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How Trinity Students' TIME USE affects their MENTAL HEALTH

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How Trinity Students' TIME USE affects their MENTAL HEALTH

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Abstract

This study examined how Trinity Students' time use affects their mental health. I collected the data through Qualtrics online survey software. The survey was initially distributed on February 7th, 2023, to 300 Trinity students via email, with follow-up reminders sent on February 15th and February 22nd. From this initial distribution, I received responses from 54 participants. I then distributed the survey to my classmates, gathering an additional 54 responses. Through this study, I argue that there is relationship between student time use and mental health by specifically that there is a positive relationship between time spend working on campus, volunteering, and caring for dependents, and higher level of anxiety. That survives control for other important factors that students' mental health, gender, and class year. These findings contribute to the understanding of factors that influence student mental health and help student adjust their time use. These findings could help in policy maker or counselor developing intervention strategies.

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Introduction

In-school performance of undergraduate students is one of the most important topics in higher education. Previous studies have established the significance of time use to undergraduate academic achievement. Time spent on socializing and volunteering were positively associated with academic conscientiousness (Brint and Cantwell 2010). Numerous research endeavors have thoroughly examined student mental health, with a particular emphasis on the demographic disparities that exist therein. Mental health problems were significantly associated with sex, race/ethnicity, religiosity, relationship status, living on campus, and financial situation (Eisenberg et al., 2013). However, there is little research that combined both students' time use and mental health. During the college years, students spend most of their time on academic, social life, and internship. The allocation of time may affect their mental health. As a college student, there are numerous tasks and responsibilities to manage. The ability to complete these tasks on time, achieving specific goals and thereby gaining the anticipated psychological satisfaction, depends on effective time management. These tasks, both short-term and long-term, require students to organize their responsibilities in an orderly manner. By doing so, they can meet their respective goals within a specific timeframe, fostering a sense of achievement and self-confidence. Failure to manage time effectively can negatively impact students' self-esteem and self-confidence. This, in turn, could affect their ability to manage future tasks, potentially impacting their mental health and future development. Therefore, governments and colleges should pay attention to these kinds of problems.

Moreover, college life is often characterized by an increase in academic pressure, as well as the potential stress of internships. This combination of demands can lead to a series of mental health problems, including stress and anxiety. Although people are increasingly aware of the

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importance of mental health, there is still a gap in understanding the specific relationship between how college students allocate their time and their mental health. These reasons lead to my research question: *How does Trinity students' time use relate to students' mental health?* My research aims to explore the correlation between time allocation and mental health among Trinity Students. Through this study, I attempt to provide deeper insights that may provide information for Trinity College's policies and students' counseling services to improve students' mental health.

Literature Review

Although no research has concurrently investigated both time use and mental health, there is an abundance of research that has examined either time use or mental health in isolation. Some article gave some inspiration.

College Student Time Use

How college students allocate their time is always a curious topic for researchers. Time management skills and study time were positively associated with quarter GPA for college students (Lahmers et al., 2000). Brint and Cantwell (2010) examine the academic consequences of 6300 undergraduate student time use and state that men were less serious about academic research than women, and many of whom had mixed ethnic backgrounds showed slightly higher academic seriousness than students from Europe-American, Asian-American, and Africa-American. Beyond study time, 354 undergraduate revealed that spent time on joining academic organizations to prepare for their futures while non-academic organizations for immediate benefits such as making

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friends (Holzweiss et al., 2007). From a 726 undergraduate sample size, students who had one or more parents with college degrees spent more time on activities than those students whose parents did not attend college (Greene and Maggs, 2015). In this case, parental education also influenced representation in the time-use groups. Students whose parents did not attend college spent more time on employment than those students whose parents attended college (Greene and Maggs, 2015). Employment time is the other important part for college students time use. Some separating involvements such as time spent in paid employment showed negative net associations with UC GPA (Brint and Cantwell, 2010). Furthermore, everyone has a need for sufficient sleep (Horne, 2000). Insufficient sleep and irregular sleep-wake patterns, which have been extensively documented in younger adolescents, are also present at alarming levels in the college student population (Lund, et al., 2010). There was a lower frequency and less regularity of social rhythms in poor sleepers relative to good sleepers (Carney et al., 2006).

College Student Mental Health

Students' mental health is another critical concern for professionals. In the previous paragraph, I noted that there are demographic factors which influence time use. Based on these factors, I attempted to determine whether these demographic factors have any correlations with mental health. The pandemic has led to increases in students' mental health disorders compared to previous years (Chrikov et al., 2020). The research on college student mental health is important in view of the increased demands on counseling centers and the increased emphasis on evidence-based practice (Locke et al., 2012). There were significant differences in the proportion of people who reported having been consulted according to gender, race/ethnicity, school level, nationality, and sexual orientation among 939 college students (Soet & Sevig, 2006). There were significant

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differences in anxiety level scores between male and female college students among 104 undergraduate students (Naceanceno, 2021). Female college students usually report higher levels of test anxiety than do their male peers (Núñez et al., 2016). Additionally, disparities existed between whites and all minority groups (Hunt et al., 2014). Although African American college students are found to be as distressed as students from other ethnic backgrounds (Ayalon & Young, 2009), they are less likely to utilize psychological services from professional mental health sources (Kearney, Draper, & Barón, 2005; Masuda, Anderson, Twohig et al., 2009). Moreover, there were significant differences in the anxiety level of college students between majors, especially between education majors and stem majors. (Naceanceno, 2021). Students in humanities and art and design are significantly more likely to have mental health problems (Lipson et al., 2016). Furthermore, college senior still showed the highest level of anxiety. (Naceanceno. 2021). Older students showed significantly higher statistics test and class anxiety than younger students (Baloğlu. 2003).

Previous studies have established the significance of academic learning time to undergraduate academic achievement. In addition, there are some findings of differences in the anxiety level of college students. However, there is little research that combined both students' time use and mental health. The allocation of time may affect students' mental health. Governments and colleges should pay attention to these kinds of problems, especially during the pandemic time. In this case, I seek to explore the relationship between how college students use their time and their self-reported measures of mental health.

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Research Design and Methodology:

The project seeks to explore the relationship between Trinity College students' time use and their mental health. Data was collected through a survey administered to a random sample of Trinity College students and was analyzed by quantitative methods.

Sample

The sample for this research was selected initially through probability sampling, followed by direct personal outreach. The sampling frame for this study is Trinity Sophomores, Juniors, and Seniors. The sampling frame do not include freshman since students may not have a good sense of accounting for their time at that point. Moreover, this study has an age requirement above 18, some first-year students do not meet this requirement. Surveys were emailed to students (excluding first-year students) to see whether they want to complete the online survey. Quantitative data will be collected through these online questionnaires.

Data Collection

Survey data were collected through Qualtrics online survey software. Each survey was cost approximately 3 to 5 minutes. The survey was initially distributed on Feb 7th, with follow-ups on Feb 15th and Feb 22nd, to 300 Trinity students through email. I intentionally varied the timing of distribution so that students see the emails at different time of the day.

To start with the survey, there is a short consent form for students to complete the questionnaire. Students are voluntarily to complete the survey. If students choose the “YES”

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button, the survey begins; if they choose the "NO" button, the survey will end automatically. The survey is mainly composed of three parts. Most of the questions are multiple choices.

The first part has six demographic questions, including gender, race/ethnicity, guardians' marital status and educational level, major, and class year. The second part wants to recognize how students spent their time in a typical 7-day week. The measure was borrowed from the National Survey of Student Engagement. Questions include study time, academic activities, non-academic activities, and employment. Students can choose from different 8 options for each of these items: 0,1-5,6-10,11-15,16-20,21-25,26-30, and More than 30 hours. There is one distinctive question about assigned reading time. Students have to choose from 5 levels instead of 8 scales. The levels include Very little, Some, About half, Most, Almost all. The third part is student's mental health, measured by Kessler Psychological Distress Scale (K10). The K10 scale is a 10-item self-report questionnaire designed to produce a global measure of "psychological distress". The scales are already being used in annual government health surveys in the US and Canada as well as in the WHO World Mental Health Surveys (Kessler et al 2002). Each question have 5 different levels of anxiety and depressive symptoms: 1. None of the time, 2. A little of the time, 3. Some of the time, 4. Most of the time, 5. All of the time.

The full survey instrument is presented at the end of this paper Appendix A.

Data Analysis

This is a quantitative study. I received responses from 108 participants in total. I received 54 responses from the random sample and 54 responses from non-random sampling. However, when analyzing the data, the valid sample size was reduced to 96, as I excluded participants who did not complete the entire survey. I exported the data and cleaned it in Excel, removing those

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who did not fully complete the survey. Subsequently, I used Stata to analyze the data. Initially, I performed a Univariate analysis to help me understand the basic characteristics of the data, including the mean, median, and standard deviation of the variables. Next, I used the ANOVA test to determine if there were any significant differences between the means of three or more independent groups. The significant level was 0.05 (5%). This was particularly useful for understanding the differences in mental health outcomes across different categories of time use. Then, I applied the Pearson's Correlation to examine the relationships between time use indicators and depression/anxiety level. This gave me an understanding of the potential associations between different variables in the study. Lastly, I performed a Multivariate linear regression to predict the outcome variable based on the values of two or more other variables.

Findings:

Table 1. Demographic Characteristics of Respondents

	Frequency	Percentage
<i>Gender</i>		
Male	37	38.5%
Female	54	56.3%
Non-Binary/Transgender/Refused	5	5.2%
<i>Race</i>		
White	43	44.8%
Asian	30	31.3%
Black/Hispanic	16	16.7%
Another Race	7	7.3%
<i>Class Year</i>		
2023	38	40%
2024	38	40%
2025	16	16.8%
Refused	3	3.2%
<i>Parental Education</i>		
High School or less	13	13.5%
Some college	35	36.5%
Bachelor's degree or more	47	49.0%

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Refused	1	1.0%
<i>Parents' Marital Status</i>		
Married/remarried	60	62.5%
Single/never married	13	13.6%
Divorced/separated	16	16.7%
Widowed	4	4.2%
Prefer not to say	3	3.1%
<i>Division of Student Major</i>		
STEM	40	42.1%
Social Science	34	35.8%
Arts/Humanities	10	10.5%
More than one division	11	11.6%

Table 1 present the demographic characteristics of respondents. The proportion of female participants (56.3 percent) is higher than the proportion of female students at Trinity College (50.6%). The proportion of Asian participants is much higher than the 3.5% given by Trinity College. It shows the problem of non-random sampling. The respondent from Class of 2025 is lower than the respondent from Class of 2023 and 2024. For Parental Education, almost half of the participants' parents (49%) received bachelor's degree or more. For Parents' Marital Status, most parents (62.5 percent) are married or remarried. For division of student major, each division includes participants from that division and student who are double majoring in that fields. Economics was included as STEM in this study. More than one division are students who were double majoring in more than one division. Participants in STEM included those who are either majoring in a STEM field or double-majoring in two different STEM fields.

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Table 2. Student Time Use

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	More than 30 hours
Preparing for Class	0	13 (13.5%)	30 (31.3%)	30 (31.3%)	13 (13.5%)	6 (6.6%)	1 (1.0%)	3 (3.1%)
Extracurricular Activities	21 (21.9%)	35 (36.5%)	15 (15.6%)	10 (10.4%)	6 (6.3%)	3 (3.1%)	1 (1.0%)	1 (1.0%)
Working on Campus	64 (66.7%)	9 (9.4%)	10 (10.4%)	6 (6.3%)	3 (3.1%)	2 (2.1%)	1 (1.0%)	1 (1.0%)
Working off Campus	82 (86.3%)	4 (4.2%)	6 (6.3%)	1 (1.1%)	0	1 (1.1%)	1 (1.1%)	0
Volunteer Work	63 (65.6%)	26 (27.1%)	6 (6.3%)	0	0	0	0	1 (1.0%)
Relaxing and Socializing	0	13 (13.5%)	28 (29.2%)	24 (25%)	16 (16.7%)	4 (4.2%)	2 (2.08%)	9 (9.4%)
Care for dependents	79 (82.3%)	11 (11.5%)	3 (3.1%)	0	0	2 (2.1%)	0	1 (1.0%)
Commuting to campus	57 (59.4%)	27 (29.2%)	9 (9.4%)	1 (1.0%)	0	0	0	1 (1.0%)

Table 2 presents students time use in the past 7 days. 60% of the participants spent 6 to 15 hours preparing for class. Over half of the respondents (58.4%) spent five hours or less on extracurricular activities. Most participant spent less than 5 hours working on (76.1 percent) and off campus (90.5 percent). Only few of the participants work more than 6 hours. 65.6% do not do any volunteer work and some spent 1 to 10 hours on volunteer work per week. None of the participants do not spent time on relaxing and socializing. Over half of the respondents (54.2%) spent 6 to 15 hours on relaxing. Most of the students do not spent time on caring for dependents (82.3%) and commuting to campus (59.4%) since most of Trinity students stay on campus whole week.

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Table 3. Student Anxiety Indicators

How often in the last week did you feel...	None of the Time (1)	A little of the time (2)	Some of the time (3)	Most of the time (4)	All the Time (5)
Tired for no reason	6 (6.3%)	20 (20.8%)	41 (42.7%)	16 (16.7%)	13 (13.5%)
Nervous	13 (13.7%)	26 (27.4%)	36 (37.9%)	15 (15.8%)	5 (5.3%)
So nervous that you could not calm down	42 (43.8%)	33 (34.4%)	14 (14.6%)	3 (3.1%)	4 (4.2%)
Hopeless	49 (51.0%)	30 (31.3%)	9 (9.4%)	4 (4.2%)	4 (4.2%)
Restless or fidgety	17 (17.7%)	39 (40.6%)	18 (18.8%)	13 (13.5%)	9 (9.4%)
So restless that you could not sit	44 (46.3%)	25 (26.3%)	18 (19.0%)	6 (6.3%)	2 (2.1%)
Depressed	39 (41.1%)	31 (32.6%)	14 (14.7%)	6 (6.3%)	5 (5.3%)
That everything was an effort	26 (27.1%)	30 (31.3%)	18 (18.8%)	11 (11.5%)	11 (11.5%)
So sad that nothing could cheer you up	50 (52.1%)	30 (31.3%)	9 (9.4%)	5 (5.2%)	2 (2.1%)
Worthless	59 (62.1%)	24 (25.3%)	8 (8.4%)	3 (3.2%)	1 (1.1%)
Anxiety Scale	Mean=2.18, Standard Deviation=0.84				

Table 3 presents students self-rated anxiety scales in the past 7 days. Most students rarely feel so nervous that could not calm down (78.2%), hopeless (82.3%), so restless that you could not sit (72.6%), so sad that nothing could cheer you up (83.4%), depressed (73.7%), and worthless (87.4%). The frequency of students feeling tried for no reason (63.5%), nervous (65.3%), restless or fidgety (59.4%) are concentrated in some and a little of the time. Taking all the indicators together, the average anxiety level of the respondents is 2.18, with the standard deviation 0.84.

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Table 4. Association between demographic traits and depression anxiety

Demographic Trait	N	ANOVA Statistic	Interpretation
<i>Gender</i>	95	F=11.46, p=<.001	Female and trans/non-binary reported higher anxiety levels than males.
<i>Race</i>	95	F=1.14, p=0.342	No statistically significant differences among race/ethnic groups
<i>Class Year</i>	92	F=3.67, p=0.03	Class of 2025 reported higher anxiety levels than either class of 2023 or 2024
<i>Parental Education</i>	96	F=1.21, p=0.31	No statistically significant differences among parental education.
<i>Parents' Marital Status</i>	96	F=0.23, p=0.92	No statistically significant differences among marital status groups.
<i>Division of Student Major</i>	95	F=0.50, p=0.69	No statistically significant differences among majors.

Table 4 presents the association between demographic traits and anxiety level. Only gender and class year are correlated with anxiety level. Female and trans/non-binary reported higher anxiety levels than males. Moreover, Class of 2025 reported higher anxiety levels than either class of 2023 or 2024. There are no statistically significant differences among race, parental education, parents' marital status, and majors. In order to investigate the influence of demographic characteristics on students' anxiety levels, I established a regression model examining the relationship between time use variables and anxiety levels, while controlling for gender and class year. This analysis is presented on Table 6.

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Table 5. Correlation between time use indicators and depression/anxiety

Time use category	N	Correlation Level	Significance	Interpretation
Preparing for Class	96	NS	NS	
Extracurricular Activities	96	NS	NS	
Working on Campus	96	Moderate (r=0.34)	p<0.001	More time spent working on campus is associated with higher levels of anxiety
Working off Campus	95	NS	NS	
Volunteer Work	96	Weak (r=0.21)	p=0.041	More time spent doing volunteer work is associated with higher levels of anxiety
Relaxing and Socializing	96	NS	NS	
Care for dependents	96	Moderate (r=0.41)	p<0.001	More time spent caring for dependents is associated with higher levels of anxiety
Commuting to campus	96	NS	NS	

Table 5 presents the correlation between time use indicators and depression/anxiety. We observe that working on campus, volunteer work, and care for dependent have positive correlations with anxiety level. There is a moderate correlation (r=0.34) between working on campus and anxiety level (p<.001), indicating that more time spent working on campus is associated with higher levels of anxiety. There is a weak correlation(r=0.21) between time spent on volunteer work and anxiety level (p=0.041). More time spent doing volunteer work is associated with higher levels of anxiety. There is a moderate correlation (r=0.41) between caring for dependents and anxiety level (p<.001). More time spent caring for dependents is associated with higher levels of anxiety level. There is no correlation between anxiety level and time spent on preparing for Class, extracurricular activities, working off Campus, relaxing and socializing, and commuting to campus. To examine the time use indicators on students' anxiety level, we

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specify a regression model of work on campus, volunteer work, and dependent care as independent variables. This analysis is presented on Table 6.

Table 6. Regression Models predicting students' anxiety levels

	Model I (N=96)	Model II (N=91)	Model III (N=90)
<i>Time Use</i>			
Work on campus	0.15 (0.06)*	0.11 (0.05)*	0.06 (0.06)
Volunteer work	-0.09 (0.11)	-0.14 (0.13)	-0.11 (0.13)
Dependent Care	0.30 (0.16)**	0.21 (0.02)*	0.18 (0.09)
<i>Gender (ref. Male)</i>			
Female	--	0.39 (0.15)*	0.39 (0.17)*
Non-binary/Transgender	--	1.71 (0.37)***	1.71 (0.39)***
<i>Class Year (ref. 2023)</i>			
2024	--	-0.04 (0.16)	-0.04 (0.17)
2025	--	0.21 (0.21)	0.24 (0.22)
<i>Parental Education (ref. Less than High School)</i>			
Some College	--	--	-0.45 (0.24)
Bachelor's Degree or more	--	--	-0.56 (0.24)*
Prefer not to say	--	--	-0.96 (0.75)
<i>Race/Ethnicity (ref. White)</i>			
Asian	--	--	-0.32 (0.18)
Hispanic	--	--	-0.09 (0.29)
African-American	--	--	-0.11 (0.31)
Other/Mixed Race	--	--	0.19 (0.35)
Model R ²	0.22	0.36	0.42

*p<.05 **p<.01 ***p<.001

Table 6 presents three regression models predicting students' anxiety levels and is derived from table 4 and table 5. Model I is the regression models predicting students' anxiety levels, without controlling for other student traits. The independent variables are time use variables – specifically those measuring on-campus work, volunteer work and dependent care. In this model, there is a statistically difference between work on campus and anxiety level (b=0.15,

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$p=0.06$), dependent care and anxiety level ($b=0.3$, $p=0.16$). According to the r-squared statistic, this model explains approximately 22% of the variation in the dependent variable.

When we control for the gender and class year in Model II, there is still a statistically difference between work on campus and anxiety level ($b=0.11$, $p=0.05$), dependent care and anxiety level ($b=0.21$, $p=0.02$). There was significantly difference among gender. Female and non-binary student report higher level of anxiety. According to the r-squared statistic, this model explains approximately 36% of the variation in the dependent variable.

Model III adds controls for parental education and race. In this model, there is no statistically association between work on campus and anxiety level, or between dependent care and anxiety level. This change in our findings may be caused by the adding variables parental education and race. In Appendix B, we present tables that relate parental education and race to students' time use. According to the r-squared statistic, this model explains approximately 42% of the variation in the dependent variable.

Discussion:

Before the study, I hypothesized that time spent preparing for class would correlate with a higher level of anxiety. However, the actual finding showed a relationship between time spent working on campus, volunteering, and caring for dependents, and a higher level of anxiety. This brought to mind the book, *Paying the Price* (Goldrick-Rab, 2015). This book primarily discusses the financial problems faced by college students in the United States and how these financial struggles impact their academic achievement and personal lives. She revealed that the high cost of tuition and other expenses forces students to make difficult choices regarding imbalanced time

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use, which often leads to poor time management and mental health. She also mentioned financial aid levels are inadequate. There is so much cost of attending beyond tuition. Here what I found is that student spent more time on paid work this kind of things had poor self-reported mental health. These students are trying to afford schools and working to be able to remain students. They are also doing dependent care since their parents need them. They are trying to do these sorts of things and once being a good student. But trying to do all these things at once will harm students' mental health.

Previous research has found that various factors, such as gender, can influence how students use their time. These factors also have an impact on mental health. There were significant differences in the proportion of people who reported having been consulted according to gender, race/ethnicity, school level, nationality, and sexual orientation (Soet & Sevig, 2006). These factors, which influence both time use and mental health, suggest that demographic traits serve as a bridge correlating mental health and time use. Without controlling for any variables, there is a statistically significant difference between work on campus and anxiety levels ($b=0.15$, $p=0.06$), as well as between dependent care and anxiety levels ($b=0.3$, $p=0.16$). When we control the demographic traits for the gender and class year, the associations between work on campus and dependent care with depression/anxiety were still statistically significant. But after adding controls for parental education and race, the relationships changed, the associations between work on campus and dependent care with depression/anxiety were not statistically significant, even though the association between parental education and anxiety was statistically significant. This change in our findings may be caused by the adding variables parental education and race. In this case, I tried to find the relationship between parental education and race to students' time use.

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Appendix B-1 presents the selected time use indicators by race. Race does conditions how you spent your time. Black or Hispanic students spent more on these categories of work and care. Asian and Whites students spent less time doing these things. But Asian students spent their time on dependent care and White students spent their time on volunteer work. Appendix B-2 presents the selected time use indicators by parental education. There is no difference between students' parents from less than a bachelor's degree and bachelor's Degree or more.

Limitation:

This study has some limitations. First, the sample size is small and not representative. Trinity College has roughly 2,100 students, but the study includes only 108 participants, making the sample size relatively small. Additionally, some non-random sampling occurred because a few participants were acquainted with me, further reducing the representativeness of the sample.

Secondly, this is a quantitative study. While it reveals the existence of a relationship between time use and mental health, it does not provide insight into the reasons behind this connection. A qualitative study could help to understand why and how time use might lead to mental health issues.

Conclusion:

This research investigated the impact of time usage on the mental health of students at Trinity College. The reason why I choose this topic is because there is no research that link the two together. Recognizing this gap in the literature, I decided to investigate it myself among

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Trinity Students. The survey included demographic questions, time use questions, and mental health questions. I got 108 responses in total. However, when analyzing the data, the total valid sample size was 96, as I excluded those who did not complete the entire survey. Nonetheless, this constitutes a small and unrepresentative sample. I utilized Univariate tests, Bivariate statistic, ANOVA test, and Multivariate linear regression in Stata to analyze the data. The results showed that there is a relationship between time spend working on campus, volunteering, and caring for dependents, and higher level of anxiety. That survives control for other important factors that students' mental health, gender, and class year. These finding can be used to develop targeted interventions. Given that paid employment, dependent care, and volunteer work are associated with higher levels of anxiety, interventions can be designed to encourage and promote other types of activities among students at Trinity College. By diversifying student engagement and providing support for alternative activities, such as cultural event, club event, these interventions may help alleviate anxiety levels and promote overall mental health.

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Appendix A

Mental Health and Time Use

Gender Which of the following best describe your gender identity?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Transgender (4)
- Prefer not to say (5)

Major What is your major area of study? *Enter up to two responses*

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Race/ethnicity What is your ethnic background?

- White / Caucasian (1)
- Asian (2)
- Hispanic (3)
- African-American (4)
- Native-American (5)
- Mixed race (6)
- Prefer not to answer (7)
- Other (please specify) (8)

Class Year By which year will you graduate?

- 2023 (1)
 - 2024 (2)
 - 2025 (3)
 - Prefer not to answer (4)
-

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What is your parents'/guardians' marital status?

- Married or remarried (1)
- Single (2)
- Divorced or separated (3)
- Widowed (4)
- Prefer not to answer (5)
- Other (please specify) (6) _____

guardian background What is your parents'/guardians' highest education level?

- Less than high school credential (1)
- High school graduate or equivalent (2)
- Some college/associate degree (3)
- Graduate degree or higher (4)
- Prefer not to answer (5)
- Other (Please specify) (6) _____

TRINITY STUDENTS' TIME USE AND MENTAL HEALTH

Time Use Please indicate the approximate number of hours you spend on each of the following activities in a 7-day week

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Relaxing and socializing
(time with friends, video games, TV or videos, keeping up with friends online, etc.)
(6)



Providing care for dependents
(children, parents, etc.)
(7)



Commuting to campus
(driving, walking, etc.)
(8)



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Mental Health During the past 7 days, about how often did you feel

	None of the time (1)	A little of the time (2)	Some of the time (3)	Most of the time (4)	All of the time (5)
tired for no good reason (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nervous (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
so nervous that nothing could calm you down (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hopeless (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
restless or fidgety (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
so restless you could not sit still (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
depressed (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
everything was an effort (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
so sad that nothing could cheer you up (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
worthless (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TRINITY STUDENTS' TIME USE AND MENTAL HEALTH

Appendix B-1. Selected Time Use Indicators by Race/Ethnicity

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	More than 30 hours
White Students								
Working on Campus	28 (65.1%)	5 (11.6%)	6 (14.0%)	3 (7.0%)	0 (0.0%)	0 (0.0%)	1 (2.3%)	0 (0.0%)
Volunteer Work	29 (67.4%)	12 (27.9%)	2 (4.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Care for dependents	40 (93.0%)	0 (0.0%)	2 (4.7%)	0 (0.0%)	0 (0.0%)	1 (2.3%)	0 (0.0%)	0 (0.0%)
Asian Students								
Working on Campus	24 (80%)	2 (6.7%)	2 (6.7%)	0 (0.0%)	1 (3.3%)	0 (0.0%)	0 (0.0%)	1 (3.3%)
Volunteer Work	21 (70%)	5 (16.7%)	3 (10%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.3%)
Care for dependents	23 (76.7%)	5 (16.7%)	1 (3.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.3%)
Black or Hispanic Students								
Working on Campus	8 (50%)	1 (6.3%)	2 (12.5%)	3 (18.8%)	1 (6.3%)	1 (6.3%)	0 (0.0%)	0 (0.0%)
Volunteer Work	7 (43.8%)	8 (50.0%)	1 (6.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Care for dependents	10 (62.5%)	5 (31.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (6.3%)	0 (0.0%)	0 (0.0%)
Other races Students								
Working on Campus	4 (57.1%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	1 (14.3%)	0 (0.0%)	0 (0.0%)
Volunteer Work	6 (85.7%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Care for dependents	6 (85.7%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

When Whites Students spent time doing work, they tend to spend time the most dominate time spending on volunteering. 35% of them report working time on campus for some amount of the time. 33% of them report spending time on volunteering. But very few of them report time on dependent care. Among Asian students, 20% of them report working on campus, 30% report some of the time volunteer work. 23% report sometimes spending on care dependent. It really takes of the Black and Hispanic students. 50% report time spent on work campus. Over half of them spent doing volunteer work. 38% of them report time spent on care dependent.

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Appendix B-2. Selected Time Use Indicators by Parental Education

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26-30 hours	More than 30 hours
	Less than a Bachelor's Degree							
Working on Campus	31 (64.6%)	5 (10.4%)	5 (10.4%)	4 (8.3%)	1 (2.1%)	1 (2.1%)	1 (2.1%)	0 (0.0%)
Volunteer Work	34 (70.8%)	11 (22.9%)	3 (6.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Care for dependents	39 (81.3%)	7 (14.6%)	1 (2.1%)	1 (2.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	Bachelor's Degree or more							
Working on Campus	32 (68.1%)	4 (8.5%)	5 (10.6%)	2 (4.3%)	2 (4.3%)	1 (2.1%)	0 (0.0%)	1 (2.1%)
Volunteer Work	29 (61.7%)	14 (29.8%)	3 (6.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.1%)
Care for dependents	39 (83.0%)	4 (8.5%)	2 (4.3%)	1 (2.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.1%)

By SES, less educated students spent a bit more time working, spent a bit more time on care dependent, and less time volunteering. Roughly 25% of the first-generation students spent more than 6 hours a week doing on campus work.