

**The Effect of Part Time or Full Time Employment on Academic Performance of AUA
Students**

by

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Abstract

The purpose of the study is to understand whether or not full time or part time employment affects academic performance of undergraduate students studying at AUA. The study also aims at investigating the effects of the employment prospects of undergraduate students after they graduate and find out whether students face difficulties in their studies because of undertaking part time or full time employment.

The research includes both qualitative and quantitative data including a semi-structured interview and online survey. The sample of the research includes forty students of the American University of Armenia.

The results of the data analysis show that the majority of students prefer to work starting from their junior and senior years. The purpose of combining work and study is to gain practical knowledge and experience, which later will help them to dive into an Armenian job market much easier. Working helps students to improve their time management and organizational skills, which is a very important trait to generate from a young age.

Keywords: education, work, academic performance, undergraduate studies, graduate studies, changes, difficulties, internship, employment, time management, skills, experience, students, employer.

Introduction

Nowadays, a lot of college graduates face difficulties to get a job and succeed in their careers. One of the major concerns from employers is that a lot of alumni do not have basic work experience. Indeed, a huge number of students today graduate from universities without ever having held a part-time job during their studies. A lot of research has been done to see the effectiveness of employment on time management and academic performance. Research has shown that students who are employed while in high school or college allocate their time more efficiently, learn about workplace norms and responsibilities, and are motivated to study harder in their classes so they can achieve a certain career goal (Hall, 2010, p. 441).

Students are special socio-demographic groups, whose main characteristics and advantages are the flexibility to changing conditions, social mobility, and a relatively easy adaptation to innovation. Students are distinguished from other youth social and demographic groups by inclusion in studies, which are socially useful activities at this stage of social development (Gordon, 2013, p. 28).

Studying in a higher educational institution requires significant mental, time and physical resources from students, therefore, any other activity, including labor, as a rule, is secondary for them. Thus, it is assumed that the transition from educational activities to professional ones will be consistent. That is to say, the student will enter the labor market after receiving a diploma of higher education (Gordon, 2013, p. 30).

In some cases, students are taking part/ full time jobs because of necessity. They are required to work in order to pay their tuition fees or even to financially help their families. “College costs are high, and young adults also want the amenities that extra money brings,” says John B. Boshoven, counselor for continuing education at Community High School in Michigan (2013, p. 146).

Working during university years has both its benefits and challenges. According to Boshoven, working teaches students about responsibility and can also reinforce what they are learning in school. However, one of the negative sides of working is that students who work more than 15 to 20 hours per week often experience decreased school success, which can lead to dropping out entirely (Payne, 2003, p. 601).

Literature Review

The traditional model of the transition “study - work,” described above is increasingly becoming outdated. The study conducted by Voznesenskaya in 2001, revealed the predominance of non-working students (over 60%) among seniors. However, the situation is now becoming quite the opposite. According to a survey conducted by the Higher School of Economics together with the Levada Center in 2013, more than 60% of students have experienced combining study and work. According to Karotkova (2013), this trend is primarily a consequence of low economic welfare in most of the population. In 2016, a survey was conducted among students of the Ural State Economic University (Lehmann). According to that survey, the main reasons for finding a job among students was economic (56.25% of the total number of respondents

indicated that fact). The second leading cause that encouraged students to seek work was their desire to acquire financial independence from their parents. This reason was chosen by 31.25% of the total number of students surveyed. However, apart from the material component, the students named another reason for combining study and work, which was the acquisition of practical skills in their chosen profession. Work provides students with the opportunity of self-realization, which, according to students, the learning process does not provide them fully (Lehmann, 2019, p. 351).

Belova indicated that the search for work in their specialty was especially relevant among students who were in their junior or senior years of study. If among freshmen who work with their specialty was 8%, then among seniors the number increased significantly and exceeds the mark of 35%. According to the author, that trend indicated a very special attitude of students for their future professional activity (Belova, 1995, p. 92). Such students associated future work not only with a social career, but also with professional development. The author found confirmation of that by comparing the motives for finding a job among students who worked in a specialty and students who were not working in a specialty. The most popular answer to the question of what was decisive when choosing a job of the first category (working in a specialty) was: "I work to gain professional experience related to my future specialty," and among students of the second category (working not in their specialty) the answer was as follow: "When I work, I feel more independent" (Belova, 1995, p. 93).

However, if we talk about the acquisition of professional skills, it should be noted that even if students do not work in a specialty they can still gain some "general skills" such as self-organizational, the ability to work in a team, responsibility, accumulation of social and

practical experience, etc. However, working in a specialty brings students more satisfaction. According to the results of the study, among students working in a specialty, job satisfaction is almost two times higher compared to students who do not work in their specialty (Belova, 1995, p. 96).

Rudakov and Roshchin noted that in our society quite often there is an opinion that work distracts students from study and the academic performance of working students is much lower than those of non-working ones. However, her study found that the negative impact on academic performance while combining study and work can be full-time employment rather than working in a specialty. In addition, it was shown that students working in their specialty study better than those working not in their specialty, and sometimes even better than their non-working fellow students. Thus, the research analysis of the author showed that labor activity during study had a positive impact on the professional development of students and did not negatively affect their academic performance. However, this statement is valid only if the following conditions are met: work on a specialty and work schedule, which will allow students to combine work with their studies (Rudakov & Roshchin, 2019, p. 158).

An important indicator of the quality of education is the academic performance of the diploma holder. It is logical to assume that students who receive higher grades during their learning process better master the educational program. Probably, these students are better prepared for professional work and can be rewarded with a higher starting salary and might have more rapid career growth. A number of studies conducted in the United States, indicate the presence of a salary "premium" for those who did well at university (Payne, 2003, p. 603). High academic performance (for example, a diploma with distinction and a high average mark) is a

signal for employers regarding the performance of employees. Respectively, it can be a mechanism for selecting the most capable employees and generate economic benefits in the form of higher wages in the labor market (Payne, 2003, p. 604). However, a number of theories can indicate the presence of negative relationships and allow us to formulate an alternative hypothesis of this study. Massification of higher education can lead to a change in job-seeking strategies among students. This means that students tend to gain experience, which is also an important skill to have in the labor market, which in its turn will bring additional returns in terms of higher salaries. When it comes to GPA, there can be a grade inflation (i.e. decreasing value of academic achievement) as well. The sustainable growth of GPA all over the world will eliminate the difference between students with high and low abilities, and as a result, the role of GPA will drastically decrease. This has implications, which might potentially explain the insignificant or even negative impact of GPA on salaries (Payne, 2003, p. 606).

To deal with grade inflation, students tend to acquire work experience during their studies, which is also an important signal in the labor market. As a result, students will receive higher salaries and in terms of mass higher education may bring high returns (Apokin & Yudkevich, 2010, p. 47). Moreover, those students who both studied and worked during their university life could gain a wage premium for their work experience. Combination of work and study demands additional efforts and more time. So, students will pay less attention to study, which eventually could negatively affect their academic achievement. According to the results of previous studies, those students who have part-time jobs (12–20 hours/ week) do not have their work affecting academic achievement and in some cases are even to demonstrate a positive impact. While those who are intensively engaged in work (more than 20 hours/ week) face

difficulties in their academic life and have higher probability of dropping out (Apokin & Yudkevich, 2010, p. 48).

The research conducted by Livingstone showed that there was a positive impact of academic achievement on the salaries of graduates. On average, there was from five to seven percent wage premium for an additional GPA point (2009, p. 285).

Many researchers noted, the returns on academic performance for women are generally higher than for men (Livingstone, 2009, p. 286). For male graduates, in some cases there is no positive influence of GPA on wages while for female graduates the effect is positive. These differences can be explained by the fact that potentially discriminated groups in the labor market intend to get better education and achieve higher GPA to become competitive in the labor market (Livingstone, 2009, p. 287).

Aslo a research has been conducted by Koeske to measure the physical and psychological symptoms of stress among students. Students were grouped into the following categories: Full-time students with no job, full-time students with part-time jobs, and part-time students with full-time jobs. The research showed that students who had part-time jobs reported more symptoms of stress compared to those full-time students with no jobs (Koeske, 1993, p. 256).

Research Question(s)

Part/ full time jobs have been considered as one of the factors influencing students' academic achievement. This research aims to discuss the following main questions: "How do

part/ full time jobs affect the academic performance of undergraduates studying at AUA” and “How do part-time jobs affect the employment prospects of AUA undergraduates after they graduate?” In order to find the answers to these questions first of all it is important to understand how many students at AUA undertake part/ full time jobs. It will help investigate the effects of employment on students’ academic achievement and evaluate the relation between part/ full time jobs and their academic results.

Methodology

In order to answer the research questions stated above, it is of great importance to conduct both interviews and surveys among AUA students as data collection techniques. Interview is one of the techniques used in qualitative research and it helped me to collect data from people by directly asking some questions to them, which correlated to my research topic. During the interviews, I prepared a list of open- ended questions that helped me to get the answers to those specific questions. Open- ended questions created a more friendly atmosphere and respondents answered my questions without any fear and more freely.

I also used purposive sampling because respondents recruited as samples for this research work were specifically AUA students specifically working part/ full time at AUA. Purposive sampling was composed from the group of AUA students who provided information about issues that are of primary importance for my research work. I have chosen four students by using random sampling resulting in two female and two male students. It helped me to see if there are

any differences between male and female students when it comes to part/ full time employment and academic achievement.

Along with interviews I also conducted an online survey. For the online survey, I used google forms. Participants who filled in the online survey were of different ages and genders studying at AUA. All those participants had either part or full time jobs, which helped me to get precise and relevant answers to the questions that I included in the survey. Since my research work is targeted on AUA students, I uploaded my online survey link on Facebook, more specifically in AUA Undergraduate and AUA Graduate Groups that are created by AUA students and was the best way to receive responses from my targeted groups.

The Online Survey

The online survey included a simple description of my project in order to avoid any misunderstandings and incorrect answers in the survey. Some of the questions included:

1) How many average work hours per week do you spend in your workplace?

In order to see the relation between part-time employment and students' academic achievement, I needed to consider and look at the length of time spent by the students. The assumption was that the more time they spend on a part/ full time job, the less likely they would get good academic results. The responses helped me to understand whether this assumption was true or false.

2) What type of job do you have?

I included this question in my survey in order to get the insight of the nature of work that the students are involved in. This was intended to measure and see the level of stress and energy used to do their jobs.

3) What are the reasons for you to take part/ full time job?

There are several reasons why students work during their study years. The most common are the following: to have an experience of work after graduation, since it will help them easier to find a job in the future, to earn money, improve their skills or obtain new ones, etc. This question helped me to understand the real reason why students both study and work.

4) Do you think part/ full time jobs have negative or positive impacts on your academic achievement?

5) Do you think that part/ full time jobs helped you to improve your time management skills?

In my survey, I used open-ended questions only in a few cases (“What are the reasons for you to take a part/full-time job?”). It helped me to personally and profoundly understand their situation because I think that the above- mentioned question was more personal and they themselves should write what they actually intended to say. For some of the other questions, I used a 5-point Likert scale (from 5=Strongly Agree to 1=Strongly Disagree). In my opinion it was best for the questions like “Did your part-time job help to improve your time management skills?” The survey also included several multiple-choice questions in order to get the precise answer that was helpful for my research work.

I conducted interviews with AUA alumni and asked the same questions that I have prepared for the survey. However, I added one more question and asked whether part/ full time jobs helped them in their career or not.

After conducting interviews and online surveys, I collected the results, gathered all the answers of the respondents to analyze and answer my research questions.

Research Findings and Analysis

The results of online survey and interviews showed that AUA students who both study and work are mostly from 20 to 22 years old female juniors or seniors. The number of online survey respondents was 36. The interviews were conducted via Zoom because of the COVID-2019 situation. Interviews were conducted from March 30 to April 3. All the interviews were transcribed. Four people took part in the interviews. The average age of participants was 24. Out of four participants two were male and two were female.

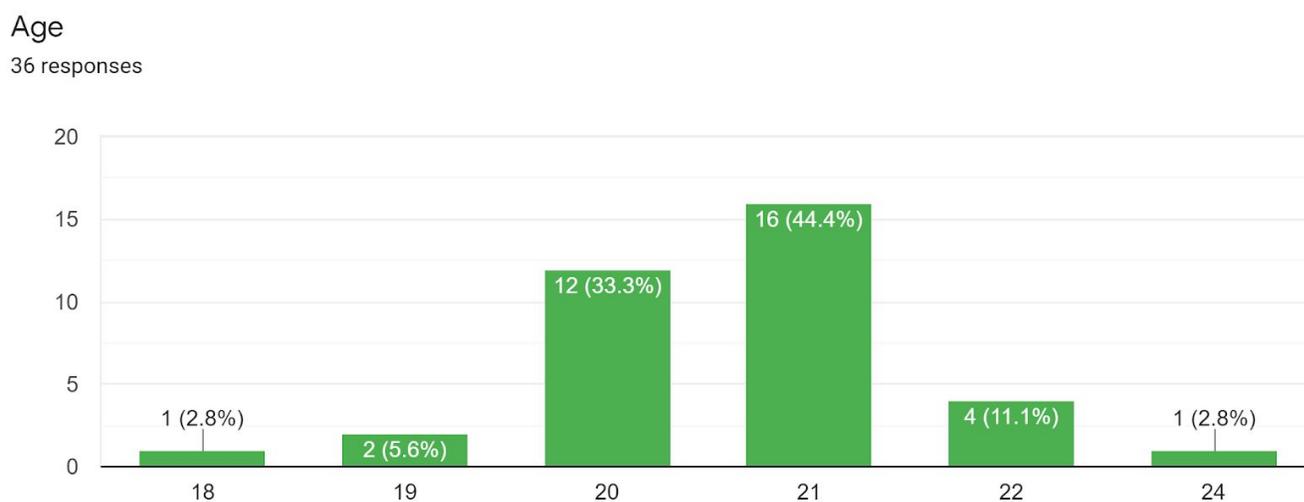
Online Survey Findings

Age

As shown in figure 1 the majority of students who work are from 20 to 22 years old. On the one hand, one of the reasons that there are less students working from 17 to 19 is that they just took their first steps into university and do not have a clear orientation about what they want to become and what type of job to undertake.

On the other hand, if we look to this question from the financial angle, those who are from 17 to 19 and are not so financially stable and have difficulties to pay their tuition fees, explained that they are trying to gain scholarships due to their high GPA, since they believe that employment will not allow them to fully dedicate themselves to studies and therefore their GPA will lower and they will not have the opportunity to receive scholarships.

Figure 1



Gender

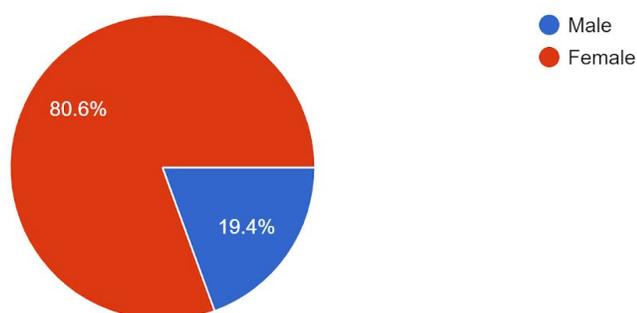
It is a common stereotype in Armenia that men are responsible for earning money and working from young ages unlike women. Before the survey and interviews I thought that there would be more males who work and want to make their career path from a very young age. However, as it is shown in Figure 2 only 7 (19.4%) respondents out of 36 were male. The interview results also showed that females are more motivated to have a stable job after they

graduate and therefore they start working from their university years in order to gain the necessary skills and have more work experience, which will help them to easily enter the job market.

On the other hand, several female students pointed out that they are the second child in their home and that they have elder brothers whom their parents supported by paying their tuition fees. However, now their family is not financially stable to pay their daughters' tuition and therefore they ought to work to solve that problem.

Figure 2

Gender
36 responses

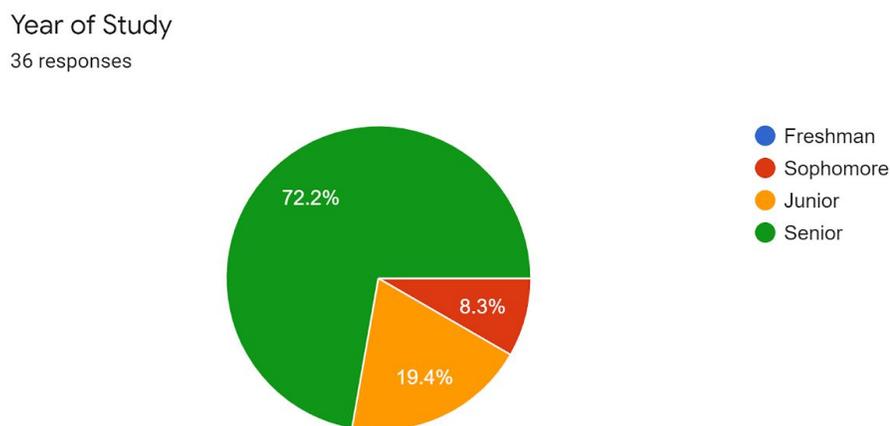


Year of study

As it is shown in Figure 3, the majority of students who work are seniors (72.2%) and juniors (19.4%). No freshman out of 36 responses were working, and only 8.3% were in their second year of studies. The reason why especially seniors and juniors were working was that they want to gain work experience so that after they graduate they will have work experience,

which is the number first requirement for employers for hiring. All these students worked within their major and it was evident yet again that they work to gain experience and skills for their future job rather than to be financially independent.

Figure 3



College or school

Figure 4 illustrates that more than half of the students who work are from the College of Humanities and Social Sciences (52.8%). Manoogian Simone College of Business and Economics is in second place with 38.9% and finally only 8.3% of respondents who worked were from Zaven and Sonia Akian College of Science and Engineering.

The survey results showed that the number of employed students from Zaven and Sonia Akian College of Science and Engineering is significantly low since they cannot combine studies and work because of the workload in the university. The survey respondents from the College of Humanities and Social Sciences confirmed that they have more flexibility to work during their

university life unlike students who are from the Computer Science Department. Interestingly, students from Manoogian Simone College of Business and Economics mentioned that some of their instructors even encourage them to work during their studies in order to implement their theoretical knowledge in practice. They said that it would be twice easier for them to enter the job market after they graduate if they practice from a very young age and combine their fresh theoretical knowledge with a practical one.

Figure 4

In which College or School are you enrolled?
36 responses



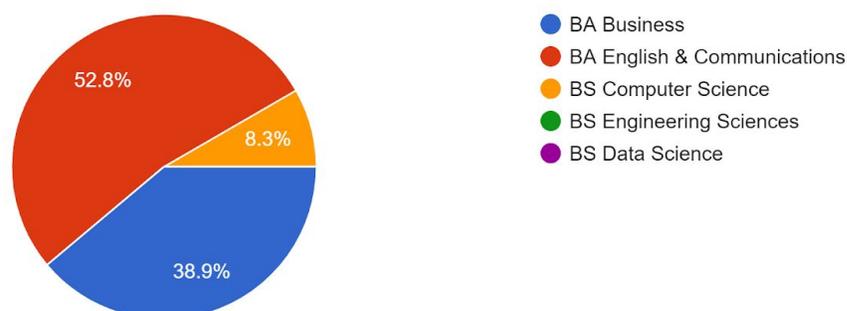
Degree program

From Figure 5, it is evident that students who are from BS Engineering Sciences and BS Data Science do not undertake part or full time employment during their studies. As it was mentioned in Figure 4 the majority of working students were from the College of Humanities and Social Sciences who are enrolled in English and Communications degree program.

Figure 5

In which degree program are you enrolled?

36 responses



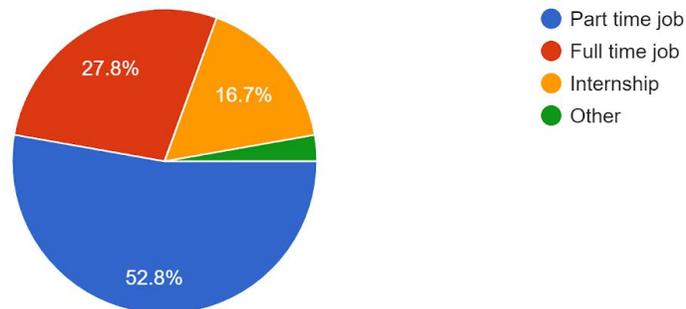
Part/full time jobs or internships

As it is shown in Figure 6, the majority of respondents (52.8%) worked part time, while only 27.8% worked full time. Besides part or full time jobs, 16.7% of students take internships during their university studies. To the question what are the reasons for taking full/part time jobs and internships was mainly to gain experience and, which will help them to have a smoother transfer to the Armenian job market. The second reason that was dominating in the answers was to earn money to pay their tuition.

Only 3 respondents answered that they really enjoy their work and like to communicate with different people. They mentioned that they get bored with only studying and a job is like an extracurricular activity for them, which enables them to combine fun, money, and experience at the same time.

Figure 6

I have...
36 responses



Type of jobs

For my study it was important to understand what type of jobs students take. From the answers it turned out that all 36 respondents worked within their profession. Those who are from the College of Humanities and Social Sciences enrolled in the English and Communications degree program worked as a writing consultant at AUA, English language teacher at Skyeng, or PR and communications manager in different organizations.

Those who are from Manoogian Simone College of Business and Economics worked in the field of marketing (social media marketing and digital marketing), business analysis, financial analysis or had their own businesses where they try to implement the knowledge they gained from their studies to their own businesses.

A couple of students (8.3%) who are from Zaven and Sonia Akian College of Science and Engineering again worked within their profession as a web or app developer, data analyst, software developer, etc.

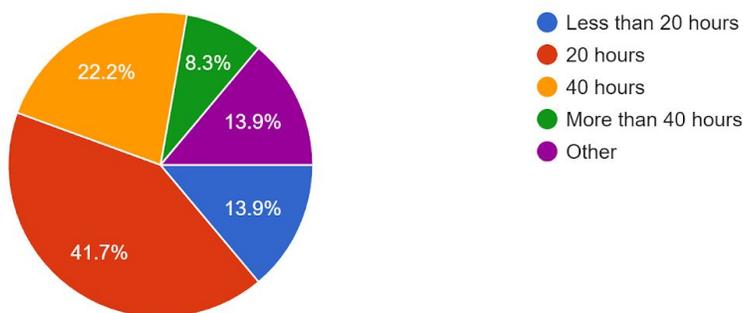
Students who had internships were mainly in banks, more specifically in Ameria bank and Converse bank, who open calls for students twice in a year with 6- month internship opportunities for those who want to apply their theoretical knowledge into practice.

Average time spent in the workplace

Almost half of the respondents (41.7%) answered that they spend on average 20 hours per week in their workplace, 22.2% spent 40 hours, which means they are doing a full time job, and only 13.9% were spending less than 20 hours in their workplace. Thus, from this figure it is evident that the majority of students do part-time jobs and only 30% spend 40 hours or even more in their workplace.

Figure 7

How many average work hours per week do you spend in your workplace?
36 responses



Negative/Positive impacts of jobs on academic performance

To the question whether their jobs have negative or positive influence on their academic achievement, less than half of the respondents stated that it has negative and the rest answered that it has positive impact.

Those students who talked about negative impacts, mentioned that they come home late, they have assignments that need to be submitted but because of their exhaustion level they do not put much effort on completing their assignments and simply submit in order not to get F. Others mentioned that because of time limits they cannot allocate much time on long readings and simply skip them. Also, one of the respondents pointed out that employment has a negative influence on him since he cannot concentrate on studies because he constantly thinks about the problems that exist in the workplace. Some of the students even skip their classes or do not go to office hours because it coincides with their working hours.

Those who have their own businesses mentioned that they work two times harder in order to succeed in their work and it leads to a lower GPA. Another answer was that they want to enjoy their university life and stay longer in AUA. However, because of their jobs they have to manage their time and go for work right after they finish their classes.

Overall, all the students who said that employment has a negative influence mentioned that their GPA drastically lowered since they started working.

Those students who said that their job has a positive impact on their academic performance mentioned that the busier they are the more productive they become. One of the respondents pointed out that she becomes much more productive especially when she knows that she creates some kind of value at the workplace.

One of the students mentioned that before her current internship she was working part-time and her academic achievement was only benefiting from it. She was not wasting her time and her schedule was planned in a very structured way.

Overall all the students who talked about the positive influence of their work on their academic performance mentioned that work significantly improved their time management and led to better results.

Interview Findings

All interviewees were assigned pseudonyms for confidentiality. Interview results showed that all four participants were undertaking part-time employment during their university studies with their specialty. Two of the participants pointed out that it was very important for them to get the experience so that they would be confident that after graduation they would be able to be hired by their dream company. The first interviewee said:

I was so concerned for my future career. I wanted to work immediately after graduation with a high salary. However, my sibling's experience showed that employers pay much more attention to work experience than to diplomas. Therefore, I decided to work from my sophomore years so that after graduation I would have at least 2 years of work experience (Daniel, personal communication, March 30, 2020).

The second participant mentioned that the work experience helped her both to gain practical knowledge and to get hired very easily after graduation. Working during her university studies only helped her to become more organized and most importantly it gave her an

opportunity to understand that programming is the profession that she is passionate about and wants to work in that sphere during her whole life (Araksia, personal communication, March 31, 2020).

Hovsep who was from the College of Humanities & Social Sciences majoring in BA English & Communications degree program did not have a clear understanding of what he wanted to become after graduation. He said that one of the reasons for him to take a part-time job along with his studies was to understand what is the profession that fits his interests and knowledge best. He mentioned:

I have had a lot of interests since my childhood. I liked acting, writing poems, and playing video games. In AUA I improved my writing skills, I took an Acting Techniques class and enjoyed it. However, I was worried about my future career because if we look from the financial perspective it is really difficult to be an actor or writer in Armenia (Hovsep, personal communication, April 2, 2020)

Thus, he decided to try himself in another sphere, which is social media marketing and see how it worked for him. At first he was doing an unpaid internship in one of the IT companies but then he realized that SMM was his passion and since then he is working in the same company as a social media marketing specialist. He added, “Working during university studies helped me a lot to explore myself and find the job that really fits me” (Hovsep, personal communication, April 2, 2020).

Anna, who is a 24 year old product manager, told me that taking part- time jobs during her studies helped her a lot to orient in her future career. She was from Zaven & Sonia Akian

College of Science & Engineering, majoring in BS Computer Science. In her junior year she took an internship in programming. However, after three months she realized that she hated coding since according to Anna she was a very active person and did not want to spend 4 to 5 hours in front of her computer without interacting with different people. So, after that bad experience she decided to try herself in marketing but it did not work for her as well. During those two years she tried herself in different spheres shifting from programming to marketing and then project manager. However, since she gained a lot of theoretical experience and knowledge from AUA she wanted to combine programming with another profession, so that it would be both fun and productive for her. So, she decided to apply for the product manager's position. Anna said:

Trying myself in different work positions was one of the best decisions that I have ever made in my life. I am so happy that I did not waste time after graduation trying to find the job that fits me the best. When I am looking back, I realize that I only benefited from combining university studies with a job and I definitely would not change anything in my decisions regarding my career (Anna, personal communication, April 3, 2020).

Overall, the interview and survey results showed that first of all the majority of students undertake part-time or full-time employment to gain practical knowledge, which will help them to be easily hired. Secondly, the majority of students decide to work from their junior and senior years rather than from freshman or sophomore. What is more, students prefer to work in their specialty to gain experience along with money rather than simply earning a salary. Additionally, the combination of work and study in the majority of cases helped the students to improve their time management and organizational skills. Lastly, working during university studies gave an

opportunity to orient in their future career and not waste extra time in searching and finding the most appropriate job after graduation.

Limitations

One of the major limitations of this study is the number of participants. In order to get valid data it would be good to have at least 20 one on one interviews and 60 online survey responses. Secondly, the interviews and surveys were conducted only among AUA students. Thus, the results of the investigation showed that the majority of students work during their studies and that one of the reasons that leads to employment among AUA students can be the flexibility in hours of their classes. Since only AUA has that kind of flexibility compared to other Armenian universities it would be important to do further research in different Armenian universities to see whether the results will be similar or not.

Conclusion and Recommendations

The purpose of this study was to investigate whether or not full time or part time employment affects academic performance of undergraduate students studying at AUA. Moreover, the study aimed at investigating the effects of the employment prospects of undergraduate students after they graduate. And finally, find out whether students face difficulties in their studies because of undertaking part time or full time employment.

For this purpose, 36 AUA undergraduate students from four undergraduate programs were asked to fill in the survey and four AUA graduates were asked to participate in an interview for a deeper and more valid data collection.

The results showed that students take part time or full time jobs in order to gain experience and in some cases to obtain remuneration to pay their tuition fees. What is more, the results showed that the majority of respondents prefer to work within their specialty, which will be beneficial for their future career, rather than simply earn money. The literature also supported the results of this study stating that search for work in their specialty was especially relevant among students who are in their junior or senior years of study.

Taking into account the results of the online survey and interviews, I recommend AUA to organize more intensive workshops for students that will help students to be oriented in their career and to easily find jobs in their desired field. Secondly, to conduct further research to see whether it is possible for the university to open undergraduate admission for mature applicants without any age limitation, so that they could both work and study. And lastly, to do further research/ benchmarking on best practices around the world and see how to use their successful tips in our universities.

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APPENDICES

Appendix A- Interview Questions

- 1) Please, introduce yourself, where are you from?
- 2) How old are you?
- 3) In which College or School were you enrolled?
- 4) In which degree program were you enrolled?
- 5) Did you have a part or a full time job during your university years?
- 6) What were the reasons for you to take part/ full time job when you were a student?
- 7) Could you, please, tell me about the type of job that you were doing when you were a student?
- 8) Do you have the same position/ type of job as you had when you were a student?
- 9) How many average work hours per week did you spend in your workplace?
- 10) How do you think your part/ full time job may have improved your time management skills?
- 11) How do you think having a part/ full time job has a negative and at the same time positive impact on your academic achievement?
- 12) How do you think working during your university studies has helped you in your career after graduating?

What do you think, working during your university studies had a negative or positive impact on your future career?

13) Looking back, if you had the chance, what would you change during your university studies? Would you still take a part/full time job?

Appendix B- Online Survey Questions

Age *

Short answer text

Gender *

Male

Female

Year of Study *

Freshman

Sophomore

Junior

Senior

In which College or School are you enrolled? *

- Manoogian Simone College of Business & Economics
- College of Humanities & Social Sciences
- Zaven & Sonia Akian College of Science & Engineering

⋮

In which degree program are you enrolled? *

- BA Business
- BA English & Communications
- BS Computer Science
- BS Engineering Sciences
- BS Data Science

I have... *

- Part time job
- Full time job
- Internship
- Other

⋮

What are the reasons for you to take a part/ full time job? *

Short answer text

What type of job do you have? *

Short answer text

How many average work hours per week do you spend in your workplace? *

- Less than 20 hours
- 20 hours
- 40 hours
- More than 40 hours
- Other



Do you think a part/ full time job has a negative impact on your academic achievement? Why? *

Short answer text

.....

Does your part/ full time job help to improve your time management skills? *

- | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | Strongly Agree |



Comments/ Suggestions

Long answer text

.....

Appendix C- Consent Form

Consent to participate in a capstone project conducted at the American University of Armenia (AUA). This is to state that I agree to participate in the capstone project conducted by Irma Gasparyan. The capstone director is Dr. Hourig Attarian of the College of Humanities & Social Sciences at AUA (tel.: 060 612769, email: hourig.attarian@aua.am).

PURPOSE: I have been informed that the purpose of the project is to understand how full/ part time jobs affect the academic performance of students studying at AUA and also how part-time jobs affect the employment prospects of AUA students after they graduate. Within the bigger context of the project, the interview conducted by Irma Gasparyan is meant to focus on AUA current students and graduates.

PROCEDURES: I understand that the interview will be conducted at AUA, and might be recorded on video. As a participant, I will be asked to share my personal experience of how my full time or part time employment has impacted my academic achievement. The interview will last from one to two hours, however, as a participant I am free to stop at any time, refuse to answer any questions or withdraw from the project at any given point. I understand that if I wish to extend the focus group for more than two hours, I will be provided that opportunity.

RISKS AND BENEFITS: I understand that the interview involves the sharing of my personal views and opinions, which will be treated with the utmost care and consideration. I have been informed that I am free to stop, take a break or discontinue at any time. There are no risks involved in partaking in this interview.

CONDITIONS OF PARTICIPATION: As a participant, I will have access to all the recorded material for verification purposes. Throughout the project, if and when the material produced is in Armenian, I will have the opportunity to review and verify the English translations.

I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences.

I understand that the data from this project may be published in print or digital format for academic purposes.

In terms of **identification and reproduction** of my participation:

I agree to **disclose my identity**. I understand that my identity may be revealed in any publications or presentations that may result from this interview.

I agree to the reproduction of sound and images from this interview by any method and in any media for academic purposes (which may include webpages, documentary clips, etc..)

OR

I understand that my participation in this study is **confidential**. My identity will be concealed. I will be given a pseudonym in any publications or presentations that may result from this interview.

I agree that while data from my interview may be published, no sound or images from it may be reproduced.

When photographs, artifacts or documents are scanned or photographed

I agree to let the student researcher copy family photographs and documents for use in the student project only.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT.
I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

INTERVIEWEE:

NAME (please print) _____

SIGNATURE _____ DATE _____

INTERVIEWER:

NAME (please print) _____

SIGNATURE _____ DATE _____

If at any time you have questions about your rights as a capstone project participant, please contact Dr. Hourig Attarian of the College of Humanities & Social Sciences at AUA (tel.: 060 612769, email: hourig.attarian@aua.am).