



# Navigating the Dual Demands: The Impact of Polychronicity, Work-School Facilitation, and Organisational Support on Academic Performance among Ghanaian Postgraduate Students

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## Abstract

*This study investigated the impact of polychronicity, work-school facilitation, and organisational support on the academic performance of postgraduate distance students in Ghana. The quantitative approach and explanatory research design were employed. The researchers collected data from 341 postgraduate students across three universities offering distance education programs via a structured questionnaire. The research utilised a three-wave survey approach and analysed the data using structural equation modelling. The results showed that polychronicity does not significantly affect academic performance. The study found that work-school facilitation fully mediates the relationship between polychronicity and academic performance of postgraduate students. Finally, organisational support significantly moderates the relationship between polychronicity and both academic performance and work-school facilitation. The findings suggest that organisational support is crucial in mitigating the potential stress associated with multitasking and in easing better academic outcomes. This study contributes to the existing literature by highlighting the importance of organisational support and work-school facilitation in enhancing academic performance. It provides practical implications for educational institutions and employers to create supportive environments that can improve student outcomes.*

## Introduction

Mastering the balance of multiple responsibilities is a crucial skill for postgraduate students seeking success. However, studies have shown that balancing multiple roles, known as polychronicity, is a significant challenge for postgraduate students worldwide (Grogan & Lilly, 2023). These students often

contend with the dual pressures of academic rigor and work demands, a scenario that is particularly acute in developing economies (Grogan & Lilly, 2023; Meeder, & Pawlowski, 2020). In Ghana, cultural expectations and societal norms complicate this balancing act, making it difficult for students to effectively manage academic and work responsibilities (Boakye et al., 2021). Research by Laryea et al. (2023) reveals that many Ghanaian students prefer to delay work until after graduation to avoid the compounded stress of juggling both. This is because some students struggle with academic performance, which refers to how well they meet educational goals, typically measured by grades, test scores, and GPA (Afzal et al., 2010). A study by Akuamoah-Boateng (2020) showed that only 30% of Ghanaian postgraduate students are employed while pursuing their studies, managing the demands of academia and their work lives. This scenario is not unique to Ghana. In the United Kingdom, nearly 50% of postgraduate students work part-time, often in roles unrelated to their studies (National Center for Education Statistics, 2022; Higher Education Statistics Agency, 2023). This dual role according to Andrews-Larson et al. (2021) leads to heightened stress levels and a higher incidence of mental health issues compared to their non-working counterparts.

The Conservation of Resources (COR) theory by Hobfoll et al. (1989) emphasises that individuals are inherently driven to acquire, protect, and retain valued resources whether organisational, personal, or material and seek to accumulate additional resources to cope with stressful conditions. In line with this theory, postgraduate students who effectively navigate the dual demands of work and academic life are often compelled to develop essential resources such as advanced time management skills, adaptability, and resilience. These students must efficiently prioritize tasks, demonstrate the ability to manage their schedules to meet the competing demands of work and academic obligations (Tight, 2020). This process of resource management not only enhances students to handle stress but also strengthens their problem-solving skills and overall resilience, equipping them to address complex challenges in the future (Ndawo, 2021). Despite these insights, there is a notable gap in academic literature concerning how polychronicity affects the academic performance of postgraduate students. Furthermore, the extent to which polychronic individuals can leverage their resource management skills to balance work and academic responsibilities otherwise known as work-school facilitation, thereby achieving higher academic performance, remains underexplored.

Bakker et al. (2007) posited that excess demands from both school and work would lead to stress and burnout unless there is sufficient support by supervisors and coworkers otherwise known as perceived organisational support. Thus, postgraduate students who perceive support from their organisation would be able to juggle between work and school. Perceived support which includes flexible work schedules, financial assistance, and emotional backing is vital in improving student outcomes (Sekhar & Patwardhan, 2023). Studies have shown that organisational support drives individual success and lower stress levels, enabling individuals to manage their roles more effectively (Eisenberger et al., 2020; Tight 2020). Specifically, students who perceive high levels of support from their organisations are more likely to excel academically, as they can leverage these resources to meet the demands of classroom participation and coursework completion which reflect student's understanding, mastery, and engagement with the material taught (Bawa & Amankwah, 2021).

Based on these insights this study contends that students who receive support from their organisation would be able to withstand the pressures arising from multitasking tasks from school and work duties which lead to an increase in academic performance. However, this claim has not been documented in academic literature, and hence this study would probe into this void. The impact of polychronicity, work-school facilitation, and organisational support on the academic performance of Ghanaian postgraduate students is a critical area of study with profound implications. Thus, addressing these issues is crucial for enhancing student outcomes and informing policies that foster supportive educational and professional environments, both locally and globally. The need for actionable insights and strategic interventions has never been more pressing. Owing to this, the study intends to examine the effect

of Polychronicity, Work-School Facilitation, and Organisational Support on Academic Performance among Ghanaian Postgraduate Students.

This study is premised on four main gaps. First, the study intends to address the effect of polychronicity on academic performance. Secondly, this study would provide an idea on how work-school facilitation translates polychronicity into academic performance as this relation has received a muted voice in the literature. Further, the study would provide insights into how organisational support moderates the relationship between polychronicity and academic performance. Finally, the study examines the moderation of organisational support on the relationship between polychronicity and work-school facilitation. This study would inform strategies for educational institutions and employers to better support postgraduate students, potentially leading to improved academic outcomes and a healthier work-school balance. Theoretically, the research enriches the discussion around multitasking, resource management, and balancing multiple high-stakes roles, providing a foundation for future studies. The study is organised into introduction, theoretical and hypotheses development, research methods, Analysis of results, implication of the study and conclusions, limitations and suggestions for future study.

### Theoretical and Hypotheses Development

The Conservation of Resources (COR) theory, developed by Hobfoll (1989), emphasises that individuals strive to acquire and retain valuable resources to manage stress. In this context, polychronicity serves as a critical resource for postgraduate students, enabling them to handle multiple responsibilities, such as academic work and employment, more effectively. The ability to multitask efficiently reduces stress and enhances academic performance, as students can manage time, attention, and energy across various tasks, leading to resource gains (Bluedorn et al., 1999). Additionally, work-school facilitation acts as a resource that reinforces positive spillover; skills and knowledge from one domain can be transferred to another, thereby enhancing efficiency and productivity in both academic and work settings (Creed et al., 2022). However, while COR theory underscores the benefits of resource acquisition, it does not fully address the potential downsides of resource depletion.

Polychronicity, for instance, may enhance multitasking abilities, but excessive juggling of responsibilities can also lead to cognitive overload and decreased performance. The assumption that resource gains always lead to positive outcomes may be overly simplistic, as individuals may experience diminishing returns when they attempt to stretch their resources too thin. Moreover, work-school facilitation may not always result in a positive spillover; in some cases, the demands of one domain may interfere with the other, leading to role conflict rather than constructive collaboration. According to COR theory, merely possessing a resource like polychronicity is not sufficient; the effectiveness of resource utilization depends on how well it aligns with other supportive resources. These resources act as buffers against potential stressors, contributing to improved performance. Inferring from the theory, Bakker et al. (2007) further explained that when employees gain access to job resources, such as organizational support, it helps them manage job demands. For postgraduate students, organizational support, including flexible schedules, mentoring, and a supportive work environment, helps balance work and academic responsibilities by reducing stress and preventing burnout. However, this perspective assumes that organizational support is always available and effective, which may not be the case in all contexts. In Ghana, where postgraduate students often juggle multiple responsibilities, institutional constraints such as rigid academic structures and limited workplace flexibility may weaken the effectiveness of organizational support.

*Relationship between Polychronicity, Work School Facilitation and Academic Performance*

Polychronicity, the inclination to handle multiple tasks simultaneously, is a characteristic seen in many students who juggle various academic and extracurricular activities (Zhang, 2015). In an academic setting, polychronic individuals often manage numerous responsibilities, such as attending classes, completing assignments, participating in group projects, and engaging in extracurricular engagements concurrently (Wolters et al., 2021). This multitasking can be advantageous, allowing for efficient time management and resource utilization. However, it can also lead to significant challenges that impact academic performance negatively by Khan et al. (1964). Polychronic students frequently switch between tasks, which can result in a lack of sustained focus on any single activity. This constant shifting can undermine the depth and quality of engagement required for complex academic tasks, such as studying for exams or writing research papers (Asif, 2020). When attention is divided, the ability to absorb and process information deeply is compromised, potentially leading to superficial understanding and lower academic performance. In addition to fragmented attention, increased cognitive load is another significant challenge faced by polychronic individuals.

Managing multiple tasks simultaneously places substantial cognitive demands on the brain. This increased mental workload can lead to cognitive overload, where the brain's capacity to process information and make decisions is overwhelmed (Asif et al., 2020; Usher et al., 202). As a result, students may experience mental fatigue, reduced efficiency, and a higher likelihood of making errors in their academic work. The constant mental juggling required in polychronic behavior can deplete cognitive resources, leading to diminished performance in both academic and extracurricular activities. According to COR theory, individuals strive to acquire, maintain, and protect their resources such as time, energy, and cognitive capacity. When students engage in excessive multitasking, they risk depleting these critical resources, leading to cognitive overload and diminished academic performance. The continuous juggling of multiple roles can accelerate resource loss, making it difficult to recover the mental energy needed for sustained academic engagement. As a result, the stress induced by resource depletion may further exacerbate role conflict, reducing overall academic effectiveness and well-being.

Emphasizing this, polychronic students' roles include being a student, a group project member, and a club participant, among others. Each role demands time, energy, and attention, creating a potential for conflict when the expectations of one role interfere with the ability to fulfill the responsibilities of another. These simultaneous demands of various roles can lead to role conflict, where the pressure to meet the expectations of multiple roles simultaneously becomes overwhelming (Demerouti & Bakker, 2023). For instance, the time and effort required to excel in extracurricular activities might conflict with the time needed to study for exams or complete assignments. This conflict can create stress and anxiety, further exacerbating the negative impact on academic performance. Confirming this, studies have shown that polychronicity does not influence individual success (Karatepe et al. 2013; Wu et al. 2020). Thus, based on the proponents of the theory and review done, the study hypothesizes that; -

*H1; polychronicity has a negative significant effect on academic performance of postgraduate students.*

Building on the Conservation of Resources (COR) Theory, the integration of resources across academic and extracurricular domains highlights the potential benefits of polychronicity. While resource depletion is a concern, COR theory also emphasizes resource investment where individuals strategically allocate and utilize their resources to generate gains (Hobfoll, 2011). In this context, polychronic students can leverage their diverse experiences to develop transferable skills, such as adaptability, multitasking efficiency, and resilience, which in turn enhance their academic performance (Howard & Cogswell, 2023). The gain spiral principle of COR further suggests that accumulating and reinforcing valuable resources

such as organizational skills and cognitive flexibility can create a cycle of positive outcomes (Johnston & Ryan, 2022). Thus, rather than merely draining cognitive resources, polychronic behavior, when managed effectively, can act as a mechanism for resource enrichment, fostering academic success through cross-domain skill application.

For instance, (Kerse, & Çil, 2022) found work-school facilitation as a means through which academic crafting can translate into academic engagement. Grogan, & Lilly, (2023) found work-school facilitation as a mediator between polychronicity and emotional exhaustion in working students. Again, Koperski, (2017) and Nicklin et al. (2019) found that Work-School Facilitation fosters resilience and adaptability, which are crucial for performance. Emphasizing this Bertolotti et al. (2019) stated that individuals accustomed to switching between academic assignments and work tasks are better equipped to handle the dynamic and often unpredictable nature of many job environments. This adaptability translates to a greater ability to manage work and school pressures, respond to sudden changes, and multitask effectively in professional settings (Evitts, 2018).

Thus, the study hypothesizes that; -

*H2; work school facilitation has a significant mediating effect on the link between polychronicity and academic performance of postgraduate students.*

### *Moderation of Organisational Support*

Even though polychronic individuals may not be able to perform to the optimal level, the COR theory posits that individuals would be able to excel and overcome challenging demands when they receive support from their organisation. Organisational support refers to the resources, encouragement, and conducive environment provided by supervisors and coworkers (Aldabbas et al., 2023). When such support is robust, it can help mitigate the negative effects of polychronicity. For instance, academic counseling, flexible scheduling, mentoring programs, and mental health support can help students manage their multiple roles more effectively. With adequate organisational support, polychronic students can receive the guidance and resources needed to balance their responsibilities, reduce cognitive overload, and maintain focus on their academic tasks (Sehrish, & Zubair, 2020). Conversely, in the absence of strong organisational support, the challenges associated with polychronicity can be amplified. Thus, some scholars have found organisational support to significantly impact academic performance of employees. For instance, Shrand & Ronnie 2021; Saleem & Amin, 2013; Shrand & Ronnie, 2021) have found organisational support as a significant predictor of the academic performance of students. Similarly, it has been found that students who receive support from their organisation can better facilitate their work and work life (Kerse 2024; Suryanto et al., 2024).

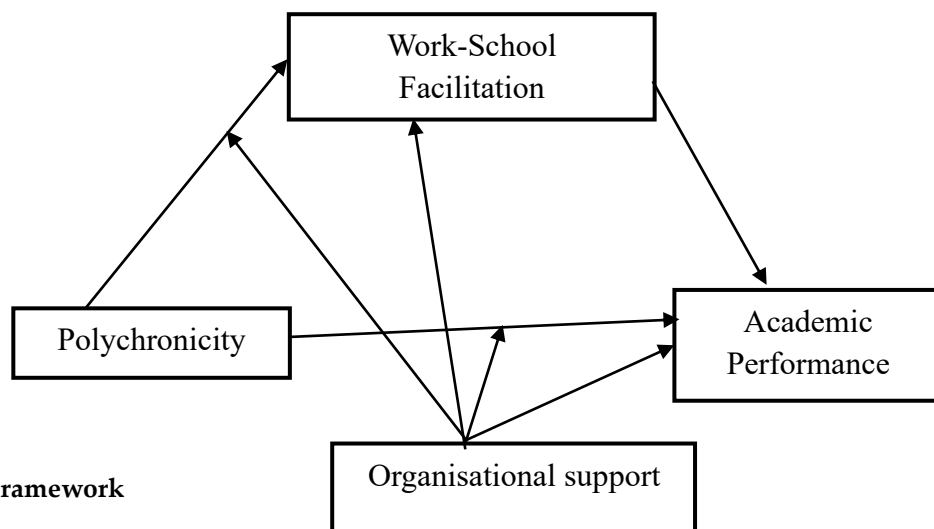
Again, when organisations provide robust support, such as flexible schedules, access to educational resources, and understanding supervisors, employees with high polychronicity can better integrate their work and school responsibilities (Berger, & Bruch, 2021). This supportive environment allows them to leverage their multitasking skills, facilitating a smoother balance between work and school (Ponti et al., 2022). As a result, employees can integrate and prioritize their work and school activities more effectively, leading to improved performance and well-being. In the context of work-school facilitation, both educational institutions and employers can provide organisational support. Educational institutions might offer flexible class schedules, online learning options, and academic advising specifically tailored to working students (Reyes & Meneses, 2023). Employers, on the other hand, might provide flexible working hours, study leave, and professional development opportunities that align with academic goals. When organisational support is present, it can significantly enhance the positive effects of polychronicity on work-

school facilitation (Farley & Burbules, 2022). For example, a student who is also working might use time management skills developed at work to handle school assignments more efficiently.

Studies have found organisational support to strengthen the relationship between several work-related outcomes in the organisation. For instance, Morales-Sánchez and Pasamar (2020) found perceived organisational support as a moderator between organisational citizenship behaviour by combining ability, motivation and opportunity. Again, AL-Abrow, (2022) found perceived support as a buffering variable between perceived organisational politics and organisational silence through organisational cynicism. Orpina and Abdul Jalil (2022) found Perceived organisational support as a moderator between Job satisfaction and turnover intention. Finally, Twumasi and Addo (2020) found Perceived Organisational Support as a moderator in the relationship between Organisational Justice and Affective Organisational Commitment. Thus, organisational support can be a variable which reduces the negative effect among certain relationships and in turn increase the effect among certain relationships.

Based on these assumptions, the study hypothesises that: -

*H3; organisational support has a significant moderating effect on the link between polychronicity and academic performance of postgraduate students.*



**Fig 1. Conceptual Framework**

This conceptual framework shows the relationship between polychronicity, organisational support, work-school facilitation, and academic performance. Polychronicity and organisational support are proposed as antecedents that influence work-school facilitation, which in turn affects academic performance. Work-school facilitation acts as a mediator, explaining how the ability to integrate work and school responsibilities impacts academic outcomes. The framework suggests that individuals with higher polychronicity and greater organisational support are better able to manage work and school demands, leading to improved academic performance.



## Research Methods

This study investigated how polychronicity, work-school facilitation, and organisational support affected postgraduate students' academic achievement. This study used a quantitative technique and an explanatory study design. This study targeted 3000 postgraduate distance education students from three universities in Ghana (UCC, UEW and Legon). To be more exact, a sample size of 341 students over the age of 18 was chosen using Krejcie and Morgan's (1970) sample size determination with a 95% confidence level. To cater for nonresponse rate. The convenience sampling technique was employed to select students for the study. The three universities were chosen because they are the only ones in the country that provide distance programs for students who work and study on weekends. The selection of postgraduate students using Krejcie and Morgan's (1970) sample size determination ensures statistical adequacy at a 95% confidence level, making the findings generalisable within the study's context. The study focused on postgraduate students who are enrolled in distant education programs while also working since they encounter distinct problems that set them apart from regular, full-time learners. Thus, their capacity to manage many duties while balancing work, education, and often personal commitments can have a substantial impact on their academic performance.

To eliminate common method bias, the Qualtrics approach was used to collect the information. Additionally, the data were acquired using a three-wave survey approach with a week between polls (Stoycheff, 2016, as quoted by Fulmore et al., 2022). This approach is especially useful for studying long-term changes in attitudes, behaviours, or situations, since it provides insights into patterns, causal linkages, and change dynamics (Liu, & Luo, 2018). Each "wave" represents a cycle of data collection, and by comparing data from these three periods, researchers can find patterns of change, stability, or regression among individuals. The multi-wave design was used to overcome frequent method bias due to the difficulty of gathering data for all tested variables at the same time (Podsakoff et al., 2003, referenced by Fulmore et al., 2022). The three surveys included Survey 1 for the independent variables and screening questions to ensure that respondents met the sample requirements. Survey 2 included the scale for the moderating variable. Survey 3 was used to collect dependent variable data as well as demographic information. However, due to the low response rate, 370 questionnaires were distributed. After data cleansing, the final sample size was 341 employees, with 56.5% of them being male and 43.5% female.

## Ethics Statement

All participants provided written informed consent for the collection of information and the publication of data generated by the study. The target population for this study was postgraduate distance students who were over 18 years and were deemed as adults per the constitution of Ghana. All participants voluntarily partake in the survey and may withdraw at any time. Considering that the survey content does not involve any sensitive issues, and that the data collected are completely anonymous, according to the standards of the colleges of distance education in Ghana, this study does not require ethical review, however, an introductory letter was obtained. However, an introductory letter was sent to all colleges of education to ensure the research meets ethical standards. Furthermore, the research does not pose a risk to the physical or psychological health of participants, and the content of the survey was conducted in a manner that respects and protects the privacy of participants.

## Measurement of variables

The study variables were measured based on empirical studies. Specifically, validated items were adapted from previous studies. In this view, items for polychronicity were adapted from the empirical work of

(Bluedorn et al., 1999). Again, items for work-school facilitation and organisational support were adapted from (Frone et al., 1992 and Rhoades & Eisenberger, 2002) respectively. And finally, items for academic performance were adapted from (Afzal et al., 2010). All items were measured on a 5-item Likert scale ranging from least agreement to high agreement. That is all measures are anchored on a five-point Likert-type scale ranging from 1 ("least agreement") to 5 ("strongly agree"). To ensure that all respondents participated in the study, we collected the data at different intervals to take care of the different free time available for the respondents. In this regard, part of the data was collected in the morning, while the rest was also collected in the afternoon. The structural equation modeling software was used in the analysis. In this regard, the PLS model was used to assess the quality criteria of the constructs used as used in prior study of Hair et al. (2016). As ethics demands, the respondents were also informed of their role in providing valued information and the purpose for which the information is going to be used. The respondents were further given assurance of anonymity and confidentiality and were also informed of the voluntary nature of the survey. To enforce confidentiality, anonymity, and privacy, the questionnaire content did not request personal identification.

## Results

The data's accuracy was double-checked following a careful assessment. Following the coding of the questionnaires, the data was entered into the Statistical Package for Social Sciences (SPSS) version 25. SPSS was used to organize and summarise data, as well as to provide critical parameters for data analysis. The data was analysed using the Partial Least Square Structural Equation Modelling (version 4.1.0.6). The same applicability is acknowledged for investigations of this sort (Appau et al., 2021). The configured model was evaluated using the suggestions of Hair et al. (2020). The two-stage approach to structural model evaluation was strictly followed. During the model evaluation step, non-significant indicators with less than a 0.7 factor score were eliminated. This assumes that their removal enhances the quality dimensions of the configured model. Items with a factor score of less than 0.7 are retained if their removal negatively influences the quality dimensions of the configured structural model (Hair et al., 2020).

### *Mean, standard deviation and correlation coefficient of variables.*

Table 2 shows the results of correlation analysis between the study variables. The study found a significant positive correlation between polychronicity and academic performance ( $r = 0.810$ ,  $p < 0.001$ ), organisational support and academic performance ( $r = 0.640$ ,  $p < 0.001$ ), and polychronicity and Work School Facilitation ( $r = 0.656$ ,  $p < 0.001$ ), which provides preliminary support for the positive prediction of family economic stress on career exploration. These results not only validate the rationality of our hypothesis but also provide important data support for the subsequent hypothesis testing.

*Table 1: Mean, standard deviation and correlation coefficient of variables (N = 341)*

	Mean	Standard Deviation	1	2	3	4
1. Academic Performance	4.242	0.707	1			
2. Org. Support	4.4	0.779	0.810**	1		
3. Polychronicity	4.383	0.808	0.640**	0.782**	1	
4. Work School Facilitation	4.242	0.707	0.710**	0.749**	0.656**	1



Note: \*\*p<0.01, \*p<0.05 (Same in structural path).

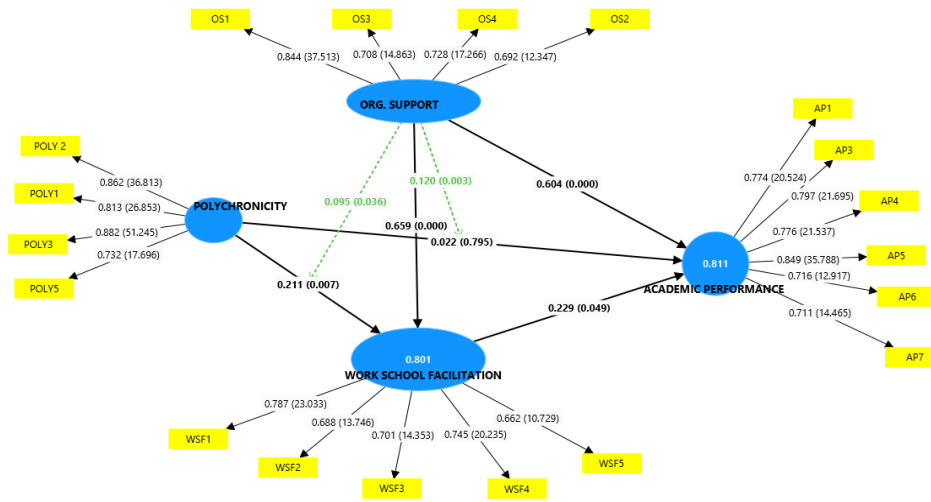


Figure 2: Measurement and Structural Model

### Measurement Model

The study investigated whether the observed variables or indicators could be used to accurately measure theoretical ideas. However, all these models were in response to a reflecting model. In all four constructions Polychronicity (P), Academic performance (AP), Organisational support (OS) and Work School Facilitation (WSF) were used. After examining the reliability, an assessment of construct validity followed. The study was able to ascertain the individual dependability of each item in the reliability study by first looking at the factor loadings or straightforward correlations between the indicators and the associated latent variables. If an indicator's factor loading is more than or equal to 0.70, the measurement model for that construct will accept it. This shows that the shared variance of the construct and its indicators is bigger than the variance of the error (Gefen et al., 2000). However, Mohd-Dzin and Lay, (2021) argue that indicators with loadings between 0.4 and 0.7 should only be eliminated from a scale if doing so results in an increase in the average variance extracted (AVE) or composite reliability (CR). Weak indications may therefore be retained based on how they contribute to the validity of the content. However, it is necessary to constantly delete extremely weak indicators ( $\lambda \leq 0.4$ ). Because they were not increasing the AVE, we deleted indicator loadings that were below the threshold of 0.4 but maintained thresholds above 0.650. Evidence of the study's reliability and validity check is displayed in Figure 2 and in Tables 2 and 3.

**Table 2: Construct Reliability and Validity**

	Cronbach's Alpha	Composite Reliability	(AVE)
Academic Performance	0.865	0.898	0.596
Org. Support	0.730	0.832	0.556
Polychronicity	0.841	0.894	0.680
Work School Facilitation	0.764	0.841	0.515

Note: AP= academic performance, Org. Support (OS)= organisational support, POLY= Polychronicity, WSF= Work School Facilitation

The results in Table 2 showed that the Cronbach Alpha (CA) values for all the items exceeded the minimum threshold of 0.7. These results indicate that the model has internal consistency. Furthermore, Table 2 revealed that the Composite Reliability (CR) for all the constructs was dependable. This is because the constructs had CR scores higher than the 0.7 threshold (Hair et al. 2020). Again, the rho\_A results for all the constructs were reliable because they all met the 0.7 minimum criteria. Finally, it was found that AVEs for the constructs accurately measured convergent validity because AVE attained values higher than 0.5.

### *Discriminant Validity*

Discriminant Validity (DV) is frequently determined by the Heterotrait-Monotrait (HTMT) ratio because of its robustness and dependability (Hair et al., 2019). The Heterotrait-Monotrait (HTMT) results for this study are presented in Table 3.

**Table 3: Heterotrait-Monotrait Ratio**

Construct	AP	OS	POLY	WSF	AP
AP					
OS	0.772				
POLY	0.791	0.765	0.782		
WSF	0.556	0.656	0.460	0.653	

Note: AP= academic performance, Org. Support (OS)= organisational support, POLY= Polychronicity, WSF= Work School Facilitation

The results in Table 3 showed that all the constructs accurately measured discriminant validity because all the values were below the 0.85 threshold (Benitez et al., 2020; Kock, 2015).

### Collinearity Statistics (VIF)

Variance Inflation Factor (VIF) measures how much the variance of a regression coefficient is inflated due to multicollinearity, with higher values indicating stronger correlations among predictor variables that can distort the results. The results from the collinearity test are presented in Table 4. For the VIF to be acceptable, it must meet a threshold of less than 5 (Ringle et al., 2020). The Variance Inflation Factor (VIF) was used to measure collinearity in this study.

**Table 4: Outer VIF values**

	VIF
AP1	1.828
AP3	1.717
AP4	1.416
AP5	1.373
AP6	2.036
AP7	2.036
OS1	2.467
OS2	3.797
OS3	2.864
OS4	1.985
P1	1.611
P2	1.635
P3	1.927
P5	2.141
WSF1	2.319
WSF2	2.319
WFS3	2.423
WSF4	1.185
WSF5	2.123

Note: AP= academic performance, Org. Support (OS)= organisational support, POLY= Polychronicity, WSF= Work School Facilitation

Table 4 presented the VIF scores for the inner model of the constructs used in the model. Results from Table 4 showed that all the VIF scores are less than 3.3 (Kock, 2015). The VIF scores for the inner model, therefore, showed that there is no threat of common method bias for all the constructs.

### Structural model

After adhering to the guidance provided by Hair et al. (2019), our study proceeded by evaluating the statistical significance of the constructs used in the model to analyse hypotheses. This analysis focuses on scrutinizing the variance explained by the endogenous variables, as indicated by their  $R^2$  values, as well as

examining their path coefficients or standardized regression weights (Beta) and assessing their significance levels and effect size ( $F^2$ ). To determine the statistical significance of the path coefficients, the researcher employed the bootstrapping approach. The findings are shown in Table 5 and 6, respectively. Again, the structural model is presented pictorially in Figure 2.

**Table 5: Coefficient of Determination**

Constructs	R-Square	R-Square Adjusted
AP	0.811	0.805
WSF	0.801	0.796

Note: AP= Academic performance, WSF= Work School Facilitation

The results in Table 5 showed that polychronicity, organisational support, and work-school facilitation accounted for a strong variance in academic performance ( $R$ -squared = 0.811) when all other factors not captured in this study but are affecting the academic performance of postgraduate students are statistically controlled for. Thus, 81.1% variance in the academic performance of postgraduate students can be attributed to changes in polychronicity, organisational support, and work-school facilitation and its interaction effect. Again, Table 5 showed that polychronicity and organisational support accounted for a strong variance in work-school facilitation ( $R$ -squared = 0.801) when all other factors not captured in this study but are affecting the work-school facilitation of postgraduate students are statistically controlled for. Thus, 80.1% variance in the work-school facilitation of postgraduate students can be attributed to changes in polychronicity and organisational support and its interaction effect.

**Table 6: Predictive Relevance**

	$Q^2$ predict	RMSE	MAE
Work Engagement	0.644	0.603	0.467
Job Performance	0.579	0.654	0.489

The  $Q^2$  predict value for Work School Facilitation and Academic Performance are 0.644 and 0.579, which is well above zero. This positive  $Q^2$  value indicates that the model has good predictive relevance, meaning it can effectively predict the data points for Work School Facilitation and Academic Performance based on the exogenous variables. This confirms that the model is not only explanatory but also has practical predictive power. The Root Mean Square Error (RMSE) for Work School Facilitation and Academic Performance are 0.603 and 0.654, respectively. RMSE is a measure of the differences between predicted and observed values, with lower values indicating better predictive accuracy.

**Table 7: Path Co-efficient and Effect Size**

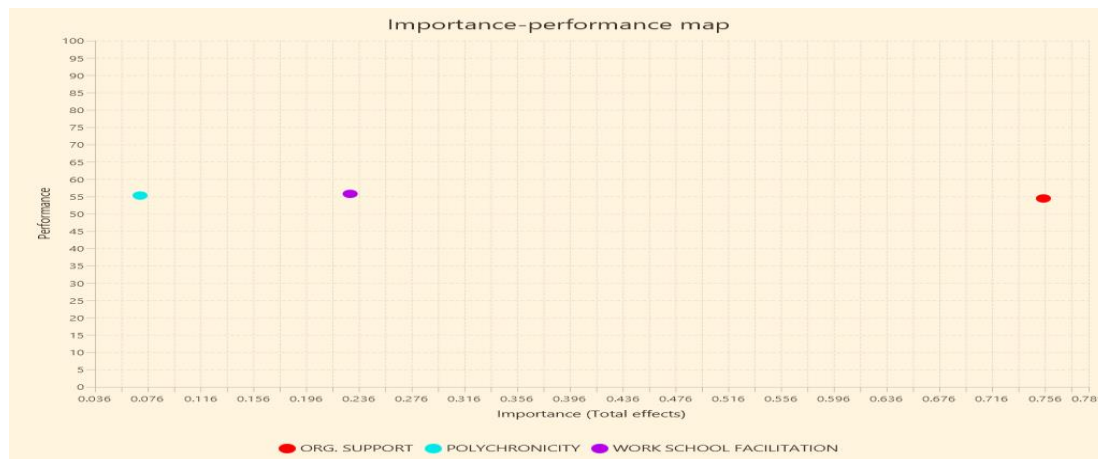
Decision Hypotheses	Constructs	Beta	F <sup>2</sup>	T-Statistics	P-Values	CI Lower	Upper
H1- <i>not supported</i>	POLY -> AP	0.022	0.016	0.259	0.795	0.141	0.187
H2 <i>supported</i>	POLY -> WSF-> AP	0.048	0.117	1.97	0.041	0.020	0.258
H3- <i>supported</i>	OS*POLY -> AP	0.120	0.048	2.965	0.003	0.038	0.202
H4- <i>supported</i>	OS*POLY -> WSF	0.095	0.029	2.095	0.036	0.027	0.182

Note: AP= academic performance, Org. Support (OS)= organisational support, POLY= Polychronicity, WSF= Work School Facilitation.  $P < 0.05$

Table 6 presented the results of the hypotheses' path coefficients and their respective significant levels. From Table 6, the results indicate that polychronicity (POLY) does not directly enhance academic performance (AP), as shown by the weak and statistically insignificant path coefficient ( $\beta = 0.022$ ,  $p = 0.795$ ). This means that having the ability to multitask does not necessarily lead to better academic outcomes for postgraduate students. The effect size ( $f^2 = 0.016$ ) is also exceedingly small, suggesting that polychronicity contributes minimally to explaining variations in academic performance. However, when considering the indirect effect of polychronicity through work-school facilitation (WSF), the relationship becomes significant ( $\beta = 0.048$ ,  $p = 0.041$ ), with an effect size of 0.117. While the beta value is still relatively low, it suggests that polychronicity becomes useful when students can effectively balance their work and academic responsibilities. A small-to-moderate effect indicates that work-school facilitation plays a key role in translating polychronicity into academic success. This finding suggests that the ability to multitask alone is not sufficient; rather, it needs to be complemented by mechanisms that help students integrate work and academic commitments effectively.

Furthermore, organisational support (OS) significantly strengthens the relationship between polychronicity and academic performance ( $\beta = 0.120$ ,  $p = 0.003$ ), with a moderate effect size ( $f^2 = 0.048$ ). This means that when students receive institutional and workplace support such as flexible schedules, mentoring, and resources their ability to multitask becomes more beneficial. A higher beta value in this case suggests that organizational support plays a crucial role in ensuring that multitasking efforts translate into positive academic outcomes. The moderate effect size implies that organisational support makes a meaningful difference in how well students manage their responsibilities and succeed academically. Similarly, organisational support also enhances the relationship between polychronicity and work-school facilitation ( $\beta = 0.095$ ,  $p = 0.036$ ), with an effect size of 0.029. While the beta value is lower, it still indicates that students with high polychronicity benefit more from work-school facilitation when they have strong organisational support. The small effect size suggests that, while important, this interaction has a limited practical impact compared to the direct influence of organisational support on academic performance. Evidence of the path coefficients is shown in Fig 2.

Finally, the Importance-Performance Map Analysis (IPMA) was employed to enhance the outcomes derived from PLS-SEM by additionally considering the performance level of each construct as used in prior study of (Charnor & Quartey, 2024). The study delved into the extent of the direct influence that organisational support, polychronicity and work school facilitation exert on academic performance. This objective was achieved through the total effects test, the results of which are detailed in Fig 3.



**Fig. 3 Important Performance Map Analysis (IPMA)**

Organisational support is crucial for positive outcomes, as highlighted by its significant position in the IPMA on Fig 3. It includes providing resources, fostering a supportive environment, and offering flexibility by both supervisors and coworkers. While the organisation currently offers a decent level of support, improvements can still be made. Enhancing organisational support can lead to better employee well-being, job satisfaction, which in turn would help students facilitate their work and school activities to achieve higher success or performance. The high importance and moderate performance of organisational support in the Fig 3 indicate a strategic opportunity to focus on this area. Strengthening organisational support can help achieve strategic goals, ensuring long-term success through a more engaged and productive workforce.

### Discussion of Results

The results showed that polychronicity has an insignificant positive effect on academic performance ( $B=0.022$ ,  $p\text{-value} = 0.795$ ). Based on the results, the study rejected H1 (not supported) *see Table 6 and Fig 2*. For postgraduate distance students, the study's findings suggest that polychronicity, or multitasking, has an insignificant positive effect on academic performance ( $B=0.022$ ,  $p\text{-value} = 0.795$ ). These students often balance multiple roles, such as full-time jobs, family responsibilities, and academic work. The slight, non-significant positive effect suggests that, despite being a potential resource, polychronicity alone might not enhance students' academic outcomes.

This result implies that while polychronic students may possess the ability to juggle multiple academic and non-academic responsibilities, this skill does not necessarily translate into a significant improvement in academic performance. According to the COR theory, merely possessing a resource like polychronicity is not sufficient; the effectiveness of resource utilization depends on how well it aligns with other supportive resources (Demerouti & Bakker, 2023). The results affirm the findings of (Karatepe et al. 2013; Wu et al. 2020) who found that polychronicity does not influence the success of individuals. Galanakis and Tsitouri, (2022) pinpoint that an individual's role comes with specific expectations, and fulfilling these expectations can lead to conflicting demands, resulting in stress and reduced performance. The insignificant effect of polychronicity on academic performance could be influenced by external factors such as economic conditions or institutional differences. For instance, postgraduate students in Ghana may face financial constraints, job pressures, or limited institutional support, which could hinder their



ability to effectively apply polychronicity to enhance academic performance. Additionally, differences in university policies, access to learning resources, and variations in workplace flexibility.

Although polychronicity does not affect the academic performance of postgraduate students directly, a mediation analysis showed that work-school facilitation can be a means through which postgraduate students improve their academic performance. Thus, the results showed that work-school facilitation fully mediated the relationship between polychronicity and academic performance ( $B=0.048$ ,  $p\text{-value} = 0.041$ ). The total effect of this relationship was (0.07). Thus, H2 was also accepted. The results imply that for postgraduate distance students, while multitasking is not directly beneficial, creating synergies between work and study activities can enhance academic success. This facilitation can reduce stress and improve efficiency, allowing students to manage their roles more effectively and ultimately achieve better academic outcomes.

Again, the study implies that while polychronicity alone does not significantly impact academic performance, work-school facilitation enables students to align their professional and academic tasks. This alignment or integration allows students to apply skills and resources from one role to support the other, reducing conflict and enhancing support between roles. According to Kerse and Çil (2022) the integration which is like work-school facilitation is beneficial as it allows individuals and, in this context, postgraduate distance students transfer skills and knowledge between the two domains (work and school). Hence leveraging work skills in academic projects and vice versa, students can manage their dual roles more effectively (Howard & Cogswell, 2023). This positive interaction of work-school facilitation mitigates the negative effects of role conflict, leading to improved academic performance and a more satisfying educational experience as used in studies by (Grogan, & Lilly, 2023; Kerse, & Çil, 2022).

Furthermore, the interaction between organisational support and polychronicity (OS\*POLY) on academic performance showed a beta value of 0.120 and a p-value of 0.003 which indicated a statistically significant positive moderating effect as shown on *Table 6 and Fig 2*. This suggests that the presence of organisational support amplifies the beneficial influence of polychronicity on the academic performance of postgraduate students. By implication, a high level of organisational support (OS), that is, when OS is increased by one standard deviation point, the relationship between polychronicity and academic performance of postgraduate distance students increases by the size of the interaction effect and obtained the value of  $(0.120+0.022=0.142)$ . Thus, the findings affirm the position of (AL-Abrow, 2022; Morales-Sánchez & Pasamar 2020; Orpina and Abdul Jalil, 2022) who found organisational support as a valuable resource that strengthens individual outcome and hence leading to superior performance. Again, the results are consistent with the COR Theory which posits that individuals who can conserve and access resources can buffer the negative effects of demand and enhance motivation. In this context, polychronicity represents a job demand, as it involves managing multiple tasks simultaneously, which can be challenging. As a result, the presence of organisational support not only mitigates the potential negative effects of polychronicity but also enhances its positive impact on academic performance. When organisational support increases by one standard deviation, the relationship between polychronicity and academic performance improves, resulting in a combined effect of 0.142. This means that supportive organisational environments provide the resources that enable students to harness the benefits of multitasking, thereby boosting their academic success and reducing the potential strain associated with managing multiple roles.

Similarly, the interaction between organisational support and polychronicity (OS\*POLY) on work-school facilitation showed a beta value of 0.095 and a p-value of 0.036 which indicated a statistically significant positive moderating effect as displayed on *Table 6 and Fig 2*. This suggests that the presence of organisational support strengthens the effect of polychronicity on work school

facilitation of postgraduate-distance students. This implies that when OS is increased by one standard deviation point, the relationship between polychronicity and work school facilitation of postgraduate distance students increases by the size of the interaction effect and obtained the value of  $(0.659+0.095=0.754)$ .

Bakker et al. (2007) signpost that polychronicity, or multitasking, represents a job demand that can potentially strain students as they manage multiple responsibilities (Aldabbas et al., 2023). However, organisational support acts as a crucial job resource, providing students with the tools and environment necessary to navigate these demands effectively (Sehrish, & Zubair, 2020). With an increase in organisational support by one standard deviation, the combined effect on the relationship between polychronicity and work-school facilitation becomes 0.754 (0.659 for the direct effect plus 0.095 for the interaction effect). This suggests that organisational support not only helps to alleviate the potential stress of multitasking but also enhances students' ability to facilitate a seamless transition between their work and school responsibilities. By providing the necessary resources, organisations help students to better leverage their multitasking abilities, thereby improving their overall work-school facilitation and enabling them to manage their multiple roles more efficiently (Farley & Burbules, 2022).

### *Implications of the Study*

The study's findings highlight the need for dedicated support systems for postgraduate students from both employers and academic institutions. Since organisational support reduces the stress linked to polychronicity and enhances academic performance, organisations should implement flexible work arrangements, such as adjustable work hours and remote work options, to accommodate students' academic commitments. Employers should also provide tailored professional development programs that align with students' fields of study. Similarly, colleges of distance education should foster a supportive learning environment through accessible online resources, flexible deadlines, and structured peer support programs.

Furthermore, as work-school facilitation fully mediates the impact of polychronicity on academic performance, organisations and institutions should create opportunities for students to apply workplace skills in their academic work. Employers can integrate work-based learning models, while universities can establish credit-bearing internship programs to formalize this knowledge transfer. Additionally, mentorship initiatives pairing students with professionals in their fields can further bridge the gap between work and academics. Lastly, students should actively develop strategies to integrate work and studies by applying workplace skills to academic projects, improving efficiency and learning outcomes.

The study contributes to the existing literature on COR Theory. It highlights that while polychronicity does not significantly enhance academic performance, its impact is significantly moderated by organisational support. This finding aligns with COR Theory, suggesting that resources like organisational support can buffer the negative effects of job demands such as multitasking. Additionally, the study provides empirical support for the role of work-school facilitation as a mediating factor, suggesting that effective management of multiple roles through facilitation can lead to improved academic performance. This extends the theoretical understanding of how postgraduate distance students can manage role strain, offering a perspective on the intersection of work, education, and organisational environments.

## Conclusions, Limitation and Suggestions for Future Research

The findings of this study provide valuable insights into the relationship between polychronicity (multitasking), organisational support, and academic performance among postgraduate distance students. While polychronicity was found to have an insignificant positive effect on academic outcomes, the presence of strong organisational support and work school facilitation significantly enhanced this relationship. These findings buttress the position of (AL-Abrow, 2022; Morales-Sánchez & Pasamar 2020; Orpina and Abdul Jalil, 2022) who found organisational support as a valuable resource that strengthens individual outcome and hence leading to superior performance.

Again, the importance of organisational support was confirmed in Fig 3 where the IPMA results showed that OS has a significant role in the life of postgraduate students. By addressing these areas, organisations in which these postgraduate students work can significantly reduce the stress associated with multitasking and help students achieve a more harmonious balance between work and study, leading to improved academic outcomes (Ponti et al., 2022). Similarly, Work-school facilitation emerged as a crucial mediator, indicating that the integration of work and academic responsibilities plays a vital role in improving students' academic performance. This highlights the need for a supportive environment that helps students navigate the challenges of balancing multiple roles, thereby enhancing efficiency. Even though the study has some interesting findings there are some limitations. This study focused solely on postgraduate distance students, which may limit the generalizability of the findings to other student populations, such as undergraduate or on-campus students. Moreover, the study did not account for individual differences in personal characteristics, such as resilience or time management skills, which could influence the outcomes. Based on these limitations, future research should consider expanding the study to include a more diverse student population across different educational levels and learning formats can enhance the generalizability of the findings. Additionally, exploring other potential moderating and mediating factors, such as digital tools' role in facilitating work-school integration or the impact of family support, could provide a more comprehensive understanding of how students manage multiple roles. Further studies could also investigate the role of individual traits, such as resilience and time management, in moderating the effects of multitasking and support systems on academic success. These avenues for future research could offer deeper insights into optimizing support for students balancing work and academic responsibilities.

## Declaration of Interest

The authors declared that they have no conflict of interest in the investigations that produce this paper

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