

2016

Hospitality Students' Perceptions Regarding the Role of Paid Employment in Academic Performance

Ruth Annette Smith
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Education Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Ruth Annette Smith

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Stephanie Bowlin, Committee Chairperson, Education Faculty

Dr. Stephen Butler, Committee Member, Education Faculty

Dr. Salina Shrofel, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

December 2016

Abstract

Hospitality Students' Perceptions Regarding the Role of Paid Employment in Academic
Performance

by

Ruth Annette Smith, M.Sc., MIH, CHE, CPFM

M.Sc., Florida International University, 2009

B.Ed., University of Toronto, 2003

B.A., University of North London, 1997

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

December 2016

Abstract

Between January and December 2014, 68% of full-time hospitality management students at a southeastern university in the United States worked for pay more than 15 hours each week. Fifty percent of these students had a GPA of 2.5 or below, reflecting poor academic performance as benchmarked by the institution. The purpose of this study was to achieve an understanding of how full-time undergraduate hospitality students perceived the role of paid employment in their academic performance. The study was grounded by Astin's student involvement theory that requires an investment of psychosocial and physical energy by students for a successful college experience. Using a qualitative case study design, semi-structured interviews with 12 student participants were conducted. After pattern coding and thematic analysis, the data revealed that students perceived that they had to work for pay but did not manage their employment, college studies, and other demands on their time effectively. The findings indicated the need to integrate employment into the students' academic plan of study for academic credit. These results led to the development of a 3-day professional development project designed to help students manage full-time college and employment. The project also provided strategies for faculty members to integrate hospitality work participation into the students' academic experiences for credit. This study has implications for positive social change because an effective balance of college and employment combined with the integration of work and academic experiences may improve students' overall academic performance, leading to increased graduation rates and improved post-graduation employment opportunities for hospitality management students.

Hospitality Students' Perceptions Regarding the Role of Paid Employment in Academic
Performance

by

Ruth Annette Smith, M.Sc., MIH, CHE, CPFM

M.Sc., Florida International University, 2009

B.Ed., University of Toronto, 2003

B.A., University of North London, 1997

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

December 2016

Dedication

With my deepest gratitude and appreciation, I dedicate this doctoral study to my husband and best friend Webster, my amazing and artistic son Jürgen, my beautiful and accomplished daughter Hanna-Kaye, and my warm-hearted son-in-law Dr. Adrian Barnes. It is your love, unwavering support, commitment, continuous encouragement and faith in me that brought me through this doctoral journey. For the many days that I missed precious family times and events, I thank you for your understanding. You were my inspiration for reaching the end of this doctoral journey and I will be forever grateful. I love you Webster, Jürgen, Hanna, and Adrian.

Acknowledgements

For all that He hath done, I just cannot thank Him enough. To God be all the glory, honor, and praise for His mercies towards me, and for allowing me the opportunity to complete my doctoral degree. It was not an easy journey, but He kept me in a sound mind and delivered me successfully. Thank you, Jesus.

I would like to express my gratitude to my doctoral committee for the different roles that each member played in the development of my study. I thank my Chair, Dr. Stephanie Bowlin for her encouragement, feedback, and support throughout this doctoral process. Dr. Bowlin answered my calls and responded to my messages during unsociable hours when my doctoral journey became challenging. I thank Dr. Stephen Butler, my Second Member for his guidance, insightful advice, thorough reviews, and ongoing support and encouragement throughout this journey. I am grateful to my University Research Reviewer, Dr. Salina Shrofel for her encouragement, and detailed and thorough reviews throughout the process.

I am thankful to Dr. Lascelles Adams for his support and reassurance throughout my doctoral journey. I am grateful for the prayers, support, and encouragement of my parents, Owen and Vincy Coleman, and for the encouragement from my doctoral colleagues Andrea and Abena. If you positively impacted my doctoral journey in any form, I thank you.

Table of Contents

| | |
|---|----|
| List of Tables | vi |
| Section 1: The Problem..... | 1 |
| Introduction..... | 1 |
| Definition of the Problem | 3 |
| Rationale | 4 |
| Evidence of the Problem at the Local Level..... | 4 |
| Evidence of the Problem from the Professional Literature..... | 6 |
| Definitions..... | 9 |
| Significance..... | 11 |
| Guiding/Research Question | 12 |
| Review of the Literature | 13 |
| Literature Review Search Strategy | 13 |
| Conceptual Framework..... | 15 |
| History of and Current Trends in College Student Employment..... | 17 |
| The Relationship Among Student Employment, Student Engagement, and Academic Performance..... | 19 |
| The Effects on Grades and GPA of Students' Hours of Employment..... | 20 |
| Research About Student On-Campus and Off-Campus Employment..... | 25 |
| Benefits and Challenges of Student Employment | 31 |
| Literature Review Summary | 41 |
| Implications..... | 43 |

| | |
|---|----|
| Summary | 43 |
| Section 2: The Methodology..... | 45 |
| Introduction..... | 45 |
| Qualitative Research Design and Approach | 45 |
| Rationale for the Research Design..... | 46 |
| Criteria for Selection of Participants..... | 48 |
| Procedures for Gaining Access to Participants..... | 49 |
| Establishing a Researcher-Participant Relationship | 50 |
| Measures for the Protection of Human Participants | 51 |
| Data Collection | 54 |
| Semi-Structured Interviews | 54 |
| The Interview Protocol | 57 |
| Generating, Gathering, and Collecting the Data and Systems for Keeping Track of Data | 58 |
| The Role of the Researcher..... | 59 |
| Data Analysis | 61 |
| Codes and Emerging Themes | 62 |
| Validity and Reliability of Findings | 66 |
| Discrepant Cases..... | 67 |
| Limitations | 68 |
| Findings..... | 69 |
| Demographic Information..... | 69 |

| | |
|--|-----|
| Themes | 70 |
| Theme 1: Reasons Why Student Engage in Paid Employment | 70 |
| Theme 2: The Negative Impact of Employment on Academic Performance | 73 |
| Theme 3: Positive Outcomes of Paid Employment on Academic Performance | 83 |
| Theme 4: Managing Employment, College, and Other Demands | 88 |
| Discussion of the Findings..... | 93 |
| Project as an Outcome | 96 |
| Section 3: The Project..... | 98 |
| Introduction..... | 98 |
| Description and Goals..... | 99 |
| Rationale for Choosing a Professional Development Workshop | 110 |
| Review of Literature | 111 |
| Literature Review Search Strategy | 112 |
| Research About Best Practice for The Design and Presentation/Implementation of A Workshop | 113 |
| Research About Teaching Students to Balance Work and Academics..... | 124 |
| Research About Integrating Work Experiences into the Academic Experiences | 127 |
| The Literature Review Informed the Structure of the Workshop..... | 131 |
| Implementing and Sustaining the Project | 135 |
| Potential Resources and Existing Supports..... | 136 |

| | |
|--|-----|
| Potential Barriers and Solutions to the Barriers..... | 140 |
| Proposal for Implementation and Timetable..... | 141 |
| Roles and Responsibilities of Self and Others | 142 |
| Project Evaluation..... | 143 |
| Project Implications Including Social Change..... | 145 |
| Section 4: Reflections and Conclusions..... | 147 |
| Introduction..... | 147 |
| Project Strengths | 147 |
| Project Weaknesses..... | 149 |
| Recommendations for an Alternate Approach..... | 150 |
| Scholarship..... | 150 |
| Project Development..... | 151 |
| Leadership and Change..... | 152 |
| Reflective Self Analysis..... | 153 |
| Overall Reflection..... | 155 |
| Implications, Applications, and Directions for Future Research | 156 |
| Conclusion | 157 |
| References..... | 159 |
| Appendix A: Project | 179 |
| Appendix B: Email Invitation..... | 219 |
| Appendix C: Pre-Screening Questionnaire..... | 220 |

Appendix D: Interview Protocol - Full-Time Hospitality Students' Perceptions
 Regarding the Role of Paid Employment in their Academic Performance222
Appendix E: Sample Transcript.....224

List of Tables

| | |
|---|----|
| Table 1. Codes and Themes Identified from the Interviews..... | 64 |
| Table 2. Personal and Demographic Information for each Participant..... | 70 |

Section 1: The Problem

Introduction

The practice of undergraduate full-time students engaging in paid employment while attending school is an increasingly common practice globally (Dadgar, 2012; Ibrahim, Freeman, & Mack, 2012; Robotham, 2012; Tessema, Ready, & Astani, 2014). Within the United States, approximately 40% of full-time undergraduate students 16 to 24 years old were employed in October 2012, of which seven percent worked 35 or more hours per week, 18% worked 20 to 34 hours per week, and 15% worked fewer than 20 hours per week (U.S. Department of Education, National Center for Education Statistics, 2014).

Between January 2014 and December 2014, 84 full-time students were enrolled in the Hospitality Management Program (HMP) at St. Catherine University (SCU) [a pseudonym], the site of this project study. Fifty-four of these students were engaged in paid employment while attending classes (Smith, 2015). Of the 54 full-time hospitality students who were engaged in paid employment during the spring and fall semesters of 2014, 17 worked in paid employment up to 15 hours per week. Of the 37 students who worked more than 15 hours per week, 27 students had a GPA below 2.5, which is considered poor academic performance as benchmarked by the institution (Smith, 2015). Because hospitality undergraduate programs are industry-based, simultaneous employment and full-time studies is an advantage to students because they can apply the theories learned in the classroom to the operations of the workplace (Alonso & O'Neill,

2011; Schoffstall, 2013). According to Schoffstall (2013), hospitality students who are engaged in practical work experience during their collegiate life gain meaningful understanding of work experiences and they are better prepared for the world of work when they graduate.

While full-time hospitality students may reap benefits from working and studying simultaneously, they face challenges such as balancing work and school, attending classes consistently, and completing coursework in a timely fashion, all of which affect their academic performances (Schoffstall, 2013). At SCU, it appears that neither administration, faculty, nor staff has investigated full-time hospitality students' perceptions of effects paid employment has on their academic performance. I used Astin's (1999) student involvement theory as a conceptual foundation to guide the investigation of full-time hospitality students' perceptions of the role of paid employment in their academic performance.

In Section 1, I include discussions of the local problem that prompted this study and the rationale for the study. Additionally, I present: (a) the definitions of key terms used in the study, (b) an explanation of the significance of the study, (c) the guiding research questions, and (d) a literature review. In the literature review, I present and compare the theories and findings of several researchers about students' employment and academic performance, and identify the gaps in the literature about full-time student paid employment and academic performance in relation to hospitality students. Section 1 concludes with a discussion of the implications for possible project directions.

Definition of the Problem

Between January 2014 and December 2014, 84 full-time students were enrolled in the HMP at SCU. Fifty-four of these students were engaged in paid employment while attending classes (Smith, 2015). Of the 54 employed students, 17 worked in paid employment up to 15 hours per week, and 37 worked more than 15 hours per week. Of the 37 students who worked more than 15 hours per week, 27 had a GPA of 2.5 or below which reflects poor academic performance as benchmarked by the institution (Smith, 2015). Because of (a) the large number of students with poor academic performance, (b) my experience with the students as a hospitality faculty member of 8 years at SCU, (c) conversations with administrators and hospitality management (HM) faculty members, and (d) conversations and experiences with HM students, it became clear to me that HM students experience challenges resulting from being employed while they are enrolled in college full-time. According to Schoffstall (2013), employed students have poor class attendance records, experience high stress levels, spend less time studying, and achieve lower than expected grades. Schoffstall further indicated that students who engage in employment and study concurrently have difficulty balancing both areas successfully.

Although SCU's HM students garnered meaningful work experiences during their paid employment, several students did not maintain or exceed a cumulative GPA of 2.5 as benchmarked by the institution. Some students' high GPAs decreased once they started working. From my experience as a faculty member, both employed and unemployed HM students in my classes frequently do not attend classes, attend classes

late, and sleep during classes. Some students do not submit assigned work, request extension of due dates to submit course work, submit mediocre work, and/or fail classes. However, these issues appear to be more prevalent among full-time students who are employed.

In regular conversations with the employed students concerning their poor academic performance, the comment of, “It’s because I have to work,” was a popular reason expressed by the students. According to Alonso and O’Neill (2011), it is imperative for hospitality students to obtain part-time jobs while they are in school in order to prepare them adequately for the demands and skill sets of the hospitality industry. To address the problem, I conducted an in-depth study to gain an understanding of hospitality students’ perceptions regarding the role of paid employment in their academic performance.

Rationale

Evidence of the Problem at the Local Level

SCU is a private, non-profit, coeducational institution located in the southeastern region of the United States. The institution has offered a bachelor of science degree in hospitality management for over 18 years, which includes the requirement that students complete two internships of 400 hours each. In fall 2015, the bachelor of science in hospitality management degree enrolled 84 undergraduate full-time students including 23 freshmen, 23 sophomores, 22 juniors, and 16 seniors (Smith, 2015). The bachelor of science in hospitality management degree does not enroll any part-time students.

Between January 2014 and December 2014, 54 students were engaged in paid employment while attending classes (Smith, 2015). Of the 54 employed students, 17 worked in paid employment up to 15 hours per week, and 37 worked more than 15 hours per week. Of the 37 students who worked more than 15 hours per week, 27 had a GPA of 2.5 or below, an indication of poor academic performance as benchmarked by the institution (Smith, 2015). Of the 30 students who did not work, 26 had a GPA above 2.5 and of the 17 students who worked fewer than 15 hours weekly, 13 had a GPA above 2.5. Eight of the 17 students who were employed up to 15 hours per week worked on campus. Of the eight students who worked on campus, seven had a GPA above 2.5. Eight of the remaining nine students who were employed up to 15 hours per week had a GPA above 2.5. None of the 37 students who worked more than 15 hours weekly worked on campus (Smith, 2015). The evidence presented by these statistics shows that poor academic performance is more prevalent among students who engage in employment over 15 hours per week and among students who work off-campus.

The institution implemented a 'D' and 'F' four-week grade reporting system that notifies administrators and faculty of the students who are at risk of failing courses during each semester. In my conversations with the students who were reported on the 'D' and 'F' four-week grade lists, some students mentioned that their demanding work schedules hindered them from completing their class assignments. In some of the classes that I had previously taught, I noted that many of the students who were in paid employment produced poor quality academic work, were often absent, were late for classes, and their

participation in class diminished once they started to work or increased their work hours. On the other hand, many of the students in my previous classes who were in paid employment integrated their work experiences into their classroom activities, particularly into the lab activities. A HM faculty member also claimed that several of the students in her classes who had difficulty passing the classes were students who participated in paid employment (Personal communication, January 2015).

According to Robotham (2012), students who are employed place great emphasis on their jobs to the extent that their academic performance becomes compromised. The issues of students engaged in paid employment and the students' perceptions regarding the role of work experiences in their academic performance have been a pressing concern for all HM faculty members and administration. In my conversations with fellow HM faculty members and administration during monthly departmental meetings and weekly meetings, students' academic performance was a primary focus. In many instances, the department chair and faculty members discussed the students' regular complaints of working long hours and the stress and pressure associated with work and school. The statistical evidence and the discussions of the department chair and faculty members highlighted a gap in practice and justified the need to understand how the full-time HM students perceive the role of paid employment in their academic performance.

Evidence of the Problem from the Professional Literature

Previous research reported both positive and negative effects of paid employment on students' academic achievement. The researchers cited relationships between the

number of hours students worked and students' GPA, engagement, persistence, retention, and time to graduation (Astin, 1975, 1984, 1993, 1996; Furr & Elling, 2000; Guo, 2014; King, 2002; Kosi, Nastav, & Šušteršič, 2013; Nonis & Hudson, 2012; Pascarella & Terenzini, 1991). Several other researchers reported positive and negative effects of paid employment on students' academic performance (Pike, Kuh, & McKinley, 2008; Richardson, Kemp, Malinen & Haultain, 2013; Robotham, 2012; Schoffstall, 2013; Tessema, Ready, & Astani, 2014; Wenz & Yu, 2010). According to King's (2002) study of 12,000 college students, students who engaged in employment for over 15 hours weekly were less likely to graduate in 4 years. King also found that the students who engaged in employment fewer than 15 hours per week were more likely to graduate in 4 years than unemployed students. In addition, students who worked excessive hours were more likely to drop out of school and never complete their college degree (Astin, 1993). Furr and Elling (2000), Guo (2014), and Tessema et al. (2014) argued that the impact of paid employment varied by the type of job held (i.e. part-time employment or full-time employment), the relation of the job to the academic environment (i.e., on and off campus jobs), and the reasons why students chose to work (i.e., need for income or need for relevant experience).

Tessema et al. (2014) examined the effects of paid employment on college students' satisfaction and GPA, and found that students who were not engaged in paid employment had a higher GPA and higher satisfaction than the students who were employed. Guo (2014) reported that students who were employed while attending

college experienced decreased academic performance, but they were better positioned to receive post-college job offers prior to graduation than their non-working colleagues. Guo study showed that students' term-time working behavior is chiefly driven by students' financial needs and their enthusiasm to acquire valuable practical knowledge and skills, which could make them more employable and competitive in the labor market. According to Schoffstall (2013), HM students who are employed face challenges while acquiring valuable work experiences. The challenges include reduced attendance and participation in classes, lower than expected grades, and reduced involvement in HMP and institution activities.

The problem regarding the role of paid employment in students' academic performances is not only evident in the HMP at SCU, but is widespread across other HM programs in many institutions globally (Guo, 2014). The evidence provided at SCU and in the professional literature shows that there are positive and negative impacts on full-time HM students' academic performances resulting from student paid employment. Conducting a study of the role of paid employment in full-time hospitality students' academic performances is important because it addresses key concerns of the department, and adds to the body of literature that reports on the effects of student employment on academic performance. The problem at SCU specifically relating to full-time HM students has not been researched or addressed by the program. The purpose of this study was to understand full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance.

Definitions

The terms significant to the problem investigated in this study include the following:

Academic performance: Academic performance refers to “how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers” (Isaac, 2011, p. 8). It is the outcome of how well students perform on activities, examinations, assignments, projects, and tests during the semester that results in their GPA. The term academic performance is used in the literature interchangeably with *academic achievement*, and *academic success*.

Full-time student: “A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term” is considered a full-time student (Integrated Postsecondary Education Data System, 2015, p. 1).

Grade point average (GPA): Grade point average refers to a final grade used to evaluate student academic performance (Astin, 1993). The GPA is the weighted mean value of all grade points the student earns through credit by examination and other forms of assessment in a semester of attendance (Integrated Postsecondary Education Data System, 2015).

Hospitality student: A hospitality student is enrolled in a program of study that provides education, skills, and experiences relating to the various segments of the hospitality industry. These segments include restaurants, hotels, motels, spas, entertainment, resorts, travel, tourism, and clubs, and may be studied independently or

combined (Barrows, Powers, & Reynolds, 2012). A hospitality student may pursue a certificate, diploma, undergraduate degree, master's degree, or post-graduate degree in any area within the discipline, and may focus on obtaining an operation qualification or managerial qualification. For this study, a hospitality student was a full-time student at the research site who was pursuing a bachelor of science degree in hospitality management.

Off-campus employment: Off-campus employment is: "Any type of paid work where the place of employment is located off the campus of the institution that the student attends and the employer is not the institution" (Hakes, 2010, p. 12).

On-campus employment: On-campus employment refers to: "Any type of paid work where the place of employment is located on the campus where the student attends" (Hakes, 2010, p. 13). On-campus employers may be the institution as well as affiliates and vendors on campus such as the food service contractors, bookstore operators, and housekeeping contractors.

Paid employment: Paid employment refers to work that is completed for an agreed amount of pay in any company or organization. Paid employment includes existing standard jobs or customized work assignments negotiated with the employer where the employer usually makes payment directly to the student. (National Post-School Outcomes Center, 2013). Employment may be on or off campus, and may include any type of work in any industry or sector. For this study, paid employment included all jobs that generate financial rewards. Within this study, only paid

employment that occurred during the semesters when students are enrolled in classes was considered. In the current literature, the term *paid employment* is used interchangeably with *student employment*, *term-time employment*, *part-time employment*, *work experiences*, and *employment during the term time*.

Student engagement: Student engagement (used interchangeably with student involvement) is the time, effort, and extent to which students connect through curricular and co-curricular activities to the institutions that they attend (Astin, 1999; Kuh, 2003).

Students' perceptions: This term refers to the students' explanations and interpretations of the outcomes of employment while studying. Specifically, the term refers to the ... "gains and/or losses from term-time working; students' explanations about the significance of these gains and losses to them; and students' interpretation about the relationship between term-time working experience and their academic and labor market performances" (Guo, 2014, p. 82).

Term-time/semester-time: This term refers to periods during the academic year when educational institutions hold classes (Guo, 2014).

Significance

There is a lack of current research about hospitality students' perceptions of the role of paid employment in their academic performance. For this reason, conducting a study of SCU students' perceptions will contribute to the literature about higher education. Student retention and persistence could also be improved as a result of the project study. The findings from this study will provide insight to HM administrators and

faculty that can help them develop policies and/or interventions to help employed full-time students succeed academically. By understanding the role of full-time students paid employment in their academic performance, the faculty and students can work collaboratively to control the challenges of concurrent employment and full time college. In addition, the HM administrators and faculty can facilitate and promote conditions favorable for hospitality students that will help employed students to achieve satisfactory academic performance.

The findings from this study have the potential to affect positive social change. The implications for positive social change could include an improvement of students' academic performance that further results in increased persistence rates, graduation rates, and improved post-graduation employment opportunities for hospitality students.

Guiding/Research Question

The problem the HMP department at SCU faced was that full-time students who were engaged in paid employment showed signs of experiencing challenges with their academic performance even though they were gaining valuable work experiences. To address this problem, I conducted a qualitative case study that investigated full-time hospitality students' perceptions of the role of paid employment in their academic performance. The guiding research question for this study was: What are full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance?

Review of the Literature

In the literature review, I discussed previous research and studies that focused on the concept of college student paid employment within the context of academic performance. Many researchers and scholars have studied student employment in general and the impact of paid employment on academic performance. Most the studies within the past 5 years were conducted in Europe, Asia, and Australia, with significantly fewer in the United States (Blaga, 2012; Dadgar, 2012; Geel & Gellner, 2012; Guo, 2014; Hall, 2010; Hasson, McKenna, & Keeney, 2012; Kosi, Nastav, & Šušteršič, 2013; Lang, 2012; Munroe, 2012; Perna, 2010; Robotham, 2012; Vargas & Maalouly, 2012; Wenz & Yu, 2010). Extensive research on student employment was conducted prior to the past 5 years that adds relevance to the literature review (Anderson 2009; Astin, 1975, 1993, 1996, 1999; Dundes & Marx, 2006; Furr & Elling, 2000; King, 2002; Pascarella & Terenzini, 1991; Pike et al., 2008; Tinto, 1993).

Literature Review Search Strategy

I began the literature review with an electronic search by means of Walden University Library's ERIC and EBSCO databases and Google Scholar to find information about the broad subject of student employment. Following this process, I narrowed the search by targeting college students paid employment and academic performance research. I initially focused on peer-reviewed studies completed in the last 5 years, which yielded limited results for studies conducted in the United States. I then extended the search of current studies to include international studies. Using

international sources within the literature review is justifiable because the culture and nature of hospitality students working and studying concurrently is a global practice in the industry. Because student employment was extensively researched more than 5 years prior to this study, it was also necessary to review older research to provide relevance and foundation to the literature review. I used the following terms to locate peer-reviewed journal articles related to this study: *types of student employment, employment hours, student engagement, persistence, graduation, benefits, challenges, factors affecting student employment, retention, GPA, on -campus employment, off-campus employment, and hospitality students' employment.*

I searched multiple academic journals, including: the *Journal of Education and Work, Journal of Hospitality, National Association Of Student Personnel Administrators Inc. (NASPA) Journal, Leisure, Sport, and Tourism Education, College Student Journal, Journal of College Student Development, Review of Economic Studies and Research, Journal of Hospitality & Tourism Research Education, Journal of Hospitality & Tourism Research, Career and Technical Education Research, and The Journal of Social Policy.* In addition, I searched the *Journal of Higher Education, Journal of Human Resources in Hospitality & Tourism, Journal of Hospitality & Tourism Education, Journal of Education, and Business, Journal of Further & Higher Education, and The International Journal of Business Administration.* I considered the literature review complete when I encountered repeated references and my searches did not result in new sources.

In alignment with the research question and the purpose of the research, I organized the literature review into four subsections. The first subsection provides a description of the conceptual framework for the study, Astin's student involvement theory. In the second subsection of the literature review, I describe and discuss the history of and current trends in college student employment. By examining the historical and current trend of college student employment, I place the role of college students paid employment into perspective. This background information offers insight into why the perceptions of HM student regarding the role of paid employment in their academic performance needs to be explored. In the third subsection, I describe and discuss the research on the relationships among student employment, student engagement, and academic performance. In the fourth subsection, I discuss the research about the benefits and challenges of student employment and the reasons why students engage in employment.

Conceptual Framework

I used Astin's theory of student involvement (1999) as the foundational framework for analyzing the data and interpreting the findings of my study. Astin argued that students who become involved in both the academic and social aspects of the collegiate experience succeed academically, and that the hours that students spend on academic studies and out of class activities determine their academic accomplishments.

Astin (1999) defined student involvement as the “. . . amount of physical and psychological energy that the student devotes to the academic experience” (p. 518).

Thus, the students who become involved dedicate significant energy to academics, spend time on campus, actively participate in student organizations and activities, and interact frequently with faculty. On the other hand, students with minimal or no involvement in collegiate activities tend to pay less attention to their studies, spend little time on college campus, participate in little or no extracurricular activities, and seldom have contact with faculty or other students. Astin emphasized that the behavioral aspects of involvement are more critical than motivation. Astin stated that, “It is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines and identifies involvement” (p. 519). Astin stated that students’ investments of physical and psychological energy in several objects could be on a broad-spectrum—such as the student experience overall—or very specific—such as studying for a science exam.

Astin (1999) also suggested that irrespective of the object, involvement happens along a continuum, fluctuating in intensity for each student, and differing between students. Astin proposed that an institution’s most valuable resource may be the students’ time. Astin stated, “The psychic and physical time and energy of students are finite. Thus, educators are competing with other forces in the student’s life for a share of that finite time and energy” (p. 523).

The students’ investments in their family life, friends, employment, and other outside activities reduce the time and energy that the students commit to their educational development. The degree to which students can achieve their goals is a direct result of the time and effort they dedicate to activities designed to produce these gains. Therefore,

how students allocate their time while in college, the time and effort dedicated to academic activities such as attending classes, completing assignments, and studying for exams contribute to students' academic performance and determine their academic outcome.

Astin (1999) suggested that the role of employment on academic performance might be positive or negative. Astin argued that the possibility exists for the negative and positive impacts to counterbalance each other, and therefore paid employment made no difference to students' academic performance. However, students paid employment may negatively affect their educational performance if the time and energy invested in employment outweigh the time and energy they spend on academic responsibilities.

History of and Current Trends in College Student Employment

The numbers of college students who engaged in paid employment while enrolled as full-time students have escalated rapidly within the past few decades, particularly in the higher education institutions in the United States (Tessema et al., 2014). Carroll and Chan-Kopka (1988) conducted research using 1980-84 data and found that eight percent of full-time college students were full-time employees while attending college.

Furthermore, 25% of students worked less than 20 hours weekly. During the period 2003-04, approximately 80% of undergraduates in the United States worked while attending college (U.S. Department of Education, National Center for Education Statistics, 2014, Table 503.20), representing an eight percent increase compared to the earlier decade when 72% of undergraduates were employed (Cuccaro-Alamin & Choy,

1998). Both Cuccaro-Alamin and Choy (1998) and King (2006) showed that, on average, employed students spent almost 30 hours per week working while enrolled in college full-time. These statistics showed that there has been an increase in the number of college students who were employed and the corresponding rise in the number of hours that college students worked in the United States (U.S. Department of Labor, 2015).

According to Babcock and Marks (2010), between 1961 and 2003, the amount of time that students in the United States spent on academics declined. In 1961, full-time students spent 40 hours per week on their studies compared to full-time students in 2003 who spent 27 hours per week on their studies. The decline in study hours over the decades is attributed to the increasing trend of student participation in paid employment (Tessema et al., 2014). This confirms that there is a relationship among paid employment, the number of hours that students engage in employment, and academic performance. In 2012, approximately 40% of full-time undergraduate students 16 to 24 years old were employed. Of these, 17% worked 35 or more hours per week, 18% worked 20 to 34 hours per week, and 15% worked less than 20 hours per week, (U.S. Department of Education, National Center for Education Statistics, 2014, Table 503.20). According to Callender (2008), “student employment is likely to remain part of the higher education landscape” (p. 358), as students increasingly rely on their income from paid employment (Tessema et al., 2014).

There are many reasons for the increasing trend of college student employment. Some researchers argued that the increase in student employment is a result of different

students' financial, academic, social, and career needs and desires. Some students engage in paid work experiences to pay their way through college (Hall, 2010), while others work because they want to gain experiences that relate to their discipline of study (Schoffstall, 2013). Some students work for pay because they would like to get a head start with their careers (Wang et al., 2010); some students work for pay as a medium of networking with prospective employers (Schoffstall, 2013). On the other hand, some students engage in paid employment to support a specific lifestyle, to fulfill course requirements, or to ease their parents' financial burdens (Tessema et al., 2014). For whatever reasons students choose to work for pay, they are often faced with the issues of: (a) balancing college and work successfully, and (b) being involved in their academic environment (Guo, 2014; Schoffstall, 2013; Tessema et al., 2014).

The Relationship Among Student Employment, Student Engagement, and Academic Performance

The relationship among student employment, student engagement, and academic performance is complex and have both positive and negative effects on how students cope with their studies and how they cope with or accomplish different tasks given to them by their professors (Astin, 1999; Green, 2001; Tessema et al., 2014; Tinto, 1993). Tinto (1993) reported negative effects of employment on students' academic performances by stating, "Employment not only limits the time one has for academic studies, and it also severely limits one's opportunities for interaction with other students and faculty. As a consequence, one's social integration as well as one's academic

performance suffers” (p. 269). From a positive perspective, Green (2001) stated that “students gained job skills, experience, knowledge of a variety of jobs, a sense of accomplishment, a feeling of responsibility, and money for personal and school expenses” (p. 329) because of working in paid jobs while they are in college. Astin (1996) found negative outcomes associated with forms of involvement that “either isolate the student from peers or remove the student physically from the campus” (p. 126). Astin called these types of negative outcomes *noninvolvement*, and listed “living at home, commuting, attending part-time, being employed off campus, being employed full-time, and watching television” (p. 126) as components of noninvolvement.

The Effects on Grades and GPA of Students’ Hours of Employment

Employment hours affect student engagement with academics. According to Astin (1999), “retention suffers... if the student works off campus at a full-time job. Because the student is spending considerable time and energy on nonacademic activities that are usually unrelated to student life, full-time work off campus decreases the time and energy that the student can devote to studies and other campus activities” (pp. 523-524). Pike et al., (2008) investigated the relationships among first-year students’ employment, engagement, and academic achievement using data from the 2004 National Survey of Student Engagement (2000).

Pike et al. sampled approximately 560,000 students who attended 473 4-year colleges and universities nationwide. The results of the study revealed that first-year students paid employment had a direct relationship to students’ grades in that the students

who worked 20 hours or less weekly did not have significantly different grades than the students who did not work. In contrast, the students who worked more than 20 hours per week had significantly lower grades than the students who did not work or worked less than 20 hours weekly. The results of the study also showed that employment of more than 20 hours on or off campus significantly and negatively impacted grades. Working for pay for more than 20 hours weekly can be disadvantageous to the academic success of first-year students, while student employment of 20 hours or fewer on campus can positively impact students' academic achievement.

In a quantitative study that included the distribution of questionnaires to 565 students at a Norwegian University College, Bugge and Wikan (2012) investigated student-related factors that appeared to have a bearing on student performance and progress. In addition to sex, age, ability, parenthood, housing expenditures, social background, and motivation, the researchers considered the number of hours the students spent on their studies, how much and when the students engaged in paid work, and whether the study program influenced performance and progress. The results from the study showed that the students who worked less than 15 hours per week encountered fewer detrimental effects on their academic performance than those students who worked more than 15 hours weekly. Similarly, Kosi, Nastav, and Sustersic (2013) found that student employment has minimal adverse impact on academic performance only when hours of work exceed 18 hours per week. Bugge and Wikan's study supported the notion that employment can positively or negatively impact academic performance depending

on the students' ability and level of motivation, and the number of hours they devote to their studies.

Tessema et al. (2014) examined the effects of paid employment on college students' satisfaction and GPA and found that students who were not engaged in paid employment had a higher GPA and satisfaction rate than the students who were employed. Tessema et al. found that students who worked more than 11 hours weekly experienced decline in their GPA, even though the differences in GPA of students who worked 11-15 hours per week, 16-20 hours per week, 21-30 hours per week, and 31 hours or more per week were insignificant. According to Tessema et al., "GPA is often taken as the best predictor of a student's graduation and future educational attainment" (p. 51). The findings support the notion that student employment affects GPA, which in turn affects a student's graduation time.

Nonis and Hudson (2010) examined the study habits of 163 business students to learn whether there was a correlation between study habits and academic performance as measured by aggregate GPA. Nonis and Hudson distributed questionnaires to the business students to investigate how they scheduled their study times, their capability to pay attention in class, and how they accessed class notes for studying. The findings from the study revealed that when the students' employment increased during the semester, their academic performance decreased as reflected in their cumulative grade point averages. Although Nonis and Hudson focused primarily on the relationship between

study habits and academic performance, the study revealed that excessive time spent in employment negatively impacted student academic performance.

Richardson, Kemp, Malinen, and Haultain (2013) surveyed 1,837 students at the University of Canterbury in New Zealand to determine the effect of term-time employment on university students' academic performance, specifically, the effect of hours worked on student grades. Richardson et al. found that students worked because of financial needs, and that there was no difference in grades between employed and non-employed students, but hours worked had a direct negative effect on the grades of employed students. The students who worked longer hours had lower GPA than the students who worked fewer hours. These findings are consistent with Kosi et al. (2013) and Nonis and Hudson's (2010) finding that student employment has minimal adverse impact on academic performance when hours worked are not excessive.

Not all the research showed that employment has negative effects on GPA. Some findings indicated that employment had either a positive effect or no effect. Wenz and Yu (2010) surveyed 6,982 full-time students who attended Winona State University, a public university located on two campuses in Southeastern Minnesota between 2004 and 2008. The study examined the impact of employment on academic achievement. The results of the study showed that students worked as a means of financing their higher education and that employment had a modest negative effect on student grades, with a GPA falling by 0.007 points per work hour. The average GPA was 3.07, and the average hours worked was 14.4. Forty-nine percent of students in the sample engaged in term-

time employment. On average, students who were employed had a 3.12 GPA, while those who were not employment had a 3.03 GPA. Wenz and Yu's findings were inconsistent with Tessema et al.'s (2014) findings that non-working students had a higher GPA than the students who worked, and the number of hours that students worked impacted academic performance positively and negatively (Richardson et al., 2013).

Dundes and Marx (2006) surveyed undergraduates at a small liberal arts college to determine how off-campus employment affected undergraduates and to what extent its impact varied by the number of hours worked. Dundes and Marx found that the students who were employed 10-19 hours per week exhibited greater academic performance than the students who were unemployed, which was inconsistent with Tessema et al., (2014) who found students who were not engaged in paid employment had a higher GPA and satisfaction rate than the students who were employed. Dundes and Marx also found that the students who worked 10-19 hours showed greater academic performance than the students who worked longer than 19 hours. Dundes and Marx's findings were consistent with Bugge and Wikan, (2012), Kosi et al. (2013), and Pike et al. (2008).

Lang's (2012) comparative study of working and non-working students that considered the number of hours worked weekly by college students found no noticeable differences in students' grades and time spent studying between students who work and those who do not work. The findings showed that the average student who worked whether on or off campus, worked between 16 and 24 hours per week. The results of the study revealed that students who worked many hours weekly appeared to maintain the

same grades, participated equally in co-curricular activities, and use the same amount of time to prepare for class as others who worked fewer hours per week. However, the results also revealed that as the time the students spent on working increased, the time they spent on socializing decreased. These findings indicated that even though academic performance for working and non-working students was similar, working students sacrificed their social life to achieve academic performance that matched that of the non-working students.

Research About Student On-Campus and Off-Campus Employment

There are benefits for students who work on campus while enrolled in college (Guo, 2014). According to Vargas and Maalouly (2012), on-campus employed students were able to access school resources including the library and computer labs, and communicate face-to-face with their professors. Having access to the institution's resources can contribute to positive academic performance. Astin (1993) noted that engaging in employment part-time on campus was a positive contributor to bachelor's degree attainment and a student's cognitive growth. Astin proposed that students who work part-time on campus had a higher GPA than students who worked off campus, they completed their degrees faster, and they frequently demonstrate self-reported intellectual and affective growth. Similarly, Perna (2010) stated that on-campus work experiences provided positive effects in contrast to working at off-campus jobs. According to Guo (2014), "On campus jobs may not harm students' academic performance, while off-campus jobs that are not relevant to one's academic major may be more detrimental to

academic performance” (p. 222). Perna noted that although working on campus provided positive impact on academic performance, students were challenged because they did not work enough hours to gain sufficient funds to take care of their personal expenses.

Employment on or off campus can be perceived by students as simply a temporary means of earning money in the short term or as a pathway to a career. In both scenarios, students have the opportunity to learn real-life work skills, build social capital, and form meaningful relationships (Perna, 2010). However, the students who work off campus do not engage in the campus community to the same extent as the students who work on campus, and they have fewer opportunities to participate in school activities; and consequently, might have a low level of integration into the institution (Guo, 2014), which could negatively impact persistence and graduation. Students who work off campus encounter difficulty balancing between a life away from campus and being involved on campus (Gupton, Rodrigues, Martinez, & Quintanar, 2009). Gupton et al. (2009) discussed many challenges that students face with employment on-campus and off-campus that potentially affects academic performance. Gupton et al. noted that time is wasted travelling to and from work, time that could be spent studying. Gupton et al. also noted that that students who work off-campus must sacrifice activities on campus to meet off campus work commitments. Consequently, off-campus employment can negatively affect academic performance and engagement.

Anderson (2009) surveyed 223 students who resided on campus at Rowan University to determine the impact of student employment on the level of involvement of

the students. The survey included questions that addressed the number of hours a student worked per week, living conditions, on-campus employment, and off-campus employment. Anderson's findings showed that, "employed students spent almost an average of an hour more in involvement activities per week than the unemployed students" (p. 37). The students who worked on campus were 20% more likely to spend time in involvement activities than students who were employed off-campus. Anderson's findings revealed that students who were employed were more unlikely to engage in intercollegiate sports. Anderson concluded, "Some students are more inclined to fit work, activities, and study into their schedules while others become overwhelmed with one or two of the three" (p. 41). Anderson's findings aligned with Guo's (2014) study that students who work off campus do not engage in the campus community to the same extent as the students who work on campus, and they have fewer opportunities to participate in school activities, and consequently might have a low level of integration to the institution, and a higher chance of non-persistence.

Furr and Elling (2000) randomly selected and surveyed 505 students at a southeastern, urban university about their involvement in college and their employment experiences. The results of the study showed that students who were employed more than 30 hours per week off campus were less involved with campus activities than students who were unemployed or were employed fewer than 30 hours. Furr and Elling stated that as students increased their working hours off campus, they become less connected to the institution. Furr and Elling's statement agreed with Astin's (1993)

student involvement theory that off-campus work distracted students from their academic involvement.

Astin (1993) suggested that, part-time, on-campus employment affects students' development positively as evidenced in higher GPA and faster degree completion. In addition, Astin suggested that students who work excessive hours are more likely to drop out of school and never complete their college degree (Astin, 1993). Similarly, Pascarella, et al. (1994) stated that employment off campus negatively influenced students' year-to-year persistence in college completion of their bachelor's degree. Off-campus jobs often offer better financial rewards than on-campus jobs and students sometimes opt to work off campus to accommodate their financial needs. Because students spend more time traveling to and from off-campus jobs and work longer hours, academic performance may be negatively impacted as students have less time to complete their academic work (Gupton et al., 2009).

Employment as a factor affecting student retention, persistence, and graduation. On-campus student employment promotes student retention in that it facilitates and encourages student interaction with faculty and peers, and it occurs in an academic environment that supports learning (Astin, 1993). On the other hand, off-campus employment creates more challenges for persistence and retention (Astin, 1993). Astin (1999) and Tinto (1993) pointed out that the students who become involved in both the academic and social aspects of the collegiate experience are more likely to persist because their involvement integrates them intellectually and socially. Both Tinto and

Astin supported the notion that on-campus employment is more favorable to student persistence and retention than off-campus employment because of the levels of students' involvement.

Tinto (1993) defined academic integration as, "the full range of individual experiences, which occur in the formal and informal domains of the academic systems of the university" (p. 118). He further stated that the integration process that drives student persistence occurs academically and socially. During academic integration, the student attaches to the intellectual life of the college. Social integration occurs when the student forms relationships and connections to groups and organizations outside of the classroom. Tinto stressed that the student who experiences academic and social integration is more likely to persist towards graduation. Therefore, students who are employed off-campus face more challenges in persisting to graduation because they experience a lesser degree of connectedness to the college environment, groups, peers, faculty, and lesser involvement in campus activities than students who are employed on campus or who are unemployed.

As students continue to face the increasing cost of education, diminishing financial aid, and increased personal financial obligations, the need to work off-campus has increased (Miller, Danner, & Staten, 2008). Miller et al. (2008) argued that in pursuit of off campus-work, students have to make decisions that related to their level of involvement with the collegiate resources and activities that supported engagement, retention, and persistence. While off-campus employment may address students'

financial needs, it (a) restricts students from social and academic integration, and (b) limits students from committing to activities on campus such as interaction with faculty and peers, and involvement in organizations and clubs inside and outside the classroom, as suggested by Tinto (1998). Such restrictions and limitations encourage low persistence.

The seminal research of Ehrenberg and Sherman (1987) used data from the 1972—1979 period taken from the National Longitudinal Survey of the High School Class of 1972 (Riccobono et al., 1981) to examine how the employment of male college students influenced academic performance and persistence in college. Ehrenberg and Sherman found that GPA and persistence were not affected for employed male college students who were employed less than 25 hours weekly. However, they found that the more hours the students spent working off campus, the more likely they were to fail to persist to graduation. Astin's (1999) student involvement theory, which stated that students who were involved on campus were more likely to persist than students who were less engaged on campus, aligned with Ehrenberg and Sherman's findings.

Cermak and Filkins (2004) examined the persistence and graduation of first-time, fulltime freshmen students employed on-campus during their first and/or second year in comparison to those students who were not employed. The findings from the study showed that the students who were employed on-campus during their first or second year of their studies had significantly higher graduation rates than those not similarly employed. Cermak and Filkins' findings were consistent with Astin's (1999) Student

Involvement Theory and Ehrenberg and Sherman's (1987) findings that suggested the more involved students are on campus the more likely they are to persist to graduation.

Most research showed that college students' engagement in paid employment more than 20 hours per week negatively affected their grades, GPA, and involvement in college life (Astin, 1993; Bugge & Wikan, 2012; Dundes & Marx, 2006; Kosi et al., 2013; Pike et al., 2008; Richardson et al., 2013; Tessema et al., 2014; Tinto, 1998). Several studies showed that students who were employed on-campus, (a) had higher grades and GPA, (b) showed more persistence, and (c) had higher graduation rates because they were more involved and more integrated into the academic and social college life than students who were employed off-campus (Anderson, 2009; Astin, 1993; Cermak & Filkins, 2004; Ehrenberg & Sherman 1987; Furr & Elling, 2000; Gupton et al., 2009; Pascarella, et al., 1994; Perna, 2010; Tinto, 1993). The studies discussed in this subsection corroborated Astin's theory of student involvement (1999) by showing that when students become involved in both the academic and social aspects of the collegiate experience, they succeeded academically, and the hours that students spent on academic studies and out-of-class activities were positively related to their academic accomplishments.

Benefits and Challenges of Student Employment

Student employment may be beneficial as it not only provides monetary rewards, but it provides students with many skills that are applicable and transferrable to their future careers, which strengthens their personal growth and development (Guo, 2014).

Conversely, concurrent employment and attending college full time pose many challenges as students aim to balance their time between their employment and academic work (Pollard, Williams, Arthur, & Kotecha, 2013). Guo (2014) quantitatively and qualitatively examined the impact of term-time employment on students' academic performance and early post-college labor market consequences in Chinese four-year universities and colleges. Guo studied a nationally representative sample of 49 institutions and 6,977 graduating students. Guo explored the perceptions of 18 students using a qualitative analysis, which looked at the gains and losses students perceived they experienced as a result of working for pay while enrolled full time in college. The quantitative analysis portion of the study showed employed students' average scores in their classes declined by approximately 8.25 points within one term. The negative impact of employment while studying was more evident among students who attended non-elite institutions suggesting a correlation between economic factors and students who worked. The class scores of the students who participated in on campus work experiences were not negatively impacted, but the students who engaged in internships and other forms of employment showed detrimental effects on their scores. The study also revealed that participation in any form of term-time work increased the probability of job offers prior to graduation, particularly for the students who engaged in internships.

Guo's (2014) qualitative analysis showed that most of the interviewees worked primarily to meet their financial needs and to gain social and practical experiences. Most interviewees who perceived negative impact of working on academic performance

attributed it to insufficient time and energy for studying. Other students reported that concurrent working for pay and studying improved their efficiency and time management skills. Additionally, the analysis showed that the highly motivated interviewees were more willing to put in extra effort to balance school and work. The interviewees in Guo's study who gained employment after graduation noted that employment while studying yielded positive effects in that the skills they acquired while working helped them perform well in job interviews and prepared them for post-college jobs.

The findings from Guo's (2014) study showed that although working for pay and studying together decreased study time and was fatiguing, the benefits were worthwhile. The study suggested that students who engaged in paid employment while in college had the advantage of creating a bank of skills and knowledge that they can apply to their personal development and future careers. Gou stated that the outcome of the study supported a long-term positive impact for in-college employment on students' labor market performance and self-development. Moreover, term-time employment affected students' academic performance through the impact on time management, time allocation, and on students' attitudes and commitments towards studying.

Pollard, Williams, Arthur, and Kotecha (2013) conducted a qualitative research study as a follow-up to the Student Income and Expenditure Survey 2011 to 2012 (Pollard et al. (2012); a study on the income and expenditure of higher education students studying in England. The aim of the study, which captured perceptions of 59 respondents, was to increase understanding of the students' motivations to work for pay,

the nature of the work undertaken, and the benefits and challenges of working combined with studying in higher education. The study which included focus groups of full time students (six to eight participants in each group totaling 30 students), and telephone interviews of 29 graduate students revealed positive and negative effects of working for pay while enrolled in college. Pollard et al. found that students often engage in different jobs simultaneously, and tend to hold many jobs over the duration of their studies. Students exerted much effort trying to balance their jobs with their study obligations, and in many instances, they increased their work hours when their study commitments reduced during vacations or in the early years of study. The study showed that working for pay while enrolled in college often caused challenges for students, particularly for those students working long hours. It became increasingly difficult for students to balance time between work and study and produce quality academic work. In addition, the students complained of feeling tired and lacking social and family life.

Despite the challenges, students perceived many benefits of being employed and studying concurrently. These included (a) the development of their practical skills that would benefit them after graduation, and (b) the development of their transferable skills and soft skills (leadership, communication, teamwork, organization, customer service, numeracy, decision-making, and professionalism) which they anticipated would be of much value to future employers. Although financial reward was a noted benefit, the actual work experience, preparation for life after university, personal development, and enjoyment of the job, appeared to be equally beneficial to the students. The findings of

Pollard et al.'s (2013) study aligned with the findings of Guo (2014). Both studies suggested that despite the challenges of combined work and study, students who were employed while in college gathered valuable skills and knowledge that they could apply to their future careers and personal development, making them competitive in the job market. However, Pollard et al. did not examine students' perceptions of employment on their academic performance.

Geel and Gellner (2012) investigated how different types of student employment during college education impacted short and long-term labor market returns. The researchers also looked at the differences between unemployed students and part-time employed students. Geel and Gellner distinguished the differences between student employment related and not related to the students' field of study. Geel and Gellner utilized data from a representative survey of Swiss graduates of higher education previously conducted by the Swiss Federal Statistical Office (Geel & Gellner, 2012). Geel and Gellner found student employment during college was an investment in job skills, knowledge, and experience, thus creating higher labor market outcomes after graduation that resulted in students being more marketable after graduation. Geel and Gellner did not find employment that was unrelated to the students' academic majors to generate the same positive effects as employment that related to the students' academic major. The findings of the study indicated that students who worked in field-related study while they were in college generated positive labor market outcomes such as, "lower unemployment risks, shorter job-search duration, higher wage effects, and greater

job responsibility” (p. 325). The results of the study also showed that combining work and study was not disadvantageous to career development in that it attracted labor market rewards such as lower unemployment risks. Although Geel and Gellner did not examine the role of paid employment in students’ academic performance, their study highlighted the short and long-term labor market returns for employed students.

Munro (2012) conducted an ethnographic study of 30 student-workers at a regional campus in Australia and described their experiences. The purpose of the study was to offer insight into the challenges experienced by students who work for pay. The findings from Munro’s ethnographic study were similar to Guo’s (2014) and Pollard et al.’s (2013) findings. Munro found that students who engaged in paid employment while attending college faced many challenges despite the benefit of earning and acquiring skills for future employment.

Robotham (2012) investigated the perceptions of students who engaged in part-time employment during their studies. Full-time undergraduate students within a post-1992 university in the United Kingdom completed an institution-wide web-based survey. The survey showed that part-time employment was a common practice for full-time undergraduates, and some students spent more time in their chosen employment than in classes. The study showed that working students sacrificed their social life and devoted less time to extra-curricular activities, spent less time reading study materials, and expended less time on leisure activities. Robotham concluded that students placed

greater emphasis on their employment than they did on their academic performance and social life.

Kuh (1995) emphasized that a student's accomplishment in a higher education institution was determined by his or her higher education experience. Kuh found that regular involvement by students in out-of-class activities, including communications with faculty and peers, employment and participation in student organizations and clubs, could facilitate their academic and personal development. According to Kuh, "students benefit in many ways from out-of-class experiences, ranging from gains in critical thinking to relational and organizational skills, attributes that are highly correlated with satisfaction and success after college" (p. 150). Ultimately, students benefited from paid employment, whether on or off campus. Kuh (1995) stated that the probable negative effects of students' employment may be downsized if students feel that their employment experiences meet their academic and personal goals. Ryan, Barns, and McAuliffe (2011) explored the experiences of social work students in three Australian universities by surveying 500 students and conducting focus group interviews of 29 students. The survey revealed that most of the students engaged in employment for financial reasons; the average student worked 18.5 hours per week while enrolled fulltime in classes, and their employment tended to be in an area unrelated to the discipline of social work. The majority of the students were employed in the hospitality and retail industries. Although the survey and focus group interviews revealed that employment lessened study time, and working while studying generated fatigue, most students acknowledged the positive

outcomes of employment while studying. Several students reported that their organizational, managerial, and teamwork skills were enhanced which prepared them for their future social work careers. The findings of the study suggested that for employed students to sustain their lifestyles in the current economic conditions, juggling employment and college along with personal relationships and responsibilities was crucial.

Schoffstall (2013) used a quantitative research design to investigate the benefits and challenges that working hospitality students encountered while completing their degrees. Schoffstall distributed questionnaires to senior hospitality students and graduates from 31 hospitality programs in the USA. Schoffstall made comparisons between 409 senior hospitality students who engaged in work experience while in college with those who did not, and 308 hospitality graduates who engaged in work experience while in college with those who did not. In addition, Schoffstall compared senior students and graduates to ascertain their career intentions, their job expectations, and their perceptions of their future in the industry. The results of the study showed that although employed students gained valuable experience, they encountered many challenges including reduced class attendance, increased stress, and decreased study time, lower than expected grades, and reduced involvement in the hospitality program and institutional activities. Graduates who engaged in work experience and those who did not, along with senior students, noted that work experience was vital in securing career positions in the hospitality industry following graduation. Both students and graduates reported positive

experiences with their work experiences while in college, which influenced their outlooks and opinions of prospects and career choice in the hospitality industry. However, the senior students reported more challenges stemming from their work experiences than graduates did.

Schoffstall's comprehensive nationwide study of the benefits and challenges hospitality students face while completing their degrees had similar findings to Pollard et al. (2013) and Guo' (2014) studies which showed that students' work experiences add value to the students' future careers, and that some students encountered challenges while trying to balance competing obligations. However, Schoffstall's (2013) study did not include a qualitative in-depth inquiry into the students' perceptions of how their work experiences and employment influenced their academic performance. The study did not differentiate paid and unpaid work experiences to show whether there was a difference in the benefits and challenges of both categories of work experiences.

Blaga (2012) examined the extent to which hospitality students worked, their reasons for working, and the challenges they faced during employment. The author randomly sampled 68 hospitality students enrolled at the Carrick Institute of Education, Sydney campus, Australia. A questionnaire comprised of 14 questions (13 closed and one open-ended) was used to obtain data from 34 females, and 34 males. The questionnaire asked students about the extent of work performed, their reasons for working, perceived benefits of working, their country of origin, language spoken at work, academic performance, college involvement in helping them to overcome negative

academic performance, and their enthusiasm for their program of study. The research findings revealed that students engaged in paid employment because of the availability of jobs in the hospitality industry, rising student tuition fees over time, changes in students' personal lives, and the expectations of family. Blaga's findings were like the findings of Guo (2014), Pollard et al. (2013), and Schoffstall (2013) who found that students' work experiences added value to their future careers, and that some students encountered challenges while trying to balance competing obligations. Blaga's (2012) study did not provide any in-depth inquiry about the students' perceptions.

Paid employment provides students with a bank of knowledge, skills and experiences that they can apply to their personal development and future careers (Geel & Gellner, 2012; Guo, 2014; Pollard et al., 2013). However, despite the many benefits college students derive from paid employment, they encounter many challenges, regardless of their academic disciplines (Blaga, 2012; Ryan et al., 2011; Schoffstall, 2013). It is evident from the studies that the motivation for engaging in employment, and the number of hours spent working impacted the students' grades and GPAs even though the work experiences gained were positive. The overall findings of the studies reviewed in this subsection corroborate the studies in the previous subsection that showed excessive involvement in student employment resulted in lower grades and GPA (Nonis & Hudson, 2010; Pike et al., 2008; Richardson et al., 2013). The findings discussed in this subsection also validate Astin's theory of student involvement (1999) by showing

that the number of hours students spend on their academic studies determined their academic achievement, irrespective of the students' areas of study.

Literature Review Summary

Research has shown that the number of hours that college students engage in employment has increased over the past decade (Babcock & Marks, 2010; Carroll & Chan-Kopka, 1988; Cuccaro-Alamin & Choy, 1998; Guo, 2014; U.S. Department of Education, National Center for Education Statistics, 2014, Table 503.20; Tessema et al., 2014; U.S. Department of Labor, 2015). Although the findings were not always consistent, the common theme that emerged was that an increase in student employment results in a decrease in academic performance (Astin, 1993; Bugge & Wikan, 2012; Kosi et al., 2013; Pike et al., 2008; Richardson et al., 2013; Tessema et al., 2014; Tinto, 1998). Most researchers found that employment hours in excess of 20 hours per week negatively affected student academic performance as evidenced in grades, GPA, graduation rates, persistence, involvement in class activities, and involvement in out of class activities (Astin, 1993; Bugge & Wikan, 2012; Kosi et al., 2013; Pike et al. 2008; Richardson et al., 2013; Tinto, 1998). Student employment on campus was found to be less detrimental to academic performance because students were more involved and connected to their learning environment both intellectually and socially (Anderson, 2009; Astin, 1993; Cermak & Filkins, 2004; Ehrenberg & Sherman 1987; Furr & Elling, 2000; Guo, 2014; Gupton et al., 2009; Pascarella, et al., 1994; Perna, 2010; Tinto, 1993). From the studies discussed in the literature review, it is evident that student employment enhances the

personal development of students and provides experiences that are transferable to their future careers (Guo, 2014).

Within the literature review, I discussed, (a) Astin's theory of student involvement, which will be used as the foundational logic for analyzing the data from the proposed study, (b) the increasing levels of college student employment, (c) relationships among student employment, student engagement, and academic performance, and (d) current research regarding the benefits, challenges, and motivations of student employment. The literature reviewed showed that paid employment was a common element of student life (Guo, 2014; Pollard et al., 2013; Robotham, 2012). In addition, student participation in employment was shown to generate positive outcomes including monetary gain, increased social contacts, and increased self-confidence in gaining a job. The literature reviewed found that the skills and knowledge gained from employment were transferable to the students' post-college careers, and students who worked in a job related to their field of study generated positive labor market incomes. The literature reviewed found that longer hours of employment were harmful to academic performance, and on-campus and off campus employment yielded long-term and short-term benefits and challenges. The positive effects of student employment were found to be strongest when students worked on campus, and worked less than 20 hours per week.

The results from the only current research in the USA on the benefits and challenges hospitality students encounter while working (Schoffstall, 2013) showed students who worked and studied concurrently gained benefits, but also experienced

challenges while trying to balance competing obligations. Schoffstall's quantitative study did not include detailed views of the participants' perceptions of how their work experiences influenced their academic performance, highlighting the need for my study.

Implications

The conclusions in the literature review highlighted the need for an understanding of the full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. As a result of the analysis of the data collected within this study, I developed a project (Appendix A) to help improve the academic performance of full-time hospitality students at SCU. A project deliverable in the form of a 3-day professional development workshop will (a) disseminate the findings to the HM administrators, faculty, and students to help them to understand the findings of the study to and (b) provide hospitality faculty and students with skills and resources to improve the academic performance of employed hospitality students. The outcome of the professional development workshop could lead to the development of new policies and programs that promote the improvement of the academic performance of full-time hospitality students who engage in paid employment.

Summary

In Section 1, I prepared the foundation for this study by providing a detailed definition of the problem, outlining the rationale for the study, explaining the significance of the study, and defining key terms used within the study. In addition, I introduced the research question, reviewed existing literature on student employment and academic

performance, and explained the implications for the study. The literature review provided background information and research context for this study.

Research has shown that student employment and concurrent full-time enrollment in college affected academic performance negatively if the students worked more than 20 hours per week, especially if their place of employment was off campus. The study conducted in the United States that pertains to hospitality students and employment (Schoffstall, 2013), did not qualitatively examine full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. Consequently, there remains a lack of understanding of how full-time hospitality students perceive the role of paid employment in their academic performance. My study aimed to provide such understanding.

Section 2: The Methodology

Introduction

This section includes a description of the qualitative research design and approach, a description of the participants, a justification for the choice of participants, criteria for selecting participants, procedures for gaining access to the participants, the data collection process, and strategies. In addition, this section provides a description and approach for the data analysis, a discussion about quality and credibility of the study, a discussion of ethical issues, a discussion on limitations, the findings of the study, a discussion of the findings, and a conclusion.

Qualitative Research Design and Approach

I conducted this study at a private, non-profit, coeducational university located in the southeastern region of the United States that enrolled 84 full-time hospitality majors. I used a qualitative research design with a case study approach to answer the research question: What are full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance?

Creswell (2012) stated that qualitative research design and approach is useful for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Moreover, a qualitative research design allows the researcher to understand the concept of interest from the participant's viewpoint. (Yin, 2003). The qualitative case study approach was applicable to this study because it allowed me to determine the participants' perceptions about their involvement in paid employment

while enrolled in college, and “gain insight into and in-depth understanding of [the] individual [s] experiences” (Lodico, et al., 2010, p. 269).

Semi-structured interviews were used to collect data and answer the research question. The interview format allowed participants to express their opinions and perceptions in their own terms in a private environment, and it facilitated two-way communication.

Rationale for the Research Design

Using a qualitative case study approach allowed me to examine the phenomenon of a bounded system within a real-life context, focusing on a purpose of understanding something that is unclear and exclusive to the case (Merriam, 2009; Yin, 2003). The case study design was appropriate because it included a defined case, the study was bounded to a specific institution, and I had direct knowledge of the situation within the given environment of the study (Creswell, 2012).

Creswell (2007) stated that qualitative case study design is fitting when the investigator explores a bounded system through detailed, in depth data collection involving multiple sources of information such as interviews and focus groups. In this study, the bounded system was SCU. The case was full-time undergraduate hospitality students, and the issue of concern was the hospitality students’ perceptions regarding the role of paid employment in their academic performance. Using a qualitative case study methodology allowed me to explore the responses of the participants in depth.

Not all qualitative research designs were suitable for this study. For example, an ethnographic qualitative design, which involves interviews and observations, was not suitable because it investigates the culture of a distinctive group (Creswell, 2007), and I was not seeking to investigate the culture of students who participate in paid employment while enrolled in classes. A grounded theory approach was not suitable for this study because it generates a theory based on the data collected (Merriam, 2009). In this study, the intention was not to establish a theory that was grounded in data, but to gain an understanding of perceptions of HM students.

A narrative research design was not appropriate because its purpose is to illustrate the participants' stories of their experiences (Merriam, 2009). The purpose of this study did not involve exploring individual life experiences through stories, biographies, autobiographies, or life histories. Although a phenomenological research design and a case study research design both provide understanding of a phenomenon, a phenomenological design was not chosen because it seeks to uncover and interpret the inner essence of the participants' thought processes concerning common experiences (Patton, 2002) which was not the purpose of my study. According to Merriam, 2009, "phenomenological research is well suited for studying affective, emotional, and often intense human experiences" (p. 26). The focus of this study was not emotional or intense human experiences.

A quantitative design was not appropriate for this study because the research was not intended to explore the responses to structured questions and determine relationships

between dependent and independent variables. Instead, I explored a bounded system through detailed, in-depth data collection involving multiple participants.

Criteria for Selection of Participants

I used purposeful sampling to select participants for this study. According to Patton (2002) and Creswell (2012), purposeful sampling enables the researcher to select information-rich cases that will allow for in-depth study, providing relevance and meaning to the research. Creswell (2009) stated that purposeful sampling is useful in “select[ing] individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 125).

Eighteen students volunteered and I selected twelve because they met the participation criteria. The sample of twelve participants aged 18 years or older included four students who were employed on campus, and eight students who were employed off campus. Each participant met the following criteria: They were (a) full-time hospitality management students, (b) either currently or previously engaged in any form of paid employment while enrolled in the HMP, (c) currently employed or previously employed for a minimum of 20 hours per week for at least one semester within the past 12 months. Because I am currently the only instructor for three required courses within the HMP, all students involved in the study were my previous students.

I selected a small number of participants because a small number aligns with the goal of the study, which was to gain in-depth understanding of the phenomenon. This sampling strategy supported (a) understanding of the various viewpoints from different

individuals (b) comparison and contrast of the participants' perceptions, (c) the identity of commonalities among varying participants, and (d) a solid depth of inquiry per individual participant.

Procedures for Gaining Access to Participants

In gaining access to the participants, I first obtained approval for the study from Walden University's Institutional Review Board (IRB) (IRB # 12-16-15-0338586) and SCU's IRB (IRB# 0000916#1). Following the approval, I adhered to Walden University's procedures, policies, and guidelines for accessing the participants by completing the following steps:

1. I sent email invitations to the full-time HM students who had already completed the courses that I facilitate, inviting them to participate in the study (Appendix B). The invitation email provided potential participants with a description of the study, the criteria for selection, and the purpose of the study. It also informed them that the interviews would be audiotaped and selected participants would receive a \$10.00 Visa gift certificate. The email also informed the participants that they were free to withdraw from the study at any time without prejudice; that they would be protected from any physical and mental discomfort, harm, or danger that could result from their involvement in the study; and that their confidentiality and anonymity were ensured. The email requested that

students confirm their interest to participate by sending a return email within one week of receiving the invitation.

2. I sent an acknowledgment and a prescreening questionnaire via email and in person to the first twelve of the eighteen students who volunteered. (Appendix C). The prescreening questionnaire verified the students' employment status, employment hours, and employment on or off campus. I then informed the first twelve students who responded that they were selected to participate in the study, and thanked the remaining six students for their interest to.
3. At the time of the interviews, I asked each participant to read and then sign the consent form.

Establishing a Researcher-Participant Relationship

The participants and I shared no supervisory or academic affiliation during the execution of the study. Because I am a full-time faculty member at the study site, it was critical to establish a professional and trusting researcher-participant working relationship to ensure that student felt safe to speak honestly during the interviews. Rubin and Rubin (2005) recommended that to stimulate meaningful responses from participants, the researcher must be sensitive to participants' situations, build a trusting relationship with them, be open, honest, and fair, and identify his or her role in the study. To gain quality responses from participants, a researcher should "explain to them what (the) research is

about . . . and assure them that their involvement is voluntary, while convincing them to be helpful” (Rubin & Rubin, 2005, p. 93).

Therefore, during the recruitment process, I created a positive working bond with participants and established trust by (a) providing detailed information to the participants about the purpose, process, and benefits of the study and (b) assuring them that their participation in the study was confidential. During the process of contacting selected participants to establish interview times, I took the opportunity to build a positive relationship. I made myself available to answer any questions and discuss any concerns that participants had prior to the interviews. Before the interviews began, I provided a welcoming and relaxing atmosphere for all interviewees by offering light refreshments and engaging in cordial conversation. I built a positive working relationship by being attentive and responsive during the interview process. This included exercising good listening and memory skills, reading cues and body language, keeping records of time, expressing gratitude to the participants, and paying attention to the details of the conversations (Glense, 2011).

Measures for the Protection of Human Participants

Institutional Review Boards require researchers to carefully consider any possible harm their research might cause (Rubin & Rubin, 2005). Ethical considerations of the participants’ physical and psychological wellbeing took priority in this proposed study. The guidelines, policies, and procedures set by the IRB directed the measures of ethical protection of participants. Prior to writing the proposal, I completed the National

Institutes of Health (NIH) training course to gain full understanding of the requirements for the ethical protection of participants and to demonstrate an understanding of the principles that are involved in conducting ethical research established by the IRB.

Before data collection began, I provided the selected participants with a consent form that included a full and clearly written disclosure. The consent form included a description of the study, an explanation of the purpose of the study, and an explanation of the methodology used in the study. The consent form provided participants with an acknowledgement of the minimal risks that were involved, information about how the results of the study could potentially benefit them, other students, and the institution, and the steps taken to ensure their privacy and confidentiality. The form stated that each participant's participation was voluntary and that he or she could choose to discontinue involvement in the study at any point without any repercussions. Each participant received an informed consent form and was asked to read it and contact me if they had questions. At the time of the interview, I asked each participant to read and sign the consent form, again informing them that they could ask questions.

To protect the participants' confidentiality, I followed the procedures in compliance with Walden University's IRB standards for data collection and data storage as follows:

1. I kept all digital and electronic information of the participants on a password-protected personal computer along with a password protected external USB hard drive.

2. I stored hard copies of signed consent forms and data in a locked file cabinet at my home.
3. I will keep stored data for a minimum of 5 years, after which I will delete all information from the password protected computer and external USB hard drive and shred consent forms.
4. I utilized pseudonyms in place of student names and I did not use identifiers that linked any data to the participants.
5. I transcribed the interviews verbatim from the audio recordings
6. I used pseudonyms as participants' identifiers.
7. I refrained from disclosing the names of participants to my professional colleagues and requested that students not disclose their participation to faculty or to other students.
8. I conducted interviews in a location where participant identities were not inadvertently revealed.

I invited only my former students to participate in the study to reduce the appearance of coercion. Prior to each interview, I explained to participants the reasons why they were selected to participate in the study, and that the study posed no harm to any participant or the institution. I informed participants that I would use pseudonyms as identifiers instead of their real names throughout the study to ensure confidentiality. I eliminated the possibility of coercion in this study by explaining to participants in their consent letters that no one would treat them differently, and they would not be penalized

if they chose not to participate in the study. I did not engage in data collection until I had received approval from both institutional IRBs.

Data Collection

Lodico et al. (2010) suggested exploiting several data sources to validate existing similarities in the findings., so I collected data from 12 individual semi-structured interviews to investigate full-time undergraduate hospitality students' perceptions regarding the role of employment in their academic performance. Creswell (2012) recommended collecting the data within specified parameters of a five-step process to ensure the data collected answered the research question. This study mirrored Creswell's five progressive steps in data collection: (a) I identified participants and site, (b) I gained access to participants, (c) I considered what types of information would best answer my research question, (d) I collected data using open-ended questions, (e) I administered data collection bearing in mind the potential ethical issues. The goal was to gain rich, thick, in-depth data, which were embedded in in the interviewees' personal perceptions (Rubin & Rubin, 2005).

Semi-Structured Interviews

Collecting the data from face-to-face semi-structured interviews from individuals and open-ended questions aligned appropriately with the problem and research question. The use of open-ended questions was appropriate because it enabled the interviewer and the participants to explore and discuss the research topic in depth, giving the researcher opportunities to probe and ask for clarification and elaboration of the interviewees'

expressed perceptions in greater depth. The semi-structured interview was appropriate for investigating perceptions because it was engaging, conversational, and promotes two-way communication that revealed individuals' expressions, viewpoints, opinions, feelings, and behaviors (Hennink, Hunter, & Bailey, 2011).

Successful semi-structured interviews require careful and effective planning, organizing, and executing to gather descriptive data in the interviewees' words (Creswell, 2007). The interviews were conducted as follows.

1. I reserved the Food and Beverage meeting room on campus for the two-week period between 8:00 am and 8:00 pm weekdays. The Food and Beverage meeting room is a small room that the students are familiar with, and allows for privacy and a comfortable atmosphere.
2. I provided the available date and times to participants within two days of confirming the participants' eligibility for the study, and I requested that the students respond indicating their preferred date and time for the interviews. Following that, I confirmed each participant's interview date and time via email within 24 hours of receiving responses.
3. Prior to each interview, I provided refreshments, arranged furniture, and tested audiotaping equipment for functionality, clarity of recording, and tone. Hatch (2002) suggested that interviewers should check audiotaping equipment days before conducting the interviews, as well as immediately before the interview.

4. I asked each participant to read and then sign the consent form, and I asked for and answered participant questions before proceeding with the interview.

Each individual interview lasted approximately 45 minutes, permitting time to probe interviewees about their responses. I began each interview with a cordial conversation followed by a reminder of the importance of the study, and a reminder to the participant that participation was voluntary and that he or she could choose to discontinue involvement in the study at any point without any repercussions. I reminded the interviewee of the purpose of the interview, confidentiality, duration of the interview, and the use of recording devices. Each interview concluded with the verbalization of a pre-written script that thanked the participants, reminded him or her of the interviewer's contact information, and provided an opportunity for the participant to ask questions. I utilized two different audiotaping devices to reduce the risk of lost data during the interviews. This strategy did not only promote active listening, maintain consistency, ensure accurate recording, and endorse interviewer-interviewee engagement but it captured data that strengthened research validity and supported meaningful eye contact with the interviewees.

The audiotaping and transcribing process consisted of using a Samsung digital voice-activated tape recorder and a Lenova laptop equipped with a digital recording software. I conducted the transcription of each interview's digital file and compared the recorded data and the written transcribed data for accuracy. During this process, I

transcribed the audio recordings verbatim.

The Interview Protocol

The questions in the interview protocol (Appendix D) were designed to address the research question: What are full-time undergraduate hospitality students' perceptions regarding the role of work experiences in their academic performance? To gather relevant information to answer the research questions, I designed interview questions in a logical sequence: (a) questions asking for demographic information, (b) questions asking about reasons for engaging in paid work experiences, (c) questions about the students' overall experiences of working, and (d) questions asking about the students' perceptions, descriptions, and interpretations about the effects of working and studying simultaneously.

Using an interview protocol helped me to maintain focus on the purpose of the study and the research question. Although the protocol was designed to collect specific information, it allowed some degree of flexibility for me to probe with follow-up questions allowing for the emergence of new useful information and enrichment of data. In addition, using open-ended questions, probing questions, situational questions, and follow-up questions in the protocol allowed the capture of a wide range of perceptions from many angles and stimulated responses from the interviewees. According to Merriam (2009), the ability to gather meaningful and relevant data lies in the quality and structure of the questions posed by the interviewer. Kvale (1996) believed the interviewer should pose a diversity of different types of questions to make certain the

interview captures the stories, encounters, values, behaviors, and beliefs from every possible angle.

Generating, Gathering, and Collecting the Data and Systems for Keeping Track of Data

I used the interview protocol to generate and gather the data for the study, and all interviews were audiotaped. Because of the voluminous nature of data collection in a qualitative case study, it was necessary to use a data management system to ensure the organization, maximization, and usefulness of the data, and to manage, retrieve, and track the data for analysis. Creswell (2012) suggested, “Because extensive data collection occurs during qualitative studies, the researcher [should] find an effective way to keep track data and evidence for emerging themes” (p. 238). I transferred the digitally recorded interviews from the tape recorder and the laptop to my password protected desktop computer at my home office.

All transferred recorded interviews were saved into a specific folder, and each file within the folder was labeled with the pseudonyms, date, and time of the interview. I kept a manual log with interviewees’ names, the dates and times of the interviews conducted, the duration of the interviews, interviewees’ questions if there were any, the interviewees’ reactions to the interview questions, and their feedback regarding the interview. I secured this log in a locked filing cabinet until I was able to transfer the information to my password protected desktop computer. I transcribed the interviews by hand to develop an in-depth understanding by becoming fully familiar with the data. I

checked each transcription by comparing the transcription with the audiotape. The transcriptions were stored, organized, and categorized using Microsoft Word.

I created an Excel page that showed the names (pseudonyms) of all interviewees written vertically on the left side aligned to the responses written under the headings of the interview questions inscribed horizontally at the top of the Excel page. The securely kept Excel file and Word document was useful for keeping track of data and emerging understanding of the data.

Throughout data collection, transcription and data analysis, I maintained a research journal where I recorded my emerging understandings and reflections.

The Role of the Researcher

My role as a professor could have potentially influenced my interpretation of the interviewees' responses particularly because I have been an assistant professor at SCU since 2007 in the department of hospitality management in the College of Business and Entrepreneurship. Therefore, for this study, I became an "insider...doing backyard research" (Glesne, 2011, p. 41). With eight years of teaching experience at SCU, familiarity with students' habits, and a passion for student academic success, it was relatively easy for my personal bias to hinder the integrity and reliability of the outcome of the study. Merriam (2002) stated, "There are several possible biases that can result from the research process when the researcher is also the interviewer and these biases can affect the generalizability of the findings" (p. 147). The bias that I may have brought to

the proposed study is that full-time students would succeed academically if they engaged in fewer hours of paid employment.

To prevent my personal bias from hindering the integrity and reliability of the outcome of the study, I exercised empathic neutrality. Patton (2002) noted a researcher who demonstrates empathic neutrality is one that cares about participants, yet is neutral about the data (Patton, 2002). Empathic neutrality occurs when the researcher “seeks vicarious understanding without judgment by showing openness, sensitivity, respect, awareness, and responsiveness” (Patton, 2002, p. 40). I demonstrated empathic neutrality by analyzing the themes that emerged from the data while remaining unbiased to the content of the data. As a human instrument of data collection, I tried to maintain objectivity during the investigation, analysis, and presentation of the research by making every effort to prevent personal biases and preconceptions from influencing the study (Dantzker & Hunter, 2012.) Lodico et al., (2010), suggested, “Researchers continually monitor their own subjective perspectives and biases by ... keeping a journal of their thoughts” (p. 274). Therefore, I used a reflective researcher journal as a tool to identify and manage my prejudices.

Because of my affiliation with the HM department, students may want to please or impress me, thinking that doing so will provide them with some benefit. I addressed such perception by reminding students prior to the interview of the purpose of the study, and that there was no academic compensation for participating in the study.

I took all necessary precautions to prevent lack of objectivity. I (a) was mindful of my professional role as a researcher, (b) practiced reflexivity by keeping reflective notes, (c) focused on the research questions, (d) assumed a detached role in the study, and (e) maintained honesty during the analysis and when defining the findings that arise from the analysis (Creswell, 2009). I conducted frequent self-reflection as a precautionary strategy to identify any impending prejudices or insensitive behaviors that could potentially affect the findings of the research. McMillian (2012) believed prejudice in research happens because of the related expectations or the frame of reference of the observer, which could be either positive or negative.

Data Analysis

A solid, rigorous, and comprehensive qualitative research study necessitates structured and methodical analysis. According to Merriam (2009), data analysis enables the researcher to make sense out of the qualitative data through the process of consolidation, reduction, and interpretation of the data. I used the inductive analysis approach to conduct data analysis immediately after I collected the data and transcribed the interviews. As Creswell (2012) suggested, I used the six steps to analyze qualitative data in order to answer the research question;

1. I prepared and organized the data for analysis;
2. I initially explored the data using coding;
3. I used codes to developed a more general picture of the data – descriptions and themes;

4. I used narratives and visuals to represent the findings;
5. I interpreted the meaning of the results through personal reflection and references to the literature;
6. I utilized strategies to validate the accuracy of the findings;

As a prelude to preparing and organizing the data, I read and reread the data numerous times (Creswell, 2012). It is fundamental that the material is organized to prevent loss of data during the time of the study, and to create a chain of evidence as suggested by Yin (2014). Therefore, in preparing and organizing the data for analysis, I developed a table in Microsoft Excel that provided a visual of the data collected in response to each question for each participant. The table included columns for each interview question and corresponding rows for each interviewee. Each cell included interviewees' responses to the question in the corresponding column. I kept a duplicate copy of the transcriptions file in the event of file loss. Both the original and duplicate transcriptions files were securely protected on my home office desktop computer, which allowed for easy retrieval of the data as it pertains to each participant.

Codes and Emerging Themes

Creswell's (2012) Step 2 in analyzing qualitative data involved assessing and exploring the information, which included organizing the data logically through the process of descriptive coding. Descriptive coding summarizes the primary topic that is being examined and allows for ease in explanation of the phenomena (Creswell, 2012). I

divided data into text segments with codes, checked the codes for overlap and redundancy, and reduced the codes into broad themes (See Table 1).

Table 1
Codes and Themes Identified from the Interviews

| Reduced Codes | Themes |
|--|--|
| Support self; obligation to self and family; to gain independence; gain experience for post-graduation career; financial needs. | Reasons Why Student Engage in Paid Employment |
| Lower GPA and poor grades since employment; challenges completing assignments, quizzes, and group work on time; mediocre quality of completed assignments and quizzes; don't care attitude; procrastination; nonchalant; do bare minimum, poor quality of work; miss assignment deadlines; and time constraints affect quality of academic work. Lack of adequate sleep; physically demanding tasks; mentally-draining tasks; incompatible times for group meetings due to work schedules; and employers' flexibility and inflexibility. Lack of time and availability; conflicts with work schedules; regret not being able to participate; and other priorities. | The Negative Impact of Employment on Academic Performance |
| Work experience and transfer of learning; the desire to gain academic credit for employment in the hospitality industry; the importance of self-discipline; responsibility; and the flexibility of faculty members. | Positive Outcomes of Paid Employment on Academic Performance |
| Lateness and absenteeism; work as a priority; and the need to balance work and school. | Managing Employment, College, and Other Demands |

The third step required the second coding of the data using words, short descriptions, and phrases, which revealed recurring themes that exist within the data. According to Creswell (2012) and McMillan (2012), coding enables the researcher to narrow (inductively) the data into meaningful and suitable themes that align with the transcript. Therefore, I used the systematic coding process recommended by Creswell (2012) as outlined below.

1. I began the process of coding by making a list of recurring codes, words, and phrases that emerged from the transcripts. There were several overlapping and recurring codes including financial needs, time management, work experience, transfer of learning, and reduction in GPA.
2. I listed all code words that emerged from the transcripts, and then created clusters of similar codes.
3. I searched for and eliminated redundant codes to achieve a manageable number of codes.
4. I re-visited the transcripts and matched the new list of reduced codes with direct quotes from the data that supported the codes.
5. I reduced the list of codes to achieve four themes. Table 1 shows the reduced list of codes I identified and the four themes that emerged from the codes.
6. In the fourth step, I created a demographic table that provided personal and demographic information for each participant in the study (Table 2).
7. In the fifth step, I described the findings and provided an interpretation of the findings. I organized the discussion thematically and provided answers to the research question.

Validity and Reliability of Findings

The sixth step and final step in the data analysis process is providing evidence of validity and the reliability of the findings. To provide evidence of validity and reliability, I triangulated the interview data by using member checking and peer debriefing. The triangulation helped to control bias, and it validated and reinforced the accuracy of the findings, as suggested by Creswell and Lodico et al. (2010). Member checking safeguarded against researcher error and bias in the transcription of the interviewees' responses. Following the transcription of the interviews (Appendix E), I conducted the member check by providing each participant with a copy of the transcriptions of his/her interview allowing him/her to review the transcriptions to identify any inaccuracies in the transcription of the data (Creswell, 2009). According to Creswell (2009), member checking provides participants the chance to confirm their intended contributions to the study and reduces the risk of investigative error. All the participants reviewed their transcripts and responded within five days. None of the participants reported any discrepancies or had any further questions.

After reflecting upon the research question and reviewing the data again, I generated a comprehensive description of the data and drew conclusions based on the findings. I asked my peer debriefer to review my reflections, notes, and first draft of the findings to ensure that I had presented an accurate and impartial analysis of the study. I explained to my peer debriefer the process used to interpret the data. The peer debriefer is a professor at the University of Toronto, Canada that has expertise in conducting

qualitative research. I recruited the peer debriefer through previous affiliations. The peer reviewer searched for ambiguous descriptions, general errors in the analysis, and prejudices or assumptions that I may have made. The peer agreed with the analysis, eliminating the need for further triangulation. Throughout data collection, transcription and data analysis, I maintained a research journal where I recorded my emerging understandings and reflections. The journal contributed to my data analysis by helping me to create a balanced perception of the findings.

Discrepant Cases

During the analysis, I identified discrepant data. Identifying and analyzing discrepant data is a critical element of validity testing in qualitative research. Lodico et al. (2010) stated, “When negative cases are identified, the researcher should revise the hypothesis or provide an explanation of why the case does not fit” (p. 274). During the time of this study, all the participants expressed the understanding of how they believed concurrent work and study impacted their academic performance. However, in many cases, participants discussed what they would and would not do if they were to start the process of concurrent employment and study all over again. Such data is deemed discrepant because it does not relate to the research question. Another case of discrepant data was evident from Participant 7’s interview that included discussions about how his English as a Second Language (ESL) Supervisor made his job more challenging because of a language barrier. Another case of discrepant data was evident from Participant 9 who

discussed some of the famous customers he met while working as a server at a restaurant.

All the above-mentioned data were deemed irrelevant to the research question.

Limitations

Limitations, which Creswell (1994) defined as “potential weakness of a study” (p. 110) included issues of data analysis, the role of the researcher, sample, the instrument utilized, the nature of self-reporting, and time constraints. This study of a small sample from one institution in one program, which is a characteristic of a qualitative study, restricts the generalizability of the study. Another limitation was my current role as HM faculty and my affiliation with the participants of the study. All participants were familiar with my role as a faculty advisor and they were my former students who are still attending the institution. Consequently, they may have wanted to impress me, or, they may have been apprehensive in discussing their employment experiences with me. An additional limitation of this study was the restricted number of available students, and the criteria required to participate in the study. Because I am the only faculty member who teaches three core courses in the HM program, I could not invite students who have not yet completed the mandatory courses that I teach to participate in the study. Consequently, the participant pool was relatively small and restricted mainly to senior students, eliminating the perceptions of full-time employed students who are in their early years of college life. An additional shortcoming of this study was the nature of self-reporting through semi-structured interviews. Because self-reported data can rarely be independently verified and must be taken at face value, it is a limitation to the study.

Although I could not control the shortcomings that I identified in this study, I was knowledgeable of their existence and occurrence throughout the study. I conducted regular self-reflections to ensure that my actions did not add to, or increase the limitations of the study.

Findings

The purpose of this project study was to investigate full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. The research question was: what are full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance? The discussion of the findings began with an overview of demographic information that I acquired from the twelve interviews (Table 2), followed by discussions of the findings organized under the sub headings of the seven themes.

Demographic Information

The twelve face-to-face interviews commenced with demographic questions which generated some fundamental descriptive information about the participants as recommended by Merriam (2012). I organized the data in categories: gender, age, average number of hours worked weekly, number of jobs held concurrently, GPA, job title, employment location, industry employed, and the students' classification (Table 2).

Table 2

Personal and Demographic Information for each Participant

| Participant # | Gender | Age | Average Number of Hours Worked Weekly | Number of Jobs Held Concurrently | GPA on a 4.00 Scale | Job Title | Employment Location | Industry Employed | Classification |
|---------------|--------|-----|---------------------------------------|----------------------------------|---------------------|------------------------------|---------------------|-------------------|----------------|
| 1 | Female | 21 | 22 | 1 | 3.43 | Catering Assistant | On campus | Hospitality | Senior |
| 2 | Female | 21 | 40 | 1 | 2.90 | Hotel Front Desk Agent | Off campus | Hospitality | Junior |
| 3 | Female | 21 | 45 | 3 | 3.34 | Resident Assistant | On campus | Hospitality | Senior |
| | | | | | | Restaurant Server | Off campus | Hospitality | |
| | | | | | | Sales Associate (Seasonal) | Off campus | Retail | |
| 4 | Female | 21 | 35 | 1 | 2.20 | Hotel Front Desk Agent | Off campus | Hospitality | Senior |
| 5 | Female | 21 | 20 | 1 | 2.91 | Campus Dining Associate | On-campus | Hospitality | Senior |
| 6 | Female | 21 | 40 | 1 | 2.23 | Exotic Dancer | Off campus | Entertainment | Junior |
| 7 | Male | 24 | 35 | 1 | 2.00 | Hotel Maintenance Agent | Off campus | Hospitality | Senior |
| 8 | Male | 21 | 22 | 1 | 3.11 | Retail Store Associate | Off campus | Retail | Senior |
| 9 | Male | 22 | 55 | 2 | 2.89 | Campus Dining Assistant | On campus | Hospitality | Senior |
| | | | | | | Cook | Off campus | Hospitality | |
| 10 | Male | 23 | 40 | 1 | 2.37 | Assistant Restaurant Manager | Off-campus | Hospitality | Senior |
| 11 | Female | 22 | 35 | 2 | 2.18 | Prep. Cook | Off campus | Hospitality | Junior |
| | | | | | | Sales Associate | Off campus | Hospitality | |
| 12 | Female | 24 | 75 | 3 | 2.70 | Work Aid Assistant | On campus | Hospitality | Senior |
| | | | | | | Hotel Front Desk Agent | Off Campus | Hospitality | |
| | | | | | | Store Associate | Off Campus | Retail | |

Of the 12 participants, six were females age 21, one female age 22 and one female age 24. The remaining four males were age 21, 22, 23, and 24. Of the nine participants who worked 35 hours or more weekly, five had a GPA below 2.5 which is considered poor academic performance as benchmarked by the institution. The remaining four had an average GPA of 2.90. The oldest female participant (age 24) worked more than 75 hours weekly in three different jobs while maintaining a 2.70 GPA. The average GPA for all 12 participants was 2.68.

Two participants held three jobs each (on and off campus), two participants held two jobs each (on and off campus) and the remaining eight had one job each. Of the 12 participants, three worked in on-campus and off-campus jobs. The on-campus positions included resident assistant, campus dining associate, and work aid assistant. Their off-campus positions included restaurant server, assistant cook, and hotel front desk agent respectively. Two participants worked on campus only, as a catering assistant and as a campus dining associate. Six participants who held one job each off campus worked in various positions including front desk agent (2), exotic dancer (1), hotel maintenance agent (1), assistant restaurant manager (1), and retail store associate (1). Ten of the 12 participants were employed solely in the hospitality industry. Three participants were of junior status and the remaining nine were seniors. In protecting the identities of the participants, numbers between one and 12 were assigned to each participant. The demographic information provides basic descriptive information about the participants.

Themes

The four major themes that emerged during the data analysis stage were (1) reasons why students engage in paid employment, (2) the negative impact of employment on academic performance, (3) positive outcomes of paid employment on academic performance, and (4) managing employment, college, and other demands. A discussion of each theme follows.

Theme 1: Reasons Why Student Engage in Paid Employment

All students who were interviewed stated reasons why they engaged in paid employment while they were enrolled fulltime in college. The need to support self, obligation to self and family, the desire to gain independence, the need to gain experience for post-graduation careers, and financial needs were all reasons stated by students. When asked the reason for engaging in paid employment while enrolled in college, Participant 11 who had a GPA of 2.18 and worked 35 hours weekly believed it was time for her to become less reliant on her parents and become independent. Similarly, Participant 12 who worked 75 hours weekly in three jobs and maintained a GPA of 2.7 stated, "Once I left my mother's house I was no longer her responsibility so I had to become independent. I had to work to pay my bills." Participant 2 also expressed the need to be self-sufficient as a reason for engaging in employment while enrolled in college fulltime. She remarked that it became increasingly difficult for her to rely on her parents for support so she believed finding employment while in college was not an option for her.

Participant 9 commented:

Working while you're studying, everybody doesn't have the opportunity to um, you know, get scholarships and you know, live off mom and dad. And then there's others who want to move off campus because of so many restrictions, you know on campus...so you definitely want to get a sense um, of empowerment that, hey, you can do this. Because you want...if you decide to even move off campus then you have to support that off-campus living.

Having obligations to an offspring, Participant 5 stressed that her role as a mother placed added pressure on her to support her child financially while another participant stated that he did not have a family to support him, so he had to fend for himself. Likewise, Participant 3 commented that she owed it to her family as she is the first grandchild that will graduate from college and she wants her sibling to follow into her footsteps.

Another reason that students expressed was that they wanted to gain experience related to their post- graduation career opportunities. Participant 1 stated, "I need to gain the experience before I graduate and have some kind of background in my field to go off with before I go into my career." Participant 4 a senior student reported that she is close to graduating and she believed it is important to be able to provide evidence of work experience to her prospective employers. When asked "Have you thought about giving up employment while you are in college?" Participant 7 remarked, "The main reason I stay at the job is because when I'm able to get out in the work force and get my degree, I'll already have enough experience in the industry." Participants 1, 4, 7, and 11 who were all employed in the hospitality industry also engaged in paid employment to gain experience in the hospitality industry while they are in college. Geel and Gellner (2012),

Guo (2014), and Pollard et al. (2013) found that paid employment adds value to the students' future careers, and provides students with a bank of knowledge, skills, and experiences that they can apply to their personal development and future careers.

Another reason that students expressed for engaging in employment while enrolled fulltime in college was to satisfy financial needs. All twelve participants expressed or implied that they engaged in paid employment while enrolled in college to fulfill financial needs. Participant 7 (male) who had a GPA of 2.00 and worked 35 hours weekly stated, "... I pay my rent, my light bill, my car notes and groceries aren't free so I have to eat. I'm pretty much self-sufficient." Participant 7 further remarked, "[It is] either [work for money] or living under a bridge, or moving back home." Participants 2, 3, 4, 7, 8, 9, 10, 11 and 12 mentioned or implied because they had little or no financial support from their families, and they were determined to complete their undergraduate degree, they had no choice but to work for an income during their college life. Similarly, Participant 10 who had a GPA of 2.37 and worked 40 hours weekly commented that the death of his breadwinner resulted in the need for him to support himself financially. Participant 2 stressed that he had to find a job while he is enrolled in college because he needed money to pay his utility bills, rent, and car note.

The finding of financial needs and obligations as reasons for working and studying concurrently are consistent with prior studies conducted by Hall (2010) and Tessema et al. (2014) who found some students engage in paid work experiences to pay their way through college. Green (2001) stated "that [students] gained ... money for personal and school expenses" (p. 329) because of working in paid jobs while they are in

college. All twelve participants expressed or implied that they engaged in paid employment while enrolled in college for financial reason as well as the desire to gain experience for future employment.

Theme 2: The Negative Impact of Employment on Academic Performance

Impact of hours of employment on GPA, grades, and attitude about academic performance. In support of the theme, all but two participants (Participants 1 and 3) confirmed negative impacts on grades and GPA as a result of employment hours. The negative impact reported by the ten participants aligns with Astin's (1999) findings that the hours that students spend on academic studies determined their academic accomplishments. The data also revealed that the students' investments in employment reduced the time and energy that they committed to their education (Astin, 1999). The students reported several factors that negatively impacted their academic performance. These included lowered GPA and poor grades since employment and challenges completing assignments, quizzes, and group work on time. The students stated that as a result of their work hours, they produce mediocre quality assignments and quizzes, they have a don't care attitude, often procrastinate, are often nonchalant, do bare minimum and poor quality of work, frequently miss assignment deadlines.

Effects on GPA. When asked "How does the number of hours worked affect your grades/GPA?", all but two participants (Participants 1 and 3) reported negative effects. Participant 2 who had a 2.90 GPA and worked 40 hours weekly off campus remarked, "I say that it, it put a shot in my GPA, it put a shot in my grade. The many hours I am working... made me become less of a good student basically because I stopped caring."

The negative effects reported by the participants aligned with Pascarella, et al.'s (1994) findings which found students who were employed off campus spent less time on academic work than their colleagues who were employed on campus or colleagues who were unemployed. Participant 5 who had a GPA of 2.91 and worked 20 hours per week on campus reported that her grades suffered because of trying to work too many hours. Participant 12 who had a GPA of 2.70 and worked 75 hours weekly at three jobs (one on campus) claimed that she was placed on academic probation during the period when she increased her work hours. She further stated that during the same period, she missed several quizzes, missed several assignment deadlines and her academic performance spiraled out of control. Participant 12 emphasized that the job took precedence in her life and she regretted not making her academic work her priority.

Participant 12's remarks aligned with Nonis and Hudson's (2010) findings that excessive time spent in employment negatively impacted academic performance. According to Astin (1999), because the student is spending considerable time and energy on nonacademic activities that are usually unrelated to student life, they tend to pay less attention to their studies.

Participants 10 and 11 who indicated that employment hours negatively affected their GPA, claimed that if they had the opportunity to start all over again, they would choose to work fewer hours, manage their time more efficiently than they do now, and continue to work in the industry. They indicated that these factors would help them graduate on time with better GPAs and brighter post-graduation employment prospects.

Participant 10 remarked she would stay on track with her class schedule, hold only one job in the hospitality industry, and manage her hours more effectively.

Completing assignments, quizzes, and group work on time. Another negative factor reported by students is the challenge encountered in completing assignments, quizzes, and group work on time. Participant 2 reported:

The majority of my work that was done this semester was done while I was at work. Yes. I still have to stop what I'm doing to answer a phone. And it takes me at least, like 2-3 hours to finish one assignment when if I'm home or if I'm working less hours, I could finish my homework or that one assignment within like an hour or two. Working affects my academic performance in a big way because I had to actually cancel a lot of group meetings. Um, I would try to do a test and I would have to stop in the middle of a test while I'm at work or, um, I would have to email a teacher and say, "can you please re-open this test because I was at work, I couldn't do it."

Participant 12 reported that she did not have the time to hone in on one assignment even if she started a week early, because of her work hours. She admitted to submitting substandard work for grading due to lack of time to complete her work properly.

Students' perceptions of their attitude towards their academic performance.

The trend and pattern in the participants' responses to the question, "How do you view your attitude towards your academic performance during the times that you are/were employed?" revealed student nonchalance, a do not care attitude, procrastination,

demotivation due to tiredness, production of poor quality work, and doing the bare minimum on assignments. Participant 5 commented:

It's kind of like, nonchalant. If it gets done it gets done, if it doesn't, oh well. I got to work. It's not an attitude I should've had but prior to being employed, it's like, alright, this needs to be done so I'm going to focus on this this day and I'm going to do this assignment tomorrow. And it was like I had it laid out on when everything would be done. Now, having a job, it's like, get it done when I can get it done.

Participant 2 commented:

I had an *I don't care attitude* when it came towards my school work because it's like, oh I'm here at work, I'm making my money, I'm gonna pay my bills. It's like, oh well that class can wait or that assignment can wait. It's like I stopped caring to put my school work first when that's the whole reason why I'm here.

Participant 11 confessed that she 'slacked off' and had a 'lack of care' attitude in getting her academic work done. Other negative factors that were evidenced in the data included procrastination and de-motivation due to tiredness. Participant 7 remarked:

The impact of work on my study has been in the academic sense...has hindered me. It has slowed me down. Well, one of the reasons would be procrastination. Um, and then, but also procrastination can root from, you know, being tired....being mentally and physically exhausted, demotivation due to tiredness.

Participant 6 commented that her academic performance worsened following her freshman year when she started to work. She stated that her constant procrastination and tiredness because of her job has led to her poor academic performance.

Impact on quality of academic work. In response to the question “How do you view the quality of your academic work during the times that you are/were employed?” Participant 5 who worked off-campus remarked, “Not good at all. It’s the bare minimum...It’s just mediocre.” Similarly, 2 regretted not spending adequate time to produce quality academic work as she did in her freshman year.

Participant 1 stated:

The quality, I would say I was a little bit dissatisfied at times but that’s just because I am a bit of an over-achiever. But sometimes I wouldn’t get to work on an assignment or a project at much as I wanted to because of the lack of time that I had, because of work.

The findings that support the negative effects of employment hours on GPA, grades, and attitude toward academic performance are consistent with the findings of the study conducted by Richardson et al. (2013). Richardson et al. found that the students who worked longer hours had lower GPA than the students who worked fewer hours. In addition, the study conducted by Nonis and Hudson (2010) that showed that when the students’ employment increased during the semester, their academic performance decreased as reflected in their cumulative grade point averages. Astin (1984) pointed out that “Because the student is spending considerable time and energy on nonacademic activities that are usually unrelated to student life, full-time work off campus decreases

the time and energy that the student can devote to studies and other campus activities” (p. 524).

The impact of the nature of employment tasks and work schedules on academic performance. **When discussing the** impact of the nature of employment tasks and work schedules on academic performance students described that their work hours, inflexible work schedules, and the physically and mentally demanding tasks at their workplace led to lack of adequate sleep and a lack of time for group meetings at school. Concerning lack of adequate sleep, Participants 2, 4, 6, 5, 8, 9, 10 and 12 reported that inadequate sleep resulting from working long hours and or late night shifts hindered their ability to function effectively in their classes. Participant 8 stated that his employment affected his academic performance because he was always stressed and tired from the hard labor at work, and he rarely had enough sleep before attending classes.

Participant 9 remarked, “Because I work late nights and long shifts, I have a lot of sleepless nights, and then long tired mornings.” Participant 5 worked 20 hours weekly on campus reported, “Well, my job isn’t really difficult. The hours are just a little demanding so that’s what kind of makes me drained.” Participant 2 stated that he did not perform well academically because he often fell asleep in three classes during the semester.

Regarding the factor of physically demanding and mentally-draining tasks, Participants 1, 7, 8, and 9 reported that their tasks were physically demanding and made them tired and drained, resulting in difficulty to remain awake and alert during classes, and complete assignment and quizzes when they return home. Participant 1, indicated if

she were to start all over again, she would work again but preferably in a less physically demanding job. Participant 7 mentioned:

It's physically demanding, no matter, no matter how young you are, you go to work and then you go to school or you leave school and go to work and then at the end of the day you have a bunch of homework to do. And your body just wants to go to sleep.

Although Participants 2, 4 and 5 did not find their tasks on the job physically demanding, they reported that they were mentally drained and tired and were unable to function effectively in classes. Participant 4 remarked:

It's not physically demanding of me, um, because I'm sitting down at a desk... but it's draining ...time's just going by and I'm getting sleepy, I'm getting more tired. And then again, it's late at night so, you know, your body adjusts to the time for late night. So, when I get off work I'm extremely tired and then I got to go to class in the morning.

Another way that the nature of employment tasks and schedules impacted students' academic performance was evidenced by the students' unavailability to meet for their group meetings due to incompatible work schedules. In many instances, completing group assignments was challenging due to the conflicting meeting times resulting from group members incompatible work schedules. Participant 12 reported that his late-night shifts made it difficult to meet the demands of his group which usually occur early mornings. Thus, he was often labeled as the deficient member in his groups. Similarly, Participant 5 stated that his participation in group assignments was minimal due to long

and incompatible work schedules. This resulted in poor group work grades. Some students mentioned that their employers' inflexibility in accommodating their class schedules had a negative effect. For example, one student mentioned that she was forced to quit her job because her class schedule changed for the new semester and her employer was not willing to accommodate the new schedule.

The impact of the nature of employment tasks influenced the students' perceptions about their decisions concerning concurrent work and school if they were to start college all over again. In response to the question about whether they would opt to work while attending college if they were to start college all over again, Participant 2 remarked, "No, I wouldn't. I would not want to do it again because work has taken a lot away from my studies." Similarly, Participant 6 stated, "No. Honestly if I hadn't started working I would probably be graduating in May instead of later." Participant 12, commented,

Honestly if I could do it all over again I probably would've moved home. Because it's, it's literally been an up and down. I definitely would've done it because now I'm up to here in debt and I don't have my degree yet. And I'm still working for my degree that I could've had a couple of years prior to now instead of just you know. But at the time that's the only option I had.

Noninvolvement in extracurricular activities. The findings linked to Theme 2 align with Astin's (1996) study. Astin found negative outcomes associated with forms of involvement that "either isolate the student from peers or remove the student physically from the campus" (p. 126). Astin called these types of negative outcomes 'noninvolvement,' and stated "being employed off campus... being employed full-time"

(p. 126) as components that reduce the extent of a student's involvement in academic work. According to Astin (1999), a noninvolved student is a student who spends minimal time on campus or chooses not to become involved in extracurricular activities. All 12 participants reported or implied that their employment negatively affected their ability to participate in extra-curricular activities whether they held positions in organizations or not. As a result, the participants were positioned on the *noninvolved student* end of the continuum as theorized by Austin (1999). The theme noninvolvement in extracurricular activities was evidenced in students' lack of time and availability, conflicts with work schedules, regret at not being able to participate.

All participants expressed that because of their employment they were usually unavailable or did not have the time to become involved in extracurricular activities, even though some participants held active roles in sorority groups and clubs and organizations on campus. One participant who worked off campus and was the President of a Hospitality-based organization stated, that she resigned from her role as the president because her demanding work schedule made it impossible for her to fulfill her duties as the president. Likewise, Participant 3 who worked on and off campus commented,

[I am] the president of one organization sorority... it's time consuming... I have to rely on my team and not everybody is willing to understand... my vice president, she's working other jobs too so we're kind of like in the same predicament... I'm always working.

Participant 1 who worked on campus remarked:

Because of my employment, I cannot go to certain social activities and, certain activities outside of class like clubs and stuff that I'm in, I'm usually busy when we have meetings or events so it takes a toll on that part because it affects my social life greatly. For example, I'm in NSMH [National Society of Minorities in Hospitality], um, I'm also in the CSA [Caribbean Students Association], I'm in NCNW [The National Council of Negro Women], but I do not attend the meetings or participate in the activities. NCNW, usually they have events and meeting while I'm working and because I've been working during most of them, at the moment I'm currently an inactive member because of my employment.

The remarks and implications from Participants 5 and 10 showed that the participants desired to be involved in extracurricular activities, but their employment hindered participation. Participant 5 an on-campus employee stated:

You can't do anything when you have a job because, most things are going on between the hours of maybe 4:00 and 7:00, then not getting off until 7:30 maybe 8 o'clock. Then [I am] basically missing everything that's going on. It wasn't something I was focused on in past years so, that's one of my regrets, not being as social during the whole college experience and, at this point, it's like, it doesn't matter.

Similarly, Participant 10 who worked 40 hours weekly off campus stated:

Having to work a number of hours takes a lot, which means you don't have time to do what you want to do. You don't have time to join an association. You pretty

much have barely any time for yourself. I haven't had any chance to actually be in any fraternities or anything due to the fact that I work too long hours.

The students' noninvolvement in extracurricular activities is evidenced by Participants' 6, 7, 8, 9, 11, and 12 who stated or implied that work was their priority.

Participant 7 commented:

I was on a cheerleading team before. And even though, um, pretty much the reason I wasn't on the team after that is because I had to work. And then I was on the soccer team. And I wasn't able to do the soccer team because of work. And then I wasn't able to make any, um, any of our meetings, our important meetings.... My work takes priority; I have bills to pay.

The findings that support the theme noninvolvement in extracurricular activities as a result of paid employment align with conclusions of a study conducted by Robotham (2012). Robotham found that employed students sacrificed their social life and devoted less time to extra-curricular activities, placing greater emphasis on their employment than they did on their academic performance and social life.

Theme 3: Positive Outcomes of Paid Employment on Academic Performance

Despite the pattern of negative effects of paid employment on academic performance, all participants perceived some positive outcomes of paid employment on their academic performance. *Impact on learning.* All participants reported or implied that they gained valuable experiences and they were able to transfer learning from the classroom to their jobs and from their jobs to the classroom. Participant 3 stated, "I have so many experiences because this is my 2nd year as a RA [Resident Assistant] so I can

really relate a lot of the things that I've learned from the classrooms, like communicating." Participant 12 indicated that every day was a learning day on her job. In addition, she stated that she applied what she learned at school into the activities that she completed on the job and that she used her learning from the job to complete her class assignments.

Participant 2 commented:

Working at the hotel and being a part of the Hospitality Program at school, has helped me that when I'm in class and the professor is saying something about the hotel, I actually raise my hand and say, well, why is it this way because in my hotel it's this way. I know more now because I'm actually getting the experience at work. I can actually have a conversation with my professor about what I've learned at work and what she's teaching in class. I wish there was a way to get grades for the things I do on the job!

Likewise, Participant 3, responded, "I think it's, it's helped me with experience because every job is different. You take something different from every job. So, with Bath and Body Works, I know how to sell, with Cracker Barrel, I learn the industry." Participant 7 discussed how a project he did in class about portion control equipped him to execute his job well. He commented "...the project gave me a stronger sense of the control system." He further elaborated on how he conversed with the general manager about his class project and the general manager in turn gave him added responsibility to design an inventory sheet for the maintenance department. Participant 5 remarked, "...in a sense it's still academic but it's the hands on, away from your campus..." Participant 10 stated

that his employment in the hospitality industry provided him with invaluable work experience, which he will be able to apply to his post college career. Participant 9 reported, “Coming out of college a lot of companies are looking for work experience, not just the paper anymore.”

The students desire to gain academic credit for employment in the hospitality industry was evidenced by the comments and expressions by participants. Participant 7 who had a GPA of 2.00 and worked as a hotel maintenance agent for 35 hours per week remarked, “... I think it would be a positive if they [students], especially if they’re working in the industry ...there should be a way that, um, some of that industry experience is viewed upon as ...attendance...or work or some type of credit system.” Participant 9 who worked 55 hours weekly on and off campus and had a GPA of 2.89 shared similar viewpoints in stating that faculty should incorporate students’ employment experiences into the grading system. Similarly, Participant 2 believed that if a student works earnestly in the industry and learns from that experience, he or she should get credit from school for that learning experience, because the workplace is a replica of the classroom.

The effect of employment on self-discipline. Participants 1, 6, and 11 expressed that their paid employment taught them the importance of self-discipline and responsibility. While they may not have perfected these skills, they were able to apply them to their academic performance. Participant 6 indicated, work and school allowed her to grow and to become more responsible. Participant 11 reported that he had to adjust the

way he did many things including his study habits. Participant 1 strongly believed her employment taught her self-discipline, and helped her not to procrastinate. She remarked:

I would say if anything [employment while in college] helps me not to procrastinate. It helps me to discipline myself to get my work done. Once I have free time I use it to do my homework instead of waiting until the last minute because I'm not sure if I would have to work on that day or something like that.

Astin (1993) proposed that students who work part-time on campus have a higher GPA than students who work off campus and they frequently demonstrate self-reported intellectual and affective growth as in the case of Participant 1.

The flexibility of faculty members Participants mentioned or implied that some of their faculty members were aware of their employment obligations. Some participants acknowledged that their professors accommodated their needs by extending due dates of assignments and quizzes. The participants' acknowledgements implied that the interaction with faculty members influenced their academic performance positively because their professors were lenient and made reasonable accommodations. In response to the question, "How would you describe your interaction with faculty", Participant 2 who worked 40 hours weekly off campus and had a GPA of 2.90 responded:

I do have some teachers who are willing to work with me because they know the type of hours that I work. They'll extend a test for me or they'll re-open a test or an assignment. I've had that done a couple of times this semester.

Participant 3 who had a GPA of 3.34, worked 45 hours weekly, and had three jobs expressed her gratitude for the faculty and commented that some faculty members would

call students when assignments were not received. She remarked, “I’m grateful because I don’t know where I would be if I didn’t have the faculty we do at this school.”

The flexibility of employers. Another way that the nature of employment tasks and schedules impacted students’ academic performance was evidenced in employers’ flexibility in accommodating the students’ needs. Although the employers of Participant 2 and 4 allowed completion of assignments and homework on the job, the students experienced difficulty completing assignments while at work. Participant 2 reported that during the fall semester of 2015, she completed most her academic assignments while she was at work. However, she found it difficult to complete her academic assignments while on the job because she encountered constant interruptions handling guests’ reservations. Participant 4 also remarked that her employers worked with her by allowing her to complete academic assignments while she was at work. Similarly, Participant 12 commented that one of her employers allowed her to complete her assignment while she was at work. She remarked:

My work-study job, they allow me to go ahead and do whatever assignments I can get done there. That’s where I solely do my homework. Because I don’t have time otherwise. My shift at Holiday Inn runs 3 to 11, it takes me 45 minutes to get home, and I have early morning classes.

Participant 10 explained that his manager took an interest in his academic performance by requesting to see his grades and attendance reports.

The results from the interviews revealed that employed students experienced significant learning from on their jobs, particularly hospitality-related jobs, and students

could transfer learning from the classroom to their jobs and from their jobs to the classroom. From the analysis of the interviews, these findings indicated a need to incorporate elements of student employment in the students' academic and professional plan of study, with an additional benefit of academic credit. The findings reflected in Theme 3 are like the findings of several previous research studies. Geel and Gellner (2012), Guo (2014), Pollard et al. (2013), and Schoffstall, (2013) all found that paid employment provided students with a bank of knowledge, skills, and experiences that they could apply to their personal development and future careers.

Theme 4: Managing Employment, College, and Other Demands

Students did not manage their employment, college, and other demands on their time efficiently, as evidenced in their comments regarding attendance and a lack of balance between work and school.

The impact of employment on attendance. In responding to the question "How does employment affect your attendance?", all but three participants (Participants 1, 7, and 11) reported that attendance negatively impacted their attendance which resulted in lateness and or absence from classes.

Participant 5 responded:

Negatively. It makes me miss a lot. I'm absent from classes. Like, I've been absent from XXX's class because I work late nights and I am tired. Yep; drained like, okay, not today. And then, not only that, once I have class at 8 o'clock then go into your class from 9:30 to 12:15 and then go to work at 1 o'clock, there's no time. My job isn't really difficult. The hours are just very demanding so that's

what makes me kind of drained. I have an 8 o'clock class on Tuesday and Thursday and a 9 o'clock class on Monday and Wednesdays so I missed a lot of those classes because I am too tired from working long hours at nights.

Participant 10 who worked 40 hours per week stressed that employment affected his early morning classes because he often worked until 3 o'clock in the morning. Participant 6 worked 40 hours weekly. She stated, "Um, like my attendance in class; sometimes I'd have to say I am horrible. I would have to say working has taken a toll on post-reality and attendance in class." Participant 4 commented, "I would attend class late and um, sometimes on purpose because I know I'm tired."

Participant 5 who worked 20 hours per week responded:

Negatively. It makes me miss a lot. I'm absent from classes. Like, I've been absent from classes because [I am] up late and tired. Yep drained. And then, not only that, once I have class at 8 o'clock then go into class from 9:30 to 12:15 and then go to work at 1 o'clock. So, like, there's no time...I try to do as many hours at work as much as they will give me."

Employment was a priority over attending classes as expressed or implied by Participants 2, 3, 5, 6, 8, 9, 10, and 12. Participant 12 who held three jobs and worked 75 hours weekly remarked:

I was in a position as well where if I was scheduled [to work] during a class time, I was going to work. I was like listen, I'll shoot her [my professor] an email, I'll...and most of the time I didn't even do that.

Participant 2 a front desk agent who worked 40 hours weekly commented:

Getting off work at 12 o'clock in the morning, 1:00 o'clock in the morning, I was like, okay, well I need my sleep so I'm not going to this class in the morning.

Then I'll try to make it to my next class. Oh, well I'm still sleepy so I'm not going to make it to the next class.

Participant 2 reported that her priorities changed when she started working. She indicated that work took precedence over her studies because she needed to work as many hours possible for her to satisfy her financial needs. Participant 10 discussed how prioritizing work over school resulted in failed classes. He stated, "[My] time in school was extended due to working so much and not caring about school as I should. I had to re-take courses due to the fact that I really messed up a lot of classes." Participant 9 who worked 55 hours weekly commented, "I have 8 o'clock [classes] on Tuesdays and Thursdays, and 9 o'clock [classes] on Mondays and Wednesdays so I missed a lot of those because of my job." Participant 4 remarked, "I'd could put more time in school. Eight hours out of the day that I work I know I could at least commit half of that, 4 hours to my schooling but I don't." When asked the reason why, she indicated that her priorities were wrong.

A lack of school and work balance. A lack of balancing work and school was another factor that supports Theme 4. Participant 9 remarked, "I'm trying to work it all and focus on academics and balance six classes you know, it's definitely a task. Um, it's just impossible." Participant 3 expressed a lack of work and school balance in trying to figure how to accomplish balance. She stated:

I just got to figure how to balance for next semester because it's not working as well as I want it to. It's going to be difficult [finding a balance] but if you have a support system then it makes it a lot easier.

Participant 5 indicated that school conflicts with other priorities, which is to make money to pay the bills, so it becomes difficult to find a balance. Participant 6 remarked, "I've had to rush a project so I could get to work." Participant 6 also indicated that she did not attend some of her classes because she had to work, and her days were long and tiring which impacted her college life. She remarked:

There are days that I've missed classes because I was just working really, hard. Like, dealing with my job, you get tired, like your body tires out very easily. So, working 10 hours a day, every day and then going to school, it's like, your body's gonna want to just shut down sometimes.

The perceptions and experiences that the participants discussed about how they did not manage their employment, college, and other demands on their time wisely is an indication that there is a need for students to set priorities and find a balance that will positively impact their academic performance. The students' perceptions and experiences were consistent with Schoffstall's (2013) study that showed students who worked and studied concurrently experienced challenges while trying to balance competing obligations.

The findings that emerged from the theme 'Managing employment, college, and other demands,' aligned with Pollard et al. (2013) and Guo's (2014) studies that found that concurrent employment and attending college full time pose many behavioral

challenges as students balance their time between their employment and academic work. Pollard et al. argued that it became increasingly difficult for students to balance time between work and study and produce quality academic work. Astin (1999) emphasized that the behavioral aspects of involvement are critical to a student's academic performance. Astin stated that, the role of employment on academic performance might be positive or negative, and that the possibility existed for the negative and positive impacts to counterbalance each other. However, student paid employment may negatively affect their educational performance if the time and energy invested in employment outweighs the time and energy they spend on academic responsibilities.

The findings of my study show that concurrent student employment and full time college attendance is inevitable, and hospitality students gain many benefits from working and studying concurrently, despite the challenges they face. The results also showed that students faced difficulty fulfilling their academic obligations of attendance, punctuality, completing assignments, producing quality academic work, and engaging in employment concurrently.

In this section, I provided a comprehensive description of all four themes that I identified: reasons why students engage in paid employment, the negative impact of employment on academic performance, positive outcomes of paid employment on academic performance, and managing employment, college, and other demands

Discussion of the Findings

The findings of my study revealed that full-time undergraduate hospitality students had a mix of perceptions regarding the role of employment in their academic performance.

The participants explained that their employment hours negatively impacted their academic performance. They explained how their employment hours resulted in lower GPAs and grades and absenteeism from their classes and group meetings. The students discussed how they faced many challenges completing assignments, quizzes, and group work on time and that the quality of their academic work was mediocre. The study revealed evidence of student procrastination, uncaring attitude, and late and non-submission of assignments due to the participants' involvement in employment. These outcomes negatively affected their academic performance. Consistent with prior studies Nonis and Hudson (2010), Richardson et al. (2013), and Robotham (2012), I found that the amount of time that students participated in paid employment negatively impacted their academic performance as evidenced in lowered GPA, lethargic behaviors, mediocre academic work, and nonchalant attitudes. The findings appear to show that students placed employment as a priority over their academic agenda.

The students' employment schedules and the physically demanding nature of their jobs negatively impacted their academic performance. The students reported that they were frequently tired and lacked adequate sleep due to long work schedules and the physically-demanding nature of their jobs. For some students, the problem was compounded when their employers were not flexible in accommodating their class

schedules. The findings show that students' priorities were their jobs. All the students expressed that because of their employment they were usually unavailable or did not have the time to become involved in extracurricular activities, even though some participants held active roles in sorority groups and clubs and organizations on campus. This finding concurs with Astin (1999) who found that "Because the student is spending considerable time and energy on nonacademic activities that are usually unrelated to student life, full-time work off campus decreases the time and energy that the student can devote to studies and other campus activities" (pp. 523-524). The findings appear to show that students prioritized employment over their academic work in order to manage their time effectively.

The findings revealed that the students found employment positively influenced their academic performance; they could transfer learning from college to their workplace, and apply learning and experiences from their workplace to their academic environment. Students emphasized that they gained meaningful hospitality industry learning experience through their employment. The learning experiences that the students garnered while working in the hospitality industry was an indication of academic learning in a workplace setting, worthy of receiving academic credit. The workplace experiences and the skills the students garnered because of working and studying concurrently positioned them favorably for future career opportunities in the hospitality industry. Some students reported that their paid employment taught them the importance of self-discipline and responsibility. Moreover, the data analyzed from the interview showed that the students

benefited from leniency from their faculty members who made reasonable accommodations.

The findings showed that students did not manage their employment, college, and other demands on their time effectively in order to achieve academically, as evidenced in their comments regarding lateness and absenteeism, employment as a priority, and the need to balance work and school. The findings align with Pollard et al. (2013) and Guo's (2014) studies which found that concurrent employment and attending college full time pose many behavioral challenges for students. Pollard et al. argued that it became increasingly difficult for students to balance time between work and study and produce quality academic work. Astin (1999) emphasized that the behavioral aspects of academic engagement are critical to a student's academic performance.

The implication from the findings is that although hospitality students undertaking employment while they are enrolled in college is inevitable, they would likely be more successful academically if they had a better understanding of how to balance work and school successfully. This could be achieved by providing workshop sessions to students on the concept of balancing employment and college. Students would become active participants in the workshop, with the responsibility for measuring and evaluating his or her behaviors and applying the information learned to the remainder of their academic journey

Based on the evidence from my research concerning the students' need to work, evidence of extensive concurrent employment and college among hospitality students, and evidence of the lack of work and college balance, I conclude that it is a necessary to

explore formal involvement of the school of hospitality management at SCU and industry partners. Formal involvement means that students' industry experiences could be recognized as components of their hospitality management undergraduate education. For the students, this would mean gaining academic credit for hospitality-related industry experience by means of a flexible curriculum and formal involvement with the school of hospitality and the industry partners.

Perna (2010) stated, "Colleges and universities must educate both professors and administrators about the prevalence of student employment and how to connect students' workplace and academic experiences and then change institutional policies, practices, and structures to promote such connections" (para. 8). Therefore, I suggest that the findings of my study be shared with the hospitality student body, dean, faculty, and staff; some of whom may be unaware of the extent and effects of the students' employment on their academic performance.

Project as an Outcome

Because of my findings, I developed a project as an outcome, in the form of a 3-day professional development workshop for faculty members and students. This doctoral study was developed to address a local gap in practice, namely, the lack of research and knowledge concerning full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. The findings of the study indicated that concurrent college and employment is important for full-time hospitality students' future job prospects to sustain their finances while they are in college, despite the many challenges they faced as a result of such employment.

They findings showed that students did not manage employment, college, and other demands on their time effectively which resulted in poor academic performance. The findings also showed that students garnered relevant hospitality industry-relevant work experience resulting from their employment while they were enrolled in college fulltime, and that students were able to transfer learning from the classroom to their jobs and from their jobs to the classroom. These findings and my discussion of the findings from the interviews led me to develop a project that would meet the following goals: (a) sensitize faculty members and hospitality students about the positive and negative effects of the employment on students' academic performance (b) provide training for students about how to balance work and school, and (c) provide faculty members with strategies for integrating students' hospitality-related work experiences into their academic experience, with an additional benefit of academic credit for students.

The project that I developed will be a 3-day professional development workshop for faculty members and students. Students will engage in workshop sessions that will help them to learn strategies for balancing their employment and college life; faculty members will participate in sessions that address strategies for integrating students' hospitality-related work experiences into the students 'academic experience with an additional benefit of academic credit; students will engage in workshop sessions that help them to understand the strategies that faculty may use to integrate work experiences into the curriculum; faculty members and students will participate in the information sharing regarding the effect of student employment on the students' academic performance.

Section 3: The Project

Introduction

The purpose of this qualitative study was to achieve increased understanding of full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. I analyzed the data I collected from the twelve interviews I conducted and generated four themes. The four themes that emerged from the study were: (1) reasons why students engage in paid employment, (2) the negative impact of employment on academic performance, (3) positive outcomes of paid employment on academic performance, and (4) managing employment, college, and other demands.

The project that I developed as an outcome from the research addresses these themes. I created a 3-day professional development (PD) workshop entitled Study and Work Are Hand in Glove (SWAHG) as the project for this study. This PD workshop is a medium for sensitizing faculty members and hospitality students to the positive and negative effects of employment on students' academic performance. It is also a medium for providing training for students on how to balance work and school, and providing faculty members with strategies for integrating students' hospitality-related work experiences into their academic experience, with an additional benefit of academic credit for students. I selected the PD workshop genre because it allows for faculty and students to participate in collaboration.

In the remainder of this section, I describe and explain the purpose and goals of the PD workshop, learning outcomes and target audience, the components, timelines, and

activities of the project, and a rationale for the project genre. This section that follows also includes a review of literature related to PD programs and workshops, and a description of the project as an outcome of the study with the needed resources, and existing supports and potential barriers. In addition, I present an explanation of the roles and responsibilities of myself, the students, and the faculty members. I also include the project evaluation plan, a summary of the possible social change implications, and a discussion of the importance of the project to the students, faculty members, community, and industry.

Description and Goals

The purposes of the 3-day PD workshop are to share knowledge and raise awareness about the impact of employment on the students' academic performances, provide strategies for students to balance college and employment effectively, and provide faculty members with strategies for facilitating the integration of student employment experience into the academic experiences of employed students. The goals of the PD workshop are to:

1. Create awareness of the impact, benefits, and outcomes of concurrent student employment and enrollment in college on the students' academic performance.
2. Provide hospitality students with strategies that will help them to balance work and school effectively.
3. Create awareness among students and faculty members of the benefits of integrating students' work experience with their academic experience.

4. Provide hospitality faculty members with the knowledge, skills, and strategies that are necessary for integrating elements of student employment into the students' academic performance and professional agenda.
5. Present the concept of Hospitality Management Work Experience-Based Learning Projects.
6. Create an understanding of Hospitality Management Work Experience-Based Learning Projects (WELP), the principles of the WELP, the benefits of WELP, key steps in the process, the relationship between WELP and student professionalism and self-management, and the various roles of the stakeholders in the successful implementation of the project.

Target Audience and Learning Outcomes

The 3-day PD workshop is designed for all full-time hospitality students (approximately 85), and the four hospitality management faculty members. The workshop, hosted by the School of Hospitality Management (formerly the hospitality management department) at St. Catherine University, will be presented by the faculty members, students, and hospitality industry personnel. Upon completion of the SWAHG workshop at SCU:

1. The faculty members and students will be knowledgeable of the different demands placed on students who engage in concurrent employment and college, the positive outcomes of concurrent employment and college, and the impact of employment on academic performance. They will be able to describe and explain

the positive outcomes of student employment. They will be able to explain the impact of employment on students' academic performance.

2. The faculty members and students will be able to identify, describe, and explain the benefits of integrating students' work experiences with the students' academic experiences. The faculty members will be able to identify, describe, explain, and plan the learning components of professional work experiences that can be integrated with the students' academic experiences for credit.
3. The faculty members will be able to discuss, describe, explain, and plan various ways and strategies to incorporate hospitality students' professional work experiences into the students' academic experiences for credit.
4. The students will be able to use strategies to plan and implement lifestyles that balance work and college life effectively.
5. The students will be able to use self-management tools such as monthly calendars, next action lists, and tracking forms to plan and implement lifestyles that balance work and college life effectively.
6. The faculty members and students will be able to demonstrate an understanding of (WELP), the principles of the WELP, the benefits of WELP, key steps in the process, the relationship between WELP and student professionalism, and self-management, and the various roles of the stakeholders in the successful implementation of the project.
7. The faculty members will be able to create and implement work-experience based learning projects for academic credit.

Mizell, (2010) stated, “effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges” (p. 10).

Components of the Workshop

The 3-day PD workshop, SWAHG, is designed to be face-to-face. However, the SWAHG PD will have a continuously accessible companion site on the institution’s website where all workshop resources will be posted. The companion site will also provide workshop participants with the opportunity to engage in post-workshop dialogue and communication via a discussion board and a chat room. The workshop will be presented on three consecutive Fridays during the beginning of the fall 2017 semester between 7:30 am and 4:30 pm on the first and third Friday and 10:30 am and 4:30 pm on the second Friday). During this time of the year, students and faculty are rested and energized after the summer break, and they usually return with a positive attitude to start the new semester. As of fall 2016, SCU HM program’s newly designed curriculum will require students to participate in professional development every Friday for a minimum of 1 hour, with additional hours as endorsed by the dean of the school. However, to encourage student attendance, students will receive extra credit for attending their required sessions which extends over the required one hour. All students will be given ample notice (a minimum of 4 weeks) to reduce the possibility of any conflict that may occur due to employment. Excused absence will be granted to students if they are scheduled to attend classes for the remainder of the day. Students who are absent due to employment schedules will lose an academic grade for professional development. All hospitality faculty members and students are expected to attend 3 days of workshop

sessions. Each day of the workshop includes a full hot breakfast (60 minutes), snack breaks (15 minutes) and a hot lunch (60 minutes). Each day begins with an invocation that aligns with the faith-based principles of the institution. Day one of the workshop includes the following:

1. A 90-minute session entitled, *The Impact of Employment on Hospitality Students' Academic Performance*. This includes a 60-minute presentation followed by a 30-minute question and answer period to facilitate clarifications and further explanation. The purpose of session one is to explain to attendees the findings of the study as they relate to the different demands placed on students who engage in concurrent employment and college and the impact of employment on academic performance. At the end of the session, faculty members and students will be able to explain the demands and describe the impact of employment on students' academic performance. The information and background data will help the attendees to gain an understanding of the gravity of the issue at hand. This will encourage the attendees to participate wholly and immerse themselves in the 3-day workshop that lies ahead. I will be the presenter for this session and I will provide handouts during the presentation.
2. A 90-minute session entitled *The Positive Outcomes and Benefits of Hospitality Students Employment*. This session includes a 30-minute PowerPoint presentation, a 30-minute group activity using scenarios

emerging from the PowerPoint presentation, and a 30-minute period for discussing the outcomes of the group activities. The purpose of session two is to describe the positive outcomes and benefits that employed students experience. At the end of the 30-minute PowerPoint presentation session, learners will be able to explain the positive outcomes, benefits, and impact of hospitality students' employment. At the end of the 30-minute group activity, learners will be able to identify, describe, and explain the benefits of concurrent work and study. Two different scenarios will be presented to students and faculty who will work in groups of eight. Each group will be given a short scenario that features a full-time hospitality student who works part time. The groups will identify the positive outcomes presented in each scenario. The group will select a leader who reads the case scenario, a recorder who writes the findings that the group agrees on, and a reporter who reports back to the general audience. I will be the presenter for the session, and I will use presenter's notes and provide handouts during the presentation.

3. A 90-minute panel discussion entitled, *Professional Work Experience Goes Hand in Glove with Academic Learning* presented by industry partners and faculty, which includes 20 minutes of discussion and 20 minutes of summary of the session. The purpose of this session is to share with the audience the perspectives of industry hospitality human

resources experts and hospitality faculty on how both academic and work experience enhance each other. Learners will be able to explain the opinions of the hospitality human resources experts and hospitality faculty regarding the enhancement of academic work and work experience. This session aims to create awareness of the benefits of integrating students' work experiences and their academic experiences.

4. A 90-minute presentation entitled *The Learning Experiences of Working Students* presented by students, which includes 30 minutes for answering any questions arising from the session. The purpose of the presentations by the students is to share real cases to reinforce understanding of the benefits and outcomes of concurrent student employment and enrollment in college on the students' academic performance. Learners will be able to identify and explain the evidence of transfer of learning between student employment and academic work.

Day one concludes with 30 minutes of discussion and reflection on the day's activities.

Workshop attendees will complete an evaluation at the end of each session (see Appendix A). The purpose of the evaluation is to provide me with immediate response from the attendees about the effectiveness and clarity of the session. This will help to provide improvement for the training as it is occurring. The results of the feedback will also be considered when developing the support website.

Day two of the workshop includes the following:

1. A 90-minute session entitled *Integrating Hospitality Students Professional Work Experience into the Academic Agenda and Assessment Part 2*, which includes a 50-minute presentation by hospitality industry partners, 30 minutes for answering any questions the learners may have arising from the presentation, and 10 minutes for summarizing the session. The goal of the session is to present strategies and methods that industry partners could use to support working students' academic performance through work experience. Learners will be able to discuss, describe, and explain ways and strategies to include hospitality students' professional work experience into the students' academic experience for. Learners will review strategies and methods that require accountability and professionalism that industry partners believe will support working students' academic performance through work experience.
2. A 90-minute session entitled *The Act of Balancing Work and School*, to be presented by a guest motivational speaker, and includes thirty minutes for answering any questions the learners may have arising from the presentation. The goal of this session is to inspire and encourage student learners to plan and implement lifestyle that balance work and college life effectively. Learners will be able to identify strategies from this session that can help them to develop self-management action plans that will help them to balance college and

work effectively. Students will be able to apply techniques garnered from this session to develop self-management action plans for concurrent employment and college.

3. A 90-minute session called *Mastering Self-Management* that includes a 10- minute video (Reynosa, A., Limon, J., and Walsh, T., 2014), a PowerPoint presentation (50 minutes), and a discussion period (30 minutes). In this session, learners are provided the necessary strategies and tools to create self-management action plans that the students can use to help them to balance concurrent college and work effectively. At the end of this session, students will be able to create self-management action plans that they can use help them to balance concurrent college and work effectively. Professor Wilson from the College of Business and Entrepreneurship is the presenter for this session.

Day two concludes with 30 minutes of discussion and reflection on the day's activities.

Workshop attendees will complete an evaluation (see Appendix A) at the end of each session. The purpose of the evaluation is to provide me receive immediate response from the attendees on about the effectiveness and clarity of the session. This will help to provide improvement within the training as it is occurring. The results of the feedback will also be considered when developing the support website.

Day three of the workshop includes:

1. A 90-minute session entitled *Learn as You Earn – Work Experience -Based Learning Projects (WELP)*. This session includes a 60-minute presentation and a 30-minute discussion period for discussing the outcomes of the group activities. The goal of this session is present the concept of Work Experience -Based Learning Projects (WELP) and the components that are involved therein. Upon completion of this session, faculty members, and students will be able to demonstrate an understanding of Hospitality Management Work Experience-Based Learning Projects (WELP), the principles of the WELP, the benefits of WELP, key steps in the process, the relationship between WELP and student professionalism, and self-management, and the various roles of the stakeholders in the successful implementation of the project. I am the presenter for this session, and I will use presenter's notes, websites, and provide handouts during the presentation.
2. A 90-minute concurrent session. The faculty will attend the *Learn as You Earn – Work Experience -Based Learning Projects (WELP)* presentation for 60 minutes followed by 30 minutes for answering questions pertaining to the presentation. The goal of this session is provide faculty members with the strategies for integrating the students' work experiences and their academic experiences. At the end of the session, faculty members will be able to create and implement work-experience based learning projects for academic credit. I am the

presenter for this session, and I will use presenter's notes and provide handouts during the presentation. The students will attend a separate session entitled *Develop Self-Management and Time Management Action Plans for Concurrent Employment and College* for 90 minutes. In this session, students will develop self-management action plans. Students will use self-management tools and templates such as monthly calendars, next action lists, and tracking forms to plan lifestyles that balance work and college life effectively. Students who are employed will take into consideration their employment obligations within their action plans. Students who are unemployed will assume employment obligations within their action plans. At the end of this session, learners will be able to use the tools of effective self-management to create individualized action plans to plan and implement lifestyles that balances work and college life effectively.

3. A 90-minute session that allows the students to present their *Plan of Action* that they prepared in the previous session. The goal of the session is to present to the audience samples of students' self-management action plans. Professor Wilson from the College of Business and Entrepreneurship will facilitate this session.

Day three concludes with a 30-minute wrap up session in which all attendees will be asked to complete evaluations for day three's sessions as well as a summative evaluation for the 3-day workshop (see Appendix A). The purpose of the evaluation is to provide me

with immediate response from the attendees on about the effectiveness and clarity of the session and the overall workshop. The results of the feedback will be considered when developing the support website. I will thank attendees for participating in the workshop and provide information for accessing the information presented in the workshop.

Rationale for Choosing a Professional Development Workshop

I established the project to implement a PD workshop based upon the findings and my discussion of the findings. According to the findings of the study, employed students gained hospitality-related experience from their jobs and they engaged in transfer of learning from the classroom to their jobs as well as from their jobs to the classroom environment. The study also showed that employed students did not manage their employment, college, and other demands on their time effectively in order to achieve academically which affected their academic performance negatively. Given the findings of the study, there is an opportunity to integrate students' hospitality-related work experience into the academic agenda with an additional benefit of academic credit. However, integrating hospitality-related work experience and academic experience will not be successful if the students do not balance their college and work life effectively, and if the faculty do not know how to achieve the integration. Therefore, the project I developed takes an approach that includes professional development for both the faculty members and the students. The project has the potential to facilitate the successful implementation of work experience-based learning projects within the hospitality curriculum and pedagogy.

A broad search was carried out to determine the most suitable project genre based on the research data that I collected. After considering the four possible genres, Evaluation Report, Professional Development, Curriculum Plan, White Paper/Position Paper, I chose the Professional Development genre because a PD workshop provides a medium for interaction and collaboration on the issues presented. It allows students and faculty to engage in discussions, share their experiences, and immerse themselves into the various elements of the workshop. The PD workshop is appropriate for (a) presenting the findings of the study, (b) offering solutions for effective self-management, and (c) collaborating on ways to integrate hospitality industry work experience into the students' academic experience. Hassel (1999) stated that a PD workshop is best suited for addressing these issues because it is a process for improving the students and faculty members' skills and competencies needed to produce positive academic results for the students. Moreover, the PD workshop will give both the faculty members and students opportunities to collaborate on the content presented, engage in meaningful interaction and exchange of ideas and opinions, and receive the information from a variety of sources and experts in the field.

Review of Literature

In the literature review, I discuss research and studies that focused on the concept of professional development, which is the chosen genre for this project. The literature review also includes discussion regarding research and studies focused on balancing college and work and the integration of student work experience and academic experience for credit, which are the contents of the PD workshop for this project. The

purpose of this review of the literature was to explore best practices for developing and presenting a professional development workshop for faculty members and students.

Literature Review Search Strategy

I used the Walden University online library and Google Scholar as my primary sources to retrieve scholarly journals and peer-reviewed articles. Databases that were used included ERIC, EBSCO, Education Research Complete, and ProQuest. Search terms and phrases included: *professional development, faculty development, faculty training, student development, professional development workshops, faculty development workshops, student development workshops, designing professional development workshops, contents of a workshop, best practice for the design of workshops, evaluating professional development, and benefits of a professional development workshop.*

Additional search terms and phrases included: *professional development for educators, what is professional development, creating professional development, professional development definition, professional development elements, balancing college and work, balancing school and work, balancing life, professional development for self-management, self-management workshops, integrating student work experience work-based learning, work for credit, work-based learning, work-experience based learning, practice-based learning, earn as you learn, and work-related learning.*

I searched multiple academic journals including *Professional Development in Education, Journal of Education and Work, Higher Education Research and Development, International Journal of Academic Development, British Journal of Educational Technology, MPAEA Journal of Adult Education, College Teaching,*

International Journal of Educational Development, and Journal of Higher Education. In addition, I searched the *Journal of Education & Human Development, Journal of Human Resources in Hospitality & Tourism, National Association of Student Personnel Administrators Inc. (NASPA), Education Research International, Journal of Behavioral Education, Journal of Education for Students Placed at Risk American Educational Research Journal, Journal of Marketing Education, Journal of Educational Technology Development and Exchange, and Journal of Further & Higher Education.* Numerous articles were located, but many were outdated. However, I used sources older than five years if the information was still applicable and could not be found in more recent sources. I considered that the literature review was complete when I encountered repeated references and my searches did not result in new sources. In alignment with genre and content of the project, I organized the literature review under three headings, (1) Best Practice for The Design and Presentation/Implementation of A Workshop, (b) Teaching Students to Balance Work and Academics, and (3) Integrating Work Experience into The Academic Experience.

Research About Best Practice for The Design and Presentation/Implementation of A Workshop

I organized the discussion about best practice for the design and presentation/implementation of a workshop into five topics: the concept of PD, the effectiveness of PD, designing PD activities, educators as learners in PD, students as learners in PD, and evaluating the success of PD programs.

The concept of Professional Development. PD has been widely researched and discussed from many viewpoints (Amundsen & Wilson, 2012; Blau & Snell, 2013; Bouwman - Gearhart, 2012; Desimone, 2011; Knowles et al, 2011; Mitchell, 2013; Persellin & Goodrick, 2010; Wilson, 2012). Wilson (2012) stated that PD has traditionally been viewed as a method of affecting change in the post-secondary educational arena (Wilson, 2012). Mitchell (2013) discussed PD within the context of a process rather than an event. Mitchell specified that PD is as a process in which "...an individual acquires or enhances the skills, knowledge and/or attitudes for improved practice" (2013, p. 390). Likewise, Day and Sachs (2004) defined PD as, "the process by which [...] teachers review, renew and extend their commitment as change agents to the moral purposes of teaching" (p. 13).

Although different viewpoints are presented concerning PD, the common objectives throughout the literature for providing PD activities are to improve educators' professional skills in the classroom and to effect positive change in the learning environment. Achieving these objectives can occur through different mediums including workshops and learning communities (Gaible and Burns, 2006). Regardless of the mode of delivery, it is critical to ensure its effectiveness. Garet et. al (2001) stated that the most common and traditional type of PD is the *workshop*. A workshop includes a structured approach that takes place external to the teachers' classroom and is delivered by experts in the content area that is presented. Loucks-Horsley, S., Hewson, P. W., Love, N., and Stiles, K. E. (1998) stated that despite the structured approach and relevance of the content, workshops do not provide the educators with adequate time, activities, and

content essential for increasing their knowledge and fostering meaningful changes in their classroom practice, thus lessening its effectiveness.

The effectiveness of professional development. Persellin and Goodrick (2010), found that PD workshops had a positive effect on teaching practice. Persellin and Goodrick surveyed 331 faculty members who attended the Associated Colleges of the South Summer Teaching and Learning Workshop during the period 1992 – 2007. The participants were faculty members from different institutions across different disciplines who were at different points in their careers. The purpose of the survey was to determine the long-term impact of their workshop experiences during the period 1992 – 2007. The results suggested that the workshop had a sustained impact on the PD of its participants and provided a valuable forum for faculty development of teaching. The study found that participants tried the new strategies they learned in the workshop, and engaged in more risk-taking practices following their participation in the workshop. Although Persellin and Goodrick’s study did not reveal the precise duration of the workshop sessions in terms of contact hours, the workshop was shown to be an effective medium for fostering meaningful changes in the participants’ classroom teaching practice. Persellin and Goodrick’s findings aligned with Guskey’s (2000) discussions about the effectiveness of PD and its role in educational reform. Guskey (2000) indicated that PD programs are “systematic efforts to bring about change in the classroom practices, of teachers, in their attitudes and beliefs, and the learning outcomes of students” (p. 381), thus creating more effective educators.

Mangope and Mukhopadhyay (2015) conducted a mixed method study to measure teachers' beliefs, existing PD practices, training needs as well as methods of PD programs for inclusive education. The three-part, 25 item self - administered questionnaire was completed by 87 participants who attended in a three-day workshop on inclusive education. Additionally, 12 teachers who completed the questionnaire and had experience in teaching learners with Special Educational Needs (SENs) participated in follow-up one-on-one in-depth interviews. The findings of the research showed that even though participants believed subject content knowledge was important for the implementation of inclusive education, they did not believe that 'one-time workshops' alone were effective to change classroom practices. The participants believed successful implementation resulting from PD requires ongoing collaboration, collegial interactions, and the fostering of relationships.

Lutrick and Szabo (2012) conducted a qualitative study with two principals and three assistant principals to determine their perceptions about effective PD and then compared those beliefs to policy and research on the topic. The study used convenience sampling of five participants from one suburban school district who were individually interviewed using pre-determined questions. The findings of the study revealed that effective PD is ongoing, includes participants' collaboration, is designed based on data, is driven by participants' interest, and is interactive. The study also showed that the principals and assistant principals were knowledgeable of and utilized all the PD national professional learning standards at their schools that were established by The National Staff Development Council (2011). The standards focused on the inclusion of learning

communities, leadership, resources, data, learning design, implementation, and outcome. Huzinker (2010) in summarizing current research on effective PD stated that, “Effective professional development engages teachers in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative, and ongoing” (p. 2). Huzinker indicated that PD should be designed and developed with these characteristics in mind to achieve effectiveness.

Designing professional development activities. A growing body of research points to characteristics that constitute a well-developed PD workshop (Amundsen & Wilson, 2012; Boud & Hager, 2012; Cormas, & Barufaldi, 2011; Desimone, 2011; Ebert-May et al., 2011; Garet et al. 2001). Garet et. al (2001) used a national probability sample of 1,027 mathematics and science teachers to provide the first large-scale empirical comparison of the effects of different features of PD on teachers’ learning. Surveys were administered to a nationally representative sample of teachers who had attended Eisenhower-assisted activities over the period from July through December 1997. The results indicated that PD which places emphasis on academic subject matter (content), provides teachers opportunities for “hands-on” work (active learning), and is mixed into the daily life of the school (coherence), is highly likely to produce greater knowledge and skills.

Garet et al. (2001) study also found that reform activities such as study groups or mentoring and coaching yield better outcomes mainly because they tend to be of longer duration. However, traditional structured PD such as workshops and conferences of the same duration as reform activities tend to have the same effects on

reported outcomes, and there is substantial overlap in time span and hours of contact for these two forms of activities. The results of the Garet et. al study showed that it is more critical to focus on the duration, collective participation, and the core features (i.e., content, active learning, and coherence) of PD than the type of PD. The results of the study showed that PD is more likely to be viewed by teachers as effective if it is continued over time and offers substantial contact hours. This means that participants have more opportunity to participate in active learning, engage in collaboration, focus on the material, which collectively enhances the development of knowledge and skills.

Desimone et al. (2002) conducted a three-year longitudinal study to determine the effects of PD on teachers' instruction. The researchers purposefully selected a sample of 207 teachers in 30 schools located in 10 districts and five states to examine features of teachers' PD and its effects on changing teaching practice in mathematics and science from 1996-1999. Desimone et. al found that PD which concentrated on specific instructional practices, increased teachers' use of those practices in the classroom. From prior research, Desimone et. al also concluded that in addition to content focus, five key features of PD are effective in improving teaching practice. These include three structural features that focus on characteristics of the structure of the activity (reform type, duration, and collective participation) and two core features that focus on characteristics of the substance of the activity (active learning and coherence) (Garet et al., 1999; Garet et al., 2001). Desimone et. al (2002) stated that:

activities that were reform type were more likely to have collective participation and longer duration; and activities with collective participation and longer

duration were more likely to have active learning opportunities, coherence and a content focus, which in turn were related to how successful the experience was in increasing teacher-reported growth in knowledge and skills and changes in teaching practice (p. 83).

Desimone (2011) suggested that PD should include 20 or more contact hours spread over the semester. This would allow time for participants to recap the information in a timely fashion and begin the process of incorporating their learning into the classroom.

Desimone (2011) suggested that PD workshop organizers should follow-up with participants after the training. Following up, whether individually, collectively, or both, would provide an avenue for participants to transition smoothly towards implementation of what they learned during the workshop.

Quick, Holtzman, and Chaney (2009) conducted a case study and interviewed with teachers and other school staff in nine elementary schools to elicit school staff's perceptions of effective professional learning opportunities. One hundred teachers participated in the case study in 2004–2005 and 106 participated in 2005–2006. Quick et al.'s (2009) found that workshops impacted teaching practice and outcomes of student learning positively when the workshops engaged teachers for over ten hours. Quick et al.'s finding was consistent with the Garet et. al (2001) and Desimone et al.'s (2002) studies which found longer duration of PD activities to positively impacted learning opportunities.

Well-designed PD workshops should include content matter that enhance the knowledge and skills of the learners within the program, that focus on how the

participants in the program learn that content. A well-designed workshop needs to be presented to the participants in such a way that appeals to their needs and desire (Gibson & Brooks, 2012). Gibson & Brooks conducted a mixed methods study to determine successes and challenges of the implementation of a new social studies curriculum in a Canadian school over the 2009–10 school year three to five years after its implementation, and to provide insights into what the teachers perceived what constituted effective PD for improving practice and student learning. Findings from the study added to a significant body of research that demonstrated that effective PD should be designed based on teachers' needs, should involve active learning, collaboration and modeling, must be embraced by a culture of learning in schools, and must be considerate of teacher resistance to change. In order to effect change in practice, learning opportunities must be ongoing, sustained, and foster a supportive and inspiring environment (Darling-Hammond 2010; Desimone et. al 2002; Garet et al. 2001).

Welty (2010) stated that all adults do not learn in the same fashion and that workshop facilitators should utilize various strategies to teach new skills. Workshop sessions should incorporate opportunities for learners to replicate the new skills, have discourse with the facilitator and colleagues, engage in active learning activities, and immediately apply their new learning (Dunst and Raab, 2010). Active learning helps learners to effectively grasp new skills (Dunst and Raab, 2010). Grossman and Salas (2011) suggested that the crucial goal of PD programs is transfer of learning which becomes evident when the learners use new skills that they learned in the PD program. Archibald, Cogshall, Croft, and Goe (2011) stated that workshops that provide

opportunities for participants to actively practice what they learn enables understanding of the content presented and creation of implementation strategies that can be used to improve practice. In active learning workshop participants are guided through activities designed to involve them in exploration, dialogue, inquiry, evaluation and other active learning strategies (Gibson & Brooks, 2012). Such active engagements provide opportunities for the learner to receive feedback about his or her performance (Gibson & Brooks, 2012; Schumacher et. al, 2012)). Moreover, active learning supports the notion that PD is a process and not just an event (Mitchell, 2013).

Lawler (2003) recommended several ways to motivate adults to participate in PD, thus increasing its effectiveness. These conditions include (a) an atmosphere that fosters inclusion and respect in which participants feel welcomed; (b) appropriate learning experiences that help participants to respond favorably to learning; (c) challenging learning experiences that involve the participant's viewpoints and values; and (d) a program that promotes competence by offering a realistic assessment that helps participants to link their learning experiences to real-life needs.

Educators as learners in professional development. PD for educators is a complex process because of the diversity of teachers' backgrounds, the variety of experiences they possess, and their uniqueness of being both educators and learners simultaneously (Avalos, 2011; Beavers, 2011; Knowles, et al., 2011). Vermunt and Endedijk, (2011) reviewed existing literature that discussed the learning patterns of teachers, generally in the context of educational innovation and teachers' PD. The found that learning outcomes in the case of teacher learning may include a variety of teaching

practices, beliefs about learning and teaching, behavioral tendencies during PD, and affective states. Beavers (2009) suggested that for PD to be effective it should take into consideration the characteristics of adult learners, and it should include self-directed learning, transformative learning and critical reflection. Maskit, (2011) recommended that PD organizers be mindful of the fact that educators are at different stages of their professional career development based on their years of teaching experience and their areas of specialization and may respond differently to the contents of the PD program. Simila to Beavers (2011), Maskit (2011), and Cormas & Barufaldi, (2011) suggested that other factors that should be considered when planning PD. These include the educators' individual differences, their attitudes, values, and personal perceptions. These factors could possibly support or impede their implementations of the strategies being taught.

Students as learners in professional development. The involvement of students in professional development is a contributor to student academic success. Blau and Snell (2013), pointed out that the effort and energy that students dedicate to educationally purposeful activities outside of the classroom such as learning and acquiring knowledge to succeed in one's envisioned career plays a powerful role in the students' professional development and overall success. PD enhances the learning of students because it emphasizes self-presentation, networking and other "soft skills," e.g., teamwork, leadership (Shivpuri & Kim, 2004). These attributes and skills are further transferable to learning in the classroom and they provide students with a competitive post-graduation employment advantage.

Students as learners in a professional development setting strongly promote academic and social integration which further leads to student persistence and academic success (Tinto, 1993). Tinto (1993) defined academic integration as, “the full range of individual experiences, which occur in the formal and informal domains of the academic systems of the university” (p. 118). Tinto further stated that the integration process that drives student persistence occurs academically and socially. During academic integration, the student attaches to the intellectual life of the college. Social integration occurs when the student forms relationships and connections to groups and organizations. Tinto stressed that the student who experiences academic and social integration is more likely to persist towards graduation, thus highlighting a benefit of PD to student participants.

Evaluating the success of professional development programs. The objective of a PD program is achieving change (Kirkpatrick & Kirkpatrick, 2009). Caffarella (2010) defined evaluation as the “process used to determine whether the design and delivery of a program were effective and whether the proposed outcomes were met” (p. 328). As such, evaluation of the effectiveness of a PD program is necessary to determine what changes occurred as a result of PD, and whether the goals have been achieved (Caffarella, 2010). Likewise, Spaulding (2008) indicated that evaluating a PD program is crucial because it helps in ascertaining the value of the program and whether changes to the program are needed before implementation occurs.

PD program evaluations can include formative assessment that occurs during the program and a summative assessment that is administered at the end of the program

(McNamara et al., 2010). Evaluations can be executed using manual or electronic surveys, observations, and interviews. The purpose of the formative evaluation is to receive immediate response on the effectiveness and clarity of the session. This will help to provide improvement within the training as it is occurring. The results of the formative evaluation should also be considered when developing the support website. The summative evaluation allows for further clarification of the content and adjustments to the content that will be posted on the support website following the workshop. As stated by Desimone (2011), “[Learning outcomes can be measured through] observations, interviews, and surveys” (p. 70). To achieve best practice for the design and implementation of a workshop, evaluation during and after the process of PD are critical to determine whether the design and delivery of a program were effective, whether changes are needed before implementation, and whether the proposed outcomes were achieved.

Research About Teaching Students to Balance Work and Academics

There is limited empirical data about teaching students how to balance work and school (Martinez, Ordu, Della Sala, and McFarlane; 2013). Lowe and Gayle (2007) explored the dimensions of the work/life/study balance through a case study of the experiences of undergraduate students. The study included 1182 survey participants and fifty in focus groups. The findings of the study show that despite the many competing demands faced by the students, 52 % were able to achieve a good balance of work and academics on their time by exercising coping strategies and resilience. These students reported that they were able to maintain balance because they had quality of support from

their families, employers, fellow students and from the institution. Lowe and Gayle recommended that higher education institutions provide students with support that will assist them in understanding the work/life/study balance and the concept of boundaries. Lowe and Gayle suggested that students need to develop more conscious strategies to apply good time management and effective study skills as a part of the balancing act. Lowe and Gayle's study did not define the coping strategies that the students themselves used to achieve balance of work and academics.

Martinez et al. (2013) used a grounded theory research design explored how, and to what extent, full-time doctoral students struggled to obtain school-work-life balance. Using semi-structured interviews and participant observations with five full-time doctoral education students, Martinez et al. found that participants developed structure and sought support in their effort to obtain work-life balance. The findings of the study showed that students achieved balance of work and academics by purposefully managing certain elements that impacted their experience through trading-off activities and tasks based on what the participant deem as priority. Participants saw the need to include personal time and mental and physical health in the balance equation. Although Martinez et al.'s (2013) study revealed useful strategies for teaching students how to balance work and academics, it was developed with doctoral students in mind, whose level of maturity and levels of responsibilities are different from that of undergraduate students.

Effectively dividing one's time, resources, and energy between fulltime college, employment, and personal time can be challenging but it is achievable. (Stauffer & Brye, 2015). Stauffer and Brye's (2015) conducted a case study of about two graduate students'

experiences with time management, PD, work, and family life. Stauffer and Brye learned that the act of balancing college, employment and personal life can be achieved by developing, "...proactive communication skills, sticking to a routine, and finding an outlet to reflect on [one's] experience" (p. 12). Stauffer and Brye suggested that students should use available support systems, practice proper scheduling, engage in exercise activities, and manage time wisely to assist in the management of competing priorities. In practicing these activities, the task of balancing becomes easier to accomplish. In a blog on how to balance school and work by University Language Services (2016) Allison stated that it is a challenging task to balance school and work, but suggested it is possible to achieve if working students practice organization skills, prioritize study time, refrain from overbooking work schedules, request time off, and make time for sleep.

Wolf (2016) a student from Central Michigan University explained that she learned to balance work and college by staying organized, keeping managers at work up to date with class schedules, prioritizing tasks, refraining from the temptations of procrastination, and managing stress effectively. IGrad (2013) recommended nine tips for creating balance between work and college without surrendering to stress. These recommendations are (a) get organized, (b) learn to compartmentalize, (c) create a schedule to help with time management, (d) know personal limitations and capabilities, (e) communicate regularly with employers and professors, (f) solicit help, (g) remember the motivation for school (h) take time out to relax, and (i) manage expectations. The statements and recommendations by Allison (2015), IGrad (2013), Stauffer and Brye (2015), and Wolf (2016) imply that students can achieve balance of work and academics

by practicing task prioritization and exercising good self-management. Chafouleas, Hagermoser, Sanetti, Jaffery, & Fallon (2012) perceived self-management as the actions of an individual to take control of his or her own behavior by using a variety of techniques such as self-monitoring, personal goal setting, self-evaluation, and self-reinforcement. Thompson, Ruhr, Maynard, Pelts, and Bowen (2013) conceptualized self-management as measures wherein “students are trained to assess, monitor, and evaluate their own behavioral performance” (p. 3). Rafferty (2009) stated that individuals are not born with self-management skills, suggesting that people need to be taught how to be effective at managing their behaviors.

Research About Integrating Work Experiences into the Academic Experiences

The term *employment-based learning* is frequently used interchangeably with *work-based learning*, *work-experience based learning*, *practice-based learning* and *work-related learning*. It is perceived by several researchers (Blake & Worsdale, 2009; Bould & Solomon, 2001; Connor 2005; Hodgson & Spours, 2001; Lemanski, Mewis, & 2011; Martin, Rees, & Edwards, 2011) as learning that students experience at their places of employment which is integrated into the students’ academic experiences. Employment-based learning is a growing phenomenon within the higher education arena, and has evolved as a major pedagogical strategy to enhance student learning and development (Connor, 2005; Kennedy, Billett, Gherardi & Grealish, 2015).

Lemanski and Mewis (2011) and Martin, Rees, and Edwards (2011) indicated that work-based learning activities play a fundamental role in the continuing and future development of the existing workforce, which involves the consideration of several

factors to ensure its effectiveness. Martin, Rees, and Edwards (2011) used a qualitative case study design to explore the perspectives of fifteen academic supervisors regarding their experiences with a variety of work-integrated activities and the factors they considered should be addressed in the resourcing of effective work-integrated learning programs. The participants represented various academic disciplines including business, creative arts, education, applied & social sciences. The findings resulting from the semi-structured interviews revealed several factors that are necessary for the effectiveness of work-integrated learning activities. These include providing on-going support and guidance to students, understanding the requirements of employers, ensuring consistencies in teaching methods and pedagogies, and managing the risks involved in the activities. Martin, Rees, and Edwards (2011) stated:

A good application of Work-Integrated Learning occurs when it is woven through the entire fabric of a program of study as an assessed activity, threading the theoretical knowledge and learning outcomes with an understanding of professional practice and expectations, and the competencies necessary to be successful (p. 23).

The findings showed that structured preparation and clear guidelines allow more effective applied learning as part of the entire program. The study by Martin, Rees, and Edwards (2011) did not include work-based learning in hospitality management programs.

Blake and Worsdale (2009) stated that there is an increase in the recognition of the value of workplace learning by higher education institutions and employers. Blake and Worsdale (2009) conducted a mixed methods study at the University of Huddersfield

Business School that generated 343 completed questionnaires and 10 semi-structured interviews. The purpose of the study was to ascertain the potential for students to gain academic credit for their learning from part-time, term-time work. Questionnaires were completed by 343 business students followed by semi-structured interviews of 10 business students. The questions focused on the occurrence and the nature of the students' part-time work, the skills developed, learning derived and the students' ability to reflect upon their learning. The findings showed significant evidence of students' engagement in part-time work and a strong indication that students developed social and personal competencies along with vital skills and job-specific knowledge, validating that significant learning occurs within places of employment. Blake and Worsdale stated that students often face difficult situations on the job that requires them to solve problems, resolve issues that are unfamiliar to them, and make quick decisions. He emphasized, "Learning comes from reflecting on the situation and understanding the factors of influence and how this can be applied to future scenarios" (p. 194). The outcome of the Blake and Worsdale (2009) study led to the justification for, and an introduction of an intermediate-level Work Based Learning module within the research site institution. Blake and Worsdale's study validated the value of integrating student employment into students' academic agenda for credit.

Bould and Solomon (2001) stated that the development of higher level skills is not limited to the learning that occurs within the walls of the classroom of a higher education institution, but vastly extends to the workplace where students experience a rich source of learning and knowledge expansion. The workplace provides students

learning opportunities in which they solve problems, make decisions and apply their learning to assignment completion. Hodgson and Spours (2001) stated that workplace learning supports academic study in that students are able to complete assignments or collect data for assignments at their place of employment. Brennan and Little (2006) in a review of higher education work-based learning programs, concluded that the emphasis is not necessarily placed on the experience of work itself– rather it is the learning that an individual derives from that experience of work and from reflecting upon it.

Cooper, Orwell and Bowden (2010) identified seven critical dimensions of an effective work-based learning program. Cooper, Orwell and Bowden posited that dimensions should include purpose, context, the nature of the integration, curriculum connection, learning, partnerships, and a support system linking the student, the institution, and the workplace into the critical dimensions of an effective work-based learning program. However, the critical dimensions suggested by Cooper, Orwell and Bowden (2010), do not include assessment which is a critical indicator of the students' academic performance leading to academic credit.

Cantalini-Williams (2015) proposed a framework for creating effective work-integrated learning projects. The Cantalini-Williams' framework did not only include elements of Cooper, Orwell and Bowden's (2010) dimensions but it incorporated assessment and logistics as additional dimensions to the delivery of work-integrated learning experiences. Cantalini-Williams' (2015) framework for creating effective work-integrated learning projects included Curriculum, Assessment, Networking, Workplace, Integration, Learning and Logistics (CANWILL).

The findings from research provided within this sub-section of the literature review indicate that work-integrated learning adds value to students' academic experiences. Therefore, the students would benefit academically by participating in work-integrated learning that aligns with the standards, curriculum, regulations, and requirements agreed upon by the educators and the employers. The Cantalini-Williams (2015) framework shares similarities with Martin, Rees, and Edwards (2011), which showed effective PD results from providing on-going support and guidance to students, understanding the requirements from employers, ensuring consistencies in teaching methods and pedagogies.

The Literature Review Informed the Structure of the Workshop

Based on the literature reviewed in the previous section, a workshop may be an effective way to provide PD to help hospitality faculty members and students gain knowledge, skills, and attitudes to promote the integration of student work experiences and academic experiences. The SWAHG workshop is a PD opportunity extended to both hospitality management faculty members and students. It is designed to sensitize faculty members and hospitality students about the positive and negative effects of employment on students' academic performance (b) provide training for students on how to balance work and school, and (c) provide faculty members with strategies for integrating students' hospitality-related work experiences into their academic experience, with an additional benefit of academic credit for students. Thus, the SWAHG PD workshop aims to generate change in knowledge, attitudes, and skills as defined by Guskey (2002), who indicated that PD programs are "systematic efforts to bring about change in the classroom

practices, of teachers, in their attitudes and beliefs, and the learning outcomes of students” (p. 381).

The SWAHG PD workshop is designed with consideration given to the needs of the educators and the students (Guskey, 2002; Gibson & Brooks, 2012). The SWAHG workshop will include learning objectives and a presentation that includes the problems at hand, providing learners the opportunity to understand the importance and relevance of learning during the workshop. The SWAHG workshop caters to the self-directed learning need of adults through several forms of collaborative and brainstorming session, which give both the educators and the students some degree of control and involvement in what they are learning (Gibson & Brooks, 2012). The motivation of SWAHG learners is promoted through the provision of a welcoming and hospitable atmosphere of meals and snacks for all participants, diverse learning opportunities that appeal to both educators and students collectively and independently, and challenging learning experience in which the learners will express and use their viewpoints to help solve the problems (Lawler, 2003).

In planning the SWAHG workshop, consideration was given to the unique characteristics of the educators as learners through the several modes of content delivery and the formative and summative exercises that are built in the SWAHG workshop (Desimone, 2011). The SWAHG PD workshop provides student learners with academic and social integration opportunities through the various sessions and activities embedded in the workshop. Santoyo’s (2013) recommendations on including objectives for workshop sessions were used to develop the SWAGH workshop. One of the several

objectives listed in the SWGAG workshop states: Upon completion of the workshop, faculty members will be able to create work experience-based credit-worthy projects for students who are employed in the hospitality industry. The SWAHG workshop aligns well with Welty's (2010) recommendations as several types of experiential learning activities are embedded in the workshop. Participants will create action plans, present their experiences, engage in round-table discussion, large and small group discussions, and more. They will practice new skills by preparing self-management plans and reviewing sample work-based learning projects.

Garet et. al (2001) and Desimone et al. (2002) found that longer duration of PD activities positively impacted learning outcomes. Instead of offering a three-day back-to-back workshop, the SWAHG workshop will span over three consecutive Fridays between 7:30 am and 4:30 pm with intervals of break and lunch. The SCU Hospitality Management program's newly designed curriculum includes Fridays for PD. All Hospitality Management students are enrolled in a PD every semester. The SWAHG PD workshop will be offered during the first month of the spring semester. During these times, faculty members and students are usually invigorated and motivated to start a new semester. SWAHG PD workshop will not only provide contact details after the workshop, but it will have a companion site on the institution's website (Jenzabar eLearning LMS) that can be accessed at any time in which all workshop resources will be posted. The companion site will also provide workshop participants with the ability to engage in informal post-workshop dialogue, updates on their progress, and communication via a discussion board and a chat room. These follow-up activities and

opportunities will be mentioned in the workshops and attendees will be encouraged to utilize them. Desimone (2011) suggested that PD workshop organizers should follow-up with participants after the training. Following up, whether individually, collectively, or both, provides an avenue for participants to transition smoothly towards implementation of what they learned during the workshop.

Educators and students participating in the SWAHG workshop will engage in collective participation in several collaborative sessions during which they will exchange ideas and discuss new strategies towards the common goal of accomplishing student success through the integration of professional work experience into the students' academic agenda and assessment (Lutrick and Szabo, 2012). As supported by the literature, the SWAHG PD workshop reflects the core characteristics of designing an effective PD workshop; content, active learning, coherence, duration, and collective participation. The SWAHG workshop will utilize several interactive and task-driven activities during and after the workshop. In providing PD by means of the SWAHG workshop, faculty members and students will achieve competencies through planned activities aimed at improving performance (Grossman & Salas, 2011). The SWAHG workshop is designed to promote participation, incorporate participants' experiences, employ collaborative enquiry, guide participants on applying what they learned, and empower the participants through reflection and action based on their learning. Both formative and summative evaluations will be used in the SWAHG workshop. The formative evaluation will be used to make changes to the remaining Fridays of the workshop, as necessary. The summative evaluation allows for further clarification of the

content and adjustments to the content that will be posted on the support website following the workshop. I created evaluation surveys for this study based on the objectives and learning outcomes of the various elements of the workshop (see Appendix A).

In providing a three-day workshop session that teaches students how to balance work and school, and shows faculty members how to integrate students' work experiences into their academic experiences, the needs of the learners are addressed as suggested by Gibson and Brooks (2012). Gibson and Brooks stated that a well-designed PD workshops should include content matter that that is relevant to the learner, that enhances the knowledge and skills of the learners, and focuses on how ways that appeal to learners' needs and desire (Gibson & Brooks, 2012).

Implementing and Sustaining the Project

The findings of my study and the discussion of my findings discussed in Section 2 showed that employed students have difficulty balancing work and school successfully. The findings also revealed students garner hospitality industry-relevant work experience as a result of their employment while they are in college fulltime that could be integrated in their academic agenda and assessment. To this end, a 3-day PD workshop will provide training for students on how to balance work and school, and provide faculty members with strategies for integrating students' hospitality-related work experiences into their academic experience, with an additional benefit of academic credit for students. Caffarella (2010) stated that professional development supports continuous individual growth, assists adults in coping with real-life situations, provides skills-sets necessary for

career exploration, helps institutions to be successful in accomplishing change, and improves society's wellbeing.

The following subsections includes a discussion of the potential resources and existing supports necessary to produce a successful PD workshop, specifically addressing five elements: time, financial support, human resource, technology resource, and logistics.

Potential Resources and Existing Supports

Time. SCU values and promotes PD in its overall mission. As such, the institution sets time aside during the first week of the fall and spring semesters to engage faculty in PD, during which all faculty members are contracted to participate. During the first week of the spring 2017 semester at the time set aside for PD, all Hospitality Management faculty members will attend meetings to prepare for the 3-day PD workshop. In preparing for the workshop, faculty members will be provided with resources packages that include information and models of employment-based projects. I will ask them to read the content prior to attending the preparation session. I will also give them a copy of the proposed workshop agenda and an explanation of the roles they are expected to play during the workshop. The SWAHG PD workshop spans over three consecutive Fridays between 7:30 am and 4:30 pm with intervals of break and lunch.

Effective fall 2016, the St. Catherine University Hospitality Management program's newly designed curriculum requires all students to participate in professional development every Friday for a minimum of one hour, and additional hours as endorsed by the Dean of the school. This is a requirement to graduate from the program. Although

the students' schedules will reflect one hour, students will be required to attend for the duration of the full days, as endorsed by the Dean of the School of Hospitality. However, to maximize student participation, students will receive extra credit for attending their required sessions. All students will be given ample notice to reduce the possibility of any conflict that may occur due to employment. Excused absence will be granted to students if they are scheduled to attend classes for the remainder of the day. Students who are absent due to employment schedules will lose academic grade for professional development.

Financial support. The second potential resource is that of financial resources needed to successfully implement the PD workshop. Financial resources are needed to cover the expenses for meals for all attendees, pay for the motivational speaker's attendance, lodging, and travel, and purchase gifts for guest presenters. Because the department of hospitality prides itself in partnering with the local hospitality entities, costs are significantly reduced for travel expenses as guest speakers, and panelists will come from local hospitality companies. The hospitality department's budget includes a line item for PD. It is anticipated that all the expenses will be paid from this budget, pending administration's approval. There is no charge for using the institution's facility to conduct the workshop. Costs associated with printing workshop materials including evaluation sheets, worksheets, and program will also be expensed by the department's PD budget.

Human Resources. The third component, human resources will include myself (the facilitator), all four faculty members of the hospitality department, one faculty

member from the College of Business and Entrepreneurship, hospitality industry partners who are expertise in specific areas, hospitality students, academic staff and support services staff including the institution's marketing and public relations personnel. Because this workshop will be conducted mainly by existing faculty members and volunteers, an extensive human resources budget will not be required. The workshop will occur during a time when the institution is already in session. Therefore, the administrative assistant, housekeeping, security, and maintenance will not require additional compensation. The motivational speaker and the panelists are external resources from national and local locations respectively. The motivational speaker is Antonio Neves, a dynamic speaker who can engage and connect with college students, infuse positive energy, knowledgeable of the content presented, able to share relevant life experiences, and able to share strategies that the students can easily implement. The hospitality industry panelist will include representatives from Hyatt Hotels, Hilton, Disney, Darden Restaurant, Wyndham, Rosen School of Hospitality, and the University of Central Florida representing different sectors of the industry.

Technology resources. The fourth component, technology resources, will impact the success of the workshop. The facilitator, panelists, presenters, and motivational speaker will use audio-visual equipment, over-head projection, computers/laptops, internet and possibly external hard drives to successfully execute the workshop. All presentation rooms are fully equipped to meet these needs. Additionally, the institution's marketing and public relations department will provide both personnel and equipment to videotape the workshop. The institution's Jenzabar eLearning LMS will be accessible

from the school's website, and will include post-workshop support and access to all workshop materials and internet links. The website will be updated regularly as new information becomes necessary.

Logistics. The fifth component of the potential resources and existing supports is logistics. The workshop and break out session will occur in the hospitality department's banquet room and classrooms that are centrally located and easily accessible to all participants. The banquet room is equipped with round tables, rectangular tables and banquet chairs to accommodate the round table session, group activities, breakfast and lunch service. The lobby area will be set up to accommodate the buffet tables for meal service. The classrooms for breakout session include movable desks and chairs that can be rearranged to accommodate different settings as required. The room's layout will be done by the physical plant staff or available students as requested.

University community support. The sixth and final component of the potential resources and existing supports is university community support. There is strong evidence of support from the administration, faculty members, and staff for initiatives that drive and support student academic success. Moreover, the hospitality department faculty members and staff are passionate about student success, and hospitality students will be motivated to participate because the intended outcome of the workshop will provide academic benefits. Moreover, the students who participated in the study indicated their interest in implementing a solution to the problems presented in this study based on the comment they provided to me as the researcher, evidenced in the data. This last

component leads into the discussion on potential barriers to the implementation of the SWAHG workshop.

Potential Barriers and Solutions to the Barriers

Despite the many benefits of executing the project, there are potential barriers. There is always a possibility of resistance to workshop participation by faculty members. All hospitality faculty members are not scheduled to teach classes on Friday, except professional development for one hour. Therefore, faculty members' participation for the remainder of the day is a potential barrier. Faculty members could show lack of interest to participate because they have other priorities, or they do not perceive the value in the workshop. The dean may not view the workshop as coinciding with the agenda of the department. Additionally, the industry partners may be reluctant to participate due to the volume of preparation that the workshop and future implementation may require. Therefore, I will personally begin conversations with faculty members several weeks prior to the workshop about the benefits of work and school integration. I will inform the faculty members of the findings of the study and the plans for the workshop. I will request that faculty members block the three first four Fridays in the spring semester to accommodate the workshop. The first Friday will be used to plan for the workshop with the faculty members. I will try to impress upon the Dean the relevance of the workshop and how its goals and objectives fit into the overall goals and objectives of the School of Hospitality Management. Similarly, I will arrange to have lunch or dinner meetings with the various industry partners to explain to the industry partners how the concept of work and school integration could benefit them in addition to benefitting the students.

Students missing classes to attend the workshop because of personal obligations is another potential barrier. As stated earlier, hospitality students are allotted one hour on Fridays for PD. However, the sessions will occur for three full days and some students may have other classes or jobs scheduled for the days of the workshops. To combat this potential barrier, I will give students ample notice (at the end of the fall semester) so they can adjust their schedules accordingly. I will ask the Dean of Hospitality Management to authorize excused absences for the students who are scheduled to attend other classes during the periods slated for the workshops.

Proposal for Implementation and Timetable

It is my intention to make a formal proposal to the Dean of the School of Hospitality Management in December of 2016 to request permission to hold the 3-day professional development workshop in August 2017. During this meeting with the dean, I will present the findings of my study to the dean, the details of the proposed workshop, and the estimated budget needed to execute the workshop. Upon approval from the dean, I will proceed with the planning and organizing of the event as follows:

1. Request a salary quote from motivational speaker and submit requisition to the program administrator for payment.
2. Request menus and quotes from Sodexo on-campus dining services for the meals and services required.
3. Recruit the student presenters, industry presenters, industry panelists, and other program participants.

4. Inform the hospitality students of the workshop ensuring to state the objectives and benefits.
5. Contact the CIT department outlining technical needs and times
6. Print workshop materials for the three days.
7. Request room set up for the three days.
8. Upload workshop content and materials to the Jenzabar LMS workshop platform.
9. Maintain presence on Jenzabar LMS workshop platform for follow-up and support to participants.

Roles and Responsibilities of Self and Others

It is my role and responsibility to present the findings of this doctoral study to the hospitality management dean, faculty members and students. I will serve as the facilitator for the workshop. More importantly, my role and responsibility is to initiate the implementation of the SWAHG workshop for hospitality faculty members and students. Following the presentation of findings and execution of the workshop, I will be responsible for following up with faculty members and offering support with the implementation of the integration of the students' work experiences and academic experiences.

The dean and faculty members' responsibility will be to support the initiation of the SWAHG workshop and ensure implementation of the SWAHG workshop initiative in the curriculum. The students' responsibilities include attending the workshop, presenting their experiences, participating in activities, and utilizing the resources provided in the

workshop to improve their self-management skills, working with the faculty members in implementing the SWAHG workshop initiative. The industry partners are responsible for contributing their areas of expertise to the workshops and liaising with faculty members in implementing the SWAHG workshop initiative over the long term. The role of the motivational speaker is to inspire hospitality students to achieve a balance of college and employment through self-development techniques that will cultivate positive, professional and responsible attitudes towards professional employment and academic success. Sodexo on-campus dining services are responsible for providing nourishing and well-presented meals to the workshop attendees during the three days of sessions. It will be the responsibility of the technical staff to develop the companion website (Jenzabar LMS), and address all audio-visual needs before, during, and after the workshop.

Project Evaluation

The evaluation methods for the SWAHG workshops will be both formative and summative. Lenthall, Wakerman, and Knight, (2009) stated that the purpose of formative evaluations is to allow programs to self-assess for continuous improvement. Steward, Mickelson, and Brumm (2004) indicated that formative assessment provides an understanding of the collaboration that occurs between teaching and learning. I will use a short formative evaluation survey at the end of each workshop session that includes a five-point Likert-scale rating instrument and open-ended questions (see Appendix A). The formative evaluation will be used as feedback about individual sessions and to help me and other workshop presenters make improvements for the remaining Fridays of the workshop. The use of a survey after each session facilitates immediate modifications to

better serve the stakeholders. I will conduct the formative evaluation at the end of each day for each session. The formative evaluation will ask the participants how they feel about, (a) the presenters' expertise on the content presented, (b) the organization and flow of the presentation (c) the depth of the materials used, (d) whether the presentation enhanced an understanding of the subject, and (e) whether the handouts enhanced the presentation content. The formative evaluation will include two open-ended questions that ask participants to state, (a) how will they use the information learned in the session, and (b) to share any additional thoughts on the topic or presentation. The formative evaluation will help to provide improvement within the training as it is occurring, by adjusting as necessary to the following Friday's sessions.

To fully understand the workshop attendees' learning and to make overall improvements for future workshops, the facilitator should combine the formative and summative evaluations (Steward et al., 2004). The summative evaluation assesses learning at the end of the SWAHG workshop (Hoover & Abrams, 2013) and it provides immediate feedback on the overall program instead of the individual sessions. Although the formative evaluation will be used to gain reaction on the quality of each session, the summative evaluations will obtain information about the entire workshop as well as whether the goals of the workshop were achieved. The summative tool will evaluate if the overall goal of the workshop was achieved: to provide knowledge, skills, and attitudes that will promote the integration of student employment into academic and professional success. Attendees will be asked to describe what part of the workshop was most valuable, and what suggestions they may have for future workshops.

By using a summative evaluation, I will be able to determine both program successes and deficiencies and, as a result, I will be able to create the most appropriate course of action to reinforce transfer of learning. I will use the feedback derived from the summative assessment to make necessary adjustments to the content that will be posted on the support website following the workshop. Lodico et al. (2010) explained how “data for summative evaluation are collected to measure outcomes and to determine how those outcomes relate to the overall judgment of the program” (p. 320). The open-ended questions that are included in both the formative and summative evaluations will provide additional feedback from stakeholders that will be used to triangulate the survey data. This will help to ensure that any other concerns raised by workshop participants are addressed. The key stakeholders include the hospitality management faculty members and students, and hospitality industry partners. Stakeholders will be informed of the evaluation results on the companion website, Jenzebar LMS.

Project Implications Including Social Change

The Study and Work Are Hand in Glove (SWAHG) workshop will address the findings of the research that showed hospitality management students encounter difficulty with balancing college and employment successfully, and hospitality management students garner relevant hospitality industry-relevant work experiences as a result of their employment while they are in college fulltime that could be integrated with their academic experiences. The possible implication for social change is that hospitality management students could practice the skills of balancing work and school. Faculty members could incorporate the strategies they learned into the planning, designing, and

executing of the curriculum which ultimately may help improve the students' academic performance. As a result of the students increased academic performance, graduation and completion rates may increase, students' employability chances upon graduation may increase, the quality of the students who graduate may improve, and the overall success of the school of hospitality management may improve. The implication for social change resulting from the project extends to the graduates who may be better positioned to find well-paid employment in the field of hospitality.

Another implication for social change is the impact of the external collaboration on the hospitality industry partners and stakeholders. As a result of the collaboration, the students will contribute to the community and industry at large, and the industry partners will improve industry and education relations. In delivering this project as an outcome, the opportunities for employed students to succeed academically are increased which will further lead to increased graduation rates, and improved post-graduation employment opportunities for hospitality students.

Section 4: Reflections and Conclusions

Introduction

I developed the project to improve the academic performance of employed hospitality students by providing the training necessary for employed students to be efficient self-managers and for faculty members and students to learn how to integrate hospitality-related work experiences with academic experiences. I established the project to implement a PD workshop based upon the findings of this study and my discussion of the findings resulting from the interviews discussed in Section 2. In this section, I will discuss the project's strengths and limitations and provide recommendations for alternative approaches. In addition to presenting my perspectives on scholarship, project development, leadership and change, I will reflect on the importance of the work and discuss the implications of the project, its application, and directions for future research.

Project Strengths

I identified numerous strengths of the SWAHG workshop. First, the workshop was designed to engage students, which may contribute to their academic success. Tinto (1993) argued that engaging students as learners in a professional development setting strongly promotes academic and social integration, which further leads to student persistence and academic success. Tinto (1993) defined academic integration as, "the full range of individual experiences, which occur in the formal and informal domains of the academic systems of the university" (p. 118). He further stated that the integration process that drives student persistence occurs academically and socially. The SWAHG

PD workshop will provide students with academic and social integration opportunities through the various sessions and activities embedded in the workshop.

A second strength of the project is in its design to provide hospitality educators and students with learning experiences in a collaborative interactive environment that allows them to apply the knowledge learned. Takahashi (2011) indicated that when participants collectively participate in PD programs, they can create new learning and attribute meaning to their learning, which positively affects their personal growth. Educators and students participating in the SWAHG workshop will collaborate in several sessions during which they will exchange ideas and explore new strategies towards the common goal of accomplishing student success through the integration of professional work experience into the students' academic agenda and assessment.

A third strength of the project is its inclusion of hospitality industry partners who are major contributors to the solution to the problem in the delivery of workshop content. According to Soares (2010), "Partnerships can cause meaningful changes to traditional curriculum and instructional practices [and] create sustained academic and career navigation supports for students" (p.1).

A fourth strength of the workshop is that it will address a major concern shared by all the faculty members and the dean of hospitality: Student unacceptable academic performance resulting from their engagement in paid employment. Because there have been unified concerns among faculty and administrators regarding the students' poor academic performance due to their concurrent employment, it is highly likely that there will be cooperation from all faculty members, most students, and the dean.

Project Weaknesses

I identified two limitations of the PD design. First, there is no formal long-term plan for follow-up support that leads to the full implementation of the project and beyond. This initiative requires a significant amount of time and energy to develop and will need regular faculty meetings to ensure that there is consistency and uniformity in developing the students' work experience-based learning projects (WELP). This limitation could be rectified by requesting that time be set aside two Fridays per month during the departmental meetings for faculty to work collaboratively on the WELP initiative. The department could also form a task force that would regularly report on developments and progress of the WELP.

The second limitation is that the full attendance of all hospitality students for the 3 full days is unlikely. Although hospitality students are mandated to attend 1 hour of PD as of fall 2016, they are not obligated to spend 8 hours each day in PD activities. Many students have other obligations, including employment and other classes. In addressing this limitation, students will be given ample notice regarding the upcoming workshop which will allow them adequate time to adjust their personal schedules. They will also be granted excused absence for all classes during the times of the workshop, upon the dean's approval. An additional incentive (upon approval of the dean) could include awarding students extra credit for attending the workshop. The students will be fully informed of the purpose of the workshop and the academic and professional benefits to be derived thereof. Knowles et al. (2011) indicated that adults need to understand the importance of learning in the whole scheme of things before they engage in the learning activities.

Recommendations for an Alternate Approach

The purpose of this study was to understand full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic performance. An alternate approach to the project could be to include faculty and hospitality industry collaboration sessions that would allow both faculty members and industry representatives to develop the integration plan together. In using this approach, the opportunity exists for the collaborative team to identify issues that may occur in the integration activities and find possible solutions before the implementation of the project. This alternate approach would also allow the industry partners to share and justify how they believe the integration of work and school should occur within their workplaces. The collaborative approach could also include post-workshop faculty/industry representatives' collaboration meetings leading up to the implementation of the project.

Scholarship

As a doctoral scholar in the field of higher education, I learned that the process of conducting research is rigorous, and that it requires a significant amount of attention to detail. This doctoral study has enhanced my critical thinking skills and has taught me how to develop my reasoning skills and to practice the scholarly habit of questioning. I have learned to write a sound proposal, organize research material, and collect and analyze data systematically. Conducting my research has taught me to be cognizant of researcher bias and to take steps to prevent its occurrence during the study. Locating relevant and current literature for my study was a daunting task, but proved to be

worthwhile. The constant practice of reading and analyzing scholarly articles and books has contributed immensely to my growth and development as a scholar.

In conducting this project study, I developed an understanding of how to use the findings of research to create a project to address a research problem. As such, I have not only gained knowledge and skills in conducting research, but I learned a great deal about developing a project as an outcome of my research. I am now able to design PD workshops that are tailored to meet the needs of different learners collectively and separately. Conducting the research study has helped me to hone my planning skills because I considered including a variety of activities for the learners. I paid particular attention to the physiological needs of the learners by including hot breakfast, breaks, and lunch for each workshop.

Project Development

After completing the data analysis and consulting with my doctoral chair and second member, I decided that a professional development for both faculty and students would be a suitable project. At first, I was doubtful about taking this approach, but I reassured myself by revisiting the findings of the study and confirming the need to address students' lack of college and employment balance as well as integration of hospitality industry-related employment into the curriculum. Consequently, the development of my project was grounded in research. A review of the literature guided my design of the overall workshop and my development of the workshop learning sessions. From the review of literature, I learned how to write learning outcomes and develop evaluations for the sessions as well as the overall project.

The development of the project included some challenges. Having no experience in developing a professional development project made it difficult to gauge the volume of the content in each session. Another challenge I encountered in developing the project was deciding which sessions would include faculty members only, students only, and both faculty members and students. However, with further review of the literature and regular revisits to the findings of the study, it became apparent how to involve the workshop participants in the different sessions. Moreover, I learned that collaboration of both the faculty members and students will be necessary to achieve the overall goals and objectives of the project.

Leadership and Change

This project was designed to achieve positive change by helping students balance of work and college study so that they can improve their academic achievement. The project will initiate conversation about the inclusion of hospitality industry related work experience into the curriculum. However, change is created and not mandated, and can only occur successfully with effective leadership. According to Sellars (2012), the most effective change agents are educators. Sellars indicated that effective leaders (a) demonstrate strong leadership skills; (b) are able to successfully articulate goals and plans for change; (c) motivate others to implement the change plan; and (d) are equipped with the knowledge, skills, and capacity to activate the change.

Conducting this project study has strengthened my leadership skills and prepared me to become a stronger agent of change and impart a vision to improve students' academic performance and motivate others to implement change. As such, I look forward

to the opportunity to use my refined leadership skills to help me implement the project at SCU. I am passionate about students' persistence, retention, and academic performance. I am confident that an implementation of this project study will help to improve hospitality students' academic performance, which will result in improved persistence, retention, and academic success.

Reflective Self Analysis

My journey as a doctoral candidate involved personal and professional growth embedded in life-long learning. Through self-analysis, I have examined my growth and development as a scholar, practitioner, and project developer.

Reflection of Myself as a Scholar

As a scholar, I learned that writing a quality dissertation takes time, patience, and commitment. At the start of my journey, I was convinced that I would complete my doctoral study within 3 years, if I followed my organized agenda and placed the rest of my life on hold. After my first proposal submission to the university research reviewer encountered multiple rejections, I quickly learned that the doctoral process does not fit into a predetermined schedule, but requires time and patience to reach an acceptable level of scholarly legitimacy. Throughout this journey, I learned the importance of achieving and maintaining alignment within the study. I have improved my ability to probe and analyze issues to find deeper understanding and accomplish new learning. During the doctoral process, I became discouraged because of multiple revisions and rewrites, but regained hope and a sense of fulfillment as each revision resulted in an improved scholarly document. I was reinvigorated by the insight of my committee chairperson,

second member, and university research reviewer. I took each revision recommendation as a learning opportunity to improve my scholarly writing. Ultimately, I experienced progressive and healthy growth as a scholar and a life-long learner.

Analysis of Myself as a Practitioner

As a practitioner, I applied evidence from the literature to my teaching and leadership practice in higher education. I am able to use many of the techniques I learned during the development of the project in my everyday facilitation and teaching. In addition, I am able to share these techniques with my fellow colleagues and engage in collaboration on ways to improve students' academic performance. I will utilize the SWAHG workshop as a medium to impart knowledge and skills to both students and faculty that will help improve the students' academic performance. The doctoral study process has positively reassured my sense of accountability and responsibility towards student success.

Analysis of Myself as a Project Developer

Prior to completing this study, I had not planned a 3-day professional development workshop for faculty members and students. However, I applied the art of planning and organizing from prior knowledge and experience as an event planner and professor of event management to developing the 3-day workshop. The literature review supplemented my prior knowledge and guided the content selection, content design, and evaluation. I learned that it is through learning activities such as discussion, presentations, panel discussion, and reflection that faculty members and students will learn and learn how to apply their learning. By utilizing both prior knowledge and

experience along with what I learned from the literature review, I developed a systematic and effective PD that will facilitate learning for faculty members and students. However, it is through the evaluations of the sessions and the overall workshop that I will determine the true effectiveness of the PD workshop.

Overall Reflection

The doctoral journey via online learning has been a stressful, yet rewarding experience. Being an organized person who creates and maintains deadlines, it was very difficult for me to manage my study when my deadlines were not met. I became frustrated and sick after spending an entire year writing a proposal about a topic that I am passionate about but ended up discarding. From this doctoral journey, I learned to be patient and how to write in a scholarly tone as I honed my skills in critical thinking, analysis, and writing. I was fortunate to have support of a caring doctoral study committee, as each member played a separate role in contributing to the development of my study. Every revision from the committee members helped me to write an improved quality study.

This project is of importance because it aims to improve students' academic performance, which potentially will impact social change. Potential effect of my project on social change includes increased student graduation rates and improved post-graduation employment opportunities for students. This project study afforded me the opportunity to engage in research that will positively impact faculty members and industry partners within my local environment, but most of all, it will impact my students

whose learning, development, and success are my passion and utmost priority in the field of higher education.

Implications, Applications, and Directions for Future Research

The possible implication for social change is that hospitality management students could practice the skills of balancing work and school to improve their academic performance. Faculty members could incorporate the strategies they learned into the planning, designing, and executing of the curriculum. which ultimately may help improve the students' academic performance. As a result of the students' increased academic performance, graduation and completion rates may increase, students' employability chances upon graduation may increase, the quality of the students who graduate may improve, and the overall success of the school of hospitality management may improve. The implication for social change resulting from the project extends to the graduates who may be better positioned to find well-paid employment in the field of hospitality.

Another implication for social change is the impact of the external collaboration on the hospitality industry partners and stakeholders. As a result of the collaboration, the students will contribute to the community and industry at large, and the industry partners will improve industry and education relations. Collectively, all stakeholders contribute to, and promote a more industry-ready hospitality workforce.

This study excludes the perceptions of freshmen and sophomore participants, and did not examine students' perceptions based on their employment in the different hospitality sectors. As such, future research could examine the effect of paid employment on students' academic performance represented in all classifications (freshmen,

sophomore, juniors, and seniors). Students' perceptions of their experiences within specific sectors of the hospitality industry such as food and beverage, lodging, events, entertainment could be explored.

A recommendation for future research is to utilize a mixed method research design to study the problem. The mixed method research design promotes clarity and robustness and it is advantageous in achieving triangulation that is necessary to increase validity and interpretability of the study. A such, the data generated from the mixed-method will provide the researcher with a comprehensive understanding that is necessary to make informed decisions. Another recommendation for future research is an evaluation study that purposes to determine whether providing academic credits for work experience increases the quality of the graduates and results in more students who graduate.

Conclusion

I conducted this study to determine how full-time undergraduate hospitality management students perceived the role of paid employment in their academic success. I used a qualitative research methods approach that included 12 semi-structured interviews to arrive at the findings. The findings highlighted a need to design a project to help full-time hospitality students to achieve a balance of work and school, and to help faculty members to integrate hospitality students' work experience into the students' academic experience.

The intellectual understandings that I experienced in completing each section of this project study has transformed my way of thinking and my approaches and methods in analyzing cases within the higher education academic arena. This doctoral study

contributed significantly to my growth and development as a scholar, practitioner, and project developer. I am better able to write academic proposals, collect and analyze research data, engage in higher critical enquiry, design professional development projects, and align projects to effect positive social change.

It is my hope that this study will make an indelible and significant impact on the knowledge and actions of all hospitality management students, faculty members, and industry stakeholders in the SWAHG project and to the practice of faculty members and students who will implement the change in the curriculum and self respectively. Full-time undergraduate hospitality students' perceptions regarding the role of paid employment in their academic success was a problem worthy of investigation.

References

- Allison, A. (2016, July 22). how to balance work, school and a social life in college [Web log comment]. Retrieved from <https://www.universitylanguage.com/blog/14/balance-school-and-work>
- Alonso, A. D., & O'Neill (2011). What defines the “ideal” hospitality employee? A college town case. *International Journal of Hospitality & Tourism Administration, 12*, 73-93. doi:10.1080/15256480.2011.540986
- Amundsen, C., & Wilson, M. (2012). Are we asking the right questions? A conceptual review of the educational development literature in higher education. *Review of Educational Research, 82*(1), 90-126. doi:10.3102/0034654312438409
- Anderson, S. (2009). *The impact of student employment on student involvement*. (Unpublished masters thesis), Rowan University, Glassboro.
- Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources. *Research & Policy Brief. National Comprehensive Center for Teacher Quality*. Retrieved from <http://eric.ed.gov/?id=ED520732>
- Astin, A. (1975). *Preventing students from dropping out*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1977). *Four critical years*. San Francisco: Jossey-Bass.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*(4), 297–308.

- Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A. (1996). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development*, 37, 123-134. Retrieved from https://www.researchgate.net/publication/234579981_Involvement_in_Learning_Revisited_Lessons_We_Have_Learned
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
doi:10.1016/j.tate.2010.08.007
- Babcock, P., & Marks, M. (2010). The falling time cost of college: Evidence from half a century of time use data (Working Paper 15954). Retrieved from National Bureau Of Economic Research: <http://www.nber.org/papers/w15954>
- Barrows, C., Powers, T., & Reynolds, D. (2012). *Introduction to the hospitality industry*. Hoboken, NJ: John Wiley & Sons.
- Beavers, A. (2009). Teachers as learners: Implications of adult education for professional development. *Journal of College Teaching & Learning (TLC)*, 6(7). Retrieved from <http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/1122>
- Blaga, S. (2012). Students' paid employment and academic performance at Carrick Institute of Education, Sydney campus. *Review of Economic Studies & Research Virgil Madgearu*, 5(1), 5-22.

- Blake, J., & Worsdale, G. J. (2009). Incorporating the learning derived from part-time employment into undergraduate programmes: experiences from a business school. *Journal Of Further & Higher Education*, 33(3), 191-204.
doi:10.1080/03098770903026123
- Blau, G., & Snell, C. M. (2013). Understanding undergraduate professional development engagement and its impact. *College Student Journal*, 47(4), 689-702.
- Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA; Pearson Education.
- Boud, D. & Solomon, N. (eds) 2001, *Work-based learning: a new higher education?* Open University Press
- Boud, D., & Hager, P. (2012). Re-thinking continuing professional development through changing metaphors and location in professional practices. *Studies in Continuing Education*, 34(1), 17-30. doi:10.1080/0158037X.2011.608656
- Bouwman-Gearhart, J. (2012). Science faculty improving teaching practice: Identifying needs and finding meaningful professional development. *International Journal of Teaching and Learning in Higher Education*, 24(2), 180-188.
- Brennan, L & Little, B. (1996). A review of work-based learning in higher education. Sheffield:Department for Education and Employment
- Bugge, L., & Wikan, G. (2012). Student level factors influencing performance and study progress. *The Online Journal of New Horizons in Education*, 3(2), 30-38.
Retrieved from <http://www.tojned.net/pdf/v03i02/v03i02-04.pdf>
- Caffarella, R. S. (2010). *Designing and assessing learning*. San Francisco, CA: Jossey-

Bass.

Callender, C. (2008). The impact of term-time employment on higher education students' academic attainment and achievement. *Journal of Education Policy*, 23(4), 359-377. doi:10.1080/02680930801924490

Cantalini-Williams, M. (2015). Teacher candidates' experiences in non-traditional practicum placements: developing dimensions for innovative work-integrated learning models. In N. Maynes & B. E. Hatt, (eds.), *The complexity of hiring, supporting, and retaining new teachers across Canada*. Canadian Association for Teacher Education.

Carroll, C., & Chan-Kopka, T. L. (1988). *College students who work: 1980-1984 analysis findings from high school and beyond (NCES Report No. CS 87-413)*. Washington, DC: Government Printing Office. (ERIC Document Reproduction Service Number ED 297 680).

Cermak, K., & Filkins, J. (2004). *On-campus employment as a factor of student retention and graduation*. Report for Academic Affairs and OIPR, University of DePaul, Chicago.

Chafouleas, S.M., Hagermoser Sanetti, L.M., Jaffery, R., & Fallon, L.M. (2012). An evaluation of a classwide intervention package involving self-management and a group contingency on classroom behavior of middle school students. *Journal of Behavioral Education*, 21(1), 34-57.

Connor, H. (2005). *Work based learning: a consultation*, London, Council for Industry and Higher Education.

- Cooper, L., Orrell, J., & Bowden, M. (2010). *Work integrated learning: a guide to effective practice*. New York: Routledge.
- Cormas, P., & Barufaldi, J. (2011). The effective research-based characteristics of professional development of the National Science Foundation's GK-12 program. *Journal of Science Teacher Education*, 22(3), 255-272. doi:10.1007/s10972-011-9228-1
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: Sage. Retrieved from <http://www.scribd.com/doc/21355766/The-Selection-of-a-Research-Design-Creswell-2009>
- Creswell, J. W. (1994). *Research design*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education.
- Cuccaro-Alamin, S., & Choy, S. P. (1988). *Postsecondary financing strategies: How undergraduates combine work, borrowing, and attendance (NCES Report 98-088)*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- Dadgar, M. (2012). The academic consequences of employment for students enrolled in community college (CCRC Working Paper No. 46). Retrieved from

<http://ccrc.tc.columbia.edu/media/k2/attachments/academic-consequences-employment.pdf>

- Dantzker, M., & Hunter, R. (2012). Research and ethics. In M. Dantzker, & R. Hunter, *Research methods for criminology and criminal Justice* (pp. 19-30). Bolingbrook, MA: Jones and Bartlett Learning. Retrieved from http://samples.jbpub.com/9780763777326/Dantzker3e_77326_CH02.pdf
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Day, C. and Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Open University Press.
- Desimone, L. (2011). A primer on effective professional development. *Phi Delta Kappan*, 92(6), 68-71. doi:10.1177/003172171109200616
- Desimone, L., Porter, A.C., Garet, M., Yoon, K.S., & Birman, B. (2002) "Does Professional Development Change Teachers' Instruction? Results From a Three-Year Study." *Educational Evaluation and Policy Analysis* 24, no. 2: 81-112.
- Dundes, L., & Marx, J. (2006). Balancing work and academics in college: Why do students working 10 to 19 hours per week excel? *Journal of College Student Retention: Research, Theory and Practice*, 8(1), 107-120. doi:10.2190/7UCU-8F9M-94QG-5WWQ
- Dunst, C. J., & Raab, M. (2010). Practitioners' self-evaluations of contrasting types of professional development. *Journal of Early Intervention*, 32(4), 239-254. doi:10.1177/1053815110384702

- Ebert-May, D., Derting, T., Hodder, J., Momsen, J., Long, T., & Jardeleza, S. (2011).
What we say is not what we do: effective evaluation of faculty professional
development programs. *BioScience*, 61(7), 550-558. doi: 10.1525/bio.2011.61.7.9
- Ehrenberg, R., & Sherman, D. (1987). Employment while in college, academic
achievement, and postcollege outcomes: A summary of results. *The Journal of
Human Resources*, 22(1), 1-23.
- Furr, S., & Elling, T. (2000). The influence of work on college structure development.
NASPA Journal, 37(2), 54-70.
- Gaible, E. and Burns, M. (2006). Using Technology to Train Teachers. Retrieved from:
<http://www.infodev.org/> [Accessed 10 September 2016]
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K.S. (2001). What makes
professional development effective? Results from a national sample of teachers.
American Educational Research Journal, 38(4), 915-945
- Geel, R., & Gellner, U. (2012). Earning while learning: When and how student
employment is beneficial. *Labour*, 26(3), 313-340. doi:10.1111/j.1467-
9914.2012.00548.x
- Ghimire, N. R. & Martin, R. A. (2011). The educational process competencies:
Importance to extension educators. *Education Research Journals*, 1(2), 14-23.
Retrieved from <http://www.resjournals.com>
- Gibson, S., & Brooks, C. (2012). Teachers' perspectives on the effectiveness of a locally
planned professional development program for implementing new curriculum.
Teacher Development, 16(1), 1-23. doi:10.1080/13664530.2012.667953

- Glense, C. (2011). *Becoming qualitative researchers: An introduction*. Boston, NY: Pearson.
- Green, G. (2001). The effect of part-time employment on academic achievement. *Journal of Educational Research*, 80(6), 325-329.
- Grossman, R., & Salas, E. (2011). The transfer of training: What really matters. *International Journal of Training and Development*, 15(2), 103-120. Retrieved from doi: 10.1111/j.1468-2419.2011.00373.x
- Guo, F. (2014). *The impact of term-time working on college outcomes in china* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (Order No. 3621586).
- Gupton, J., Castelo-Rodriguez, C., Martinez, D., & Quintanar, I. (2009). *Creating a pipeline to engage low-income, first-generation college students*. In S. Harper, & S. Quaye, *Student engagement in higher education: Theoretical perspectives* (pp. 243-260). New York: NY: Routledge.
- Guskey, T. (2000). *Evaluating professional development*. Corwin Press. Thousand Oaks, California.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching: Theory and practice*, 8(3/4), 381-391
- Hall, R. (2010). The work-study relationship: Experiences of full-time university students undertaking part-time employment. *Journal of Education and Work*, 23(5), 439-449. doi:10.1080/13639080.2010.515969
- Hassel, E. (1999). *Professional development: Learning from the best*. Oak Brook, IL: North Central Regional Educational Laboratory.

- Hasson, F., McKenna, H., & Keeney, S. (2012). A qualitative study exploring the impact of student nurses working part time as a health care assistant. *Nurse Education Today*, 33(3), 229-235. doi:10.1016/j.nedt.2012.09.014
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. Albany: SUNY Press,
- Hakes, C. J. (2010). *Off-campus work and its relationship to students' experiences with faculty using the college student experiences questionnaire* (Order No. 3425687). Available from ProQuest Dissertations & Theses Global. (760072164).
- Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods*. London; Thousand Oaks CA: Sage Publication.
- Hodgson, A., & Spours, K. (2001). Part-time work and full-time education in the UK: the emergence of a curriculum and policy issue. *Journal of Education & Work*,14(3), 373-388. doi:10.1080/13639080120086157
- Hoover, N.R., & Abrams, L.I. (2013). Teachers instructional use of summative student assessment data. *Applied Measurement in Education*, 26(3), 219-231.
- Hunzicker, J. (2010). Characteristics of effective professional development: A checklist. Department of Teacher Education, Bradley University. Retrieved from <http://files.eric.ed.gov/fulltext/ED510366.pdf>
- Ibrahim, N., Freeman, S., & Mack, S. (2012). Exploring the impact of work experience on part-time students' academic success in Malaysian Polytechnics. *Career and Technical Education Research*, 37(1), 57-74. doi:10.5328/cter37.1.57

- IGrad, Staff Career Writer. (2013, July 01). 9 Tips for Creating Balance Between Work and College. Retrieved <http://www.igrad.com/articles/balancing-work-and-college>.
- Integrated Post Secondary Education Data System -IPEDS, I. P. (2014). *Integrated Postsecondary Education Data System IPEDS*. Retrieved from National Center for Educational Statistics: <http://nces.ed.gov/ipeds/>
- Isaac, O. (2011). *Application of generalized estimating equation (GEE) model on students' academic performance: A case study of final year math four students at knust. (Doctoral dissertation)*. Retrieved from ProQuest Dissertations & Theses Global. (Order No. 3497085).
- Kennedy, M., Billett, S., Gherardi, S., Grealish, L. (2015). *Practice-based Learning in Higher Education*. Netherlands; Springer Publication.
- King, J. E. (2002). *Crucial choices: How students' financial decisions affect their academic success*. Washington, DC: American Council on Education.
- Kirkpatrick, D. L. & Kirkpatrick, J. D. (2009). *Evaluating training programs: The four levels* (3rd ed). San Francisco, CA: Berrett-Koehler.
- Knowles, M., Holton, E., & Swanson, R. (2011). *The adult learner: The definitive classic in adult education and human resource development*. Burlington, MA: Elsevier Inc.
- Kosi, T., Nastav, B., & Šuštersič, J. (2013). Does student employment deteriorate academic performance? The case of Slovenia. *Journal of Social Policy*, 20(3), 253-274.

- Kuh, G. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *Journal of Higher Education*, 66(2), 123-155.
- Kuh, G. D. (2003). What we're learning about student engagement from NSSE: Benchmarks for effective educational practices. *Change*, 35(2), 24-32. Retrieved from <http://cpr.iub.edu/uploads/Kuh%20%282003%29%20What%20We%27re%20Learning%20About%20Student%20Engagement%20From%20NSSE.pdf>
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Lang, K. B. (2012). The similarities and differences between working and non-working students at a mid-sized American public university. *College Student Journal*, 46(2), 243-255.
- Lawler, P. A. (2003). *Teachers as adult learners: A new perspective*. In K. P. King & P. A. Lawler (Eds.), *New Perspectives on Designing and Implementing Professional Development of Adults* (pp. 15-22). San Francisco: Jossey-Bass Publishers.
- Lemanski, T., Mewis, R., & Overton (2011). An introduction to work-based learning, UK physical sciences centre. A physical sciences practice guide. Retrieved from https://www.heacademy.ac.uk/sites/default/files/work_based_learning.pdf
- Lenthall, S., Wakerman, J., & Knight, S. (2009), The frontline and the ivory tower: A case study of service and professional-driven curriculum. *Australian Journal of Rural Health*, 17, 129–133. doi: 10.1111/j.1440-1584.2009.01056.x

- Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice*. San Francisco, CA: John Wiley & Sons.
- Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press.
- Lutrick, E., & Szabo, S. (2012). Instructional Leaders' Beliefs about Effective Professional Development. *Delta Kappa Gamma Bulletin*, 78(3), 6-12.
- Lowe, J., & Gayle, V. (2007). *Exploring the work/life/study balance: the experience of higher education students in a Scottish further education college*. *Journal of Further & Higher Education*, 31(3), 225-238. doi:10.1080/03098770701424942
- Mangope, B., & Mukhopadhyay, S. (2015). Preparing Teachers for Inclusive Education in Botswana: The Role of Professional Development. *Journal of International Special Needs Education*, 18(2), 60-72.
- Maskit, D. (2011). Teachers' attitudes toward pedagogical changes during various stages of professional development. *Teaching and Teacher Education*, 27(5), 851-860. doi:10.1016/j.tate.2011.01.009
- Martin, A. J., Rees, M., & Edwards, M. (2011). *Work integrated learning: A template for good practice*. Wellington, New Zealand: Ako Aotearoa. Retrieved from: http://www.apjce.org/files/APJCE_13_1_23_37.pdf
- Martinez, E., Ordu, C., Della Sala, M. R., & McFarlane, A. (2013). Striving to Obtain a School-Work-Life Balance: The Full-Time Doctoral Student. *International Journal Of Doctoral Studies*, 839-59.

- McMillian, J. (2012). *Educational research: Fundamentals for the consumers*. Boston, MA: Pearson Education Inc.
- McNamara, G., Joyce, P., & O'Hara, J. (2010). Evaluation of adult education and training programs. *International Encyclopedia of Education* (Elsevier), 548-554.
<http://dx.doi.org/10.1016/B978-0-08-044894-7.01647-X>
- Merriam, S. (2002). *Qualitative research in practice*. San Francisco: Jossey-Bass.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Wiley, Jossey-Bassey.
- Miller, K., Danner, F., & Staten, R. (2008). Relationship of work hours with selected health behaviors and academic progress among a college student cohort. *Journal of American College Health*, 56(6), 675-679.
- Miller, M., Mao, Z., & Moreo, P. (2011). Hospitality & tourism educators vs. the industry: A competency assessment. *Journal of Hospitality & Tourism Education*, 22(2), 38-50. doi:10.1080/10963758.2010.10696975
- Mitchell, R. (2013) What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement?, *Professional Development in Education*, 39(3), 387-400.
- Mizell, H. (2010). *Why professional development matters*. Oxford, Ohio: Learning Forward.
- Munroe, L. (2012). 'It's a lot of hardwork': The experiences of student-workers in university term-time employment. *Australian Journal of Education*, 55(2), 115-131. doi:10.1177/0004944111105500203

- National Survey of Student Engagement (2000). *The NSSE 2000 Report: National benchmarks of effective educational practice*. Bloomington, IN: Indiana University Center for Postsecondary Research.
- National Post-School Outcomes Center. (2013, May). *Predictor implementation school/district self-assessment*. Retrieved from National Post-School Outcomes Center, University of North Carolina at Charlotte:
http://nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Predictor_Self-Assessment.final.pdf
- National Staff Development Council (NSDC; 2011). *Standards for Professional Learning*. Retrieved from [http://www learningforward.org/index.ctm](http://www.learningforward.org/index.ctm)
- Nonis, S. A., & Hudson, G. (2010). Performance of college students: Impact of study time and study habits. *Journal of Education for Business*, 85, 229-238.
doi:10.1080/08832320903449550
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and Insights from twenty-years of research (1st ed.)*. San Francisco, CA: Jossey-Bass .
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publication.
- Perna, L. (2010). *Understanding the working college student: New research and its implications for policy and practice*. Sterling, VA: Stylus Publishing, LLC.
- Perna, L. W. (2010, July-August). Understanding the working college student. *Academe Online*. Retrieved from <http://www.aaup.org/aaup/pubsres/academe>
- Persellin, D., & Goodrick, T. (2010). *Faculty development in higher education*: Long

term impact of a summer teaching and learning workshop. *Journal of the Scholarship of Teaching and Learning*, 10(1), 1–13. Retrieved from www.iupui.edu/~josoti

Pike, G. R., Kuh, G. D., & Massa-McKinley, R. (2008). First-year students' employment, engagement, and academic achievement: Untangling the relationship between work and grades.. *NASPA Journal (National Association Of Student Personnel Administrators Inc.)*, 45(4), 560-582.

Pollard E., Hillage J., Hunt W., Khambhaita P., Low N., Ferguson C., Bryson C., & Purdon S. (2012) Methodological Review of the Student Income and Expenditure Survey, BIS Research Paper Number 29.

Pollard, E., Williams, M., Arthur, S., & Kotecha, M. (2013, October). Working while studying: A follow-up to the student income and expenditure 2011/12. London, United Kingdom: Department for Business, Innovation and Skills, Institute of Employment Studies. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/250991/bis-13-1248-working-while-studying-a-follow-up-to-the-student-income-and-expenditure-survey-2011-12.pdf

Quick, H., Holtzman, D., & Chaney, K. (2009). Professional development and instructional practice: Conceptions and evidence of effectiveness. *Journal of Education for Students Placed at Risk (JESPAR)*, 14(1), 45-71. <http://dx.doi.org/10.1080/10824660802715429>

Reynosa, A., Limon, J., Walsh, T. [Annalise Reynosa]. (2014, December, 8). Mastering

Self- Management-USTU [Video file]. Retrieved from

<https://www.youtube.com/watch?v=XuG8EDjDsgs>

Rafferty, L. A., & Raimondi, S. L. (2009). Self-monitoring of attention versus self-monitoring of performance: Examining the differential effects among students with emotional disturbance engaged in independent math practice. *Journal of Behavioral Education, 18*(4), 279-299.

Riccobono, J., Henderson, L. B., Burkheimer, G. J., Place, C., Levinsohn, J. R., National Center for Education Statistics, (., & RTI, I. (1981). National Longitudinal Study: Base year (1972) through fourth follow-up (1979). Data File Users' Manual. Volume I (Includes Appendix A through Appendix C). National Center For Education Statistics.

Richardson, M., Evans, C., & Gbadamosi, G. (2014). *The work–study nexus: The challenges of balancing full-time business degree study with a part-time job*. *Research in Post-Compulsory Education, 19*(3), 302-309.
doi:10.1080/13596748.2014.920582

Richardson, J., Kemp, S., Malinen, S., & Haultain, S. (2013). The academic achievement of students in a New Zealand university: Does it pay to work? *Journal of Further and Higher Education, 27*(6), 864-882. doi:10.1080/0309877X.2012.699517

Robotham, D. (2012). Students' perspectives on term-time employment: An exploratory qualitative study. *Journal of Further and Higher Education, 37*(3), 431-442.
doi:10.1080/0309877X.2012.666892

Rubin, H., & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data* (2nd

ed.). Thousand Oaks, CA: Sage Publications.

- Ryan, M., Barns, A., & McAuliffe, D. (2011). Part-time employment and effects on Australian social work students: A report on a national study. *Australian Social Work, 64*(3), 313-329.
- Santoya, P. B. (2013) Leading effective PD: From abstraction to action: Professional development would be more effective if leaders followed some basic guidelines for organization and presentation. *Phi Delta Kappan, 94*(7), 1-2. Retrieved from <http://www.questia.com>
- Schoffstall, D. (2013). *The benefits and challenges hospitality management students experience by working in conjunction with completing their studies* (Doctoral dissertation).
- Schumacher, J., Coffey, S., Walitzer, K., Burke, R., Williams, D., Norquist, G., & Elkin, T. (2012). Guidance for new motivational interviewing trainers when training addiction professionals: Findings from a survey of experienced trainers. *Motivational Interviewing: Training, Research, Implementation, Practice, 1*(1), 7. doi:10.5195/mitrip.2012.7
- Sellars, M. (2012). Teachers and change: The role of reflective practice. *Procedia-Social and Behavioral Sciences, 55*, 461-469. doi:10.1016/j.sbspro.2012.09.525
- Shivpuri, S., & Kim, B. (2004). Do employers and colleges see eye-to-eye? *National Association of Colleges and Employers, 65* (1), 37-44.
- Slavich, G., & Zimbardo, P. (2012). Transformational teaching: Theoretical underpinnings, basic principles,

and core methods. *Educational Psychology Review*, 24(4), 569-608.

doi:10.1007/s10648-012-9199-6

Smith, R. (2015). *Hospitality management retention initiative data*. Daytona Beach, FL.: SCU Hospitality Management Department.

Soares, L., (2010). *The power of the education-industry partnership. Fostering innovation in collaboration between community colleges and businesses*. Washington, DC: Center for American Progress.

Spaulding, D. T. (2008). *Foundations of program evaluations*. San Francisco, CA: Jossey-Bass.

Stauffer, E., & Brye, W. (2015). Finding Balance. *Techtrends: Linking Research & Practice to Improve Learning*, 59(4), 12-13. doi:10.1007/s11528-015-0865-7

Steward, B. L., Mickelson, S. K., & Brumm, T. J. (2004). Formative and summative assessment techniques for continuous agricultural technology classroom improvement. *North American Colleges and Teachers of Agriculture*48(2):33-41.

Takahashi, S. (2011). Co-constructing efficacy: A “communities of practice” perspective on teachers’ efficacy beliefs. *Teaching and Teacher Education*, 27(4), 732-741. doi:10.1016/j.tate.2010.12.002

Tate, M. L. (2009). *Workshops: Extend learning beyond your presentation with these brain friendly strategies*. *Journal of Staff Development*, 30(1), 44-46.

Tessema, M. T., Ready, K. J., & Astani, M. (2014). Does part-time job affect college students’ satisfaction and academic performance (GPA)? The case of a mid-sized

public university. *International Journal of Business Administration*, 5(2), 50-59.

doi:10.5430/ijba.v5n2p50

Thompson, A., Ruhr, L., Maynard, B. R., Pelts, M., & Bowen, N. (2013). *Self-management interventions for reducing challenging behaviors among school-age students*: A systematic review. Retrieved from

file:///C:/Users/Ruth/Downloads/Thompson_Self_Management_Protocol.pdf

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition (2nd Ed.)*. Chicago: University of Chicago Press.

Tinto, V. (1998). Colleges as communities: Taking research on student persistence seriously. *The Review of Higher Education*, 21(2), 166-177.

doi:10.1353/rhe.1997.0024

U.S. Department of Education, National Center for Education Statistics. (2014). Table 503.20: Percentage of college students 16 to 24 years old who were employed, by attendance status, hours worked per week, and control and level of institution: Selected years, October 1970 through 2013. In U.S. Department of Education, National Center for Education Statistics (Ed.), *Digest of Education Statistics* (2014 ed.). Retrieved from

http://nces.ed.gov/programs/digest/d14/tables/dt14_503.20.asp

Vargas, A., & Maalouly, M. (2012). How employment affects the academic achievements of Cal State LA graduate students. *Colloquy*, 8, 117-134 . Retrieved from

http://www.calstatela.edu/sites/default/files/groups/Colloquy%20Front%20Page/vargas_maalouly_essay.final_.pdf

Vermunt, J., & Endedijk, M. (2011). Patterns in teacher learning in different phases of the professional career. *Learning and Individual Differences, 21*(3), 294-302.

doi:10.1016/j.lindif.2010.11.019

Wang, H., Kong, M., Shan, W., & Vong, S. K. (2010). The effects of doing part-time jobs on college student academic performance and social life in a Chinese society.

Journal of Education and Work, 23(1), 79-94. doi:10.1080/13639080903418402

Welty, G. (2010). Effective training reader Q&A – What are adult learning principles?

Journal of GXP Compliance, 14(2), 8-19. Retrieved from

<http://www.ivtnetwork.com/sites/default/files/EffectiveTraining>

Wenz, M., & Yu, W.C. (2010). Term-time employment and the academic performance of undergraduates. *Journal of Education Finance, 35*(4), 358-373.

doi:10.1353/jef.0.0023

Wilson, A. (2012), Effective professional development for e-learning: What do the managers think?. *British Journal of Educational Technology, 43*, 892–900.

doi: 10.1111/j.1467-8535.2011.01248.x

Wolf, C. (2016, July 22). How to balance work, school and a social life in college [Web

log comment]. Retrieved from [http://www.hercampus.com/school/c-mich/how-](http://www.hercampus.com/school/c-mich/how-balance-work-school-and-social-life-college)

[balance-work-school-and-social-life-college](http://www.hercampus.com/school/c-mich/how-balance-work-school-and-social-life-college)

Yin, R. K. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage

Appendix A: Project

Promotional Flyer Template

Target Audience: Hospitality Management Faculty Members and Students

STUDY AND WORK ARE HAND IN GLOVE WORKSHOP



Hospitality Management Faculty Members and Students

The purpose of this workshop is to:

Share knowledge and raise awareness about the impact of employment on the students' academic performance, and to provide resources for integrating hospitality students' employment into their academic and professional success.

August 18, 2017
August 25, 2017
September 1, 2017 -
7:30 AM – 4:45 PM

XXXX, Daytona Beach, FL 32114



COMPANY NAME
 Address, City, ST ZIP CODE
 Telephone | Email Address | Web Address

| Title: Study and Work Are Hand in Glove (SWAHG) Workshop | |
|---|---|
| Purpose | The purposes of the 3-day PD workshop is to share knowledge and raise awareness about the impact and benefits of employment on the students' academic performance, to provide strategies for students to balance college and employment effectively, and to provide strategies for facilitating the integration of students' work experience and academic credit. |
| Goal | <p>The goals of the workshop are to:</p> <ul style="list-style-type: none"> • Create awareness of the impact, benefits, and outcomes of concurrent student employment and enrollment in college on the students' academic performance • Provide hospitality students with strategies that will help them to effectively balance work and school. • Create awareness of the benefits of integrating students' work experiences with their academic experiences • Provide hospitality faculty members with the knowledge, skills, and strategies that are necessary for integrating elements of student employment into the students' academic performance and professional agenda. • Present to students and faculty members the concept of Hospitality Management Work Experience-Based Learning Projects (WELP) • Create an understanding of Hospitality Management Work Experience-Based Learning Projects (WELP), the principles of the WELP, the benefits of WELP; key steps in the process, the relationship between WELP and student professionalism, and self-management, and the various roles of the stakeholders in the successful implementation of the project. |

| | |
|--------------------------|---|
| Learning Outcomes | <p>Upon completion of the SWAHG workshop at SCU:</p> <ol style="list-style-type: none">1. The faculty members and students will be aware of the different demands placed on students who engage in concurrent employment and college, the positive outcome of concurrent employment and college, and the impact of employment on academic performance. They will be able to explain the demands and describe and explain the positive outcomes of student employment. They will be able to explain the impact of employment on students' academic performance.2. The faculty members and students will be able to identify, describe, and explain the benefits of integrating elements of student employment into the students' academic and professional agenda3. The faculty members will be able to identify, describe, explain, and plan, the learning components of professional work experience that can be integrated with students' academic experiences for credit.4. The faculty members will be able to discuss, describe, explain, and plan various ways and strategies to incorporate hospitality students' professional work experience into the students' academic experiences for credit and assessment.5. The students will be able to use strategies to plan and implement lifestyles that balance work and college life effectively.6. The students will be able to use self-management tools such as monthly calendars, next action lists, and tracking forms to plan and implement lifestyles that balance work and college life effectively.7. The faculty members, and students will be able to demonstrate an understanding of Hospitality Management Work Experience-Based Learning Projects (WELP), the principles of the WELP, the benefits of WELP, key steps in the process, the relationship between WELP and student professionalism, and self-management, and the various roles of the stakeholders in the successful implementation of the project.8. The faculty members will be able to create and implement work-experience based learning projects for academic credit. |
|--------------------------|---|

| | |
|--|--|
| | Target Audience All Hospitality Management students (Learning Outcomes 1, 2, 5, 6, & 7) All Hospitality Management faculty members (Learning Outcomes 1, 2, 3, 4, 7, & 8) |
| | Timeline 3 Days |
| | Location Main Event -The Hilton Room Breakout Sessions – Rooms B110 and B108 |

Workshop Plan

Presented below is an outline of the topics, activities, timeframe, mode of delivery, materials, and resources for executing the workshop.

| Topic/ Activities | Time Frame | Durat ion | Mode of Delivery | Presenter /Sponsor | Attendees | Materials Needed |
|--|---------------------------|------------------------------|--|--|-----------------------|---|
| SWAHG Day 1 | | | | | | |
| Workshop Registration | 7:30 am – 8:30 am | 60 mins. | Registration via IPads | Facilitator / Student Volunteer s | Faculty & Students | Name Badges IPads Agenda |
| Full Breakfast | 7:30 am – 8:30 am | 60 mins. (overl ap) | Buffet Style served in Cub Café and the lobby | Sodexo On- Campus Dining Services | Faculty & Students | Buffet tables Disposable utensils |
| Welcome, Introduction, and Invocation | 8:30 am – 8:45 am | 15 min. | Discussion | Facilitator (Ruth Smith) Student (Invocatio n) | Faculty & Students | Microphone |
| Session 1: The Impact of Employment on Hospitality Students’ Academic Performance | 8:45 am – 10:15 am | 90 mins. | <ul style="list-style-type: none"> • Presentation (60 mins.) • Question and Answer Session (30 mins.) | Facilitator / Presenter (Ruth Smith) | Faculty & Students | Overhead Projector Internet Computer Microphone Formative Evaluation Handouts Note pads Pens |
| | | | • | | | |
| Snack Break | 10:15 am – 10:30 am | 15 mins. | Served in the lobby | Sodexo On- Campus Dining Services | Faculty & Students | Buffet tables Disposable utensils |
| Session 2: The Positive Outcomes and Benefits of Hospitality Students’ Employment | 10:30 am – 12:00 pm | 90 mins. | <ul style="list-style-type: none"> • PowerPoint Presentation (30 mins.) • Small Groups Activity (30 mins.) | Facilitator / Presenter (Ruth Smith) Group Leaders, | Faculty & Students | Overhead Projector Computer Microphone Handouts Activity Cards Note pads |

| Topic/ Activities | Time Frame | Durat ion | Mode of Delivery | Presenter /Sponsor | Attendees | Materials Needed |
|--|--------------------|--------------|--|---|--------------------|---|
| | | | <ul style="list-style-type: none"> • Discussion (30 mins.) | Recorders, and Reporters Facilitator | | Pens |
| Plated Lunch | 12:00 pm - 1:00 pm | 60 mins. | Served in Cub Cafe | Sodexo On-Campus Dining Services | Faculty & Students | Chinaware Flatware |
| Session 3: Professional Work Experience Goes Hand in Glove with Academic Learning | 1:00 pm - 2:30 pm | 90 mins. | <ul style="list-style-type: none"> • Panel Discussion (50 mins.) • Question and Answer Session (20 mins.) • Summary (20 mins) | Industry Partners and Faculty Facilitator (Ruth Smith) | Faculty & Students | Overhead Projector Computer Internet Microphone Chairs Handouts Note pads Pens |
| Break | 2:30 pm – 2:45 pm | 15 mins. | | | Faculty & Students | |
| Session 4: The Learning Experiences of Working Students | 2:45 pm – 4:15 pm | 90 mins. | <ul style="list-style-type: none"> • Presentations (60 mins) • Question and Answer Session (30 mins.) | Employed Students Facilitator and Employed Students | Faculty & Students | Overhead Projector Computer Microphone Note pads Pens |
| Group Wrap-Up and Evaluation | 4:15 pm – 4:45 pm | 30 mins. | Group Discussion Reflection | Facilitator | Faculty & Students | Microphone Evaluation Forms |
| SWAHG Day 2 | | | | | | |
| Continental Breakfast | 7:30 am – 8:30 am | 60 mins. | Buffet Style served in Cub Café and the lobby | Sodexo On-Campus Dining Services | Faculty & Students | Buffet tables Disposable utensils |
| Welcome, Introduction, Invocation & Recap | 8:30 am – 8:45 am | 15 min. | Discussion | Facilitator (Ruth Smith) | Faculty & Students | Microphone |

| Topic/ Activities | Time Frame | Durat ion | Mode of Delivery | Presenter /Sponsor | Attendees | Materials Needed |
|--|---------------------------|--------------|--|---|-----------------------|--|
| | | | | Student (Invocatio n) | | |
| Session 1: Integrating Hospitality Students’ Professional Work Experience into the Academic Agenda and Assessment | 10:30 am – 12:00 pm | 90 mins. | <ul style="list-style-type: none"> • Presentation (50 mins.) • Question & Answer Session (30 mins) • Summary (10 mins.) | Hospitalit y Industry Partners Facilitator (Ruth Smith) | Faculty & Students | Overhead Projector Computer Microphone Note pads Pens |
| Buffet Lunch | 12:00 pm- 1:00 pm | 60 mins. | Served in Cub Cafe | Sodexo On- Campus Dining Services | Faculty & Students | Chinaware Flatware |
| Session 2: The Act of Balancing Work and School | 1:00 pm - 2:30 pm | 90 mins. | <ul style="list-style-type: none"> • Motivational Speaker Presentation (60 mins.) • Questions & Answers (30 mins.) | Motivatio nal Guest Speaker (Antonio Neves) Students | Students | Overhead Projector Computer Microphone Note pads Pens |
| Snack Break | 2:30 pm – 2:45 am | 15 mins. | Served in the lobby | Sodexo On- Campus Dining Services | Students | Buffet tables Disposable utensils |
| Session 3: Mastering Self- Management | 2:45 pm – 4:15 pm | 90 mins. | <ul style="list-style-type: none"> • Video (10 mins) • PowerPoint Presentation (50 mins.) • Discussion (30 mins) | Facilitator / Presenter (Professor , Wilson, College of Business and Entrepren eurship) | Students | Overhead Projector Computer Microphone Note pads Pens |
| Wrap up and Evaluation | 4:15 pm – 4:45 pm | 30 mins. | Group Discussion Reflection | Facilitator | Faculty & Students | Microphone |

| Topic/ Activities | Time Frame | Durat ion | Mode of Delivery | Presenter /Sponsor | Attendees | Materials Needed |
|--|---------------------------|--------------|---|---|-----------------------|---|
| | | | | (Ruth Smith) | | Evaluation Forms Handouts |
| SWAHG Day 3 | | | | | | |
| Continental Breakfast | 7:30 am – 8:30 am | 60 mins. | Buffet Style served in Cub Café and the lobby | Sodexo On- Campus Dining Services | Faculty & Students | Buffet tables Disposable utensils |
| Welcome, Introduction, Invocation, & Recap | 8:30 am – 8:45 am | 15 min. | <ul style="list-style-type: none"> • Discussion | Facilitator (Ruth Smith) Student (Invocatio n) | Faculty & Students | Microphone Agenda |
| Session 1: Learn as You Earn – Work Experience - Based Learning Projects (WELP) | 8: 45 am – 10:15 am | 90 mins. | <ul style="list-style-type: none"> • Presentation (60 mins) • Question and Answers (30 mins.) | Facilitator / Presenter (Ruth Smith) | Faculty & Students | Overhead Projector Computer Microphone Note pads Pens Handout |
| Snack Break | 10:15 am – 10:30 am | 15 mins. | Served in the lobby | Sodexo On- Campus Dining Services | Faculty & Students | Buffet tables Disposable utensils |
| Session 2A (Faculty Members): Creating Hospitality Management WELP | 10: 30 am – 12:00pm | 90 mins. | <ul style="list-style-type: none"> ➤ Presentation to faculty members (60 mins.) | Facilitator /Presenter (Ruth Smith) | Faculty | Background music |
| Session 2B: (Students) | | | <ul style="list-style-type: none"> ➤ Students Activity (90 mins.) | (Professor Williams College of | Students | Notes from previous sessions Pens |

| Topic/ Activities | Time Frame | Durat ion | Mode of Delivery | Presenter /Sponsor | Attendees | Materials Needed |
|--|----------------------|--------------|---|---|-----------------------|---|
| Develop self- management action plans | | | <ul style="list-style-type: none"> ➤ Question and Answers (faculty members) (30 mins.) | Business and Entrepreneurship) | | Notepads |
| Buffet Lunch | 12:00 pm- 1:00 pm | 60 mins. | Served in Cub Cafe | Sodexo On- Campus Dining Services | Faculty & Students | Chinaware Flatware |
| Session 3: Plan of Action | 1:00 pm – 3:30 pm | 90 mins. | <ul style="list-style-type: none"> • Regroup • Presentation | Students | | Overhead Projector Computer Microphone Note pads Pens Handouts from previous days |
| Wrap up and Evaluation | 3:30 pm – 4:00 pm | 30 mins. | Group Discussion Reflection Summative Evaluation | Facilitator (Ruth Smith) | Faculty & Students | Microphone Evaluation Forms |
| | | | | | | |

SWAHG Workshop Content and Resources

SWAHG Workshop Day 1

Welcome, Introduction, and Invocation (15 mins.)

- Welcome attendees
- Verbally acknowledge guest presenters
- Explain the purpose and objectives of the 3-Day SWAHG workshop
- Explain the objectives for Day one's agenda
- Offer Invocation

Session 1: The Impact of Employment on Hospitality Students' Academic Performance

The purpose of session one is to explain to attendees the findings of the study as it relates to the different demands placed on students who engage in concurrent employment and college, and the impact of employment on academic performance. At the end of the session, faculty members and students will be able to explain the demands and describe and explain the impact of employment on students' academic performance. In providing such information and background data, attendees will gain an understanding of the gravity of the issue at hand. This will encourage the attendees to participate wholly and immerse themselves in the three-day workshop that lies ahead.

- Presentation (60 mins.)
 - The reasons why students work
 - Support self
 - Obligation to self and family
 - To gain independence
 - To gain experience for post-graduation career
 - Financial needs.
 - The impact of paid employment on GPA, grades, and attitude to academic performance
 - Talking Points
 - Mediocre class work
 - Do not care attitude
 - Increase in procrastination to get academic work done
 - Nonchalant
 - Responsibility for one's learning
 - Do bare minimum in class
 - Incomplete assignments
 - Poor quality of work
 - GPA lowered due to employment
 - Time constraints affect quality of academic work
 - Transfer learning occurs

- The impact of employment hours, tasks, and work schedules on academic performance
- Long work hours
- Sleep deprivation
- Not able to focus well on assignments
- Incompatible work schedules
- Incompatible times for group meetings
- Completes homework on the job
- Less time to complete homework
- Demotivation due to tiredness
- Reliance on colleagues to pick up the slack
- Physically demanding tasks
- Mentally-draining tasks
- Absenteeism
- Poor time management
- Poor attendance
- Fail classes
- Academic probation
- Low involvement in extra-curricular activities
-

- Question and Answer Session with Facilitator (30 mins.)

This time allows the audience to seek clarity and asks questions generated from the content of the presentation. The facilitator will respond accordingly.

Session 2: The Positive Outcomes and Benefits of Hospitality Students' Employment

The purpose of session two is to describe the positive outcomes, benefits and impact that employed students experience. At the end of the session, learners will be able to explain the positive outcomes, benefits, and impact of hospitality students' employment on academic performance.

- PowerPoint Presentation (30 mins.)



THE POSITIVE OUTCOMES AND BENEFITS OF HOSPITALITY STUDENTS' EMPLOYMENT

Presenter : Ruth A. Smith

I will welcome the learners to Day 1, Session 2 of the workshop and provide a brief overview of what the session entails. I will engage the learners in a short ice-breaker by asking the audience to tell me what they think are the positive outcomes and benefits of hospitality students' employment.



LEARNING OBJECTIVE


Learning Objective

At the end of the session, you will be able to explain the positive outcomes, benefits, and impact of hospitality students' employment.

Following the ice breaker, I will explain the learning objective for this 30-minute presentation.

POSITIVE OUTCOMES AND BENEFITS


1. Income
2. Personal Development
3. Hospitality Industry Work Experience
4. Transfer of Learning
5. Building Professional Skills, Networks, and Relationships



In this slide, I will mention to the audience five positive outcomes and benefit of hospitality students' employment, emphasizing that each one will be discussed separately.

INCOME

- Income earned while students are enrolled in college contributes to the students' tuition fees and other expenses that the students incur.
- Students are employed in many sectors of hospitality in many different positions ranging from servers, room attendants, auditors, supervisors, managers, shift leaders and more. Some students earn additional income from tips and/or gratuity working as restaurant servers and hotel room attendants.
- Students gain a sense of independence from earning their own money.



I will explain to the learners, the first positive outcome and benefits of student employment and provide a few examples. I will discuss expenses including food, accommodation, transportation, tuition, books, social needs. Income earned while enrolled in the hospitality program helps some students to meet family obligations that requires additional finance such as supporting a child or sibling.

PERSONAL DEVELOPMENT

- Development of a range of personal and intellectual attributes
 - Interpersonal skills
 - Customer service skills
 - Handling money
 - Time management
 - Self - reliance and responsibility
 - Managing relationships
 - Increased maturity



I will discuss the personal and intellectual attributes of hospitality students' employment. I will engage the audience by asking volunteers to provide me, what they believe are examples of each sub point.

HOSPITALITY INDUSTRY WORK EXPERIENCE


- Valuable work experience in multiple areas of the hospitality industry
- The valuable learning experiences that the students garnered while working in the hospitality industry is an indication of academic learning in a workplace setting, worthy for receiving academic credit
- Work Experience prepares students for post-graduation employment
- Experience with Current Industry Technologies



I will discuss the value of hospitality industry work experience drawing upon some of the examples that the students shared during the interviews.

TRANSFER OF LEARNING

- The application of skills, knowledge, and/or attitudes that were learned in one situation to another learning situation (Perkins, 1992). This increases the speed of learning.
 - Students transfer learning from the classroom to their jobs
 - Students transfer learning from their jobs to the classroom



LEARNING X TRANSFER = RESULTS

Here, I will discuss how transfer of learning occurs. The skills, knowledge, and/or attitudes that are learned in the classroom are applied to the operations and execution of tasks at the workplace. These characteristics may be learned through lectures, demonstrations, group work, or any other medium of learning. Likewise, students are able to use their experiences on the job to answer questions posed in the classroom by their professors, or complete assignments and projects.

BUILDING PROFESSIONAL SKILLS, NETWORKS, AND RELATIONSHIPS

Employment provides students with a place to:

- Test drive future careers
 - gain valuable content skills
 - Learn on-the-go
 - Make connections with professionals in the hospitality industry
 - Obtain references and recommendations
- Students increase their knowledge about their chosen careers
 - Mentorship and Role Models - industry Professionals
 - Transferable 'soft' skills



In this slide, I will emphasize supervisors and managers at the places of work serve as mentors and role models to students promoting a sense of belonging and team work that greatly benefits the students' work performance. I will conclude this slide with a summary of the presentation, re-instating employment provides students with a bank of knowledge, skills, feeling of responsibility, and experiences that they can apply to their personal development and future careers. Students develop new skills, transfer learning, and learn new knowledge, particularly when the students perceive their employment as relevant to their course of study. I will ask if there are any questions or need for clarification. I will thank the audience for their participation in session two, give the directions for lunch, and inform them of the upcoming sessions after lunch.

REFERENCE

- Perkins, D.N., & Salomon, G. (1992). *Transfer of learning*. Retrieved from <http://learnweb.harvard.edu/alps/thinking/docs/traencyn.htm>.

- Small Group Activity (30 mins.)

The objective of the activity is to for learners to identify the positive results that students achieve when they work and study concurrently. At the end of the activity, learners will be able to identify, describe, and explain the benefits of concurrent work and study. Two different scenarios will be presented to students and faculty who will work in groups of eight. Each group will be given a short scenario that features a full-time hospitality student who works part time. The groups will identify the positive outcomes presented in each scenario. The group will select a leader who reads the case scenario, a recorder who writes the findings that the group agrees on, and a reporter who reports back to the general audience.

Scenario #1

Karen, a senior student takes 20 credit hours of hospitality classes at ABC University and works twenty-five hours weekly at the Sea and Sand Hotel as a front desk agent. The 500-bedrooms property employees over 25 students from the ABC University in various departments. Karen often gets excellent reviews from her guests who complete the comment cards before they check out. Some of the guests commend Karen for her ability to solve their problems quickly and efficiently. Karen attributes her level of expertise to the lessons she learned in the Guest Services classes in her second semester. Many of the corporate guests visit the property several times annually and always ask for Karen when they return each visit. In fact, one guests invited Karen to meet the regional director of a prominent resort with the intention of a future career prospect. Karen and her colleagues are permitted to complete their class assignments on the job, providing there are no guests waiting for service at the front desk, and the time of day is not coded as peak hour. At the Sea and Sand Hotel, some of the managers spend their lunchtime with student employees offering them assistance with assignments and projects. Karen's Lodging Operations course at ABC University required her to design a control system for guest toiletries to reduce employee theft. Her experience as a front desk agent that works closely with the housekeeping department made it easy for her to create a control system.

Scenario #2

Bill is a 19-year old ServSafe certified junior student at ABC University and works 23 hours weekly as a line cook at Red Crab Restaurant. Red Crab Restaurant is a family-owned seafood restaurant that has a low staff turnover due to the laid-back management traditional style of operation. Eighty percent of the employees have been with the company for over ten years, many which are over forty-five years old. There were two recent incidents of foodborne illness outbreaks at the restaurant. In addition, Bill noticed many unsafe food safety practices on a regular basis. Bill approached his owner-manager about his concerns, even though he feared that his age would pose a barrier to gaining the attention of his manager who is four times his age. Surprisingly, the manager thanked Bill for his concerns and asked him to make recommendation and design a strategy for fixing the problem. Bill immediately referred to his course material from his sanitation and safety class from his freshman year. One of the requirements from the course was to complete an employee Safety On-The-Go Manual. Bill organized and executed three training sessions for his colleagues and presented each colleague with a copy of his Safety On-The-Go Manual. His lessons learned from the Human Resources Management class helped him to overcome his fears with training colleagues who are much older and more experienced. Three weeks following, Bill was offered a promotion at Red Crab Restaurant. In addition, he was asked to be the safety personnel responsible for training and certifying colleagues.

Discussion (30 mins.)

The reporters from each group will present their findings which will lead into a general discussion. The session will conclude with a brief summary given by the facilitator.

Session 3: Professional Work Experience Goes Hand in Glove with Academic Learning

The purpose of this session is to share with the audience, the perspectives of industry hospitality human resources experts and hospitality faculty on how both academic and work experience enhance each other. Learners will be able to explain opinions of the hospitality human resources experts and hospitality faculty regarding the enhancement of academic work and work experience. This session aims to create awareness of the benefits of integrating elements of student employment into the students' academic performance and professional agenda.

- Panel Discussion (50 mins.)

A panelist group of five human resource directors representing different segments of the hospitality industry (hotel, restaurant, banquet hall, resort, time share, entertainment and attractions), and three hospitality faculty members will discuss 'Professional Work Experience Goes Hand in Glove with Academic Learning.' They will discuss the topic with each other by asking questions and reacting to each other's views and opinions.

- Question and Answer Session (20 mins.)
The panel will engage the audience in questions and answers, providing clarity on any concerns raised by the audience.
- Summary (20 mins.)
The facilitator will close the session with a summary of the panel discussion and question and answer session.

Session 4: The Learning Experiences of Working Students

The purpose of the presentations by the students is to share real cases to reinforce the benefits and outcomes of concurrent student employment and enrollment in college on the students' academic performance. Learners will be able to identify and explain the evidence of transfer of learning between student employment and academic work.

Presentation (60 mins.)

Four students who are currently employed in the hospitality industry will each present for 15 minutes on how they believe their engagement in industry-related work not only provides an income, but facilitates transfer of learning and contributes to students' overall learning and professional development in hospitality.

- Question and Answer Session (30 mins.)
Within the time allotted, the audience may seek clarity and asks questions that were generated from the content of the presentation. The facilitator will respond accordingly.
- Group Wrap- Up and Evaluation (15 mins.)
The facilitator will close the session with a brief summary of the day's events. Attendees will be asked to fill out evaluation forms for each session.

SWAHG Workshop - Day One References and Resources:

Schoffstall, D. (2013). The benefits and challenges hospitality management students experience by working in conjunction with completing their studies.

Smith (2016). Full-Time Undergraduate Hospitality Students' Perceptions Regarding the Role of Paid Employment in their Academic Performance

Cases in Hospitality Management

Personnel from Hyatt Hotels, Hilton, Disney, Darden Restaurant, Wyndham, Rosen School of Hospitality, University of Central Florida

SWAHG Workshop Day 2

Welcome, Introduction, Invocation, & Recap (15 mins.)

- Offer Invocation
- Welcome attendees and guest presenters
- Recap day one's sessions
- Explain the objectives of day two's agenda

Session 1: Integrating Hospitality Students' Professional Work Experience into the Academic Agenda and Assessment

The purpose of this session is to explain the strategies and methods that industry partners could use to support working students' academic performance through work experience. Learners will be able to discuss, describe, and explain ways and strategies to integrate hospitality students' professional work and their academic experiences for credit.

- Presentation (50 mins.)
Industry partners will present strategies and methods that employers could utilize to ensure accountability and professionalism in using work experience to gain academic credit. Presenters will specifically address the concept of 'learn as you earn.'
- Discussion (30 mins.)
The presenters will encourage the attendees to ask questions concerning the content of the presentation. The presenters will respond accordingly.
- Summary (10 mins.)
The facilitator will close with a summary of the session.

Session 2: The Act of Balancing Work and School Part

The purpose of this session is to inspire student learners to plan and implement lifestyle that balance work and college life effectively. Learners will be able to identify strategies from this session that can help them to develop self-management action plans that will help them to balance college and work effectively.

- Motivational Speaker (60 mins.)
The speaker will present learners with techniques to successfully manage time between work, study, and personal life. The presenter will discuss goal-setting and self-development that will cultivate positive, professional and responsible attitudes towards work and study.
 - Speaker's Talking Points
 - Plan your day in advance
 - Prioritize your day
 - Complete the most important task first
 - Stop procrastinating by programming your subconscious mind
 - Stop procrastinating using task management and breaking into small parts
 - Stop procrastinating using the salami slice method
 - Transform your life with the power of positive thinking
 - The most important qualities of positive thinking
 - Put your positive attitude in action

- Accomplishing your goals
 - When you do not feel like being productive, you must act anyway
 - Persistence
 - Commitment
 - Manage your academic behavior
 - Manage stress
- Question and Answer Session (30 mins.)
This time allows the audience to seek clarity and asks questions generated from the content of the presentation. The speaker will respond accordingly.

Session 3: Mastering Self-Management

In this session, learners are provided the necessary strategies and tools to create self-management action plans that they can use to help them to balance concurrent college and work effectively. At the end of this session, students will be able to create self-management action plans that they can use help them to balance concurrent college and work effectively.

- Video (5 mins. <https://www.youtube.com/watch?v=XuG8EDjDsgs>)
This video shows two college students discussing self-management strategies, including four tools for success. It acts as a precursor to the PowerPoint that will explain in more depth, the concept and importance of self-management in relation to concurrent employment, fulltime enrollment in college, and academic success.

- PowerPoint Presentation (50 mins.), Mastering Self-Management



In this slide the presenter will welcome learners to Day 2 Session 4 of SWAHG Workshop. The presenter will inform learners of the importance of self-management in relation to concurrent employment, fulltime enrollment in college, achieving a balance, and academic success. The presenter will inform learners that this PowerPoint presentation provides the necessary tools to manage self and time efficiently. As a result of proper self-management, the task of achieving a good balance between work and school is highly likely.

The slide has a white background with a decorative border of flowing red and yellow waves at the top and bottom. The title "LEARNING OBJECTIVES" is centered in a bold, black font. Below the title, the text "At the end of the presentation, learners will be able to:" is followed by a bulleted list of two objectives. To the right of the list is a small icon of a red stick figure running on a clock face. The clock face is white with black tick marks and hands.

At the end of the presentation, learners will be able to:

- Develop an understanding of the importance of self-management in relation to concurrent employment, fulltime enrollment in college, work and college balance, and academic success
- Create self-management management action plans using the tools provided

In this slide, the presenter will explain the learning objectives outlined in the slide. The presenter will stress how important it is for working students practice good self-management skills to achieve a proper balance of work and school.

THE ELEMENTS OF MASTERING SELF-MANAGEMENT

- Acting on Purpose
- Use of the Quadrants
- Avoidance of Procrastination
- Time and Self-Management
- Time-Management Tools
- Self-Discipline
- Self Management at Work and at School



In this slide, the presenter will identify the elements of self-management and explain to the learners that each element will be discussed separately in the following slides.

ACTING ON PURPOSE

- Do important actions/things first, before they become urgent.
- Acting on purpose means taking action until you complete the task at hand with the desired result
- Creators of dreams act on their dreams.
- The dreams set your target, but unless you ACT the desired result is not achieved.
- Successful students apply strategies to create the success they desire

| | | Acting on Purpose | |
|-----------|---------------|---|--|
| | | Urgent | Not Urgent |
| Important | Important | Quadrant I Actions – are important activities done under the pressure of deadlines. | Quadrant II Actions – are important activities done without the pressure of looming deadlines. |
| | Not Important | Quadrant III Actions – are unimportant activities done with a sense of urgency. | Quadrant IV Actions – are simply time wasters. |

Based on 7 Habits of Highly Effective People, Stephen Covey

Source: Downing, S. (2011). *On course: Strategies for creating success in college and in life.* (6th ed.). Boston: Wadsworth Cengage Learning.

The presenter will ask learners to give some examples of famous people who have taken purposeful action to make a difference in the world or for individuals. Must have persistent repetition of purposeful actions to achieve success. Successful people apply strategies to create the success they desire.

MAXIMIZE THE POWER OF QUADRANT II

Here is an example of the quadrants in action for a ten-page essay assigned on the first day of a Restaurant Management class, due in ten weeks.

| | Urgent | Not Urgent |
|---------------|---|---|
| Important | I Write the entire paper the night before it is due | II Create a ten-week plan to complete the essay step by step |
| Not Important | III Let friends talk you into going for pizza instead of proof reading your paper | IV Play video games for 4 hours each night instead of writing and revising your essay |

Based on 7 Habits of Highly Effective People, Stephen Covey

The presenter will give learners blank copies of quadrant forms and ask them to sit in groups of four. Each group will write and discuss one example of the quadrants in action.

USE OF QUADRANTS

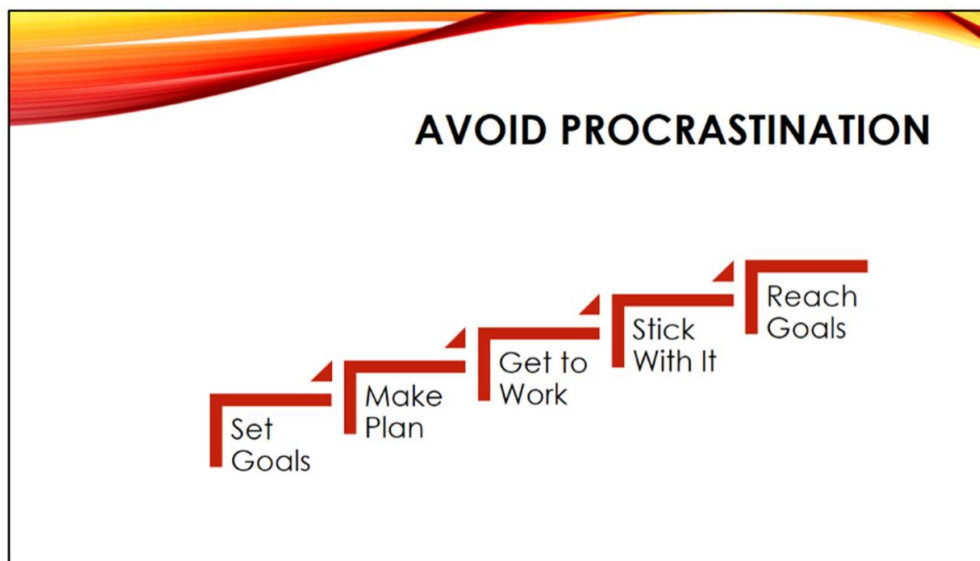
WILL WHAT I AM DOING TODAY POSITIVELY AFFECT MY LIFE ONE YEAR FROM TODAY?

Creators

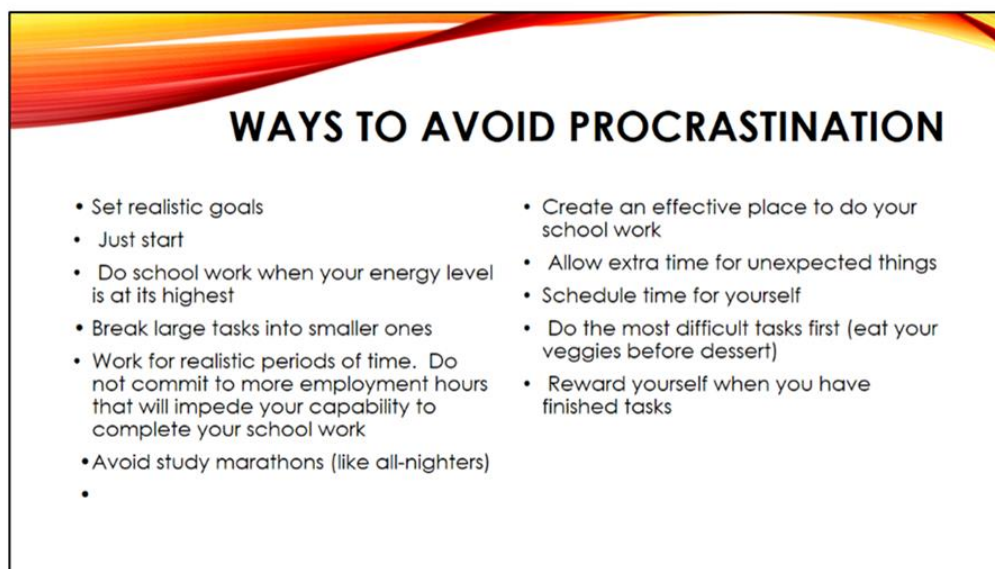
- Spend most of their time in I and II.
- Schedule conferences, rewrite notes, form study groups, and study nearly everyday. Predict test questions and answer them.
- They create urgency by commitment by to purposefully acting to achieve their valued goals and dreams; thus, staying on course.
- Say no the III and IV

Victims

- Spend most of their time in III and IV.
- Repeat unproductive actions such as blaming, complaining, excusing, and wasting time. Consequently moving farther off course.



This diagram will be used as a simple reference point for avoiding procrastination.



Once you accept the responsibility for choosing and creating the life you want, the next step is taking purposeful actions that will turn my desires into reality.

TIME AND SELF MANAGEMENT

- Make choices that make the most of the time you spend in Quadrant I and II.
- Experiment to see which tools help you to accomplish positive outcomes which help you stay on course and accomplish your valued dreams and goals.



TIME MANAGEMENT TOOLS

- Monthly calendar
- Next actions list
- Tracking forms



The presenter will explain to learners that there is no self-management system that is right for everyone. There are several time management tools that are available to assist individuals in self-management. The presenter will discuss three of these tools in the following slides.

MONTHLY CALENDAR

- Overview of quadrants I and II.
- Shows dates, appointments, and assignments.
- Use it whenever you have to schedule anything. Write down classes, labs, work, deadlines, family responsibilities.
- Say "No" to unscheduled or low priority opportunities that will not keep you on course.
- Keep your calendar on devices on-the-go such as PDA, cell, phones, tablets, google calendar.

Month/Year:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

The Minimalist Blog - <http://gettyimages.com/minimalist>

NEXT ACTION LIST

- Record what you need to do next, not an overview of the month or week.
- Write your life goals and corresponding goals. More effective than a to do list, since it keeps you on course.
- List Quadrant I actions for each of your goals. Be sure that the action is important and urgent. Be sure each action is dated, achievable, personal, positive, and specific (DAPPS).
- List II under your goals. Struggling students seldom follow through with these typed goals. II actions make a huge impact on the difference in the results you create.
- As you complete an action mark it off of the list. Add new ones as they arise. This frees your mind to be creative and engage in critical thinking.

NEXT ACTIONS LIST

| Next Actions List | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Rule: Goal: | Rule: Goal: | Rule: Goal: | Rule: Goal: | Rule: Goal: |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Rule: Goal: | Miscellaneous actions | Telephone calls | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Source: Downing, S. (2011). *On course: Strategies for creating success in college and in life.* (6th ed.). Boston: Wadsworth Cengage Learning..

The presenter will give each learner a copy of the Next Actions List

TRACKING FORM

- This form helps you to coordinate many actions all directed at a common goal.
- At the end of 7 to 14 days you will see exactly what you have and have not done to achieve your goals.
- The tracker keeps the inner defender from fooling yourself into thinking you are doing what you need to do to stay on course when you really are not.

Source: Downing, S. (2011). *On course: Strategies for creating success in college and in life.* (6th ed.). Boston: Wadsworth Cengage Learning.

Tracking Form

Rule:
Dream:
Long-term goal:
Short-term goals (to be accomplished this semester)

- 1.
- 2.
- 3.
- 4.


OUTER (Physical) Action Steps
Dates:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

INNER (Mental) Action Steps
Dates:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

In this slide the presenter will explain to learners that tracking forms are effective for scheduling actions that need to be done repeatedly to reach a short term goal. They should use this form to track the activities required to achieve those goals.



TRACKING FORM

g Form

this semester):

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

INNER (Mental) Action Steps

Dates:

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

Source: Downing, S. (2011). *On course: Strategies for creating success in college and in life.* (6th ed.). Boston: Wadsworth Cengage Learning.

DEVELOP SELF-DISCIPLINE

- Self discipline involves persistent small steps.
- Success = self discipline; which is the willingness to do whatever has to be done, whether you feel like it or not, until you reach your goals and dreams.
- Our actions reveal whether we have the self-discipline to stay on course in the face of tempting alternatives.
- To develop self discipline you must have **commitment, focus, and persistence.**

Self Discipline



"...is the magic power that makes you virtually unstoppable"

In this slide, the presenter will share with the learners that commitment is an unbending intention, a single mindedness of purpose that promises to overcome all obstacles regardless of how a person may feel at any particular moment. An individual must make a commitment before he or she can find a solution to a problem.

Motivation comes from commitment to fulfill a purpose. Struggling students can become distracted for months. They arrive to class late, if they come at all, turn in sloppy work or ignore the assignment. They have taken their eye off of the prize which means they have lost their commitment to reach their desired goals and dreams. Struggling students allow the Inner Defender (ID) and Inner Critic to (IC) be their worst enemy. Their ID begins to look for excuses not to complete the never ending list of tasks that must be completed in order to be successful. Their IC says, I never was a good student anyway. Successful students focus on the Inner Guide to provide them the sprint to the finish knowing that they can accomplish this task because they have already gotten this far. They see the finish line and cross it. Failure is guaranteed if you quit, but success is not guaranteed simply because you persist. Remember, if you are doing the same thing over and over, getting the same result, but expecting something different you need to try something new.

DEVELOP SELF-DISCIPLINE

As we make and keep commitments, even small commitments, we begin to establish an inner integrity that gives us the awareness of self-control and the courage and strength to accept more of the responsibility for our own lives. By making and keeping promises to ourselves and others, little by little, our honor becomes greater than our moods. The power to make and keep commitments to ourselves is the essence of developing the basic habits of effectiveness.
" (Covey, 2004).

The presenter will distribute a 32-Day Commitment activity that gives learners an opportunity to make one SMALL change that will make a BIG impact on their progress toward their goals. The 32-Day Commitment activity allows individuals to experience a small success EVERY DAY.

SELF-MANAGEMENT

- Known as "doing diligence" in the workplace.
- In college "doing diligence" impresses potential employers by you having an excellent GPA and work ethic.
- To impress potential employers, quadrant II actions, gain experience through part time jobs, volunteer work, internships, and leadership through student government, clubs, or other activities that relate to your career in hospitality.
- Soft skills will help you to get and keep a job along with using time management skills effectively.





The presenter will provide a summary of the presentation, and conclude with this slide. The presenter will invite learners to ask question at this point.

REFERENCES

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic* ([Rev. ed.],). New York: Free Press.

Downing, S. (2011). *On course: Strategies for creating success in college and in life*. (6th ed.). Boston: Wadsworth Cengage Learning.

- Question and Answer Session (30 mins.)
Within the time allotted, the audience may seek clarity and asks questions that were generated from the content of the presentation. The facilitator will respond accordingly.
- Group Wrap- Up and Evaluation (15 mins.)

The facilitator will close the session with a brief summary of the day's events. Attendees will be asked to fill out evaluation forms for each session. Ask participants to review the handouts before attending Day 3.

SWAHG Workshop - Day Two References and Resources:

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic* ([Rev. ed.]). New York: Free Press.

Downing, S. (2011). *On course: Strategies for creating success in college and in life*. (6th ed.). Boston: Wadsworth Cengage Learning.

Human Resources Personnel from the Hyatt Hotels, Hilton, Disney, Darden Restaurant, Wyndham, University of Central Florida, and Faculty members from Rosen School of Hospitality.

<http://www.briantracy.com/>

http://college.cengage.com/collegesurvival/downing/on_course/4e/students/self_management/index.html

https://www.youtube.com/watch?v=Lv8Dqwi_1oY

<https://www.usgs.gov/humancapital/documents/TimeManagementGrid.pdf>

SWAHG Workshop Day 3

Welcome, Introduction, Invocation, & Recap (15 mins.)

- Offer Invocation
- Welcome attendees and guest presenters
- Recap day two's sessions
- Explain the objectives for day three's agenda

Session 1: Learn as You Earn – Work Experience -Based Learning Projects (WELP)

Upon completion of this session, faculty members, and students will be able to demonstrate an understanding of Hospitality Management Work Experience-Based Learning Projects (WELP), the principles of the WELP, the benefits of WELP, key steps in the process, the relationship between WELP and student professionalism, and self-management, and the various roles of the stakeholders in the successful implementation of the project.

Presentation (60 mins.)

- Talking Points (supported by handouts)
 - Introduction to the concept and definition of WELP
 - Principles of WELP
 - Partnership between hospitality industry employers and the hospitality management program
 - Derives from the needs of the workplace and the hospitality student: work is the curriculum (i.e. the vehicle through which the curriculum is critically explored)

- Hospitality students engage in a process of recognition of current competencies prior to negotiation of course of study
- A significant element of the hospitality management course/s is through learning projects undertaken in the workplace
- The hospitality management faculty members assess the learning outcomes in alignment with the institution's standards
- The benefits of WELP
 - Academic credit for employment
 - Earn as you learn
 - Industry experience
 - Promotes practical intelligence
 - Future career prospects
 - Application of classroom theories to the workplace
 - Recruitment
 - Reputational gain
 - Staff development and engagement
 - Partnerships
- Key Steps in the Process of WELP
 - Set criteria for qualifying for WELP
 - Student must be employed in the hospitality industry during the semester when enrolled in WELP
 - Remain in the same job for the duration of the semester
 - Engage employers and students
 - Approach employers and present proposals
 - Site visits
 - Engage students
 - Identify and collate project opportunities
 - Prepare projects
 - Activate Projects
 - Sign contracts and agreements
 - Monitor Progress
 - Reports
 - Emails/ Telephone calls to employers
 - Review and select assessment and evaluation methods
 - Portfolio
 - Presentation
 - Poster Board
 - Report

- Self-Assessment
 - Employer Assessment
 - Project within the Project
 - Evaluation of the WELP
 - Feedback from employers
 - Feedback from students
 - Feedback from professors
 - Departmental Reporting
 - The Relationship between WELP and student's professionalism, time management, and self-management
 - The role of the employer in WELP
 - The role of the instructor in WELP
 - The role of the student in WELP
 - The role of the institution in WELP
 - Legal and liability issues
 - Question and Answer Session with Facilitator (30 mins.)
- This time allows the audience to seek clarity and asks questions generated from the content of the presentation. The facilitator will respond accordingly.

Session 2A (Faculty Members): Creating Hospitality Management WELP

Upon completion of this session, faculty members will be able to create and implement work-experience based learning projects for academic credit and assessment.

Presentation (60 mins.)

- Talking Points (supported by handouts)
 - Aligning WELP with the vision & mission of the Hospitality Management Program
 - Aligning WELP with the hospitality management curriculum
 - Learning Outcome (institution, school, program, courses)
 - Learning Objectives
 - Learning and Teaching Strategies of the WELP element
 - Progression of the WELP students
 - Linking WELP across several courses in the Hospitality Management degree
 - Methods for assessing hospitality management WELP
 - Writing rubrics for Portfolio, Presentation, Poster Board, Report, Self-Assessment, Employer Assessment, Project within the Project
 - Models and examples of work experience projects used in higher education institutions
 - Creating Hospitality Management WELP
 - Design each WELP to last for one semester

- Individualize WELP for students based on current employment in the industry
 - Management and quality assurance of Hospitality Management WELP
 - Creating a checklist of the principles of WELP
 - Creating learning contracts and agreements
 - Action Plan for WELP
 - Seek buy in from the institution's policy makers
 - Create a proposal to present to the institution's policymakers
 - Create a time plan
- Question and Answer Session with Facilitator (30 mins.)

This time allows the audience to seek clarity and asks questions generated from the content of the presentation. The facilitator will respond accordingly. Faculty will continue to collaborate on creating WELPs during the weekly faculty meetings.

Session 2B: (Students) Learn as You Earn - Self-Management Management Action Plans

- Developing Self-Management Action Plans (90 mins.)
In this session, students will develop self-management action plans. Students will use self-management tools and templates such as monthly calendars, next action lists, and tracking forms to plan lifestyles that balance work and college life effectively. Students who are employed will take into consideration their employment obligations within their action plans. Students who are unemployed will assume employment obligations within their action plans. At the end of this session, learners will be able to use the tools of effective self-management to create individualized action plans to plan and implement lifestyles that balances work and college life effectively.

Session 3: Presentation of Self-Management, and Time Management Plans

In this session, the students, faculty members, and the dean will reconvene. Students will present their action plans to the faculty members.

- Presentations (90 mins.)
- Group wrap up and evaluation (30 mins)
The facilitator will close the session with a brief summary of the three-day event. Attendees will be asked to fill out evaluation forms for each session on day three, as well as a summative evaluation.
The facilitator will thank learners for attending the workshop, provide contact information for follow up questions and concerns, and notify the audience of the follow-up activities and implementation plan for the WELP.

SWAHG Workshop - Day Three References and Resources:

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic* ([Rev. ed.]). New York: Free Press.

Downing, S. (2011). *On course: Strategies for creating success in college and in life*. (6th ed.). Boston: Wadsworth Cengage Learning.

Lemanski, T., Mewis, R., Overton (2011). *An Introduction to Work-Based Learning*, UK Physical Sciences Centre. Retrieved from

https://www.heacademy.ac.uk/sites/default/files/work_based_learning.pdf

Martin, A.J., Rees, M., & Edwards, M. (2011). *Work integrated learning: A template for good practice*. Wellington, New Zealand: Ako Aotearoa. Retrieved from:

http://www.apjce.org/files/APJCE_13_1_23_37.pdf

<http://www.kirkpeterson.com.au/speaking/>

Study and Work Are Hand in Glove (SWAHG) Workshop Evaluation Forms

End of Sessions Evaluation

Thanks you for attending the session. Your feedback is important. Please take a few minutes to fill out the following survey.

Session _____

PLEASE CIRCLE YOUR RESPONSE TO EACH OF THE FOLLOWING ITEMS.

| | | | | |
|---|-------|---------|----------|-------------------|
| The presenter demonstrated sufficient expertise on the content | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The presentation was well-organized and easy to follow | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The material was presented in sufficient depth | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The presentation enhanced my understanding of the subject | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| Handout materials enhanced presentation content (if applicable) | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| | | | | |

How will you use the information learned in this session?

Please share any additional thoughts on the topic or presentation:

Summative Evaluation

Thanks you for attending the session. Your feedback is important. Please take a few minutes to fill out the following survey.

Session _____

PLEASE CIRCLE YOUR RESPONSE TO EACH OF THE FOLLOWING ITEMS.

| | | | | |
|--|-------|---------|----------|-------------------|
| The workshop was well-organized | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The workshop was easy to follow | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The physical environment was conducive to learning | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The material was presented in sufficient depth | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| As a result of attending the workshop, I have a better understanding of the impact of employment on the students' academic performance | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| (Student Learners Only) | | | | |
| As a result of attending the workshop, I have an understanding how to use self-management skills and time management skills to enhance academic and professional while working and studying concurrently | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| As a result of attending the workshop, I have an understanding of how to integrate hospitality students' employment into academic and professional success. | | | | |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-------|---------|----------|-------------------|
| Handout materials enhanced presentation content (if applicable) | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

How will you use the information learned in this workshop?

Please describe what part of the workshop was most valuable and what suggestions you may have for future workshops

Please share any additional thoughts on the topic or presentation:

Appendix B: Email Invitation

Dear Hospitality Students,

I would like to thank you for choosing to pursue your Bachelor of Science in Hospitality Management at this institution. Your academic performance as a student of the hospitality program is my utmost priority. I am taking this opportunity to invite you to participate in a research study entitled, *An Investigation of full-time Hospitality Students' Perceptions Regarding the Role of Paid Employment in their Academic Performance*. The purpose of this study is to understand full-time hospitality students' perceptions regarding the role of paid employment in their academic performance. The outcome of the study may help hospitality faculty, administrators, and employers to assist hospitality students to balance work and study without negatively affecting their academic performance.

To qualify to participate, you must:

- Be 18 years of age or older
- Be either, currently or previously engaged in any form of paid employment while enrolled in the hospitality program (excluding internships)
- Be currently working or previously worked a minimum of 20 hours per week for at least one semester within the past 12 months
- Have already completed the HM351 Food Planning & Preparation, HM260 Sanitation and Safety, and HM345 Event Management courses.

If you would like to participate, I will email you a prescreening questionnaire to verify your eligibility. You will be required to complete a consent form, which I will email to you with instructions, once your pre-screening questionnaire is completed. Each participant will receive a Visa gift card for the value of \$10.00, upon completion of participation in the interview.

Please respond to this email within one week expressing your desire to participate. Declining participation will not negatively affect the relationship we currently share. There are no repercussions of any kind if you choose not to participate I look forward to conducting this study, which will provide information that has the potential to contribute positively to your academic performance.

Appendix C: Pre-Screening Questionnaire

Please complete the questions below, which will determine your eligibility to participate in the study entitled: *An Investigation of full-time Hospitality Students' Perceptions Regarding the Role of Paid Employment in their Academic Performance.*

1. What is your full name? _____
2. What is your classification? (first-year, sophomore, junior, senior student)

3. Did you engage in any form of paid employment prior to this semester?
Yes ____ No ____
4. If you answered yes to question three, did you work for 20 hours or more per week in one or more positions?
Yes ____ No ____
5. Did you work for one full semester for 20 hours or more per week?
Yes ____ No ____
Was your place of employment on-campus?
Yes ____ No ____
6. Please check the semester/s below that you have worked for 20 hours or more weekly, and indicate your classification at that time (first-year, sophomore, junior, senior student)
Spring 2014 ____ Fall 2014 ____ First-year, sophomore, junior, senior
Spring 2015 ____ Spring 2015 ____ First-year, sophomore, junior, senior
Please indicate if any employment period listed above was an internship position by stating the period/s of time _____
7. Are you currently engaged in any form of paid employment?
Yes ____ No ____
8. How many hours per week do you currently work? _____
9. Please indicate if you are currently a first-year, sophomore, junior, senior student?

10. Would you be available to participate in an interview as a part of the study for approximately 60 minutes within the next week? Yes ____ No ____

Please email your completed Pre-Screening Questionnaire to XXXX XXXXX by December 5, 2015. I will notify you of your eligibility to participate within one week of receiving your completed questionnaire. If you are eligible, I will email you a copy of the consent form with instructions for completion.

Thank you for your time.

Appendix D: Interview Protocol - Full-Time Hospitality Students' Perceptions

Regarding the Role of Paid Employment in their Academic Performance

Demographic Information

1. Please tell me about yourself and your life at SCU
2. Please briefly talk about your paid employment experiences
3. What expectations (if any) did you have about working and studying together?
 - How are those expectations met so far?

Reasons for Engaging in Paid Employment

4. What made you decide to engage in paid employment while you are in college?
5. What would you consider the most important reason for working while in college?
 - Why is it important?

The Students' Overall Experiences of Working

6. Please describe your job/s
7. Why did you choose this job?
8. Have you thought about giving up employment while you are in college? What were the reasons for such considerations? Why/why not?

The Students' Perceptions, Descriptions, and Interpretations about the Effects of Employment and Studying Simultaneously

9. How does the number of hours work affects your grades/GPA?
10. How do you think your employment affects your academic your ability to complete assignments and course work?
11. How does your employment affect your ability to participate in extra-curricular activities?
12. What is the overall impact of working during college time on your academic performance?
 - How do you view your attitude towards your academic performance during the times that you are/were employed?

- How do you view the quality of your academic work during the times that you are/were employed?
- -What are your views on your physical capability of working and studying concurrently?

13. Please explain your involvement with activities on campus
14. How would you describe your interaction with your peers and faculty?
15. What are some of the issues you face as a working full time student?
16. How do you think your employment has helped your academic performance?
17. How do you think your employment has hurt your academic performance?
18. If you were to could start over again, would you opt to work while attending college? If yes, what kind of job would you take? If no, why/ why not? Please explain.

Appendix E: Sample Transcript

INTERVIEWER: Ruth Smith

INTERVIEWEE: Participant 7

INTERVIEWER: Good morning, Participant #7. Please tell me about yourself and your life here at this institution.

INTERVIEWEE: Um, I'm a Senior.

INTERVIEWER: Okay.

INTERVIEWEE: I've been a Senior for a couple years now.

INTERVIEWER: Okay.

INTERVIEWEE: Being here for a while, I worked for, in the industry, an entry-level position.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Um, I've been working for over a year for the same company.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Going on 2 years in May.

INTERVIEWER: How many hours per week are you working?

INTERVIEWEE: At least 35.

INTERVIEWER: At least 35? Okay.

INTERVIEWEE: No, at least 32; at least 32.

INTERVIEWER: Uh, and your life here at Bethune-Cookman? What has it been like here, for you, as a student?

INTERVIEWEE: Um, it's been, it's been a journey; an informative journey, a learning journey. Um, it's, it's been, it's been a real learning curve in life.

- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: I've learned a lot with life lessons and been through many trials and tribulations but...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: I've, I've equipped a lot of skills also over the years that I think are invaluable.
- INTERVIEWER: Okay. Please briefly talk about your paid employment experiences.
- INTERVIEWEE: Well my, um, employment...well, before I used to work in a, uh, a sneaker store.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Around Sophomore year.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: and I was working in the mall and then I was working about 20 hours a week.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Um, I worked there for 2 years and then I started working, as far as internship, um, where I was working at the place I'm working at now, the hotel...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And I was working at both for a while. Um, then the internship turned into a full time job and, but the shoe store, I was just keeping for discounts so I was only working like a day or two...
- INTERVIEWER: Okay.
- INTERVIEWEE: ...every week, maybe a day a week or a day every other week.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: So, um, after a while it started to get too stressful dealing with like management because _____. And after I quit that job I stuck with the hotel more.

- INTERVIEWER: Okay.
- INTERVIEWEE: And then got hired on full time.
- INTERVIEWER: Okay. Um, and do you have a lot of flexibility in terms of your scheduling?
- INTERVIEWEE: Um, they like to think that they're flexible but at the end of the day, um, it's not as flexible as I need it because, I guess, it's a business so they have to look out theirs so I understand....
- INTERVIEWER: So, they don't exactly work with your schedule for school?
- INTERVIEWEE: They do, but at the same time, even...they try their best...
- INTERVIEWER: Okay.
- INTERVIEWEE: ...to help me when they can.
- INTERVIEWER: Okay. What made you decide to engage in paid employment while you are in college?
- INTERVIEWEE: Well, expenses.
- INTERVIEWER: Okay.
- INTERVIEWEE: Um, I pay my rent, my light bill, my car note...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...and, um, well groceries aren't free so I have to eat. I'm pretty much self-sufficient.
- INTERVIEWER: Okay. What would you consider to be the most important reason for working while you are studying? You mentioned several...
- INTERVIEWEE: Survival.
- INTERVIEWER: Survival?
- INTERVIEWEE: Either this or living under a bridge, or moving back home.

INTERVIEWER: Um, you mentioned that you have worked at a shoe store and you're now currently working in a hotel. So what is your task?

INTERVIEWEE: Well, I do common areas so, um, my task is pretty much keeping the lobby, um and every common area in order.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Also, um, my job gives me extra responsibilities because I guess I know so much so...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: I end up pretty much doing everything and even sometimes I'm, uh, like the Supervisor or Management on duty for the Housekeeping Department.

INTERVIEWER: Mm-hmmm. So, why did you choose this specific job? I know you mentioned it was first an internship.

INTERVIEWEE: It was an internship and the job actually forever changed; I've pretty much worked in every part of the hotel except maintenance. So, I've worked front desk, I've worked activities, I've worked housekeeping, you know, I make beds and everything. So, pretty much the main reason I stay at the job is because it gives me, when I, when I'm able to get out in the work force and get my degree, I'll already have enough experience...

INTERVIEWER: In the industry.

INTERVIEWEE: ...in the industry, yep...

INTERVIEWER: And then you...

INTERVIEWEE: ...to make up for what I believe I missed out in my academic portion.

INTERVIEWER: Hmmm. Tell me about some of the high points on this job.

INTERVIEWEE: Well, high points on the job is pretty much, um, I mean, learning.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Because at, at the job I see a lot of failure in the company.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And pretty much, every time I see something and I feel like that's the best learning experience when it's done well. It's better to learn on someone else but I, looking at their failure I believe is good to. It helps me because I'm watching their progression from bottom and then trying to fight their way out. And I'm learning all the things that you shouldn't do and trying to, um, prepare myself for the industry at this point.

INTERVIEWER: What about the low points?

INTERVIEWEE: Low points, um, time, uh, frustration, dealing with...I deal with a lot of people of Hispanic origin and, um, a lot of people who don't speak very good...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...Spanish but I did learn, I have been learning a lot of Spanish so that's actually been helping me and I try to communicate with them as much as possible.

INTERVIEWER: So, you're saying you have a lot of Hispanic, or Spanish-speaking guests?

INTERVIEWEE: Oh, no, um, uh, co-workers.

INTERVIEWER: Co-workers?

INTERVIEWEE: And management.

INTERVIEWER: That is sort of a challenge?

INTERVIEWEE: That is a challenge in the communication portion.

INTERVIEWER: Okay.

INTERVIEWEE: Because, um, my old manager, um, she has a very strong accent and you can tell English is her 2nd language.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And, like, and the thing about me is being in hospitality and learning a lot about hospitality...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And when I go out into the work force and I'm seeing areas that need improvement but it's not my place to really...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...put those, put any action in the system. So, um, for instance, my manager she forgets what things are called or, you know, she has a problem. Like, she'll call me up to the 7th floor for, and she'll say they need a kitchen, it needs a kitchen towel and I walk in and it has a kitchen towel set but it's missing paper towels.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So, I have to go all the way back down because she says oh no, my mistake, I meant the paper towels...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Or she didn't know how to say it.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So, I have to go all the way back down to the 2nd floor, I mean first floor.

INTERVIEWER: Okay.

INTERVIEWEE: Come all the way back up to the 7th floor and put that in. So, she doesn't...it's a lot of waste time.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And I feel like that's a very important part of, uh, management...

INTERVIEWER: Have you ever discussed that with management or?

INTERVIEWEE: Um, well, everyone sees the frustration because we talk, um, on a closed-circuit radio so, um, the maintenance...

INTERVIEWER: Okay.

INTERVIEWEE: ...the management hears it so....

- INTERVIEWER: Hears the communication. Okay.
- INTERVIEWEE: I feel like if I...they understand and they can see it. They see the frustration on everyone's faces and even in meetings, you know, you see the frustration so I...
- INTERVIEWER: Mm-hmmm. So, the information is out there but it's not formally addressed.
- INTERVIEWEE: Mm-hmmm.
- INTERVIEWER: But they are knowledgeable of what's going on?
- INTERVIEWEE: But I think the thing is there's a lot of Hispanic people that work there so, um, maybe she sounds knowledgeable when she's speaking Spanish to...
- INTERVIEWER: Okay.
- INTERVIEWEE: ...to the manager but when she translates it, it doesn't translate clearly.
- INTERVIEWER: Hmmm. Okay.
- INTERVIEWEE: So, she has a, she has a good, you know, she wants to keep it clean and she has a good thought and a good direction, she's not....
- INTERVIEWER: Good intentions. Mm-hmmm.
- INTERVIEWEE: She's not, um, she's not following through because...
- INTERVIEWER: Right. Okay. Have you thought about giving up employment at any time?
- INTERVIEWEE: Yes.
- INTERVIEWER: Why?
- INTERVIEWEE: Why? Because it's frustrating; I mean, it's a job but it's a job that's, um, I'm putting together to create a career and...
- INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...even though this is like the career path I'm going to, this is still a job to me.

INTERVIEWER: Okay, you mentioned frustration but thinking of, think about the fact that you are in college.

INTERVIEWEE: Yeah. Oh, school, time consuming...it like, when you leave work and, um, in common areas, it's not my, it might not be picking up bricks but it's manual labor.

INTERVIEWER: So it's physically demanding?

INTERVIEWEE: Yeah, it's physically, it's physically demanding so at the end of the day, no matter, you know, people are like oh you're young, you know, no matter how young you are...

INTERVIEWER: You get tired.

INTERVIEWEE: You get tired.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So, you go there and then you go to work, you go to work and then you go to school or you leave school and go to work and then at the end of the day you have a bunch of homework to do. And your body just wants to go to sleep.

INTERVIEWER: Mm-hmmm. Okay, so how does the number of work, the number of hours that you work affects your grades and your GPA?

INTERVIEWEE: It affects them greatly.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Because, like I said um, the homework mountain...it's certain classes that are not as um, it's usually more like math classes or things you have to write like long papers for because that's the time that you, you, you need that fresh mind and that fresh body to sit in front of the computer screen.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And try to get things done with a fresh mind and then when your body and your mind is, is physically drained...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...it's hard to really put forth the amount of effort that you know you're capable of.

INTERVIEWER: Right. So, it does affect your GPA and your grades?

INTERVIEWEE: Yes.

INTERVIEWER: And, of course, I can skip the next question you because you talked about, you are in the hospitality industry and a lot of your job relates to hospitality management. Maybe you could elaborate a little bit more on the management part of it.

INTERVIEWEE: On the management part, I do delegate, I do have the power to delegate over my co-workers.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Or with my co-workers, I might say. Because, um, we have a...we used to have a larger system and we outsourced our housekeeping department.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: but we kept the laundry, common areas...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...and um, our Supervisor so a lot of times I'm going straight from the management to the employees, to the co-workers and I'm that, I'm that middle person.

INTERVIEWER: Middle person. Mm-hmmm.

INTERVIEWEE: So, and other times, um, I go and I have to go talk to the, the new company that we have and they ask me questions and I have to tell them where to get anything and if they needed any kind of equipment they have to come through me and I have to go get it and put it in their section and, um....

INTERVIEWER: You're a very important person.

INTERVIEWEE: Yeah, I have the keys so I'm pretty much over the whole control system and the housekeeping system so, if they need paper towels...

INTERVIEWER: Do you find yourself very soon moving up the ladder?

INTERVIEWEE: Yes.

INTERVIEWER: Good. Okay. Okay, how do you find your employment in terms of how does it affect your ability to collaborate with your group members and group work? I know a lot of instructors give group work.

INTERVIEWEE: Yes, um, for instance this semester I had, um, a group that everyone was busy, everyone had a job...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Another, uh, group member of mine she was working in another hotel and, um, she was working long hours at the front desk then I had one group member who, I don't believe she had a job so she was really hounding us...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And um, I had another group member, he played sports so it was, it was tough for us to come together and at the end of the day we, we really didn't have very many group meetings. So our group pretty much consisted of, um, Group-Me and everyone just did their part and came together and....

INTERVIEWER: So, did the GroupMe actually work?

INTERVIEWEE: It didn't, it didn't...it worked in communicating and we got what we got but it could've been a lot better because, um, when it comes to a group project, my strength is usually the, um, I can get up and I can talk and speak to everyone and I, I usually do it pretty eloquently.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And in a way where it captures the audience and I can...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Even if I don't do a lot of, like, background...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...I do enough background where I can catch all the key points.

- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And still explain it like, I can just look at something and I can learn it really quickly.
- INTERVIEWER: And transfer the information easily.
- INTERVIEWEE: And it's easy for me to transfer it and I can use it in layman terms.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: I can switch, um, dimensions of it but it has the same meaning.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: So, I can help people understand a different way.
- INTERVIEWER: So, how do you think that could change to benefit you in terms of when instructors give group assignments, because a lot of instructors...
- INTERVIEWEE: Yeah.
- INTERVIEWER: ...we all do group assignments.
- INTERVIEWEE: Um...
- INTERVIEWER: A very big part of it.
- INTERVIEWEE: The most important thing with the group assignments, I feel like we should be able to pick our groups.
- INTERVIEWER: Mm-hmm.
- INTERVIEWEE: It's great to not be able to pick it and be able to work with random people...
- INTERVIEWER: Because that's what happens in real life.
- INTERVIEWEE: Yeah.
- INTERVIEWER: You go to a job, you don't pick who you work with.

INTERVIEWEE: But the only thing is, it'll be easier if we can all...even if not, um, necessarily, pick our people but pick each other on time management, like our schedule.

INTERVIEWER: Availability?

INTERVIEWER: Availability.

INTERVIEWEE: Because, you know we have, there's groups that don't understand because they don't have a job and then there's groups with jobs and then there's groups with too many people have a job so...

INTERVIEWER: But don't you think the people that are not in the industry working would benefit from those people that are working because you're bringing in knowledge and experience to the group?

INTERVIEWEEE: Mm-hmmm.

INTERVIEWER: So...

INTERVIEWEE: Well, I mean, there's a lot, a lot of people say that, you've probably heard it, you don't go to college to, um, what is it, you just go to pass, it's not about...

INTERVIEWER: But the real stuff is what you learn when you get out there.

INTERVIEWEE: Yeah.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So, people just want to pass. They don't, like a lot of students, they don't, it's not about learning from other people. They just want to get out and go no to...

INTERVIEWER: But that's what they think now but then....

INTERVIEWEE: Yeah.

INTERVIEWER: ...reality strikes and you're out there...

INTERVIEWEE: Yeah.

INTERVIEWER: ...you look back and you think, oh, I really did learn or I'm applying what I learned in college.

- INTERVIEWEE: I agree 100%.
- INTERVIEWER: But in reality you do apply some of what you learn in class.
- INTERVIEWEE: A lot of what you do learn.
- INTERVIEWER: And you also bring into the classroom the experiences you have in the industry.
- INTERVIEWEE: The higher...
- INTERVIEWER: You need to share that in.
- INTERVIEWEE: The higher you get up the more you start to use it because um...
- INTERVIEWER: Exactly.
- INTERVIEWEE: I'm even; I'm starting to order stuff soon so...
- INTERVIEWER: There you go.
- INTERVIEWEE: So, I'm breaking down the numbers, um, because my Supervisor, she asked for, um, she asked me do you think...because we, when we put our bags of um...okay, in the morning we make the bags and we send them up to the housekeepers.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: The bags are filled with all the things that...
- INTERVIEWER: The toiletries?
- INTERVIEWEE: ...go into the room.
- INTERVIEWER: Okay.
- INTERVIEWEE: So, it's the bed sheets, all the linens pretty much...
- INTERVIEWER: Okay.
- INTERVIEWEE: ...towels. So, we use a big plastic bag so we were seeing when we had another system a while back where we used a nylon bag that had string tie...
- INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...and people didn't like it, I guess, because they didn't wash it enough or, so I was helping figure out a way it could be cheaper if we stuck with the nylon bags or would it be smart if we stuck with the plastic bags.

INTERVIEWER: Plastic bags.

INTERVIEWEE: And I came up to the determination that it's, it's probably better if we use the plastic bags just because they're so comfortable with it and it's not even, uh it's not very expensive.

INTERVIEWER: Not very expensive, right.

INTERVIEWEE: Because they use pretty much, one bag, one box a month.

INTERVIEWER: Is it the clear plastic bag?

INTERVIEWEE: Yeah, it's a, it's large one, really large one.

INTERVIEWER: So, that's another advantage too, you can see through the bag, see what's there?

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: With the nylon ones, like the laundry ones we use, you...

INTERVIEWEE: You can't see through.

INTERVIEWER: ...can't see through so that's a plus too.

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: And I know those bags are very hard to maintain.

INTERVIEWEE: Yeah.

INTERVIEWER: They get dirty very quickly.

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: And the plastic is it the one use and throw away or you re-use it?

INTERVIEWEE: We throw it away because we rip it open.

INTERVIEWER: Okay.

- INTERVIEWEE: And that's the other thing, I was like...
- INTERVIEWER: The reusable ones maybe?
- INTERVIEWEE: Yeah and we try to be as green as possible at times.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Because we, we collect all the soap and we have recycling bins but when you...that's a lot of plastic that we're using and sending...
- INTERVIEWER: So there you are now, applying some of what you learned in class in the industry and you're able to bring what works and what doesn't work back to the classroom.
- INTERVIEWEE: Mm-hmmm.
- INTERVIEWER: So, working in the industry is a plus?
- INTERVIEWEE: Yes. Big time! But the challenges are doing both. The real challenge is balancing both.
- INTERVIEWER: Uh, what about your attendance, how does working 48 hours a week affect your attendance, punctuality and all of that?
- INTERVIEWEE: It affects it, um, tremendously.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Um, depending on you know, what time is what, but when your, okay, you gotta be to class early in the morning and you're working all night...
- INTERVIEWER: You have 8 o'clock classes?
- INTERVIEWEE: Hmmm?
- INTERVIEWER: Do you have classes at 8 o'clock in the morning?
- INTERVIEWEE: 8 o'clock classes.
- INTERVIEWER: How many do you have? Like Monday, Tues, Wed, Thursday....
- INTERVIEWEE: Yeah, I have one this semester.

INTERVIEWER: Just one?

INTERVIEWEE: Yes.

INTERVIEWER: Okay, so 2 days a week.

INTERVIEWEE: I try to stay awake in it as much as possible.

INTERVIEWER: So, have you been making it to class on time?

INTERVIEWEE: No, I'm...and I've made it to, and the crazy thing is I've made it to the door plenty of times but I'll be 5 minutes late or 10 minutes late and, I mean, that gets very discouraging when you have to get up because you don't...with here, you don't just get up and go, you have to get up, put your suit....

INTERVIEWER: You're on campus or you live off campus?

INTERVIEWEE: I'm off campus.

INTERVIEWER: Okay.

INTERVIEWEE: So, you have to dress up, you have to put your suit, dress clothes and then all the other things in life. Like, I moved twice so my house is in shambles pretty much. I got a bunch of things and, um, well, the bad thing about it is there was a lot of mold in there.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So I've still got a lot of things in bags, but I don't got a washing machine in my house that I have to sort through still.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And then I don't have time to do that so now I don't know where all my articles of clothing are.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But I try to keep up with my dress clothes because they're important.

INTERVIEWER: They're required.

INTERVIEWEE: It's high priority, you know, you take your suit off...I don't, I had a shirt that was up in the classroom, um, I just found about a week ago. But, um, yeah, it's taxing because...

INTERVIEWER: What time do you finish at night? What's the latest time you work at night?

INTERVIEWEE: Um, about 12 probably.

INTERVIEWER: 12:00?

INTERVIEWEE: 11:30 or 12:00.

INTERVIEWER: Hmm.

INTERVIEWEE: And then to be on time for 8 o'clock, you know, you have to be up by 6:30-7:00.

INTERVIEWER: To get yourself prepared.

INTERVIEWEE: And then when that alarm goes and then you snooze, well I need 5 more minutes. Five more minutes will make me a much better person.

INTERVIEWER: I understand. I totally understand. Okay, so how does employment affect your ability to participate in extra-curricular activities?

INTERVIEWEE: Um, it does a lot also because, especially...okay, I was on a cheerleading team before.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And even though, um, pretty much the reason I wasn't on the team after that is because I had to work.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: You know, because I wasn't able to be on that...

INTERVIEWER: Put in time.

INTERVIEWEE: And then I was on the soccer team.

INTERVIEWER: Wow.

INTERVIEWEE: And I wasn't able to do the soccer team because of work. And then I wasn't able to make any, um, any of our meetings, our important meetings....

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...or, um, fellowshipping.

INTERVIEWER: Right. What about, um, are you a member of a fraternity?

INTERVIEWEE: No.

INTERVIEWER: Any other organizations? There's no time? Do you feel cheated? Do you feel like you're missing something or it doesn't matter to you?

INTERVIEWEE: It matters in the sense where I would like to have been able to do things or there's things I still want to do.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But at the same time, I mean, its life. I have that...I have the understanding that, you know, life isn't a perfect life.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But you have to make the best of what you can so when you, you know...a lot of times, the hand you're dealt, you kind of put, you put your own, a little bit of your negativity on there too. If you mess it up a little bit so it's up to you to play it out the best way possible.

INTERVIEWER: So your overall college experience, you don't believe is impacted by your lack of participation in all these other things? Or does it matter that much to you?

INTERVIEWEE: Um...

INTERVIEWER: It's not a big deal.

INTERVIEWEE: There's times where you wish you could, you know, you look back you're like, man, if I would've did this and that I could've did this and...

INTERVIEWER: Hmmm.

- INTERVIEWEE: But at the end of the day I don't let it stress me, I guess. I don't let it sit on me.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: I don't let it sit on my chest.
- INTERVIEWER: Okay.
- INTERVIEWEE: But I couldn't, I could not sit here and honestly say like, I wouldn't want to, you know, go back through time...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...and do things a little differently.
- INTERVIEWER: Okay, so what is your overall impact now working during college time on your academic performance, overall? Sum it up for me, the big picture.
- INTERVIEWEE: The impact has been, in the academic sense, it has, it has hindered me. It has slowed me down.
- INTERVIEWER: Di you find you had to re-take courses because of...
- INTERVIEWEE: Because of...
- INTERVIEWER: ...the fact that you're working?
- INTERVIEWEE: Yeah.
- INTERVIEWER: Or is it because of...
- INTERVIEWEE: But it's not all...I can't all blame, blame it all on work because...
- INTERVIEWER: Okay.
- INTERVIEWEE: ...there are people who, you know, who do it. There's people with children who, you know, make sure they graduate. So I have to put blame on myself also but...
- INTERVIEWER: What would be the reasons?
- INTERVIEWEE: Well, a lot of the reasons would be procrastination.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Um, and then, but also procrastination can root from, you know, being tired.

INTERVIEWER: Okay.

INTERVIEWEE: Or being at work or...

INTERVIEWER: Okay.

INTERVIEWEE: ...being mentally and physically exhausted.

INTERVIEWER: And your general attitude to your work, when it's time to get it done, what is your attitude towards all of that?

INTERVIEWEE: Well it's, it's like a voice in the back of my head sayin', hey, this is due, this is due. Remember, don't forget, this is due. I can sit in front of a computer screen and just go blank. I can just go blank.

INTERVIEWER: Because...?

INTERVIEWEE: I don't, I don't know.

INTERVIEWER: What would you attribute that blankness to? Motivation?

INTERVIEWEE: All of it. Like I say, you get physically and mentally drained and then...

INTERVIEWER: Okay.

INTERVIEWEE: ...you just...

INTERVIEWER: I got you.

INTERVIEWEE: ...kind of don't know. You know, you're trying to, you have the stress from work, you have...stress from work, stress from school, stress from all the classes and then that's what hinders also. It's like, it's not that you just have work, it's not that you just have 1 or 2 classes it's just you have 5 classes.

INTERVIEWER: Okay.

- INTERVIEWEE: So it's the balancing of work and 5 classes. See, if you had 2 or 3 classes, it'd be a breeze.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Because you'd have the time to section out, you know, you have this class, this class, this class. But when you have Accounts...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...and then you have Accounts lab. Accounts, the homework have, about 20 questions, 20 questions for each chapter.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And there's about 20 chapters.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: So then Accounts lab is, might have 10...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...in 20 chapters; 10 questions each one of them 20 chapters.
- INTERVIEWER: That's a lot.
- INTERVIEWEE: Then you have a paper for this class and then you have...
- INTERVIEWER: Did you do Accounting I and II in the same semester?
- INTERVIEWEE: No, no, Accounting and Accounting lab.
- INTERVIEWER: Oh, Accounting and Accounting lab, they each have their own questions weekly?
- INTERVIEWEE: Yes.
- INTERVIEWER: Wow. Okay.
- INTERVIEWEE: Then you have one class that's, you know, 3 hours a week and you have to...

- INTERVIEWER: Yeah.
- INTERVIEWEE: And then you're adjusting your schedule so...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And then the hospitality weekends are, weekends are Monday's and Tuesday's so you don't have the weekend time to make up all the class and all the teachers...
- INTERVIEWER: What do you mean, hospitality weekends?
- INTERVIEWEE: There's no weekends or holidays.
- INTERVIEWER: Oh, you mean in the industry?
- INTERVIEWEE: Yeah.
- INTERVIEWER: Oh, I thought you were talking about classes. Okay, courses, yep.
- INTERVIEWEE: So when you...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: You know the days your work is due at 11:59...
- INTERVIEWER: On Sunday, yes.
- INTERVIEWEE: ...and you go to work at 12:00 so...
- INTERVIEWER: Wow.
- INTERVIEWEE: And then, um, at one point I was trying to homework at, at work...
- INTERVIEWER: That's a good question, that's a good point because I was going to ask you....
- INTERVIEWEE: I got written up.

INTERVIEWER: You got written up for that? Oh, so probably you should've spoken with your bosses in terms of whether or not they would allow this because other students mentioned that they can do their homework at work.

INTERVIEWEE: Yeah. Um, well with the, the thing in common areas and, um, I don't really have an office or anything. Um, I was caught actually doing it on the computer and, on my own laptop.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: I was doing my stuff and I had, like, I took like a 15 and my, um, manager, she had just gotten to GM. She had just gotten hired and, um, our old GM was fired and I was just, you know, whatever my managers say, you know...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: We had an understanding.

INTERVIEWER: Okay.

INTERVIEWEE: And then, the GM when she came, she didn't, she had no understanding. She came...

INTERVIEWER: Maybe you should've had that discussion with her.

INTERVIEWEE: Yeah. I mean, this is our first time meeting.

INTERVIEWER: Oh, okay. It's just the general understanding from other students is that their, in the industry, they are, you know, their Supervisors and Managers work with them.

INTERVIEWEE: Mm-hmmm. But we discussed it afterwards and ...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And she made it very clear that it was unacceptable.

INTERVIEWER: Okay.

INTERVIEWEE: Yeah, when I was getting...it was a verbal warning.

INTERVIEWER: Wow.

INTERVIEWEE: Yeah.

INTERVIEWER: Okay, so now you have to follow the company policy.

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: Make sure you adhere to the policy. Wow, so....

INTERVIEWEE: But, I mean, there are still times where I just had to get something done and I just didn't care. I just went in the break room and I just did...

INTERVIEWER: But why could you not do it on your break?

INTERVIEWEE: A 30 minute break?

INTERVIEWER: Mm-hmmm.

INTERVIEWEE; It wasn't enough time; I needed more time.

INTERVIEWER: So, you're taking a chance then because you might just get written up again?

INTERVIEWEE: Oh yeah.

INTERVIEWER: Because you might just get written up again.

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: You don't want to do that though.

INTERVIEWEE: But I...there's like, there are some times that I just have to take a chance.

INTERVIEWER: Are these...

INTERVIEWEE: I mean, I know, I'm a risk taker.

INTERVIEWER: Okay. Why don't you sit down and try to organize yourself and given the time

INTERVIEWEE: I have. One of the semesters I took to try and organize myself I bought a large calendar.

- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And it worked for a while.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And then what happened was, I had to move out of the house.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: So moved all my stuff out of my house and found a new place that I was moving in with somebody else. So move all my stuff up to the 3rd floor...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...and I still actually have some stuff at the other house that I need to get. And I moved like 2 months ago, 2 or 3 months ago.
- INTERVIEWER: Okay.
- INTERVIEWEE: So, and then I didn't find the calendar. Now, I finally found the calendar and now it's blank.
- INTERVIEWER: Oh, okay.
- INTERVIEWEE: So, it's like I took the time and I tried to get in the habit...
- INTERVIEWER: Yes.
- INTERVIEWEE: And then once my habit breaks, I have to restart myself and get into...
- INTERVIEWER: Well, a new year's coming and a new semester. So, you...
- INTERVIEWEE: Mm-hmmm.
- INTERVIEWER: ...you should be a better one.
- INTERVIEWEE: Yeah.
- INTERVIEWER: So, you'll have 2 semesters left? How many semesters you have?

- INTERVIEWEE: Well, I'm trying to get it all in this next semester.
- INTERVIEWER: Oh, in one semester?
- INTERVIEWEE: Yeah.
- INTERVIEWER: Okay. So, putting all that aside, let's say if you were not working and you had the same classes, do you think you would've performed academically?
- INTERVIEWEE: I think I would've performed better academically.
- INTERVIEWER: Okay. We talked about your physical, um, attributes being a hindrance...
- INTERVIEWEE: Mm-hmmm.
- INTERVIEWER: ...to working or working and studying because it takes a toll on you, right? You mentioned that. Um, interaction with faculty, do you believe at this point it is important that faculty be knowledgeable of students who are working?
- INTERVIEWEE: I think they should.
- INTERVIEWER: And what do you think faculty can do to facilitate your working and studying just to make sure that you're successful?
- INTERVIEWEE: Well, I mean, for one thing I think would be tough for the teachers and, um, but I think it would help a lot especially in a school like this where um...even if you guys don't, it doesn't come out necessarily on you end...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...this is a very expensive institution.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And, um, the fact of the matter is that there's not a lot of free money...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...for us to, you know, play with like in other schools so to be as comfortable as we need to be or we like to be...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Because there's a lot, there is a lot of students on here, they might have roof over their head but they don't have internet to do their homework.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: You know, so that doesn't help anything, you know.

INTERVIEWER: No.

INTERVIEWEE: Because in my other place I didn't have internet for a while so, if you're up at, you know, 2 in the morning...

INTERVIEWER: But now you know the library is open 24 hours.

INTERVIEWEE: The library is open 24 hours now.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So you have to drive to library at 2 in the morning.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: That would be, that would be an option.

INTERVIEWER: Is there anything else you think faculty can do?

INTERVIEWEE: Um...

INTERVIEWER: For working students?

INTERVIEWEE: I, I think they could and I think it would be a positive if they, especially if they're working in the industry...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...there should be a way that, um, some of that industry experience is viewed upon as, um, all of like, attendance...

INTERVIEWER: Credit?

INTERVIEWEE: ...or work or some type of credit system.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Especially if it's in the industry.

INTERVIEWER: Then my question that's going to follow is, how do we justify that to the students who are not working?

INTERVIEWEE: Um...

INTERVIEWER: In the industry? So yeah, those who are not working and then those who are working but they're not working in the industry. How do we make it fair to everyone?

INTERVIEWEE: Well, what you try, with the people that are not working, you're spending more time with them in a sense where they're spending more time on, um...I don't exactly know what it would be but it would...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...be something to help catch up to the experience that they would be lacking...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...if they were in the industry.

INTERVIEWER: Okay.

INTERVIEWEE: To kind of balance it out, like a balance scale. I don't, I don't understand, I don't um, necessarily, I can't think of...

INTERVIEWER: Okay, do you think attendance should play a role? Or it shouldn't play a role in our credits in terms of...you know we have a 3 unexcused absence...

INTERVIEWEE: I think that's the worst thing that this school could have. Um, it's really not fair to people who don't need to be in a class necessarily to pass a class.

INTERVIEWER: Okay.

INTERVIEWEE: I'm not saying that, you know, you're gonna skip out on every class but there are ways to control to see if a student knows what they're doing or a student can get something done.

- INTERVIEWER: Without just attendance.
- INTERVIEWEE: Without just attendance.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: I mean you give tests; when you give a test, if a student is passing...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ...why, why are you saying oh, you know, I'm docking you for 3, you know you haven't been here 3 days so you're a letter grade down. But you can get an A on a test. Like, that makes no sense. If you took the time to learn, to really learn the information...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: then it shouldn't matter.
- INTERVIEWER: So, do you believe we should have more online components of the courses?
- INTERVIEWEE: Online would, would definitely help. Um, because the fact of the matter is with our school size, we don't have a, like a lot of class, there's not classes all times of day. There's not, so you pretty much have to adjust your schedule around the school schedule end...you usually should do that, that's how it's supposed to be but it's easier when you can marry the two and you know...
- INTERVIEWER: A little of both.
- INTERVIEWEE: Yeah. Because in other schools, in big institutions, I have friends they go to class at, you know 8, 9 o'clock at night, you know...
- INTERVIEWER: There are several sections of the different courses...
- INTERVIEWEE: Mm-hmmm.
- INTERVIEWER: But because of our size, a lot of or especially in our major...
- INTERVIEWEE: Mm-hmmm.

INTERVIEWER: I would say all our hospitality courses are only single section courses. We don't have anything that has 2 sections.

INTERVIEWEE: 80% of my class was taught by 3 teachers, 3 teachers.

INTERVIEWER: Yeah, well hopefully that will change in the spring when we become a school of hospitality. But yes, they whole idea of having to physically attend all the classes that are only in one section, it really limits...

INTERVIEWEE: Yes.

INTERVIEWER: ...choices, right, in terms of getting the work done? So, that's something that we need to look into as well. Oh, are there any issues that you face at work or at school as a full-time student that you think we could talk about that would be able to throw some light onto and any other issues that you haven't spoken about yet?

INTERVIEWEE: Um...

INTERVIEWER: That you face during working and studying.

INTERVIEWEE: Well, during working and studying, one of the issues I faced, um, was going...it's hard to go into a job in your field and being around people who are less knowledgeable.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But at the same time, they have knowledge so you humble yourself and learn from what they give but they're not as accepting on any other things...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And then you have to understand, you know, um, to kind of stay in your place.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Even though that's not what you were made to do in a sense.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: That's not what you're taught to do.

INTERVIEWER: Mm-hmmm. Mm-hmmm.

INTERVIEWEE: So, um, and the conflicts at work. Um, when I first go there I was under housekeeping and the housekeeping manager that hired me because I, um, actually I interviewed here...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: I walked in, um I didn't even sign up for the interview. I was the last person, I walked in and I actually got the job.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But the person that I was, was my manager was having conflict with the general manager and the people at the front office, front house, front desk and when, you know, I had, but I try to be on both ends.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: I try to, you know, because what I'm trying to do is trying to gain experience and I want to gain as much networking ability as possible or advantage as possible. So, if this person has a problem with this person, I mean it kind of, they kind of put me in the middle.

INTERVIEWER: A weird position, yeah.

INTERVIEWEE: Mm-hmmm. So, and there were times where something happened and I had to let my immediate, my immediate housekeeping manager know and then it brought up a lot of problems, it made a lot of problems between them and I was pretty much caught in the middle. Like, they were like why did you call her? Why did you devise to do this, why did you do that? And I just, you know, had to say I'm doing my job. I was told to do this and this is what I do. She told me to let her know of anything, I let her know so that's, I mean she's my immediate manager.

INTERVIEWER: Mm-hmmm. So, conflicts between management and you're caught in the middle? Okay, uh, so which brings me to the question, how do you think your employment has helped you academically?

INTERVIEWEE: Well, they helped me with um...well, they gave me time that I could um...but if I ask, like say if it's something really pressing like last week was, uh, finals week and I had to get work in and I told them ahead I can't come in today. And it was a um, the...I wasn't even scheduled to work but they called me in.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Because we outsourced and it was crazy pretty much. No one really knew what their responsibilities were and what responsibilities got taken away, and me being someone who is always...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...has done very position.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: I'm familiar with a lot of responsibilities that need to be done so they like to have me on hand so I can make sure and oversee and make sure things get done. But I had to tell them I couldn't come in and they understood for the most part. I was like, hey, I can't come in...

INTERVIEWER: So, they work with you?

INTERVIEWEE: Yeah. Um, and they do have a system where they help you, um, pay for school also.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: If it's in the Hospitality Program.

INTERVIEWER: Okay. And with regards to your experiences on the job, are you able to bring a lot of that to your assignments, a lot of it to your projects?

INTERVIEWEE: I am because even um, with when I was telling you about the group project.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Um, we had, um part of our project was a control, a system of control...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: And I was actually able to inter-change both.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: Um, with the uh project, I was able to speak on work in different areas of control that we had.

INTERVIEWER: Okay.

INTERVIEWEE: And I was speaking about the keys and different ways that I'm in charge of, um, a lot of portions of control. And then at work, I really, like the project gave me a stronger sense of the control system. So at work and I was talking to my general manager about how we just did the project on control issues...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: ...like, okay you know about computers and things so you can make the inventory sheet, this, that and the 3rd.

INTERVIEWER: Wow.

INTERVIEWEE: And...

INTERVIEWER: Wow, so there is a direct impact with your actual employment and work?

INTERVIEWEE: Yes. So, in a sense it's still academic but it's the hands on, away from your campus...

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: But it still inter-relates.

INTERVIEWEE: And then, but, the only thing different is the pay because sometimes I don't like doing those things because I feel like that's with a higher pay grade.

INTERVIEWER: Okay. But if you look at it from the academic perspective then it's contributing to your....

INTERVIEWEE: Yeah, it is.

INTERVIEWER: ...your learning, it's okay for now.

INTERVIEWEE: Mm-hmmm.

INTERVIEWER: When you get that degree in your hand, then you can demand the pay.

INTERVIEWEE: That's exactly what I'm going to do.

INTERVIEWER: That's right. Okay, we're wrapping it up now. Any...well, you did just provide some examples of how it positively impacted, that's a very good example. Are there any hurts? Can you say how employment has provided any hurts or well...?

INTERVIEWEE: Um, well the part about...okay I had a couple different jobs. One job I didn't say it, I worked at nightclub also.

INTERVIEWER: Okay.

INTERVIEWEE: I worked at the night club part time. Um...

INTERVIEWER: Was that for 40 hours as well?

INTERVIEWEE: No, it was, um, like 4 hours.

INTERVIEWER: Per week?

INTERVIEWEE: Maybe.

INTERVIEWER: Okay.

INTERVIEWEE: Or 8 hours a week maybe.

INTERVIEWER: Like on the weekends?

INTERVIEWEE: Yeah.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: If the party's on a Friday night, but the problem with that is me chasing the money, I have work until this time then I'm at the club until 2:30 then I'm at work early in the morning at 7 o'clock. Or no, matter of fact, it's been times I'd be at the club until like 3, 3 or 4 in the morning, work at 7 in the morning and then 7 to 4 and then I still had to be to work Monday. And then, that's Sunday so you know, most of the homework is due on Sunday.

INTERVIEWER: Yeah.

- INTERVIEWEE: And it's not like I work just for frivolous, you know, thoughts.
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: Because you know, I have an entrepreneur mind set and I have things...
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: ... that I really want to start and get off the ground
- INTERVIEWER: Mm-hmmm.
- INTERVIEWEE: And I'm trying to build a capital so I can go ahead and purchase the things I need to start my business.
- INTERVIEWER: Mm-hmmm. Okay. Good. So, if you were to start all over again, would you opt to work and study at the same time?
- INTERVIEWEE: In...well, would I know what I know now?
- INTERVIEWER: Would you go for the option to work and study if you were to start your career, your academic plan all over again? Would you still study and work?
- INTERVIEWEE: I would but I...
- INTERVIEWER: Even if you're financially able to maintain yourself while you're studying.
- INTERVIEWEE: Oh, if I'm financially able to maintain myself, probably not. I wouldn't work...well I would because I think like working...I don't know. It depends.
- INTERVIEWER: It depends.
- INTERVIEWEE: I guess I wouldn't because there would be so many things that I would be able to, so many different avenues that I would be able to take instead of going to work because I'd have my...yeah, I probably wouldn't go to work.
- INTERVIEWER: And then you would get more involved with extra-curricular activities and so forth?
- INTERVIEWEE: Everything. Yeah.

INTERVIEWER: Wonderful. Is there anything else you would like to add that you think would benefit this study in terms of students who are working and studying and their success?

INTERVIEWEE: Um, hmmm...Oh and before on that previous question, if I would work, it would probably be on campus work.

INTERVIEWER: Okay. Okay.

INTERVIEWEE: And I would probably like try working around housekeeping business.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: So, it would help me, you know, stay on my work and stay on top of my game because I'm always around.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: It just always bothers me, on my back, I know I'm going to get it done.

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But also I think that working and going to school is a tough thing. It can be done...

INTERVIEWER: Mm-hmmm.

INTERVIEWEE: But without the proper time management skills and organizational skills and it's going to be very, very hard. It's going to take it from hard to extremely hard because, um, I've always struggled with organization. I was the kid that had the backpack with all the papers in there just jumbled around, that's me and I know...yeah, see I know all parents know about that. It's just...

INTERVIEWER: Yeah.

INTERVIEWEE: That was just me. I'm a scatter brain so...

INTERVIEWER: But you get it done?

INTERVIEWEE: Yeah. And I have the ability, it's just sometimes my brains over here and my minds over here and over there and really, with that many things on your

plate, you know you got work, you got this and then you got to control your own mind; it gets tough.

INTERVIEWER: Okay.

INTERVIEWEE: I believe that um, organization is very, is very important and it would help, it would assist greatly.

INTERVIEWER: Okay, wonderful. I just want to thank you for participating in this study entitled A Qualitative Investigation of Full-Time Hospitality Students Perception regarding the Role of Paid Employment and their Academic Performance. I do value your input, which I'm sure will help to promote conditions that are favorable for hospitality management students, like yourself, help achieve a good balance of work and study and succeed at the same time. So, do you have any questions for me right now?

INTERVIEWEE: No, but thank you for caring enough about us to try to find a solution to the problem.

INTERVIEWER: You are welcome. If you have any questions following today, please do not hesitate to call me. You have my number.

INTERVIEWEE: Oh yeah.

INTERVIEWER: Thanks again Participant #7.