**“JUGGLING WORK WHILE STUDYING”: PERCEIVED STRUGGLES OF**

 **SENIOR HIGH SCHOOL WORKING STUDENTS IN**

**MANUKAN NATIONAL HIGH SCHOOL**

**CHAPTER 1**

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

 Education is the key to success, which is why some students choose to become working students just to sustain and attain their studies. Working and studying while in senior high school can be rewarding and tiring at the same time. Due to the necessity of juggling employment and school, students encounter a variety of challenges that may have an impact on their academic achievement. Nevertheless, due to financial difficulties, the majority of students work.

 According to Cui and Ermac (2017), to be able to combine education and jobs, they must manage their time carefully. Some working students grow overburdened with work and neglect other duties. The student may be fatigued from a job and so do poorly in school, or the student may be overburdened with school and employment and, thus have little time to spend with family and friends. Hence, Kwadzo (2014) viewed that students’ engagement in employment poses a conflict between academic work and job.

 Moreover, Tettheh and Attiogbe’s (2019) study in Ghana, Africa, focused on how working students balance employment and school, and how this condition affects their academic performance. It was shown that juggling employment and school reduces study time and harms working university students’ academic achievement. SunStar News (2021), states that finding study time is more difficult due to work responsibilities, and academic institutions provide more help to working students than corporations do. Aside from these reasons, consequences of working while studying in the findings of Darolia (2014), suggested that understudies take fewer attributes in school because of work duties.

 In working while studying, there are also pros and cons, but it always depends on the person on how he or she will manage everything to be able to perform well at work and especially in school. This research will help us to understand and see the abilities of the respondents if they are hardworking, especially in terms of competencies and achievements regarding academic performance. This study will determine the specific struggles and related aspects influencing students' willingness to work while studying. This study aims to determine the perceived struggles in juggling work while studying of senior high school working students at Manukan National High School.

**STATEMENT OF THE PROBLEM**

 This study aims to determine the perceived struggles in juggling work while studying of Senior High School working student in Manukan National High School during the school year 2024 to 2025.

Specific Questions:

1. What are the reasons for students engaging on working while studying?

2. What are the perceived struggles that SHS working students encounter when juggling work while studying?

3. Is there any coping strategy for preserving their mental health and emotional well-being?

**THEORETICAL/ CONCEPTUAL FRAMEWORK**

The theories that support the study are presented in this section. The main theories underlying the current investigation are outlined in the paragraphs that follow.

 The Moral Responsibility Theory of P.F. Strawson published in 1962 presents the consequences of each action in the pros and cons result. It can be defined in Philosophy as the status of morally worthy praise, reward, blame, or punishment for an act performed or neglected by one's moral obligations accompanied by the three essential elements: accountability, freedom, and results that can be either praiseworthy or blameworthy. This theory shapes the pros and cons of the life experiences of working students.

 According to the Signalling Theory of Spence (1973), and with the effort of combining work and study, students' job experience can also be considered as a strong indication of work motivation. Those who are juggling work and study may find the result of their sacrifices shortly for this gives them hands-on experiences.

 However, Existential Theory (also referred to as Existentialism, Merriam 1828) can be taken as a philosophical theory which means that someone's development depends on their choice and emphasizes that everyone is free and responsible. According to this study, working students have autonomy and legal rights that are in line with what they prefer. Existential theory can help to clarify situations where students may even quit their studies to continue working, or they may even begin their studies to quit working, and frequently they do both at the same time. Existentialism emphasizes a certain aspect of human will and supports the variables that influence the perspectives and decisions made by working students.

 Additionally, Bozick's (2007), Zero-Sum Theory has proposed that student work and education are alternatives to each other. Student employment, as argued, severely limits students' use of time: between time spent working part-time and time allocated for learning activities that improve academic success like complying with school homework, studying the lessons, and attending classes.

 Moreover, Becker’s Theory of Allocation of Time (1965), which explored how students arranged and prioritized their time, served as the mediator for this study. It talked about how students who choose to work could delegate their time so that they still have study time and do their responsibilities as workers. It requires effort to effectively manage one’s time when juggling multiple commitments, such as working and studying. Students who choose to work while still enrolled in school understand the responsibilities and expectations of both jobs and how they must plan their time to meet these commitments and demands.

**DEPENDENT VARIABLE**

Perceived struggles of SHS working students

• Coping Mechanism

• Work performance

• Academic Performance

**INDEPENDENT VARIABLE**

Juggling work while studying

• Financial Status

• Work Commitment

• Academic Load

Figure 1. Conceptual framework

**SIGNIFICANCE OF THE STUDY**

 This study will be an important initiative in boosting students' hard work while studying, creating a positive work atmosphere, and motivating co-students. This study is beneficial to the following:

**To the school** - The study's findings will be a valuable asset to the extension and research departments, and they may also significantly improve the school's accrediting performance.

**To the Faculty** - This study's findings will provide an accurate assessment of each student's performance in the classroom. This will provide helpful insight into how to deal with students who work while they study and how to create engaging courses for those students so they can still relate to and review the material.

**For working students** - The study's findings will provide significant encouragement to complete their coursework despite juggling work and academic obligations.

**For the Future researchers** - The findings of this study is beneficial to future researchers. The concepts presented here and in the literature may be important for the direction that research takes in the future and may also help to refine the topic at hand.

**SCOPE AND DELIMITATION**

 This study focuses on determining the perceived struggles of senior high school students who engage in part-time or full-time employment while pursuing their studies. This explores various aspects such as time management, academic performance, mental health, and financial stability. This research will examine the coping mechanisms and support systems utilized by working students to balance their academic and work responsibilities. The data collection will be conducted with 15 purposefully selected senior high school students at Manukan National High School during the school year 2024-2025 who will represent the population.

 This research specifically focuses on senior high school students who are concurrently employed and does not include students from other educational levels. This study does not address the perspectives or experiences of non-working senior high school students and does not aim to propose policy recommendations or interventions to alleviate the challenges faced by working students.

**DEFINITION OF TERMS**

**“Juggling work while studying”**—This refers to the concurrent effort of balancing employment responsibilities with academic pursuits among senior high school students. It encompasses the management of time, energy, and resources to fulfill both work and study commitments.

**Perceived Struggles** —These are the subjective challenges or difficulties that senior high school working students believe they encounter while trying to manage their employment and academic responsibilities. These struggles may include time constraints, stress, financial pressures, or other perceived obstacles.

**Working Student** —This refers to a senior high school student who is concurrently employed in some capacity, whether part-time or full-time, while pursuing their studies. They may work in various industries or sectors to support themselves financially or gain work experiences

**CHAPTER 2**

**REVIEW OF RELATED LITERATURE AND STUDIES**

 The instance of working while studying has become an increasingly common phenomenon among students in the higher education system (Jewell, 2014; Tumin & Faizuddin, 2017).

 Working as a student is not simple. It takes a lot of effort to manage and balance the demands of employment and education. Working while studying changes their perspective on the institute experience from friends to school to jobs, all working students understands how hard it can get. It is a major worry for students who are pursuing their education while also working. The primary benefit of working while studying is that it prepares students for professional life (Barbachon, et al. 2019). The student may be fatigued from job and so do poorly in school, or the student may be overburdened with school and employment and, thus have little time to spend with family and friends. Being a working student necessitates making sacrifices in order to attain their goals. They may even have to give up their family, boyfriend/girlfriend, friends, and social life (Maquiling, 2017).

 Combining academic study with employment is typical for a wide range of students because work becomes an additional source of knowledge and skills, as well as a motivation to learn (Yanbarisova D, 2015). It implies that by working, students may gain valuable experience that might enhance their future opportunities in the labor market, and it will increase their academic motivation if their assigned task is related to their field of study (Kosi et al., 2014).

 Correspondingly, Charmaine (2014) shared that there are lots of problems working students must face without escape. They have three major roles to fulfill: the role as a student, the role as a worker, and the role as a human. As a student, focusing on class and budgeting time to review all the piled-up lessons is quite challenging. According to The Working Student (2016), to set down the job options of Filipino working students namely online jobs, paid corporate internship, fast-food crew, and school jobs. Filipino students are struggling because they have to meet the standards in their work so that they will not lose their job and maintain academic performance so that they will not get a failing grade. Working scholars experience different challenges while studying. The number one challenge they may face is time management. Allocating time for work and study is a very hard task to fulfill.

 Moreover, Abenoja et al. (2019) found out that studying while working is undoubtedly tough because it requires managing your social life, family time, school, and work. Some studies show that students who work are more confident and possess better time-management skills than full-time students. According to Hovdhaugen (2015), it is detrimental for students to work full time alongside studying and believes that they are less likely to complete their program or degree than students working part-time or not working at all. Despite experiencing and facing various challenges, working students tend to find alternative ways to overcome difficulties. Hence, Sanchez-Gelabert et al. (2017) states that combining work and studies has more detrimental effects on academic success if the student's job is not related to their studies. Thus, Tus et al, (2022) states that as a student, focusing on class and budgeting time to review all the piled-up lessons is quite challenging.

 According to the findings of the study conducted by Williams (2014), the reasons why students work is due to budgetary need, meet a quick or basic necessity, and to help the understudies in their future objectives. Alternatively, Balacuit (2018) suggests that the need of these students to work more may be linked to parents' limited means of providing financial support to their children, suggesting that working alongside studies is linked to financial demands. In particular, socioeconomic factors greatly affect the academic performance of students. Overall, Qin and Brown (2017), there appears to be evidence that working students suffer more, particularly working students who are undergraduates, because the majority of them live in an uncomfortable situation yet have no alternative.

 In a research published by Cui and Ermac Canto et al (2017) The experience can be both positive and negative, but it will be useful in the near future. The decision of working while studying can help develop superior time management, but the sacrifices can sometimes overwhelm the student. To be able to combine education and job, they must manage their time carefully. Some working students grow overburdened with work and neglect other duties. Jones (2022) said that work is actually a complement. For him, this is another way of learning outside the campus not only that they get a sense of what is out there it also gives them the crucial, knowledge, skills and personal attributes that will bring them into places.

 Mathuews (2018) described how students' experiences with time constraints are often related to a shortage of study time. Many studies have shown that a combination of full-time schooling and part-time work may be harmful to students' physical and mental health. Added by Choo et al. (2021) competing tasks requires a great sense of time management. However, Abenoja (2019) stated that different amounts of on and offcampus work influenced students' self-reported grades and, as a result, their levels of engagement in academic activities working more than 20 hours each week. Work affects students' marks whether they work on or off campus.

 Nancy (2021) stated that the basic problem a working student face is the scheduling of routine. According to Perna and Odle (2020), these people are the most organized and have the capacity to manage their time well. Working can have costs, as time spent working reduces time available for educational activities. On the other hand, Nucum (2018) on her article Balancing Job and Academics as a Working Student in the Philippines, explained learning to handle the stress that comes with being a working college student, as well as ensuring that they have at least one night off each week, will help them significantly lower stress levels.

According to Freeman (August 2016) in Cebu, Philippines - The life of a student is not easy. The ones who are naturally slow must keep up with the rest of the class. And even the ones with superior learning abilities are pressured to stay at the top. The student's situation is daunting enough. Yet not as daunting as when the student has something equally important to busy him or herself with. Many students have to do jobs in order to see themselves through school - the working students.

According to Shannon Webster (2022), student employment means having a full or part-time job while going to school as a full-time student. Others define it as a practical option or to achieve the main objective of developing a stable job that will allow them to pursue their interests after graduation.

However, for some students, taking work is not a personal preference but a duty or need (Thi Nga, 2020). Working students range in age from 16 to 64, as stated in the Department of Commerce Current Population Survey (CPS). Among undergraduates enrolled part-time in 2018, 3 percent worked less than 10 hours per week, 5 percent worked 10 to 19 hours per week, 24 percent worked 20 to 34 hours per week, and 47 percent worked 35 hours or more per week.

According to Shahida Ab et al. (2021), while some people may be able to successfully juggle employment and school, others may experience difficulties that negatively affect their performance in either or both fields. The outcome is greatly influenced by variables like time management, employment responsibilities, and personal situations. Individuals must be aware of their limitations and seek assistance or make necessary adjustments as needed. Student employment is a two-edged sword: on the one side, it can lower students' academic performance, while on the other hand, it can have long-term good impacts. (Z. Kocsis, 2020).

At the same time, student employment is like a seesaw. Employed students can get considerable advantages in terms of their professional path after graduation if they academic performance was only found for students with a primary orientation toward work, versus school. This result is of interest both to academics and policymakers. One of the reasons why Filipino students work while studying, according to Abenoja et al. (2019), is that they desire to develop themselves, and their quality of life, and gather experiences that they can apply in the future. The majority of students work for financial reasons. This serves as an internal motivator for pupils to perform harder even when studying because they earn money. Filipino students are struggling because they must fulfill work standards to keep their jobs and maintain academic performance to avoid receiving poor grades. Despite their financial difficulties, Filipino students are nonetheless able to support themselves through work. According to The Working Student (2016), online jobs, paid corporate internships, fast-food crew, and school duties are among the most prevalent job opportunities for Filipino working students.

In addition, Zhang et al. (2019) emphasize the significance of support structures like family engagement and access to educational resources while highlighting the complex interaction between work hours, job type, and study habits. It implies that performance can be improved with a customized approach to academic help that takes into account each student's particular situation. In order to build an atmosphere that supports working students' academic achievement and future job opportunities, it asks for partnerships between universities and employers. students are part-time employed (Pregoner et al., 2020). A study by Burgos et al., (2020) entitled, "Working Beyond Limits: A Phenomenology of Harmonizing Work and Life among Filipino Working Students", financially, working students are challenged because they cannot meet their financial needs like tuition and family. However, not all working students carry the same problem. Working students also wanted to be financially free without any assistance from their parents.

In article entitled "Reasons For Working Your Way Through College" by Caldwell, (2020) the author listed gain valuable job experience as one of the reasons why students work. Having work experience, especially in a field related to studies, can help become much more competitive once they are ready to enter the full-time job market after college. Furthermore, working students may gain valuable experience that might enhance their future opportunities in the labor market.

Though, the most common benefit mentioned by working students was getting employment experience, which may help a student look more appealing to future employers (Curtis, 2007, as cited in Mounsey, Vandehey, Diekhoff, 2018).

A study conducted by Tajos (2019), entitled "Lived Experiences of the Working Students in Western Leyte College of Ormoc City", from the data gathered from the interview, it can be concluded that the common reason behind that made the working students work on the campus is financial crisis. They came from a family that cannot sustain heavy financial needs, tuition and other school expenses. Another reason is that they are looking for an experience that can boost confidence and enhance their career related skills in the future. The Tab (2016), "All the reasons students work in college" stated seven reasons students work, to help meet financial needs, because tuition and other education related expenses have soared in the past few decades, many

students work simply because they have to. When parents are unwilling or unable to work, the financial pressure grows even more. Then there are the nontraditional students who are often. Being a working student is stressful, most likely in balancing your social life, time for family, school, and wok. Figuring out how to manage the pressure that comes with being a working undergrad, and ensuring you have no less than one night off a week, can bring down your stress levels ten times (Mitchell, 2016).

In addition to the above studies, some researchers also focus on the time use by working students. As a consequence, the more time a student spends on working, the less time he or she engages in academic studies (Greene & Maggs, 2015; 2017). Among the suggestions are the students who decide to work while studying must be first of all committed and disciplined. They need to manage their time wisely because it is the most essential element in balancing the work and study at university (Ikhwan, 2017).