

**Studying Combined with a Part-Time Job: a Double Workload?**

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### **Abstract**

The present study examines if studying with a part-time job negatively influences the student's academic performance and well-being. In addition, the study took into account moderating factors such as gender and time management to determine their impact on the academic performance of university students. A convenience sample of 189 participants was collected and used to investigate the abovementioned effects. The data was measured with a self-report design. Based on the results, working part-time did not have a significant impact on the academic performance or general well-being of students. In fact, students reported a higher level of well-being when working part-time compared to not working at all. The research findings suggest that gender does not significantly impact time management skills and academic performance in general. To improve the work environment for students, it is crucial to analyze their well-being and its impact on academic performance and time management while also considering gender differences.

*Keywords:* part-time employment, academic performance, well-being, gender, time management.

### **Studying Combined with a Part-Time Job: a Double Workload?**

Starting an academic career as a young adolescent is paired with facing new challenges. The main challenge is to juggle the priorities between social life, academic life and the financial constraints one might face. Individual differences in the circumstances under which someone starts their academic career and life can have an impact on how they will prioritize activities in their agenda (Massey et al., 2008). Some students start their academic career directly after school, while others take a year off after graduation to work or do an apprenticeship. Either way, young adolescents try to build their own lives to be successful in their professions, and most of them try to be as independent as possible while pursuing their careers.

#### **Academic Performance and Employment**

Numerous studies have demonstrated the harmful impact that working part-time while studying can have on students' academic performance. This is often due to a lack of time for studying, as students must balance their job, social life, and academic commitments. Salamonson & Andrew (2006) predicted that such jobs could detract from the time available for studying, leading to poorer academic outcomes. Additionally, Hall (2010) found that academic performance tends to suffer when students work more than 10 hours per week. However, there are cases where working a part-time job related to one's field of study can have a positive impact on academic performance (Hall, 2010).

A part-time job while studying can have several benefits for students, such as improving their time management skills. It presents a great opportunity for them to develop important skills like responsibility, communication, and problem-solving, which can help them in both personal and professional growth. Whether or not part-time employment has a positive or negative impact on a student's success depends on various factors such as the number of hours worked, the type of job, and the student's individual qualities, as stated by

Callendar (2008). Overall, having a part-time job can provide valuable learning experiences that students can use to their advantage.

More and more university students in the Netherlands are working part-time while studying, according to the Centraal Bureau voor de Statistiek (2022). This is due to the increasing prices caused by inflation and rising living costs, as noted by Ryngaert (2022). The rising costs mean that students need to work extra to maintain their lifestyle while studying full-time. Dutch students have an advantage over international students when it comes to accessing the *studiefinanciering*. They do not have to meet specific criteria to be eligible for it. This advantage includes free or discounted public transport and a loan that does not have to be fully repaid, according to DUO (2022). International students, however, must work a certain number of hours each month to receive the same benefits. This puts more pressure on international students to work more hours to meet the requirements of DUO and maintain their eligibility.

### **Students Well-Being**

Individuals have certain needs that need to be fulfilled so that they feel comfortable and are able to function in terms of their academic life, profession, and being socially active. Some people prioritize having a beautiful apartment and financial stability, while others value having a supportive network of friends. Overall, studies have proven that when the well-being of the student is good, the student is more likely to perform better academically (Koeske & Koeske, 1989).

During times of inflation, rising prices, and the recent pandemic (Covid-19), students' life satisfaction and well-being were constantly fluctuating (Van De Velde et al., 2021). Students were majorly negatively affected by the pandemic and its regulations, restrictions, and rules. This included the shift from in-person lectures to online lectures, canceled internships and jobs, and social activities that were forbidden to contain the spreading of the virus. Especially in some professions e.g., working as a waiter/waitress, where students

depend on the money they earn as they need no prior education to get the job, was also affecting the student's well-being. Students lost their regular income because of the pandemic as they lost their job where social contact is required. Furthermore, students' well-being suffered as they had no chance to interact with other students in person. Especially for new students, who started their academic career in 2020 when the outbreak started, the students had trouble finding new friends when they moved to a different city or even a foreign country. The curfew in the Netherlands, which started in January 2021 and lasted three months, also greatly impacted the mental health and well-being of the students in the Netherlands. (Van De Velde et al., 2021; Ministerie van Algemene Zaken, 2021). During the pandemic, students experienced significant stress levels that profoundly affected their academic performance and overall well-being (Abdullah et al., 2022).

### **Gender in Academic Performance (stereotype threat)**

When examining academic performance, it is important to take into account specific demographics, particularly gender. Research has consistently indicated that female students tend to achieve higher academic performance than their male peers, even though they have comparable rates of part-time employment (Jayanthi et al., 2014). This fact may be due in part to societal expectations and pressures on female students to excel academically while managing work-study responsibilities (Boll et al., 2022).

Female students may encounter distinct issues and barriers in their academic and career paths, such as gender bias, pay inequality, and restricted chances for career growth. These factors may require female students to put in more effort or dedicate more time to their part-time jobs, potentially affecting their academic performance (Spencer et al., 1999).

### **Time Management**

Starting an academic career comes with many factors considering wanting to be successful in it. Students have to schedule their social life while studying for exams, having an overview of their deadlines, having a hobby, and keeping the apartment clean. These are

just a few examples of how students have to juggle their lifestyles. Breaking down these factors, it all comes together with having good time management to balance these attributes in order to have a successful academic career while not missing out on social events or ignoring their own well-being. Trueman and Hartley (1996) had a significant outcome that age plays a crucial role in considering time management skills, academic performance and gender. Women did better than men in managing their time, and older mature students (aged 25 years and above). Overall, managing time is about balancing daily tasks and prioritizing them. Good time management can help students to feel less stressed and be ahead of their tasks to achieve their academic goals (Agormedah et al., 2021; Rochford et al., 2009).

By addressing the previously named factors, this study investigates the relationship between part-time employment, academic performance, and well-being among university students. Moreover, it seeks to shed light on the potential moderating effects of gender and time management. We hypothesize that (1A) a part-time job negatively influences a student's academic performance, (1B) a part-time job has a negative effect on student's well-being, and (2) women with high time management will do best in academic performance, and men with low time management will do worse in academic performance. With this study, we hope to understand better how students balance their lives when being part-time employed while studying full-time and how well-being, gender, and time management play a crucial role in it.

## **Method**

### **Participants and procedure**

Participants were recruited through Qualtrics, an online recruiting system (Qualtrics XM // The Leading Experience Management Software, 2021). There was one data collection moment during the period from 19.04.23 to 11.05.23.

A total of 350 participants filled in the questionnaire. From this sample, participants who did not give informed consent or were not currently enrolled in university/HBO were

excluded from the study. Other exclusion criteria included students being deleted who did not complete the questionnaire or students who did not correctly answer our attention check question. After exclusion criteria as applied, we ended up with a convenience sample of 189 English-speaking participants was used, of which 27.5% were male, 72% were female, and 0.5% identified as other. Additionally, 13.2% of participants reported being international students, while 86.9% reported being non-international students. Only participants that were currently enrolled in a study program were asked to complete the questionnaire.

The respondent's level of study varied, with 23.3% of participants enrolled in HBO (Hoger Beroepsonderwijs) programs, 75.1% enrolled in university programs, and 1.6% of participants reported being in other institutions. 44.4% of participants stated they were from the Behavioral and Social Sciences faculty, making this the most represented faculty. 25.4% of participants were studying at the Faculty of Economics and Business, 7.9% at the Faculty of Arts, and 5.8% at the Faculty of Medical Sciences. The faculty of Science and Engineering as well as the Law faculty, were represented with 4.8%, while the faculty of Spatial Sciences as well as the faculty of Theology and Religious Studies made up 1.1% of participants.

The Participants gave their consent to participate. The participants were approached by students, and a link to the questionnaire was shared via social media and personal contact to gain access to the online Qualtrics platform. No incentives were offered for participating in the questionnaire. Completing the questionnaire took approximately 10 minutes, and participants were given the opportunity to complete the survey at a location and time of their preference. This ruled out any influence by the researchers.

Members were assured of their anonymity and confidentiality throughout the study. Ethics approval was obtained from the relevant institutional review board (IRB) before data collection commenced.

## **Measurements**

### ***Demographic Variables***

The demographic variables included in the questionnaire were gender, current living situation, whether participants were international students, the level of study and the study faculty. Participants were asked for their gender by responding to one of three options: male, female or other. For current living situation, participants were asked to indicate whether they were living with their parents, a partner, in a student house, alone or other. Participants were asked whether they were international students. To indicate the level of their study, participants had to indicate whether they were studying at HBO, WO, or another or not doing any study. The faculty options that were given were arts, behavioral and social sciences, economics and business, law, medical sciences, philosophy, spatial sciences, science and engineering or theology and religious studies.

### ***Part-time employment***

Participants were asked whether they worked next to their study and, if so, for how many hours. They were also asked what their main reason for working was, whether they enjoyed their job and if their job was related to their field of study. Other questions included whether their work positively or negatively contributed to their study and questions about their employer. There were a total of 13 questions in this category, two of which were only meant for participants that were self-employed.

### ***Academic performance***

Participants were asked how many contact hours and how many self-study hours their week consisted of. They were asked what their grade point average (GPA) was, as well as the grades of their last three exams. Participants were asked how many courses they failed on their first try and if they were planning to complete their degree in the normal time.



### ***Finances***

Participants were asked to indicate an average of how much they earned from their part-time job and how much they got from DUO and their parents. They were also asked what their monthly expenses were and how often, if ever, they experienced stress regarding their financial situation.

### ***Well-being***

To assess well-being, a total of thirteen items were utilized, which included evaluations of both recent and overall well-being (Lovibond & Lovibond, 1995; Topp et al., 2015). Participants rated their well-being over the past two weeks on a 6-point Likert scale (0 = not at all to 5 = all of the time) and their overall well-being on a 4-point scale (0 = did not apply to me at all to 3 = did apply to me very much or most of the time). The 4-point scale was adjusted so that a high score indicated good well-being. One example question was: “Over the past two weeks, I have felt calm and relaxed.” The Cronbach's Alpha for the 6-point scale was .79, and for the 4-point scale, it was .85.

### ***Time Management***

Time management was measured using thirteen items on a 5-point Likert scale (1 = never to 5 = always), where a high score indicated that people managed their time well (Olmstead, 2010). Sample item: “I use breaks creatively when fatigued on a given task.”. The Cronbach's Alpha was .72.

### **Statistical Methods**

We broke down the means across the study directions, namely: behavioral and social sciences, economics and business, and other faculties. We did this to examine whether there were any significant differences across the faculties with regard to demographic, work, academic, and/or well-being variables. We also did this for working students compared to non-working students to clearly see what the differences between these two were. We computed a Pearson correlation to determine whether there were any significant correlations

between variables. T-tests, combined with the means, were calculated for academic performance and well-being variables to determine whether working and non-working students had a significant difference. A 2x2 ANOVA was calculated to investigate the relationship between time management and gender while looking at their academic performance.

## Results

### Descriptive Statistics

The breakdown of means for each study direction can be found in Table 1A. It's worth noting that 71.2% of the participants were female, and there was a significant difference in the results across the various study directions. The Economics and Business group (BE) had the smallest percentage of women (54.2%). Comparatively, the Behavioral and Social Science group (BSS) had the greatest percentage of international students (20.2%). The other faculties group (Other) followed with 4.2%, and the Economics and Business faculty had 12.5% international students.

The BSS group had fewer contact hours compared to the BE and 'Other' groups, with 7.0 hours versus 9.9 and 11.7 hours, respectively. This difference was significant ( $p = .002$ ). However, no significant differences were found between the groups regarding self-study hours (13.3,  $p = .641$ ) or school hours (22.3,  $p = .310$ ).

The study discovered that there were notable disparities in the percentage of students working part-time jobs based on their study direction ( $\text{Chi}^2 = 7.21, p < .05$ ). The BE group had the highest percentage of students with part-time jobs at 91.7%, followed by the 'Other' group at 85.4%, and the BSS group at 73.8%. Furthermore, the BE group worked the most hours at 11.2, compared to the BSS and 'Other' groups at 7.3 and 10.5 hours, respectively. The BE group also had the highest total income, followed closely by the 'Other' group, while

the BSS group had the lowest total income (1137 versus 1128 and 825;  $F(2,177) = 5.688$ ,  $p < .01$ ).

The study found no significant differences in GPA (7.2,  $p = .268$ ) or the mean of the last three grades (7.1,  $p = .882$ ) between the different study directions. Additionally, the groups had no significant differences in overall well-being (2.7,  $p = .253$ ). However, there was a significant difference in recent well-being, with the BE group reporting the highest scores, followed by the 'BSS' and 'Other' groups (4.3 versus 4.1 and 3.9;  $F(2, 162) = 3.573$ ,  $p < .05$ ). Recent well-being was measured on a six-point scale based on students' experiences in the previous two weeks.

**Table 1A**  
*Means broken down by study direction. N = 180*

|                              | Behavioral<br>and Social<br>Sciences<br><b>BSS</b><br>N = 84 | Economics<br>and<br>Business<br><b>BE</b><br>N = 48 | Other<br>faculties<br><b>Other</b><br>N = 48 | Total<br>Mean<br>N = 180 | F-value<br>or Chi <sup>2</sup> | Sign. |
|------------------------------|--|---|--|--------------------------|--------------------------------|-------|
| % female                     | 80.7   | 54.2  | 72.9   | 71.5                     | 11.758                         | .019  |
| % international              | 20.2   | 12.5  | 4.2  | 13.9                     | 6.702                          | .035  |
| Contact hours                | 7.0  | 9.9   | 11.7   | 9.0                      | 6.746                          | .002  |
| Self-study hours             | 14.1   | 12.5  | 12.8   | 13.3                     | 0.445                          | .641  |
| School hours                 | 21.1   | 22.4  | 24.5   | 22.3                     | 1.180                          | .310  |
| % part time job              | 73.8   | 91.7  | 85.4   | 81.7                     | 7.120                          | .028  |
| Worked hours                 | 7.3  | 11.1  | 10.5   | 9.1                      | 4.305                          | .015  |
| Total income                 | 825  | 1137  | 1128   | 989                      | 5.688                          | .004  |
| GPA                          | 7.3  | 7.1   | 7.2  | 7.2                      | 1.327                          | .268  |
| Mean of last three<br>grades | 7.1  | 7.2   | 7.2  | 7.1                      | .126                           | .882  |
| Well-being lately            | 4.1  | 4.3   | 3.9  | 4.1                      | 3.573                          | .030  |
| Well-being general           | 2.7  | 2.8   | 2.5  | 2.7                      | 1.385                          | .253  |

In Table 1B, you can see the means breakdown based on whether participants had a part-time job. The majority of participants, about 82%, had a part-time job. It's worth noting that there was a significant difference in the percentage of international students with part-time jobs compared to those without. A higher percentage, around 32.4%, of international students didn't engage in part-time work, while a lower percentage, only 9%, did have a part-time job. This difference was significant ( $\text{Chi}^2 = 13.2, p < .001$ ). Additionally, total income was significantly different ( $t = -5.1, p < .001$ ).

**Table 1B**  
*Demographic and other variables by employment status*

|                  | Has a part-time job | Does not have a part-time job | t-value/Chi <sup>2</sup> * | Sig.  |
|------------------|---------------------|-------------------------------|----------------------------|-------|
|                  | N = 155             | N = 34                        |                            |       |
| % female         | 68.4                | 88.2                          | 5.5                        | .064  |
| % international  | 9                   | 32.4                          | 13.2                       | <.001 |
| Contact hours    | 8.7                 | 11.1                          | 1.7                        | .372  |
| Self-study hours | 12.6                | 15.2                          | 1.3                        | .243  |
| Average grade    | 7.1                 | 7.2                           | .5                         | .350  |
| DUO              | 602.7               | 637.1                         | .3                         | .116  |
| Money parents    | 376.4               | 474.6                         | 1.3                        | .509  |
| Total income     | 1077.3              | 518                           | -5.1                       | <.001 |

Table 2 displays the correlation matrix, which shows the connections between different variables. Among the students, a negative correlation ( $r = -.22, p < .01$ ) was discovered between general well-being and the number of contact hours. This means that increased contact hours are linked to lower levels of general well-being and vice versa. Furthermore, a positive correlation ( $r = .36, p < .01$ ) was found between general and recent

well-being, indicating that better recent well-being experiences are associated with a higher level of well-being.

**Table 2**

*Correlations. N = 189*

*Exception for worked hours per week N = 154*

|                              | <i>Contact hours</i> | <i>Self-study hours</i> | <i>GPA</i> | <i>Mean grades</i> | <i>Total income</i> | <i>Worked hours</i> | <i>Well-being lately</i> | <i>Well-being general</i> |    |
|------------------------------|----------------------|-------------------------|------------|--------------------|---------------------|---------------------|--------------------------|---------------------------|----|
| <i>Contact hours</i>         | --                   |                         |            |                    |                     |                     |                          |                           |    |
| <i>Self-study hours</i>      | -.05                 | --                      |            |                    |                     |                     |                          |                           |    |
| <i>GPA</i>                   | -.06                 | .01                     | --         |                    |                     |                     |                          |                           |    |
| <i>Mean grades</i>           | .01                  | .09                     | .68**      | --                 |                     |                     |                          |                           |    |
| <i>Total income</i>          | -.02                 | -.02                    | -.02       | .03                | --                  |                     |                          |                           |    |
| <i>Worked hours per week</i> | -.07                 | -.07                    | -.11       | -.05               | .26**               | --                  |                          |                           |    |
| <i>Well-being lately</i>     | -.06                 | -.06                    | -.05       | -.10               | .09                 | .06                 | --                       |                           |    |
| <i>Well-being general</i>    | -.19*                | -.22**                  | -.08       | .09                | .11                 | .13                 | .02                      | .36**                     | -- |

*Note: for worked hours per week, the sample size is N = 154*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

***Hypothesis 1A: A part-time job negatively influences a student's academic performance.***

We conducted a study to test our hypothesis about how having a part-time job affects students' academic performance. We compared the GPA and mean of the last three grades of students with part-time jobs to those without. Table 3 displayed the results, which showed no significant impact on either GPA or the mean of the last three grades for students with part-time jobs. We also analyzed the data from Table 1B and discovered that there was no significant difference in the GPA of students with part-time jobs compared to those without.

Therefore, our initial hypothesis cannot be confirmed based on the available evidence. In other words, having a part-time job does not have a significant relationship with academic performance, as measured by GPA and the mean of the last three grades.

**Table 3**

*Means of students with a part-time job and students without a part-time job*

|                          | Part-time job<br>N= 154 |     | No part-time<br>job<br>N=34 |     | T-values |     |      |
|--------------------------|-------------------------|-----|-----------------------------|-----|----------|-----|------|
|                          | M                       | SD  | M                           | SD  | t        | df  | sig. |
| GPA                      | 7.2                     | .71 | 7.3                         | .72 | .166     | 186 | .868 |
| Mean last 3 grades       | 7.1<br>1.03             |     | 7.2                         | .88 | .480     | 186 | .632 |
| Well-being lately (1-6)  | 4.2                     | .75 | 3.8                         | .66 | -2.654   | 170 | .009 |
| Well-being general (1-4) | 2.7                     | .65 | 2.5                         | .60 | -1.617   | 170 | .108 |

***Hypothesis 1B: A part-time job has a negative effect on students' well-being.***

We conducted a comparison between students with and without part-time jobs to test our hypothesis. Table 3 shows our findings regarding two aspects of well-being: recent and general well-being. Recent well-being refers to the last two weeks, while general well-being is the individual's overall well-being without any time period in mind. We found that having a part-time job significantly impacts a student's recent well-being ( $M = 4.2$ ,  $SD = .75$ ), but it doesn't affect their general well-being ( $M = 2.7$ ,  $SD = .65$ ). Students with part-time jobs had higher levels of recent well-being than those without ( $M = 3.8$ ,  $SD = .66$ ), but there was no significant difference in general well-being ( $M = 2.5$ ,  $SD = .60$ ). Our hypothesis 1B was not confirmed based on these results. We used t-values to determine statistical significance, and our findings suggest that there is no significant main effect for recent well-being ( $t(170) = -2.654$ ,  $p = .009$ ) or general well-being ( $t(170) = -1.617$ ,  $p = .108$ ).

***Hypothesis 2: Women with high time management will do best in academic performance, and men with low time management will do worse in time management.***

There were no significant differences in time management between men ( $M = 7.41$ ,  $SD = .86$ ) and women ( $M = 7.38$ ,  $SD = .95$ ) who were identified as having high time management skills. In contrast, for people within the group of low time management, men ( $M = 6.99$ ,  $SD = .63$ ) had a lower time management score than women ( $M = 7.23$ ,  $SD = .66$ ). Overall, women and men ( $M = 7.09$ ,  $SD = .70$ ) had no significantly different outcomes in regard to their GPAs. An overview of the descriptive statistics can be seen in Table 4.

**Table 4**

*Descriptive Statistics of GPA split by gender and time management ability*

|        | Time Management |     |     |      |     |    | Total |     |     |
|--------|-----------------|-----|-----|------|-----|----|-------|-----|-----|
|        | Low             |     |     | High |     |    | M     | SD  | n   |
| Gender | M               | SD  | n   | M    | SD  | n  | M     | SD  | n   |
| Men    | 6.99            | .63 | 39  | 7.41 | .86 | 12 | 7.09  | .70 | 51  |
| Women  | 7.23            | .66 | 104 | 7.38 | .95 | 15 | 7.25  | .70 | 119 |
| Total  | 7.17            | .66 | 143 | 7.39 | .89 | 27 | 7.20  | .70 | 170 |

*Notes: M and SD represent mean and standard deviation, respectively.*

To assess the difference for statistical significance, a two-way ANOVA was conducted. Assumptions were tested, and no violations were seen. As Table 5 shows, the results suggest no significant main effect for gender ( $F(1, 166) = .51$ ,  $p = .477$ ), suggesting that there are no gender differences in GPA. No significant effect was found for time management, although the p-value approached statistical significance, suggesting that time management ability might matter for academic performance in favor of those with good time management scores ( $M = 7.39$  vs.  $M = 7.17$ ). For time management, those with high time management had a higher average GPA ( $M = 7.39$ ,  $SD = .89$ ) compared to those scoring low in time management ( $M = 7.17$ ,  $SD = .66$ ). This indicates that there could be a statistical trend, and further investigation into the role of time management is warranted. In addition, no

significant interaction effect was found ( $F(1, 166) = 0.79, p = .377$ ), suggesting that the near significant effect of time management on GPA is independent of gender. The hypothesis is not supported as it suggests that women do not possess superior time management skills compared to men, and men do not necessarily have poor time management skills.

**Table 5**

*Results of 2-way ANOVA using gender and time management to predict GPA.*

|                 | F    | Df1 | Df2 | Sig. |
|-----------------|------|-----|-----|------|
| Gender          | 0.51 | 1   | 166 | .477 |
| Time Management | 3.55 | 1   | 166 | .061 |
| Interaction     | 0.79 | 1   | 166 | .377 |

## Discussion

The study aimed at assessing factors contributing to why a part-time job either has a positive or negative influence on the academic performance of the student and its well-being and why gender and time management play a crucial role in it. The study recruited students within our network who were asked with a self-reported questionnaire to answer questions about demographics, academic performance, profession, well-being, and time management. To summarize, we found that there is no significant outcome that the part-time job is affecting the student's academic performance negatively (hypothesis 1A). This demonstrates that hypothesis 1B is proven wrong, as the student's well-being is unaffected by the part-time job. The second hypothesis was also not supported, indicating that time management on academic performance is independent of gender. Thus, neither well-being, academic performance, gender, nor time management was affected when the student had a part-time profession next to their academic career. This implication helps future students to be able to focus on their



studies and meanwhile perform well while having a part-time job. Additionally, it does not affect their well-being, gender, or time management skills.

### **Comparison with previous studies and interpretation of findings**

Several studies have been conducted on the impact of working part-time on the academic performance of university students. Tessema et al. (2014) found that working more than ten hours per week while studying negatively affected GPA. However, working less than ten hours did not cause any significant decline in academic performance. These findings contradict our study as we did not investigate if the hours worked impacted the student's performance. In 2010, Wang and colleagues conducted a study to determine if there is a correlation between part-time employment or the number of hours worked by students and their academic performance. Furthermore, when the profession is related to the study field the student is working in, it positively affects academic performance. Once again, our findings differed from the previous study. We found no negative correlation between working part-time and academic performance based on the number of hours worked. Finally, we did not explore the impact of a job related to the study field. In 2014, Darolia conducted a study on the correlation between part-time work and students' academic performance. The findings revealed that working fewer hours per week did not have a negative impact on the student's GPA, but the opposite was true.

Based on the studies mentioned, it is predicted that working part-time while studying does not have a negative impact on academic performance unless one works more than ten hours.

Numerous studies have investigated the impact of part-time work on students' well-being and academic performance. In a study by Carney et al. (2005), the effects of debt, stress, and part-time work on students' physical and mental health were examined. The study found that increased working hours had a negative impact on academic performance. However, in our study, the students had an increase in recent well-being (measured as in over

the past two weeks) when working part-time next to their studies, but it had no significant outcome on their overall well-being. This contradicts the study by Carney et al. (2005), as well-being was apparently measured differently, whereas it is difficult to compare. The same outcome was found by Koeske and Koeske (1989), where three groups of students with part-time employment got investigated. The first group was full-time students with no job, the second was full-time students with part-time jobs, and the third group was part-time students with full-time jobs. The outcome of the study was that out of the three groups, full-time students with a part-time job had the lowest well-being. The researchers concluded that this is due to students working next to their studies because they feel financial pressure, whereas the other groups do it to get insights into work life and gain work experience. As abovementioned, we found the opposite result that students with a part-time job had higher recent well-being. These findings can be explained by the fact that when the students are working in their study field, it can be satisfying and fulfilling as the work makes sense to the student and combines theory and practice.

Furthermore, the study of Kaya et al. (2012) investigated the time management skills of nursing and midwifery students in Turkey moderated by gender and their performance. The outcome is contracting to our study as women have higher time management skills than male, and their performance increased as well. Balkis and Duru's (2017) study shows that male students tend to perform worse than their female counterparts. This could be due to either the influence of gender stereotypes or the fact that males may struggle with academic pressure and fear failure.

### **Strengths and Limitations**

This study provides important insights for future students who struggle with rising living expenses, debts, and inflation. Many students need to work part-time to support their lifestyle while studying. One of the study's major strengths is its diverse sample, which includes students from different faculties. This provides a broader understanding of various

groups of people. Additionally, our questionnaire covers multiple topics to get a more representative understanding of the individual. For instance, we asked about the mean of the last three grades and GPA to gauge the individual's academic performance and being able to exclude people who want to meet social desirability bias.

One limitation of the study is that it was challenging to compare the GPAs of students who studied abroad and followed a different grading system than the Netherlands. Their GPAs had to be manually converted to the Dutch system, which varied from country to country and could potentially result in a lower grade than their actual performance. Therefore, it was challenging to have a concrete understanding of their GPAs overall. In addition, it is important to note that students who have recently returned from studying abroad and have reported their GPA may not be a reliable representation. This is because achieving good grades abroad may not accurately reflect their performance at their home university. Furthermore, international students who decide to study in the Netherlands but do not speak Dutch may face challenges in finding employment that matches their field of study or meets their expectations. Consequently, it becomes challenging to assess the general well-being of these students and compare them to Dutch students, given their distinct circumstances and opportunities. Lastly, the questionnaire was sent out to friends and acquaintances which makes it less anonymous than we thought.

### **Future studies**

Nowadays, students are concerned about the increasing costs caused by inflation and rising living expenses. When they are not financially supported by their parents, they must take out loans, which they will have to repay later. Hence, most students are required to work part-time to cover their expenses. According to Richardson et al. (2009), students are more motivated to work part-time when they worry about their financial situation. It is possible that financial stress and lower well-being can lead to a decrease in academic performance, according to a study by Heins et al. in 1984. Considering students from diverse

socioeconomic backgrounds is crucial as it can affect their academic performance (Berger & Archer, 2015). Providing financial support to these students can help alleviate their financial concerns and allow them to focus on their studies. Examining stereotype threat is important when assessing the relationship between gender, time management, and academic performance. This can help determine if there is truly a gender disadvantage when comparing the two. Furthermore, it would be interesting to better understand the relationship between employer and employee by interviewing them individually about well-being and comparing their answers to investigate if the employee's answers match with the answers of their employer. It would be worthwhile to consider the effects of the pandemic on students' well-being, academic performance, and time management when assessing their overall well-being. Lastly, as the survey was sent online through a link, the people who completed the survey could have done it anywhere on their phone or on the train and overall in situations where they get distracted easily, which makes it hard to compare the data as it is not standardized. Therefore, a semi-structured interview would have been better to control the input of information as we had to throw out a lot of participants due to incompleteness and incorrectness.

### **Implications**

It's worth noting that the interest-free loan available to students is an important consideration, especially as the study primarily involved international and Dutch students residing and studying in the Netherlands. However, it's unfortunate that starting January 2023, students will have to repay the loan with an added interest fee, which wasn't the case before (Interest - DUO, n.d.). Therefore, students feel even more financial pressure to get a part-time job. Due to the impact of Covid-19, inflation, and rising living costs, students are facing increased financial pressure. Additionally, the interest fee imposed by the Dutch government is adding to this burden. Students must balance their finances and studies to ensure the timely completion of their education and avoid prolonged loan periods, which can result in greater

debt in the long run. In addition, students may face added stress from working additional hours instead of studying to pass exams and keep up with their studies, which can negatively impact their well-being. In conclusion, governments should prioritize investing in students by providing better financial aid and scholarship programs, as well as taking steps to alleviate pressure and promote overall well-being.

Our study found that focusing on student well-being is important. We discovered that students experienced increased well-being when they had part-time jobs. This can be attributed to the financial independence gained from having a job, which reduces stress and allows for better concentration on studies. In addition, when students have a better understanding of time management and how to prioritize daily tasks, they feel more in control. University programs should consider implementing training to determine if it impacts student well-being.

## **Conclusion**

The study examined how working part-time while studying full-time affects students' well-being, gender, and time management skills. Surprisingly, the results showed that there is no negative impact on academic performance or well-being. In fact, students who work part-time reported feeling more financially secure and organized, leading to an overall increase in well-being. Gender and time management skills did not appear to affect academic performance either. Future research should investigate the impact of the pandemic on students' well-being and academic performance. Additionally, countries should provide students with a support system to address financial and academic stress. Lastly, investing in the education of future generations is crucial.

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## **Appendix**

### **Welcome to the questionnaire about student lives.**

Before the start of this questionnaire you receive some information about the research we are conducting. Additionally you will be given an informed consent form.

The questionnaire will take about 10 minutes.

Thank you in advance for your participation.

### **Why do I receive this information?**

You are being invited to participate in our research because you are a student currently undergoing a university or HBO study. This research focuses on aspects of student life.

### **Who are the researchers?**

This research is conducted by six students of the bachelor program of psychology, regarding their bachelor thesis project. The project is supervised by Dr. Pierre Cavalini.

### **Do I have to participate in this research?**

Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research.

**Why this research?**

We are investigating several aspects of student life. We are therefore hoping to increase the body of knowledge about this topic, gaining insight on how to create a better work life balance for students in the future.

**What do we ask of you during the research?**

First you will be asked for consent. Then you will be able to fill out our questionnaire. You will be asked about certain demographics, your academic performance, your job, your incomes, expenses and general financial situation, self-efficacy, ways to spend your time, time-management and well-being. The questionnaire will take roughly ten minutes.

**What are the consequences of participation?**

Participating in this research might give you insight into how different aspects in student life affect your academic career as well as your state of well-being. Research outcomes can however not be guaranteed.

**How will we treat your data?**

The gathered data will be used for educational purposes and will be deleted after data analysis. All data will be kept confidential according to the GDPR guidelines and collected anonymously. This research is evaluated by the Ethics Committee of Psychology at the University of Groningen (ECP).

**What else do you need to know?**

If you have questions about the research you can ask the principal researcher by emailing ([p.m.cavalini@rug.nl](mailto:p.m.cavalini@rug.nl)). If you have questions or concerns about your rights as a research participant in this research you can contact the Ethics Committee of the Department of Psychology of the University of Groningen via [ecp@rug.nl](mailto:ecp@rug.nl). Questions regarding privacy and

personal data can be asked to Data Protection Officer of the University of Groningen:

[privacy@rug.nl](mailto:privacy@rug.nl).

### **Informed consent**

**By agreeing to participate you understand the following:** I have read the information that was provided to me about this research. My participation is voluntary and I may withdraw my consent to participate in this study at any time without penalty. I may refuse to answer or skip any questions in this study that I do not wish to answer. There are no advantages or disadvantages for me depending on my decisions. All of my responses are completely anonymous and confidential. This means that there is no possible way of using my responses to identify me. In the event that I have communicated any information that is able to identify me, the information would be removed from the survey materials. All responses will be securely stored and only be accessible to the research team, and not passed on to any third parties. I further understand that this project subscribes to the ethical conduct of research and to the protection of the dignity, rights, interests and safety of participants at all times.

- I have read the information about the research. I have had enough opportunity to ask questions about it.
- I understand what the research is about, what is being asked of me, which consequences participation can have, how my data will be handled, and what my rights as a participant are.
- I understand that participation in the research is voluntary. I myself choose to participate. I can stop participating at any moment. If I stop, I do not need to explain why. Stopping will have no negative consequences for me.

- Below I indicate what I am consenting to.

Consent to participate in the research:

Yes, I consent to participate; this consent is valid until 01-07-2023

No, I do not consent to participate

**Questionnaire about Student Life**

**Demographics**

The first few questions will be about demographics

1. What is your gender? \* *Mark only one answer*

Male

Female

Other

2. What is your current living situation? \* *Mark only one answer*

With parents

With a partner

Alone

In a student house

Other

3. Are you an international student? \* *Mark only one oval* Yes/No
4. At what level are you currently studying? \* *Mark only one answer*

HBO

WO/University

Other

I am not doing a study

5. In what year are you studying? \* *Mark only one answer*

Year 1

Year 2

Year 3

Year 4

Master

Other

6. At which faculty do you study? \* *Check all that apply*

Arts

Behavioral and Social Sciences

Economics and Business

Law

Medical Sciences

Philosophy

Spatial Sciences

Science and Engineering

Theology and Religious Studies

Not Applicable

### **Academic performance**

The next questions are about academic performance. Note that the questions below refer to your normal study week, so not the exam period. Please give your answers in numbers, so not in words.

7. On average, how many contact hours (lectures, meetings, etc.) do you have per week in this block? \* *open question*\*
8. On average, how many hours do you spend on self study throughout the week (during this block)? \* *open question*\*
9. What is your GPA (grade point average)? \* *open question*\*
10. What are your grades on your last three exams? Please list them below. \* *open question*\*
11. How many courses did you fail on your first try? \* *open question*\*
12. Are you planning on completing your degree within the normal time? \* *Mark only one answer*

Yes

No, I have a study delay

**(Parttime) Job**

The next questions will be about your (part-time) job. Note that these questions are also about your average weeks.

13. Do you work next to your study? \* *Check all that applies*

I don't work

I have a part time job

I am self-employed (for example: freelancing, consultant, entrepreneur)

Other:

14. Approximately how many hours per week do you work? \* *\*open question\**

15. What is the **main reason** you work alongside your studies? \* *Mark only one answer*

Financial pressure

To gain experience

To maintain a desired standard of living

As an alternative to borrowing

Other: ...

Not applicable

16. Is your side job related to the study that you are currently doing? \* *Mark only one answer*

Yes



No

Not applicable

17. Do you enjoy your job? \* *Mark only one answer*

Always

Most of the time

Sometimes

Never

Not applicable

18. Does your work positively contribute to your study? \* *Mark only one answer*

Yes

No

Not applicable

19. Does your work negatively affect your study? \* *Mark only one answer*

Yes

No

Not applicable

20. Think of your current employer (if you are self-employed or unemployed, think of your previous employer): rate the following questions on a scale of 1-7.

1) My employer is flexible when it comes to my work schedule and allows me to adjust my hours to suit my studies \* *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*

2) My employer is understanding when I need time off for exams or other academic obligations \* *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*

21. Please select 'Very often' to show you are paying attention to this question \* *Mark only one answer.*

Never

Rarely

Sometimes

Very often

Always

22. For how long have you been doing the job that you are currently doing? (in months) \*  
*\*open question\**

23. If you are **self-employed**: What was your biggest motivation to become self-employed instead of getting a traditional part-time job? \* *Mark only one answer*

- A. Flexibility
- B. Independence
- C. Pursuing a passion
- D. Unlimited earning potential
- E. Other, namely...

F. I am not self-employed

24. **For the people who are self-employed:** What kind of self-employed best describes your situation? \* *Check all that applies*

A. Freelancer

B. Entrepreneur

C. Consultant

D. Solo self-employed

E. Online seller

F. Coach

G. Other (please specify)

H. I am not self-employed

### **Finances**

The following questions are about income, expenses, and your general financial situation.

Please give your answers in numbers, so not in words.

25. Approximately how much do you earn per month from your work? \* *\*open question\**

26. Approximately how much money do you loan/get from DUO per month? \* *\*open question\**

27. Approximately how much money do you get from your parents per month? \* *\*open question\**

28. What are your monthly expenses roughly? \* *\*open question\**

29. Do you experience stress about your financial situation, in general? \* *Mark only one answer*

Never

Rarely

Sometimes

Very often

Always

### **Self-efficacy**

The following questions are about self-efficacy \* *Mark only one answer on the scale 1 (strongly disagree) to 5 (strongly agree) for the next 8 questions*

- 30. I will be able to achieve most of the goals that I have set for myself.
- 31. When facing difficult tasks, I am certain that I will accomplish them.
- 32. In general, I think that I can obtain outcomes that are important to me.
- 33. I believe I can succeed at almost any endeavor to which I set my mind.
- 34. I will be able to successfully overcome many challenges.
- 35. I am confident that I can perform effectively on many different tasks.
- 36. Compared to other people, I can do most tasks very well.
- 37. Even when things are tough, I can perform quite well.

### **Ways to spend time**

The following questions are about ways to spend your time.

- 38. On average, how many hours do you spend per week meeting up with family? \* *\*open question\**

39. On average, how many hours do you spend per week meeting up with friends? \*\* *open question\**
40. On a scale of 1-7 how important do you think it is to meet up with friends/family compared to school/work? \* *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*
41. I find it difficult to schedule leisure activities alongside study and work. \* *Mark only one answer on the scale 1 (strongly disagree) to 7 (strongly agree)*
42. Have you ever had to miss school or other academic obligations because of work-related issues? \* *Mark only one answer*

Yes

No

Not applicable

### **Time management**

The following questions will be about time management.

Rate yourself on the following scale by assigning a numerical rating according to the following key:

1 – Never

2 – Seldom

3 – Sometimes

4 – Most of the Time

5 – Always

43. I make a fresh new “to do list” each workday. \* *Mark only one oval* (1, 2, 3, 4, 5)
44. I set my priorities according to their importance, not their urgency. \* *Mark only one oval* (1, 2, 3, 4, 5)
45. I know my prime work times. \* *Mark only one oval* (1, 2, 3, 4, 5)
46. I am conscious of my true reasons for procrastination. \* *Mark only one oval* (1, 2, 3, 4, 5)
47. I set internal deadlines for myself and take them seriously \* *Mark only one oval* (1, 2, 3, 4, 5)
48. I use effective techniques for completing tasks on which I am procrastinating. \* *Mark only one oval* (1, 2, 3, 4, 5)
49. I give my undivided attention to one task at a time. \* *Mark only one oval* (1, 2, 3, 4, 5)
50. I seek quality work, but not perfection. \* *Mark only one oval* (1, 2, 3, 4, 5)
51. I keep interruptions on my work to a minimum. \* *Mark only one oval* (1, 2, 3, 4, 5)
52. I regularly schedule a quiet time into each workday. \* *Mark only one oval* (1, 2, 3, 4, 5)
53. I have clearly written out lifetime and one to three year goals \* *Mark only one oval* (1, 2, 3, 4, 5)
54. I use breaks creatively when fatigued on a given task. \* *Mark only one oval* (1, 2, 3, 4, 5)
55. Do you engage in time saving behaviors, such as online shopping or meal preparation? \* *Mark only one answer* (1, 2, 3, 4, 5)

The following questions are about how you feel lately. The answer range will be: All of the time (5), most of the time (4), more than half of the time (3), less than half of the time (2), some of the time (1) and at no time (0).

56. Over the past 2 weeks I have felt cheerful and in good spirits. \* *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

57. Over the past 2 weeks I have felt calm and relaxed. \* *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

58. Over the past 2 weeks I have felt active and vigorous. \* *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

59. Over the past 2 weeks I woke up feeling fresh and rested. \* *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all

60. Over the past 2 weeks my daily life has been filled with things that interest me \* *Mark only one oval*

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

Not at all



The following questions are also about how you feel, the rating scale is as follows:

0 Did not apply to me at all

1 Applied to me to some degree, or some of the time

2 Applied to me to a considerable degree or a good part of time

3 Applied to me very much or most of the time

61. I found it hard to wind down. \* *Mark only one oval.* 0-3

62. I tended to over-react to situations. \* *Mark only one oval* 0-3

63. I felt that I was using a lot of nervous energy. \* *Mark only one oval.* 0-3

64. I found myself getting agitated. \* *Mark only one oval.* 0-3

65. I found it difficult to relax. \* *Mark only one oval.* 0-3

66. I was intolerant of anything that kept me from getting on with what I was doing. \* *Mark only one oval.* 0-3

67. I felt I was rather touchy \* *Mark only one oval.* 0-3

68. I feel overwhelmed or stressed by the dynamics of balancing my (part time) job and academic study \* *Mark only one oval.* 0-3

You have reached the end of the questionnaire. At this point you can change your answers if you want to. If you click on 'next' the questionnaire will be submitted and you won't be able to change your answers.

Thank you for your participation!

If you still have questions you can send an email to [p.m.cavalini@rug.nl](mailto:p.m.cavalini@rug.nl)