



## **ROUND THE CLOCK: SURVIVING THE COLLEGE LIFE WHILE WORKING**

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### **A Thesis**

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## ABSTRACT

Surviving college life while working is a challenging experience that requires balancing academic responsibilities with work commitments. To understand this phenomenon, a phenomenological study could be conducted, which involves exploring the lived experiences, the challenges and difficulties and the hopes and aspirations of BTLED working students who have gone through this situation. The purpose of this study is to investigate the working students while studying, on how working student's cope up with their struggles and difficulties and to fully understand the survival experiences of a working student. This study was gleaned on several theories. The Moral Responsibility theory of P.F Strawson, Watts & Pickering (2000), Human Capital Theory (Becker, 1964), Self-determination theory of Deci & Ryan, 1985. There were five (5) participants of BTLED selected students who participated in the individual in-depth interview. As the lived experiences of the participants four major themes emerged: torn between work and school tasks, constantly pressed for time, desolation, fatigue and anxiety and financial distress. With regards to their responses on how they overcome the challenges and difficulties, there were three major themes emerged: balancing act, sailing on and dreaming on. Lastly, their hopes and aspirations in surviving college life while working, there were three major themes emerged: stability and success, actualization and family's anchor. The results are serves as an eye opener to all college working students that they should continue their studies even they are working. Also, the results could help inform policies and programs that support students who work while attending college. This phenomenological study of surviving college life while working could provide valuable insights into the challenges and rewards of balancing work and academic responsibilities.

Keywords: *difficulties, surviving, lived experiences, balancing act*

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## CHAPTER 1 INTRODUCTION

The successful and productive use of time, as well as being seen as the secret to achievement, has received a lot of attention across historical (Pugh & Nathwani, 2017). When comparing online and traditional schooling, management of time is a significant academic and administrative difference. Throughout school life, there were particular educational possibilities that included an explanation of all of it (Nieuwoudt & Brickhill, 2017). This method gives teachers access to the class and gives them the freedom to raise any inquiry without slowing the session down or delaying it. In contrast to traditional students, remote education students do not experience this kind of classroom context. There are reports of separation among instructors and learners when browsing a website (Ahmad & Chad, 2017). Employment in school is primarily motivated by financial requirements: to meet shortfalls in various forms of substitute support; to supplement pay to provide a better substitute knowledge; or to assist in achieving career plans. Also, it gives students the opportunity to impart the burden of paying for their tuition, offers them a feeling of financial independence, and develops money management skills in students.

The majority of university students in Cambodian labor while they are enrolled. After finishing the foundational year, it can be noted that the majority of them prefer to switch shifts to weekends or evenings so they can job. After graduating, a student from Cambodia said, "Work inside the areas connected to my education had provided me significant experiences, yet I currently not include family time as I have to devote the days at work and weekend for my projects" (Hovdhaugen, 2015). To finish amazing job

and get good scores, it takes diligence and dedication to really be capable of handling those two jobs at once.

While others in the Philippines suffer from poor healthcare or stop their job while having money issues, students in the Philippines are nevertheless able to maintain oneself materially. To list various employment choices for Filipino college learners, including activities in school, fast-food staff positions, compensated business placements, and internet employment (Groenewald, 2016).

In the locality, the low rates of according to DepEd study accomplishments are the central concern. A lot of learners who are employed nowadays, as well as they consider managing time as one of the major issues. Whereas the amount of accountability that work is challenging, it significantly improves their chances for future achievement and professionalism. This study looked at how college students manage their time while working and how they manage college life. The previous study also seeks to look into and document students' workplace survival experiences. We'll start with how difficult their situation is. The issues they run across are the next. Next, consider how they survived and overcome such challenges. Finally, the researcher provided a potential solution that could soon benefit college-working students.

### **Purpose of the study**

The main goal of our study is to have investigation about studying while working, on how hard their encounters are. Secondly, to acquire pertinent information on how college students manage their issues and difficulties with time management and working while studying. The study also tries to understand the motivating factors of working students. Last but not least, to fully understand the struggles of working while studying



as well as to help the students learn how to work while learning as soon as possible. This research's primary goal is to comprehend the full range of life of learners while working.

### **Research Questions**

This study aimed to explore the lived experiences of BTLED working students. The purpose of the study was achieved by investigating the following questions:

1. What are the lived experiences of BTLED students of Kolehiyo ng Pantukan in surviving college life while working?
2. What are the challenges faced by BTLED students in their college life while working and how do they overcome the problems?
3. What are the BTLED students' coping mechanisms and aspirations in surviving college life?

### **Theoretical Lens**

Working students who labor full- or part-time while still in university has become the trend worldwide. Through job employment, the students will gradually become prepared for their chosen careers.

P.F.'s concept of Moral Responsibility, that presents the advantages and disadvantages of each act are presented by Strawson in his 1962 publication. The advantages and disadvantages of students who have jobs are shaped through this lens. These are some pros of working student, anyone doubting your benefit of making a living, how a person employs part-time or full-time. This money can be stashed in investments,

included to cover board home rental, or utilized to buy any needed school materials. Employment during your college years can allow you to acquire one crucial, time management is a soft talent which can be beneficial as your career progresses. This is true regardless of the field you plan to work in after graduating. As they juggle their education with employment, college students who are employed must develop this competence. These are some cons of working while studying. One drawback of studying even when at work is that you may overextend yourself, sometimes at the expense of your academics, and lose time you could be spending on your studies. College is indeed a hectic period for everyone, however, bringing employment to a combination may load your timetable even more.

According to Robinson 2015, Whenever it involves finding employment in education, there really are less disadvantages over benefits. However, if they're uncertain about their ability to successfully juggle work and school, they are definitely worthwhile taking into account. Going to school has a number of benefits, and most participants said part-time job was necessary for survival in the modern college setting. As indicated by Watts & Pickering (2000), working part-time and studying full time has a variety of outcomes and respondents generally viewed part-time employment as a necessity to survive in the contemporary higher education sphere.

Human Capital Theory claims (Becker, 1964), because of the extra abilities and expertise acquired while employment, work engagement can be a supplement to schooling. Student labor may result in such an increase in human capital for a variety of factors. The very first benefit of working students is the opportunity to learn new general and transferable skills including work ethics, verbal ability, and multitasking (Staff &

Mortimer, 2007 as cited by Buscha et al., 2012). Secondly, merging studies plus job could provide learners a chance to put everything they've taken away from university into action (Hotz et al., 2002 as cited by Geel & Backes, 2012). Finally, part - time job could foster a future-focused mindset and inspire learners to put more effort into their academic studies in order to pursue a particular professional goal (Oettinger, 1999 as cited by Rothstein, 2007). Another is Theory of the Allocation of Time (Becker,1965), and the Zero-Sum Theory implies that work experience and learning can be replaced. It is believed that work engagement severely restricts how much time students may spend on tasks that improve their school performance achievement, such as learning, completing their schoolwork, and be on class. In each setting, discover that hours employed to job does not cut down on hours spend on academic pursuits (Warren, 2002 as cited by Kalenkoski & Pabilonia, 2012).

Self-determination theory (Ryan & Deci, 2000) is predicated on the idea that persons possess innate dispositions to improve mentally, work hard to overcome obstacles in their surroundings, and incorporate their experiences into how they view themselves. According to this view, these human characteristics can only be fully realized in a situation that is socially supportive. That is, achieving self-determination requires more than just having the necessary information and skills; this also requires that important organization and individuals in the person's life create an environment that is supportive of consciousness. Aberly & Stancliffe (1996) have seen that even when adolescents show good self-determination abilities, their efforts to become self-determined can be blocked by individuals and institutions who erect obstacles or fail to offer the necessary support.

Finally, in our study, we used the Existential Theory of Soren Kierkegaard (1855) which is a section of philosophers which concentrates on what existence is all about. A philosophic theory that focuses that all individuals are independent and accountable and that somebody's changes depending on their decision is known as existential theory. In despite of live in an irrational world, people try to identify their life's purpose and make reasonable judgments. It has two procedures at the Existential Theory: first, from a theological standpoint, that contends that people's beliefs have an impact on their personal will. Secondly, according to a cognitive point of view, each person has a unique intellect and decision, and everything they choose belongs to them. Working students have legal rights and can take actions that are consistent with their wishes, which is relevant to our study. The existential theory will help us comprehend situations when students might even stop studying in order to keep their jobs, continue learning in order to cease job, or even frequently do both at the same time. Existentialism has a particular focus when it addresses human will and supports the variables that influence the decisions and viewpoints of working students.

### **Importance of the study**

This study aimed to discuss the survival experiences, problems, and difficulties that working students encountered in Kolehiyo ng Pantukan.

Through this study, school administrators were aware and were able to respond according to what assistance working students need from the school such as providing them a scholarship or financial assistance that can be directly given to them. Teachers were aware and able to respond according to those working students that are experiencing difficulties in balancing their roles and time as a worker and a student. For

working students, the informative content of this study could be helpful. They could realize the negative and positive effects of being a working student and how it could change their whole life. On the other hand, they were encouraged to study hard. Regular students are the students who are dealing with working students at school and in classes, which is also beneficial to this study. They can learn to adjust and reflect on how they should respond to the issue. They were enlightened to broaden their perceptions regarding this issue. Parents should know their responsibilities, mainly in updating and supporting their children in surviving college life and managing their time even when they are working while studying. For future researchers, the result of this study could help them come up with information that would be the basis for further study.

### **Scope and Limitation**

The researchers investigated college students' working while studying and discover some problems or issues regarding how college students can survive studying while working. To reach strong findings, the scope of this study is delimited to include only the phenomenon of survival of working students which began to be studied by philosophies, psychologists, and economists.

Moreover, this study is only open to working students as participants. Furthermore, working students are not only associated with stress and this may arise from the limited use of activities. The study focused on 3 grand tour questions.

Moreover, focus group discussions as well as in-depth interviews were utilized to evaluate our research. In-depth interviews with a limited number of participants are conducted as part of focus groups to learn about their perspectives on a certain idea. This study was conducted at Kolehiyo ng Pantukan, Pantukan, Davao de Oro. The target

participants are part of the BTLED from 1st year to 4th year working students and we as the researchers carefully selected students according to their experiences as they survived those levels of their college life. This research was managed In November, the year 2022.

### **Definition of Terms**

These terms are defined conceptually and operationally.

### **Working students**

Working students are called to those students who are working or having a “part-time job” while studying. They are ordinary people who do not have professional or very highly paid jobs. Some of them spend their time working in libraries, cafeterias, faculty rooms, and some school offices. They work at a range of 15-20 hours per week while stabilizing their time in accommodating also for their academic studies (Boshoven, 2016). In this study, a student who works while enrolled in Kolehiyo ng Pantukan qualifies as a working student.

### **Round-the-clock (Time Management)**

Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. Essentially, the purpose of time management is to enable students to get more and better work done in less time. Time management is in its ability to assign meaning to time, letting students to make the most of their time (Ben Lutkevich, 2020). Through this study, we were able to know how students manage

their time while working, especially how they can set their priorities in school, work, and family.

### **Organization of the study**

This research was compiled and set up so that readers could immediately identify and comprehend it. The structural framework of this research is presented and explained in depth in the sections that follow.

In Chapter 1, The survival experiences of college working students are included in the study's comprehensive introduction. The study's purpose, which describes how and why the study will be carried out, is then given. To collect data from the informants and achieve the study's objectives, research questions that include interview guide questions were created and tested. The relevance of the study, which addresses the advantages of the study, is next covered, as the definition of terms, which is operationalized to provide thorough and clear interpretations. The study's scope and limitations are then offered to show the study's parameters. Finally, the statement on the study's organization follows.

In Chapter 2, it included a review of related literature. This section discusses the information and research about students juggling jobs and college life that have been previously published in the literature. The main problems with the knowledge gap are listed in this section.

The methodological strategy used in the study is covered in Chapter 3. The study's reliability and validity, data collection and analysis procedures, research

participants, the researcher's role, data sources, and research instruments are all included, along with ethical consideration.

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## CHAPTER 2

### REVIEW OF RELATED LITERATURE

To survive college while working, this review of related literature is undertaken. Also, this part of the research provides some readings in support of the investigation undertaken by the researchers regarding the survival experiences of working students.

#### **Students' survival experiences**

Studying while working at the same time is difficult, particularly for full-time learners who put in more time each week at work. It may be difficult to balance job, school, and time in this setting. To pay for their school fees and other expenses, students who labor as campus helpers take on additional tasks. Some who typically originate from low-income families, when surviving is essential, are the ones who work overtime and attend school (Frigillano et al., 2015). Each student's working experience has a significant impact on them, which is highly beneficial in developing various aspects of themselves, and abilities such as communication, leadership, and time management will be improved. They may acquire important job skills even when laboring in the campus school cafeteria or at a restaurant that serves fast food. Yet, obtaining work with a particular on- or off-campus firm associated with the student's topic of study can give them the chance to enhance and enrich what they are learning in the classroom. Most importantly, working students discover that part-time job experience gives them a benefit when looking for a full-time position following their graduation and assists them establish their professional objectives (Levy, 2017).

Learners who work while they study have a different perspective on their time at the university. Students who are employed might realize how difficult it may be to balance work, school, and acquaintances. Given the expensive expenses of higher education, many college students are compelled to take jobs while they're enrolled to cover their living bills, commute, necessary items, and fees (Carter, 2017). That certain degree of anxiety is necessary for inspiration, originality, and the ability to take on difficulties. Yet prolonged, ongoing tension that goes unsolved may wear you out both mentally and physically.

### **The Phenomenon of Working Students**

Working students in higher education are a widespread occurrence. The majority of research on working students examines how occupation affects educational results like average grades and dedication to study (Thibodeaux et al., 2017). Students who have full- or part-time employment could feel a lesser cost burden. Students also may struggle in scheduling their studies and managing their time. According to Greene & Maggs 2017, a student's time spent learning declines as their employment time increases.

As was already said, a number of factors affect students' decisions to work. Working could help students satisfy their financial needs so they can keep going to college, but it might also affect how well they do in school. Scheduling routines are the most common challenge that working students confront. Working students may experience stress as a result of their work and study. Students must occasionally create schedules to work on numerous tasks (Curtis, 2021).

## **Torn between school work and school task**

In order to manage work and school obligations, a college student who is also employed must make an effort. The degree of stress appears to be directly correlated with this delicate balancing act. Compared to all other students, females, first-year students, and full-time college students felt more stressors, which increased their stress levels (Fogaratnam & Buchanan, 2004). Given that approximately half of college students work, the subject merits a lot of attention (Dundes & Marx, 2006). In addition to the strain brought on by employment, it seems as though tuition and living costs have been steadily increasing over time. In reality, over 60% of college students say their parents want them to work to help pay their living cost, according to the National Center for Educational Statistics NCES (2011).

## **Constantly pressed for time**

Due to conflicts between their work and school schedules, working students need additional options including online classes, night sessions, and an increase in the class size (Goodson et al., 2016).

## **Desolation, Fatigue, and anxiety**

In the United States, college students' anxiety grew from 6.7% in 2000 to 12.9% in 2013 (American College Health Association, 2013). According to data from the American College Health Association published in 2014, 23% of college students said anxiety had a negative impact on their ability to perform in the previous year (as cited in

Holliday et al, 2016). Those with anxiety frequently and unnecessarily worry about their work and academic performance (American Psychiatric Association, 2013).

### **Financial distress**

According to Ebunoluwa (2013), financial distress issues have had a significant impact on the educational sector. The increasingly exorbitant cost formally constitutes the main justification most parents or guardians give for not educating or withdrawing their children and wards from school to learn a trade; they do not bother to put or contribute their money in the education of their children.

### **Balancing Act**

In order to balance your social life, family time, schoolwork, and work, you probably need to be a working student. It is possible to reduce your stress levels ten times by learning how to manage the demands of being a working undergrad and making sure you get at least one night off each week (Mitchell, 2016). According to Daimler (2017), notwithstanding their financial difficulties, Filipino students can still sustain themselves by working. Online jobs, paid corporate internships, fast-food crew positions, and school jobs are the employment alternatives for Filipino working students.

### **Sailing on**

The instance of working while studying has become an increasingly common phenomenon among students in the higher education system (Tumin & Faizuddin, 2017). According to Ansong & Gyensare 2012, they believed that university students have numerous challenges to overcome to attain their optimal academic performance.

Nowadays, it is very common for students to work while studying in pursuit of their dreams in life. Despite experiencing and facing various challenges, working students tend to find alternative ways to overcome difficulties. They are adaptable and persistent in the face of adversity (Tus et al., 2022).

### **Dreaming on**

Our greatest endeavors in life frequently have ambitions at their core. No matter how large or tiny your ambitions are, what matters is that you have enough faith in them to put up the effort necessary to realize them. A working student is a component of believing in your aspirations, which entails having trust in your ability to realize even the most ambitious of goals. You'll have the correct kind of drive to work hard to attain it if you believe it's achievable (Nyatyowa, 2018).

### **Stability and success**

Most people desire some sort of stability in their life. After completing education, you want to have stability in your personal, financial, relational, or physical life. Stability provides a sense of peace, security, and control. To be stable, powerful, strong, constant, and comfortable, one must be in that state. Anything that is unsteady is thought to be frail, unsure, or fluctuating (Warren, 2017).

Your chances of success throughout existence increase as a result of studying. Hence more chances that become available as a result of hard work, the greater people will be able to succeed professionally and personally. Becoming professional was vital since it offers priceless opportunities, and enables us to develop crucial, emotional

bonds, which allows us to advance professionally and earn more money through our highest credentials (Jasmeane, 2015).

### **Actualization**

Actualization should be seen as the third a distinct aspect of fulfilling employment. It involves your capacity for self-expression throughout your job, your sense of self-connection, as well as your commitment to integrity. Individuals have the chance to believe that their job is important and worthwhile when they're working with people who have jobs where they can achieve their potential and where they believe they are contributing to the greater good (Chalofsky & Cavallaro, 2013).

### **Family's Anchor**

Some believe that the anchor is the family member who is always correct, the most successful, the person who is the closest to becoming a saint, the wisest, or the most senior. This isn't always the case, though. The ability to carry out this duty is something you develop over time; you are not immediately given it. Sincerity tells us that it's not intended for everyone to undertake, and that's great. You understand your responsibilities and the importance of your acts, integrity, and life decisions, just like the captain of a sports team or the pilot of an airplane. At the end of the day, life has taught me that jobs come and go, not all friendships and connections endure a lifetime, and all the material possessions we own remain on this planet after we are gone. Family is the only constant that is there for you in both good and terrible times (Stephens, 2021).

## **Factors affecting working students**

The most frequently reported reasons given by Hovdhaugen's (2015) study for why students quit a certain school without earning their education is being employed while they are enrolled in classes. This study assesses the effect of work situation on school dropout using a survival analysis. According to the findings, working full-time while also attending school full-time lowers students' chances of graduating from their degree compared to those who work only part-time or not at all. But it appears that working more than 20 hours a week raises the chance of dropping out just as much as working full-time, as there was a limited on what work they can handle.

## **Impacts of working while studying**

Working while in school is frequently done to assist in covering educational expenses. Yet, sources of finance don't really fully cover all education costs (Mathuews, 2018). School fees and costs are typically covered by organizational tuition savings to the tune of 12–20%. Several learners are unable to pay their tuition using their earnings from held a position due to rising costs. Despite these exorbitant tuition fees in university, many learners keep working for their studies to raise their level of life (Carnavale et al., 2015).

## **The Problem of Balancing Time**

First most fundamental problem a working student encounters is daily management. These learners have a reputation for being hard workers. Hard work could result in overcommitting, that might result in an anxiety about failing. These learners are

under pressure to do all of their tasks on time. Students occasionally need to make timetables to finish a variety of tasks. In other words, including both their professional and academic lives, they have to be impulsive. Individuals might be compelled to retreat from all other interactions as a result and submit to their job duties. They only spend a few hours per week on their education since they are so preoccupied with their employment. Because educational and professional schedule differ, working students need additional possibilities including online learning, evening sessions, and an expansion in the class size (Goodson et al., 2016).

### **Time Management (Round the clock)**

Time management is a fundamental component of our life. Therefore, it is a skill that must be able to be comprehended and applied especially by every working student. Every working student should know how to balance their time correctly since they are performing in two identities, being a student and a worker. This time management will help them to be efficient in consuming their time and at the same time in making their work successful. According to Adebayo (2015), Using time management has the goal of making you more successful and productive. To him, it is an art of timing, organizing, scheduling, and budgeting based on priorities in the conduct of time allocation, because time cannot be kept, nor does it rise or decrease from the 24 hours each day.

Managing time is not easy that today's students confront. In college, there are many ways to waste time. It's all too simple for you to forget about homework or spend too much time chatting with friends. When you get that job, you'll have a lot on your plate.



You'll have to schedule conference calls and meetings from time to time, but you'll find it a lot easier to adjust (Ben, 2019).

It is the ability to manage these resources to ensure all people have accessibility that is the catalyst for success or failure in life. Everyone full-time employee student should have the ability to set goals and priorities, use strategies for time management, and be disciplined with their schedule. According to Ward (2017), time management is a term that refers to the development of tools that help people become more efficient and productive. A person's work-life balance is also improved when they have strong time management. As a result, time management can be a beneficial tool for students when it comes to studying.

This literature review emphasized further our topic about surviving college life while working, our theory, and its types. We understand that it's difficult to be a student who works. You have to give your all while working, then go home and attend your classes, which require assignments and a lot of studying. To stay on course and have a good mindset, you must be motivated.

## CHAPTER 3

### METHODOLOGY

This study is a comprehensive description and elaboration of how the study entitled ROUND THE CLOCK: SURVIVING COLLEGE LIFE WHILE WORKING. This chapter is divided into the following sections: research methodologies, research participants, the role of the researcher, data source and research instrument, data collection procedure, data analysis procedure, validity and reliability, and ethical considerations.

#### **Research Method**

In our study, we utilized Qualitative Research Method, particularly Descriptive Phenomenology Design.

According to Bhandari (2022), qualitative research, entails gathering and examining non-numerical data (such as text, video, or audio) to comprehend thoughts, opinions, or experiences. It can be used to discover intricate details about a topic or to come up with fresh research concepts. Qualitative research does the exact opposite. In fields like anthropology, sociology, education, the sciences of the humanities and social sciences, history, etc., qualitative research is frequently employed.

The most popular approaches for qualitative research in the social and health sciences is descriptive phenomenology, which is the study design used in this case. used to explain how a particular situation is felt by people (Rodriguez et al., 2018).

In this study, a descriptive phenomenological methodology was used to determine how working students' experiences might affect their experience, intellect, remembering, imagery, and emotions or feelings.

### **Research Participants**

To undertake this research, there were 5 BTLED students from 1<sup>st</sup> year to 4<sup>th</sup> year, which were specifically chosen to be included in this research, but the only participants who qualified were those who had work. Starting with 5 people is frequently a good choice (for qualitative research techniques like interviews and usability testing), (David Renwick, 2019). A snowball sampling starts with one or more study participants and spreads outward from there. It is also referred to as a chain sampling or a network sampling. Afterward, it continues depending on recommendations from those individuals. This cycle is repeated until you obtain the desired sample or reach a saturation point (Nikolopoulou, 2022). In this study, we utilized snowball sampling, in which the researchers are going to randomly select the participants, and after that, the participants are asked to assist the researchers in referring to other potential subjects.

The following inclusion criteria were used to choose the participants: (a) The participants need to be bonafide students of Kolehiyo ng Pantukan (KNP); (b) participants must be enrolled in Bachelor in Technology and Livelihood Education Major in Home Economics; (c) a college learner must be employed; (d) the students must have been working for almost a month or years, and (e) the college students must have changes or challenges they have experienced.

## **Role of Researchers**

According to Creswell (2014), the researchers themselves are responsible to gather data in qualitative. For them to be considered qualified researchers, they have the responsibility of avoiding being biased and making assumptions.

To follow the proper and honest technique for acquiring the necessary data and information, the researchers assumed the position of someone who oversees the research's ethical conduct throughout the study. Additionally, it was the researchers who conducted the interviews with the participants. During these interviews, we gave the participants our research questions to elicit the factual and precise information needed for our study.

Following that, since the researchers are not experts in conducting a focus group discussion, we resorted to asking for assistance from an expert in facilitating a focus group discussion. In addition to producing the information needed for our study, this enables us to make sure the discussion is conducted appropriately. The conversation's veracity was guaranteed as a result of this research.

Third, the researchers are note-takers and responsible for recording the participants' answers to the questions that are presented. To ensure that every piece of information gathered throughout the data-collection process is thoroughly and accurately recorded, we made it a point to seek the participants' consent before recording the entirety of the dialogue taking place during the interview session.

Fourth, the researchers were responsible for conducting the transcription for this study after the necessary data had been collected from the participants who were

expected to participate. The researchers made sure that all of the information that had been provided would be converted into written text by carefully and repeatedly listening to the audio.

Fifth, any information that the participants are expected to share during the interview was translated by the researchers. This is done whenever a word or phrase has to be translated for a clearer understanding of the data, especially when participants speak in their mother tongues. Additionally, this was done any time a word or phrase that is necessary for a better understanding of the content needs to be translated.

Sixth, the researchers acted as analysts but were asked by expert analysts for guidance. After the researchers have finished gathering data from the anticipated participants, they were asked by the expert analysts to analyze the text to help us better understand it and to ensure that our discussion and interpretation of the findings are accurate. The researchers ensure that the analysis we provide is accurate and relevant to the data that is provided.

In the last step, the researchers took on the role of transmitters. The researchers moved on to the next step after gathering and analyzing the information from the participants and collating all of their responses. To ensure that the panelists have a clear understanding of the case, the researchers ensured that we have a table that is appropriate, legitimate, and correct for the interpretation of the facts throughout the outlines and final defense.

## Data Source and Research Instrument

Observations, interviews, and written materials are the most typical sources of qualitative data. Statistical software cannot simply "crunch" any of these sources (Patton, 2002).

In an in-depth interview, portions of the participants were asked questions about their own opinions, and they responded accordingly. The researchers were asked follow-up questions to get more information about their perspectives and ideas on the subject matter that has been offered to us so that the researchers can clarify those answers. In general, Salcher (1995) identifies three types of in-depth interviews. First, the in-depth questionnaire includes pre-written questions and open-ended answers. The second is the structured depth interview, which has a framework with key topics but is otherwise free-form. The last unstructured depth interview, which lacks a guide and has the objective of providing a thorough presentation of the entire topic matter, is also conducted.

Contrarily, focus group discussions are a technique where a researcher gathers a group of people to discuss a particular topic in order to obtain the members' complex personal experiences, beliefs, opinions, and attitudes through a controlled discourse (Cornwall & Jewkes, 1995 as cited by Hayward et al., 2004).

Ary (2010) reported that document analysis, interviewing, and observation are the most often utilized research tools in qualitative research. Interview guiding questions were used by the study's researchers to gather data.

In our study, the researchers utilized IDI, FGD, and field notes. During the in-depth interviews, the researchers collected data that involved direct, one-on-one engagement with individual participants.

### **Data Collection Procedure**

Warner (1965) created a method for gathering data called the randomized response (RR) methodology that enables researchers to gather private data while ensuring participants' anonymity.

According to Creswell (2014), the steps in the data collection process include creating a plan for the study, gathering information through informal or formal checking and conversation, keeping records, and using visual resources, as well as creating an agreement to record the data. This includes methods for compiling information gleaned from interviewing. The information was acquired by the researchers via interviews that were quite loosely arranged.

We, the researchers, diligently follow the correct and accurate steps in our investigation. Before the research study is finished, we do a series of tasks related to the data collection process.

First, we send a letter requesting authorization to carry out the study to the college president of Kolehiyo ng Pantukan, the Research Director, the Program Head of the Education Department, and our Research Adviser.

Secondly, after being authorized to conduct the study at a certain school, we select BTLED working students to be interviewed about our topic. We gave our informed

consent to our participants and discussed what our research and informed consent were all about. We make sure that the identities of our participants remain confidential for their safety.

Lastly, we go on with the investigation; we prepared and recorded the important statements. While the interview was going on, one of us observed the physical expression and emotions of our participants. Through this, our research was more accurate. After collecting the data, we gathered, stored the information, and performed data transcription.

### **Data Analysis Procedure**

The triangulation of quantitative data analysis was done using qualitative data analysis. The results were supported by interviews, observation, and document data.

Six phases are used in the analysis of qualitative data, according to Creswell (2013). Prior to conducting the analysis, the researcher must arrange and prepare the data. This includes labeling all illustrations, efficiently reading all texts, and transcribing interviews. According to Creswell (2013), the following step is seeing or reviewing all the data. Getting a broad knowledge of the data and having the ability to think about its overall relevance are the goals of this step. The third level of qualitative data analysis is data coding. Here, the text and images are divided into various groupings before each category is given a name by the researcher.

A description of the individuals, environment, or categorizations for analysis is created in the fourth stage using the coding method. The action is important since it helps



develop in-depth explanations for various research projects. The researcher must organize how topics and descriptions will be expressed in the manner in which they were in the preceding step. For instance, a researcher may opt to present the analysis' conclusions as a narrative piece. The final but not least step is interpreting the findings or results.

Every one of these steps is necessary for the evaluation and precise interpretation of the findings of published research in the area of criminal justice. When properly executed, the processes can be used to evaluate the validity and applicability of the current criminal justice theory. The process can be used to broaden current understanding, give a new perspective, uncover gaps in the published data, confirm preexisting ideas, and identify gaps in published data. A researcher can determine the veracity of current viewpoints on a particular criminal justice topic by according to Creswell's (2013) recommendations. When a thorough explanation is reached, the discipline may therefore change.

In order to answer criminal law study problems, the six procedures are also crucial. In fact, the results established via the use of the approach offer a clear solution to each study-related problem. The answer can be acceptance, denial, or clarification. Yet, the problem or inquiry in criminal justice might not receive a complete resolution if a researcher misses any of the phases.

### **Validity and Reliability**

Many terminologies are used in qualitative investigations to describe the idea of validity. This idea is not one that is singular, fixed, or applicable to all situations, but

rather one that is "more a contingent construct, inescapably based in the processes and purposes of certain research procedures and projects" (Winter, 2000). While some qualitative researchers contend that the term validity does not apply to qualitative research, they have also come to appreciate the necessity of some sort of qualifying check or assessment for their work.

A study by Lincoln & Guba (1985), identified trustworthiness as the naturalist's equivalent for external validation, dependability, and integrity. Credibility, authenticity, transferability, dependability, and confirmability are all factors that affect trustworthiness in qualitative research. By extensive fieldwork, the triangulation of data sources, study methodologies, and investigators, the validity of these principles is established. A full explanation is necessary to confirm that the conclusions apply to both the researcher and the study's subjects. In qualitative research, dependability is more important than reliability since the findings may alter or become unstable.

Credibility such as data and method triangulation—using multiple sources of data and/or methodologies—peer debriefing—sharing questions about the research process and/or findings with peers who can offer an additional perspective on analysis and interpretation—and member checking can be used to demonstrate credibility (returning findings to participants to determine if the findings reflect their experiences (Creswell & Miller 2000 as cited by Padgett 2008). The researchers of this study, utilized the triangulation method, sustained connection with participants, and continuous direct observations in this study to establish credibility. We made sure that the interviews we used to obtain data were taken straight from the interviewees and weren't just made up.

Confirmability is concerned with demonstrating how conclusions and interpretations have been reached and demonstrating that the researcher's opinions and findings are based on the data (Tobin & Begley, 2004). According to Guba and Lincoln 1989, as confirmability is developed, it results in the development of credibility, transferability, and dependability. We did not include our opinions, theories, or conclusions in this study to prevent data from being misrepresented. One of our strategies was bracketing so that we could avoid introducing our own prejudices. Triangulating and asking questions also guarantee that the study's conclusions are unbiased. We made use of audio recordings and note-taking to assess the accuracy of our inquiry.

The investigation's transferability measures how broadly it can be applied. Only certain instance transitions in qualitative research are covered by this (Tobin & Begley, 2004). Even if they are unable to predict the sites that may want to transfer the findings, the researcher is responsible for providing comprehensive descriptions so that anyone desiring to do so can evaluate transferability (Lincoln & Guba, 1985). We accomplished this by demonstrating to viewers throughout our study how the outcomes of such a research study might be applicable to a range of situations, settings, people, and times.

Dependability is the level of documentation of research procedures that enables independent monitoring, auditing, and evaluation of the research process. Also, it refers to the accuracy and dependability of the research results (Sandelowski 1986 as cited by Streubert 2007). The researchers made sure the research methodology was rational, quantifiable, and published to assure reliability in our work.

## **Ethical Considerations**

This study's primary focus is on the Kolehiyo Ng Pantukan BTLED students who were able to balance employment and school to survive their college life. As a result, the researchers conducted this investigation in accordance with ethical standards. Following that, once they were informed of the goal of our study, we asked if they would freely participate.

Respect for people requires the researcher to delegate the responsibility of avoiding taking advantage of the participants' vulnerabilities. According to Creswell, 2012, avoiding self-sufficiency to preserve the participants' and the researcher's friendship, trust, and confidence, that can show our respect toward our participants in many ways. Also, we obtained informed consent from the participants before performing the research because it is a violation of their privacy when their data, ideas, views, and other personal data are revealed to third parties without their knowledge or approval. So, this ought to be done to show respect for the study participants.

Beneficence principles a personal obligation to conduct worthwhile and substantial research to enhance the wellbeing of constituents (Beauchamp & Polit, 2014). Based on our ethical issue, we focused on what are the benefits of our participants in accordance with our research.

In this step, it was completed by presenting both consent forms of participation and the audio recording to the participants, requesting them to sign to confirm and recognize their consent, and collecting their signs.

Participants in this research study whose private data are gathered, saved, and examined will be referred to as research participants. Institutions have a responsibility to uphold and protect information privacy rights while dealing with people's personal information, movements, and choices. The data subject has the right to register a lawsuit against Republic Act 10173, if private information has been abused, intentionally revealed, inappropriately disposed of, or if any rights have been breached.

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## CHAPTER 4

### RESULTS

The survival of students viewed by their verbal accounts gathered through in-depth interviews, the implications of the key participants' lived experiences, their coping mechanisms, and hopes and aspirations of BTLED working students and also focus group discussions are presented in this chapter. Thoughtful analysis was carried out which assisted in the major themes from the concept extracted from each participant's experience of survival.

The questions were responded to enthusiastically by the participants. The researcher meticulously interpreted and transcribed the information and themes and the main ideas that go along with the themes were derived by the researchers based on the responses.

#### **Lived experiences of BTLED students in surviving college life while working**

Table 1 below lists the many themes that were drawn from the core ideas of the participants' statements as they uncovered the typical explanations for how a student managed to make it through college. The themes namely: (1) Torn between work and school tasks; (2) Constantly pressed for time; (3) Desolation, fatigue, and anxiety; and (4) Financial distress.

Table 1 presents the major themes and core ideas that emerged from the analysis of the transcripts.

**Table 1**

**Major Themes and Core Ideas on Lived Experiences of BTLED Students in  
Surviving College life while working**

| <b>Major Themes</b>                       | <b>Core Ideas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Torn between work and school tasks</b> | <ul style="list-style-type: none"><li>● Lag in class and school activities.</li><li>● Unable to focus on studies.</li><li>● Unable to do tasks as a student with towards to attend to.</li><li>● Struggled to balance tasks for work, school, and my son's needs.</li><li>● Torn between work and school tasks.</li><li>● Had to leave my job for schoolwork; I had to choose one over the other.</li><li>● Cannot do well as a student; time is not enough for both.</li></ul> |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"><li>● Stress builds up every day with schoolwork to be done while at work.</li></ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Constantly pressed for time</b>      | <ul style="list-style-type: none"><li>● Difficulty in balancing time for work and school.</li><li>● The schedule is always very tight.</li><li>● Don't know which to prioritize; or what to do first.</li><li>● Always running against time; too many tasks to be done.</li><li>● Problem with time management.</li></ul>                                                                                                                                                                           |
| <b>Desolation, fatigue, and anxiety</b> | <ul style="list-style-type: none"><li>● Feel so all alone; no one talks to about problems.</li><li>● No one to encourage or motivate.</li><li>● There are times I seem to lose all hope.</li><li>● Mental health issues and personal issues get in the way.</li><li>● Get anxiety attacks when there is too much to be done.</li><li>● Lack of sleep and proper rest.</li><li>● Too tired at work but cannot rest; school work needs to be done.</li><li>● Lack of sleep and proper rest.</li></ul> |



|                           |                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"><li>• Sometimes hopelessness sets in due to fatigue.</li></ul>                                                                                                                                                                                                                                                                                       |
| <b>Financial distress</b> | <ul style="list-style-type: none"><li>• Financial concerns keep bugging.</li><li>• Income is not enough to sustain school needs and expenses.</li><li>• The family is deep in debt.</li><li>• The biggest problem is still financial.</li><li>• The salary is not enough for personal and school needs.</li><li>• Financial pressure compounds stress at work and in school.</li></ul> |

### **Torn between work and school tasks**

It might be difficult to balance priorities from outside schoolwork. Just trying harder-type ideas are common among college students and can lead to a lot of stress and anxiety. It can be quite difficult for university learners to reconcile their academic and professional responsibilities. By spending a lot of time away from their studies, students may become anxious and frustrated. They can believe that they lack the time necessary to carry out all of their obligations to the full extent possible without juggling priorities. When you feel stuck, remind yourself that things won't last forever.

The participants shared how they struggle a lot of times torn between work and

school tasks:

*"Ma behind ko usahay sa klase ug mga activities sa skwelahan ug kanang usahay Kailangan nako mo leave sa trabaho para sa school purposes."(MARKY)*

("Sometimes I'm behind in class and school activities and sometimes I need to leave my work for school purposes.") (MARKY)

Maggie stated that sometimes she gets confused about her schedule on what to do first, whether about work or school and also mentioned that she's struggling with her time and what are necessary tasks to do.

The same goes for Kai-Kai as she also struggles with what to do first.

*"One of the worst experiences as a working student, mao nga naglisud ko sa pagbuhat sa akong buluhaton sa eskwelahan tungod kay naa koy duha ka mga bata nga atimanon isip kabahin sa akong trabaho." (KAI-KAI)*

("One of my worst experiences as a working student is that I find it difficult to do my school work because I have two children to take care of as part of my job.") (KAI-KAI)

### **Constantly pressed for time**

When you have to balance work and school, time management can be difficult to balance. It is really a big issue for us, especially for the working students who felt pressure due to having little time. Some of them don't know which to prioritize and what

to do first. This is the reason why time management is very vital.

Maggie mentioned that she is confused about her schedule and she doesn't know what to do first:

*"Usahay maglibog ko bahin sa akong schedule kon unsay una nakong buhaton, trabaho ba o eskuylahan, ug kasagarang maglisod ko sa akong panahon aron mahuman ang akong kinahanglan na buhaton."(MAGGIE)*

("Sometimes I get confused about my schedule on what I need to do first, whether it's work or school, and I usually struggle with the time that I have in order to finish what I need to.") (MAGGIE)

FDG1 claimed that he had a problem balancing his time between work and school:

*"Stress sa trabaho ug sa skwela, pag balance pud sa oras labi nag naay mga activities, assigned reports and etc."*

("Stress at work and school, also when balancing the time, there are more activities, assigned reports, etc.")

### **Desolation, fatigue, and anxiety**

Desolation, fatigue, and anxiety are present in every aspect of a student's life. Anxiety became a natural part of students' lives and most of us experience it from time to time. Concerns about students' commitment to academic work and degree completion are raised by the growing number of working students and their busy lives.

Inday shared her experiences of feeling alone and having nobody to talk to:

*"The worst experience that I ever had as a working student, mao nga wala ko'y usa nga makasulti mahitungod sa tanan nakong mga problema tungod kay ako nag-inusara ug ako nakasinati nga walay usa nga makadasig kanako sa pagbuhat niini." (INDAY)*

("The worst experience that I ever had as a working student is that I have no one to talk to about all my problems because I am alone and I experienced not having someone who would encourage me to do so.") (INDAY)

In addition, Yamskie shared that she has sleep problems and dealing with stress:

*"Kuwang sa tulog, pag deal sa akong stress ug usahay wala koy panahon sa extra activities sa school." (YAMSKIE)*

("Lack of sleep, dealing with my stress, and sometimes I have no time for extra activities in school.") (YAMSKIE)

FGD2 also shared that mental health is one of her problems, her anxiety attack when she has a lot to think and do about school work.

### **Financial distress**

One of the main causes of stress for many college students is financial hardships in which sometimes we aren't able to pay our school fees for the school over the short

or long term. This is a great struggle for students, especially working students. they are not with their parents to ask for money for school fees and projects.

Kai-Kai honestly shared her experience that financial issues, academic obligations, mental issues, and personal issues are her problems in surviving college life while working.

*" Based on my experience, the first thing that I have a problem, mao ang financial issues, sunod mao ang academic obligations, mental health issues, ug personal issues."(KAI-KAI)*

("Based on my experience, the first thing that I have a problem with is financial issues, next are academic obligations, mental health issues, and personal issues.") (KAI-KAI)

The same goes for Inday, who stated that she has financial problems, and mental health issues, and can't focus on her studies because she has work to do.

### **How BTLED students overcome the challenges and difficulties in surviving college life while working**

Table 2 below presents the various themes generated from the core ideas of the responses of the participants as they reveal how they as working students overcome the challenges and difficulties. The themes are namely: (1) Balancing Act; (2) Sailing on; and (3) Dreaming on.

Table 2 presents the major themes and core ideas that emerged from the analysis of the transcripts.

**Table 2**

**Major Themes and Core Ideas on How Participants**

**Overcome The Challenges and Difficulties**

| Major Themes                | Core Ideas                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Balancing Act</b></p> | <ul style="list-style-type: none"> <li>● Learn to balance and manage time for work and school.</li> <li>● Prioritize whatever needs to be done first.</li> <li>● Work on school tasks in advance to submit on time.</li> <li>● Manage time properly.</li> <li>● Attend to son, work &amp; voluminous school tasks all at the same time.</li> </ul>                   |
| <p><b>Sailing on</b></p>    | <ul style="list-style-type: none"> <li>● Just continue slugging it out.</li> <li>● “Laban lang”.</li> <li>● Sail on to reach dreams no matter how hard.</li> <li>● Deal with the stress of meeting work and school obligations.</li> <li>● Face the hardships and trials just to make the future bright.</li> <li>● No option but to continue navigating.</li> </ul> |
| <p><b>Dreaming on</b></p>   | <ul style="list-style-type: none"> <li>● Get inspiration from my son, and family.</li> <li>● Continue dreaming that someday, all these will be far behind.</li> <li>● Offer and dedicate all hard work to parents and loved ones.</li> <li>● Trust in God’s divine providence.</li> </ul>                                                                            |

**Balancing Act**

One of the most crucial aspects that a person should concentrate on in order to complete a task is time management. Lack of time management is a serious problem for

us, particularly for working students. Because they are struggling with what they should do first. We must learn to balance our time and prioritize necessary things because it guides us on things or work tasks, we must do first. There are really a lot of tasks that await us every day, but we must remember to pick the important ones in order to finish our projects or make presentations on time.

The participants shared their lived experiences in surviving college life as working students. Most of them claimed to have poor time management. Marky stated that sometimes he balances his time to pass assignments and projects. And sometimes he does it in advance.

*“Gina balance lang nako usahay, usahay mag  
advance kog buhat para makapasa ko dayon”.*

*(MARKY)*

*(“I balance it sometimes and sometimes I advance  
work with it so I can pass right away.”) (MARKY)*

In addition, Yamskie claimed that work has become a burden to her, especially since she’s a single mom because according to her she still has to take care of his child even though there’s a lot for her to do. She knows that schoolwork keeps on adding more each day and leads her on becoming stressed but being a student, she also needs to take good care of her studies even if she has to answer her schoolwork during work if there is no customer.

## **Sailing on**

Devotion and desire for perfection are crucial since they increase our eagerness to sail on to reach our dreams no matter how hard. A person may succeed in achieving their life goals if they are committed and possess a strong will. Because of those, he or she is inspired and determined. Consequently, for us to achieve our goals we must devote ourselves to them with love and attention.

FGD2 stated that balancing work and studies is really challenging.

*“Same sa giingon niya, time management jud ang isa sa naka burden sa pagtrabaho og eskwela pero kinahanglanon mani nako nga trabaho maong padayon og Laban lang jud.”*

(“Similar to what he said, time management is one of the burden or working while in school, but I also need this work, so I keep fighting.”)

In addition, IDI02 stated that if you have a dream, no matter how difficult it is, you will have perseverance and still learn to achieve it.

Same with FDG3 that even if her salary is not enough to sustain her needs, especially in school but still, she keeps on fighting.

## **Dreaming on**

We as students have goals, but there are obstacles to overcome before we can realize them. Regardless of the circumstances, a student must always see the positive



side of life. True, there are some difficult situations, but we must continue to stand for them. Sometimes life's challenges force us to lose hope, but we utilize our family as a source of motivation to battle on and carry on.

Yamskie mentioned that her greatest inspiration is her son to have willingness on her studies even though she was a single mother.

*“Ang akong anak mao ra ang akong inspirasyon to have willingness about my studies bisan ako single mom.” (YAMSKIE)*

*(“My son is my only inspiration to have a willingness to my studies even though I am a single mom.”)  
(YAMSKIE)*

Same as Maggie stated that her mom's situation is her motivation to make her proud of what she may achieve in the future.

*“One of my motivations ang situation ni mama katong na stroke siya. I know nga dli nako ma fullfil iyang needs for now but I'll make sure nga ma proud sya nako.” (MAGGIE)*

“One of my motivations is my mom's situation when she has a stroke. I know that I'm not able to fulfill her needs for now but I'll make sure that she will be proud of me.” (MAGGIE)

**Hopes and Aspirations of the BTLED working students in surviving college life**

Table 3 below presents the themes generated from the core ideas of the responses of the participants as they show their hopes and aspirations on how a student survived their college life while working. The themes are namely: (1) Stability and success; (2) Actualization; and (3) Family’s Anchor.

Table 3 presents the major themes and core ideas that emerged from the analysis of the transcripts.



**Table 3**

**Major Themes and Core Ideas on the Hopes and Aspirations of BTLED Students in Surviving College Life While Working**

| Major Themes                        | Core Ideas                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Stability and success</b></p> | <ul style="list-style-type: none"> <li>● To succeed in studies and obtain stability someday.</li> <li>● To become a professional one day and support family.</li> <li>● To become financially stable someday.</li> <li>● To have LPT after my name; find a steady job.</li> <li>● To become a professional teacher</li> </ul> |

|                        |                                                                                                                                                                                                                                                                                                                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | someday.                                                                                                                                                                                                                                                                                                                         |
| <b>Actualization</b>   | <ul style="list-style-type: none"> <li>● That struggle will bear fruit.</li> <li>● That someday all hardships will be far behind.</li> <li>● To hurdle the burden of work and study.</li> <li>● To prove that it can be done through own sweat and tears.</li> <li>● Make yourself proud of what can be accomplished.</li> </ul> |
| <b>Family's anchor</b> | <ul style="list-style-type: none"> <li>● Go out and have fun with friends and family.</li> <li>● Make mother and family proud.</li> <li>● Send siblings to school; support parents.</li> <li>● Pave the way for a brighter future for younger siblings.</li> <li>● Help support needy brothers and sisters.</li> </ul>           |

### **Stability and success**

Stability and success are very important in achieving our goals, especially for us students. Let's consider the main areas of our life – our work, our relationships, and our current situation. It is that we feel satisfied with what we have and provide fulfillment in the future. It showed us the perseverance and hard work that we have now as regular students and working students to achieve the desired stability and success in our future.

The participants explained their hopes and aspirations in surviving college life as working students. This concept is reflected in the response of Maggie as she mentioned:

*"My dream is ang makahuman sa akong pagtuon ug makatabang sa akong pamilya nga makabaton og stable life nga among gipangandoy."*

*("My dream is to finish my studies and help my family to have the stable life that we dreamed of.")*

The same goes for FGD03 stating that she wants to be stable financially and to help other people.

*"Ang financially stable nako puhon, ma provide nako akong needs ug wants ug makatabang sa uban." (FGD03)*

*("When I'm financially stable one day and I can provide for my needs, and wants and help others.") (FGD03)*

Furthermore, Kai-Kai added that her dreams include helping her family, completing her studies, and becoming a competent teacher.

Similarly, Inday stated that she aspires to become a certified professional teacher in the future.

*"Aron mahimong usa ka LPT sa umaabot nga adlaw ug adunay mas maayo nga trabaho." (INDAY)*

*("To be an LPT someday and to have a better job.") (INDAY)*

## **Actualization**

As a student, we must see the best of life, no matter what the situation is. There is a situation that is indeed hard to handle, but we need to stand for it. A student desires to use all their abilities to achieve and be everything that they possibly can. Having actualization is a process of making something happen.

Marky claimed that struggles will bear fruit and he also mentioned that his motivation is to fulfill his needs and desires with the aid of his diligent labor.

*"Ang motivation jud nako kay kaning makuha nako akong mga needs ug wants bunga sa akong pag paningkamot." (MARKY)*

("My motivation is that I can get my needs and wants because of my efforts.") (MARKY)

The same goes with FGD03; she mentioned that she is willing to take risks in her studies, no matter what happens as she studies, as long as she pursues it for her future.

Furthermore, Kai-Kai added that her inspiration comes from their poverty and the challenging circumstances that drive her to strive harder at both school and her work.

*"My motivation is among kakabus ug ang negatibo nga mga sitwasyon nagpakita sa akong determinasyon nga magtrabaho pag-ayo sa eskuylahan ug trabaho." (KAI-KAI)*

("My motivation is our poverty and the negative situations show my determination to work hard in school and work.") (KAI-KAI)

### **Family's anchor**

It is having another person to rely on family, friends, and loved ones. Where the anchor is the person of a family who can be counted on in both positive and terrible circumstances. When considering your family's anchors, think about the things you do to provide safety, stability, and support. Repaying our family is the best thing we can do for them, not just by giving them money or other tangible possessions. The best tribute

we can pay them for all of their sacrifices is to make them proud of us. For instance, you might one day become a professional if you do well in school. Also, constantly keep in mind that your entire family will benefit from your achievements.

Marky said that his inspiration to pursue his studies is through his family and siblings that he wants.

*“Akong pamilya ug labi na akong manghud kay gusto nako na ako napud ang mag provide sa iyang pag eskwela puhon.” (MARKY)*

(“My family and especially my younger brother because I want to be the one to provide for his schooling.”) (MARKY)

In addition, Yamskie claimed that her family and child were her major inspirations. She remarked that her family could support her continuing her studies, which gave her determination to do the best of her ability while being a working student.

*“Ang akong anak ug ang akong pamilya mao ang pinakadakong inspirasyon sa akong kinabuhi. I know nga makapadayon ko sa akong pagtuon pinaagi sa tabang sa akong pamilya ug sa determinasyon nga akong naangkon, nga naghimo kanako nga mas maningkamot isip usa ka working student ug usa ka single mom.” (YAMSKIE)*

(“My child and my family are the greatest inspirations in my life. I know that I can pursue my studies through the help of my family and the

determination I had, which makes me strive more as a working student and a single mom.”  
(YAMSKIE)

The same goes for FGD1, whose family serves as his inspiration to work hard in order to provide for his sibling's future.

*“Ang akong pamilya gyud ang inspiration nako ug matagaan nakog nindot nga kaugmaon akong manghud.” (FGD1)*

(“My family is really my inspiration and I will take care of a good future for my sibling.”) (FGD1)

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## **CHAPTER 5**

### **DISCUSSION**

This phenomenological study explored the working student's experiences in surviving their college life. We, the researchers, were interested to find out how the working students dealt with or overcame this study. Researchers, parents, professors, and fellow students can all gain some understanding from this study. Our research intends to supplement the body of knowledge surrounding BTLED working students in surviving their college life.

#### **The possible reasons of BTLED working students in surviving their college life**

As a working student they are very vulnerable in surviving their college life in having a job. We cannot deny the fact that it's not easy for them. There are many factors of being a working student that they experience such as torn between work and school tasks, constantly pressed for time, desolation, fatigue and anxiety and financial distress.

#### **Torn between school work and school task**

In order to manage work and school obligations, a college student who is also employed must make an effort. The degree of stress appears to be directly correlated with this delicate balancing act. Compared to all other students, females, first-year students, and full-time college students felt more stressors, which increased their stress levels (Fogaratnam & Buchanan, 2004). Given that approximately half of college students work, the subject merits a lot of attention (Dundes & Marx, 2006). In addition to



the strain brought on by employment, it seems as though tuition and living costs have been steadily increasing over time. In reality, over 60% of college students say their parents want them to work to help pay their living cost, according to the National Center for Educational Statistics NCES (2011).

### **Constantly pressed for time**

Due to conflicts between their work and school schedules, working students need additional options including online classes, night sessions, and an increase in the class size (Goodson et al., 2016).

### **Desolation, Fatigue, and anxiety**

In the United States, college students' anxiety grew from 6.7% in 2000 to 12.9% in 2013 (American College Health Association, 2013). According to data from the American College Health Association published in 2014, 23% of college students said anxiety had a negative impact on their ability to perform in the previous year (as cited in Holliday et al, 2016). Those with anxiety frequently and unnecessarily worry about their work and academic performance (American Psychiatric Association, 2013).

### **Financial distress**

According to Ebunoluwa (2013), financial distress issues have had a significant impact on the educational sector. The increasingly exorbitant cost formally constitutes the main justification most parents or guardians give for not educating or withdrawing their children and wards from school to learn a trade; they do not bother to put or contribute their money in the education of their children.

## **How the BTLED working students overcome the challenges and difficulties**

There are many ways that working students can cope with challenges and difficulties. They have a lot of strategies just to save themselves from these. Below are given some of the tactics that our participants use to overcome the challenges and difficulties that they've encountered.

### **Balancing Act**

In order to balance your social life, family time, schoolwork, and work, you probably need to be a working student. It is possible to reduce your stress levels ten times by learning how to manage the demands of being a working undergrad and making sure you get at least one night off each week (Mitchell, 2016). According to Daimler, 2017, notwithstanding their financial difficulties, Filipino students can still sustain themselves by working. Online jobs, paid corporate internships, fast-food crew positions, and school jobs are the employment alternatives for Filipino working students.

### **Sailing on**

The instance of working while studying has become an increasingly common phenomenon among students in the higher education system (Tumin & Faizuddin, 2017). According to Ansong & Gyensare 2012, they believed that university students have numerous challenges to overcome to attain their optimal academic performance. Nowadays, it is very common for students to work while studying in pursuit of their dreams in life. Despite experiencing and facing various challenges, working students

tend to find alternative ways to overcome difficulties. They are adaptable and persistent in the face of adversity (Tus et al, 2022).

### **Dreaming on**

Our greatest endeavors in life frequently have ambitions at their core. No matter how large or tiny your ambitions are, what matters is that you have enough faith in them to put up the effort necessary to realize them. A working student is a component of believing in your aspirations, which entails having trust in your ability to realize even the most ambitious of goals. You'll have the correct kind of drive to work hard to attain it if you believe it's achievable (Nyatyowa, 2018).

### **Hopes and Aspirations of the BTLED working students in surviving college life**

These are the hopes and aspirations of our participants on how they can aspire to survive their college life. We can see the sincerity of their words, and we know that their hopes and aspirations are applicable in our daily lives both as regular students and working students. It may help us to be more motivated and inspired in our studies.

### **Stability and success**

Most people desire some sort of stability in their life. After completing education, you want to have stability in your personal, financial, relational, or physical life. Stability provides a sense of peace, security, and control. To be stable, powerful, strong, constant, and comfortable, one must be in that state. Anything that is unsteady is thought to be frail, unsure, or fluctuating (Warren, 2017).

Your chances of success throughout existence increase as a result of studying. Hence more chances that become available as a result of hard work, the greater people will be able to succeed professionally and personally. Becoming professional was vital since it offers priceless opportunities, and enables us to develop crucial, emotional bonds, which allows us to advance professionally and earn more money through our highest credentials (Jasmeane, 2015).

### **Actualization**

Actualization should be seen as the third a distinct aspect of fulfilling employment. It involves your capacity for self-expression throughout your job, your sense of self-connection, as well as your commitment to integrity. Individuals have the chance to believe that their job is important and worthwhile when they're working with people who have jobs where they can achieve their potential and where they believe they are contributing to the greater good (Chalofsky & Cavallaro, 2013).

### **Family's Anchor**

Some believe that the anchor is the family member who is always correct, the most successful, the person who is the closest to becoming a saint, the wisest, or the most senior. This isn't always the case, though. The ability to carry out this duty is something you develop over time; you are not immediately given it. Sincerity tells us that it's not intended for everyone to undertake, and that's great. You understand your responsibilities and the importance of your acts, integrity, and life decisions, just like the captain of a sports team or the pilot of an airplane. At the end of the day, life has taught me that jobs come and go, not all friendships and connections endure a lifetime, and all

the material possessions we own remain on this planet after we are gone. Family is the only constant that is there for you in both good and terrible times (Stephens, 2021).

## **SUMMARY**

Getting work is now a need rather than a decision. Those who work especially working students, frequently choose work because they are unable to finance their education as well as support their families. If a student spends too much time working, then they will not have enough time or focus on their schoolwork, which has a detrimental effect on their academic performance. It is not worth sacrificing excellence just to work a job. Also, overworking with little downtime will put a lot of stress on a student.

One of the issues with working students is that having a job causes tension with tasks for both education and work. Juggling all your responsibilities at work and in school may be too much for some of them. Being overburdened could adversely harm both your brain as well as your physical. It is challenging since working students are really not eligible for financial aspects and may not be capable of paying for their coursework or having a caregiver. As a result of their inability to pay for college on their own and desire to avoid debt burden, students may also decide to drop out. Some students sustain themselves while attending school by working full-time or holding down various employment.

But having a job while in school allows students to augment their studies with extracurricular activities that boost capabilities particularly when it comes to multitasking. Getting a job will enhance a student's work experience and ethics. Furthermore, working while studying builds the student's interest in pursuing their dreams. There are many

benefits to a student working while in school, but work needs to be balanced with a student's social life and studies to be beneficial. There are many reasons that a student might want or need to get a job. A student may need to get a job if they help support their family, plan to go to college, or need to save for other necessities.

## **IMPLICATION TO PRACTICE**

Our primary goal in conducting this study was to learn from the working students' perspectives on what it means to deploy knowledge. We've done this by closely monitoring and conducting a thorough interview. In this way, we think that our research has become more susceptible to review and criticism. If, as a result of this, a false understanding of what it means to be evidence-based is accepted. After making their choices, this might affect how working students view life. Although this kind of knowledge might serve as a learning resource.

Our findings about the distinctiveness of the knowledge and information work completed by working students' survival experiences lead to a second significant implication of our study. Our results indicate a particular set of knowledge-related skills, knowledge sources, choices, and attitudes. But it is outside the scope of this study to analyze our data to identify and codify these experiences and challenges they have faced. The right themes have already been chosen, and it is now time to investigate how this might be accomplished through cooperation soon. Third, our results imply that experience is understood as a collection of research studies that aid in, hinder, or support the constantly changing experiences of working students. These studies are both individual and diverse, and they will aid in the development of the capability that can and

must be learned. Finally, our study gives working students advice on a variety of desirable and required survival experiences that may aid in their personal growth as they navigate life's challenges and difficulties.

## **IMPLICATION TO THE FUTURE RESEARCH**

Our study seeks to investigate an intriguing subject: how working students might manage their time while attending college. Spending time on this study creates various options for future research. To improve and further elaborate our findings, more studies will be required.

First, although we came up with several fresh and, in our opinion, helpful emergent themes, were primarily concerned with examining students' experiences of survival in Kolehiyo ng Pantukan who are BTLED. Hence, we may continue to look for the motifs we've been looking for in this study.

Second, our study gives us the chance to improve and validate the ideas and constructs that resulted from our inductive investigation. This research could also be expanded in comparative ways. On this point, more investigation could provide valuable information to future participants.

Last but not least, as mentioned in Chapter 1, Scope and Limitation, additional research is required to examine how college students balance employment and studying and identify any problems or issues. Additional investigation can therefore provide insight into the knowledge transfer and learning processes among this particular set of people by examining the kind of knowledge that they require—both individually and

collectively—to succeed in college and promote their knowledgeability. Such studies should and might look into how information and data are transformed into evidence that can be used.

### **Concluding Remarks**

Researchers' findings lead us to the conclusion that this study will benefit students who wish to realize their goals despite their circumstances and financial difficulties. In many nations, research on working students is performed, but little is known about how these students handle issues in their daily lives.

This study will help us better comprehend what it's like working and studying. It can be quite difficult for university learners to reconcile their academic and professional responsibilities. However, some students maintain their focus on their goals despite challenges and setbacks. They succeed as a result of the chance to learn while making the money that comes with employment. They are also assisted in figuring out how to successfully manage their time to prevent experiencing feelings of hopelessness, exhaustion, and worry, similar to how it assists them in organizing their time between work and school. However, there are times when they have trouble managing their time due to a work overload, such as when they must balance an act. Being a working student is difficult and demands a strong sense of because they must handle two tasks at once.

This study reflected on the findings of this study, which resulted in emergent themes on how working students can survive their college life based on the lived experiences of BTLED working students, such as being torn between work and school



tasks, constantly pressed for time, desolation, fatigue, anxiety, and financial distress. The challenges and difficulties of working students include balancing act, sailing on, and dreaming on. And for the hopes and aspirations of working students, such as stability and success, actualization, and family's anchor, these are the experiences working students encountered during their college life as we come up with these emergent themes in our study based on the survival they have experienced.

They feel responsible for their decisions and actions as a result. Working exposes students to a multitude of ideas and experiences that might enhance their personal lives and problem-solving skills. Students who work while they study learn the advantages and disadvantages of doing so, how to overcome challenges, and how challenging it is to make enough money to support themselves while pursuing their goals.



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## APPENDIX A

### Interview Questionnaire

#### **1. What are the lived experiences of BTLED students of Kolehiyo ng Pantukan in surviving college life while working?**

1.1 What is the best experience you ever had as a working student?

1.2 What is the worst experience you ever had as a working student?

1.3 What are the possible reasons leading you, as a college student, to work and study at the same time?

#### **2. What are the challenges faced by BTLED students in their college life while working?**

2.1 What are the problems that you have encountered in your college life while working?

2.2 How do you manage your priorities to meet deadlines in your school work?

2.3 What specific factor do you think will hinder you to survive college life?

#### **3. What are the coping mechanisms and aspirations of BTLED students in surviving college life while working?**

3.1 What coping strategies do you use in managing stress in working while studying?

3.2 What is your motivation that shows initiative and willingness to work while studying?

3.3 What are your inspirations in pursuing college?

## APPENDIX B

### LETTER OF PERMISSION TO CONDUCT THE STUDY

February 10, 2023

**FDR. JOCELYN H. HUA, DFRIEdr**  
College President Kolehiyo ng Pantukan  
Juan A Serenas Campus, Kingking Pantukan,  
Davao de Oro

Dear Dr. Hua:

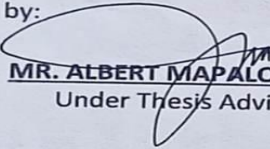
The undersigned are currently working on their research entitled "**ROUND THE CLOCK; SURVIVING COLLEGE LIFE WHILE WORKING**" as a requirement for their degree of Bachelor of Technology and Livelihood Education Major in Home Economics.

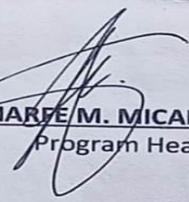
In this regard, the researchers would like to request your approval to conduct the study. Also, the confidentiality of the data will be an utmost priority. Looking forward to your favorable response on this said request.

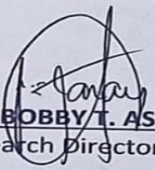
Sincerely yours,

**ANGEL BENLIRO**  
**ABE JANE PATRICIO**  
**JUDYLEN ALIMA**  
Researchers

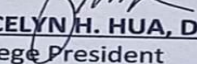
Noted by:

  
**MR. ALBERT MAPALO, MAEd**  
Under Thesis Adviser

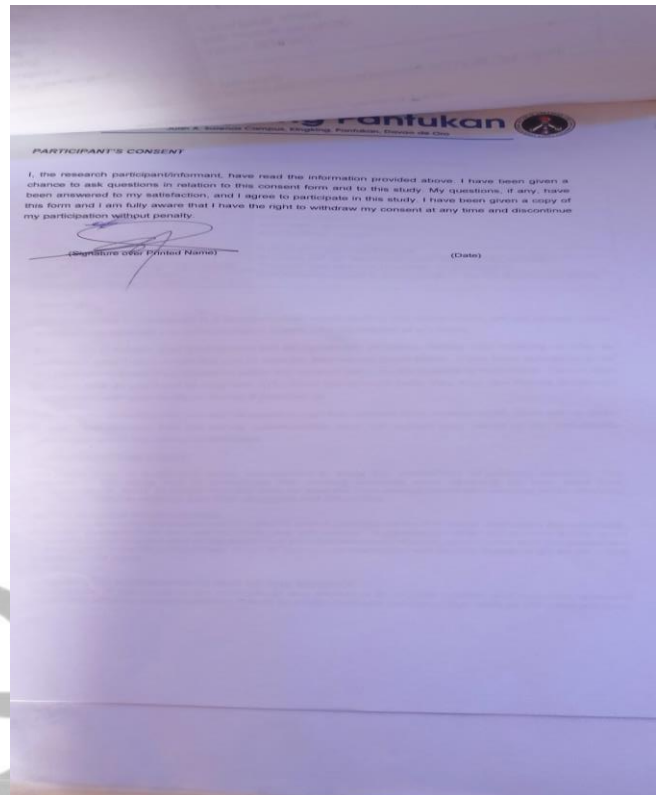
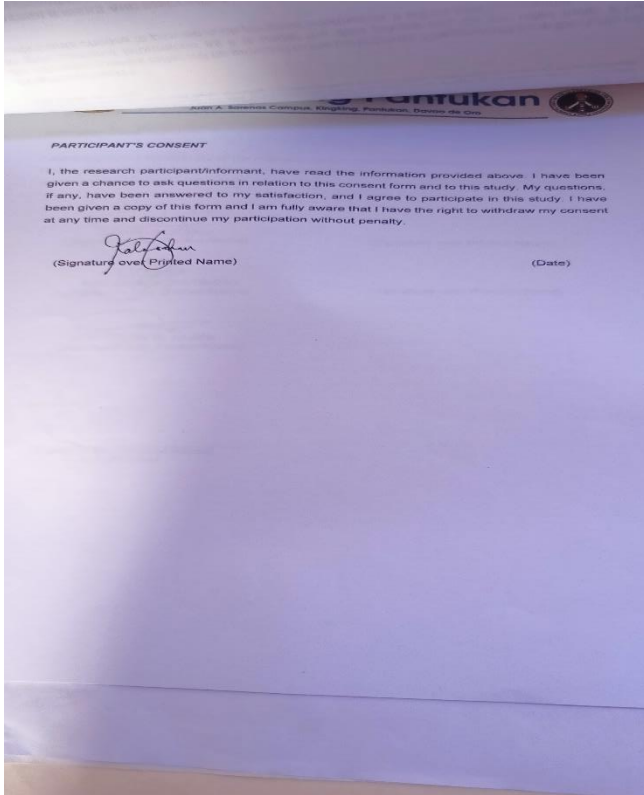
  
**MR. MHARFE M. MICAROZ, MAEd**  
Program Head

  
**DR. LYNARD BOBBY T. ASIRIT, CESE**  
Research Director

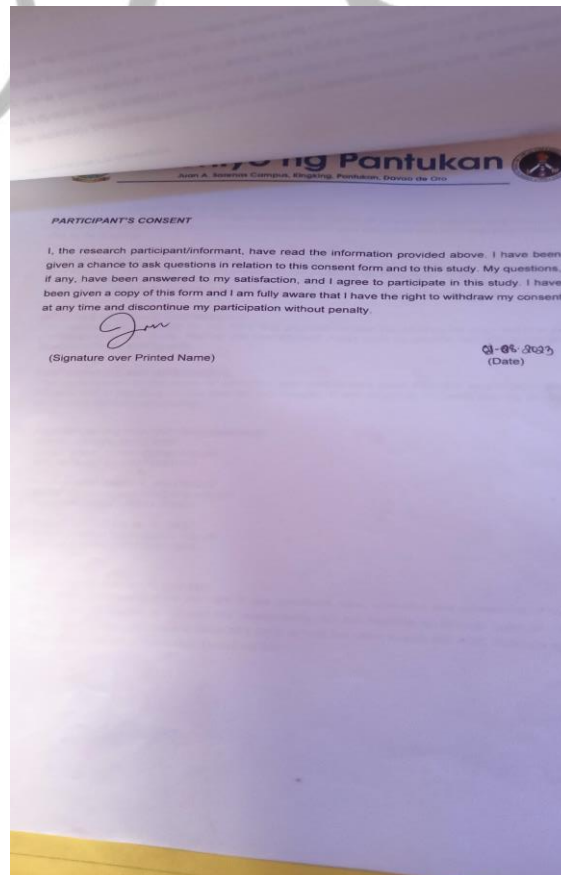
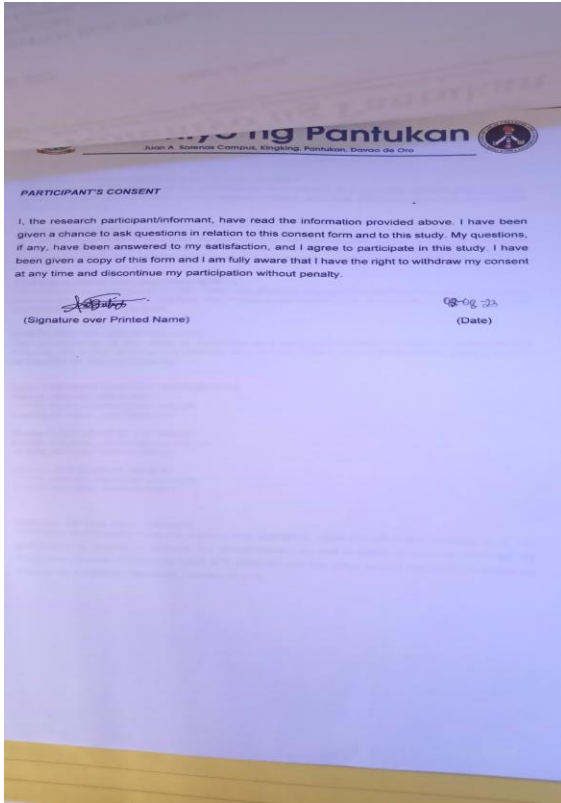
Approved by:

  
**FDR. DR. JOCELYN H. HUA, DFRIEdr**  
College President

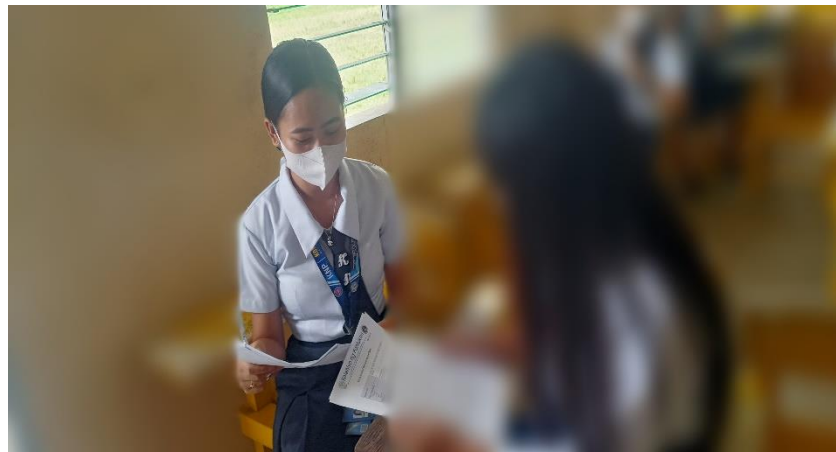
## Informed Consent







## Research Participants



## VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Research Title: Round the clock: Surviving College Life While Working

|                                                          |                                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------|
| Name of Evaluator:                                       | Eufrosina P. Mines, EdD                                            |
| Highest Degree:                                          | Doctor of Education                                                |
| <b>Kindly check the appropriate box for your rating.</b> |                                                                    |
| Points Equivalent                                        | 5 - Excellent    4 - Very Good    3 - Good    2 - Fair    1 – Poor |

| ITEMS                                                                                                                                                                                                                                                | 5 | 4 | 3 | 2 | 1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>1. Clarity of Directions and Items</b><br><i>The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The best directions and the items are written in a clear and understandable manner.</i> |   |   | / |   |   |
| <b>2. Presentation and Organization of Items</b><br><i>The items are presented and organized in a logical manner.</i>                                                                                                                                |   | / |   |   |   |
| <b>3. Suitability of Items</b><br><i>Each item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception, and attitudes that are supposed to be measured.</i>       |   | / |   |   |   |
| <b>4. Adequateness of Items per Category or Indicator</b><br><i>The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for research.</i>        |   |   | / |   |   |
| <b>5. Attainment of Purpose</b><br><i>The instruments as well as a whole, fulfill the objectives for which it was constructed.</i>                                                                                                                   |   | / |   |   |   |
| <b>6. Objectivity</b><br><i>Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.</i>                                                                     |   |   | / |   |   |

|                                                                                                                                                          |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| <p><b>7. Scale and Evaluation Rating Scale</b> <i>(for survey questionnaires only)</i></p> <p><i>The scale accepted is appropriate for the items</i></p> |  |  |  |  |  |
| <p><b>REMARKS:</b> Please incorporate the suggestions before administering this to your informants.</p>                                                  |  |  |  |  |  |



**EUFROSINA P. MINES, EDD**

Signature over Printed Name

© GSJ

## VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Research Title: Round the clock: Surviving College Life While Working

|                                                          |                                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------|
| Name of Evaluator:                                       | Lynard Bobby L. Asirit, PhD, CESE                                  |
| Highest Degree:                                          | PD StraMa                                                          |
| <b>Kindly check the appropriate box for your rating.</b> |                                                                    |
| Points Equivalent                                        | 5 - Excellent    4 - Very Good    3 - Good    2 - Fair    1 – Poor |

| ITEMS                                                                                                                                                                                                                                                | 5 | 4 | 3 | 2 | 1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>1. Clarity of Directions and Items</b><br><i>The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The best directions and the items are written in a clear and understandable manner.</i> |   |   | / |   |   |
| <b>2. Presentation and Organization of Items</b><br><i>The items are presented and organized in a logical manner.</i>                                                                                                                                |   | / |   |   |   |
| <b>3. Suitability of Items</b><br><i>Each item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.</i>        |   |   | / |   |   |
| <b>4. Adequateness of Items per Category or Indicator</b><br><i>The items represent the coverage of research adequately. The number of questions per area category is representative enough of all the questions needed for research.</i>            |   | / |   |   |   |
| <b>5. Attainment of Purpose</b><br><i>The instruments as well as a whole, fulfil the objectives for which it was constructed.</i>                                                                                                                    |   |   | / |   |   |

|                                                                                                                                                                                      |  |   |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|--|
| <b>6. Objectivity</b><br><br><i>Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.</i> |  | / |  |  |  |
| <b>7. Scale and Evaluation Rating Scale</b> <i>(for survey questionnaires only)</i><br><br><i>The scale accepted is appropriate for the items</i>                                    |  |   |  |  |  |
| <b>REMARKS: Revise some items accordingly. Ready for administration!</b>                                                                                                             |  |   |  |  |  |

**LYNARD BOBBY L. ASIRIT, PhD, CESE**

Signature over Printed Name



## VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Research Title: Round the clock: Surviving College Life While Working

|                                                          |                                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------|
| Name of Evaluator:                                       | ALBEB Q. TARAY, MBA                                                |
| Highest Degree:                                          |                                                                    |
| <b>Kindly check the appropriate box for your rating.</b> |                                                                    |
| Points Equivalent                                        | 5 - Excellent    4 - Very Good    3 - Good    2 - Fair    1 – Poor |

| ITEMS                                                                                                                                                                                                                                                | 5 | 4 | 3 | 2 | 1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>1. Clarity of Directions and Items</b><br><i>The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The best directions and the items are written in a clear and understandable manner.</i> |   |   | / |   |   |
| <b>2. Presentation and Organization of Items</b><br><i>The items are presented and organized in a logical manner.</i>                                                                                                                                |   |   | / |   |   |
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| <b>6. Objectivity</b><br><i>Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.</i>                                                                     |   | / |   |   |   |

|                                                                                                                                                   |  |   |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|--|
| <b>7. Scale and Evaluation Rating Scale</b> <i>(for survey questionnaires only)</i><br><br><i>The scale accepted is appropriate for the items</i> |  | / |  |  |  |
| <b>REMARKS: APPROVED.</b>                                                                                                                         |  |   |  |  |  |

**ALBEB Q. TARAY, MBA**

Signature over Printed Name





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Religion: Iglesia Ni Cristo

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