

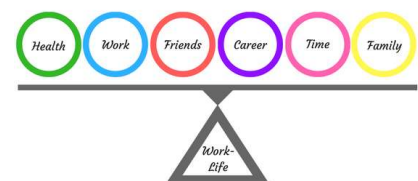
# Graduate students: Work-life balance

Professor Paula Brough  
School of Applied Psychology

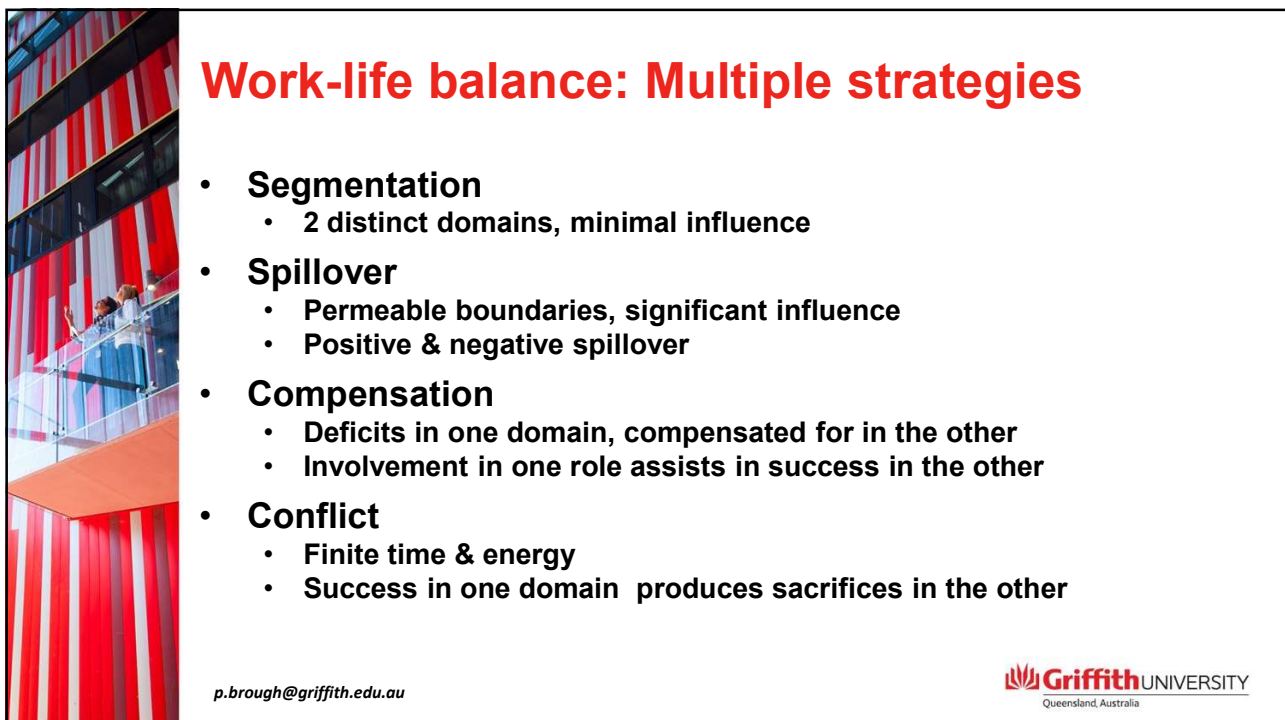
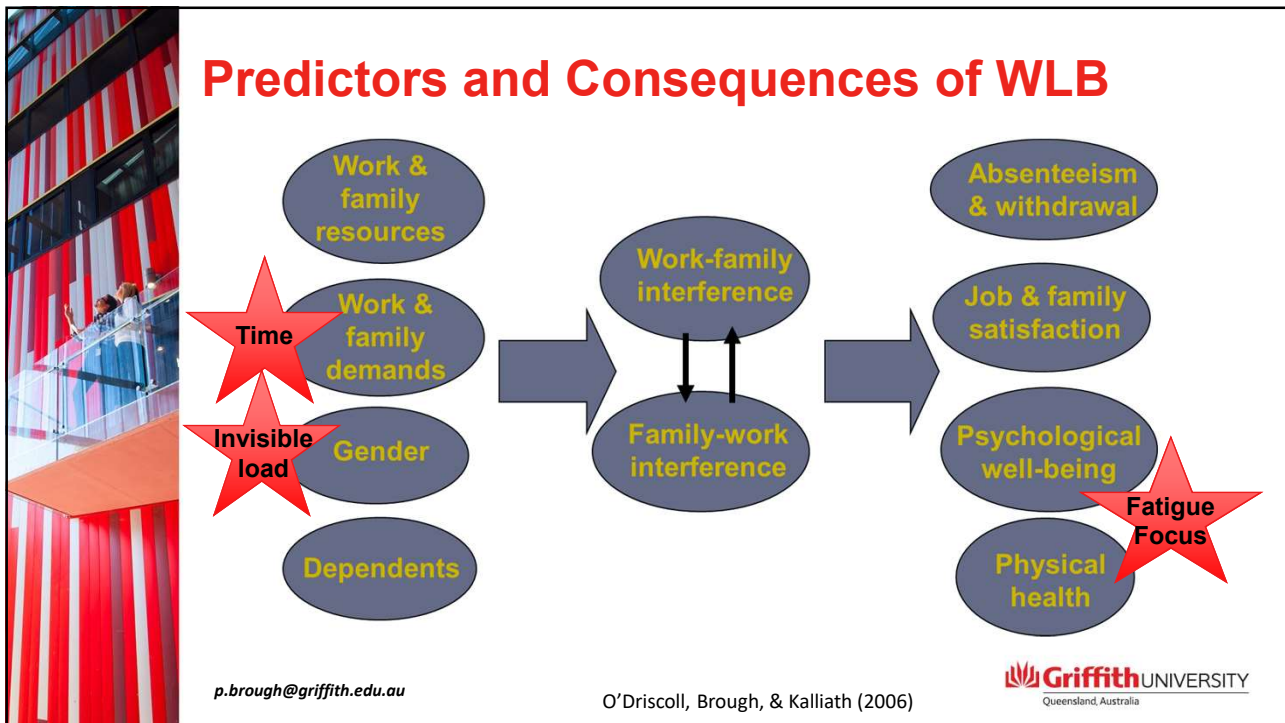


## Work-life balance

- Definition: Multiple roles
  - *“The view that work-life balance is drawn from an individual’s multiple life roles derives from the early recognition that non-work (family or personal) demands may carry-over into the working day and adversely influence individual health and performance at work”* (Kalliath & Brough, 2008)
- Bi-directional
  - Positive (facilitation/enhancement)
  - Negative (conflict)



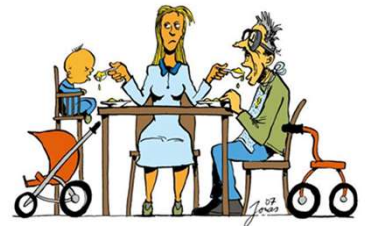
[p.brough@griffith.edu.au](mailto:p.brough@griffith.edu.au)





## WLB impacted by:

- **Children PLUS other dependents**
  - Differences related to characteristics of the dependents
  - Sandwich generation
- **Income level**
  - Ability/choice to buy support
  - Reduced income when studying
- **Support –type & source**
- **Cultural differences**
  - Extended families
  - Gender norms



Work-Life-Balance im Pflegeberuf

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[p.brough@griffith.edu.au](mailto:p.brough@griffith.edu.au)

**Griffith** UNIVERSITY  
Queensland, Australia



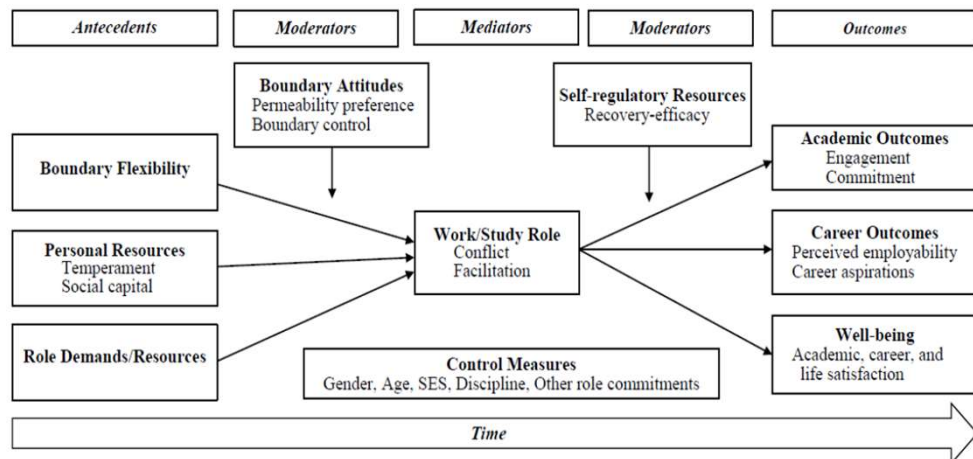
## WLB & University Students

- **Scarcity of 100% full-time students**
  - 80% Australian tertiary students work and study
  - % increasing over time
- **Juggling study, paid employment, & non-work demands**
- **Thesis research perceived as a 'constant demand'**
  - Difficult to 'balance out' this demand (e.g., with perceived progress, rewards, etc)
  - Time demand very prominent
  - Hanging on until completion
- **Can produce negative impacts for health & performance**

[p.brough@griffith.edu.au](mailto:p.brough@griffith.edu.au)

**Griffith** UNIVERSITY  
Queensland, Australia

## Juggling Priorities Project



Creed, P., Hood, M., Machin, M., Bialocerkowski, A., & Brough, P. (2018-2020). *Juggling priorities: How do tertiary students balance work and study?* ARC-DP.

p.brough@griffith.edu.au

**Griffith** UNIVERSITY  
Queensland, Australia

## Conclusion

- **Work-study balance/conflict for students follows similar patterns as work-life balance for employees**
  - Relevant to increasing % of students
  - Directly linked to both mental health & study performance outcomes
- Importance of work & study flexibility being available & accessible
- Value of University guidance to assist students to identify specific study goals & assist with setting work-study boundaries

p.brough@griffith.edu.au

**Griffith** UNIVERSITY  
Queensland, Australia



