

Time use of part-time ministerial trainees at Theological Education Institutions within the Church of England

Church Army's Research Unit

October 2024

Table of contents

1. Introduction	4
2. Methodology	5
2.1 Overview of methodology.....	5
2.2 Data quality.....	5
3. Findings.....	7
3.1 Respondent demographics	7
3.1.1 Age, gender and ethnicity	7
3.1.2 Socioeconomic background	9
3.2 How part-time theological trainees use their time	10
3.2.1 Average time use.....	10
3.2.2 Term time training hours	12
3.2.3 Total time required by work and training	13
3.2.4 Overview of time use by activity	15
3.3 Experiences of time and pressure	16
3.3.1 Time requirements relative to expectations.....	17
3.3.2 Experiences of day-to-day time pressure.....	19
3.3.3 Experiences of feeling overwhelmed.....	20
3.3.4 How well are trainees coping?	22
3.3.5 How trainees have accommodated training.....	23
3.3.6 Areas of felt time pressure	24
3.3.7 Why do ordinands study part-time?	25
3.4 What makes time management easier?	26
3.4.1 Ameliorating factors identified by trainees	26
3.4.2 The benefits of a weekly day off	27
3.5 Exacerbating demographic effects	28
3.5.1 Socioeconomic factors	28
3.5.2 Gender.....	30
3.5.3 Disability	31
3.5.4 Ethnicity.....	32
3.6 Differences between TEIs.....	33
3.6.1 Total time spent studying and working	33
3.6.2 Hours of independent study	33
4. Conclusion.....	35

Appendices	36
Appendix 1: Detailed time use statistics	36
Contact hours.....	36
Hours of independent study (term time)	37
Hours of independent study (outside term time).....	38
Hours of paid work.....	40
Time required by placements	41
4.0.1 Travel to and from TEI	43
Appendix 2: Validation of sampling	45

1. Introduction

This report presents the findings of a research project on part-time ordinands' and lay ministry candidates' experiences of the time demands of their training within the Church of England, and any impact of demographic factors on those experiences. The research was commissioned by the Archbishops' Council. The objectives of this research were to investigate:

- The actual time that ordinands/lay ministry candidates give to different aspects of their training and to other activities.
- How ordinands/lay ministry candidates experience the time demands upon them.
- Whether ordinands/lay ministry candidates were appropriately informed in advance about the expectations of the training.
- Any effects of demographic factors (e.g. ethnicity, disability, social class, gender) upon experiences of time use and time demands.
- Any particular factors that exacerbate or ameliorate time demands.
- Similarities and differences between the experiences of part-time ordinands and lay ministry candidates.

An outline of methodology is given below, with additional details of sampling validation included in Appendix 2. The findings of this report begin with a high-level overview of actual time use, but detailed time use data on individual activities can be found in Appendix 1.

2. Methodology

2.1 Overview of methodology

The data for this research were collected in a survey of theological trainees that was open from 6th June to 7th July 2024. The survey was developed in consultation with senior staff from the Church of England's Ministry Development Team. Theological Education Institutions (TEIs) were contacted by the Head of Formation and asked to forward a link to the survey to any relevant trainees, and invitations to complete the survey were also shared by the Ordinands Association.

The survey received a total of 223 responses. 31 responses were removed on the grounds of being inadequately completed, and 3 responses were removed that had been submitted by trainees from the Scottish Episcopal Church. The remaining 189 responses were used for the current research - these were comprised of 133 part-time ordinands and 56 lay ministry trainees, collected from 15 different TEIs. The share of responses received from part-time ordinands at each TEI was broadly representative of the share of the total number of part-time ordinands who were estimated to be studying at each TEI. For a more detailed investigation of the representativeness of sampling with respect to TEIs, see Appendix 2.

Respondents were given the option of providing demographic data including age, gender, ethnicity and disability status, but all response data presented in this report and in other outputs from this research has been anonymised. Respondents were required to express their understanding of and consent to the purposes of the current research before they could disclose any further data, and explicit consent was always obtained prior to processing special category data.

2.2 Data quality

The time use data presented in this report were collected from multiple questions. Data on time spent in independent study and time in contact with teaching staff were framed around a 'typical week'. Data on time spent in paid work, placement and travel were specifically framed around the events of the week preceding the response (responses were collected towards the end of the final term of the year). Wherever these statistics are added, it is assumed that the week preceding the response was a typical week. This assumption will not always be true, which means that some of these time summations will exceed reality in instances where (for example) a person spent less time in independent study than they typically would have on account of having undertaken a great deal of paid work. It should also be noted that some courses followed fortnightly patterns of contact time, such as '4 hours alternate weeks', and in these cases typical weekly contact hours were calculated as a weekly average. Furthermore, typical weekly contact hours do not include irregular contact hours such as quarterly study days or residential weekends. 3 respondents described bespoke or particularly irregular patterns of contact time that could not be expressed as a single value of typical weekly hours.

In two cases the above-mentioned summation of hours resulted in total hours of paid work and study that exceeded a total of 100 hours per week, which is approximately 90% of normal waking hours. The outliers were removed from the time use data. In one of these removed

cases it was indicated that over 100 hours of paid work and ministerial placement had been undertaken in the week preceding the response. It may be that this was a case of 'double counting' whereby the trainee's paid ministry role constitutes part of their placement. This may also be the case for other responses that were included within the analysis.

3. Findings

3.1 Respondent demographics

3.1.1 Age, gender and ethnicity

The majority of both part-time ordinands and lay ministry trainees who responded to the survey were women. [Table 1](#) shows the representation of each gender across these two pathways, and [Table 2](#) provides a tabulation of respondent ages. [Figure 1](#) visualises the age profile of each pairing of gender and pathway.

Trainees	Gender	n	%
Part-time ordinands	Female	87	68%
	Male	41	32%
Lay ministry trainees	Female	41	77%
	Male	11	21%
	Non-binary	1	2%

Table 1: Survey respondents by gender

Trainees	Age	n	%
Part-time ordinands	25-34	3	2%
	35-44	23	18%
	45-54	60	47%
	55-64	39	30%
	65+	4	3%
Lay ministry trainees	25-34	1	2%
	35-44	6	11%
	45-54	11	21%
	55-64	23	43%
	65+	12	23%

Table 2: Survey respondents by age

Age group prevalence within each gender and trainee type

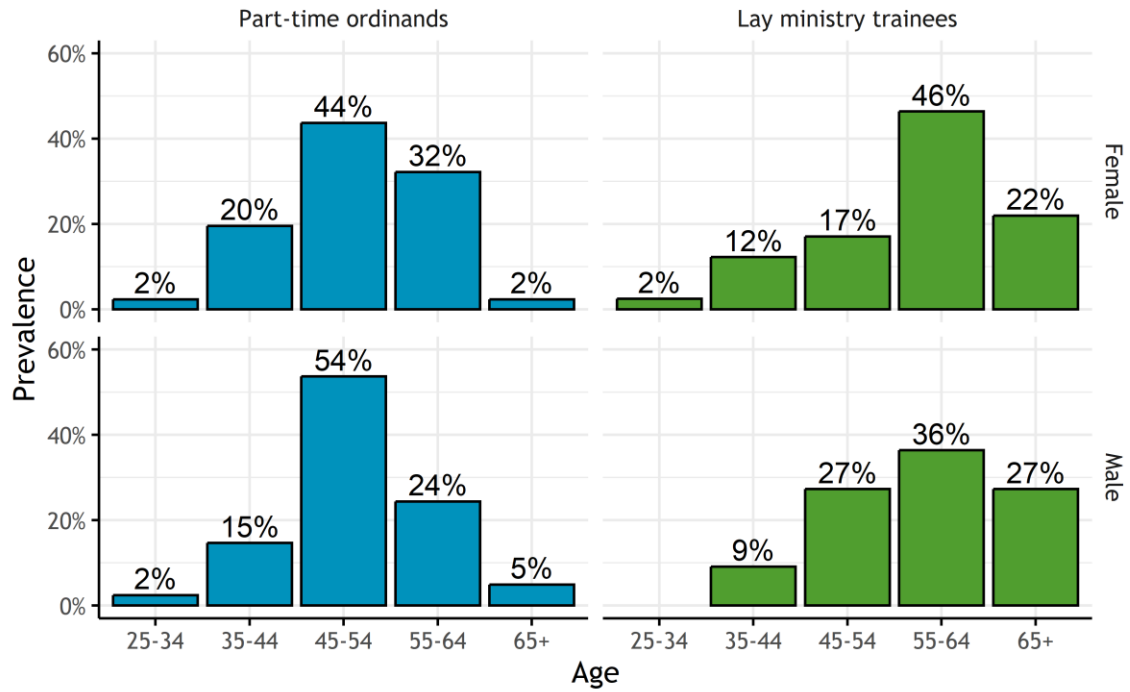


Figure 1: Age profiles by gender and pathway

84% of all respondents were White British. The second-most prevalent ethnic group was 'Other White' (9%). A breakdown of respondent ethnicity is shown in [Table 3](#).

Ethnicity	n	%
White: English, Welsh, Scottish, Northern Irish or British	151	84.4%
White: Other White	17	9.5%
Black, Black British, Black Welsh, Caribbean or African: African	4	2.2%
Asian, Asian British or Asian Welsh: Korean	2	1.1%
Mixed or Multiple ethnic groups: Other Mixed or Multiple ethnic groups	2	1.1%
Black, Black British, Black Welsh, Caribbean or African: Caribbean	1	0.6%
Black, Black British, Black Welsh, Caribbean or African: Other Black	1	0.6%
Mixed or Multiple ethnic groups: White and Black Caribbean	1	0.6%

Table 3: Survey respondents by ethnicity

3.1.2 Socioeconomic background

Compared to national benchmarks, professional socioeconomic backgrounds ¹ were over-represented by 30 percentage points or more for both part-time ordinands and lay ministry trainees. No evidence was found for any significant difference in the socioeconomic backgrounds between these groups.

15% of part-time ordinands and 28% of lay ministry trainees attended independent or fee-paying schools. The current national average is 6% ². It should be noted that 6% of lay ministry trainees received bursaries that funded their attendance at fee-paying schools.

Table 4 shows how the socioeconomic backgrounds of part-time ordinands and lay ministry trainees respectively compare to the national average. The backgrounds of part-time ordinands are also compared to the backgrounds of those who were going through the Church of England’s discernment process as part of the 2022/2023 cohort. There is no evidence of any significant difference between that group and the part-time ordinands sampled in the current research.

¹ Socioeconomic background was estimated using NS-SEC classification of main household earner’s profession at respondent age 14, see: <https://www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/thenationalstatistics socioeconomicclassificationnssecbasedonsoc2010>

² ISC Census and Annual Report 2023 https://www.isc.co.uk/media/9316/isc_census_2023_final.pdf

Trainees	Socioeconomic background	% Trainees	% Vocations (2022/2023)	% National population
Part-time ordinands	Working class	18%	24% (+6%)	39% (+21%)
	Intermediate	13%	11% (-2%)	24% (+11%)
	Professional	70%	64% (-6%)	37% (-33%)
Lay ministry trainees	Working class	24%	---	39% (+15%)
	Intermediate	8%	---	24% (+16%)
	Professional	67%	---	37% (-30%)

Table 4: Socioeconomic backgrounds of trainees (compared with national and vocations averages)

3.2 How part-time theological trainees use their time

3.2.1 Average time use

There is no such thing as an ‘average trainee’. It may be helpful, however, to begin this reporting on time use by considering how trainees spend their time ‘on average’ within a typical term time week. [Figure 2](#) and [Table 5](#) show the compiled averages, for part-time ordinands and lay ministry trainees respectively, of time spent per week on:

- Paid work
- Independent study
- Contact hours with teaching staff
- Ministerial placement

Whilst this report is not primarily concerned with direct comparisons between part-time ordinands and lay ministry trainees, it should be noted that these data do not provide evidence of a significant difference in the amount of time either of those groups spent in total on the listed activities. In fact, the only significant difference found in that regard is that the contact hours of part-time ordinands are higher than those of lay ministry trainees.

'Average' weekly time use during term time

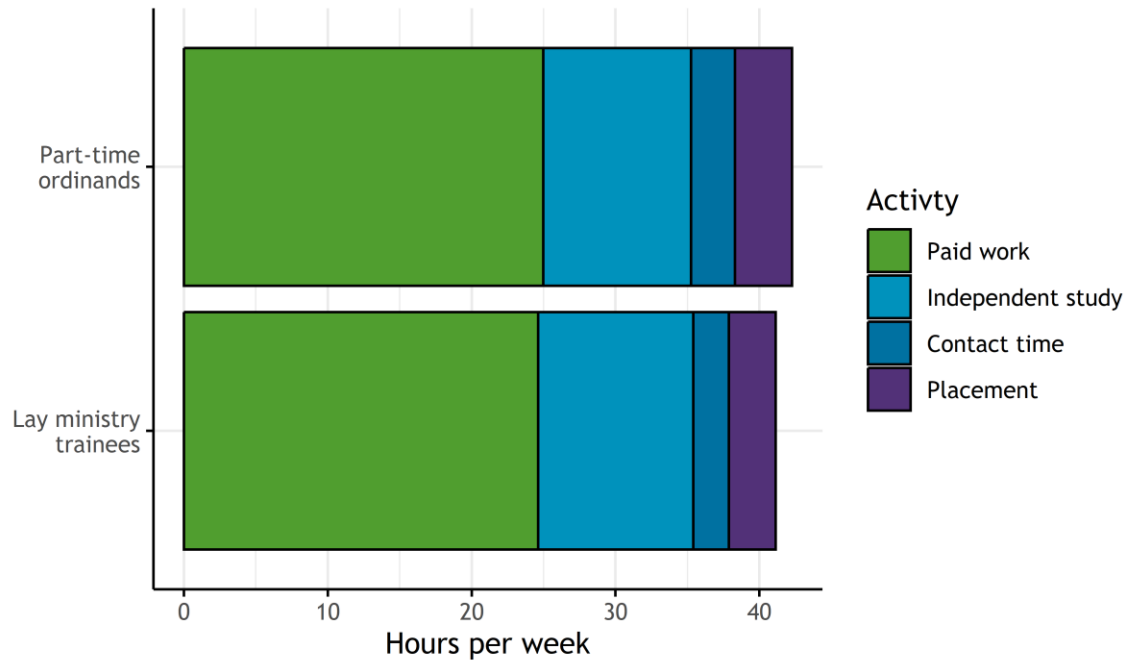


Figure 2: Average trainee time use in a typical term time week

Activity	Hours (part-time ordinands)	Hours (lay ministry trainees)
Independent study	10.3	10.8
Paid work	25.0	24.6
Placement	4.0	3.3
Contact time	3.1	2.5

Table 5: Average trainee time use in a typical term time week

3.2.2 Term time training hours

average total term time training hours (that is, independent study combined with contact hours and placement hours) were 17.3 for part-time ordinands and for lay ministry trainees. **Figure 3** and **Table 6** show the distribution of hours of term time study across each group of trainees.

Typical hours of term time study

(Contact hours + independent study)

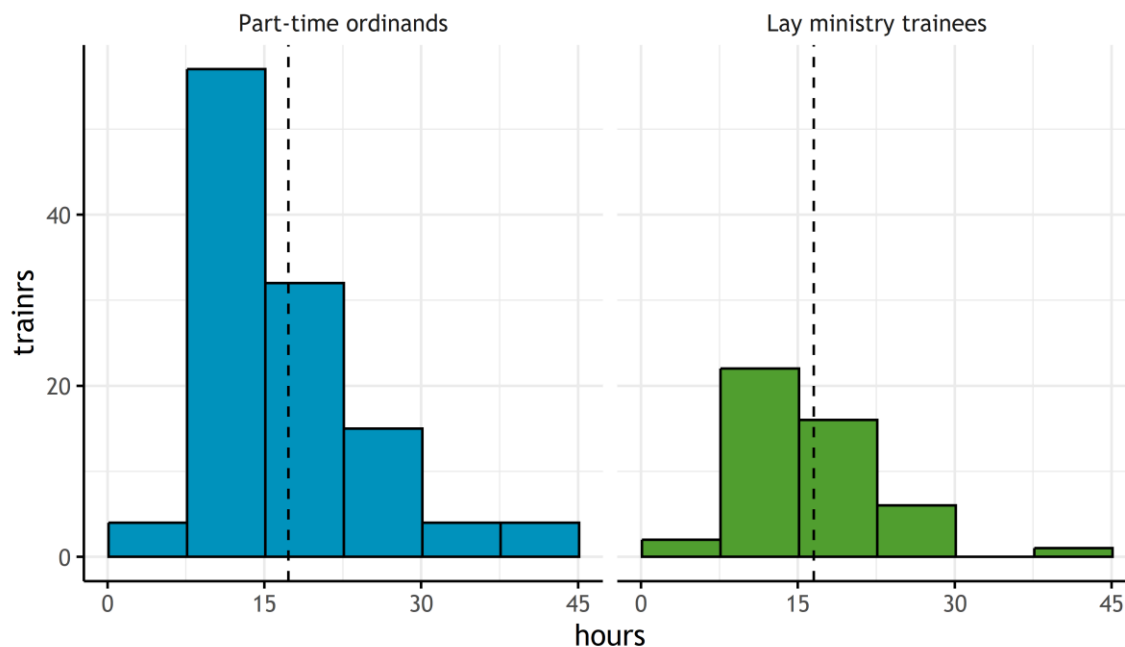


Figure 3: total term time training hours

7% of part-time ordinands might be designated ‘part-time in name only’, because their total training hours exceed the Office for National Statistics’ 30-hour limit for a part-time work week.

Trainees	Hours term time study	n	%
Part-time ordinands	0.1 - 7.5	4	3%
	7.6 - 15	57	49%
	15.1 - 22.5	32	28%
	22.6 - 30	15	13%
	30.1+	8	7%
Lay ministry trainees	0.1 - 7.5	2	4%

7.6 - 15	22	47%
15.1 - 22.5	16	34%
22.6 - 30	6	13%
30.1+	1	2%

Table 6: Total term time training hours

3.2.3 Total time required by work and training

Total time required by paid work and training can be estimated by summing four variables:

- Typical weekly contact hours (in term time)
- Typical hours of independent study (in term time)
- Hours of paid work undertaken in the previous week
- Hours of placement undertaken in the previous week

Summing the data in this way reveals that 25% of part-time ordinands and 32% of lay ministry trainees were working a total of 55 or more hours per week. It has been shown that after 50 hours of work, overall productivity increases minimally as working hours increase ³.

Furthermore, the World Health Organisation has found that working for 55 hours or more per week increases a person's risk of stroke by 35% and their risk of death due to ischemic heart disease by 17% ⁴. Between their paid work and their ministerial training, a number of trainees may therefore be endangering their long-term health whilst experiencing minimal gains to their overall productivity.

In a separate question, 31% of part-time ordinands and 31% of lay ministry trainees indicated that they had never gone for a full week during the academic year without undertaking at least some training, study or placement.

Part-time ordinands spend, on average, a total of 42.3 hours on their paid work and ministerial training, and lay ministry trainees spend a total of 41.1 on the same. 55% and 53% of part-time ordinands and lay ministry trainees respectively spend over 40 hours a week on this combination of work and training. For all trainees, total hours spent in paid work and training were weakly correlated with experiences of day-to-day time pressure. **Figure 4** visualises the distribution of these hours for part-time ordinands and lay ministry trainees. **Table 7** tabulates these data.

³ John Pencavel, *The Productivity of Working Hours*, IZA Discussion Paper No. 8129, 2014

⁴ Relative to working a 35-40 hour week. See: Pega et al., *Global, regional, and national burdens of ischemic heart disease and stroke attributable to exposure to long working hours for 194 countries, 2000-2016*, Environment International Volume 154, 2021

Total time spent on paid work and training

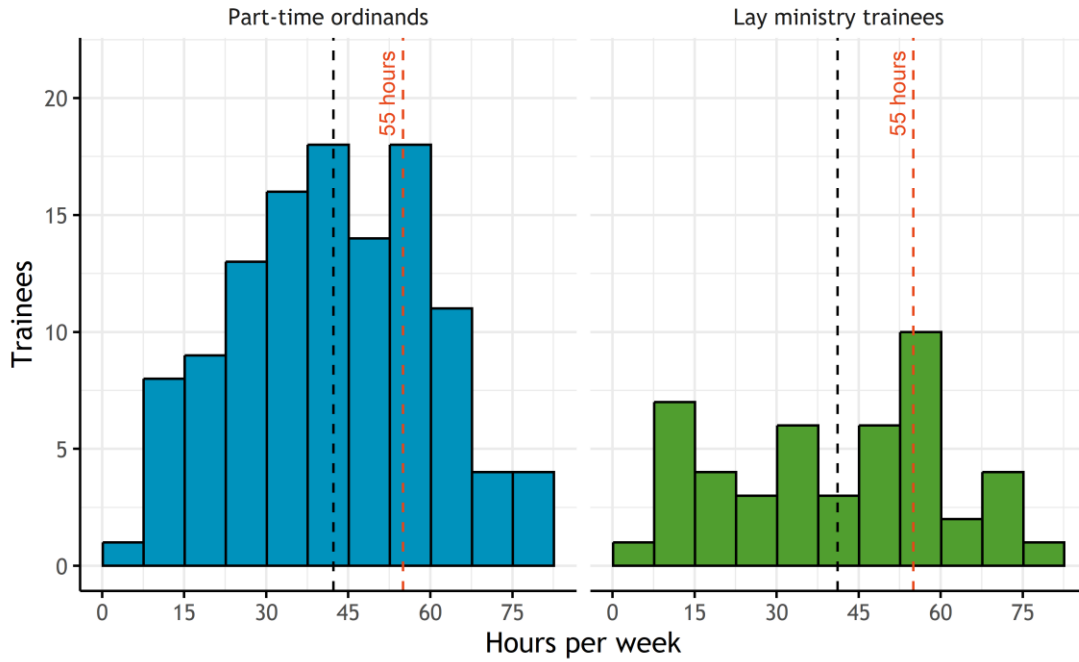


Figure 4: Total time per week spent on work and training

Trainees	Total hours required	n	%
Part-time ordinands	0.1 - 15	9	8%
	15.1 - 30	22	19%
	30.1 - 45	34	29%
	45.1 - 60	32	28%
	60.1 - 75	15	13%
	75.1+	4	3%
Lay ministry trainees	0.1 - 15	8	17%
	15.1 - 30	7	15%
	30.1 - 45	9	19%
	45.1 - 60	16	34%
	60.1 - 75	6	13%
	75.1+	1	2%

Table 7: Total time per week spent on work and training

3.2.4 Overview of time use by activity

Table 8 summarises how hours of time use varied across respondents for each surveyed activity, and Figure 5 visualises this data. For a more detailed breakdown of each activity, see Appendix 1.

Trainees	Activity	Median	Lower quartile	Upper quartile	Min	Max
Part-time ordinands	Paid work	25.0	10.0	38.8	0	70
	Independent study (term time)	10.0	6.8	12.0	1	30
	Independent study (non-term time)	5.0	3.0	10.0	0	32
	Contact with teaching/training staff	3.0	2.0	3.0	0	15
	Travel to and from TEI	1.5	0.0	3.0	0	20
Lay ministry trainees	Paid work	25.0	6.2	40.0	0	60
	Independent study (term time)	10.0	6.0	14.2	2	35
	Independent study (non-term time)	4.5	2.0	10.0	0	30
	Contact with teaching/training staff	2.5	2.0	3.0	1	6
	Travel to and from TEI	1.0	0.0	2.0	0	4

Table 8: Weekly time use (in hours) for each activity

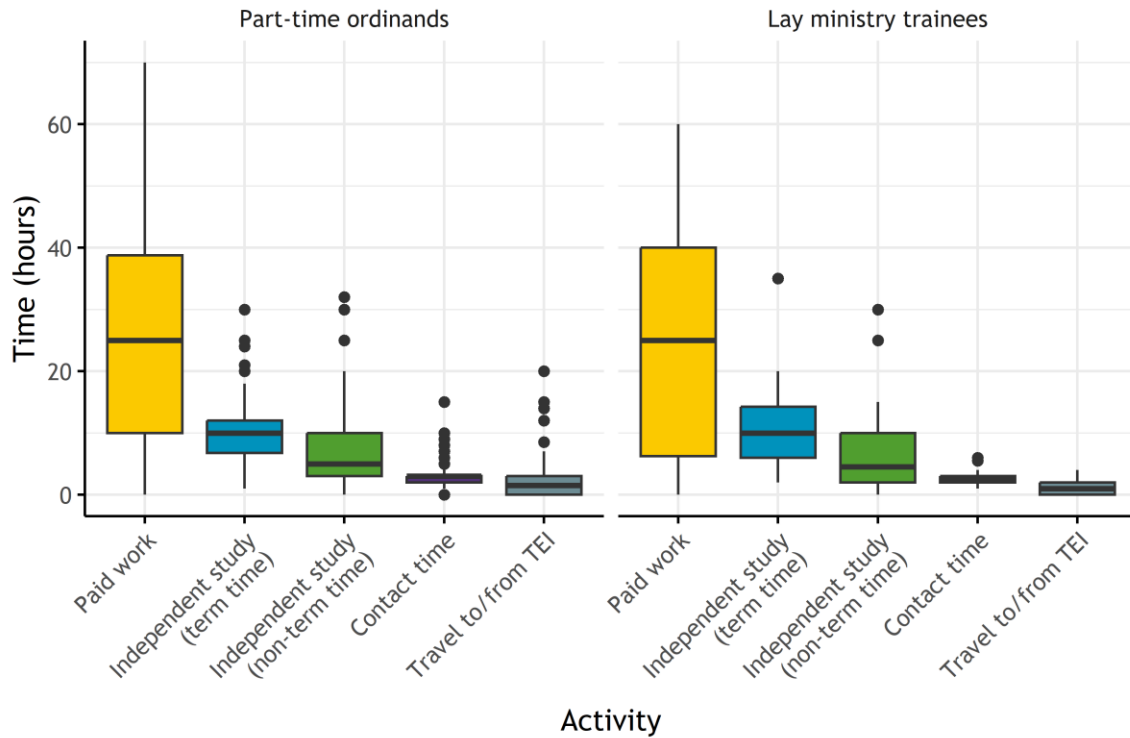


Figure 5: Weekly time use (in hours) for each activity

3.3 Experiences of time and pressure

Experiences of time and pressure varied considerably between respondents. But most trainees felt that their training required at least a little more time than they had initially expected, and over half of all part-time ordinands were experiencing at least ‘a lot’ of day-to-day time pressure. Over 80% of part-time ordinands and over 70% of lay ministry trainees had felt overwhelmed by their training at least occasionally within the 30 days preceding their response.

The respective experiences of unanticipated time requirements, day-to-day time pressure and feeling overwhelmed were all correlated with one another. Unanticipated time demands exacerbated experiences of day-to-day time pressure, and both of those variables directly increased the probable frequency of feeling overwhelmed.

The majority of trainees (over 80% of part-time ordinands) found it difficult to make time for rest, and 33% of part-time ordinands had reduced the amount of time they spent sleeping in order to accommodate their training.

The following statistics give a good high-level impression of trainees’ experiences of their courses:

- 57% of part-time ordinands and 56% of lay ministry trainees agreed with the statement ‘I’m just trying to pass my course; I don’t have capacity to do anything more than that.’

- 61% of part-time ordinands and 56% of lay ministry trainees said they had found some parts of the course difficult to keep up with.
- 78% of part-time ordinands and 71% of lay ministry trainees said that they wished they had more time to reflect on the formational aspects of their training.
- However, 40% of part-time ordinands and 42% of lay ministry trainees regularly undertook reading that was additional to module requirements.

3.3.1 Time requirements relative to expectations

For the majority of trainees (75% of part-time ordinands and 80% of lay ministry trainees), training required at least a little more time than they expected prior to undertaking it. For almost half of all trainees (44% and 45% respectively), training required much more time than they had expected. Nobody said that their training required much less time than they had expected.

Unanticipated time demands were positively associated with the level of day-to-day time pressure felt by respondents, as well as the frequency with which they had felt overwhelmed in relation to their course. Within this sample, covariance ⁵ between unanticipated time demands and the frequency of feelings of overwhelm explained 39% of total variance in the latter. The data therefore suggest that clearer, more accurate communication of time requirements before the start of a course might be one of the most efficient ways of reducing the overall overwhelmed-ness of trainees.

For both part-time ordinands and lay ministry trainees, unanticipated time demands were positively associated with the number of hours of independent study that trainees undertook per week during term time. Many trainees highlighted these unanticipated time requirements when they were asked for any additional comments on training experience; below are some selected comments:

- ‘More information about the course could be given to allow students to fully understand what they will be doing.’
- ‘Having to meet assignment deadlines when I... have dyslexia and dyspraxia which is not mentioned in this survey.’
- ‘It takes me roughly 14 hours to write an essay, yet the lesson prep schedule does not take this into account.’
- ‘Due to my neurodiversity, it takes longer to do the reading for assignments etc. This is the first thing I’ve studied since my ADHD diagnosis.’
- ‘I really do think there should be some sort of foundation course... the amount of reading and writing required is enormous.’

Figure 6 and Table 9 respectively visualise and tabulate trainees’ experiences of time requirements relative to their initial expectation.

⁵ Covariance is the extent to which two variables increase or decrease ‘together’

Time required compared to initial expectations

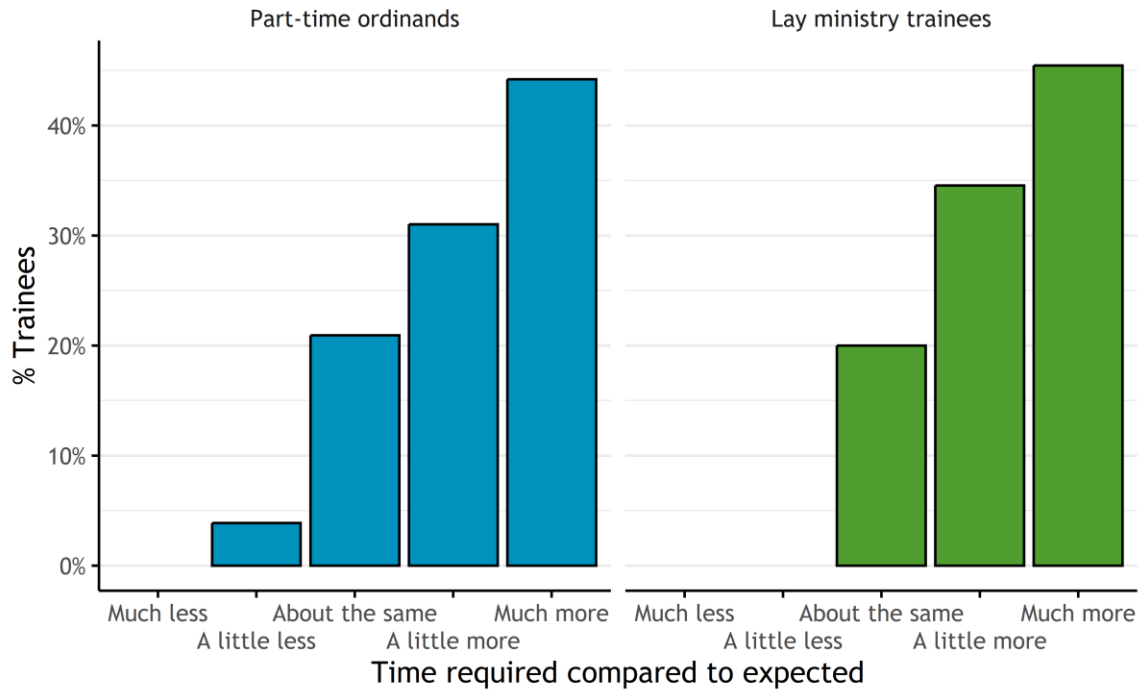


Figure 6: Time requirements compared to initial expectations

Trainees	Relative time requirement	n	%
Part-time ordinands	Much less	0	0%
	A little less	5	4%
	About the same	27	21%
	A little more	40	31%
	Much more	57	44%
Lay ministry trainees	Much less	0	0%
	A little less	0	0%
	About the same	11	20%
	A little more	19	35%
	Much more	25	45%

Table 9: Time requirements compared to initial expectations

3.3.2 Experiences of day-to-day time pressure

54% of part-time ordinands said that they experienced at least ‘a lot’ of time pressure on a day-to-day basis. 20% said that they experienced a ‘great deal’ of time pressure.

62% of lay ministry trainees experienced time pressure equal to or less than ‘a moderate amount’. Only 13% of lay ministry trainees experienced ‘a great deal’ of time pressure on a day-to-day basis. [Figure 7](#) and [Table 10](#) describe responses to this question in more detail.

Across all trainees, day-to-day time pressure was weakly correlated with total time spent in paid work and ministerial training. Whilst the presence of such a correlation is hardly surprising, the weakness of the correlation suggests that experiences of time pressure could be moderated by other factors. These might include unlisted time commitments (such as childcare) or more subjective variations in individuals’ experiences of time and/or pressure.

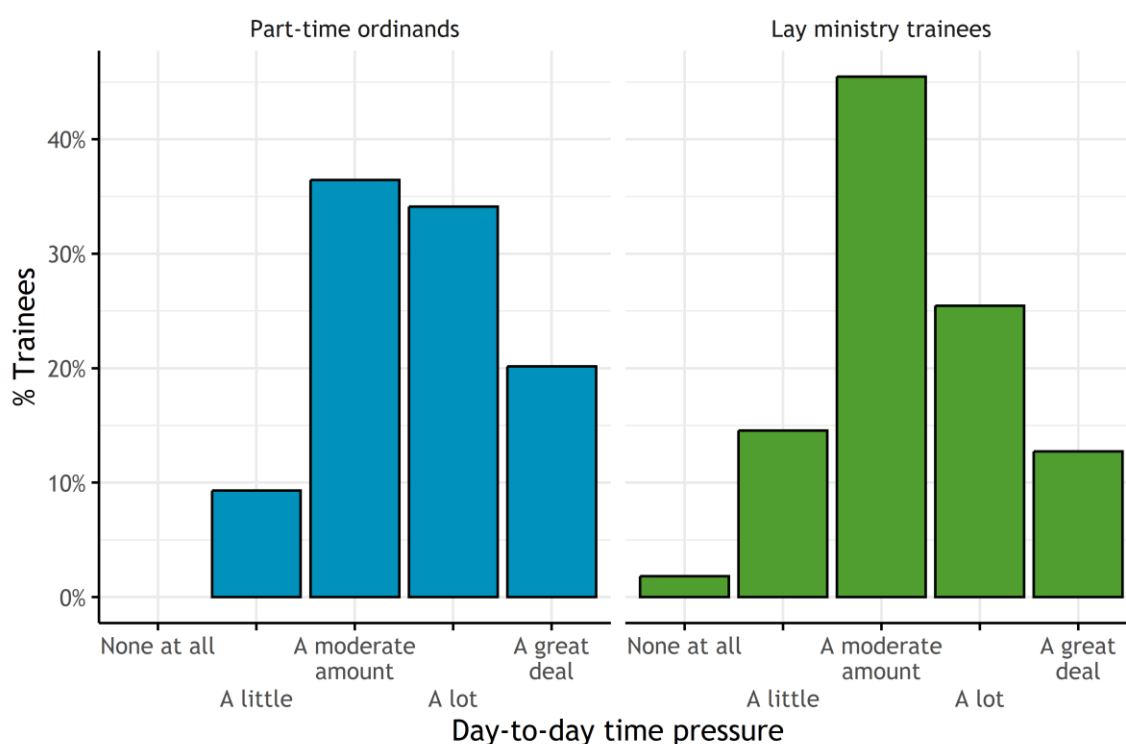


Figure 7: Day-to-day time pressure experienced by trainees

Trainees	Day-to-day time pressure	n	%
Part-time ordinands	None at all	0	0%
	A little	12	9%
	A moderate amount	47	36%
	A lot	44	34%

	A great deal	26	20%
	None at all	1	2%
	A little	8	15%
Lay ministry trainees	A moderate amount	25	45%
	A lot	14	25%
	A great deal	7	13%

Table 10: Day-to-day time pressure experienced by trainees

3.3.3 Experiences of feeling overwhelmed

Trainees were asked to recall how often, within the previous 30 days, they had felt overwhelmed in relation to their ministerial training. 5% of part-time ordinands and 2% of lay ministry trainees said that, in the previous 30 days, they had felt overwhelmed ‘all the time’ in relation to their ministerial training. That is one in twenty part-time ordinands. Only 5% and 7% of part-time ordinands and lay ministry trainees respectively said that they had never felt overwhelmed. The majority of trainees (81% and 73% respectively) had felt overwhelmed at least occasionally.

Below are selected excerpts from some of the additional comments shared by trainees who said that they had felt overwhelmed all the time within the 30 days preceding their response:

- ‘The burden is overwhelming... it’s too much work, too difficult, too high a standard and excludes so many. It is elitist and outdated.’
- ‘It means juggling work, family, life and training... [The church] cannot claim concern for the welfare of ordinands when its demands on time and energy are excessive.’
- ‘I have no free time to socialise with family and friends as I’m too busy with assignments.’
- ‘I’ve had to take days off and use up annual leave for placements, residential, to get essays done. That obviously then impacts on the family.’
- ‘I am looking forward to getting my life back.’
- ‘It has been the hardest two years of my life.’
- ‘You didn’t want to moan to your tutor due to the fact that they would be writing your final report, so you didn’t want to show you were struggling!’

Figure 8 and Table 11 respectively visualise and tabulate the frequency with which trainees felt overwhelmed by their courses.

Regularity of feeling overwhelmed

In the 30 days preceding response

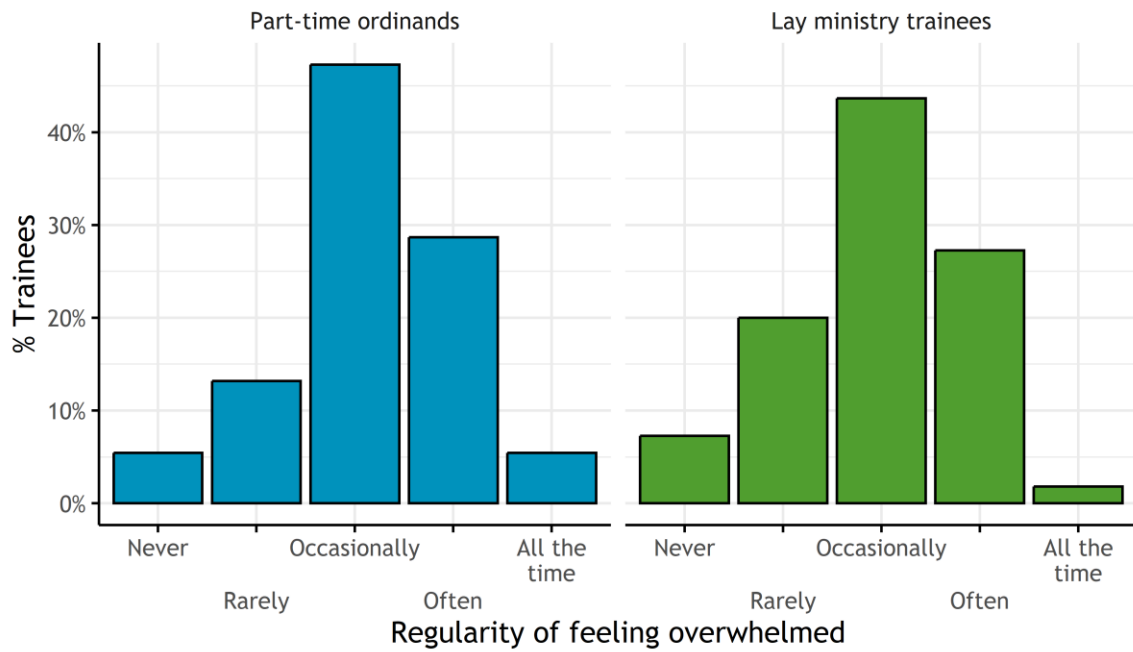


Figure 8: Frequency with which trainees felt overwhelmed by their courses

Trainees	How often overwhelmed? (prev. 30 days)	n	%
Part-time ordinands	Never	7	5%
	Rarely	17	13%
	Occasionally	61	47%
	Often	37	29%
	All the time	7	5%
Lay ministry trainees	Never	4	7%
	Rarely	11	20%
	Occasionally	24	44%
	Often	15	27%
	All the time	1	2%

Table 11: Frequency with which trainees felt overwhelmed by their courses

3.3.4 How well are trainees coping?

Trainees were asked to express how well they thought they were coping overall with the workload of their courses. Almost half (48%) of part-time ordinands said that they were finding it at least ‘quite difficult’ to cope (although only 4% said they were finding it ‘very difficult’). The overall symmetry of responses to this question from part-time ordinands suggests that the average experience of that group might be something in between ease and difficulty; at least one respondent stated (in a free text field) that they would have made use of a central option, had one been available. If that is the case, then it follows that the average training program for part-time ordinands is pitched at a good level of difficulty for the average trainee. In any case, it is reassuring that so few respondents found their course ‘very difficult’.

Only 33% of lay ministry trainees found their courses ‘quite’ or ‘very’ difficult, and the remaining 67% were coping ‘quite’ or ‘very’ well with their training.

Figure 9 and Table 12 each show how trainees felt they were coping with their courses. Difficulty in coping with the demands of training was weakly correlated with combined time spent in paid work and ministerial training. This weak correlation indicates that difficulty in coping with the course is partly explained by a shortage of available time, but is probably exacerbated by other factors such as external stressors or academic ability.

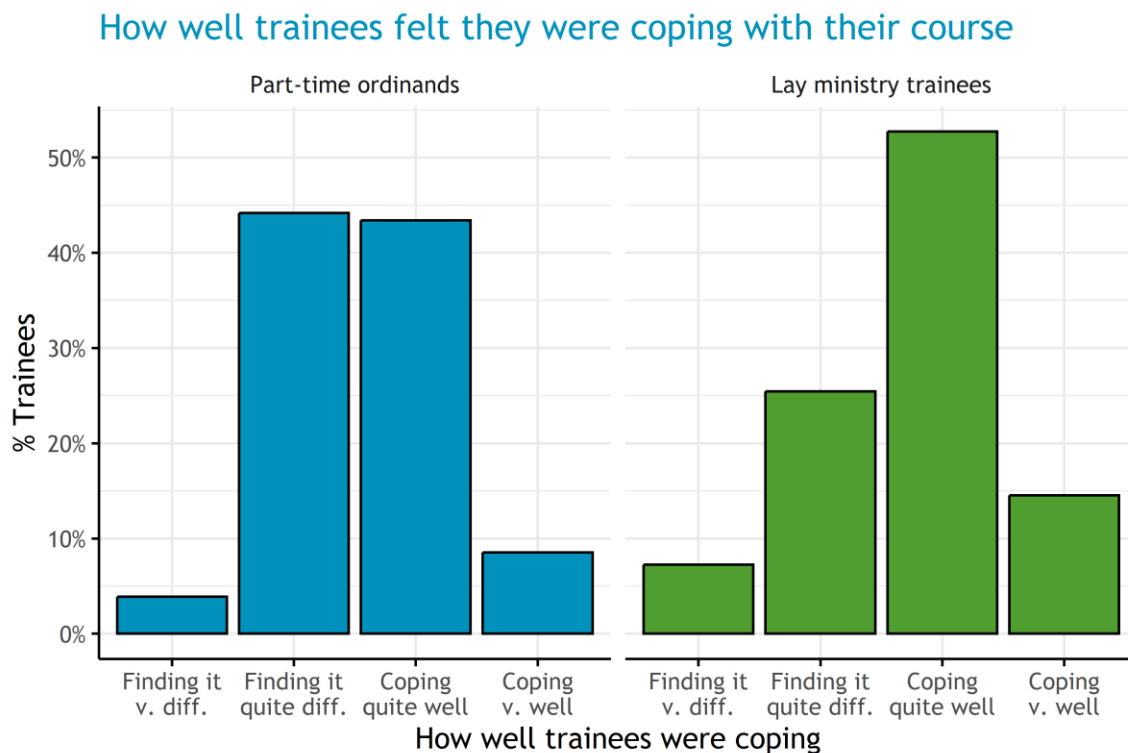


Figure 9: How well trainees were coping with their courses

Trainees	How well coping?	n	%
Part-time ordinands	Finding it very difficult	5	4%
	Finding it quite difficult	57	44%
	Coping quite well	56	43%
	Coping very well	11	9%
Lay ministry trainees	Finding it very difficult	4	7%
	Finding it quite difficult	14	25%
	Coping quite well	29	53%
	Coping very well	8	15%

Table 12: How well trainees were coping with their course

3.3.5 How trainees have accommodated training

78% of part-time ordinands and 73% of lay ministry trainees said that they had reduced the amount of time they spent on hobbies or relaxation in order to make time for their ministerial training. 65% and 54% of part-time ordinands and lay ministry trainees respectively had reduced time doing housework, but this varied significantly by gender (see [Section 3.5.2](#)).

Over a third (36%) of part-time ordinands had reduced their hours of paid work, and 8% had given up work altogether. 25% and 5% of lay ministry trainees respectively had done the same.

33% of part-time ordinands were losing sleep in order to accommodate their training, as were 23% of lay ministry trainees. [Table 13](#) tabulates these data comprehensively, including the 2% of part-time ordinands who used free text fields to indicate they had used paid holiday to make space for their training.

Activity	% reduced part-time ordinands	% reduced lay ministry trainees
Hobbies/relaxation	78%	73%
Socialising	83%	66%
Housework	65%	54%
Helping/ministering at church	47%	39%
'Secular' volunteering	39%	39%
Paid work	36%	25%
Sleeping	33%	23%
Private prayer	20%	18%
Care for dependants	26%	9%
Stopping paid work	8%	5%
Holidays	2%	0%

Table 13: Activities trainees have given up to accommodate training

3.3.6 Areas of felt time pressure

85% of part-time ordinands reported difficulty in finding time to rest, including 40% who said they found it 'very difficult' to do so. 65% of lay ministry trainees also had difficulty finding time to rest. Respondents were also asked about difficulty they experienced in making time for:

- Fulfilling Christian ministry
- Pursuing ministerial training
- Maintaining/cultivating prayer life
- Looking after family
- Undertaking paid work

Responses to these questions are tabulated in [Figure 10](#). Note that these items included a 'not applicable' option, and the values shown are a percentage of those respondents to whom the question applied.

Areas of felt time pressure

Which activities are hardest to accommodate?

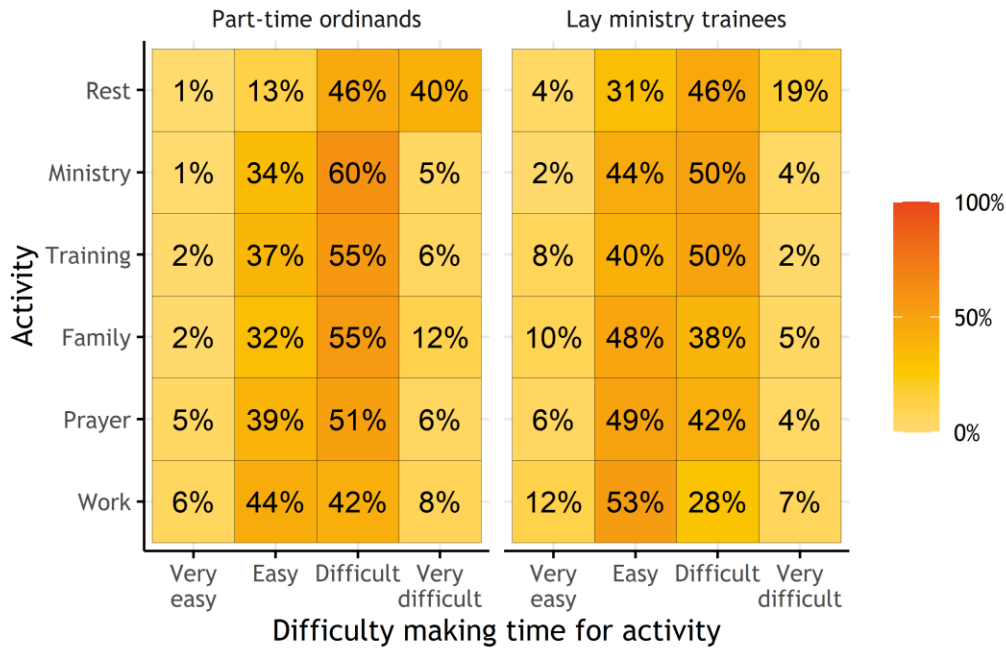


Figure 10: Areas of felt time pressure

It is particularly difficult for part-time ordinands to find time to rest, but there is a wider pattern of general pressure in which ‘difficulty making time’ appears to be the norm.

62% of part-time ordinands found it ‘difficult’ or ‘very difficult’ to make time for their families, compared to 43% of lay ministry trainees. In response to a separate question, 74% and 38% of part-time ordinands and lay ministry trainees respectively said that the needs of their family caused them at least ‘a moderate amount’ of difficulty in effectively managing their time.

Likewise, paid work was difficult to accommodate for 51% of those part-time ordinands who indicated that they undertook it, but only 35% of lay ministry trainees in the same situation. Across all trainees, time in paid work was weakly negatively correlated with time spent in independent study during term time.

Part-time ordinands generally found a larger number of activities ‘difficult’ or ‘very difficult’ to accommodate - 63% selected one of those options for at least half of the listed activities, compared to 37% of lay ministry trainees.

3.3.7 Why do ordinands study part-time?

Part-time ordinands were asked, via a free text field, why they had chosen to study part-time. Although these responses varied, some obvious themes came through:

- 44% studied part-time because they could not afford to reduce their working hours.

- 24% studied part-time because they were not offered a choice (usually on account of their age).
- 11% studied part-time because they wished to become a self-supporting minister.
- 27% studied part-time for other reasons.

These categories sometimes overlapped, such as in the case of trainees who were not given the option of full-time study but also acknowledged that they could not afford to reduce their working hours.

The ‘other’ reasons given were varied, but fell into a few distinct categories as noted in [Table 14](#). In many responses, two or more of these reasons coincided.

Reason	Quotation
Paid work as vocation	'My work is part of my ministry so I still wanted to engage with my workplace whilst training'
Caring for children	'Being a stay-at-home mum of four, I wouldn't have time for full-time training'
Volunteering	'Commitments in the parishes and outside commitments with two charities'
Caring for adults	'The demands of caring for my wife'
Location	'I live in France'
Preference	'To fit in with my early retirement that includes many interests'

Table 14: ‘Other’ reasons for studying part-time

3.4 What makes time management easier?

3.4.1 Ameliorating factors identified by trainees

Trainees were asked to identify, from a list, anything that they thought might make it easier for them to use their time more effectively in relation to their training. 26% of part-time ordinands said that they would be helped in this regard by earlier access to their course reading lists, as did 32% of lay ministry trainees. Approximately 20% of both groups said that they would find their time easier to manage if there were more options for studying in smaller, local groups. Responses to this question are tabulated comprehensively in [Table 15](#).

Time would be easier to manage if there were:	Part-time ordinands	Lay ministry trainees
Earlier access to reading lists	26%	32%
More options for studying in smaller local groups	19%	21%
More options to join sessions online	22%	14%
Advanced notice of upcoming assignments	15%	9%
Greater flexibility over contact hours	13%	9%
More residentials, less regular contact	8%	11%
More regular contact, fewer residentials	13%	4%
More evening sessions	10%	5%

Table 15: Ways in which effective time use could be facilitated

There were also numerous free text responses to the ‘other’ item of this question, in which respondents put forward suggestions for other actions that might help them to make more effective use of their time. Some of the main themes emerging from those responses were:

- Improving available resources, including library access and video lectures
- Considering more carefully the timings of assignments and the concentration of deadlines
- Financial aid to enable reduction in hours of paid work
- Reducing academic requirements where possible
- Facilitating rest by removing holiday assignments

3.4.2 The benefits of a weekly day off

22% of part-time ordinands and 20% of lay ministry trainees said that they never took a weekly day off from paid work and study. The regularity with which trainees were able to take a weekly day off from those things was strongly correlated with a number of positive outcomes. These include:

- Coping better with the course overall
- Feeling overwhelmed less frequently
- Experiencing less day-to-day time pressure

This day off does not need to happen every week in order for a positive effect to be observed - trainees who sometimes observe a weekly rest day are generally better off than those who never do. However, trainees who **never take a weekly rest day** are generally subject to particularly negative outcomes:

- 65% find their course at least ‘quite difficult’ (37% of all other trainees)

- 55% at least ‘often’ experience feeling overwhelmed by the course (26% of all other trainees)
- 42% experience ‘a great deal’ of day-to-day time pressure (11% of all other trainees)

It is important to understand that the causal relationship between these variables is unknown, and probably ‘works both ways’. That is:

- People who have a regular day off probably benefit from that rest
- People who are really struggling with their training will find it hard to have a regular day off

Having a regular day off is therefore not a ‘silver bullet’ that can alleviate all the pressures of training, but aiming for a regular day off is likely to help trainees to cultivate restful rhythms and to help them (and their tutors) to better understand when they are being overstretched.

3.5 Exacerbating demographic effects

This section of the report details demographic factors that were found to exacerbate time pressure for trainees or to otherwise modify their experience of time use and time pressure. These include:

- A history of free school meal eligibility
- Gender (particularly in relation to childcare)
- Disability and additional educational needs

3.5.1 Socioeconomic factors

Data on respondents’ socioeconomic status and social mobility were collected using **measures recommended by the Social Mobility Commission**. These measures included:

- Socioeconomic background
- Type of school attended
- Historical free school meal eligibility

Respondents’ socioeconomic backgrounds were approximated using the **NS-SEC classification** of the profession of the main household earner when the respondent was 14 years old.

No evidence was found for any direct relationship between socioeconomic background and experiences of time or pressure, nor between attendance at an independent school and experiences of time or pressure. However, historical eligibility for free school meals (FSM) was found to be associated with:

- Total time spent doing paid work and training
- Hours of independent study during term time
- Coping less well overall with the course

18% of part-time ordinands and 9% of lay ministry trainees were eligible for FSM when they left school. These statistics are difficult to meaningfully benchmark because of the variation in age among respondents and the historical variation in FSM eligibility in the UK over the last 30 years.

Trainees who had been eligible for FSM were generally coping less well with their training workload than those who had not. **Table 16** shows responses to the question ‘How well do you feel you are coping with the workload of the course?’ by historic FSM eligibility.

This difficulty in coping with workload appears to be related to the amount of time trainees require for independent study: On average, FSM-eligible trainees dedicated 3 hours 45 minutes more time to weekly term-time study than trainees who had not been eligible for FSM. Furthermore, trainees who had been eligible for FSM spent an average of over 57 hours per week (during term time) undertaking paid work or ministerial training - approximately 14 hours more per week than trainees who had not been eligible for FSM. As has been noted in **Section 3.2.3**, working over 55 hours per week leads to diminished returns in productivity and introduces serious health risks.

47% of trainees who had been eligible for FSM were from working class socioeconomic backgrounds, but only 12% of trainees who had not been eligible. Despite this relationship between socioeconomic background and FSM eligibility, no significant effect of socioeconomic background on time use or experiences of coping was found.

FSM eligibility is a predictor of multiple negative outcomes, including earning less and being less likely to attend university. Among those who graduated between 2002 and 2019, only 16.2% of free school meal recipients had achieved a bachelor’s degree or equivalent by age 30, whereas 28.2% of all other state educated pupils had done the same ⁶. It is likely that the additional hours spent in independent study among FSM recipients are partly explained by this group having, on average, less experience of independent academic study. Similarly, the higher average time spent in work and study combined is probably caused by not being in a position to reduce working hours in order to accommodate study. Readers will recall that time in paid work was weakly negatively correlated with time in independent study. Furthermore, of the 15 answers to the question ‘Why did you choose to study part-time?’ received from FSM-eligible trainees, 10 made reference to not being able to reduce their working hours, 5 made reference to having no choice on account of their age, and only 1 indicated having made a choice between feasible alternatives.

⁶ Office for National Statistics, *Why free school meal recipients earn less than their peers*, August 2022, Accessed at: <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/whyfreeschoolmealrecipientsearnlessthantheirpeers/2022-08-04>

Free school meals?	Finding it very difficult	Finding it quite difficult	Coping quite well	Coping very well
Yes	11%	58%	26%	5%
No	5%	32%	51%	12%

Table 16: Coping with course by historical free school meals eligibility

Lack of academic experience

The survey used in this research did not ask trainees to disclose their highest level of qualification, but FSM eligibility predicts the likelihood of university attendance. As mentioned above, this relationship explains some of the correlation between FSM eligibility and time spent in independent study or ability to cope with the course. In free text fields, many trainees (including those who had not been eligible for FSM) were explicit about the difficulty of engaging with the academic aspects of training:

- ‘It takes me roughly 14 hours to write an essay... ministry really energises me. The academic study does not.’
- ‘I did not attend university therefore the leap in having to read and write academic assignments in short time frames was very difficult to begin with.’
- ‘It’s a steep learning curve having never done any academic studying.’
- ‘I have benefited hugely from the fact that I’m an academic and that engaging with academic work comes easily to me.’
- ‘We can tick the academic boxes, but I’m not sure it allows time for formation!’
- ‘For some people, the return to study is after many, many years break... I really do think that there should be some sort of foundation course.’

3.5.2 Gender

The experiences of male and female trainees did not differ significantly in relation to their actual time use or their experiences of feeling pressured and/or overwhelmed. However, across part-time ordinands who lived in a household with one or more children, 91% of women stated that the needs of their family members made it at least moderately difficult for them to manage their time effectively, whereas only 69% of men in the same situation said the same thing. That discrepancy is consistent with wider national effects: in the UK, women spend on average 3 hours and 20 minutes per day doing unpaid housework, childcare and care of adults, which is 64 minutes longer than the average man ⁷. Across all trainees, 70% of women said that they had reduced the time they spent doing housework (including household administration) in order to accommodate their training. Only 44% of men said the same.

Female respondents were also less likely than men to live with children: 64% lived in households with no children, compared to 42% of male respondents. Given that both female part-time ordinands and women in general experience more keenly the demands of family life

⁷ Office for National Statistics, *Time use in the UK: March 2024*, 2024

upon their time, this discrepancy may be the effect of women with children being less likely to apply for ministerial training than men with children. If this is the case, this would only be one of several intersecting social effects that explain the aforementioned discrepancy, which will require further research to be better understood.

One further effect distinguished the experience of female part-time ordinands: they were significantly more likely to report that their ministerial training required more time than they expected prior to undertaking it: 80% of female part-time ordinands reported that their course required ‘a little more’ or ‘much more’ time than they had expected it would, compared to 63% of their male counterparts. No evidence was found that women spent any longer in independent study than men, which implies that the difference under consideration is caused either by differences in initial expectations, or by subjective differences in the way that time requirements are experienced.

3.5.3 Disability

20% of part-time ordinands and 23% of lay ministry trainees indicated that they were disabled according to the definition used by the 2010 Equalities Act. Disabled trainees were more likely to feel overwhelmed in relation to their training than trainees who did not have a disability. **Table 17** shows how frequency of feeling overwhelmed varied between these two groups:

	Disabled	Never	Rarely	Occasionally	Often	All the time
No		6%	16%	51%	22%	6%
Yes		5%	12%	30%	52%	0%

Table 17: Variation in frequency of feeling overwhelmed between disabled and non-disabled trainees

Disability was not found to be associated with longer study times, increased day-to-day time pressure or difficulty with the course itself. In this way it exemplifies a factor that moderates the relationship between time use and a negative outcome (in this case, feeling overwhelmed). Time use has been shown in this research to have an effect on some negative outcomes, but those relationships are moderated by many other factors, resulting in a wide range of individual experiences.

There was only one significant way in which disabled trainees used their time differently from other trainees, which is that they spent approximately 50 fewer minutes per week travelling to and from their TEI. 40% of disabled trainees spent no time travelling to and from their TEI in the week prior to data collection, compared to only 25% of all other trainees.

Additional educational needs

In free text fields, respondents described a variety of conditions which had affected their training. These included dyslexia, dyspraxia, ADHD and references to neurodiversity. Not all of these respondents described themselves as disabled, but they described the difficulty these conditions had caused them and (in some cases) the quality of the support they had received:

- ‘I have dyslexia and dyspraxia which is not mentioned in this survey. I am worn out, balancing everything.’
- ‘I am dyslexic and being given access to material to help me learn has helped with the time pressures.’
- ‘I have extended time to submit essays due to a learning plan and support given has enabled me to continue on the course as it has lessened my anxiety due to being neurodiverse.’”
- ‘I absolutely love it but find due to my neurodiversity, it takes longer to do the reading for assignments etc.’
- ‘I have dyslexia but they would not pay for my assessment even though they would for an ordinand.’

3.5.4 Ethnicity

Only 10 out of 180 respondents (6%) reported non-white ethnicities, and only 15% reported ethnicities other than White British. The low volume of non-white respondents (in absolute terms) has rendered it impossible to determine any effect of ethnicity upon the experience of training.

3.6 Differences between TEIs

The variation in trainee experience within each TEI was much larger than any differences between the TEIs. The data in this section of the report should be read in the understanding that differences between TEIs were almost never statistically significant.

3.6.1 Total time spent studying and working

No evidence was found for any significant variation between TEIs in the total time spent by trainees in paid work and study. When considering all the TEIs from whom at least 8 responses were received from part-time ordinands, there were part-time ordinands at each who worked for more than 55 hours as well as part-time ordinands who worked for less than 30 hours.

Figure 11 visualises the range of total hours worked across all TEIs from whom 8 or more responses were received from part-time ordinands. There is no visualisation of this statistic for lay ministry trainees due to lower response rates among that group.

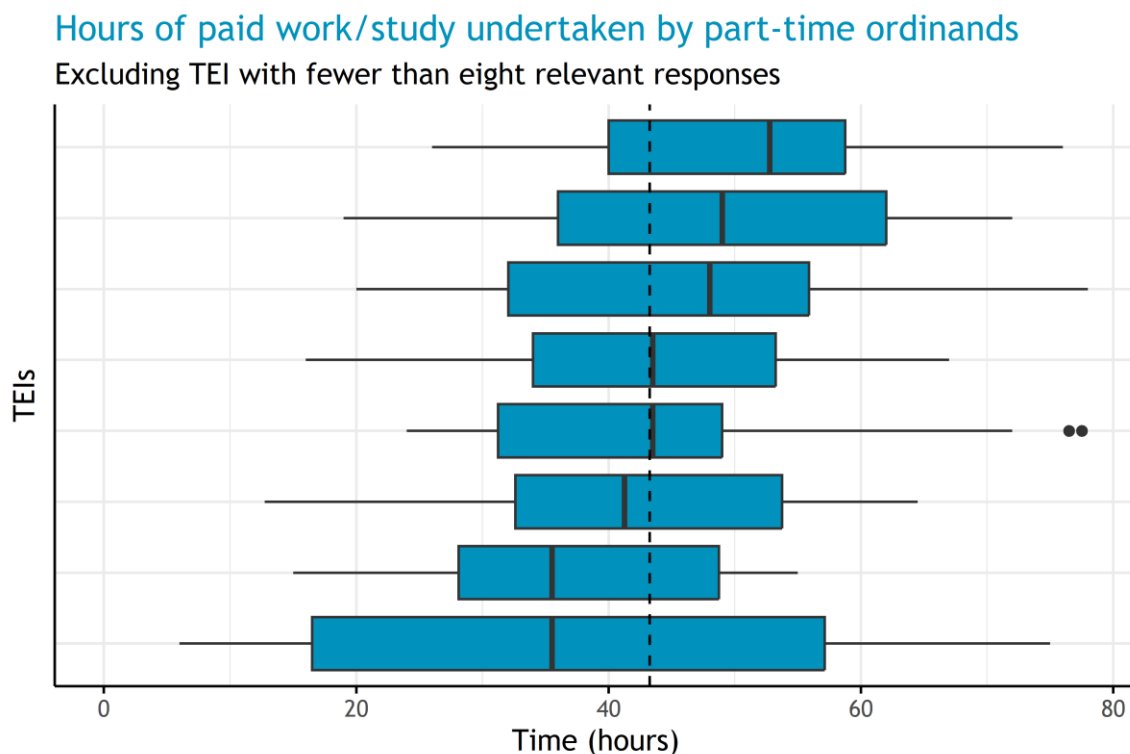


Figure 11: Range of hours worked by part-time ordinands across TEIs

3.6.2 Hours of independent study

Between TEIs from whom 8 or more responses were received from part-time ordinands, median hours of independent study ranged from 2-15 during term time and 1-10 outside of term time. Although the median number of hours of independent study varied substantially between these TEIs, there was limited evidence for any one TEI being significantly distinct from the others in this regard. However, there was one TEI at which hours of independent study outside of term time were significantly higher than the average for all other TEIs, and

this TEI was also the only TEI at which median hours of 'holiday study' were higher than median hours of term time study. This TEI is listed first in [Figure 12](#), which visualises the distribution of hours of independent study across these TEIs.

Hours of independent study undertaken by part-time ordinands

Excluding TEI with fewer than eight relevant responses

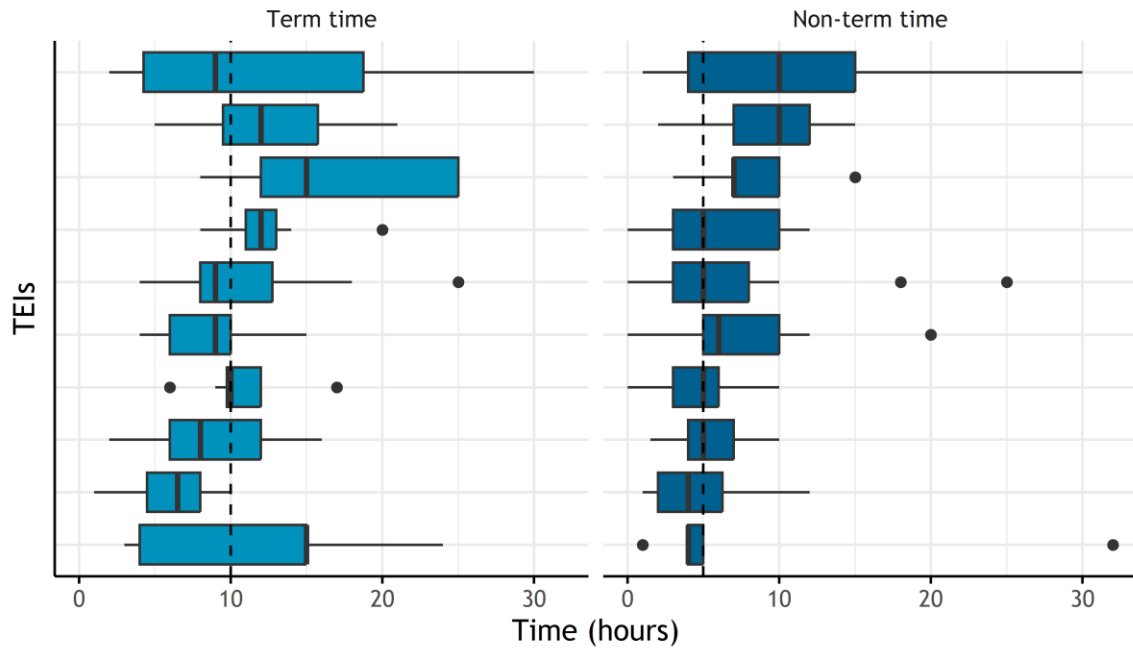


Figure 12: Independent study time by part-time ordinands across TEIs

4. Conclusion

This report has presented the findings of a research project on part-time ordinands and lay ministry candidates' experiences of the time demands of their training within the Church of England, and any impact of demographic factors on those experiences. This research has found that:

- There is considerable variation in the amount of time that part-time ordinands and lay ministry candidates give to different aspects of their training and to other activities.
- The majority of trainees find that their training requires more time than they expected.
- The majority of trainees are under considerable levels of pressure:
 - 56% of all trainees are 'just trying to pass the course'.
 - 79% of all trainees feel at least occasionally overwhelmed by the demands of their course.
 - Most trainees find it hard to make time for rest.
- Some trainees are experiencing unhealthy and unsustainable levels of pressure:
 - Within the previous 30 days, 1 in 20 part-time ordinands had felt constantly overwhelmed by the demands of their course.
 - 25% of part-time ordinands and 32% of lay ministry trainees are working for 55 or more hours per week in total.
- Overall time pressure is exacerbated by a lack of prior academic experience and an inability to reduce working hours.
- Half of all disabled trainees often feel overwhelmed by the requirements of their course.
- Taking (or being able to take) one day off per week led to a less pressured and more sustainable training experience.

In the light of these findings, we would encourage the Ministry Development Board and TEIs to reflect on the following questions:

- What level of pressure should be considered 'normal' in ministerial training?
- Why are most trainees surprised by the amount of time that is required by their training?
- How can TEIs identify and support their most overwhelmed trainees so that fewer people begin their new ministries in a state of poor mental health?
- What further training or support could be offered to trainees with limited academic experience?
- What kind of pathway would make training accessible for those who haven't attended university and may not be able to reduce their working hours?
- Are disabled trainees receiving all the support they need?
- What would happen if TEIs normalised a (maximum) six day work week for trainees?
- At what stage does academic pressure begin to impede spiritual formation?

May God bless every effort to equip his people for the work he has prepared for them.

Appendices

Appendix 1: Detailed time use statistics

Contact hours

The majority of trainees (89% of part-time ordinands and 96% of lay ministry trainees) had 4 or fewer contact hours in a typical term-time week outside of residential. Part-time ordinands had an average of 3 contact hours per week and lay ministry trainees had an average of 2.5. [Figure 13](#) and [Table 18](#) show the distribution of typical weekly contact hours in more detail.

Typical weekly contact hours

Excluding 1 response >10 hours

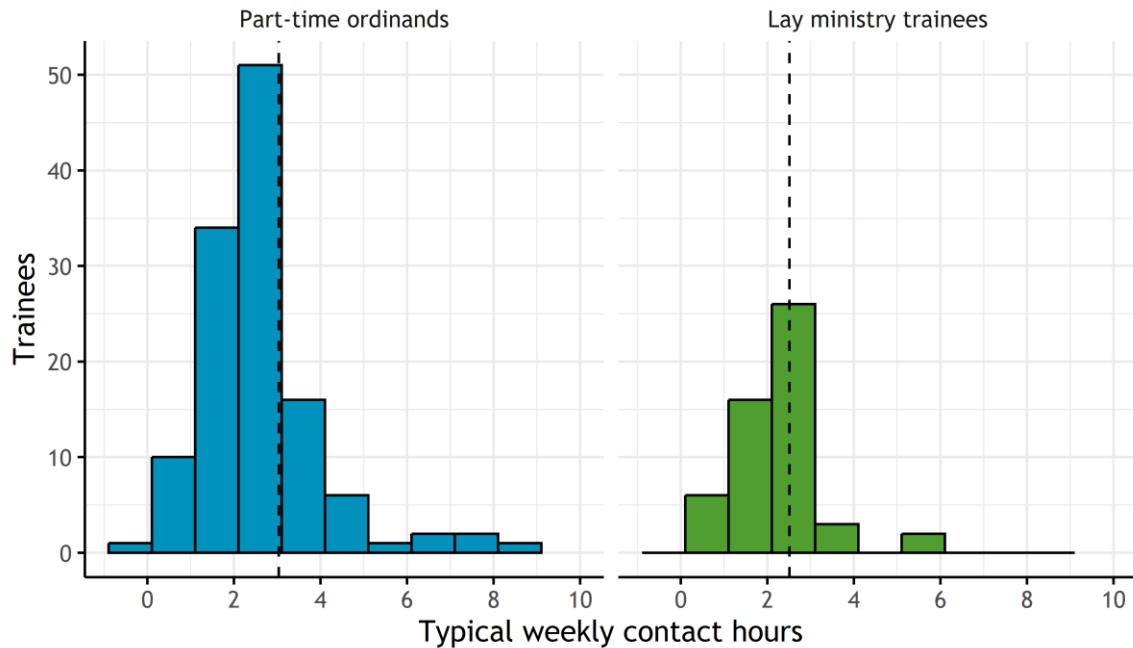


Figure 13: Distribution of weekly contact hours

Trainees	Contact hours	n	%
Part-time ordinands	0	1	1%
	0.1 - 2	44	35%
	2.1 - 4	67	53%
	4.1 - 6	7	6%
	6.1 - 8	4	3%

	8.1 - 10	2	2%
	11+	1	1%
	0.1 - 2	22	42%
Lay ministry trainees	2.1 - 4	29	55%
	4.1 - 6	2	4%

Table 18: Distribution of weekly contact hours

Hours of independent study (term time)

Part-time ordinands and lay ministry trainees undertake similar amounts of independent study during term time, and for both pathways the majority of trainees undertake an amount of independent study that is equivalent to between one and two workdays.

During term time, part-time ordinands undertook an average of 10.3 hours of independent study per week, and lay ministry trainees an average of 10.4 hours. 72% of part-time ordinands and 69% of lay ministry trainees undertook at least 7.5 hours per week of independent study, which is equivalent to one working day. 14% and 11% of part-time ordinands and lay ministry trainees respectively undertook over 15 hours of independent study per week. Figure 14 and Table 19 show these data in more detail.

Typical hours of independent study (term time)

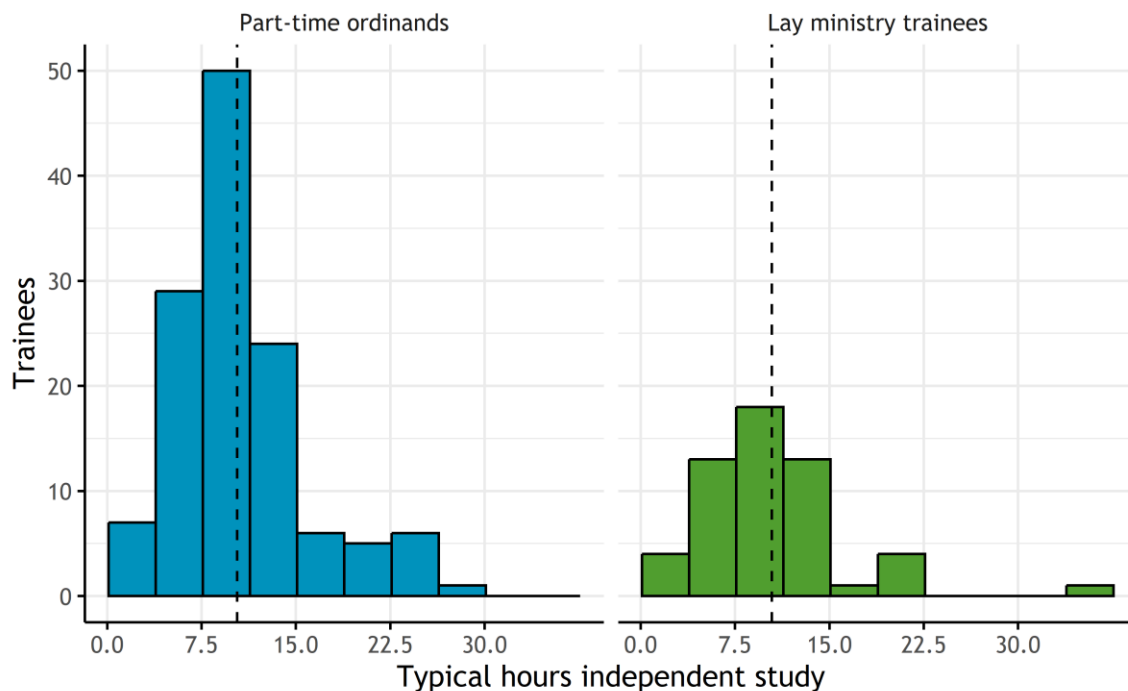


Figure 14: Hours of weekly independent study (term time)

Trainees	Hours of study (term time)	n	%
Part-time ordinands	0.1 - 3	7	5%
	3.1 - 6	25	20%
	6.1 - 9	28	22%
	9.1 - 12	38	30%
	12.1 - 15	12	9%
	15.1+	18	14%
Lay ministry trainees	0.1 - 3	4	7%
	3.1 - 6	11	20%
	6.1 - 9	5	9%
	9.1 - 12	20	37%
	12.1 - 15	8	15%
	15.1+	6	11%

Table 19: Hours of weekly independent study (term time)

Hours of independent study (outside term time)

Both part-time ordinands and lay ministry trainees reduced their typical hours of independent study outside of term time. Average time in independent study decreased to 7.2 hours for part-time ordinands and 5.8 hours for lay ministry trainees, respective decreases of approximately 3 and 5 hours for each group. In a separate question, 31% of part-time ordinands and 31% of lay ministry trainees indicated that they had never gone for a full week during the academic year without undertaking at least some training, study or placement.

Outside of term time, only 38% of part-time ordinands and 31% of lay ministry trainees undertook independent study hours equivalent to a 7.5 hour working day, and only 6% and 4% of each group respectively undertook study hours equivalent to two working days. [Figure 15](#) and [Table 20](#) show these data in more detail.

Typical hours independent study (non-term time)

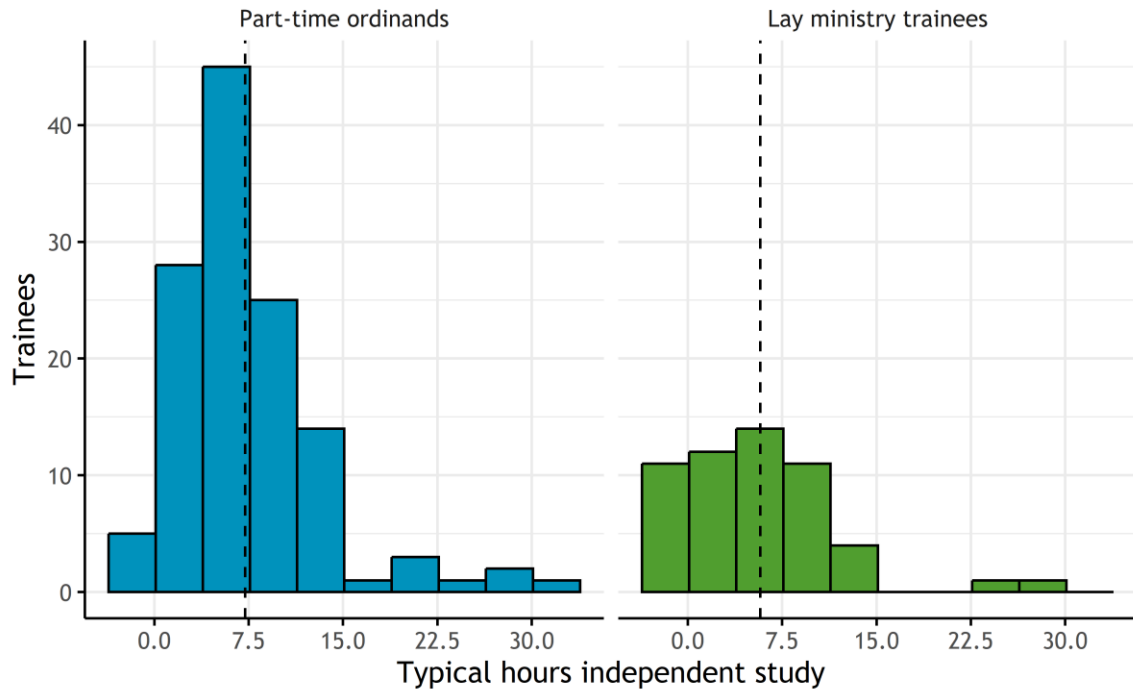


Figure 15: Hours of weekly independent study (non-term time)

Trainees	Hours of study (term time)	n	%
Part-time ordinands	0	5	4%
	0.1 - 3	28	22%
	3.1 - 6	40	32%
	6.1 - 9	13	10%
	9.1 - 12	25	20%
	12.1 - 15	6	5%
	15.1+	8	6%
Lay ministry trainees	0	11	20%
	0.1 - 3	12	22%
	3.1 - 6	13	24%
	6.1 - 9	3	6%
	9.1 - 12	10	19%

12.1 - 15	3	6%
15.1+	2	4%

Table 20: Hours of weekly independent study (non-term time)

Hours of paid work

There was considerable variation in the hours of paid work undertaken by part-time ordinands and lay ministry trainees alike: 18% of part-time ordinands and 23% of lay ministry trainees did no paid work in the week preceding their response to the survey, but 28% and 23% of part-time ordinands and lay ministry trainees respectively had worked between 30 and 40 hours. Only 13% of part-time ordinands and 19% of lay ministry trainees had undertaken over 40 hours of paid work.

Among trainees who had undertaken paid work in the previous week, the average hours of paid work were 30.9 and 31.6 for part-time ordinands and lay ministry trainees respectively. Figure 16 and Table 21 show hours of paid work undertaken in more detail.

Hours of paid work were weakly negatively correlated with hours of independent study, and several respondents indicated that it was difficult to make enough money to live on whilst maintaining sufficient time for training.

Paid work undertaken in week preceding response

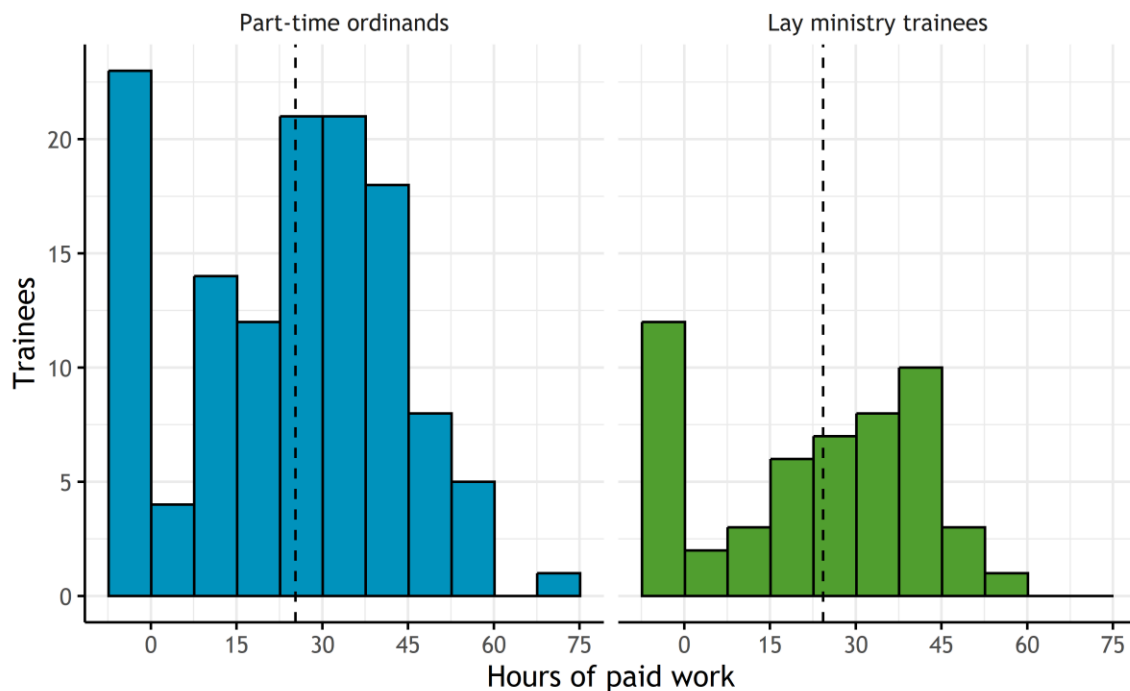


Figure 16: Hours of paid work undertaken in the previous week

Trainees	Weekly hours paid work	n	%
Part-time ordinands	0	23	18%
	0.01 - 7.5	4	3%
	7.51 - 15	14	11%
	15.01 - 22.5	12	9%
	22.51 - 30	21	17%
	30.01 - 37.5	21	17%
	37.51 - 45	18	14%
	45.01+	14	11%
Lay ministry trainees	0	12	23%
	0.01 - 7.5	2	4%
	7.51 - 15	3	6%
	15.01 - 22.5	6	12%
	22.51 - 30	7	13%
	30.01 - 37.5	8	15%
	37.51 - 45	10	19%
	45.01+	4	8%

Table 21: Hours paid work undertaken in the previous week

Time required by placements

In the week preceding their response, part-time ordinands had spent an average of 4 hours undertaking ministerial placements, and lay ministry trainees an average of 3.2 hours. 31% of part-time ordinands and 51% of lay ministry trainees had not undertaken any ministerial placement hours in the preceding week. Among trainees who had undertaken placement hours, the average hours for the week were 5.7 and 6.5 for part-time ordinands and lay ministry trainees respectively. [Figure 17](#) and [Table 22](#) respectively visualise and tabulate these data. The more extreme values in these ranges may be indications of ministerial placements that coincide with paid roles within the church.

97% of all part-time ordinands and 100% of lay ministry trainees undertook two or fewer placements over the course of the academic year. 20% of part-time ordinands and 50% of lay ministry trainees undertook no placements over the course of the academic year.

Time spent on ministerial placement in preceding week

Excluding two responses >40 hours

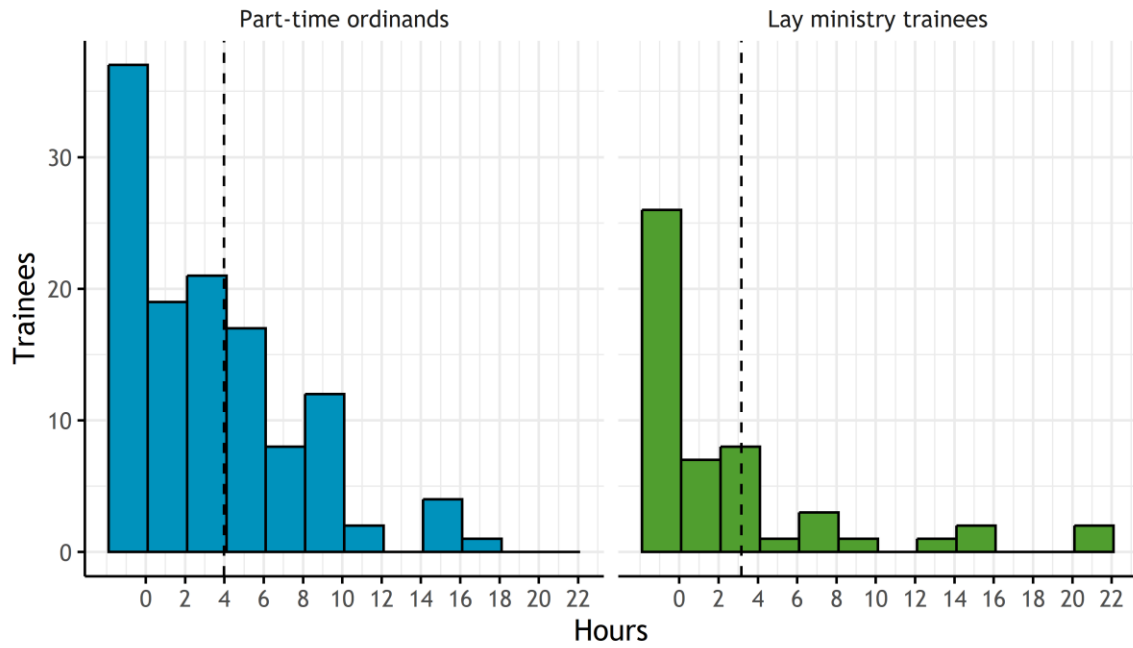


Figure 17: Hours of ministerial placement (preceding week)

Trainees	Placement hours	n	%
Part-time ordinands	0	37	31%
	0.1 - 2	19	16%
	2.1 - 4	21	17%
	4.1 - 6	17	14%
	6.1 - 8	8	7%
	8.1 - 10	12	10%
	10.1+	7	6%
	Lay ministry trainees	0	26
0.1 - 2		7	14%
2.1 - 4		8	16%
4.1 - 6		1	2%
6.1 - 8		3	6%

8.1 - 10	1	2%
10.1+	5	10%

Table 22: Hours of ministerial placement (preceding week)

4.0.1 Travel to and from TEI

28% of part-time ordinands and 33% of lay ministry trainees said that they had undertaken no travel to or from their TEI in the week preceding their response. 67% of part-time ordinands and 87% of lay ministry trainees undertook 2 or fewer hours of travel in the preceding week. 14% of part-time ordinands had spent over 4 hours travelling to and from their TEI in the preceding week. Figure 18 and Table 23 show these statistics in greater detail.

Time spent travelling to/from TEI

In week preceding the response

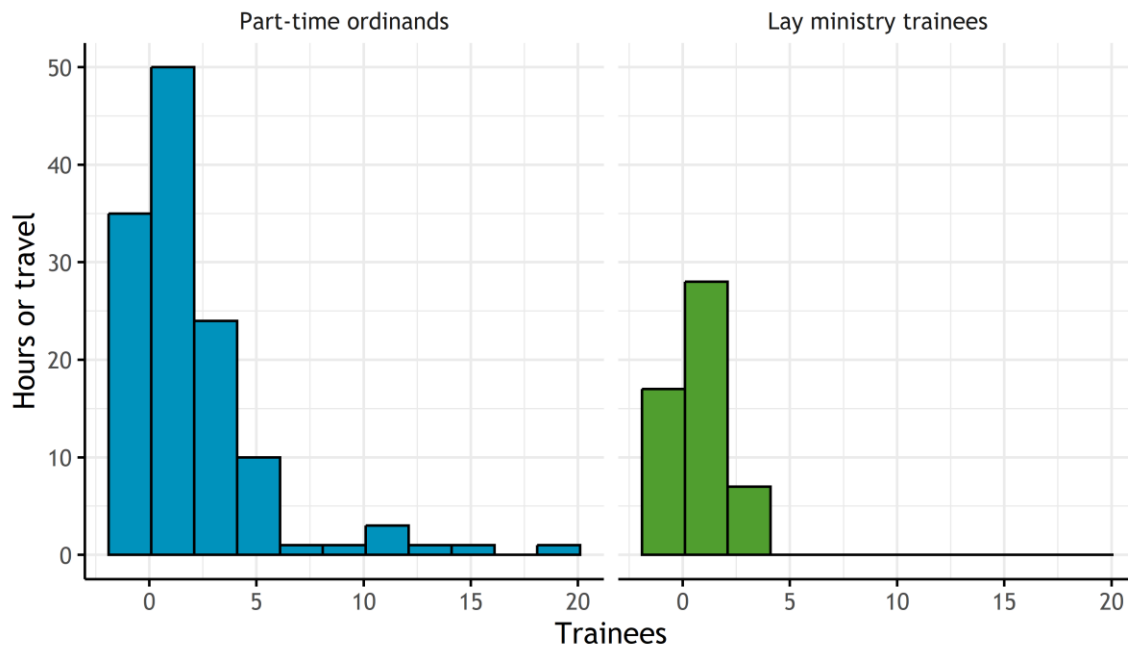


Figure 18: Time spent travelling to/from TEI in previous week

Trainees	Hours travel to/from TEI	n	%
Part-time ordinands	0	35	28%
	0.1 - 1	20	16%
	1.1 - 2	30	24%
	2.1 - 3	11	9%

	3.1 - 4	13	10%
	4.1+	18	14%
	0	17	33%
	0.1 - 1	13	25%
Lay ministry trainees	1.1 - 2	15	29%
	2.1 - 3	3	6%
	3.1 - 4	4	8%

Table 23: Time spent travelling to/from TEI in previous week

Appendix 2: Validation of sampling

Any time use survey may be vulnerable to a specific type of sampling error whereby respondents with more free time are more likely to complete the survey, thereby biasing the results towards such respondents. Additionally, the current study was also at risk of over-representing TEI at which there were higher survey response rates due to sampling effects.

In order to understand the possible impact of either of these effects, estimates of the number of part-time ordinands studying at each TEI were used to evaluate possible over/under-representation of each TEI within the sample. The most over-represented TEI accounted for 10% of the estimated population and 18% of the sample - an over-representation of 8 percentage points. The least represented TEI was 8 percentage points under-prevalent, but the majority of TEI were within 2 percentage points of their prevalence within the estimated population. In order to evaluate the possible impact of time pressure on response rates, the respective averages of two Likert items (treated as continuous variables for this purpose) were calculated for each TEI and compared to the percentage over/under-prevalence of that TEI. These Likert measures were:

- In the past 30 days, how often can you remember feeling overwhelmed by the demands of your ministerial training?
- Overall, how much time pressure do you experience on a day-to-day basis?

No association was detected between either of these variables and the over/under-representation of each TEI within the sample, which indicates that the sample is not discernibly biased towards trainees who experience less pressure or overwhelm. [Figure 19](#) and [Figure 20](#) visualise the averages of these Likert items against TEI representation.

Non-relation of response rate and overwhelm

Excluding TEI w/ < 3 part-time ordinands

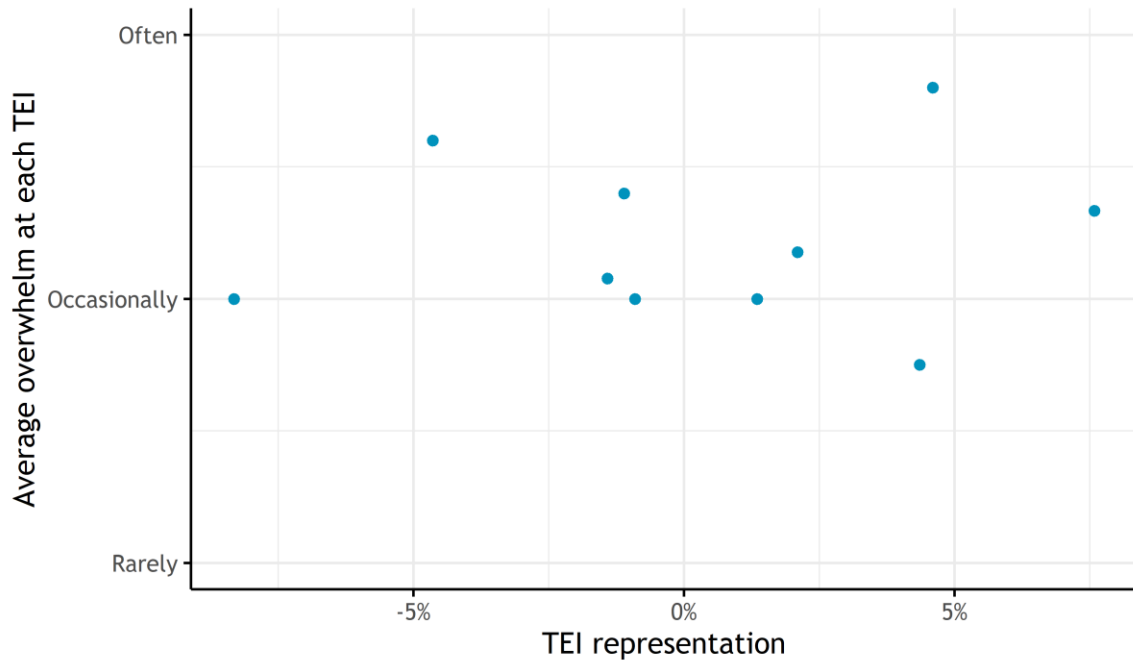


Figure 19: TEI representation and average frequency of feeling overwhelmed

Non-relation of time pressure and overwhelm

Excluding TEI w/ < 3 part-time ordinands

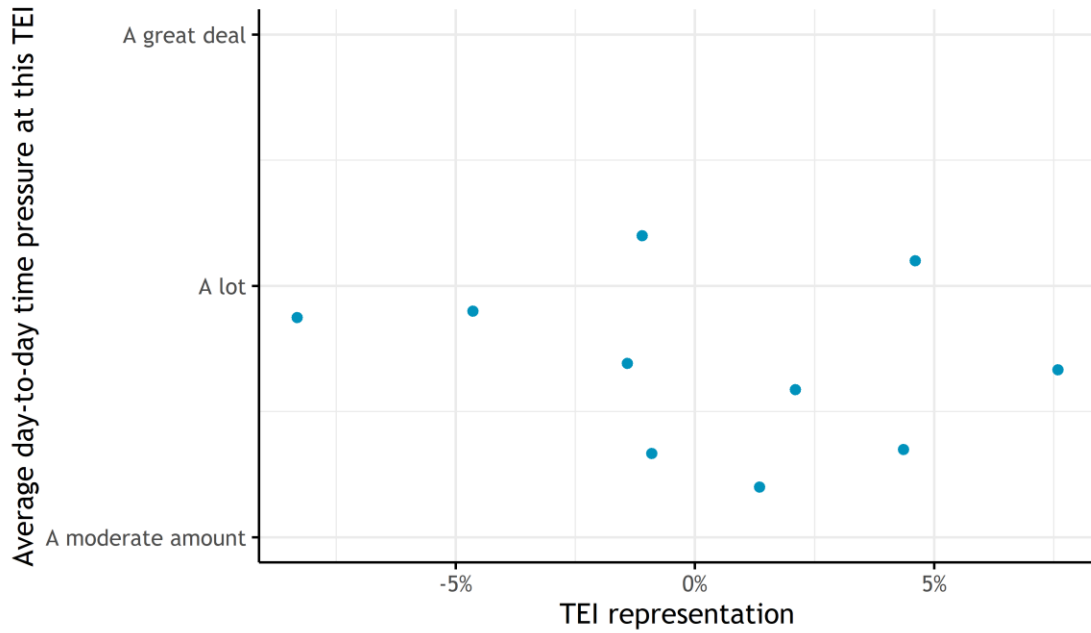


Figure 20: TEI representation and average day-to-day time pressure