of effective time management, institutional support, and personal discipline in achieving their goals. By addressing these obstacles and nurturing a supportive environment, the university can facilitate the academic and professional growth of work-study students, ensuring a balanced and enriching educational experience. The study recommends that WWL conduct periodic surveys on work-study programmes. The feedback on the survey will help the library identify the strengths and weaknesses of the programme. The university should offer scholarship packages or bursaries to support students, especially those who are in need. Access to financial support will help students alleviate their financial burdens. The university can also solicit funds from associations and various philanthropic organisations to support students.

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This partnership would help students effectively balance their academic responsibilities with their work obligations. Work-study students must have access to support services, such as tutoring, seminars, and workshops. The training must also include time management and stress management. The study suggests that WWL should implement more adaptable working hours to better align with students' class schedules. This initiative will enable students to balance work and learning. The results offer valuable insights for library management and the coordinator of the work-study programme to improve the condition of work-study students as well as the effectiveness and efficiency of library services. Moreover, this research enriches the existing body of knowledge in the field, serving as a pivotal reference for future studies.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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