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Gig Work & College Students: An Analysis of the Student Employment Experience

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HONORS THESIS



Gig Work & College Students: An Analysis of the Student Employment Experience

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ABSTRACT

Gig work has become increasingly popular with the prevalence of flexible and remote work opportunities. Despite this emerging trend, there is an overwhelming lack of research regarding undergraduate college students' experience in that sector; the age group that is the most active in the gig economy. The majority of people partaking in alternative work arrangements do so in addition to their full-time jobs, and for young adults in college their full-time job is being a student. This research aims to understand the factors of gig work that contribute to students having a positive work experience during university. Additionally, this study examines students' ability to maintain a work-life balance with various forms of employment while in college. In order to investigate this a survey was conducted with members of the greater Bryant University community. The results of this study show that a large portion of students' days are taken up by homework and work, and are commonly working multiple jobs. Additionally, students' ability to have a good work life balance largely depends on the type of job they do.

INTRODUCTION

The introduction of COVID-19 amplified the effects of an already increasingly online world, which not only impacted personal lives, but also the professional space. This shift to online work has led to a surge of alternative work opportunities including freelancing, influencer and affiliate marketing, and delivery services like DoorDash and Instacart. Online employment isn't the only form of gig work that is becoming more prevalent, as many people have been forced to find additional streams of income due to the decline in the economy. For the context of this paper I will be using defining the 'gig economy' as an environment where workers engage in flexible, short-term, and potentially temporary employment that ranges anywhere from freelancing a service to selling their own products, or even managing their own business. These forms of gig work include more entrepreneurial roles like creating one's own business, whether on a personal website or through host websites like Etsy. The increase in available temporary and short-term work has granted certain demographics that tend to have major time commitments, like college students, the ability to participate in the workforce.

Gig work provides people with the flexibility of setting their own schedules, setting their own pay rate, identifying the types of jobs they want to pursue, and the opportunity to get work on demand. The flexibility of temporary and part-time employment allow people to utilize gig work as a means of earning extra income in addition to a full time job or another full time commitment. This flexibility and extra responsibility, however, can sometimes lead to negative consequences as well, largely impacting one's work-life balance. Due to the always-accessible nature of online work, it is often difficult for gig workers to 'unplug' from their job and focus on their personal lives. This can sometimes lead to a negative experience in the gig economy, ultimately limiting their ability to achieve a good work life balance.

The populations most likely to participate in the gig economy are those who happen to be at a disadvantage in the job market including people of color, women, and those with little to no job experience. A relatively large proportion of college students seek out some form of employment during their time as an undergraduate, however many of their options may be limited due to the demanding commitment of being a full-time student. Young adults have the highest proportion of workers engaging in gig work, yet there is little to no literature aimed at

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understanding their experiences doing so. This research aims to understand the factors of work that may contribute to students having a positive work experience during university, specifically looking at gig work. Additionally, this study examines students' ability to maintain a work-life balance with various forms of employment while in college.

LITERATURE REVIEW

Temporary and part time work has become a popular form of employment in recent years, with the people of color, women, and those with little to no job experience being the most likely to participate in this form of work. Additionally, a large proportion of undergraduate students are employed while in school. While there is plenty of research on middle aged adults' experiences in the gig economy, young adults are most commonly utilizing this form of work yet there is not much data on their experiences. Work-life balance is an important aspect of anyone's lives, so it is important to investigate how this is impacted by the gig economy.

Defining the Gig Economy

The 'gig-economy' can be defined as "an environment in which temporary positions are common and organizations contract with independent workers for short-term engagements" (Etzioni 2018, p. 256). The UK Government defines the gig economy as "the exchange of labor for money between individuals or companies via digital platforms that actively facilitate matching between providers and customers, on a short-term and payment-by-task basis" (Warren, 2018, p. 529). For the context of this paper, I will be using a combination of the previous definitions, defining the 'gig economy' as an environment where workers engage in flexible, short-term, and potentially temporary employment that ranges anywhere from freelancing a service to selling their own products, or even managing their own business.

Size of the Gig Economy

The exact number of people participating in the gig economy is not known due to lack of self-reporting, non-inclusive definitions, or lack of surveying certain populations and demographics, however there are several studies that give a potential range for that statistic. Katz, who used a rather inclusive and broad definition of the 'gig economy' found that in 2015 about 15.8% of workers participated in the gig economy, which is a significant increase from only 10.7% in 2005 (Katz, L. F., & Krueger, 2019). More specifically, women, college graduates, multiple job holders, and people who identify themselves as Hispanic have rapidly increased their participation in the shared-economy (Katz, L. F., & Krueger, 2019). Looking at women specifically there was an increase from 8.9% in 2005 to 17% in 2015, compared to

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men which only increased by about 2.4% over the same period (Katz, L. F., & Krueger, 2019). Some literature suggests that those previously at a disadvantage in the workplace, like people of color and women, are more likely to participate in alternative forms of work. Specifically for women, this is likely due to the idea that women would stop working once they become a mother, and the man would be the primary breadwinner (Kalleberg & Vallas, 2018).

Pew Research Center about 16% of all adults have done some form of online gig work in their lifetime (Atske, 2021). The General Accounting Office found that the true proportion of workers included in the gig economy in 2015 ultimately ranges anywhere between 0.5% to 33% of the population (Katz, L. F., & Krueger, 2019). It is also relevant to note that this data was collected prior to the COVID-19 pandemic, which had a significant impact on the prevalence of remote and alternative forms of working. The most recent literature regarding this topic shows that the online labor market grew by about 50% from 2019 to 2022 (Blaising & Dabbish, 2022). Looking specifically at a study done in New York City in 2020, many workers had issues registering for unemployment during the COVID-19 pandemic, which led to them transitioning to gig work as their only means of income (Ravenelle et al, 2021). It is likely that the proportion of workers engaging in the gig economy, which is primarily online, is now much higher than what was previously estimated.

A study conducted by Pew Research in 2021 found that 30% of adults under the age of 30, 18% of adults between the ages of 30 and 49, 13% of adults ages 50 to 64, and 7% of adults over 65 years old, do some form of gig work (Atske, 2021). Although the highest proportion of the gig workforce is young adults, there is little to no literature on that age group.

Additionally, the populations most likely to participate in the gig economy are those who happen to be at a disadvantage in the job market including people of color, women, and those with little to no job experience. Pew Research found that 30% of Hispanic adults participate in the gig economy, making them the most likely ethnicity to partake in gig work, followed by black adults at 30%, then Asian adults at 19%, and least likely to be involved in gig work is white adults at 12% (Atske, 2021). It's very common that people who do gig work prioritize financial aspects of their lives over their personal lives (Emslie & Hunt, 2009) and thus one's socioeconomic status plays a role in who is likely to participate in the gig economy (Atske,

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2021). About 25% of those who have low paying jobs do some form of gig work, compared to only 9% of those with high incomes (Atske, 2021). Pew Research conducted surveys to determine who is a part of the gig economy and why. It was found that 68% of those who have done some form of gig work in the past had done so as a means of a secondary form of income, as opposed to relying on gig work as their full time job, and 39% did gig work to earn some extra cash on the side, which was not considered an essential part of their income (Atske, 2021). Specifically, Sundararajan's work regarding the shared economy states that people are now able to take their assets like cars, tools, clothing, and other goods into a form of monetization (Vallas & Schor, 2020) Since gig work is primarily in addition to a full-time job, people tend to spend less time on gig work than you may expect. Nearly half of all people who do gig work spend less than ten hours a week focused on that, and almost a third of people spend between 10 and 39 hours a week on gig work (Atske, 2021). Women are only slightly more likely than men to do gig work at 17% and 15% respectively (Atske, 2021).

Defining Work-Life Balance

Work life balance can be defined as “the individual perception that work and nonwork activities are compatible and promote growth in accordance with an individual's current life priorities” (Gragnano & Miglioretti, 2020). One's feelings regarding work-life balance are impacted by several factors including job satisfaction, job performance, and organizational commitment as well as life and family satisfaction (Gragnano & Miglioretti, 2020). There are also several factors that influence work-life balance including number of hours worked, one's feeling of work-time autonomy, one's work-time schedules, the work-time predictability, work-time coordination with family & friends, work-time speed and rhythm, obtaining a living income, having a financial security net, as well as the absence of financial worries (Warren, 2021). Even though many aspects of work-life balance relate to the actual job itself, many people report stressing about responsibilities even while not on the job. Based on semi-structured interviews comparing men and women's feelings of work-life balance, women reported several instances of being so stressed about work at home to the extent that they were waking up in the middle of the night worried about something they had to do the next day (Emslie & Hunt, 2009).

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While many people report feeling overwhelmed and overbooked because of their inability to balance their work and home lives, some people say that their job is a positive influence in their lives. People who have a lower quality of life tend to find their place of work as an escape, with one woman even crediting her job as the reason she did not slip into a depression during a tough part of her life (Emslie & Hunt, 2009). But how might this look in the gig economy, where people no longer have a physical space to go to for their work, and instead must balance their home and work lives all in one space. Studies have investigated different factors and aspects of gig work that influence how one views their ability to balance work and their personal lives.

Work-life Balance and Gig Work

Many people gravitate towards gig work due to an individual's ability to choose what to do for work, when to work, how much they want to get paid, where to work, how long to stay with a specific job, as well as if they even want to work at all some days (Warren, 2021). Pew Research found that there were six main reasons people join the gig economy; wanting to save additional money, covering gaps in their primary source of income, control over setting their own schedule, wanting to be their own boss, as something to do for fun in their spare time, and because of a lack of job opportunities in their location (Atske, 2021). Even though one of the biggest reasons people are drawn to gig work is the flexibility of setting their own schedules, when asked what they wish they could change about the gig working experience, the most common response was that they wished for more predictability and regularity in their work (Warren, 2021).

There have been many studies which investigate what characteristics and abilities lead to a better ability to handle a work-life balance, especially with gig work. One of the biggest skills a gig worker should have is good boundary management (Schroeder 2019). Since gig work is primarily done outside of a standard workplace and during non-traditional work hours, it is important for gig workers to be able to have a strong differentiation between what is work and what is home life.

The Department for Business Energy and Industrial Strategy conducted a survey of people involved in gig work which showed that about 53% of them were either very or fairly

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satisfied with their experiences providing services online, primarily due to their feelings of independence and freedom (Warren, 2021). Pew Research, however, found a slightly different statistic. They found that 79% of gig workers, regardless of their age, race, or gender, viewed their experiences as either “very positive” or “somewhat positive” (Atske, 2021). Regardless of which survey you look at, the majority of gig workers seem satisfied with their experiences, however many people do report negative feelings and interactions even though they feel an overall sense of satisfaction. Forty five percent of respondents ages 18 to 29 say that they have been treated rudely, 42% have felt unsafe, and 25% have experienced an unwanted sexual advance while completing their gig work (Atske, 2021). Those statistics drop as age increases but are consistent with the proportion of people in each age range participating in gig work (Atske, 2021).

College Students and Work

As of 2020 nearly 40% of full-time students and 74% of part-time students were working while also attending college, however this study will primarily focus on full-time students (National Center for Education Statistics, 2022). More full-time students that identify as female are employed while in school compared to those that identify as male, at a rate of 43% of women and only 35% of men (National Center for Education Statistics, 2022). This statistic roughly parallels the ratio of women to men in adults that are not in school (National Center for Education Statistics, 2022). About 63% of full-time students who work while in schoolwork over 20 hours a week (National Center for Education Statistics, 2022). Looking at the specific demographics of student workers in 2020, Hispanic students had the highest percentages of employment at 43%, White students were close behind at 42%, Black students reached 33% and Asian students had a 28% employment rate (National Center for Education Statistics, 2022). A correlational study between student employment and GPAs was conducted to determine if the two are connected and it was found that those who worked off-campus had a significantly lower GPA than those who worked on-campus (Logan et al., 2016). Another study supports this idea and finds that those who worked off campus had the same GPA as those who did not work while in school (Dundes & Marx, 2006). Interestingly, students who worked between ten and nineteen hours a week had the highest academic performance of all students, working or not working (Dundes & Marx, 2006). It appears as

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though that success maxes out at 20 hours a week, as students who work over 20 hours a week had the lowest GPAs (Logan et al., 2016). While students' GPAs can potentially be impacted by student employment, it begs the question of how one's overall entire college experience is impacted by gig work as opposed to traditional forms of part-time employment. Looking specifically at the importance of students maintaining an appropriate work-life balance, it was found that students who have a poor work-life balance show "increased anxiety and depressive symptoms" and feel more pressure to perform better (Sprung & Rogers, 2021, p. 779).

College Students and Gig Work

A mid-sized state university offers an entrepreneurship class which assists students in setting up their own "side hustle" business (Forester-Holt, 2021). This class utilizes a marketplace simulator called Kanu, which provides students with organizational tools to set up and maintain their responsibilities for their new business (Forester-Holt, 2021). By requiring students to create a real business, instead of an imaginary one, encourages students to achieve a "realistic scale of business" that students did not do prior to the implementation of Kanu (Forester-Holt, 2021, p. 12). About 82% of students who took this course in the Spring of 2020 had said they were interested in pursuing a career in the gig economy (Forester-Holt, 2021). Going a little further into why people aimed to participate in gig work, about 37% of students indicated their goal was to earn additional income, many even citing student loans as a primary reason for that, as well as nearly 43% wanted to gain professional experience and add to their resume, and only 11% stated that they wanted to pursue their passion in gig work (Forester-Holt, 2021).

Conclusion

While there is sufficient evidence regarding how adults maintain a work-life balance and how gig work contributes to that, there is little to no research on students in the gig economy, this thesis aims to fill that gap. The literature shows that a large proportion of full-time students are engaged in some form of employment, however what is missing is the forms of employment these students are doing. The goal of this study will be to add an understanding

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of what types of gig work students are doing, and how that work contributes to students' ability to balance work, school, and their personal lives while in college.

RESEARCH QUESTIONS

- I. What factors of gig work contribute to a positive college student employment experience?
- II. How does gig work contribute to students' ability to maintain a work-life balance?

METHODOLOGY

Sample

Initially the survey received about 158 responses, however after cleaning the data and removing responses that did not fit the criteria of the survey (people who were not current college students or recent college graduates and people who did not work during their time as a college student) there were 87 valid responses. Of these 87 respondents, 75% were female and 24% were male. The average age of participants was 21 years old with a minimum age of 18 years and a maximum age of 40. About 91% of respondents were White, 3% were Hispanic, 2% were Black or African American, 1% were two or more races, 1% were Native Hawaiian or Other Pacific Islander, and 1% were another race not listed. Approximately 66% of respondents were current college students and the other 34% were recent graduates. Among those recent graduates, 10% earned an Associate's degree, 87% earned a Bachelor's degree, and 3% earned a Master's degree.

Procedure

The survey used in this study was distributed to the Bryant community as well as the community's connections, such as friends, family, and co-workers. The survey was created in Qualtrics and can be seen in Appendix B. The survey had multiple different survey flows depending on how participants answered the questions. In the demographic section, if a participant selected that they had never attended college, then they would be redirected to the end of the study, since the study is only analyzing current college students and recent college graduates. Additionally, in the section of the survey regarding work experience, if a participant selects that they did not have any form of employment while they were in college they were directed to the end of the study. The records of participants who did not meet the study's criteria were then removed from the dataset in the cleaning process.

In terms of the analysis of the survey, results were analyzed based on the type of job students did and whether they did only one job or multiple jobs at once. To assess students' ability to maintain a work life balance, a score from one to seven was assigned to each response. Responses to the first five statements in the work life balance section were assigned one to seven with one for strongly disagree and seven for strongly agree, and responses to the sixth

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and seventh statements received a score of one to seven with strongly agree being a one and strongly disagree as a seven. Each student then received a cumulative work life balance score from seven to forty-nine. Then I calculated the average work life balance score for all students who did each type of job and compared the results.

Ethical Concerns

The only potential ethical issue with these forms of data collection was participant confidentiality, however this was addressed by utilizing an anonymous survey. This eliminated this privacy concern.

FINDINGS AND RECOMMENDATIONS

Findings

Looking first at what type of jobs participants are engaging in, internships were overwhelmingly the most common. The commonality of jobs are as follows: in-person internship, remote internship, food service and tutoring, retail, freelance, food delivery like Uber Eats, and then running their own business. Students on average spend about 26% of their day on homework, another 26% of their day with friends, 19% of their day in extra-curricular activities, 16% working, and 12% of their day on hobbies.

Next, taking a look at how students are managing their work life balance, students who participated in multiple jobs scored a higher work life balance score than those who only worked one job. Those who did multiple jobs on average scored a 30.66 whereas those who only did one job scored 30.12. To further analyze how specific jobs may influence students' ability to maintain a work life balance, I calculated the average work life balance score for each job. Retail earned the lowest score of 28, which is considered a neutral work life balance score. All other jobs earned a positive work life balance score with food service earning 29.1, running your own business with 29.3, remote internship with 32.09, freelance work with 33, food delivery like uber eats with 33.33, in-person internship with 33.38 and tutoring with the highest score of 35.68. The two lowest scoring jobs are off-campus jobs and the highest is an on-campus job which may suggest that students have a more difficult time balancing their school, work, and personal lives when they have to commute to another location for work.

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Additionally, tutoring, the job with the best work life balance score on average, is commonly hosted and supported by the college students go to, which may give students a better support system for balancing their workload. Students who did remote internships, ran their own business, did food service, or tutoring had a better work life balance on average when working only that one job compared to doing multiple. Contrarily, students who did food delivery like uber eats, retail, or an in-person internship had a better work life balance when they did multiple jobs at once, instead of focusing on one type of job. This shows a slight gap in the scores, and may suggest that the ability to juggle multiple jobs might be dependent on the individual students' personality and work style.

Limitations

One of the largest limitations of this study is related to the sample size. There was a relatively small sample size compared to the true proportion of employed college students and recent graduates. Additionally, the respondents were disproportionately women compared to men, which is also not representative of the true population. The sample size was also predominantly Caucasian, as the responses were largely from a predominantly white institution. These factors of the sample size may be impacting the results of this study and therefore may want to be controlled in the future.

Looking next at the limitations of the survey questions, there are a couple of factors. One question that was asked was in regard to participants' reasonings for choosing the type of employment they did while in college, however the phrasing of the question was a little vague. The question pertaining to their reasoning behind their choice of employment was related to any and all forms of employment they had while in college, so this in some ways weakened the findings from that analysis.

Recommendations for Future Research

Since one of the limitations was regarding the sample size, conclusions could not be drawn based on participants' race or gender, so this is an area to further look into. There may be differences between cultural views of employment or schooling that could appear when looking at those demographics.

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Since one of the major findings was in relation to the type of employment which led students to feel as though they were not able to balance their work, school, and extra-curricular activities, it would be interesting to understand more in-depth why those students are feeling this way. This study asked about features like flexible hours and better pay, but another way to consider this is the factors relating to their school life regarding classes and extra-curricular activities.

APPENDICES

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Appendix A – (Survey Flow)

Standard: Welcome (2 Questions)

Block: Demographics (6 Questions)

Branch: New Branch

If

If What is your highest level of education? Some high school Is Selected

Or What is your highest level of education? High school diploma Is Selected

Or What is your highest level of education? None of the above Is Selected

EndSurvey:

Branch: New Branch

If

If What is your highest level of education? Some college Is Selected

Block: Current Undergrad Experience (7 Questions)

Branch: New Branch

If

If What is your highest level of education? Bachelors degree Is Selected

Or What is your highest level of education? Masters degree Is Selected

Or What is your highest level of education? Associates degree Is Selected

Block: Graduate Undergrad Experience (7 Questions)

Branch: New Branch

If

If Which of the following have you had while in college? None Is Selected

EndSurvey:

Standard: Work Experience (4 Questions)

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Appendix B – (Survey Questions)

Intro Welcome to the research titled "Gig Work & College Students: An analysis of the student employment experience" conducted by Lauren Adriaansen at Bryant University. The purpose of this study is to understand undergraduate college students' relationship with the gig economy. For the context of this study, I will be defining the 'gig economy' as an environment where workers engage in flexible, short-term, and potentially temporary employment that ranges anywhere from freelancing a service to selling their own products, or even managing their own business. Please note that as a potential participant you must be 18 years of age or older to take part in the study. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. Your participation is voluntary. No discomforts, stresses or risks are expected from participating in this study.

Your participation may earn you an extra credit for the course in which you sign up for the study, at the discretion of the instructor. If your instructor decides to provide an extra credit to the participants, please understand that there will be alternative methods of obtaining the equivalent credit. Therefore, your grades and class standing will not be affected whether you choose to participate or not to participate. While you may not benefit directly from participation, your participation in this research project may contribute to advancing knowledge that will be helpful in developing persuasive message strategies. Through participation, you will have a great experience with respect to academic standpoint and learn the protocol of social science research. The completed script of this study will be given to the participants who want to receive it.

If you do not feel comfortable with a question, skip it and go on to the next question. You have the right to discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. Closing the survey window will erase your answers without submitting them. You will be given a choice of submitting or discarding your responses at the end of the survey. All responses are completely anonymous. Thank you for your participation. If you have any questions about this study, please contact me:

Lauren Adriaansen
Phone: 603-321-3942
E-mail: Ladriaansen@bryant.edu

In consideration of all of the above, I give my consent to participate in this research study. I understand and agree with the statement to take part in this research project.

☐ I agree (1)

Age: What's your age?

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Gender: What's your gender

- ☐ Male (1)
- ☐ Female (2)
- ☐ Non-binary (3)
- ☐ Other (4)
- ☐ Prefer not to say (5)

Education level: What is your highest level of education?

- ☐ Some high school (1)
- ☐ High school diploma (2)
- ☐ Associates degree (3)
- ☐ Some college (4)
- ☐ Bachelors degree (5)
- ☐ Masters degree (6)
- ☐ None of the above (7)

Parental Education: What is the highest level of education either of your parents have?

- ☐ Some high school (1)
- ☐ High school diploma (2)
- ☐ Associates degree (3)
- ☐ Some college (4)
- ☐ Bachelors degree (5)

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- ☐ Masters degree (6)
- ☐ None of the above (7)

Ethnicity: Please specify your ethnicity

- ☐ Caucasian (1)
- ☐ Hispanic (2)
- ☐ Black or African American (3)
- ☐ Native Hawaiian or Other Pacific Islander (4)
- ☐ Two or more races (5)
- ☐ Other (6)

Household Income: What was your total household income before taxes during the past 12 months?

- ☐ Less than \$25,000 (1)
- ☐ \$25,000-\$49,999 (2)
- ☐ \$50,000-\$74,999 (3)
- ☐ \$75,000-\$99,999 (4)
- ☐ \$100,000-\$149,999 (5)
- ☐ \$150,000 or more (6)
- ☐ Prefer not to say (7)

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College Year: If you are currently in college, what year are you?

- ☐ Freshman (1)
- ☐ Sophomore (2)
- ☐ Junior (3)
- ☐ Senior (4)

Major: What is your major and minor?

College Location: What type of campus do you attend?

- ☐ Rural (1)
- ☐ Suburban (2)
- ☐ Urban (3)

Involvement level: How many clubs/ organizations on campus are you involved in?

0 1 2 3 4 5 6 7 8 9 10

| | |
|--------------------------------|--|
| # of involvements on campus () |  |
|--------------------------------|--|

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Employment in School: Which of the following have you had while in college?

- ☐ On-campus employment (1)
- ☐ Off-campus employment (2)
- ☐ Remote employment (4)
- ☐ None (3)

Work-life balance: Indicate how much you agree with these statements...

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| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|--|--------------------------|-----------------------|--------------------------|-----------------------------------|-----------------------|-----------------------|-----------------------|
| I feel as though I can balance my school, work, and extracurriculars (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school cares about my work-life balance (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school work has never interfered with being able to complete/ work my job (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My job/ has never interfered with being able to complete my school work (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The people I work with at my job support me as a student (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school and job workload has negatively affected my mental health (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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My school and
job workload
has negatively
affected my
physical health
(7)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Financial Stress: Answer how much you agree with these statements...

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|--|-----------------------------|-----------------------|-----------------------------|--|-----------------------|-----------------------|--------------------------|
| I worry about how I will pay for college (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I try to save most of my money (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finances are not a major worry in my life (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Years Since Degree: When did you receive your associates/ bachelors degree?

- ☐ Within the past 5 years (1)
- ☐ Within the past 10 years (2)
- ☐ Within the past 15 years (3)
- ☐ 15+ years ago (4)


Major/ minor: What was your major and minor?

Campus Location: What type of campus did you attend?

- ☐ Rural (1)
- ☐ Suburban (2)
- ☐ Urban (3)

Clubs/ Orgs: How many clubs/ organizations on campus are you involved in?

0 1 2 3 4 5 6 7 8 9 10

| | |
|--------------------------------|--|
| # of involvements on campus () |  |
|--------------------------------|--|

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College Jobs: Which of the following did you have while in college?

- ☐ On-campus employment (1)
- ☐ Off-campus employment (2)
- ☐ Remote employment (4)
- ☐ None (3)

Work-Life Balance: Indicate how much you agree with these statements...

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| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|--------------------------|-----------------------|--------------------------|-----------------------------------|-----------------------|-----------------------|-----------------------|
| I feel as though I can balance my school, work, and extracurriculars (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school cares about my work-life balance (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school work has never interfered with being able to complete/work my job (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My job/ has never interfered with being able to complete my school work (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The people I work with at my job support me as a student (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My school and job workload has negatively affected my mental health (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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My school and
job workload
has negatively
affected my
physical health
(7)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Financial Stress: Answer how much you agree with these statements...

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|-----------------------------|-----------------------|-----------------------------|--|-----------------------|-----------------------|--------------------------|
| I worried about how I would pay for college (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I tried to save most of my money (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finances were not a major worry in my life (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Work History: Which of these jobs have you done while being a student in college?

- ☐ Freelance work of any kind on your own (1)
- ☐ Freelance work on a platform like UpWork, Fivver, etc. (6)
- ☐ Delivery through Uber Eats, Doordash, or similar platform (2)
- ☐ Running your own business (online or in person) (3)
- ☐ Driving Uber, Lyft, or similar platform (4)
- ☐ Any form of contract work (5)
- ☐ Food service (server, host/hostess, fast food, barista, etc.) (7)
- ☐ Tutor (8)
- ☐ Internship (remote) (9)
- ☐ Internship (in person) (10)
- ☐ Retail (11)

Reasoning: If you have had any of the jobs listed in the first question in this section while in college, what was the reason you chose to do so?

- ☐ To fill your time (1)
- ☐ To earn extra money (2)
- ☐ To be involved in something off-campus (3)
- ☐ Because your parents wanted you to (4)

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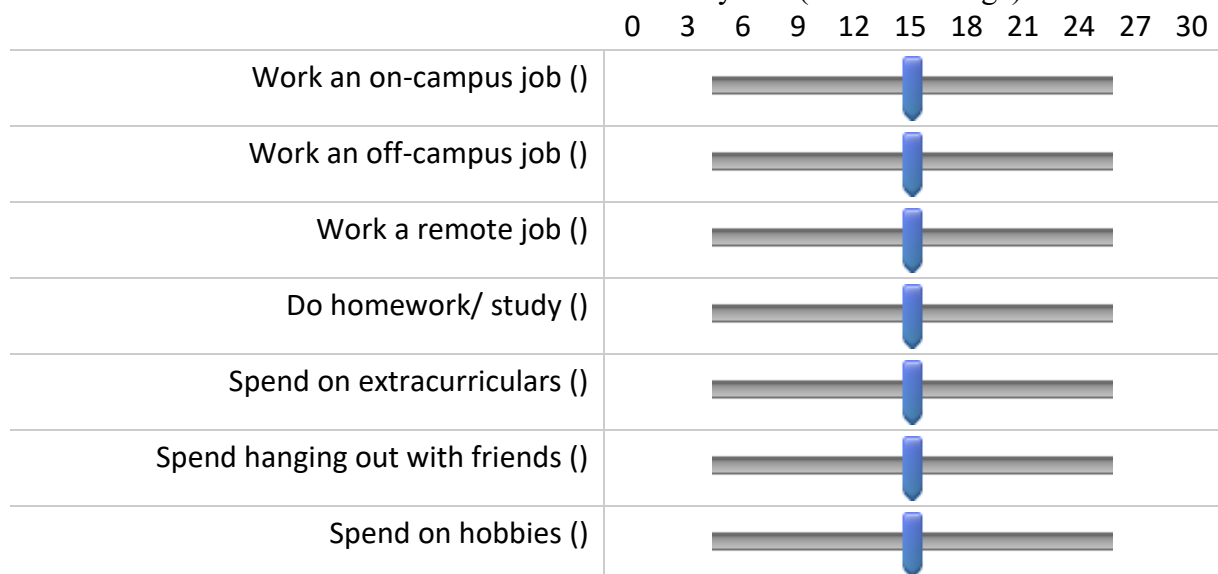
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- ☐ Earn passive income (5)
- ☐ To be able to participate in on campus events (6)

Reasoning: If you had any of the jobs listed in the previous question while in college, what was the reason you chose that job over another?

- ☐ Flexible hours (1)
- ☐ Better pay (2)
- ☐ More control over the kind of work you do (3)
- ☐ Allowed for a better work life balance (4)
- ☐ Schedule of working hours aligned with others in your life better (5)
- ☐ More predictable hours (6)
- ☐ More control over your work life balance (7)

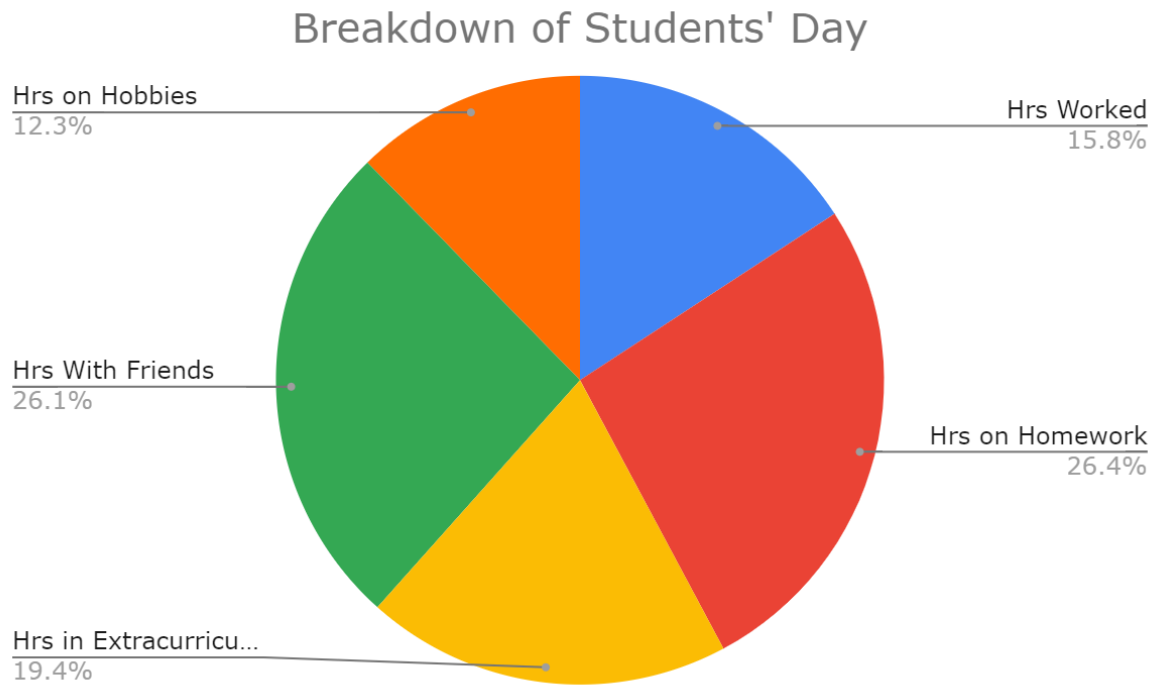
Workload: Please indicate the number of hours a week you... (while at college)



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Appendix C – (Breakdown of Students' Day)

Figure 1 – Percent of each day students spend on various activities (not including attending class)



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Appendix D – (Continuums of Work Life Balance)

Figure 2 – Comparison of Work Life Balance in Students Working Multiple Jobs to Only One Job

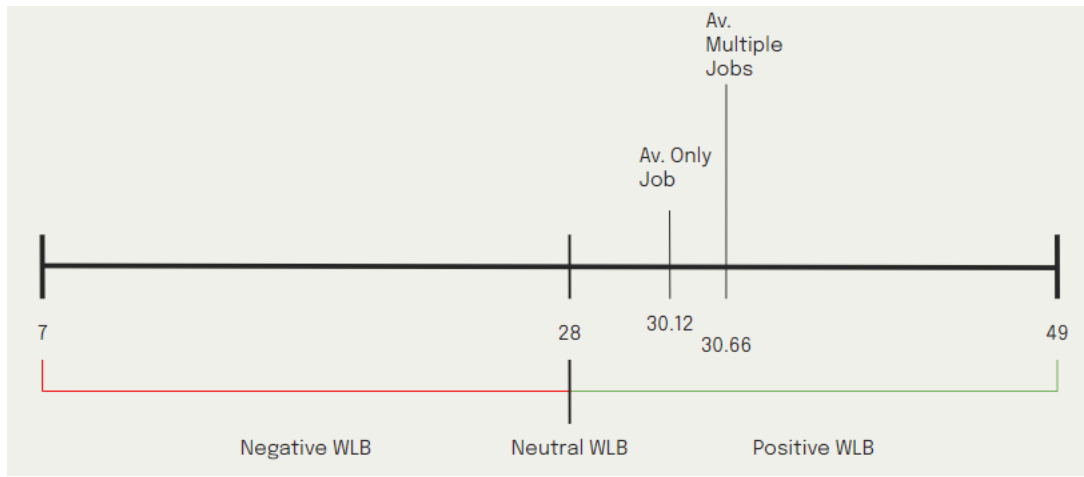
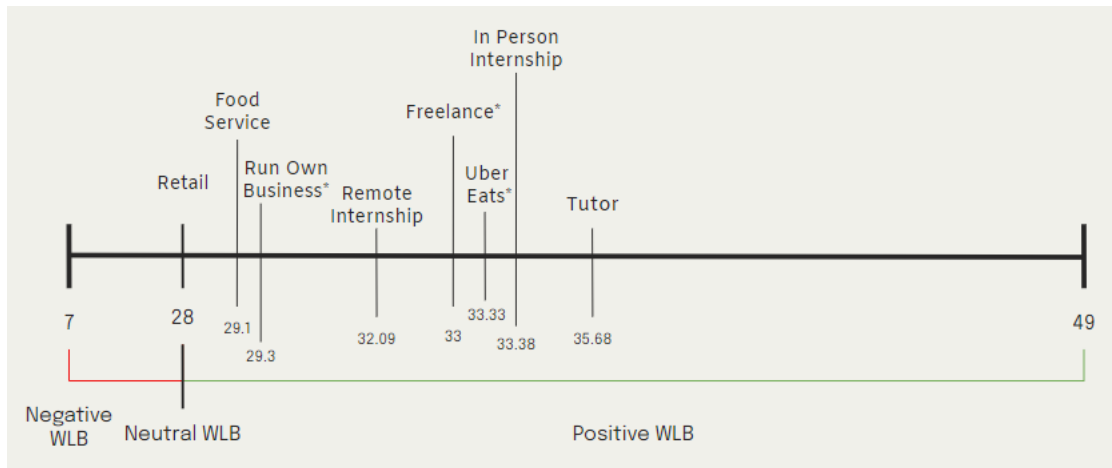


Figure 3 – Comparison of Work Life Balance in Different Types of Jobs



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