Weekly Study Time

Working Students (10 hours): Working students dedicate an average of 10 hours per week to studying and completing assignments for the CC12 course. This reflects their challenge in balancing work responsibilities with academic requirements.

Non-Working Students (15 hours): Non-working students spend an average of 15 hours per week on their studies. They can allocate more time to academic activities, likely due to fewer competing commitments.

Insight: Non-working students have more time to dedicate to their studies, which may positively impact their academic performance compared to working students.

Daily News Reading

Working Students (1 hour): Working students spend about 1 hour daily reading the news. This might be part of their routine to stay informed, possibly related to their work environment.

Non-Working Students (0.5 hours): Non-working students spend less time (0.5 hours) reading news daily, which could be due to a different set of priorities or lesser engagement with current events.

Insight: Working students are more engaged with daily news, possibly for professional reasons, while non-working students prioritize other activities.

Weekly Physical Exercise

Working Students (3 hours): Working students allocate 3 hours per week to physical exercise. Balancing work and study might limit their ability to engage in more physical activities.

Non-Working Students (4 hours): Non-working students spend more time (4 hours) on physical exercise weekly. They may have more flexibility and time to engage in physical activities.

Insight: Non-working students have a slightly higher engagement in physical exercise, which could contribute to better physical health and stress management.

Daily Internet Browsing

Working Students (60 minutes): Working students spend 60 minutes daily browsing the internet. This might include both work-related and leisure browsing.

Non-Working Students (90 minutes): Non-working students spend more time (90 minutes) on internet browsing, likely due to more available free time.

Insight: Non-working students have more leisure time, leading to increased internet usage for various activities including social media, research, and entertainment.

Daily TV/YouTube Watching

Working Students (30 minutes): Working students spend 30 minutes daily watching TV or YouTube, which might be a quick relaxation activity amidst a busy schedule.

Non-Working Students (45 minutes): Non-working students watch TV or YouTube for 45 minutes daily, using their additional free time for entertainment.

Insight: Non-working students watch more TV or YouTube, suggesting they have more discretionary time to relax and consume digital content.  
  
  
Insight/Interpretation

Weekly Study Time

Working Students (10.85 hours): Working students dedicate an average of 10.85 hours per week to studying and completing assignments. This reflects their challenge in balancing work responsibilities with academic requirements.

Non-Working Students (50.75 hours): Non-working students spend an average of 50.75 hours per week on their studies, which likely due to fewer competing commitments.

Insight: Non-working students have significantly more time to dedicate to their studies, which may positively impact their academic performance compared to working students.

Daily News Reading

Working Students (28.28 minutes): Working students spend about 28.28 minutes daily reading the news. This might be part of their routine to stay informed, possibly related to their work environment.

Non-Working Students (28.98 minutes): Non-working students spend slightly more time (28.98 minutes) reading news daily, which could be due to a different set of priorities or lesser engagement with current events.

Insight: Both working and non-working students show similar engagement with daily news, but non-working students spend marginally more time.

Daily Internet Browsing

Working Students (23.89 minutes): Working students spend about 23.89 minutes daily browsing the internet, which might include both work-related and leisure browsing.

Non-Working Students (29.64 minutes): Non-working students spend more time (29.64 minutes) on internet browsing, likely due to more available free time.

Insight: Non-working students have more leisure time, leading to increased internet usage for various activities including social media, research, and entertainment.

Daily TV/YouTube Watching

Working Students (20.97 minutes): Working students spend about 20.97 minutes daily watching TV or YouTube, which might be a quick relaxation activity amidst a busy schedule.

Non-Working Students (19.17 minutes): Non-working students watch TV or YouTube for 19.17 minutes daily, using their additional free time for entertainment.

Insight: Working students spend slightly more time watching TV or YouTube, suggesting they use these activities as brief relaxation amidst their busier schedules.

Weekly Physical Exercise

Working Students (27.45 minutes): Working students allocate 27.45 minutes per week to physical exercise, which might be limited due to balancing work and study.

Non-Working Students (14.75 minutes): Non-working students spend less time (14.75 minutes) on physical exercise weekly, potentially due to different priorities or schedules.

Insight: Contrary to expectations, working students engage in more physical exercise than non-working students, possibly using it as a stress-relief activity.

Understanding the difference in study time between working and non-working students is crucial for educators and institutions to provide appropriate support. Non-working students, with more time available for studying, may achieve better academic performance due to increased focus and dedication. Working students, on the other hand, may struggle to balance work responsibilities with academic commitments, requiring tailored interventions for effective time management.

Relevance of Findings:

1. Academic Performance and Time Management:

Understanding the difference in study time between working and non-working students is crucial for educators and institutions to provide appropriate support. Non-working students, with more time available for studying, may achieve better academic performance due to increased focus and dedication. Working students, on the other hand, may struggle to balance work responsibilities with academic commitments, requiring tailored interventions for effective time management.

2. Information Consumption Patterns:

The similarity in daily news reading habits between working and non-working students underscores the importance of staying informed regardless of employment status. Educators can leverage students' interest in current events to enrich learning experiences and promote critical thinking skills, regardless of their work commitments.

3. Digital Engagement and Leisure Activities:

The disparity in internet browsing and TV/YouTube watching habits between working and non-working students highlights the relevance of digital engagement in both groups. Non-working students, with more free time available, spend more time browsing the internet, indicating a need for digital literacy education and guidance on responsible online behavior. Similarly, understanding students' preferences for leisure activities like watching TV or YouTube can inform the design of engaging and relevant educational content.

4. Health and Well-being:

The unexpected finding that working students engage in more physical exercise per week than non-working students emphasizes the importance of holistic student support. Educators and institutions should recognize the role of physical activity in student well-being and academic success, promoting a balanced approach to student life despite varying schedules and commitments.

5. Supportive Interventions:

Overall, these findings underscore the need for tailored interventions and support mechanisms to address the unique challenges and opportunities faced by working and non-working students. By understanding their study habits, lifestyle choices, and time management strategies, educators and institutions can implement targeted initiatives to foster academic success, well-being, and student engagement across diverse student populations.