



Can I handle it all? The perception regarding time management, well-being, and productivity of university student workers

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Abstract

This study aims to analyze the perception of university student workers regarding the variables of time, well-being, and productivity. Methodologically, a qualitative approach was adopted utilizing the multiple case study method, with data collection conducted through structured interviews with 17 respondents, employing content analysis in the following categories: time management; the pursuit of productivity; and the search for well-being. The results highlighted the importance of time management, well-being, and productivity in both academic and professional spheres, underscoring the necessity for strategies such as planning and flexibility to balance daily demands.

Keywords: Time management. Well-being. Productivity.





1. Introduction

Currently, significant discussions have been directed towards the exhausting routine of the university student worker, primarily due to the growing demand for productivity in different areas of life, whether at work, in studies, or regarding personal well-being. Consequently, time management has become one of the most useful tools in task administration, defined as the process of identifying priority activities, defining deadlines, and allocating resources to optimize productivity and reduce time wastage (Souza et al., 2021), and can be considered a primordial aptitude in various spheres of life.

Thus, it is noted that by organizing time better, there is an increase in productivity, collaborating with the improvement of well-being, ensuring an imminence of satisfaction. According to Silva et al. (2022), efficient time management enables the organization of goals, both professional and personal, to minimize physical and mental effort. In this sense, it can be perceived that in recent years there has been an increase in concern regarding health, well-being, and happiness from an academic and professional perspective. Paz et al. (2020) highlight that studies and research have been dedicated to understanding the phenomenon of well-being, with the objective of grounding the creation of public policies, as well as organizational policies and guidelines, intending to promote people's happiness in different areas of their existence.

The concern with quality of life can be observed through attitudes such as the search for a healthy diet, physical activity, and the appreciation of leisure moments and family conviviality (Rossi et al., 2020). In parallel, the discussion on productivity arises; according to Silva (2018), for productivity to occur, it is essential that circumstances are favorable so that people feel satisfied and capable of performing their tasks with excellence. It is possible to infer that the quality of work plays a fundamental role in promoting a climate of respect which, in turn, contributes to an increase in labor productivity. On the other hand, when the quality of working life is low, a decrease in productivity and the emergence of dissatisfaction among workers is observed (Oliveira; Souza, 2018).

Based on what has been written, this article poses the following question: how do university student workers perceive the variables of time, well-being, and productivity? To answer this question, the work has the general objective of analyzing the perception of university student workers regarding the variables of time, well-being, and productivity.



As a justification for this work, according to Exame (2023), data indicated by a survey conducted by Deloitte show that more than half of Brazilians cannot reconcile work and personal life. Still according to the survey, less than half of millennials and Generation Z members say they are satisfied with the balance between work routines and personal life (46% and 47%), and although the number of Brazilian dissatisfaction is greater than half in the survey, Brazil still has a higher average than the global figures for both groups (31% and 34%, respectively).

2. Theoretical Framework

2.1 Time Management

According to Boni (2020), man's relationship with time has proven fundamental to humanity. Since the beginning of life, people have used time as a way to organize social activities and build their histories. Furthermore, since childhood, individuals orient themselves regarding changes in the world around them, learning to anticipate regular events, realize their intentions and desires through actions, and interpret the intentions manifested in other people's actions.

Nowadays, the lack of time is a frequently discussed topic. People report being increasingly busy, with deadlines to meet and goals to achieve, resulting in less time available to dedicate to all these activities. This accelerated lifestyle has several factors that impact performance, with haste being one of the most significant (Araújo, 2022). Thus, efficient time administration in different sectors has the main objective of improving productivity and quality, taking into consideration the importance of people in this process (Almeida et al., 2019).

Given this, time management seeks to plan, organize, and control the allocation of time for task performance and the achievement of pre-established goals. According to Araújo (2022), adequate time administration is fundamental in any work environment, since it is necessary to organize tasks, solve problems with greater efficiency, reduce workload, and optimize daily activities, aiming to meet all demands within a satisfactory deadline for both the company and the individual.

The importance of time management is closely linked to the fact that time is a limited non-renewable resource, considered a precious asset that cannot be changed, recovered, or saved, only enjoyed. The perception of time's finitude is due to its irreversibility, which, unlike other resources such as money, cannot be recovered or reused. According to Aydogdu (2022), it



is fundamental that each person adjusts to time and uses it adequately. Although the duration of time cannot be determined, it is possible and necessary to administer it correctly. Based on the idea presented, it is possible to conclude that time possesses multiple approaches for its measurement. Furthermore, time can be marked and organized in diverse ways, which suggests flexibility regarding its conception and utilization (Vidal, 2020).

According to Zarpelam (2020), the popularity of time management has increased significantly, leading to the emergence of various management tools that combine activity management with a schedule. With the advancement of technology, we now have access to a variety of accessible and low-cost tools that can be used in both personal life and work. Based on this principle, Zarpelam (2020) states that Charles H. Kepner and Benjamin B. Tregoe developed the GUT method in 1981, with the objective of solving problems in American and Japanese industries. The method uses the criteria of Gravity, Urgency, and Tendency to categorize actions to be taken. Gravity is determined by the intensity and depth of the damage that could be caused if actions are not executed in time. Urgency is evaluated considering the time necessary for serious problems and undesirable results to occur if attention is not dedicated. Finally, the Tendency of the problem is considered if it is not treated.

For Oliveira and Brito (2019), the GUT matrix is an effective tool to initiate the organization process, as it helps to educate people not to postpone urgent tasks by quantifying and prioritizing necessary corrections. Thus, it is possible to affirm that by applying the tool, one can have a clear view of problems that are more serious, urgent, and with greater potential for deterioration. It is an effective way to deal with multiple challenges and ensure that resources are being used efficiently.

Furthermore, there is another widely used and efficient tool: the Eisenhower Matrix, a tool that divides activities into quadrants based on their importance and urgency. According to Asana (2022), the Eisenhower Matrix is a tool that helps in the organization and prioritization of tasks according to their urgency and importance. Through this tool, it is possible to separate tasks into four categories: those that must be done first; tasks that can be postponed; tasks that can be delegated; and those that can be deleted.

Similarly, there are tools such as Google Calendar, Outlook, Trello, and Focus. These allow the scheduling of appointments, meetings, and tasks on a calendar. They also allow setting



reminders and notifications to help control personal and professional commitments. Finally, there is also the Pomodoro Technique, a time management technique that involves the division of specific times, usually 25 minutes of intense work, followed by 5 minutes of rest. According to Grasniewicz et al. (2021), the Pomodoro Technique is a productivity and time management method created in 1992 by the Italian Francesco Cirillo. The technique's name alludes to the tomato-shaped timer that is popular in the kitchen.

In summary, time management tools are valuable allies to help with organization, planning, and productivity, contributing to both personal and professional life. Moreover, it is possible to create a balanced routine, schedule moments of leisure, rest, and social interaction, thus ensuring greater emotional well-being.

2.2 Well-Being

The World Health Organization (WHO), in its 1946 constitution document, defines health as a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity. Thus, health is considered a whole, composed of physical, psychological, and social well-being, it being essential to promote these three aspects in each individual to achieve a healthy society (Corrêa, 2022). To achieve a healthy society, it is fundamental that measures addressing these three aspects in an integrated manner are taken, and this implies investments in public policies.

Following the presented idea, Corrêa (2022) further declares that the concept of well-being took time to be applied in work environments, and three theories were fundamental in this process: Diener's theory, which addressed Subjective Well-being, considering positive and negative affects perceived by individuals; Ryff's theory, which worked on Psychological Well-being, relating it to the development of individual potentialities; and Keyes' theory, which focused on the social aspect and researched Social Well-being, referring to the harmonious relationship of the individual with their social context (Corrêa, 2022).

According to Pantaleão et al. (2019), the concept of Subjective Well-being (SWB) was structured by Scollon and Lucas in 2003 through a hierarchical model of happiness. This model encompasses a general evaluation of life or specific domains of it and covers two major psychological dimensions: the affective sphere, which includes emotional states and positive and negative feelings, and the cognitive sphere, which involves the evaluation of satisfaction



with life in general and specific aspects, such as work. SWB can also be influenced by the postponement of a task, as it temporarily pushes away negative feelings such as hopelessness, anger, and frustration. However, as the deadline for taking a test or submitting an activity approaches, these same negative feelings are more likely to be felt, which reduces the positive evaluation the student makes of their life as a whole and of the environment in which this demand originates (Lague; Gallon; Cerutti, 2019).

According to the WHO, health is understood not only as the absence of diseases but also as a state of complete physical, mental, and social well-being. Thus, psychological well-being comes to be considered an essential element for the promotion of health and quality of life (Zenatta et al., 2021). Consequently, people with good psychological well-being tend to cope better with adversities, having more emotional resilience and being capable of facing challenges and building positive relationships.

For Freitas (2020), the concept of Psychological Well-being seeks to measure people's perception regarding facing life's challenges and their psychological functioning. It is composed of six dimensions, which include autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. It is important to remember that psychological well-being is a continuous and unique process for each person; thus, strategies and practices must be conceived in an individual sense.

Analogously, the discussion arises regarding the psychological well-being (PWB) of higher education students (HES). According to Nogueira and Sequeira (2019), the PWB of HES is a central component of their mental health, essential for their development and academic success. Also, considering the definition of mental health as the full utilization of cognitive, relational, and affective potentialities and capacities, as well as facing life's difficulties, producing work, and contributing to actions in society.

The instruments used to evaluate SWB and PWB aim to understand the subjective evaluation that the individual makes of their own life. These instruments aim to understand the individual from their perception of themselves, their personal goals, their relationships, achievements, concerns, feelings, affections, spirituality, as well as their physical, mental, and social condition (Soares; Gutierrez; Rezende, 2020). Although related, SWB and PWB are



distinct concepts. While SWB is linked to happiness and satisfaction, PWB encompasses a view of a person's mental and emotional health state.

Based on the presented idea, by involving a broad and comprehensive appreciation of life and the human being, the instruments proposed to measure SWB and PWB are capable of offering a more integral view of the individual, allowing all their particularities and individual characteristics to be taken into account. Thus, these evaluations are not limited to physical or material aspects but also encompass the emotional, mental, and spiritual spheres, providing a holistic and in-depth understanding of the human experience.

According to contributions from the SWB and PWB currents, the understanding of the complexity involved in the concept of Work Well-being (WWB), which ranges from emotion to the realization of skills, is perceptible. Besides aspects related to work, personal factors also play a significant role in WWB, since they directly impact people's state of mind and satisfaction. Therefore, it is necessary to consider the different elements involved to promote a healthy balance between professional and personal life, aiming at the well-being of individuals (Corrêa et al., 2019).

These experiences of the pursuit of happiness and well-being are realized through different forms and aspects that demonstrate diverse ways and modes of acting. Thus, the individual needs to have solid autonomy and self-determination, being capable of making decisions related to their realities; having control over the environment in search of their own personal growth; cultivating good interpersonal relationships and, constantly, seeking a purpose in life and self-acceptance. These dimensions allow the realization of a happy and balanced life, as they allow the human being to develop their maximum productive potential, live according to their values, and build healthy relationships (Freitas, 2020).

2.3 Productivity

Productivity can be understood as a measure of the efficiency and effectiveness with which a person or team performs their tasks, being an important indicator for companies and organizations, as it is directly related to their success and performance, as emphasized by Oliveira (2019). It is important to highlight that productivity is not just a question of working fast, but rather of working intelligently and efficiently.



According to Barros and Gomes (2019), it is possible to observe that the majority of people inserted in the productive context of current society dedicate a significant amount of time to their professional activities. In this sense, it is mentioned that, on average, these individuals spend about eight hours a day working. However, this is just an estimate, and in reality, many end up investing even more time in their professional obligations. This occurs due to the influence of technological advances, which allow people to be connected and available for work all the time.

According to Bertochi, Nicodem, and Moser (2020), to increase productivity, Taylor proposed a set of methods and systems aiming to increase productivity in the workplace. One of his strategies was the rationalization of work and the discipline of worker knowledge, placing management as responsible for command. For Azevedo (2021), methods tending to improve productivity should, therefore, take into consideration respect for the suitability of work to the worker, the wage issue, the fair distribution of income, and the need to mitigate the negative impacts of the monotony of repetitive tasks and the hardness of work methods more strongly linked to the Taylorist tradition.

For Oliveira (2019), organizational culture plays a crucial role in the pursuit of productivity, as it can stimulate or demotivate collaborators in their activities. Furthermore, the work environment, the conditions offered by the company, and the motivation of professionals also directly influence productivity. Therefore, Lopes (2022) states that it is fundamental for managers to be attentive to these aspects, promoting a culture that prioritizes productivity and offering necessary support to workers. Investing in productivity improvement is strategic for efficient administration, allowing objectives to be achieved in a satisfactory manner for society.

It is notorious that the measurement of human capital faces considerable challenges. Besides the difficulties in finding efficient measures, one must deal with the lack of comparability between data due to different approaches and information used in its estimation. According to Oliveira (2019), the improvement of the educational and training level of individuals in the productive system is determinant for the development of this form of capital.

During a good part of the last century, researchers and specialists in organizational psychology concentrated on investigating the factors that directly predict individual behavior and performance within organizations. One of the first concepts developed by them formulated



the "formula" establishing that performance is equal to the interaction between personal characteristics and the external influences of the situation in which the person finds themselves. This formula allows encompassing a person's individual traits and the various influences that the situation exerts on their behavior (Alves; Corrêa; Ferreira, 2019).

Given the above, Alves, Corrêa, and Ferreira (2019) further state that, through these investigations, researchers sought a more complete understanding of how people behave and perform in organizational environments, considering both internal and external factors. This multidimensional approach provides a solid basis for understanding and developing management strategies and performance improvement in organizations.

For Sequesseque (2019), it is valid for organizations to seek to develop and improve techniques to understand what leads collaborators to better performance. Furthermore, the need for leadership to evaluate whether collaborators' performance aligns with the organization's expectations is highlighted, while simultaneously concerning themselves with meeting individual aspirations and needs. According to Schneider et al. (2022), performance management is approached as a technique that allows evaluating individual performance under different perspectives, aiming at the achievement of individual goals and results that will sustain the collective results desired by organizations.

According to Almeida (2023), it is fundamental to recognize that each individual possesses feelings and emotions that can be influenced by the work they perform. When someone has the opportunity to work on something that truly brings them satisfaction, it is more likely that they feel motivated and engaged. On the other hand, Tavares, Lopes, and Gonçalves (2022) state that if someone finds themselves in a job solely out of financial necessity, it is likely that they will face demotivation and even associated emotional problems. Furthermore, pressures from the organizational environment, personal crises, and low self-esteem can also significantly affect collaborators' productivity.

For Pereira and Trevelin (2020), factors such as the collaborator's behavior in the face of pressure suffered from the boss, their values, and the level of concern of their superiors are relevant to analyze the degree of intensity existing between both, to adopt measures that promote a healthy environment for the employee to perform their functions with quality. It is fundamental



for the organization to identify if there are programs that can influence the increase of its productivity bringing competitive advantages.

According to Lopes (2022), it can be inferred that a worker's productivity depends not only on their technical skill but also on their motivation. Although motivation in the workplace is a subjective aspect, various experiments indicate that the implementation of innovations in personnel administration can be capable of altering scenarios detrimental to a company's results. For Santos (2023), it is fundamental that organizations adopt different approaches in managing their employees to promote a stimulating environment conducive to increased productivity. Thus, stimulus management is essential and contributes to the valuation of the company, both visually for the market and internally with its collaborators.

3. Methodological Procedures

The general objective of this work is to analyze the perception of university student workers regarding the variables of time, well-being, and productivity, characterized as descriptive research. According to Souza, Oliveira, and Alves (2021), in this procedure, the researcher will have direct contact with developed works addressing the theme to be studied and clarify the objectives of the research to be performed. Descriptive research presents a slightly deeper level of knowledge construction about something. Describing something is already studying a fact or phenomenon in some way.

Based on this principle, the option was made to use the qualitative approach which, according to Ramos, Paiva, and Guimarães (2019), emerges as a competent methodological modality for the production of in-depth analyses and seeks comprehensive knowledge, which breaks the epistemological distance between subject and object, assuming the implications of actors and agents of care and knowledge production. According to Brito, Oliveira, and Silva (2021), qualitative research allows the understanding of multiple aspects of reality, enabling the evaluation and assimilation of the internal dynamics of processes and activities.

Regarding technical investigation means, a multiple case investigation was conducted, considering that individuals from different companies were interviewed and because they described different experiences. According to Pinto (2014), the choice of the multiple case study method is appropriate, as it allows an in-depth analysis of the problem proposed in the research, as well as a comparative analysis of the various cases, enabling a broad and enriching view of

the phenomenon. Yin (2005) points out that the multiple case study follows the logic of replication, similar to that used in experiments, and not sampling.

For data collection, an interview script prepared via Google Forms software containing 9 questions was used, based on the bibliographic review produced in this investigation and focused on resolving the proposed research problem. The questions belonging to the script followed a structured model, where Leitão (2021) explains that script questions obey a definition and a rigid sequence of formulation, similar to a questionnaire. This structure has the advantage of imparting to the collected material a high potential for comparability between participants' responses.

The access link for respondents was sent via WhatsApp or e-mail in the period from 03/03/2024 to 15/03/2024, to seek greater adherence from interviewees. For the choice of research subjects, a selection by convenience was made, resulting in a selection of 16 respondents. However, other selected individuals were determined, *a posteriori*, using the snowball sampling technique. According to Bockorni and Gomes (2021), this modality starts with known or accessible participants, who then indicate new participants, forming a "snowball" of recruitment. This allows reaching individuals difficult to identify initially, useful for studying specific groups or poorly documented phenomena.

Below, Chart 1 contains the profile of the interviewees.

Chart 1 - Profile of interviewees

| Interviewees | Gender | Age | Higher Education Course | Job Title | Time in Company |
|----------------|--------|----------|-------------------------|--------------------------|--------------------|
| Interviewee 01 | Female | 30 years | Administration | Makeup Artist | 7 years |
| Interviewee 02 | Male | 29 years | Social Communication | Safety Technician | 6 years & 4 months |
| Interviewee 03 | Female | 23 years | Administration | Administrative Assistant | 4 months |
| Interviewee 04 | Female | 24 years | Administration | Office Assistant | 1 year & 5 months |
| Interviewee 05 | Female | 25 years | Pedagogy | Teacher | 2 years |
| Interviewee 06 | Male | 35 years | Mathematics | Public Servant | 3 years |

| Interviewees | Gender | Age | Higher Education Course | Job Title | Time in Company |
|----------------|--------|----------|-------------------------|---------------------------|-------------------|
| Interviewee 07 | Female | 32 years | Letters - Portuguese | Salesperson | 1 year |
| Interviewee 08 | Female | 33 years | Pedagogy | Tutor | 5 months |
| Interviewee 09 | Female | 21 years | Statistics | Telemarketing Operator | 3 years |
| Interviewee 10 | Female | 20 years | Accounting Sciences | Accounting Assistant | 7 months |
| Interviewee 11 | Male | 29 years | Physics | Telemarketing Operator | 3 years |
| Interviewee 12 | Female | 26 years | Biological Sciences | Telemarketing Operator | 1 year & 6 months |
| Interviewee 13 | Female | 34 years | Letters - Spanish | Telemarketing Operator | 4 years |
| Interviewee 14 | Female | 29 years | Letters - Spanish | Secretary | 2 years |
| Interviewee 15 | Male | 25 years | Accounting Sciences | Administrative Assistant | 2 years |
| Interviewee 16 | Female | 26 years | Administration | Attendant | 5 years |
| Interviewee 17 | Male | 41 years | PhD in Science Teaching | Administrative Technician | 14 years |

Source: Own elaboration (2024).

For data analysis, the content analysis method was adopted which, according to Flick (2009), recommends that each data set be analyzed separately, it being important to compare all interviews to identify common points and trends. In the case of this study, specifically, the categories were elaborated *a priori*, being: Time management; The pursuit of Productivity; and The search for well-being. They were grounded in the bibliographic review developed in this work, being discussed and analyzed below.

4. Analysis and Discussion of Results

4.1 Time Management

According to question 1, “In your opinion, what are the main consequences of poor time management for university student workers?”, some of the responses presented were:

- Interviewee 03: “Poor time management can provoke numerous negative consequences, such as, for example, non-fulfillment of college or work demands, furthermore, poor



time management can influence regarding the necessary rest that the student needs to perform their activities satisfactorily, among others.”

- Interviewee 08: “Accumulation of activities, low grades, sleepless nights, stress and anxiety at a high level.”
- Interviewee 04: “With poor time management it becomes difficult to conciliate and manage to perform activities with quality, hindering learning due to lack of time to study.”

Analyzing the responses obtained regarding the question, it is possible to observe that inadequate time management not only affects efficiency in fulfilling academic or professional demands but also compromises fundamental aspects of the well-being and mental health of university student workers. The interviewees' responses highlight direct symptoms of this poor management, such as the accumulation of activities, sleepless nights, stress, anxiety, and low productivity, among others.

This perception underlines the importance of efficient time management for university student workers. As highlighted by Araújo (2022), we live in an era where people constantly express feeling increasingly busy, facing deadlines to meet and goals to achieve. This scenario results in less time available to dedicate to all these activities, creating an accelerated and frenetic lifestyle. In this context, haste becomes one of the most significant factors impacting people's performance. Thus, the incessant search for productivity and efficiency can end up compromising the quality of work performed and the well-being and mental health of individuals.

The second question sought to discover what strategies, or time management methods, the interviewees use to conciliate work and study in a balanced and efficient manner. Below are some of the responses provided:

- Interviewee 03: “I create a schedule of which activities I need to perform and the times they will be done. It is necessary to have arduous planning of activities and, mainly, have focus to fulfill it.”

- Interviewee 08: “Planning of activities, defining time for each thing, establishing priorities and urgent activities, emergency ones and those that can wait a little. Organization is fundamental to managing to balance work and studies.”
- Interviewee 13: “I am very timed in what I do. So I try to leave everything organized to save the little time in my day-to-day.”

Through the interviewees' inquiries, the recognition of the importance of planning, organization, and effective time management to balance work and study demands is revealed. Each interviewee emphasizes the need for good planning to deal with their daily responsibilities. Furthermore, there is a clear understanding of the need to establish priorities and distinguish between urgent, important tasks and those that can be postponed. These interviewees recognize that success in conciliating work and studies depends not only on the quantity of work performed but also on time management.

Effective time administration is a fundamental piece in any work and study environment. As stated by Araújo (2022), it is imperative to organize tasks intelligently, solve problems efficiently, decrease workload, and optimize daily activities. This approach is not just a question of productivity; it is a strategy to ensure that demands are met within satisfactory deadlines, for the company and for the individual.

Regarding question 3, “Do you believe that time management is an important competence for professional and academic success? Why?”:

- Interviewee 02: “Yes, time management together with constancy and discipline to follow the established routine, makes the university student who works keep their studies up to date.”
- Interviewee 04: “Yes, because with good time management it can become easier to absorb subjects that add value in the professional and academic scope, which can provide positive results and more productivity during the process.”
- Interviewee 03: “Yes, because if you have a focus to achieve a certain objective, you need to plan so that it comes to fruition, in such a way, the main thing is to manage your time, and have focus so that each activity is executed in the predicted time, fulfilling what was determined in the established time.”



The interviewees' responses reinforce the idea that time management is an essential skill to achieve success, both in academic and professional life. They highlight the importance of discipline, constancy, focus, planning, and efficient execution of activities as fundamental elements for effective time management. Therefore, the interviewees' opinions corroborate the relevance of time management as a key competence for success in any area of life, highlighting the importance of effective strategies to deal with daily demands in an organized and productive manner.

This understanding is aligned with what Almeida et al. (2019) state, that efficient time administration in different sectors aims mainly to improve productivity and quality, recognizing the importance of people in this process. This understanding opens space for a broader reflection on how we perceive and utilize time in our personal and professional lives. In fact, time can be conceived and organized in various ways, depending on the context and individual/collective needs.

4.2 The Search For Well-Being

The 7th question sought to determine if the interviewees are capable of conciliating their work and study responsibilities without affecting their quality of life. Here are some of the responses they gave:

- Interviewee 04: “No, due to the time dedicated daily to work and studies it ends up that sometimes it overloadswell-being, due to greater dedication to work/studies”.
- Interviewee 07: “No, studies are always sacrificed and the greater priority is work. And, often, we don't even think about our well-being, unfortunately health comes last.”
- Interviewee 13: “No. Well-being will always be affected. We always want to be efficient at work and in academic life and we fail ourselves. That is why the world is anxious and depressive.”

Given the interviewees' responses, the majority expressed concern regarding the negative impact that work and studies have on well-being. They cited overload, sacrifices in studies, and lack of prioritization of health as direct consequences of this situation. Often, work is prioritized to the detriment of studies, reflecting a common reality where professional



demands override academic ones. This can result in an additional overload of responsibilities and an imbalance between professional and academic life.

Furthermore, the incessant search for efficiency at work and in studies can contribute to an anxious and depressive society, highlighting how external pressure and social expectations regarding productivity exert a significant impact on mental health, fueling a cycle of stress and anxiety. According to Lague, Gallon, and Cerutti (2019), as the deadline for taking a test or submitting an activity approaches, negative feelings like hopelessness, anger, and frustration are more likely to be felt, which reduces the positive evaluation the student makes of their life as a whole and the environment where this demand originates.

For Freitas (2020), the concept of psychological well-being seeks to measure people's perception regarding facing life's challenges and their psychological functioning. It is composed of six dimensions, which include autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. This understanding highlights the importance of providing adequate support and resources to help students deal with stress and anxiety.

The eighth question sought to verify if the interviewees consider the combination of studying and working as having mainly positive or negative effects on their well-being. Below are some of the responses provided by them:

- Interviewee 08: “Negative, happy is the one who can just study. It is a lot of physical and mental wear to do two activities that require our total dedication. When I was a teacher, the effort to maintain a satisfactory realization of both activities was superhuman.”
- Interviewee 09: “Negative, precisely because of the overload that falls on the student. Furthermore, work ends up limiting the students' experience.”
- Interviewee 10: “Although with the experience of seeing studied things in practice, the student can often get frustrated by the overload, by the little time for rest and give up many times, because in moments when they should rest they are doing university things.”



The interviewees' responses reveal a clear tendency of unfavorable perception regarding the conciliation between work and studies. They highlight the physical and mental wear associated with this double journey, describing it as a superhuman effort. Furthermore, they point out the overload falling on students and mention that work can limit students' academic experience. Although they recognize the benefits of seeing academic concepts applied in practice, they express frustration due to overload and lack of time for rest. The fact that moments of rest are frequently interrupted by university demands underscores the challenges faced by students trying to balance their responsibilities.

The balance between professional and personal life is a constant pursuit for many who work and study at the same time. In this sense, Corrêa et al. (2019) emphasize the importance of not focusing only on aspects related to work but also considering personal factors that directly influence people's state of mind and satisfaction. Understanding this interaction between work and personal life is essential to promote an environment where individuals can develop not only professionally but also emotionally. By considering and valuing these elements, it is possible to create strategies aiming at well-being and happiness, thus contributing to a healthier and more productive work and study environment.

Finally, question 9 sought to identify through the interviewees' responses what actions could be adopted to improve well-being, considering the situation of students inserted in the labor market. For this, the main responses given by some of them were listed:

- Interviewee 14: “Flexibility of teachers and even educational institutions, even doing hybrid teaching, which would help students a lot, because as I said in previous answers, commuting is very exhausting.”
- Interviewee 15: “The possibility of some remote classes and more flexible schedules would help students like me, in addition to the expansion of projects for monitoring students in complicated situations.”
- Interviewee 02: “Hybrid teaching through the flipped classroom, where students, on virtual platforms, study the classes they need and the teacher's figure becomes a mediator of knowledge and instrument for clarifying doubts.”

The interviewees' responses reflect a concern with the need for greater flexibility and innovation in the educational environment. This flexibility could help with challenges faced by



students regarding exhausting commuting, offering a combination of in-person and virtual teaching to better meet their needs. Furthermore, the importance of expanding monitoring projects for students in complicated situations is highlighted, reinforcing the importance of individualized support and adaptation to each student's specific needs.

The flipped classroom is pointed out as a strategy to improve the learning process, allowing students to access content autonomously through virtual platforms, while the teacher's role would concentrate on being a facilitator and clarifier of doubts during in-person classes. Given these situations, the implementation of strategies to improve the well-being of students who work becomes a fundamental factor in the search for balance.

As Nogueira and Sequeira (2019) point out, psychological well-being is an important element for mental health, being crucial for development and academic success. Therefore, by recognizing the importance, educational institutions can adopt practical measures, such as flexibility in class schedules, as suggested by respondents, financial support, and emotional counseling programs, to help these students face the challenges of this double journey.

4.3 The Pursuit Of Productivity

Regarding question 4 “What factors do you consider most negatively impact your productivity as a worker and university student? And what strategies do you use to mitigate these impacts?” the responses listed from some interviewees follow.

- Interviewee 01: “The excess of activities to be performed, sleeping few hours due to the distance to the university, about 4/5h, having to wake up early to start the routine, excess use of social networks in the little time I have available.”
- Interviewee 02: “One of the factors that hinders the most is tiredness, mainly for students who live away. Most of the time they leave very early and return very late to their residence, which consequently ends up hindering the student's performance. One of the strategies is precisely to have a routine and follow it as faithfully as possible, so as not to lose control and thus manage to maintain effective study.”
- Interviewee 14: “The tiredness from work, the journey inside crowded public transport. I make better use of studies in spare time or inside the bus.”



The interviewees' responses present important insights into the difficulties faced and measures taken to improve performance. Considering the commuting time between the city and the university, they reveal a significant challenge shared by interviewees. These observations suggest that commuting time can impact the levels of academic and professional performance of university student workers, as it consumes a significant part of their daily time and contributes to physical and mental tiredness. However, it is interesting to consider that each interviewee adopts specific strategies to deal with these challenges, such as establishing routines, utilizing available moments to study, and avoiding distractions, such as excessive use of social networks.

According to Alves, Corrêa, and Ferreira (2019), one of the concepts developed by researchers is the "formula" establishing that performance is equal to the interaction between personal characteristics and the external influences of the situation in which the person finds themselves; that is, productivity is molded not only by their personal skills but also by diverse external influences. These external factors can include the work environment, social context, and even specific demands of a certain task. Thus, the productivity of a worker or student is influenced by a series of variables that go beyond their own skills and competencies.

In this sense, seeking to understand not only factors affecting productivity, question 6 ascertained if productivity can be influenced by motivation and engagement in academic/professional activities. Some declarations follow:

- Interviewee 03: “Yes, productivity is influenced by numerous aspects, and motivation is essential for execution of activities in a positive manner, thus if you find yourself motivated in the work environment, as well as in the academic environment, you tend to have better productivity.”
- Interviewee 07: “Yes, if you don't have motivation you get discouraged, start to procrastinate, and the famous procrastination is the great enemy of organization, which generates consequences like overload and stress.”
- Interviewee 10: “Yes. When I am motivated the contents seem to stick easily and motivation makes dedication greater.”

Given the interviewees' responses, it becomes clear that motivation plays an important role in determining productivity. This evidences its relevance in the capacity to execute tasks effectively and efficiently, both in the professional and academic environments. The absence of

motivation not only harms productivity but can also result in harmful behavioral patterns, aggravating stress and overload. Furthermore, motivation can potentiate learning capacity and academic performance, highlighting its importance in both contexts. When someone is motivated, they are prone to dedicate themselves more to tasks, which can result in higher and more consistent performance.

Oliveira (2019) highlights the importance of organizational culture as a determinant factor in the search for productivity, emphasizing its potential to stimulate or demotivate collaborators in their activities. On the other hand, Almeida (2023) emphasizes the need to recognize the complexity of individual feelings and emotions, which can be deeply influenced by the work environment. When individuals have the opportunity to perform activities that truly satisfy them, it is more likely that they feel motivated and engaged. Thus, it can be stated that organizational culture and individual satisfaction are interconnected, and investing in both is essential to promote a productive and stimulating work environment.

Regarding question 3, “In your perception, what is the role of the balance between personal, academic/professional life in your productivity? How do you seek to achieve this balance?” Below follow some of the contributions made by interviewees to answer such question:

- Interviewee 04: “It is an important role so that one can manage to enjoy these areas and assimilate the maximum possible of each one. To seek this balance, it is becoming a little difficult, because each area is demanding greater attention at a time, which makes it difficult to be always active in each one all the time.”
- Interviewee 17: “I try to disconnect from WhatsApp so as not to have permanent contact with work assignments, and seek activities that bring me well-being on weekends, when I don't have to study. But I confess that it is not frequently that I manage to maintain balance.”
- Interviewee 13: “It is not easy. Currently we lack time and I believe my personal life has no balance. I do it according to priorities.”

According to the responses presented, the importance of having a balance between personal, academic, and professional life is understood. However, the difficulty of interviewees in achieving it is highlighted due to the variety of areas of interest or responsibilities, each



requiring significant attention. This makes it challenging to be fully involved in all at the same time. On the other hand, some respondents share strategies to deal with work overload and seek balance, such as disconnecting from WhatsApp and seeking well-being activities during leisure moments. However, it is recognized that maintaining this balance consistently can be a continuous and challenging task.

Productivity is a fundamental indicator for the success and performance of companies and organizations, representing the efficiency and efficacy with which a person or team performs their tasks, as highlighted by Oliveira (2019). In this context, the balance between personal, academic, or professional life assumes a crucial role in promoting productivity. When a person manages to manage their responsibilities and personal activities in a balanced way, this results in a series of benefits that positively impact their capacity to be productive. Besides reducing stress, the balance between these areas also contributes to improved concentration, motivation, and well-being, favoring greater efficiency and efficacy in task performance.

5. Final Considerations

This study sought to analyze the perception of university student workers regarding the variables of time, well-being, and productivity. To this end, the following problematic was elaborated: how do university student workers perceive the variables of time, well-being, and productivity?

To answer this question, it is verified that time revealed itself as one of the main obstacles to efficiency in academic and professional activities, also resulting in symptoms of stress and anxiety. On the other hand, the incessant search for productivity often led to the prioritization of work to the detriment of health and personal well-being. It is fundamental to recognize that this search does not always result in the best outcomes, as exhaustion and burnout can harm work quality and academic performance.

This academic study served as a basis for more in-depth research on the psychosocial impacts of the double journey of work and study, fueling academic debates on support policies for students facing this challenge. Furthermore, the research contributes to the advancement of knowledge in the areas of organizational psychology, time management, and mental health.

In the market scope, the results have the potential to guide human resource management practices and organizational policies aimed at promoting the well-being of employees who



study, directly influencing how companies deal with issues related to the work-study balance. For society, the investigation seeks to sensitize stakeholders about the importance of policies and initiatives promoting the balance between work, study, and quality of life.

Regarding the limiting factors of this research, data collection is primarily highlighted. One of the main difficulties found was obtaining participants to answer the interview. Due to the lack of return from many contacted individuals - some promised to answer but did not, while others ignored the request. Furthermore, some of the responses obtained were brief and superficial, which limited the depth of data analysis and the understanding of some participants' perceptions. Additionally, there were cases of respondents who did not fit perfectly into the sought profile, necessitating their exclusion from the analysis to ensure the validity of results.

As suggestions for future studies, diverse opportunities arise aiming to expand the understanding of the relationships between time, well-being, and productivity among university student workers. It would be pertinent to examine in more detail how organizations can create work environments more conducive to the balance between work, study, and personal life, considering the specific needs of this group, potentially including flexible schedule policies, family support programs, provision of spaces for study or relaxation in the workplace, and measures to reduce excessive workload. And, finally, another suggestion would be to investigate the role of digital technologies and time management tools in the work, study, and personal life balance of this target audience, performing an analysis of the advantages and disadvantages of the different available tools, how they are used in daily life, and how they can be improved to meet the specific needs of university student workers.

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