

**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGE DEPARTMENT**



**“The effect of working and studying on students’ academic achievement in Advanced English I, at the Foreign Language Department, University of El Salvador, during Semester II 2020”**

**Research Project**

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***Walter López***

## **Abstract**

The students' academic performance from Advanced English I from semester II 2020 at Foreign Language Department at University of El Salvador is affected by circumstances of working and studying at the same time. Research from different sources have shown working and studying have an effect on students' academic performance. The aim of this research is to determine in which degree the situation of working and studying have an impact on Advanced English I students' academic performance from Foreign Language Department. The instruments that were applied were online surveys and interviews. The participants were selected by convenience sample, students from Advanced English groups and teachers who were in charged of these groups. After analyzed the results from surveys and interviews these demonstrated that students who work and study were affected by them. The result indicates students' academic performance is affected due to high level of stress that they suffered. It is important to point out that there is little research about this topic at University of El Salvador.

**Keywords:** students, working and studying, academic performances, stress

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## *Abstract*

The students' academic performance from Advanced English I from semester II 2020 at Foreign Language Department at University of El Salvador is affected by circumstances of working and studying at the same time. Research from different sources have shown working and studying have an effect on students' academic performance. The aim of this research is to determine in which degree the situation of working and studying have an impact on Advanced English I students' academic performance from Foreign Language Department. The instruments that were applied were online surveys and interviews. The participants were selected by convenience sample, students from Advanced English groups and teachers who were in charged of these groups. After analyzed the results from surveys and interviews these demonstrated that students who work and study were affected by them. The result indicates students' academic performance is affected due to high level of stress that they suffered. It is important to point out that there is little research about this topic at University of El Salvador.

**Keywords:** students, working and studying, academic performances, stress

## **Introduction**

In the present days, working and studying have become something common among people, and in El Salvador having a job and at the same time studying it is not unfamiliar to the students' community. Currently, many students from the University of El Salvador decided to work as a result of their own needs which might left an effect on their academic life. This led the researchers to investigate this phenomenon (working and studying) at Foreign Language Department, especially from students in Advanced English I during semester II 2020, and how their academic achievement was affected, either positively or negatively. It was important to mark, that during the study participants were divided into groups: Non-working students and working students. Non-working students were asked for their point of view of having a job and studying at the same time could affect their academic achievement, and working students were asked to share their perspective on how working could influence in their academic life. Additionally, an online survey was applied to the students about the topic under study. Furthermore, this research gathered the opinions from the teachers in charge of Advanced English I groups, semester II 2020 about how they considered working and studying have an effect on students' academic performance.

The aim of this research was to describe the positive and negative effects of working and studying on students' academic achievement in Advanced English, during semester II, and to gather students' opinion about the problem under study that could cause the population. All this was done to find out if the conditions of working and studying affected the academic achievement.

## *Statement of the Problem*

As it is known in higher institutions there are two types of students; working and non-working. According to the *Encuesta de Hogares de Propósitos Múltiples 2019* (EHPM), 15.0% of the economically active population has a job from which they obtain a profit or work without payment in a family-business, who have completed 13 or more years of study, where people have achieved some university level, without necessarily having finished their major degree. In El Salvador, even though little research has been done through the years about the situation of working students and their grades, and more investigation is needed to have a deeper understanding about how it gets reflected at the end of their English courses, the number of students who decide to attend university and attempt to have outside employment at the same time has increased over the years. The previous led the researchers to try to determine if working students could perform as well as non-working students: there were many factors in which they could perform better but there could be others in which their performance could decrease. Dundes & Marx, (2006) state that “we know a little about how work off employment affects and also this varies by the number of hours worked”. This led to consider the following question: *Do the conditions of working and studying affect students’ academic achievement in Advanced English I, at the Foreign Language Department, University of El Salvador, during Semester II 2020?*

## ***Research Questions***

### ***1.1. General Research Question***

- *Do the conditions of working and studying affect students' academic achievement in Advanced English I, at the Foreign Language Department, University of El Salvador, during Semester II 2020?*

### ***1.2. Specific Research Questions***

*2.2.1 How many students from the Advanced English I groups in semester II 2020 in the Foreign Language Department are currently working?*

*2.2.2 Does working have an effect on the academic performance of students from the Advanced English I groups in semester II 2020 in the Foreign Language Department, at the University of El Salvador?*

*2.2.3 Do working students from the Advanced English I groups in semester II 2020 in the Foreign Language Department perform better in English than the ones who do not work?*

## **Objectives**

### **2.3. General Objective**

- *To determine the possible effects of studying and working as they relate to the Advanced English I students' academic achievement during semester II 2020 at the Foreign Language Department, University Of El Salvador.*

### **2.4. Specific Objectives**

*2.4.1 To determine the percentage (ratio) of working versus non-working students in the Advanced English I groups during Semester II 2020.*

*2.4.2 To describe aspects that have an effect on working students and non-working students' academic performance in Advanced English I groups at Foreign Language Department, University of El Salvador during Semester II 2020.*

*2.4.3 To compare working students' academic achievement to the academic achievement of non-working students in Advanced English I groups at Foreign Language Department, University of El Salvador during Semester II 2020.*

## *Justification*

Nowadays many students decide to work while studying, and that is why it was significant for this research to assess if working and non-working students had the same academic achievement. The purpose of this research; therefore, was to determine the effect of working and studying on students' academic achievement.

Since at the University of El Salvador no research had been done about working and non-working students at the Foreign Language Department and how this could affect their performance in Advanced English I semester II 2020, it was essential to gather this information in order to analyze this situation. The importance of this research not only focused on the academic achievement a working student could have but also comparing the academic achievement of students who only study, because it clarified the impact that could have.

## *Theoretical Framework*

This section would clarify the perspective from different authors in which would lead on how working might have effects on students' academic achievement, also it was the main discussion on this theoretical framework. However, there were plenty of some other sub-factors that indirectly affect the performance of both parties; and of course, those who work could have more problems rather than the ones who only study.

According to previous studies, the effects of working on students could be either way; positive or negative depending on the field in which working students are giving their services. Starting from the fact that students who work have more possibilities to get a job than those who dedicate themselves fully to study. To begin with, according to Paolo & Matano, (n.d.) 'there are some benchmark theories that are related along this issue' [the impact of working while studying]. This could be because students may gain experience before they graduate from college. Working students not only might get the experience needed but also, they could gain knowledge and life skills to perform better before they even graduate. To sum up, students' experience can be seen as a strong working motivation due to the effort of working while studying.

According to Paolo & Matano, (n.d.) students have better employment outcomes in their career because of the job relationships students are able to generate while working''. In fact, this might stress a positive relationship of working on students' employment and could have an effect on the labor market and the increase on their daily job skills. Nonetheless, the job experience may be reflected negatively when there is a separate path between students' employment and the education field which is being studied. Also, in academic terms, the correct distribution of time leads students to have more chances to succeed in their goals.

As it was mentioned before, time distribution was considerably important. However, when time is not distributed in a correct manner it could mostly be seen as negative, in students' academic activities; specially during college because of the time distribution they set for working and studying, Becker(1965).Pointing this out, time distribution might be a solid reason students decrease on their academic performance at the Foreign Language Department. Furthermore, other researchers when comparing high and low academic performance and the amount of hours students worked, found that the amount of hours employed did not have an adverse effect on their academics activities (Pinto, Parente, & Palmer, 2001). It is important to point out that these researches were done in the middle of the 60's and at beginning of 00's as a result, they may differ regarding how work might have an effect on students nowadays. In contrast, Dundes, L., & Marx, J. (2006) express that "those students with a weekly workload 10-19 and 20+ hours are more organized." In addition, in a more recent work, Kyte (2017) points out that if the students' workload is more than 15 hours per week, their GPA decreases since they cannot spend a great amount of their time preparing for activities of their classes due to the time they devote to their jobs. To conclude, time distribution might have an effect on the academic outcome as the previous authors stated and considering the workload could let them be less or more organized.

As it is known, working has pros and cons on the side of students' academic performance; Sarath A. Nonis & Gail I. Hudson (2006) said that a common belief among students and academicians; the more time students spend studying, the greater their improvement in their academic performance; the more time they spend working, the more negative the influence in their academic performance. Indeed, working and studying can affect the academic performance even though there are some sub- factors (motivation and ability) According Sarath A. Nonis & Gail I. Hudson (2006) performance is a multiplicative function of both ability and motivation. In the case



of students with a high GPA but with low motivation may fall with the ability and most important with their academic performance.

In addition, economic problems might lead students to get low motivation and consequently decrease in their academic performance. The socio-economic status might also play its role in the way a student will perform at any given educational or studying field; C Ajila, O Akinyede ( 2000) states, a socio-economical status determines the level of education, motivation and ability from students. However, this can lead a student to do both: working and studying at the same time; because of that, the performance can be drastically reduced and it can frustrate the students about how deal with their studies. Moreover, the students might feel overwhelmed due to the double effort a student is doing to perform at a decent level in their studies.

Having said how students might get affected by the financial problems, it was also important to point out the impact that their working field had in their performance during their stay at college. Students from the Foreign Language Department of the University of El Salvador from both majors (Lic. En Ingles Opción Enseñanza and Lic. En Lenguas Modernas), decide to work in call centers since they hire bilingual people and they offer attractive salaries (Hernández et al., 2010). Different authors have mentioned how job might influence their working skills. Darolia, Rajeev (2014) said that “working can aid in the development of soft skills that has value on both academic and vocational settings such as communications, problem solving, adaptability, responsibility, organization, working under pressure”. Conversely, students who work on a field that is different from their major, can struggle more at the time of developing the working skills related to their major once they start performing in the labor market. If they are not in their academic area, working can lead them to get low grades and subsequently, to a low working labor performance. Gleason, Philip M.( 1993)

Nowadays the word *stress* is used very frequently to describe studying and working. It is important to mention the definition of stress: “a physical, chemical, or emotional factor that causes physical or mental tension and might be a reason in illness causation” (Merriam-Webster. (n.d.)). Working students and non-working students are being affected by stress. Additionally, Laberge et al. (2011) stated that students who work suffer more stress since the physical work is more related to work fatigue, and might be more important than the average number of hours worked per week. As a result, this level of stress can be reflected in working students’ academic performance; hence, they perform worse than non-working students (Săvescu et al., 2017).

According to Karl Peltzer; Olive Shisana; Khangelani Zuma; Brian Van Wyk; and Nompumelelo Zungu-Dirwayi (2009) the common factor in the two models of how stress affects health is the identification of certain workplace conditions as key players in the production of stress. These conditions arise largely from decisions that are made about how work should be organized. In addition, on how stress might affect health, students who do both working and studying at the same time may be more predetermined to get ill because of the pressure they have on doing double effort in their daily routine. Furthermore, they have another bit of stress at the time to deal with the administrative processes at their educational institutions and also at the time of dealing with all the issues that happen during each semester in their educational processes, Karl Peltzer; Olive Shisana; Khangelani Zuma; Brian Van Wyk; Nompumelelo Zungu-Dirwayi (2009) found that having high job stressors on: time pressures, educational changes, administrative problems, the educational system, professional distress and pupil misbehaviour among educators, affects the students’ performance’.

Having said the influence of stress on students’ academic performance, it was also meaningful to refer to some techniques that students apply to manage their stress. There are

different techniques that can be applied to control stress and according to Elizabeth Scott (2019) here some of them: sleeping enough, practicing visualization, exercising frequently, practicing breathing exercises, practicing progressive muscle relaxation, listening to music, organizing schedules, eating healthy and using positive thinking. All the techniques mentioned previously show that they are essential for preventing stress related diseases and enhancing health overall (Kassymova et al., 2018). Therefore, it was necessary for students to use these techniques in order to maintain or improve their academic performance specially working students since they suffered more of stress than the non-working students.

A Descriptive Research was developed for this study. According to Pankhe (1987) in (Alvarado, n.d.) “this type of study is about specifying properties of people, groups, communities, or any phenomenon that is submitted to analysis, and it measures or evaluates dispersed aspects, and dimensions”. Further, another complement added was that quantitative data took it and led it to a combination of both qualitative and quantitative; to have clear, consistent, and reliable data. This research followed a mixed method approach which is ‘the combination of qualitative (which leans to be open-ended without predetermined responses) and quantitative research and data (which usually includes closed-ended responses such as those found on questionnaires or psychological instruments )’ (Creswell, 2014.)

Moreover, the research instruments used in this project in order to gather important data were interviews addressed to students exploring their perceptions and to teachers regarding their students’ performance. M. Easwaramoorthy and Zarinpoush (2006) states that “An interview is a conversation for gathering information used for qualitative research in which the researchers have a conversation and ask the questions, and the interviewee responds to the questions for a specific

purpose in the stage of data collection”. Hence, it was expected to find out in which matter students were affected by working.

## ***Methodology***

The goal of this study was to describe the effects of working and studying on students' academic performance from Advanced English I courses. Besides that, this research was developed with a mixed method approach to provide a better understanding of the research problem.

### ***Type of study***

This work was done as descriptive research, which provides important information about the population or phenomenon being studied. Based on the previous statement this research described whether the effects of working and studying have an influence on both working and non-working students' academic achievement.

### ***Research Instruments***

The research instruments used in this research were interviews (See annexes in documents 2 and 3). The researchers interviewed students and teachers from the Advanced Intensive English I courses in order to collect more information about the performance of their students throughout the semester. Therefore, in order to compare working and non-working students' opinions a survey was carried out for them. Moreover, interviews were done to understand the students' perceptions about their academic achievement.

### ***Research setting***

The research setting refers to the place where the data was collected. For this research, the information was gathered from students registered in the Advanced English I courses, semester II- 2020 (those working and not working) and from teachers in charge of these courses at the Foreign Language Department.

## ***Population and Sample***

### ***A. Universe***

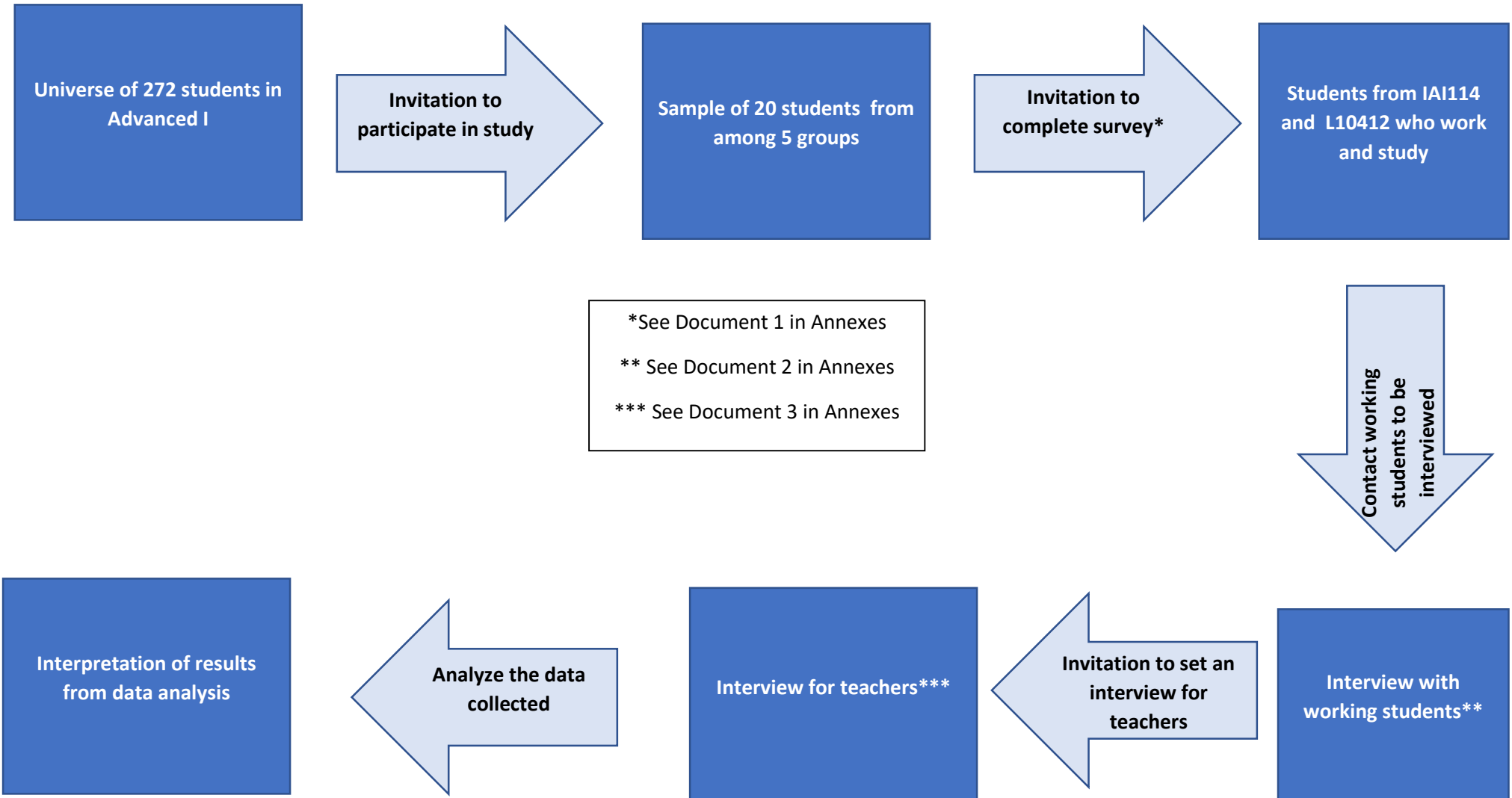
The universe was the object of this research project were 272 students registered in the different groups of Advanced English I courses, Semester II at the Foreign Language Department 2020.

### ***B. Sample***

The researchers applied the convenience sampling technique because it relies on data collection from members who were conveniently available to participate in the study. Furthermore, students contemplated for the present investigation are located at the University of El Salvador, in the Foreign Language Department. Three groups were selected through convenience sampling, where a questionnaire was applied in Advanced English I groups during semester II 2020, From the total population of 272, 20 students were invited to participate in individual interviews, according to their availability and with the only requirement that they be performing some paid work at that time, without considering the degree of formality of their work. 10 students were selected from Modern Languages (L10412) and 10 from English Teaching (IAI114) in order to conduct interviews and survey questionnaires. Surveys will be passed to the 20 students selected, with a question that asks whether or not they work. Working students will then be selected by means of an analysis of these first surveys. After that, the researchers made appointments with the students who stated that they worked and studied in order to interact with them in an interview, the teachers from

the Advanced courses were informed about the study, a process that can be seen in the following chart.

## FLOWCHART





**Variables:**

In the following chart, the independent and dependent variables from the study are presented. It also shows in which type of categories they belong, the indicators for each type, the instruments to identify them and the basic items from:

Variables	Categories	Indicators	Instruments	Basic items
<u>Independent variable:</u> <b>Working and studying.</b>	- English students working.	<ul style="list-style-type: none"> <li>✓ Working hours,</li> <li>✓ Type of job.</li> <li>✓ Time distributions</li> </ul>	<ul style="list-style-type: none"> <li>*Survey to students.</li> <li>**Students' Interviews.</li> <li>***Teachers' interviews.</li> </ul>	<ul style="list-style-type: none"> <li>*Students might be affected when they do both: work and study.</li> <li>**Approximately, how many working hours do you estimate working students complete during the week? And how this affects them?</li> <li>***How do you consider students might be affected when they do both: work and study?</li> </ul>
<u>Dependent variable:</u> <b>Students' academic performance.</b>	-English performance.	<ul style="list-style-type: none"> <li>✓ Positive or negative perspective about their academic performance.</li> <li>✓ Students' performance in English.</li> <li>✓ Time management efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>*Survey to students.</li> <li>**Students' Interviews.</li> <li>***Teachers' interviews.</li> </ul>	<ul style="list-style-type: none"> <li>*The amount of time students work, might affect their performance.</li> <li>** In your opinion, might the type of job have a positive or negative effect on students while they study?</li> <li>***What is your perspective about time distribution on working students' academic performance? Positive or negative and why?</li> </ul>

## ***Ethical Considerations***

In this section the researchers established the ethical considerations for this research. According to the British Educational Research Association (BERA) 2018, confidence is an important part within the relationship between researchers and participants, since it is expected that researchers accepted responsibility for their actions. Because of that, one group from Advanced English I semester II 2020 was left out since the advisor in charge of this research team was the current teacher of the previous one so results could be directional, and it could lead to a bias. In addition, according to the website My-Peer Toolkit there are other ethical considerations might be considered throughout a research, and here are some of them.

### **Informed consent**

The participants were informed about the objectives of the research and from each instrument. Also, they were notified that the interview was recorded so as to use the information later. In addition, email addresses from researchers were provided to participants for them to ask any concern about the study.

### **Voluntary participation.**

After asking for their collaboration, an invitation was posted on teachers' course platforms in order to invite students from Advanced Intensive English I groups to complete an online survey (see document 1 on annexes). Students who stated in the online survey that they work, and study were expected to complete it in 10 to 15 minutes. Then, the researchers requested to arrange an online meeting individually with these students according to their availability for an interview regarding their perspective of working while studying (see document 2 on annexes). Additionally,

it were requested from teachers if they could set a time apart to hold an individual virtual meeting with the researchers, in order to have an interview about the topic under study (see document 3 on annexes). The interviews were intended to last for a minimum of one hour.

### **Do no harm.**

The volunteers from the study were informed that neither physical nor psychological harm occurred to them. Moreover, all the participants were able to leave the study at any time without any explanation or fear of consequences.

### **Confidentiality**

All the answers taken from the online survey and online interviews were treated confidentially. Also, the participants were able to ask for results of the study once the research is concluded.

### **Anonymity.**

All participants and data were anonymous because of ethical considerations. Regarding the teachers, they were identified as “teacher a”, “teacher b” and so on, to keep their identity in confidentiality. For the students they were named as “student 1”, “student 2”, “student 3” and so forth. It was done in this way to respect the opinions from participants and their identities. Furthermore, during the online interviews the participants were not obligated to turn on their cameras.

**Only assess relevant components.**

The online survey and interviews only asked questions relevant to this research in order to not lose focus of what is essential for the research. The online survey was a rating scale in which the participants have to select the statement that they consider is most in accordance with their opinion. e.g.

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1) Students might be affected when they do both: working and studying.				

Open-ended questions were asked for the interviews to the students and teachers e.g.

*How might students be affected when they do both: working while studying?*

## *Data Collection*

For the data collection the researchers got in contact with career coordinators, (one from Modern languages and other from English teaching) in order to request the email addresses from the teachers in charge of Advanced English I groups from semester II 2020. Furthermore, the researchers asked the teachers for their collaboration in letting the researchers shared an invitation to their students belonging to Advanced English I groups semester II 2020 to participate in the study. Students who responded to the invitation were asked to fill out a survey that explored their condition of working and studying. The researchers then organized an individual virtual meeting with each of the students who worked, during a time that was convenient for them to have an interview regarding their perspective of working and studying and how this might affect their academic performance. Additionally, an online survey was applied to them about the phenomenon under study. Following that, it was requested from teachers if they could set a time apart to hold an individual virtual meeting with the researchers, in order to have an interview about their perspective of working while studying and how this might affect students' academic achievement. It was important to mention that before applying the instruments: a. the objectives were established for each one, and b. the teachers and students' identities were not public at any moment of the research. (See flowchart in page 13).

## *Data Analysis*

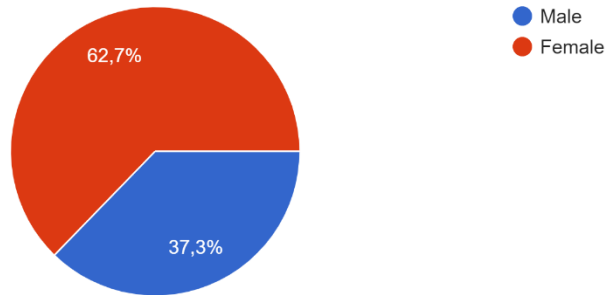
In the data analysis all data collected was anonymous because of ethical considerations. *Verbatim* was applied to the interview's records. According to the website of Active Learning Network for Accountability and Performance *Verbatim (word by word)* is used generally to choose quotes and sound bites it is not necessary to be explicit since coding is used to analyze.

Verbatim was analyzed using *coding*. Saldaña J. (2009) stated that coding is a qualitative research technique, in which a word, short phrases, a sentence, image or a complete page is represent in symbolically manner such as: ideas, feeling, behaviors. In other words, coding is to represent the essence from verbatim. This technique were divided in three stages: Identifying converging and diverging patterns and themes (in this first stage the words, phrases, sentences or themes that are similar and dissimilar will be identified), reorganizing patterns/themes into "categories" or "codes" (in the second stage the words, phrases, sentences, or themes that were identified will be organized into categories or codes e.g.: *sentence: I have good grades= code: good academic performance*), and from categories/codes to theory (in the final stage the categories and themes were identified how these relate to theories and answering the research questions) . Therefore, in order to represent this technique each question was displayed on a chart. (see document 4 on annexes).

The survey (document 1, initial survey) results were tabulated in order to be analyzed and were represented through *bar graphs* portraying in order to show explicit information from students' opinions regarding the information collected from the survey all this information will be presented in the following graph below:

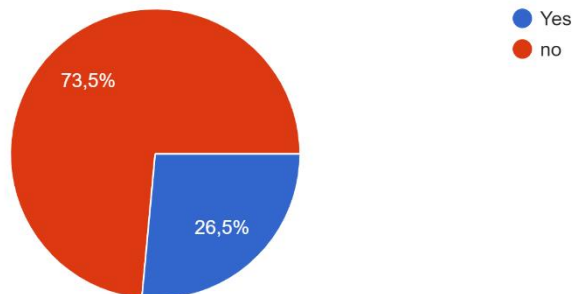
### Gender

102 respuestas



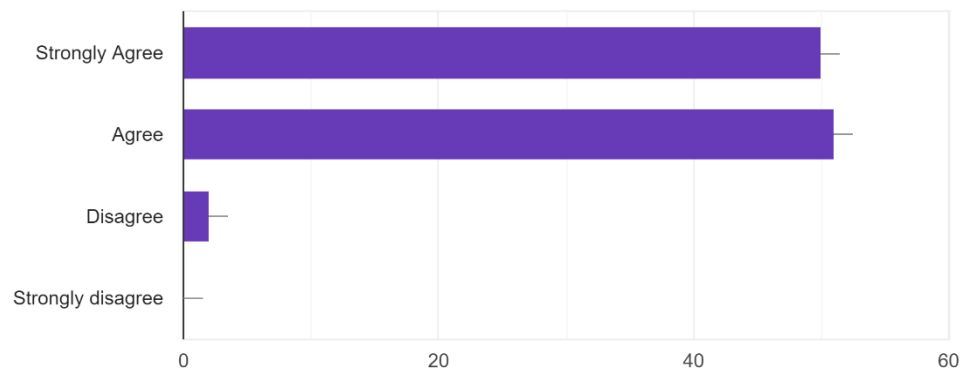
### Are you currently working?

102 respuestas



1) Students might be affected when they do both: work and study.

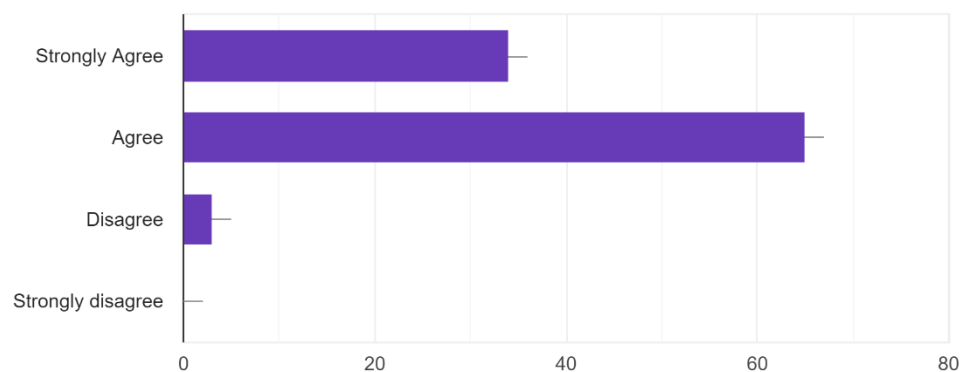
102 respuestas



The gathered information reflects that 51 out of 102 students agree they might be affected by doing both: work and study. In 50 out of 102 is strongly agree the effect of both. Consistent with the answers, 1 out of 102 disagree on this statement, they might not be affected when doing both: work and study.

2) The amount of time students work might affect their' performance.

102 respuestas

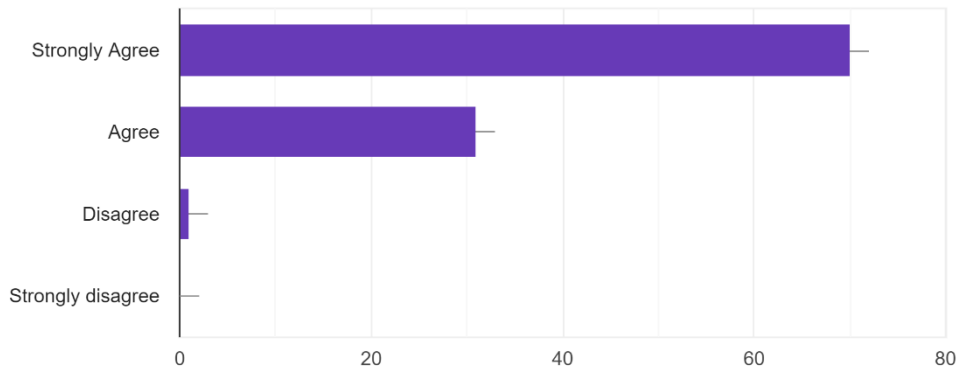




The results reflect that 65 out 102 agree the amount of time students work might affect their performance. 34 out of 102 students strongly agree with it, and just 3 of them disagree. The general perception of the majority of students is that their performance is being affected by their workload.

3) Working from 10 to 15 hours affects students' performance.

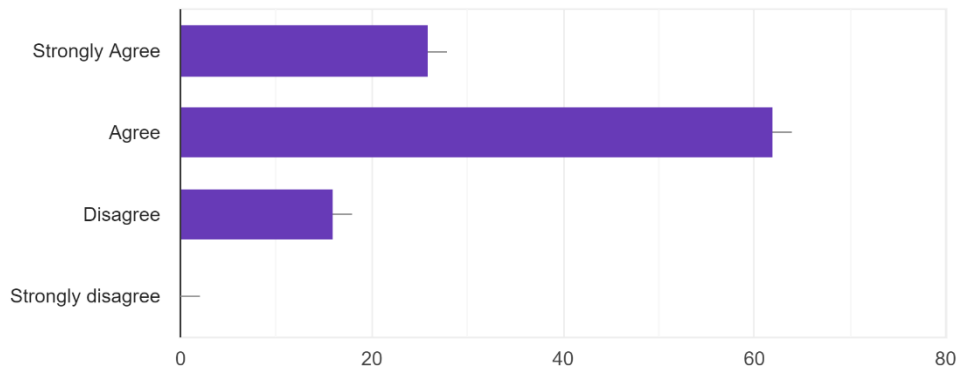
102 respuestas



70 out 102 strongly agree on working from 10 to 15 hours affects student's performance. In 31 out of 102 is state they agree to it, and just 1 disagrees with the statement. It seems they are aware of the decrease of the academic performance of students who work and study.

4) Students who work while studying have more chances to have a job after they graduate.

102 respuestas

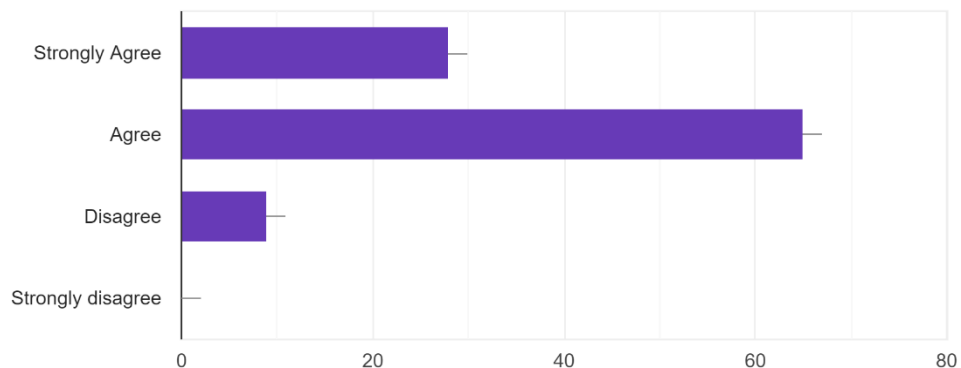


The survey reflects that 62 out of 102 agree that students who work while studying have more chances to have a job after they graduate. 26 out of 102 students strongly agree with it, and 14 students which represent the 15.7% of the total disagree on the statement. It implies that the more experience they get while studying the more chances they will have to find a job when they graduate.

The majority, 65 out of 102 students state the type of job that they have while study might influence them. 28 out of 102 strongly agree, and just 9 of them disagree on it. It seems the job they get needs to be in accordance with their educational field.

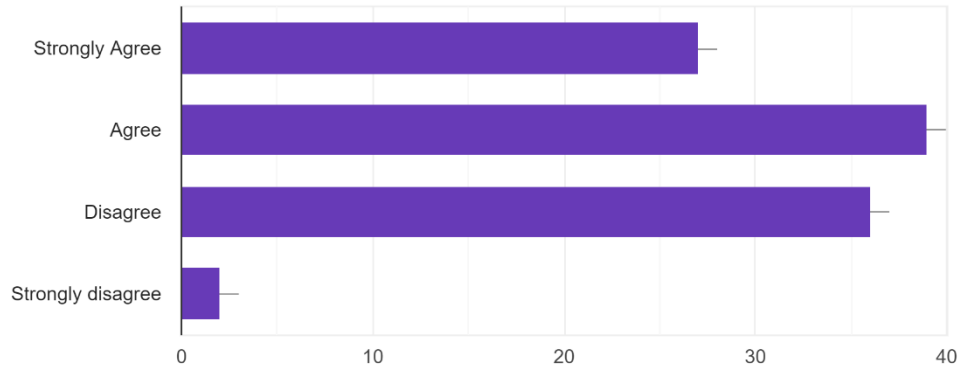
5) The type of job that students have while study might have an effect on them.

102 respuestas



6) Students who only study can be more organized than those who work and study.

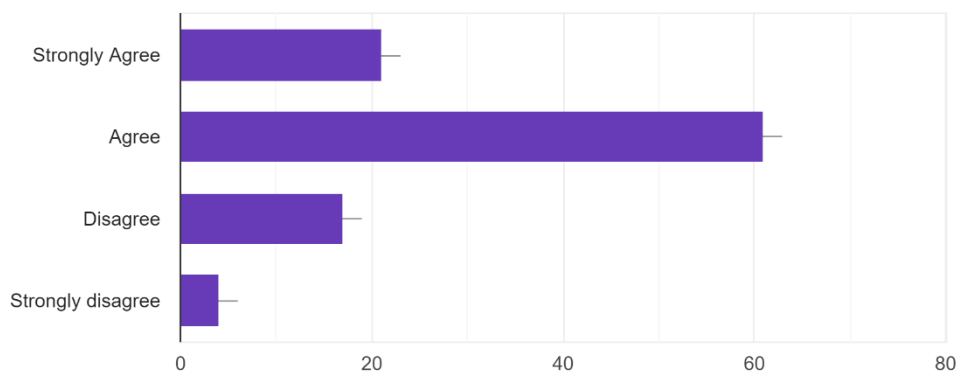
102 respuestas



39 out of 102 agree on students who only study can be more organized than those who work and study. In 34 out 102 is state students disagree on the statement following that 27 of them strongly agree. And finally, just 2 strongly disagree. The majority of students meaning working and non-working students consider to be organized is not necessary being a full-time student or a working student.

7) Modifying your academic schedule based on your working shifts might be positive to your academic performance.

102 respuestas



In 61 out of 102 which represents the 59.8% of the total population is state that modifying the academic schedule based on working shifts might be positive to the academic performance. 21 out of 102 strongly agree on the statement. 17 students disagree on it, and just 3 of them strongly disagree. It shows that the perception of all students is that modifying their academic schedule is the best way for them to have a better academic performance.

In the following charts are presented, six students out of the hundred and two, they were identified as currently working during the survey; this is in order to have a deep study about working students.

## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

- Question: What was the reason you decided to work?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
Participant: <ul style="list-style-type: none"> <li>- <b>Student 1:</b> “I wanted to have work experience and also to help a little with the family economy”</li> <li>- <b>Student 2:</b> “what motive me more than anything else was to learn how to earn more money to have my things”</li> <li>- <b>Student 3:</b> “I wanted to have experience, something to put on my résumé when I graduate, to have some experience in a company or in a real job”</li> </ul>	<b>Identifying converging and diverging patterns and themes.</b>  Economic struggles: helping with family economy, buying thing for themselves, economic needs.  To have work experience, to start in labor field.	<b>Reorganizing patterns/themes into “categories” or “codes”</b>  Economic factor  Working experience	<b>From categories/codes to theory.</b>  <ul style="list-style-type: none"> <li>- Economic struggles seem to be one of the main factors for which the students decide to work while studying.</li> <li>- Work experience motivates some of the students to do both: Work and study.</li> </ul>

<ul style="list-style-type: none"><li>- <b>Student 4:</b> “I decided to change my career because of the economic situation”</li><li>- <b>Student 5:</b> “because of economic needs and also because I wanted to open myself in the labor field”</li><li>- <b>Student 6:</b> “there was no longer enough income to support us so I had to start working”</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Question: How long have you been working?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> Overall a little less than 2 years I started in 2019 to work.</li> <li>- <b>Student 2:</b> I have been working for almost 3 years.</li> <li>- <b>Student 3:</b> Uh, I started on November 4th of last year, I've been here for a year and a month.</li> <li>- <b>Student 4:</b> I have been in current job for 1 year and 4 months, but started working since 2018.</li> </ul>	<p>Identifying converging and diverging patterns and themes.</p> <p>Job time: Working before starting their studies. Working after starting their studies. Working intermittently.</p>	<p>Reorganizing patterns/themes into “categories” or “codes”</p> <p>Working time between 1-4 years.</p>	<p>From categories/codes to theory.</p> <p>The time of working of the students of the Advanced English I is not determined by students joining their career at the Foreign Language Department.</p>

<ul style="list-style-type: none"><li>- <b>Student 5:</b> in general, about 3 and almost 4 years.</li><li>- <b>Student 6:</b> I started working in 2016 I also started studying but I enrolled 6 subjects and I had a 10 hour schedule I got sick, then I stopped studying I started working 6 months from 2018 to 2019 and now this year I started again.</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: In which working field do you work?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
	<b>Identifying converging and diverging patterns and themes.</b>	<b>Reorganizing patterns/themes into “categories” or “codes”</b>	<b>From categories/codes to theory.</b>
Participant: <ul style="list-style-type: none"> <li>- <b>Student 1:</b> It is a full French call center.</li> <li>- <b>Student 2:</b> I work in a field that is not relate to what I’m studying, I work selling auto parts.</li> <li>- <b>Student 3:</b> what better and because of the flexibility of the schedules to work in a call center in English in this case.</li> <li>- <b>Student 4:</b> I work in a Call Center.</li> <li>- <b>Student 5:</b> I already had a previous knowledge of</li> </ul>	Working field:  Working in a call center  Selling auto parts.	Working in customer service company	Working in a call center seems to be the preference field for working of the students from Advanced English I .Even though, there are some students who work in a different field.

<p>English and I decided to venture into the world of the Call Center</p> <ul style="list-style-type: none"><li>- <b>Student 6:</b> I felt a big change because I started the full semester of studies and then started working in a call center.</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Question: Have you improved your fluency?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> yes, the truth is yes because when you are talking to people who are natives...</li> <li>- <b>Student 2:</b> fluency I feel have improved quite a bit helps.</li> <li>- <b>Student 3:</b> ... in speaking I can see a big difference between how I spoke before with what I understood before and what I understand now, at least in speaking I have improved a lot.</li> </ul>	<p>Skill improvement:</p> <p>Fluency has improved in their speaking.</p>	<p>Fluency improvement.</p>	<p>The fluency improvement was the salient skill that the students from Advanced English I have developed in a significant way, since they started to work.</p>

<ul style="list-style-type: none"><li>- <b>Student 4:</b> ...my fluency also before I would get stuck when speaking or I didn't know how to organize my ideas to be able to transmit the message to people.</li><li>- <b>Student 5:</b> my language skills have improved, speaking.</li><li>- <b>Student 6:</b> I am listening to native to pronounce the words and then when I am reading, work documents I practice grammar, spelling probably that helped me to improve</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Question: Has the workload affected your academic performance?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> I have studied and sometimes I do the homework quickly and it affects.</li> <li>- <b>Student 2:</b> I do feel that I have been affected</li> <li>- <b>Student 3:</b> When comparing the grades, I got last year with the grades I got this year, my academic performance has gone down a lot.</li> <li>- <b>Student 4:</b> Yes, it has been affected, the truth is that I was affected</li> </ul>	<p><b>Identifying converging and diverging patterns and themes.</b></p> <p>Effects on students' academic performance because of the workload: Do the homework quickly. Lower grades. Overloaded with their subjects. Dedicate less time to study.</p> <p>Working and studying do not affect academic performance.</p>	<p><b>Reorganizing patterns/themes into "categories" or "codes"</b></p> <p>Academic performance</p> <p>Working does not affect the academic performance</p>	<p><b>From categories/codes to theory.</b></p> <p>Workload affects the students' pace at the time to do their assignments, and also, they devote less time to their studies so students overload themselves with subjects.</p> <p>Working does not affect students' studies in any manner therefore their academic performance remains the same.</p>

<p>negatively when I overloaded myself with subjects.</p> <ul style="list-style-type: none"><li>- <b>Student 5:</b> Well, I am going to put it on a scale of 1 to 100, it would be maybe 50 or 60% work 40 or 30% study, it is not much time, the truth is that I dedicate very little time to study.</li><li>- <b>Student 6:</b> It didn't affect me at all since I knew how to organize myself this time. It's not that I want to be a bad student.</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: When it comes to organizing your study and work time, do you find it easy to follow a schedule you set?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
	<b>Identifying converging and diverging patterns and themes.</b>	<b>Reorganizing patterns/themes into “categories” or “codes”</b>	<b>From categories/codes to theory.</b>
Participant: <ul style="list-style-type: none"> <li>- <b>Student 1:</b> Well, to be honest, sometimes things get complicated because sometimes something else comes up, because besides working and studying, you are also a son and a brother and so on, so for example, sometimes you forget to do something. . .</li> <li>- <b>Student 2:</b> Well, sometimes it is very easy for me to organize a schedule between classes and work, but sometimes</li> </ul>	<b>Students manage their time easily:</b> Make a mental schedule for the day. Use a journal as agenda  <b>Students manage their time difficultly:</b>  Divide their time in working, studying, and socializing. Creates a schedule but the job makes difficult to follow. Wants to do many activities at the same time. Are not good following agenda.	Time management.	Some of the students find that it’s not complicated to manage their time while working and studying. They organize and make agendas about what they do or will do during the day.  Most of the students find complicated to manage their time as result of working because their jobs require more time or issues come up at their jobs.

<p>for work reasons it gets a little complicated.</p> <ul style="list-style-type: none"><li>- <b>Student 3:</b> Well, yes, I always make a mental schedule every day, at such and such an hour I am going to do that, at such and such an hour the other,</li><li>- <b>Student 4:</b> I could say in between sometimes it gets complicated because I want to do too many activities at the same time I feel that sometimes I have too many things to do</li><li>- <b>Student 5:</b> I do it in a random way. Sometimes I say well I'm going to sweat for this I have 30 minutes to do spinning and I get on the bike sometimes only 20 min and so I'm not good the truth agenda.</li><li>- <b>Student 6:</b> I have always had an agenda, now I am using a bullet journal, I do it weekly, so I write down classes, projects. Every day I read the agenda to know what I am doing that day</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: Do you think you have suffered from any illnesses as a result of working and studying?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u> <b>Identifying converging and diverging patterns and themes.</b>	<u>Level 2 Abstraction/coding</u> <b>Reorganizing patterns/themes into “categories” or “codes”</b>	<u>Level 3 Abstraction/coding</u> <b>From categories/codes to theory.</b>
<p>- Participant:  <b>Student 1:</b> no, as a result of that, not everything is fine.  <b>Student 2:</b>No, not at the moment.  <b>Student 3:</b> No, actually, I am a person who suffers from asthma and this year in March I had a horrible flu that week, speaking after that day until today I have been very well.  <b>Student 4:</b> Yes, I usually feel tired in the morning when I wake up, I don't want to get up I want to sleep more but once I</p>	<p>Students have suffered from health problem such as:            Tired            Insomnia            Fatigue</p> <p>Students have not health problem from illness.</p>	<p>Students who have suffer from illnesses.</p> <p>Students who have not suffered from illnesses.</p>	<p>Students are ill due to stress and fatigue because of working and studying at the same time.</p> <p>Students have not experienced illnesses due to working and studying.</p>

<p>get up I start doing all my activities...</p> <p><b>Student 5:</b> yes in emotions and in some other type of affections for example insomnia or physical and mental tiredness fatigue.</p> <p><b>Student 6:</b> At the beginning of working I couldn't manage stress, before I didn't understand the importance of health.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Question: Have your cognitive skills improved?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> yes I feel that it has been positive because I can learn more vocabulary at work we learn ways of pronouncing things and how to say things and more synonyms and I feel that it has helped me to improve in that part.</li> <li>- <b>Student 2:</b> Memory is one of those skills that I have developed and the ability to concentrate on things let's say I can be typing something but at the same</li> </ul>	<p><b>Identifying converging and diverging patterns and themes.</b></p> <p>Students have improved their cognitive skills such as:            Memorizing            Concentrating            Analyzing            Problem solving</p> <p>Students do not recognize their improvement on cognitive skills</p>	<p><b>Reorganizing patterns/themes into "categories" or "codes"</b></p> <p>Students have improved their cognitive skills</p> <p>Students have not improved their cognitive skills</p>	<p><b>From categories/codes to theory.</b></p> <p>Some students have improved their cognitive skills since their job requires them to apply these while they are working.</p> <p>Some students have not improved their cognitive skills since they started to work.</p>

<p>time I can be analyzing or listening to what they are saying around me.</p> <ul style="list-style-type: none"> <li>- <b>Student 3:</b> Well, the connective skills to solve problems, that is what I do every day trying to solve the problems of the problems specifically in my case that I see travels.</li> <li>- <b>Student 4:</b> the truth is that it depends on how my day has been because honestly I think I have a good memory since I was little I remember things from when I was little if I understand a topic or something new I don't forget it stays with me it stays well engraved I could say who connective area is affected when I am tired sometimes I forget things or I forget activities that have been scheduled.</li> <li>- <b>Student 5:</b> In fact, to be honest, before I had the ability to memorize long numbers.</li> <li>- <b>Student 6:</b> Maybe well I am studying French and English, I am working in a</li> </ul>			
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<p>call center full English since I am listening to native to pronounce the words and then when I am reading work documents I practice grammar, spelling probably that helped me to improve, but my social skills. And also certain English skills.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Question: Have you seen an effect in your language skills?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> Yes, I feel that I feel a little affected because, for example, in the account where I work, most of them are French. That happens, and even some of my coworkers find it difficult to work in English.</li> <li>- <b>Student 2:</b> The ideas that understanding comprehension and fluency I feel have improved quite a bit helps.</li> </ul>	<p>Identifying converging and diverging patterns and themes.</p> <p>Language skills that have shown an effect:                      Listening                      Pronunciation                      Comprehension                      Fluency                      Speaking                      Grammar                      Reading                      Spelling</p>	<p>Reorganizing patterns/themes into “categories” or “codes”</p> <p>Students have improved their language skills.</p>	<p>From categories/codes to theory.</p> <p>Working in an environment that is exposed to a given language has helped students to improve their language skills.</p>

<ul style="list-style-type: none"><li>- <b>Student 3:</b> In the 4 linguistic skills in speaking I can see a big difference between how I spoke before with what I understood before and what I understand now, at least in speaking I have improved a lot.</li><li>- <b>Student 4:</b> I feel that I have improved by being in contact with native speakers because I listen to how they pronounce how they express themselves and I learn new words so I do feel that I have improved because my fluency also before I would get stuck when speaking or I didn't know how to organize my ideas to be able to transmit the message to people.</li><li>- <b>Student 5 :</b> Well, my language skills have improved, speaking and listening have improved a lot.</li><li>- <b>Student 6:</b>I am working in a call center full English since I am listening to native to pronounce the words and then when I am reading work documents I practice grammar, spelling</li></ul>			
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probably that helped me to improve, but my social skills. And also certain English skills.			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Questions: What are your strategies to cope with stress?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> I try to do well to not get so stressed out I skip some class. You know wanting to rest like thinking it's not important. Another thing I do is hang out with my friends with my family that's what I do</li> <li>- <b>Student 2:</b> the truth is that when I'm like this I get anxious to solve things super fast, so I try to concentrate on other things and look for ways</li> </ul>	<p>Strategies to cope with stress:</p> <ul style="list-style-type: none"> <li>Spending time with their family and friends.</li> <li>Playing mind games.</li> <li>Sleeping</li> <li>Listening to music</li> <li>Dancing</li> <li>Going out to dinner</li> <li>Singing</li> <li>Playing an instrument</li> <li>Breathing exercise</li> </ul>	<p>Stress management</p>	<p>From categories/codes to theory.</p> <p>Each student suffers from stress but they have ways to deal with it for example: skipping some classes, hanging out with friends and family, also playing mind games, and doing a hobby.</p> <p>Students cope with stress using different strategies that help them to feel less anxious with the load they have in their jobs and studies.</p>

to practice mind games, so to speak, to release some of that stress.

- **Student 3:** In my case it is when I am too tired no matter if it is 7 or 8 o'clock at night I go to sleep when I have a stress that I can't stand anymore, my first option is to sleep and the next day we will see what we do because that would be a strategy I used.

Another strategy that I have is to go out, to dinner, to go out to a park that clears my mind a lot more when in this semester I spent more time in my room doing homework in the video calls and well people need to go out and breathe other airs that is another strategy that I like that helped me a lot another strategy that I have is to listen to music and dance a lot and that relaxes the body and mind.

<ul style="list-style-type: none"><li>- <b>Student 4:</b> Well, personally, what relaxes me is listening to music because I try to leave everything aside and listen to my favorite music I sing, I feel that it frees me.</li><li>- <b>Student 5:</b> yes I deal with stress by trying to do other things and not focus on the bad things for example I am a musician and music and exercise also I like to exercise is one of the two things that helps me to level stress I play guitar I am starting to play violin on my own I have been playing for a week and there is progress and that is the way to manage stress by distracting myself and not taking it personally also trying to rest is important.</li><li>- <b>Student 6:</b> I would say what I do to manage my stress is to take a moment to breathe.</li></ul>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

Questions: Do you apply a study strategy?

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Student 1:</b> I go over what I am learning and that way I can reinforce something and it will be better.</li> <li>- <b>Student 2:</b> No technique at the moment of reviewing the only thing I do is to develop exercises that I look up or in the book I do the exercises and that is my study technique so to speak.</li> </ul>	<p>Activities for studying:</p> <ul style="list-style-type: none"> <li>Review the topic</li> <li>Do exercise from the book</li> <li>Read</li> <li>Research the meaning of word</li> <li>Look up for synonyms</li> <li>Translation exercise</li> <li>Review their notes</li> <li>Begin to study from the easiest to most difficult.</li> <li>Study the grammar structure</li> <li>Watch video</li> <li>Highlight the important things from a document</li> </ul>	<p>Students' study strategies</p>	<p>Some students apply their own study technique, example: reading books, doing exercise from books, watching videos, reviewing the content of the topic seeing in class, also doing a reinforcement of what students are learning , etc.</p> <p>Students apply study strategies in order to keep their academic performance above average.</p>

<ul style="list-style-type: none"><li>- <b>Student 3:</b> Well, I like to read. I read in all 3 languages, but it is mostly French that I know I focus on because in the practical work in English right now I am reading a book in French. When I find a word that I don't know, I copy it, I research it, I look for synonyms, I make a sentence in my head and I cross it out and I feel that helps me a lot. Also every Sunday when I go to church, even if you think it's funny I'm bored with Spanish I almost don't like to speak Spanish, or rather when I get bored sometimes I start translating into French.</li><li>- <b>Student 4:</b> Yes, I always try to study first what is easier for me because I feel that what I do is a review rather than studying as such, I know something I already understood, I study it first and in the end I only</li></ul>			
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<p>study what is more difficult for me. Sometimes what I do is that I study for a certain time or I do the activity that I am doing, I do it for 30 minutes straight, I try not to look at the phone and not to look anywhere else but at my notes, my notebooks and my books.</p> <ul style="list-style-type: none"><li>- <b>Student 5:</b> if I go to class sometimes I don't assimilate it and then exemplify everything by way of examples and practice that is my strategy examples and practice not reading, yes but only let's say the structures only if points only</li><li>- <b>Student 6:</b> If I have a separate desk, I remove all distractions like my cell phone. I concentrate only on studying, I have a bottle with water and a tray with snacks. To study I read summaries, watch videos, write</li></ul>			
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about the topics, if I have a PDF I underline it, it is better that way.



## Teachers' interview analysis

### Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: How do you consider students might be affected when they do both work and study?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u> <b>Identifying converging and diverging patterns and themes.</b>	<u>Level 2 Abstraction/coding</u> <b>Reorganizing patterns/themes into “categories” or “codes”</b>	<u>Level 3 Abstraction/coding</u> <b>From categories/codes to theory.</b>
Participant: - <b>Teacher 1:</b> I believe they are affected logically academically because they don't have enough time to dedicate to the academic activities; such as, dedicate to video the classes or sometimes even they don't have enough time or they	Benefits of working and studying: Developing proficiency Being more responsible  Negative implications of working and studying: Dedicating less time to academic activities. Devoting less time to study. Participating less in the classes. Paying less attention in class. Showing less energetic.	Positive effects of working and studying   Negative effects of working and studying	Developing proficiency and being more responsible seem to have the benefits for students that might get from working and studying.  Working students seem to obtain negative effects which affect their academic performance.

<p>don't have enough time to be in classes, and they tend to ask for permission. Sometimes for training or some time because they didn't receive permission right or sometimes they ask for permission to enter late or leave earlier. They usually do not take the complete lesson as other students who only dedicate to study and plus that they don't have time to review the lessons so that, involvement in the classes is less; the less concentrated and probably less energetic also because studying needs a lot of energy, time, and dedication, that's what I believe.</p> <p>- <b>Teacher 2:</b> Very interesting question mmm, from started would say that they are affected to some extent, right? I mean... They have to devote half the time for each activity,</p>	<p>Sleeping less hours.</p>		
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right? that they would normally do if they only did one of them and it would also depend on the nature of the work they do right? For example, if students work in call centers, they usually have alternating shifts, right? Sometimes, I remember in an Advanced class several years ago, I had this student that studied from That worked I think from 9 p.m. To 6 a.m. And her class with me was from 6 to 8, right so she had managed to establish an arrangement with the company right so that they would let her leave early from work around 5:40 a.m. So, imagine this girl practically went to class, sleep less, right? and after a long shift and obviously that affected her performance, right? And still she is spoke English, right? So that helped her a lot in the process. But my point is

<p>that it does affect right? But of course, it depends on the nature of the job. I believe for example that in the case of the students who work in call centers or who has jobs that are in English related areas. It is certainly better, right? It affects but also helps them because they develop proficiency because they become more responsible because they have to do the two things. So, I believe that in those cases in general, in general, right it benefits more than it affects.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: How do you consider that the numbers of hours students work might affect their performance?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<p>- Participant:  <b>Teacher 1:</b> Yeah, very similar because of the time they dedicate to the work. They dedicate less time, less hours to their study, to do the homework, and the quality of what they do. It's less, much more less than what others that have more time can do right? because tiredness also, the energy because Indeed they spend half of their time working and the other half is for</p>	<p><b>Identifying converging and diverging patterns and themes.</b></p> <p>Students' bad time distribution: Dedicate less hours to their homework.            Have less motivation.</p>	<p><b>Reorganizing patterns/themes into "categories" or "codes"</b></p> <p>Implications of working hours on students</p>	<p><b>From categories/codes to theory.</b></p> <p>Working students dedicate more time to working than studying and this leads them to have less motivation in their academic activities.</p>

studying and whatever other thing and then they don't have the same motivation probably and the same energy to commit to their studies. So; it becomes such a duty , I have to do it. Anyway, it's very difficult for them handling both things and that's why they perform sometimes very low but not everyone of course, most of the time they perform...

**Teacher 2:** Hmm. It's very related to what I was saying at the beginning, right? It all depends on the nature of the work they do, right. And 99% of the students that we have the ones that are working students, They work for private companies, you know; private companies if they pay you, they respect you and they will make you to do your work, right? Yes, even if that means exploding you, whatever right? That's their business. In that scenario the best thing would be for every student to take yours part-time jobs right to have a part-time job and to have the full shift in the University. But the reality is

<p>otherwise, right? suppose that you really need to work and you can only get full-time job, maybe a student would probably take that. And leave two or three or ... just the rest of the day right for classes, besides that many of these students do not have a car right so they cannot be in the University at seven p.m. Many come from complicated neighborhoods, right? So you cannot be roaming around at night. Ideally, I would say that the best thing would be probably a part time that students work no more than four hours or five hours a day maximum.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: In your opinion do students who work while studying have more chances to have a job after they graduate?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Teacher 1:</b> Probably, because they have more experience. They have more interaction with the job environment, and they are less fearful about the job or staff things, right. But, it's not probably a defining factor perse because there are many students who have never worked</li> </ul>	<p><b>Identifying converging and diverging patterns and themes.</b></p> <p>Students' working experience: Have more interaction with job environment. Be less fearful about the job and staff things. Have experience is a requirement to obtain a job.</p>	<p><b>Reorganizing patterns/themes into "categories" or "codes"</b></p> <p>Working experience before they graduate.</p>	<p><b>From categories/codes to theory.</b></p> <p>It seems students decide to work so as to acquire experience.</p>



<p>before, but they are very good students and they find the job easily as well, but it can be a factor that can make them get a job easier or faster because of their experience.</p> <p>- <b>Teacher 2:</b> Absolutely. These are complicated times in that sense company suspected to have experience after you graduate right if they have a newbie, right? And this is new he has zero working experience, companies don't like that. Right? So certainly I believe that it is better. Yes having said that not many of our students are able to get a job right many students try throughout the career without success. While others right for proficiency, for other reasons, they get a job relatively easily. Let's say.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: In your opinion might the type of job have a positive or negative effect when students work while they study?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u> <b>Identifying converging and diverging patterns and themes.</b>	<u>Level 2 Abstraction/coding</u> <b>Reorganizing patterns/themes into “categories” or “codes”</b>	<u>Level 3 Abstraction/coding</u> <b>From categories/codes to theory.</b>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Teacher 1:</b> Sometimes, It motivates students to continue studying what they study or sometimes it does the opposite, right. If motivates students depending on what they do; right, like for example some students work at a call center; and if they like</li> </ul>	<p>Type of job students do (positive effects): It motivates students to continue studying. They gain knowledges about the language.</p> <p>Type of job students do (negative effects): They don’t finish their major. It takes longer to finish the major.</p>	<p>Positive effects from jobs on students.</p> <p>Negative effects from jobs on students.</p>	<p>The type of jobs seems to influence students in a positive manner which might lead them to a better academic performance.</p> <p>The type of jobs seems to influence students in a negative manner which might lead them to decrease their academic performance.</p>

<p>that job, they might think probably I don't need to finish the major, I have already a salary and they haven't graduated; could it be or sometimes the type of job is too hard, too time consuming, too energy consuming, and that may affect students to continue studying. Sometimes the schedules or the superiors are too strict and they might continue in the major.</p> <p>- <b>Teacher 2:</b> As I said, right? the nature of the job determines a lot. All centers are usually stressed with it right. One of these days I was reading, I think it was from UCA right. I was reading a research from the Psychology Department that established that people who work in call centers develop twice or three times as much as stress as other jobs, right because of the demands</p>	<p>It consumes students time and energy. It increases the levels of stress.</p>		<p>Students who work have more levels of stress, since they work and study they have more pressure on them because of their jobs since working is a must for them; but also the type of job they have leads them to take care less about their major or even drop out from the major .</p>
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<p>and because you know the metrics and everything. So certainly, it may affect the students right? Because if a student is pushed to the limit in his job and the student needs the job. He will give that priority and he will neglect, or he will care less about his studies, right? In teaching for example, I would say that it is the opposite right? Because the student knows that the best he doing in his studies the more that It will benefit his work, right? So I think that depends, but As I said is both for language gain, It is positive, for stress and demands it is negative. Let's not forget about one other thing many of our work in the students in the University despite being young they already have family. I mean, they already have dependents. We have single mothers. We have</p>			
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<p>people who got children very early right their lives. So they have to support them for these people working is a must, right and unfortunately, these people are the ones that usually take longer to complete their studies, right? So that's a big problem.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: In your experience as a teacher how can students who only dedicate themselves to studying be more organized than those who can do both?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u> <b>Identifying converging and diverging patterns and themes.</b>	<u>Level 2 Abstraction/coding</u> <b>Reorganizing patterns/themes into “categories” or “codes”</b>	<u>Level 3 Abstraction/coding</u> <b>From categories/codes to theory.</b>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Teacher 1:</b> Okay, I think. It's because they have more time, they can be more organized because they have more time, so they can make a schedule for doing homework during classes, being in classes and even holding meetings with the friends</li> </ul>	<p>Non-working students' organization time: Doing homework Being in classes Having meetings with the friends Practicing activities</p> <p>Working students lack organization time: Not doing homework Not attending class</p>	<p>Non-working students' time management.</p> <p>Working students' time management.</p>	<p>Students who only study have a better performance because they have more time to organize their activities.</p> <p>Non-working students seem to manage better their time which leads them to have a better academic performance.</p> <p>Working students seem to have problems to manage their time affecting their academic performance.</p>

<p>right on their free time or classmates to do homework activities because they have all the time for that. I remember when I was a student, I was only studying and I was able to meet at any time out of class; right, with my classmates to develop the homework activities and I remember that almost anyone wanted to go in groups or work with those who worked usually and usually (They) didn't have time to do the homework or what they did was very bad.</p> <p>- <b>Teacher 2:</b> But I would say that depends more of the person specific rights. Some students are naturally dedicated. There are some students that they have all the time of the world and they do nothing still or they do the same job that they were doing they</p>	<p>Not having meeting with their friends Not practicing activities</p>		
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<p>were working right because that also involves personal characteristics, right. The desire to be better, your self-discipline, other things, right but in general in general because at least while we were in campus right students who were studying full time, they did better why? because they have time to meet outside with their classmates, they have time to practice activities while usually the students that are working they are usually on the run, right they are usually on a very hectic schedule right just going to classes going back to work. So it is different right that gives an advantage to many students that study only, right. But as I said, I can think of many examples of the students who take only a study and they performed the same.</p>			
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<p>Because they don't take the time, the free time in improving their capacities, they take it in, I don't know watching Netflix or doing other things.</p>			
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## Qualitative Data Analysis Levels of Coding and Abstraction

Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

**Question: What is your perspective about how students organize their time and if it could affect their performance?**

<u>Transcript</u>	<u>Level 1 Abstraction/coding</u>	<u>Level 2 Abstraction/coding</u>	<u>Level 3 Abstraction/coding</u>
	<b>Identifying converging and diverging patterns and themes.</b>	<b>Reorganizing patterns/themes into “categories” or “codes”</b>	<b>From categories/codes to theory.</b>
<ul style="list-style-type: none"> <li>- Participant:</li> <li>- <b>Teacher 1:</b> Oh, yes. That's right. Yeah, definitely. It's a positive effect that has on the results of the students. Students who have more time and organize themselves, they can easily make an agenda of their study hours or the schedule meetings for developing group homework or group project and this becomes</li> </ul>	<p>Time organization: Make agenda Schedule meetings for developing group Group works</p> <p>Students' performance: Better result on their performance.</p> <p>Lack of organization time</p>	<p>Students' time management and their academic performance.</p>	<p>It seems to be students who organize their time are able to adequate their academic activities.</p> <p>Good academic performance is not related to students' knowledge rather to the time they dedicate to their studies.</p> <p>Students who lack time management skills have a worse academic performance.</p>

<p>into a successful results or higher grades in the activities or homework or exams because they dedicate and have more time, I remember when I was studying and working in the master degree as I was I started a master degree, when I was already working. That's what happens in session and so I was so tired. I was so tired. And I didn't give the hundred percent I had to, and it was usually working at half and I was not satisfied with my results. So if you're organized and you have time definitely it effect is very very positive.</p> <p>- <b>Teacher 2:</b> Well, yet around the Salvadorian culture is not organized, right. We go to a supermarket with our shopping list, right? We don't have an agenda for every activity of the day Etc. Right and that is</p>			
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<p>something that parents teach to children right, in a university I believe that at the beginning probably it would be great because students have a course on how to organize time how to administer that but that is not the case, right. As a result, many students took only organizing their time. I mean many students do well but remember something the university itself is like a like a universe; there are a lot of things I for example have more respect for I student instead of a student that has only nines or tens, suppose that I have a student with a GPA of 9.5 and this is student practically leads to a study and to do well, I admired this student but I have more respect for a student that goes swimming for example after swimming this student goes to a poetry</p>			
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<p>course that he took in another school for example, right and besides that he has his studies because the college experience is just more than graduating, right. And doing well in the course. It has to do more with growing as a person right your or design the person you're going to be in the next years, right. In that sense , I would say that the students of the Language Department just few, just very few and in those few I've seen that this happens more with the students of Modern Languages, right that they are more organized than the ones from the bachelor in English, right? But in general, I would say that this the average student of the Language Department does not administer time property.</p>			
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## *Findings*

Having discussed this phenomenon, it was important to point out that there were some factors such as time management and stress, which affect the students' performance. In addition, this research revealed what motivates students to go one step ahead and decide to start working; economic problems, working experience, language skills. These were among the main reasons which lead them to work during college.

The study found that the main factors that had an effect on working students' academic performance were time managements and stress. The time that students had, was sometimes not enough for them because of work; this made it more difficult for students to manage their time, which led them to choose whether they had to devote more of their time to work or to study. As a result, this had an impact on their academic performance. Working students had problems coping with stress and they said that they needed to focus more on themselves to release it; even though, they found it difficult to deal with the idea they had to work and study at the same time.

The economic problems, working experience, and language skills were among the reasons why students decided to work. The first, that was implied, was because of the lack of monetary resources and some students decided to get into the process of looking for jobs and start working. On the other hand, some of them do it because they wanted to have experience before they graduated in order to have some advantage over their peers. Also, this happened when their job was in a field related to their studies, and it went farther because they also had an improvement in their cognitive and language skills at all levels.

Students surveyed for this research reported they were aware that their academic performance could be lowered by their job and as a result lead them to a negative performance; however,

students point out in the survey that having a job while studying can be beneficial after they graduate.

### *Answering the research questions*

- *Do the conditions of working and studying affect students' academic achievement in Advanced English I, at the Foreign Language Department, University of El Salvador, during Semester II 2020?*

Yes. The conditions of working and studying affect student's academic achievement are: time management and stress.

- *How many students from the Advanced English I groups in semester II 2020 in the Foreign Language Department are currently working?*

The survey demonstrated that among students who are working out of 102 students from Advanced English I at the Foreign Language Department, University of El Salvador, during Semester II 2020 who took the survey, 13 were working which is equivalent to 12.74%.

- *Does working have an effect on the academic performance of students from the Advanced English I groups in semester II 2020 in the Foreign Language Department, at the University of El Salvador?*

Yes. Working students do not devote their time to studying as they are supposed to; and they also suffer from stress, which leads them to not be responsible with their academic duties in the appropriate manner, as result these effects have an impact in their academic performance.

- *Do working students from the Advanced English I groups in semester II 2020 in the Foreign Language Department perform better in English than the ones who do not work?*



No. Students surveyed for this research reported they were aware that their academic performance could actually be lower because of their job; and as a result, lead them to a negative performance.

## *Limitations*

**Bias:** Not all the groups from Advanced English I, Semester II-2020 were part of the study. There was one group in which the assigned teacher was at the same time the study's advisor. To avoid bias on the investigation it was decided to leave this group out of the research.

**Access:** The main limitation of this study was to get in contact with all the selected subjects, some of them were not available for setting a second virtual interview with the researchers. Further, not all the assigned teachers from Advanced English I, Semester II-2020 at the Foreign Language Department were willing to provide their perspective to this study due to personal duties.

**Data limitation:** In second interview some participants were not able to attend the virtual meeting due to a diversity of factors; therefore, the data collection was limited.

**Lack of previous studies:** In El Salvador there are a few studies related to working and studying and fewer studies relate to working and studying how might these affect their academic performance, as result the researchers had to search for studies from other countries.

**Pandemic Issues:** Because of the pandemic related to Covid-19 the data collection, and the data analysis were delayed several months.

## *Conclusions*

To conclude, the purpose of this study was to identify the effect of working and studying on students in Advanced English I, at the Foreign Language Department, University of El Salvador, during Semester II 2020 and the results have shown there were many factors which influence their academic performance. Furthermore, this study also found some reasons why students decided to work, such as: economic issues, working experience, and language skills which is something that cannot be left out, since it could be significant for the Foreign Language Department.

The survey and interviews which were administered to students and teachers from the Foreign Language Department revealed some effects in the students' academic performance, such as: a. working students do not devote their time to study as they are supposed to do; and also, b. they suffer from pressure, which leads them to not be responsible with their academic duties in the appropriate manner, as result these effects have an impact in their academic performance.

The survey demonstrated that among students who are working out of 102 students from Advanced English I at the Foreign Language Department, University of El Salvador, during Semester II 2020 who took the survey, only 13 were working which is the 12.74%. Furthermore, the majority of students agreed some of the aspects that had an effect in students' performance were time management and stress. Additionally, time management was an important factor students had to deal with, especially in the case of working students, since they had to manage their time between working and studying and sometimes this led them to choose their jobs over their academic duties. Also, stress was another element students mentioned that they face as result of their academic responsibilities; moreover, working students declared they experience more

stress than non-working students since they had to work, and this contributed to have a negative effect in their academic performance according to their perspective.

Additionally, it was essential for this research to mention the reasons why students decided to work that were found while performing this study, financial problems, working experience, and language skills. First, the majority of working students expressed they started to work due to economic issues in some cases they have to pay for their books, notebooks, handouts, transportation, food among other needs, in other cases students mentioned they work because they had supported their family financially. Second, students mentioned they decided to get a job in order to have work experience before they graduate since according to them this would provide them better opportunities to obtain a job after they conclude their major. Finally, some of the working students declared they obtained a job so that they could improve their language skills. To sum up, because of this, they had a better result in their academic performance.

## ***Recommendations***

### **To the Foreign Language Department**

- It could gather data about the working students in the University of El Salvador in order to provide some feasible schedule for them to choose, so as to be able to create a study schedule for students in which they do not have to choose between their work schedule or academic schedule.
- Ask for a multidisciplinary work between the Foreign Language Department and the Psychology Department, where the FLD could offer and make known some psychological programs so students could have the possibility to learn how to manage their stress in a healthy manner.

### **To future researchers**

- To find manners to collect the data from the participants, since some might not continue with the research for a diversity of factors; therefore, it would be useful for future researchers to offer a stimulus that motivates the participants to continue with the study.
- Regarding working students, it is advised that they expand on this core research by comparing students working at call centers against those who work in the teaching field.
- To focus on students' Grade Point Average – GPA (*or Coeficiente de Unidades de Mérito – CUM, in Spanish*) in order to obtain a better understanding about the impact of working on students' academic achievement.

### **To the students**

- To avoid working while studying and if they do, to find the balance between working and studying in order to avoid being overwhelmed when doing both.

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## *Resources*

- **Human Resources**

- The professors who collaborated us for carrying the instruments
- Students from Advanced English I.

- **Material Resources**

- Computers
- Printer
- Paper
- Pens
- Audio recorder
- Laptop
- Online resources

- **Other resources**

- Gift cards from Hugo app           \$100
- Prints                                       \$ 30
- Transportation                         \$ 25

**Total:**                                       **\$155**

## Annexes

### Document 1



**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGE DEPARTMENT**



**Online survey for working and non-working students in the subject of Advanced English I at the Foreign Language Department of Universidad de El Salvador during semester I 2020.**

**Objective: To know students' opinions about working and studying and possible effects on their academic achievement.**

**Instructions: In each item, MARK WITH AN "X" the statement you consider is most in accordance with your opinion.**

Gender: Male  Female

Are you currently working? Yes \_\_\_\_\_ No \_\_\_\_\_

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1) Students might be affected when they do both: work and study.				
2) The amount of time students work might affect their' performance.				
3) Working from 10 to 15 hours affects students' performance.				
4) Students who work while studying have more chances to have a job after they graduate.				
5) The type of job that students have while study might have an effect on them.				
6) Students who only study can be more organized than those who work and study.				
7) Modifying your academic schedule based on your working shifts might be positive to your academic performance.				



*Document 2*  
**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGE DEPARTMENT**



**Interview to working and non-working students in the subject of Advanced English I, during semester 2020.**

**Objective:** To know the perspective from students regarding working and studying how this might influence their academic performance in Advanced English I, semester II 2020.

Gender : Male  Female

- 1) Are you currently working?
- 2) In what way might students be affected when they do both: work and study?
- 3) Approximately, how many working hours do you think working students complete during the week? And how does this affect them?
- 4) How do you consider that the number of working hours might affect students' performance?
- 5) How do you think that students who work during their studies might have more chances to get a job after they graduate?
- 6) In your opinion, how might the type of job that students do during their studies have an effect on them?
- 7) Do you consider that non-working students can be more organized than those who do both? Please support your answer.



*Document 3*  
**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGE DEPARTMENT**



**Interview to teachers in charge of the subject of Advanced English I**

**Objective:** To know the perspective from teachers regarding working and non-working students on their academic performance in Advanced English I, semester II 2020.

- 1) How do you consider students might be affected when they do both: work and study?
- 2) How do you consider that the number of hours students work might affect their performance?
- 3) In your opinion, do students who work while studying have more chances to have a job after they graduate?
- 4) In your opinion, might the type of job have a positive or negative effect on students while they study?
- 5) In your experience as a teacher, how can students who only dedicate themselves to studying be more organized than those can do both?
- 6) What is your perspective about how students organized their time and if this could affect their performance?

*Document 4*

**Qualitative Data Analysis Levels of Coding and Abstraction**



Moving from experiences to patterns and themes (level 1), and from patterns and themes to categories and codes (level 2); and from categories and themes to theories and answering the research questions (level 3).

<b><u>Transcript</u></b>	<b><u>Level 1 Abstraction/coding</u></b>	<b><u>Level 2 Abstraction/coding</u></b>	<b><u>Level 3 Abstraction/coding</u></b>
	<b>Identifying converging and diverging patterns and themes.</b>	<b>Reorganizing patterns/themes into “categories” or “codes”</b>	<b>From categories/codes to theory.</b>
- Interviewer:			
- Participant:			

## *Timetable*

	Activities	Feb. 2020				March 2020				April 2020				May 2020				June 2020				July 2020				August 2020				Sept. 2020				Oct. 2020				Nov. 2020				Dec. 2020				Jan 2021				Feb. 2021							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	Selecting the topic																																																								
2	First profile draft									E A S T E R  V A C A T I O N																																															
3	Second profile draft																																																								
4	Research profile																																																								
5	Instrument design																																																								
6	Profile presentation																																																								
7	Interview with students																																																								
8	Interview with professors and gather students' score																																																								
9	Data analysis																																																								
10	First final draft																																																								
11	Second final draft																																																								
12	Final work																																																								
13	Presentation of final work with advisor																																																								
14	Final presentation																																																								

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### *Timetable*

	Activities	March. 2021				April 2021				May 2021				June 2021				July 2021				August 2021				Sept 2021				Oct. 2021			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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