

# STUDENT AFFAIRS Research CENTER

Research Report / June 1999

## *Results from Campus Climate Survey December 1998*

# How Many Hours A Week Do CSUF Students Work?

### In Brief

Cal State Fullerton students work an average of 27 hours in a typical week. The median was 25 and the range was from 1 to 60 hours each week. Graduate Students worked nearly twice as many hours on the average as First-Time Freshmen. Hours worked varied significantly by ethnic groups, with Whites and African Americans working more hours for wages than Asian-Pacific Islanders. There was no difference in hours worked by males and females. Students who chose CSUF as their first choice worked more hours than other students. Our part-time students work 37 hours a week on the average, whereas full-time students work an average 23 hours a week.

### Purpose:

Our goal is to examine all dimensions of CSUF students. In this report we examine work demands on all CSUF students.

### History

We administer the Campus Climate Survey once a year. Items regarding work

hours have not been asked previously on the Climate survey.

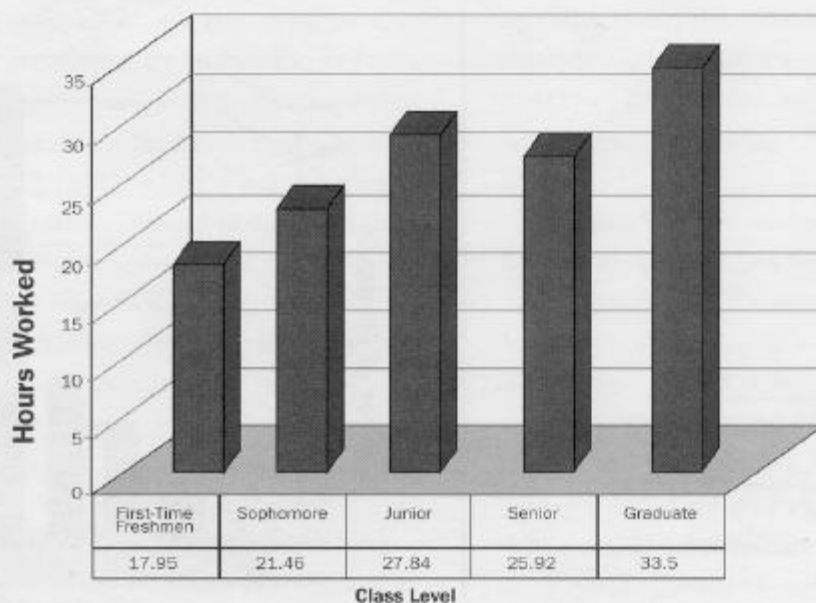
### Method

Based on an extraction performed by Admissions and Records, the Social Science Research Center contacted randomly selected students at all class levels, 538 of whom completed telephone interviews. The survey was conducted using Computer Assisted Telephone

Interviewing (CATI) software over a period of 6 weeks in late Fall 1998. At least 10 "callbacks" were made before dropping a student from the sample. Response rate was 86 percent. Underrepresented ethnic groups were oversampled, resulting in a non-proportional stratified random sample which supported accurate comparisons between ethnic categories. Post-stratification population weights were

Figure 1

### Hours Worked for Wages and Class Level



# STUDENT AFFAIRS Research CENTER

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**Student Affairs research is a major priority.** This research report reflects the Student Affairs commitment to a continual focus on research relating to student affairs.

**The mission of the Student Affairs Research Center** is to administer and support research on students, including campus climate assessment.

**Upcoming Reports:**

- How Many Hours Do Our Students Study?
- Sense of Community at CSU Fullerton: A Test of Competing Causal Models.

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**Table 1: Responses to item "How many hours in a typical week do you work for wages?"**

Class Level	Mean Hours	Sd	Min	Max
First-Time Freshmen	17.95	6.72	1	38
Sophomore	21.46	9.41	5	40
Junior	27.84	10.56	4	55
Senior	25.92	10.60	2	60
Graduate	33.50	13.37	2	60
<b>TOTAL</b>	<b>26.36</b>	<b>11.63</b>	<b>1</b>	<b>60</b>

calculated and applied to correct deviations between the distribution of characteristics in our sample and the total student population for only those comparisons involving ethnic groups. Because these findings were obtained from a random sample of students, they may be generalized to all students at Cal State Fullerton, with a margin of error of +/- 2%.

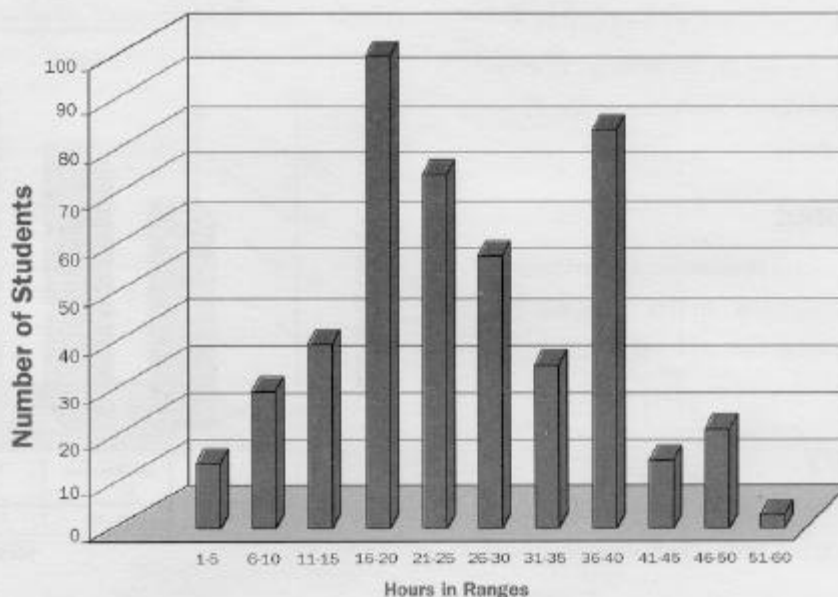
The Survey Item read: "How many hours in a typical week do you work for wages?"

**Results for First-Time Freshmen:** Most First-Time Freshmen work 16 to 20 hours per week. No First-Time Freshman reported working more than 38 hours per week.

**Results By Class Level:** Hours worked varied across class levels,  $F(4, 372) = 14.57, p < .001$ . As shown in Figure 1, Graduate Students reported working more per week than other class level,  $M = 33.50$  hours. In contrast, First-Time Freshmen averaged the least number of work hours per week,  $M = 17.95$  hours. Each class level differed significantly from each other class level with two exceptions. First-Time Freshmen did not differ from Sophomores, and Juniors did not differ from Seniors. First-Time Freshmen worked fewer hours each week than Juniors and Seniors. These differences were significant by Scheffé multiple comparison test,  $p < .018$ .

The median hours worked per week for First-Time Freshmen and Sophomores

Figure 2  
**Hours Worked for Wages per Week**



was 20 hours, for Juniors and Seniors was 25 hours, and for Graduate Students was 40 hours. See Table 1 for means, standard deviations, and minimum and maximum hours worked for each class. Figure 2 shows hours worked for wages each week for the overall student population.

**By Ethnicity:** Ethnic groups differed in hours worked,  $F(4, 403) = 5.17, p = .000$ . African Americans,  $M = 28.7$ , and whites,  $M = 29.8$  worked more hours per week than Asians/Pacific Islanders,  $M = 22.4$ . Group differences were significant by Scheffé multiple comparison tests at  $p < .023$ . See Figure 3.

**By Gender:** There was no significant difference in hours worked between males and females.

**By Part-Time versus Full-time:** Our part time students work an average 37.0 hours a week,  $sd = 9.3$ , whereas full time students work 23.1 hours a week on the average,  $sd = 9.3, t(419) = 13.5, p < .000$ . Five percent of our students work 40 hours a week or more and carry at least 12 credit hours. Sixteen percent work 30 or more hours a week and carry 12 or more hours.

#### What Does Hours Worked Predict?

Hours worked each week correlates positively with the number of years of attendance. The longer students attended CSUE, the more hours they worked each week, although the relation was weak,  $r(415) = .11, p = .03$ . Level of proficiency with word processing software,  $r(422) = .13, p = .01$ , and spreadsheet software,  $r(419) = .13, p =$

.008, also positively correlated with hours worked. Students with word processing and spreadsheet experience work more hours each week. Older students reported working more hours each week,  $r(422) = .40, p = .000$ , a strong correlation. Students born in this country worked more hours per week,  $M = 27.8, sd = 10.7$ , than those not born in this country,  $M = 24.7, sd = 11.9, t(422) = 2.72, p = .007$ . Students who have declared a major work more hours,  $M = 27.2, sd = 11.1$ , than students who have not declared a major,  $M = 23.1, sd = 11.5, t(422) = 2.05, p = .041$ , perhaps because they tend to be older. Students differed in hours worked depending on their response to "What choice was CSUF?" with those choosing CSUF first working more hours,  $M = 28.6, sd = 11.1$ , than those choosing it second,  $M = 24.1, sd = 11.1, F(1, 368) = 14.67, p = .000$ .

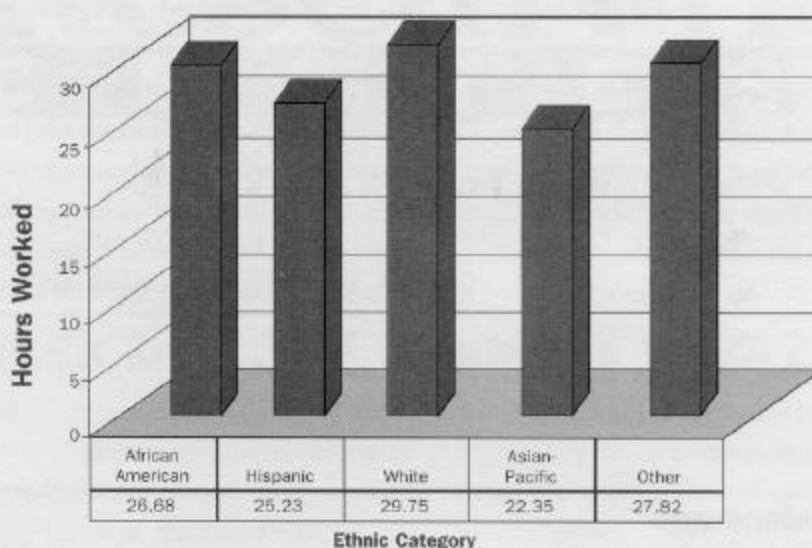
We found inverse (negative) correlations between number of hours worked per week and "I am involved in

student activities at CSUE,"  $r(419) = -.18, p = .000$ : Students who work more, are less involved in student activities. Hours worked per week was inversely related with "I often get passed-the-buck or the runaround when I require services here,"  $r(419) = -.15, p = .002$ . Students who worked more got passed the buck or got the runaround less. "How many hours in a typical week do you study, not including time in the classroom?" was inversely related to hours worked,  $r(413) = -.20, p = .000$ : Students who worked more, studied less.

#### Factorial Variance Analyses: Age, Ethnic Group, and Class Level

Factorial analysis of variance with Ethnic Group, Class Level, and Age as independent variables revealed separate contributions in explaining variance in work hours. Both Ethnicity,  $F(4, 321) = 3.73, p = .006$ , and Age,  $F(4, 321) = 4.11, p = .003$  accounted for variance in Work hours. Class Level was not

Figure 3  
**Hours Worked for Wages in a Typical Week and Ethnicity**



significant,  $F = ns$ , and relationships showing differences in hours worked, by class level, are likely due to the correlation between age and class level. These Anova findings indicate that ethnic group and Age are independent sources of explanation in hours worked: Each one separately accounts for significant variance in hours worked. The three two-way interactions and the one 3-way interaction of these variables were not significant, indicating that, for example, the effect of Age for one ethnic group is not different than the effect of age for another ethnic group.

## Conclusions and Questions for Further Discussion

Students who reported working more hours each week have less time and are not as involved in campus activities. Students who attend part-time work more hours, where they may have learned the skills in word processing and spreadsheet software that we found. Could students who were born in this country work more hours because the challenges of college are greater for non-native English speakers? Graduate students work more hours than any other class, and students

who have attended CSUF longer work more hours, perhaps because they may be used to their academic load and need to pay for accumulated debt. Older students may also have gone back to school and need to maintain their job skills while also attending school. Students who have declared a major may work more hours because they are focused on their goals both on the job and at school, and because older students work more. One other intriguing finding bears discussion: Do students who made CSUF their first choice work more hours because CSUF attracts harder-working students? Factorial Anova showed that Ethnic group and Age each contribute separately to the explanation of variability in the number of hours worked by students.

**Why do ethnic groups differ in hours worked?** Do some ethnic groups take more units than other ethnic groups? Ethnic differences in hours worked were apparently not due to unit load differences, as there was no significant difference across ethnic groups on full versus part-time status. Are ethnic differences in hours worked due to more study time by some ethnic groups? This explanation can be rejected as well; there

were no significant differences among all ethnic groups or between any pairs of ethnic groups (see Student Affairs Research Center report of April 1999: "How Many Hours a Week Do CSUF Students Study?"). Perhaps some ethnic groups live farther from campus, and therefore have less time to work? This hypothesis receives no support from the data either: There is no difference in miles driven across the ethnic groups (see SARC report of May 1999: "How Far Do Our Students Travel?") However, older students work more hours than younger students, as noted above, and graduate students work more hours than lower class levels, and ethnic distribution is a function of class level and age, with more Asian-Pacific Islanders represented both as younger students and in the lower class levels. But, differences in hours worked across ethnic groups cannot be explained by age differences across ethnic groups, because both Age and Ethnic group main effects were found in factorial Anova.

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