

Challenges and Coping Strategies of the Institute of Business and Computing Education Working Students

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Abstract: *The primary objective of this study is to investigate the challenges and coping strategies of working students at the Institute of Business and Computing Education (IBCE) at Mabalacat City College. The research aims to provide a comprehensive understanding of the unique experiences faced by these students as they balance academic and employment responsibilities. The study employs a quantitative research design, utilizing a modified survey questionnaire to collect data from IBCE working students. Purposive convenience sampling was used to select participants within the college premises. The data gathered was analyzed to identify specific challenges and the coping mechanisms employed by the students. The findings indicate that financial necessity is a significant motivator for students to work while studying, creating dual pressures that affect their academic performance and well-being. This aligns with previous studies, such as those by Tumin et al. (2022) and Nugraha et al. (2023), which highlight the economic hardships faced by working students. Balancing academic and employment responsibilities is a considerable challenge for these students. Despite this, a large number of students in the Philippines continue to juggle both roles. According to the Commission on Higher Education (CHED), approximately 216,000 students nationwide manage both employment and studies. The study underscores the need for supportive measures to help working students achieve academic success while meeting their financial obligations. Recommendations include the development of institutional support programs and policies tailored to the needs of working students such as enhancing the existing MCC Pro Plus Program, ensuring they receive the necessary resources and assistance to thrive both academically and financially.*

Keywords—Working students, academic challenges, coping strategies, financial necessity, quantitative research, Mabalacat City College

CHAPTER 1: BACKGROUND OF THE STUDY

INTRODUCTION

Consider what it would be like to be a college student who had to balance the burden of a full-time job with the weight of their textbooks in one hand. One of the challenges was battling tiredness as you rush from a late-night shift to an early-morning lecture to pursue both education and financial stability. Numerous college students all around the world lived this juggling act daily, yet this was a story that rarely shared.

Time management was challenging in both studying and working. Many university students often found themselves in a situation of juggling work with their studies. In the study by David Cheng (2019), participants admitted that most jobs are available during daytime business hours, thus competing with academic schedules. As a result, they constantly face the choice between working or studying.

The COVID-19 pandemic, an unforeseen global crisis, has had an impact on every aspect of our lives. One of the most affected groups was our students. It happens that even our education system had transformed, creating the blended

learning approach. The birth of blended learning led these students to see opportunities and shed light on their resilience. The pandemic added significant challenges to their situation, as many turned to work due to budget constraints. This situation highlights the link between working and facing poverty, potentially hindering dreams. (Abella et al., 2022). One striking a balance between academic responsibilities and employment could be a demanding task for these working students. Nevertheless, the topic of students holding jobs while studying is a common topic of discussion. Also, in the study of Galleto (2022), students were still on the rise, particularly in the Philippines. The Commission on Higher Education (CHED) estimated that 216, 000 students in this country are currently balancing employment and study. The percentage represented approximately 8% of all college students. Some college students choose careers for which they were passionate, while others struggle to make a living and support their families. This employment somehow affected their academic studies and college experience. The most effective tool we had for enlightening ourselves and the world is education. It was because a quality education gives

one the skills to properly comprehend information and apply what they have learned based on actual circumstances.

In the study by Muhammad Arif et al. (2020), one of the necessities of life that every person must have was education; the number of part-time occupations increases. There is a growth of students in the workplace that was changed by part-time employment in both positive and negative ways. In recent times, pandemic difficulties, the need for support, students' commitment, and the balance between work, study, and social and financial responsibilities had been highlighted and truly shown.

The practice of working while studying had become more frequent in today's educational environment. A more dynamic approach, where students actively interact in the workforce while pursuing their academic goals, was rapidly replacing the old idea of a full-time student isolated from employment. This change was noticeable at places such as the Institute of Business and Computing Education at Mabalacat City College, where students successfully combined their academic work with their professional obligations. The prevalence of this trend emphasized the importance for educators, institutions, and policymakers to understand and handle specific problems and opportunities connected with the dual commitment of working and learning. As the lines between work and education blur, it became essential to recognize the resilience and adaptability inherent in the modern student who navigated these parallel paths toward personal and professional growth.

Considering the circumstances at Mabalacat City College, where students, particularly those within the Institute of Business and Computing Education, navigated employment alongside their academic pursuits, the challenges they encountered were both varied and notable. Despite these obstacles, these working students exhibit resilience and determination, demonstrating their ability to persist in their studies while coping with the complexities of balancing work and education. This research aimed to investigate into the coping strategies employed by the working students at Mabalacat City College, specifically within the Institute of Business and Computing Education. By closely examining the challenges faced by these students and identifying the strategies they used to overcome them, this study seeks to provide valuable insights that can benefit both the students and the institutional framework.

As noted by Tumin et al. (2022), the necessity for students to work while studying was often driven by financial needs to support daily living expenses and academic costs. The ongoing pandemic has further exacerbated these financial pressures, prompting more students to engage in employment to address budget constraints. This financial strain and the need for employment were consistent with the findings of Nugraha et al. (2023), who highlighted the link between working, economic challenges, and the potential hindrance of students' aspirations.

By contextualizing these external factors within the specific setting of Mabalacat City College, this research aimed to provide insights into the challenges faced by working students in the Institute of Business and Computing Education and offer applicable details that could inform support mechanisms for both the institution and the students it serves.

Furthermore, by recognizing the challenges and goals people have, this research seeks to make a significant contribution. The researchers aimed to provide students with individualized academic help, enabling them to succeed in their studies without jeopardizing their employment commitments, using the insights gathered from our study. It also aimed to improve the harmony between their work, study, and personal lives by offering insightful advice on time management and stress management. Our findings could lead to professional growth and internship opportunities outside the classroom, ensuring that working students get real-world experience in their chosen industries. In addition, this research dedicated to promote legislative changes that support working students' requirements, providing networking and mentorship opportunities, and raising awareness of their crucial contributions to society.

REVIEW LITERATURE

As reported by Ecton et al. (2023), working while in college was immensely popular, particularly given the rising cost of college tuition and the weight of student loan debt. Having a job while studying gave students naturally a mention of the conditions that must be met for it to work successfully in a later career. In recent years, further studies have found that students who work part-time can easily develop collaboration and teamwork, communication, leadership, and practical skills (The Indeed Career Guide 2022). Students could immediately interact with teachers and use their part-time employment experiences to improved and honed their academic information, drive, and employment possibilities. It concluded that a combination of financial needs and the opportunity to gain experience will enhance future career opportunities.

In line, Smith and McMahon (2018), suggested that working students often had the opportunity to build valuable professional networks while employed. Part-time jobs, internships, and co-op experiences could lead to job offers and career opportunities upon graduation. Despite having a range of benefits, earning part-time and studying full-time responders typically saw part-time work as essential to surviving in the modern higher education environment.

According, to Pame et al. (2019), working as a student could have both advantages and disadvantages. It gives students a sense of fulfillment and accountability as they earned money while learning. Although work pressure might occasionally resulted in ineffective time management, it helped them manage their time more effectively. Despite the difficulties that working students may encounter, these situations helped them understand the value of dedication, restraint, and efficient time management. They also learned about the

advantages and disadvantages of balancing employment and school. Working as a student was a challenging but character-building path.

Chen and Smith (2019) mentioned the evolving landscape of education, characterized by online and flexible learning options, has made it more feasible for students to work while studying. This shift has created opportunities for more working students. It makes sense that the earnings from a part-time job are typically used for the necessities of life. Part-time employment frequently served as a gateway for students to the real world, which helped them advance both personally and professionally, especially in the higher education industry. Community colleges could, if possible, establish flexible scheduling options to increase access for students looking to take classes that accommodate their work schedules. Flexible scheduling was crucial for student support services, as stated by the Association of Community College Trustees. Support and programs for working students were crucial for an institution to promote educational accessibility and student success.

Faizuddin (2020), proposed that the students fully understood the concept of working while studying and considered a financial necessity and self-improvement. The students exposed themselves to several challenges of working students such as time constraints and commitment to their studies. Despite the challenges, the students considered working while studying as a motivation to further develop themselves and acquire the necessary skills for better employment. This study is important as many college students were working while enrolled in higher education. It sheds light on the attitudes and experiences of students who are juggling work and education. This knowledge was crucial for educational institutions and policymakers to tailor their support and policies to meet the needs of working students, ultimately contributing to their success and well-being.

According to the Commission on Higher Education (2023), 35.15 percent was the expected attrition rate, or the number of students who dropped out, in universities and colleges in the academic year 2023–2024. The decision to drop out of higher education is never made lightly, particularly by working students who strive to balance work and academics. The struggles they face were multifaceted, from the pressures of time management to the financial stress of tuition and living expenses. The factors leading to dropout vary but often include academic challenges, burnout, financial crises, and reevaluated career aspirations.

According to CHED, as cited by Abenoja et al. Al (2019), says that only half of working students completed their degrees because many found it difficult to adjust and focus on their studies, while others drop out because of health issues or financial difficulties. It could be challenging for working students to balance the demands of their careers with their academic obligations. Because of the time and effort demanded by their occupations, they find it difficult to concentrate on their studies, which can result in difficulty in adjusting and focusing.

As stated by Verulava and Jorbenadze (2022), most of the students believed that the main reason for employment was the financial necessity to earn additional income to support their families and pay off expenses incurred. Financial constraints were the primary motivator for students to work while pursuing their education. The need to cover tuition, textbooks, living expenses, and other financial obligations often drives students to seek employment.

Anderson and Green (2018) pointed out that supportive employers who offer flexible work hours can alleviate some of the challenges faced by working students. Employers who understand and accommodate a student's academic commitments could make balancing work and studies more manageable. There were a growing number of students in college who are working and, to a greater extent, using the data from the Commission on Higher Education (CHED) which states that 216,000 students in this country are currently balancing employment and study. According to the Association of Community College Trustees, students organized their schedules by either dividing their weeks into days that are specifically designated for either academics or work or by dividing their days into time slots for working and attending classes. Students faced difficulties such as having little time for schoolwork, feeling stressed, and not getting enough sleep when they must prioritize work and studying. Many of these difficulties were for students with low incomes who lack the necessary support networks. To overcome these obstacles, educational institutions and policymakers must offer programs and guidance that help working students strike a better balance between their obligations, advancing educational equity and the well-being of their students

It was evident in the study of Cenby Eppie G. Gaytos, Ph.D., et, al. (2020), that the students at Eastern Samar State University-Guian Campus agreed that students are engaged in paid work but are still able to balance their work and schooling well. Other essential findings of the study included the following conclusions. The students of ESSU Guian agreed that working while studying improves their chances of having work experience and, at the same time, being able to save money and help with their finances.

This showed that having a part-time job contributes to completing a bachelor's degree. Working while in school is primarily motivated by a desire to balance the budget: to pay for hurdles in several forms of student aid; to increase income to aid in future goals or to better comprehend understudies. Furthermore, it enabled students to share the responsibility for covering their costs, the examination gives them a sense of financial independence and fosters skills in managing accounts.

Working students pursued employment to financially support themselves and their families, especially those from financially disadvantaged backgrounds Calma, et al (2020). The pandemic added significant challenges to their situation, as many turned to work due to budget constraints. This situation highlighted the link between working and facing

poverty, potentially hindering dreams. Nevertheless, the study emphasized that despite these challenges, working students remained determined to secure a better future for themselves and their families. These students often lack adequate financial support from their parents, and as a result, they must work to cover costs like tuition, daily expenses, and other necessities. Some students came from low-income households, and they struggled to pay for their education. Daily necessities, transportation costs, and tuition costs all rise in tandem with the Philippines' rising inflation rate. Students who have experienced receiving salaries were more often unable to stop working while studying.

According to the study of William Pehrah, et al, (2019), entitled "Compensation and Social Support on Continuance Commitment of Working Students in the Adventist University of the Philippines," consistency was essential in the modern workforce, especially for working students who frequently depended on their occupations for their livelihood. The relationship between pay, social support, and continued commitment among working students at a Seventh-day Adventist university was investigated in this study, which was conducted in the Philippines. Out of 450 working students, 100 were randomly chosen to participate in the study. The results showed that pay and continued commitment had a substantial positive correlation, whereas social support and continued commitment had a more moderate positive correlation. Based on variables such as gender, age, or the number of academic units taken by working students, there were no appreciable differences in commitment to continuing education.

The COVID-19 pandemic was the time when many students started to do part-time jobs while studying at the same time. Being skilled at multi-tasking and having the determination and willingness to do both studying and working should be included in time management to complete all the responsibilities. Working students had many concerns during the COVID-19 outbreak including their health, income, and how to balance their education and work (Dias, 2021).

The study by Karsdorp and Veerie (2022), entitled "The Effects of Time Management Practices on the Academic Performance of Employed Students", the study aimed to examine how students' part-time employment affected their academic performance and how time management abilities might have affected this relationship. Hence, academic performance was not impacted by the size of a part-time job. The association between the size of part-time employment, stress, effort, and academic success was not significantly moderated by time management abilities. However, there was a strong and substantial relationship between great time management and superior academic performance, indicating that children with these abilities typically outperform their peers in the classroom. Additionally, these students needed less effort to succeed academically. It was significant to remember that the study was conducted during the COVID-19 epidemic, which could have affected the environment for both work and study.

Some of the working students tend to have had early experience working to use after graduation for easy job hunting. According to the study of Tumin, et al. (2020), entitled "Working Students in Higher Education: Challenges and Solutions", to understand how working students at a Malaysian university overcome the difficulties of balancing employment and education, this study explored their experiences. These students regard working while they study as a chance to improve themselves and find better employment, despite obstacles such as deadlines. The study provided suggestions for balancing employment and school while highlighting the significance of time management, dedication, discipline, and responsibility.

Student's motivation, mental health, and perceived connection with their peers had all gotten worse over time Madaus (2022). Regarding the communication and support of both campus faculty and accessibility services some students, notably, reported improvements over time. Educational institutions needed to acknowledge these trends and continue to work on strategies to enhance student motivation, mental health, and peer interactions while maintaining and further improving communication and support services to help students succeed academically and emotionally.

As stated by Antipolo (2021), working students were more likely to have more problems and a higher risk of mental health disorders when switching to online learning due to a lack of sufficient study spaces and the technology necessary to complete the learning activities and were less likely to show up for scheduled virtual classes. Students managing and balancing their time with academic requirements was still important. The pandemic created various challenges for working students, ranging from technological and financial constraints to issues with mental health and adjusting to a new way of life. Mental health was most affected when pursuing both studying and working at the same time. Aside from academic stress and working stress, personal stress affects the time management and responsibilities of every working student.

According to Nor Farah Ain Ghazali, et al. (2022), entitled "The Determinants of Mental Health among Working Students in Malaysia", in a sample of 384 working university students in Malaysia, this study examined the relationship between mental health and associated factors, such as time management, individual stress, and academic stress. The Statistical Package for the Social Sciences (SPSS) was used for data analysis, which was gathered through questionnaires distributed via social media and Google Forms. The results showed a strong correlation between mental health and these factors among Malaysian working students.

Lessky and Unger (2022) used a sample of 47,228 Austrian university students, to show that different student groups had varying levels of risk associated with working long hours. In addition to the need for money, the findings indicate that getting work experience and not coming from a family with a history of academic achievement are significant indicators of the decision to take up time-consuming jobs, particularly for business students.

Working as a student was a desperate attempt to satisfy the desire for an affordable education, according to J. Walter (2020). The majority of Filipinos, from the middle class to those living in poverty, have at some point experienced difficulty balancing employment with their academic obligations. All of this is simply to be able to support themselves and their academic endeavors. They typically labor to provide for their family.

STATEMENT OF THE PROBLEM

The primary objective of this quantitative research study was to determine the challenges encountered by working students in the Institute of Business and Computing Education (IBCE) at Mabalacat City College and the strategies they applied to cope with these challenges. This research aimed to provide a comprehensive understanding of the multifaceted experiences of working students in the Institute of Business and Computing Education at Mabalacat City College. Specifically, it aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Sex
 - 1.2 Civil Status
 - 1.3 Age
 - 1.4 Program & Year Level
 - 1.5 Parent’s Monthly Income
 - 1.6 Name of the Company
 - 1.7 Job Position
 - 1.8 Employment Status
 - 1.9 Number of Hours per Day
2. What factors drive working students to engage in employment while simultaneously pursuing their studies at IBCE?
3. What predominant challenges do working students encounter at IBCE?
4. What strategies do they employ to effectively manage these challenges?
5. Is there any relationship between the factors that drive students to engage in employment while studying and the predominant challenges they encounter as working students?
6. What are the proposed coping strategies for working students?

THEORETICAL AND CONCEPTUAL FRAMEWORK

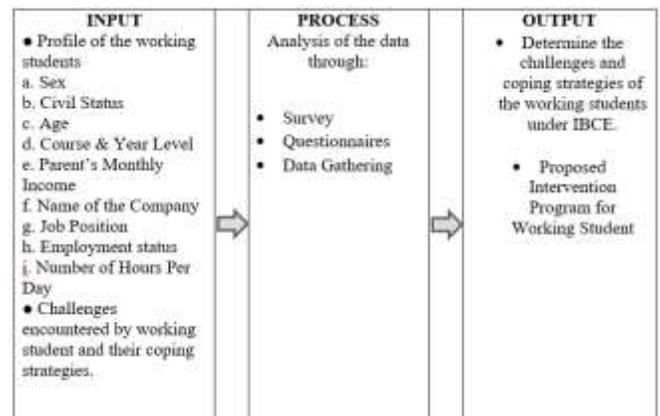
Students working part-time or even full-time while in school is becoming the norm everywhere. Students will eventually be prepared for their future careers through employment. Most of the data in this study will come from everyday experiences, however, these facts will be examined and supported by

theories. This study used Human Capital Theory, Social Cognitive Theory, and Role Theory.

The Human Capital Theory proposed that individuals invested in education to increase their human capital, which in turned enhanced their earning potential. Working students faced the challenge of balancing their education with work, and their coping strategy may involve making informed decisions about the value of their education and their future earning potential. According to Human Capital Theory (Blundell et al., 2018), investing in education was vital to gaining knowledge and experience, which ultimately improved personal wealth. These abilities boosted the employee’s efficiency at work, according to Tan (2020).

Social Cognitive Theory emphasized the role of self-efficacy in determining how individuals cope with challenges. Working students with high self-efficacy may adopt proactive coping strategies, such as setting clear goals and seeking out resources, whereas those with low self-efficacy may resort to avoidance strategies. Bandura (2018) also addresses outcome expectations, which referred to working students’ beliefs about the likely consequences of their actions. Working students may weigh the potential benefits and drawbacks of their academic and work commitments, which affect their coping strategies and decision-making.

Role Conflict Theory stated that working students often experience role conflicts between their roles as students, employees, and possibly as family members. This theory could help explain the challenges of juggling these roles and coping strategies, such as negotiation and role prioritization.



SIGNIFICANCE OF THE STUDY

The pursuit of higher education had grown more difficult in today’s dynamic and competitive educational environment, especially for those who preferred to balance their studies with their employment. The difficulties that working students must overcome were varied and particular, frequently demanding a delicate balance between the obligations of study and employment. This study delved into the significance of understanding the challenges and coping strategies faced by working students enrolled in the Institute of Business and Computing Education (IBCE). The study’s findings were

deemed to be of significance to the following groups or institutions:

Working Students: Through the helped of this study, provides coping mechanisms and aids in understanding the difficulties faced by working students, enabling them to manage their education more skillfully. A better educational experience and greater academic results may arise from the study's findings.

Full-time Students: Gaining insight into the particular challenges encountered by employed students can help us better understand the overall student experience. The results of this study had the potential to improve academic environments that were more welcoming and encouraging for both regular and working students. It also enhanced the overall understanding of the educational atmosphere, cultivating awareness and empathy within the student community.

Teachers: This study could inform the modification of curriculum and assistance to best meet the requirements of learners by providing a thorough understanding of the difficulties faced by working students. This may result in working students who were more engaged and motivated, thereby improving the learning environment.

School Administrators: It will guide the distribution of resources and the creation of programs to benefit working students. By leveraging the MCC Pro Plus Program offered by the school, we could enhance and optimize the existing program meaningfully. This initiative not only adds value but also contributed to the overall improvement of the school's program. Additionally, it promoted higher retention rates and better academic results by improving the experience for working students.

Future Researchers: This study can serve as a foundation for further exploration of the challenges and coping strategies of working students, potentially uncovering new insights. Future researchers may use this study as a reference for their investigations.

Hypothesis of the Study: There is no significant relationship between the factors that drive students to engage in employment while studying and the predominant challenges they encountered as working students.

SCOPE AND DELIMITATIONS OF THE STUDY

The scope of this study was to know the challenges and coping strategies of working students. To obtained adequate and substantial data that would support the said study, the researchers identified the participants to be working students under the Institute of Business and Computing Education at Mabalacat City College with the use of Purposive Sampling Techniques. The participants' responses would constitute the information needed in the study. This study will not include the advantages and disadvantages of being a working student.

DEFINITION OF TERMS

Working Student- Those students who are working full-time or having a part-time job while studying (Bartley, 2019).

As defined in our study, a working student was defined operationally as a person who was currently enrolled in the Institute of Business and Computing Education, pursuing different courses within the program concurrently, and working a specific job either full-time or part-time, throughout the academic year, which faces challenges balancing work and school.

Part-Time- Involving or working less than customary or standard hours (Merriam-Webster, 2023).

For this study, "part-time" is defined as a work arrangement in which a student enrolled in the Institute of Business and Computing Education works a limited number of hours per day—typically less than eight hours—for pay while having the flexibility to choose their schedule. During the regular academic year, these individuals pursued academic coursework within the program while simultaneously working.

Full-Time- The amount of time considered the normal amount for working during a given period. (Merriam-Webster, 2023).

As used in our study, full-time is defined operationally as a work arrangement in which a student enrolled in the Institute of Business and Computing Education works for pay regularly for approximately eight hours per day, along with extra hours, which sometimes gave a conflicting schedule to the school hours of a student who was also working.

Coping strategies- Any conscious or unconscious decision an individual makes which causes relief or consolation in stressful situations (Newell & Davis, 2023).

As used in our research, coping strategies were the different approaches and flexible solutions that students at the Institute of Business and Computing Education employed to manage their studies and jobs. To successfully manage the combined duties of work and study, they included strategies like time management, stress relaxation, looking for social support, and prioritizing tasks.

Challenges- A new or difficult task that tests somebody's ability and skill (Oxford Learner's Dictionaries 2024).

As defined in our study, challenges were defined operationally as the different barriers, challenges, and limitations that students at the Institute of Business and Computing Education face when pursuing their educational and employment objectives at the same time.

CHAPTER 2: METHODOLOGY OF THE STUDY

RESEARCH DESIGN

This study is a descriptive quantitative research approach selected because quantitative research will be valuable for studying relationships, patterns, and trends through numerical data and will use as it is useful in obtaining the overall picture

of the whole study at a point in time. Specifically, the descriptive correlational method will use to understand the challenges and coping strategies of the respondents. Research studies that will seek to identify the relationship between several variables and provide static images of circumstances employ a descriptive correlational design (McBurney & White, 2020). Hence, researchers will gather information to better understand the factors of interest and determine their relationships through descriptive correlational research. The primary objective will provide a comprehensive explanation of the variables and their relationships without manipulating them or assuming that one thing causes another. Bhat, (2023).

The respondents will properly asked a consent about the research purpose and provided an adequate time to answer the survey questionnaire. They will assure the confidentiality of their responses.

The primary data source will be modified survey questionnaire on determining the challenges and coping strategies of Institute of Business and Computing Education working students. The quantitative research methods will use for this study will discuss further below, including purposive sampling and the research questionnaire.

RESEARCH LOCALE

The researchers will conduct the study within the perimeter of Mabalacat City College., Rizal Street, Barangay Dolores, Mabalacat City, Pampanga. The college will be under the jurisdiction of the Local Government Unit of Mabalacat City, which can be reached by land transportation.

RESPONDENTS

The respondents for this study will comprise 175 working students across various programs, including Bachelor of Science in Accountancy (BSA) with 30 respondents, Bachelor of Science in Entrepreneurship (BSE) with 29 respondents, Bachelor of Science in Customs Administration (BSCA) with 36 respondents, Bachelor of Science in Information Technology (BSIT) with 47 respondents, Bachelor of Science in Management Accounting (BSMA) with 11 respondents, and Bachelor of Science in Office Administration (BSOA) with 22 respondents. The participants will include first-year to fourth-year college students under the Institute of Business and Computing Education, with 175 working students selected per section through purposive-convenience sampling.

Out of the total 175 respondents, 30 individuals will choose to participate in the reliability test for the survey questionnaire. According to Kassiani Nikolopoulou (2022), purposive sampling will be collection of non-probability sampling strategies that selects units based on specific characteristics required in the sample being collected. In essence, purposive sampling will involve the intentional selection of units. Out of the remaining 145 respondents, only the 96 respondents will answer the survey. According to Research Methods for Cyber Security (2017), using respondents who are "convenient" for the researcher will be known as convenience sampling. There

is no particular regarding how these respondents become known; they might be found by just asking anyone you see on the street, in a public space, at work, or in their availability.

INSTRUMENT

Challenges and coping strategies of working students under the Institute of Business and Computing Education at Mabalacat City College will be determined through a modified questionnaire in the study of Andrews Maquiling, (2018), and Bun Chantrea, et.al. (2023). The questionnaire will be designed based on the substantial reading the researcher did of various studies, literature, and other samples of questionnaires. The researcher will develop the initial draft of the questionnaire with assistance from experts and research associates.

The parts of the questionnaire are as follows: the first part gathers demographic data, including age, sex, civil status, program and year level, monthly income, parent's occupation, employment status (full- or part-time), name of the company, job position, and numbers of hours of work per day. The factors that encourage respondents to work while they study include Part Two (2). The possible difficulties that the respondents may have encountered are covered and examined in Part Three (3). The coping strategies that respondents employed to get through difficult situations and the advice they would give to other college students about being working students in Part Three (4). Additionally, three (3) experts with experience in education and face validation and dependability were provided with the document after it had been revised in terms of content, format, and structure. A minor adjustment will be made after the questionnaire is submitted for face validation.

DATA COLLECTION PROCEDURE

The researchers, with the approval of Mr. Ricardo S. Jimenez, the research instructor, will conduct a study on the challenges and coping strategies of Institute of Business and Computing Education working students. The next step will involve sending the survey questionnaires to the respective class mayors or any class officers, enabling the respondents to receive and respond to the questionnaire. The respondents will be given a modified questionnaire through Google Forms created by the researchers. Using the modified questionnaire as a tool, the researchers floated it among IBCE students through purposive sampling, from the data. Results will be tabulated using the formula for percentage and pearson r correlation coefficient and will be evaluated through figures and tables, which later concluded the study.

DATA PROCESSING AND STATISTICAL TREATMENT

The researchers will invest substantial time, effort, and collaborative work to develop an improved questionnaire tailored to effectively address the requirements of its intended respondents. The researchers will generate appropriate questions and use them to produce the survey. There will be four (4) parts to the questionnaire. The purpose of the Likert

scale questionnaire is to ascertain the respondents' opinions about the given question. After the approval of the modified questionnaire, copies will be sent to the class mayors using Google Forms and sent in Facebook Messenger for them to distribute to respondents for easier and faster collection of data.

Participants will be given time to respond according to their free time and then the researchers will collect the data the next working week. Results will be tabulated using the formula for percentage and Pearson correlation coefficient (r) and will be evaluated through figures and tables, which later came up to the conclusion of the study. The data to be gathered in this study will be subjected to the following statistical treatment:

The frequency of each response will be determined by the number of respondents who will check the item. The Demographic Profile of the respondents will be determined by using the formula of percentage.

Where:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage
F = Frequency
N = Total Number of Respondents

The answer for the relationship will be derived using the inferential statistics known as Pearson r correlation coefficient. The Pearson r correlation coefficient will help identify the relationship between the challenges and coping strategies of working students and their demographic factors. The computation for the Pearson r correlation coefficient is as follows: Formula for Pearson r correlation coefficient.

Where:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

N = Number of Samples
X = First Variable
Y = Second Variable

Spearman p	Correlation
≥0.70	Very strong relationship
0.40-0.69	Strong relationship
0.30-0.39	Moderate relationship
0.20-0.29	Weak relationship
0.01-0.19	No or negligible relationship

This descriptor applies to both positive and negative relationships.
(Adapted From Dancey and Reidy, 2004)¹⁰¹

ETHICAL CONSIDERATION

The researchers will search for participants who were working while studying in every program under the Institute of Business and Computing Education and who were willing and able to take part in the study. Participants will provide with a clear and concise objective of the research. Before starting the Google Forms survey, the participants will provide a consent statement sent to their Messenger Account. Participation is entirely voluntary, and participants can withdraw from the study at any point without facing any negative consequences. All responses will be undisclosed.

CHAPTER 3: FINDINGS

This chapter contained the presentation of the data, as well as data analysis and interpretation by employing the statistical treatment mentioned in the previous chapter. The gathered data were solved and analyzed to address the specific items mentioned in the statement of the problem in Chapter 1.

Statement of the Problem 1. How the demographic profile of the respondents be described in terms of:

Table 1.1. Sex

Criteria	Frequency	Percent
Female	58	60
Male	38	40
Total	96	100.0

Table No.1.1. Shows the sex of the respondents, the results revealed that 60% of the respondents were female and 40% were male.

Table 1.2. Civil Status

Criteria	Frequency	Percent
Married	3	3
Single	93	97
Total	96	100.0

Table No.1.2. Shows the Civil Status of the respondents, the results revealed that 97% were Single and 3% of the respondents were married.

Table 1.3. Age

Criteria	Frequency	Percent
19.00	4	4
20.00	27	28
21.00	25	26
22.00	19	20
23.00	12	13
24.00	6	6
27.00	1	1
28.00	1	1
29.00	1	1
Total	96	100.0

Table No.1.3. Shows the Age of the respondents, the results revealed that 4% were 19 years old, 28% were 20 years old, 26% were 21 years old, 20% were 22 years old, 13% were 23 years old, 6% were 24 years old, and 1% each for 27, 28, and 29 years old.

Table 1.4. Program & Year Level

Criteria	Frequency	Percent
BSA	21	22
BSCA	29	30
BSE	7	7
BSIT	23	24
BSMA	10	11

BSOA	6	6
Total	96	100.0

Year Level	Frequency	Percent
1st Year	17	18
2nd Year	27	28
3rd Year	31	32
4th Year	21	22
Total	96	100.0

Table No.1.4. Shows the Program of the respondents, the results revealed that 22% were from the BSA, 30% were from the BSCA, 7% were from the BSE, 24% are from the BSIT, 11% were from the BSMA, and 6% were from the BSOA. The Year Level of the respondent results revealed that 18% were 1st Year, 28% were 2nd Year, 32% were 3rd Year, and 22% are 4th Year.

Table 1.5. Parent's Monthly Income

Criteria	Frequency	Percent
Php 3,000 to Php 6,000	24	25
Php 6,001 to Php 9,000	26	27
Php 9,001 to Php 15,000	25	26
Php 15,001 to Php 20,000	10	10
Php 20,000 and above	11	12
Total	96	100.0

Table No.1.5. Shows the Parent's Monthly Income of the respondents, the results revealed that 25% were earning 3,000 to 6,000 pesos, 27% were earning 6,001 to 9,000 pesos, 26% were earning 9,001 to 15,000 pesos, 10% were earning 15,001 to 20,000 pesos, and 12% were earning 20,000 pesos and above.

Table 1.6. Name of the Company

Criteria	Frequency	Percent
Alorica	4	4
B and A meat and vegetables store	1	1
Baloy's Catering	1	1
Bbd customs brokerage services	2	2
Bridges School	1	1
Bureau of Customs	1	1
Carenderia	1	1
Chicken Star	1	1
Clark Development Corporation	1	1
Clothing	2	2
Cloudstaff	1	1
Concentrix	4	4
Dream Events	1	1
DSO	1	1
Eula Cassiedy Catering& Events	1	1

Finechief	1	1
Freelance	2	2
Fusion Intergreted	1	1
Cooperative		
Golden Arches	2	2
Development Corporation		
Government	3	3
Graphicast enterprises	1	1
Handmaiden	1	1
iQor	4	4
Jollibee	6	6
Jory & Rose Giftshop	1	1
JT Automations	1	1
Kaptelicious	1	1
La Gracia's Heritage	1	1
Recipes		
Liza Eatery	1	1
Lola Ines Catering	1	1
Maxim	1	1
McDonald's	10	10
Miguelitos	1	1
Moxie corp	1	1
PBB CAFÉ	1	1
PICK 2 WEAR	1	1
Prompt Care EMS Academy Incorporated	1	1
R & G Outsourcing	1	1
Robinsons Supermarket	1	1
Roy Refrigeration and Airconditioning Unit	2	2
RRCP DENTAL CLINIC	1	1
Samgyupsal	1	1
Serbiz Cooperative	2	2
Service Scape Travel Agencies	1	1
SGP	1	1
Shopee	1	1
Sitel	1	1
SMEAG Global School	1	1
Sutherland Global Services	4	4
TaskUs	1	1
Triple J Sports Apparel	1	1
UAS	1	1
UNIFI	1	1
US	1	1
VXI	6	6
Wrap And Go	1	1
Yunik	1	1
Total	96	100.0

Table No.1.5. Shows the Parent's Monthly Income of the respondents, the results revealed that 25% were earning 3,000 to 6,000 pesos, 27% were earning 6,001 to 9,000 pesos, 26% were earning 9,001 to 15,000 pesos, 10% were earning 15,001

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Chicken Star	1	1
Clark Development Corporation	1	1
Clothing	2	2
Cloudstaff	1	1
Concentrix	4	4
Dream Events	1	1
DSO	1	1
Eula Cassiedy Catering& Events	1	1
Finechief	1	1
Freelance	2	2
Fusion Intergreted Cooperative	1	1
Golden Arches	2	2
Development Corporation		
Government	3	3
Graphicast enterprises	1	1
Handmaiden	1	1
iQor	4	4
Jollibee	6	6
Jory & Rose Giftshop	1	1
JT Automations	1	1
Kaptelicious	1	1
La Gracia's Heritage Recipes	1	1
Liza Eatery	1	1
Lola Ines Catering	1	1
Maxim	1	1
McDonald's	10	10
Miguelitos	1	1
Moxie corp	1	1
PBB CAFÉ	1	1
PICK 2 WEAR	1	1
Prompt Care EMS Academy Incorporated	1	1
R & G Outsourcing	1	1
Robinsons Supermarket	1	1

Roy Refrigeration and Airconditioning Unit	2	2
RRCP DENTAL CLINIC	1	1
Samgyupsal	1	1
Serbiz Cooperative	2	2
Service Scape Travel Agencies	1	1
SGP	1	1
Shopee	1	1
Sitel	1	1
SMEAG Global School	1	1
Sutherland Global Services	4	4
TaskUs	1	1
Triple J Sports Apparel	1	1
UAS	1	1
UNIFI	1	1
US	1	1
VXI	6	6
Wrap And Go	1	1
Yunik	1	1
Total	96	100.0

Table No.1.6. Shows the Name of the Company of the respondents, the results revealed that each 4% were from Alorica, Concentrix, iQor, and Sutherland Global Services, each 2% were from BBD Customs Brokerage, Clothing, Freelance, Golden Arches Development Corporation, and Roy Refrigeration, Serbiz Cooperative, and Airconditioning Unit, each 6% are from Jollibee and VXI, 3% were from the Government, each 1% were from B and A meat and vegetables store, Baloys Catering, Bridges School, Bureau of Customs, Carenderia, Chicken Star, Clark Development Corporation, Cloudstaff, Dream Events, DSO, Eula Cassiedy Catering& Events, Finechief, Fusion Intergreted Cooperative, Graphicast enterprises, Handmaiden, Jory & Rose Giftshop, JT Automations, Kaptelicious, La Gracia's Heritage Recipes, Liza Eatery, Lola Ines Catering, Maxim, Miguelitos, Moxie corp, PBB CAFÉ, PICK 2 WEAR, Prompt Care EMS Academy Incorporated, R & G Outsourcing, Robinsons Supermarket, RRCP DENTAL CLINIC, Samgyupsal, Service Scape Travel Agencies, SGP, Shopee, Sitel, SMEAG Global School, TaskUs, Triple J Sports Apparel, UAS, UNIFI, US, Wrap And Go, and Yunik.

Table 1.7. Job Position

Criteria	Frequency	Percent
Account Associate	2	2
Account Officer	1	1
Accounting	1	1
Admin aide II	1	1
Admin Staff and Barista	1	1
Administrative Aide	1	1
Administrative Staff	1	1
Ads Writer	1	1
All around	1	1

Assistant	2	2
Bartender	1	1
Bookkeeping	2	2
BPO	1	1
Call Center	8	8
Cashier	4	4
Customer Service Representative	11	12
Declarant	2	2
Driver	1	1
Events Admin	1	1
Food Scooper	1	1
Freelance	2	2
Grill	1	1
Head Technician	2	2
Job order	1	1
Kitchen Crew	1	1
Laborer	1	1
Layout artist	1	1
Link builder	1	1
Pizza Artist	1	1
Quality Evaluation	2	2
Repacker	1	1
Rider	1	1
Sales Lady	3	3
Security Agent 1	1	1
Service Crew	23	24
SK Kagawad	1	1
Staff	3	3
Styling	1	1
Teacher	1	1
Technical Support Representative	1	1
Technical Support-Sales (Agent)	1	1
Video Editor	1	1
Virtual Assistant	1	1
Waiter	1	1
Total	96	100.0

Table No.1.7. Shows the Job Position of the respondents, the results revealed that 24% were Service Crew, 12% were Customer Service Representative, 8% were Call Center, 4% were Cashier, each 3% were Sales Lady, and Staff, each 2% were Account Associate, Assistant, Bookkeeping, Declarant, Freelance, Head Technician, and Quality Evaluation, each 1% were Account Officer, Accounting, Admin aide II, Admin Staff and Barista, Administrative Aide, Administrative Staff, Ads Writer, All around, Bartender, BPO, Driver, Events Admin, Food Scooper, Freelance, Grill, Job order, Kitchen Crew, Laborer, Layout artist, Link builder, Pizza Artist, Repacker, Rider, Security Agent 1, SK Kagawad, Styling, Teacher, Technical Support Representative, Technical Support-Sales (Agent), Video Editor, Virtual Assistant, and Waiter.

Table 1.8. Employment Status

Criteria	Frequency	Percent
Full-Time Job	35	37
Part-Time Job	61	63
Total	96	100.0

Table No.1.8. Shows the Employment Status of the respondents, the results revealed that 37% were Full-Time Job and 63% were Part-Time Job.

Table 1.9. Number of Work Hours per Week

Criteria	Frequency	Percent
4 hours and below	9	9
5 hours to 8 hours	43	45
8 hours and above	44	46
Total	96	100.0

Table No.1.9. Shows the Number of Hours per Week of the respondents, the results revealed that 9% were working 4 Hours and below, 45% were 5 Hours to 8 Hours, and 46% were 8 Hours and above.

Statement of the Problem 2. What factors drive working students to engage in employment while simultaneously pursuing their studies at IBCE?

Table No.2.1. Factors influencing a student's decision to work while studying.

INDICATOR	Mean	Standard Deviation	Verbal Description
To financially support my education and help my family expenses.	3.48	0.70	Strongly Agree
I engage in employment to gain practical experience.	3.29	0.71	Strongly Agree
My interest in the other industry prompts me to seek employment opportunities while studying.	3.13	0.77	Strongly Agree
To enhance my resume and increase job opportunities after graduation.	3.20	0.82	Strongly Agree
Grand Mean	3.28	0.75	Strongly Agree

Table No.2.1. Shows the list of challenges the students' decision to work while studying. The results revealed a grand mean of 3.28 which means that students strongly agreed that

the four (4) indicators are factors that influence the students to decide to work while studying.

Specifically, the indicator states that “To financially support my education and help my family expenses.” was strongly agreed by 57.3% of the students, 35.4% of them agreed, 5.2% disagreed and 2.1% strongly disagreed. In addition, the average/mean (3.48) of this indicator means strongly agree.

As stated by Verulava and Jorbenadze (2022), most of the students believed that the main reason for employment was the financial necessity to earn additional income to support their families and pay off expenses incurred.

Statement of the Problem 3. What predominant challenges do working students encounter at IBCE?

Table No.3. List of challenges working students face.

INDICATOR	Mean	Standard Deviation	Verbal Description
3.1. Stress Management			
I find balancing my work and study commitments challenging.	3.33	0.68	Strongly Agree
I often missed or tend to come late to my class because of my work.	2.57	1.07	Agree
I want to be more involved at school, but my work schedule doesn't always allow it.	2.59	1.05	Agree
Due to limited time, I find it challenging to balance my studies with extra-curricular activities.	2.95	0.96	Agree
Whenever I struggle to prioritize and allocate time between working and studying, I often find myself procrastinating.	2.78	1.00	Agree
Sometimes I have a hard time choosing what to prioritize first	2.80	1.03	Agree

between studying and working	2.84	0.97	Agree
Grand Mean			
INDICATOR	Mean	Standard Deviation	Verbal Description
3.2. Academics			
I find it challenging to stay focused during lectures and study sessions.	2.75	0.86	Agree
I often struggle to find time for studying and completing assignments amidst my work schedule.	2.72	0.88	Agree
Meeting deadlines for academic projects and assignments is a struggle for me.	2.54	0.91	Agree
I usually get lower grades because I cannot cope with the academic requirements.	2.18	0.91	Agree
I struggle to produce high-quality output at school despite being academically qualified.	2.51	0.89	Agree
I barely participate in school and academic activities.	2.64	0.88	Agree
I have professors who are not aware of the various roles I manage as I attend classes.	2.84	0.93	Agree
Grand Mean	2.60	0.89	Agree
INDICATOR	Mean	Standard Deviation	Verbal Description
3.3. Stress Management			
The pressure to perform well in both work and	2.91	0.80	Agree

studies is overwhelming for me.				interactions can be especially advantageous for students who were balancing work alongside their studies.
I have issues with my coworkers at work, and they don't support my academic goals.	1.85	0.85	Disagree	Table No.3.3. Shows the list of challenges the students encounter while studying. The results for Stress Management revealed a grand mean of 2.41 which means that students strongly agreed that the four (4) indicators were the list of challenges the students encounter while studying.
I feel unmotivated to continue my studies due to a lack of support system. (Family, friends, relationships, relatives)	2.02	0.94	Agree	Specifically, the indicator stated that "The pressure to perform well in both work and studies is overwhelming for me." was strongly agreed by 20.8% of the students, 56.3% of them agreed, 15.6% disagreed and 7.3% strongly disagreed. In addition, the average/mean (2.91) of this indicator means agree. According to the Association of Community College Trustees, students organized their schedules by either dividing their weeks into days that were specifically designated for either academics or work or by dividing their days into time slots for working and attending classes
I am experiencing burnout as a result of managing both my studies and work.	2.86	1.04	Agree	Statement of the Problem 4. What strategies do they employ to effectively manage these challenges?
Grand Mean	2.41	0.91	Agree	Table 4. Approaches you employ to deal with the challenges of being a working student.

Table No.3.1. Shows the list of challenges the students encountered while studying. The results for Time Management revealed a grand mean of 2.81 which means that students strongly agreed that the six (6) indicators were the list of challenges the students encounter while studying.

Specifically, the indicator states that "I find balancing my work and study commitments challenging." was strongly agreed by 43.8% of the students, 46.9% of them agreed, 8.3% disagreed and 1.0% strongly disagreed. In addition, the average/mean (3.33) of this indicator means strongly agree. According to the Commission on Higher Education (2023), 35.15 percent was the expected attrition rate, or the number of students who dropped out, in universities and colleges in the academic year 2023–2024. The decision to drop out of higher education was never made lightly, particularly by working students who strive to balance work and academics.

Table No.3.2. Shows the list of challenges the students encounter while studying. The results for Academics revealed a grand mean of 2.81 which means that students strongly agreed that the seven (7) indicators were the list of challenges the students encounter while studying.

Specifically, the indicator stated that "I have professors who are not aware of the various role I manage as I attend classes" was strongly agreed by 27.1% of the students, 39.6% of them agreed, 24.0% disagreed and 9.4% strongly disagreed. In addition, the average/mean (2.84) of this indicator means agree. According to Perna 2020, enabling students to engage in meaningful one-on-one discussions with their professors is vital for nurturing a supportive campus environment. These

INDICATOR	Mean	Standard Deviation	Verbal Description
4.1. Time Management			
I manage my time between work and study by planning what to prioritize first.	3.09	0.70	Strongly Agree
I know how to handle things well by balancing my roles as employee and student at the same time.	3.04	0.72	Strongly Agree
I set specific time limits for each activity to ensure I allocate enough time for studying.	3.02	0.65	Strongly Agree
I use to-do list journals to arrange my tasks and monitor my daily or weekly advancements,	2.84	0.80	Agree

ensuring nothing is left behind.				communities who understand and encourage my academic aspirations.			
I minimize distractions to accomplish my tasks on time.	3.04	0.63	Strongly Agree	I ensure that I am surrounded by positive individuals.	3.30	0.68	Strongly Agree
Grand Mean	3.01	0.70	Strongly Agree				
4.2. Academics							
I approach my classmates and professors about the activities that I've missed because of work to comply with the requirements.	3.05	0.65	Strongly Agree	I stay focused on my academic goals despite the lack of support from coworkers. Using their negativity as motivation, I prove them wrong and strive for success.	3.09	0.74	Strongly Agree
I make sure that I participate in every academic activities.	3.03	0.73	Strongly Agree	I ensure to reward myself by doing the things that make me enjoy and relax.	3.40	0.70	Strongly Agree
I make sure to put in extra effort by being creative to produce high-quality output.	3.11	0.50	Strongly Agree	Grand Mean	3.26	0.72	Strongly Agree
I always make sure that every output I submit will achieve a passing grade.	3.30	0.60	Strongly Agree	Table No.4.1. Showed the list of coping strategies the students encounter while studying. The results for Time Management revealed a grand mean of 3.01 which means that students strongly agreed that the five (5) indicators are the list of coping strategies the students encounter while studying.			
I ensure to fulfill my responsibilities as a student by reviewing for quizzes, exams, or lectures and submitting assignments on time	3.29	0.61	Strongly Agree	Specifically, the indicator stated that "I manage my time between work and study by planning what to prioritize first." was strongly agreed by 27.1% of the students, 57.3% of them agreed, 13.5% disagreed and 2.1% strongly disagreed. In addition, the average/mean (3.09) of this indicator means strongly agreed. Mischel, Ebbesen, and Raskoff Zeiss (2018), conducted research emphasizing the advantages of planning, which lead to enhanced productivity and self-control. Establishing a well-organized timetable or checklist, along with employing resources like calendars or task management applications, aided individuals in effectively managing their time across various tasks, thereby promoting organization.			
I am determined to complete my degree.	3.53	0.68	Strongly Agree	Table No.4.2. Showed the list of coping strategies the students encountered while studying. The results for Academics revealed a grand mean of 3.22 which means that students strongly agreed that the six (6) indicators were the list of coping strategies the students encounter while studying.			
Grand Mean	3.22	0.63	Strongly Agree	Specifically, the indicator stated that "I am determined to complete my degree." was strongly agreed by 61.5% of the students, 32.3% of them agreed, 4.2% disagreed and 2.1% strongly disagreed. In addition, the average/mean (3.53) of this indicator means strongly agreed.			
4.3. Stress Management							
I'm optimistic about my career.	3.27	0.72	Strongly Agree				
I look for support from friends, family members, or online	3.25	0.74	Strongly Agree				

Table No.4.3. Showed the list of coping strategies the students encountered while studying. The results for Stress Management revealed a grand mean of 3.26 which means that students strongly agreed that the six (6) indicators were the list of coping strategies the students encounter while studying.

Specifically, the indicator stated that "I ensure to reward myself by doing things that make me enjoy and relax" was strongly agreed by 50.0% of the students, 41.7% of them agreed, 6.3% disagreed and 2.1% strongly disagreed. In addition, the average/mean (3.40) of this indicator means strongly agreed.

Statement of the Problem 5. Is there any relationship between the factors that drive students to engage in employment while studying and the pre-dominant challenges they encounter as working students?

Table 5. No Significant Relationship

	Spearman rho Correlation Coefficient	Correlation p-value	Interpretation
Time Management	0.205	0.741	NOT SIGNIFICANT
Academics	-0.600	0.208	NOT SIGNIFICANT
Stress Management	-0.523	0.477	NOT SIGNIFICANT

Table No.5. Revealed if there was a significant relationship between the factors that drive students to engage in employment while studying and the pre-dominant challenges they encounter as working students. This showed that in time management between the factors that cause the students to engage in employment while studying and the pre-dominant challenges they encountered as working students do have a weak relationship (0.205) and they were not significantly related to each other since the p-value is 0.741 which is above the 5% level of significance.

For academics between the factors that caused the students to engage in employment while studying and the pre-dominant challenges they encounter as working students do had a negatively strong relationship (-0.600) which means that the academic factor increases the pre-dominant challenges decrease, however, the result showed that there was no significant relationship the factors and challenges since the p-value is 0.208 which is above the 5% level of significance.

For stress management between the factors that caused the students to engage in employment while studying and the pre-dominant challenges they encountered as working students do had a negatively strong relationship (-0.523) which means that the stress management factor increases the pre-dominant challenges decrease, however, the result shows that there is no significant relationship the factors and challenges since the p-value is 0.477 which is above the 5% level of significance.

CHAPTER 4: DISCUSSION

SUMMARY OF FINDINGS

In this chapter the researchers presented a summary of findings from the collected data, conclusion taken from the findings and recommendation assessed necessary given the findings and conclusion.

Summary of findings:

1. The demographic profile of the respondents in terms of:

1.1 Sex

According to the collected data, majority of the respondents are female.

1.2 Civil Status

In the civil status group, most of the respondents surveyed said they were single, as shown by the data. Only a few mentioned being married.

1.3 Age

Among the respondents, the largest group fell into the 20-year-old category, In contrast, the smallest group was represented by those aged 29-year-old.

1.4 Program and Year Level

Majority of the respondents were enrolled in the Bachelor of Science in Customs Administration program, while the Bachelor of Science in Office Administration program had the least number of respondents. Furthermore, the majority of participants were in their third year level of the total sample.

1.5 Parent's Monthly Income

The majority of the respondents' parents' income falls within the range of 6,001 to 9,000 pesos.

1.6 Name of the Company

The majority of respondents were employed in the fast food industry, with a specific focus on McDonald's. This trend was evident from the data collected.

1.7 Job Position

The majority of working students were employed as service crew members. This observation was based on the data gathered from the study.

1.8 Employment Status

Regarding employment status, the majority of respondents hold part-time jobs, according to the data analyzed.

1.9 Number of Hours or Work per Day

The majority of respondents work for eight (8) hours or more per day. This finding highlighted a significant portion of

the sample dedicating substantial time to their daily employment.

2. Factors Influencing a Student's Decision to Work While Studying

Based on the collected data, the highest mean item was "To financially support my education and help my family expenses" While, the lowest mean item was "My interest in the other industry prompts me to seek employment opportunities while studying." which interpreted as strongly agree. Overall, based on the computed grand mean and its standard deviation this implied that majority of the respondents strongly agreed towards the factors influencing a student's decision to work while studying.

3. Predominant challenges do working student encounter at IBCE

Majority of the respondents under the Time Management Indicator encounter "I find balancing my work and study commitments challenging." However, the least of the respondents' encountered "I often missed or tend to come late to my class because of my work."

Additionally, most of the respondents under the Academic Indicator encounter "I have professors who are not aware of the various roles I manage as I attend classes." However, the least of the respondents' encountered "I usually get lower grades because I cannot cope with the academic requirements."

Furthermore, majority of the respondents under the Stress Management Indicator encountered "The pressure to perform well in both work and studies is overwhelming for me." Hence, the least of the respondents' encounter "I have issues with my coworkers at work, and they don't support my academic goals."

4. Strategies employ to deal with the challenges of being a working student

Majority of the respondents under the Time Management Indicator encounter "I manage my time between work and study by planning what to prioritize first." Hence, the least of the respondents' encountered "I use to-do list journals to arrange my tasks and monitor my daily or weekly advancements, ensuring nothing is Left behind."

In addition, most of the respondents under the Academic Indicator encounter "I make sure to put in extra effort by being creative to produce high-quality output." However, the least of the respondents' encountered "I approach my classmates and professors about the activities that I've missed because of work to comply with the requirements."

Moreover, majority of the respondents under the Stress Management Indicator encountered "I ensure to reward myself by doing the things that make me enjoy and relax." However, the least of the respondents encountered "I stay focused on my academic goals despite the lack of support from coworkers.

Using their negativity as motivation, I prove them wrong and strive for success."

5. Significant relationship between factors that drives students to engage in employment while studying and the predominant challenges they encounter as working students

Based on the computed data, there was no strong connection with the time management between the factors that caused the students to engage in employment while studying and the predominant challenges they encountered as working students. This indicates that there was no significant relationship.

According to the computed data, there was no strong connection with the academics between the factors that cause the students to engage in employment while studying and the predominant challenges they encounter as working students. The data showed that there was no significant relationship.

When the researcher looked at the data, there was no strong connection with the stress management between the factors that caused the students to engage in employment while studying and the predominant challenges they encountered as working students. The result suggested that there was no significant relationship.

CONCLUSION

The demographic profile of the respondents indicated a predominantly female population, with a significant proportion falling into the 20-year-old age group. Most respondents were single and enrolled in the Bachelor of Science in Customs Administration program, primarily in their third year. The majority of their parents' monthly income ranges from 6001 to 9000 pesos. In terms of employment, McDonald's emerges as the prominent employer, with service crew positions being the most common among working students. Part-time employment was prevalent, with a substantial portion of respondents working 8 hours or more per day, reflecting their commitment to balancing work and studies.

Financial support for education and family expenses emerges as the primary motivator for students to work while studying, overshadowing other factors such as interest in alternative industries.

Working students faced challenges related to time management, academic engagement, and stress management, highlighting the difficulty of balancing work and studies.

Despite encountering challenges, working students employed various strategies to cope, emphasizing the importance of effective time management, academic dedication, and stress relief techniques.

The absence of a significant relationship between the factors driving students to work while studying and the challenges they encountered suggests that individual experiences may be influenced by a combination of unique factors beyond the scope of this analysis.

RECOMMENDATIONS

For students, specifically working students, managing time effectively is crucial. They may create a structured schedule to balance their academic and work commitments. This involves prioritizing tasks to ensure assignments are completed on time and exams are well-prepared for. Seeking mental health support through counseling services at the institution can help manage the stress of balancing work and studies. Attending seminars designed for both working and non-working students can provide useful tips on study habits, time management, and balancing responsibilities.

Teachers can support working students by creating an inclusive and supportive classroom environment. This means making students feel comfortable discussing their challenges and seeking help. Utilizing the official list from the MCC Pro Plus Program can help teachers recognize working students and offer them the necessary accommodations.

School administrators may enhance policies and allocate resources to support the MCC Pro Plus Program and related services. By expanding the MCC Pro Plus Program to include support for student entrepreneurs, offering guidance services for working students, and implementing a probationary component, the program can better meet the needs of its participants. Additionally, increasing the promotion of the MCC Pro Plus Program may encourage more students to participate and be known for the program's privileges. Through these supportive policies, school administrators can significantly improve the educational experience for working students, providing them with the resources and support necessary for their success. Lastly, a separate section for general subjects may be created for students who are working while studying, while they will be treated as regular students for the major subjects.

Future researchers may be encouraged to conduct longitudinal studies to explore the experiences and outcomes of working students. These studies can provide valuable insights that inform policy development and improve programs designed to support this demographic. By understanding the long-term impacts of balancing work and academic responsibilities, researchers can help institutions create more effective support systems for working students.

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