

**Claire M. Nolle**  
**Supervisor: Dr Annie Carter**

**The Perceived Effect That Part-time Work has on  
Undergraduate and Postgraduate Osteopathic Students.**

**School of Health Science**  
**Faculty of Human Development**

**Masters of Health Science –Osteopathy**  
**Date: 21/12/04**

### **Bibliographical Details**

Claire Nolle is a final year student in Masters of Health Sciences-Osteopathy at Victoria University of Technology's School of Health Science in the Faculty of Human Development.

Dr Annie Carter is a lecturer and researcher from Victoria University of Technology's School of Health Science in the Faculty of Human Development.

**Abstract**

It is common in today's society for full time tertiary students to be working part-time. Reasons for employment range from paying for necessities to having money to attend social gatherings or other recreational activities.

This study focuses on students from all year levels of the Osteopathic medicine course at Victoria university, both undergraduates and postgraduates, asking for their perceptions on what affect employment has on their study. It also explores whether any differences existed between the responses of undergraduate and postgraduate participants. A descriptive questionnaire was used containing Likert scale, open and closed questions.

Results showed significant differences between the number of tutorials missed and number of jobs held between the two groups of students. A greater percentage of participants reported employment having a negative impact on study. However positive aspects of employment include improvement in time management skills and hands on experience for those working in sporting clubs or in the health/leisure industry.

## **Introduction**

In today's society it is common for university students to be working part time. Reasons for employment vary greatly, ranging from paying for necessities (ie: food, rent and bills), managing car finances, buying clothes or university supplies, to having money for recreational activities.

The consequences of students' work have been receiving increasing attention both here and overseas with research looking at different aspects of the phenomenon. For example research by Long and Hayden (2001) and McInnis and Hartley (2002) explored the average number of hours worked and found that tertiary students tend to work 14.5 hours per week during a semester. Other studies have looked at the duration of work and its effect on academic outcomes within secondary schools in America (Ruscoe et al, 1996; Mortimer and Johnson, 1998, Marshal et al, 1997; Singh et al, 1998) and in higher education in Britain (Ford et al, 1995). Just recently Applegate and Daly (2003) found that full time tertiary students at the University of Canberra, who worked 10-12 hours a week in part time jobs, had slightly higher than average marks. Their results produced a bell curve graph showing that with anything less than 10 hours of work and greater than 14 hours the respondents received marks around the average grade (Applegate and Daly, 2003). This result is slightly different from studies by Tchen et al, (2001); Ruscoe et al, (1996) and Mortimer and Johnson (1998) who all found that 15 to 20 was the critical number of weekly hours worked for tertiary students in Australia. Students in these studies, who worked greater than 15 hours, had an overall reduction in their average grades.

While some of these studies included students from a range of academic programs, with a variety of university contact hours, all studies found that there was an inverse relationship between contact hours and the number of hours of paid work (McInnis and Hartley, 2002; Long and Hayden, 2001; Ford et al, 1995).

Although part-time work potentially results in less time for study, it has been found by some to have a positive effect on time management skills for both secondary and tertiary students (Marshall et al, 1997; McInnis and Hartley, 2002; McKechnie, et al, 1996; Mortimer and Johnson, 1998). Students learn to manage their time better so that they can allocate time for attending university, study and work as well as recreation time. Some students involved in previous studies also mentioned that work provided time to unwind from study and is a source of social activity (McInnis and Hartley, 2002; Ruscoe et al, 1996).

Very few studies in Australia have looked at the effect that part-time work has on university students' study time. McInnis and Hartley (2002) and Long and Hayden (2001) are the two

major studies that look at this area, with Tchen et al (2001) only briefly mentioning it when considering first year osteopathic students at Victoria University. The study by Long and Hayden in 2001 found that, on average, participants worked 14.5 hours week, 19.7% of participants sometimes missed classes for work, students who worked more hours were more likely to miss more classes, and 11.1% of their respondents recorded that work had a large adverse effect on their academic studies. It was also noted that some respondents chose to work fewer hours in anticipation that work would impact on their studies.

The respondents in McInnis and Hartley's study, published in 2002, worked on average 14.7 hours a week and had course contact hours which varied between 13.0 hours to 23.3 hours a week, 13% of respondents frequently missed tutorials for work, and 36% felt ok about missing tutes, 41% agreed that work got in the way of their study, and 63% felt overwhelmed by all their commitments.

Fewer researchers have considered the situation for all year levels of students in an intensive program of study. This study focussed on the students from each year of the five year Osteopathic medicine course. The Victoria University Osteopathy course is divided into a three year Bachelor (undergraduate) course and two year Masters course (postgraduate). Unlike most Masters courses that involve research leading to a postgraduate degree, the Masters of Clinical Sciences (osteopathy) involves both coursework/ lectures and a research component. While fifth year students have recently become eligible to obtain "Newstart allowance" and some students in the undergraduate course can obtain "Youth allowance", fourth year Masters students are ineligible for any government financial support and they rely heavily on paid work or financial support from family and partners.

The range of contact hours for the undergraduate course is from 22-25 hours per week and for postgraduates an average of 23 hours per week, for 24 weeks. For all second through to fifth years they are required in clinic over the exam periods and also spend an extra five weeks in clinic during the summer holidays. So in comparison with most other university students there is much less time available to earn necessary funds.

This research was interested in both factual elements of the student's work experiences including how many hours were worked, how many hours each week were spent studying and what type of work was undertaken, as well as the students' perceptions of the impacts and effects of their work. Furthermore, a comparison was made for all answers between the undergraduate and postgraduate responses to explore whether there were any significant differences between the two groups. This was of interest in light of the recent availability of the "Newstart" allowance to fifth year students.

While there are similar contact hours per week for the undergraduate and postgraduate years, there are some possibly significant differences, including greater self-directed learning opportunities in the Masters component and greater possibilities of working at more highly paid work. The researchers were interested in whether there was any discernible difference between students in the two levels of the course.

### **Methods**

A descriptive questionnaire was produced covering the type of job, number of hours worked per week, when the hours occurred in the week, the number of contact university hours per week, average number of study hours per week, expenses faced, whether the students received government support and what year level the student was in (Appendix B). The questions were adapted from the questionnaires used by Long and Hayden (2001) and McInnis and Hartley (2002). Questions regarding whether the participants perceived that their employment affected their study, missed lectures, felt overwhelmed or had difficulties with coping with all their responsibilities were all answered using Likert scale questions. Participants were also asked to further explain their responses to these Likert questions, therefore providing qualitative information.

### **Procedure**

Each year level was approached as a group and was informed about what the study comprised. Participation was entirely voluntary as questionnaires were left in the classroom for interested participants to take. To retain participant confidentiality, all questionnaires were recorded using numerical coding and no personal identifiers were used.

### **Statistics**

All Likert scale and quantitative questions were tabulated for each year level, using Microsoft word and Microsoft excel and data analysed using "SPSS- Analysis without anguish, version 11.0 for windows".

#### *Independent t-tests*

Independent t-tests were used to compare the information from the two groups - namely the undergraduates, first – third years, with the postgraduates, the fourth and fifth years.

Percentages were calculated and recorded in tables using Microsoft excel.

Qualitative data analysis involved identifying and coding common themes with the aid of Microsoft word.

## Results

Of the 100 questionnaires handed out, 70 were returned, giving a 70% return rate. Of the 70 participants, 16 males and 54 females completed the questionnaire. In total, 39 participants (55.7%) were undergraduate students and the remaining 31 participants (44.3%) being postgraduate/Masters students.

In the following tables, all results are expressed as percentages of the total respondent population.

As demonstrated in Table 1, 34.2% of participants worked between 10-15 hours each week. Only two participants worked over 40 hours a week, with one working over 50 hours during the semester breaks. A 2-tailed significance value of  $p=.097$  ( $p>.05$ ) indicated that the hours worked by both undergraduate and postgraduate students were not significantly different, although a greater percentage of postgraduates worked between 15-25 hours and a greater percentage of undergraduates worked between 0-10 hours a week.

Tables 2 and 3 demonstrate that the range of hours of study for all participants was between zero and five hours a night, and the range of nights was zero to six nights a week. One participant from third and another from fourth year reported no study during the week and one fifth year participant stated that they studied between zero and one hour a night.

Table 4 demonstrates that 4.2% of the participants could not decide whether work impacted on their study. Of the remaining participants, 24.4% strongly agreed, 55.8% agreed and 15.8% disagreed that their employment had an effect on their study. Comparing the answers between undergraduate and postgraduate students, a small significant difference was supported by  $p=.031$ . More postgraduate participants strongly agreed (17.2% compared to 7.2%), more undergraduates agreed (34.3% compared to 21.5%) and more undergraduates disagreed (11.5% compared to 4.3%).

As demonstrated in Table 5, a total of 75.7% of participants believed that work did reduce their study hours and the remaining 24.3% did not.

Table 6 demonstrates that 30.1% of participants disagreed, 42.9% agreed and 12.8% strongly agreed that employment got in the way of their academic work. The remaining 14.2% could not decide whether paid work affected their academic work. The 2-tailed significance value of  $p=.002$  ( $p<.05$ ) indicates that there was a significant difference between the beliefs of the

undergraduate and postgraduate students. Of the undergraduate participants, 21.4% either strongly agreed or agreed compared to 34.3% of the postgraduate participants (Table 6).

Overall 47.2% of the participants did not miss lectures or tutorials, 20% rarely missed tutorials or lectures and 32.8% sometimes missed lectures and tutorials as demonstrated in Table 7.

When comparing the differences between the undergraduate and postgraduate participants, the 2-tailed significance value of  $p=.000$  ( $p<.05$ ) indicated that there was a significant difference with postgraduate participants tending to miss classes and tutes more frequently than their undergraduate counterparts.

There was only one participant who strongly agreed to having difficulties coping with both work and study. Of the remaining sixty-nine participants, 39.9% agreed, 35.7% disagreed, 14.4% strongly disagreed, and 21.4% could not decide whether they had difficulties with coping with both their study and work commitments, as demonstrated by Table 8. The 2-tailed significance value of  $p=.498$  ( $p>.05$ ) indicates there was no significant difference between postgraduate and undergraduate participants.

As observed in Table 9, when asked whether participants felt overwhelmed by their work and study commitments, 10.1% strongly agreed, 27.1% agreed, 40% disagreed and 22.9% could not decide whether they felt overwhelmed by their work and study commitments. With a 2-tailed significance value of  $p=.110$  ( $p>.05$ ) there was no significant difference between the postgraduate and undergraduate participants as to whether they felt overwhelmed by their study and work commitments. A greater percentage of postgraduates agreed to feeling overwhelmed, and a smaller percentage of undergraduates disagreed. A greater percentage of undergraduates were indecisive compared to the postgraduates.

As observed in Table 10, the reason why participants worked was so that they could afford the following expenses:

- 60 (85.7%) to pay for leisure/social activities
- 58 clothes (82.8%)
- 52 transport (74.3%)
- 51 university requirements (72.9%)
- 43 pay unspecified bills (61.4%)
- 33 for groceries (47.2%)
- 29 car costs (41.4%)



- 24 rent/board (34.3%)
- 10 other (14.3%).

“Other” expenses included uniforms or supplies required for work or saving for holidays. Noticeable differences were found in paying rent, paying unspecified bills and for groceries with a greater number of postgraduates’ spending money on these than undergraduates.

Table 11 demonstrates that the health/leisure industry was the most popular industry to work in with 60% of participants being employed in this area. The retail industry and sporting clubs (mainly local football teams) were the next most popular industries with 36% and 35.7% of participants employed in these areas respectively.

Of the remaining participants, 32.9% worked in the hospitality field and 4.2% in the “other” category where some examples included pharmacy, social services and a fruit picker. Jobs that were included as either in the leisure or health industry were massage therapists, gym/personal instructors and aquatic teachers. A greater percentage of postgraduates worked in the health/leisure industry than undergraduates, with an equal percentage of both groups being employed in sporting clubs.

While most participants lived at home (55.7%) there was a slightly greater percentage living away from home in the later years (Table 12). When comparing the living arrangements between the undergraduate and postgraduate students, the significant two-tail value was  $p=.478$  ( $p>.05$ ) so there was no significant difference in living arrangements between the two groups of students.

Table 13 shows the different sources of income of the participants. Twenty participants obtained government support, 37 obtained support from their families, two from their partners, and naturally all 70 participants received income from their employment, and one participant had a student loan. As shown in Table 13, a slightly greater number of undergraduates received financial support from family compared to postgraduates, most likely due to more of them living at home.

In further analysis of comments, it was found that most students who did not get government support received some sort of income from their parents. One participant did not receive any family support. Of the 20 participants who received government financial support, eight undergraduate participants received Youth Allowance, one undergraduate had a Low Income Earners Health Care Card and eleven Postgraduate participants received Newstart Allowance.

## **Discussion**

This study found significant differences between undergraduate and postgraduate participants with the latter reporting a higher number of lectures and tutorials missed, a higher number of jobs held and a small statistical significant difference in their perceived opinion as to the impact of work on study. There were no significant differences between the two groups regarding the average hours worked, ability to cope, feeling overwhelmed and their living arrangements.

More than one third (34.2%) of all participants in this study worked between 10-15 hours per week, similar to findings in earlier studies by Long and Hayden (2001), McInnis and Hartley (2002) and Tchen et al (2001), where 14.5 was the average number of hours worked per week. What is interesting is that although postgraduate participants report having more individual jobs than undergraduates (14.2% postgraduates having three jobs, compared to 4.3% of undergraduates), the number of hours worked by both groups are similar. This similarity of hours worked may be due to more undergraduate participants working in the retail and hospitality industries, which tend to have longer shifts, compared to the times involved in work in a sporting club or the health industry. A higher percentage of postgraduate participants worked in these shorter-duration workplaces so they may need to work in a greater number of workplaces to achieve the same total. Another difference in hours was at either extreme of the range. More undergraduate participants worked between 0-5 hours (10%) compared to postgraduates (0%) and more postgraduate participants worked between 15-25 hours (20%) compared to undergraduates (7.2%).

The greater percentage of postgraduates working 15-25 hours per week may explain why a greater percentage of postgraduates strongly agreed that they perceived work impacted on their study (17.2% compared to 7.2%). It could also help to explain why a greater percentage of postgraduates reported feeling overwhelmed (24.3% compared to 12.9%), and believed that their employment got in the way of their study (34.3% compared to 21.4%).

Unlike many courses where university contact hours can vary on average from 12.7 hours to 23 hours (McInnis & Hartley, 2002; Applegate & Daly, 2003), the osteopathic course involves at least 25 contact hours a week and an additional shift in the student clinic each week. The number of university contact hours for undergraduates' range from 22 hours a week to 25 hours a week. The average academic contact hours for postgraduates are 23 hours per week. As well as the academic contact hours, second years have three hours a week in student clinic over the eight week-long mid-year break, and an extra five weeks during the

summer break, while students in the third to fifth years attend for six hours a week over the mid-year break and for an extra five weeks over the summer break.

All students must achieve a 90% attendance rate for all compulsory classes. In fifth year, however, the numbers of compulsory classes are reduced and “self-directed learning” time for several subjects is scheduled instead. This may be another reason, apart from their paid employment, for the higher percentage of fifth years reporting an increased incidence of missed tutorials and lectures compared to the undergraduate participants as demonstrated in Table 7.

When comparing this study’s participants with previous studies on the question of missed classes, the osteopathic population were slightly more inclined to miss classes when compared to studies by Applegate and Daly (2003), Ford et al (1995) and McInnis and Hartley (2002). However, when comparing the course contact hours of all the studies, osteopathic students had greater number of hours, an average of 25 hours per week compared to the other studies which reported a range of 12.7 hours a week to 23.3 hours a week. When asked for the reasons participants did, or did not miss classes, the first year participants claimed that they “would not miss lectures due to paid work”. As their seniority increased, students were more inclined to miss lectures or tutorials they felt “would not help them” or “were easy to make up”. Several postgraduate participants reported that if they were asked to work, they “would generally not think twice” as they needed the money to live and study, and would therefore miss lectures to do so.

In response to the question of whether work had an impact on their study, differences between undergraduates and postgraduates were noted in three of the categories, which were strongly agree, agree and disagree. In total, a slightly higher percentage of undergraduate participants (41.2%) perceived work to have an impact compared to the postgraduates (38.2%). These results are somewhat higher than those respondents in Long and Hayden’s study (2001) where 11.1% reported that their work had a great adverse impact on their university study, but similar to the findings from McInnis and Hartley’s study (2002) whereby 41% agreed that work got in the way of their study.

Participants were also asked if the impact of work was positive or negative. A greater number of participants reported that work had a negative impact on study, with a similar percentage in both undergraduate and postgraduate cohorts, with 34.2% and 32.4% respectively. Those who claimed that the effect was negative reported that there was “not enough time for both study and work” and that “work was time consuming and exhausting and therefore I don’t

feel like studying afterwards". So for these respondents, work took time away from study and increased their fatigue levels and could, for these reasons, be detrimental to studying.

However, some participants perceived that work had a positive effect on their study, as it improved their time management skills and, as reported by one participant, "work makes me study during the week". This was similar to some respondents in studies by McInnis and Hartley's study (2002). It was also noted that work acted as a stress release and time away from study. For those participants who worked in football clubs or as masseurs, it also provided good hands-on experience.

It can be implied that just over half the participants of this study (58.6%) believed they had good time management skills, as they did not feel they had difficulties coping with the combination of work and study. This finding is similar to the previous study by McInnis and Hartley (2002) where participants commented that they had to learn time management skills so they could fit in all that was required of them. Also, some participants in this study claimed that work provided time to unwind from study commitments, which was similar to respondents in McInnis and Hartley's study in 2002.

A significantly greater percentage of postgraduate participants (34.3% compared to 21.4% of the undergraduates) believed that their work got in the way of their study (Table 6).

Participants who described this effect claimed work made them tired and diminished their concentration span and motivation to study, as well as reducing available study time. Taking time away from study was a prominent comment by both undergraduates and postgraduates, but it was mainly undergraduates who reported increased fatigue and lower concentration spans because of their work. These findings compared favourably to those by McInnis and Hartley (2002) where 41% of their respondents said that paid work got in the way of their academic work.

The participants who disagreed that work took time from studying gave several reasons for this:

- They worked fewer hours so that it did not interfere with study,
- They used their time management skills to schedule work around university,
- They worked in a field related to osteopathy, and therefore work helped their study as well as providing a break from their textbooks.

When participants were asked whether they had difficulties combining study and work commitments, or if they felt overwhelmed by it all, there were no significant differences between the undergraduates and postgraduate participants (Tables 8 and 9). However a slightly greater percentage of postgraduates believed they were overwhelmed by their work and study commitments and a slightly higher percentage of undergraduates felt they had difficulties coping.

A common theme amongst all participants was that for several weeks prior to exam period or when several university work requirements were due, their ability to cope with work and study diminished and they felt more overwhelmed by their commitments. Similar to the comments from participants who disagreed that work took time away from study, four participants commented that they had given up one of their jobs, or cut back on work hours in order for them to cope. This was also similar to some respondents in Long and Hayden's study (2001) where participants reported that they chose to work less in anticipation that work would affect their study.

One interesting point that participants mentioned was the variable definition of study. Several participants explained that they would complete university requirements or tutorial questions each night, but preparing for exams was mainly left to swot vac period.

Although there was no significant difference between the reported living arrangements of undergraduate and postgraduate participants, it could be noted from Table 12 that a greater percentage of undergraduates lived at home when compared to postgraduates. This could support results in Table 10 where a smaller number of undergraduates reported having to pay for rent, bills and groceries compared to the postgraduate participants. It was interesting to note some participants in Table 13 did not report receiving any financial support from their parents, despite living at home rent-free and not contributing to household expenses. Some participants who lived with parents, rent free, did however contribute to household expenses.

Forty-three participants reported paying unspecified bills, namely for mobile phones, as well as rent, rates, water, electricity and gas for those who lived away from home. It was also noted that some participants living away from home did not pay rent, suggesting that parents financially assisted with rent.

It is important to consider that the sample size ( $n=70$ ) of this study only represented approximately one-third of the osteopathic student population at Victoria University and may not be an exact representation of the student population.

At present there are 136 students enrolled in the Osteopathic undergraduate course and 90 students in the postgraduate course. This study included 39 undergraduate participants and 31 postgraduate participants. Therefore, this study's population represents approximately 34.4% of the postgraduate course and approximately 28.6% of the undergraduate course.

Furthermore the perceptions of the students, while meaningful are obviously not objective.

Further data collection, regarding the effect that employment has on average grades, as well as a greater sample population, could help to further analyse the influence that employment has on osteopathic students' study habits and performance in order to help students achieve their greatest potential. Further questioning regarding the distance travelled to university and the mode of transport should also be addressed, as both can also impede on the time available for study.

University faculties know that practical experience is important in gaining future employment and therefore should encourage students to seek employment in fields related to their course so that skills and knowledge can be transferred between employment and education. In the case of osteopathy, such jobs would include sports trainers for local sporting teams, masseurs or receptionist for a medical or osteopathic clinic.

### **Conclusions**

From the sample population, it can be concluded that on average an osteopathic student works between 10-15 hours a week and studies between one-and-half to two hours a night, three to four nights a week. All participants agreed that their employment reduced the number of hours available to study.

When exploring the possibility of differences in opinions between undergraduates and postgraduates, significant differences were found with regard to missing tutorials, the number of jobs held and the perceived impact that work had on study. There were no significant differences between the undergraduate and postgraduate participants with regard to average number of hours worked, ability to cope, feeling overwhelmed or living arrangements.

The postgraduate participants were more likely to miss lectures, to work in the health and leisure industry and to work between 15-25 hours a week. The large number of hours worked in a week by postgraduate participants could explain why they strongly believed that their employment got in the way of their study.

With regard to feeling overwhelmed or having difficulties coping with work and study commitments, responses were relatively evenly distributed between agreeing and disagreeing, with no significant differences reported between undergraduate and postgraduate participants. It was found that in those who reported feeling overwhelmed or who struggled to cope, the feeling was based on their fatigue levels and study load. Participants noted that for several weeks leading up to and during the exam period, their ability to cope diminished and the feeling of being overwhelmed was more noticeable compared to earlier on in the semester.

Although employment provides students with both income and practical experience within the work force, it is also important to acknowledge and address the impact that employment has on study habits and grades so that students are able to reach their full potential. The implication for the osteopathic course is that the university faculty should help encourage students to find casual or part-time jobs working in fields related to osteopathy in order to provide the income that students require as well as providing valuable hands on experience.

## References

Applegate, C and Daly, A, (2003) 'The impact of paid work on the academic performance of students at the university of Canberra: a preliminary analysis. Division of Business Law and Information Sciences, University of Canberra

Ford, J. Bosworth, D. and Wilson, R, (1995) 'Part-time work and full-time higher education', *Studies in Higher Education*, **20** (2); pp187-202

Long, M and Hayden, M. (2001), *Paying their way: A survey of Australian undergraduate university student finances*. Australian Vice Chancellors Committee

Marshall, J., (1997) 'Teen jobs: How much is too much?', *Christian Science Monitor*, **89** (250); pp 10- 14

McInnis, C. and Hartley, R., (2002), ' Managing study and work: The impact of full-time study and paid work on the undergraduate experience in Australian universities', Department of Education, Science and Training.

McKechnie, J., Lindsay, S., (1996), 'Adolescents' perceptions of the role of part-time work', *Adolescence*, **31** (121); pp193-202

Mortimer, J. and Johnson, M.K, (1998), 'Adolescents' part-time work and educational achievement', In: *The Adolescent years: Social influences and educational challenges: Ninety-seventh year book of the national society for the study of education, Part 1*, Eds: Borman, K., Schneider, B; pp 183-206

Ruscoe, G., Morgan, J.C. and Peebles, C., (1996), 'Students who work', *Adolescence*, **31** (123); pp 621-632

Singh, K., (1998), 'Part-time employment in high school and its effect on academic achievement' *Journal of Educational Research*, **91** (3); pp 131-140

Tchen, G., Carter, A., Gibbons, P., (2001), 'What is the relationship between indicators of stress and academic performance in first year university students? A prospective study' *Journal of Institutional Research*, **10** (2); pp 1-12

145



**Table 1: Number of hours of work per week (N=70)**

	Undergraduates	Postgraduates
0-5 hours	10%	0%
5-10 hours	20%	8.6%
10-15 hours	17.1%	17.1%
15-25 hours	7.2%	20%
>40 hours	2.8%	0%

**Table 2 Average Hours of study a night**

1 <sup>st</sup> year	2nd year	3rd year	4th year	5th year
2hrs	2hrs	2hrs	1hr 45min	1hr 30min

**Table 3: Average Number of nights study per week**

1 <sup>st</sup> year	2nd year	3rd year	4th year	5th year
4	4	3-4	3-4	3-4

**Table 4: Perceived opinion that work has on impact on study (N=70)**

	Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
Undergraduates	7.2%	34.3%	2.8%	11.5%	0%
Postgraduates	17.2%	21.5%	1.4%	4.3%	0%

**Table 5: Work reduces study hours. (N=70)**

	Undergraduates	Postgraduates
Yes	38.6%	37.1%
No	17.1%	7.2%

**Table 6: Believe that paid work gets in the way of academic work. (N=70)**

	Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
Undergraduates	4.2%	17.2%	11.4%	22.9%	0%
Postgraduates	8.6%	25.7%	2.8%	7.2%	0%

**Table 7: Miss lectures/tutes regularly. (N=70)**

	No	Rarely	Sometimes	Frequently
Undergraduates	40.1%	5.8%	10%	0%
Postgraduates	7.1%	14.2%	22.8%	0%

**Table 8: Difficulties with coping with both work and study commitments (N=70)**

	Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
Undergraduates	0%	22.8%	8.6%	24.3%	0%
Postgraduates	1.4%	17.1%	12.8%	11.4%	1.4%



**Table 9: Feel overwhelmed by work and study commitments. (N=70)**

	Strongly Agree	Agree	Can't decide	Disagree	Strongly Disagree
Undergraduates	4.3%	8.6%	18.6%	24.3%	0%
Postgraduates	5.8%	18.5%	4.3%	15.7%	0%

**Table 10: Purpose for working (N=70)**

	Undergraduates	Postgraduates
Rent/board	9	15
Pay Bills	18	25
Car finances	12	17
Clothes	31	27
Groceries	11	22
Transport	26	26
Leisure/Social activities	31	29
University Supplies	24	27
Other	4	6

**Table 11: Work industry (N=70)**

	Undergraduates	Postgraduates
Health/Leisure	15.8%	44.2%
Retail	21.7%	14.3%
Sporting Club	18.6%	17.1%
Hospitality	21.5%	11.4%
Other	1.4%	2.8%

**Table 12: Living arrangements (N=70)**

	Undergraduates	Postgraduates
Living at home	34.3%	21.4%
Living away from home	21.2%	22.7%

**Table 13: Source of Income (N=70)**

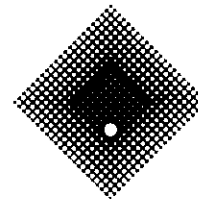
	Undergraduates	Postgraduates
Government support	9	11
Family	23	14
Partner	1	1
Employment	39	31
Student loan	1	0

**Victoria University of Technology**

PO Box 14428  
Melbourne City  
MC 8001 Australia

Telephone:  
(03) 9688 4000  
Facsimile:  
(03) 9689 4069

**VICTORIA  
UNIVERSITY**



OF  
TECHNOLOGY

**APPENDIX A**

**Participant Information Form**

The aim of this study is to determine the impact that part-time work has on academic outcomes of students in Bachelor of Science – Clinical Science and Master of Health Science- Osteopathy at Victoria University.

To participate in this study, you are required to fill in a questionnaire covering the type of job, number of hours worked per week, the number of contact university hours per week, average income and expenses faced. The questionnaire will take approximately 15 minutes to complete.

The potential risks with this procedure are that you

- may feel uncomfortable in disclosing your financial circumstances or
- may be concerned that academic staff could hold your work hours against you.

If at any time you feel uncomfortable with answering the questionnaire, you may stop filling in the questionnaire and withdraw from the study without any adverse effect.

There will be no respondent identifiers on the questionnaires in order to maintain confidentiality and therefore no one, including academic staff, can know who answered and what their responses were. If any adverse events are to occur after filling in the questionnaire, the service of a psychologist will be made available to you.

The potential outcomes of this research are that data about the effects of part-time work has on study may be helpful for future 4<sup>th</sup> and 5<sup>th</sup> year osteopathic students being eligible for government financial support.

The questionnaires will be held for a period of 5 years in a locked filing cabinet in Dr Carter's office.

Any queries about your participation in this project may be directed to Annie Carter (Ph: 9248 1081). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University, P.O.Box 14428 MC, Melbourne, 8001 (pH: 03 9688 4710).

## APPENDIX B

### Personal Details:

D.O.B: \_\_\_\_\_

Gender:        M                           F

What Year level are you in:

- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>
- 4<sup>th</sup>
- 5<sup>th</sup>

### Living arrangements:

- Living with parents
- Living with partner
- Renting alone
- Renting with others
- Student accommodation

Do you receive any financial support from the government?

- Yes     No
- Austudy
- Youth allowance
- Abstudy
- Newstart
- Other

If no, why weren't you eligible to receive government assistance?

---

---

---

---

### Income Details

What are your sources of income? (tick all that are applicable)

- Government support
- Financial support from family.
- Financial support from partner.
- Employment
- Student loan
- Other

### Employment Details

Do you work:

- Casual
- Part-time
- Full -time

How many jobs do you hold? \_\_\_\_\_

**What industry do you work in?**

JOB 1:

- Leisure industry
- Health industry
- Retail
- Sporting club
- Hospitality

JOB 2:

- Leisure industry
- Health industry
- Retail
- Sporting club
- Hospitality

JOB 3:

- Leisure industry
- Health industry
- Retail
- Sporting club
- Hospitality

**How many hours a week do you work?**

- 0-5 hours
- 5-10 hours
- 10-15 hours
- 15-25 hours

**On average how much do you earn a week?** \_\_\_\_\_

**What was your purpose for working? (Tick all that are applicable)**

- |  |   |
|--|---|
| <input type="checkbox"/> Pay rent/ board | <input type="checkbox"/> Transport                  |
| <input type="checkbox"/> Pay bills       | <input type="checkbox"/> Leisure/ social activities |
| <input type="checkbox"/> Car finances    | <input type="checkbox"/> University supplies        |
| <input type="checkbox"/> Clothes         | <input type="checkbox"/> Other                      |
| <input type="checkbox"/> Groceries       |   |

**Do you work mainly**

- During semester                       During semester break                       Both

**When during the week do you work? (Tick all that are applicable)**

- |   |   |
|---|---|
| <input type="checkbox"/> Week day mornings  | <input type="checkbox"/> Weekend morning    |
| <input type="checkbox"/> Week day afternoon | <input type="checkbox"/> Weekend afternoons |
| <input type="checkbox"/> Week nights        | <input type="checkbox"/> Weekend nights     |

**Are you able to shuffle work hours around?**

- Yes    No

Course Details

**Did you start this course as a:**

- School leaver
- Delayed entry
- Mature age student (25 years of age and over)

**What was your TER/ ENTER score?** \_\_\_\_\_

**On average how many hours a night do you study?**

---

**How many nights a week do you study?**

---



**You perceive that your paid employment has an affect on your study.**

Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree
1	2	3	4	5

**Is the effect:**

Positive?  Negative?

**Explain:**

---

---

---

---

**Do you feel that your working hours reduce your number of study hours?**

Yes  No

**Explain:**

---

---

---

---

**You feel that your paid work gets in the way of your academic work.**

Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree
1	2	3	4	5

**Explain:**

---

---

---

---

**You miss classes/lectures/tutorials to attend paid employment.**

No	Rarely	Sometimes	Frequently
1	2	3	4

**How do you feel about missing classes/lectures due to work?**

---

---

---

---

**You choose which tute groups you attend based on your paid employment.**

No	Rarely	Sometimes	Frequently
1	2	3	4

**You have a strong desire to do well with all your subjects.**

Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree
1	2	3	4	5

**Do you feel that you have good time-management skills? Explain.**

---

---

---

**You have difficulties with coping with both work and study commitments.**

Strongly Agree 1	Agree 2	Can't Decide 3	Disagree 4	Strongly Disagree 5
------------------------	------------	----------------------	---------------	---------------------------

**Explain:**

---

---

---

**You feel overwhelmed by your work and study commitments.**

Strongly Agree 1	Agree 2	Can't Decide 3	Disagree 4	Strongly Disagree 5
------------------------	------------	----------------------	---------------	---------------------------

**Explain:**

---

---

---

**You feel that you have enough time for leisure activities.**

Strongly Agree 1	Agree 2	Can't Decide 3	Disagree 4	Strongly Disagree 5
------------------------	------------	----------------------	---------------	---------------------------

**Explain:**

---

---

---

**Thank you for your time.**

## APPENDIX C

	ID	Student	gender	Living	Held	hours
1	1.00	1.00	1.00	1.00	2.00	3.00
2	2.00	1.00	1.00	5.00	1.00	4.00
3	3.00	1.00	1.00	1.00	1.00	2.00
4	4.00	1.00	1.00	1.00	1.00	2.00
5	5.00	1.00	2.00	1.00	1.00	3.00
6	6.00	1.00	2.00	1.00	2.00	2.00
7	7.00	1.00	1.00	1.00	1.00	1.00
8	8.00	1.00	1.00	4.00	2.00	4.00
9	9.00	1.00	1.00	2.00	1.00	1.00
10	10.00	1.00	1.00	1.00	1.00	1.00
11	11.00	1.00	1.00	1.00	1.00	2.00
12	12.00	1.00	1.00	5.00	1.00	9.00
13	13.00	1.00	2.00	1.00	3.00	2.00
14	14.00	1.00	1.00	4.00	2.00	1.00
15	15.00	1.00	2.00	1.00	1.00	3.00
16	16.00	1.00	1.00	1.00	1.00	9.00
17	17.00	1.00	2.00	1.00	1.00	2.00
18	18.00	1.00	1.00	1.00	1.00	3.00
19	19.00	1.00	1.00	4.00	1.00	1.00
20	20.00	1.00	1.00	1.00	2.00	3.00
21	21.00	1.00	1.00	1.00	1.00	1.00
22	22.00	1.00	1.00	5.00	2.00	2.00
23	23.00	1.00	1.00	2.00	3.00	2.00
24	24.00	1.00	1.00	1.00	1.00	4.00
25	25.00	1.00	1.00	4.00	1.00	4.00
26	26.00	1.00	1.00	4.00	1.00	2.00
27	27.00	1.00	1.00	1.00	1.00	2.00
28	28.00	1.00	1.00	4.00	1.00	3.00
29	29.00	1.00	2.00	1.00	1.00	4.00
30	30.00	1.00	1.00	1.00	1.00	2.00
31	31.00	1.00	1.00	2.00	2.00	2.00
32	32.00	1.00	1.00	4.00	1.00	3.00
33	33.00	1.00	1.00	1.00	1.00	3.00
34	34.00	1.00	1.00	1.00	2.00	3.00
35	35.00	1.00	1.00	2.00	1.00	2.00
36	36.00	1.00	1.00	4.00	1.00	1.00
37	37.00	1.00	1.00	1.00	1.00	3.00
38	38.00	1.00	1.00	4.00	2.00	3.00
39	39.00	1.00	1.00	1.00	3.00	2.00
40	40.00	2.00	2.00	1.00	1.00	3.00
41	41.00	2.00	1.00	4.00	2.00	4.00
42	42.00	2.00	2.00	1.00	3.00	4.00
43	43.00	2.00	1.00	4.00	3.00	5.00

	Like1	Like2	like3	like6	like7
1	4.00	4.00	1.00	4.00	5.00
2	5.00	5.00	1.00	4.00	4.00
3	4.00	3.00	1.00	2.00	2.00
4	4.00	4.00	1.00	4.00	3.00
5	2.00	2.00	1.00	2.00	2.00
6	4.00	4.00	3.00	4.00	3.00
7	2.00	2.00	1.00	2.00	2.00
8	4.00	4.00	1.00	4.00	3.00
9	5.00	2.00	1.00	2.00	2.00
10	4.00	2.00	1.00	4.00	2.00
11	2.00	2.00	1.00	2.00	3.00
12	4.00	2.00	1.00	2.00	2.00
13	4.00	3.00	1.00	4.00	3.00
14	2.00	2.00	1.00	3.00	2.00
15	4.00	2.00	1.00	3.00	3.00
16	4.00	4.00	1.00	4.00	3.00
17	4.00	4.00	1.00	3.00	4.00
18	4.00	2.00	3.00	2.00	2.00
19	4.00	4.00	1.00	2.00	3.00
20	4.00	3.00	1.00	2.00	4.00
21	4.00	3.00	2.00	2.00	2.00
22	4.00	4.00	1.00	2.00	2.00
23	4.00	2.00	3.00	4.00	2.00
24	4.00	3.00	3.00	4.00	3.00
25	5.00	5.00	2.00	4.00	4.00
26	2.00	2.00	1.00	2.00	4.00
27	3.00	2.00	3.00	4.00	3.00
28	2.00	2.00	3.00	2.00	2.00
29	4.00	4.00	2.00	4.00	5.00
30	3.00	4.00	1.00	2.00	2.00
31	4.00	3.00	1.00	3.00	3.00
32	4.00	4.00	2.00	4.00	3.00
33	4.00	2.00	1.00	4.00	4.00
34	4.00	3.00	1.00	3.00	3.00
35	5.00	4.00	1.00	2.00	4.00
36	2.00	2.00	1.00	2.00	2.00
37	4.00	4.00	1.00	3.00	2.00
38	2.00	2.00	1.00	2.00	2.00
39	5.00	5.00	3.00	4.00	5.00
40	2.00	4.00	3.00	2.00	4.00
41	5.00	4.00	2.00	4.00	4.00
42	5.00	5.00	2.00	4.00	4.00
43	5.00	5.00	3.00	5.00	5.00

	ID	Student	gender	Living	Held	hours
44	44.00	2.00	1.00	4.00	1.00	4.00
45	45.00	2.00	1.00	1.00	1.00	3.00
46	46.00	2.00	2.00	1.00	3.00	3.00
47	47.00	2.00	1.00	1.00	3.00	3.00
48	48.00	2.00	1.00	1.00	2.00	4.00
49	49.00	2.00	1.00	4.00	1.00	2.00
50	50.00	2.00	1.00	4.00	2.00	3.00
51	51.00	2.00	1.00	1.00	1.00	4.00
52	52.00	2.00	1.00	1.00	3.00	3.00
53	53.00	2.00	1.00	2.00	2.00	2.00
54	54.00	2.00	2.00	1.00	3.00	2.00
55	55.00	2.00	2.00	4.00	2.00	4.00
56	56.00	2.00	1.00	1.00	2.00	2.00
57	57.00	2.00	1.00	1.00	2.00	3.00
58	58.00	2.00	1.00	4.00	3.00	4.00
59	59.00	2.00	1.00	3.00	1.00	3.00
60	60.00	2.00	1.00	1.00	2.00	4.00
61	61.00	2.00	2.00	4.00	1.00	3.00
62	62.00	2.00	1.00	4.00	3.00	4.00
63	63.00	2.00	1.00	3.00	3.00	4.00
64	64.00	2.00	1.00	4.00	2.00	4.00
65	65.00	2.00	2.00	4.00	3.00	4.00
66	66.00	2.00	2.00	4.00	1.00	3.00
67	67.00	2.00	2.00	1.00	1.00	2.00
68	68.00	2.00	1.00	2.00	1.00	4.00
69	69.00	2.00	2.00	1.00	2.00	3.00
70	70.00	2.00	1.00	1.00	2.00	2.00

	Like1	Like2	like3	like6	like7
44	5.00	4.00	3.00	4.00	4.00
45	4.00	4.00	2.00	2.00	4.00
46	4.00	3.00	1.00	3.00	4.00
47	4.00	2.00	3.00	2.00	2.00
48	2.00	2.00	1.00	2.00	2.00
49	4.00	2.00	1.00	2.00	2.00
50	5.00	5.00	3.00	4.00	5.00
51	4.00	4.00	2.00	3.00	4.00
52	5.00	4.00	1.00	3.00	3.00
53	4.00	5.00	2.00	3.00	4.00
54	3.00	2.00	1.00	2.00	2.00
55	4.00	4.00	3.00	3.00	2.00
56	4.00	4.00	2.00	2.00	2.00
57	4.00	4.00	3.00	4.00	4.00
58	5.00	4.00	3.00	3.00	3.00
59	2.00	2.00	3.00	1.00	2.00
60	4.00	4.00	2.00	2.00	2.00
61	4.00	4.00	3.00	4.00	4.00
62	5.00	4.00	3.00	4.00	4.00
63	5.00	5.00	3.00	3.00	3.00
64	5.00	3.00	3.00	3.00	2.00
65	4.00	4.00	3.00	4.00	5.00
66	5.00	5.00	3.00	4.00	2.00
67	4.00	4.00	2.00	4.00	4.00
68	4.00	4.00	2.00	3.00	4.00
69	5.00	4.00	2.00	4.00	2.00
70	4.00	5.00	3.00	4.00	5.00

T-Test

Group Statistics

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
Living arrangements	undergraduate	39	2.1026	1.50079	.24032
	Postgraduate	31	2.3548	1.42708	.25631

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Living arrangements	.069	.794	-.714	68	.478	-.25227	.35341	-.95749	.45294
			-.718	65.790	.475	-.25227	.35135	-.95381	.44926

T-Test

Group Statistics

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
Jobs held	undergraduate	39	1.3846	.63310	.10138
	Postgraduate	31	2.0000	.81650	.14665

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Jobs held	1.322	.254	-3.553	68	.001	-.61538	.17320	-.96100	-.26977
			-3.452	55.515	.001	-.61538	.17828	-.97258	-.25818

**T-Test**

**Group Statistics**

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
difficulties with coping	undergraduate	39	3.0256	.93153	.14916
	Postgraduate	31	2.8710	.95715	.17191

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
difficulties with coping	.274	.603	.682	68	.498	.15467	.22689	Lower	Upper
			.680	63.681	.499	.15467	.22760	-.29807	.60742
								-.30006	.60940

**T-Test**

**Group Statistics**

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
feel overwhelmed	undergraduate	39	3.0769	.95655	.15317
	Postgraduate	31	2.6774	1.10716	.19885

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
feel overwhelmed	3.850	.054	1.619	68	.110	.39950	.24681	Lower	Upper
			1.592	59.597	.117	.39950	.25100	-.09300	.89201
								-.10265	.90166



**T-Test**

**Group Statistics**

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
percieved opinion	undergraduate	39	3.6667	.95513	.15294
	Postgraduate	31	4.1613	.89803	.16129

**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means					95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
percieved opinion	Equal variances assumed	.523	.472	-2.209	68	.031	-.49462	.22387	-.94135	-.04790
	Equal variances not assumed			-2.225	66.048	.029	-.49462	.22228	-.93840	-.05084

**T-Test**

**Group Statistics**

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
you feel that	undergraduate	39	3.0769	1.03580	.16586
	Postgraduate	31	3.8387	.96943	.17411

**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means					95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
you feel that	Equal variances assumed	2.426	.124	-3.144	68	.002	-.76179	.24232	-1.24533	-.27825
	Equal variances not assumed			-3.168	66.148	.002	-.76179	.24047	-1.24188	-.28170

# T-Test

## Group Statistics

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
Hours per week worked	undergraduate	39	2.7179	1.74641	.27965
	Postgraduate	31	3.2903	.82436	.14806

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hours per week worked	3.017	.087	-1.680	68	.097	-.57237	.34065	Lower	Upper
			-1.809	56.651	.076	-.57237	.31643	-1.25212	.10738
								-1.20609	.06134

# T-Test

## Group Statistics

	Postgrad or undergrad	N	Mean	Std. Deviation	Std. Error Mean
miss lecutres undergraduate		39	1.4615	.78961	.12644
Postgraduate		31	2.3548	.75491	.13559

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
miss lecutres									
Equal variances assumed	.001	.972	-4.793	68	.000	-.89330	.18636	-1.26518	-.52142
Equal variances not assumed			-4.818	65.662	.000	-.89330	.18539	-1.26348	-.52312

## APPENDIX E

### Impact work has on study

#### 1<sup>st</sup> years

"Not sure, I need the money but don't have time to work so it is a bit of both"

"-ve impact, takes uptime on w/ends therefore can't use that time to study"

"-ve effect: I work Sundays and have commitment on Saturdays, therefore I have hardly any time on w/ends to study"

"+ve, makes me do work during the week"

"-ve, not enough time for both study and work"

"+ve, at this time of the year it is good to have a regular flow of money although closer to exams it may have some affects on my study which would be would become negative"

"-ve effect, I think that it is very time consuming and also exhausting. It does leave a lot less time for study and often quite tired."

"+ve effect, because I work as a health care practitioner"

"-ve effect as working takes up study time, I feel tired after work therefore can't study"

"+ve effect, only work 1 day a week therefore doesn't put pressure on study hours and gives just enough money in pocket for lunches, leisure etc.

"+ve effect, I can afford to be at uni

#### 2<sup>nd</sup> years

"-ve effect, It is hard to juggle both during exam. Work drains energy, generally write off rest o the day."

"+ve effect. If I know I have to work my organisation to study is better. Sometimes work is a good break from study especially during swot vac."

"-ve effect as it takes time away from study, relaxing and sometimes effects sleep"

"+ve effect: \$\$ for books to study and beer to keep me motivated"

"-ve effect: takes time away from studying"

"-ve effect: takes time from studying, mainly from being tired after work"

"-ve effect: don't feel like studying when I finish work as I am usually exhausted"

"+ve effect: means I have to be organised about study"

"-ve impact as to tired after work to study"

"-ve impact, more I work, more tired I am, therefore effect study. Tired at uni means I have lower concentration span"

" no impact: only work on Sundays"

"+ve effect: organise my self around work"

#### 3<sup>rd</sup> years

"no effect as I can study whilst I am at work"

"-ve effect late nights at work makes me sleepy at uni"

"Both: +ve because less stress but -ve because takes time away from study"

"Both: work at sports club therefore hands on, but takes up all day Saturday"

"-ve effect" work mostly w/nights, times when I should be studying. I am too tired to study when I get home from work and try to give myself time off to relax and exercise."

"+ve effect: work as sports trainer which is v.good experience"

"-ve effect: takes up time and usually tired after working and don't feel like studying. Just want to relax."

"-ve effect if I didn't have to work and worry about \$\$ and bills I could focus more on study. I did have another job during the week which I quit became I wasn't keeping up with uni work"

"+ve effect: gives me a chance to apply what I am learning at uni (sports trainer)"

"-ve effect: working lots of hours on weekend and w/nights therefore not leaving enough time for study"

"-ve effect: takes time away from study"

“-ve effect: I work all w/end so that leaves no time to study then . I go out in the nights also. Makes me plan better throughout the week”

#### 4th years

“Perceived that employment doesn’t have an effect on study”

“-ve effect: not enough time to study”

“-ve effect: always tired and worried about finances therefore find it hard to study”

“-ve effect: not enough time for study and relaxation”

“-ve effect: takes up the time on my only days off to study leaving less time to study”

“-ve effect: less time therefore no so willing to spend time studying”

“+ve effect: being able to balance work and study allowing me to be more organised and efficient”

“Perceive no effect: If I have lots of exams, can work less/”

“+ve effect: hands on experience as work as a sports trainer.”

“-ve effect: the more I work, the less I can study, but the less I work, the less money I have therefore increase stress”

“ -ve effect: don’t allow as much time to study but with out paid employment I wouldn’t be studying”

“-ve effect as it decreases the time allowed to study”

“-ve effect found it very difficult in 1-3<sup>rd</sup> years when I was paying rent, bills, food and trying to cope with study load. Domestic duties take up a lot of time!”

#### 5<sup>th</sup> years

+ve effect: study has give the ability to work in a certain job”

“Both: 1 job gives me good experience but the number of hours means I don’t have much time to study”

“+Ve because I am working on treating skills at sports club”

“-ve if I didn’t have to work, I would have more time to study and would feel less tired all the time”

“-ve I can’t study because I am working so much so I can pay my bills”

“+ve, as it teaches time management

“-ve, working takes away studying time”

“-ve, lack of time to study, extra stress about organinging shifts and \$\$ worries. I feel it is necessary to do some paid work for experience and T.M.S but it is often difficult to manage”

“-ve effect: no time to study. Study I do complete is for work that is due, not in preparation for exams”

“ -ve effect: working short shifts disrupts study. By the time I get home I am tired and it is late. Working w/ends means I have NO days off and I work all w/end”

“-ve effect: work takes away all free time in which you can study or socialise”

“-ve effect: this year I am working less than previously due to getting newstart, but surviving on less money overall. Can’t spend the time properly to study when have to work more, but can’t live if don’t have the \$\$.

“-ve effect: I feel like I either don’t have the time to study or the energy”

“-ve effect: if I didn’t have to work I could study more”

#### **Does working hours effect study hours?**

##### 1<sup>st</sup> years

“Yes, : I work Sundays and have commitment on Saturdays, therefore I have hardly any time on w/ends to study”

“Yes, if I had less work on w/ends I would do more study

“No, rest on Saturdays anyway”

“No, not at this point. I work Saturday afternoons so I most probably wouldn’t study then”

“Yes. It is time consuming and leaves a lot less time to study”

“No, not at this stage as I am not seeing many patients”

“Yes, takes up study time “

"No, as I only work one day a week"

"No, I work Sundays and everyday of the holidays it ha little effect on uni"

#### 2<sup>nd</sup> years

"tiredness leads to sleep not study"

"yes but probably for the best"

"yes, apart from taking hrs away from study, can feel tired after work, so can't study straight after work whilst recovering"

"Yes, working all weekend therefore not a lot of time left to study"

"Yes, sleepy after uni therefore don't do much study, work Sundays so don't really get much work done at all"

"No, I work around it"

"Yes, tried from work and also can't study at work"

"Yes, don't fell like studying when I finish work as am usually exhausted"

"No, I mostly work w/end mornings when I wouldn't be studying anyway"

"Yes, I prefer to sleep than to study after work therefore don't study the amount that I should"

"Yes, work takes up most of my w/end therefore can't study then"

"No, work on Sunday, I wouldn't normally study then anyway"

"No, if I wasn't at work I'd probably find something other to do than study"

#### 3<sup>rd</sup> years

" I wouldn't be studying all the time anyway"

"Yes, as I can't study at work"

"Yes, time away from study"

"Yes, can't study on Saturdays"

:"Yes, if I didn't have to work, there would be ore time to study"

"Yes, training 2 nights a week and all day Saturday also makes me tired so not motivated to study"

"Yes, usually tired after working and been at uni all week, therefore don't feel like studying when I get home"

"Yes, because I work during the day Saturday, it kills the rest of the day for study"

"No it is a morning job on Saturdays, if I wasn't working I would be sleeping"

"yes, can only work w/ends due to uni timetable so that means there isn't much time for studying on the w/end."

"Can't study on weekends"

#### 4<sup>th</sup> years

"Does not reduce study hours"

"Yes, but have to work to live"

"Yes, b/c I Always work"

"Yes, when I am not working, I can't be bothered studying as I feel the need to relax rather than study"

"Yes, I work when I should be studying"

"Working does reduce hours, but more into free time than study time"

"Doesn't decrease study for even if I don't work, I don't necessarily study more"

"No, I study as much as I need. If I wasn't working I wouldn't be studying".

"Yes, takes out w/end study"

"b/c work all night and too tired to study during the day"

"Yes, when working I can't study"

"Definitely, since I met my partner 18 months ago I haven't worked as much. Working at nights certainly cut back hrs I could have been studying"

#### 5<sup>th</sup> years

"doesn't reduce study hours"

"Need more time to study"

"no because I don't study much when I'm not working"  
"Yes, if I didn't have to work, I would have more time to study"  
"Yes, work takes up hours to study"  
"Yes, tired, can't get enough time to do decent amount of study"  
"Yes, all spare time is working instead of studying"  
"Yes, if I'm working I'm not studying"  
"yes, I prefer to study in the a/noon and weekends, which is generally when I work"  
"Yes, when not at uni seem to be at work"  
"Yes, not enough time or not enough energy"  
"Yes, I could study more if I didn't work"

### **Feel that employment gets in the way of academic work**

#### 1<sup>st</sup> Year

"Less time to study on weekends"  
"It's only 1 day a week so it doesn't effect me that much"  
"Only work 4 hours so it doesn't interrupt my study, I have not had any exams or assignments so I can't comment on whether it causes me to get worse marks or not"  
"As it is in a related field it helps my study and I am not working enough hours for it to interfere with study time"  
"Apart from being tired, I actually enjoy my work as it is something outside of uni that can take my mind off uni work"  
"Only work 1 day a week, therefore no pressure of study hours"  
"Only work Sundays therefore little effect on uni"

#### 2<sup>nd</sup> Year

"depends, I don't work enough for it to affect it, if I worked more I would say yes!"  
"no, don't do paid work enough for that to happen"  
"I schedule my work around uni"  
"been working all w/end therefore not a lot of time left for study"  
"Because I can't work and study at the same time and I'm buggered after work"  
"It doesn't really get in the way b/c I make sure they both work around each other"  
"I still complete my assignments on time and pass my exams"  
"Defiantly because I have little time, lower concentration span and less time to relax"  
"Disagree, only work on weekends"  
"Disagree, I decreased my paid work so it wouldn't"

#### 3<sup>rd</sup> Year

"Agree, fatigue due to work"  
"I have to rearrange my working hours during exams and when I have assignments etc. I need the \$ so can't just take shifts off, so I have to rearrange"  
"It does take away from theory study time, but I gain great clinical experience and am practising osteo techniques constantly"  
"IT does get in the way but if I really need to I can get out of work but it puts me in a difficult financial position"  
"Working lots of hours on w/end and w/nights not enough time to put in the work"  
"when you at work you can't study, plus there is added time pressures of trying to cover shifts if you are sick or have too much work to do"  
"I'd like to have a few hours on the weekend to study"  
"I'd like to have a few hours on the weekend to study"

#### 4<sup>th</sup> Year

"Agree, Sometimes miss classes if asked to stay at work longer"  
"Have to work to live, and not enough time to study"  
"Not enough hours in a day"  
"Takes up the time on my only days off to study so no days off during week"

“only work for extra cash, uni is more important. Boss knows uni before work”  
“Disagree, work helps!”  
“Yes, when working can’t study”  
“life has to go on. You can’t live without money but you can live with average marks”  
“I try to reduce hours so increase study hours but then I stress because don’t earn enough money to live”

#### 5<sup>th</sup> Year

“Need more time to study”  
“Only when I’m ultra tired after doing lots of hands on work at footy”  
“agree, takes up time”  
“agree, can have a negative impact if working takes away appropriate sleep and therefore decreases concentration”  
“strongly agree: there are only so many hours in the day and with having to support myself I have to work”  
“can’t decide: I always do my best- I work hard and later to meet deadlines and get good grades”  
“strongly agree, if paid work related to academic work then it is ok, but this rarely happens”  
“agree, feel like financial security out ways academic gain at the moment”  
“agree, I work irregular hours so sometimes have to go to work in between study”

#### **Thoughts about missing classes/lectures:**

##### 1<sup>st</sup> years

“wouldn’t miss class or lectures”  
“I don’t miss lectures due to work”  
“sometimes miss lectures”  
“would never miss lectures, school is put 1<sup>st</sup>”  
“Wouldn’t miss classes”  
“if a job caused me to have to miss classes then I would find another job. Academic work is 1<sup>st</sup> priority over employment”  
“wouldn’t want a job that would make me miss classes”  
“would never miss class 4 work”

##### 2<sup>nd</sup> years

“Would rather loose job than miss lectures”  
“wouldn’t like to miss classes”  
“only miss lectures which I don’t feel help me”  
“Depends on whether you can make them up”  
“Don’t think it is a v.good idea”  
“I don’t like missing them but I get by”  
“feel more obligated to keep emplyer happy. I can catch up most classes but often don’t”  
”don’t like to miss lectures, future is not with part time job”  
“sometimes miss classes which is annoying because sometimes can’t catch up”

##### 3<sup>rd</sup> years

“only miss classes if not too far behind or it is easy to catch up on”  
“Good on public holidays”  
“not good, I need to attend lectures”  
“don’t want to. I have paid fro the classes I don’t want to miss out.  
“not the best. Don’t have to do it too much though luckily.”  
“I don’t think I should have to miss class for work, but my work has not clashed”  
“You shouldn’t have to do that”  
“I feel uni is more important than work so I won’t miss classes to work even though I am often asked to”  
“I never really miss class due to work”



"I avoid doing it but sometimes I need to due to not having any money"  
"Don't do it"

#### 4<sup>th</sup> years

"depends on how important class is"  
"Not wanted"  
"Occasionally have to"  
"Feel guilty but don't have a choice in the matter"  
"just have to do it to fit everything in"  
"Depends on the lecture/class but generally don't like to do it."  
"I wouldn't have been able to have done this in the past, but this I'm finding it's ok"  
"Only if have to fill in for someone (emergency). Also only if it is easy to catch up."  
"I have no choice, I need to work to keep studying"  
"usually in a pressured situation to come in. Don't enjoy doing it"  
"I have only missed 1 compulsory class for paid work."

#### 5<sup>th</sup> years

"not great"  
"keep it to a minimum"  
"feel guilty doing it- don't like to miss class"  
"Sometimes- Hate it because uni is important"  
"Sometimes- I don't mind as I only miss lectures I think are unimportant"  
"Sometimes- no choice"  
"Sometimes- it should not happen, we pay money to study and it should be our priority"  
"Sometimes- don't like it"  
"Sometimes- if I need the money then I generally don't think twice"  
"Sometimes- Ok"  
"Sometimes- if I need the money to live, sometimes if work opportunity arises I have to take it"  
"rarely- not god but to live sometimes has to be done"  
"rarely- I don't do it often if at all"  
"Rarely- I would rather not miss them"

### **Time management Skills**

#### 1<sup>st</sup> years

"not good. Want to relax in free time"  
"do most of my study during week knowing that I work weekends"  
"No. I tend to cram for exams "  
"Organised to work only 1 day a week so could devote time to uni.  
"Not always. Sometimes underestimate the amount of time needed for certain tasks therefore ending up running out of time for other things"  
" ok. Make sure complete required work on time however can procrastinate"  
"No, I waste a lot of time with unproductive study and reading"  
"Not really, have to work hard to understand things and never feel as if I have enough time to study and learn all I need to"  
" Depends on if I am in the might mood/frame of mind as there is lots of study required"  
"Yes, do study before anything else"

#### 2<sup>nd</sup> years

"No, I manage time moderately. I paly football therefore can't have set plan as football work and long uni hours affect me physically and mentally so I study when I can"  
"Tend to pre-organise how and when I will study and for how long. Also organise in leisure time"  
"Yes but feel as if I was more organised whilst I was at school"  
"not really. Tend to leave things to the last min and end up doing all nighters"

"No, I leave things to the last minute"

"Not really, I tend to leave things to the last minute"

"Yes, extremely busy with swimming training, studying and employment therefore I have to be organised"

"Yes, I get most of what I need done in the time I have"

"Yes, manage to get everything done. Often study more efficiently because I am busy"

"fairly good. Still doing well at uni despite other commitments"

"Sort of. Sometimes learn things a little to late"

"Yes but could be better because leave things I don't want to do to last minute"

### 3<sup>rd</sup> years

"Yes, when something is important to me"

"No!! Uni work seems to be postponed and eventually forfeited"/

"Yes, coming from completing a previous course I am well organised."

"Sort of. Hard to fit in time with partner and study"

"Fairly good. Good at organising household chores, work, exercise and uni. Study sometimes misses out"

"Yes. For work requirements that I must do I make sure they get done, but harder to find time for exam study during the semester"

"Great at managing my time, it is just the motivation to study in the time that I have set aside"

"Tend to procrastinate and takes me a long time to get work done"

"Relatively good. Group study helps motivation"

"No, it is too hard because I don't have a constant routine"

"Sometimes, if something comes up on week nights I don't get much work done"

### 4<sup>th</sup> years

"Definitely. Managing uni, work, and social time is a very good effort"

"Would self-destruct if didn't"

"Yes. I try to get up early in the morning to get more done"

"Yes, I manage to juggle work and study as well as a social life most of the time"

"yes, I have to fit everything in and make sure I have time to do all my work"

"no b/c I always feel like I don't have enough time to do everything"

"Yes, I've always balanced work, social, sport and uni. I like to keep busy"

"Not really. Usually leave most study until exams."

"Yes, very good I can manage a good balance between study and work. But no social life involved especially around exams"

"Most of the time, but I can be pretty good at procrastinating. In this course you have to have good T.M.S"

"yes, you have to, to be able to do well. It isn't a choice"

"Yes, I have learnt to be organised regarding study, work, social life, relationship commitments. If I am organised I do not stress."

### 5<sup>th</sup> years

"Not as good as they could be"

"No- I procrastinate! But it is something that I have always struggled with!"

"Yes, to have 2 jobs and do uni you have to!"

"I have to have, but still wish I had more time"

"yes, I know my limits and abilities therefore I know what I can achieve in given amount of time"

"Only when workload/study load isn't too large"

"Mostly. Study probably gets neglected if I am feeling tired or run down, where as I would work part-time job tired or not!"

"Yes, I have to manage it"

"I have developed this as I have had to. I work hard when I need to regardless how tired I am and how much time I have."

"No, I'm too lazy, get distracted easily"

"no, but I am forced to due to having to balance work, study, classes and relaxing time"

"I try but sometimes no I don't"

"Not really. I have always had trouble with time management."

### **Have difficulties with coping with both work and study commitments**

#### 1<sup>st</sup> years

"don't find it difficult to cope with both work and study"

"small work hours therefore easy to cope with both work and study"

"complete the required questions but need more time to go over lectures and do pre-reading"

"would find it difficult if worked more hours"

"just never seems to be enough time in a week to do everything"

"no-problems: do work and study commitments at different times"

#### 2<sup>nd</sup> year

"agree: I would always study over work. Work also affects time doing other activities"

"C/D: sometimes struggle with study because I take so long to do little things"

"C/D: not generally, I usually account for work in regards o when I'm going to study"

"agree: at the moment I would say yes because I am working more than usual and feel I am not doing as much study therefore feeling stressed"

"Disagree: my hours tend to be fairly well spread. I only work one weeknight and w/ends"

"agree: it's hard to make yourself study on the nights you can sometimes. Also come exam time everything gets hectic"

"agree: it depends on the time of year whether I have difficulty balancing both work and study commitments (ie exam period at the moment is difficulties).

"agree: at times I do. This depends on the workload b/c at time workload is at uni and work both increase at the time"

"disagree: don't really work often enough to have an effect "

"agree: I decreased the amount of work I was doing to make more time to study but now I need more work to earn more money"

#### 3<sup>rd</sup> year

"no because I only work 10-15/week"

"Agree: clash with exams, get called into work when I don't want to go due to excessive homework but they (work) doesn't care"

"Disagree: have good time management skills"

"C/D: depends on fatigue levels"

"Agree: study misses out b/c I need the money from work"

"C/D: the work load at uni is pretty full on but I don't think that I'd be able to cope with the much better if I wasn't working"

"Disagree: I did have but then I quit 1 of my jobs because I wasn't getting enough sleep during the week or getting enough uni work done"

"Agree: need to both though"

"Disagree"

"Agree : studying constantly stresses me out and work is usually the first thing that I get rid of, or cover a shift for"

#### 4<sup>th</sup> year

"Disagree: it is ok most of the time"

"Agree: hard to save money- therefore work hard over holidays rather than relaxing"

"agree: need to study more but not enough time"

"disagree: I can cope, it is just difficult and frustrating at times"

"Disagree: heaps of time for both"

"Agree: around exams it gets bad. During semester its ok"

"c/d: in exam time yes, but otherwise not really"

"c/d: other influences also contribute"

"c/d: I wouldn't say that I have difficulties now that I am in 4<sup>th</sup> year. It is much more relaxed. But definitely struggled in earlier years"

#### 5<sup>th</sup> year

"disagree: only when I have lots of assignments etc due at uni"

c/d: I don't think "difficulties" is the right word"

Agree: again, when workload is too large

Agree: finding time to spend a decent amount of time studying is difficult

C/d: I cope because I have to

C/d: as uni demands increase I get stressed and tired. But I cope

Agree: to study more have to work less and therefore stress about money to live. If work more hours have money but stress about study

c/d: it varies on study work load

agree: have responsibilities at work so get stressed when doing both

#### Feel overwhelmed by work and study commitments

##### 1<sup>st</sup> years

disagree: just don't find it overwhelming plus have good time management skills

disagree: at this pint in the year I don't. closer to exams may be different'

c/d: I enjoy the fact that I always have something to do, however I would like some time where I really don't have to do anything"

"Disagree: at this stage it is ok"

"Disagree: I like to have my work as an outlet away from uni. I think it makes life a little more fun and interesting. The more I have to do the better I become at time management"

"c/d: lots of study required"

"disagree: work doesn't com into it. Maybe a little overwhelmed with the amount of study sometimes, but not because of work."

##### 2<sup>nd</sup> years

"c/d: wish I had more time to do both"

"disagree: no managing fine thanks"

"c/d: sometimes it feels too much coping with both, other times it is alright"

"c/d: I try not to but at times I do feel overwhelmed but try really hard no to get stressed by it all and organise my time adequately"

"agree: physiology is the bane of my life"

"Disagree: not overwhelmed by work, but study yes"

"disagree: it is a fine line. If I took on any more I would. Again it is a different story for exams"

"c/d: there is a lot of stress involved when having such a lot of commitments. However the more I have to do, the more gets done"

"agree: at times I do. Especially during the exam period. Where I try to give up work but I still have to support myself"

"agree: study commitments would have no trouble taking up the whole week"

"c/d: sometimes I do but other times I don't"

##### 3<sup>rd</sup> years

"strongly agree: especially at exam time because I can't get work off!"

"disagree: I wouldn't work as much if I was feeling overwhelmed"

"strongly agree: I hate working, I just want to watch more tv"

"disagree: I can manage time"

"c/d: sometimes, definitely towards exam time"

"c/d: not too overwhelmed. Just get a bit concerned about study near exams."

"c/d: more overwhelmed with study commitments than with work"

“agree: I do more so leading up to exams. Usually I have to take a month off work around exam time to study which is difficult financially”

“strongly agree: studying is a constant pressure that is always there”

#### 4<sup>th</sup> years

“agree: school work sometimes gets a bit hectic”

“agree: need to study more but not enough time”

“strongly agree: never have any time to sit and relax”

“agree: sometimes especially if have lots of work at uni to be done”

“disagree: have time for both”

“Strongly agree: only during exams though”

“agree: to some extent it really depends on uni workload and the amount of hours I have to work”

“c/d: only during exams and high work periods”

“agree: yes, I have in the past. Now it is not so bad because I have financial support from my husband”

#### 5<sup>th</sup> years

“disagree: ask me in a couple of months! I have cut down on purpose work hours.”

“agree: especially around exam time”

“c/d: sometimes”

“agree: when workload is too large”

“agree: sometimes, usually stress about not having time to study.

“c/d: there is no point stressing about it, that just makes it worse”

“disagree: it seems to be under control”

“agree: at times I feel like I have a lot on my plate and are envious of those who don't have too work so much”

“disagree: I can handle it

## APPENDIX F

Year	Male	Female	Total
1	2	9	11
2	3	12	15
3	1	12	13
4	3	11	14
5	7	10	17

Year	Returned	% Returned
1	11	
2	15	
3	13	
4	14	
5	17	

	1st year	2nd year	3rd year	4th year	5th year
Living with parents	7	10	7	8	7
Living with partners	1	0	2	1	1
Renting alone	0	0	0	0	2
Renting with others	1	4	4	5	7
Student Village	2	1	0	0	0

### Receiving financial support from the government

	1st year	2nd year	3rd year	4th year	5th year
Yes	1	3*	5	0	11
No	10	11	8	14	6

\* Has low incomer earner health care card

### Types of Government Financial support

	1st year	2nd year	3rd year	4th year	5th year
Ausstudy	0	0	0	0	0
Youth allowance	1	3	5	0	0
Newstart	0	0	0	0	11
Other	0	1*	0	0*	0

\* Low Income Earner Health Care card

\* Masters students are not eligible for Government support

### Source of Income

	1st year	2nd year	3rd year	4th year	5th year
Government support	1	3	5	0	11
From family	7	9	6	8	4
From partner	1	15	1	1	0
Employment	11	0	12	14	16
Student loan	0	1	0	0	0

### Work Type

	1st year	2nd year	3rd year	4th year	5th year
Casual	7	13	12	10	13
Part-time	3	2	11	4	6
Full-time	1	0	0	0	0

### Number of jobs held

	1st year	2nd year	3rd year	4th year	5th year
One	9	10	8	5	5
Two	2	3	4	4	7
Three	0	2	1*	5	5
More	0	0	0	0	0

- 3 different venues, but also plays different roles.
- 

### Work industry

	1st year	2nd year	3rd year	4th year	5th year
Leisure	1	0	2	1	4
Health	2	2	4	11	15
Retail	3	10	2	4	6
Sporting Club	2	6	5	5	7
Hospitality	2	6	7	5	3
Other	1	0	0	1	1

### Number of hours of work per week

	1st year	2nd year	3rd year	4th year	5th year
0-5 hours	3	3	1	0	0
5-10 hours	4	6	4	2	4
10-15 hours	1	4	7	7	5
15-25 hours	2	2	1		8
>40 hours	1	0	1*		0

\* During holidays work over 50 hours week

### Purpose for working

	1st year	2nd year	3rd year	4th year	5th year
Rent/board	1	4	4	5	10
Pay bills	3	7	8	9	16
Car finances	1	5	6	6	11
Clothes	8	13	10	12	15
Groceries	3	3	5	8	14
Transport	6	10	10	11	15
Leisure/social	9	13	9	13	16
University supplies	5	11	8	11	16
Other	3	1	0	2	4

	1st year	2nd year	3rd year	4th year	5th year
During semester	0	0	1	0	0
During Breaks	1	0	0	0	1
Both	10	15	12	14	16

Shift times

	1st year	2nd year	3rd year	4th year	5th year
Weekday mornings	0	3	0	5	3
Weekday afternoons	2	0	0	1	9
Week nights	5	6	6	12	15
Week mornings	8	14	12	8	16
Week afternoons	9	11	10	9	14
Weekend nights	2	5	5	8	2

Ability to shuffle work hours around

	1st year	2nd year	3rd year	4th year	5th year
Yes	6*	9	6	8	10
No	5	6	7	5	6
Yes and No/ Sometimes					
* shifts yes but not days.					1

How much earn per week

	1st year	2nd year	3rd year	4th year	5th year
--	----------	----------	----------	----------	----------

Entry status

	1st year	2nd year	3rd year	4th year	5th year
School leaver	7	13	10	11	9
Delayed entry	3	2	3	3	7
Mature age student	1	0	0	0	1

Average Hours of study a night

	1st year	2nd year	3rd year	4th year	5th year
--	----------	----------	----------	----------	----------

Average Number of nights study per week

	1st year	2nd year	3rd year	4th year	5th year
--	----------	----------	----------	----------	----------

Perceived opinion that work has on study

	1st year *	2nd year	3rd year	4th year	5th year
1	1	2	3	4	5
2	2	6	0	4	5
3	11	1	1	2	0
4	7	2	3	3	0
5	6	6	0	2	0
6	9	6	1	1	0

\* one person was unsure if work had an effect on their study



Effect that paid employment has on study:

Year	Positive	Negative	Both	*one person listed unsure	* Two people answered No effect.
1st year	5*	5*	3		
2nd year	3				
3rd year	3				
4th year	2	10*			
5th year	4	12			

Does working hours reduce study hours?

Year	Yes	No
1st year	6	5
2nd year	11	4
3rd year	10	3
4th year	11	3
5th year	15	2

You feel that your paid work gets in the way of your academic work.

Year	1st year	2nd year	3rd year	4th year	5th year
1st year	1	2	3	4	5
2nd year	1	3	5	6	0
3rd year	1	6	2	4	0
4th year	4	6	1	3	0
5th year	2	12	1	2	0

Miss lectures/tutes regularly.

Year	1st year	2nd year	3rd year	4th year	5th year
1st year	1	2	3	4	5
2nd year	10	2	4	0	0
3rd year	9	2	2	0	0
4th year	4	5	5	0	0
5th year	1	5	11	0	0

You choose which tute groups you attend based on your paid employment.

Year	1st year	2nd year	3rd year	4th year	5th year
1st year	1	2	3	4	
2nd year	11*	0	0	0	
3rd year	7	1	0	0	
4th year	6	2	4	2	
5th year	0	3	6	8	

\* Don't get the choice of changing/choosing tute groups  
 ♦ If it were possible I would, but usually it's not.

You have a strong desire to do well with all your subjects.

Year	1st year	2nd year	3rd year	4th year	5th year
1st year	1	2	3	4	5
2nd year	9	0	0	0	0
3rd year	4	6	0	2	0
4th year	5	8	1	0	0
5th year	6	9	2	0	0

You have difficulties with coping with both work and study commitments

1 <sup>st</sup> year	0	5	0	0
2 <sup>nd</sup> year	0	6	3	6
3 <sup>rd</sup> year	0	5	3	5
4 <sup>th</sup> year	1	4	4	5
5 <sup>th</sup> year	0	8	5	3

You feel overwhelmed by your work and study commitments.

1 <sup>st</sup> year	0	1	4	6
2 <sup>nd</sup> year	0	3	6	6
3 <sup>rd</sup> year	3	2	5	5
4 <sup>th</sup> year	2	8	1	3
5 <sup>th</sup> year	2	5	2	8

You feel that you have enough time for leisure activities.

1 <sup>st</sup> year	0	3	3	0
2 <sup>nd</sup> year	1	4	7	3
3 <sup>rd</sup> year	1	4	4	3
4 <sup>th</sup> year	1	4	1	7
5 <sup>th</sup> year	1	7	0	6