

Assessment of Blended Learning Modality as Experienced by Hospitality Management Working Student.

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Abstract: *The research study titled "Assessment of Blended Learning Modality as Experienced by Hospitality Management Working Students" aimed to analyze and interpret the evaluation of working students in the hospitality management course at Gordon College towards the blended learning modality. The primary objective of this study was to understand the work and school life balance of working students in this learning modality and provide an enhancement program to address any necessary interventions based on the study results. The research utilized a quantitative approach and targeted working students in the hospitality management program as the respondents, who were purposefully selected during the survey period. The ultimate goal of this study is to benefit working students by raising awareness about their situations in this kind of learning modality and determining if it is beneficial for them. By evaluating their experiences and perceptions, the study aims to identify areas that need improvement and assist the researchers in formulating an enhancement program to help the working students improve their work- school balance. The enhancement program will provide additional support and resources to help students effectively manage their work and academic responsibilities.*

Keywords: working student, enhancement, blended learning modality, assessment, work-school life balance.

1. INTRODUCTION

The COVID-19 virus began spreading around the world in December 2019 after the first human case was discovered in China, specifically in Wuhan in Hupei Province (WHO, 2020). Due to the increasing number of confirmed cases of COVID-19 around the world, the Philippine government decided to declare a health emergency on March 9, 2020, forcing the whole of Luzon, particularly the National Capital Region, to be put on lockdown (WHO, 2020; Philippine Star, 2020). The emergence of the COVID-19 virus has rapidly hindered our daily lives; people are emphasizing extensive precautionary measures such as extensive hygiene protocol, social distancing, mask-wearing, and among other things. As the virus spreads, various countries prohibit large gatherings of people and alter the way people interact with one another (Haleem and Javaid, 2020). The pandemic has adversely affected society's most vulnerable groups. For example, loss of jobs would have a significant impact on the lives and

studies of working students who rely on part-time income to support themselves (Antipolo, 2021).

Compared to the pre-pandemic situation, the challenges faced by working students during the pandemic have distinct factors. Since the outbreak of the pandemic, the number of working students has reduced significantly. Nonetheless, despite the virus's threats, some students are still working (Inoue et al., 2021). Changes in the education system and working conditions have had an impact on several factors that can be a challenge or an opportunity for working students (Choi et al., 2021). The challenges and opportunities vary by location, and each has its own set of solutions (Cui and Ermac, 2021).

Education sector is one of those sectors that have been hit hard due to the emergence of the COVID-19 virus,

students, schools, colleges and universities have been deeply impacted (UNESCO, 2020; Johannesburg, 2020). The Philippine government's lockdowns in response to this enormous educational crisis have resulted in the closure of some schools across the country. The Commission on Higher Education (2020), advised universities to pursue "accessible flexible learning and other alternatives to the face-to-face conventional setting of learning". Students and teachers around the world were forced to become acquainted with a variety of online platforms, such as Google classroom, which innovated to meet this new demand, quickly incorporating functions such as video-conferencing into their Classrooms service (EU Business School, 2020). However, these ideas are not ideal or appropriate for every student because not all students have access to broadband connection and learning devices (Jones, 2019).

An appropriate learning modality in this kind of situations is crucial components that impact the effectiveness and quality of teaching and learning processes. As the number of Covid-19 cases continues to diminish and everything slowly goes back to normal, various schools and universities are not adapting and implementing face-to-face and blended learning models. Blended learning is a mix between traditional (in-person) and online learning, with instruction occurring both inside and outside of the classroom. Blended learning combines the benefits of online learning with some of the benefits of face-to-face learning (Utami, 2018).

Eight out of every ten students work part-time or full-time, primarily to help their school's financial needs, though some simply want to gain industry-based experience. Getting a job, whether full-time or part-time, is risky because it has a negative impact on a student's academic performance. Balancing work and school will be difficult and time-consuming, as they must meet work standards to keep their jobs and maintain a good academic record to avoid receiving poor grades (Adolfo et al., 2020). Working students make up approximately 8% of all college students in the Philippines, with only half completing college because many are unable to focus on their studies; others have poor health; and so on. Students are encouraged to try because of their financial difficulties and life situations (Abenoja, 2019).

It is both beneficial and exhausting to study and work while in college. Students have little time for anything or anyone. No communication with friends, little attendance at family gatherings, and a complete hide and seek game with books. Their educational future is always in jeopardy. They seek unusual excuses from their teachers, resulting in their names being relegated to the bottom of the list of punctual students. Unfortunately, balancing a social life, work, family, and educational time is extremely stressful. To meet the demands of their jobs and school, they should have a more flexible educational option that will assist students who work in busy restaurants, hotels, and other establishments in balancing their time and schedule between work and study commitments (Nancy, 2017).

Educational materials were only available during classroom hours with traditional teaching methods. Students could take their textbooks home with them, they couldn't interact with or engage with the material. They have more flexibility to access and engage with academia from home due largely to blended learning and other technological advancements. This ease of access may result in a greater interest in learning and more successful learning outcomes (Lynch, 2018). Blended learning allows for greater accessibility. In other words, blended learning allows students to access materials from anywhere, at any time, while still receiving face-to-face support and instruction (Garcia n.d). Several career institutions have begun to use this effective and valuable approach to education. Since it combines elements of online and in-person methodologies, career college instructors and students can benefit from both. Blended learning increases student engagement by providing various opportunities for student engagement through the use of digital engagement tools, and it assists students in improving the efficacy and efficiency of their learning process (Weitzel, 2021).

Blended learning increased retention and was associated with higher levels of achievement among students. It also improves face-to-face class attendance, self-report measures of student satisfaction, and exam performance. Students are enthusiastic about blended learning. Aside from that, provide a more secure learning environment. Institutions can create a learning environment that keeps staff and students safe by having students complete much of their coursework at home and only requiring in-person attendance a few times per week (Muthuraman, 2018; Alex, 2021).

In response to the increased number of college working students and the implementation of blended learning, this study seeks to learn how Gordon College's Bachelor of Science in Hospitality Management Working Students assess or evaluate the new mode of learning, with a focus on the factors influencing how they assess it, the challenges they face, and potential programs or plans to assist them. The most important data from this study is to learn about the perceptions or points of view of working BSHM students in assessing or evaluating the new learning modality

This study aims to know Factors Affecting the Blended Learning Modality of BSHM Working Student. This study sought answer to the following question:

1. What are the respondent's profiles in terms of their:
 - 1.1 Age:
 - 1.2 Sex
 - 1.3 Year level:
 - 1.4 No. of months of work experience ;
and
 - 1.5 Reason for working:

2. How may the factors affect blended learning modality of BSHM working s student be described in terms of?
 - 2.1 Time/Schedule;
 - 2.2 Quality of Teaching;
 - 2.3 Learning Experience; and
 - 2.4 Learning Outcomes
3. Is there a significant difference on factors that affects BSHM working students when group according to profile variables?
4. What are the proposed plans and programs based on the findings of the study?

Conceptual Framework

The researchers used the IPO (Input, Process, and Outcome) format for the Conceptual Framework. The Input expounds in three parts, first is Respondents profile in terms of the following: Age; Gender; Year level; No. of months or years working; reason for working. Second part, Factors affecting the working college student’s assessment of the new modality of learning in terms of: Time; Schedule; Quality of Teaching; Learning Experience; Learning Outcomes. Third part, Is there a significant relationship between students’ profile and their assessment of the new modality of learning.

The process constitutes the: Gathering data through online survey questionnaires or face to face distribution; Data Entry; Data Gathering and interpretation.

The last box is the Outcome, which shows the proposed plans or programs to ease the lives of the working BSHM students in this new learning modality. The Intervention Program for Working Students, This program will give the Bachelor of Science in Hospitality Management Working Students an opportunity to improve their quality of work and school life balance.

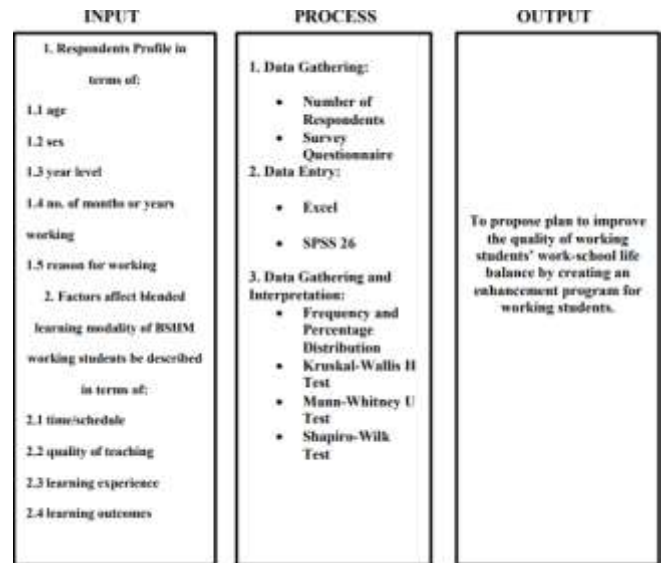


Figure 1. Conceptual Framework

2. METHODOLOGY

Descriptive research was utilized since the researchers focused on the "what" of the research subject rather than the "why." The assessment or evaluation of working students' Bachelor of Science in Hospitality Management through blended learning and descriptive research is an appropriate method of study. Descriptive research is a good choice for this study because it aims to identify characteristics and frequencies of BSHM working students' attitudes toward their evaluation of blended learning modality, and researchers can delve deeper into the information gathered here because descriptive research collects relevant quantitative information that can be tabulated along a continuum in numerical form. As a result, it points researchers in the direction of relevant market research (Bhat, n,d; McCombes, 2022).

This study was conducted in Gordon College, Olongapo City.

Figure 2. Locale of the Study



The target respondents of this study are those working students at Gordon College pursuing a degree of Bachelor of Science in Hospitality Management. The total number of working hospitality management students is fifty-two (52). The researchers decided to use the exact population by using purposive and convenience sampling.

The researchers used Combined Purposive and convenience sampling is a type of non-probability sampling in which researchers aim to balance targeted selection and accessibility. The researchers used this sampling method based on the needs and purpose of the study. The researchers' criteria for choosing respondents are that they must be: 1). students at Gordon College, 2). working BSHM students, willing

to share their experiences as working students in this learning modality, and 3). they must also have been employed for at least two (2) months already.

The instrument that the researchers used for the study was a 4-Point Likert scale survey questionnaire. The research instrument is a researcher made type of instrument in which the researchers formulate a set of questionnaires that are based on information from other related studies. The researchers will use the Electronic Comprehensive Survey Questionnaire in Google Forms as the main tool for gathering all the data needed for this study. The researchers also conducted an offline distribution of the questionnaires. The survey questionnaire forms have two parts.

The first part is the Profile of the Respondents which include the age, sex, year level, No. of months of work experience, and reason for working. The second part shows the factors affecting the student's assessment of blended learning which include the time/schedule, quality of teaching, learning experience, and learning outcomes.

The survey questionnaire was validated by the research adviser and three committees of experts for checking and revisions. Their suggestions and additional recommendations are considered, and the changes are implemented. The reliability of the instrument was checked and tested using Cronbach's alpha. A measure of general C-Alpha with twenty items got a Cronbach's Alpha value of 0.872, indicating good internal consistency.

The data that was gathered organized and tallied with the help of statistician. The percentage and frequency are used to present the demographics of the respondents which are; age, sex, year level, no. of months of work experience and reason for working. The statement of the problem number two used Kruskal-Wallis H Test and Mann-Whitney U Test, which determined the difference in factors affecting blended learning modality of BSHM Working Students by age, sex, year level, number of months of work experience, and reason for working. On the other hand, Shapiro-Wilk

Test used in the statement of the problem number three which assess the normality on factors affecting blended learning modality of BSHM student based on their profile

3. RESULTS AND DISCUSSION

Demographic profile of the respondents

1. What is the demographic profile of BS hospitality management students in terms of the following:

1.1 Age:

	FREQUENCY	PERCENTAGE
19 and below	8	15.4%
20 - 21	29	55.8%
22 and above	15	28.8%
TOTAL	52	100%

Table 1 Age

Based on the results, most of the working hospitality management students at Gordon College are between 20 and 21 years old which had the highest percentage of fifty-five point eight percent (55.8%). On the other hand, HM working students aged 19 and below were the smallest number of working students in the hospitality management program which has percentage of fifteen point four percent (15.4%).

1.2 Sex:

	FREQUENCY	PERCENTAGE
Male	29	55.8%
Female	23	44.2%
TOTAL	52	100%

Table 2 Sex

This table illustrates that The highest percentages of fifty-five point eight percent (55.7%) of the respondents are male, and the lowest percentages of forty-four point two percent (44.2%) of the respondents are female. This implies that the majority of Gordon College's working hospitality management students are male, with females being the least common sex among working HM students.

1.3 Year Level:

	FREQUENCY	PERCENTAGE
1 st Year	15	28.8%
2 nd Year	8	15.4%
3 rd Year	15	28.8%
4 th Year	14	26.9%
TOTAL	52	100%

Table 3 Year Level

This table presents the frequency and percentage distribution of the respondent’s profile according to year level. The highest percentages of twenty-eight point eight percent (28.8%) of the respondents are in their first and third years, and the lowest percentages of fifteen point four percent (15.4%) of the respondents are in their second year. The results found out that the majority of Gordon College's working hospitality management students are in their first and third years. On the other hand, the second- year HM working students were the lowest-level working students in the hospitality management program.

1.4 Number of Months of work Experience:

	FREQUENCY	PERCENTAGE
11 and below	20	38.5%
12 - 21	9	17.3%
22 - 31	4	7.7%
32 - 41	7	13.5%
42 and above	12	23.1%
TOTAL	52	100%

Table 4 Number of Months of Work Experience

Table 4 shows the frequency and percentage distribution of the respondent’s profile according to the number of months of work experience. The highest percentage of thirty-eight point five percent (38.5%) of the respondents are working for about 11 months or less, and the lowest percentage of seven point seven percent (7.7%) of the respondents are working for about 22 to 31 months. Based on the results, 20 out of 52 respondents, were working hospitality management students of Gordon College had an average of 11 months of work experience. On the other hand 4 out of 52 respondents had work experience ranging from 22 to 31 months .

1.5 Reason for Working

	FREQUENCY	PERCENTAGE
College Expenses	3	5.8%
Extra Income	35	67.3%
Financial Support	3	5.8%
In Debt	1	1.9%
Live Alone	1	1.9%
To gain valuable work experience	9	17.3%
TOTAL	71	100%

Table 5 Reason for Working

This table depicts the frequency and percentage distribution of the respondent’s profile according to reasons for working. The highest percentage of thirty- five point three percent (35.3%) of the respondents are working for extra income, while the lowest percentage of one point nine percent (1.9%) of the respondents are working because they are in debt and live alone. The result implies that out of 52 respondents, 35 of the working hospitality management students at Gordon College are working to earn extra income. While 1.9 percent (1) of respondents was working hospitality management students, they were in debt and lived alone.

2. Factors affect working students’ blended learning modality?

2.1 Time/Schedule

	Indicators	Mean	Verbal Interpretation
1.	The students have enough time to do all the tasks that are given to them.	3.15	High positive assessment towards blended learning
2.	The students manage to attend class on time.	3.23	High positive assessment towards blended learning
3.	The students use their time effectively (both at Work & School).	3.40	Very high positive assessment towards blended learning

4.	The students make sure that their work schedule doesn't affect their school performance.	3.38	Very high positive assessment towards blended learning
5.	The student knows how to balance their school and work schedules.	3.46	Very high positive assessment towards blended learning
Average		3.32	Very high positive assessment towards blended learning

Table 6 Time/Schedule

This table shows the results for tools and Table 6 presents the descriptive interpretation of the respondents' time and schedule regarding the blended learning modality experienced by BSHM working students. "the student knows how to balance their school and work schedules" got the highest mean of 3.46, with a descriptive interpretation of a very positive assessment towards blended learning. According to Santos and Quijano (2021), they found out that working students who engage in blended learning modes tend to have better time management skills, allowing them students to balance their responsibilities and achieve their academic goals without compromising their work performance. While the statement "The students have enough time to do all the tasks that are given to them", got a mean of 3.15 with a descriptive interpretation of high positive assessment towards blended learning. According to Chan et al. (2020), they found out that students in blended learning had enough time to complete all the tasks given to them and were able to achieve a high level of engagement and interaction with their peers and professors.

The overall mean is 3.32, with a descriptive interpretation rating of very high positive assessment towards blended learning. Implying that hospitality management working students have a positive experience with blended learning when it comes to their time and schedule, as stated above. According to Brown and Green (2018), they examined the experiences of working students in a blended learning environment and found that the ability to access online resources and participate in virtual discussions reduced the need for physical attendance in class, providing students with more control over their schedules. The study reported that working students appreciated the flexibility offered by blended learning, as it

allowed them to accommodate their work hours and other personal commitments.

2.2 Quality of Teaching

	Indicators	Mean	Verbal Interpretation
1.	The professors make the course interesting.	3.35	Very high positive assessment towards blended learning
2.	The professors' way of teaching is fun, creative, and easy to understand.	3.40	Very high positive assessment towards blended learning
3.	The professors make sure that the students understand the concept of the lesson.	3.37	Very high positive assessment towards blended learning
4.	The professors understand the students' learning needs (e.g., cognitive, social, affective, and psychomotor).	3.33	Very high positive assessment towards blended learning
5.	The professors use different innovative teaching materials (e.g., visual aids, audio aids, graphs, chart, etc.).	3.31	Very high positive assessment towards blended learning
Average		3.35	Very high positive assessment towards blended learning

Table 7 Quality of Teaching

This table depicts the descriptive interpretation of the respondents on the quality of teaching in blended learning modality experienced by BSHM working students that obtained an evaluation of very high positive assessment towards blended learning where "the professors' way of teaching is fun, creative, and easy to understand" with a mean of 3.40. According to a study conducted by Demirli and Sari

	Indicators	Mean	Verbal Interpretation
1.	Blended learning system is easy to handle.	3.12	High positive assessment towards blended learning
2.	Blended learning course load is appropriate.	3.21	High positive assessment towards blended learning
3.	Blended learning helps the students learn more about the field of study.	3.08	High positive assessment towards blended learning
4.	Blended learning improved students Information and Communication Technology skills.	3.19	High positive assessment towards blended learning
5.	The students' assessments (quizzes, exams, and assignments) are clearly explained.	3.35	Very high positive assessment towards blended learning
Average		3.19	High positive assessment towards blended learning

(2021), on the effectiveness of blended learning modalities in higher education, the majority of the students described their instructors' teaching methods as creative, entertaining, and comprehensible. While "the professors use different innovative teaching materials (e.g., visual aids, audio aids, graphs, charts, etc.)" got a mean of 3.31 with descriptive interpretation of a very high positive assessment towards blended learning. According to Osman et al. (2020), the use of different innovative teaching materials in blended learning modality engages and motivates more students, leading to improved learning outcomes.

The overall mean is 3.35, with a descriptive interpretation rating of very high positive assessment towards blended learning. This signifies that hospitality management working students have had a good experience with the

blended learning modality when it comes to the quality of teaching. According to Flores (2020), blended learning has been shown to be a successful teaching strategy that can benefit both students and teachers. Blended learning, in particular, has been shown to increase academic performance and lower stress levels in working students while also helping them to balance work and school duties. Boelens et al. (2017), revealed that students praised the professor's way of teaching in this modality for their use of different multimedia tools and interactive activities, which helped to engage them in the learning process.

2.3 Learning Experience

Table 8 Learning Experience

interpretation of the respondents on learning experience regarding the blended learning modality experienced by BSHM working students, that received an evaluation of very high positive assessment towards blended learning, that "the students' assessments (quizzes, exams, and assignments) are clearly explained" with a mean of 3.35. According to Nurhadi and Hanafi (2019), the blended learning approach provided working students with clear instructions and guidelines for the different assessments, which helped the students, improve their performance and minimize confusion. While "blended learning helps the students learn more about the field of study" got a mean of 3.08 with a descriptive interpretation of high positive assessment towards blended learning. According to Khenchine, A. et al. (2018), blended learning helped to improve the working students understanding of the course material and their ability to apply it in real-world situations. They also claim that blended learning is beneficial for working students who want to learn more about their specific field of study.

The overall mean is 3.19, with a descriptive interpretation rating of high positive assessment towards blended learning. This implies that most of the hospitality management working students have a good experience with the blended learning modality when it comes to their learning experiences, in accordance with the statement above. According to Magsino et al. (2020), blended learning has helped working students manage their time properly by allowing them to attend online classes while juggling their work and personal responsibilities. As a result, blended learning improved working students' learning experiences.

2.4. Learning Outcome

	Indicators	Mean	Verbal Interpretation
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1.	The students gain an understanding of the global perspective and diversity issues in hospitality management.	3.42	Very high positive assessment towards blended learning
2.	The students learned the fundamental business skills needed to run a successful hospitality organization.	3.46	Very high positive assessment towards blended learning
3.	The students were able to identify and apply the knowledge and skills necessary for hospitality operations	3.48	Very high positive assessment towards blended learning
4.	The students were able to show competency in the communication skills required for hospitality management.	3.38	Very high positive assessment towards blended learning
5.	The students were able to put everything they've learned in school to use in a real-life situation.	3.42	Very high positive assessment towards blended learning
Average		3.43	Very high positive assessment towards blended learning

Table 9 Learning Outcome

Shows the respondents' descriptive interpretation of the learning outcomes related to the blended learning modality as experienced by BSHM working student, that received an evaluation of very high positive assessment towards blended learning for the statement “the students were able to identify and apply the knowledge and skills necessary for hospitality operations” with a mean of 3.48. According to Sanches-Sellero et al. (2021), Students in the hotel and tourist management courses were able to recognize and apply the relevant information and abilities more successfully in a blended learning setting. They found out that integrating traditional classroom instruction with distance learning options gave students more opportunities to connect with the

course materials, participate in problem-solving activities, and work together with their peers, while the statement “the students were able to show competency in the communication skills required for hospitality management” got a mean of 3.38 with a descriptive interpretation of very high positive assessment towards blended learning. According to Kang and Kim (2020), they found out that blended learning approach, provided students with opportunities to engage in various communication activities, such as online discussions, collaborative group work, and presentations. Which resulted in the students to have a significantly higher levels of communication competence compared to those who received traditional face-to-face instruction.

The overall mean of 3.43, has a descriptive interpretation rating of very high positive assessment towards blended learning, implying that working students in hospitality management have a positive experience with the blended learning modality in terms of learning outcomes, as stated above. According to Kim et al. (2020), the perspectives and experiences of working students in a blended learning program in South Korea. The students claimed that the blended learning approach helped them organize their study time more effectively, communicate with various peers and teachers, and strengthen their digital literacy abilities. They also stated that the blended learning format was convenient for their work schedules and personal preferences, and that it increased their motivation and participation in the learning process. Moreover, the study reveals that working students have good perspectives of blended learning and that it can improve their learning outcomes and objectives.

3. Is there a significant difference on factors that affects BSHM working students when group according to profile variables?

Factors	Age	n	Median	H	df	Asymp. Sig	Conclusion
Time / Schedule	19 and below	8	3.60	4.330	2	.115	Not Significant
	20 - 21	29	3.00				
	22 and above	15	3.60				
Quality of Teaching	19 and below	8	3.50	4.607	2	.100	Not Significant
	20 - 21	29	3.00				
	22 and above	15	3.40				

Learning Experience	19 and below	8	3.30	1.084	2	.582	Not Significant
	20 - 21	29	3.00				
	22 and above	15	3.00				
Learning Outcomes	19 and below	8	3.70	1.351	2	.509	Not Significant
	20 - 21	29	3.40				
	22 and above	15	3.60				

Table 10 Difference in Factors Affecting Blended Learning Modality of BSHM Working Student by Age

Table 10 presents the evaluation of the differences across three age-groups for the factors affecting blended learning modality of BSHM working student, which was tested using the Kruskal – Wallis H Test. For the time and schedule, the test revealed a statistically no significant difference across age-groups [$H(2) = 4.330, p = .115$], with a median value of 3.60 for 19 and below, 3.00 for 20-21, and 3.60 for 22 and above, since $p > .05$. This signifies that age is not a significant factor in the time and schedule preferences of working students. According to Leke (2018), age doesn't influence the relationship between job hours and academic achievement among Canadian university students. Similarly, Thompson (2020) examined the time and schedule preferences of 200 working students across various higher education programs. The findings revealed that age did not significantly influence the time and schedule preferences of working students.

The test resulted in a statistically no significant difference for the quality of teaching across age groups [$H(2) = 4.607, p = .100$], with a median value of 3.50 for 19 and below, 3.00 for 20 – 21, and 3.40 for 22 and above. This implies that age is not a key factor influencing teaching quality among working students. Working students of all ages were equally satisfied with the quality of instruction, and instructors did not see age as a significant impediment to learning. According to Jones and Lee (2018), age was not a significant factor influencing the quality of instruction among working students. The study examined the academic performance of 150 working students of various ages and discovered that age had no effect on the quality of teaching that students received.

The test found no significant differences between groups for learning experience [$H(2) = 1.084, p = .582$], with a median value of 3.30 for those aged 19 and below, 3.00 for those aged 20–21, and 3.00 for those aged 22 and above, since $p > .05$.

This implies that age is not a significant factor influencing the learning experience among working students. According to Li et al. (2018), they discovered no significant difference in academic performance between younger and older working students in their study. Similarly, Shahzad et al. (2020) discovered that the workloads of younger and older working students were equal, and the level of stress did not differ considerably.

The test identified no significant difference in learning outcomes across age groups [$H(2) = 1.351, p = .509$], with a median value of 3.70 for those aged 19 and below, 3.40 for those aged 20–21, and 3.70 for those aged 22 and older. This suggests that age is not a key factor influencing academic outcomes among working students. According to Tsai and Liao (2018), they examined the relationship between Taiwanese college students' work schedules and academic performance. They discovered that there was no substantial difference in learning outcomes between students who worked and those who did not, regardless of age. In addition, Birt (2019), discovered no significant difference in learning outcomes between students who worked regardless of age in a study that explored the association between labor and academic performance among college students in the United States.

Modality	Sex	n	Median	U	z	Asymp. Sig	Conclusion
Time / Schedule	Male	29	3.00	258.500	- 1.421	.115	Not Significant
	Female	23	3.40				
Quality of Teaching	Male	29	3.20	310.000	- .448	.654	Not Significant
	Female	23	3.20				
Learning Experience	Male	29	3.00	312.000	- .406	.685	Not Significant
	Female	23	3.00				
Learning Outcomes	Male	29	3.40	312.500	- .403	.687	Not Significant
	Female	23	3.40				

Table 11. Difference in Factors Affecting Blended Learning Modality of BSHM Working Student by Sex

Table 11 depicts a Mann-Whitney U test that found no significant difference in factors affecting blended learning modality of BSHM working student in terms of time and schedule between male (Mdn = 3.00) and female (Mdn = 3.40), with $U = 258.500$, $z = -1.421$, and $p = .155$, which is greater than the significance level of .05. This implies that sex is not a significant factor that affects the time and schedule of working students. According to Renzullo et al. (2017), there was no significant gender difference in the parameters influencing the blended instructional approach of working students, based on findings of the study, both male and female students had a similar concerns about balancing their time and schedule between employment and academics. Similar to this, Santos and Reyes (2019), discovered no significant differences in the parameters influencing blended learning modality of BSHM working students based on gender. Regardless of gender, the study stressed the necessity of flexibility and time management in the success of blended learning. Correspondingly, Alzaharani and Alotaibi (2020), did a study in Saudi Arabia and discovered that female and male working students had equal schedules and could balance academic and employment commitments.

For the quality of teaching, the test revealed no significant difference in factors affecting the blended learning modality of BSHM working students between males (Mdn = 3.20) and females (Mdn = 3.20), $U = 310.000$, $z = -.448$ and $p = .654$. This means that sex is not a significant factor that affects the quality of teaching that working students receive. According to Arayo and Manarpiis (2018), there is no significant difference in the quality of teaching the students received in terms of sex, male and female working students have similar experiences with blended learning and have equal access to resources and assistance. Williams et al. (2017) studied male and female working students' assessments of the quality of education they received. The survey discovered that both male and female working students assessed the quality of teaching as good, with no significant difference between their evaluations. Moreover, Aujoulat et al. (2017) discovered that there is no significant difference in the factors impacting the blended learning mode of working students in terms of teaching quality based on gender. The study discovered that males, as well as females enrolled, have equal views and attitudes toward blended learning, and they are equally happy with the quality of teaching through this medium.

The test results for the learning experience showed no significant differences in the factors affecting the blended learning modality of working BSHM students between males (Mdn = 3.00) and females (Mdn = 3.00), $U = 312.000$, $z = -.406$, and $p = .685$. This suggests that sex is not a significant factor that affects the learning experience of working students. According to Wang and Li (2019), working students, both men and women, expressed equal levels of academic engagement, performance, and academic self-efficacy. Furthermore, Rodriguez et al. (2018), research

revealed that despite varying job schedules and academic majors, working male and female college students were equally happy with their college experience.

The testing results for the learning outcomes revealed no statistically significant differences between males (Mdn = 3.40) and females (Mdn = 3.40) in the factors affecting the blended learning modality of BSHM working students: $U = 312.500$, $z = -.403$, and $p = .687$. This signifies that sex is not a significant factor that affects the learning outcomes of working students. According to Sicut et al. (2020), who found that working students' desire, time management abilities, and capacity for self-directed learning were the elements influencing the outcomes of their learning, gender did not substantially impact the learning outcomes of working students in a blended learning mode.

Similar to this, Gomez and Santos (2021), found that gender had no appreciable influence on the learning outcomes. They identified that working students study practices, academic self-concept, and level of participation in the online learning environment are the main variables influencing their educational outcomes. Additionally, Akanji et al. (2018) found out that male and female working students performed academically similarly, demonstrating that their gender had no major influence on their learning outcomes or aims, in a study about the academic success of working students in Nigeria

Factors	Age	n	Median	H	df	Asymp. Sig.	Conclusion
Time / Schedule	First Year	15	3.00	3.635	3	.304	Not Significant
	Second Year	8	3.20				
	Third Year	15	3.00				
	Fourth Year	14	3.60				
Quality of Teaching	First Year	15	3.20	2.772	3	.428	Not Significant
	Second Year	8	3.30				
	Third Year	15	3.00				
	Fourth Year	14	3.40				
Learning Experience	First Year	15	3.00	1.187	3	.756	Not Significant
	Second Year	8	3.20				
	Third Year	15	3.00				
	Fourth Year	14	3.20				
Learning Outcomes	First Year	15	3.40	.888	3	.828	Not Significant
	Second Year	8	3.50				
	Third Year	15	3.40				
	Fourth Year	14	3.60				

The factors affecting the blended learning modality of the BSHM working student were examined using the Kruskal-Wallis H test, as shown in Table 12's evaluation of the differences among four-year level groups. The test found a statistically non-significant difference for the time and schedule among groups [$H(3) = 3.635, p = .304$], with a median value of 3.00 for the first year, 3.20 for the second year, 3.00 for the third year, and 3.60 for the fourth year level. This signify that year level is not a significant factor that affects the time and schedule of BSHM working students. On the contrary, Kotz (2021), stated the college course schedule offers more flexibility and freedom. College students can choose their classes and class times according to what suits them best rather than adhering to a rigid quarter or semester schedule, depending on the times of classes offered. In addition, "Not all college classes are created equal." Often determined by the level, rigor, or number of hours spent, one class may be worth more credit units than others; it is common to find that the harder or higher a class is, the more units of credit it will be worth (Scisney, 2017).

For the quality of teaching, the test revealed no significant difference between year-level groups [$H(3) = 2.772, p = .428$], with a median value of 3.20 for the first year,

3.30 for the second year, 3.00 for the third year, and 3.40 for the fourth year, since the p- value was greater than the significance level of 5%. This implies that year level is not a significant factor that affects the quality of teaching that working students receive. But according to Hearnd and Ringuet (n.d), quality of teaching is constantly changing. Both socially and geographically, the student body has grown and diversified significantly. New students necessitate new teaching methods. Modern technologies have entered the classroom, altering the nature of student-professor interactions.

The test resulted in no statistically significant differences across year-level groups for the learning experience [$H(3) = 1.187, p = .756$], with a median value of 3.00 for the first year, 3.20 for the second year, 3.00 for the third year, and 3.20 for the fourth year level. This suggests that year level is not a significant factor that affects the learning experience of working students. According to Clara Nhokma (2020), blended learning, regardless of college year level, has been found to significantly impact students' perceptions of their learning experiences and their engagement with peers, lecturers, and course content. This innovative approach to education enables students to enhance their interactions, communication skills, self-confidence, and self-awareness. By fostering discussion and collaboration, blended learning encourages active engagement not only with lecturers but also with fellow classmates and course materials. Consequently, students report an overall positive experience, benefiting from the multifaceted opportunities provided by blended learning.

Table 12. Difference in Factors Affecting Blended Learning Modality of BSHM Working Student by Year Level

The test's findings for the learning outcomes showed no statistically significant differences between year-level groups [$H(3) = .888, p = .828$], with a median value of 3.40 for the first year, 3.50 for the second year, 3.40 for the third year, and 3.60 for the fourth year level. This conveys that year level is not a significant factor that affects the learning outcomes of working students. But according to Vancouver Island University (2018), learning outcomes begin to appear as a course or program progresses. As a result, some learning outcomes may be more consistent, whereas others may need to be adjusted, enhanced, or created as a result of learning situations, student needs, or course design needs. Learning outcomes are not fixed and should change as the course evolves over time and students engage in their learning. Program learning outcomes define what students will be able to demonstrate, produce, or represent as a result of their program learning. Program Learning Outcomes, unlike Program Goals, are not fixed. They are being created for a specific and predetermined assessment cycle (University of California San Diego, n.d).

Factors	Age	n	Median	H	d	f	Asy mp. Sig	Conclusion
Time / Schedule	11 and below	20	3.20	1.251	4		.870	Not Significant
	12 - 21	9	3.00					
	22 - 31	4	3.30					
	32 - 41	7	3.40					
	42 and above	12	3.60					
Quality of Teaching	11 and below	20	3.00	5.593	4		.232	Not Significant
	12 - 21	9	3.40					
	22 - 31	4	3.40					
	32 - 41	7	3.40					
	42 and above	12	3.30					

Learning Experience	11 and below	20	3.00	2.846	4		.584	Not Significant
	12 - 21	9	3.00					
	22 - 31	4	3.50					
	32 - 41	7	3.20					
	42 and above	12	3.40					
Learning Outcomes	11 and below	20	3.40	1.428	4		.839	Not Significant
	12 - 21	9	3.00					
	22 - 31	4	3.50					
	32 - 41	7	3.40					
	42 and above	12	3.60					

Table 13. Difference in Factors Affecting Blended Learning Modality of BSHM Working Student by Number of Months of Work Experience

The Kruskal-Wallis H test was used to analyze the factors affecting the blended learning modality of BSHM working students, as can be seen in Table 13's analysis of the differences between groups according to months of work experience. With a median value of 3.20 for those with 11 or below, 3.00 for those with 12–21 months of work experience, 3.30 for those with 22–31 months, 3.40 for those with 32–41 months, and 3.60 for those with 42 or more months of work experience, the test found no statistically significant differences for time and schedule among groups [$H(4) = 1.251, p = .870$]. This suggests that the number of months of employment is not a crucial factor influencing the time and schedule of working students' in blended learning mode. According to Ongsila et.al (2022), the impact of the number of months of work experience on a student's time and schedule in blended learning may vary depending on individual circumstances and the flexibility of their job. However, it is worth noting that employment can limit academic success and affect time and schedule. Therefore, it is important for working students to carefully consider their work and school commitments and seek support from their

instructors and employers to ensure they are able to balance their academic and professional responsibilities effectively.

For quality of teaching, the test revealed no significant difference among groups [$H(4) = 5.593$, $p=.232$], with a median value of 3.00 for the 11 and below, 3.40 for the 12–21, 3.40 for the 22–31, 3.40 for the 32–41, and 3.30 for the 42 and above months of work experience. The findings imply that the length of months that working students have been employed is not a major factor that affects the quality of teaching students got. According to Smith (2019), discovered that among students who were working, the amount of months of job experience had no significant effect to level of instruction they've got from their instructors. They also found that compared to student job experience, the amount of knowledge and expertise of the instructors was associated more closely with the quality of instruction. Additionally, institutions prioritize hiring the best teachers since quality teaching is a crucial factor in student achievement. A chapter on instructional quality and cognitive student outcomes also emphasizes the importance of quality instruction in facilitating the learning process (Soguro, 2017; Xhaferi, 2017).

The test for learning experience showed no significant differences between groups [$H(4) = 2.846$, $p = .584$], with a median value of 3.00 for those with 11 months or less of work experience, 3.30 for those with 12 to 21, 3.50 for those with 22 to 31, 3.20 for those with 32 to 41 months of experience, and 3.40 for those with 42 months or above. This suggests that the amount of months of job experience did not significantly alter how well working students learned in blended learning. According to Abapo and Balibay (2019), found out that the number of months or years of work experience showed no discernible difference in the academic experience of working students enrolled in blended learning. This implies that the academic performance of working students in blended learning is not significantly impacted by the number of months of the students' job experience. Rather, the type of job that a student has may have a more significant impact than the number of months of work experience. Jobs that require a substantial amount of physical or mental energy can leave students feeling drained and unable to concentrate on their studies effectively. Furthermore, students who work long hours or have unpredictable schedules may encounter difficulties in finding sufficient time for their coursework, potentially leading to the need to sacrifice sleep or social activities in order to fulfil their academic obligations. (Duyen et.al, 2021).

The test found no statistically significant differences in learning outcomes between groups [$H(4) = 1.428$, $p = .839$], with a median value of 3.40 for those with 11 or less, 3.00 for those with 12–21, 3.50 for those with 22–31, 3.40 for those with 32–41, and 3.60 for those with 42 or more months of work experience. This implies that the amount of months that working students have worked is not a significant factor that

influences their learning outcomes; the students are able to combine employment and study without suffering academically. According to Nandi and Hamilton (2018), in which they looked at the academic performance of working students with various levels of job experience. Between students with fewer than 12 months of job experience and those with more than 12 months of experience, they discovered no discernible difference in GPA.

Based on the study of Canadilla et al. (2017), also looked at the impact of blended learning on working students' academic performance in higher education in the Philippines. Eighty working students from a Philippine tertiary institution participated in the study. They were divided into two groups based on the amount of months they had spent working, one group having fewer than six months and the other having six or more months. The findings demonstrated that there was no discernible difference in the academic results of the two groups of working students who completed blended learning. The study finds that blended learning is an efficient method of instruction for working students and that, regardless of the amount of months of job experience, there are no appreciable differences in the learning results of working students.

Factors	Number of Months	n	Mdn	H	df	Asymp. Sig.	Conclusion
Time / Schedule	College Expenses	3	3.00	3.612	5	.606	Not Significant
	Extra Income	3	3.40				
	Financial Support	3	3.00				
	In Debt	1	3.00				
	Live Alone	1	3.60				
	To gain valuable work experience	9	3.00				
Quality of Teaching	College Expenses	3	3.80	2.707	5	.745	Not Significant
	Extra Income	3	3.20				
	Financial Support	3	3.20				
	In Debt	1	3.60				
	Live Alone	1	3.80				
	To gain valuable work experience	9	3.00				
	College Expenses	3	3.80				
	Extra Income	3	3.00				

Learning Experience	Financial Support	3	3.00	2.798	5	.731	Not Significant
	In Debt	1	3.40				
	Live Alone	1	3.80				
Learning Outcomes	To gain valuable work experience	9	3.00	4.355	5	.499	Not Significant
	College Expenses	3	3.60				
	Extra Income	3	3.40				
		5					

Table 14. Difference in Factors Affecting Blended Learning Modality of BSHM Working Student by Reason for Working

The Kruskal-Wallis H test was used to analyze the factors affecting the blended learning modality of BSHM working students, as shown in Table 14's evaluation of the differences among reasons for working groups. The test found no statistically significant difference between groups in terms of time and schedule [$H(5) = 3.612, p = .606$], with a median value of 3.00 for college expenses, 3.40 for extra income, 3.00 for financial support, 3.00 for being in debt, 3.60 for living alone, and 3.00 for gaining valuable work experience. This suggests that the reasons why students work are not a factor influencing their time and schedule in blended learning modality. According to Best College (2021), working students have fixed schedules for both their work and school commitments, which they determine themselves. Therefore, the reason why they are working may not directly influence their time and schedule for these responsibilities. However, managing both work and school can be challenging, and inadequate time management skills can result in prioritizing work over academic obligations. To effectively manage their time and maintain a healthy work-life-school balance, it is recommended that students create a schedule and allocate specific time blocks for both their job and schoolwork.

The test found no significant difference between groups in terms of teaching quality [$H(5) = 2.707, p = .745$], with a median value of 3.80 for college expenses, 3.20 for extra income, 3.20 for financial support, 3.60 for being in debt, 3.80 for living alone, and 3.00 for gaining valuable work experience. This implies that the reasons why students choose to work are not important predictors of how well they will be taught. Mikkonen et al. (2020), said that regardless of a

student's motive for working, the quality of the instruction they got did not significantly differ from that of other working students. They did point out that working students can be under more stress and time strain, which might have a detrimental impact on their academic performance. Moreover, Helms (n.d), found out that the quality of instruction is not affected by the students motive for working, rather it depends on various factors such as the teacher's experience and teaching style, the curriculum, and the learning environment.

For learning experience, the test revealed no significant difference among groups [$H(5) = 2.798, p=.731$], with a median value of 3.80 for college expenses, 3.00 for extra income, 3.00 for financial support, 3.40 for being in debt, 3.80 for living alone, and 3.00 for gaining valuable work experience. This signifies that the reasons why students choose to work are not a significant factor that influences their educational experience. But Justice and Zhu (2017) revealed that the reasons or motives for working among students actually serve as a source of motivation for their studies. This is particularly evident in the face of financial pressures, as working students may feel a heightened need to succeed academically in order to secure better job opportunities in the future. The financial responsibilities they bear can drive them to excel in their studies, as they recognize the importance of their education in achieving their long-term career goals. Thus, the reasons behind their employment can contribute to their overall motivation to perform well academically.

Regarding learning outcomes, the test found no significant difference between groups [$H(5) = 4.355, p =.499$], with a median value of 3.60 for college expenses, 3.40 for extra income, 3.80 for financial support, 4.00 for being in debt, 3.80 for living alone, and 3.00 for gaining valuable work experience. This shows that the reasons why students choose to work are not a significant factor that influences the educational outcomes of working students. According to Kagambe et al. (2017), factors that influence the students learning outcomes include learner characteristics such as emotional intelligence, resilience, personality type, success in an online learning context, self-regulation, and computer competence. Other significant factors include instructor characteristics, technology use, student attitudes towards blended learning, and design features

Null Hypothesis (Ho): There is a significant difference on factors that affects BSHM working students when group according to profile variables.

4. CONCLUSIONS

This study investigates how working students in hospitality management assess the blended learning modality. After analyzing and interpreting the results, the following conclusions were drawn;

Working students in hospitality management have a positive experience with blended learning, appreciating its flexibility and the ability to balance school and work responsibilities effectively.

Blended learning in hospitality management utilizes engaging and creative teaching methods that help students easily understand the lessons.

Blended learning facilitates the acquisition and application of knowledge and skills for hospitality operations, allowing working students to gain theoretical knowledge online and apply it practically in-person, enhancing their understanding and competence in the field.

And lastly Blended learning is universally recognized as a suitable and beneficial modality for working students in hospitality management, regardless of their demographic characteristics or work-related factors. This highlights the adaptability of blended learning to meet the unique needs of working students, allowing them to thrive academically while effectively managing their work responsibilities.

5. RECOMMENDATIONS:

The researchers recommend promoting the adoption of blended learning in hospitality management education: The study's findings highlight the positive experiences and benefits of blended learning for working students in hospitality management. Therefore, it is recommended to encourage the wider adoption of blended learning as a preferred modality in hospitality management education.

The researchers recommend enhancing teaching methods and instructional design: To further improve the effectiveness of blended learning in hospitality management, instructors should continue to explore innovative teaching techniques, such as gamification, simulations, case studies, and virtual reality, to create interactive and immersive learning experiences. Additionally, instructional design should focus on structuring online resources and in-person sessions in a complementary manner, ensuring seamless integration and reinforcement of knowledge and skills.

The researchers recommend blended learning as an effective modality for learning. By offering online modules for theoretical knowledge and organizing in-person sessions for practical application, working students can enhance their understanding and competence in the field. This approach allows them to effectively balance their work responsibilities while gaining valuable theoretical knowledge online and applying it practically in person. As a result, working students can experience a comprehensive learning journey that significantly contributes to their understanding and competence in the field of hospitality management.

The researchers recommend enhancing blended learning programs in hospitality management. Invest in different resources and infrastructure to ensure accessibility and flexibility for all students, regardless of demographics or work-related factors. Conduct on-going research and evaluation to improve effectiveness and meet the unique needs of working students.

The researchers recommend implementing an intervention program to further enhance the work and school-life balance of working students in hospitality management. This program can provide institutions with deeper insights into the additional or other factors that influence work-school balance and enable them to explore strategies for addressing these factors. By implementing the intervention program, institutions can demonstrate their commitment to understanding and supporting the needs of working students, thereby optimizing their academic success and overall well-being.

The outcome of this study is beneficial to the future researchers for the reason that they can use this to understand more about the study and they can also use this as their reference for conducting research that is related with the topic. This study will may be used as reference for their future studies help them to defend their research paper confidently by serving this research as one of their basis.

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