**Chapter I**

**Introduction**

Being a student is already a part of every person’s life. And High School stage is the preparation for everyone in college life. Some student says that it’s already stressful to be a high school student because of lots of activities, like homework’s, projects, quizzes and even research. Many student who works hardly in their studies are obviously exceeds with their academic performance. They use their whole time to finish every single tasks that they have to get a high grades.

But not all students are financially stable to buy some materials for their projects or printing their homework’s, and because of that, many students have choose to have a work while they are studying. Being a working student is not that easy because unlike to those who doesn’t work while studying, they only have a limited time to do every task they have in their school. But they don’t have a choice because they need to earn their own money to support their self while they are studying.

Over the years, the concept of “work-study balance” has been an ongoing struggle for [working students](http://blog.edukasyon.ph/college-life/10-things-only-working-students-will-understand/). While there can be a number of factors involved, financial crisis is still the primary reason why students take part-time (or full-time) jobs. Running from school to work and juggling academic requirements and side-hustles while keeping your family, social, or love life in check is a truly daunting task. (Karl Nicole Nucum, 2018).

**Statement of the Problem**

The Academic Performance of Working Students of Humanities and Social Sciences in Cabiao National Senior High School: A Comparative Study

This study aims to compare the academic performance of working students of Cabiao National Senior High School. Specifically, this study seeks to answer the following questions:

1. How may the demographic profile of the respondents be describes in terms of:

1.1 age,

1.2 gender,

1.3 family monthly income, and

1.4 average in first quarter.

2. How may the academic performance of working students be described?

3. How may the academic performance of nonworking students be described?

4. Is there a significant difference between the academic performance of working and nonworking students?

5. What are the implication of the study?

**Purpose of the Study**

**For the working students,**

This study would consider as a help in order for the students know the value of time in making their own career.

**For the nonworking students,**

This also considered as an inspiration for the non-working students to strike up and appreciate those working student who are willing to do anything to reach their aims.

**For the teachers,**

This study would help the teachers to be aware on what are the difficulties of working students.

**For the parents,**

Parents should be the one who support their child even financially or not. One of the reason why students are working because their parents are not able to support financially they should give some advice and support morally.

**To the future researchers,**

This study can be used as a basis for the next studies that will be conducted related to this study.

**Scope and Delimitation of the Study**

This study was delimited only at Cabiao National Senior High School in Academic Year 2018-2019. This study has a lot of limitations not only in its scope and focus but also on the people who are included. It is limited only to the students of Humanities and Social Sciences both Grade 11 and Grade 12.

The financial burden of education fees are rising due to the increasing price of tuition fees, school fees, and other education finances. Families tend to face financial crisis particularly on managing the budget of the family.

**Hypothesis**

There is no significant correlation of the academic performance of Humanities and Social Sciences at Cabiao National Senior High School.

**Chapter II**

**Review of Related Literature**

Work is defined as something that produces an output or being accomplished. (Webster, 2009) Every individual works hard to finish their studies to have a better job to be able to sustain their needs as well as their wants, others may also want to gain experience. There are some situation that a student needs to work even if it not their really their time to work yet. Like if there’s insufficient income to sustain the needs of the family. Now this is what you call Drives, these drives are the motives that activate behavior aimed at satisfying survival-related needs rooted in psychology. The need to finish their education and have a good earning income has made these students want to earn and degree while being self-reliant. (Davidhoff, 1980)

**Review of Related Study.**

“I examine the consequences of working for heterogeneous subgroups, with a particular focus on differences between full-time and part-time students. I find no evidence that student’s grades are harmed by marginal work hours, but that full-time students complete fewer credits per turn when increasing work”. (Working and studying day and night: Heterogeneous effects of working on the academic performance if full-time and part-time students).

Based on the survey that was conducted for part-time and full-time working students. The researchers found out that being a part-time working doesn’t harm the academic performance of a student but in full-time student workers, they found out that their time was not that enough to do their school works and other daily tasks to finish in just a short period of time. (Rajeev Radolia, 2013)

**Chapter III**

**Methodology**

This chapter presents the research method, locale of the study, sample and sampling procedure, respondents of the study, the research instruments and the statistical tool that will be used in the analysis of data.

**Research method**

The researchers applied the descriptive method of research. This type of research method attain data concerning to the difference of nonworking students and working students in terms of academics. This study is limited only to those students of Humanities and Social Sciences.

This study represented the advantages, disadvantages, positive effects and negative effects of being a working student and nonworking student.

**Locale of the study**

This study would be conducted at Cabiao National Senior High School located at Palasinan, Cabiao Nueva Ecija.

**Sample and sampling procedure**

Before getting the total number of the respondents in Cabiao National Senior High School, the researchers formed questions that may use to gather information, when he questions are totally formed the researchers conducted survey based on the questionnaires.

**Respondents of the study**

The respondents of this study are working students and nonworking students of Humanities and Social Sciences at Cabiao National Senior High school located at Palasinan, Cabiao Nueva Ecija.

**Research instruments**

The researchers used survey questionnaires to gather information that are needed.

**Statistical analysis of data**

By finding the probability of each answer of the respondents to happen and specifying the percent of the frequency of answers on the total number of responses, the researchers used descriptive statistics.

**Chapter IV**

**Presentation, Analysis and Interpretation of Data**

This chapter presents the result of the survey that was conducted by the researchers about the academic performance of working and nonworking students of humanities and social sciences in Cabiao National Senior High School.

|  |  |  |
| --- | --- | --- |
| Age | Frequency | Percentage |
| 16 | 1 | 3.33% |
| 17 | 17 | 56.67% |
| 18 | 9 | 36% |
| 19 | 1 | 3.33% |
| 20 | 1 | 3.33% |
| 21 | 1 | 3.33% |
| Total | **30** | **99.99%** |

**Table 1.1 Frequency Distribution and Percentage based on the respondents according to their Age.**

Table 1.1 shows the frequency distribution and percentage based on the respondents according to their Age. Among the 30 respondents, one (1) or 3.33 percent are at the age of 16, seventeen (17) or 56.67 percent are at the age of 17, nine (9) or 36 percent of the respondents are at the age of 18, one (1) or 3.33 percent are at the age of 19, one (1) or 3.33 percent are at the age of 20, and lastly one (1) or 3.33 percent are at the age of 21.

Most of the respondents are at the age of 17 with the total number of seventeen (17) or 56.67 percent.

|  |  |  |
| --- | --- | --- |
| Gender | Frequency | Percentage |
| Male | 13 | 43.33% |
| Female | 17 | 56.67% |
| Total | **30** | **100%** |

**Table 1.2 Frequency Distribution and Percentage based on the respondents according to their Gender.**

Table 1.2 shows the frequency distribution and percentage based on the respondents according to their Gender. Out of 30 respondents, thirteen (13) or 43.33 percent are male and seventeen (17) or 56.67 percent are female.

Most of the respondents are female with the total frequency of seventeen (17) or 43.33 percent.

|  |  |  |
| --- | --- | --- |
| Family Monthly Income | Frequency | Percentage |
| 1,000 and below | 0 | 0% |
| 1,000 to 3,000 | 2 | 6.67% |
| 3,000 to 5,000 | 3 | 10% |
| 5,000 to 10,000 | 13 | 43.33% |
| 10,000 to 20,000 | 8 | 26.67% |
| 20,000 to above | 4 | 13.33% |
| Total | **30** | **100%** |

**Table 1.3 Frequency Distribution and Percentage based on the respondents according to their Family Monthly Income.**

Table 1.3 shows the frequency distribution and percentage based on the respondents according to their Family Monthly Income. In the 30 respondents, zero (0) or 0 percent having 1,000 and below monthly income, two (2) or 6.67 percent having 1,000 to 3,000 monthly income, three (3) or 10 percent of the respondents having 3,000 to 5,000 monthly income, thirteen (13) or 43.33 percent having 5,000 to 10,000 monthly income, eight (8) or 26.67 percent having 10,000 to 20,000 monthly income, and lastly four (4) or 13.33 percent of the respondents having 20,000 to above monthly income.

Almost half of the respondents having 5,000 to 10,000 monthly income with the total number of thirteen (13) or 43.33 percent of the respondents.

|  |  |  |
| --- | --- | --- |
| Average | Frequency | Percentage |
| 80 | 1 | 3.33% |
| 81 | 0 | 0% |
| 82 | 1 | 3.33% |
| 83 | 0 | 0% |
| 84 | 1 | 3.33% |
| 85 | 1 | 3.33% |
| 86 | 2 | 6.67% |
| 87 | 3 | 10% |
| 88 | 3 | 10% |
| 89 | 1 | 3.33% |
| 90 | 3 | 10% |
| 91 | 4 | 13.33% |
| 92 | 1 | 3.33% |
| 93 | 3 | 10% |
| 94 | 3 | 10% |
| 95 | **3** | 10% |
| Total | **30** | **99.98%** |

**Table 1.4 Frequency Distribution and Percentage based on the respondents according to their Average.**

The table 1.4 shows the frequency distribution and percentage based on the respondents according to their average. Among the 30 respondents, one (1) or 3.33 percent has an average of 80, zero (0) or 0 percent has an average of 81, one (1) or 3.33 percent has an average of 82, zero (0) percent has an average or 83, one (1) or 3.33 percent has an average of 84, one (1) or 3.33 percent has an average of 85, two (2) or 6.67 percent has an average of 86, three (3) or 10 percent has an average of 87, three (3) or 10 percent has an average of 88, one (1) or 3.33 percent has an average of 89, three (3) or 10 percent has an average of 90, four (4) or 13.33 percent has an average of 91, one (1) or 3.33 percent has an average of 92, three (3) or 10 percent has an average of 93, three (3) or 10 percent has an average of 94, and three (3) or 10 percent has an average of 95.

|  |  |  |
| --- | --- | --- |
| Average | Frequency | Percentage |
| 80 | 1 | 6.66% |
| 81 | 0 | 0% |
| 82 | 1 | 6.66% |
| 83 | 0 | 0 |
| 84 | 1 | 6.66% |
| 85 | 1 | 6.66% |
| 86 | 1 | 6.66% |
| 87 | 2 | 13.33% |
| 88 | 3 | 20% |
| 89 | 1 | 6.66% |
| 90 | 0 | 0% |
| 91 | 2 | 13.33% |
| 92 | 0 | 0 |
| 93 | 1 | 6.66% |
| 94 | 1 | 6.66% |
| 95 | **0** | 0% |
| Total | **15** | **99.98%** |

**Table 2: Frequency Distribution and Percentage of the Working Students according to their academic performance.**

The table 2 shows the frequency distribution and percentage of the Working Students according to their Academic Performance. Among the 15 working students, one (1) or 6.66 percent has an average of 80, one (1) or 6.66 percent has an average of 82, zero (0) or 0 percent has an average of 83, one (1) or 6.66 percent has an average of 84, one (1) or 6.66 percent has an average of 85, one (1) or 6.66 percent has an average of 86, two (2) or 13.33 percent has an average of 87, three (3) or 20 percent has an average of 88, one (1) or 6.66 percent has an average of 89, zero (0) or 0 percent has an average of 90, two (2) or 13.33 percent has an average of 91, zero (0) or 0 percent has an average of 92, one (1) or 6.66 percent has an average of 93, one (1) or 6.66 percent has an average of 94, zero (0) or 0 percent has an average of 95.

|  |  |  |
| --- | --- | --- |
| Average | Frequency | Percentage |
| 80 | 0 | 0% |
| 81 | 0 | 0% |
| 82 | 0 | 0% |
| 83 | 0 | 0% |
| 84 | 0 | 0% |
| 85 | 0 | 0% |
| 86 | 1 | 6.66% |
| 87 | 1 | 6.66% |
| 88 | 0 | 0% |
| 89 | 0 | 0% |
| 90 | 3 | 20% |
| 91 | 2 | 13.33% |
| 92 | 1 | 6.66% |
| 93 | 2 | 13.33% |
| 94 | 2 | 13.33% |
| 95 | **3** | 20% |
| Total | **15** | **99.97%** |

**Table 3: Frequency Distribution and Percentage of the Nonworking Students according to their academic performance.**

Table 3 shows the frequency distribution and percentage of the Non-Working Students according to their Academic Performance. Among the 15 Nonworking students, zero (0) or 0 percent has an average of 90, zero (0) or 0 percent has an average of 81, zero (0) or 0 percent has an average of 82, zero (0) or 0 percent has an average of 83, zero (0) or 0 percent has an average of 84, zero (0) or 0 percent has an average of 85, one (1) or 6.66 percent has an average of 86, one (1) or 6.66 percent has an average of 87, zero (0) or 0 percent has an average of 88, zero (0) or 0 percent has an average of 89, three (3) or 20 percent has an average of 90, two (2) or 13.33 percent has an average of 91, one (1) or 6.66 percent has an average of 92, two (2) or 13.33 percent has an average of 93, two (2) or 13.33 percent has an average of 94, three (3) or 20 percent has an average of 95.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | PEARSON r VALUES | DEGREE  OF FREEDOM | DECISION | INDICATION |
| Survey Questionnaire | **-0.95** | **29** | **REJECT THE HYPOTHESIS** | **SIGNIFICANT** |

**Table 4: Summary of Pearson r correlation of Working and Non-Working Students of Humanities and Social Sciences Strand**

It can be gleaned on the table 4 is the summary of pearson r correlation of Working and Non-Working Students of Humanities and Social Sciences Strand at Cabiao National Senior High School.

The assessment which is based on the Survey Questionnaire results of the Working and Non-Working Students of Humanities and Social Sciences at Cabiao National Senior High School with the Pearson r values of -0.95 thus rejecting the hypothesis and deciding that there is a significant correlation between the academic performance of Working and Non-Working Students of Humanities and Social Sciences at Cabiao National Senior High School.

**Chapter V**

**Findings, Conclusion, Recommendation**

**Summary of Findings**

1. Among the 30 respondents, seventeen (17) or 56.67 percent are at the age of 17, most of the respondents are female with the total frequency of seventeen (17) or 56.67 percent, almost half of the respondents having 5,000 to 10,000 family monthly income with the frequency of thirteen (13) or 43.33 percent, and lastly there are four (4) or 13.33 percent of the respondents have an average of 91.
2. Out of 30 respondents, there are three (3) or 20 percent have an average of 88 in the Working Students.
3. In the 30 respondents, there are three (3) or 20 percent of the respondents have an average of 90 and also 95 in the Non-Working Students.
4. There is a significant correlation to the academic performance of the Working Students and Non-Working Students of the Humanities and Social Sciences at Cabiao National Senior High School.

**Findings**

1. Among the 30 respondents, the highest frequency are seventeen (17) or 56.67 percent are at the age of 17 and the ages of 16, 19, 20, and 21 have a lowest frequency with the total frequency of one (1) or 3.33 percent, most of the respondents are female with the total frequency of seventeen (17) or 56.67 percent, the highest frequency in family monthly income was the 5,000 to 10,000 with the total of thirteen (13) or 43.33 percent and the lowest is the 1,000 and below and lastly there are four (4) or 13.33 percent of the respondents have an average of 91.
2. Among the 30 respondents, the highest frequency would be the average of 88 with the total number of three (3) or 20 percent in Working Students.
3. Out of 30 respondents, the highest frequency would be the averages of 90 and 95 with the total frequency of three (3) or 20 percent in Non-Working Students.
4. There is a significant correlation to the academic performance of the Working Students and Non-Working Students of the Humanities and Social Sciences at Cabiao National Senior High School.

The computed value is greater than the tabular value thus rejecting the hypothesis and deciding that there is a significant correlation to the academic performance of the Working Students and Non-Working Students of the Humanities and Social Sciences at Cabiao National Senior High School.

**Conclusion**

The researchers concluded that both variables are able to passed the certain analysis which way to another degree of education. Whereas, based on the grades that was conducted, nonworking students is more favorable in implanting knowledge and improving skills over working students. While, working students are persevering to fulfilled their needs. Even though their focus is divided in to two priority, they still able passed the examinations which is necessary.

**Recommendation**

1. The Working Students of Humanities and Social Sciences at Cabiao National Senior High School shall need to continually improve their academic performance in school even they are working by using time management.
2. The Working Students should manage their time efficiently and effectively to be able balance their performance in their studies and work.
3. The Non-Working Students should use or spend their flexible time in studying not only to maintain their grades but also to make them higher.
4. The Non-Working Students of Humanities and Social Science at Cabiao National Senior High School shall need to maintain their academic performance by focusing more on their studies.
5. The students of Humanities and Social Sciences at Cabiao National Senior High School shall need to focus more on their studies and continually improve their academic performance.

**Name: Rica Mae Gomez**

**Age: 18**

**Birthday: September 23, 2000**

**Address: San Vicente, Cabiao, Nueva Ecija**

**Phone: 09051594199**

**Citizenship: Filipino**

**Name: Gregorio C. Bautista Jr.**

**Age: 17**

**Birthday: February 17, 2001**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09120141271**

**Citizenship: Filipino**

**Name: Camille Manlapaz**

**Age: 18**

**Birthday: July 26, 2000**

**Address: Maligaya, Cabiao, Nueva Ecija**

**Phone: 09365072892**

**Citizenship: Filipino**

**Name: Monique Custodio**

**Age: 1**

**Birthday:**

**Address: San Fernando Sur, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Anna Marie Vallador**

**Age: 19**

**Birthday: May 19, 1999**

**Address: San Carlos, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Christine Agus**

**Age: 18**

**Birthday: July 20, 2000**

**Address: Sta. Rita, Cabiao, Nueva Ecija**

**Phone: 09050284403**

**Citizenship: Filipino**

**Name: May Rose Villanueva**

**Age: 17**

**Birthday: May 26, 2001**

**Address: Palasinan, Cabiao, Nueva Ecija**

**Phone: 09351257358**

**Citizenship: Filipino**

**Name: Honeylyn De Roxas**

**Age: 17**

**Birthday: December 28, 2000**

**Address: San Gregorio, Cabiao, Nueva Ecija**

**Phone: 09269219794**

**Citizenship:**

**Name: Juvilyn Simbillo**

**Age: 18**

**Birthday: October 24, 2000**

**Address: San Vicente, Cabiao, Nueva Ecija**

**Phone: 09557716050**

**Citizenship: Filipino**

**Name: Maan Bondoc**

**Age: 18**

**Birthday: September 7, 2000**

**Address: Bagong Silang, Cabiao, Nueva Ecija**

**Phone: 09264197319**

**Citizenship: Filipino**

**Name: Demitri Suba**

**Age: 17**

**Birthday: November 21, 2000**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09756634939**

**Citizenship: Filipino**

**Name: Jheann Macapagal**

**Age: 18**

**Birthday: August 12, 2000**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09478525696**

**Citizenship: Filipino**

**Name: Renmar Mejia**

**Age: 17**

**Birthday: March 10, 2001**

**Address: San Carlos, Cabiao, Nueva Ecija**

**Phone: 09261506192**

**Citizenship: Filipino**

**Name: Errol John Basco**

**Age: 19**

**Birthday: May 25, 1999**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09079749674**

**Citizenship: Filipino**

**Name: Arnold Amurao**

**Age: 18**

**Birthday: August 14, 2000**

**Address: Sinipit, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Christian Paul Salas**

**Age: 18**

**Birthday: August 8, 2000**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09655713051**

**Citizenship: Filipino**

**Name: Amie Rose Sotto**

**Age: 18**

**Birthday: July 8, 2000**

**Address: Palasinan, Cabiao, Nueva Ecija**

**Phone: 09051579148**

**Citizenship: Filipino**

**Name: Kharysse Cunanan**

**Age: 17**

**Birthday: September 1, 2001**

**Address: Concepcion, Cabiao, Nueva Ecija**

**Phone: 09301816381**

**Citizenship: Filipino**

**Name: Venice Jane Bueno**

**Age: 18**

**Birthday: October 2, 2000**

**Address: Bagong Buhay, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Angel Del Mundo**

**Age: 17**

**Birthday:** **August 30, 2001**

**Address: San Roque, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Mary Ann Constantino**

**Age: 1**

**Birthday:**

**Address: San Roque, Cabiao, Nueva Ecija**

**Phone:**

**Citizenship: Filipino**

**Name: Kristine Dela Cruz**

**Age: 17**

**Birthday: August 11, 2001**

**Address: San Vicente, Cabiao, Nueva Ecija**

**Phone: 09559588484**

**Citizenship: Filipino**