Walking on the Tightrope: A Correlational Study on the Academic Performance and Socio-emotional Aspects of College Students in Paid Jobs

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Degree Work to Obtain the Bachelor's Degree in Foreign Languages with Emphasis in English

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Dedication

To our parents and all our friends, who held us when we decided to walk on the tightrope.

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Resumen

Título: Caminando en la Cuerda Floja: Un Estudio Correlacional sobre el Desempeño Académico y Aspectos Socioemocionales de Estudiantes Universitarias en Trabajos remunerados[1]

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Palabras clave: Estudiante trabajador, Promedio académico, Repercusiones, Tríada trabajo-estudio-vida, Rendimiento académico, Calidad de vida, Trabajo, Pregrado.

Descripción: Esta investigación se centra en analizar las formas en que trabajar y estudiar simultáneamente influyen en la tríada trabajo-estudio-vida de estudiantes de dos programas de pregrado de la Escuela de Lenguas de la Universidad Industrial de Santander: el programa de Lengua Extranjera y el programa de Literatura y Lengua Española. Se realiza un estudio de casos múltiples correlacional de método mixto que incluye cuestionarios y un grupo focal con estudiantes que trabajan mientras cursan sus estudios y estudiantes que no tienen ninguna obligación laboral. Se descubrió que trabajar mientras se estudia no representa un impacto significativo en el promedio académico de los estudiantes. Además, ambos programas muestran una tendencia a experimentar el síndrome de burnout debido a sus altos niveles de *Agotamiento* y bajos niveles de *Eficacia*. Adicionalmente, los participantes manifiestan un deterioro de los aspectos físicos, psicológicos, familiares y sociales de su calidad de vida. Sea como fuere, caminar sobre la cuerda floja exige a los equilibristas sacrificar una parte de su tríada trabajo-estudio-vida para mantener el equilibrio en sus funciones. A la luz de la naturaleza de este estudio, las próximas investigaciones podrían dar prioridad al examen de los estudiantes de universidades privadas y públicas a través de diversos programas de pregrado. Tales esfuerzos son esenciales para validar la afirmación de que el fenómeno observado no se limita a casos aislados.

[1]Trabajo de Grado

[2] Facultad de Ciencias Humanas. Escuela de Idiomas. Licenciatura en Lenguas Extranjeras con Énfasis en Inglés. Director: Luz Helena Prada Ramirez. Maestría en Enseñanza de Lenguas Extranjera.

Abstract

Title: Walking on the Tightrope: A Correlational Study on the Academic Performance and Socio-emotional Aspects of College Students in Paid Jobs[3]

Authors: Santiago Oviedo Rodríguez y Natalia Fernanda Ruiz Amaya[4]

Key Words: Working student, GPA, Repercussions, Work-study-life triad, Academic performance, Life quality, Job, Undergraduate.

Description: This research focuses on analyzing ways in which working and studying simultaneously influence the work-study-life triad of students from two undergraduate programs of the School of Languages at Universidad Industrial de Santander: the Foreign Language and the Literature and Spanish Language program. A mixed-method correlational multiple case study is carried out including questionnaires, and a focus group with students who work while pursuing their studies and students who do not have any work obligation. It was found that working while studying does not represent a significant impact on students' GPAs. What is more, both programs exhibit a tendency to experience burnout syndrome due to their high levels of *Exhaustion* and low levels of *Efficacy*. Moreover, participants manifest a decline in the physical, psychological, familial, and social aspects of their life quality. Be that as it may, walking on the tightrope demands Aerialists to sacrifice a part of their work-study-life triad to keep the balance in their duties. In light of the nature of this study, forthcoming inquiries could prioritize the examination of students from private and public universities across various undergraduate programs. Such endeavors are essential to validate the assertion that the observed phenomenon is not confined to isolated instances.

[3] Degree Work

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Introduction

Over the past few years, student employment has become a growing trend among undergraduates from all over the world. For instance, in the U.S. 76.4% of the recently graduated bachelors were employed (Bureau of Labor Statistics, 2023). Besides, in the European Union, the situation is quite similar. The percentage of students employed by 2021 in the Netherlands was 70%, in Denmark 49 %, and in Germany 42% (Eurostat, 2022). Conversely, the tendency decreases in the Colombian context where 23.5% of the population in universities were working in 2022 (Departamento Administrativo Nacional de Estadística [DANE], 2023). Hence, student employment is a phenomenon that has existed for decades in the current growing society.

The Universidad Industrial de Santander (UIS) is a public university located in the city of Bucaramanga in Colombia, and it currently has 21.423 (Unidad de Información y Análisis Estadístico [UIAES], 2023) students from different programs. It has five departments: Sciences, Physical-mechanical Engineering, Physicochemical Engineering, Human Sciences, and Health. Students attend classes from Monday to Saturday depending on their own program modality (in-person or blended). Besides, this university offers undergraduate and graduate programs in each department.

At Universidad Industrial de Santander, students are currently working as tutors, salesclerks, and call center agents and they have claimed during informal conversations that balancing study, work, and life is complicated. Besides, most of them complain that the lack of time, energy, and motivation affects their academic performance. Nevertheless, a handful of employed learners claimed to have experienced something different. For them, not only is it possible to balance the work-study-life triad, but they also notice an improvement in their grades and learning process.

Considering what was previously stated, analyzing this phenomenon, as well as exploring its effects on students' performance may aid the understanding and reflection of this issue. Unfortunately, student employment seems not to be fully explored in literature around the world (Creed et al.,2022) and less so in Colombia, where the majority of educational research revolves around student dropout, insertion of graduates into society, and child labor. Nevertheless, there are few studies on the working-while-studying subject. Yet, they are either focused on the nursing program (García-Vargas et al., 2016), the economy program (Contreras, 2020), or the whole student body (Licht-Ardila et al., 2021; Barreto Osma et al., 2019). Thus, the innovation of this study relies on the merging of scopes seen in previous literature: analyzing the differences within the Foreign Language (FL) program, also with the Literature and Spanish Language (LSL) program; both bachelor's degrees belonging to the school of languages.

Understanding how being engaged in a paid job affects students at college throws light on the time and energy required to keep up with both activities. This might lead professors to tailor their teaching strategies, developing more flexible methods that enhance students' learning experience. Also, the findings from such studies allow the identification of learners who may have academic difficulties because of their balancing efforts. This paves the way for the academic institution to implement support policies and mechanisms such as academic counseling and tutoring to ease these students' duties.

The previous concern raised the question of how working and studying at the same time may influence students' work-study-life triad from the School of Languages at Universidad Industrial de Santander. From now on the working-studying population will be addressed as "Aerialists" to support the research title metaphor. The authors of this paper decided it due to the similarity of the work done by these circus acrobats with the working students.

1. Research Objectives

1.1 General Objective

Analyze ways in which working and studying simultaneously influence the work-study-life triad of students from the School of Languages at Universidad Industrial de Santander.

1.2 Specific Objective

Explore to which extent the affinity between work and study is beneficial for students' work-study-life triad.

Compare the influence of student employment on working and non-working students' triad.

Examine to which extent working students feel exhausted, cynical, or efficient towards their studies and jobs.

2. Theoretical Framework

2.1 Literature Review

This literature review is divided into five sections: Firstly, a profile of a working student will be asserted. Secondly, some reasons that lead students to work will be put forward. Thirdly, the impact of working on academic performance will be stated. Fourthly, the influence of employment on social life will be established. Lastly, some jobs picked by students and how they impact them will be described.

2.1.1 The Aerialists

To begin with this literature review, a definition of who the working students are is stated to contextualize the scope of this research. To elaborate on the standard profile, variables such as gender, age, semester, and socioeconomic level will be considered. Regarding age, it seems that students between 21 and 25 years old are most likely to work full-time in Norway (Hovdhaugen, 2013). This may happen due to the financial independence most young adults want to achieve. In the Colombian context, a study by Licht-Ardila et al. (2021) about working students, shows that the average age among working learners is 21. For gender, there seems to be a tendency for women to work more. This trend can be confirmed using data from the U.S. Bureau of Labor Statistics (2018), which shows that women are more likely than men to participate in the labor force in both high schools (24.8%, compared with 20.9%) and colleges (51.5%, compared to 47.1%).

The third variable taken into account was the semester or year of study. Oonyu (2019) suggested that freshmen are between 0.071 to 0.102 times more likely to seek a job than second and third-year students, which makes sense considering that the academic load might be heavier in the last semesters. Finally, there seems not to be a defined tendency regarding socioeconomic level. For instance, the Barreto Osma et al. (2019) sample comes from families with scarce economic resources. Conversely, Planas-Coll & Enciso-Avila (2014) state that working while studying is not a feature associated with poor people as their sample exhibits similar social strata. Nevertheless, Tan et al., (2020) found that their employed pupils did not worry about basic living expenses. Therefore, derived from the studies mentioned above it can be determined that students from all levels decide to walk on the tightrope besides their socioeconomic context. Be

that as it may, these characteristics must be considered to determine why these students apply for jobs and how these duties affect their educational attainment.

2.1.2 Reasons to Work

Despite the common economic factor that leads students to climb the tightrope (Tan et al., 2020; Salamonson et al., 2020), this stunt may be perceived differently depending on the socioeconomic context of the learner. On the one hand, researchers like Devlin, James, and Grigg (2008, as cited in Creed et al., 2022) claimed that in developed countries such as Australia, China, The U.S., and The U.K. working while studying is performed to fund students' lifestyle. In contrast, Christiansen (2019) asserted that learners work to escape the study routine and build self‑esteem, confidence, and a sense of achievement. In addition, Oonyu (2019) also identified that a significant part of their study population chooses to work to gain valuable working experience.

Nonetheless, in developing countries such as Colombia, the unequal distribution of resources hampers students from accomplishing their professional projects, so they start seeking means to generate income and live up to the ideals of capitalism and consumerism. (López et al., 2017; Barreto Osma et al., 2019). Consequently, in Colombia, the majority of learners who engage in jobs do it to meet necessities such as food, rent, bills, transportation, fees, and educational materials. According to García-Vargas et al. (2016), 76% of the first-year students interviewed would quit their jobs to focus on university if they had enough money to subsist. Hence, having reviewed the causes, establishing a relationship between work and study might shed light on Aerialists' challenges when they are on the tightrope.

2.1.3 Impact of Employment on Academic Performance

Regarding the influence of taking a job on grade point average (GPA), two different viewpoints can be found in the existing literature. The first one holds there are no consequences regarding university academic performance. Combining work with study neither increases the risk of suffering from Burnout Syndrome[5] nor decreases the students' average grades (Comella et al., 2021; Galbraith & Merril, 2012). The second viewpoint asserts that working while studying certainly influences academic performance in some way. As far as positive effects are concerned, working in part-time jobs can help pupils develop practical skills such as teamwork and time management (Tessema et al., 2014; Robotham, 2012). Not only will these abilities contribute to greater employability and better scholarly performance, but they will also help Aerialists find a balance between the work-study-life triad. Additionally, part-time work appears to expand Aerialists' social support network and improve their learning attitudes (Wang et al., 2010). As a result, learners can ensure financial security and learn new skills that might be helpful for their areas of study (Christiansen et al., 2019).

Conversely, some studies reported adverse effects associated with student employment that might alter pupils' academic life. Salamonson et al. (2020) set out a negative relationship between the amount of time spent on work and academic performance: the greater the number of hours worked, the lower the educational attainment. Furthermore, when compared to non-working students, the GPA of students on the tightrope tend to have slightly lower grades (Tessema et al., 2014). Nevertheless, marks are not the only aspect of academic performance affected by work. According to García-Vargas et al. (2016) and Hovdhaugen (2013), having a job

[5] Schaufeli et al. (2002a) defined academic burnout as a state experienced by a person marked by a sense of being unable to exert further physical or mental effort.

causes an increase in dropping classes, missing classes, and retention when Aerialists work more than 20 hours a week.

After analyzing the effects student employment triggers on learners, the authors identified different causes related to this issue, such as study time reduction, growing stress levels, and lack of flexibility in work and study boundaries. First, Richardson et al. (2014) established that, due to working, Aerialists spend less time on extensive academic reading and assessment preparation. Secondly, Salamonson et al. (2018) reported that due to the pressure to succeed, the financial cost of failure, the amount of work, and the sacrifice of rest hours, pupils' stress levels rise dramatically. Finally, the flexible boundaries between work and study might also affect students' GPAs. According to Creed et al. (2022), learners can take advantage of job flexibility when studies demand more attention, diminishing the work-study conflict sharply. Contradictorily, study flexibility may encourage learners to relegate education and take on more work they can handle, which is harmful to their studies.

2.1.4 Employment Repercussions on Life Quality

To have the complete landscape of how working and studying simultaneously affect Aerialists, the influence on social life must be analyzed. Barreto Osma et al. (2019) propose four psychosocial aspects altered by performing this stunt: physical, psychological, family, and social alterations. The first facet includes bodily repercussions such as physical exhaustion, acute chronic fatigue, alopecia areata, allergies, and migraine headaches (Barreto Osma et al., 2019; Fletcher et al., 2020). Additionally, Aerialists may gain weight due to poor eating habits and a lack of physical activity (Smith et al., 2022). Secondly, the psychological aspect demonstrates a great number of negative effects such as mental exhaustion, emotional fatigue, stress, anguish, depression, demotivation, impersonal attitude, and feelings of handicap. Furthermore, the

sensation of being “edgy” accompanies working students along with self-reproach and a higher possibility of drug consumption to lower stress (Smith et al., 2022; Barreto Osma et al., 2019).

As for the influences in the family aspect, the literature emphasizes the challenges confronted by Aerialists who assume parental roles, particularly the emotional strain resulting from physical separation and their desire for increased attentiveness to their children. The latter ended up in a weakening in family bonds which impacts mental stability (Barreto Osma et al., 2019; Smith et al., 2022). Besides, a reduction in family leisure time was notorious as working students used free time to cope with their educational and labor duties. Lastly, social alterations were present in the form of little interaction with friends and a lack of time to develop hobbies indicating an appalling prospect for Aerialists (Barreto Osma et al., 2019; Grozev & Easterbrook, 2022a). Be that as it may, working and studying simultaneously result in hideous effects on Aerialists’ social lives, yet working learners eventually balance these negative aspects using personal strategies and adaptation to get along with their duties (Smith et al., 2022).

2.1.5 Job Relatedness

Yang et al. (2012) identify that certain jobs benefit students in different dimensions such as economic, social, and learning. For instance, Tutoring and Office Operation are beneficial in increasing income, Culinary Services improve social involvement, and Instructional Assistance boosts professional knowledge. This may constitute a pattern in the type of work Aerialists apply. Hence, the best option for college students might be to find a job that is beneficial for them and is also related to their studies. However, according to Yanbarisova (2014), being engaged in a job associated with their academic pursuits does not demonstrate any impact on scholastic performance, yet a non-correlation between work and study will diminish GPA.

2.2 Theoretical Foundations

2.2.1 Employment

The accurate definition of the term “Employment” is crucial to the integrity and validity of this study. In the context of work and study simultaneity, the conceptualization of employment can encircle a broad range of paid activities, from full-time jobs to part-time jobs, internships, or even freelance responsibilities. This definition is key as the nature, workload, and demands associated with different types of work can influence individuals' academic performance, time management, and other aspects relevant to this study. Considering the above, the International Labor Organization [ILO] (2023) defines a person in employment as a 15-year-old or older individual who has carried out at least one hour of work activity for which he/she receives remuneration in a specific week.

2.2.2 The Value of Employment

Understanding employment's multifaceted role in society may clarify the reason why students tend to apply for jobs. The Value of Employment involves more than a simply paid activity; it represents the personal, social, and economic improvement that occupations make to people's lives. The latter is supported by the employment functions proposed by Jahoda (1987): Jobs aid in facilitating external social connections, providing a time frame in people's lives, connecting individuals to social goals; enabling regular and habitual performance of activities; contributing to personal identity; updating knowledge and allowing people to develop and demonstrate their skills. Hence, individuals found the importance of working in terms of personal fulfillment, identity, economic sustenance, contribution to the community, and professional development.

2.2.3 Maslach Burnout Inventory - Students Survey (MBI-SS)

This survey resulted from extensive research on burnout syndrome as an approach to define the triggers and implicatures of being involved in a university setting. Previous versions of the MBI created by Maslach & Jackson (1981) have been widely used in different fields such as health care and human services. This version adapted by Schaufeli et al. (2002a) differs from the previous ones as it recognizes the academic load as an equivalent burden to having a job (Bresó, 2008 as cited in Hederich, C., & Caballero, C., 2016).

2.2.3.1 Burnout. Schaufeli et al. (2002a) defined this term as a state experienced by a person marked by a sense of being unable to exert further physical or mental effort.

2.2.3.2 Cynicism, Efficacy, and Exhaustion. These terms are defined by Schaufeli et al. (2002a) as the main variables to measure burnout Syndrome with the MBI-SS. “Exhaustion” refers to fatigue from one's studies; “Cynicism” indicates attitudes of indifference, negativity, or self-sabotage toward their studies; and “Efficacy” addresses the capability to reach academic accomplishments. Having a low score on the Efficacy variable and high scores in Exhaustion and Cynicism denote the person might be suffering the burnout syndrome.

2.2.4 Academic Performance

A presumption often prevailing in the educational field is that academic performance predominantly hinges solely upon grades. However, this term also encompasses non-cognitive factors such as substantive engagement, persistence, and positive attitudes toward learning (Brookhart, 2016). Furthermore, authors such as Bloom (1956) considered that academic achievement can be divided into several domains such as knowledge, attitudes, values, skills, and appropriate behaviors. This perspective substantiates academic achievement as a multifaceted concept that includes factors beyond cognitive outcomes.

2.2.5 Academic Stress in Working Students

The definition of this term sheds light not only on the psychological pressure experienced by students in balancing paid work with academic demands but also on the emotional, physical, and mental strain associated with managing multiple commitments simultaneously. Barreto Osma et al. (2019) define this term as the recurrent feelings of anguish and anxiety caused by the fact of complying with a twofold requirement. Besides, it is established that stress can also come from external factors such as family situations, emotional life, and self-imposed pressure that ends up in burnout syndrome.

2.2.6 Working Students Social Life

This dimension covers both the interpersonal relationships of Aerialists and the emotional implications and dynamics of integration in different social environments. Grozev & Easterbrook (2022b) indicate that Aerialists' behavior regarding social interactions goes along with the Social Identity Approach. The latter argues that students who hold jobs observe attitudes and occurrences that make them feel isolated and belittled. This led to a sense of not belonging or experiencing exclusion within the university social sphere. Hence, Aerialists tend to close themselves in their duties to avoid this unpleasant attitude towards them.

2.3 Legal Framework

2.3.1 Law 115 of 1994

The current law establishes general regulations to supervise the Public Education Service, which performs a social function aligned with the needs and interests of individuals, families, and society as a whole. This legislation is based on the principles of the Political Constitution, recognizing the right to education of each individual, as well as the freedoms of teaching, learning, and research, considering education as a public service.

2.3.2 Substantive Labor Code: Law 2663 of 1950

This legislation aims to achieve justice among employers and workers, seeking economic coordination and social balance. This code regulates both individual and collective labor law relationships, whether official or private. It also defines work as any free human activity, material or intellectual, carried out consciously in the service of another person through an employment contract. Moreover, the right to work is recognized as fundamental, protecting the workers and freedom of employment choice.

2.3.3 WHO Global Strategy on Health, Environment and Climate Change, and WHO Comprehensive Mental Health Action Plan 2013-2030

The current guidelines seek to ensure healthy, equitable, and safe environments by transforming essential aspects of work, life, production, consumption, and government. These documents highlight principles, objectives, and strategies to promote mental health in the workplace, addressing social determinants such as living and working conditions, reducing stigmatization and discrimination, and improving access to health services.

2.3.4 Promotional Framework for Occupational Safety and Health Convention

The objective of this International Labour Organization (ILO) convention is to promote the continuous improvement of safety and health at work to prevent injuries, illnesses, and fatalities. This is sought to be achieved through the development of national policies and programs, along with representative organizations of employers and workers.

3. Methodology

3.1 Type of Research Study

Regarding the type of research, the mixed method was chosen to bring balance to this study. As Murphy et al. state, the qualitative method permits researchers to go deep into the issues explored while the quantitative method enables the representativeness of the sample (2014). Additionally, regarding the research method, the multiple-case study design was selected to examine participants' uniqueness in specific circumstances and compare their experiences (Tight, 2010; Simons, 2009 as cited in Cohen et al., 2018). Besides that, Campbell (1975, as cited in Cohen et al., 2018) suggested that employing two case studies for comparison is highly valuable, surpassing the significance of doubling the data within a single case study. Furthermore, the nature of this study is inductive since the data collected leads to developing theories or finding patterns. Likewise, considering that the inquiry is focused on college students and their relationship with their academic-working lifestyle, the epistemological position chosen is ethnomethodology.

3.2 Population and Sample

According to Unidad de Informacion y Análisis Estadístico [UIAES] (2023), the number of people enrolled in the Foreign Languages (FL) program is 395 students while the Literature and Spanish Language (LSL) program counts 366 learners; this adds up to a total of 761 pupils. Therefore, the samples were obtained using the sampling formula for the finite population in each program (see Figure 1).

Considering the aforementioned, the samples for each program are 196 students from the FL program (see Figure 2) and 162 learners from the LSL program (see Figure 3). These samples were obtained considering a 5% margin of error, an expected proportion of 50%, and a confidence level of 95% for the FL program and 91% for the LSL program.

Figure 1

Sampling formula for finite sample

$$n = \frac{N \times {Z_\alpha}^2 \times p \times q}{e^2 \times (N-1) + {Z_\alpha}^2 \times p \times q}$$

Note. n represents sample size; N represents population size; *Zα* 2 stands for confidence level; *e* stands for margin of error; *p* represents the expected proportion and *q* represents the non-expected proportion. Adapted from *Fórmulas para el cálculo de la muestra en investigación de salud* (p.336), by Aguilar-Barojas, S, 2005, Salud En Tabasco.

Figure 2

Sampling formula for Foreign Languages program

$$n = \frac{395 \times (1.96)^2 \times 0.5 \times 0.5}{(0.05)^2 \times (400) + (1.96)^2 \times 0.5 \times 0.5} \approx 196$$

Figure 3

Sampling formula for Literature and Spanish Language program

$$n = \frac{366 \times (1.6954)^2 \times 0.5 \times 0.5}{(0.05)^2 \times (365) + (1.6954)^2 \times 0.5 \times 0.5} \approx 162$$

As for the qualitative part of the inquiry, the population was selected using the dimensional sampling strategy, a non-probabilistic method that entails recognizing different factors of importance within a population to acquire at least one participant representing each possible combination (Cohen et al., 2007). This decision is due to the specific parameters established for this research: four undergraduates per program; two learners who are currently working in either a field related to their program or in a different area and two pupils who are only studying. The total of students examined in this section is eight.

3.3 Data Collection Instruments

Regarding the tools to obtain information for the qualitative section, a focus group will be carried out as it allows the elicitation of perspectives, attitudes, beliefs, experiences, and reactions from participants through group interaction. It is a type of group interview where some participants are gathered to discuss a specific topic or issue defined by the researchers (Cohen et al., 2007). This group dynamics allows ideas to emerge from the collective discussion, yielding insights that might not have arisen in individual interviews.

On the other hand, the tools to gather quantitative data will be the Maslach Burnout Inventory (Maslach & Jackson, 1981) in two adapted versions: the student survey (MBI-SS) modified by Schaufeli et al. (2002b) and the working student survey (AMBI-SS) adjusted by the researchers. The former instrument measures the three dimensions that conform to burnout syndrome in students: Exhaustion, Cynicism, and Self-efficacy. This tool consists of 15 items rated by a Likert scale from 0 (“never”) to 6 (“always”). Likewise, the latter survey is slightly adapted to determine the level of burnout the working student sample experiences. This version has 19 items divided into the same three dimensions and assessed with the aforementioned scale. This instrument was corroborated by professors from the School of Languages and went through a pilot test to calibrate its reliability and validity. The significance of using these tools relies on obtaining a complete landscape of how exhausted, indifferent, and efficient students feel toward their duties. Besides, the former instruments thoroughly compare the participants’ perceptions due to the data collected.

Lastly, a demographic and performance-related survey will be applied to both groups to compare them in categories such as age, semester, sleep quality, study hours, and academic

achievement. Learners will answer 11 questions that will give authors insights into how different or similar working and non-working students are.

3.4 Data Analysis Resources

The primary source of information to be dissected is the transcriptions from the focal group. The analysis will be achieved by establishing categories out of the literature, then a color-coding process will allow researchers to contrast, conceptualize, and organize the information gathered (Cohen et al., 2018). Lastly, creating memos will contain similar outcomes to construct a theory or discover a pattern (Cohen et al., 2018). On the other hand, the answers from the MBI-SS, the AMBI-SS, and the results from the survey will be analyzed using Microsoft Excel. This software is widely available and offers a set of tools to organize, compare, and manage data in practical spreadsheets (Microsoft, n.d.). Finally, the information gathered will be triangulated to find patterns and draw conclusions.

4. Findings

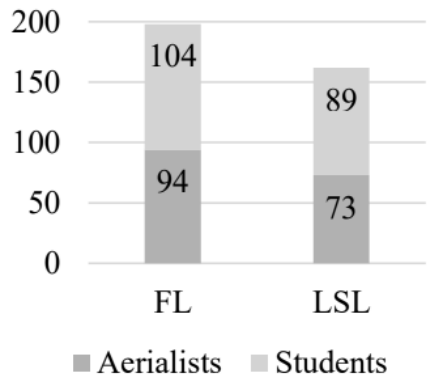
Through the administration of a survey applied to 360 students, the quantitative component of this research endeavors to shed light on the demographic characteristics and performance-related factors that distinguish working students from their non-working counterparts in both programs in the School of Languages at UIS. The survey is directed toward discerning tendencies, and disparities regarding essential aspects of students' lives such as age, semester of study, employment status, sleep time, working hours, and academic achievement.

4.1 Aerialist Profile

To set up a characterization of the working students' group, a survey is applied to 360 out of 761 students from the School of Languages. From this sample, 47.4% (n=94) of FL students and 45% (n=73) of LSL learners declare to be engaged in paid jobs (see Figure 4).

Figure 4

Aerialists per program



On top of that, most of the Aerialists are between the ages of 19 to 22 years old, being 20 the most repeated age. Furthermore, the data shows a majority of female Aerialists with 56.3% (n=94) of the sample over 42.5% (n=71) of male and 1.2% (n=2) of non-binary working learners. Outcomes match the trend found by the U.S. Bureau of Labor Statistics (2018) regarding women in paid jobs.

Besides, the data reveals a trend regarding the number of Aerialists and the semester. Table 1 shows that as of the sixth semester, the number of working students surpasses the intake of learners who are not into job responsibilities. This information, contrary to what Oonyu (2019) stated, demonstrates that the higher the semester, the more students walk on the tightrope.

Lastly, the survey aided in the classification of the Aerialists' jobs being English teaching the preference among FL students with 74 % (n=70) while LSL participants demonstrate a broad spectrum of occupations, suggesting an absence of a dominant trend (see Table 2).

Table 1

Working students per semester

		LSL		FL	
		No (fi)	Yes (fi)	No (fi)	Yes (fi)
Semester	First	13	4	26	1
	Second	12	5	14	4
	Third	13	9	23	5
	Fourth	7	6	9	7
	Fifth	11	4	15	6
	Sixth	5	11	6	14
	Seventh	9	10	3	16
	Eighth	7	12	6	12
	Ninth	8	10	2	18
	Tenth	4	2	0	11
Total		89	73	104	94

4.2 Work-Study Affinity

In examining the academic performance of students, a mild contrast emerged between those engaged in employment directly aligned with their programs and those working in unrelated fields. This was found by pondering the grade point average (GPA) from the last semester in which the learners worked and studied simultaneously.

It is worth noting that 24 FL learners cannot be considered in this part of the analysis as they have not completed one semester of studying while working yet. Therefore, from the 94 FL Aerialists, 55 participants are working in high-affinity jobs and 15 participants are working in areas different from languages and teaching. Be that as it may, the results show that 4.1 is the average GPA for participants whose job is related to their program; this is not the case for the participants working in low-affinity jobs whose mean is 4.0.

On the other side, 13 out of 73 LSL Aerialists are engaged in jobs related to their program while 53 participants work in fields different from literature or education. Additionally, the GPAs of 7 learners are not considered as they have not finished one semester of working and studying. Thus, the findings exhibit a similar tendency to FL as the grade average of these two groups indicates that participants in low-affinity employment obtain a 4.0 whereas high-affinity jobs attain 4.2.

Table 2

Jobs per program

LSL jobs	fi	fr%	FL jobs	fi	fr%
Auxiliatura	7	4.3%	**Auxiliatura**	2	2%
Cashier	2	1.2%	**Cashier**	1	1%
Customer service representative	3	1.9%	**Customer service representative**	7	7%
Ilustrator	3	1.9%	**Ilustrator**	1	1%
Salesclerk	2	1.2%	**Salesclerk**	1	1%
Style editor	2	1.2%	**Editor**	1	1%
Teacher	13	8.0%	**English teacher**	70	74%
Waiter	9	5.6%	**Waiter**	1	1%
Administrative assistant	3	1.9%	**Content creator**	1	1%
Babysitter	1	0.6%	**Interpreter**	2	2%
Barista	1	0.6%	**Logistics coordinator**	2	2%
Cook	4	2.5%	**Real state**	1	1%
Courier	2	1.2%	**Teacher assistant**	1	1%
Dog walker	1	0.6%	**Translator**	1	1%
Librarian	1	0.6%	**Worker**	1	1%
Makeup artist	1	0.6%	**Prefer not to say**	1	1%
Musician	1	0.6%			
Nursing assistant	1	0.6%			
Raw material producer	1	0.6%			
Restaurant manager	1	0.6%			
Rights defender	1	0.6%			
Tailor	1	0.6%			
Vendor	12	7.4%			
Total	73	100%	**Total**	94	100%

Besides, considering the connection between employment and programs, there is a contrast with the tendency proposed by Yanbarisova (2014) as 44.1% (n=30) of Aerialists working in high-affinity jobs tend to experience a diminishing in their GPA. Likewise, 48.5% (n=33) of the learners with non-related occupations undergo maintenance in their grades. Be that as it may, the findings in both programs indicate that the relatedness of a job with the student's program may not significantly influence academic performance.

4.3 Working Load and GPA

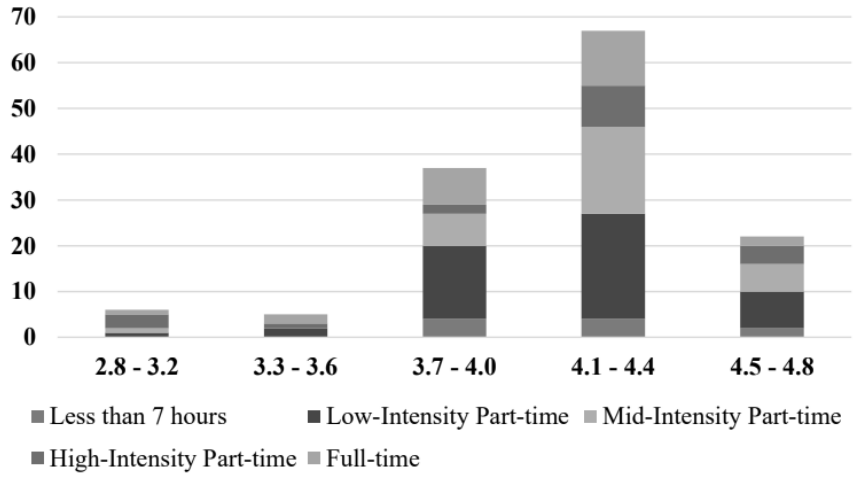
The data collected indicates that 50.5% (n=47) of FL Aerialists have a preference for working from 7 to 14 hours, which means, a low-intensity part-time shift. On the other side, LSL Aerialists do not have a pronounced trend when choosing their shifts. Nonetheless, the great majority of learners tend to work more than 7 hours. Besides, there is no visible trend regarding GPA and workload. People working during certain shifts do not fit within a narrow range of grades (see Figure 5); in fact, their GPAs are divided across the spectrum. Therefore, it may indicate there is no correlation between the two variables studied in this section contradicting what was established by Salamonson et al. (2020).

4.4 Sleep Hours Among Students

From a holistic standpoint, FL students who are not engaged in working activities attain an average sleep duration of 5.5 hours, whereas employees exhibit a slightly diminished sleep duration of 5.4 hours. On top of that, the LSL program manifests a similar tendency as nonworking pupils sleep 5.7 hours in comparison to the 5.2 Aerialists' rest hours. More precisely, there exists a slightly extended rest duration of 6 minutes for FL non-Aerialists and 30 minutes for LSL regular students. Thus, these findings differ from the literature (Salamonson et al., 2018) as the disparity between sleep hours in both programs fails to be significant.

Figure 5

GPA and shift comparison



4.5 Analysis of GPA Before and While Working

The information gathered allows the authors to establish a comparison between the GPA before Aerialists applied for a job versus their GPA in the last semester in which they worked and studied. The results show that 28% (n=19) of FL learners and 13.5% (n=10) of LSL students experienced an increase in their academic performance. Besides, 28% (n=19) of the former and 43.8% (n=32) of the latter remained with the same GPA. Furthermore, 44% (n=30) and 32.8% (n=24) each in order, underwent a decrease in their grades. Lastly, it was found that the increases in the academic scores were approximately 0.2 points for FL learners and 0.3 for LSL pupils while decreases were 0.3 on average for both programs. Be that as it may, these results demonstrate adverse effects to the ones proposed by Comella et al. (2021) and Galbraith & Merril (2012), since Aerialists do present mild negative alterations in their average grades.

4.6 GPA comparison Aerialists and Non-Aerialists

The quantitative analysis of Grade Point Averages unveils a distinction between students on the tightrope and those who solely focus on their studies. In the LSL program, working

students exhibit a slightly lower average GPA, with a mean of 4.1, in contrast to their nonworking counterparts who achieved a higher average GPA of 4.2. Intriguingly, the results from the FL program reveal an equal average GPA of 4.1 for both working and non-working students. The tendency exhibited in this section matches the literature proposed by Tessema et al. (2014) as the numerical difference is modest. Thus, these minimal differences raise questions regarding the multifaceted relationship between work commitments and scholastic achievement. That is why subsequent analysis will delve deeper into potentially influencing factors.

4.7 Maslach Burnout Inventory- Students and Working Students Survey

Aiming to identify the triggers and implications of burnout syndrome among university students, the Maslach Burnout Inventory - Student Survey (MBI-SS) and the Aerialists' version, Adapted Maslach Burnout Inventory- Students Survey (AMBI-SS) are implemented as the second data collection instrument. Both of them are based on a homologous survey developed by Maslach & Jackson (1981). These instruments measure burnout through three variables: Exhaustion (fatigue from studies), Cynicism (indifference or negativity toward studies), and Efficacy (capability to achieve academic goals). Showing high levels of Exhaustion and Cynicism, coupled with low Efficacy, indicates the presence of burnout syndrome. After applying the MBI-SS and its adapted version AMBI-SS, findings reveal a similar tendency in each dimension among working and non-working students from both programs according to the standards proposed by Maslach (see Table 3).

Considering the latter, Aerialists present a medium level of Efficacy and a high level of Exhaustion. On the other hand, non-Aerialists show a medium level of Efficacy and a high level of Exhaustion. Nevertheless, LSL Aerialists and non-working learners are less cynical than their FL counterparts. These findings suggest that FL Aerialists face a notable risk of experiencing

burnout, whereas both LSL Aerialists and FL non-Aerialists exhibit milder signs (see Table 4). Thus, it could be asserted that no participant remains immune to the potential manifestation of burnout syndrome, yet findings suggest a discrepancy in susceptibility.

Table 3

Reference values for AMBI-SS and MBI-SS

BI-SS	Efficacy	Exhaustion	Cynicism
Low	0-33	0-14	0-4
Medium	34-39	15-20	5-8
High	40-48	21-42	9-24
MBI-SS	**Efficacy**	**Exhaustion**	**Cynicism**
Low	0-25	0-10	0-4
Medium	26-29	11-15	5-8
High	30-48	16-30	9-24

Note. Adapted from *The measurement of experienced burnout* (p. 102) by Maslach, C., & Jackson, S. E, 1981, Journal of Occupational Behaviour.

Table 4

MBI-SS and AMBI-SS scores

	Efficacy	Exhaustion	Cynicism
FL Aerialist	38,5	30,1	9,2
FL Non-Aerialist	27,3	17,8	5,7
LSL Aerialist	36	28,7	7,5
LSL Non-Aerialist	28,9	16,7	4

4.8 Impact of Employment on Life Quality

In the pursuit of understanding the perspectives of students balancing work and study commitments beyond academic performance, the third instrument, a focus group, emerges as a vital tool for delving into the complexities of this multifaceted phenomenon. The qualitative component of this mixed-methods research seeks to explore the Aerialists' experiences regarding

four factors that contribute to a healthy life quality: Physical and mental health, strong family bondings, and social interactions.

4.8.1 Bodily Repercussions

The demands of balancing academic studies and employment can take a toll on an individual's physical well-being. This section sheds light on the various physical consequences that may arise from the strain of simultaneously studying and working. Hence, these findings pretend to explore to which extent the affinity between work and study is beneficial for students' work-study-life triad.

According to the data collected, six negative physical effects, consistent with the literature stated by Barreto Osma et al. (2019) and Fletcher et al. (2020), were found as a result of walking on the tightrope. The health repercussions reported by the participants were migraine, body weight changes, sleep troubles, hair loss, muscle pain, and exhaustion. These symptoms might represent disadvantages when keeping up with both responsibilities, leading to a deterioration in interpersonal relations, self-esteem, and lifestyle in the long term. What is more, according to Smith et al. (2022), Aerialists might experience changes in their body weight due to their balancing nature that may drive them to become sedentary and acquire poor eating habits as P6 asserts “I had the money, but I had no time to eat” (in-vivo code). Accordingly, different alterations in physical perception were mentioned by participants such as “I gained like 12 kg” (in-vivo code), resulting from insufficient time allocated to culinary preparation or physical exercise. Lastly, every student interviewed declares to feel fatigue either in the morning when waking up, or in daily basis activities. This factor may alter their concentration spans and consequently their performance, dedication, and success in each duty (Robotham, 2012; Fillmore, n.d.).

4.8.2 Psychological Alterations

The constant pressure of managing the dual roles of being a student and an employee can have a profound impact on an individual's mental health. The stress and anxiety associated with meeting deadlines, attending classes, and performing job duties can lead to psychological alterations. This section delves into the potential psychological effects that may be contributing to conditions such as demotivation or anxiety disorders.

The data gathered may prove that working students are harassed by a great range of side effects as a result of juggling their duties. Aerialists state to experience feelings of depression, emotional fatigue, a high level of stress, mental exhaustion, demotivation, an impersonal attitude, a feeling of handicap, and self-reproach. These side effects represent a hindrance in their health and self-perception triggering a burnout syndrome (Smith et al., 2022; Barreto Osma et al., 2019). It can be illustrated when P1 states “My life is consumed by this [working while studying]” (in-vivo code) and when P10 asserts “It makes me wonder whether what I am doing now is what I want to keep doing for the rest of my life” (in-vivo code). However, not all upshots are negative; participants claim to experience mental strengthening, better ways of organizing their time, and an improvement in self-esteem resulting in a renovated encouragement (Tessema et al., 2014; Robotham, 2012). It is suggested to lead further research regarding these beneficial impacts to find the point of inflection where these two responsibilities become helpful to the Aerialists.

4.8.3 Familial Consequences

Balancing academic pursuits and employment can strain an individual's personal relationships and family dynamics. The time and energy devoted to these responsibilities may result in neglecting familial obligations, leading to potential consequences within the family unit.

After interviewing this group of participants, it remains important to analyze the familial repercussions that may arise from being an Aerialist.

The information provided by the participants indicates a reduction in family time as P6 remarks in the focal group “It was even difficult for us, who lived under the same roof, to meet up” (in-vivo code). On top of that, Aerialists report that the time devoted to their kin was taken to cope with their duties as participants elucidated “My family goes out without me because I have to stay at work” (in-vivo code). This same side effect was recently confirmed by Barreto Osma et al. (2019) and Smith et al. (2022) in their studies with working students. Although time with relatives is diminished, interviewees notice a sense of supportiveness coming from their family members as noted by P5 “Okay, are you busy? No problem, we'll wait for you, or we'll do this when you're free" (in-vivo code). Accordingly, relatives demonstrate empathy as they re-schedule events, make the best of family time, and appreciate the effort dedicated to keeping an Aerialist lifestyle with no judgment. These findings do not align with Smith et al. (2022) findings about family bonds weakening when work and study are prioritized. It can be affirmed that effects on familial consequences may differ from the socio-cultural experiences of each Aerialist. Hence, exploring factors on social bonding for working students could be open to research in the future.

4.8.4 Social Impact

In addition to the physical, psychological, and familial consequences of juggling academic studies and employment, individuals may also experience a significant social impact. Attempting to balance these demanding roles might leave little time or energy for maintaining social connections and engaging in leisure activities. Thus, this section explores how the demands of this lifestyle can hinder maintaining a rich social life.

Data unveils that most participants manifest a tendency to cancel or re-schedule plans, a propensity to end both friendship and couple relations, and a diminishing in leisure time. These may be the most recurrent social consequences Aerialists go through due to their decision to walk on the tightrope as elucidated by P9 “I have lost a lot of friends because we don't share the same free time” (in-vivo code). These findings are similar to the ones proposed by Barreto Osma et al. (2019) and Grozev & Easterbrook (2022a) regarding curtailing social engagements and limited opportunities for leisure activities. From a more positive perspective, over time, participants reconcile these negative factors through adaptive measures providing them with recreational opportunities (Smith et al., 2022) such as the experience of P9 “One begins to take up again activities that have been forgotten and that are for oneself, also one learns to give a space to everything” (in-vivo code). Thus, despite their intense responsibilities, Aerialists proved to be well-organized when it comes to setting aside time for themselves “I have to make some time for myself” (in-vivo code).

5. Conclusions

Walking on the tightrope is a choice that brings forth numerous challenges impacting the delicate equilibrium of the Aerialists. That is why, this study aimed to analyze how this dual commitment of working and studying simultaneously influences the work-study-life triad of students from the School of Languages at Universidad Industrial de Santander. The findings unveiled a complex and multifaceted reality faced by Aerialists as they navigate the demands of balancing employment responsibilities with their academic pursuits.

The quantitative analysis unveiled several noteworthy observations. Firstly, the data characterized the working students' profile revealing a tendency for an increasing number of Aerialists as students progress through higher semesters. Secondly, the study found minimal differences regarding not only the Aerialists' GPAs before and while working but also when compared to their non-working counterparts. Lastly, the connection between work and study, the number of hours worked, and sleep time are not determining factors when it comes to obtaining a greater GPA, suggesting the presence of additional influencing aspects.

As for the Maslach Burnout Inventory – Student Survey (MBI-SS) and its adapted version (AMBI-SS), results highlighted the vulnerability of all participants, particularly the Aerialists from the Foreign Language program, to the manifestation of burnout syndrome. This finding underscores the need for robust support mechanisms to mitigate the detrimental effects of juggling multiple demanding roles.

The qualitative exploration delved deeper into the intricate experiences of Aerialists, revealing a complex tapestry of physical, psychological, familial, and social repercussions. The challenges of balancing work and study exacted the utmost toll on the Aerialists' triad, as various aspects of their well-being enacted repercussions such as physical exhaustion, demotivation, reduced family time, and the end of friendships. Nevertheless, the study also uncovered positive instances of resilience, adaptation, and personal growth that empower students to cope with both duties.

In essence, this research has illuminated the multidimensional nature of the Aerialists' experience, highlighting the urge to sacrifice one part of the work-study-life triad to keep up with this stunt. Be that as it may, the findings underscore the necessity for educational institutions, policymakers, and society at large to recognize and address the unique needs and challenges

faced by this burgeoning demographic. By acknowledging the complexities unveiled in this study, stakeholders can work towards cultivating a landscape that allows Aerialists to navigate their dual roles with greater equilibrium, fostering academic excellence and personal growth simultaneously.

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Appendix A

Informed Consent Document

DOCUMENTO DE CONSENTIMIENTO INFORMADO

Caminando en la cuerda floja: Estudio correlacional sobre el rendimiento académico de estudiantes universitarios con empleos remunerados.

INFORMACIÓN

Has sido invitado(a) a participar en la investigación Caminando sobre la cuerda floja: Estudio correlacional sobre el rendimiento académico de estudiantes universitarios con empleos remunerados. Su objetivo general es analizarlas formas en que trabajar y estudiar simultáneamente influyen en la tríada trabajo-estudio-vida de los estudiantes de la Facultad de Lenguas de la Universidad Industrial de Santander. Tú has sido seleccionado(a) porque además de ser parte de la Universidad Industrial de Santander, te encuentras matriculado en uno de los programas de la Escuela de Idiomas y laboras en simultáneo con tus estudios.

Los investigadores responsables de este estudio son los estudiantes Natalia Ruiz y Santiago Oviedo de la Escuela de Idiomas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que consideres la siguiente información. Siéntete libre de preguntar cualquier aspecto que no te quede claro:

Participación: Tu harás parte de un grupo focal en el cual deberás contestar una serie de preguntas diseñadas por los investigadores. El grupo focal durará alrededor de 60

minutos, y abarcará temas como cambios en su vida social, nivel de estrés, flexibilidad laboral y en general el balance entre ambas responsabilidades.

La entrevista será realizada en las instalaciones de la universidad.

Para facilitar el análisis, este grupo focal será grabado. En cualquier caso, podrás interrumpir la grabación en cualquier momento, y retomarla cuando quieras.

Riesgos: Esta investigación no supone riesgo alguno para usted como participante del mismo debido al acuerdo de confidencialidad y anonimato establecido en este documento.

Beneficios: No recibirás ningún beneficio económico directo por participar en este estudio. Sin embargo, tu participación permitirá generar información para indicar el uso potencial de la información en términos de beneficio social científico o académico.

Voluntariedad: Declaras que conoces esta investigación y has autorizado tu participación. Además, tendrás la libertad de contestar las preguntas que desees, como también de detener tu participación en cualquier momento. Esto no implicará ningún perjuicio para ti.

Confidencialidad: Todas tus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, tu nombre no aparecerá asociado a ninguna opinión particular. Además, los datos se guardarán por el transcurso del semestre 2024-1 con el fin de llevar a cabo la correspondiente investigación.

Conocimiento de los resultados: Tienes derecho a conocer los resultados de esta investigación. Para ello, se le enviará un correo electrónico con dicha información.

Datos de contacto: Si requieres más información, o comunicarte por cualquier motivo relacionado con esta investigación, puedes contactar a los investigadores responsables de este estudio:

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto participar voluntariamente en el estudio *Caminando sobre la cuerda floja: Estudio correlacional sobre el rendimiento académico de estudiantes universitarios con empleos remunerados.*

Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Participante Firma Investigador Responsable

Firma Investigador Responsable

Lugar y fecha:

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte

Appendix B
Color-coding Sample

MEMO 1

DATE: March 29th, 2024

CATEGORY: Impact of Employment on Social Life

CODE: Bodily repercussions

SUBCODES OR SUBCATEGORIES:

- **Migrane**
- **Gain and Lose Weight**
- **Physical exhaustion**
- **Sleep problems**
- **Hair loss**
- **Physical pain**
- **Lack of attention**
- **Allergies**
- **Decrease in visual ability**
- **Constantly sick**
- **Subí como 12 kg más o menos (in vivo code)**
- **Tenía plata, pero no tiempo para ir a comer (in vivo code)**

RAW DATA:

1. Interviewer: ¿Ha sentido que su salud se ha desmejorado o fortalecido desde que empezó a trabajar y estudiar al tiempo? ¿De qué manera? ¿Ha notado algunos sintomas como: agotamiento físico, fatiga, perdida de cabello, alergias, migrañas o aumento de peso?

Participant 1: Yo siento que ha desmejorado… bastante. Sobre todo pues el semestre pasado me dio muy duro porque fue el primer semestre en que … trabajé en la auxiliatura, entonces sí … sentía como mucho cansancio; no podía dormir bien; no podía dormir las… lo que uno debería dormir y sí, se me empezó a caer mucho el cabello. También bajé de peso y pues este semestre, bueno… desde el semestre pasado me empecé a comprar vitamina B12 y calcio por lo del cabello, porque sí me estaba estresando mucho.

Participant 2: Yo … especialmente cuando comencé a trabajar, tuve pues muchísimo agotamiento físico, migrañas, el aumento de peso, subí como 12 kg más o menos, también sufrí, empecé a sufrir mucho de insomnio, todavía tengo problemas con eso y también tuve muchas crisis de ansiedad, o sea, creo que fue a nivel emocional que lo que más como que me detonó junto con el aumento de peso, porque pues obviamente el aspecto físicosiempre había sido como un factor muy importante para mí, entonces todo se mezcló.

Partipant 3: Yo también lo llevo por la parte de que … hacer las dos cosas al mismo tiempo, me quitó tiempo en cuanto a … preparar mis propias comidas y hacer ejercicio constantemente, no?

Entonces como no hay tiempo y uno está todo el tiempo en la universidad o todo el tiempo haciendo otras cosas, uno empieza a comer lo primero que se le aparezca. Por la facilidad de pues una bolsa de papa, generalmente una empanada, porque así haya oferta pues no alcanza a pensarlo. Entonces me llevó también el aumento de peso y sobre todo como el cambio de la percepción física sobre uno mismo y la alimentación como que hace que uno se enferme

constantemente. Yo sentí que me empezaba dar gripa todo el tiempo y el sueño, el sueño es fundamental, que uno a pesar de dormir siente que tiene sueño acumulado y todo el tiempo se siente cansado. Llegamos a las clases y yo, al menos yo llego a las clases y me siento agotada, siento que no presto atención y siento que cuandollego a la casa igual o duermo o hago trabajos, no hay tiempo, entonces uno no duerme.

Participant 4: En mi caso la salud sí ha desmejorado un poco por agotamiento físico, en su mayoría causada por falta de sueño y un poco de desgaste mental por estar el hecho de estar trasladandome para la casa, domicilio, en la moto y demás, esos viajecitos, aunque sean cortos, este estar de lado a lado cansa, ¿sí? y también esto ha causado un poco de falta de tiempo, por ende pues me ha costado mucho más en la madrugada en horas tardías tipo 3:00 o 4:00 de la mañana para luego levantarme a clase de 7:00 - 8:00 desde Piedecuesta. Entonces han sido pocas veces,sin embargo, pues considero que no ha sido algo que me ha llevado al límite, por así decir, que entre elegir entre estudiar o trabajar. Y pues los problemas que he tenido en general han sido por falta de organización. Algunos veces que me he puesto de prioridad más que todo el trabajo por encima de estudiar o viceversa.

Participant 5: Y… pues yo por mi parte también siento que el cansancio físico ha sido demasiado. Siento que el emprendimiento, por ejemplo, lo tengo desde primeros semestres y siempre es como este constante de trasnocharpor trabajar y no poder dormir bien. También sufro de insomnio y llegar a clase cansado. Y… usualmente ahorita que estoy con la corrección de estilo, es un dolor de cabeza impresionante porque son lecturas tras lecturas y

aparte la carrera también me exige mucha lectura. Entonces es salir del trabajo de leer, a la casa a leer y a trasnochar leyendo entonces eso me ha afectado bastante por ese lado.

Participant 6: De los que nos mencionaron sí he notado casi todos, excepto las migrañas y pues se podría decir que las alergías. Pero sí he sentido mucho agotamiento físico, siento mucha fatiga, me siento… bueno, en este momento no porque estoy trabajando menos horas, pero cuando trabajaba muchas horas, incluso llegué a perder mucho peso, que es algo muy extraño en mi metabolismo, pero… perdí mucho cabello, perdí mucho peso, no tenía energía en absoluto, mis habitos alimenticios cambiaron totalmente, no podía comer bien. Entonces sí, sí notémuchos cambios físicos. No me daba el horario. Tenía plata, pero no tiempo para ir a comer. Entonces… digamos… en horas de descanso que en realidad normalmente tenía solo 30 minutos. Mis almuerzos eran un croissant y un agua con gas.

Participant 7: En mi caso, se ha notado mucho el agotamiento físico y la fatiga. Sobre todo por dolores musculares, principalmente. Digamos que el estar trabajando como profesor significa estar de pie mucho tiempo.Sumado a eso se sabe que trabajar como profe no es solo trabajar en el lugar donde trabajas si no que tiene que planear clases, tiene que calificar, etc. Entonces, muchas veces tengo que llevar mi computador a diferentes sitios y pues mi computador pesa bastante. Entonces estarlo cargando constantemente, estar de pie constantemente, estar yendo y viniendo desde Piedecuesta a la universidad pues me ha generado mucho agotamiento físico sobre todo digamos en la espalda y también mucha fatiga porque… Llego muy agotado muchas veces a la casa y a veces ni siquierame cambio, me lavo los dientes ni nada sino que me acuesto en la cama y ahí quedo. Y eso también me

hagenerado muchos dolores de cabeza, sobre todo ya en esta altura de la carrera porque paso demasiado tiempo frente a las pantallas.

Participant 8: Sí he notado todas las desmejorías físicas que he tenido. He tenido agotamiento físico, fatiga,perdida de cabello, alergía, migraña, perdida y aumento de peso… por el constante tiempo que paso sentada. También tuve una desmejoría en mis manos porque me dio tunel del carpio… por estar en un computador más de 47 horas semanales. También he sentido muchisimo dolor en las rodillas que también va ligado al estar sentada más de 8 horas seguidas en un computador.

Participant 9: Yo también he presentado dolor de cabeza, fatiga, aumento y perdida de peso, caída del cabello,alergías no, mucho dolor de espalda, dolor de cabeza. Pasar tanto tiempo en la misma posición tantas horas sin moverse también dolor de las manos, de los brazos, dolor de oído, de los gritos de… las múltiples llamadas, disminución en la capacidad visual, por pasar tanto tiempo frente al computador. Y también mucho agotamientopor no poder dormir las horas suficientes, por modificar horarios de sueño, trabajar de noche y dormir de día. Más que todo el agotamiento físico.

Participant 10: Principalmente la fatiga por el hecho de que se combina el trabajo, de la planeación ya que soyprofesor, planear clase y la carrera. Hay que planear los trabajos y cumplir con las responsabilidades academicas se suman y restan horas de sueño, entonces el principal problema en cuanto a fatiga es en las mañanas. Me siento demasiado cansado para levantarme. Pero ha sido lo único, la fatiga.

Appendix C

Protocol Focus Group

Focus group for students who are studying and working simultaneously

Objectives

Research Objective

Analyze ways in which working and studying simultaneously influence the work-study-life triad of students from the School of Languages at Universidad Industrial de Santander.

Focal Group Objective

Examine to which extent working and studying simultaneously influence working learners' physical, psychological, familiar, and social aspects.

Moderator Identification

Moderator 1: Natalia Fernanda Ruiz Amaya

Moderator 2: Santiago Oviedo Rodríguez

Protocol

Activity	Objective	Moderator	Resources	Time
Welcome	To inform the students of the importance of this meeting and to	Santiago	Oral	1 min

	thank them for their presence.			
Name badges	To have the names of the interviewees at hand to be able to refer to them in an optimal way	Natalia	Pieces of paper Markers	2 min
Focal Group explanation	To explain how a focus group works and how each participant should participate.	Natalia	Oral	3 min
Reading and signing of the consent form	To establish that all participants agree with the focus group recording and they participate voluntarily.	Santiago	Informed consent	5 min

Objectives presentation	To provide a general idea of what the focus group will be about	Santiago	Oral	2 min
Opening question	¿Cuál es tu trabajo y qué motivaciones te	Natalia	Oral	5 min

	llevan a trabajar mientras estudias?			
First question	¿Ha sentido que su salud se ha desmejorado o fortalecido desde que empezó a trabajar y estudiar al tiempo? ¿De qué manera? ¿Ha notado algunos síntomas como: agotamiento físico, fatiga, pérdida de cabello, alergias, migrañas o aumento de peso?	Santiago	Oral	5 min
Second Question	¿Cómo ha influido trabajar y estudiar simultáneamente en tu salud mental? Bien te ha generado agotamiento mental, fatiga emocional,	Natalia	Oral	5 min

	estrés, angustia, depresión, desmotivación, actitud impersonal y sentimiento de minusvalía o por el contrario se ha fortalecido y eres mentalmente más fuerte			
Third Question	¿Se han visto afectadas tus relaciones sociales debido a que trabajas y estudias? ¿Cancelas más planes, tienes menos tiempo para hobbies o deporte, menos amigos?	Santiago	Oral	5 min
Fourth Question	¿Crees que trabajar y estudiar simultáneamente ha afectado a tus relaciones familiares?	Natalia	Oral	5 min

	Si es así, ¿Cómo las ha afectado?			
Closure and Snack	To thank the members of the focus group for their collaboration andparticipation.	Santiago Natalia	Snack and drink	2 min

Appendix D

Google Forms Quantitative Questionnaire

https://forms.gle/UwRPPfCYcuFXCco76