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# The impact of employment on baccalaureate nursing students

Laurie C. Sheppard  
*San Jose State University*

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San Jose State University, 1992

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THE IMPACT OF EMPLOYMENT  
ON  
BACCALAUREATE NURSING STUDENTS

A Thesis

Presented to

The Faculty of the Department of Nursing  
San Jose State University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

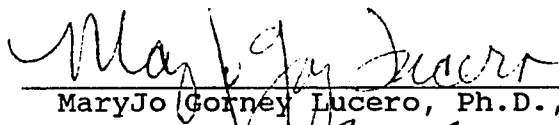
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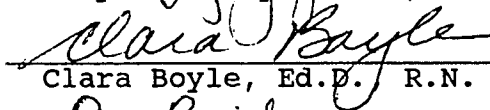
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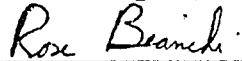
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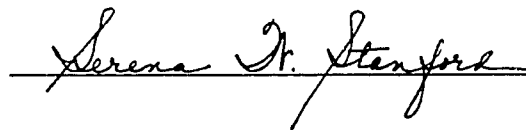


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## ABSTRACT

### THE IMPACT OF EMPLOYMENT ON BACCALAUREATE NURSING STUDENTS

by Laurie C. Sheppard

The purpose of this thesis was to explore the impact of employment during the academic year on grade point averages (GPAs) of students in a baccalaureate nursing program. Data were collected using an exploratory survey from a convenience sample of 207 students. Using ANOVA, the number of hours students worked per week was analyzed and correlated, with student grade point averages. Job relevancy was investigated within (a) nursing employment, and (b) non-nursing employment.

This study revealed that 79% of the sample was employed either part time or full time. There was no significant difference in GPAs of students who (a) did not work, (b) worked twenty hours per week or less, and (c) worked more greater than twenty hours per week. There was no statistically significance difference in GPAs of students who worked in nursing compared to those who worked in non-nursing jobs. Working students described numerous frustrations with balancing school and employment.

#### ACKNOWLEDGEMENTS

I wish to dedicate this research study to my supportive husband and family. Without their understanding and encouragement, I would still be writing.

Many thanks to Clara for giving me such positive feedback, sticking with me, and encouraging me up to the finish.

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## Chapter 1

### INTRODUCTION

Today, many students are faced with the difficulty of financing their own college education. With the escalating cost of college education and decline in student aid, more students are choosing to finance their education by securing either part-time or full-time employment during the academic year. Trueblood (1957) found that 19-20% of students at Indiana University were employed while attending college. Hay, Evans, and Lindsay (1970) discovered that 47% of college students at the Ogontz Campus of Pennsylvania State University were employed. Ma and Wooster (1979) reported more than 50% of the college students at Lamar University of Southeast Texas were employed, and of those, 36.4% were considered to be employed full time. DeYoung and Sorofman (1989) found that 60% of students at the University of Iowa, College of Pharmacy, were employed. The percentage of working college students has steadily increased from 20% in the 1950s to 60% in the 1980s.

Consequently, concern mounts regarding the effects of working while attending college. Fewer students are able to depend solely on parental support. Not all students qualify for financial assistance (Bella & Huba, 1982). Hansen (1986) questions the judgment of college administrators when decisions are made to revise schedules or increase

enrollment fees. According to Hansen (1986), faculty look at the impact of work on students' preparedness for class, their ability to participate in school activities, and the amount of time a student will spend researching in the library.

Nursing students are among the majority of college students who struggle with the decision to work during the academic year. Nursing students work in a variety of part-time and full-time jobs on or off campus, employment that may or may not be in an area related to their course of study. The need for nursing students to finance their education by working may be significant to the individual enrolling in a nursing program and successfully persisting in the profession of nursing.

Nursing students face a demanding schedule in the nursing curriculum, including preparation for clinical experiences and spending time researching and studying in the library. Faculty often see fatigue in students demonstrated by an increase in illness and less attention focused on studies. A fatigued or ill nursing student may have difficulty meeting objectives in the clinical or classroom setting. Fatigued students may endanger themselves, peers, hospital staff, or hospitalized patients. This may be demonstrated by students exercising poor judgment, altered problem solving skills, or an increase in errors which could result in adverse outcomes.



Excessive work commitments are not only a problem for nursing students, but also for medical students. A popular medical journal illustrates the sequence of events that led to a patient's death in a New York City hospital in 1984 (Clark, 1992). Following a grand jury investigation, specific regulations were mandated regarding the number of hours an intern or resident could work per week. New York is the only state to have these mandated rules; similar legislation has failed to pass in California. Fatigue, poor supervision of medical personnel, a shortage of nurses, and medical personnel poorly trained in foreign medical schools were all cited as concerns in providing care for the safety of hospitalized patients (Clark, 1992).

#### The Problem and Research Question

Since up to 60% of the college student population may be employed (DeYoung & Sorofman, 1989), one must acknowledge this component in the lives of these students. Juggling personal commitments and employment while pursuing a full academic load is very challenging. Nursing students struggle to balance these areas of their lives with the demands of a nursing curriculum.

Attention to recruitment, retention, and attrition of nursing students are all high priorities in nursing programs today (Smith, 1990). Smith examined nursing student attrition and cites that although nursing programs are available and accessible, the prosperity of these students

is not guaranteed. "A critical examination of the ranked factors chosen by non-returning students as contributing to their decision to discontinue their studies reveals that the top five factors involve time-management problems as well as inadequate financial resources" (Smith, 1990, p. 218).

Students rank financial problems as a primary reason for discontinuing educational goals (Pantages & Creedon, 1978). Discontent with class scheduling, lack of finances, the disruptive nature of work on schooling, discontent with program requirements, and demanding work responsibilities were respectively rank ordered as the top five factors by non-returning undergraduate nursing students (Smith, 1990).

With the current nursing shortage, a close examination of the numbers of nursing graduates and the numbers of nursing students that are employed during the academic year will provide valuable information to nursing educators and administrators. The supply of future nurses relies heavily upon the educational framework in existence. Because of the important role that nurses hold in society, a closer scrutiny should be placed on the education of these students. If the education of nursing students is to succeed, programs must strive to assist students by providing a balanced education that faces the reality of student's employment during the academic year. Will employment enhance a nursing student's education, or is it detrimental?

The purpose of this thesis is to explore the impact of employment during the academic year on grade point averages (GPAs) of nursing students in a baccalaureate nursing program.

#### Hypotheses

Two specific hypothesis will be set forth to determine if there is a relationship between (a) number of hours employed and GPA, and (b) job relevancy and GPA.

1. Nursing students who work twenty hours or more per week during the academic year will have GPAs lower than nursing students who work fewer hours.

2. Nursing students who work in health or nursing related fields will have higher GPAs than nursing students who work in non-nursing fields.

#### Purpose and Need

The purpose of this research is to:

1. Determine what percentage of the sample is employed during the academic year.

2. Determine the number of hours worked per week.

3. Compare the number of hours worked during the academic year to the student's current GPA and overall GPA.

4. Explore the reasons that students cite for being employed.

5. Discover what motivates students to conquer financial difficulty and to continue in nursing programs.

The results of this research study will advance knowledge

and potentially assist faculty in counseling nursing students regarding employment during the academic year. The knowledge of student nurses' perceptions about employment during the academic year may help college administrators and faculty to develop and expand the philosophy and curriculum of nursing programs.

#### Definitions

**Nursing student:** an undergraduate student enrolled in a baccalaureate nursing program.

**Employment:** works a specified number of hours and receives income for services.

**Full-time employment:** the number of hours worked per week are twenty or more.

**Part-time employment:** the number of hours worked per week are less than twenty.

**Academic year:** the period of time during which the nursing student attends classes full time; includes Fall and Spring semesters.

**Academic standing:** the numerical relationship of a student to a graded 4-point scale; an overall grade point score reflecting the student's achievement in attempted coursework; cumulative grades at the end of each semester and overall.

**Persistence:** continuance within a baccalaureate program to ultimate completion.

**GPA:** a numerical value ranging from zero to 4.0,

obtained by dividing the total number of grade points by the total number of graded units which the student has attempted.

### Research Design

The research conducted was nonexperimental in design. A questionnaire survey designed by the researcher, including both qualitative and quantitative questions, was given to undergraduates in a baccalaureate school of nursing. "Survey research is an extremely flexible research approach and, therefore, is quite diversified with respect to populations studied, scope, content, and purpose" (Polit & Hungler, 1978, p. 206). This design was chosen to expand the current knowledge related to employment of nursing students during the academic year. A hypothesis rather than research questions was formulated to strengthen the investigative efforts.

### Scope and Limitations

The scope of this exploratory questionnaire is quite broad. The questionnaire could be used in any educational setting surveying a working student population. Information was obtained on several levels: personal information, environmental information, and situational information.

The sample population for this study was limited to 207 undergraduate nursing students. Within the nursing curriculum, there are six different semesters of nursing coursework to complete prior to graduation. Initially, data

was to be obtained from four of the six semesters. Due to the timing of the data collection and inability to access students, the survey was limited to obtaining data from only three semesters of students.

The limitations of this study originate from financial cost, time, and the actual design of the research. Because of cost and time available, a convenience sample was used. Because of the exploratory nature of this research study and a lack of experimental control, relationships among variables may not be viewed as causative in nature; yet, these findings could be useful in developing further research in this area. Another drawback is the superficial nature of the data, although the information obtained was extensive. Acknowledgment of the limitations of this study are necessary when interpreting the findings. Further evaluation of the questionnaire is needed to establish reliability and validity.

## Chapter 2

### CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

An existing conceptual framework encompassing student employment and academic success was not found in a review of the literature. Thus, a conceptual framework was developed by the researcher attempting to define the intricate interactions between students, employment, and persistence (see Figure 1). The concepts of development, motivation, and work emerge. Developmental Theories, Maslow's Motivational Theory, and concepts of the work ethic will be synthesized by the researcher to formulate a conceptual framework.

#### Development

College students can be found in different passages of life. Examples could include: (a) an eighteen-year-old recent high school graduate enrolled in a four-year university; (b) a forty-year-old housewife enrolled in a university with the goal of obtaining a teaching degree; or (c) a twenty-four-year-old who is unemployed with minimal job skills enrolled in college to obtain a higher paying job. Sheehy (1976) describes the following journey (passage) into adulthood: Prior to the age of eighteen, an individual talks about separation from family and is anxious to be independent from parents; after the age of eighteen, an individual begins separation from family and prepares for

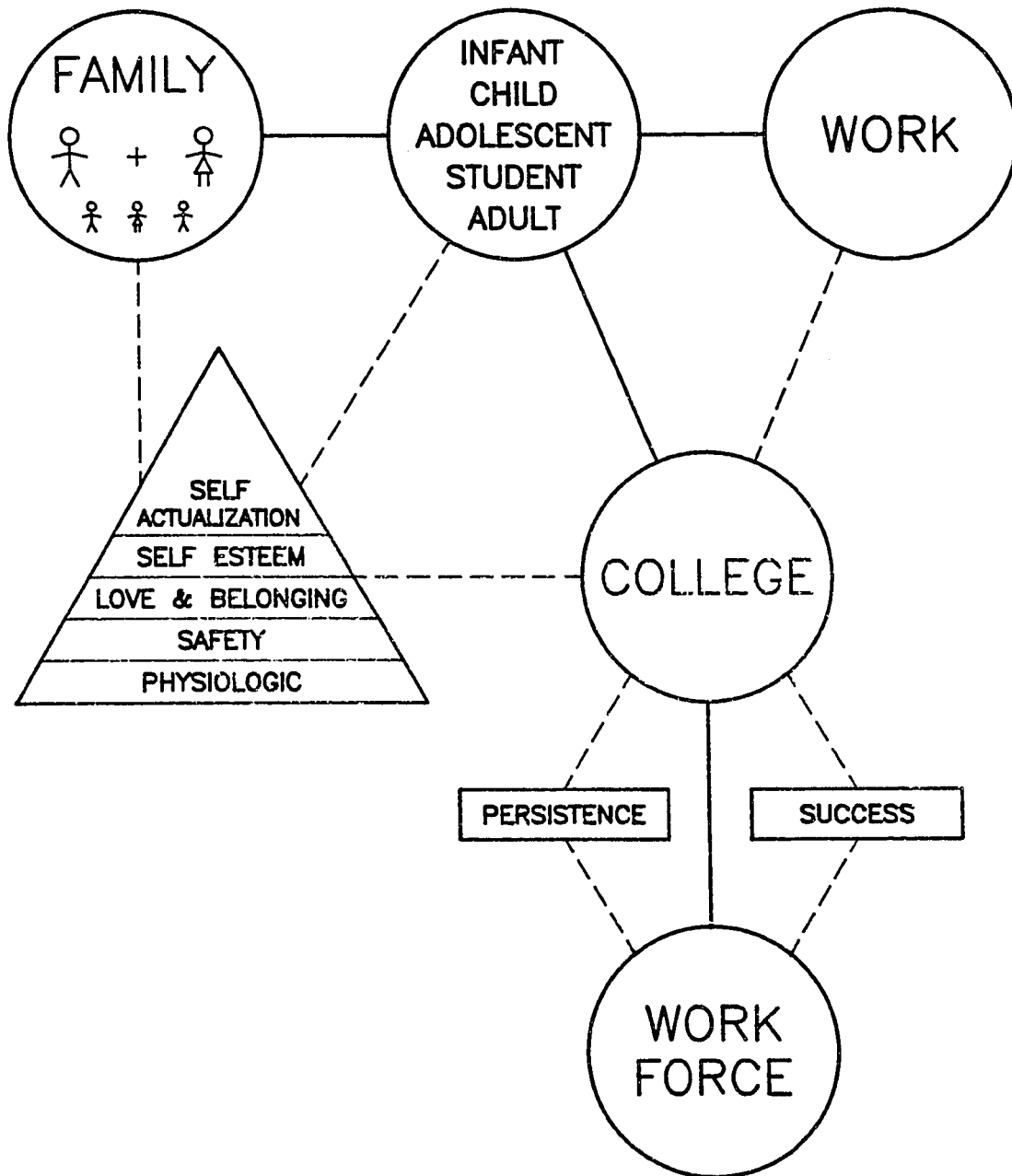


Figure 1. Synthesis of Developmental and Motivational Theories and Work  
(solid lines are permanent paths/broken lines interactional paths).



college (Sheehy, 1976, pp. 25-27). This passage initiates the development of self, identity with peer groups, and a definition of sexuality. In the next passage, adulthood, the individual's identity will be firmly established and choices will be made about the future.

Erikson (1963) described eight developmental stages. He places the young adult as being in an Intimacy vs. Isolation stage. In this stage, the identity has already been established and there is a readiness to work, recreate, and procreate in efforts to seek intimacy and form commitments with others.

Whipple (1988) described studenthood as an additional phase to consider in development. He described students during the 1950s and 1960s as delighted to be away from home, on their own, away at college, and supported financially by parents. In these years, students concentrated on academics in preparation for the future. Whipple explains that the studenthood of the 1950s to 1960s is not the reality of today because 58% of all students in the 1990s are employed at least part time. Thus, Whipple encouraged educators to adapt teaching and learning methodologies to the present day nontraditional student, most of who are balancing work and education simultaneously.

#### Motivation

Sheehy (1976) and Erikson (1963) both described characteristics of individuals entering or establishing

adulthood. College students are establishing adulthood by confirming identities and planning a future based on established goals. Maslow (1954) theorized that as the lower physical needs are met, higher emotional needs and self-actualization arise. "Man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time" (Maslow, 1954, p. 69). Maslow described man as desiring and being driven to attain goals, balancing between satisfaction and dissatisfaction. Man has and is driven by needs.

Success is one of many factors which motivate college students. Other motivating factors include: persistence, grade point averages, achieving goals, the joy of learning, balancing work and school, and self-confidence. All are pivotal to achieving success.

#### Work Ethic

Over the years, the concept of work has evolved and fluctuated. When the work force first began working, the emphasis was on hard work and servitude; today, the emphasis is on equality and fair wages. Character and conditions within the work place have changed toward fewer hours worked per week, safer working environments, and emerging organizations to protect the rights of employees (Cherrington, 1980, pp. 19-40).

Exploration of the concept of work is relevant to this study because of the high percentage of students working in

society today. Students advance through primary, secondary, and higher education with the terminal goal of entering the work force and achieving financial independence. The educational system establishes a foundation and prepares students for entry into the work force (Troll, 1985, p. 165).

Freud (1930/1961, p. 48) described the roots of communal living and the discovery by primal man of work to enhance life. He described man as being driven by the power of work and the power of love. Cherrington (1980, p. 1) described a puritan philosophy that is applicable to this conceptual framework. The Puritans integrated work and spirituality to give purpose to life. Therefore, it appears that work is integral to one's personal satisfaction in life. Upon entering adulthood, an individual must accept a job that may continue until retirement (Troll, 1985, p. 159).

#### Summary

In summary, college students of the 1980s and 1990s are presented with many challenges. These students are ready developmentally to learn. They are motivated by innate drives to succeed and work to achieve their dreams and goals. The costs of education take a heavy personal toll on students. The average family unit of today is not able to completely finance a college education (McCarlan, 1988). College students may be forced to work during the academic

year to complete their education and formally enter the work force. Thus, a developmental readiness to learn, motivation to succeed in achieving educational goals, and a need to work for personal satisfaction all interact in academic persistence and student employment.

#### Related Literature

Students who work during the academic year are challenged by the high cost of education, employment during the academic year, selecting jobs that may or may not be related to career aspirations, balancing academic load with the number of hours worked, and maintaining academic standing. The areas that this literature review will discuss relative to employment by students during the academic year include: (a) the benefits of employment, (b) the detriments of employment, (c) the influence of employment on GPA, and (d) job relevancy.

#### Benefits

McCarlan (1988) lists the following benefits of student employment during college: (a) monetary reward, (b) increased self-confidence, (c) interactional experiences, (d) improved organizational skills, (e) a sense of purpose and clearer direction to educational goals, (f) familiarity with the work place, and (g) clarification of career options. Even though students may not need to work, McCarlan (1988) found some seek employment to obtain material possessions or fill up unused hours in a week.

Educators and public officials believe that work influences and encourages students to learn important values and relate these to academic learning (Hansen, 1986). Bella and Huba (1982) address the practical experience students gain from working. Students may develop the necessary skills to enter the work force, be exposed to different types of employment opportunities, learn organizational skills, and receive financial income to help cover the high cost of education.

In a study conducted at several Washington State Colleges, college administrators list the benefits of student employment as: (a) better GPAs, (b) increased self-esteem and motivation, and (c) improved organizational skills (Van de Water, Augenblick, & Associates, 1987). In addition, opportunities for employment in the future may arise from jobs held during college years. Without the benefit of employment during the academic year, many students would not be able to continue their education (Hay et al., 1970).

#### Detriments

In contrast, there are several detriments to student employment during the academic year. The rivalry between time, attention, and availability of students challenges educators. Faculty members compete for time with students who are employed (McCarlan, 1988). Students may decide to go to work rather than attend a lecture or work on a project

in the library. The demands of employers or the number of hours worked may result in students being unprepared for academic activities. Also, students may not be able to meet faculty during office hours or at customary times because of conflicts with work schedules. Instructors are summarizing reading assignments during class time, changing testing methods, limiting group activities, and even lessening academic demands on students (McCarlan, 1988). He questions whether students who work spend enough or even the same amount of time studying as the unemployed student.

Ehrenberg and Sherman (1987) discovered that persistence in college was adversely affected by the number of hours worked. A student who worked more hours jeopardized future college enrollment and potentially prolonged the time until graduation. College GPAs were also affected if the student was employed more than 25 hours per week during the academic year. They found that students who worked less than 25 hours per week did not experience a reduction in their GPA. But, students who worked part time in positions on campus were found to have a higher GPA.

#### GPA

Most of the predominant research studies addressing student employment have found that work during the academic year does not decrease a student's GPA or academic achievements. Several studies (Anderson, 1966; Dickinson & Newbegin, 1959; Henry, 1967; Trueblood, 1957) have all found

that part-time employment does not adversely affect college GPA. Ehrenberg and Sherman (1987) in a longitudinal survey of male high school seniors during their college years found no evidence to support the hypothesis that work (mean hours worked: 21.3 to 26.8) during the academic year significantly lowered GPA. Van de Water et al. (1987) examined full-time undergraduate students in twelve Washington State Colleges and Universities by reviewing records and conducting a written survey or interview of students and campus administrators. They concluded that students perform as well academically whether employed or unemployed. Although students felt that working had a negative impact on GPA, this was not supported by the study results.

Current research surveying college students and employment demonstrates that there is little or no impact on academic performance for students who work part time. Henry (1967), Bella and Huba (1982), and Ma and Wooster (1979) agree that students can work up to 15 hours per week without an impact on GPA. Students who worked up to 16 hours per week did as well or better than students who were not employed (Hay & Lindsay, 1969).

Trueblood (1957) studied data from Indiana University students and could not answer the question: "How many hours can a student work before their grades begin to fall?" Consistently, research studies support the benefits of working up to 15 or 20 hours per week. Yet, there is

evidence that students who work more than 15 to 20 hours per week receive lower mean GPAs than students who were not employed (Hay & Lindsay, 1969; Hay et al., 1970).

DeYoung and Sorofman (1989) studied a sample of pharmacy students to examine the success of students who worked and their perceptions of employment during the academic year. The students, 60% of whom were employed during the academic year, had similar perceptions about the influence of work on GPA. A majority of students felt that working during the academic year negatively influenced GPA. But the study showed the GPAs of students who worked and the GPAs of students who did not work were not significantly different statistically. In this group of pharmacy students at the University of Iowa College of Pharmacy, grades were not affected by employment during the academic year (DeYoung & Sorofman, 1989).

#### Job Relevancy

The relationship between employment, course of study, and application to learning should build upon the knowledge students receive from higher education. Is the relevancy of a job significant to the issue of student proficiency? Ma and Wooster (1979) conducted a questionnaire survey of college students at Lamar University and discovered that having a job relevant to the student's course of study does not exert an influence on GPA.

Van de Water et al. (1987) studied students who worked



in: (a) a State Work Study Program where the emphasis was to employ students in areas related to their career, (b) College/Institution Work Study that did not emphasize work related to career, and (c) nonworkers. They found that students who worked in the State Work Study program did better academically than those who were not employed or who worked in the College/Institutional Work Study Program. However, the data demonstrated that work in an area related to course of study was favorable and promoted academic success. Similarly, Hay et al. (1970) found that in contrast to freshman and sophomore baccalaureate males working in nonrelevant jobs, students who had a job relevant to their major performed better academically.

#### Summary

In summary, research results suggest both benefits and detriments to employment during the academic year, rewards which enhance students both personally and professionally and have an influence on GPA. Students who work during the academic year also face many struggles including physical illnesses, less interaction with faculty and fellow students, less time for extracurricular activities, and less time spent in class preparation and library use.

Researchers conclude that students who work up to fifteen hours, but not more than twenty hours, will do as well, or even better, than their counterparts who do not work (Bella & Huba, 1982; Hay & Lindsay, 1969; Hay et al.,

1970; Ma & Wooster, 1979). Supportive evidence is lacking on whether job relevance really affects academic achievement (Bella & Huba, 1982; Ma & Wooster, 1979).

There are few studies which examine students based on their major in college. This research will add to the current literature by focusing on nursing students who are employed during the academic year.

The research to date supports the hypothesis that working during the academic year is not harmful to a student's academic standing. Students can achieve personal and professional benefits from employment which include: self-confidence, organizational skills, focus on career planning for the future, and monetary support. The negative outcomes of employment, such as the effect on studies, difficulties with scheduling, low pay, and less time for family, friends, and leisure activities, may be outweighed when the student can obtain a college degree.

The challenges faced by educators may promote changes within the educational system which incorporate an understanding of the needs of employed students. It is hard to ignore student employment when over half of all students today are employed at least part time (DeYoung & Sorofman, 1989; Ma & Wooster, 1979).

Research to date shows a minimal impact on a student's GPA when the number of hours worked do not exceed 15 to 20 hours per week. There have been few investigations of

professions that demand a strong theoretical foundation, group work, clinical experiences, research, and use of library resources. The literature does not clearly illustrate that job relevance promotes greater academic success. Yet, some academic programs, such as nursing, social work, counseling, and teaching that require clinical practicums, may benefit from students working in jobs relevant to their field.

Further exploration is needed regarding student employment specifically related to and aligned with course of study. Employment in these areas at the student's level of competence has the potential to enhance clinical experience by promoting a greater understanding in the analysis and synthesis of cognitive and theoretical application of learned concepts.

## Chapter 3

### METHODOLOGY

#### Research Design

The design of this study was exploratory. A survey instrument was used to obtain descriptive data exploring the relationship of student employment to academic standing.

#### Instrumentation

The questionnaire was adapted by the researcher from a survey questionnaire administered to pharmacy students at the University of Iowa College of Pharmacy (DeYoung & Sorofman, 1989). Written permission was obtained to adapt the questionnaire for this research study (see Appendix A). The researcher developed a compilation of questions particular to the target population, nursing students. The questions focused on the demographics of this population and data on employment during the academic year (see Appendix B).

#### Sampling Method

The population for this research study was a convenience sample of 207 subjects enrolled in a California State University baccalaureate nursing program. At this particular baccalaureate nursing program, there are a total of 571 students enrolled including part time and full time. Students were identified as part time or full time by the number of units taken and by answering the question, "Do you

consider yourself a full-time student?" The accessible population surveyed was 209 nursing students. The sample was selected for convenience; only particular semester groups of students were available to the researcher. "Accidental sampling entails the use of the most readily available persons or objects for use as subjects in a study" (Polit & Hungler, 1978, p. 454). The sample included a sampling of different semester levels within the nursing program.

#### Data Collection

The 41-item questionnaire was distributed to nursing students in an undergraduate baccalaureate nursing program during a class period. The researcher chose to distribute and collect the questionnaire within the same time period to maximize the response rate. Participants were given an Informed Participation Consent Statement to read and sign prior to voluntarily completing the questionnaire (see Appendix C). Then a questionnaire was circulated to participants. Two hundred and nine questionnaires were distributed and two hundred and seven questionnaires were completed and returned. Not all questions were answered by every subject. Approval was granted by the Human Subjects Institutional Review Board to conduct this research study. The researcher distributed the questionnaire and was available for questions during the data collection. Participants completed the survey in 15 minutes. No undue

harm was anticipated to any participant.

#### Data Analysis

Descriptive and inferential statistical analysis were used to illustrate the findings. The questionnaire asked for demographic and financial information, employment status, data regarding simultaneous school attendance and work, and GPA. In addition, the questionnaire included several qualitative questions in which the responses were grouped for presentation.

Averages and percentages were used to describe the population. In some cases, the standard deviation was presented to measure how much the data deviates from the mean. A correlation was also computed between many variables within the questionnaire. As an extension to the descriptive statistics, inferential statistics were used to make inferences about the population. The ANOVA was used to examine the differences between means and determine if the difference was significant.

## Chapter 4

### ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research study was to explore the impact of employment during the academic year on GPA for nursing students enrolled in a four-year baccalaureate nursing program. A survey questionnaire (see Appendix B) was distributed to 209 nursing students at a Northern California State University. Voluntary participation was solicited from three different semesters. The response rate was 99%, 207 questionnaires were returned: (a) Semester Four, 75 students; (b) Semester Five, 51 students; and (c) Semester Seven, 77 students. Four students did not report their current semester. Students were given the option to choose not to answer questions on the questionnaire. Therefore, the number of responses will not always equal 207. A valid percent will be reported in the analysis and represents the percent of students answering the question.

Analysis of data was divided into the following categories: (a) demographics, (b) financial standing, (c) employment status, (d) balancing school attendance with work, and (e) GPA. Descriptive and inferential statistics were applied to results. Descriptive statistics will describe the frequencies and means of the sample. Inferential statistics, one way analysis of variance (ANOVA), will analyze the differences between means.

Several questions in the questionnaire used a Likert scale requiring students to rank responses from 1 to 5. A mean was reported and the corresponding response was placed in quotations. Responses to the three qualitative questions will be grouped and presented describing: (a) the reasons that motivate students to continue in the nursing program, (b) how students might improve GPA, and (c) incidents where students had to make a choice between going to class/clinical or going to work.

#### Description of the Sample

##### Demographics

Two hundred and seven nursing students comprised the sample used for this research study. The sample was polled regarding statistics describing sex, ethnicity, age, marital status, dependents (children under the age of 18) living with the subject, and living arrangements (independent versus family accommodations).

The "typical" student in this sample was female (91%), unmarried (68%), and did not have dependent children living with her (76%). Thirty-eight percent of the sample ranged in age from 20 to 23 years. Table 1 presents the age distribution of the sample. Diverse ethnic backgrounds were represented in this sample. The majority was Caucasian (55.1%). Various minorities comprised the remaining 44.9% (see Table 2).



Table 1

Age Distribution of the Sample

	Frequency	%
20 - 23 yrs	79	38.5
24 - 27 yrs	50	24.4
28 - 31 yrs	22	10.8
32 - 35 yrs	23	11.2
Over 35 yrs	31	15.1
$\underline{n} = 205$		

Table 2

Ethnic Distribution of the Sample

	Frequency	%
Caucasian	108	55.1
Asian	59	30.1
Hispanic	18	9.2
Black	5	2.6
Native American	3	1.5
Other	3	1.5
$\underline{n} = 196$		

At this primarily commuter campus, 31.2% of the sample report that they live with parents. Table 3 illustrates the various types of living arrangements by students in the sample.

Table 3

Residence

	Frequency	%
Parents	63	31.2
Immediate Family	45	22.3
Significant Other	36	17.9
Friends	32	15.8
Extended Family	11	5.4
Alone	11	5.4
Dorm	4	2.0
<u>n</u> = 202		

A majority (95%) of respondents perceived themselves as full-time students when asked, "Do you consider yourself a full-time student?" The number of units taken last semester, Fall 1991, ranged from 0 to 20 (M 11.96) compared to 3 to 21 units (M 12.05) taken in the Spring of 1992. Table 4 depicts the distribution of the expected year of graduation for the sample.

Table 4

Expected Year of Graduation

	Frequency	%
1991	1	0.5
1992	69	34.1
1993	55	27.2
1994	74	36.7
1995	3	1.5
<u>n</u> = 202		

Financial Standing

The sample reported sources of income that varied from financial aid (grants or loans) to financial support by parents or spouse, or income earned from employment. The primary source of income reported was income earned from employment during the 1991 to 1992 academic year (see Table 5). The mean monthly income of students was reported as \$983.95 (this may include income from spouse or other sources). The mean hourly income of students was reported as \$10.42. Salary data analysis reveals that students who reported working in "nursing" jobs were paid over \$13.00 per hour, while students who worked in "non-nursing" jobs received under \$10.00 per hour. This difference is statistically significant  $F(1, 142) = 7.68, p = .0063$ .

Table 5

Sources of Income

	<u>M</u>	<u>SD</u>	<u>n</u>
Job	44.22	38.77	198
Parents	19.62	32.61	198
Spouse	19.14	35.49	200
Grants	5.78	16.07	198
Loans	5.06	14.92	198
Other	5.02	14.48	198

Note. Answers question: "What was the source of your income last semester? What percent came from each source? (Please put a percent by each source of income you had.)"

Eighty percent of the sample answered these two questions regarding income.

Only 36.2% of the sample report that they receive financial aid. The sample feels that they "have enough" financially to get along, M 2.73 (SD 1.32). There are correlations between the variables, hours worked and hourly income ( $r = .32$ ,  $p < .01$ ) and between the variables, hourly income and low pay ( $r = -.19$ ,  $p < .05$ ). This data reveals that those who work more hours tend to have higher paying jobs. Also, students are frustrated by receiving low pay and therefore may have to work more hours to make ends meet.

### Employment Status

Approximately 79% of the sample ( $n = 206$ ) are currently employed during the academic year. Table 6 represents the number of hours that students worked per week during the academic year. Fifty-three percent report working less than 20 hours per week, and 42.5% report working 20 hours or more per week. The number of hours that students worked per week ranged from 0 to 55,  $\bar{M}$  16.89 hours ( $SD$  11.01,  $n = 197$ ). Students report preferring to work less hours, responses ranged from not working to working 32 hours per week,  $\bar{M}$  6.33 hours ( $SD$  7.28,  $n = 198$ ).

Inquiry was made regarding type of employment and then grouped by "nursing" job or "non-nursing" job. Over 48% of students were employed in areas related to nursing (see Table 7). Comparison of those who worked in "nursing" versus "non-nursing" jobs do not differ in the hours that they work: the mean number of hours worked by respondents in nursing jobs was 19.86, the mean number of hours worked by respondents in non-nursing jobs was 20.06. Nor do they differ in the hours that they would prefer to work: the mean number of hours preferred to work by respondents in nursing was 7.51 hours, mean number of hours preferred to work by respondents in non-nursing was 5.71 hours.

Table 6

Hours Worked Per Week


---

Hours/Week	Frequency	%
0	32	16.2
2	2	1.1
3	1	0.5
4	2	1.1
5	1	0.5
6	1	0.5
7	1	0.5
8	5	2.5
10	4	2.0
11	1	0.5
12	11	5.6
13	3	1.5
14	1	0.5
15	10	5.1
16	28	14.2
17	6	3.0
20	25	12.7
21	1	0.5
22	5	2.5
23	4	2.0
24	12	6.1
25	7	3.6
26	1	0.5
27	3	1.5
28	3	1.5
30	7	3.6
32	11	5.6
34	1	0.5
36	5	2.5
40	5	2.5
55	2	1.1

---

$n = 197$

---

Table 7

Type of Employment: Nursing and Non-Nursing

	Frequency	%
Nursing		
Hospital	62	37.8
Doctors Office	11	6.7
Clinic	7	4.3
Non-Nursing		
Campus	4	2.4
Other	77	47.0
Combination of Both	3	1.8
<u>n</u> = 164		

Balancing School Attendance with Work

The number of hours students report they usually study ranged from 0 to 45; M 15.07 hours (SD 8.50, n = 198). Students reported the desire to study more hours than they do currently, ranging from 4 to 50 hours; M 21.82 (SD 10.15, n = 198). When comparing employed and unemployed students, there is a significant difference in the number of hours they study (see Table 8). This data reveals that students do study more when they are not working, and students who work, regardless of the hours they work, study about the same number of hours. Students who do not work study an

Table 8

Hours Studied Per Week By Students

	<u>M</u>	<u>SD</u>	range
Students			
Unemployed	19.7	9.96	6 - 45
Employed	13.9	7.66	0 - 39

$n = 197$

$F(1, 195) = 15.65, p = .0001$

average of six hours more per week than students who do work. In addition, it is noted that students who work in "non-nursing" jobs study an average of two hours more per week than those working in "nursing" jobs.

The mean number of hours slept per night by the sample was 6.49 (SD 1.97). There was no significant difference in the number of hours slept per night by employed students and unemployed students;  $F(1, 200) = .08, p = .77$ . There is a negative correlation between the number of hours worked and number of hours slept per night,  $r = -.16, p = .05$ . This implies that the more hours worked by respondents, the fewer hours slept.

The mean number of days a student did not go to class and stayed at home due to illness was 1.89. Students who work tend to be absent more than those who do not work; the



difference is not statistically significant,  $F(1, 195) = 1.93$ ,  $p = .16$ .

The average number of days that a student reports missing clinical time due to work commitments ranged from 0 to 3 days;  $M .17$  ( $SD .56$ ,  $n = 201$ ). When working and nonworking students were compared in relation to missing clinical due to work commitments, there was no significant difference,  $F(1, 198) = 2.98$ ,  $p = .08$ , but working students may be more likely to miss clinical.

Nursing students in this sample study independently and in groups. Students spend 87% of the time studying alone and 13% of the time studying in groups. The study methods of (a) students not working, (b) students working in "nursing" jobs, and (c) students working in "non-nursing" jobs were compared. There was no relationship between type of study method and whether a student worked in nursing, non-nursing, or did not work (see Table 9). Respondents appear to prefer studying independently. Although when asked in an open-ended question, "Describe how you might improve your GPA," several students stated that studying in groups might help.

Using a Likert 5 point scale (1 = never to 5 = always), students agree that they "occasionally" use the skills they have learned in nursing during their present jobs ( $M 3.29$ ,  $SD 1.60$ ,  $n = 164$ ). When questioned about the influence of hours worked on academic studies ( $M 2.66$ ,  $SD 1.30$ ,  $n = 190$ )

Table 9

Study Methods Compared to Type of Employment

	<u>M</u>	<u>SD</u>
Independent		
Nursing	88.17	15.26
Non-Nursing	84.02	18.70
Not Working	89.48	19.47
<u>n</u> = 205		
<u>F</u> (2, 202) = 1.75, <u>p</u> = .17		
Group		
Nursing	11.38	15.22
Non-Nursing	14.99	16.55
Not Working	10.52	19.47
<u>n</u> = 203		
<u>F</u> (2, 200) = 1.36, <u>p</u> = .25		

and whether working helped motivate the student academically (M 2.75, SD 1.09, n = 192), a "neutral" (no difference) response was obtained on both questions.

Students did indicate that work interfered with their ability to stay alert and function safely during class and clinical. In the clinical setting, 34% of students felt an inability to stay alert and function safely, and in the classroom setting, 52% of students felt an inability to

stay alert and function safely. This could have a major impact on nursing programs. Students who are employed in a health field "agreed" that having a job relevant to nursing helped them do better academically in nursing theory courses ( $M$  3.80,  $SD$  .86,  $n$  = 139).

Students are frustrated by balancing employment and academics. The frustrations were ranked by response rate. The five top ranked frustrations included: (a) 77% students are discontent because of less leisure time, (b) 66% students feel that work takes too much time, (c) 56% complain of difficulties with scheduling class/clinical, (d) 48% report work interfering with family time, and (e) 45% are frustrated by stress on the job.

A list of ten frustrations encountered while working and attending school was formed into a question on the questionnaire. In the statistical analysis of the data, a correlation coefficient was done on each of the frustration (stress) variables to describe relationships.

There were many positive correlations among each source of stress (e.g., the more stress from problematic boss, the more stress from low pay); therefore, a total stress category was developed. The total stress variable was related to hours worked ( $r$  = .30,  $p$  < .01), hours slept ( $r$  = .17,  $p$  < .05), and preferring to work less ( $r$  = .47,  $p$  < .01).

#### GPA

Students report that working during the academic year

tends to "negatively" influence academic performance and that if they worked less, it would "positively" influence academic performance (1 = negatively to 5 = positively) (see Table 10). There was a significant difference between students who worked and students who did not work in relation to perceptions of how work influenced GPA.

Table 10

The Influence of Work on GPA

	<u>M</u>	<u>SD</u>
Not Working	2.25	.5853
Working	2.53	.6976

$n = 190$

$F(1, 188) = 4.04, p = .04$

Students were "neutral" in response to satisfaction with GPA (1 = not at all satisfied to 5 = very satisfied). Yet, students who do not work were more "satisfied" with their GPAs than their counterparts who do work (see Table 11). There was a correlation between GPA satisfaction and whether a student was employed or not ( $-.17, p < .05$ ). Also, there was a correlation between working less and GPA satisfaction ( $-.24, p < .01$ ).

Similarities exist in the current and overall GPAs of respondents and average over 3.10. The mean reported

Table 11

Satisfaction with GPA

	<u>M</u>	<u>SD</u>
Not Working	3.10	1.17
Working	2.55	1.30
<u>n</u> = 200		
<u>F</u> (1, 198) = 5.96, <u>p</u> = .01		

current semester GPA of the total sample was 3.17 (SD .56, n = 188). The mean reported overall GPA of the total sample was 3.15 (SD .44, n = 184).

The findings of this study reveal that there is no significant difference (F <1) between GPAs of (a) students who do not work, (b) students who work less than twenty hours, and (c) students who work twenty hours or more (see Table 12). Therefore, the hypothesis of this research study, nursing students who work twenty hours or more per week during the academic year will have GPAs lower than nursing students who work fewer hours, was not supported.

Students employed in non-nursing jobs and students employed in nursing jobs have GPAs that do not differ significantly (F <1) (see Table 13). Therefore, the second hypothesis of this research study, nursing students who work in health or nursing related field will have higher GPAs

Table 12

Comparison of GPA and Hours Worked


---

	<u>M</u>	<u>SD</u>
<hr/>		
Current GPA		
Not Working	3.21	.41
Work less 20 hrs	3.22	.43
Work 20 more hrs	3.10	.69
$n = 188$		
$F(2, 185) = 1.0, p = .37$ - between all 3 groups		
$F(2, 179) = 1.9, p = .16$ - between those working		
Overall GPA		
Not Working	3.21	.37
Work less 20 hrs	3.16	.40
Work 20 more hrs	3.13	.48
$n = 184$		
$F(2, 181) = .25, p = .78$ - between all 3 groups		
$F(2, 175) = .33, p = .56$ - between those working		

---

than nursing students who work in non-nursing fields, was not supported.

Table 13

GPA and Type of Job


---

	<u>M</u>	<u>SD</u>
<hr/>		
Current GPA and Type of Job		
Nursing	3.14	.57
Non-Nursing	3.13	.61
Not Working	3.30	.41
$n = 188$		
$F(2, 185) = 1.30, p = .27$ - between those working		
Overall GPA and Type of Job		
Nursing	3.16	.46
Non-Nursing	3.10	.44
Not Working	3.22	.38
$n = 184$		
$F(2, 181) = 1.06, p = .35$ - between those working		

---

Summary of Qualitative Data

Three qualitative questions were posed to students:

1. List one or two reasons that motivate you to continue in the nursing program.
  2. Describe how you might improve your GPA.
  3. Describe any situation where you had to make a choice between going to class/clinical or going to work.
- Ninety-two percent of students responded to one or more of

the qualitative questions. Students cited many reasons for continuing in the nursing program. Money was listed (20%) as the primary reason for continuing. Reasons given included: (a) monetary income from employment in nursing, (b) financial need, (c) financial independence, (d) financial security of nursing, and (e) enriching lifestyle by securing income from nursing.

Other reasons motivating students to continue in the nursing program were:

1. Fifteen percent of students describe "nursing" as either realizing a personal goal, fulfilling a lifelong dream, or "Nursing is what I have always wanted to do".

2. Twelve percent expressed interest in helping others.

3. Eleven percent noted the availability and opportunity in nursing and the future availability and opportunities for employment in nursing.

4. Eight percent of students expressed the importance of obtaining an education which included a Bachelor's Degree in Nursing.

5. Other responses included, "pleasing my mother", motivation to improve family lifestyle, expand knowledge, and a need to finish what was started.

The two top-ranked methods cited by students to improve their grades were (a) to study more, and (b) to work less. Over 50% of students reported that they wished they could



study more; 25% of students reported they would like to work less or not work at all. Time management, organizational skills, improvement in study habits, improvement in the quality of studying, an increase in the percent of time spent studying in groups, and more attention to self in areas of relaxation, decreasing stress, increasing sleep and leisure activities were cited by respondents as ways to improve grades.

When asked, "Describe any situation where you had to make a choice between going to class/clinical or going to work", students did not describe situations but remarked they would not consider this as an option. Most students were adamant, writing remarks in large bold print about not making a choice between going to class/clinical or going to work because school was more important than work. Unfortunately, some students were trapped by jobs in which the student was forced to make a choice. They worked to be able to pay the bills, avoid homelessness, and survive. Some students said they would call in sick to work so that they could study or go to school.

#### Interpretation

The findings from this study concur with the previous research cited in the literature review that work during the academic year does not significantly affect GPA (Bella & Huba, 1982; DeYoung & Sorofman, 1989; Hay & Lindsay, 1969; Henry, 1967; Ma & Wooster, 1979). The percent of students

who work in this sample of 207 exceeds, by 19%, the percent of employed students reported in the literature. Students report the number of hours they work does interfere with their ability to stay alert and function safely in class and clinical situations. What is the aftermath of 86% of students reporting an inability to stay alert or function safely during class or clinical time, and can this adversely affect learning? The number of hours worked increased the stress the respondents perceived in balancing work and school. They are also less satisfied with their GPAs. Yet, the findings demonstrate that students who work twenty hours or more are just as likely to achieve academically as students who work fewer hours or students who do not work.

## Chapter 5

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research study was to explore the impact of employment during the academic year on GPAs of nursing students enrolled in a four-year baccalaureate nursing program.

#### Conclusions

This research study revealed that 79% of nursing students in this sample ( $n = 207$ ) were employed either part time or full time during the academic year. These students report the desire to work less and study more. They did not feel that employment had a negative influence on their academics, but stated if given the opportunity, they believed they would do better academically if they worked less.

Two specific hypotheses were set forth to determine if there was a relationship between (a) number of hours employed and GPA, and (b) job relevancy and GPA.

1. Nursing students who work twenty hours or more per week during the academic year will have GPAs lower than nursing students who work fewer hours.

2. Nursing students who work in health or nursing related fields will have higher GPAs than nursing students who work in non-nursing fields.

This study found no significant difference in the GPAs

of students who (a) did not work, (b) worked twenty hours or less, and (c) worked more than twenty hours. Students who worked in "nursing" compared with students who worked in "non-nursing" jobs did not demonstrate a significant difference in GPAs. Therefore, each hypothesis was not supported by the findings of this study.

If given the opportunity, students would spend less time working and more time studying. The concept of persistence was revealed when respondents relate how they have progressed too far in the nursing program to quit. They describe themselves as fighters determined to make it through the nursing program and graduate. This sample of nursing students are driven by lifelong dreams, personal goals, and desire employment in nursing. They receive satisfaction in helping or caring for others and improving their current lifestyle by increasing income. This sample adapts to the conceptual framework interweaving threads of persistence, success, work, motivation, and development.

Employment during the academic year benefits students who otherwise would not be able to pay academic or personal expenses and complete a college education. This population of nursing students are affected by the need for concentrated study efforts. Time spent in libraries doing research, time spent on group study or group projects, and time spent practicing skills in a skills laboratory are

balanced against the need for monetary income gained by employment.

#### Recommendations

A recommendation of this researcher is to establish a paid internship for nursing students. A nursing student might benefit from being employed in a job relevant to their studies. Additional benefits from paid internships would include: receiving college credits, receiving income, gaining confidence with nursing skills, shorten the orientation process for hiring new employees, and providing a potential work force for the community at large.

The results of this study provide baseline information on student employment during the academic year. The findings of this research study will advance knowledge and assist in counseling nursing students regarding employment during the academic year. The 207 nursing students in this study sample have managed to successfully balance employment during the academic year with academic success. Yet, these same students are dissatisfied with their GPAs, are frustrated, may get less sleep, and are struggling to achieve academically. Another area of study is the question of examining the GPAs of working students who were freed from work commitments. Do students achieve the same academic standing or do they achieve even higher academic standing if they do not have to work?

This survey questionnaire needs replication to

establish validity and reliability. The sample size was small, results are not easily generalized to an entire population of nursing students, and the results would be more generalizable if a random sample was used. This study could be carried out on a larger scale, comparing all students within an individual program, comparing two-year associate or licensed vocational nursing programs, and exploring other four-year baccalaureate nursing programs. The initial findings of this study do reveal that students are achieving whether they work or not, regardless of the number of hours they work. Recommendations for future study include:

1. Are students who work as persistent as students who do not work?
2. Do students who work, when compared with students who do not work, finish a nursing program, pass State Boards, and practice nursing?
3. What is the incidence of physical illness and psychological stress on working versus nonworking students during the course of a nursing program?
4. Do students who work in nursing jobs need to study as much as students who work in non-nursing jobs?
5. Compare associate degree, licensed vocational, and other baccalaureate nurses with employment status and GPA.
6. What are the effects of a paid internship on GPA and persistence of students?

7. Do students achieve the same academic standing or do they achieve even higher academic standing if they do not have to work?

8. Replicate this study with a larger population using random sampling methods.

9. Track incidents where students are unsafe in the clinical area.

10. Explore the impact of the hours student work compared with the feeling of an alerted ability to stay alert and function safely during class or clinical time.

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APPENDIX A

Permission to Use Questionnaire

# The University of Iowa

Iowa City, Iowa 52242

College of Pharmacy

319/335-8794

FAX No. 319/335-9418



1847

February 15, 1991

Laurie C. Duke  
3939 Seven Trees Blvd. #Q102  
San Jose, California 95111

Dear Ms. Duke:

You have my permission to use the questionnaire Mr. DeYoung and I published on student employment in the American Journal of Pharmaceutical Education.

Please drop a note to me on your findings. Good luck.

Sincerely,

Bernard Sorofman  
Associate Professor and Head  
Division of Pharmaceutical Socioeconomics

BAS/jc

APPENDIX B  
Questionnaire

QUESTIONNAIRE

Thank you for your time to help with this research study examining the effects of working while attending school. Please take a few minutes to answer the following questions.

1. Are you currently employed during the academic year (check one):

Yes \_\_\_\_\_ No \_\_\_\_\_

(If no, please skip to question 4)

2. Are you employed by (check one):

Hospital \_\_\_\_\_ Doctor's office \_\_\_\_\_ Clinic \_\_\_\_\_

On campus work \_\_\_\_\_ Other \_\_\_\_\_

3. Are the skills that you have learned in nursing used in your present job? (please rate on the following scale and circle the corresponding number):

  1     2     3     4     5    
 never rarely occasionally most always

4. On the average, the hours that you work influence your studies in the following way (please rate on the following scale and circle the corresponding number):

  1     2     3     4     5    
 negatively not at all positively

5. Have you ever felt that the number of hours you work has interfered with your ability to stay alert and function safely during class and clinical time? \*check yes or no

	Yes	No
class	_____	_____
clinical	_____	_____

6. How many hours per week do you work during the school year? \_\_\_\_\_ hrs per week (write 0 if you don't work).

7. How many hours per week would you like to work (if money was not a concern)? \_\_\_\_\_ hrs per week





## DEMOGRAPHIC DATA

19. Age (please check the category which includes your age):

20-23\_\_\_\_\_ 24-27\_\_\_\_\_ 28-31\_\_\_\_\_

32-35\_\_\_\_\_ over 35\_\_\_\_\_

20. Are you married? (check one)

Yes\_\_\_\_\_ No\_\_\_\_\_

21. Do you have children (dependents) living with you who are under the age of eighteen? (check one)

Yes\_\_\_\_\_ No\_\_\_\_\_

22. Check one of the following that best describes your living arrangements:

Dorm\_\_\_\_\_ Parent's home\_\_\_\_\_ Live alone\_\_\_\_\_

With immediate family\_\_\_\_\_ With extended family\_\_\_\_\_

With significant other\_\_\_\_\_ With friends\_\_\_\_\_

23. \* Optional: Ethnic background (check)

Black\_\_\_\_\_ Hispanic\_\_\_\_\_ Native American\_\_\_\_\_

(Indian)

Asian\_\_\_\_\_ Caucasian\_\_\_\_\_ Other\_\_\_\_\_

(Pacific Islander)

24.\* Optional: Sex (check one)

Female\_\_\_\_\_ Male\_\_\_\_\_

\*\*The following questions regarding income will be kept in strict confidence. Your answers are greatly appreciated. Thank you.

25. Monthly income: \$\_\_\_\_\_ per month

26. Average hourly wage: \$\_\_\_\_\_ per hour

27. What was the source of your income last semester?  
What percent came from each source? (please put a percent by each source of income you had)

My job \_\_\_\_\_%      Parents \_\_\_\_\_%      Spouse \_\_\_\_\_%  
Loans \_\_\_\_\_%      Grants \_\_\_\_\_%      Other \_\_\_\_\_%

28. Do you receive financial assistance? (check one)

Yes \_\_\_\_\_ No \_\_\_\_\_

From whom \_\_\_\_\_ Amount \$ \_\_\_\_\_

29. Which of the following statements best describes your financial status? (please rate on the following scale and circle the corresponding number)

1	2	3	4	5
always in debt	sometimes short of cash	have enough to get by	have a little more than I need	have plenty to meet my needs

30. Grade point average last semester \_\_\_\_\_

31. Overall grade point average \_\_\_\_\_

32. SAT score      math \_\_\_\_\_      verbal \_\_\_\_\_

33. How satisfied are you with your GPA? (please rate on the following scale and circle the corresponding number)

1	2	3	4	5
not at all satisfied	somewhat satisfied	no opinion	satisfied	very satisfied

34. The number of nursing classes that you have had to repeat (check one):

none \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 or more \_\_\_\_\_

35. How often did you miss clinical time (during any given semester) because of work commitments? (please state the number of days )

\_\_\_\_\_ days missed

36. Students study individually and in groups. What percentage of your total study time do you spend studying in a group? What percentage of your total study time do you spend studying alone? (write in percentage next to study method)

individual study \_\_\_\_\_%      group study \_\_\_\_\_%

37. If you are employed in the health field has this helped you to do better academically in nursing theory courses?

\_\_\_\_\_1\_\_\_\_\_      2\_\_\_\_\_      3\_\_\_\_\_      4\_\_\_\_\_      5\_\_\_\_\_

strongly      disagree      no      agree      strongly agree

disagree      difference

38. There are many frustrations encountered while working and attending school. Listed below are some examples. Please check yes or no as each item applies to you.

	Yes	No
stressful job	_____	_____
low pay	_____	_____
problems with the boss	_____	_____
child care problems	_____	_____
transportation	_____	_____
interferes with family	_____	_____
takes too much time	_____	_____
interferes with class/ clinical	_____	_____
difficult scheduling class/clinic	_____	_____
I have no leisure time	_____	_____

\*\*USE BACK OF PAPER IF NEEDED

39. List one or two reasons that motivate you to continue in the nursing program.

40. Describe any situation where you had to make a choice between going to class/clinical or going to work:

41. Describe how you might improve your GPA:

APPENDIX C

Informed Participation Statement

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School of the Applied Arts and Sciences • Department of Nursing  
One Washington Square • San José, California 95192-0057 • 408/924-3130

INFORMED PARTICIPATION STATEMENT

Title: The Impact of Student Employment on Baccalaureate  
Nursing Students

Responsible Investigator: Laurie C. Sheppard

You are being asked to help provide information about the impact of employment during the academic year on nursing students. Please complete the enclosed questionnaire.

All of your answers are voluntary, anonymous, and confidential. It is possible that some of the questions will make you feel uncomfortable. You are free to choose not to answer any question. Only results from the entire group will be presented. Please do not put your name on the questionnaire.

Informed Participation

I agree to voluntary participation in a research study exploring the impact of student employment. I understand that I will complete a short questionnaire which explores information related to nursing students who are employed during the academic year. There are no risks involved to me the participant. No student will be identified by name. Confidentiality and anonymity will be preserved. The findings of this study will enhance nursing and nursing education.

Any questions about participation in this study will be answered by Laurie C. Sheppard at (408) 225-3669. Comments or concerns about the procedures should be directed to Dr. Bobbye Gorenberg at (408) 924-3134, Graduate Coordinator; or Dr. Virgil Parsons at (408) 924-3130, Department Chair for the Department of Nursing. For concerns or questions relating to protection of volunteers in research projects contact Dr. Serena Stanford at (408) 924-2480, Associate Academic Vice President for Graduate Studies and Research.

I understand that I may withdraw from this study at any time without adverse consequences. I hereby agree to participate in this research study.

Date

Signature

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