

The Impact of Working on Students in Full-Time Education in Ireland

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## **Abstract**

The present study aimed to examine the effects that work has on full-time university students in an Irish context. The study considered students' living situations as well as whether they work or do not work. According to previous research, students who work have lower quality of life than those who do not work; it is likely caused by higher fatigue and stress levels as well as having less time to commit to academic work. It was also found that students who work have higher burnout levels than those who do not work due to exhaustion, cynicism and efficacy which are common factors of burnout. The aim of the current study was to expand on these findings by investigating whether living situation holds significance in the quality of life and burnout levels of working college students. The study gathered 32 participants aged between 18 and 49. The participants completed a questionnaire which collected demographic information as well as responses for the Flanagan Quality of Life Scale (1978) and the Malach-Pines Burnout Measure: Short Version (2005). The responses were tested using a two-way between groups ANOVA. The results revealed insignificant outcomes for all research questions. The implications of this study are discussed.

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## **Literature Review**

Students who attend full-time college education alongside working a job can experience difficulty balancing work responsibilities with a college schedule and time to do academic work (Barke, 2000; Humphrey, 2006; Hunt et al., 2004; Tessema, Ready & Astani, 2014). The effects of this are the potential for lower quality of life and feeling burnt out.

### **Quality of Life**

In research for general quality of life, fatigue was frequently explored, such as in cancer patients where it is a common symptom. In a study by Curt (2000), Fatigue-1 and Fatigue-2 surveys were performed on cancer patients and showed that fatigue occurs constantly in approximately three fourths of them. In Fatigue-2 survey, fatigue was associated with plenty of negative effects which lead to a poorer quality of life. They experience significant physical, emotional, and psychological outcomes and consider every aspect of their daily life to be affected by it. Flechtner & Bottomley (2003) conducted another study on oncology patients, it revealed that the beginning effects of fatigue can just be a decrease in physical activity, however it can progress into patients feeling out of control, lonely and isolated. Loneliness and isolation have a significant negative impact on quality of life (Ekwall, Sivberg, & Hallberg, 2005; Moreno-Tamayo et al., 2020; Musich et al., 2015) and should be acknowledged as fatigue due to overworking may make students isolate more, especially if they live independently and work more hours. Fatigue as a common symptom of decrease in quality of life is documented especially often in primary care. It presents itself in a feeling of tiredness which is long-lasting. It can be caused by lack of sleep, physical activity, stress, certain medical conditions, overworking, among many other reasons. For students, it can lead to poor work performance and poor social life, with one third of adolescents reporting fatigue at least 4 times a week (Rosenthal et al., 2008). Palmer & Laura (2013) found that fatigue and perceived stress in students leads to significant negative effects

on their learning and cognitive performance which can severely damage their ability to continue college and lead to dropping out

When researching quality of life effects of working on college students, some other aspects which are very commonly recorded and explored are satisfaction and academic performance. The results of prior research share common findings which suggest that a working less than 10 hours can have a positive effect on a student's satisfaction and GPA, however working 11 hours or more shows to cause a decrease in satisfaction and GPA. This is an important finding as higher satisfaction is important for students and higher institutions (Tessema, Ready & Astani, 2014). Student satisfaction has been associated with a higher likelihood to commit to college and continue studies as they manage to attend class and are able to be more involved with coursework. Tessema, Ready & Astani suggest that working less than 10 hours should be encouraged, however, a study by King J. E. (2006) looked at the working students during the academic year in 2003-2004 in America. They found that 78% of undergraduates had jobs where they worked 30 hours a week on average. Students take up jobs for many reasons, for example to pay tuition fees, living expenses, wanting to earn spending money or to gain work experience. The results of this study suggest that 15 hours a week are the ideal amount of worktime that students can do to reduce fatigue and cultivate their academic performance. Based on the two studies, theoretically, it can be implied that working between 10 and 15 hours weekly does not decrease academic performance as significantly as working more than 16 hours would and could have benefits to the students' satisfaction. Based on a study performed in Ireland by Clynes, Sheridan & Frazer (2020) on undergraduate nursing students it was found that from a sample of 423 students, over two-thirds engaged in term-time employment consisting of an average of 15 hours of work a week. The students who work more hours are generally mature, have children or did not enter college based on leaving certificate results. The student who worked spend less time studying

compared to those without a job, presumably due to not having the time, energy, or motivation.

Humphrey (2006) explored another factor of working during college. They found in their study that working affected the students' college experiences and social life as they joined fewer societies and were less able to do coursework due to less free time. Furthermore, students who are in part-time jobs received lower marks for their academic work (DeSimone, 2008). A similar study on working students was performed by Hunt et al. (2004) in which results show that students who come from less well-off backgrounds are more likely to have a job and many of those employed live with their parents or guardians. Similarly to previous studies, they noticed that students working more hours were more likely to suffer. They suggested that restoring grants or ensuring alternative loans would have equity and efficiency advantages for students.

A research article by Park & Sprung (2013) shows that working during education is a predictor of psychological health, however, they have not found it to affect the physical health, which suggests that physical health could be more stable and for a longer time. An interesting piece of research in this study was that of personal fulfilment, the results showed that students who seek personal fulfilment in their workplace are observed to be better in dealing with their physical and psychological health. Optimistic workers have a higher tendency to feel better in a job and feel less psychological exhaustion when working (Chang, Rand & Strunk, 2000). Students who seek work due to financial struggles tend to reduce the amount of academic work they do for college or drop out completely (Joo, Durband & Grable, 2008; Hovdhaugen, 2015). Most of the college students who tend to experience financial strain are either older, working or live with parents who experienced financial problems. With that, a cycle of needing money, working and academic performance can lead



to a decrease in academic performance which can lead to a decreased quality of life in students and academic performance anxiety.

## **Burnout**

Working university students might experience two main types of burnout, academic burnout and job burnout, burnout is characterised by exhaustion, cynicism and efficacy and is a reaction to persistent chronic stress. Majority of existing research of the topic suggests that both academic and job burnout have negative effects on student productivity. Similarly to all types of burnout, school related burnout can have a direct impact on increased anxiety (Koutsimani, Montgomery, & Georganta, 2019; Silvar, 2001) and depression (Salmela-Aro, Savolainen & Holopainen, 2009; Schonfeld & Bianchi, 2016) in students.

In a study by Galbraith & Merrill (2012) it was found that exhaustion, cynicism, and efficacy change significantly over the semester. Academic exhaustion and efficacy would increase over the semester while job exhaustion and efficacy would decrease. Based on this research, it appears that during college education job suffers more than academics, possibly due to the job being temporary and usually non career oriented. The study also found gender differences in burnout, as female students were noticed to experience higher levels of academic burnout as well as corresponding lower levels of job burnout. According to another study led by Galbraith & Merrill in 2015, theoretically, burnout and stress leads to lower academic performance, lower graduation rates, lower retention rates and greater financial commitments. Therefore, it is important to observe the potential that level of burnout would have a direct impact on the levels of efficiency and productivity. This would suggest that students with high burnout levels could study the same amount as those with low burnout levels, but they could be less productive. This would be caused by the emotional, cognitive, and physiological reactions of burnout.

Lingard (2017) did a study on the students at University of Melbourne where they found that students spent more time in paid work as opposed to committing to university education. The effects of this are present in the difficulty to complete readings or preparing before lectures or using college facilities such as the library. This suggests that the students are more likely to take on independent study instead of showing up in lectures. The amount that a student studies is closely related to academic burnout. As mentioned in previous research, when burnout levels are high, academic performance decreases.

Burnout is also linked to health problems (Maslach, 2001; Shirom, 2009), however the link between the two factors is not commonly explored in research. Nevertheless, a pilot study by Nagy et al. in 2019 was performed on 69 biomedical doctoral students which tested the influence of burnout on health of students. The participants were tested using standardized psychiatric interviews and self-report questionnaires with a focus on burnout, mental health symptoms, and academic performance. The results suggested that high levels of burnout were associated with thoughts of dropping out, subjective appraisal of employment opportunities, functional impairment due to a mental health problem, and having at least one current psychiatric disorder.

### **The current study**

Previous research of this topic heavily focused on the impact that work has on a student's academic performance and exhaustion. Those are very prominent factors in the life of a working student, and the research must therefore be performed to further support and understand it. However, it was uncommon for prior research to explore whether the living situation of a working or non-working student has an impact on quality of life or burnout. University students begin to consider the ways in which they can become more independent and more decide or have no option but to move out on their own, or move in with their partners, and begin working. Additionally, more mature students begin to attend college

education, they might already have their own families, a full-time job, or no financial support from anyone. It is important that more research explores the impact that different living situations have on students who work or who do not work.

The current study aims to support previous studies and provide further understanding of the aspects of college students' life which are not commonly explored. The study is interested in exploring the relationship between work status and living situation and their effects on quality of life and burnout in an Irish context. In order to test these aims, the following research questions and hypotheses were produced.

#### Research Question 1

Does quality of life differ between working and non-working students? Hypothesis 1: Students who work will have lower quality of life compared to students who do not work.

#### Research Question 2

Do student's living situations interact with their work status to influence quality of life? Hypothesis 2: Students who work and live alone will have a significantly lower quality of life than students who do not work or who live with family, partners, or roommates.

#### Research Question 3

Do levels of burnout differ between working and non-working students? Hypothesis 3: Students who work will have higher levels of burnout compared to students who do not work.

#### Research Question 4

Do student's living situations interact with their work status to influence levels of burnout? Hypothesis 4: Students who work and live alone will have a significantly higher burnout levels than students who do not work or who live with family, partners, or roommates.

## **Methods**

### **Participants**

The research sample for this study comprised 32 full-time college students. The participants were collected using the convenience sampling method the study was promoted online using the researcher's social media accounts such as Instagram and Facebook, this means that the researcher was fully dependent on the participants' willingness to participate. In line with ethical considerations, all participants were required to be over the age of 18 to take part in the study. Additionally, the study required that participants were full-time college students in Ireland. Informed consent was expected from the participants before taking part in the survey.

### **Materials**

The survey was created using a free online survey builder, Google Forms. The survey consisted of 3 sections, the 'General Information' section which collected information about the demographic, the second section was the 'Quality of Life' section which used Flanagan's (1978) Quality of Life Scale. The third section was the 'Burnout' section which used the Malach-Pines (2005) Burnout Measure: Short Version.

### **Measures**

#### **Quality of Life Scale**

The first part of the survey was performed using Flanagan's (1978) Quality of Life Scale in order to measure the participants' quality of life as working students. The Quality of Life Scale by Flanagan is a very commonly used scale for the measurement of quality of life. This scale asks the participant to read the list of 16 items on the survey. Beside each item is a numeric scale from 1 to 7, where 1 is the lowest and it stands for 'Terrible', and 7 is the highest and it stands for 'Delighted'. The participant is asked to circle the number on the scale which is the closest match to their true feelings about the corresponding item. This scale

was chosen for this research as it looks at many aspects of life which affect its quality, such as social, academic, or personal aspects.

### **Burnout Scale**

The second scale used for this research was the Malach-Pines (2005) Burnout Measure: Short Version. Just as in the Quality of Life Scale, the participants are asked to read a list of 10 items on the survey which are scored on a numeric scale from 1 to 7. 1 is the lowest and stands for 'Never', and 7 is the highest and stands for 'Always'. The participant is asked to circle the number on the scale which is the closest match to their true feelings about the corresponding item. This scale was chosen for this research as it looks at many aspects of life which affect burnout, such as feeling tired, helpless, or physically sick.

### **Design and Analyses**

The aim of this study was to collect quantitative data regarding students who have jobs during the academic year and measure the effects of working a job on the students' quality of life and burnout, in addition, participants were asked about their living situation as well as whether they work part-time or full-time or not at all. The participants were recruited using a convenience sampling method, the sample size was estimated using G\*Power 3.1 which suggested an aim of 100 participants, however the study only collected 32. The study was quantitative in nature and data was collected using a survey. For the first and second research question, a two-way between groups ANOVA was conducted; the independent variables in this study are "living situation" and "job" and the dependent variable is "total quality of life". For the third and fourth research question, a two-way between groups ANOVA was conducted; the independent variables are "living situation" and "job", the dependent variable is "total burnout". The participants' answers were documented using the Quality of Life Scale (Flanagan, 1978) and the Malach-Pines (2005) Burnout Measure: Short Version.

## **Procedure**

The study was promoted by the student researcher on their social media. All information regarding this study was presented to the students, they were informed about the background of the study, the hypothesis, their anonymity and right to withdraw at any point before the survey answers are submitted. Once the participants received this information, the student researcher or informed the students with the link address to the survey which the students could access. The participants were required to answer the Quality of Life Scale (Flanagan, 1978) and the Burnout Measure: short Version (Malach-Pines, 2005) based on their experiences during the academic year. When the survey link was accessed, they were informed once again that the survey is anonymous and that they can withdraw at any time before submitting their answers. There were three sections to the survey, the first section is the Consent section (see Appendix C) where participants read about their rights. The second section is the General Information section (see Appendix D) where participants had to answer short questions on their age, gender, what their living situation is and whether they work full-time or part-time jobs or not at all. The third section is the Quality of Life section (see Appendix E) which required participants to rate their feelings about 16 items listed on the survey on a scale from 1 to 7, where 1 means 'Terrible' and 7 means 'Delighted' based on Flanagan's Quality of Life Scale (1978). The fourth section is the Burnout Measure section (see Appendix F) which required participants to rate their feelings about 10 items listed on the survey on a scale from 1 to 7, where 1 means 'Never' and 7 means 'Always' based on the Malach-Pines Burnout Measure: Short Version (2005). Lastly, the participant was presented with a debriefing form (see Appendix G) before submitting. The survey takes approximately 10 minutes or less to complete, however, because there is no time limit for completion of the survey, the participants may take a break at any point before final submission.

## Results

### Descriptive Statistics

The sample size for this study was 32 participants ( $n = 32$ ). Descriptive statistics were performed for the variables including age, gender, living situation, job, quality of life and burnout. Categorical data was collected and presented in Table 1 below. The results indicate that 31.3% ( $n = 10$ ) of participants were male, 56.3% ( $n = 18$ ) were female and the remaining 12.5% ( $n = 4$ ) identified with a different gender identity. The living situations between the participants suggest that 71.9% ( $n = 23$ ) of students live with their family or guardians which made up the highest percentage. 3.1% ( $n = 1$ ) live alone which was the lowest percentage, 6.3% ( $n = 2$ ) lives with a partner or partners, 12.5% ( $n = 4$ ) lives with roommates and the remaining 6.3% ( $n = 2$ ) live under different circumstances. 3.1% ( $n = 1$ ) of the participants work in a full-time job during college, this made up the lowest percentage. 75% ( $n = 24$ ) work a part-time job and 21.9% ( $n = 7$ ) do not work during college.

**Table 1**

*Table template for frequencies – descriptive statistics for categorical variables*

Variable	Frequency	Valid %
<b>Gender</b>		
Male	10	31.3%
Female	18	56.3%
Other	4	12.5%
<b>Living Situation</b>		
Alone	1	3.1%
With parent(s)	23	71.9%
With partner(s)	2	6.3%

With roommate(s)	4	12.5%
Other	2	6.3%
<b>Job</b>		
Full-time	1	3.1%
Part-time	24	75.0%
None	7	21.9%

The continuous data was collected and presented in Table 2 below, these include age ( $M = 1.06$  [95%  $CI = .97, 1.15$ ];  $SD = .25$ ; Range = 1-3), quality of life ( $M = 68.44$  [95%  $CI = 63.33, 73.55$ ];  $SD = 14.17$ ; Range = 33-91) and burnout ( $M = 43.81$  [95%  $CI = 39.55, 48.07$ ];  $SD = 11.81$ ; Range = 23-66).

**Table 2**

*Descriptive statistics of Age, Quality of Life and Burnout*

Variable	M [95% CI]	SD	Range
Age	1.06 [.97, 1.15]	.25	1-2
Quality of Life	68.44 [63.33, 73.55]	14.17	33-91
Burnout	43.81 [39.55, 48.07]	11.81	23-66

### **Inferential Statistics**

Preliminary analyses were conducted to ensure there was no violation of the assumptions of normality. The results were non-significant, which suggests there are no violations. Following this, a Cronbach's Alpha was run as measures for Quality of Life and Burnout. The results of this current study show that the Cronbach Alpha for Quality of Life is



.83 and the Cronbach Alpha for Burnout is .88. Both outcomes suggest a very good internal consistency reliability for the scales with these samples.

In order to test whether quality of life differs between working and non-working students, a two-way between-groups analysis of variance was conducted. This explores the impact of living situation and work status on levels of quality of life. Participants were divided into five groups according to their living situation (Group 1: Alone; Group 2: With parents / guardians; Group 3: With partner/s; Group 4: With roommate(s); Group 5: Other). Participants were also classified as working or non-working. The interaction effect between work status and living situation group was not statistically significant,  $F(1, 24) = .4, p = .54$ . There was no statistically significant main effect for living situation,  $F(4, 24) = .97, p = .45$ . The main effect for work status,  $F(2, 24) = 1.89, p = .17$ , did not reach statistical significance.

In order to test whether student's living situations interact with their work status to influence quality of life, a two-way between-groups analysis of variance was conducted. This explores the impact of living situation and work status on levels of quality of life. Participants were divided into five groups according to their living situation (Group 1: Alone; Group 2: With parents / guardians; Group 3: With partner/s; Group 4: With roommate(s); Group 5: Other). Participants were also classified as working or non-working. The interaction effect between work status and living situation group was not statistically significant,  $F(1, 24) = .4, p = .54$ . There was no statistically significant main effect for living situation,  $F(4, 24) = .97, p = .45$ . The main effect for work status,  $F(2, 24) = 1.89, p = .17$ , did not reach statistical significance.

In order to test whether levels of burnout differ between working and non-working students, a two-way between-groups analysis of variance was conducted. This explores the

impact of living situation and work status on levels of burnout. Participants were divided into five groups according to their living situation (Group 1: Alone; Group 2: With parents / guardians; Group 3: With partner/s; Group 4: With roommate(s); Group 5: Other).

Participants were also classified as working or non-working. The interaction effect between work status and living situation group was not statistically significant,  $F(1, 24) = 2.02, p = .17$ . There was no statistically significant main effect for living situation,  $F(4, 24) = 1.09, p = .39$ . The main effect for work status,  $F(2, 24) = 3.09, p = .06$ , did not reach statistical significance.

In order to test whether student's living situations interact with their work status to influence levels of burnout, a two-way between-groups analysis of variance was conducted. This explores the impact of living situation and work status on levels of burnout. Participants were divided into five groups according to their living situation (Group 1: Alone; Group 2: With parents / guardians; Group 3: With partner/s; Group 4: With roommate(s); Group 5: Other). Participants were also classified as working or non-working. The interaction effect between work status and living situation group was not statistically significant,  $F(1, 24) = 2.02, p = .17$ . There was no statistically significant main effect for living situation,  $F(4, 24) = 1.09, p = .39$ . The main effect for work status,  $F(2, 24) = 3.09, p = .06$ , did not reach statistical significance.

## **Discussion**

### **Implications**

The aim of the current study was to collect and analyse data regarding full-time university students who have jobs and whether it has an effect on their quality of life and burnout levels. The study took into consideration an additional common life aspect which is the students' living situation in hopes it adds new knowledge to prior studies of this subject.

Prior findings showed that working during college education has significant effects on quality of life and burnout. Students in employment often report negative effects on fatigue and perceived stress (Humphrey & McCarthy, 2998), satisfaction, university experiences and personal fulfilment. It is also reported that students working in part-time jobs were documented to have received lower marks for academic work and have less time to do assessments and projects, in fact, students who work more hours suffer more and have higher burnout levels (Humphrey, 2006; Hunt, et al., 2004; Galbraith & Merrill, 2015). High levels of job burnout are known to negatively influence quality of life as it increases the possibility for home/work stress, job dissatisfaction, and agitation (Naz, Hashmi, & Asif, 2016). Academic burnout and lower quality of life of students are often associated with academic performance and higher dropout rates (Arlinkasari, Akmal, & Rauf, 2017; Bask & Salmela-Aro, 2013; Walburg, 2014).

Based on prior research, the first hypothesis for this study was that (H1) students who work will have decreased quality of life as opposed to those who do not work. This was tested using a two-way between groups ANOVA, the findings show no significant relationship between quality of life and work status. This finding is in contrast with previous research as it has no significant outcomes when running statistical tests for any research question. Prior findings show a significant relationship between working students and quality of life as students who are employed have lower quality of life scores compared to students

who do not work (Humphrey, 2006). The possible reason which could explain the insignificant results which are inconsistent with previous research as well as the hypothesis is the sample size which was too small to be able to get an accurate representation of the target population.

The second hypothesis was that (H2) working students who live alone will have a lower quality of life than those who live in different living situations or do not work. This was tested using a two-way between groups ANOVA, the findings show that the interaction between living situation and work status does not have a significant effect on quality of life of students. This finding is in contrast with previous research as it has no significant outcomes when running statistical tests for any research question. Prior findings show a significant relationship between working students and quality of life as students who are employed have lower quality of life scores compared to students who do not work (Humphrey, 2006). The possible reason which could explain the insignificant results which are inconsistent with previous research as well as the hypothesis is the sample size which was too small to be able to get an accurate representation of the target population.

The third hypothesis was that (H3) students who work will have increased burnout levels as opposed to those who do not work. This was tested using a two-way between groups ANOVA, the findings show no significant relationship between burnout and work status. This finding is in contrast with previous research as it has no significant outcomes when running statistical tests for any research question. Prior findings show a significant relationship between working students and burnout as students who work feel more job and academic burnout, this affects motivation to commit to college workloads or attend lectures and facilities available to students in college (Lingard, 2007). The possible reason which could explain the insignificant results which are inconsistent with previous research as well

as the hypothesis is the sample size which was too small to be able to get an accurate representation of the target population.

The fourth hypothesis was that (H4) working students who live alone will have higher burnout levels than those who live in different living situations or do not work. This was tested using a two-way between groups ANOVA, the findings show that the interaction between living situation and work status does not have a significant effect on burnout levels of students. This finding is in contrast with previous research as it has no significant outcomes when running statistical tests for any research question. Prior findings show a significant relationship between working students and burnout as students who work feel more job and academic burnout, this affects motivation to commit to college workloads or attend lectures and facilities available to students in college (Lingard, 2007). The possible reason which could explain the insignificant results which are inconsistent with previous research as well as the hypothesis is the sample size which was too small to be able to get an accurate representation of the target population.

The general findings in this study were that work does not have a strong impact on quality of life or burnout levels. Both research questions resulted in insignificant results, which do not support previous research, or the hypotheses formed for this study.

### **Strengths and Limitations**

One very impactful limitation of this study was the sample size, which is small and not diverse enough for what the research attempted to examine. The researcher aimed to collect a minimum of 100 participants, however only 32 took part in the study. The participants were recruited using convenience sampling and through promotions on the researcher's social media. This meant that the demographic was very limited as majority of participants would have been from the researcher's close proximity, such as the researcher's

friends and college acquaintances. The small and non-diverse sample caused issues with finding significances and differences between the demographics such as age or gender. However, the recruitment of participants was strongly affected by the time available to the researcher. The study had to settle for a very small sample and potential for insignificant results. A solution to this would be ensuring more time for participant collection. It would be beneficial to also promote the study on popular websites and apps such as Reddit, TikTok and Twitter to maximise the chances to recruit the desired sample size and reduce sampling bias.

The current study only explored working students in Ireland which means the results are only relevant to students in Ireland, which limits the possible sample size and potential to explore the differences between individuals from other ethnicities or nationalities. Had this study been recreated, it would be noteworthy to take into consideration more varied demographics by implicating a question about ethnicity or nationality into the general information section of the survey.

Prior studies frequently considered the number of hours a student worked weekly (Hunt, et al., 2004; Tessema, Ready, & Astani, 2014; Watts, 2002). Examining whether the number of hours a student works weekly has effects on quality of life and burnout scores would add a good amount of detail into this study as it could explore what is a beneficial amount of time a student can work which would have minimal impact on academic performance. Additionally, another demographic question which could be incorporated into the study is whether students receive any financial support from family, guardians, grants, or other (Skobba, Moorman, & Meyers, 2021). This factor is not commonly explored in prior research however, the results would aid future studies to gain understanding of working students and their needs so appropriate suggestions can be proposed. Therefore, future studies on this topic would benefit from incorporating questions about the number of hours a student works weekly and whether they receive financial support.

Lastly, a strong limitation for this study was the methodology. The survey was a one-time commitment for the participants. The quality of life scale as well as the burnout measure both require responses which could be affected by the participant's current emotions. This means that if a participant had an especially bad day while taking the survey, their responses could be leaning towards negative options on the scale rather than their real feelings about the item they are responding to. This would make the survey results less genuine. One way this issue could be faced when replicated in future studies is by collecting participants who will take this same survey over a certain period of time which would allow the researcher to collect more genuine responses.

One strength of this study was that it integrated a question about living situation. This is not a commonly researched factor in terms of working students and its impact on quality of life or burnout. If the sample size for this study was big enough to provide reliable results, this would have helped to expand on previous studies of this topic and allowed to create methods of implementing preventative measures for the possible negative outcomes.

## **Conclusions**

This study does not support previous studies or hypotheses produced for the effects that work status and living situation has on quality of life and burnout levels. However, while this study resulted in no significant outcomes, it is important to note that the study made a novel attempt to further research of quality of life and burnout in working students. Future studies may benefit from exploring living situation as an independent variable in further research as this could support the development of interventions and preventative measures.

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# Appendices

## Appendix A

Evidence of data and SPSS output (full data file available upon request)

SPSS DATA.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Timestamp	Date	20	0		None	None	8	Right	Scale	Input
2	Consent	String	255	0		None	None	50	Left	Nominal	Input
3	Age	Numeric	8	2		None	None	8	Right	Nominal	Input
4	Gender	Numeric	8	2		{1.00, Fema...	None	8	Right	Nominal	Input
5	Student	Numeric	8	2		None	None	8	Right	Nominal	Input
6	Living_Situa...	Numeric	8	2	Living Situation	{1.00, Alone...	None	8	Right	Nominal	Input
7	Job	Numeric	8	2		{1.00, Full-ti...	None	8	Right	Nominal	Input
8	Material_co...	Numeric	8	2	Material comforts	None	None	8	Right	Nominal	Input
9	Health	Numeric	8	2		None	None	8	Right	Nominal	Input
10	Relationships	Numeric	8	2		None	None	8	Right	Nominal	Input
11	Children	Numeric	8	2		None	None	8	Right	Nominal	Input
12	Close_relati...	Numeric	8	2	Close relations...	None	None	8	Right	Nominal	Input
13	Close_friends	Numeric	8	2	Close friends	None	None	8	Right	Nominal	Input
14	Helping	Numeric	8	2		None	None	8	Right	Nominal	Input
15	Participatin...	Numeric	8	2	Participating pu...	None	None	8	Right	Nominal	Input
16	Learning	Numeric	8	2		None	None	8	Right	Nominal	Input
17	Understandi...	Numeric	8	2	Understanding ...	None	None	8	Right	Nominal	Input
18	Work	Numeric	8	2		None	None	8	Right	Nominal	Input
19	Expressing...	Numeric	8	2	Expressing cre...	None	None	8	Right	Nominal	Input
20	Socializing	Numeric	8	2		None	None	8	Right	Nominal	Input
21	Entertainment	Numeric	8	2		None	None	8	Right	Nominal	Input
22	Participatin...	Numeric	8	2	Participating ac...	None	None	8	Right	Nominal	Input
23	Independence	Numeric	8	2		None	None	8	Right	Nominal	Input
24	Tired	Numeric	8	2		None	None	8	Right	Nominal	Input
25	Disappointed	Numeric	8	2		None	None	8	Right	Nominal	Input
26	Hopeless	Numeric	8	2		None	None	8	Right	Nominal	Input
27	Trapped	Numeric	8	2		None	None	8	Right	Nominal	Input
28	Helpless	Numeric	8	2		None	None	8	Right	Nominal	Input

Data View Variable View

SPSS DATA OUTPUT.spv [Document1] - IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Graphs Utilities Extensions Window Help

Total 43 8125 11 81152 32

### Levene's Test of Equality of Error Variances<sup>a,b</sup>

		Levene Statistic	df1	df2	Sig.
Total_Burnout	Based on Mean	.351	4	24	.841
	Based on Median	.428	4	24	.787
	Based on Median and with adjusted df	.428	4	21.725	.787
	Based on trimmed mean	.355	4	24	.838

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.  
a. Dependent variable: Total\_Burnout  
b. Design: Intercept + Living\_Situation + Job + Living\_Situation \* Job

### Tests of Between-Subjects Effects

Dependent Variable: Total\_Burnout

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1069.208 <sup>a</sup>	7	152.744	1.126	.380	.247
Intercept	13386.714	1	13386.714	96.684	.000	.804
Living_Situation	588.476	4	147.119	1.085	.386	.153
Job	836.961	2	418.481	3.085	.064	.205
Living_Situation * Job	273.373	1	273.373	2.015	.169	.077
Error	3256.667	24	135.653			
Total	65750.000	32				
Corrected Total	4324.875	31				

a. R Squared = .247 (Adjusted R Squared = .028)

### Profile Plots

IBM SPSS Statistics Processor is ready | Unicode ON

## **Appendix B**

### **Participation Information Sheet**

You are being asked to take part in a research study examining quality of life among full-time college students who work and those who don't work. The aim of this research is to establish whether working a job has significant effects on the quality of life in students enrolled in full-time education. This study will examine whether factors such as working hours (full-time, part-time, no work), and living situation (living alone, with family, with partner, with roommate or other) have an influence on quality of life among full-time college students.

The research study is organised and performed by Pamela Sobieraj, an undergraduate psychology student at the National College of Ireland. This study is conducted as the final project required for completion of their BA (Hons) psychology degree. This research is under supervision of Dr Lynn Farrell. The project has been approved by the Psychology Research Ethics Committee.

In this study, you will be asked to complete a short online survey which has 4 sections. The first section is a consent form which must be read carefully and ticked by the participant. The second section of the study asks general questions about the demographic, the third section is the quality of life scale which consists of 16 items which have to be rated on a scale from 1 to 7 by the participant and the final section is the burnout scale which consists of 10 items which must be rated on a scale from 1 to 7.

The survey typically takes 10 minutes or less to complete.

### **Participants' Rights**

All data collected is anonymous and not distressing in nature, however you have the right to withdraw from this study at any point before the data is submitted and without explanation. If

any questions about this study arise, you have the right to ask the researcher questions before and after submitting your data.

This study does not have any known benefits or risks for you.

Your participation in this study is voluntary.

As a default, the data collected will only be available to and seen by members of the research team and will not be linked to any identifying information (e.g., name, address, email) that you supplied. The data will be presented at conferences and in academic publications, however, only the data averaged over many participants will be presented. The data will be deleted after 5 years in line with NCI research guidelines.

If you would like to receive any additional information before or after the completion of this survey or find out the outcomes of it, please email me on [x19712285@student.ncirl.ie](mailto:x19712285@student.ncirl.ie).

Additionally, you may also contact the project supervisor.

Project Supervisor: Lynn Farrell

Email: [lynn.farrell@ncirl.ie](mailto:lynn.farrell@ncirl.ie)

## **Appendix C**

### **Consent Form**

In agreeing to participate in this research I understand the following:

This research is being conducted by Pamela Sobieraj, an undergraduate student at the School of Business, National College of Ireland.

The method proposed for this research project has been approved in principle by the Departmental Ethics Committee, which means that the Committee does not have concerns about the procedure itself as detailed by the student. It is, however, the above-named

student's responsibility to adhere to ethical guidelines in their dealings with participants and the collection and handling of data.

If I have any concerns about participation I understand that I may refuse to participate or withdraw at any stage.

I have been informed as to the general nature of the study and agree voluntarily to participate.

There are no known expected discomforts or risks associated with participation.

All data from the study will be treated confidentially. The data from all participants will be compiled, analysed, and submitted in a report to the Psychology Department in the School of Business. No participant's data will be identified by name at any stage of the data analysis or in the final report.

At the conclusion of my participation, any questions or concerns I have will be fully addressed.

I may withdraw from this study at any time, however due to data anonymity it is not possible to withdraw the data from the survey once it is submitted as the data cannot be identified.

Click 'Yes' below to indicate that you have read and agree to the terms presented in the Participants' Rights and the Consent Form

Yes

## **Appendix D**

### **General Information**

This section will ask for your general information. Please answer truthfully.

What is your age?

18-29



30-49

50-79

80 and above

What gender do you identify as?

Male

Female

Other

Are you currently a student in full-time higher education (eg. college, university) in Ireland?

Yes

No

Do you live alone or with others?

Alone

With family / guardians

With partner(s)

With roommate(s)

Other

Do you have a job during the academic year?

Yes, full-time

Yes, part-time

No

## Appendix E

### Quality of Life Scale (Flanagan, 1978)

Please read each item and circle the number that best describes how satisfied you are at this time. Please answer each item even if you do not currently participate in an activity or have a relationship. You can be satisfied or dissatisfied with not doing the activity or having the relationship.

Response options range from : 1 = Terrible; 2 = Unhappy; 3 = Mostly Dissatisfied; 4 = Mixed; 5 = Mostly Satisfied; 6 = Pleased; 7 = Delighted

1. Material comforts home, food, conveniences, financial security

	1	2	3	4	5	6	7	
Terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delighted

2. Health - being physically fit and vigorous

	1	2	3	4	5	6	7	
Terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delighted

3. Relationships with parents, siblings & other relatives- communicating, visiting, helping

	1	2	3	4	5	6	7	
Terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delighted

4. Having and rearing children

1 2 3 4 5 6 7  
Terrible        Delighted

5. Close relationships with spouse or significant other

1 2 3 4 5 6 7  
Terrible        Delighted

6. Close friends

1 2 3 4 5 6 7  
Terrible        Delighted

7. Helping and encouraging others, volunteering, giving advice

1 2 3 4 5 6 7  
Terrible        Delighted

8. Participating in organizations and public affairs

1 2 3 4 5 6 7  
Terrible        Delighted

9. Learning- attending school, improving understanding, getting additional knowledge

1 2 3 4 5 6 7  
Terrible        Delighted

10. Understanding yourself - knowing your assets and limitations - knowing what life is about

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

11. Work - job or in home

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

12. Expressing yourself creatively

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

13. Socializing - meeting other people, doing things, parties, etc

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

14. Reading, listening to music, or observing entertainment

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

15. Participating in active recreation

1 2 3 4 5 6 7  
Terrible ○ ○ ○ ○ ○ ○ ○ Delighted

16. Independence, doing for yourself

	1	2	3	4	5	6	7	
Terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delighted

**Appendix F**

**Burnout Measure: Short Version (Malach-Pines, 2005)**

Please use the following scale to answer the question: When you think about your college work overall, how often do you feel the following?

Response options include 1 = never, 2 = almost never 3 = rarely 4 = sometimes 5 = often 6 = very often 7 = always

1. Tired

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. Disappointed with people

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. Hopeless

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. Trapped

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. Helpless

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. Depressed

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. Physically weak / Sickly

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. Worthless / Like a failure

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. Difficulties sleeping

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. "I've had it"

1            2            3            4            5            6            7

Never                                Always

## **Appendix G**

### **Debriefing Form**

Thank you for participating in this research study analysing the effects that working during the academic year has on the quality of life of a student in full-time college education. This study also examined levels of burnout which can be related to quality of life and is a state of emotional, physical and mental exhaustion.

Jobs affect multiple aspects of the life of a student, such as limiting their time to socialise, commit to hobbies, as well as having the potential to impact on their college performance. For these reasons, the aim of this study is to determine whether working in a job has a significant positive or negative influence on the quality of life of students, comparing students not working with those working full- and part-time hours. The study will also make a comparison between students living alone versus those living with others.

Please click the 'submit' button below to submit your responses. All data collected are anonymous.

Any questions regarding this study can be sent to the student researcher at [x19712285@student.ncirl.ie](mailto:x19712285@student.ncirl.ie) or the supervisor of this research Dr Lynn Farrell at [lynn.farrell@ncirl.ie](mailto:lynn.farrell@ncirl.ie)

In the event that you feel psychologically distressed by participation in this study, please consider contacting any of the following numbers:

YourMentalHealth information line: 1800 111 888

Pieta House: 1800 247 247

Aware: 1800 804 848

Samaritans: 116 123