

PART-TIME WORK, PART-TIME STUDIES:
The effects of working alongside studying at the Department of
Languages in the University of Jyväskylä

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Tiivistelmä - Abstract <p>Opintojen ohessa työskentely on laajalle levinnyt ilmiö, jolla on osoitettu olevan lukuisia vaikutuksia opiskelijoiden elämään ja opintoihin. Tämä tutkimus keskittyy tarkastelemaan ilmiön esiintymistä ja vaikutuksia Jyväskylän yliopiston kielten laitoksella.</p> <p>Tutkimuksen aineisto kerättiin laajalla, avokysymyksiä painottavalla verkkokyselyllä. Kyselyyn vastasi 41 opiskelijaa, joiden joukossa oli edustajia suomalaista viittomakieltä lukuun ottamatta kaikista kielten laitoksen oppiaineista. Aineistosta etsittiin yksilölliseen kokemukseen liittyviä tekijöitä ja se analysoitiin fenomenologisen perinteen työkaluja hyödyntäen.</p> <p>Opintojensa ohessa työskentelevät opiskelijat tasapainottelevat kahden roolin välillä: toisaalta heiltä odotetaan opintomenestystä ja pikaista valmistumista, toisaalta taas työpaikka asettaa heille omat vaatimuksensa. Pääasiallisena syynä opintojen ohessa työskentelylle on raha, mutta työskentelystä koetaan saavan irti myös monia muita hyötyjä. Valitettavasti ainakaan kielten laitoksella nämä hyödyt eivät suoraan linkity opintoihin, vaan ovat enemmänkin yleisluontoisia. Työskentelyn haitat ovat pääasiassa ajanpuutteeseen kytkeytyviä: opiskelijat eivät ehdi panostamaan opintoihinsa niin paljon kuin haluaisivat ja kokevat olevansa levon puutteen vuoksi väsyneitä. Erityisesti haitat korostuivat itsenäisten opintojen kohdalla.</p> <p>Tutkimukseen osallistuneiden opiskelijoiden mielestä opintojen ohessa työskentelevien opiskelijoiden asemaa voitaisiin parantaa lisäämällä joustavuutta ja ymmärrystä kielten laitoksella ja työpaikoilla. He myös rohkaisevat opiskelijoita harkitsemaan tarkasti, kuinka suureen työmäärään heidän voimansa riittävät. Lisäksi esille nousi ehdotus laitoksen ja työelämän yhteyksien kehittämistä, jotta opiskelijoiden olisi helpompi löytää oman alansa töitä ja hyödyntää työkokemustaan opinnoissaan.</p>	
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1 Introduction

The goal of the present study is to explore a phenomenon related to language studies in higher education: working alongside studying. Previous studies in diverse countries and contexts have shown that the phenomenon has many sides to it, and that term-time work can have a variety of positive and negative consequences to the student (e.g. Barron and Anastasiadou 2009, Curtis 2007, Holmes 2008). The present study will focus on the situation of students at the Department of Languages at the University of Jyväskylä.

The students who decide to take on term-time work are torn between two roles. On one hand the teaching staff and government regulations pressure them to focus on their studies and try to graduate within a certain time-frame. On the other their employers are expecting them to fulfill their duties at the workplace. Focusing on one has inevitably consequences on the other. The ability to find a balance between studies and other aspects of life, such as work, is of utmost importance to an individual (Kouvo et al. 2011: 9).

Working alongside studying has been the topic of a good number of international studies in the recent years, and there is plenty of research in Finland on the progress of studies in higher education. The focus in most of the Finnish studies so far has, however, been on sociological and political aspects (Kouvo et al. 2011: 52). While this is an important viewpoint, there is also need for a psychological approach that prioritizes the student and his personal experience. The present study sets out to respond to this gap in research.

The project of conducting and reporting the study has been a long one, and could not have been completed without the kind help of certain individuals. First of all I must thank professors Hannele Dufva and Katja Mäntylä at the Department of Languages at the University of Jyväskylä for their guidance and encouragement in seeing this project

through. I would also like to thank my fellow students Miika Hämynen and Teppo Suominen for their help with all of technical difficulties related to the project. Finally I need to express my gratitude to everyone who participated in the pilot study or filled in the final questionnaire: conducting research without the data you provided could have proved to be quite the challenge.

Chapter 1 served as an introduction to the topic, describing the focus of the present study and the reasons for choosing the said focus. Chapter 2 takes a closer look at the previous studies already mentioned above, alongside many others, recounting some significant discoveries already made in the field. Chapter 3 introduces the research questions and methods of the present study. Chapter 4 presents and analyses the data collected on the experiences of working alongside studying at the Department of Languages in the University of Jyväskylä. Chapter 5 builds on these discoveries to discuss their implications for studying and teaching at the Department. Chapter 6 makes a summary of the results of the other chapters and puts forward ideas for future research. The main text body is followed by a bibliography and appendices.

2 Studies, student life, work

The main focus in this chapter is on previous research findings on the effects and circumstances of working alongside studying. Those are preceded by an introduction of the department in which the present study was conducted and a description of the Finnish system of providing financial aid for students. There is also a section on the performance pressures faced by Finnish students. Thus the chapter strives to illustrate the backgrounds of the present study and establish a framework for observing some of the results arising from the data later on.

2.1 Studying at the Department of Languages

To understand the experience of the students presented in this data, it might be helpful to introduce some specifics about their studies and the institution they are enrolled in.

The present study observes the students of the Department of Languages at the University of Jyväskylä. The Department is a part of the Faculty of Humanities, which is the biggest faculty in the university measured by graduating masters (Jyväskylän yliopisto n.d.c), ECTS credits accomplished by its students (Jyväskylän yliopisto n.d.e) and number of students (Jyväskylän yliopisto 2012). Similarly, the Department of Languages is the largest department within the Faculty of Humanities, hosting 1,417 of the faculty's 3,601 students (Jyväskylän yliopisto 2012). Of the Department's seven sections, the biggest one is the English Section with 466 students enrolled in 2011 (ibid.). Other sections at the Department are - in descending order by number of students - Finnish, Swedish, German, Romance and Classic Languages, Russian and Finnish Sign Language (ibid.).

The University of Jyväskylä takes pride in its long tradition as a teacher training institution. The Department of Languages also takes part in this tradition, through the subject teacher training programs. Students taking part in these programs have a more profession-oriented curriculum and get to create contacts with local schools during their training (Jyväskylän yliopisto n.d.a). The portion of such students in the Department is quite high, with most sections having half of their student intake quota reserved for teacher training applicants (Jyväskylän yliopisto n.d.b).

The performance of Finnish universities is nowadays measured by the number of students graduating as bachelors and masters. These goals are agreed on with the Finnish Ministry of Education. Although their study times might be slightly longer than government policy states, the University of Jyväskylä and its Faculty of Humanities are still performing well

according to this barometer: in 2007-2009 the percentage of graduation goals met was 110.8% in the Faculty of Humanities in the University of Jyväskylä, while the national average for faculties of humanities was 96.2%. (Koulutusbarometri 2011: 49-50).

Looking at the above figures the students at the Faculty – and, presumably, at the Department – seem to be quite efficient with their studies. There is, however, constant pressure on the students to enhance their performance. The following two chapters first describe the characteristics of the Finnish student financial aid system and then move on to discuss how changes to this system and other forms government control are used to increase the students' pressure to perform.

2.2 Financial aid for students

In this section I will introduce the Finnish system of providing financial aid for students. I will review the different forms of financial aid provided by Kela, present the requirements and limitations of receiving financial aid and observe certain changes that have been made to the system in the recent years.

Most Finnish students receive funding for their studies from the Social Insurance Institution of Finland Kela. Financial aid for higher education students in Finland consists of Study Grant, Housing Supplement, government guarantee for student loans and meal subsidy. The first three of these are available for a maximum of 55 months. The Study Grant is a monthly allowance, the amount of which for most students is 298 euros per month, before taxes. After the 10 percent taxes on the Study Grant the paid amount is 268.20 euros. The Housing Supplement helps students in covering their rent, by providing students living in rental or right-of-occupancy accommodation up to 201.60 euros per month, based on their rent. Student loans in Finland are optional, but the government does encourage students to take loans by providing them guarantees for a loan of 300

euros per month. Whilst the other forms of aid are directed at the student, the meal subsidy is an indirect benefit paid to student cafeterias so that they may provide students with cheaper lunch prices. (Student financial aid 2011)

The amount of financial aid available to a student can be affected by his or her other incomes. In general, all income save for student financial aid and the grants and scholarships associated with international exchange programs counts against one's right to claim the benefits. A student drawing student financial aid for the entire academic year, i.e. 9 months, may earn up to 11,850 euros during the calendar year without diminishing his or her benefits. This amount can be raised by claiming financial aid for fewer months. (Student financial aid 2011)

In order to be entitled to receive financial aid at all, Finnish students need to make sufficient progress in their studies. Until the end of July 2011, to qualify as having made sufficient progress, a university student was required to complete an average of 4.8 ECTS credits per month during the academic year (Kela 2011a). Since the beginning of August 2011 bar was raised so that the required progress was now 5 ECTS credits per month (Kela 2012). In the same renewal, other terms for receiving the financial aid were made stricter as well. For instance, months when a student received only the Housing Supplement, were now also counted towards the maximum duration of financial aid. In addition, students not able to complete at least 2 ECTS credits per month were now obligated to repay received financial aid. (ibid.)

A student drawing full Study Grant and Housing Supplement gets 469.80 euros of financial aid per month. Taking into account the high price level of Finland, this amount is not likely to cover more than the very basic needs of living. This means students often need to compensate by relying on student loans, paid employment or parental support. Finnish students are less and less inclined to take on student loans (Kela 2011b), which

gives cause to speculate that students willing to stand on their own two feet are likely to look for work during or outside of the semesters. Chapter 2.4 puts this hypothesis to the test, taking a closer look at the extent and effects of working alongside studying. Before moving on to that, Chapter 2.3 explores how student financial aid and other forms of government control are used in Finland to encourage students to graduate faster.

2.3 Pressure to perform

Like all university students in Finland, the students at the Department of Languages are urged to graduate within a government set goal of five years of study. However, very few students in Finland meet this goal. Thus the maximum time of studies is slightly more lenient: it allows for an extension of one year for the bachelor's degree and of one year for the master's degree. This gives the students a total of seven years for completing their studies. During these years the students should achieve at least 300 ECTS credits in order to complete their master's degree. Therefore a student wishing to graduate within the government set goal time should achieve a minimum of 60 ECTS credits per year and a student looking to graduate within the maximum time of study should achieve at least 43 ECTS credits per year. (Koulutusbarometri 2011: 52)

Following the introduction of these regulations in 2005, Rantanen and Liski (2009) decided to look into the academic performance of Finnish students. They chose as their focus group the students who started their studies in Finnish technical universities in 2005 and followed their performance in a longitudinal study. One point of interest for them was how many ECTS credits per year the students could complete. When contrasted with the government set goal of 60 credits per year (Opetus- ja kulttuuriministeriö n.d.), the students in their data achieved relatively low results. Looking at performance during the first year of studies, only the top 10% of the students were able to gather 63 ECTS credits or more (Rantanen & Liski 2009: 40). A long-term inspection of performance showed that the median for completed ECTS credits at the end of third year of study was 144 credits

(Rantanen & Liski 2009: 85). According to these results an average student completed approximately 48 credits per year, 20 percent less than was expected of him/her.

Looking at other factors at play might prove useful when considering the speed at which the average student progressed, namely the question of Study Grant. At the time Rantanen and Liski were gathering their data, Finnish university students were required to complete 4.8 ECTS credits per month to be entitled to the financial aid provided by Kela, the Social Insurance Institution of Finland (Kela 2011a). This meant a student doing the bare minimum required by Kela would have completed studies worth 44 ECTS credits during an academic year of 9 months. This is much closer to the average amount of credits achieved by the students in Rantanen and Liski's data, and could lead one to speculate that the students were driven more by the tangible threat of losing their student allowance than by the abstract goal of 60 credits per year.

In the University of Jyväskylä the median graduation time in 2011 was 5 years and 8 months. For the Faculty of Humanities this median was 5 years and 10 months. (Jyväskylän yliopisto n.d.d). As such, an average student at the Faculty of Humanities would complete at least 51 ECTS credits per year of study in order to reach the minimum of 300 ECTS credits. Thus their progress would appear to be slightly better than that of the students in Rantanen and Liski's (2009) data. This might be a display of differences between institutions, or it could be a result of Kela raising the amount of ECTS credits required to qualify for student financial aid. The latter would support the notion that changes to the financial aid system can increase the students' pressure to perform.

There is an ongoing debate in the Finnish parliament on the topic of renewing the financial aid for students. In contrast with the current system of evenly distributed Study Grant, Housing Supplement and loan guarantees, the conservative National Coalition Party (Kokoomus) is advocating for a system, where Study Grant would be focused on the first

three years of study, followed by two years of government guaranteed loans for funding (Raeste & Silfverberg 2013). The goal of these renewals would be to get students to graduate and move on to working life faster by encouraging them to focus on studies. This goal is linked to a broader initiative to lengthen working careers in Finland (Valtioneuvosto 2011: 7).

The proposition by the National Coalition Party has been met with dismay. Resistance to the proposition has been voiced not only by students, but also by the Finnish minister of culture and sports, under the jurisdiction of whom the issue falls. In the views of minister Arhinmäki the suggested system would “promote inequality among students, increase working alongside studying and prolong studies” (Raeste 2013). The Finnish national unions for university and polytechnics students SYL and SAMOK put forward in their statement (SYL and SAMOK 2013) that increasing pressure on students to graduate so that they could make the transition into working life is not an efficient means to lengthen working careers. Making reference to a recent report published by the Ministry of Employment and the Economy (Aho et al. 2012) they rebuke the idea of there being a clear cut transition from student life to working life when students graduate, as most students start working already during their studies.

The ongoing debate about renewing the Finnish system of higher education so that students would graduate faster proves a point made by Kouvo et al. (2011: 19): institutions tend to view interruptions of studies as a negative phenomenon. In contrast to this, they argue that from the viewpoint of the student such interruptions might in fact be a highly positive experience, for instance in cases where the interruption is due to having found a job (Kouvo et al. 2011:19). A more detailed discussion on the complicated relationship between work and studies follows later in Chapter 2.4.

The statements by SYL and SAMOK (2013) and the report by Aho et al. (2012) give confirmation to the speculation presented earlier: Finnish students do indeed seek to improve their financial situation by working alongside studying. The following section moves on to look at other findings considering term-time work and its effects.

2.4 Working alongside studying

Studies concerning student employment have consistently shown a significant portion of students to be working alongside studying. For example in Holmes' (2007) data 83 percent of students had chosen to work during term at some point and 62 percent had been employed continuously since the beginning of their studies. In a study by Curtis (2007) the number of currently employed students was 58.92 percent and the number of students who had worked at some point during their university studies was 85.4 percent. Manthei and Gilmore (2005) made no such distinction, but only reported an employment rate of 81 percent. A report from the Finnish Ministry of Employment and the Economy (Aho et al. 2012) shows that in 2006 around 55% of Finnish university students were currently employed in term-time jobs. These results prove that working alongside studying is indeed a widespread phenomenon and calls for attention.

Before going in detail to the particularities and the effects of working alongside studying, I need to define what I mean by this term. Since I am interested in the situation at the Department of Languages at the University of Jyväskylä, this study will focus on the employment of university students. One interpretation would then include all the paid work students do when signed in to a university. Another would narrow the definition down to term-time work. In this study, I take the latter approach, defining working alongside studying as work students do during their semesters of study. This is the most useful viewpoint for discussing the situation of students trying to balance full-time studies with part-time employment.

2.4.1 Why do students work alongside studying

The most common reason for students seeking employment seems to be that of financial concerns. Holmes (2008) looked into the reasons why students of science in a three-year degree program in a university in Northern Ireland chose to work during term-time. The main reasons for these students to choose to work alongside studying were 1) covering or contributing to the basic costs of living (58 percent) and 2) having extra money for clothes and a social life (Holmes 2008). Similar results were discovered by Barron and Anastasiadou (2009), in whose data of 150 students of Hospitality and Tourism 60 percent of respondents reported financial concerns as a primary reason for working alongside studying, followed by gaining experience with only 12 percent.

The reasons for working alongside studying in Finland to be very similar to those reported above. Helin (2000) reports financial concerns of students of humanities in Helsinki to include unwillingness to take on student loans, surpassing the maximum limit of available student financial aid, responsibility as the main provider for the family and paying the mortgage. Students working willingly instead of out of necessity did so to gain work experience before graduation, increase their standards of living and to get some variation to their study routines. There were also students who simply enjoyed their work or the atmosphere and colleagues at their working place. (Helin 2000: 28).

A number of studies, including Holmes (2008), Curtis (2007) and Barron and Anastasiadou (2009) join Watts and Pickering (2000) in saying that Britain's introduction of tuition fees and abolishment of maintenance have increased student hardship and financial need. Although the numbers of students working alongside studying vary from one university to another (Curtis 2007), there seems to be an agreement that there has been an increase in the portion of students taking on term-time jobs since the aforementioned changes to university finances were made. In reference to the on-going debate about renewing the

Finnish system of financial aid for students mentioned earlier in Chapter 2.3, these results are of significance. They should be considered even more relevant, should other research prove working alongside studying to have a detrimental effect on study progress.

2.4.2 What sort of work attracts students

In their study conducted at the Manchester Metropolitan University, Curtis and Lucas (2001) discovered that 93 percent of working students in their data were employed in the services sector. The most common choices within this field were hotels and catering and retail. The findings are in line with those of Manthei and Gilmore (2005) and Barron and Anastasiadou (2009). The latter argue that these are areas in which employer and employee needs are easily matched: the industry is interested in a constant flow of young, flexible employees with low demands and – as Holmes (2008) and Curtis and Lucas (2001) confirm – students in search of part-time employment form such a workforce. Should the situation be similar in the data of the present study, this would for students at the Department of Languages mean working in fields unrelated to their curriculum.

Holmes (2008) moved on from asking the students what fields they were working in to asking them what were the most important characteristics of the employment they were seeking. Flexibility of the employer and ability to match study and working hours came at the top of the list, explaining their interest in the services sector. Work experience from their chosen career path was at the bottom of the list. (Holmes 2008)

Support to Holmes' results on students looking for flexible employment has also been found from Finland. Aho et al. (2012) presented the results of a questionnaire performed on students graduating from four Finnish universities in 2005. According to the questionnaire results students were most typically employed in part-time jobs, with the exception of their last year of studies, during which around half of the working student

population had full-time jobs (Aho et al. 2012: 96). This might be a result of studies becoming more flexible in turn, the last year in Finland often being focused on writing a master's thesis.

Where the findings of Aho et al. (2012) disagree with those of Holmes (2008) is in whether students are employed in their field of study or not. Whereas the students in Holmes' data were not actively seeking employment in their chosen career path, a great portion of the Finnish students responding to the questionnaire of Aho et al. had found a job that matched their studies. When observing only the employment of their last year of study, the results seemed even more positive: two thirds of the students who had been working alongside studying during their last year felt that their employment had been mostly or completely in concordance with their field of study. Unfortunately the situation is not so bright for students of the humanities. According to Helin (2000: 29), over 60 percent of the students in her data had taken on term-time work that was not related to their studies.

The question of whether students are employed in a field related to their studies or not is an interesting one especially when looking at the effects working alongside studying can have on academic and study motivation. The final section of Chapter 2 moves on to review some previous research on such effects.

2.4.3 What are the potential effects of working alongside studying

The main question posed by this study is how does working alongside studying affect study progress and study motivation. Previous studies on the effects of term-time work often seem to be conflicting with each other, and even the results of a single study might not appear as coherent. The most common paradox is that while students report a vast number of negative effects deriving from term-time work, they still mostly seem to be confident in their ability to balance work and studies.

One of the studies to bring this paradox to light is that of Curtis (2007), who was interested in student experiences of term-time work in Manchester Metropolitan University. The students who completed her questionnaire listed a wide range of negative effects that term-time work had had on their studies. These findings were also supported by the previous studies that Curtis presented in her work. Regardless of this, the general view of the employed students in her data was that they did not see working alongside studying as detrimental to their academic performance. These results seem to be in discordance with each other. Curtis offers two potential reasons for this discrepancy. The first is that some students have been working for such a long time already, that they have been “routinized” to combining work and studies. The second is that working alongside studying has become so commonplace that some students might see it as a part of the experience of studying in a university. (Curtis 2007)

The work of Holmes (2008) confirms the conflict found in Curtis (2007). Like Curtis, Holmes too was interested in students’ ability to balance work and studies. In Holmes’ study, more than half of the students felt their employment had a detrimental effect on their studies. Comments stating that term-time work was taking time away from studies and increasing stress levels were common. Regardless of this, the majority of Holmes’ respondents were still claiming to be confident in their ability to balance work and studies. (Holmes 2008).

In Finland, Rantanen and Liski (2009) took another approach, asking students at technical universities what were the main reasons for slowing down their study pace. The students reported several major obstacles to their progress, including courses that failed to motivate them, poorly organized teaching, difficulties with time management and lack of motivation. Of special interest here is that of the students in Rantanen and Liski’s data, one third felt that working alongside studying had been detrimental to their studies. (Rantanen & Liski 2009:86).

The topic of study progress and its obstacles was also picked up by a recent report by the Faculty of Humanities at the University of Jyväskylä (Humanistit työelämässä 2011). The research team asked students how big of an effect had different factors had in delaying their studies. The results are presented below in Figure 1, translated from the report. As we can see from the figure, paid employment had by far the most significant effect in detriment to the studies of students at the Faculty of Humanities in the University of Jyväskylä (Humanistit työelämässä 2011: 35). A study on interrupted and delayed studies in the Faculty of Humanities at the University of Helsinki yielded similar results (Helin 2000: 27).

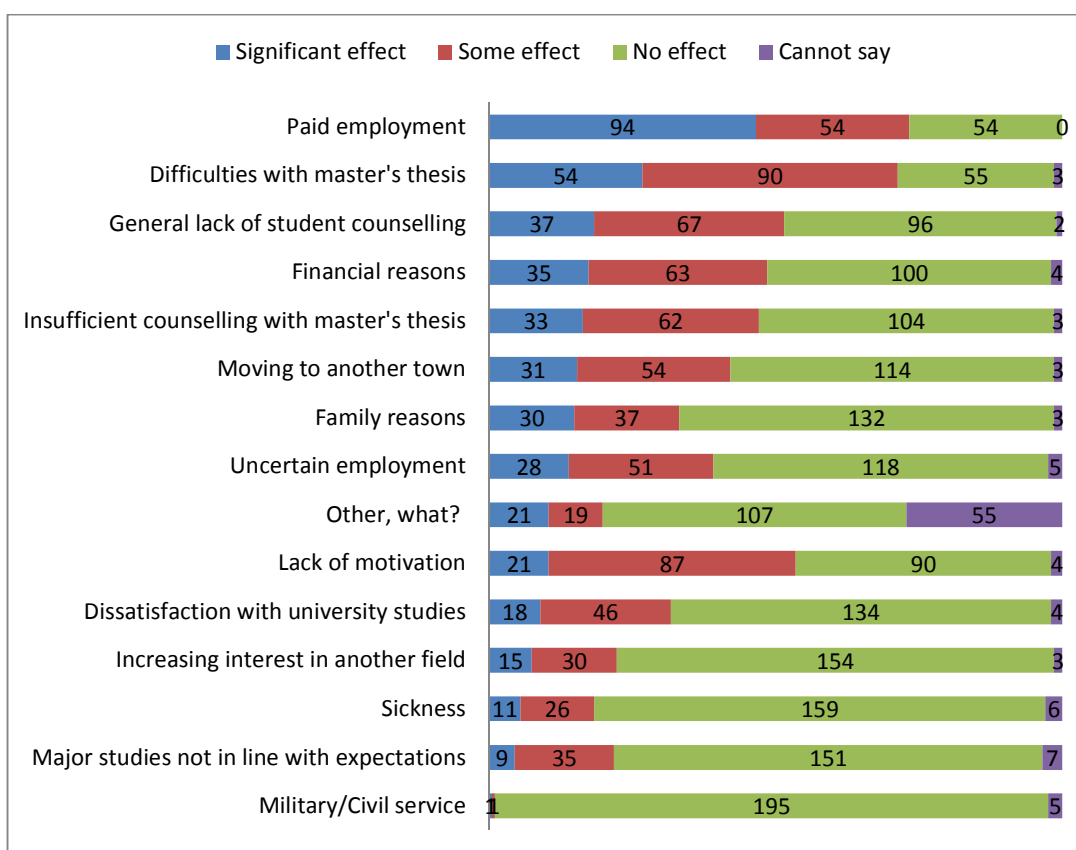


Figure 1: How big of an effect did different factors have in delaying studies (n=202) (translated from Humanistit työelämässä 2011: 35)

The experience of working alongside studying is not exclusively negative. Barron and Anastasiadou (2009) summarize the results of previous works in saying that students

working part-time have the opportunity to develop a variety of necessary skills and can improve their academic knowledge and motivation by relating their work experience to their studies. A correlation between motivation and working alongside studying reported by Curtis (2007) would seem to support this. In her data, the working students reported less cases of lack of motivation than their non-working peers. Helin (2000: 27) confirms that increased motivation is a feature shared by students employed in their field of study.

Having inspected the situation of working students, Barron and Anastasiadou (2009) make an appeal to universities for increased flexibility and recognition. They put forward that institutions of higher education should acknowledge the fact that a large portion of their students are working part-time jobs and that this trend can have beneficial consequences to both the employers and the employees. They call for increased flexibility in organizing studies and finding ways of utilizing part-time work experience in one's studies. The answers in their questionnaire data also bring forth suggestions that universities engage more actively in building contacts between students and potential employers. Barron and Anastasiadou encourage universities to take up these challenges as a way of responding to the critique of university education being in need of more practical skills training. (Barron and Anastasiadou 2009)

In this chapter I have summarized previous research proving that working alongside studying is clearly a widespread phenomenon, and can have significant effects on studies. Earlier studies show that students tend favor part-time jobs in the service sector because of their flexibility, instead of seeking employment that would be directly related to their chosen study and career path. This gives further confirmation to findings pointing out that the main motivator for students seeking term-time employment is financial concerns. The Finnish financial aid system helps address some of these concerns, but students unwilling to take out loans might easily find this aid to be insufficient. Working alongside studying, widespread as it may be, still lacks the recognition of institutions. An appeal has been made to institutions of higher education to be more understanding and more flexible with

students who need to take up term-time work in order to facilitate their double role as both students and employees.

3 The present study

This section will provide information on what the present study set out to research and how it was done. The first part of the chapter presents the research questions and their rationale. The second part focuses on how the data necessary for the study was gathered and analyzed.

3.1 Research aim and questions

Previous research has proved that working alongside studying is a widespread phenomenon. It has also shown that term-time work can have various effects on students and their studies, some of these effects being positive and some of them negative. The present study aims to explore the phenomenon from the perspective of the students at the Department of Languages at the University of Jyväskylä. The emphasis is on the students' personal experience of the phenomenon and their attitudes towards it.

The research questions set for the present study are:

- 1) At the Department of Languages of the University of Jyväskylä, how does working alongside studying affect study motivation and the progress of studies?
- 2) What attitudes towards working alongside studying can be identified in students classified according to their
 - a) Motivation
 - b) Experienced delays in studies

- c) Study pace measured by ECTS credits per year
 - d) Current employment status
- 3) What implications could these effects and attitudes have for teaching and studying at the Department?

3.2 Methodology

Chapter 3.2 deals with the methodology of the present study. In 3.2.1 I explain the details of how the necessary data was collected and why the presented techniques were chosen. Chapter 3.2.2 the focus is on presenting the analytic tools used in looking at the data.

3.2.1 Data collection

3.2.1.1 Choice of method

The present study set out to explore the reasons for and effects of working alongside studying at the Department of Languages in the University of Jyväskylä. A specific point of interest was turning the focus away from traditional approaches emphasizing the viewpoints of society and institutions. Thus the goal was a shift from this sociological standpoint to a psychological one.

Kouvo et al. (2011: 12) explain a psychological approach as one that emphasizes an individual's personal experience, adaptation, motivation and development. In exploring the experience of working alongside studying, phenomenology was seen as an appropriate methodology. Phenomenology as a tool for analysis is explained in more detail in section 3.2.2; here it will suffice to explicate the demands it sets on the data and thus on data collection as well.

In the explanation of phenomenology given by Laine (2010: 37), the preferred data for it is in-depth interviews. The respondents are to be given as much freedom of expression as possible, minimizing the guidance of views by the researcher (ibid.). The present study strives to preserve this freedom by collecting the majority of its data through carefully worded open-ended questions.

An important decision for data collection was the choice of whether these questions should be posed in a questionnaire or in individual or group interviews. As it was stated above, phenomenological study prefers interviews. However, the most significant factor in making the choice was finally that of time: in finding a balance between the potential to gather an extensive enough material for study and the ability to process that data in a reasonable timeframe, a questionnaire appeared as the most logical alternative.

In the University of Jyväskylä all of the students and employees have user accounts in Korppi, a system which, among other things, allows them to easily create and participate in online questionnaires. The data of these questionnaires can then be viewed online and exported as CSV files, which can be processed using either a simple electronic spreadsheet program or a more sophisticated statistics program. As such tools were readily available, conducting the questionnaire online questionnaire was a logical choice.

The use of Korppi had other benefits as well. Online questionnaires open to anyone on the Internet run several risks. One of these is falling victim to spam-bots. Another one is having their results modified by respondents either not belonging to the target group or taking the questionnaire several times. As the system is dedicated for the sole use of students and staff of the University of Jyväskylä, and enables the maker of the questionnaire to prevent an individual account from filling in the questionnaire several times, the aforementioned risks could be minimized. Another advantage was that the

system allowed respondents to resume their reply sessions, which hopefully lowered the threshold for completing such an extensive questionnaire.

In formulating the questions and structuring the questionnaire, support was sought from Jyrinki (1976), a classic still commonly referred to, and Hirsjärvi et al. (2008). The combination of the two provided ample advice on planning, testing and conducting a successful questionnaire.

Hirsjärvi et al. promote the use of questionnaire forms in collecting data on beliefs, impressions and opinions (Hirsjärvi et al. 2008: 192). They display open-ended questions as a potent tool for getting a proper grip on the depth of emotion and the contexts around the answers, for “allowing the respondent to really say what on his/her mind” (ibid.: 196). They also gave encouragement in combining different question types and presented Likert scales as a useful tool for approaching attitudes (ibid: 192, 195). In addition they emphasized the importance of testing the questionnaire on a pilot group and making the necessary adjustments before submitting the actual questionnaires (ibid: 199), an idea also visible in Jyrinki (1976: 41).

A major contribution of Jyrinki (1976) is his section on how to set the right questions. According to him, when preparing a questionnaire, one should always consider the following points: the utility of the questions, the number of questions on the same topic, whether the respondent has the information necessary for answering the questions, the generality of the questions, the balance of the questions and the reliability of the questions. These guidelines were kept in mind when preparing the form for the present study, hopefully with the results of successful question setting.

Jyrinki (1976: 69) also promotes the use of open-ended questions in mapping reasons for certain ways of behavior. He points out that these questions often bring up a variety of

explanations difficult to anticipate. In measuring attitudes, however, he, like Hirsjärvi et al. (2008), finds ordinal scales to be sufficient.

To gain insights on students' attitudes towards working alongside studying, Likert scales were seen as the most appropriate method. Following Alanen's (2011: 150) recommendations for improving reliability and validity, several questions were used to measure the five main themes in attitudes.

3.2.1.2 The questionnaire

The actual formulation of the questions was quite a lengthy process. The themes for the questions were found in a combination of previous findings, presented in Chapter 2, and of discussions with fellow students and the teaching staff. I must emphasize the gratitude I owe to my supervisors and seminar group for the invaluable feedback they gave in preparing the form.

The questionnaire was first piloted in January 2012 on five respondents. Three of these filled in the questionnaire under the surveillance of the researcher. The most important reason for the presence of the researcher in the situation was the respondents' ability to give instant feedback on the form. Based on the feedback from the pilot study, as well as further discussions with the seminar supervisor and fellow students, corrections and adjustments were made to the form. After this, the questionnaire was piloted on one more respondent before sending it out to the target group.

As the present study set out to find out the consequences of working alongside studying in language students at the University of Jyväskylä, the target group consisted of all the students currently studying at the university's Department of Languages. To reach the

target group, a link to the questionnaire was sent to the students of the Department via the mailing list and the Facebook group of Yhdistyneet Kieltenlukijat, the student organization for language students at the University of Jyväskylä.

At the time the request for filling in the questionnaire was sent on 21 February 2012, the Facebook group had 259 members, and the mailing list around 550 members. Thus, it needs to be admitted that the probability of the questionnaire having reached the entire student body of the Department, 1,417 people on 31 December 2011 (Jyväskylän yliopisto 2012), is quite low.

The questionnaire was open until 2 March 2012, and during this time it was viewed by 72 individual accounts and received answers from 63 ones. Out of these the number of fully completed forms was 41. In the present study only these 41 forms will be taken into account.

The version of the questionnaire form sent to students in February 2012 consisted of a demography section and a combination of open-ended and multiple choice questions. As the goal of the study was to gain insight and knowledge of a specific phenomenon and not to form generalizations, main focus was on open-ended questions. This emphasis was based on the notions of Jyrinki (1976) and Hirsjärvi et al (2008) presented earlier in this chapter. The Finnish original of the questionnaire and an English translation of it are available in the appendices, and a description of the form can be found below.

As the previous paragraph implies, the language of the questionnaire was Finnish. The main reason for this was the expectation that most of the degree students at the Department were Finnish and spoke Finnish as their first language, whilst their other linguistic capabilities could vary to a great extent, likely depending on their major. Thus it made sense to presume the respondents would be most comfortable and could express

themselves with greatest freedom when answering in their mother tongue. Had the form been for English students exclusively, it might have been more reasonable to prepare it in English, but since the goal was to map the views of other language students as well, Finnish was the logical choice.

The online questionnaire was divided into seven pages. Page one was a welcome section with information on the goals of the study and guidelines for answering the questions on the following pages. Page two gathered some general background information on the demography of the respondents and on page three the students filled in information about their work history. Pages four to six were of greatest interest, as they were the pages on which the students were asked to provide information on and evaluate how their work and studies related to each other (page four) and how their studies had progressed and what were the most important factors affecting this progress and their motivation (pages five and six). On page seven the respondents were asked to give feedback on the questionnaire and to provide their contact information should they be interested in participating in a follow-up interview.

There were two main reasons for dividing the questionnaire into several pages. The first one was to make it clearer for the respondents. In structuring the form, an attempt was made to group the questions on each page so that they would relate to a similar theme, leading to a logical progression. The second reason for the division was the aim to limit the risk of losing answers due to technical difficulties related to online questionnaires. As the form was split to smaller sections, the respondents were able to save their answers when moving from one section to the other. This helped to minimize the damages resulting from accidentally leaving the page or closing the browser. In designing the final form, user-friendliness was an important issue for the questionnaire proved to be quite extensive: in the pilot phase most of the respondents required twenty minutes or more to fill in all the fields.

A minor flaw in the design of the questionnaire was the lack of question numbering in the original form. The numbers present in the questionnaire available in the appendices were added afterwards to help with identifying the questions and to facilitate referring to them. The numbering follows the model X.Y.Z., where X indicates a page in the questionnaire, Y the question on the page and Z the possible sub-question.

3.2.2 Tools for analysis

The present study endeavors to understand the personal viewpoint and experience of students who have been working alongside studying. Phenomenology, explained by Tuomi and Sarajärvi (2009: 14) as a means for describing and understanding human experience, appeared as a methodology fit for the task. A more detailed description of this approach was found in Laine (2010).

Laine (2010: 33) presents phenomenology to be primarily a mindset for approaching a phenomenon, not a precise set of rules for analysis. It chooses as a starting point the intuitive interpretations of the researcher, leaving the formation of a theoretical framework and comparisons of research data with results former studies to a later phase (Laine 2010: 35-36, 43). The aim of phenomenological research is to make explicit what a phenomenon means to people in a defined context (ibid: 31).

As steps necessary for phenomenological analysis Laine lists the description of the data, identifying units of meaning and the essential components of these units, and bringing these units together to form a synthesis on the nature of the phenomenon. Only in this last phase does he bring in the use of theoretical frameworks and earlier studies. In the preceding steps Laine recommends the researcher to distance himself from external influences and to approach the data at its own terms. Of importance in this process is the

constant evaluation and re-evaluation of the researchers interpretations and of the effects his or her own values might have had on these. (Laine 2011)

In forming the units of meaning Laine (2011: 42-43) advises the researcher to approach the data at its own terms, though keeping in mind the framework set up by his or her research questions. As some alternatives for analyzing the data he gives thematisation, conceptualization and narrative generalization. He finds it important that the researcher does not fade away too much of the individual characteristics of the material, but rather puts forward that the researcher brings to light especially the ambiguous expressions used by the respondents (ibid.).

Alanen (2011) was of great help, when looking for more exact tools for processing and describing the data collected with the questionnaire. In accordance with her guidelines, the number of respondents (N = 41) was deemed relatively low, meaning simple observations on frequencies and averages should be adequate means for approaching the results (Alanen 2011: 154). In some cases, however, dispersion is presented as well, so as to better illustrate the variation in answers.

The questions used in data collection can be approached making use of nominal and ordinal scales. Nominal scaling is made use of when observing the classified results of open-ended questions. In these situations mode – the most common value – and variation are the most fitting tools for presenting averages and dispersion. Ordinal scaling relates to the Likert scale questions found in the questionnaire, and utilizes medians for averages and answer ranges for dispersion. Cross tabulation is widely used for looking at relationships of different variables. The recommendations for using the aforementioned tools came from Alanen (2011: 156).

Computational tools were used extensively in processing the data yielded by the questionnaire. After the online questionnaire on Korppi was closed, CSV (Comma Separated Value) files containing the data were exported from the system. The data in these files was mainly processed with a spreadsheet program capable of presenting the data in an easy to read format, filtering the results based on the classes arising from the data and calculating the necessary averages and dispersions. This same program was also used in creating the graphs, figures and tables presented in this report.

To address the issue of research subject anonymity, no names of the students are used in the present study, nor were they even gathered in the questionnaire used for data collection. When there is need to refer to individual respondents, their personal respondent number (e.g. R01) will be used for this purpose. As the questionnaire was filled in by 39 female and only 2 male respondents, only the female third person pronoun she will be used when speaking of the students in the data.

4 Language student experiences of working alongside studying

Chapters 2 and 3 introduced the backgrounds and the tools for the present study. Chapter 4 focuses on the results of the study. It starts off by looking at some respondent classes arising from the data on the basis of the research questions. It then puts these classes to work, first by observing some of their mutual relations and then by making use of them in analyzing other questions. The relationship of work and studies and the effects of working alongside studying are approached from several viewpoints, both direct and indirect.

4.1 Respondent classes in the present study

I shall start this chapter by presenting the main divisions of the respondent total. These divisions are based on the research questions introduced in the previous chapter, and their main purpose is to provide useful viewpoints for approaching the data. Classifying the respondents according to their *experienced delays, motivation, pace and current employment* helps in addressing most of the issues the present study takes interest in. However, in order to find out whether English students stand out of the Department average, we also need to take into consideration the question of *major* on some occasions.

The questionnaire was completed by 41 respondents. These respondents were divided into a total of 11 classes based on their experience of being delayed from their original study schedule, their motivation, their study pace and whether they were working alongside studying at the time of the questionnaire. These main classes overlap, so that each of them contains the full 41 respondents. The classes were drawn from the data and formulated with the help of the research questions. Below, in Table 1, there is a list of all the used classes with their alternative titles. The *n* in the table presents the number of respondents to whom the said class label applies. The column on the right shows the parts of the questionnaire to which the divisions adhere to.

Table 1: Respondent classes in the study

Class	n=	Also referred to as	Based on question(s)
All	41		
Delayed: N/A	2	N/A if delayed	5.6.
Delayed: no	20	Not delayed	5.6.
Delayed: yes	19	Delayed	5.6.
Motivation: good	24	Good motivation	6.5.
Motivation: medium	11	Decent motivation	6.5.
Motivation: poor	6	Poor motivation	6.5.
Pace: prolonged	6	Slow pace	2.5. & 2.7.
Pace: regular	21	Regular pace	2.5. & 2.7.
Pace: swift	14	Swift pace	2.5. & 2.7.
Working: no	10	Not working	3.4.

Working: yes	31	Working	3.4.
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Dividing 41 respondents into 11 classes may seem superfluous. It was, however, considered necessary for the purposes of answering the research questions of the present study. Each of the categories goes back to one or more of these main points of interest. It is perhaps more useful to think of them as viewpoints or approaches to the questions than as subgroups of the respondent total.

The *Delayed* (*N/A, no, yes*) classes put the focus on the students' experience of keeping their schedule. This point of interest was observed with the question 5.6. *Oletko pysynyt alkuperäisessä suunnitelmassasi vai koetko opintoaikasi venyneen?* (Have you kept up with your original plans or do you feel your studies have been delayed?). The question provided the respondents with an open box for answers, which proved to be a mistake. Classifying students based on an open-ended question was challenging, as the answers given were somewhat ambiguous on more than one occasion. In addition, two respondents left the question unanswered, and did so also with its commentary field (5.7.). As this class of *N/A if delayed* remained so small, it was considered insignificant and left in most cases outside of analysis.

Motivation goes quite self-evidently back to the research question of how working alongside studying is linked with study motivation. To map their motivation, the students were presented with question 6.5. *Onko tämänhetkinen opiskelumotivaatiosi mielestäsi Erittäin hyvä/Hyvä/Kohtalainen/Heikko/Erittäin heikko/En osaa sanoa* (Do you consider your current study motivation to be Very good/Good/Decent/Poor/Very poor/I cannot say). To simplify the classification, the results of the six-choice question were reduced to three Motivation classes: Very good and Good were combined to form the *Good motivation* class, Very poor and Poor were combined to form the *Poor motivation* class, *Decent motivation* remained as it was and I can't say was dropped for none of the respondents had either chosen this field or left the question unanswered.

The classes of *Pace* go back to the research question taking interest in the students' actual study progress as proven by their study record. The indicator chosen was their annual average of ECTS credits. This average was calculated based on the respondents' starting year (question 2.7) and their current ECTS credit count (question 2.5). According to their calculated average the students were classified as having studied at a *Slow, Regular or Swift pace*.

To be classified as progressing at a *Slow pace*, a student would have completed less than 45 credits per year. This limit was originally based on the Kela requirement of students completing at least 5 ECTS credits per month to be entitled to receive the Finnish student allowance (Kela 2012): studying worth 5 credits per month during a nine month academic year one should achieve at least 45 credits per year. Later, it was also discovered that the Ministry of Education in Finland tracks results of Finnish universities using the percentage of students completing at least 45 ECTS credits as one important barometer (Koulutusbarometri 2011: 52), which further confirmed the validity of the classification.

To be classified as a *Swift* student, a respondent would need to have completed at least 63 credits per academic year. This minimum was set based on Rantanen and Liski's studies, in which they found that among the students studying in Finnish universities of technology, only the top 10% were able to reach a study pace of 63 credits per year (Rantanen & Liski 2009: 40).

A student moving at a *Regular pace* would fall between these two classes, meaning she would complete 45 to 63 ECTS credits per year. In short, the study pace classes in this study are: *Slow pace* (less than 45 ECTS credits per year), *Regular pace* (45 to 63 ECTS credits per year) and *Swift pace* (63 or more ECTS credits per year).

The last of the main classifiers was whether the respondents were working at the time they filled in the questionnaire or not. This was important for the purposes of contrasting the working with the not working and observing the possible effects of current employment. This classification was based on question 3.4. *Työskenteletkö tällä hetkellä opintojen ohessa* (Are you currently working alongside studying). The simple two-choice question had the alternatives Yes and No and the respondents were divided into the *Working* and *Not working* classes according to their answer. It is worth noting that this question relates to current employment only: with the exception of one single respondent, all of the students who took part in the questionnaire for this study had taken on paid term-time employment at some point of their studies.

In addition to the main divisions presented above, we need to on some occasions consider the question of *major*. The purpose for this is to answer the final research question of whether the students majoring in English stand out of the Department average in some ways. Table 2 below presents the respondents divided by their major.

Table 2: Respondents divided by their major

Major	n =
English	13
Finnish	10
German	7
Swedish	5
French	3
Russian	3

For the purposes of answering the said research question we need not go to such detail, however. We can satisfy ourselves with the more simple division of *English/Other*, shown below in Table 3.

Table 3: Portion of English majors in the data

Major	n =
English	13
Other	28
All	41

With the help of these divisions, we should be able to tackle most of the issues presented in the research questions. I shall begin this process in the next section by observing the significant relations between the different classes.

4.2 How the classes in the study relate to one another

One of the more interesting relationships between the different classes in the study is that of experienced and real progress in studies. Table 4 below shows the relations discovered in the questionnaire data with the experienced. The left-hand column presents the experienced delays and the top row the pace determined by annual ECTS credit average.

Table 4: Experienced delays in relation to study pace

Class	Pace: prolonged	Pace: regular	Pace: swift	All
All	6	21	14	41
Delayed: N/A		1	1	2
Delayed: no		8	12	20
Delayed: yes	6	12	1	19

Students with a *Swift* study pace also seem to be quite confident in their progress. Likewise, the students whose study pace is *Prolonged* are able to admit their delays. An intriguing case is that of students with a *Regular* pace of study: a slight majority of these students apparently feels they are behind on their schedule. Although their progress may not be stellar, it is adequate to get them through their studies within the 7 year maximum period, even faster for most.

Another obvious point of interest is that of current employment. Table 5 shows the numbers and percentages of not working and working students within the different groups. Figure 2 helps illustrate these numbers by comparing the percentages of Table 5 in a graph.

Table 5: Current employment in relation to experienced delays, study motivation and study pace

Class	Not working	Working	Portion of not working	Portion of working
All	10	31	100 %	100 %
Delayed: N/A		2	0 %	6 %
Delayed: no	5	15	50 %	48 %
Delayed: yes	5	14	50 %	45 %
Motivation: good	4	20	40 %	65 %
Motivation: medium	3	8	30 %	26 %
Motivation: poor	3	3	30 %	10 %
Pace: prolonged	2	4	20 %	13 %
Pace: regular	4	17	40 %	55 %
Pace: swift	4	10	40 %	32 %

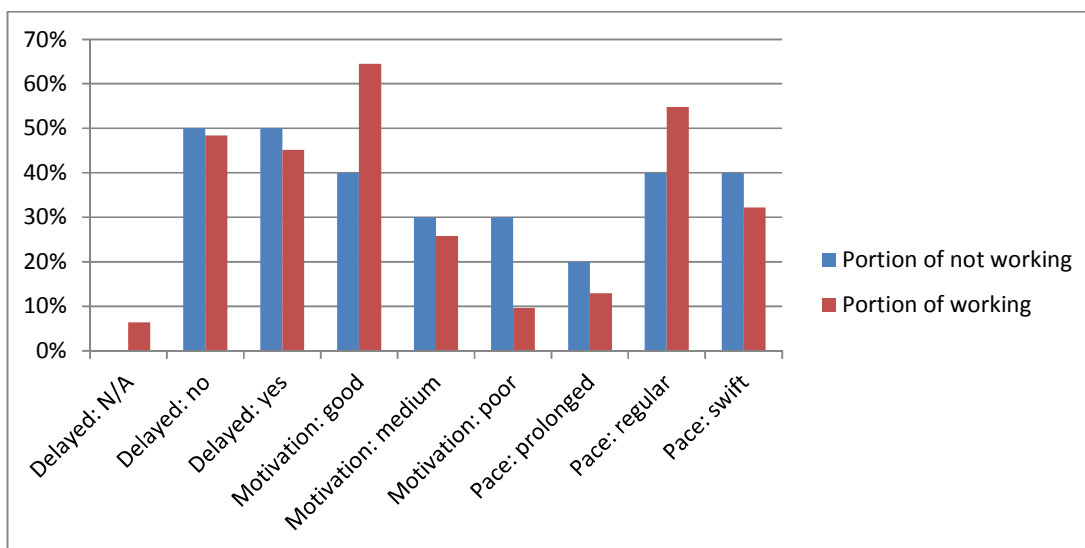


Figure 2: Current employment in relation to delay experience, motivation and study pace

In general, the answers of the not working students seem to be more evenly spread out on the scale. Students who are currently working alongside studying show notably clearer peaks in the *Motivation* and *Pace* categories, the only evenly divided category being that of experienced delays.

Even though the peaks are more visible in the group of currently working students, the main trends seem to be similar for both groups. The students in the sample are evenly divided to those who feel their study progress has been delayed and to those who do not. The respondents are quite motivated – a phenomenon that is notably more pronounced in the group of working students – and mostly make decent or good progress.

The one section where the working group makes its clearest peak is that of motivation. The currently employed students seem to be extremely well motivated. An interesting question is whether there is a causal relation between work and motivation or merely a correlative one. It may well be that working alongside studying enhances study motivation, but it might just as well be true that motivated and energetic students are more work-oriented and are thus more likely to seek out part-time employment. Section 4.3.3 of the present study tries to tackle these issues by looking at the ways in which part-time work might be beneficial or detrimental to studies.

The present study takes a special interest in the situation of English majors at the Department of Languages at the University of Jyväskylä. This is done, because the English section is the largest foreign language section in the University. Table 6 below shows how the division of English majors to the main classes of the study relates to the division of students at the Department in general.

Table 6: Difference between portions of English students and of all students in the main classes of the study

Class	English majors	n=	English students	Department average	Remainder
All	13	41	100 %	100 %	0 %
Delayed: N/A	0	2	0 %	5 %	-5 %
Delayed: no	6	20	46 %	49 %	-3 %
Delayed: yes	7	19	54 %	46 %	8 %
Motivation: good	5	24	38 %	59 %	-20 %
Motivation: medium	5	11	38 %	27 %	12 %
Motivation: poor	3	6	23 %	15 %	8 %
Pace: prolonged	3	6	23 %	15 %	8 %
Pace: regular	6	21	46 %	51 %	-5 %
Pace: swift	4	14	31 %	34 %	-3 %
Working: no	5	10	38 %	24 %	14 %
Working: yes	8	31	62 %	76 %	-14 %

The table shows how English students differ from the Department average in their division into the main classes of the study. The numbers as such are hard to compare, so percentages were calculated to better illustrate the differences. The remainder on the right-hand column refers to the percentage point difference between students of English and language students of University of Jyväskylä in general.

It would seem that English students are making slightly less progress than their co-students, and notice their delays themselves, as well. They are also less motivated than students at the Department on average. In contrast to expectations, however, these symptoms do not, at least in this case, go hand in hand with increased working numbers. In fact, English students appear to be working less than language students in Jyväskylä on average.

In this section I have shown how the main classes of the study relate to each other. I have so far taken but a glance at the real focus of this study: the relationship between work and studies. A deeper look into this relationship is taken in the next chapter.

4.3 The relationship of work and studies

In the previous two sections I introduced the respondent classes that were formed as viewpoints for approaching the data in light of the research questions. I also looked at how these classes relate to one another. In this section I shall put these classes to work as I move on to inspect how the students feel their work and studies affect each other.

The data analyzed in this section adheres to a combination of open-ended questions and Likert scale evaluations. The Likert scale evaluations served to map the general attitudes presented in the first sub-section. The two other sub-sections build on the responses to the open-ended questions in order to form a more comprehensive understanding of the experience of combining studies with work.

In section 4.3.1, essential points of interest are 1) overall experience of working alongside studying, 2) willingness to compromise on studies in order to facilitate work, 3) willingness to compromise on work to facilitate studies, 4) whether working alongside studying is of direct benefit to studies and 5) whether studies are of direct benefit to working alongside studying. Section 4.3.2 provides the context of whether the students experience their employment to be related to their studies or not. Section 4.3.3 then takes a deeper look into the interaction of studies and work by introducing the different ways in which these two benefit or impede one another.

4.3.1 Student attitudes towards working alongside studying

In one series of questions (4.8 to 4.12) the respondents were instructed to evaluate the relationship of their work and studies on a Likert scale. Each question contained 4 to 6 sub-questions. The main questions introduced the beginning of a sentence and the sub-questions presented various endings to these sentences. The respondents were to evaluate how closely they felt the complete sentences suited their experience of working alongside studying. The scale on which they made the evaluations had the alternatives 1 *Never*, 2 *Seldom*, 3 *Sometimes*, 4 *Often*, 5 *Continuously* and *Not Applicable (N/A)*.

The questions themselves each presented one aspect of working alongside studying and in the sub-questions the respondents were to evaluate the question from different angles, as is essential when using a Likert scale to measure attitudes (Alanen 2011: 150). The questions explored the experience of working alongside studying (4.8), steps the students had taken or considered taking to facilitate either their work or their studies at the expense of the other (4.9 and 4.10) and whether their studies had had positive or negative effects on their work motivation or performance and vice versa (4.11 and 4.12).

The results yielded by these questions were gathered into 5 clusters: 1) positive overall experience of working alongside studying (based on question 4.8), 2) willingness to compromise on work for studies (based on 4.9), 3) willingness to compromise on studies to facilitate work (4.10), 4) positive effects of work on studies (question 4.11) and 5) positive effects of studies on work in (4.12). In the following paragraphs one can find a more detailed description of the questions on which the clusters were based.

Cluster 1 was based on answers to question 4.8, in which the respondents were faced with the sentence: *“To me, working alongside studying has been...”* and the adjectives *arduous*, *easy*, *inspiring*, *dispiriting* and *insignificant*. Answers to *easy* and *inspiring* were used as such, but

to form a scale measuring the positive overall experience of working alongside studying, the answers to arduous and dispiriting were reversed, so that 1 was changed to 5 and vice versa and the same was done with 2 and 4. Insignificant was left outside of analysis, for it as a neutral claim provided poor data, as was predicted by Dörnyei and Taguchi (2009: 28).

In question 4.9, which was used as a basis for cluster 2, the sentence to be completed was “*To facilitate my studies, I have...*” and the alternatives presented in the sub-questions were *considered cutting down my working hours, cut down my working hours, considered changing jobs, changed jobs, considered quitting working alongside studying and quit working alongside studying*. Again, the last of the group (quit working alongside studying) was not a question fit for Likert scale evaluation, as it was too extreme (Dörnyei and Taguchi 2009: 28). The rest of the sub-questions were used as such to form cluster 2.

Cluster 3 was formed using question 4.10, which started with the sentence “*To facilitate work, I have...*” and presented the respondents with the endings *considered slowing down my study pace, slowed down my study pace, considered dropping out of courses, dropped out of courses*. In this cluster all of the alternatives were well balanced and measured the same phenomenon with a similar point of view, so their answers could be used as such.

Based on question 4.11, cluster 4 looked into how positive an effect the respondents felt their work had had on their studies. This was done by asking them to evaluate how fittingly their experience was described by the phrase “*Working alongside studying has...*” and the endings *decreased my study motivation, increased my study motivation, interfered with my studies and facilitated my studies*. To keep the scale focused on the positive, the negative aspects (decreased my study motivation, interfered with my studies) had their answers transformed similarly to the transformations done with the negative adjectives in cluster 1.

Cluster 5 reversed the setting of cluster 4 and looked at the positive effects the respondents might have found their studies to have on their part-time work. The phrase starting the question 4.12, which was the base of cluster 5, was “*My studies have...*” and the different endings were *increased my work motivation, decreased my work motivation, interfered with my work* and *facilitated my work*. Again, as with cluster 4, the sub-questions relating to negative aspects (decreased my work motivation, interfered with my work) needed to have their answers reversed to form a consistent basis for median and range analysis.

Two respondents (R38 and R67) chose not to answer any of the questions in this section. Both of them chose also not to leave any comments on why they skipped this part of the questionnaire in the comment sections for the questions 4.8 to 4.12 and page 4. Based on their answers to other questions it can, however, be speculated that they felt the said questions were not applicable to them: neither of them was working at the time of the questionnaire, R67 had not worked at all during her studies and R38 had only worked once for a very brief period. In the presentation and analysis of data below, their answers have been treated as *N/A or empty*.

Of interest in observing these clusters were the median and range of answers (Alanen 2011: 156). The median and range of answers given by specific respondent classes were compared to those of the whole sample to see if the former deviated from the latter. In counting the medians and ranges, the *N/A or empty* fields were excluded. The analysis of questions 4.8 to 4.12 is based on observations of the aforementioned comparisons. The said comparisons are reported below in tables: Table 7 presents the ranges of answers and Table 8 presents the medians.

Table 7: How do the different groups of language students perceive the relationship of their studies and term-time employment? Answer ranges

Class	1) Work positive	2) Compromising on work	3) Compromising on studies	4) Work benefits studies	5) Studies benefit

	work				
All	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Delayed: N/A	2 to 5	1 to 4	1 to 3	1 to 5	1 to 5
Delayed: no	1 to 5	1 to 5	1 to 3	1 to 5	1 to 5
Delayed: yes	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Motivation: good	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Motivation: medium	1 to 5	1 to 5	1 to 4	1 to 5	1 to 5
Motivation: poor	1 to 5	1 to 4	1 to 5	1 to 5	1 to 5
Pace: prolonged	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Pace: regular	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Pace: swift	1 to 5	1 to 5	1 to 3	1 to 5	1 to 5
Working: no	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5
Working: yes	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5

Table 8: How do the different groups of language students perceive the relationship of their studies and term-time employment? Answer medians

Class	1) Work positive	2) Compromising on work	3) Compromising on studies	4) Work benefits studies	5) Studies benefit work
All	3	2	1	3	3
Delayed: N/A	3.5	2	1	3	3
Delayed: no	3	2	1	3	3
Delayed: yes	3	2	2	3	3
Motivation: good	3	2	1	3	3
Motivation: medium	3.5	2	1	3	3
Motivation: poor	3	1.5	3	3	3
Pace: prolonged	4	2	2.5	3	3
Pace: regular	3	2	1	3	3
Pace: swift	3	2	1	3	3
Working: no	3	3	2	3	3
Working: yes	3	2	1	3	3

Already a quick glance at Table 7 tells us that there was relatively little variation in the answer ranges. On most clusters, most classes followed the *All* respondents range of 1 to 5. The most deviant group from this pattern is the *N/A if delayed* class, but as it consists of only two respondents it is not a meaningful class to look at in this context. It is the other deviations that we should turn our attention to. In the answer median table the uniformity starts to break down some. Interestingly enough, the breaks in the pattern differ from the

one table to the next. Looking at the tables systematically, it is reasonable to progress column by column, treating each cluster in turn.

Cluster 1 measured how positively the students viewed working alongside studying. A full range of answers in all classes show the classes to incorporate a wide range of opinions on the topic. The median settling on 3 in most classes, the opinions also appear to be evenly distributed. The group to make the most visible break with this pattern is that of *Prolonged pace*. These students seem to have a more positive view of term-time work. *Medium motivation* students also show some signs of this, but to a lesser extent.

The second cluster measured the students' willingness to compromise on term-time work to facilitate their studies. Again, most classes shared a full range of answers, with the exception of *Poor motivation*, which had a range of 1 to 4. Here the answer median was for most classes 2, displaying a slight lack of interest in giving up working alongside studying. Also in the medians *Poor motivation* students proved to be slightly more reluctant to compromise on work than their co-students. Quite unsurprisingly, students who were *Not working* were more inclined to compromise on work than others.

Cluster 3 turned the focus to how willing the students were to compromise on studies to facilitate term-time work. This cluster was the one with the clearest differences between the different classes. Looking at the answer ranges we see that the students in the classes *Not delayed* and *Swift pace* were clearly the least inclined to prioritize work over studies. The table on medians shows most groups to share the view that studies should come first. It also reveals that the students with *Poor motivation* and *Prolonged pace* are incontestably the most willing to compromise on their studies. Similar tendencies were shown by the *Delayed* and, surprisingly, by the *Not working* students. It could well be that some of the *Not working* students have previously taken on term-time work, which they have then given up because they noticed their tendency to prioritize it over their studies.

Clusters 4 and 5 on the beneficial effects term-time work and studies might have on each other showed the greatest variety in answers. In all of the classes the answers ranged from 1 to 5 and had a median of 3. The attitudes of students at the Department of Languages towards the effects of working alongside studying are various and all views are represented in all of the classes of this study. Thus the experience of benefits gained from combining work and studies shows itself as a highly individual one.

The results of this section show that in general, student views of working alongside studying are highly varied. This is especially true of student attitudes towards the beneficial effects term-time work and studies can have on each other. In the general attitudes towards working alongside studying and willingness to compromise on work or studies, there is a breach between the different classes. Students who are poorly motivated or progress slowly have a more positive view of working alongside studying. In comparison, the students who have a swift enough pace to meet the government-set goal of graduating in five years clearly prioritize studies over work.

4.3.2 Does part-time work correspond to the field of studies

Helin (2000: 27) puts forward that students who are employed in their own field are most likely to enjoy the beneficial effects of term-time work, such as increased motivation. Unfortunately, her own results (Helin 2000: 29) as well as those of many others (Barron and Anastasiadou 2009, Curtis and Lucas 2001, Holmes 2008, Manthei and Gilmore 2005) suggest that it is highly unlikely for language students to be employed in their field of study. This section explores the puts this hypothesis to the test.

With the exception of R67, all of the respondents had taken on term-time paid work. Information on whether the students in the data were or had been employed in their own

field was collected in an open-ended question (4.3). As the replies were processed four classes of answers surfaced. In relation to whether term-time work was or had been related to unrelated to field of study the classes were: *Yes*, *No*, *Both* and *Cannot say*. The results are presented below in Table 9. In the table, the answers of students who had experience of *Both* related and unrelated work have been excluded from the *Yes* and *No* categories.

Table 9: Do language students work in jobs that correspond to their studies

Work corresponds to studies	Yes	No	Both	Cannot say
All	6 (15%)	26 (63%)	6 (15%)	3 (7%)
Delayed: N/A	0	1 (50%)	1 (50%)	0
Delayed: no	6 (30%)	11 (55%)	2 (10%)	1 (5%)
Delayed: yes	0	14 (74%)	3 (16%)	2 (11%)
Motivation: good	4 (17%)	13 (54%)	4 (17%)	3 (13%)
Motivation: medium	2 (18%)	7 (64%)	2 (18%)	0
Motivation: poor	0	6 (100%)	0	0
Pace: prolonged	0	5 (83%)	1 (17%)	0
Pace: regular	2 (10%)	15 (71%)	2 (10%)	2 (10%)
Pace: swift	4 (29%)	6 (43%)	3 (21%)	1 (7%)
Working: no	2 (20%)	6 (60%)	1 (10%)	1 (10%)
Working: yes	4 (13%)	20 (65%)	5 (16%)	2 (6%)

The results show a great majority of language students to be working in jobs that are not related to their field of study. This is a phenomenon that is visible throughout the classes. However, experiences of non-study-related jobs are especially common in the classes *Delayed*, *Poor Motivation*, *Regular Pace* and *Prolonged Pace*. The only classes in which related and unrelated work are close to being balanced are *Swift Pace* and *Not Delayed*, but even in these two unrelated work remains dominant. Drawing conclusions of what is the cause and what is the effect is always risky, but there is a correlation between study progress and working in jobs related to the field of study: fast-progressing students are more often employed in their own field of study than students with a slow or a regular study pace.

On the basis of previous research findings, the eminence of work outside the students' field of study was to be expected. The results of the present study reflect the findings of Curtis (2007) and Helin (2000: 27), as the poor motivation students were working exclusively in jobs unrelated to their studies. Adding to previous research, the present study also found a correlation between study-related work and swift progress in studies.

The data of the present study also provided some insight as to why students at the Department of Languages are or have been working at these types of jobs. For unrelated jobs the reason was quite often money or simply the availability of employment. In jobs related to language studies, teacher training or other career plans experience from the chosen field and networking were often mentioned. General reasons for working alongside studying are discussed in more detail in Chapter 4.4.1.

4.3.3 How part-time work can benefit or impede studies

Before moving on to look at the reasons why students decide to work alongside their studies at the Department of languages, there is still one more topic to consider about the relationship of work and studies: the beneficial and detrimental effects of term-time work on studies. This section adheres to two open-ended questions (4.4 and 4.5), one on the positive and one on the negative effects of work. Open-ended question format was again chosen to give the students total freedom in their answers, with hopes of receiving a wider and a more honest range of answers than would have been possible by multiple-choice questions.

As was to be expected, many students reported more than one ways in which their work had benefited or hampered their studies. All of these reasons were categorized and classified and are presented below in Table 10 and Table 11. The majority of benefits of work were classified based on whether they had a positive effect on studies *directly* or

indirectly, while some answers were considered to be less relevant to the focus of the question and more beneficial to the students' *other facets of the life*. With the negative effects, the data encouraged a division based on whether the students felt working alongside studying to be a hindrance to their *independent studies*, their *studies in general*, their *well-being* or *nothing*.

The benefits of work to studies can be found below in Table 10. It is worth noting that only a third of the reported benefits are directly related to study skills or course contents. Most of the benefits are, in fact, more related to motivation, state of living and life after studies. There is good reason to speculate that the rarity of direct benefits is related to the finding that most of the students who took part in the questionnaire were working in jobs unrelated to their current field of study. Taking this into consideration, it comes as no surprise that *Money* and *No benefit* are the most common answers. Even the class of *direct benefits* consists mostly of skills that would be useful in any field, with only *Theory meets practice* and *Language skills* being of specific in the Department of Languages.

Theory meets practice, perhaps the most direct of the reported benefits, is in this data linked to teacher training. Taking a closer look at the respondents, 3 out of the 4 students to report this benefit were participating in teacher training. Even the one without a minor in teaching had experience from the field and was considering applying to teacher studies, although she also wrote of her courses on grammar and translation supporting her work as a translator and a proofreader.

Some respondents also reported that they could make use of their language skills in their work. All of these were students employed in service professions in Finland. It is thus reasonable to expect that this was an extra benefit and had little effect on their linguistic capabilities.

Table 10: How working alongside studying benefits studies

Benefit	n =	Benefits	n =
Money	8	Indirectly	20
Counterweight to studies	5		
Desire of a better job	5		
Motivation	2		
Efficiency	5	Directly	17
Theory meets practice	4		
Language skills	3		
Team work skills	2		
Accountability	2		
Study skills	1		
No benefit	8	Other facets of life	16
Experience of customer service	3		
Empty	3		
Work experience	2		

Looking at the ways in which students have found working alongside studying to be harmful to their studies, it is evident that the most commonly experienced hindrance is lack of time. Work takes away time that could be spent studying or relaxing, and so students find themselves compromising on their independent studies, handing in assignments they are not satisfied with, skipping lectures and lacking rest or free-time.

Table 11: How working alongside studying interferes with studies

Impairment	n =	Interferes with	n =
Fatigue	14	Well-being	21
Lack of free-time	5		
Stress	2		
Independent studies neglected	13	Independent studies	16
Thesis lagging	3		
Not enough time for studies	11	Studies in general	16
Missed lectures	2		
Total neglect of studies	1		
Poor grades	1		
Scheduling difficulties	1		
No hindrance	6	Nothing	8
Empty	2		

Table 11 shows that students at the Department experience working alongside studying to be most detrimental to their general *well-being*, affecting their studies indirectly through *fatigue* and *stress*. *Independent studies* and *studies in general* are reported as equally common points of neglect to each other. However, the answers categorized as *Not enough time for studies* were often vague, and many of them might refer to *Independent studies*, increasing its significance in this context.

There is a clear message echoed through most of the answers, stating students take their work more seriously than their studies and find it easier to hand in sloppily made home assignments than to slack off at work. This view was brought up by respondent R36:

Example 1 R36: "Työt ovat usein vieneet liikaa aikaa ja voimia. Usein tuntuu siltä, että työt on pakko hoitaa hyvin ja sitten ei enää jaksakaan panostaa koulutöihin, koska ne on helpompi jättää tekemättä."
(Work often takes up too much time and effort. I often feel like I have to do my work well, and then find myself ignoring school work, because it's easier to neglect.)

The question of why students might take work more seriously than studies is addressed by R37:

Example 2 R37: "Toisinaan työnteko oli motivoivempaa kuin opiskelu, sillä hyödyn näki tilillä kerran kuussa."
(At times work was more motivating than studying, because its benefits were visible on my bank account once a month.)

These answers show how in students' views the short-term benefits of work (i.e. money) triumph over the long-term investment that is their studies. The necessity of work is more urgent than that of study assignments

In the present study, working alongside studying benefited students mostly in an indirect way. Financial reasons were the clearly the most commonly stated benefit, as was to be expected based on the results of Holmes (2008) and Barron and Anastasiadou (2009) presented earlier in Chapter 2.4.1. Increased motivation is a previously reported feature in working students (Curtis 2007, Helin 2000: 27) and even in the present study the currently employed students were more motivated than their non-working fellows (see Table 5 in Chapter 4.2). Thus it was surprising to see increased motivation mentioned only twice amongst the benefits. Students feel that working alongside studying helps them develop a variety of skills that are helpful with their studies, but very few of these skills are specific to language studies.

The detrimental effects of term-time work were in this study the most visible in the students' general well-being and in their independent studies. Many students feel that working alongside studying leaves them fatigued and takes up a lot of their free-time. Still they perceive their work to be more alluring than their study assignments, since it provides instant gratification in the form of financial benefits. The most prominent consequence of this is neglecting independent studies, such as their master's thesis, a work that is pivotal for their graduation.

4.4 An indirect approach to the relationship of work and studies

Direct questions sometimes tend to guide the respondents to answer according to the question instead of their honest feelings. Therefore it is useful to complement them with a more indirect approach. Chapter 4.4.1 presents data on why students at the Department choose to work or not to work during their semesters, and looks for mentions of benefits to studies among these reasons. Chapter 4.4.2 looks at the factors affecting study progress and motivation, making note of whether term-time work surfaces among these factors in a positive or a negative context.

4.4.1 Reasons for choosing to work or not to work alongside studies

We have already seen that the students at the Department of Languages mostly take on jobs that are unrelated to their studies. We have also seen that they experience these jobs to affect their studies in various ways, both positive and negative. It is now time to turn our attention to why the students at the Department choose to work or not to work during the semester.

At the end of Chapter 4.3.2 I referred briefly to the reasons why students had chosen the jobs they had worked in so far. These answers (money, availability of work, work experience) were given by the respondents in connection with reporting their work history. This chapter refers to the reasons for working or not working in a more general sense. The goal is to see whether such an indirect approach brings up any mentions of work being beneficial or detrimental to studies.

The results presented here adhere to two open-ended questions (4.6 and 4.7) asking specifically for the reasons why students at the Department of Languages have chosen to work or not to work alongside studying. All but one of the respondents gave answers to question 4.6 on the reasons for working, but only five chose to fill in the field for 4.7 on the reasons for not working. There are two possible explanations for this disparity. One is that the portion of currently employed students is greater than that of not employed students. The other lies in the wording of question 4.7: "If you have not been working alongside studying, what have been the reasons for this?" Since only one of the respondents has not taken on paid employment during her semesters, it is possible that even the currently not working felt the question did not consider them.

The answers given for working and not working were categorized in two levels of classes. The reasons for choosing to work are presented below in Table 12 and the reasons for choosing not to work can be found in Table 13. In both tables the more specific classification is on the left-hand side and a generalization of the classes is on the right-hand side. A single response may have yielded several reasons, which is why the number of reasons exceeds the number of people who filled in the fields.

Table 12: Reasons for working alongside studying

Reasons for working alongside studying	n =	Classification	n =
Money	36	Financial reasons	41
Fear of loans	2		
Unable to meet study pace required by Kela	1		
Independence of support from parents	1		
Getting a summer vacation	1		
Work experience	16	Preparation for working life	18
Networking	1		
Finding out own interests regarding working life	1		
Interesting work	4	Positive workplace experiences	10
Colleagues	2		
Feeling of accomplishment	2		
Flexible work	1		
Counterbalance to studies	1		
Continued employment	3	Continued employment	6
Asked to work	2		
Habit	1		
Lack of employees at workplace	1	Sense of duty	2
Desire to work	1		

Table 13: Reasons for not working alongside studying

Reasons for not working while studying	n =	Classification	n =
Focus on studies	5	Lack of time	7
Importance of free time	2		
Plenty of time for work later in life	1	Lack of incentive	3
No financial need	1		
Work outside of own field not tempting	1		

The reasons for working alongside studying are similar to those we saw at the end of section 4.3.2 and to those found in previous studies. Financial reasons dominate the field, just as they did in the studies of Holmes (2008), Barron and Anastasiadou (2009) and Helin (2000). Students at the Department of Languages also appreciate the work experience they gain, even though for most of them the experience is not in their own field. Work experience came second also in the data of Barron and Anastasiadou (2009). Positive workplace experiences were reported by Helin (2000: 28). The development of skills or other direct benefits to studies found, for example, in Barron and Anastasiadou (2009), were not among the reasons why students at the Department of Languages work during their semesters.

Among the reasons for choosing not to work, the desire to focus on studies was clearly the most prominent factor. It was mentioned by all of the respondents who answered the specific question. Other reasons included appreciation of free-time and lack of incentive to work during the semester. While the reasons for working alongside studying are a common focus in research, I was unable to find any studies on why many students still choose not to take on term-time work.

Financial reasons are a dominant reason for working alongside studying in Finland just as they are in Great Britain, even though Finland has not abolished its system of student financial aid. This is probably explained by the level of Study Grant remaining relatively low combined with the students' reluctance to take on study loans. Students wish to maintain certain standards for living, and to do so they need extra income. This income comes at a heavy cost to the time they could spend studying or relaxing, however, which is why many students decide to quit their term-time jobs. The question setting in this chapter took an indirect approach at looking for positive and negative effects of work on studies. In this context, only the negative effects became apparent. Chapter 4.4.2 continues this line of indirect inquiry, but moves the focus more towards the study experience.

4.4.2 Factors affecting student progress and motivation

This chapter carries on with the indirect line of approach of the previous section. Where Chapter 4.4.1 tried to look for mentions of benefits to studies among the reasons for working or not working alongside studying, looks for mentions of work among the factors with a positive or a negative effect on study progress and motivation. The data used in this section derives from two open-ended questions (6.6 and 6.7) asking the students to list the three most important factors with a positive effect on their study progress and motivation and the three most important factors with a negative effect on their study progress and motivation.

The goal of these two questions was to look into whether working alongside studying would surface more prominently as a positive or a negative factor. For this purpose, multiple choice questions might have been suited as well. The reason for letting the students fill in three factors of their own choosing and wording was to receive honest answers and to diminish the risk of biased replies. By giving the respondents complete freedom in reporting their personal experience, the results provide a more comprehensive understanding of what the students feel drives them on or slows them down on their study path.

Listed below, in Table 14 and Table 15, are the results of the questions 6.6 and 6.7. In the tables the information of whether the factor was mentioned as first, second or third has been omitted. Instead, the tables make an attempt at categorizing the answers and present the number of times each response was found in the data. This is done to see how common a factor working alongside studying is and how it relates to the bigger picture of what helps or hampers language students in their studies.

Table 14: Factors having a positive effect on study progress and motivation

Class 1	n =	Class 2	n =	Class 3	n =	Class 4	n =
Future employment	14	Future plans	19	Future plans	19	Factors having a positive effect on study progress and motivation	95
Graduation	5						
Interest in the field	17	Interest in the field	17	Interest in the field	17		
Confidence	1	Strength of character	12	Personality	12		
Goal setting	2						
Internal motivation	3						
Persistence	5						
Will to learn	1						
Course contents	10	Studies	32	Positive experience of studies	32		
Practical work	2						
Progress in studies	11						
Structure of studies	3						
Student exchange	1						
Teachers	5	Peer support	7	Surroundings	15		
Other students	7						
Obligation	1	Pressure	2				
Stress	1						
Financial support from parents	1	Stability	6				
General well-being	3						
Lack of stress	1						
Parental encouragement	1						

Table 15: Factors having a negative effect on study motivation and progress

Class 2	n =	Class 3	n =	Class 4	n =	Class 5	n =
Lack of incentive	1	External factors	3	Personal life	52	Factors having a negative effect on study motivation and progress	80
Surroundings	2						
Life priorities	18	Life priorities	18				
Uncertainty	16	Uncertainty	16				
Exhaustion	11	Well-being	13				
Health	2						
Working alongside studying	8	Working alongside studying	8				
Content of studies	9	Study-related issues	28	Studies	28		
Designing personal curriculum	5						
Difficulties with studies	4						
Teaching	8						
Tools	2						

In the original categorization, there was one more level of classes with the negative factors. This first level has been omitted here, for reasons of clarity, but can be found in the appendices. With the positive factors, the first level of classes to surface from the data was less varied, providing a list concise enough to be included in the main text body.

The factors affecting study progress and motivation are varied, but there is one element in the tables that draws immediate attention: with this question setting, *working alongside studying* is mentioned only as having a negative effect on studies. *Working alongside studying* was mentioned a total of 8 times as a negative factor; twice as a primary reason, twice as a secondary reason and four times as a tertiary reason. Thus it measures up to 10 % of the total of 80 mentions of negative factors listed by the students. As such, the number may not be very high, but should still be considered significant, for not once was current employment mentioned as having a positive effect on study progress and motivation.

The relative significance of *working alongside studying* among the negative factors depends on the level of classification. In the first level of the negative classes, visible in the appendices, *working alongside studying* and *exhaustion* were the two most common factors, with 8 mentions each. As the classifications become broader, *working alongside studying* starts to lose focus as factors such as *life priorities*, *uncertainty* and *study-related issues* become more pronounced. *Uncertainty* contains issues like students being doubtful of their career prospects and whether or not they have chosen the right field. The *life priorities* class contains a variety of factors, ranging from laziness to appreciation of free-time and maintaining a long-distance relationship. Among these more specific reasons, *working alongside studying* is relatively more significant than Table 15 leads us to believe.

The list of positive factors was long and varied, but work, during or outside term, was not mentioned as one. The only context in which work came up was in relation to post-graduation employment. Thinking back to the benefits of working alongside studying presented in Chapter 4.3.3, this does not come as a surprise: even the direct benefits were quite general in nature, very few of them being specific to language studies. Such benefits can be difficult to keep in mind when addressing the issue indirectly. Instead, students mostly attribute their successes to factors classifiable as *positive experiences of studies, future plans* and *interest in the field*.

Chapters 4.4.1 and 4.4.2 took an indirect approach to observing student views concerning the relationship of work and studies. The former looked for study-related reasons in why students chose to work or not to work during their semesters. The latter turned the question setting around, looking for mentions of work among factors students felt beneficial or detrimental to their study progress and motivation. The central finding in both chapters was that when the relationship of work and studies was approached indirectly, working alongside studying surfaced only among the negative aspects. This finding is well in line with the consensus that the main motivator for term-time work is money.

4.5 Student suggestions for improving the balance between work and studies

In the previous chapters, we have seen that working alongside studying is a widespread phenomenon. We have also seen that the relationship of work and studies contains quite a few problems. In order to find solutions to some of these, the present study posed the students at the Department of Languages with the question how would they facilitate combining work and studies. This chapter will focus on presenting their answers to this question.

Around half of the students see difficulties arising from combining work and studies as personal issues. They place the blame on their own skills of time management and lack of self-control. These students feel the answer lies in developing their own skills and improving their habits:

Example 3 R16: Kyse on itselläni ainakin ihan siitä, että pitäisi vain päättää että tänään teen tämän kouluhomman enkä prokrastinoi, ja huomenna voin sitten pitää rauhassa "vapaapäivän" eli mennä töihin.
(At least for me it's all about deciding that today I'll do this school thing and not procrastinate, and then tomorrow I can have a "day off", by which I mean go to work.)

Another popular opinion focusing on what the students themselves could do to remedy their situation stated that they should reduce their own workload. The students with these views see the solution in taking on fewer hours at work. Suggestions for a reasonable number of hours per week included "less than ten" and "10 to 15". Some would stop working altogether, if they could afford it.

Example 4 R56: Asiassa pitää löytää jokaiselle sopiva tasapaino näiden kahden asian välillä. Kumpaakin ei pysty mitenkään tekemään täysiä, toinen kärsii varmasti toisen panostuksesta. Minua helpotti henkisesti lopettaa koko työssäkäynti. Rahan näkökulmasta työssäkäynnin tarvetta vs. omat kulutustarpeet kannattaa todella pohtia tarkkaan. Jokaisen on vain osattava priorisoida.
(You just have to find the right balance between the two. There's no way you could give all you've got in both, one is sure to suffer from focusing on the other. Personally I found relief in giving up work altogether. You should really consider how much extra money you really need. You just have to know how to prioritize things.)

The other half of the students turned the attention towards the institutions, mostly the Department of Languages and their employers, but also the student financial aid system. When writing about the Department and the employers, one of the main messages was a call for increased flexibility and understanding:

Example 5 R72: Jos olisi joustavammat opinnot / työajat. Työpaikallani vapaapäivätoiveita katsottiin nenänvartta pitkin, ensisijaisesti piti ajatella työtä. Minulle opiskelu tuli kuitenkin ykkösenä, se oli töissä täysin nurinkurinen ajatus. YMMÄRRYSTÄ molemmin puolin.

(If the studies / working hours were more flexible. At my workplace they looked down their noses at my requests for days off, work was supposed to come first. I, however, prioritized my studies, which was considered completely absurd at my workplace. UNDERSTANDING on both sides.)

Some students also felt a need for a better integration of studies and working life:

Example 6 R62: Oman alan työt pitäisi voida sulauttaa osaksi opintoja. Muutenkin jonkinlainen bisneshenkisyys olisi yliopistollekin ihan tervetullutta. Eli sen sijaan, että huolletaan kieltä opettajan lappusista, samaa voitaisiin tehdä maksullisesti asiakkaalle ja tarkastuttaa suoritus opella.
(We should be able to make work in our own field a part of our studies. In general, a bit of business spirit would be welcome at the university. By this I mean that instead of language checking some papers handed out by the teacher, we could be doing the same thing to a customer while getting paid, and then get our work checked by our teachers.)

Finally, a couple of students suggested improvements to the student financial aid system, so that they could better focus on their studies:

Example 7 R62: Opintotuen pitäisi riittää elämiseen, niin lisätyötä ei olisi pakko tehdä. Vähintään samalle tasolle työttömyyskorvauksen kanssa. Kesälläkin pitäisi saada asumistukea, eikä kesäansioiden pitäisi vaikuttaa opintotuen määrään.
(Student financial aid should be raised to such a level that extra work wouldn't be necessary in order to get by. It should be at least equal to the unemployment benefit. We should also get the housing benefit during the summer, and our incomes from the summer shouldn't have an effect on how much student financial aid we get.)

The students' suggestions for solving the problems of working can be divided roughly into two categories: student-centered solutions and institution-centered solutions. The student-centered solutions focus on the students' own actions. In them students would manage their time more carefully, cut down on procrastination, reduce their hours of work to a reasonable number and learn how to prioritize. The institution-centered solutions make suggestions on how the Department of Languages, employers and government institutions could facilitate working alongside studying. These include increased understanding and flexibility, improving the integration of work into studies and developing the student financial aid system.

The general focus in Chapter 4 was to present and analyze the views students at the Department of Languages at the University of Jyväskylä hold on working alongside studying. It started out by presenting the target group and some classes arising from the group, followed by a look into the relationship between these different classes. It then put these classes to work in order to categorize and analyze the views students hold about the relationship of work and studies. The respondent classes were also made use of in observing whether certain groups of students were more commonly employed in jobs related to their studies than others. In later sections, attention was turned towards the effects of working alongside studying. These were approached through both direct and indirect lines of enquiry. The last section looked at students' suggestions for ways in which to facilitate balancing between the roles of a student and an employee.

5 Working alongside studying and its implications

The fifth chapter serves to summarize the results of the present study. It also discusses some of the implications that these results may have for the staff and students of the Department of Languages at the University of Jyväskylä.

5.1 Language students' experiences of working alongside studying

Chapter 5.2 will discuss what the results of the present study might mean for the teachers and students at the Department of Languages. Before that, it is useful to make a brief summary of these results. That is the purpose of this chapter.

The present study divided the target group based on their motivation, experienced delays, study pace measured by ECTS credits per year and current employment status. These classifications were introduced as viewpoints for approaching the research questions presented in Chapter 3.1.

An inspection of the mutual relations of the groups already revealed some interesting correlations. The students who were progressing at a slow pace often noticed this themselves and reported experienced delays, something those progressing at a fast or even a regular pace were less inclined to do. Another correlation was found between current employment status and motivation. Similarly to the findings in previous research, the present study found the currently employed students to be more motivated than their co-students. The nature of this correlation is intriguing, as there was practically no reference to it in the later sections of the present study, which observed the benefits of working alongside studying, the reasons for working alongside studying and the factors increasing study progress and motivation. The correlation between current employment and good motivation might well be related to the personality of these students rather than their employment.

A more specific look was taken at the situation of students majoring English in comparison to the departmental average. This comparison revealed that students in the English section make slightly slower progress than the average student at the Department. As is the tendency among the respondents in general, English students also notice these delays themselves. Additionally, students of English have a lower than average motivation and their current employment levels are lower than those of their co-students.

Chapter 4.3.1 dealt with student attitudes towards the balance of work and studies. Of interest was how the identified student groups felt about term-time work in general, focusing on work or studies at the expense of the other and how beneficial work and

studies are to each other. The most prominent discoveries in this section were that *Poor motivation* students were the most inclined to compromise on studies and the least inclined to compromise on work. Students from the groups *Prolonged pace* and *Delayed* were similarly inclined to compromise on their studies. Term-time work in general was most positively viewed by *Prolonged pace* students.

Previous research has shown that students tend to work in jobs that are unrelated to their field of studies. The present study confirmed this finding to also apply to students at the Department of Languages at the University of Jyväskylä. In all of the classes unrelated work dominated over work related to current studies. The two classes in which the numbers came the closest to being balanced were *Swift pace* and *Not delayed*, but even in these unrelated work was more common.

Focusing on the experienced effects of term-time work on studies revealed several positive and negative factors. The benefits were mostly indirect and often related to financial concerns. The negative effects were mostly factors affecting the general well-being of students by causing fatigue and eating away at free-time. Lack of time was also a commonly reported effect in relation to both independent studies and studies in general, although term-time work seemed to be most detrimental to independent studies.

Chapters 4.4.1 and 4.4.2 took an indirect approach to looking at the relationship of work and studies. The former looked at reasons for choosing to work or not to work during the semesters and the latter at the factors affecting study progress and motivation. Both focused on looking for mentions of work among the answers. The results of this indirect approach identified work only in a negative context: students choosing not to work during their semesters reported having given up work in order to better focus on their studies, and working alongside studying surfaced only among the factors having a negative effect on study progress and motivation.

The last part of data presentation and analysis focused on student suggestions for improving the situation of students who are working alongside studying. One part of the students felt the problem was something the students should sort out themselves by taking on less work, managing their use of time better and learning to prioritize. Another part felt it is up to the Department and their employers to be more flexible and understanding of the double role these students are playing, perhaps by improving the integration of studies and working life. One more group insisted on developing the student financial aid system.

The results of the present study are not always consistent. For instance, there is a correlation between current employment and positive motivation, but students do not report an increase in study motivation as a consequence of working alongside studying, and term-time work is most positively viewed by students with a poor motivation. Also, a direct question about the benefits of working alongside studying produces plenty of responses, but an indirect approach brings work up only as having a negative effect on studies.

The overall impression of the results of the present study is that the experience of working alongside studying is a personal one. There are, however, some questions, on which most of the students seem to agree. One of these is that the main motivator for working alongside studying is, quite simply, money. Another one is that the students at the Department mostly work in jobs that are not related to their field of study. Most respondents also agree that one of the greatest disadvantages of term-time work is that it takes so much time, which leads to fatigue and less effort being spent on studying. These negative effects are emphasized in relation to independent studies, for example writing the master's thesis. What implications these effects and the other results of the present study might have for the students and the teaching staff at the Department of Languages, will be dealt with in Chapter 5.2.

5.2 Implications of working alongside studying for teaching and studying at the Department of Languages

I am inclined to echo the voices of Barron and Anastasiadou (2009) and the respondents in my study by calling for more understanding and flexibility for students who are taking or would wish to take on term-time work. Curtis (2007) reports working alongside studying to increase the employability of the students in the future, a view shared by the students at the Department of Languages. The students in the Department also find working alongside studying to help them in developing various skills. Similar results are found in Barron and Anastasiadou (2009). These positive effects speak for enabling willing students to work a reasonable amount of hours.

The key-word here is “reasonable.” Curtis (2007) reminds us that the positive effects of working alongside studying do not increase with the number of hours the students work. Meanwhile the adverse effects keep piling up. Practically all of the studies discussed in Chapter 2 report working alongside studying to have several negative effects on studies. The respondents in the present study complained especially of not having enough time to their studies or themselves and being constantly exhausted. Thus students would do well to consider carefully just how much extra work they wish to take on.

The students at the Department of Languages felt the adverse effects especially in relation to their independent studies. This makes the situation complicated for those students who are nearing graduation. The last stages of studies emphasize independent work, with a focus on writing the master’s thesis. This gives the students increased freedom on their time-management. As the students come closer to making the transition to working life, the improved employability aspect of working alongside studying can appear more tempting. These students should, however, take care in setting their priorities, lest they

end up in the situation of a few of the respondents in the present study, who report delays in completing their thesis and finishing their studies because of term-time work.

The positive effects of working alongside studying are emphasized in work that is related to the students' field of study. Unfortunately, most students at the Department of Languages are employed in jobs that do not correspond to their study program or career plans. This is a situation that could potentially be remedied by developing links between employers and the Department. The teaching staff and the student board already have regular meetings with each other, which could serve as a forum for discussing means for developing these links.

The central message here is one of understanding and discretion. The teaching staff should understand that working alongside studying is a widespread phenomenon which many students feel to be necessary to them. The employers should keep in mind that although they can find a capable yet flexible workforce in students, the main focus for many of them is in their studies. Finally, students would do well to think carefully about their priorities. When balancing between two roles, it is crucial to consider which of them is more important, as emphasis on one will lead to compromises on the other.

6 Conclusion

Taking an interest in the peculiarities of language learning and teaching in higher education, the present study set out to explore the experience of working alongside studying at the Department of Languages of the University of Jyväskylä. The focus was on finding out how common is working alongside studying, what are the general views on it among the students, are there some groups of students who are more inclined towards

working alongside studying and what implications all of this might have for studying and teaching at the Department.

The data for the present study was gathered by an online questionnaire in the spring of 2012. The questionnaire was completed by 41 students, of whom all but one had experience of term-time paid employment. As the goal of the study was to understand a phenomenon and not to present statistical data, the questionnaire emphasized open-ended questions.

The data was approached through the means of phenomenology, as it is described by Tuomi and Sarajärvi (2009) and Laine (2010). They define phenomenology as looking at a phenomenon and what it means to people in a defined context. A phenomenological approach works to identify units of meaning and their essential components before bringing these units together to form a synthesis on the nature of the phenomenon.

The experience of working alongside studying was observed from several viewpoints. The present study chose classifying the respondents, observing the mutual relations of the classes and taking a direct and an indirect approach at the relationship of work and studies as essential components for understanding the phenomenon. A direct approach meant asking the students what were their attitudes towards working alongside studying, did they feel their work to be in line with their studies and what advantages or did they find in term-time work. An indirect approach meant first looking for benefits to studies among the students' reasons for working or an impairment of studies among their reasons for abandoning work, and then looking for mentions of work among factors with positive and negative effects on study progress and motivation.

Like many others before, the present study found out that students mostly work to remedy their financial situation. Students do identify other benefits resulting from term-

time work as well, but like Curtis (2007) says, many of these are likely to be by-products rather than real reasons for working. The most common downsides of working alongside studying were related to the time work requires, resulting in fatigue and less time for studies.

Previous studies have shown that the positive effects of working alongside studying are more prominent when the work is related to the field of study. In the present study, the students at the Department of Languages were shown to primarily work in jobs that are not related to their studies. The group in which study-related jobs were most common was that of swiftly progressing students, but even in this group unrelated work remained dominant. Thus it makes sense that the indirect approach to observing the effects of working alongside studying brought up only the negative aspects of work.

Not content with merely reporting the current situation, the present study also asked the students how they would improve the situation of students who are working alongside studying. The results called for understanding on the double role of these students on behalf of the teaching staff and the employers. They also encouraged the students to carefully consider the number of hours they wish to work. There was also a proposal for developing contacts between the Department and employers so that students could find work related to their studies. Such a development could also lead to increased benefits from working alongside studying, as students could relate their work experience to their studies and vice versa.

The purpose of the present study was to describe the phenomenon of working alongside studying at the Department of Languages at the University of Jyväskylä. It has reviewed the experience and attitudes of a small portion of students, describing their views of the phenomenon. However, it cannot and does not even strive to make any statements on how common these views are among the student population at the Department. A logical

continuation of this work in future research would be a more concise questionnaire directed at a wider audience, with the goal of exploring what views are held by language students in general. Another option would be to narrow down the focus even further, taking a look at some specific group introduced in the study, for example through in-depth interviews.

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8 Appendices

Appendix 1: The questionnaire in Finnish

Appendix 2: The questionnaire translated into English

Appendix 3: Full class listing of factors having a negative effect on study progress and motivation

Appendix 1: The questionnaire in Finnish

Kysely työskentelystä opintojen ohessa

1 Tervetuloa!

Hei!

Kiitos, että osallistut tutkimukseeni. Arvostan sitä suuresti. Alla muutamia ohjeita kyselyyn vastaamiseen liittyen:

- 1) Tutkimuksen kohderyhmänä ovat Jyväskylän yliopiston kielten laitoksen opiskelijat, erityisesti opintojensa ohessa työskennelleet sellaiset.
- 2) Kysely on hieman pitkä, ja siihen vastaamiseen voi vierähtää jonkin aikaa. Jos et osaa antaa johonkin kohtaan tarkkaa vastausta tai et pysty sitä kätevästi mistään tarkistamaan, anna vastaukseksi mahdollisimman tarkka arvio.
- 3) Jos joku kenttä tai kysymys ei koske sinua, voit jättää sen tyhjäksi.
- 4) Opintojen ohessa työskentelyllä ja opintojen aikaisilla töillä tarkoitetaan ensisijaisesti lukuvuoden aikana työskentelyä. Lomakausille ajoittuva työ (esim. kesätyö) lasketaan tähän vain, jos olet myös opiskellut tai yrittänyt opiskella kyseisen lomajakson aikana.
- 5) Jos koet tarvetta täydentää tai kommentoida joitain vastauksiasi, on tähän tarjottu mahdollisuus jokaisen sivun lopussa.
- 6) Tutkimus ja kysely pyrkivät herättämään opiskelijat ajattelemaan omia opintojaan, omaa työskentelyään ja näiden suunnitelmallisuutta. Toivon kyselyyn vastaamisen hyödyttävän myös sinua itseäsi.

7) Vastaamalla kyselyyn hyväksyt antamiesi tietojen anonyymin käsittelyn tutkimusaineistona.

8) Kyselyn lopussa voit halutessasi antaa yhteystietosi mahdollista yksilö- tai ryhmähaastatteluun kutsumista varten.

Kiitos osallistumisestasi. Onnea matkaan!

2 Taustatietoa

2.1 Syntymävuosi

Nainen

2.2 Sukupuoli Mies

Muu

2.3 Pääaine

2.4 Sivuaineet

2.5 Opintopisteitä suoritettu nykyiseen tutkintoon

Suoravalittuna

2.6 Oletko mukana opettajankoulutuksessa Myöhemmin hakeneena

En

2.7 Nykyiset opinnot kielten laitoksella aloitettu (MM/YYYY)

2.8 Aion valmistua kielten laitokselta (MM/YYYY tai tyhjä)

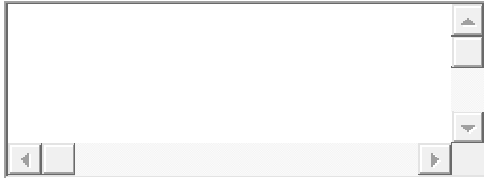
2.9 Aion keskeyttää opintoni kielten laitoksella (MM/YYYY tai tyhjä)

2.10 Aiemmat tutkinnot

	Aloittanut (MM/YYYY tai tyhjä)	Valmistunut (MM/YYYY tai tyhjä)	Keskeyttänyt (MM/YYYY tai tyhjä)	Linja/tutkinto
Ylioppilastutkinto				
Ammattitutkinto				
Korkeakoulututkinto				

2.11 Muut mahdolliset tutkinnot aloitus- ja valmistumis-/keskeyttämisaikojensa kanssa

2.12 Lisätietoja tämän sivun kysymyksiin liittyen



3 Työhistoria

HUOM! Kun kyselyssä puhutaan opintojen ohessa työskentelystä, tarkoitetaan sillä nimenomaan LUKUVUODEN AIKANA TYÖSKENTELYÄ. Lomakausille ajoittuva työ (esim. kesätyö) lasketaan tähän vain, jos olet myös opiskellut tai yrittänyt opiskella kyseisen lomajakson aikana.

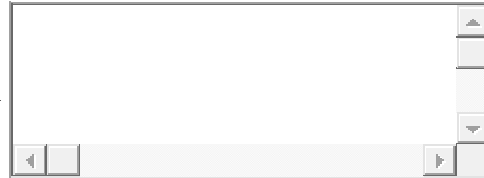
Mikäli kerrot loma-aikaisista työkokemuksistasi, mainitsethan tästä vastaustesi yhteydessä. Kiitos.

Työhistoriasta kertoessasi keskity mielestäsi olennaisimpiin työpaikkoihisi. Jos et muista tarkkoja alkamis- tai päättymisajankohtia, arvio näistä riittää.

3.1 Listaa alle kronologisessa järjestyksessä nykyisiä opintojasi edeltäviä työpaikkojasi ja tehtäviäsi niissä. Aloita viimeisimmästä.

	Työpaikka	Työnkuva	Työsuhte alkoi (MM/YYYY)	Työsuhte päätyi (MM/YYYY)	Hakeuduin työhön, koska...
Työ 1					
Työ 2					
Työ 3					
Työ 4					

3.2 Voit jatkaa listaa tai täsmentää vastauksiasi tässä



3.3 Listaa alle kronologisessa järjestyksessä nykyisten opintojesi aikaiset työpaikkasi ja tehtäväsi niissä. Aloita viimeisimmästä. Älä mainitse tässä kesätyöpaikkoja.

	Työpaikka	Työnkuva	Työsuhde alkoi (MM/YYYY)	Työsuhde päättyi (MM/YYYY)	Hakeuduin työhön, koska...
Työ 1					
Työ 2					
Työ 3					
Työ 4					

3.4 Työskenteletkö tällä hetkellä opintojen ohessa

- Kyllä
 En

3.5 Voit jatkaa listaa tai täsmentää vastauksiasi tässä

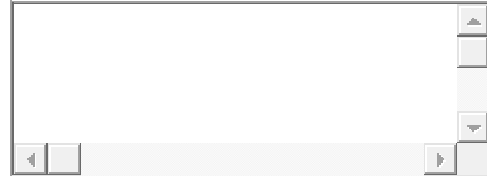


3.6 Lisätietoja tai kommentteja tämän sivun kysymyksiin liittyen

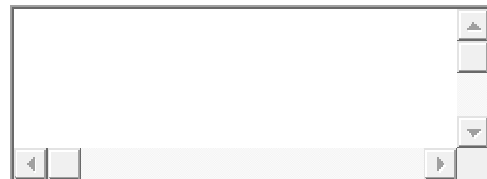


4 Työn ja opintojen suhde

4.1 Mieti työkokemustasi ajalta ennen opintojasi kielten laitoksella. Koetko näiden töiden vaikuttaneen hakeutumiseesi nykyisiin opintoihisi? Miten?



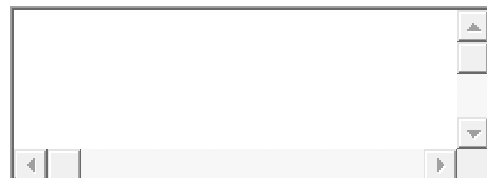
4.2 Kuinka paljon aikaa olet omistanut tai omistat nyt työskentelylle opintojen ohessa? Kerro esimerkiksi keskimääräisistä viikkotyömääristä ja niissä mahdollisesti esiintyneistä muutoksista. Kerro myös siitä, kuinka säännöllistä työssäkäyntisi on tai oli.



4.3 Kuinka hyvin koet opintojen ohessa tekemiesi töiden vastanneen nyt meneillään olevia kielten opintojasi?



4.4 Koetko opintojen aikaisten töidesi tukeneen opintojasi jollain tapaa? Kerro lyhyesti mahdollisista hyödyistä.



4.5 Koetko opintojen aikaisten töidesi haitanneen opintojasi jollain tapaa? Kerro lyhyesti mahdollisista haitoista.

4.6 Jos olet työskennellyt opintojesi ohessa, mikä on ollut pääasiallinen syysi tähän?

4.7 Jos et ole työskennellyt opintojesi ohessa, kerro lyhyesti, miksi näin on.

4.8 Opintojen ohessa työskentely on ollut minulle...

	1 (ei koskaan)	2 (harvoin)	3 (toisinaan)	4 (useasti)	5 (jatkuvasti)	En osaa sanoa
4.8.1 työlästä	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8.2 helppoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8.3 innostavaa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8.4 lannistavaa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8.5 yhdentekevää	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.9 Opiskelun helpottamiseksi olen...

4.10.4 keskeyttänyt
kurseja

4.11 Opintojen ohessa työskentely on...

1 (ei koskaan) 2 (harvoin) 3 (toisinaan) 4 (usein) 5 (jatkuvasti) En osaa sanoa

4.11.1 vähentänyt
opiskelumotivaatiotani

4.11.2 lisännyt
opiskelumotivaatiotani

4.11.3 haitannut opintojani

4.11.4 edistänyt opintojani

4.12 Opintoni ovat...

1 (ei koskaan) 2 (harvoin) 3 (toisinaan) 4 (usein) 5 (jatkuvasti) En osaa sanoa

4.12.1 lisänneet
työmotivaatiotani

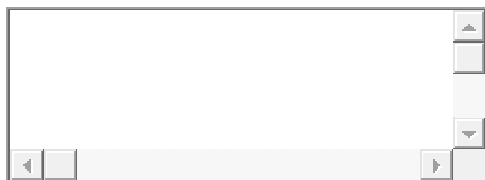
4.12.2 vähentäneet
työmotivaatiotani

4.12.3 haitanneet
työntekoani

4.12.4 helpottaneet
työntekoani

4.13 Jos tahdot kommentoida yllä olevia monivalintakysymyksiä, voit tehdä sen tässä

Kommentit:

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4.14 Lisätietoja ja kommentteja tämän sivun kysymyksiin liittyen

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5 Nykyiset opinnot

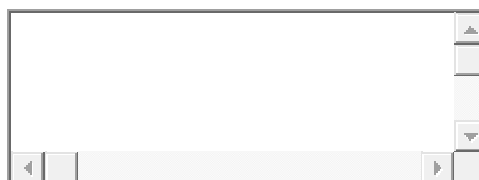
5.1 Mitkä olivat tärkeimmät syyt siihen, että hakeuduit nykyisiin opintoihisi?

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5.2 Tullessasi nykyisiin opintoihisi, millä aikataululla ajattelit opintojesi etenevän?

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5.3 Missä vaiheessa opintosi ovat tällä hetkellä? Paljonko kurssisuorituksia/opintokokonaisuuksia sinulla on suorittamatta?

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Valmis

5.4 Onko kandidaatin tutkielmasi Kesken

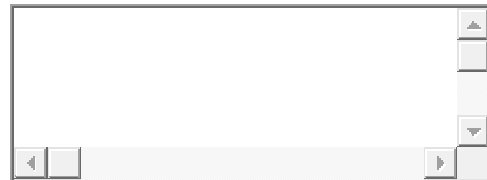
Aloittamatta

Valmis

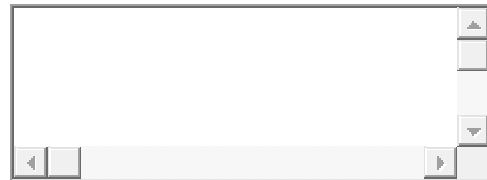
5.5 Onko maisterin tutkielmasi Kesken

Aloittamatta

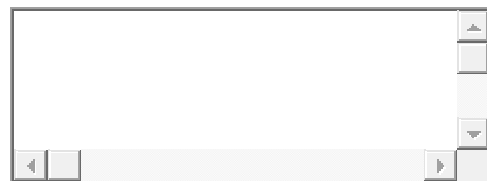
5.6 Oletko pysynyt alkuperäisessä suunnitelmassasi vai koetko opintoaikasi venyneen?



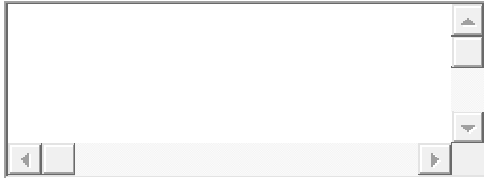
5.7 Jos koet opintojesi venyneen, mitä pidät suurimpina syinä tähän? Miksi?



5.8 Uskotko valmistuvasi nykyisistä opinnoistasi? Miksi/miksi et?



5.9 Lisätietoja ja kommentteja tämän sivun kysymyksiin liittyen



6 Opintojen eteneminen ja opiskelumotivaatio

6.1 Montako opintopistettä suoritit syksyllä 2011?

6.2 Montako opintopistettä suoritit lukuvuonna 2010-2011?

6.3 Montako opintopistettä suoritit lukuvuonna 2009-2010?

6.4 Koetko opintojesi etenevän tällä hetkellä

- Erittäin hyvin
- Hyvin
- Kohtalaisesti
- Heikosti
- Erittäin heikosti
- En osaa sanoa

6.5 Onko tämänhetkinen opiskelumotivaatiosi mielestäsi

- Erittäin hyvä
- Hyvä
- Kohtalainen
- Heikko

- Erittäin heikko
- En osaa sanoa

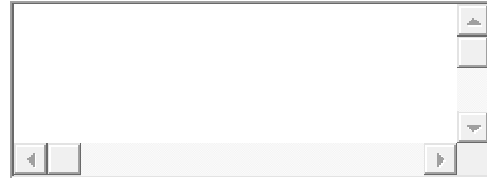
6.6 Tärkeimmät opintomotivaatioon ja opintojen etenemiseen positiivisesti vaikuttaneet tekijät (tärkein ensin)

Tekijä	Perustelu
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>

6.7 Tärkeimmät opintomotivaatioon ja opintojen etenemiseen negatiivisesti vaikuttaneet tekijät (tärkein ensin)

Tekijä	Perustelu
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>

6.8 Jos olet kokenut työn ja opiskelun yhteensovittamisen haasteelliseksi, miten uskoisit, että asiaa voisi helpottaa?



6.9 Lisätietoja ja kommentteja tämän sivun kysymyksiin liittyen



7 Yhteystiedot ja palaute

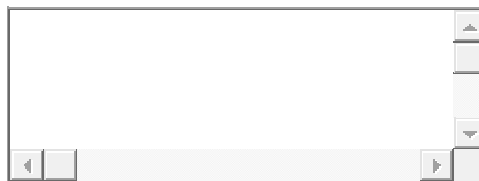
7.1 Minut saa kutsua mukaan aihetta koskevaan yksilöhaastatteluun tai ryhmäkeskusteluun

Kyllä

Ei

7.2 Puhelinnumero tai sähköpostiosoite

7.3 Palautetta kyselystä



Appendix 2: The questionnaire translated into English

A questionnaire on working alongside studying

1 Welcome!

Hello!

Thank you for taking part in my study. I appreciate it greatly. Below, you can find some information regarding the questionnaire:

- 1) The target group of the study is formed by the students at the Department of Languages of the University of Jyväskylä, especially those students who have been working alongside studying.
- 2) The questionnaire is quite long, and it can take a while for you to complete it. If you cannot give an exact answer on some question or cannot verify your answers, please give an estimated answer as close to the truth as possible.
- 3) If you feel that a certain field does not concern you, feel free to leave it unanswered.
- 4) Working alongside studying refers in this context to employment during the semesters. Work during the vacations (e.g. a summer job) counts only if you have also studied or made attempts to study during the said vacation.
- 5) If you feel the need to complement or comment on some of your answers, there is a possibility to do so at the end of each page.
- 6) The present study and the questionnaire before you attempt to make students think about their own studies, their own employment, and how well planned the two of these are. I hope that answering this questionnaire will benefit you as well.

7) By answering this questionnaire you accept the anonymous use of your answers as research material.

8) At the end of the questionnaire you can provide your contact information for an possible invitation to an individual or a group interview, should you be so inclined.

Thank you for your participation. Good luck!

2 Backgrounds

2.1 Year of birth

Female

2.2 Gender Male

Other

2.3 Major

2.4 Minors

2.5 ECTS credits completed for the current degree program

Directly in the entrance exam

2.6 Have you entered teacher training Later in my studies

Not at all

2.7 Time of enrollment in current degree program (MM/YYYY)

2.8 I plan to graduate from the Department (MM/YYYY or empty)

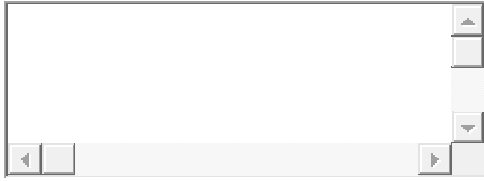
2.9 I plan to drop out of the Department (MM/YYYY or empty)

2.10 Previous studies

	Started (MM/YYYY or empty)	Graduated (MM/YYYY or empty)	Dropped out (MM/YYYY or empty)	Program/diploma
High school				
Vocational studies				
Higher education				

2.11 Other possible diplomas with their dates of beginning and graduation or dropping out

2.12 Additional information on the questions on this page



3 Work history

NB! When the questionnaire mentions working alongside studying it means specifically EMPLOYMENT DURING SEMESTERS. Work during vacations (e.g. summer jobs) count only if you have also studied or made attempts to study during the said vacation.

If you are referring to work during vacations, please indicate this in your answers. Thank you.

As you are answering questions on your work history, please focus on the jobs you yourself consider to be the most important. If you cannot remember the exact dates of starting or leaving a job, an estimate is quite enough.

3.1 Please list in chronological order places you have worked in before starting your current degree program, and provide your job descriptions in them. Start with the latest.

	Workplace	Job description	Started in the job (MM/YYYY)	Left the job (MM/YYYY)	I sought out this job because...
Job 1					
Job 2					
Job 3					
Job 4					

3.2 Should you wish to continue or comment on your list, you can do so here

3.3 Please list in chronological order places you have worked in during your current degree program, and provide your job descriptions in them. Start with the latest. Do not include summer jobs.

	Workplace	Job description	Started in the job (MM/YYYY)	Left the job (MM/YYYY)	I sought out this job because...
Job 1					
Job 2					
Job 3					
Job 4					

3.4 Are you currently working alongside studying Yes No

3.5 Should you wish to continue or comment on your list, you can do so here

3.6 Additional information on the questions on this page

An empty rectangular text box with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

4 Relationship of work and studies

4.1 Think back on your work experience from before you started your studies at the Department of Languages. Do you think this experience affected your decision to apply for your current studies? How?

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4.2 How much time have you dedicated or do you dedicate now to working alongside studying? You can, for example, write on average hours per week and possible changes in these. You can also write on how regular your term-time work is or was.

An empty rectangular text box with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

4.3 How well do you think your term-time work has corresponded to the language studies you are enrolled in now?

An empty rectangular text box with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

4.4 Do you feel your term-time work has provided support for your studies in some way? Please, tell of the possible benefits.

4.5 Do you feel your term-time work has hampered your studies in some way? Please, tell of the possible negative effects.

4.6 If you have been working alongside studying, what has been your primary reason for doing so?

4.7 If you have not been working alongside studying, what have been the reasons for this?

4.8 To me, working alongside studying has been...

1	2	3	4	5	Not
(Never)	(Seldom)	(Sometimes)	(Often)	(Continuously)	Applicable

4.8.1 arduous

4.8.2 easy

4.8.3 inspiring

4.8.4 dispiriting

4.8.5 insignificant

4.9 To facilitate my studies, I have...

1 2 3 4 5 Not
(Never) (Seldom) (Sometimes) (Often) (Continuously) Applicable

4.9.1 considered cutting down my working hours

4.9.2 cut down my working hours

4.9.3 considered changing jobs

4.9.4 changed jobs

4.9.5 considered quitting working alongside studying

4.9.6 quite working alongside studying

4.10 To facilitate work, I have...

1 2 3 4 5 Not
(Never) (Seldom) (Sometimes) (Often) (Continuously) Applicable

4.10.1 considered slowing down my

study pace

4.10.2 slowed down
my study pace

4.10.3 considered
dropping out of
courses

4.10.4 dropped out
of courses

4.11 Working alongside studying has...

1 2 3 4 5 Not
(Never) (Seldom) (Sometimes) (Often) (Continuously) Applicable

4.11.1 decreased my
study motivation

4.11.2 increased my
study motivation

4.11.3 interfered
with my studies

4.11.4 facilitated my
studies

4.12 My studies have...

1 2 3 4 5 Not
(Never) (Seldom) (Sometimes) (Often) (Continuously) Applicable

4.12.1 increased my

work motivation

4.12.2 decreased my work motivation

4.12.3 interfered with my work

4.12.4 facilitated my work

4.13 If you wish to comment on the multiple choice questions above, you can do so here

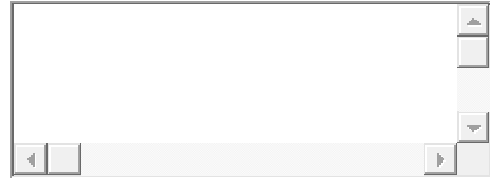
Comments:

4.14 Additional information on the questions on this page

5 Current studies

5.1 What were your main reasons for applying to your current degree program?

5.2 Upon entering your current studies, what kind of a schedule did you have in mind for making progress in your studies?



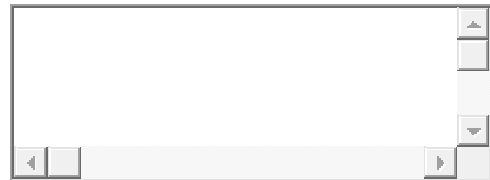
5.3 At what stage are your studies at the moment?
How many courses do you still need to complete?



- Finished
- 5.4 Is your bachelor's thesis In progress
- Waiting for you to get started

- Finished
- 5.5 Is your master's thesis In progress
- Waiting for you to get started

5.6 Have you kept up with your original plans or do you feel your studies have been delayed?



5.7 If you feel that your studies have been delayed, what would you consider to be the most important reasons for this? Why?

5.8 Do you believe you will graduate from your current degree program? Why/why not?

5.9 Additional information on the questions on this page

6 Opintojen eteneminen ja opiskelumotivaatio

6.1 How many ECTS credits did you complete in the fall 2011?

6.2 How many ECTS credits did you complete in the academic year 2010-2011?

6.3 How many ECTS credits did you complete in the academic year 2009-2010?

6.4 Do you feel your current studies are progressing Very well

- Well
- Decently
- Poorly
- Very poorly
- I cannot say

6.5 Do you consider your current study motivation to be

- Very good
- Good
- Decent
- Poor
- Very poor
- I cannot say

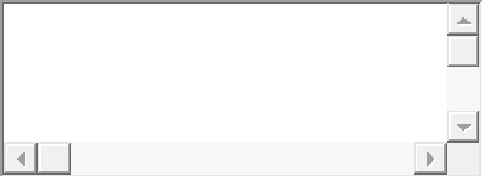
6.6 The most important factors with a positive effect on your study progress and motivation (start with the most important)

Factor	Grounds
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>

6.7 The most important factors with a negative effect on your study progress and motivation (start with the most important)

7.2 Telephone number or e-mail address

7.3 Feedback on the questionnaire

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Appendix 3: Full class listing of factors having a negative effect on study progress and motivation

Class 1	n=	Class 2	n=	Class 3	n=	Class 4	n=	Class 5	n=
Study Grant too small for required work	1	Lack of incentive	1	External factors	3	Personal life	52	Factors having a negative effect on study motivation and progress	80
Studies abroad	1	Surroundings	2						
Wrong town	1								
Lack of motivation	2	Life priorities	18	Life priorities	18				
Lack of time	4								
Lazyness	4								
Life changes	1								
Long-distance relationship	1								
Neglecting independent studies	1								
Personal life	1								
Prioritizing free time	3	Uncertainty	16	Uncertainty	16				
Time management	1								
Changes in plans	1								
Desire to switch majors	1								
Doubt of choice of field	5								
Fear of transition to working life	1								
Lack of direction in life	1								
Uncertain job prospects	7	Exhaustion	11	Well-being	13				
Exhaustion	8								
Stress	3	Health	2	Working alongside studying	8				
Air condition issues	2								
Working alongside studying	8	Content of studies	9	Study-related issues	28	Studies	28		
Futile course content	6								
Monotonous course tray	1								
Overly theoretical studies	2	Designing personal curriculum	5						
Course prerequisites	1								
Difficulties in designing personal curriculum	1								
Scheduling conflicts in curriculum	1								
Unavailability of courses	1								

Unbalanced course tray	1							
Experienced failure	2	Difficulties with studies	4					
Insufficient language skills	1							
Studies too difficult	1							
Teachers	5	Teaching	8					
Too much course work	3							
Dislike of computers	1	Tools	2					
Poor teaching materials	1							