

Financially Unstable but I am Capable: A Case Analysis on Learners in Difficult Circumstances Relative to their Livelihood and Scholastic Experiences

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Abstract: *The study aims to unfold the experiences of the learners in difficult circumstances relative to their livelihood and scholastic. This study was carried out to help school administrators, community organizations, and other government agencies recognize these learners, despite of living in difficult circumstances manage to achieve academic achievements. This study is qualitative research and utilized case study as its research design. Six key informants were interviewed in this study. These include the learners in difficult circumstances, their parents, and teachers. Since the key informants were under age, this study made sure to follow the proper protocol in doing research especially in getting the permission of the parents as the study may discuss personal matters related to their children's lives. Case analysis approach and data source triangulation were used to analyze the collected data. The findings revealed that the informants are having financial difficulties which led the learners to work at an early age. Aside from their living conditions, scholastic experiences, learning motivation, and learning characteristics were also identified. To address the challenges met by these learners who are struggling financially, the researchers proposed possible solutions that will greatly assist in resolving and alleviating the cases of these working children. Teachers shall make some adjustments in their instructions especially in giving activities which may require additional expenses on the part of the children, Parents should give more assistance to their children. The school, stakeholders and government shall work together to have a sound policy for the learners living in difficult circumstances.*

Keywords—Elementary pupils, Case analysis, Scholastic experiences, Learners

1. INTRODUCTION

Children at a young age must be fond of playing and enjoying their childhood. People believe that the most significant years of one's life are those when are young. They might dream about life, where everything is bright and beautiful. They don't see the world on a negative side rather they see the future filled with hopes and dreams. It is the most wonderful time of life since the memories they created as children always make them happy. It is the time when people are free from worries and stress in life.

But not all cannot enjoy their childhood because of some hindrances in life. Hence, other children need to prioritize their cost of living to survive, like providing for their educational needs independently. For some, the cost of education is prohibitive, especially for families experiencing poverty.

Children have been classified as those in tough situations over time depending on their social circumstances, economic involvement, familial position, and living conditions. The Ministry of Women and Child Development categorizes children in exceptionally challenging situations as follows: vagrant children, orphaned or abandoned children, children whose parents are unable or unwilling to care for them, children separated from parents, migrant and refugee children, working children, exploited children, children in slavery, children of prisoners, children affected by violence and war, children who are victims of crime and sexual abuse, children in conflict with the law, children environmentally

vulnerable, children with disabilities and related special needs, children from minority communities, including those of racial and religious groups, and children enduring with chronic illnesses (Chopra, 2015). [1]

According to the International Labor Organization, (2017), estimated that there were 218 million working children worldwide between 2012 and 2016, with 152 million of them being child workers. Concerningly, seventy-two million of these children were working in hazardous conditions for their future and for themselves.[2]

With the various studies related to working students' experiences and working children who are not currently enrolled in schools, there are limited research studies which focus on this topic. Thus, the researchers of this study opted to investigate the learners under challenging circumstances—specifically those learners who are working because of poverty but manage to achieve honors or awards or recognition. The researchers believe that this study will be beneficial since it aims to determine learners' experiences under challenging circumstances concerning their livelihood and academic conditions.

2. STATEMENT OF THE PROBLEM

The researchers aim to unfold the experiences of the learners in difficult circumstances in relation to their livelihood and scholastic.

Specifically, it aims to respond the following questions:

1. What is the learner's demographic background in relation to his/her living conditions?

2. How do the informants describe the learner's scholastic experiences?

3. How do the informants describe the learner's learning characteristics?

4. How do the informants describe the learner's learning motivation?

5. What are the challenges encountered by the learners in difficult circumstances in relation to their academic experiences?

6. Based from the findings, what are the possible recommendations to help the learners in difficult circumstances?

3. METHODS

3.1 Research design

This study utilized the qualitative method by using the case study design. According to Cherry (2021), a case study is a detailed study of one person, community, or event. However, almost each aspect of the participant's life is examined in a case study and history to investigate trends and motivations behind behavior.[3]

The type of case study was utilized as a descriptive case study. A descriptive case study is entail beginning with a specific concept. The key informants are then observed, and the data gained is compared to the previously existing theory (Cherry, 2021).[3]

It is also categorized as a single-case study. According to Lobo et al. (2017), single case study studies can be an effective alternative to large-group research like randomized trials. Single case studies employ continual measurements and the adjustment of an independent variable. They can be structured to have high internal validity for analyzing relevant linkages between outcome measures, as well as high external validity for assessing results and generalization of the results, especially when repetition, randomization, and numerous key informants are used.[4]

3.2 Sampling Technique

This study used a non-random sampling technique, particularly purposive sampling. Purposive sampling technique, as Etikan and Bala (2017) explained, a sampling design based on the researchers' assessment to provide the best information to achieve the study's objectives.[5] There were three (3) criteria that they used in selecting the key informants; (a.) Pupils who are currently enrolled in the elementary, (b.) Pupils who are imposed to work early, and (c.) Children who manage to achieve honors or awards or recognition. To supplement the data gathered about the learners in difficult circumstances, their parents and teachers were also interviewed.

3.3 Key Informants of the Study

Six (6) key informants were chosen from one of the barangays of Floridablanca, Pampanga. There were two (2) pupils, two (2) parents, and two (2) advisers.

3.4 Setting of the Study

The researchers conducted their study in one of the barangays of Floridablanca, Pampanga where in there were learners who experience the phenomenon as stated in the study. The researchers chose the location because, based on their observation, many pupils are studying and synchronizing their work, and also because it helped the researchers support their study by gathering data on the said matter.

3.5 Research Instruments

In gathering data, the researchers prepared semi-structured interview guide questions which contain open-ended questions. As indicated by Doyle (2020), a semi-structured interview is a predetermined set of questions. The interview offers more open-ended questions, instead of doing a direct question and response way, allowing for a dialogue with the interviewee.[6]

3.6 Ethical Considerations

Ethical considerations are a set of ideals and principles that people must uphold when performing their tasks. It stops us from acting in ways that are harmful to society or to others. It prevents individuals and groups from acting viciously (Bhasin, 2020).[7]

The following ethical principles should be followed: First, voluntarily participation means that each research key informant had the choice not to participate without being coerced or compelled to. Second, informed consent refers to a circumstance in which each possible key informant is provided with all the information necessary to decide whether or not they want to participate in the study. For participation in a study involving children, it is frequently necessary for the parents or their guardians to give informed permission to participate in the study if they are willing to participate in it. It is also best to ask for a child's assent to participate. Third, anonymity means that they are unable to identify the key informants and connect any one key informant to their data. Fourth, confidentiality means they are aware of who the key informants are but they have to remove all identifiable details from your research study. The fifth consideration is the risk of harm; all potential risks to the key informants must be addressed. And lastly, research communication is specified by accuracy, uniformity, and honesty (Bhandari, 2021).[8]

3.7 Data Collection

As defined by Bhandari (2020), data collection is a systematic procedure of obtaining observations or

measurements.[9] The researchers sought the permission of the Dean of the College to allow them to conduct their research. When the letter of permission was approved, by following the safety and health protocols in gathering the data, the researchers gave the letter to the parents of the key informants which was translated in native language. They were duly informed about the purpose of this study. Upon confirmation, the researchers gave them the consent and assent forms. These forms were also translated into the native language. After signing the forms, the researchers interviewed the children together with their parents using the validated interview guide. To further supplement the data, the researchers also went to the schools of the key informants. They also sought permission from the school principals in order to interview the teachers of the key informants. Upon approval, teachers were interviewed in a face-to-face set-up. The researchers also considered the verification of the transcribed data.

3.8 Data Analysis

The researchers used case analysis to further examine the collected data. Gashi (2019), defined case study analysis as exploring a problem, investigate possible solutions, and suggest the most effective answer with supporting evidence.[10] To enhance the validity of the data collected, data triangulation was also used. According to Noble & Heale (2019), the method of triangulation is a research strategy that can help to enhance the validity and credibility of the findings of a study. The validity of a study is determined by how properly it explains or evaluates the ideas or standards of the study.[11]

The researchers also coded the key informants to keep their identities as Student 1 (S1), Student 2 (S2), Parent 1 (P1), Parent (2), Adviser 1 (A1), and Adviser 2 (A2).

As seen in Table 1 the Process used in Case Analysis was discussed.

Table 1

<i>Process of Case Analysis</i>	
Step 1: Gaining Familiarity	<p>a. In general--determine who, what, how, where and when (the critical facts in a case).</p> <p>b. In detail--identify the places, persons, activities, and contexts of the situation.</p> <p>c. Recognize the degree of certainty/uncertainty of acquired information.</p>
Step 2: Problem Identification	<p>a. List all indicators (including stated "problems") that something is not as expected or as desired</p>

	<p>b. Ensure that symptoms are not assumed to be the problem (symptoms should lead to the identification of the problem).</p>
Step 3: Identifying the goals	<p>a. Identify critical statements by major parties (e.g., people, groups, the work unit, etc.).</p> <p>b. List all goals of the major parties that exist or can be reasonably inferred.</p>
Step 4: Analysis	<p>a. Decide which ideas, models, and theories seem useful.</p> <p>b. Apply these conceptual tools to the situation.</p> <p>c. As new information is revealed, cycle back to sub-steps a and b.</p>
Step 5: Diagnosis	<p>a. Identify predicaments (goal inconsistencies).</p> <p>b. Identify problems (discrepancies between goals and performance).</p> <p>c. Prioritize predicaments/problems regarding timing, importance, etc.</p>
Step 6: Proposing Possible Solution	<p>a. Specify and prioritize the criteria used to choose action alternatives.</p> <p>b. Discover or invent feasible action alternatives</p> <p>c. Examine the probable consequences of action alternatives.</p> <p>d. Select a course of action.</p> <p>e. Design an implementation plan/schedule.</p> <p>f. Create a plan for assessing the action to be implemented.</p>

Source: C.C. Lundberg and C. Enz, 1993, A framework for student case preparation, Case Research Journal [12]

4. FINDINGS AND DISCUSSION

Background of the Key Informants – CJ (S1) & Jel (S2)

Both of the key informants are students and they enter in the same school in one of the elementary schools in West District of Pampanga. Cj is a grade 4 student while Jel is a grade 5 student. They are both experiencing financial problem

but despite of this they still want to pursue their studies. In order to help their parents in terms of financial matters, both Cj and Jel are helping their parents by doing some works wherein they would have money in return. Everyone is aware that education in public schools is free, but then there are a lot of things to consider because their parents still need money to provide the other expenses for them like the other materials that are needed in their school so they would be able to attend their class. But, luckily, even on just a small income, their parents can still afford to buy their needs even though they do not have a lot of money to use every day. According to Moneva et al. (2020), stated that parental financial support has a significant impact on students' motivation to learn. Understudies should focus in to be ready for the future and not be reliant upon their folks. Nonetheless, students need parental help since they can't make their own. The capacity of a parent to provide for their children's financial necessities in school is also known as parental financial support.[13]

4.1 Learner's Living Conditions - CJ (S1)

CJ is living with his parents, and both of his parents are still alive. His father's work is as a construction worker, and he only works when they have a contract to work with, while his mother is an online seller, and they do have a little sari-sari store. The income that his parents get is between 400-500 pesos each day. According to him, even though he was still at a young age, in order to help his parents in terms of financial matters, he started helping his mother through selling in their little store, and sometimes he is the one who delivers the orders of the customers of his mother.

As narrated by his parents, CJ is a very helpful child because even at a young age he is able to help his parent with their work:

"Sometimes he is the seller in our little store when I am not around, and he is also the one who delivers the orders of my merchandise that my customer ordered to me. In return, I gave five pesos to him as an exchange for his effort and help. When the pandemic started, that is the time when I started my online business where I sell different products." - P1

As verbalized by CJ, even at a young age he knows how to help his parents, especially in doing work and in financial matters:

"Even though I am still young, I can help my parents in terms of financial matters because I received a small amount of money for helping them by delivering customer orders and selling products in our small store."- CJ (S1)

Furthermore, he saves the money that his mother gave him after he delivered orders to their customer. He puts the money in his piggy bank and it has his name on it. He used the money when he needed to buy materials for his projects in school to lessen the expenses of his parents. In addition, when there is a special occasion, he also uses the money to buy gifts for his loved ones to show appreciation. At a young age, he knows how to value his family.

As stated by his parents, CJ is saving the money that he gets after he does some work, and he puts the money in a piggy bank:

"CJ saves the money that I gave to him. As a matter of fact, he has a piggy bank and it has his name on it. Every time I give him money, he always puts it in his piggy bank. Last time, her grandmother celebrated her birthday, and CJ opened his piggy bank, and he bought a cake to surprise her grandmother. He also gave his savings to me when I didn't have enough money to sustain our expenses. When it comes to luxury things, he is not like other kids that when they want something they should have it no matter what, because CJ understands our living conditions now."- P1

According to Jin et al., (2021), many people are much more inclined to save money than spend it during public health emergencies.[14]

Learner's Living Conditions – Jel (S2)

Jel lives with his parents. His parents are both farmers. According to his parents, it is their source of income to buy their daily needs and sustain their other expenses. Jel has five siblings, and he is the fourth child among them. To help his parents in financial matters, at the age of ten, he helps his parents by selling vegetables around their barangay and helping them on their farm. He also works part-time in the morning, and what he does is pick sampaguita. He receives his pay every Sunday and gives it to his parents.

Jel's parents described how hardworking he is as a child and how he helped them with their daily needs. As narrated by his parents:

"Every time he has no classes, he would wake up early to go to the farm, where he would help us pick the vegetables that we would sell, and we would work on our farm starting in the morning until the afternoon." – P2

Jel is a hard-working child, especially in his studies. At an early age, he knew how to sell, help his parents, and he has a dream in life. Despite the hardships of their lives, it did not hinder his studies. He continues his studies to achieve his dreams. Even though life is hard, he will continue to strive just to finish and achieve his dreams. As Jel said:

"Although we are in difficult situation, I am still persevering to continue my studies so that I can fulfill my dreams so that one day I will be able to help my parents even more, especially on our daily needs." – Jel (S2)

Instead of enjoying his childhood life, at his young age, he already has responsibilities that he should not have to do, like taking care of their carabaos by feeding and bathing them. Besides helping his parents with doing some work on their farm and selling vegetables. Sometimes, he is doing part-time work for which he picks up sampaguita and he receives a salary. The salary he received; he gave to his parents to add for their daily needs.

Jel narrates how he works on their farm:

"I feed and bathe our carabaos at the right time. Sometimes, I also work with our neighbor to pick

sampaguita and the salary I get, I will give to my mother." – Jel (S2)

According to ILO (2017), some agricultural tasks are not necessarily considered child labor. Growing up in a rural area might include suitable errands that are acceptable and don't impede a child's tutoring or recreation time. It can be advantageous for some children to engage in non-risky work, especially when it comes to family farming, small scale fishing, and animal husbandry because it helps pass on social and technical skills to future generations and ensures that children have access to food. Developing self, job skills, and self-confidence are typically shown in young individuals who perform certain types of subsistence farming.[2]

4.1.1 Learner's Scholastic Experiences Even in Difficult Circumstances – CJ (S1)

CJ has been a consistent honor student since he was in grade 1 until he reached his current grade level. According to his teachers, he always participates in the discussion and in other extra-curricular activities at their school. He gets a lot of awards like dependable awards, awards or tributes to singing, and talented cesian. He also got an award for being a neat and clean student. He always also received the award for having perfect attendance. All the teachers who became his teachers on a particular subject says that he is very active and a truly industrious student.

"He is performing student/learner in the class. As a matter of fact, he is an achiever. He is also actively participating in classroom discussion and he displays good interest in his studies. In terms of the attendance, he would always receive an award on perfect attendance and he never had absented in school. When it comes in recitation, he is actively participating in classroom discussion and would always get the right answer and in case where he would be asked about certain situations he could explain clearly and coherently and during examinations, his grades are excellent because he always gets high score. With regards to the projects, he would submit complete and exemplary projects and he always puts effort in making it. In accordance with the activities, since he is talented, he loves singing and dancing. He would always feel excited joining in some extra-curricular activities held in school." - A1

According to CJ, he reviews his lesson every night after his work and whenever he has free time:

"I study my lessons every evening when I am done with my other obligations and responsibilities, like cleaning our lovely home. Or, when I am done delivering orders to our customers or done selling in our sari-sari store, I study my lessons. Sometimes, when I have free time, I study my lesson so that I can understand it more." - CJ (S1)

As varies with the narration of CJs adviser, his parents also describe him as a hardworking student. As narrated by his parent:

"I can describe my child as a student who is persevere and diligent in his studies. He is also hard-working in

answering his modules. My child is always attending his school. Even when he gets sick, he is still attending his class. He always wakes up early in the morning so that he can attend his class on time." - P1

Learner's Scholastic Experiences Even in Difficult Circumstances – Jel (S2)

Since he started studying, he has always gotten honors and awards from his school. These are the awards/honors he got: Batang Maasahan, Batang Determinado, Little Teacher Award, Perfect Attendance, and With Honor. Due to his diligence and intelligence, he has always been rewarded. He is also a representative in competitions such as MTAP, and it is not surprising that his favorite subject is mathematics.

Jel provided evidence that he has consistently received honors and awards for his school since he started studying. He stated that:

"Since I started studying, I have always gotten honors and awards. What I get are Batang Deteminado, Batang Maaasahan, and Little Teacher Awards. I also got perfect attendance and was also with honor. In addition, I am participating in an MTAP competition for a district competition, and this is my favorite subject in school." - Jel (S2)

As verbalized by his adviser, he is a very active student, especially in their class discussion. Also, he always participated in competitions in MTAP, in fact, he is the representative of his school in MTAP competition. When it comes to quizzes, he always gets a high score:

"Jel is very active in my class discussion and in extracurricular activities like programs held in our school. He is always included when participating in the MTAP competition. He is good in math subject, where he excels the most. When it comes to his quiz and exam, he gets high scores. And when he had something, he didnt understand in our lesson he immediately asked me." - A2

According to his parents, even though he is having a hard time managing his time, he is still able to find time to complete in answering his modules, and he always checks his scores on exams and quizzes so he knows if he is getting a high score.

"Although he has difficulty managing his time, he is still able to study the lesson. I always teach and guide him when he does not understand or has difficulty answering his modules or activities in school. And when I check his score on their activities, he always gets high scores." - P2

According to Fouche, (2017) students' good study routines toward doing their schoolwork, active student engagement, ability to manage their time, staying focused, and perseverance have seen a positive and significant correlation with their academic achievement.[15]

4.1.2 Learning Characteristics of the Pupil in Difficult Circumstances – CJ (S1)

CJ saw how difficult life is, and he saw the importance of studying. As he grew older, he became more determined to finish his studies and achieve his dream so that he would have a better life in the future. He always studies his lesson on his own, but when he finds it hard to understand some things, he seeks help from other people whom he knows would help him. According to Al-Shuaibi (2014), the importance of Education is a vital aspect of one's life. Our opportunities improve as we get more educated. Thus, without schooling, we will be unable to get by or get a nice line of work.[16]

He described how he studied his lesson. According to him:

“I always study my lesson every evening, and if I have free time, I also study my lesson so that I can understand it more.” –CJ (S1)

He also shared what he does when there is something that he cannot fully understand. As narrated by him...

“My parents and my sister are a big help when it comes to my studies because they help me all throughout just to understand my lesson more.”- CJ (S1)

The narration of CJ is varying with the statement of his parent. As verbally said by his parent:

“When I have free time, and if he needs my help, I help him so that he will get it easily.” - P1

According to Garcia & Thornton (2014), research findings show that family involvement in the classroom improves student achievement, lowers absenteeism, and restores parents' faith in the future of their children.[17]

Her mother proves also how determined her son is to finish his studies. As verbalized by her:

“Since he was a child, I witnessed that he was determined to finish his studies so that he would be able to have a better life and a stable job in the future.” - P1

Learning Characteristics of the Pupil in Difficult Circumstances – Jel (S2)

Jel is very diligent when it comes to school matters. He gives time to his study and if he has an exam/quiz he will review his lesson to get a high score.

As verbalized by Jel, he always reviews and studies his lesson when he finished selling their vegetable or do some work in the farm.

“I study for my lesson after I sell vegetables, especially when we have an exam or quiz.” – Jel (S2)

As verbalized by his parents, in spite of having problems in financial matters and he does not have an allowance he still attends his school.

“Sometimes, even though he has no allowance, he still wants to go to school because he wants to learn and finish his studies.” – P2

When it comes to interacting with his classmates and cooperating, especially in group activities, he always participates.

According to his teacher, when he doesn't understand something in their lesson, he asks questions so that he can

keep up with what his teacher is teaching. As proof that he is friendly, his teacher evidently said that:

“He is kind and quiet but when it comes to participating in class, he is active also when he sees that his classmates are having difficulty with their lesson, he helps them understand it.” –A2

4.1.3 Learning Motivation of the Pupil in Difficult Circumstances – CJ (S1)

CJ is a child who wants to have a better life in the future, and he is doing and giving his best to finish his studies. He is not only studying, but he is a very talented kid and student in his school. In fact, he is very good at singing and dancing. CJ also gets a lot of awards in his school, and he has been a consistent honor student since he was in kindergarten up until his current grade level. His source of inspiration that motivates him to do well in his studies is his family and the future that is waiting for him.

He shared where and from whom he gets motivation. As said by him:

“My parents are my source of inspiration, especially my lovely mother when it comes to my studies. I can see and experience how hard life is. That's why I am always doing and giving my best to finish my studies so that when the right time comes, I can achieve my dreams. When that time comes and I have a better life, I am going to help my parents and I will sustain their needs. I am always giving my best, especially in my studies, so that in the future I will have a better life.” - CJ (S1)

Each person knows that every parent wants the best for their children and will do everything they can for them. As stated by his parents...

“I always told CJ and her sister that they needed to pursue their studies and have fear of our Almighty God. And we always told them that, as their parents, we would always support them. Also, we will do everything we can just to provide for their needs so that they are able to finish their studies and for them to have a better life in the future.” - P1

Even though CJ and his family are having difficulties with financial matters, it has not become a hindrance for him to continue his studies. Instead, he uses this as a motivation for him to give his best, especially in school, to make his parents proud of him. He looks for the bright side of life instead of focusing on the hardships of life.

Learning Motivation of the Pupil in Difficult Circumstances – Jel (S2)

Jel is very diligent when it comes to school matters. He gives time to his study and if he has an exam/quiz he will review his lesson to get a high score.

As verbalized by Jel:

“I study my lesson after I sell vegetables, especially when we have an exam or quiz.” – Jel (S2)

Moreover, he is persistent when it comes to his study even though he has no allowance, and you can really see that

he has a dream in life. As verbalized by his parents, despite of having problem in financial matters and not receiving an allowance, he still attending his school.

“Sometimes, even though he has no allowance, he still wants to go to school because he wants to learn and finish his studies.” - P2

When it comes to interacting with his classmates and cooperating, especially in group activities, he always participates.

As a proof that he is friendly, his teacher evidently said that:

“He is kind and quiet but when it comes to participating in class, he is active and when he sees that his classmates are having difficulty with their lesson, he helps them understand it. He always cooperates with his classmate when they have group activities. He is also diligent because after our class he will clean our classroom first before he goes to their home.” – A2

As claimed by Pek & Mee Mee (2020), academic success is the primary reason for parents to become involved in their children's education. Parents' involvement in school activities is aided and encouraged by the general belief that all parents matter, which improves learners' academic performance. Academic accomplishment is influenced by parents' attitudes, as well as their behavior and efforts related to the education of their children. Parents who value education are more likely to participate in academic tasks. Thus, parents who believe that teachers are the sole ones accountable for their children's education are less inclined to participate. Teacher-parent cooperation contributes to greater commitment to relationships between teachers and parents. It is easier to create trusted and responsible relationships between parents and educators when they communicate frequently.[18]

5. Problem identification

The researchers identified that sometimes CJ (S1) is having a hard time understanding some lessons. He also experienced difficulties in managing his time. Because sometimes when he has an online class, there is suddenly a customer in their store that he needs to assist. It affects his concentration in listening to the discussion of his teacher. In addition, his family experienced financial problems when they need to pay some expenses.

Meanwhile, Jel (S2) is suffering from poverty because the income of his parents is not enough to sustain the needs of his family. Due to financial problems, they cannot buy a cellphone and pay internet fees for Jel to attend online learning. The lack of gadgets and internet access are the reasons why Jel is not attending the online classes. Despite having no allowance, Jel is still going to school.

6. Identifying the Goals

The researchers find out that CJ (S1) and Jel (S2) are persevering to finish their studies to have a better life in the

future. They are also determined to help their parents because, at a young age, they are capable to work at their own pace to provide for their daily needs. They are striving hard in their studies as a stepping stone to reach their goals and become successful pilots someday.

7. Analysis

The findings gathered by the researchers from both key informants have commonalities in the aspect of their target goal. They are motivated to learn and strive to reach their dreams of becoming a pilot someday. They study hard, exert more effort into their studies and interact effectively with other people in order for them to learn, grow as individuals to reach their full potential, and also to build good relationships with other people that they encounter. According to Hare (2019), Humanistic theory of learning also referred to as humanism, places a strong emphasis on unique human abilities, including creative thinking, self-development, and autonomy. Maslow deals with progressive necessities, especially self-completion, is vital to this learning hypothesis, as it is just at this level that an understudy may genuinely encounter development. It is preferable if students are expected to define their own goals and have some control over what they acquire in school. Students should make their own goals and assess their own progress and the educational environment should encourage students to develop positive peer relationships.[19]

As defined by Cherry (2020), Humanism primarily focuses on the worth of development and self-actualization while highlighting the potential of every person. The fundamental tenet of humanistic psychology is that humans are naturally decent, and deviations from this tendency are what cause psychological and interpersonal difficulties.[20]

The humanistic approach also asserts that people possess free will and are motivated to exercise it to engage in activities that will help them reach their greatest abilities as humans. Every activity is motivated by the need for satisfaction and self-actualization. Humans are always looking for new ways to grow personally and professionally, gain skills, and overcome potential growth.[20]

Moreover, both key informants are helping their parents to lessen their financial expenses and provide for their daily needs like food, shelter, clothes, and other important needs. Children are compelled and inspired to work while studying in order to meet their basic necessities. They are primarily looking for work due to physiological needs. They need to earn money to sustain their needs. According to Hopper (2020), Abraham Maslow established the notion of Maslow's hierarchy of needs, in which individuals are driven by five basic needs: bodily need, security need, love, esteem, and self-actualization.[21]

As stated by Anand (2021), fulfilling these requirements, according to Maslow, requires a variety of conditions. Maslow did not exclude living in an equitable and fair society or having the right to speak freely and articulation in his progressive system of requirements. However, he accepted

that having these things would make one more joyful and make it simpler for individuals to accomplish their necessities. Notwithstanding these essential requirements, Maslow accepted that people had human things and grasped their general surroundings. This is somewhat because becoming acquainted with our environmental elements helps us with addressing various requirements; for example, learning about the environment can help us feel more secure, and having a more profound understanding of a point that we are enthusiastic can help us achieve self-actualization. Maslow, on the other side, thought that our desire to comprehend the world is innate. Maslow organized his needs in a hierarchy, although he later understood that satisfying each need does not have to be met on its whole. Perhaps, as a result, people do not necessarily have to fulfill one need before moving on to another one in the hierarchy.[22]

Accordingly, individuals are not generally expected to totally fulfill one need prior to continuing on toward the next in line. The needs at the bottom of the hierarchy are the ones toward which individuals have made the most advancement because, in accordance with Maslow, the majority of people only ever obtain partial satisfaction for each of their needs at any given time. Maslow also mentioned that one activity could fulfill two or more needs.[22]

8. Diagnosis

From the findings of the researchers, they noticed that both key informants are experiencing financial difficulties in different situations. Jel (S2) cannot afford to pay internet fees and buy gadgets, so he finds it difficult to attend online classes and sometimes he has no allowance when he enters school. However, the family of CJ (S1) is having a budget shortfall in order for them to finance all their expenses. The goal of both key informants is similar based on the gathered data of the researchers.

9. Proposing Possible Solutions

Based on the study, the following are some recommendations to help the learners in difficult circumstances. The teachers can help by giving some support to those children in need. Teachers can get into their own pockets to buy food and some school materials that can really help in their learning. According to Adams (2019), based on a survey on the effects of austerity on schools, one in five teachers spends their own money on classroom materials, and over half say they buy food, clothes, and even soap for poor children. According to the information provided by the teachers, there are troubling signs of poverty and austerity-related problems both indoors and outdoors within the school's boundaries. There have been reports of teachers buying breakfast for pupils who had not yet eaten since the school meal the day before, and some have even bought winter clothes for pupils who did not have them.[23]

When it comes to giving activities and projects, teachers should consider the financial capacity of the parents of the learners in difficult circumstances. So, it would help them to lessen their burden when it comes to financial matters. As explained by Moneva & Jumag (2020), teachers must know and analyze the activities set to students by knowing the pupils' contentment with their parents' financial assistance. Similarly, when planning their activities, teachers must consider the financial capacity of their students. Otherwise, if pupils' self-determination is not influenced by parental support, teachers do not need to worry about whether tasks and lessons that require expenditure have undermined pupils' self-determination.[24]

Parents must support their children in their studies even if they are in a difficult situation. They may assist their children in dealing with challenges. Provide children with facts about their family's condition in a way that they can understand. Assist children in focusing on the good things in their lives. Discuss the family's spending priorities and how each member will contribute to the family budget. Recognize these contributions, no matter how big or small it is. They must determine how they can manage their money when it comes to bills such as food, water, clothes, and other expenses that they need for their daily living. According to Fay (2020), child support is a constitutional duty required of a biological parent to provide for a child's essential living expenditures, which include food, clothes, shelter, health care, and education.[25]

As also explained by Moneva et.al., (2020), students can create respectable work and typically deliver their outputs ahead of schedule because of parental financial support. Students' academic achievement is frequently influenced by their parents' social status. Parental income level supports students in purchasing the supplies they require and can also assist parents in supporting their children in school.[13]

Furthermore, the school administration should have a policy for the learners experiencing difficulty by giving them free tutorials and some financial support which will come from the funds that have been solicited by the PTA officers. They should work together with their community members to give some financial assistance and scholarship to those deserving learners who are struggling in financial matters. As stated in DepEd No. 54 s. 2009, all elementary and secondary school must establish a Parents-Teachers Association (PTA) in order to ensure that parents are fully involved in the effective implementation of the overall school program and to provide a venue for the discussion of problems and their possible solutions. Every PTA should have systems in place to guarantee proper communication with community members, offer a forum for discussion of pertinent issues, and support the school in advancing their shared goals. Standing committees could be established within the PTA organization to work among the constituents of the community. To promote unity and collaboration, regular forums may be held with local government entities, community groups, and other organizations.[26]

10. Implications of the Findings to Elementary Education

This study aims to help school administrators, community organizations, and other government agencies how to recognize these learners who, despite their difficult situations they are still able to get academic achievements. This will be a way of knowing what action they should take to help these deserving children in need. The school administration can work with community members and other government agencies to develop a policy that will greatly assist in resolving and alleviating the cases of these working children.

11. CONCLUSION

The major objective of this study is to unfold the experiences of the learners in difficult circumstances relative to their livelihood and scholastics. As stated in the findings of the study, elementary pupils have a hard time synchronizing their studies and work. It is necessary to manage their time in their study and work. Also, the parents have a significant influence on their children's academic success. Parents can help their children succeed academically by providing moral, financial, and material support. Students who are satisfied with their parents' assistance are more likely to excel academically at school. Teachers' concern and consideration for those children in need are essential in the child's learning. Teachers can give some material support to their students that come from the sponsors' donation. In that way, students' motivation to learn will increase. The community and other stakeholders can help by giving financial assistance or scholarships to those students who are struggling financially.

12. RECOMMENDATIONS

As shown in the overall findings of this study, the researchers come up with the following recommendations:

Teacher. They can communicate with the parents of their pupils to know the progress of their child. Teachers should know the living condition of their pupils for them to become aware of their student's backgrounds. With that, they will take an action on how to help these learners who are experiencing financial difficulties.

Parent. They should maintain the time and effort in guiding and supporting their children in learning. The parents must monitor the performance of their children to determine their strengths and weaknesses in terms of their learning.

School administrators and community members. The school administrators must collaborate with the community members to come up with a policy that advocates financial assistance or scholarship for those deserving pupils who are in need in order for them to pursue their studies.

Future researchers. This study will be beneficial for the future study of the researchers. The future researchers must be engaged in the process of conducting the learners in

difficult circumstances to further study the challenges experienced by the learners specifically those working while studying but manage to achieve honors or awards.

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