

**Stress, Anxiety and Depression in Australian University Students, Incorporating the Impact
of Balancing Study and Employment, and the Experience of COVID-19**

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Abstract

Over recent years, research has demonstrated that Australian university students have been experiencing increasing feelings of stress, anxiety, and depression, due to a variety of stressors, including the need to balance study and employment. Approximately 63% of Australian students report that they are employed while studying, with this statistic continuing to rise. Financial strain is one of the leading reported causes of mental health disorders among Australian students, and the influence of the pandemic, COVID-19, has become a key stressor for students this year. This study aimed to build upon existing research by examining Australian students' stress, anxiety, and depression, as well as the impact of employment on their ability to effectively study. The influence of COVID-19 was also examined in terms of its perceived impact on students' overall mental health. A total of 224 participants took part in this study by completing a questionnaire designed to assess students' mental health (stress, anxiety, and depression), attitudes towards study and study demands (university stress, study performance, and study satisfaction), and the need to balance study with employment (job demands, work-study facilitation, and work-study conflict). Results indicated that the impact of COVID-19 significantly influenced students' survey responses. No significant differences were found between students who were employed and students were not employed, although significant differences were demonstrated between genders (female and male). The implications of the findings are also considered, and suggestions are made for future research.

Keywords: Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation, Work-Study Conflict

Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma in any University, and, to the best of my knowledge, this thesis contains no materials previously published except where due reference is made. I give permission for the digital version of this thesis to be made available on the web, via the University of Adelaide's digital thesis repository, the Library Search and through web search engines, unless permission has been granted by the School to restrict access for a period of time.

Signed

September, 2020

Contribution Statement

In writing this thesis, my supervisor and I collaborated to generate research aims of interest and design the appropriate methodology. I conducted the literature search, completed the ethics application, and wrote the Qualtrics survey, prior to my supervisor aiding in ensuring these were up to standard. I was responsible for all participant recruitment and data collection, data analysis, and thesis write-up.

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1 Introduction

The number of university students living with a mental illness has significantly increased over the years (Larcombe et al., 2016), with studies revealing that attending university can pose a large threat to the mental health and wellbeing of students (Lovell et al., 2014). Young adults studying at university are at a particularly high risk of developing a mental illness and/or experiencing psychological distress (Stewart-Brown et al., 2020). Among university students, depression has been reported to be of high prevalence, demonstrated to have an association with poor academic performance and impaired performance in the workplace (Farrer et al., 2016). In Australia, it is estimated that 45% of people will experience a mental health condition in their lifetime. Each year, around 1 million Australian adults are diagnosed with depression, and over 2 million are diagnosed with anxiety (Beyond Blue, 2020). Research has reported that females experience psychological distress at an increased rate when compared to males (Australian Government, 2020). The higher education statistics (2017) demonstrated that there were approximately 1.4 million students studying at Australian universities. Approximately 3 in 5 of these students were reported to have been between 15 and 24 years of age, with at least 1 in 4 students experiencing mental ill-health in any given year (Orygen, 2017). A 2020 survey conducted by Headspace was completed by thousands of tertiary students across Australia, aged 17 to 25. The results showed that a large proportion of survey participants reporting experiencing mental health issues (see Table 1).

Table 1

Annual NUS Survey Results Displaying the Percentage of Mental Health Issues Reported

Reported mental health issue	Percentage
Thoughts of self-harm or suicide	35.4%
Feeling stressed	83.2%
Lack of energy or motivation	82.1%
Feeling anxious	79.0%
Low mood	75.8%
Feelings of hopelessness/worthlessness	59.2%
Trouble sleeping	55.6%
Panic	52.7%

Source: Headspace. (2020). Majority of Aussie students stressed, depressed. Retrieved from <https://headspace.org.au/blog/majority-of-aussie-students-stressed-depressed/>

The university experience is commonly the first time that individuals experience the struggle of balancing multiple life demands. Students work towards obtaining a degree, solidifying their identity, learning to live independently, and seek employment/an income. As a result of these combined factors, an increasing number of students experience some form of mental distress (Sprung & Rogers, 2020), which may be attributed to burnout (Robins et al., 2017). Burnout can be defined as a psychological syndrome connected to prolonged stressors at work, and characterised by exhaustion, cynicism, and low professional efficacy (Mashlach et al., 1996). Students already experience an array of stressors throughout their university studies, and for many, the need to balance study with employment is an added stressor.

In Australia, as well as other parts of the world, there is a growing trend for university students to also be engaged in employment (Creed et al., 2015). In Australia in 1971, 20% of students studying at a tertiary level were employed in either full-time or part-time paid work. In 2001, this increased to 54% (Australian Bureau of Statistics, 2009), and in 2007, this increased to 72% (Devlin et al., 2008). In 2019, the Survey of Education and Work was conducted across Australia, demonstrating that two-thirds of Australians aged 15 to 64 years were fully engaged in work and study (ABS, 2019). For a large number of students, the reason for working and studying concurrently was driven by the need for an income. The outcome of this can often be seen in a decrease in engagement in university work, and an increase in stress levels (Creed et al., 2015).

1.1 Depression

Depression, as defined by the Australian Psychological Society (2020), is a serious mental health issue where sadness, flat/low mood, or a sense of emptiness is prolonged. This can last weeks, months, or even years. It can cause feelings of sadness, as well as a loss of interest in activities that were once enjoyed (Beyond Blue, 2020). An Australian study conducted by Khawaja & Duncanson (2008) found that depression was higher among female students, students enrolled part-time, and students working full-time as well as studying. This study also demonstrated that students who were satisfied with their financial position presented with significantly lower feelings of depression in comparison to students who were unsatisfied.

1.2 Stress

The Australian Psychological Society (2020) defines stress as feeling overloaded, wound-up, tense, and worried. These feelings occur when an individual is faced with a situation that they feel they cannot cope with. Stress has been demonstrated to have an

effect on the overall health and wellbeing of university students, being linked to anxiety and depression. A recent study conducted by Sprung and Rogers (2020), found that perceived stress had a positive association with anxiety and depression, claiming that stress is a driving factor of students' experiences of these mental illnesses.

1.3 Anxiety

Anxiety can be defined as a natural and generally short-lived reaction to a stressful event or situation, associated with feelings of worry or nervousness. Typically, anxiety occurs in unfamiliar situations. However, persons with anxiety disorders experience the aforementioned symptoms more severely, often experiencing interruptions to their daily life. Anxiety disorders include generalised anxiety disorder (GAD), a specific phobia, panic disorder, agoraphobia, obsessive compulsive disorder (OCD), and social anxiety disorder (Australian Psychological Society, 2020). University students are exposed to a wide variety of stressors that have been said to increase their vulnerability to anxiety, including the transition from school to university, and the difficulty of balancing academic workloads with life outside of university (Farrer et al., 2016). A study conducted by Farrer et al. (2016) demonstrated that financial stress is a key contributor to feelings of anxiety for university students.

1.4 University Stress

University students who experience excessive stress combined with exhibiting poor coping skills, can be at a severe risk of developing mental health issues. A degree of arousal is said to be of some importance for performance, however, when stress levels increase to a great extent, performance and psychological wellbeing can be negatively impacted (Stallman, 2016). According to Stallman (2010), many university students report elevated levels of psychological distress, most likely chronic, with a slight variation between the beginning of the academic year, and the end. University students also experience multiple stressors

associated with the demands of university, including balancing study with employment and life, and financial strain. Stallman (2010) also highlights the importance of identifying the levels of stress that may contribute to student success, compared with the harmful levels of stress that ultimately lead to poor academic performance, or mental health issues (Stallman, 2016).

1.5 Study Performance: Effort, Attendance

Numerous risk factors contribute to stress, anxiety, and depression among university students, with academic pressures and performance expectations being a significant issue students continue to face (Browne et al., 2017). Research has demonstrated that the more time students spend on work-related activities, the poorer their academic performance is, and the longer it takes them to graduate (Di, 1996). Study performance can be broadly defined as the involvement and competence regarding an individual's studies, including class attendance and effort. Research has shown that being older has been associated with better study performance (Butler, 2007).

1.6 Study Satisfaction

Study satisfaction can be defined as students' attitudes and experiences regarding an educational institution (Butler, 2007). A report by Universities Australia (2020) demonstrated that 78% of Australian students reported satisfaction with the quality of their overall study experience, with 81% of students reporting a positive experience with teaching quality. Satisfaction regarding student support has been increasing over the years, with 74% of students rating it positively in 2020, compared to 53% in 2012. Some research has shown that women report greater study satisfaction at university compared to men (Butler, 2007).

1.7 Job Demands

Job demands are the physical or emotional stressors, and psychological demands directly related to the workplace. These include time pressures, mental workloads, stressful working environments, role ambiguity, emotional labour, and poor relationships. When the demands of a role (eg. Work) are incompatible with the demands of another role (eg. University), tension often forms due to the inter-role conflict (Butler, 2007; Pelfrene et al., 2001).

Research by Markel and Frone (1998) and Butler (2007) found that job demands and hours worked, drained resources that could otherwise be used to perform university related tasks as well as responsibilities beyond work and study. Many university students combine employment with their studies, with some combining full-time work loads with full-time study. The demands of employment can coincide with the demands of university, impacting university students' overall quality of life, and further risk factors for mental health decline (Browne et al., 2017).

1.8 Work-Study Facilitation

Work-study facilitation (WSF) can be defined as an improvement in the quality of the university participation, resulting from work participation. Previous research demonstrates that WSF has been linked to better physical and mental health and wellbeing (Butler, 2007). According to Mortimer (2003), many university students and their parents claim employment to be beneficial when paired with their studies. Some research has shown that working and studying concurrently can promote mental health in young adults, which only furthers their study satisfaction (Butler, 2007).

1.9 Work-Study Conflict

Financial pressures as well as low socioeconomic status (SES) are associated with higher levels of psychological distress, as well as mental health disorders, among university students (Stallman, 2010). Universities Australia (2020) reported that two-thirds of students were worried about their financial standpoint, with 17% reporting they regularly live without necessities, at times food, because they cannot afford it. Research by Browne et al. (2017) demonstrated that university students often combine work and study, which in turn significantly affects their daily life and relationships, having a negative influence on diet as well as drug and alcohol use. Research has also shown that the experience of employment whilst studying at university can be beneficial, providing young people with the ability to develop general and job-specific skills helpful in the future. However, it also provides the risk that time spent working allows less time for study, reducing academic performance and impacting some students' ability to complete their degree (Polidano & Zakirova, 2011). Work-study conflict (WSC) can be defined as an interference of the university study role by work role-related demands and responsibilities (Markel & Frone, 1998).

1.10 COVID-19

Coronavirus (COVID-19) is a highly infectious disease, caused by a newly discovered coronavirus. An array of symptoms may present, including general cold and flu symptoms. The severity of the illness depends on a variety of factors, including the infected persons' age and/or any medical problems they may present. Some individuals recover swiftly experiencing little to no symptoms, whilst others suffer greatly, potentially resulting in death. At this point in time, COVID-19 has no specific vaccine or treatment (WHO, 2020). The impact of this pandemic on the entire world has been astronomical, whether or not individuals have contracted the illness. Individuals have had to isolate and/or quarantine for days or weeks, if

not months. Quarantine can be described as the separation and restriction of movement of people whom have possibly been exposed to a contagious disease. This is done to determine if they develop symptoms or become unwell, thus reducing the risk of the spread of the disease. Isolation can be described as the separation of people who have received a diagnosis of a contagious disease (eg. COVID-19), from those who are well. The two terms tend to be used interchangeably. Quarantine can be quite an unpleasant experience for some; being separated from friends and family, losing their sense of freedom, employing increased levels of uncertainty about the future, as well as boredom. Unfortunately, these factors have led to dramatic effects, including suicide (Brookes et al., 2020).

COVID-19 has seen a large increase in mental health disorders across the world. A study in Portugal conducted by Rodrigues & Cesar (2020) examined whether there was a change in levels of depression, anxiety, and stress among university students during the pandemic, in comparison to the previous normality. The results demonstrated university students presenting with significantly higher levels of depression, anxiety, and stress since the pandemic began. Brookes et al. (2020) undertook a review of the psychological impact of quarantine, with participants ranging from medical staff to university students, reporting that most of the reviewed studies displayed negative psychological effects. These effects included post-traumatic stress symptoms, confusion, and anger. Stressors included longer quarantine duration, infection fears, insufficient supplies, inadequate information, and financial loss. The review reported that some studies demonstrated that being quarantined was the largest predictive factor of acute stress disorder. These participants also presented with detachment from others, anxiety, irritability, insomnia, poor concentration, and deteriorating work performance.

1.11 The Current Study

The purpose of this study is to examine reported stress, anxiety, and depression among Australian university students. The study will also examine the impact of balancing study and employment, as well as the impact of the COVID-19 pandemic on university students' attitudes toward university and employment, and their reported stress, anxiety, and depression. Informed by previous research, this study will also examine university stress, study performance (study effort and study attendance), study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC). This study will investigate if there are differences between university students who are employed, in comparison to students who are not employed, in the aforementioned areas (eg. University stress). This study will also examine whether or not there are differences between genders (female and male) in the aforementioned areas.

Research aims and hypotheses are outlined in Table 2.

Table 2

Aims and Hypotheses for the Current Study

Aim 1	To investigate if differences exist between university students who are employed and university students who are not employed, in terms of reported stress, anxiety, depression, university stress, study performance, study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC)
Hypothesis 1	It is expected that university stress will relate positively with stress, anxiety, and depression
Hypothesis 2	It is expected that study attendance will relate negatively with stress, anxiety, depression, and university stress, and positively with study effort
Hypothesis 3	It is expected that study satisfaction will relate positively with study effort and study attendance
Aim 2	To investigate if gender differences exist in terms of reported stress, anxiety, depression, university stress, study performance, study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC)
Aim 3	To investigate the impact of the COVID-19 pandemic on reported stress, anxiety, depression, university stress, study performance, study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC)
Hypothesis 4	It is expected that students will report higher levels of stress, anxiety, and depression due to the impact of COVID-19

2 Method

2.1 Participants

The participants were 224 university students. Eligibility criteria included being enrolled in a university course across Australia, as well as speaking fluent English. Participation was voluntary and informed consent was obtained from participants.

Participants were recruited largely through social media. First-year Psychology students at the University of Adelaide were invited to participate through the Research Participation System (RPS), where they were offered course credit upon completion of the survey. They were instructed to provide their student identification number as well as their research participation number, in order to adequately receive their participation credit. Participant anonymity was maintained at all times. No incentives were offered to participants who were not a part of this first-year cohort.

2.2 Materials

The data was collected using an online questionnaire, administered through Qualtrics (Appendix 1). The questionnaire comprised of demographics questions, as well as measures of stress, anxiety, depression, study performance (study effort and study attendance), study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC). Participants were informed that the questionnaire would take approximately 15 to 20 minutes to complete.

2.2.1 Demographic

Participants were asked a range of background questions, including their age, gender, and residing state/territory. They were asked various questions regarding their university degree, for example, whether they study full-time or part-time, and average hours spent studying in a week. They were also asked if and how COVID-19 affected these answers.

If participants indicated that they were employed, they were provided with five further questions, including questions about the industry they worked in, and their main reason for working. Again, they were asked if and how COVID-19 affected these answers.

2.2.2 Depression

Depression was measured using the Patient Health Questionnaire (PHQ-9). The PHQ-9 is a multipurpose, self-report scale utilised in order to screen, diagnose, monitor, and measure the severity of depression in an individual. The scale incorporates DSM-IV diagnostic criteria for depression, as well as major depressive symptoms (Pfizer, 1999). An advantage of utilising the PHQ-9 rather than another depression screening tool for this study, is that it is significantly shorter than other scales (The University of Washington, 2020). The diagnostic validity of the PHQ-9 was established in studies comprising of 8 primary care and 7 obstetrical clinics, with scores below 10 having a sensitivity of 88%, and a specificity of 88% for Major Depressive Disorder (Pfizer, 1999). Internal consistency is high, with a Cronbach's alpha of .86 and .89 (American Psychological Association, 2020).

A range of statements (10) were presented, in which participants were required to select one of the following responses for each statement, during the most recent two-week period: not at all (0), several days (1), more than half the days (2), or nearly every day (3). Columns were scored separately as well as altogether (the total score) and interpreted accordingly (see Table 3). The total score is also referred to as the severity score. Scores of 5, 10, 15, and 20, symbolise mild, moderate, moderately severe, and severe depression (Pfizer, 1999).

Table 3

PHQ-9 Severity Score (Pfizer, 1999)

PHQ-9 Score	Provisional Diagnosis	Treatment Recommendation (Patient Preferences should be considered)
5-9	Minimal symptoms*	Support, educate to call if worse, return in one month
10-14	Minor depression ++ Dysthymia*	Support, watchful waiting Antidepressant or psychotherapy
	Major depression, mild	Antidepressant or psychotherapy
15-19	Major depression, moderately severe	Antidepressant or psychotherapy
>20	Major depression, severe	Antidepressant and psychotherapy (especially if not improved on monotherapy)

** If symptoms present > two years, then probable chronic depression which warrants antidepressants or psychotherapy (ask 'in the past 2 years, have you felt depressed or sad most days, even if you felt okay sometimes?')*

++ If symptoms present > one month or severe functional impairment, consider active treatment

2.2.3 Stress:

Stress was measured using the Perceived Stress Scale (PSS). The PSS is one of the most widely used scales for the measurement of perceived stress, assessing the degree to which an individual perceives situations as stressful. Individuals are presented with a range of statements, and instructed to provide a response based on their experiences over the past

month: never (0), almost never (1), sometimes (2), fairly often (3), or very often (4; Cohen et al., 1994). The PSS has a reported Cronbach's alpha of .82 (Lee, 2012). Questions 4 through 8 were reverse scored, before the total of the scores were summed. Individual scores can range from 0 to 40 (see Table 4).

Table 4

PSS Scoring (Cohen et al., 1994)

PSS Score	Interpretation
0-13	Considered low stress
14-26	Considered moderate stress
27-40	High perceived stress

2.2.4 Anxiety

Anxiety was measured using the Generalised Anxiety Disorders Scale (GAD-7). This self-report scale consists of 7 items, utilised as a screening tool as well as a severity indicator, for Generalised Anxiety Disorder (GAD; Rutter & Brown, 2016). Individuals are presented with 7 statements and instructed to select the response most applicable for each statement when thinking about the past 2 weeks, from the following: not at all sure (0), several days (1), over half the days (2), or nearly every day (3; Spitzer et al., 2006). The internal consistency of the GAD-7 is high, with a Cronbach's alpha of .91 (Farrer et al., 2016).

A score of 10 or greater represents the cut off point for the identification of GAD. Cut off points of 5, 10, and 15, can be interpreted as mild, moderate, and severe levels of anxiety. Further evaluation is recommended when a score of 10 or greater is obtained. Considering a

threshold score of 10, the GAD-7 has a sensitivity of 89%, and a specificity of 82% for GAD (Spitzer et al., 2006).

2.2.5 University Stress

University Stress was measured using the University Stress Scale (USS; Stallman, 2008). The self-report USS measures the stress felt by university students, as well as the overall intensity of the perceived stress experienced. A range of statements are presented to individuals, prompting for them to select the most suitable response when thinking about the past month, from the following: not at all (0), sometimes (1), frequently (2), or constantly (3). When the sum of the responses is combined and scored, the problem score regards the number of items endorsed being above 0, with a range of 0-22, and the extent score regards the sum of all items, with a range of 0-66. Good internal consistency has been measured, with a Cronbach's alpha of .83 (Stallman, 2016).

When interpreting the results, any score greater than or equal to 13, can be said to be predictive of significant psychological distress (Stallman, 2008). A cut off score of 13 indicates university students most likely to experience depression and anxiety symptoms as a result of their perceived stress (Stallman, 2016).

2.2.6 Study Performance: Effort, Attendance

Study Performance was measured using the Study Readiness Scale, particularly assessing effort and attendance. This scale is otherwise known as the 'School Readiness Scale', however, 'school' has been replaced with 'study' to suit the university cohort in the current study. Participants were presented with 13 statements and prompted to select the most suitable response from the following: never (1), rarely (2), sometimes (3), often (4), or always (5). Particular items were reverse scored, with greater overall scores indicating greater

levels of the constructs (Markel & Frone, 1998; Butler, 2007). High internal consistency with a Cronbach's alpha of .86 for attendance, and .88 for effort (Butler, 2007).

2.2.7 Study Satisfaction

Study Satisfaction was measured using the School Satisfaction Scale, in which 'school' was replaced with 'study' to better suit the university cohort utilised in the current study. This scale consists of 6 statements, reflecting the satisfaction with being a student, with the educational experience, and with the university in general. Participants were presented with the 6 statements and instructed to select the most suitable response from the following: never (1), rarely (2), sometimes (3), often (4), or always (5). Particular items were reverse scored, with greater overall scores indicating greater levels of the construct. High internal consistency with a Cronbach's alpha of .95 (Butler, 2007).

2.2.8 Job Demands

Job Demands were measured using the Job Demands Scale, developed by Karasek (1979), as used by Butler (2007). Participants were asked 6 questions, regarding demands such as work quantity, temporal constraints, and conflicts. They were instructed to select one response from the following: never (1), rarely (2), sometimes (3), often (4), or always (5). Greater overall scores indicated greater levels of the construct. The Job Demands Scale has a Cronbach's alpha of .81 (Butler, 2007).

2.2.9 Work-Study Facilitation

Work-study Facilitation was measured using the Work-School Facilitation Scale, referred to as the Work-Study Facilitation Scale, for the purposes of this current study. 5 items were presented to participants, reflecting the facilitation from work to study. One response was to be selected from the following: never (1), rarely (2), sometimes (3), often (4), or always

(5). Greater overall scores indicated greater levels of the construct. This scale has a Cronbach's alpha of .85 (Butler, 2007).

2.2.10 Work-Study Conflict

Work-study Conflict was measured using the Work-School Conflict Scale, developed by Markel and Frone (1998), as used by Butler (2007). For the purposes of the current study, the scale will be referred to as the Work-Study Conflict scale. Participants were presented with 4 items, regarding the interference from work to study, and instructed to select 1 response from the following: never (1), rarely (2), sometimes (3), often (4), or always (5). Greater overall scores indicated greater levels of the construct. The scale has a Cronbach's alpha .86 (Butler, 2007).

2.3 Procedure

Ethics approval was granted by the School of Psychology Human Research Ethics Subcommittee (20/59).

The 20-minute survey consisted of matrix tables, multiple-choice questions, and some optional short-answer questions in order to add a deeper explanation of students' responses, particularly in reference to the impact of COVID-19. Participants were informed about the purpose of the study, that their participation was voluntary, that they could withdraw from the study at any time, and that only group results would be reported.

3 Results

3.1 Data Screening and Quality Control

Data was analysed using SPSS Statistics 26 for Mac. A total of $N = 244$ students participated in the study. However, 14 were removed from the dataset because they reported that they lived outside of Australia and were not studying at an Australian university, therefore they did not meet the eligibility criteria for this study. A further 6 participants were also removed from the dataset due to them providing incomplete data. After excluding the ineligible participants, the sample size for the dataset was $N = 224$.

3.2 Power Analysis

A priori power analysis was conducted using R Studio for Mac. Results indicated that a sample size of $N = 128$ was needed in order to achieve a power level of 0.8, when adopting a significance criterion of $\alpha = .05$, measuring for medium effect sizes (0.5), and looking at a difference between two groups. With a final sample size of $N = 224$, this study had sufficient statistical power.

3.3 Assumptions of Correlational Analyses and Mann-Whitney U Tests

The relevant assumptions for parametric tests (eg. Normality, linearity, absence of outliers), were not all met, and results of Shapiro-Wilk tests indicated significant results for some variables but not for others. Therefore, Spearman's r_s correlation was used for correlational analyses, and Mann-Whitney U Tests were used to compare variables between employed and unemployed students, and between genders (female and male).

3.4 Description of Participants

Demographic information is presented in Table 5. The mean age of participants was 23.15 years ($SD = 6.9$). 25.9% of participants were male, and 73.7% were female.

The majority of participants resided in South Australia (78.1%), and were attending the University of Adelaide (71.4%). The sample was largely made up of students studying full-time (82.1%), followed by part-time (16.5%). Students were largely studying a Bachelors degree (74.1%) followed by an honours degree (18.3%), with the majority of students reporting that they were spending between 10 and 20 hours a week on coursework (42.6%), followed by 20 to 30 hours a week (30.9%). The area of studies most selected was health and medical sciences (54.9%), followed by science (16.5%).

Regarding employment status, the sample was largely made up of students working casually (35.7%), closely followed by students who were not employed (32.1%), followed by students working part-time (23.7%). Hospitality (27.8%) was the most reported industry, whilst working in an office (7.9%) was the least reported. The majority of participants indicated that their main reason for working was to earn an income (84.9%).

Table 5

Demographic Information

Demographic Variable	Total Number	% of Sample
Gender		
Male	58	25.9%
Female	165	73.7%
State/Territory		
South Australia	175	78.1%
Queensland	10	4.5%
Northern Territory	2	0.9%
New South Wales	12	5.4%
Australian Capital Territory	7	3.1%
Western Australia	2	0.9%
Other (ie. Victoria)	16	7.1%
University		
University of Adelaide	160	71.4%
University of South Australia	17	7.6%
Finders University	5	2.2%
Other	42	18.8%
Study Status		
Part-time	37	16.5%
Full-time	184	82.1%
Other	3	1.3%

Degree Level

Bachelors	166	74.1%
Honours	41	18.3%
Masters	8	3.6%
PhD	4	1.8%
Other	5	2.2%

Hours Spent on Coursework Weekly

0 – 10	33	14.8%
10 – 20	95	42.6%
20 – 30	69	30.9%
30 – 40	20	9.0%
40+	6	2.7%

Study Area

Arts	20	8.9%
Professions	17	7.6%
Engineering and Mathematics	8	3.6%
Science	37	16.5%
Health and Medical Sciences	123	54.9%
Other	19	8.5%

Employment Status

Not employed	72	32.1%
Casual	80	35.7%
Part-time	53	23.7%

Full-time	14	6.3%
Other	5	2.2%
Industry		
Retail	33	21.9%
Hospitality	42	27.8%
Office	12	7.9%
Health	27	17.9%
Other	37	24.5%
Reason for Working		
To earn an income	129	84.9%
For experience	19	12.5%
Part of studies	1	0.7%
Other	3	2.0%

3.5 Descriptive Statistics

Descriptive statistics of the variables measured in this study can be found in Table 6. A correlation matrix of these can also be seen in Table 7. Cronbach's Alpha reliabilities were calculated for each of the scales to determine satisfactory reliability of the measures, and these can be seen on the diagonal.

Table 6

Descriptive Statistics of PHQ9, PSS, GAD7, USS, Study Performance (SE and SA), SS, JD, WSF, and WSC

Variable	Mean	SD	Min	Max
PHQ9	9.62	6.19	0	27
PSS	20.76	6.82	4	38
GAD7	8.64	5.44	0	21
USS	17.29	9.45	0	43
Study Performance				
SE	17.38	6.07	0	34
SA	13.96	4.17	0	18
SS	17.40	4.69	0	24
JD	8.31	7.37	0	24
WSF	6.35	5.76	0	20
WSC	4.98	5.03	0	16

Note: PHQ9 = Depression Scale, PSS = Stress Scale, GAD7 = Anxiety Scale, USS = University Stress Scale, SE = Study Effort Scale, SA = Study Attendance Scale, SS = Study Satisfaction Scale, JD = Job Demands Scale, WSF = Work-Study Facilitation Scale, WSC = Work-Study Conflict Scale, SD = Standard Deviation, Min = Minimum, Max = Maximum

Table 7

Spearman's r_s Correlation with Cronbach's Alpha on the Diagonal

Scale	1	2	3	4	5	6	7	8	9	10
1. DE	(.63)									
2. ST	.71**	(.63)								
3. AN	.72**	.73**	(.62)							
4. US	.63**	.61**	.63**	(.61)						
5. SE	-.16*	-.12	-.04	-.07	(.71)					
6. SA	-.25**	-.17*	-.15	-.26**	.49**	(.71)				
7. SS	-.13	-.04	.02	-.16	.30**	.25*	(.70)			
8. JD	.05	.20	.12	-.27**	.04	-.10	-.06	(.64)		
9. WSF	-.08	-.06	.02	.11	.04	.004	.007	.75**	(.67)	
10. WSC	.12	.14*	.19**	.28**	-.03	-.12	-.07	.84**	.63**	(.63)

Note: DE = Depression, ST = Stress, AN = Anxiety, US = University Stress, SE = Study Effort, SA = Study Attendance, SS = Study Satisfaction, JD = Job Demands, WSF = Work-Study Facilitation, WSC = Work-Study Conflict

**** $p < .01$, * $p < .05$**

3.6 Aim 1: To Investigate if Differences Exist Between University Students Who Are Employed and University students Who Are Not Employed, in Terms of Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

3.6.1 Hypothesis 1: It is Expected That University Stress Will Relate Positively with Stress, Anxiety, and Depression

As seen in the correlation matrix in Table 8, for students who were employed, there was a strong, positive correlation between university stress and depression ($r_s = .63, p < .01$), university stress and stress ($r_s = .66, p < .01$), and university stress and anxiety ($r_s = .64, p < .01$). As seen in the correlation matrix in Table 9, for students who were not employed, there was a strong, positive correlation between university stress and depression ($r_s = .66, p < .01$), and university stress and anxiety ($r_s = .62, p < .01$). There was a moderate, positive correlation between university stress and stress ($r_s = .50, p < .01$). These statistical analyses support Hypothesis 1. In reference to Aim 1, correlations were not significantly difference between groups regarding university stress and depression, and university stress and anxiety. The differences between groups for university stress and stress was noticeably different, with students who were employed presenting a strong, positive correlation compared to students who were not employed presenting a moderate, positive correlation.

Table 8

Spearman's r_s Correlation for Students Who Were Employed with Cronbach's Alpha on the Diagonal

Scale	1	2	3	4	5	6	7
1. DE	(.60)						
2. ST	.74**	(.57)					
3. AN	.70**	.76**	(.57)				
4. US	.63**	.66**	.64**	(.56)			
5. SE	-.20*	-.18*	-.10	-.06	(.69)		
6. SA	-.25**	-.19*	-.23**	-.26**	.49**	(.70)	
7. SS	-.22**	-.18*	-.07	-.21**	.33**	.22**	(.69)

Note: DE = Depression, ST = Stress, AN = Anxiety, US = University Stress, SE = Study Effort, SA = Study Attendance, SS = Study Satisfaction

**** $p < .01$, * $p < .05$**

Table 9

Spearman's r_s Correlation for Students Who Were Not Employed with Cronbach's Alpha on the Diagonal

Scale	1	2	3	4	5	6	7
1. DE	(.56)						
2. ST	.66**	(.56)					
3. AN	.75**	.68**	(.53)				
4. US	.66**	.50**	.62**	(.62)			
5. SE	-.10	-.002	.08	-.08	(.72)		
6. SA	-.22	-.12	.02	-.25*	.46**	(.72)	
7. SS	.03	.20	.18	-.04	.25*	.30**	(.66)

Note: DE = Depression, ST = Stress, AN = Anxiety, US = University Stress, SE = Study Effort, SA = Study Attendance, SS = Study Satisfaction

** $p < .01$, * $p < .05$

3.6.2 Hypothesis 2: It is Expected that Study Attendance Will Relate Negatively with Stress, Anxiety, Depression, and University stress, and Positively with Study Effort

As seen in the correlation matrix in Table 8, for students who were employed, there was a weak, negative correlation between study attendance and depression ($r_s = -.25$, $p < .01$), study attendance and anxiety ($r_s = -.23$, $p < .01$), and study attendance and university stress ($r_s = -.26$, $p < .01$). There was a very weak, negative correlation between study attendance and stress ($r_s = -.19$, $p < .05$). As seen in the correlation matrix in Table 9, for students who were not employed, there was a weak, negative correlation between study attendance and depression ($r_s = -.22$), and study attendance and university stress ($r_s = -.25$, p

< .05). There was a very weak, negative correlation between study attendance and stress ($r_s = -.12$), and study attendance and anxiety ($r_s = -.02$). These statistical analyses support Hypothesis 2. In reference to Aim 1, the differences between two groups were notable regarding study attendance and anxiety, as results from students who were not employed reported a very weak relationship of no statistical significance, compared to students who were employed reporting a weak relationship with statistical significance.

As seen in the correlation matrix in Table 8, for students who were employed, there was a moderate, positive correlation between study attendance and study effort ($r_s = .49$, $p < .01$). As seen in the correlation matrix in Table 9, for students who were not employed, there was a moderate, positive correlation between study attendance and study effort ($r_s = .46$, $p < .01$). These statistical analyses support Hypothesis 2, although in reference to aim 1, a large difference was not found between the two groups of students.

3.6.3 Hypothesis 3: It is Expected That Study Satisfaction Will Relate Positively with Study Effort and Study Attendance

As seen in the correlation matrix in Table 8, for students who were employed, there was a weak, negative correlation between study satisfaction and depression ($r_s = -.22$, $p < .01$), and study satisfaction and university stress ($r_s = -.21$, $p < .01$). There was a very weak, negative correlation between study satisfaction and stress ($r_s = -.18$, $p < .05$), and study satisfaction and anxiety ($r_s = -.07$). There was a weak, positive correlation between study satisfaction and study effort ($r_s = .33$, $p < .01$), and study satisfaction and study attendance ($r_s = .22$, $p < .01$).

As seen in the correlation matrix in Table 9, for students who were not employed, there was a very weak, positive correlation between study satisfaction and depression ($p = -.03$), and study satisfaction and anxiety ($r_s = .18$). There was a weak, positive correlation

between study satisfaction and stress ($r_s = .20$), study satisfaction and study effort ($r_s = .25$, $p < .05$), and study satisfaction and study attendance ($r_s = .30$, $p < .01$). There was a very weak, negative correlation between study satisfaction and university stress ($r_s = -.04$). These statistical analyses support Hypothesis 3, although in reference to Aim 1, a significant difference was not found between the scores for the two groups of students.

3.6.4 Stress, Anxiety, and Depression

As seen in the correlation matrix in Table 8, for students who were employed, there was a strong, positive correlation between depression and stress ($r_s = .74$, $p < .01$), depression and anxiety ($r_s = .70$, $p < .01$), and anxiety and stress ($r_s = .76$, $p < .01$). As seen in the correlation matrix in Table 9, for students who were not employed, there was a strong, positive correlation between depression and stress ($r_s = .66$, $p < .01$), depression and anxiety ($r_s = .75$, $p < .01$), and anxiety and stress ($r_s = .68$, $p < .01$). These statistical analyses demonstrate that stress, anxiety, and depression all correlate positively with one another, for both groups of students (employed and not employed), to a similar extent. Therefore, it can be said that students experiencing feelings of one of the variables (stress, anxiety, or depression), are simultaneously experiencing feelings of another.

3.6.5 Study Effort

As seen in the correlation matrix in Table 8, for students who were employed, there was a weak, negative correlation between study effort and depression ($r_s = -.20$, $p < .05$), and study effort and stress ($r_s = -.18$, $p < .05$). There was a very weak, negative correlation between study effort and anxiety ($r_s = -.10$), and study effort and university stress ($r_s = -.06$). As seen in the correlation matrix in Table 9, for students who were not employed, there was a very weak, negative correlation between study effort and depression ($r_s = -.10$), study effort and stress ($r_s = -.002$), and study effort and university stress ($r_s = -.08$). There was a very weak, positive

correlation between study effort and anxiety ($p = .08$). These statistical analyses demonstrate that between groups, a small difference was present for analyses of study effort and depression, and study effort and stress. A significant difference was not found for study effort and anxiety, and study effort and university stress.

3.6.6 Work-Study Conflict (WSC)

As seen in the correlational matrix in Table 8, for students who were employed, there was a very strong, positive correlation between WSC and job demands ($r_s = .84, p < .01$), and a strong, positive correlation between WSC and WSF ($r_s = .63, p < .01$). There was a very weak, positive correlation between WSC and depression ($r_s = .12$), WSC and stress ($r_s = .14, p < .05$), and WSC and anxiety ($r_s = .19, p < .01$). There was a weak, positive correlation between WSC and university stress ($r_s = .28, p < .01$). There was a very weak, negative correlation between WSC and study effort ($r_s = -.03$), WSC and study attendance ($r_s = -.12$), and WSC and study satisfaction ($r_s = -.07$). These results show that with an increase in WSC comes an increase in job demands and WSF. Weak relationships exist between WSC and depression, stress, anxiety, university stress, study effort, study attendance, and study satisfaction.

3.6.7 Work-Study Facilitation (WSF)

As seen in the correlational matrix in Table 8, for students who were employed, there was a very weak, negative correlation between WSF and depression ($r_s = -.08$), and WSF and stress ($p = -.06$). There was a very weak, positive correlation between WSF and anxiety ($r_s = .02$), WSF and university stress ($r_s = .11$), WSF and study effort ($r_s = .04$), WSF and study attendance ($r_s = .004$), and WSF and study satisfaction ($r_s = .007$). There was a strong, positive correlation between WSF and job demands ($r_s = .75, p < .01$), and as previously mentioned, between WSC and WSF ($r_s = .63, p < .01$). These results show that with an increase in WSF comes an increase in job demands and WSC. Weak relationships exist between WSF and

depression, stress, anxiety, university stress, study effort, study attendance, and study satisfaction.

3.6.8 Job Demands

As seen in the correlational matrix in Table 8, for students who were employed, there was a very strong, positive correlation between job demands and WSC ($r_s = .84, p < .01$). There was a strong, positive correlation between job demands and WSF ($r_s = -.75, p < .01$). There was a very weak, positive correlation between job demands and depression ($r_s = .05$), job demands and anxiety ($r_s = .12$), and job demands and study effort ($r_s = .04$). There was a weak, positive correlation between job demands and stress ($r_s = .20$). There was a very weak, negative correlation between job demands and study attendance ($r_s = -.10$), and job demands and study satisfaction ($r_s = -.06$). There was a weak, negative correlation between job demands and university stress ($r_s = -.27, p < .01$). These results show that with an increase in job demands comes an increase in WSC and WSF. Weak relationships exist between job demands and depression, anxiety, study effort, stress, study attendance, study satisfaction, and university stress.

3.6.9 Mann-Whitney U Test Between Students Who Were Employed and Students Who Were Not Employed

A Mann-Whitney U Test was conducted to determine if there was a significant difference between the two groups of students.

Between students who were employed and students who were not employed, no significant differences were found for depression ($U = 5218.5, p > .05$), stress ($U = 5147.5, p > .05$), anxiety ($U = 5373, p > .05$), university stress ($U = 4678, p > .05$), study effort ($U = 5328.5, p > .05$), study attendance ($U = 5411.5, p > .05$), or study satisfaction ($U = 5051, p > .05$). Aim

1 was to investigate if a difference was present between the two groups. The results demonstrate that a significant difference was not present.

3.7 Aim 2: To Investigate if Gender Differences Exist in Terms of Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

A Mann-Whitney U Test was conducted to determine if there were any differences between females and males. Results showed that there were significant differences between females and males in regards to depression scores ($U = 3900.5$, $p < .05$), stress scores ($U = 3717.5$, $p < .01$), anxiety scores ($U = 3766.5$, $p < .05$), university stress scores ($U = 3493.5$, $p < .01$), job demands scores ($U = 3861.5$, $p < .05$), and WSC scores ($U = 3814.5$, $p < .05$). Results showed no significant differences between groups for study effort, study attendance, study satisfaction, and WSF scores for males in comparison to females. In reference to Aim 2, these statistical analyses demonstrated that a significant difference was found between the two groups of students in terms of depression, stress, anxiety, university stress, job demands, and work-study conflict.

As seen in the correlation matrix in Table 10, for female students, there was a very strong, positive correlation between job demands and WSC ($r_s = .84$, $p < .01$). There was a strong, positive correlation between depression and stress ($r_s = .66$, $p < .01$), depression and anxiety ($r_s = .68$, $p < .01$), depression and university stress ($r_s = .61$, $p < .01$), stress and anxiety ($r_s = .70$, $p < .01$), university stress and anxiety ($r_s = .60$, $p < .01$), WSF and job demands ($r_s = .74$, $p < .01$), and WSF and WSC ($r_s = .62$, $p < .01$). There was a moderate, positive relationship between stress and university stress ($r_s = .59$, $p < .01$), and study effort and study attendance ($r_s = .48$, $p < .01$). There was a weak, positive correlation between university stress and job demands ($r_s = .25$, $p < .01$), university stress and WSC ($r_s = .28$, $p < .01$), study effort and study

satisfaction ($r_s = .29, p < .01$), and study attendance and study satisfaction ($r_s = .22, p < .01$). There was a very weak, positive correlation between depression and job demands ($r_s = .04$), depression and WSC ($r_s = .10$), stress and job demands ($r_s = .07$), stress and WSF ($r_s = .10$), stress and WSC ($r_s = .11$), anxiety and job demands ($r_s = .10$), anxiety and WSF ($r_s = .02$), anxiety and WSC ($r_s = .17, p < .05$), and university stress and WSF ($r_s = .03$). There was a weak, negative correlation between depression and study attendance ($r_s = -.24, p < .01$), depression and study satisfaction ($r_s = -.21, p < .01$), anxiety and study attendance ($r_s = -.20, p < .01$), university stress and study attendance ($r_s = -.29, p < .01$), and university stress and study satisfaction ($r_s = -.30, p < .01$). There was a very weak, negative correlation between depression and study effort ($r_s = -.18, p < .05$), depression and WSF ($r_s = -.11$), stress and study effort ($r_s = -.13$), stress and study attendance ($r_s = -.17, p < .05$), stress and study satisfaction ($r_s = -.09$), anxiety and study effort ($r_s = -.08$), anxiety and study satisfaction ($r_s = -.05$), university stress and study effort ($r_s = -.13$), study effort and job demands ($r_s = -.04$), study effort and WSF ($r_s = -.02$), study effort and WSC ($r_s = -.08$), study attendance and job demands ($r_s = -.15$), study attendance and WSF ($r_s = -.03$), study attendance and WSC ($r_s = -.15$), study satisfaction and job demands ($r_s = -.18, p < .05$), study satisfaction and WSF ($r_s = -.07$), and between study satisfaction and WSC ($r_s = -.18, p < .05$).

As seen in the correlation matrix in Table 11, for male students, there was a very strong, positive correlation between job demands and WSF ($r_s = .80, p < .01$), and job demands and WSC ($r_s = .81, p < .01$). There was a strong, positive correlation between depression and stress ($r_s = .75, p < .01$), depression and anxiety ($r_s = .76, p < .01$), depression and university stress ($r_s = .64, p < .01$), stress and anxiety ($r_s = .72, p < .01$), stress and university stress ($r_s = .62, p < .01$), anxiety and university stress ($r_s = .70, p < .01$), and WSF and WSC ($r_s = .64, p < .01$). There was a moderate, positive correlation between study effort and study attendance

($r_s = .52$, $p < .01$). There was a weak, positive correlation between university stress and job demands ($r_s = .25$), university stress and WSF ($r_s = .24$), university stress and WSC ($r_s = .20$), study effort and study satisfaction ($r_s = .31$, $p < .05$), study effort and job demands ($r_s = .23$), study attendance and study satisfaction ($r_s = .33$, $p < .05$), study satisfaction and job demands ($r_s = .26$, $p < .05$), study satisfaction and WSF ($r_s = .20$), and study satisfaction and WSC ($r_s = .22$). There was a very weak, positive correlation between stress and study satisfaction ($r_s = .05$), stress and job demands ($r_s = .08$), stress and WSC ($r_s = .16$), anxiety and study satisfaction ($r_s = .14$), anxiety and job demands ($r_s = .06$), anxiety and WSC ($r_s = .17$), study effort and WSF ($r_s = .18$), study effort and WSC ($r_s = .06$), study attendance and job demands ($r_s = .05$), and study attendance and WSF ($r_s = .11$). There was a weak, negative correlation between depression and study effort ($r_s = -.20$), depression and study attendance ($r_s = -.28$, $p < .05$), between stress and study attendance ($r_s = -.22$), and university stress and study attendance ($r_s = -.20$). There was a very weak, negative correlation between depression and study satisfaction ($r_s = -.02$), depression and job demands ($r_s = -.05$), depression and WSF ($r_s = -.10$), depression and WSC ($r_s = -.07$), stress and study effort ($r_s = -.18$), stress and WSF ($r_s = -.005$), anxiety and study effort ($r_s = -.03$), anxiety and study attendance ($r_s = -.08$), anxiety and WSF ($r_s = -.01$), university stress and study effort ($r_s = -.05$), university stress and study satisfaction ($r_s = -.16$), and study attendance and WSC ($r_s = -.05$).

The results from the correlational matrices presented in Tables 10 and 11 displayed various differences between the two genders (female and male), with notable differences outlined as follows. Between work-study facilitation and job demands, there was a significant, strong, positive correlation for female students, and a significant, very strong, positive correlation for male students. Between depression and study satisfaction, there was a significant, weak, negative correlation for females, and an insignificant, very weak, negative

correlation for males. Between anxiety and study attendance, there was a significant, weak, negative correlation for females, and an insignificant, very weak, negative correlation for males. Between university stress and study satisfaction, there was a significant, weak, negative correlation for females, and an insignificant, very weak, negative correlation for males. Between depression and study effort, there was a significant, very weak, negative correlation for females, and an insignificant, weak, negative correlation for males. Between stress and study attendance, there was a significant, very weak, negative correlation for females, and an insignificant, weak, negative correlation for males. Between study satisfaction and WSC, there was a significant, very weak, negative correlation for females, and an insignificant, weak, positive correlation for males. The differences that were not mentioned were not large enough to report on, although the differences mentioned, were also not large.

Table 10

Spearman's r_s Correlation for Females with Cronbach's Alpha on the Diagonal

Scale	1	2	3	4	5	6	7	8	9	10
1. DE	(.56)									
2. ST	.66**	(.55)								
3. AN	.68**	.70**	(.54)							
4. US	.61**	.59**	.60**	(.53)						
5. SE	-.18*	-.13	-.08	-.13	(.66)					
6. SA	-.24**	-.17*	-.20**	-.29**	.48**	(.66)				
7. SS	-.21**	-.09	-.05	-.30**	.29**	.22**	(.67)			
8. JD	.04	.07	.10	.25**	-.04	-.15	-.18*	(.56)		
9. WSF	-.11	-.10	.02	.03	-.02	-.03	-.07	.74**	(.60)	
10.WSC	.10	.11	.17*	.28**	-.08	-.15	-.18*	.84**	.62**	(.55)

Note: DE = Depression, ST = Stress, AN = Anxiety, US = University Stress, SE = Study Effort, SA = Study Attendance, SS = Study Satisfaction, JD = Job Demands, WSF = Work-Study Facilitation, WSC = Work-Study Conflict

**** $p < .01$, * $p < .05$**

Table 11

Spearman's r_s Correlation for Males with Cronbach's Alpha on the Diagonal

Scale	1	2	3	4	5	6	7	8	9	10
1. DE	(.72)									
2. ST	.75**	(.71)								
3. AN	.76**	.72**	(.70)							
4. US	.64**	.62**	.70**	(.69)						
5. SE	-.20	-.18	-.03	-.05	(.76)					
6. SA	-.28*	-.22	-.08	-.20	.52**	(.77)				
7. SS	-.02	.05	.14	-.16	.31*	.33*	(.73)			
8. JD	-.05	.08	.06	.25	.23	.05	.26*	(.72)		
9. WSF	-.10	-.005	-.01	.24	.18	.11	.20	.80**	(.73)	
10.WSC	-.07	.16	.17	.20	.06	-.05	.22	.81**	.64**	(.73)

Note: DE = Depression, ST = Stress, AN = Anxiety, US = University Stress, SE = Study Effort, SA = Study Attendance, SS = Study Satisfaction, JD = Job Demands, WSF = Work-Study Facilitation, WSC = Work-Study Conflict

**** $p < .01$, * $p < .05$**

3.8 Aim 3: To Investigate the Impact of the COVID-19 Pandemic on Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

3.8.1 Hypothesis 4: It Is Expected that Students Will Report Higher Levels of Stress, Anxiety, and Depression Due to the Impact of COVID-19

Within the survey presented to participants, a question was asked at the end of each section (ie. scale) in regards to if COVID-19 affected the answers provided. Mann-Whitney U Tests were performed in order to determine the significance of COVID-19 impacting the responses provided by participants for each section. Results showed that there were significant differences between those who responded 'yes' to COVID-19 affecting their answers, compared to those who responded 'no' for the following scales: depression ($U = 3760.5, p < .01$), stress ($U = 3883.5, p < .01$), anxiety ($U = 3445, p < .01$), university stress ($U = 3561.5, p < .01$), study effort ($U = 3722, p < .01$), study attendance ($U = 1540.5, p < .01$), study satisfaction ($U = 2927.5, p < .01$), job demands ($U = 917.5, p < .01$), and WSC ($U = 708.5, p < .01$). Results showed that there were no significant differences for WSF ($U = 458.5, p > .05$). The results supported Hypothesis 4.

Students who responded 'yes' were also given the option to provide a brief explanation regarding how COVID-19 affected the way they responded to each scale. These questions were indicated to be entirely optional, and asked upon completing each scale, as well as after certain questions (See Appendix 2; Tables 12 – 26). For some, COVID-19 accelerated their studies, as they transitioned from part-time to full-time study in the year of 2020. Various students reported that this was a difficult period. Various negative comments were reported, with common themes including feelings of isolation and exhaustion, an increase in stress, anxiety, lethargy, and emotional instability, a decrease in the amount of

sleep and social interactions, and a loss of control and motivation. Students concurrently engaged in a form of employment tended to report a loss of work, or reduction of work hours for a period of time, before returning to work or increasing their hours once again. These students commonly reported an increase in workload, as well as a shortage of staff due to the pandemic causing individuals to lose their jobs.

4 Discussion

The lack of research concerning the mental health of Australian university students has made it difficult to understand the extent of the issue (Browne et al., 2017). Researching the mental health of Australian university students is of great importance due to the continually increasing growth rate of feelings of stress, anxiety, and depression, among this cohort. Employment has been a factor demonstrated to directly affect the mental health of university students (Butler, 2007), whether this be positively, as a protective factor in regards to a decrease in financial strain (Torre et al., 2019), or negatively, due to the difficulty for students to balance employment with study, as well as outside commitments such as family and friends (Orygen, 2017). The impact of COVID-19 has become another key factor towards the decline of mental health for individuals. An Australian study by Gallo et al. (2020) demonstrated that there was an increase in telephone calls to youth mental health organisations during the pandemic, primarily from young women (aged 19 – 25).

The current study aimed to extend upon existing research regarding the mental health of university students, by investigating reported stress, anxiety, depression, university stress, study performance (study effort and study attendance), and study satisfaction. Job demands, work-study facilitation (WSF) and work-study conflict (WSC) were also investigated regarding university students who were concurrently engaged in a form of paid employment. Differences between students who were employed and students who were not employed were explored, as well as differences between genders (female and male). A review of available research in this field has demonstrated this study to be the first to examine all of the aforementioned variables in an Australian university context.

Below, the results of this study are discussed in depth and recommendations for future research are discussed.

4.1 Aim 1: To Investigate if Differences Exist Between University Students Who Are Employed and University students Who Are Not Employed, In Terms of Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

The first aim of this study was to investigate if any differences existed between students who were employed and students who were not employed. Results indicated that differences were present between the two groups regarding the relationship between university stress and stress, with students who were employed presenting a more significant relationship than students who were not employed. Some students reported that (see Appendix 2) an increase in hours and demand at work meant a decrease in time spent studying, which could have contributed to this increase in stress and university stress. Results were not indicative of a significant difference between groups regarding university stress and depression, or university stress and anxiety. A small difference was reported between groups regarding study attendance and anxiety, with students who were employed reporting a slightly larger relationship compared to students who were not employed. No significant difference was found between groups regarding the relationship between study attendance and study effort, study effort and anxiety, or study effort and university stress.

A Mann-Whitney U Test demonstrated results consistent with the correlational analyses presented above, indicating that no significant results were found between the two groups of students (employed and not employed).

The relationship between stress, anxiety, and depression was measured, with results supporting previous research, indicating that students experiencing feelings of one of these (stress, anxiety, or depression), are likely simultaneously experiencing feelings of another.

For students who were also employed, work-study conflict (WSC), work-study facilitation (WSF), and job demands were measured. Results indicated that a positive relationship exists between the three variables, as an increase in WSC comes an increase in WSF and job demands, an increase in WSF comes an increase in WSC and job demands, and an increase in job demands comes an increase in WSC and WSF.

The results both Aim 1 (encompassing Hypotheses 1, 2, and 3) demonstrated that the differences between both groups were not statistically significant. There were slight differences between the two groups for certain variables (eg. Very weak, positive correlation, compared to weak, positive correlation), although nothing substantial.

Previous research demonstrates mixed results regarding a positive or negative relationship between employment and mental health. Some studies have displayed that the risk of depression is higher among the unemployed in comparison to the employed, reporting that the odds of developing depression were approximately three times higher for unemployed individuals than employed individuals (McGee & Thompson, 2015). In comparison, previous research has also demonstrated a positive outcome of studying and being employed concurrently, due to the financial stability employed allows for students (Mortimer, 2003).

Previous research has shown that increased WSC was related to increased job demands, and decreased study performance (study effort and study attendance) and study satisfaction (Butler, 2007; Markel & Frone, 1998). The results of this study are consistent with past research. Results revealed positive correlations between WSC and job demands and WSF, and weak, positive correlations between WSC and depression, stress, anxiety, and university stress. There were negative correlations between WSC and study performance (study effort and study attendance), and study satisfaction. The results suggest that students

who experience an increase in work-study conflict often experience an increase in job demands and work-study facilitation, and a decrease in study performance and study satisfaction.

Previous research found that increased WSF is related to increased study performance and study satisfaction (Butler, 2007). In line with past research, the results for this study demonstrated positive correlations between WSF and study performance (study effort and study attendance) and study satisfaction, as well as job demands and WSC. Weak, positive correlations were also found between WSF and anxiety, university stress, and job demands. Negative correlations were found between WSF and depression and stress. The results suggest that students who experience an increase in work-study facilitation often experience an increase in study performance, study satisfaction, job demands, and work-study conflict, whilst experiencing a decrease in depression and stress.

Past research has found that increased job demands are related to increased WSC (Butler, 2007; Markel & Frone, 1998). Supporting previous research, job demands was found to be positively related to WSC, as well as WSF. Weak, positive correlations were found between job demands and depression, anxiety, study effort, and stress. Job demands was negatively related to study attendance, study satisfaction, and university stress. The results suggest that students who experience an increase in job demands likely concurrently experience an increase in work-study conflict and work-study facilitation.

The findings from this study can conclude that the differences between students who were employed and students who were not employed, in terms of their feelings of stress, anxiety, depression, university stress, study effort, study attendance, and study satisfaction, were not statistically significant, therefore, employment has no significant effect on these variables.

4.2 Aim 2: To Investigate if Gender Differences Exist in Terms of Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

The second aim of this study was to investigate if any differences existed between genders (female and male). Results from a Mann-Whitney U test demonstrated a significant difference between genders in regards to depression, stress, anxiety, university stress, job demands, and WSC. No significant differences were reported for study effort, study attendance, study satisfaction, and WSF.

Results from a correlational analysis determined that no significant differences were present between variables, with an increase in one variable (eg. Depression) leading to an increase in another (eg. Stress) for both genders, to a similar extent. Results indicated that both female and male students experience similar relationships between the variables measured.

Previous research has demonstrated that female students have higher reported stress levels than males (Choi & Lee, 2013). The Mental Health Services brief published in 2019 reported that high or very high levels of psychological distress were more often demonstrated in women rather than men, in 2017 – 2018 (15% and 11% respectively; Australian Government, 2019). A 2020 study conducted on the mental health of individuals in reference to COVID-19 showed significantly higher levels of stress, anxiety, and depression in women in comparison to men (Rodrigues & Cesar, 2020).

The results from the current study aligned with previous results, such that females reported significantly higher levels of depression, stress, and anxiety, as well as university stress, job demands, and work-study conflict, in comparison to males.

4.3 Aim 3: To Investigate the Impact of the COVID-19 Pandemic on Reported Stress, Anxiety, Depression, University Stress, Study Performance, Study Satisfaction, Job Demands, Work-Study Facilitation (WSF), and Work-Study Conflict (WSC)

The third and final aim was to investigate the perceived impact of COVID-19 on each of the variables examined; stress, anxiety, depression, university stress, study performance (study effort and study attendance), study satisfaction, job demands, work-study facilitation (WSF), and work-study conflict (WSC). Based on previous research, COVID-19 has negatively affected the mental (and physical health) of many individuals, with a 2020 study demonstrating the heavily increased rates of anxiety and depression since the outset of the pandemic (Salari et al., 2020). Another study showed that the uncertainty surrounding COVID-19 and its consequences, lead to the immense suffering from stress, anxiety, and depression among individuals (Rodrigues & Cesar, 2020).

In the current study, participants were asked upon completion of each scale, if COVID-19 affected their responses, to which they could respond 'yes' or 'no'. Results from a Mann Whitney-U test found that there were significant differences between scores of depression, stress, anxiety, university stress, study effort, study attendance, study satisfaction, job demands, and WSC, for participants indicating 'yes', that COVID-19 did have an impact on their responses, compared to 'no', that COVID-19 did not have an impact on their responses. No significant differences were found regarding the impact of COVID-19 on scores of WSF.

Of the participants who chose to provide responses, few were not studying before COVID-19, and now are. Many lost their job for a period of time or transitioned to working from home. A lot of participants provided explanations consistent with increased symptoms of depression, anxiety, and stress. There was an increase in university stress, as well as a decrease in study effort, study attendance (regarding online classes), and study satisfaction.

Regarding WSC, there were numerous responses stating an increase in work hours led to a decrease in time spent on coursework.

4.4 Evaluation of the Current Study

4.4.1 Limitations

Whilst the study achieved its aims, there are methodological limitations to consider when interpreting the results. Firstly, the survey utilised in this study was open for participation over the course of a few months. With the majority of participants residing in South Australia, where the rate of COVID-19 infections peaked earlier in the year and have since dropped off, stress, anxiety, and depression levels could have ultimately increased or decreased due to COVID-19 (as well as other stressors) depending on the time of survey completion. It would be valuable for future research to allow students to complete the survey within, for example, a one-month period, rather than students completing the survey of the course of three months, as was the case for this study.

Secondly, the data was largely made up of female participants, with the vast majority of participants studying at The University of Adelaide. A replication study of this research program with a more even proportion of genders would be valuable, as well as if it were extended more widely across Australia, rather than having the majority of data coming from South Australia.

4.4.2 Strengths

The study also had numerous strengths. Firstly, the scales used for each variable were reliable and valid, providing a good foundation for the study.

Secondly, the study reached the desired number of participants for analyses to be conducted.

Thirdly, the study aimed to extend previous research, whilst bringing together numerous variables and scales to incorporate an array of aims and hypotheses into one study.

Finally, the study was able to do what few other studies have done; analyse the impact of COVID-19 on each of the variables. Living through a pandemic and examining its influence on mental health as well as employment factors, will be valuable for future research, as well as understanding the mentality of Australian university students living through the pandemic.

4.5 Research Directions

Whilst the key aims of the study have been fulfilled, further research should be done in order to gain a greater understanding of the mental health of Australian university students, incorporating the need for students to gain employment, as well as the impact of COVID-19. To build upon this research, a longitudinal study following students across the duration of their studies, would be beneficial in distinguishing the timepoints at which their mental health is most affected.

Further research should also examine employment regarding job demands, WSF and WSC, as COVID-19 was a key contributor regarding either the increase or decrease in work hours, as well as job loss.

A replication of this study would be valuable across different universities and states across Australia, as the data obtained was limited to South Australia, particularly Adelaide.

4.6 Conclusions

This study aimed to examine stress, anxiety, and depression among Australian university students, whilst incorporating the impact of balancing study and employment, and the experience of COVID-19.

Results highlighted that employed and unemployed students exhibited similar scores for the measured variables, with no significant differences present. A significant difference

between genders (males and females) was found in regards to scores of depression, stress, anxiety, university stress, job demands, and WSC, with no significant difference between genders for scores of study performance (study effort and study attendance), study satisfaction, or WSF. Results demonstrated the impact of COVID-19 on the mental health of students to be significant.

Research in the aforementioned areas are of great importance for students, parents, employers, and so on, given the large number of students who are employed concurrently. It is important to better understand the reasoning behind the high levels of mental health disorders present in the university student population, as well as understanding the significant impact that COVID-19 has had on this cohort. The ultimate aim of this study was reached, confirming relationships between various variables, however further research is required to confirm and expand upon the findings of this research.

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Appendix 1: Online Questionnaire

Project Title: Stress, Anxiety, and Depression in Australian University Students

INFORMATION SHEET:

Dear Participant, you are invited to participate in the research project described below.

What is the project about?

This project aims to examine reported stress, anxiety and depression among university students, considering the impact of COVID-19 on the need to study and work.

Who is undertaking the project?

This project is being conducted by Cloe Georgakopoulos under the supervision of Dr Aspa Sarris. This research will form the basis for the Honours degree of Psychological Science at the University of Adelaide.

Why am I being invited to participate?

You are being invited to answer an online survey, involving demographic and multiple-choice questions. Some questions will prompt for a short explanation on why you have chosen your answer.

How much time will my involvement in the project take?

Your participation in the research study should take approximately 20 minutes.

Are there any risks associated with participating in this project?

It is not anticipated that you will incur any risks as a result of your participation. If, however, you do not feel comfortable and wish to cease participation, please do so. If you feel any discomfort or concern during or upon completion of the study, please note the following services:

Your local General Practitioner.

Free counselling service at the University of Adelaide:

Website: <https://www.adelaide.edu.au/counselling/access-counselling-support>

Lifeline:

Phone: 13 11 14

Website: <https://www.lifeline.org.au/>

Beyond Blue:

Phone: 1300 22 4636

Website: <https://www.beyondblue.org.au/>

What are the potential benefits of the research project?

The conclusions and recommendations from this study may assist in a greater understanding of university students' feelings of stress, anxiety and depression, as well as students' need to study and work concurrently. Conclusions from this study may inform future research.

Can I withdraw from the project?

Participation in this project is entirely voluntary. If you agree to participate, you can withdraw from the study at any time by ceasing to answer the remainder of questions and exiting your browser. You will not be disadvantaged in any way should you choose to cease participation once you have begun filling out the survey. However, once the survey has been submitted your responses will be stored anonymously.

What will happen to my information?

All survey responses will remain strictly confidential. Data collected from surveys will be pooled together, meaning that when the results are analysed the researchers will not be able to identify individual participants. All data recorded will be stored on a password protected laptop and stored at the University of Adelaide for 5 years. Results from the study will be used in the student researcher's Honours thesis and may be published in a peer-reviewed journal.

Your information will only be used as described in this participant information sheet and it will only be disclosed according to the consent provided, except as required by law.

Who do I contact if I have questions about the project?

Should you have any questions or concerns before, during, or after your participation, the researchers can be contacted by email:

Cloe Georgakopoulos – cloe.georgakopoulos@student.adelaide.edu.au
Aspa Sarris – aspa.sarris@adelaide.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Subcommittee in the School of Psychology (approval number: 20/59). This research project will be conducted according to the NHMRC National Statement on Ethical Conduct in Human Research 2007 (Updated 2018). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant, please contact the Chair of the Human Research Ethics Subcommittee in the School of Psychology:

Professor Paul Delfabbro

Phone: +61 8 8313 4936

Email: paul.delfabbro@adelaide.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

If I want to participate, what do I do?

If you wish to participate, please proceed to the next page. Your responses will not be saved until the entire survey has been submitted.

Yours sincerely,

Student Researcher: Cloe Georgakopoulos

Email: cloe.georgakopoulos@student.adelaide.edu.au

Principal Investigator: Aspa Sarris

Email: aspa.sarris@adelaide.edu.au

If you are a first-year Psychology student at the University of Adelaide, please provide your student identification number.

If you are a first-year Psychology student at the University of Adelaide, please provide your Research Participation Number.

What is your gender?

Male

Female

Prefer not to say

Other (please specify)

What is your age in years?

What state or territory do you live in?

South Australia

Queensland

Northern Territory

New South Wales

Australian Capital Territory

Western Australia

Other (please specify)

What University do you attend?

University of Adelaide

University of South Australia

Flinders University

Other (please specify)

Please indicate your current study status.

Part-time

Full-time

Other (please specify)

Keeping in mind the previous question, has this changed since COVID-19?

No

Went from full-time to part-time

Went from part-time to full-time

Other (please specify)

What level of degree are you studying?

Bachelor

Honours

Masters

PhD

Other (please specify)

How many hours a week do you spend engaging in coursework, on average?

0 - 10

10 - 20

20 - 30

30 - 40

40+

Keeping in mind the previous question, has COVID-19 affected the hours spent engaging in coursework?

Yes, increase in hours spent on coursework

Yes, decrease in hours spent on coursework

No

Other (please specify)

Before COVID-19, where would you spend the majority of your time studying?

University

Home

Work

Other (please specify)

Keeping in mind the previous question, has COVID-19 affected your primary study location?

Yes, I can no longer study where I used to

No

Other (please specify)

Please indicate the area of your studies.

Arts

Professions

Engineering and Mathematics

Science

Health and Medical Sciences

Other (please specify)

Please indicate the current basis of your employment.

Not employed

Casual

Part-time

Full-time

Other (please specify)

What industry do you work in?

Retail

Hospitality

Office

Health

Other (please specify)

Have your normal work hours been impacted by COVID-19?

Yes, hours have increased

Yes, hours have decreased

No

Has your working location changed since COVID-19?

No, still going to work

Yes, working both from home and at work

Yes, working solely from home

Yes, lost my job

Yes, still employed but have no current work

Other (please specify)

What is your main reason for working?

To earn an income

For experience

Part of my studies

Other (please specify)

If COVID-19 has affected your answers to the previous questions about your employment, feel free to provide a brief explanation.

Over the past 2 weeks, how often have you been bothered by any of the following?

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling asleep, staying asleep, or sleeping too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling bad about myself – or that I’m a failure or have let myself or my family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving or speaking so slowly that other people could have noticed. Or, the opposite – being so fidgety or restless that I have been moving around a lot more than usual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughts that I would be better off dead or hurting myself in some way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Over the past month, how often have you experienced the following?

	Never	Almost never	Sometimes	Fairly often	Very often
Been upset because of something that happened unexpectedly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that I was unable to control the important things in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt nervous and 'stressed'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt confident about my ability to handle my personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that things were going my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found that I could not cope with all the things I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been able to control irritations in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that I was on top of things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been angered because of things that were outside of my control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt difficulties were piling up so high that I could not overcome them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Over the past 2 weeks, how often have you been bothered by any of the following?

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling asleep, staying asleep, or sleeping too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling bad about myself – or that I’m a failure or have let myself or my family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving or speaking so slowly that other people could have noticed. Or, the opposite – being so fidgety or restless that I have been moving around a lot more than usual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughts that I would be better off dead or hurting myself in some way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Over the past month, how often have you experienced the following?

	Never	Almost never	Sometimes	Fairly often	Very often
Been upset because of something that happened unexpectedly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that I was unable to control the important things in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt nervous and 'stressed'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt confident about my ability to handle my personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that things were going my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found that I could not cope with all the things I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been able to control irritations in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt that I was on top of things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been angered because of things that were outside of my control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt difficulties were piling up so high that I could not overcome them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Over the last 2 weeks, how often have you experienced the following?

	Not at all sure	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to stop or control worrying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worrying too much about different things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble relaxing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being so restless that it's hard to sit still	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming easily annoyed or irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling afraid as if something awful might happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Over the past month, how often have the following caused you stress?

	Not at all	Sometimes	Frequently	Constantly
Academic/coursework demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University/college environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finances and money problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing/accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parenting issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Romantic relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship break-down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language/cultural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Throughout this current academic year, how often have you done each of the following things?

	Never	Rarely	Sometimes	Often	Always
I put forth a high level of effort in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I concentrated hard in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let my mind wander in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tried to do my best on all assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really studied hard for exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did the best possible coursework I could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did just enough coursework to get by	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did all of the reading assigned for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I turned in some assignments late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Throughout this current academic year, how often have you done each of the following things?

	Never	Rarely	Sometimes	Often	Always
During any given week, I skipped several classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During any given week, I attended all my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During any given week, I skipped a whole day of classes without a real excuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During any given week, I skipped all of the class sessions for a particular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

When thinking about the university you attend, for each statement please select the best available option.

	Never	Rarely	Sometimes	Often	Always
I enjoy being a student on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This university meets my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable at this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my education at this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the services I receive at this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my experience at this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Are you currently employed?

Yes

No

When thinking about the demands of your job, for each question please select the best available option.

	Never	Rarely	Sometimes	Often	Always
To what extent does your job require you working hard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent does your job require a great deal of work to be done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent is there not enough time for you to do your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent is there excessive work in your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent do you feel there is not enough time for you to finish your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent are you faced with conflicting demands of your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous questions? If yes, feel free to provide a brief explanation.

Yes

No

When thinking about the facilitation between your job and university studies, for each statement please select the best available option.

	Never	Rarely	Sometimes	Often	Always
The things I do at work help me deal with personal and practical issues at university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things I do at work make me a more interesting person at university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The skills I use on my job are useful for things I have to do at university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a good day at work makes me a better student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking to someone at work helps me deal with problems at university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

When thinking about conflict between your job and university studies, for each statement please select the best available option.

	Never	Rarely	Sometimes	Often	Always
Because of my job, I go to university tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job demands and responsibilities interfere with my university studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend less time studying and doing homework because of my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job takes up time that I'd rather spend at university or on university work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has COVID-19 affected your answers to the previous statements? If yes, feel free to provide a brief explanation.

Yes

No

Thank you very much for completing the survey!

If you have any concerns or queries please contact the student researcher at cloe.georgakopoulos@student.adelaide.edu.au

Appendix 2: Tables of COVID-19 Brief Explanations

Table 12

Study Status

If COVID-19 has affected your answers to the previous questions about your study status, feel free to provide a brief explanation.
About to go part time Has shifted fully online I got a job as a result of COVID so am working and studying now I went from full time work to full time study Only completed one subject last semester (usually would do two in my part time studies) Started mid-semester Started studying post COVID wasn't studying pre covid 19 Went completely online Went from none to full-time

Table 13

Hours Spent Engaging in Coursework

If COVID-19 has affected your answers to the previous questions about the hours spent engaging in coursework, feel free to provide a brief explanation.
Both increase and decrease depending on whether workplace was open Decreased hours spent physically at uni, increased hours put into studying independently Didn't study before covid Increased initially and now has decreased It decreased the hours I could spend when I was home-schooling my kids, but now back to normal N/A, just started Started study post covid Wasn't studying pre-covid 19

Table 14

Primary Study Location

If COVID-19 has affected your answers to the previous questions about your primary study location, feel free to provide a brief explanation.

At first I was not able to study at Uni anymore because my housemates did not want me to leave the house but after the situation got a bit better I could go back to the library
Have tried to have even less contact hours, also my job requirements have made it really difficult to work around study
I can study where I used to I just don't
I get to spend even more time at home
I try to get out of the house as much as I can. Either public library or Uni
Started study post covid
Wasn't studying pre- covid 19
Yes now it's all from home.

Table 15

Working Location

Has your working location changed since COVID-19?

Changed jobs to allow for study
Got a job
Had no work for a while but have just started to have shifts again
I was out of work for 2 months, until my workplace reopened.
No - already worked from home prior to covid
No, have been working remotely since 2018
Paid disaster leave
Started out working from home, and will continue to work from home until further notice
Taken year off from work

Table 16

Employment

If COVID-19 has affected your answers to the previous questions about your employment, feel free to provide a brief explanation.

Because of covid many stores have shut down and therefore my store has taken on more staff than they need.

Capacity restrictions have caused weddings and events to cancel, postpone or forfeit their dates, so it is unnecessary to have a full work force. The venue is operating at a minimum with a skeleton crew of which I am not apart of.

Classes are now taught over zoom, available tutroing hours have decreased and semester 2 hours are still unknown

Due to Covid-19, my part time job as a restaurant waitress has been affected as my shifts has been cut down.

Had no work for roughly 2 months and everyone wanted shifts coming back so it was a little slow and is now slowing again with new restrictions

Had to transition my business to a completely online platform for some time. This increased the number of hours I needed to spend on my work each week. Initially, for the first couple of weeks my workload increased so much that I have no time for study for 2 weeks.

I am a chef, we adapted from a hatted restaurant to a take-out shop during lockdown. morality has been low since the borders closed and most events that keep the industry on its' feet have been cancelled.

I currently do prison assessments and have declined to do these via video from my home due to privacy and safety concerns

I have changed jobs since covid, lost one during lockdown, now have a new one with fewer hours.

I lost job for period of time but they rehired me a month later

I lost my job when restaurants had to close. However, I have recently got another job after ~5 months of no work

I prefer working from home due to having greater flexibility in when I complete work-related tasks and having a break at the time that it suits me.

I spent a couple of months working primarily at home due to COVID-19 and am now transition back into the office. Going forward I will work 4 days in the office and 1 day at home.

I used to work part time at work but now I work from home 1 day a week and I go into work 2 days a week

I was out of work for a while but I'm back at work now

I was unable to work for 4 weeks and then when work return hours drastically increased as employer is unable to hire casuals due to job keeper policies in place

I wasnt working for 2 months during the coronavirus peak but i've gone back to work since then

I work in a restaurant which became takeaway-only during COVID-19, and my hours decreased significantly. In late April, I began receiving JobKeeper payments and my hours increased.

I'd quit my job to study, but COVID caused movement of staff and I was asked back. It caused the location i work at to close earlier than normal. The place i work will normally close in the winter.

It's hard to work in hospitality when the government shut us down. It's a breakfast place, so it doesn't really travel well.

Less time to go to work due to precautions of the virus

Lost my retail job for a couple of months, still had employment at a second workplace.

Have since left that workplace and now my retail job is my only job.

more instability and stress with work, sometimes more hours per week, sometimes less hours per week.

My current internship requires me to work on-site, however due to COVID-19, I now solely work at home, using online chatting platform for file transfer.

My job closed for a couple of months during covid-19 and has since reopened but there aren't enough hours for me to come back to work yet so i'm employed but not working at the moment

My work closed for 10 weeks but is now back to normal hours.

My work had to cut down my hours due to reduced sales

My work place closed down for a bit but has since reopened

My workplace (tutoring centre) was deemed non-essential and closed down during the lockdown for COVID-19, not sure when it will be back again. Was not contacted by my employers during this period other than being notified that the centre is temporarily closing. Honestly not sure if I still have a job/the current situation of the workplace.

no

Not as much work available

Now studying I have changed jobs from full-time to casual

Other businesses closed, we stayed open. People have been limited in their holiday/break destinations so have more customers

Paid leave to stay home as am considered vulnerable due to medical condition

People were unable to do shifts, ended up doing overnights and late nights

Stood down as a result of being a part time worker in the cinema industry
swimming schools are closed

There have been certain regulations set in place ensuring the safety of staff and customers. This has not made a drastic impact to working at my job but has ensured everyone remains safe and to be cautious.

We are currently understaffed as a staff member is stuck overseas so I have had to increase hours.

Work at an elc and less kids came to school during covoid so didn't need as many staff.

Work has become much more stressful and onerous under COVID-19

Yes, due to the COVID-19, my working hour has reduced significantly. Working as disability worker, my main duty is to take care and support people with disability. However, amid the pandemic, we have to comply with social distancing, my clients have to reduce the service hours, and spend most of their time at home.

Table 17

Depression

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

A lot more lonely
Ambiguity of everything has gotten to me this week
Because being home all the time becomes mentally draining
Being at home has improved my mood and outlook.
Changed my mood and motivation and sleep
Covid has made me more stressed therefore I have been sleeping less
COVID keeps me in the house and unable to socialise which impacts my mental health as I am a very social person.
COVID-19 is not the main cause, but has certainly worsened it by affecting my uni work and social interaction
Definitely way more upset than I used to be
EXISTENTIAL DREAD
Family getting extremely sick due to COVID
Feeling less empowered, and feeling more exhausted
Feeling more isolated and withdrawn
Feeling of depression due to uncertainty and isolation
Felt tired more often
Got more time on my hands now. More time = wasted time
Hard to go out
Has changed my diet and sleep schedule
Hate lockdown
Haven't been able to leave the house to do something recreationally, only for work.
haven't been doing normal self care, hard to find energy to exercise, see friends, prepare healthy food
Hopelessness
I am not able to access my methods of coping with suicidal thoughts and ways of combating them
I am worried about having to go into another lockdown due to how that has affected my social life - I haven't met anyone since starting uni
I do not feel like myself anymore. I am not myself. I am someone else.
I feel like covid has made me focus on being a better person. I often used to feel I would be better off not here, but a sense of purpose has changed that now

I feel like my routine has been affected and thus I have failed in some course work
I feel more lethargic and unmotivated because i am stuck indoors all the time
I feel my health (eating, sleep, exercise) has been on a continuous down hill. I have not left the house in three months... Don't get much sunlight or exercise. My body is just showing all the warning signs of breaking down (always tired, bad sleep). Mentally I feel ok though, feeling supported through this tough time
I have lost motivation to complete tasks as I feel like I have little control due to the ever changing nature of the pandemic. I have little discipline to prioritise my studies when usually I am quite studious and enthusiastic as there are days where I feel the outcome of my degree could be compromised through lack of consistency (remote learning/access) and Education quality.
I lost my job due to COVID
I mean covid + winter has certainly made my life more miserable.
I quit the gym due to covid health concerns and have put on quite a bit of weight. I also can no longer attend the dance classes I used to. It's affected my social life greatly.
I sleep more since covid and I find normally fun things at home boring.
I think Covid has made life trickier to navigate, some days are just a bit harder than others
I think the all the stress associated with the pandemic exacerbated what I was already feeling
I think the inability to conduct work and study in appropriate spaces have caused a few of the above things like tiredness, lower energy and binge eating. Having to work from home has confined me mostly to my bedroom - so I think my mind has now associated it with work and study rather than sleep etc.
I'm more stressed these days
I'm worried about coronavirus, sometimes I overthink things! :(
In the early stages of the pandemic I found myself feeling down and stressed on a regular basis. Now that restrictions are easing and infection rates in SA have dropped, these negative feelings have decrease significantly.
Inability to walk around, locked down at home makes me stressful. Not getting enough workouts and sunlight are also negatively affecting my emotions.
increased load, tightened controls, and increased tension and conflict at work adding to stress
Isolation affected my mental health immensely and has contributed to a lack of motivation in course work.
It has added stress in a number of ways, until COVID I had never suffered from panic attacks, however since March I've had two.
It has been demotivating due to changes being made outside of my control.
It only affected my answer slightly since the situation got better with restaurants and cafes opening again but it is still not normal. I feel like I would have a more active social life or spend more time with activities outside my house if it wasn't for COVID. Also, my

family is in living in Europe and I feel more disconnected to them now that I can't just get on a plane and visit them anymore.

It's made a huge impact on my learning since moving from in-person to online it's been harder to keep on track of things. Studying or engaging in-person delivers a better learning approach and information is easier to understand and take in, compared to being online only.

Less places to go

less productive

Lockdown. Quarantine. Homeschooling. University closed.

Lockdowns have removed many coping mechanisms and the uncertainty has had a negative effect

More depressed

More people to worry about, higher workload

More restless

More stress, worry, less focus

more stressed about money which makes things worse

More stressful because of university deadlines and lack of work

More time doing nothing means more time dwelling in depressive thoughts.

More tired than usual and more pressure to be "doing things"

Most of these answers would be not at all but COVID has changed them to more frequently occurring

My father is mentally abusive, and some incidents have happened during covid that I could not escape from.

My work has become more stressful due to the changes in the work environment.

not being able to actually attend university effected my motivation as I was not interacting with others and feeling like I'm missing out on learning opportunities

Scared about losing my job for good.

slightly

So much harder as no support from peers, have to be berthing in your own time its so much harder to find motivation and retain information

stay home too long get myself slower

tension

The constant change has effected having a consistent schedule

The situation demotivate me to study, this results in lacking behind with lectures and distractions such as social media or video games would just further affect my study.

Messed up sleep schedule due to gaming or other distractions and being behind of university work make me feel so tired.

The stress of covid 19, with university has brought on onset alopecia at 20. This has forced me to question my identity.

Tough not being able to travel, make plans, etc.

Usually quite stable and aware of when I may be feeling depressed or overwhelmed. have been less switched on to my personality changes and unable to use normal coping techniques, some of which has been due to lockdown restrictions, some just a general unwillingness to get myself 'back to normal'.
 When restrictions first applied I was feeling claustrophobic being stuck inside Collage for so long, missing my family and finding myself constantly bored when not doing uni work

Table 18

Stress

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Missing out on opportunities due to COVID effecting businesses, sports etc. I feel as if I have had some of my year wasted and it was sadly out of my control
 A lot of things have made me more irritable and made than they would've made me a few months ago
 Again, I felt quite stressed and like things were out of my control during the early/peak stages of the pandemic. Now, this stress is mostly due to my university workload.
 already anxious, symptoms worsened
 As an individual diagnosed with both severe depression & anxiety being in isolation has made things a lot worse. Not being able to breathe fresh air has made me hyperventilate a few times.
 Being stuck at home
 Being unable to interact with family.
 Corona has been hard on me.
 COVID and the increased workload from working from home has definitely increased my stress levels at times
 Covid has made me feel like I have less control over the things I used to definitely feel as if everything is piling up a lot more after COVID
 Different types of learning and way more self directed, less contact with classmates
 Due to COVID19 I was let go from my job and have been unable to find work since which has severely impacted my mental health and my ability to feel that I control my life.
 Due to the constant, overwhelming news reels regarding the pandemic, continuous conversation, feelings of insecurity and economic uncertainty has left a debilitating feeling of imposter syndrome and not believing I am capable of managing an academic workload effectively like it appeared everyone else was/is.
 Effects of lockdown create events that threaten income
 Felt angered by the way covid is being handled in some situations. Feel like all of this has put my life on pause and it has become stagnant.
 Financial stress related to COVID-19

I am calmer now than usual because being at home has allowed me to establish a rhythm.

I feel more stressed than before and annoyed because of restrictions.

I guess COVID introduced a general uncertainty in my life (and in the life of everyone else probably). We are quite lucky living in Adelaide but the next lockdown could definitely happen. I love my freedom and being able to do whatever I want to do and COVID has put a lot of restrictions to that. I made plans for visiting my family on Christmas and spending time in Europe and now I don't even know if that's realistic (it doesn't seem very realistic though). Also, friends of mine wanted to visit me which is not possible now. I love making plans but I have trouble accepting the fact that I can't rely on them anymore

I have felt a lot less empowered, which has brought on a decrease in motivation. My resilience threshold is a lot lower, so there have been times where I have struggled to overcome difficulties that I normally would be able to resolve fairly easily.

I lost my job to covid, and with a second wave impending I'm scared of again being locked down because of things out of my control

I used to be sure of myself. That I could do anything. I had a clear, defined plan over the next 10 years of my life. I feel it has all went up in smoke.

I'm way more irritated and upset than before Covid

I've been more irritable over the past month and have noticed myself getting worked up over small issues

I'm normally very emotionally stable and I think the increase in stress has increased sensitivity in emotions to certain things which I would not have normally over reacted to.

Increased load and stress at work. increased concern for family.

Isolated me from some people, resulting in them die out without being able to do anything about it,

It has added stress to my daily work and I have become more stressed about my health. It has been a frustrating experience.

it's an extra thing which causes me stress

It's made a drastic impact to not only my Uni career but personal life since it's made me need to plan ahead and get on top of things. There were many times it was difficult to comprehend the situation but what was important was to know and understand I've got all the support I need and I just need to be patient
more workload

My study habits have worsened during the COVID period, exacerbating the problem of difficulty with uni work

Not having childcare has made things a little less manageable. Black lives matter has also increased upset toward outside matters out of my control.

Not knowing when the international borders will open makes me feel anxious and stressed every day, I feel like it is pointless to make any 'plans for the future' because there may not be one.

Places closed where I would go to cope with life stressors. Such as gym, movies.

Recreational things

Remote classes are way harder

Scared of unexpected circumstances and what they could mean for my family.

shock

Social life - not meeting anyone since starting uni as well as feeling trapped in my house as I haven't been able to travel around much.

Stress and uncertainty

Tension

The current world makes me feel out of control because I can't do anything to stop corona

The lockdown, the change of travel plans and remote teaching are all affecting my original plans, which are out of my hands. Due to the nature of the virus, most of the plans have been cancelled. I felt like I am losing control of most of the things.

The restrictions prevented me from going out to complete tasks, leaving me home to struggle doing everything online (with no idea on how to do that)

Unable to catch up with friends, travel, plan for the future

Upset about the situation and that I couldn't do much about it

With the pandemic, I can understand that We can not control our life as we supposed

Yes, I have also recently lost my drivers license.

Table 19

Anxiety

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

A sense of underlying worry. Concern for elderly parents and other family members in Victoria.

afraid that contracted to the infectious disease. Feel hopeless about the prospect of the future

Again - heightened emotional sensitivity in certain situations

As international students, the change of teaching and policy is driving me crazy, restless. Also, I had to explained to my parents, which makes me feel even worse.

been struggling with anxiety that became very bad during sem 1 after covid turned everything on its head

Before covid I didn't used to feel as anxious or irritable

Being in lockdown with my husband has caused some friction

Concerned it might get worse again as it seems like it's getting better!

Continued uncertainty

Covid-19 Clusters in and around Adelaide may affect my family and my ability to undertake laboratories or tutorials in person which is preferred

Effects of lockdown threatening income

Fear

Feeling abit nervous/worried about the state of the world. Currently I am ok with personal matters (finished university semester, financially doing ok) and feel like I am much better off than many others right now

Feeling overwhelmed with uncertainty about the future and health of loved ones have had trouble relaxing because of covid-19 concerns

I am ineligible for any government assistance offered throughout the pandemic and am separated from my family and partner so I routinely am stressed about the economic impact my savings are experiencing in order to pay my own wage to live day to day, which is amplified immensely by the lack of motivation and apathy I have previously experienced because of Covid-19 regarding my studies

I am usually can get very anxious and worried doing a wide variety of things, but the presence of COVID in SA has made me extra anxious in social situations and I can't control who gets it either

I am worried that if I contract the virus I could pass it on t my family members, this has made me worry about leaving the house and travelling on public transport, making me want to avoid face-to-face classes on campus.

I have anxiety and OCD, so covid has amped that up a bit.

I haven't been able to relax as easily as I used to - now I have to really focus on my breathing to calm myself down

I think my life is lacking a bit of variety due to COVID just because the options are limited now. Meaning that I can't go out with friends and dance or that I can't invite more than a several number of people or that several locations are still closed due to Corona. This makes me spend more time at home and I feel like my daily life is not that exciting anymore than it was before. But maybe I'm also doing more outside once it gets warmer. But let's face it, COVID definitely has an impact on my social life

I've definitely been more nervous and anxious over the last 2 weeks

Mostly just the trouble relaxing, as my usual self-care of going out and seeing people has been affected, so i have found it difficult to find alternate ways to wind down
Past week been able to be with my regular support system which is making more relaxed

People not observing COVID19 safe practices on the few occasions when in the 'outside world', having to mask up and constantly be vigilant for myself and family

Relationship becomes strenuous when continually with each other every second of the day

See previous explanation regarding isolation
so many things to juggle and worry about

Stuck in the house

tension

There's a lot of things go unnoticed until the last minute or I don't take notice of and I tend to think too far ahead into the future and wanting get everything done all in one go.

worried about doing online studies for 2 killer subjects this semester

Yes and No in a way, I have anxiety and as I am asian, I am scared as many of us are racially targeted for 'causing' covid

Table 20

University Stress

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

As I no longer live in SA, the expense on rent seems a waste of money. Also, the ridiculous high prices brings anxiety to me. When living with my parents for too long, the communication becomes a problem.

As previously mentioned, the effect on my social life/lack of, has caused me to stress as I haven't been able to feel apart of a friendship group.

being on closer proximity to parents is draining but I feel like the distance from friends is taking a toll on us. Also, the lack of work is affecting my finances and mental health in general.

Being stuck at home has made mental health harder to fight with and almost impossible seeing people in quarantine and my family/friends having judge me and having high expectation as im home all day studying

Constantly being at home has enabled all my worst behaviours like procrastination and unhealthy eating

Covid caught me in a moment of transition, transitioning between uni courses and at a major decision-making point of my life

COVID impacting my mental health among other things.

doing my uni work has become harder because I haven't been able to focus for long periods of time like I used to. also because of my work closing for a while I was worried about my financial/housing situation but that has gotten better now

Effects income

Greater anxiety around keeping safe from COVID

Having to move out of parents place during COVID and finding accommodation caused a large amount of stress and anxiety

I felt as if I had limited options to communicate with teachers, missing that physical presence. Isolation/quarantine affected mt mental health as I just focused solely on uni work and forgot about important things like communicating with family

I lost my job and cannot get another one at the moment

I lost my job so that has been stressful

I sometimes feel stressed while on campus as no one adheres to the social distancing rule

I think increased stress would have caused a few of the above. More time to ruminate and explore things when alone at home and isolated.

I've been more worried as of late about my mental health and physical health and have been fighting with my boyfriend more, probably because of not being able to handle my stress as well as I used to

Increase in procrastination results in less university work being done

increased parenting issues

It's not only affected me but everyone else around me - so it's made me not only more concerned about myself but the wellbeing of others - which leads to other stresses and worries

Less focus

Mask

Moved house on the last day before lockdown, had to get my ex to help as he was the only one legally allowed to do so. Most of my good friends live overseas. I don't see any 'local' friends anymore and barely see my family. I don't have the time in between study and work demands whilst trying to maintain some semblance of mental health.

My brother creates stressful situations at home and is home most of the time due to Covid-19 restrictions

My relationship is suffering because of Covid

One thing that is stressing me a lot is that I have to find a job in order to pay for all my expenses. Especially now that the next tuition fee was due. Corona definitely had an impact on my opportunities of finding a job and made it much harder than expected. Also, I feel that I'm even further away from my family than I already am just because I don't know when I will see them again. My father was in the hospital and I had no possibility to be there whatsoever.

Overwhelming stress due to the impact Covid and its associated changes have had on my life to

Racial discrimination as a result of Covid - this has made me stress a lot as I fear what people will do to me because I am Asian :(

Relationship issues from lockdown, being concerned about elderly parents and family
Scarcity of alternative work options and financial uncertainty leaving me feeling trapped in a work situation that I might have otherwise left.

Since the loss of my job, financial stability has heavily impacted my mental health

Stressing about finding work is now constant

Stressing about school got worse because I haven't adapted well to online studying

Studying online due to COVID-19 has caused me considerable stress over the last month - especially due to the upcoming exam period.

tension

The pandemic made things worse. We have many things happen out of expectation

University has been a bit more difficult since COVID, as there are a less resources for students, and because I haven't been able to study with my peers
Yes, caused relationship tensions and stress

Table 21

Study Effort

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Additional load and changes to routine (increased stress and load at work, home-schooling of children, worry about family members, general uncertainty) impacted on my cognitive resources and time available for study. Attending to study tasks has proved greatly more challenging than envisioned this year.

Again, because of a culmination of difficult circumstances caused by COVID 19, my academic work suffered as I felt helpless, lost, apathetic and unsupported throughout the first semester. I did what I could when I could and tried to remain positive, but the lack of control, uncertainty and support exacerbated everything around me in every area of my life.

allowed me to focus more on doing well at uni

Around March/April/May, I stayed at home most of the time because of COVID-19 restrictions. I didn't really have much to do at home, so I studied and did a lot more uni work.

As a first-year student, it was difficult to adjust to handing in assignments at uni and the process.

As I've mentioned before, COVID-19 has made it difficult to keep on top of work but it's made me understand what I need to improve on

Being home gave me more time to work on my uni work however i did get less help and that affected my grades significantly

concentrating on coursework has been a challenge at times

COVID 19 has allowed me to study online through zoom classes instead of attending face to face classes which I struggle with a lot. This has allowed me to feel more comfortable studying at home and get me better grades

COVID made me have less motivation towards studying and I felt more lazy.

Covid, and the impact it had on my already delicate study/life balance has killed all motivation

harder to concentrate

I don't concentrate as hard as I used to but I do try to. I got extensions for some assignments because of my mental health and physical health

I found it difficult to concentrate in and engage with online classes.

I got more distracted by other things when I was trying to study and didn't put as much effort in as I used to

I have found online study quite challenging

I perform better in coursework with face to face teaching. So having no face to face contact with teachers or peers was difficult to get motivation

I think my mind wandered a little more, as I found it more difficult to concentrate during lectures delivered online

I've probably been studying more this year due to having no work therefore more free time to spend on my studies

I'm used to being on top of my work but haven't been performing as well since we went online

Increased procrastination and being more easily distracted during studies results in late submissions of assignment and decrease quality of work

it is more difficult to focus on study and not on life

it was really easy to get distracted in such a comfortable environment (my bedroom).

lack of motivation is a big one. I did 'well' last semester, grades ranging from 81-95, but I don't feel like I deserved it and I still feel like I can't repeat that.

Lack of support regarding academic assignments and attempting classes online was a challenge

Lost a bit of motivation to study while online

My hard work, up in smoke

Never submitted an assignment late before this

No motivation to do work

Online learning does not benefit me at all, face to face better suits how i actually absorb information and keeps me on track. Plus, I can keep track of what I have to do.

Possibly worked harder with more free time

tension

The online nature of some classes/tutorials/workshops has been challenging and made engagement more difficult

the workshops over zoom make me uncomfortable so I either mute myself and do something else or skip. it is hard to keep track of everything so I generally forgot about assignments and did them in a day.

Time constraints have affected my academic performance

Time management was quite hard at home

Usually, I went to class early, did my preview, finished the homework at school and get to bed early. Now I never go to the library, and because of the procrastination and remote learning, I found it hard to focus.

we moved interstate to be nearer family before state borders closed, so this caused significant fall back in studies and course work

Yes, for my research thesis carrying out interviews has been hard.

Table 22

Study Attendance

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Any issues with attending online tutorials was usually down to the inability to connect or remain connected. Otherwise I attended them all
Being able to watch recordings of lectures now means I don't have to 'attend' virtual class
Being at home gave me more of a reason not to go to class
Being online decreased motivation
Can't keep track of where i should be or what i have to do.
Didn't always have the motivation to watch classes online
Everything went to online. Hard to follow. Working in isolation
I attended all my classes on campus but have skipped multiple online classes
I found myself skipping some lectures that I didn't deem as important, due to coursework being a priority. It was easier to convince myself to skip the lectures due to them being delivered online
I found online classes difficult to concentrate. Would get distracted.
I have trouble attending classes due to mental health issues, therefore by doing my face to face classes online my attendance has dramatically increased.
I skipped a class or two due to them being online because of COVID-19. I later watched the recordings of these classes so that I wasn't missing out on anything.
I was sick so I couldn't go in- because of covid. I lost two days (in bed) and I still had to do the work I missed
Impacts on my time and concentration - has resulted in running late with assignments - which then meant missing classes so I could spend time on imminently due or late assignments
Lack of motivation to attend compared to attending at the uni
Last semester, attendance for tuts went from mandatory to optional. I didnt always feel they were great, could have been better. It was new though so completely understandable. Online tuts seem to be better as we are more familiar with them now.
less motivation
Made me more inclined to put off watching lectures since they could be viewed anytime
Not confident going back to class with fears of covid.
now that classes aren't compulsory I skip them and only look at the presentation if necessary.
Overwhelmed with course work and problems keeping up due to transition to online learning and the demands placed on me
Skipped online classes because they we're a waste of time

Tension

This semester, the tutorial i was enrolled into was cancelled. I could not book into the others because of my job. The lecturer did not turn up to booked meetings etc. It was disappointing. I hope the situation improves!

time management between work, study, mental health

used to attend way more classes than I do now, I try to watch them online but end up missing some

Usually, I never truly miss the courses as I go to school every day. Since the remote learning sometimes starts too early, or sometimes because of the poor connection quality. I get lazy and miss early classes.

With transition to online learning due to Covid-19, I had chosen to focus more on harder subjects as consultation is harder online

With university moving online, I find myself skipping lectures that are no longer face to face and other classes which participation are not required or marked

Table 23

Study Satisfaction

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Because of the need to move so quickly to remote learning, like many things there were teething issues that went on for some time and made learning difficult - in comparison to how well the university handles in class attendance, I felt the move to remote learning and its shortcomings did affect my opinion, but this semester seems to be much improved

Being off campus for a full semester due to COVID-19 has decreased my satisfaction with my university experience.

Don't feel UoA has provided enough financial support in way of census etc due to COVID-19

Everything being online can be disorientating. Finding the course structures harder to follow

How the uni handled the COVID-19 situation seemed unorganised and poor but I understand it was also unexpected for them

I don't have any friends and feel really lonely and isolated all the time.

I feel a bit anxious on campus, possibly if COVID was not an issue I would feel more comfortable

I feel that my university has struggled to deliver high quality education since COVID-19, which has not met my expectations at times.

I have only just started at this university

I haven't really been able to experience the university's services and campus life to have a definite answer to these questions, however, I believe that these answers are somewhat what I believe.

I just do not feel like being a student. Now it's a whole different feeling.

It was hard to get the uni life experience by not being able to see everyone. It was also hard to contact many of the university services.

Lack of support and learning was too fast pace

Lots of rearranging within the course that has caused some stress

Loved Adelaide uni before covid

Not satisfied with the education

Not the fault of the uni, but I'm a much better student in face to face learning

Some courses are poorly handling the online environment

tension

The way the uni has responded to the situation has made me have a more positive opinion

There have been obvious and understandable difficulties during covid, adaptation to online for the university and students etc

Would have selected always for all of them, just the transitional stage was a bit sketchy.

Table 24

Job Demands

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Administration workload has increased since working from home
Difficulty engaging clients over the phone as opposed to face to face interviewing
I work at a university, so there have been constant changes in order to deal with Covid
Jobkeeper means free labour for my employer and therefore I have more time to prep
My current intern should work on-site, demanding a high-level of dedication.
However now we all work from home and the time-sensitivity has changed. The lower standards mean I could work and hand in works more confidently.
Sometimes there is an increase in work load at work due to covid and cancellations. somewhat, it has always been demanding, just now in a different way
The sudden demand to move classes online came with little support from the University (e.g., extra hours to sort things out)
Understaffing issue as manager is stuck overseas and we have had to pick up shifts to compensate.
We now do covid collection which is stressful
Work load has increased. Staff shortages. Increased infection control requirements.
Increased demands related to increased social isolating of patients / care recipients.
Increased obligations and imposed controls / surveillance. High levels of stress among colleagues and management impacting on interpersonal relations. Dealing with anxious patients / care-recipients and their family members.
Workers were either fired, or stopped working for a period of time where i was given a high demand to work overnight shifts or morning shifts that all needed to be covered but for a few months i had no work at all because of COVID-19
Working in an elc during corona virus can be hard to meet conflicting demands of parents. As well as adhering to expectations of director/schools in terms of corona virus protocols m. There was a lot of stress around April when people speculated there would be a lock down.
Working in Child protection, We have had to social distance from our clients
Yes additional policy and procedures required additional work.

Table 25

WSF

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Less time and energy for supporting each other at work

Table 26

WSC

If COVID-19 has affected your answers to the previous questions, feel free to provide a brief explanation.

Because I have been more unmotivated recently it has made me more tired at work therefore I'm more tired studying

Because of the amount of hours i got during covid-19 was another reason why i stopped putting so much effort into my university studies

Being that many things are now online, I have increased flexibility to manage work and study

I get behind, so there's more I have to do for uni which sometimes i can't do because of work

I think my job takes priority now because my university work is hard and I prefer to try hard at my job because I get paid and I don't want to get fired increased demands of work

Increased workload during Covid has sometimes meant I've had to sacrifice time spent in my university studies

JobKeeper means i get paid the same regardless of work. I feel like i have less leverage in negotiating my work timetable

More demands from work with less employees

more job instability so have to work more rather than study

My job requires me to work late nights and we are understaffed so I work pretty much every night :)

Some girls from work are in lock down, we are a small business so I have to work extra shifts, even though I'd rather study

The job should have affected a bit more, but remote working is great for my current study workload. So my answer have changed and improved a bit.

While my work hours initially decreased during COVID-19, they have since increased considerably. I am working more hours than I was pre-COVID, which interferes with my study somewhat.

working less

Yes - I've had to work a lot more with Covid - hard to hire new staff at the moment