



CSA Presentation 2022



Forging Futures in Pandemic Times: The Social Mobility of Working University Students in Ontario

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The Project

Larger Research Study

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graph TD; A[Larger Research Study] --> B[Experiences of university students in term-time work.]; B --> C[In this presentation]; C --> D[The impact of the pandemic on "mobility-oriented" work.];
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Experiences of university students in term-time work.

In this presentation

The impact of the pandemic on “mobility-oriented” work.

Literature Highlights



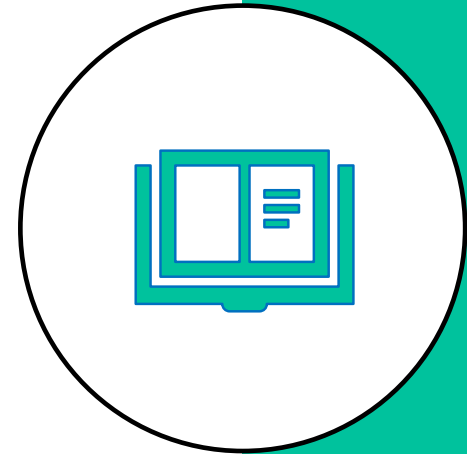
Credentials, Work & Social Mobility

- Post-secondary & Social mobility:
 - Careers reflective of credentials.
 - Income advantage.
 - Lower unemployment rates.
- Post-secondary & Social mobility:
 - “Mobility oriented” OR “Wage oriented” jobs



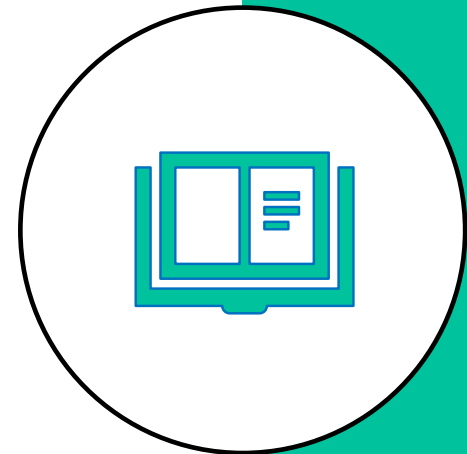
COVID-19 & Work

- Disproportionate impact on youth:
 - Lost existing or confirmed opportunities
 - Laid off
 - Worked less hours
 - Unemployment



COVID-19 & Education

- Challenges
 - Academic effectiveness/efficiency
 - Courses
 - Self-control
 - Time management
 - Technical issues
- Possibilities
 - Convenience
 - Flexibility
 - Easy Access
 - More study time





Larger Research Study

Methods and Data Sources



- A multi-and-longitudinal approach:
 - Focus groups
 - Life Maps
 - Audio diaries
 - Individual interviews

Sub-sample interviewed on impact of COVID-19

- Sample
 - Total sample: 51
 - Sub-sample: 32
- Gender
 - Female: 25
 - Male: 7
- Race
 - Racialized: 25
 - White: 7



In this Presentation



How Mobility-Oriented Work was Facilitated?

“I know that some students still face barriers in terms of virtual communication so not everyone has it as easy as I do. I have [been] lucky to have a good Wi-Fi connection and a computer and things like that”.

(Paige, Interview, March 1, 2021)

“I personally got it through my dad's connections...and they had helped me get a job... as a marketing intern. [A]nd it shaped what I'm doing right now. So, I'm currently in a marketing internship role, but with a different company”.

(Paige, Interview, June 29, 2021)

How Mobility-Oriented Work was Hindered?

“They only call on me kind of like a last resort. I don't know if they don't like my performance as a supervisor-. I feel like I've been demoted. But I had more opportunities back then”.

“I was [also] writing for [the channel name redacted], I was writing articles. Unfortunately, because of the COVID, I haven't been getting assignments for almost a year now. I'm assuming that relationship is terminated, because there's no communication”.

(Dewayne, Interview, August 7, 2021).

How Mobility- Oriented Work was Hindered?

“I work in Long Term Care, and we have had an outbreak of COVID-19. Naturally this has been stressful on all the staff, we work with masks and face shields, and are often understaffed and overworked. Unlike many other jobs which have been suspended for the time being, my work is chronically understaffed, and everyone is working double shifts and are burning out”.

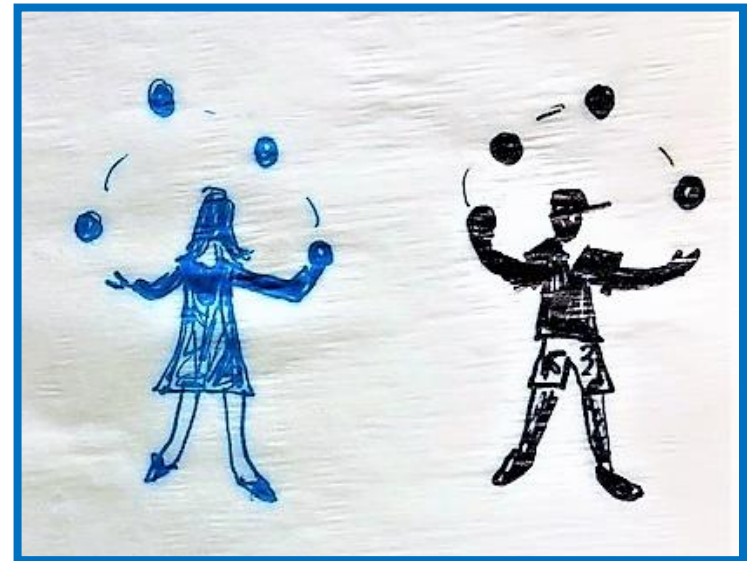
“I am working 60-70 hours a week and will likely spend the rest of the summer doing the same because of the critical staffing issue”.

“It has definitely made work more stressful, with PPE (personal protective equipment) scarcity and the close proximity with infected individuals. Many of the staff have gotten sick which has made everyone increasingly worried about our safety and given my work a somber vibe”.

(Sara, Written Communications, Summer 2020)

Final Comments

- The findings indicate that students value “mobility-oriented” work for:
 - Work experience
 - Skills development
- However, students’ class positions influenced their ability to:
 - Engage in “mobility oriented” work.
 - Effectively work and learn online during the pandemic.



Acknowledgment

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 - “*Hard Working Student*” (HWS)
 - Principle investigator
 - Dr. Alison Taylor, University of British Columbia.
- Many thanks to the co-investigators and the HWS team.
- More information can be found on the blogsite.
 - <https://blogs.ubc.ca/hardwork/about/>



Thank you!