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NATIONAL HIGH SCHOOL**

**BALANCING BOOKS AND WORK: THE LIVED EXPERIENCES OF  
WORKING STUDENTS IN PART-TIME EMPLOYMENT**

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A Qualitative Research Study  
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**Abstract**

This research study aimed to explore the experiences of students who work while studying, focusing on their ability to balance academic and professional responsibilities. The objective was to examine the cases, challenges, and coping mechanisms of working students. This qualitative phenomenological study included 25 participants who shared their experiences to present the results. The researchers employed an interview consisting of 14 questions, divided into three parts. The first part comprised five (5) questions about the experiences of working students. The second part included five (5) questions about the challenges faced by working students, and the third part consisted of four (4) questions about coping mechanisms. The findings revealed that some interviewees effectively balanced their time between work and school, and working students did not report significant difficulties in balancing their responsibilities despite academic workload demands such as deadlines, examinations, and quizzes. To enhance their balancing skills, managers and companies supported working students in managing their time. Working students employed effective strategies to balance their time by prioritizing their goals and managing their dual responsibilities. The research findings provided a clear understanding of the coping strategies employed by working students. Further research



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investigations into the effects of working students are recommended to support their situations. Supporting working students in their situations has a positive impact on their ability to continue their responsibilities despite personal challenges. The study focused on providing support and advice to boost their confidence.

*Keywords: Working Students, Balancing work and study, Dual Responsibilities, Time Management, Workload*



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**CHAPTER I**

**THE PROBLEM AND ITS BACKGROUND**

This chapter presents the background of the study, the statement of the problem, the scope and delimitation the significance of the study,, and the definition of terms used.

**Introduction**

Nowadays, not all students are fortunate enough to be able to meet their daily and academic needs. Working part-time means working fewer hours per week than full-time. Having a part-time job while studying is extremely difficult and difficult in a way you look at it, making these hardworking students worthy of respect and recognition. It's difficult to imagine how these hardworking students manage their time and priorities. Also, how they provide enough attention and focus on everything. And how they exert the required amount of effort and skill. How do these people think about additional problems, and how do they solve them? So much to think about; people in this situation are referred to as "working students." Working students are those who are both students and workers. They must balance their time as both students and workers. They manage their time and schedule to meet the demands of school and work. Working students are individuals or students who can manage two major life responsibilities at the same time. They must





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live two lives: one as a worker and one as a student. They must find a way to balance work and study. A worker must perform well in order to keep their job. Of course, it is important for a student to do well in order to justify the money spent on his or her studies. These students' lives are not easy. Their situation can be daunting at times, especially when their school requirements and work schedule coincide. They must properly manage their time in order to handle their studies and work.

### **Background of the Study**

Minor students balanced schools and their work is a usual issue with working students. They are struggling because they do not know what they will do to balance study and working time. This includes parents who allow their minor children to work prematurely, despite lacking necessary experience and being of school age. Their time has been turned to work instead of studying because at a young age they have to help their families. They have no choice but to work because their income within the family is not enough for them to eat every day. Lingard (2012) stated that working students' experiences in balancing studies and paid work often exceed the time spent working at the university.



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Minors work overtime to earn high wages to support their education and daily needs. The working students still work before entering school to fill their daily needs. In order to experience that the money they make is their own sacrifice, some kids wish to work in order to save money without consulting their parents. Republic Act No. 7323 an act to help poor but deserving students pursue their education by encouraging their employment during summer and/or Christmas vacation, through incentives granted to employers, allowing them to pay only six percent of these salaries or wages and the forty percent through education vouchers to be paid by the government, prohibiting and penalizing the filing of fraudulent or fictitious claims and for other purpose. Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled: Section 1. Any provision of law to the contrary notwithstanding, any person or entity employing at least fifty (50) persons may during the summer and/or Christmas vacations employ poor but deserving students fifteen (15) years of age but not more than twenty-five (25) years old, paying them a salary or wage not lower than the minimum wage provided by law and other applicable labor rules and regulations. For purposes of this Act, poor but deserving students refer to those whose parents combined incomes together with their income, if any, do not exceed Thirty six thousand pesos (P36,000) per annum. Employment should be at the Labor Exchange Center of the



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Department of Labor and Employment (DOLE). Section 2, Sixty per percent (60%) of said salary or wage shall be paid by the employer in cash and forty per centum (40%) by the Government in the form of a voucher which shall be applicable in the payment for his tuition fees and books in any educational institution for secondary tertiary, vocational or technological education. The amount of the education voucher shall be paid by the Government to the educational institution concerned within thirty (30) days from its presentation to the officer or agency designated by the Secretary of Finance. The voucher shall not be transferable except when the payee thereof dies or for a justifiable cause stops in his duties in which case it.

The proportion of working children 5 to 17 years old increased to 4.7% in 2022 from 4.3% in 2021. In 2020, estimated 2.8% are working children, ages 5 to 17 years old. In terms of level, the number of working children 5 to 17 years old was estimated at 1.48 million in 2022, indicating an increase of 112 thousand from 1.37 million in 2021. In 2020, the number of working children 5 to 17 years old was estimated at 872 thousand (Philippine Statistics Authority, 2023). Many minor students in the CALABARZON region work part-time jobs because they need to support their families, meet their needs, and further their education. According to the Philippine Statistics Authority, 22.5% of our



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Cavite population is between the ages of 15 and 24. This phenomenon calls for an understanding of the difficulties faced by working students in juggling work and school. Working students in Cavite face many challenges, including time management issues that can hinder their academic performance and raise their stress levels (Richardson et al., 2017). To deal with these issues, students use coping mechanisms like setting priorities for their schedules and asking for help from peers and family when needed (Lee et al., 2018). For example, educational institutions run by the Cavite Provincial Government can provide counseling and other support services to help them better meet their requirements or wants.

This study will be conducted in order to know the reasons of student workers in Silang, Cavite on working while still studying so everyone can understand them. This also aims to understand their struggle facing a challenging problem like tuition fees, financial instability students working while studying. Also, it will help to understand the effects of working while studying when it comes to students worker social life, family, mental, physical health, and education.



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### **State of the Problem**

This research aims to understand the lived experiences of minor students who are working part-time in Silang, Cavite.

Specifically, this study tries to answer the following:

1. What are the common cases of minor students who are working part-time in Silang, Cavite?
2. What are the challenges faced by minor working students in Silang, Cavite in terms of:
  - a.) Academics
  - b.) Working environment?
3. What are the coping mechanisms of minor working students in Silang, Cavite to address these challenges

### **Scope and Delimitation**

This study investigates the impact of balancing work and studies on the academic performance of minor students (ages 15-17) in Cavite, Philippines. The study will focus on part-time employed students enrolled in school within Cavite.

This study is limited to minor students (ages 15-17) residing in Cavite, Philippines, who are currently enrolled in school and employed



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part-time. Students aged 18 and above, as well as those not residing in Cavite or not balancing work and studies, are excluded from this research.

This study is limited to minor students (ages 15-17) residing in Cavite, Philippines, who are currently enrolled in school and employed part-time. Students aged 18 and above, as well as those not residing in Cavite or not balancing work and studies, are excluded from this research.

### **Significance of the Study**

This study will provide understanding on the challenges faced by minor students who work part-time.

Specifically, this study will benefit the following:

**Minor students.** The benefits that students will get from this study are more on academic benefits, which help them to improve. Such as, improving organization skills, balancing tasks enhances study habits. Prioritization will help them to focus on their essential tasks and optimize learning. Enhanced cognitive abilities that can help their multitasking improve their mental agility and better retention. It is the



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practical application that reinforces theoretical knowledge. The minor student will also develop research skills; they will manage a workload that encourages efficient research.

**Teachers.** The benefits that teachers will get are more on professional development. Enhanced teaching method: It will help them to understand their student's challenges and adapt instruction in school, improve students engagement, and help to take some strategies to motivate and support their working students, especially minors. Effective classroom management is about managing diverse learning needs. Professional renewal will help them to refresh their teaching perspective to improve.

**Company Managers.** Low salary costs: minors usually have lower wages compared to regular employment, and it is easier to strengthen the company's "workforce, and it may be possible to improve productivity. Minors can give a new perspective and idea to the company and increase morale at work. The minor can give positive energy to the workplace, and above all, "it will improve the company's reputation." Accepting a minor can improve the company's reputation as a responsible and caring community, and it will give opportunity to young



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people; when there is a job, it will give opportunity to young people to have experience.

**Future Researchers.** This study will help future researchers to gain expertise studying balancing work and books of minor students. In research depth, specialized knowledge in-depth understanding of educational research, child development, and related fields, methodological mastery will help to refine research designs, methods, and analysis.

**Definition of Terms**

To facilitate the understanding of this study, the following are with this definition to understand and clarify the terms used in the study.

**Financial stability.** Financial stability is the absence of system-wide episodes in which a financial crisis occurs and is characterized as an economy with low volatility. It also involves financial systems' stress-resilience being able to cope with both good and bad times (Schinasi,2004).

**Minor.** A person under the age of full legal responsibility (Hostikvish,2023).





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**Part-time Job.** It is a form of employment that carries fewer hours per week than a full-time job (Summer, McCoy, et al.).

**Personal Expenses.** These are costs that are beyond your tuition and fees, room and board, books and supplies, and transportation. Personal expenses include necessities like laundry, cell phone service, clothing, personal care products, prescriptions, car insurance and registration, recreation, and more ( Jiawei,2017).

**Work.** It is an activity involving mental or physical effort done in order to achieve a purpose or result (Perna,2010).



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the relevant literature and studies that the researchers considered in strengthening the claim and importance of the present study.

#### **Related Literature**

##### **Foreign**

##### **Cases of Working Students**

The experiences was examined that international working students at a Canadian university, highlighting the pressures they face to be planful, employable, and productive. It reveals that international students often experience temporal complexity, navigating the challenges of acculturation, uncertainty about their future, and the need to manage multiple commitments. Underscores the need for greater support and understanding of the unique challenges faced by international working students ( Taylor, Sandoval, et al., n.d.).

According to Thai Vu (2022), globalization has enhanced cross-border employment opportunities, resulting in a more competitive labor



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market for graduates. In response, the number of students pursuing overseas study as a way of gaining a competitive advantage is increasing. Integral to this pursuit are opportunities for exposure to the host country's work contexts to gain global work experience and subsequently develop global employability. Despite this, research indicates that international students in several disciplines struggle to secure a placement.

As the number of international students in Canada keeps growing, there is a strong push to investigate their lived experiences in order to better shape the infrastructure designed to assist them throughout their time here. Sheridan Institutional Repository (2022), The increasing number of international students in Canada highlights their challenges and experiences. Need to improves the student happiness and academic positive effects for these students. By gaining a knowledge and apply it may push to limit the student. Positive results for these is the higher tension of their academic success and satisfaction.

Higher education has grown increasingly globalized as more students pursue their academic goals elsewhere. The academic and social integration of international students is crucial to their success and overall well-being, despite the numerous challenges they face. Bianchi,



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Martini, and Byali (2023) state that higher education has grown increasingly internationalized as more students pursue their academic goals overseas. The academic and social integration of international students is crucial to their success and overall well-being. Despite the numerous challenges they face.

A study by King (2003) found that nearly half (45%) of traditional undergraduates in the United States worked while enrolled in college. This trend has been increasing, with 80% of American undergraduates working while attending college in 1999-2000, representing an 8% increase over the previous decade. This research highlights the growing prevalence of working students and raises concerns about the potential impact on their academic performance.

The Benefits and Risks of Adolescent Employment While working can provide financial support and valuable work experience, it can also have negative consequences for adolescent development. Research suggests that working more than 20 hours per week can be associated with lower grades and retention rates, potentially due to time constraints and increased stress. Additionally, some studies suggest that working during adolescence can lead to increased rates of substance use and problem behavior.



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**The Importance of Work Quality** The quality of work experience can significantly impact a student's development. Research by Magno et al,(2022). Suggests that jobs that offer opportunities for learning, advancement, and autonomy can contribute to a stronger sense of self-efficacy and positive self-concept. Conversely, stressful or low-quality jobs can lead to diminished self-esteem and increased risk of depression.

**The Role of Social Networks in Students' Learning Experiences** A study by Liccardi et al. (2007) explored the role of social networks in students' learning experiences. The researchers found that students who were more connected to their peers and mentors were more likely to succeed academically. This suggests that institutions and policymakers should encourage the development of strong social support networks for working student.

**The Impact of Careers Education on Students' Outcomes** A comprehensive review of international literature on careers education by Hughes et al. (2016) examined 96 studies, including those focused on part-time working. The review found that careers education interventions, including career guidance, work experience, and mentoring, can have positive impacts on students' educational,



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economic, and social outcomes. However, the review also noted that young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions, increasing the likelihood of becoming NEET (Not in Education, Employment, or Training).

The Importance of Flexible Course Schedules and Academic Support Services Research by Fortu,(2003). Suggests that institutions can play a crucial role in supporting working students by providing flexible course schedules and academic support services. This can help students manage their time effectively and reduce the stress associated with balancing work and studies.

These foreign literature citations highlight the complex challenges and opportunities faced by working students. Understanding the impact of work on academic performance, the potential benefits and risks of adolescent employment, and the importance of work quality, social support, and institutional support is crucial for creating environments that enable working students to succeed both academically and professionally. Further research is needed to explore the long-term consequences of working during adolescence and to develop effective interventions that can help working students thrive.



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**Challenges Faced by Working Students at work**

Firstly, exploring the experiences of working students in the Philippines, focusing on their failures, successes, and future prospects. It reveals the significant challenges faced by working students, including difficulty balancing work and studies, financial strain, and potential academic setbacks. However, it also highlights the resilience and strength of working students, who often develop valuable skills like time management and self-reliance (Magno,n.d.).

The early years of maturity (18–30 years old) are a crucial time in life when people begin to become independent and find work. The inability to find work in one's early adult years is linked to lower lifelong socioeconomic success. Fewer full-time jobs than the general population, significant absenteeism, and decreased productivity were found in a few studies examining employment outcomes among young adults with systemic lupus erythematosus. According to Golding, Nishat, and Merrill (2024), many young people with lupus have difficulty applying for jobs. Not all applicants will be hired so fast. Having a full-time job is difficult; one may come across someone who is attempting to attend but is unable to do so due to their condition.



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According to Povidaichyk, Vynogradova and Pavlyuk,et.al. (2022), some disadvantages of research training for social workers in Ukraine are listed in the article. In order to enhance it, one should take into account the primary features of this type of training in West European nations, which are model for social security. The report suggests that Ukraine's research training for social workers needs improvement. It suggests incorporating Western European models, which are role models for social security systems, to enhance training. This could involve more efficient research methods, improved training programs, and best practices to improve social work education in Ukraine. By adopting these important components, Ukraine can give its social workers the abilities and information they need to successfully contribute to the development of a more resilient and adaptable insurance benefits service.

Our society was male dominated and was ruled mainly by ethics and morals. (Daniel, 2024),Women are trained to carry out the roles of birth, nurture, protection, gratification and giving comfort to children and men. They were not given Women are trained to carry out the roles of birth, nurture, protection, gratification and giving comfort to children and men. They were not given any active participative rights or any privilege. At present, women can work independently and feed securely. They have been able to uplift themselves by shedding their domestic tag.





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Working Students in Higher Education: Challenges and Solutions

The current study explores the experiences of working students, especially in higher learning institutions in coping with the challenges of working while studying (Fizuddin,2020). It is expected that the suggestions and recommendation is expected that the suggestions and recommendations from the study can improve working students' experiences to be successful in both working and studying. This qualitative research investigates the experiences of working students at the International Islamic University Malaysia. Some working students.

Critical thinking skills: Challenges faced by international students in finance and accounting degrees The gap between academic standards and expectations of British academics and those of international students Jaffar(2024), has a direct impact on student success. And where this expectation gap is identified, the institutions have a responsibility to look to close it. Hotel Management is a very vast course. Yadav(2021),The students face a lot of difficulties while doing the course, also after completion of courses there is a problem low pay scale, more working hours than normal work time. Objective: 1. Check that the students have proper guidance about the Hotel Management course. 2.



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To know the challenges faced by Hotel Management students in context to studies and practical.

Opportunities and challenges of working students in blended learning This aims to understand the working students' whole experience from an entirely new learning perspective. Aton (2024), To examine and capture their lived experiences, this qualitative study used a descriptive phenomenological design. Snowball sampling was used to collect data from 10 working students. Braun and Clarke's six-step thematic analysis was used to evaluate the data, resulting in five themes: (1) Skill development, (2) Factors influencing students to work, (3) Benefits of blended learning approach, (4) Challenges and struggles, and (5) Personal growth.

Academic Resilience and Self-efficacy with Academic Burnout of Working Students The phenomenon of working while studying is often found in cities in Indonesia. Weny (2024), Work and study activities carried out simultaneously certainly have challenges. Students who work experience decreased motivation, decrease motivation, experience anxiety when doing coursework or work, are unable to overcome the conflict between study and work and leave study or work. This research aims to



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examine the relationship between academic resilience and self-efficacy and academic burnout in working students.

### How Colleges Can Support Working Students of Immigrant Origin

This chapter aims to provide recommendations for how colleges can best support working college students of immigrant origin. Kriz (2024), It examines which challenges these students encounter when juggling full-time studies with working 20 or more hours a week during the academic year. Drawing on findings from qualitative, semi-structured interviews with twenty-four undergraduate students of immigrant origin in the northeastern United States, we show that these students face a confluence of challenges. The participants experienced academic, emotional, and social difficulties resulting from a time deficit and found the unpredictability of work hours and schedules challenging.

### **Challenges Faced by Working Students at school**

According to Rooney (2021), Soren Knippen, a student at Florida International University. While going to college can be fun and exciting, many students have to work to pay for their tuition. But working in college can be difficult for students trying to balance study and work. Many students, find themselves balancing their studies with work in order to pay the tuition fees. Despite their challenges, they are willing to



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work and make sacrifices to achieve their dreams even if they put in extra hours that add responsibility. These skills will help them balance their money, time and prioritized responsibilities.

Accordingly, The International Islamic University Malaysia's working students' experiences are examined in this qualitative study (Tuming, et al. 2020). Working students' experiences, particularly in higher education institutions, are examined in relation to overcoming the difficulties of juggling employment and school. This study is aimed at students who find it difficult to balance study with work. Also, to understand how these students balance the pressures of both work and education. Most of the students they deal with are forced to work in order to continue their education and for the reason that they want to finish their education.

During a time of blended learning, students are balancing a number of priorities and problems while working toward their educational goals, all of which have an effect on their ability to learn and succeed (Challenges of student experience, 2023). Everybody has a part to play in promoting the wellbeing of students. Students struggle during blended learning, they balance their work, life and studies for their future goals. Students feel stressed by the academic pressure of



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combining work and study, these students feel afraid of failing the subject. Students may find it much harder to focus, maintain motivation, and effectively manage their academic journeys when academic expectations along with other challenges combine to make an ideal situation.

Challenges and Opportunities Faced by Working Students Amidst Pandemic This research aimed to understand and gain a deep experiences of the working students, that faced difficulties in balancing professional responsibilities and academic during the pandemic there are 2 themes that emerged, it is challenge perceived and opportunities gained, Challenges perceived pertain to the challenge that faced by working students while pandemic is happen, Opportunities gained focus more on their experience that help them to grow in learning that includes, They develop prioritize skill and able to manage the time, they also improve resilience and their adaptability, their online learning skills in digital literacy is enhance, and it is important to build a much stronger relationship to their love ones like their family, friends, or neighbors.



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**Strategies used to address the challenges**

Educating our students in developing countries such as Vietnam is becoming necessary. So first of all, this study aims to identify factors that impact on students' decision to work for a foreign company for those who are studying in the field of social sciences and humanities. Hoang and Huy (2021), The factors influencing post-graduation employment in multinational corporations in developing nations like Vietnam. Focusing on humanities and social sciences. Also, aims to influence career counseling and educational policy. design features and learning outcomes. It is aimed at determining the significant predictors of blended learning effectiveness taking student characteristics/background and design features as independent variables and learning outcomes as dependent variables. "Blended learning effectiveness" (2017) blended learning effectiveness by examining the relationship between student characteristics. Design features, and learning outcomes, aiming to identify predictors and optimize design and implementation for improved student outcomes. Student they don't stop to learn.

Even when the instructor and the student have comparable cultural values, mentoring graduate students may be extremely difficult. The cultures of many overseas students differ from those of Canadians. Getting used to their new surroundings is their difficulty. Omar, Mahone



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and, .eat.al (2016) mentoring graduate students, especially international ones, can be challenging due to cultural differences in communication styles, academic expectations, and social norms. Effective mentoring requires open communication, cultural understanding. Also, a willingness to bridge cultural gaps.

Examine a learning model that suggests that certain learning techniques are most effective at particular phases of the learning cycle. In addition to success criteria, the model outlines three learning stages (surface, deep, and transfer) as well as an acquisition and consolidation phase within each of the surface and deep phases. The three inputs and outputs are skill, will, and delight. "Learning strategies" (2016) learning model suggests effective strategies are tailored to specific phases of the learning cycle, focusing on surface, deep, and transfer stages. The cycle of learning is how the brain connect the topic. Key inputs include skill, will, and delight, while success criteria include clear goals and expectations for learning.

Recent scholarly and governmental interest in the impact of international education policies on student mobility highlights the need for a deeper understanding of the underlying mechanisms driving these changes. Despite a large number of studies, there is still a dearth of



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comprehensive study on how various parts of these policies combine to impact student decisions.( Dai, 2024) The international policy-making focus on student mobility is gaining attention due to the need for a deeper understanding of the mechanisms influencing these changes, including financing sources, language needs, and visa rules, to support student mobility and anticipate future changes. On the impact of international education policies on student mobility is crucial

Internship , coursework, or a mix of the two. Third, we look at how the country of destination's standing in worldwide prestige hierarchies for higher education and labor market competitiveness relate to the labor market results of formerly migratory students. We make use of the Dutch National Alumni Survey 2015, which was carried out one and a half years after graduation and is typical of Dutch higher education graduates. " International student mobility and labor market outcomes" (2020) The study looks at how Dutch higher education graduates' early careers are affected by international student mobility . It looks at how kinds, earnings, job transfer timeframes, and the prestige and competitiveness of the labor market in the destination country relate to participation. The results will shed light on the efficacy of programs and their influence on the careers.





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In otherwise in-person higher education settings, the COVID-19 epidemic sped up the tectonic shift to online delivery. Investigating the impact of various delivery methods and evaluation kinds on student results. "Face-to-face vs. blended learning in higher education" (2024) Globally, the COVID-19 epidemic compelled a significant transition to online education. This finding is particularly relevant given the pandemic's extensive use of online learning and its potential long-term repercussions on higher education. The goal of the researchers' data analysis is to shed light on effective online teaching techniques and the factors that support students' success in this new environment. In otherwise in-person higher education settings, the COVID-19 epidemic sped up the tectonic shift to online delivery

Sweden was one of the few countries that maintained its educational system during the COVID-19 pandemic. There are still some hybrid teaching methods in use today. "Challenges and Coping Strategies" (2023) Sweden took a unique stance during the COVID-19 epidemic by maintaining the school. Operations and introducing a range of hybrid teaching techniques that blended traditional classroom education with online learning. Sweden's innovative and adaptable approach to education at a challenging time is demonstrated by the



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successful integration of several of these hybrid approaches into Swedish educational systems.

The chapter "An International Research Collaboration on Student Engagement" (2024) focuses on research that examines student involvement in 12 different countries. It provides an overview of the project's background and key findings. The challenges the research team faced and how they overcame them are also covered in this chapter. This research provides information on strategies for engaging students and possible fixes for problems that arise often in a variety of educational settings. The chapter provides a comprehensive overview of the project, outlining its objectives, strategies, and primary results. Student engagement in 12 countries (Austria, Canada, China, Cyprus, Estonia, Greece, Malta, Portugal, Romania, South Korea, the United Kingdom, and the United States). This chapter provides the project's background and key findings, but most importantly, it examines the team's challenges and how they were resolved.

Teaching strategies for a number of reasons, one of which being concern over students' opposition to active learning. Building on our earlier research, which shows that specific teacher tactics can favorably affect students' reactions to active learning, this study tackles this



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problem. "Tharayil, Borrego and., et. al" (2018) the worry of student opposition to active learning in the classroom is discussed in this study. It expands on earlier studies that demonstrate how specific teaching techniques might enhance students' reactions to active learning. The purpose of the article is to list and talk about these successful tactics. Teachers may overcome any opposition to active learning techniques and promote student involvement by putting these ideas into practice. These effective strategies are listed and discussed in the article. By putting these concepts into practice, teachers may overcome any resistance to active learning strategies and encourage student engagement. Teachers might find useful tips in this article on how to properly include active learning into their lesson plans. For teachers looking to successfully integrate active learning into their lesson plans, this article offers helpful advice.

### **Local**

#### **Cases of Working Students**

According to Mariano et.al., (2022), The Mariano Peralta National High School's Open High School Program was a source of the study on the relationship between students' academic performance and time management skills. In terms of academic performance, the majority of



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respondents fell into the approaching knowledge level, proving that they have developed fundamental knowledge and skills with little help from peers or teachers and are able to apply them to real-world tasks. Working students have the ability to balance working and studying through time management. Many students do well in class, but others learn on their own due to good time management and how it affects their grades. This study shows that open high school is working, it helps working students to balance their study and working time to achieve their success.

Child labor is defined as employment that is detrimental to a child's physical and mental development and robs them of their youth, potential, and dignity. According to the Philippine Statistics Authority's (PSA) Survey on Children, there are 2.1 million child laborers in the Philippines between the ages of 5 and 17. Roughly 95% of them work in dangerous jobs. Sixty-nine percent of these are between the ages of 15 and 17, which is older than the legal minimum age to work but still exposes them to risky tasks. Child labor in the Philippines (n.d.) child labor restricts a child's development and education and has a detrimental effect on their physical, mental, and emotional health. 95% of the 2.1 million children in the Philippines, ages 5 to 17, are employed in dangerous jobs that endanger their development and safety. Many



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children choose to work while studying. Because of the financial and the stress give the parent.

They would rather turn to their close friends and family for support. While abroad Filipinos were hindered by immigrant status, lack of health insurance, language barriers, prejudice, and lack of acculturation to host culture, Filipinos residing in the Philippines cited financial limitations and inaccessibility of services as barriers. Facilitators: a systematic review Martinez, Melissa, Lau ,et al., (2020) when it comes to getting assistance, Filipinos both domestically and abroad confront particular obstacles. Health care access may be restricted by financial limitations, service inaccessibility, and immigrant status. Discrimination, lack of acculturation, language barriers, and health insurance denial can all make it more difficult to get care. Despite the importance of close friends and family, these obstacles might make it challenging for people to look for assistance from others.

According to Tabbada et al. (2023), evaluate the internship experience of students studying hospitality management in terms of socio structural determinants, personal goals, result expectations, and self-efficacy. To increase understanding, a mixed method approach was used, which made it possible to incorporate relevant variables and in-



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depth details about actual events. With the help of internship they experience what they want to experience. They also give students the chance to build relationships, make contacts, and even land future job openings. Through internships, students can experience the power of their experiences and gain lessons and skills that will help them in their future dreams.

According to Pagon and Ponce (2021), working students involved at a private university in the southern Philippines, are covered in this article. Our study specifically examined these working students' experiences and how they express them in relation to their academic achievement. Their experience as a working student can cause them stress, limited time and study. Projects will help them to help guide their decision-making and learning. This happens to students who are forced to work due to financial challenges so they find it difficult to balance work and school responsibilities.

### **Challenges Faced by Working Students at work**

Firstly, exploring the experiences of working students in the Philippines, focusing on their failures, successes, and future prospects. It reveals the significant challenges faced by working students, including difficulty balancing work and studies, financial strain, and potential



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academic setbacks. However, it also highlights the resilience and strength of working students, who often develop valuable skills like time management and self-reliance (Magno,n.d.).

According to Dunca (n.d.), the various ways that employment affects working students' academic achievement, especially when it comes to juggling work, school, and personal obligations. Statistics on underemployment and academic results are presented with the widespread 'Earn and Learn' phenomena among students, which is fueled by rising tuition costs and financial strains. Students' decision-making requires careful consideration and prioritization of learning for success. This means that they need a lot of support from their loved ones to work hard and balance studies and work. It recognizes that while work can provide much-needed financial support, it often comes at the expense of well-being and academic success. Its purpose is to make a clear decision on the problems faced by working students and how to overcome the difficulties of working students.

Technological transformation demands lifelong learning. This study aims to identify changes in the workplace and the needs of working learners to continuously grow and remain competitive in the future. The study uses a qualitative approach with interviews conducted with 20



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working learners in West Java, Indonesia. The data was analyzed thematically to identify common patterns and variations in needs related to changes in the workplace. The results show, first, that there are significant changes in jobs due to the adoption of new technologies; second, that the needs of working learners include appropriate and targeted ongoing training and education, financial support, career navigation, learning while working, and transparent recruitment practices. This study provides a foundation for all stakeholders to develop a learning ecosystem that supports lifelong learning (SeTin , Augustine,2024).

Working students often experience reduced motivation, heightened anxiety about coursework or job responsibilities, difficulty resolving conflicts between work and study, and in some cases, withdrawal from either work or education. This study aimed to investigate the relationship between academic resilience, self-efficacy, and academic burnout among working students. A total of 129 working students participated, with the sample determined using the saturated sample method. The study utilized the Academic Burnout Scale, Academic Resilience Scale, and Self-Efficacy Scale, all developed by the researchers. Data were analyzed using multiple linear regression. Results revealed that academic resilience and self-efficacy are both significantly correlated with academic





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burnout. Specifically, a negative relationship was found between academic resilience and academic burnout: higher academic resilience was associated with lower levels of burnout. Similarly, self-efficacy was negatively correlated with academic burnout, indicating that students with higher self-efficacy experienced less burnout. Healthcare science students undertaking work placements must navigate complex clinical environments, requiring them to engage in sense making processes to make sense of their experiences. Effective preparation for these placements is crucial, involving the development of professional identities, cultural competence, and self-directed learning strategies (Weny, Noviekayati, 2024).

The article “Social Work Education and Training in the Philippines Through the University of the Philippines Open University’s Open and Distance e-Learning” by Finaflor F. Taylan, published in Social Work Education: Breaking New Grounds and Addressing New Challenges (2025), highlights the evolution of social work education in the Philippines. Traditionally delivered through face-to-face methods, social work education shifted to online and distance modes during the pandemic. Many graduate students in the field are already part of the social welfare and development sector, which involves challenging work conditions, including intensive fieldwork, administrative tasks, and



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multitasking. To address the need for accessible and flexible education, the University of the Philippines Open University (UPOU) offers graduate programs through open and distance e-learning (ODEL). These programs aim to equip professionals with advanced competencies for practice and leadership. The research focuses on students' perceptions of how the program enhances access to quality education and promotes equality, considering factors such as their geographic location, family situations, physical conditions, learning challenges, and employment nature. The University of the Philippines offers social work education and training programs that cater to the needs of Filipino social workers, leveraging distance e-learning modalities to expand reach and accessibility. Through its innovative programs, the university aims to enhance the skills and knowledge of social workers, promoting effective practice and leadership in the field (Taylan ,2024).

The Philippine education system has made significant progress in recent years, with the introduction of free tertiary education legislation enhancing support for students pursuing bachelor's degrees. However, the increased availability of various degree programs has unintentionally hindered both individual and national economic development. This has led to issues such as job mismatches and an overqualified workforce, resulting in lower job satisfaction, delayed returns on educational



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investment, and inefficient use of economic resources. This paper advocates for Higher Education Institutions (HEIs) and other stakeholders to develop strategies to align academic programs with the country's economic needs. This includes evaluating labor market supply and demand, monitoring current trends, and forecasting future workforce requirements. It also underscores the importance of collaboration between HEIs and labor agencies to foster sustainable labor sector growth. Additionally, the paper emphasizes that responsibility should not rest solely on educational institutions. Students must also take an active role in assessing their career paths, fostering autonomy and lifelong learning. By examining the documented impacts of job mismatches and over qualification, this paper provides a comprehensive analysis and recommendations for aligning education with economic needs. A college degree remains a valuable asset in the current labor market, as it significantly enhances employability, career advancement opportunities, and earning potential ( O'Connor, Natividad, 2025).

This article explores local community development in Rwanda, drawing on the triple helix model introduced by Henry Etzkowitz and Loet, Leydesdorff in the 1990s while incorporating international perspectives. The authors advocate for an expanded quadruple helix model that includes the local community as a key component alongside



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higher education institutions (HEIs), the private sector, and the government. In this framework, the local community is recognized as an essential element, emphasizing the role of HEIs as catalysts for economic growth. The analysis highlights that higher education innovations aimed at community development can drive changes in teaching methods and practices to better align with the needs of both local and broader communities. By engaging in outreach programs and fostering collaboration among all four elements, HEIs can enhance graduates' employability. The authors' review of literature and policy documents further demonstrates how each component can contribute to forming a strong, sustainable local partnership. Effective cooperation among these helices has the potential to increase employment rates in a knowledge-based economy. Ultimately, such innovations could contribute to poverty eradication, beginning with local community development. Local community development and higher education institutions (HEIs) are increasingly interconnected, evolving from the triple helix model—focused on HEIs, industry, and government—to the quadruple helix model, which includes the local community as a key stakeholder. This expanded framework recognizes the role of HEIs not only as centers of knowledge creation but also as drivers of economic and social development through active engagement with local communities.



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Technopreneurship strategy to grow entrepreneurship career options for students in higher education Nanda Nur Rafiana ADI Journal on Recent Innovation 5 (2), 110-126, 2024 Technopreneurship, a form of technology-based entrepreneurship, plays a crucial role in boosting a country's economic growth by generating employment opportunities and reducing intellectual unemployment among recent graduates. Research has shown that higher education institutions (HEIs) influence students' motivation, character development, and mindset, encouraging them to pursue technopreneurship as a career path. This article reviews existing literature on technopreneurship by analyzing 28 journal articles, summarizing key insights in a categorized table based on article titles, objectives, findings, and recommendations. A key challenge identified is the gap in technopreneurial knowledge and skills among students from different academic disciplines. To address this, HEIs must implement strategic measures to make technopreneurship a viable and appealing career choice for all students. The study ultimately concludes that entrepreneurship education and technopreneurial learning—particularly through business incubators integrated into the curriculum—significantly shape students' mindset and readiness to embark on technopreneurial careers. A technopreneurship strategy in higher education involves integrating entrepreneurship education, business incubators, and hands-on technological innovation into the curriculum



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to equip students with the skills needed to launch their own ventures. By fostering a culture of innovation and collaboration between academia, industry, and government, higher education institutions can expand entrepreneurship career options and encourage students to pursue technopreneurial pathways.

### **Challenges Faced by Working Students at school**

The tradition in the Philippines in social work education is conducted person to person. Because of the pandemic, they have no choice but to switch on online or distance learning because the virus is spreading worldwide. The online learning have a big impact to help others to learn how to use gadgets nowadays, but it has negative effects like too absorbed in cellphone (Taylan ,2025).

To gain deeper understanding the researchers conduct this research to find out the obstacles and difficulties that students encounter while working. The targeted students in this research is who enrolled in Bachelor of Physical Education program at City College of Angeles in the Philippines. Students who complete their thesis is the participants. They want to gather fresh and relevant insights that students faced during the critical of their academic journey. Sequential explanatory research design is their employed in this study that involves



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analyzing and collecting quantitative and qualitative data. The researchers allowed to comprehend students understanding in their experiences and identify the challenges that they always faces in their theses. They want to aim and provide insights that educators, academic advisors that they can inform. Policymakers responsible to develop strategies to thesis writing journey of the students (Lobo, 2023).

The Ateneo de Naga University, a Jesuit institution in the Philippines, saw an opportunity to have positive impact and recognize the needs of a rural community. To response the Tertiary Education Institutions (TEIs) designed initiative service learning to incorporate to Philippine government. They build a relationship in the university and local schools that has a goal to provide tutor services to students who are in poop communities. The program rooted in Jesuit's mission that emphasizes importance of engage in community, responsibility of social, and to serve others. This university is to instill values in this students while to make a tangible differences in rural community members. If we combine academic learning and community services this program will aimed to foster a awareness, empathy and engagement among students, while they promote their excellence in academic and what are they growth in personal (Del Valle, Quilapo ,2023).



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Working students are working 10 hours per week they likely to leave university because they more focus on their work. It also shows that the students has no academic family backgrounds. They not even know why the working students have to enter in time consuming employment. There are factors that still investigating why they decided to work on 10 hours or more. This attention has been paid to investigating the predicting students decision to enter in time consuming employment while they studying.

Experiencing mental drain, both physically and mentally, from managing multiple responsibilities, with little time left for personal or social activities. According to RA 7323 need to allows employers to pay the students 60% of their salary in cash and 40% for education coupons and encourage the minor students to work during in summer and Christmas break this laws is also known as Special Program for Employment of Student (SPES). SPES create a action to provide financial to the working students so they will now focus more on their academic performance because of 60% will be given to them by their employer, and 40% of their education coupon if they need in schoolwork's. SPES also encourage the working students to work in summer and Christmas break to help their family in everyday life. The minor students also experience mental and physical health because of their different





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responsibilities they handle in a single day. The government need to add program to the students to lessen their mental health problem.

Work causes many bad effects to the students like it can consume more time than in educational activities. Twenty hours per week is not advisable hours to spent in working because it might affect the performance of the student and it also affect the grades that might be low. The government or LGU should make a advise or plan to the students to encourage them to attend classes regularly without absent. If they give what the students need, the student will have a courage to motivate in school everyday. Their grades might be in good position because they study hard.

Many students face financial problems because the money they earn is not enough to sustain their everyday life, but they have solution that can help them to sustain line take on loans, find employment or they can do both to easy handle their financial status. But the higher education finance system believe that this solution might affect other groups because of inequality to access quality education. Higher education finance system should suggest a program that will help students to have enough money to help sustain their in everyday. Others, suggesting that taking in loans can help them to have enough



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money but this have many consequences like if the money you borrowed is not payable, the interest of the money that you borrowed will inch bigger because while it lasts the more you debt it grows. The best solution to have enough money is to save little by little until you save a lot, limit spending and avoid the unnecessary and prioritize the essentials you need.

A research endeavors to investigate the challenges encountered by working students in the CALABARZON region. A survey of 500 working students from diverse higher education institutions in CALABARZON was conducted. The findings of this study reveal that working students face numerous challenges, including time constraints, fatigue, and stress. Batangas State University(2022).

The combining scholarly research with it's a well known fact that high school pupils who are currently employed the Philippines although does exist. It is rarely brought up its presence is recognized due to working student are at a higher risk of dropping out according to several school. Student who are employed seem reluctant to consider talking about their experience with other perhaps because it was embarrassing (KOCSIS,2020) for the year 2012-2016, the international labor organization (ILO) there were 152 million student worker with Asia



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pacific accounting 7.4% of thus total within 3.3 million children between an hour in the Philippines the 2011 survey of children (SOC) deport currently 90 percent (2.97 million ) of them are high school student and 2.1 million. Sto. Tomas, A. (2022)

The research highlights the challenges faced by working students in CALABARZON, including time management issues, financial constraints, and emotional stress. And working students in CALABARZON struggle to balance their work and study schedules, leading to time management issues. He the Financial constraints are another significant challenge faced by working students in CALABARZON, affecting their ability to pursue their studies. And Emotional stress is also a common experience among working students in CALABARZON, due to the pressure of meeting deadlines, managing workloads, and maintaining academic performance. The research identifies several strategies that working students in CALABARZON can use to overcome these challenges, including creating a schedule, prioritizing tasks, and seeking support.

### **Strategies used to address the challenges**

Looking into the difficulties that working students who were enrolled in the Late-Afternoon Technical Vocational Livelihood Program (TVL-LAP)



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and looked at the influence of their jobs on their academic achievement (Baja 2024). Self-motivation, scheduling time to study, and sympathetic friends and teachers found as primary ways to deal. Working and Studying at the same time produces their suffering, which causes them difficulty in studying, managing their time and completing their assignments. In their success, prioritize their studies so that they can graduate and achieve their desired courses. Despite their challenge with two responsibilities they still manage due to self motivation, healthy relationship and time management.

Effective time management improves students' success in the classroom and increases their likelihood of using it in the future. Given its paramount importance in our everyday lives, the purpose of this study was to determine the relationship between time management abilities and the academic performance of senior high school students at St. Paul University Surigao .Dacoylo, Arcana, Patubo (2024), time management is crucial for a student's success in school. It involves effectively planning and allocating time for various tasks, which directly impacts their academic performance. Being a student need of proper discipline of time. Time management can help academic success of the student.



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Institutions of higher education have a critical role to play in supporting working students, by offering flexible scheduling, academic advising, and counseling services. Similarly, employers can facilitate the academic pursuits of their employee-students by providing flexible work arrangements and tuition reimbursement programs (Amada, et al. 2023). Work placements play a significant role in higher education and career development. Adequate preparation is essential for students to excel in these experiences, yet little research has focused on how students prepare for placements, particularly in terms of their sense making processes. This qualitative study, guided by an integrative theoretical framework, explored the sense making behaviors undergraduate health science SHS students as they prepared for in-person placements in a host country. Data were collected through 36 semi-structured interviews with 12 SHS students, conducted in three sessions per participant. The findings reveal the complex psychological and interpersonal processes these students navigate during their pre-placement sense making. These insights can guide institutions in developing strategies to help students strengthen their sense making abilities, enhancing their preparation for placements and post-graduation transitions (Vu, Verns, 2024).



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Resilient is very important in social workers because it can enhance to the educators. Although some challenges will faced, their responsible to cope professionals are nonetheless, Social work trainees poses a problem in educators because it is very crucial to equip professional that copes the job. If the social worker keep resilient they will able to manage some challenges they faced. It is one factor that they might considered to lessen the challenges. It is very crucial to the social work trainees to equip professional that copes the job because they have problem that is not easy to handle because they can't tell their problem to someone who are willing to listen to them.

Humor is such a huge big impact to relieve stress because many undergraduate that the humor is positive way to remove stress and symptoms, they also include that if you like your humor you can share it to the poor that always think that they not lift up from being poor that give them stress. Always remember that humor is one key important to help remove the stress that leads student to stop in attending classes. Excess humor is not healthy to the students because it can cause over proud that is bad in health.

Working students should create a schedule to fix and control their time. If they continue to work hard it might affect their studies because



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their attention is more focus on their work. This can also lead to stress and disease because they think about what they think in their mind. This is not healthy to work and attend in school if they dealing stress and have a disease that they not want but because of very tired and thinking about their daily life. We cannot control the decision of the student, they have the decision what they want to do, but other solution is try to encourage the student by their parents to focus on acads not on their work, instead of tired in working, they only reviewing for their subjects, they use pen not a shovel.

According to the International journal of educational research (2019) the study are investigated to the challenges faced by working students in balancing their work and study responsibilities. A survey was conducted among 300 working students in the Philippines, and the results showed that the majority of the respondents experienced difficulties in management their time, prioritizing tasks, and facing their stressful. The study also found that working students who had a supportive family and friends, and those who had effective time management skills, were more likely to achieve a better balance between work and study. The study highlights the challenges faced by working students in balancing their work and study responsibilities. The findings suggest that working students need to develop effective time management skills, prioritize



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tasks, and seek support from family and friends to achieve a better balance between work and study.

The research involved six working students who worked off-campus for 4-6 hours a day over 1-2 years. They were purposively chosen and interviewed to know the challenges they encountered. After the thematic analysis and coding, the themes that were created were checked by the counter checker. The findings revealed that while working and studying posed challenges, it was financially beneficial. Students worked due to financial constraints, unstable parental employment, and a desire for independence, holding jobs like service crews, house helpers, and call center agents. Challenges included time management and sleep deprivation, but students saw this experience as motivating and skill-enhancing. The study recommended improved time management for working students and greater school flexibility, leading to the creation of a time management booklet for working students in terms of time management. Martinez, R. (2022)

The Employer support is also crucial for working students in CALABARZON, including flexible scheduling, professional development opportunities, and mentorship. Also, flexible scheduling can help working students in CALABARZON balance their work and study





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responsibilities, while professional development opportunities can provide them with skills and knowledge relevant to their careers. Mentorship programs can also provide working students in CALABARZON with guidance and support, helping them navigate their careers and achieve their goals. The research also identifies several personal strategies that working students in CALABARZON can use to overcome challenges, including self-care, goal-setting, and seeking help. Self-care is essential for working students in CALABARZON, as it helps them manage stress and maintain their physical and mental well-being.

Balancing work and studies offers numerous benefits. Students gain valuable work experience, develop essential time management skills, and enhance their employability (Amada et al., 2023). Working students can cover their educational expenses and support themselves financially. This experience fosters resilience, adaptability, and real-world skills.

Studying while working not only provides benefits in terms of employability and finances but also strengthens time management and prioritization skills. Working students gain experience in various work environments and build relationships with professionals in their field. This experience boosts their confidence and job readiness after graduation. Tablante, L. C. (2022).



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### **Related Studies**

#### **Foreign**

#### **Cases of Working Students**

A report from Pew Research Center provides a comprehensive overview of the experiences of international students in the United State. This is some issue in US that experiencing of students, whereas some of foreign students move on to other countries to seek employment upon completion of their studies. It highlights the rapid growth of the Optional Practical Training (OPT) program, which allows international students with STEM degrees to work in the U.S. for up to three years after graduation. However, the report also discusses the challenges faced by international students, including concerns about visa regulations, job market competition, and cultural adjustment (Oslon and Bonjong, 2016).

Furthermore, a cross-cultural study examined the relationship between work-life balance and student well-being in the United States, Canada, and the United Kingdom. The researchers found that working students in all three countries reported lower levels of well-being compared to their non-working counterparts. The study highlights the



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importance of promoting work-life balance and supporting the well-being of working students (Ong and Ramia, 2009).

Moreover, a study of Dai and Pham (2024) shows how job experience affected both domestic and international students' employability after graduation in the UK. The researchers discovered that international students faced a disadvantage in the employment market and were less likely to have appropriate work experience. The study emphasizes how important it is for colleges to help overseas students gain work experience and navigate the UK job market.

Accordingly, over 75% of students agreed that the program changed how they think about their healthcare needs and/or goals as they age. Approximately 77% of students agreed that they feel more confident working with older adults. Over 60% of students either somewhat agreed or agreed that they are more open to pursuing geriatrics as a specialty, and over 90% were more open to working with older adults regardless of their future specialty. This shows how meaningful a program like this can be in changing students' attitudes towards older adults and geriatrics (Walos, Dignos ,2024).



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However, for some students, taking work is not a personal preference but a duty or need (Thi Nga, 2020). Working students range in age from 16 to 64 as stated in the Department of Commerce Current Population Survey (CPS), among undergraduates enrolled part time in 2018, 3 percent worked less than 10 hours per week, 5 percent worked 10 to 19 hours per week, 24 percent worked 20 to 34 hours per week, and 47 percent worked 36 hours or more per week . Sequential mixed methods study was conducted with nursing students at Ontario Tech University. Focus groups (n=14) asked students to comment on views about working in the long-term care sector, and job attributes that may attract them to the sector.

Moreover, the study of Thamrin et al, (2018) shows the challenges faced by international students in Australia who work while studying. It was founded that over 66% of these students felt their work interfered with their studies, leading to issues like tiredness and scheduling conflicts. The study identified a perception of unfair wages and a lack of confidence in discussing workplace safety concerns with employers as significant factors contributing to this conflict. The authors suggest that universities should provide education and training regarding international students' rights and responsibilities in the workplace to mitigate these negative impacts



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Integration of Work Experience and Learning for International Students: From Harmony to Inequality Published in the journal Higher Education Research & Development, (tran et al,2017) examines the provision of course-related work experience for international students in Australia. Specifically, it discusses several key barriers that hinder these students' access to work-integrated learning (WIL) programs, which are crucial for their academic and professional development. Also, its highlighting the challenges faced by international students in accessing and benefiting from work-integrated learning programs. The study points to factors such as visa status, cultural expectations, language competency, and employer attitudes towards international students as barriers. The authors recommend that institutions implement strategies to improve access and equity in work experience provision for international students.

The impact of student employment on the academic performance and study progress of international students in Germany. Redden, (2018) Specifically, the research found that students with a higher tendency toward study-related employment generally had better semester grades. However, it also revealed that starting employment or increasing work hours led to a decrease in the share of achieved credit points per



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semester, indicating a potential delay in study progress. Furthermore, the study emphasizes the need to consider the specific needs and circumstances of different student groups when analyzing the effects of student employment. In particular, it suggests that a one-size-fits-all approach may not be effective in understanding how employment impacts academic outcomes across diverse student populations.

Furthermore, this study examines the effects of working while in school (Barbanchon, 2019). Specifically, it explores the impacts of part-time employment on academic attainment and future professional success using data from a work-study program in Uruguay. In addition, the research found that the program increased both youth work experience and education enrollment. Moreover, the study highlights the importance of high-quality jobs that are compatible with schooling in ensuring the success of work-study programs.

Firstly, this article, published on Inside Higher Ed by Fakunle (2021), discusses the rapid growth of the Optional Practical Training (OPT) program in the United States, which allows international students with STEM degrees to work in the U.S. for up to three years after graduation. In particular, the article highlights the increasing attractiveness of this program for international students, particularly



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those in STEM fields, and the potential implications for both U.S. workers and the U.S. economy. Moreover, these studies offer a diverse range of perspectives on the experiences of working students, highlighting both the challenges and opportunities they face. It is also important to note, however, that these studies are not exhaustive and that the experiences of working students can vary significantly depending on factors such as their country of origin, field of study, and employment situation.

**Challenges Faced by Working Students at work**

Moreover, a study investigates the work-study-life balance among Nepalese students in the United States, highlighting the push and pull factors influencing their migration and experiences. By utilizing a qualitative case study approach, the paper conducted in-depth interviews with seven Nepalese students enrolled at a university in Texas, USA. Findings revealed that significant push factors, such as inadequate educational opportunities and economic instability in Nepal, drive students to seek better prospects abroad (Shrestha, 2024).

The challenges faced by international students at Tehran University of Medical Sciences (TUMS) and provides insights into their experiences and needs. The findings reveals that international students



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encounter various challenges, including difficulties accessing information, language barriers, ineffective communication, administrative inefficiencies, cultural issues, financial constraints, and limited scholarship opportunities (Shaqura, 2024).

Moreover, the study by Haji (2024) aimed to assess the challenges facing students when using the school library in Zanzibar. In particular, it sought to identify and understand the various barriers that hinder students from fully benefiting from the library's resources. Additionally, the study employed a qualitative method, using a descriptive case study design to gather in-depth insights into the students' experiences. Furthermore, the primary objective of the study was to evaluate the specific challenges students encounter while utilizing the school library. These challenges may range from physical limitations of the library space to issues related to the availability and accessibility of resources. Consequently, the study aimed to offer detailed findings that could inform improvements in library services and student support. In conclusion, by focusing on the lived experiences of students, the research provides valuable recommendations for enhancing library usage and addressing the challenges identified. As a result, this study contributes significantly to understanding the role of school libraries in





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Zanzibar and offers practical suggestions for overcoming obstacles faced by students.

Self-confidence is crucial for a student's capacity to overcome academic challenges and achieve success. According to San Jose (2025), understanding the factors that promote self-confidence is critical for developing resilient learners. In this regard, a single case study examines the factors that affect the development of self-confidence in a Japanese Senior High School student facing academic challenges. Specifically, the study focuses on both internal and external factors that contribute to the student's confidence levels. As a result, this research provides valuable insights into the complex dynamics that shape a student's self-assurance and their ability to navigate academic obstacles.

**The Role of Students in Facing the Challenges of The World of Work**  
It's definitely not an intellectual thing, but maybe it's not. Ramadhani (2023), hard skills and soft skills are competencies that have spiritual value. Therefore, problem solving is a scientific process that goes through the stages of understanding the problem, determining a solution, and searching for the information needed to evaluate the solution.



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The psychological health of university students has attracted the attention of many scholars and university administrators across the world (Zirima, 2024). The COVID-19 pandemic is considered to have worsened the psychological wellbeing of student due to its persistent disruption of life, financial security and learning in most parts of the world. Therefore, its focused on the psychological health of university students in Zimbabwe, focusing on a university in Harare.

Moreover, the study of Jameel (2018), students facing a challenges Toward ICT Library Adoption. Therefore, the purpose of this is to find the main challenges facing students toward ICT library adoption and assess the level of Cihan university library. The sample consists of 100 students from Cihan University-Erbil Findings. The result showed Cihan library own a good quality equipment and facilities, the students with moderate awareness of IT.

### **Strategies used to address the challenges**

To reduce the stress and tension of juggling several jobs while juggling a profession and a family, an organization or firm might implement a work-life balance policy or program. Work-life balance is a significant issue at the moment, and most employees in the banking



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industry must deal with the difficulty of juggling work and personal obligations ( Gadzali ,2023).

A well-designed work-study programs can provide valuable learning experiences and support student financial needs, but it is important to consider potential drawbacks such as time constraints and academic performance (Višnjić and Aničić, 2024). This literature review examines the impact of work-study programs on student success. The review found that work-study programs can have both positive and negative effects on student outcomes, depending on factors such as program design, student characteristics, and institutional context.

Self confidence is crucial for student's capacity to overcome academic challenges and achieve success. Understanding the factors that promote self-confidence is critical for developing resilient learners. A single case study examines the factors that affect the self-confidence development of a Japanese Senior High School student facing academic challenges, with a focus on internal and external factors. The results from the information-rich interviews and detailed journaling generated four major themes and several subthemes which is the deterrent to self-confidence, self-confidence builder, cultural influence and future orientation. (San Jose ,2025).



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Organizations, particularly in high-pressure industries like banking, adapt work-life balance policies to alleviate the stress of juggling work, family, and personal life. These policies typically include remote work, flexible scheduling, and family leave. In high-pressure industries, these initiatives help reduce burnout and improve job satisfaction. Promoting work-life balance results in healthier, more productive employees, which benefits the workforce and the organization as a whole.

Due to the fact that spending so much time to work can affect mental health (Grozev and Easterbrook (2024)). Part-time employment was associated with students' use of more successful learning techniques. This shows that a strong sense of academic identity and job experience might benefit students' learning engagement.

The primary objective of Heming, et al. (n.d.) is to providing self awareness and find the way to solve their degree of psychosocial stressors, subjective stress, and mental health symptoms among doctoral students. It also explores the psychosocial stressors that are most closely linked to perceived stress and mental health symptoms. Additionally, it aims to identify the specific stress factors that are most effect the students.



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To improve educational safety and avoid psychosomatic problems brought on by academic overload, it is essential to identify pupils who have a limited capacity for adapting to academic demands. Ekimova and Izevlina (2024) Identifying students with low adaptive capacity to academic workloads is crucial for safety and well-being, requiring early intervention with support like counseling, time management training, or modified workloads. Institutions can intervene early with support, such as counseling, time management training, or modified workloads, to prevent long-term negative impacts on mental and physical health.

The transition from secondary to higher education represents a significant change for students. According to Sam (2024), the findings indicate that first-year students encounter several challenges. Specifically, these challenges include academic difficulties, personal struggles, and social integration issues. Furthermore, students also face challenges in transitioning to career-oriented learning and adapting to the available student services. As a result, these obstacles can impact students' overall adjustment to university life and their academic success.



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### **Challenges Faced by Working Students at school**

There are various factors associated with work-study conflict among international students in different countries. In Australia, it was found that more than 66% of students felt their work interfered with their studies, leading to tiredness and timetable clashes. Key factors contributing to this conflict were perceived unfair wages and a lack of confidence in discussing occupational health and safety issues with employers. It highlighted the need for universities to provide education and training related to international students' rights and responsibilities in the workplace to mitigate these negative influences (Thamrin et al., 2019).

To add, a longitudinal study of Dine et. Al (2023) examined the impact of working while studying on student performance in the United States. It was found that working students were more likely to experience academic difficulties and lower grades. It suggests that working students may need to manage their time effectively and seek support from their institutions to balance their academic and work commitments.

As shown in a qualitative study, it was said that experiences of working students in the United Kingdom faced a range of challenges, including time management, financial stress, and balancing academic



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and work demands. It was also highlighted the importance of providing support services, resources, and opportunities for working students to help them succeed in their studies and navigate the complexities of balancing work and education (Abenoja, et al. 2019).

To address the perceived impact of university students' outside employment on academic performance and emotional well-being, a number of studies (Blaga 2012; Wenz and Yu 2012; Torres et al. 2010) have found that university students who work to support their studies achieved lower grades and experience more stress.

Students must be able to plan and manage their time well so that they can run without disrupting other activities or events (Ramadhan, 2023). By the means of sharpening their intellectual capacity, hard and soft skill that could shape the student's spiritual value might contribute to their higher success. However, there are also challenges and problems which are called difficulties, obstacles, confusion, dissatisfaction, gaps, and so on. In the world of work, students experience challenges in studying and working.

Valuate medical school assess academic stress and its relationship to and effect on academic performance (Almutairi, 2024) examines the



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connection between medical school students' academic performance and academic stress. Focusing on the pressure, anxiety, and mental strain experienced due to demanding coursework, exams, and clinical practice. It seeks to understand if high stress negatively affects academic results or has other effects. More understanding about the stressful of the students. The present study was carried out with the objective to assess the academic stress in medical school along with it's correlation and impact on academic performance.

Working students faced obstacles in new normal but also gain benefits to improve personal development. The results that Williams (2014) conducted has shown that students need a financial support to fill their needs, and to support long term goals of that the fellow students. There are also negative effects where understudies to do worse academically due to their work obligations

According to Mowafg Masuwd (2024), student motivation refers to the internal or external drive that influences students' desire and effort in achieving learning goals, which can be intrinsic (drive from within) or extrinsic (drive from external factors such as rewards or praise). Self-perception is a student's view or belief of their ability and competence in a particular area or task.





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**Local**

**Cases of Working Students**

Continuance commitment is crucial in today's world because workers fear that losing their jobs will impact their income and means of subsistence. According to the Commission on Higher Education (CHED), Philippines, eight of the students are working students, and work-study is also a common practice at most Seventh-day Adventist universities.

The experiences of working students juggling their work and school obligations during the CoVid-19 pandemic are the subject of this qualitative study. Many students were already working while they were in school in order to support themselves financially and gain advanced professional expertise. Many people's livelihoods were impacted by the aforementioned epidemic, which is also the reason why more students are working. Ten working students were chosen as study participants using the Purposive Sampling Technique ( Solmiano, Buenaobra, et al.,2022).

The term "working student" feels somewhat paradoxical. Students are supposed to study to work, not work to study. Lack of finances, young people are forced to work for money and find it difficult to balance



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education and work. The burden of studying and working is very heavy and very difficult, it affects the general academic. Financial difficulties lead to students taking jobs to finance their studies (Financial issues, 2024).

Education in the Philippines does not only require academic excellence but also time and investment. One of the most common problems in getting quality education in the country is funding. Students need to overcome financial limitations, the reason why student chosen to be working students. Being working students in the Philippines is very common and expected, especially to those into poverty (Republic Asia n.d.).

According to U.S. Department of Education, National Centre for Education Statistics, approximately 40% of full-time undergraduate students between the ages of 16 and 24 year old. Moreover, in the Philippines, according to the Commission on Higher Education (CHED), over 216,000 students in the country are combining education and work, representing roughly 8% of all college students. Apart from their typical jobs as librarians and research assistants, working students nowadays are primarily involved in food service, entertainment, and sales. Furthermore, according to the 2011 Survey of Children (SOC), 3.3 million



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Philippine children aged 5-17 years worked at least one hour a week. Almost 90% (2.97 million) of them are junior high-school-age children, and 2.1 million attend school (Reyes, 2020).

According to RA 7323 need to allows employers to pay the students 60% of their salary in cash and 40% for education coupons and encourage the minor students to work during in summer and christmas break this laws is also known as Special Program for Employment of Student(SPES). SPES create a action to provide financial to the working students so they will now focus more on their academic performance because of 60% will be given to them by their employer, and 40% of their education coupon if they need in schoolwork. SPES also encourage the working students to work in summer and Christmas break to help their family in everyday life.

### **Strategies used to address the challenges**

Developing essential study habits involves allocating time and resources to plan and manage tasks. Thus, this study aims to determine the study habits and the sacrifices of working students in a particular university in Cebu City, Philippines. Working students sacrifice further study because of their work; they are more likely to develop study habits such as taking notes and reading extensively. Working students also help



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acquire new skills through improved communication skills. Balancing books and work is very difficult for young people; it has health damage such as high stress and loss of energy (Dungun, Joiner, and Labrador et al.,2024).

Based on theories including the Transactional Model of Stress and Coping, Social Cognitive Career Theory, and Transformational Learning Theory, the results showed how mentorship, ongoing learning, and intrinsic motivation affected the participants' career paths. The participant emphasized the importance of good communication, experiential learning, and familial impact in fostering resilience and flexibility, especially in environments with limited resources. It has been determined that self-care, prayer, and support systems are essential for managing anxiety in the workplace (Piedad, Tabud,2025).

Proper time management and effective prioritization are essential for students who work. These students must manage a complicated web of obligations, from attending lectures and doing projects to carrying out work-related duties. Working students, they are not good enough for full-time work because they cannot do the hard work of employees who have completed education. They should prioritize studies over work because they will do better if they prioritize studies over work. Despite the



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challenges, working students acquire new skills and knowledge (Manalo, 2023).

Time management is important if you are working and attending school to ensure that you can achieve your objectives as both a worker and a student. It's frequently difficult for students who work a job to balance everything they need to achieve in a day, whether they are doing it to pay for college or to return to school after entering a job. Managing responsibility can be difficult for working students, especially for students who work for school or work before going to school. Time management is very important to working students because without time management, it is very difficult for them to achieve their goals in life and academics. The combination of work and study requires strong time management to be in academic and professional life (Logsdon ,2023).

According to Dungon, Jainar, and Labrador et al. (2024), developing essential study habits involves allocating time and resources to plan and manage tasks. Thus, this study aims to determine the study habits and the sacrifices of working students in a particular university in Cebu City, Philippines. Working students sacrifice further study because of their work; they are more likely to develop study habits such as taking notes and reading extensively. Working students also help acquire new skills



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through improved communication skills. Balancing books and work is very difficult for young people; it has health damage such as high stress and loss of energy.

### **Challenges faced by working student at work**

This article is based on a follow-up study of a cohort of students from Malmö, the third largest city in Sweden. The students completed fourth grade in 2008, and the study includes data on each individual in the cohort as well as their parents. The information covers educational choices, academic achievements, employment status, income from work, and various social benefits and allowances. Annual data on these variables were collected from 2008 until 2019, when most individuals in the cohort were 21 years old. By 2017, at the age of 19, most had completed upper secondary school and were beginning their transition in 2019, either pursuing further education or entering the workforce. The findings reveal that vocational education provided favorable opportunities for employment and income, provided the diploma goals were met (Olofsson, Panica, 2024).

The majority of college students work, and there are well-documented findings about the impacts of student work on academic performance. However, there is little research on the impacts of this work



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on other aspects of students' lives. Work has four main impacts on students' lives: it limits flexibility in students' schedules, leaving them vulnerable in emergencies; it requires students to make difficult financial calculations; it can cause students' social lives and mental health to suffer; and, despite these negative impacts, students find work to be fulfilling. With these understandings, they propose ways that university programs, faculty, and academic staff can support working students by accommodating students' time and financial constraints (Summer, McCoy, et al., 2025).

According to Financial issues (2024) The term "working student" feels somewhat paradoxical. Students are supposed to study to work, not work to study. Lack of finances, young people are forced to work for money and find it difficult to balance education and work. The burden of studying and working is very heavy and very difficult, it affects the general academic because of financial difficulties lead to students taking jobs to finance their studies.

According to Republic Asia (n.d.) education in the Philippines does not only require academic excellence but also time and investment. One of the most common problems in getting quality education in the country is funding. Students need to overcome financial limitations, the reason



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why student chosen to be working students. Being working students in the Philippines is very common and expected, especially to those into poverty. Struggling to meet both academic and work expectations may lead to self-doubt or anxiety.

According to a study by Zammitti, Magnano, and Santisi (2021), the concept of “working” can vary depending on cultural, societal, and individual perspectives, as well as the specific context in which it is used. In a professional context, “working” often refers to being employed or having a job and performing tasks or responsibilities assigned by an employer in exchange for compensation. In recent years, as the cost of education continues to rise, more and more students are opting to work to support their studies. Balancing work and school often leads to high stress levels, which can negatively impact concentration, motivation, and overall academic outcomes.

### **Challenges faced by working students at school**

The academic difficulties faced by working scholars at Northeastern Mindanao State University (NEMSU), a state university located in Surigao del Sur, Mindanao, Philippines, are examined in this paper. The purpose of this study was to investigate the academic difficulties faced by working scholars in the areas of finances, social





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interactions, psychology, classroom dynamics, and teachers. Working students face many financial, mental health and relationship pressures. The student is faced with potential solutions to better support their academic success. Lack of support from their families due to unemployment, and health concerns to prove to others that poverty is not a difficult situation in education if one is determined to succeed (Balacuit and Lopio-Alas,2022).

According to Barlaan, Cardenas and Mantes, et.al.(2022), the challenges working students encounter that affect the academic performance of the selected grade 12 HUMSS working students of Best link College of the Philippines. Being a working student is not only giving effort to work but also to study. Also, being a working student is very difficult because there must be a balance between studying and working. These working students are pressured to complete all their tasks and assignments. Working students hardly sleep because they work and study at the same time.

This tracer study wants to investigate the progress of graduates and their career paths. That Doctor of Education (Ed.D.) has completed degrees that form state university in Central Visayas in the Philippines. This study wants to focused on students who graduated 2017 and 2022



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that focuses on alumni. If they wanna gather data, they use two methods like online surveys and group discussions. On the Online Surveys, the researchers will collect quantitative data and they will gain insights in graduates. On the other hand group discussion, the researchers will able to delve more deeper into graduates through they experience, challenges and they success in careers.

Working early have positive and negative effects on the minor students that the literature identify. Other studies like Owusu-Ansah and Agyapong (2012), believe that pursuing your work can overwhelm you because it has good effects to their family to help to sustain their everyday life. But Watts and Pickering (2000), believe that there are struggles and sacrifices in terms of working early that crossing the knowledge in school and work, they highlight that working early is not easy you will faced many struggles and sacrifices.

Work causes many bad effects to the students like it can consume more time than in educational activities. Twenty hours per week is not advisable hours to spent in working because it might affect the performance of the student and it also affect the grades that might be low. The government or LGU should make a advise or plan to the students to encourage them to attend classes regularly without absent. If



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they give what the students need, the student will have a courage to motivate in school everyday. Their grades might be in good position because they study hard.

Many students face financial problems because the money they earn is not enough to sustain their everyday life, but they have solution that can help them to sustain line take on loans, find employment or they can do both to easy handle their financial status. But the higher education finance system believe that this solution might affect other groups because of inequality to access quality education. Higher education finance system should suggest a program that will help students to have enough money to help sustain their in everyday. Others, suggesting that taking in loans can help them to have enough money but this have many consequences like if the money you borrowed is not payable, the interest of the money that you borrowed will inch bigger because while it lasts the more you debt it grows. The best solution to have enough money is to save little by little until you save a lot, limit spending and avoid the unnecessary and prioritize the essentials you need.

Working students should create a schedule to fix and control their time. If they continue to work hard it might affect their studies because



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their attention is more focus on their work. This can also lead to stress and disease because they think about what they think in their mind. This is not healthy to work and attend in school if they dealing stress and have a disease that they not want but because of very tired and thinking about their daily life. We cannot control the decision of the student, they have the decision what they want to do, but other solution is try to encourage the student by their parents to focus on acads not on their work, instead of tired in working, they only reviewing for their subjects, they use pen not a shovel.

### **Relationship of the Previous Studies to the Present Study**

Past research has continually examined the impact of working and studying on students' lives, revealing both negative and positive effects. Initial studies focused on the stress and fatigue working students experience due to juggling academic work and employment. These early studies emphasized the potential consequences of this dual responsibility on working students' time management and academic performance, suggesting that they would struggle to maintain a healthy balance between school and work.

Building on these findings, following research has shifted its focus to working students' resilience and coping mechanisms. Although



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challenges persist, follow-up studies have highlighted the important life skills working students acquire, including time management, financial management, and multitasking. These analyses argue that, despite difficulties, working students tend to become more self-disciplined and capable of handling multiple demands, which can positively impact their future careers.

This shift in perspective indicates an improvement in understanding, recognizing not only the hardships but also the individual growth that arises from these challenges. Recent research also suggests that employed students can excel academically, even when faced with home-related issues. Previous studies acknowledged the burden of family problems or economic challenges, but newer evidence indicates that most working students develop strong problem-solving skills and determination to overcome these personal challenges.

These findings demonstrate that working students, despite confronting significant obstacles, are more likely to maintain their academic standing and strive towards their long-term objectives. This underscores the ongoing relevance of previous research and increases awareness of their resilience.



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### **CHAPTER III**

#### **METHODOLOGY**

This chapter reveals the methods of research to be employed by the researcher in conducting the study which includes the research design, research locale, research instrument, population and sampling, data construction procedure, analysis of information, and ethical considerations.

##### **Research Design**

This research is conducting qualitative research. According to Bhandari (2020). Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. Qualitative research is appropriate for research that is conducted about the experience of individuals. Also, to understand deep insights into people's behavior, attitude, and social processes, this research used phenomenology. Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world. Although it is a powerful approach for inquiry, the nature of this methodology is often intimidating to HPE research (Neubauer et al., 2019). The qualitative approach of phenomenology is ideal for investigating the multifaceted experiences of



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part-time working students because it prioritizes individual perspectives, in-depth analysis, and the interpretation of those experiences.

### **Research Locale**

The research was conducted in Silang, Cavite, which is located in the Calabarzon region. Silang, Cavite, is a municipality situated in the province of Cavite, Philippines. It is located in the southern part of the province, approximately 45 kilometers south of Manila, and is known for its agricultural industry. Specifically, the barangay included in this study are Hukay, Munting Ilog, Biluso, Adlas, Tibig, and Tatiao.

### **Population and Sample**

The population of working students in Silang comprises approximately 8% of the college-age population, equivalent to 216,000 students who take on part-time jobs. However, only 25 participants, who balance their academic responsibilities with employment, are the focus of this research study.

The study's participants are college students who have part-time jobs to fulfill their responsibilities. The majority of participants are between 17-20 years old, with some older than 20. In terms of gender



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distribution, male working students outnumber female working students, with 18 male participants and 7 female participants.

The participants are distributed across several barangay in Silang: Munting Ilog (12 participants), Hukay (6 participants), Malaking Tatiao (2 participants), Tibig (2 participants), and Biluso (3 participants).

### **Sampling Technique**

This research uses purposive sampling in choosing the participant. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics, and purposive sampling (Kassiani Nikolopoulou, 2022). It relies on the researchers judgment and knowledge to identify individuals or cases that will likely yield valuable insight. In this study, the criteria for choosing participants were:

- a. Employment: The participants should be employed, having part-time jobs.
- b. Education: The participant should be a college student.
- c. Location: The participants location should be at Silang, Cavite.





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### **Research Instrument**

In this study, the researcher used thematic analysis. Thematic analysis is a highly popular technique among qualitative researchers for analyzing qualitative data, which usually comprises thick descriptive data. However, the application and use of thematic analysis have also involved complications due to confusion regarding the final outcomes' presentation as a conceptual model (Naeem, 2023).

### **Data Construction Procedure**

To gather data, the researcher used interviews. The researchers prepared questions for the interviewees, which were then approved by their practical teacher. Afterward, the researchers searched for college working students residing in the Silang area. Once respondents were identified, the researcher scheduled an appointment.

Before the interview, the researchers prepared hard copies of the questions and informed consent forms. At the beginning of the interview, the researchers obtained the respondents' consent by asking them to sign the consent form and fill out their profile. Respondents were also given the option to choose whether they wanted their face recorded or have the camera positioned behind them.



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During the interview, the researchers asked 14 questions, which were translated into Filipino to facilitate understanding and response. After the interview, the researcher checked the video recording to ensure its completeness and then uploaded it to a Google Drive folder prepared by their research leader.

### **Analysis of Information**

In this study, the researcher used thematic analysis. Thematic analysis is a highly popular technique among qualitative researchers for analyzing qualitative data, which usually comprises thick descriptive data. However, the application and use of thematic analysis have also involved complications due to confusion regarding the final outcomes' presentation as a conceptual model (Naeem, 2023).

In this research, the researchers listed the respondents' responses through listening and observing the interviews in the video they recorded. After listening, they wrote down everything that was said and answered by their interviewees. After the researchers wrote down the statements and responses of their interviewees, they proceeded to the coding step, where the members combined and highlighted similar responses with the same color and used a different color for dissimilar responses.



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After coding, the researchers paired up in twos to examine the answers they obtained from their interviewees, checking each number to see where the answers matched and writing them down on a separate paper for easier understanding. For each matching number, they added a label to indicate what it was about, making it easier to understand.

After completing the process, the researchers combined the matching answers from each member for each question. Their leader asked if the members had similar answers from their interviewees, and to avoid confusion, they wrote it down on a separate paper for easy understanding.

### **Ethical Considerations**

On this research study, the experiences of working students were examined. Several ethical considerations were addressed to ensure the validity and integrity of the research findings. The researchers used informed consent because it was a crucial aspect of this study, and the participants were required to provide or give their consent prior to data collection. They were fully oriented on the purpose and the potential risks and benefits of participation.



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To protect participant information, privacy, and confidentiality, all data were collected and stored anonymously.

Participants were assigned special identifiers to ensure that their responses could not be linked to their personal identities. Furthermore, the researcher took all necessary precautions to avoid causing harm or discomfort. The study was designed to minimize the risks of physical, emotional, or psychological harm. Throughout this study, participants were treated with respect and their inherent worth was valued. Participants had the right to make their own choices about participating in the study; they were free to withdraw at any time. Whatever decision students made (to participate or not) was respected and did not influence their treatment. The study was conducted fairly, following ethical consideration procedures and avoiding any bias. All participants were treated equally, regardless of any personal characteristics. The results of the study were reported honestly and without any manipulation or distortion of the data.



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**CHAPTER IV**

**RESULTS AND DISCUSSION**

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. Discussions are also provided to give a comprehensive explanation of the themes that were generated in response to the objectives set in this study.

**Research Findings**

**SOP 1: What are the common cases of Students who are working part-time in Silang, Cavite?**

Based on the findings, one of the cases why working students help their parents financially is that students may want to help their parents as a way of showing appreciation for their love, care, and support. One of the interviewees said that " *extra income lang para makatulong sa magulang sa paggastos sa pang araw araw at mga kailangang bilhin sa school*" (Translation: Just extra income to help parents with daily expenses and school supplies.) The students who work at Angel's Burger find it hard to combine studying and work; their work is so that they can have money to pay for water and electricity; they are doing this so they can help their parents.



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One of the interviewees said that "*Ginagawa ko ito para mayroon akong panggastos sa pang araw-araw at makatulong sa magulang*" (Translation: I do this so I can have money for daily expenses and at the same time help my family.) He works in a store; for him, selling is easy, but why does he do this? Because he wants to have his own money and help his parents every Saturday and Sunday.

Additionally, one of the interviewees said that "*extra income lang para marami akong mabili para sa aking sarili at makatulong sa aking pamilya*" (translation: Just extra income so I can buy more for myself and help my family.) He works as a construction worker in a public place. He does this to help himself and his family. For him, construction is difficult because it is not easy to work; he endures the heat of the sun and body aches.

Based on the findings, one of the common reasons why students work is to support their education. According to the first respondent, his priority is education. He stated, "*Ah yung priority ko talaga is yung pag-aaral ko, sabi kong kanina yung trabaho is dagdag lang sya sa baon ko*" (Translation: My top priority is really my studies. Like I said earlier, my job is just to supplement my allowance.) The second respondent expressed the same sentiment, saying, "*school syempre kumbaga*



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*kailangan ko lang naman ng extra income para sa school*" (Translation: school, of course. I mean, I just need an extra income for school, for my studies.)

The third respondent stated, " *gaya nga ng sinabi ko mas priority ko yung pag-aaral kaya naman ako nag working student ay para hindi ako mapatigil sa pag-aaral*". ( Translation: As I said, my priority is my studies. That is why I became a working student, so I would not have to stop studying.) Working student need to work to support their education. Their desire is to finish their studies, and they work to have an extra income to buy what they need for school. Working part-time is their way.

Based on the findings, one reason students work while studying is to earn extra allowance. One interviewees stated, " *Extra income lang para marami akong mabili* " ( Translation: " Just extra income so I can buy a lot")This student father died young, so he learned to work hard at a young age. However, his earnings were often spent on his wants and needs, reducing his reliance on his mother.

Another interviewees said, " *Siguro ano, onting dahilan lang yung ano, pandagdag allowance ganon, kunwari may pangangailangan ako sa sarili ko kasi... which is hindi naman minsan ma-ano ng magulang mo*



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*para mabili ko yung pang sarili ko “ ( Translation: Maybe it just a reason for extra allowance, like if I have personal needs... which my parents sometime can’t provide, so I can buy them myself” ).* Their life story suggests they are not financially comfortable. He explained that f he needs or want something, he can’t always buy it. He also faces challenges contributing to school fees or projects, fearing his parents anger if he ask for money because they don’t have much.

The last respondent stated, “ *Ano, of course para din may sarili akong pera, hindi yung magaasa ako sa parents ko and sa tingin ko maganda itong experience sa paghahanap ko ng trabaho at mga basic skills na alam ko*” (Translation: What, of course, so I have my own money , not to depends on my parent, and I think this good experience for job hunting and using basic skills. He enjoys socializing with friends nut avoids relying on his parents for money. He wants to learn to work hard and earn his own money, even through his family has some financial resources.

**SOP 2: What are the challenges faced by working students in Silang, Cavite in terms of:**





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**a. Academic**

According to findings, one of the reasons why working students struggle in the academic system is due to intense pressure. One of the interviewees stated, "*Kasi ano, super nakaka-pressure kasi lahat sila matatalino, tas ikaw makikipag-sabayan. Kaya dapat mag-sipag ako sa pag-aaral.*" (Translation: Because it is really pressuring, everyone's so smart, and I need to keep up with them, so I must study hard.) The participant feels pressured to perform well to prove themselves.

Another interviewee said, "*Mejo nakaka-pressure kasi may mga gawain ako sa bahay, tapos sa school, and syempre sa work.*" (Translation: I am feeling pressured because I have a lot on my plate - responsibilities at home, school, and my job.) The respondent is experiencing a state of mental overload due to the cumulative effect of multiple responsibilities, leading to feelings of stress and pressure.

However, another participant said, "*Wala naman talagang pressure with my parents; ang nag-prepressure lang sa akin yung sarili ko most of the time.*" (Translation: There is actually no pressure from my parents; the one pressuring me most of the time is myself.) The individual acknowledges that their perceived pressure is internally driven, rather than due to external influences such as parental pressure. This self-



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awareness suggests a high level of introspection and emotional intelligence.

Based on the finding, one of the challenges faced by working students in Silang, Cavite, is the difficulty in balancing their academic responsibilities with the demands of their jobs, leading to stress and decreased academic performance. Additionally, a participant said, "*Mahirap po balansihin ang oras sa pag-aaral at pag side-line sa tindahan.*" (Translation: It is difficult to balance time between studying and working part time at the store). Many working students struggle to balance their academic responsibilities with the demands of a part time job. Especially, if they work variable shifts or long hours. While other synonymous citation say, "*Pinakaproblema is ano pag kunwari may nag order na bultalian tapos sumasabay siya sa exam and due date ng bag order mahirap siya pagsabayin kasi sa exam sa college ay hindi naman siya pwedeng hula hulaan lang so yon doon ako nahihirapan*" (Translation: the main problem is when someone places a bulk order that same dates with our exam schedule it becomes difficult to cope up with both the exam deadlines and the bag order deadline because in college exams, you can not just make random guesses. That is where I struggle.) It becomes difficult to manage both deadlines. College exams require



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focus and can not be taken lightly, making it hard to keep up with the bag order schedule at the same time.

**b. Working Management**

Based on the findings, one of the reasons why students struggle to manage their time is the difficulty in balancing multiple responsibilities and tasks, such as academics, work, and personal obligations. One of the interviewees stated that " *Ano lang... Ah siguro kung kagaya ng balancing ng oras hindi rin ako magaling kaya ko siyang gawin pero hindi lang agad-agad. Nagagawa hindi hindi rin agad-agad natatapos ganun kaya ako magbalas ng gawain pero pag-usapan ang oras hindi ko siya nagagawa sobrang busy.*" (Translation: It is just that like balancing time I am not really good at it I can do it but not but not immediately. It takes time to finish so I can balance tasks but when it comes to managing time I am not good at it I am too busy.) This struggle is common among working students who are still learning to balance multiple tasks and responsibilities. Although they can eventually complete their tasks, It takes a long time to finish. As a result, they find It challenging to manage their time effectively.

According to another interview we stated that " *ahm.. so Bali katulad nung sinabi ko kanina hinatid ko yung oras ko so Hindi ako nag*



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*kukulang sa pag-aaral at Hindi din ako nag kukulang sa pag tratabaho, binibigay ko yung best ko sa pag aaral ko"* (Translation: As I mentioned earlier I divided my time so I do not fall short in my study and I also do not fall short in my work. I give my best at work and I also give my best in my studies.) This highlights the challenges faced by working students who strive to balance their academic responsibilities with work and other obligations. Despite their best efforts, students often find It difficult to allocate sufficient time for studying, working, and other activities, leading to time management challenges.

According to another interview stated that "*nung una na nahihirapan ako kasi ano syempre ang hirap I-manage yung pagtatrabaho then yung sa school then nung susunod naman ay okay naman siya"* (Translation: At first I struggle to balance work and school responsibilities. However, I adjust and become more comfortable management time.) This struggle is not unique, as balancing academic responsibilities and work obligations is a common challenge among students, particularly during their high school years. Managing both academic demands and work responsibilities can significantly impact students' ability to properly manage their time.



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Based on the findings, one of the cases why students struggle because of the pressure given their job. One of the participants said that *"mahirap minsan kase natatambakan ako ng gawain pag uwi sa bahay pagod"* (Translation: Sometimes it is hard and I get overwhelmed with work when I get home.) It highlights the importance of self-care, time management, and support. According to another interviewee, *"na pe-pressure ako sa time at sa sarili ko most of the time"* ( Translation: I am pressured by the time and myself most of the time,) time and limitation and self-imposed expectation, but pressure on working students who regularly feel pressured by schedules and deadlines. Working students experience pressure from the high expectations and standards, which can cause stress and anxiety, particularly in difficult job settings.

**SOP 3: What are the coping mechanism of Working Students in Silang, Cavite to address these challenges?**

The research findings indicate that one of the coping mechanisms employed by working students in Silang, Cavite to address the challenges they face is effective time management. One of the interviewees stated, *"Ano... meron akong schedule na ginagawa every time na may work or ano akong assignment"* (Translation: I have a schedule that I make every time I have work or an assignment.) Managing work and school responsibilities requires effective time management. Working students



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need to set a schedule to create a balance between work and school responsibilities.

In addition, participants noted, "*Ano lang... nagbibigay lang ako bawat oras, bawat ano... school at sa work*" (Translation: Just that...just giving my all, every hour, every moment... in school and at work). This approach involves managing time by setting specific times for work and school, achieving a balance between work and academic responsibilities.

Lastly, some participants shared, "*Ano ginagawa ko yung mga school activities*" (Translation: What while I'm working, while I'm doing nothing, I do school activities). To avoid falling behind on their homework, these students utilize spare moments to work on school tasks. By regularly completing projects during these brief periods, working students can lessen the stress associated with approaching deadlines.

Based on the findings, one of the coping mechanisms they do to balance their work and studies is prioritizing things that they need to do. One of the interviewees said that "*Ginagawa ko lang ang prioridad ko sa buhay*" (Translation: I am just doing what is my priority in life.) The interviewee response is that he just only does his/her priority that will



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help to accomplish easily their task. Priority is very important because it can focus us on what we are going to do or finish. Also, another interviewee said that *"Mas priority ko yung school kumbaga. Mas inuuna ko yon para matapos agad"* (Translation: School is my priority, so I prioritize it so I finish it quickly.) He said that he will easily finish the schoolwork if he prioritizes his activities so he can focus. And the last interviewee said that *"Ah, yung priority ko talaga is yung pag-aaral ko; sabi ko nga kanina yung trabaho us dagdag lang siya sa baon ko"* (Translation: My priority is really studying; I said earlier that work is just an addition to my pocket money). The interviewee said that his priority is school because his work is for addition only to his money when he goes to school.

### **Discussion**

The research findings highlights the challenges faced by working students. However, some interviewees reported that they did not experience any challenges. Since some working students do not face difficulties, it is likely that they can perform well academically and are similar to other students. Moreover, they can also earn a good salary from their jobs. Being a working student can pose challenges in balancing work and school. Despite this, some working students excel in both areas, even when faced with additional problem at home.



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Interestingly, the research findings contradict the expectation that working students would face more challenges than regular students, as some interviewees did not report any difficulties.

It also highlights cases where working students work for educational expenses, allowance, and to support their parents. Given their numerous responsibilities, it is likely that working students cannot provide all the necessary finances due to their low salary and part-time job status. Furthermore, having multiple responsibilities can distract working students from focusing on their studies.

Based on the research findings, it appears that working students can successfully balance work and studies without experiencing significant difficulties. Despite having numerous responsibilities, they demonstrate remarkable skill in managing their time and priorities. Given these results, it is recommended that the government recognize the value of working students and provide support to make it a viable and normal option. By doing so, working students can gain essential skills, support themselves and their families, and secure a better future.





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**CHAPTER V**

**RESULTS AND DISCUSSION**

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. Discussions are also provided to give a comprehensive explanation of the themes that were generated in response to the objectives set in this study.

**Summary**

The primary objective of this research is identify the aspects of multiple working students. This and analyzing this research was to obligation on This qualitative research include collecting non-numerical data who balance their academic responsibilities with employment.

Findings on the super-ordinate themes, subordinate themes and subcategories that emerged from the analysis of data are follows.

1. Common Cases of working student

1.1 Time Management

1.1.1 Balancing

1.1.2 Financial Constrains



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2. Faced by working students in Silang, Cavite in terms of..

1.2 Academic

1.2.1 Pressure

1.2.2 Stress

1.3 Working Management

1.3.1 Self-awareness

1.3.2 Deadline work

3. Coping Mechanism

3.1 Support

3.1.1 Family

3.1.2 Friendships

**Conclusion**

Working students in Silang, Cavite employ strategies like effective time management and prioritization to cope with their dual responsibilities. They also encounter challenges related to balancing multiple demands on their time. The research findings provide a clear understanding of the coping strategies and motivations of working students. The majority prefer using time management as it is more applicable to their situation. However, some working students reported successfully balancing work and studies, attributing their success not to superior time management strategies, but to their personal preference for



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a busy lifestyle. This highlights that working students' ability to balance work and studies does not solely depend on time management techniques, but also on personal preferences and resilience.

### **Recommendations**

This section presents tangible and actionable recommendations based on the findings of the study. These recommendations are categorized by stakeholder group to ensure targeted and effective implementation.

**For students** should prioritize time management and seek support when needed. This includes creating realistic schedules that balance work and study, utilizing available resources like tutoring or counseling services, and actively communicating challenges to teachers and family members. Proactive communication with employers regarding scheduling conflicts is also crucial. Students should also familiarize themselves with their rights as workers and understand the importance of maintaining a healthy balance between work and academic responsibilities.

**For teachers** should implement flexible learning strategies and provide additional support for working students. This could include offering extended deadlines, providing alternative assignment formats,



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and offering extra help sessions outside of regular class time. Open communication with students about their challenges and providing encouragement are essential. Teachers should also collaborate with parents and employers to create a supportive learning environment that acknowledges the demands of balancing work and school.

**For company managers** should prioritize the well-being and academic success of their student employees. This involves adhering to labor laws that protect minors, offering flexible work schedules where possible, and creating a supportive work environment that understands the demands of balancing work and studies. Managers should also communicate with schools to coordinate work schedules and ensure that students' academic responsibilities are not unduly compromised. Showing understanding and support for students' educational goals is crucial for fostering a positive and productive work experience.

**For further research** is needed to explore the long-term impacts of working on students' academic outcomes, mental health, and career trajectories. A longitudinal study tracking a cohort of working students over several years would provide valuable insights into the effectiveness of interventions and the long-term consequences of balancing work and education. Additional research should also focus on [mention a specific



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area needing further investigation, e.g., the effectiveness of specific support programs, the prevalence of exploitation in certain industries, etc.



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MUNTING ILOG INTEGRATED  
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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

# APPENDIXES



# MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

## Appendix A

### Informed Consent



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

#### Informed Consent

Dear Sir/Madam:

I hope this letter finds you in good health and high spirits. We are Grade 11 HUMSS students from Munting Ilog Integrated National High School. I am writing to you to seek your voluntary participation in a research study that we are conducting entitled *"Balancing Books and Work: The Lived Experiences of Minor Students in Part-time Employment"*. The purpose of this study is to know the cases, challenges, and some strategies of working students in managing school and works.

Your participation in this research study is entirely voluntary, and you have the right to refuse to participate or withdraw your consent at any time without any negative consequences. Your decision to participate or decline will not affect your current or future relationship with our school or fellow researchers.

Here are some important details about the research study:

**Study Procedures:** If you agree to participate, you will be asked to answer our interviews and it includes 14 questions. The estimated duration of your participation will be approximately 30 minutes to one (1) hour.

**Confidentiality:** We will maintain strict confidentiality of all the information collected during the research study. Your data will be coded and stored securely, and only authorized researchers will have access to it. Any information published or presented will in an aggregated and anonymized form, ensuring your identity remains confidential.

**Voluntary Participation:** Participation in this research study is entirely voluntary. If you decide to participate, you are free to withdraw your consent or discontinue your involvement at any point without providing a reason and without any penalty or loss of benefits.

By signing below, you indicate that you have read this consent letter, understood the information provided, and voluntarily agree to participate in the research study. You also acknowledge that you have received a copy of this letter for your records.

Thank you so much for your cooperation on this study and God bless!

Sincerely,

The Researchers

Participant's Signature: \_\_\_\_\_

Participant's Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_



Purok 3, Munting Ilog, Silang, Cavite  
0917-315-5152  
depedcavite.muntingilognhsmain@gmail.com  
DepEd Tayo Munting Ilog Integrated National High School -





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

**Appendix B**

**Respondent's Profile**



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

**Interviewee's Profile**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Educational Background: \_\_\_\_\_

Course : \_\_\_\_\_

Name of School: \_\_\_\_\_

Current Employment: \_\_\_\_\_

Name of Company: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_  
Signature of Interviewee over Printed Name



Purok 3, Munting Ilog, Silang, Cavite  
0917-315-5152  
depedcavite.muntingilognhsmain@gmail.com  
DepEd Tayo Munting Ilog Integrated National High School -



# MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

## Appendix C

### Interview Questions



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

### Interview Questions

1. What kind of job do you have?
2. Where do you work?
3. Are there any common reasons why you take part-time job? What are those?
4. How many hours a week do you typically work?
5. What are the any problems balancing work and school?
6. How do you manage your time between work, school, and personal life?
7. How do you handle the stress given by the job you chose?
8. What is your priority work or school? How do you prioritize your school?



Cavite



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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

9. How are you still motivated to keep working and studying?

10. Do you manage your time and manage to do you personal daily life?

11. How do you handle situations between academic performance while you are working a part-time job at the same time?

12. How do you cope with the pressure at meeting your parents' expectations, particularly in academic performance?

13. What strategies do you use to stay organized and keep track of you assignment, task, and deadlines?

14. What kind of support system do you have in place at work, and how do you colleagues and supervisor help you manage your dual responsibilities as a working students?

\_\_\_\_\_  
Name and Signature of Interviewee

\_\_\_\_\_  
Name and Signature of Interviewer



Cavite



Purok 3, Munting Ilog, Silang, Cavite



0917-315-5152



[depedcavite.muntingilognhsmain@gmail.com](mailto:depedcavite.muntingilognhsmain@gmail.com)



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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

# **CURRICULUM VITAE**



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## JULIANA NICOLE C. OMILES

280, Hukay Kanluran Silang, Cavite  
09060665507  
julianacasipit@gmail.com

### PERSONAL INFORMATION

<b>Birthday</b>	July 12, 2008
<b>Birthplace</b>	Silang, Cavite
<b>Age</b>	16 years old
<b>Father's Name</b>	Romer P. Omiles
<b>Mother's Name</b>	Efifania C. Casipit
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Volleyball Badminton Singing

### REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

### CAREER OBJECTIVE

To work in a challenging and rewarding environment where I can use my skills in tourism management, hospitality, and customer service to contribute to business growth. Adaptable relationship builder with strong organization and communication skills who works persistently to exceed customer expectations and drive business growth.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National Highschool (2022-Present)  
Munting Ilog, Silang, Cavite

#### • ELEMELNTARY SCHOOL

Munting Ilog Elementary School (2020-Present)  
Munting Ilog, Silang, Cavite

### SKILLS

- Customer Service Skills
- Communication
- Multitasking
- Leadership
- Attention to Detail

Juliana Nicole C. Omiles  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## SHELLANY L. ORILLA

Tibig Silang, Cavite  
0970668033  
selaniorilla@gmail.com

### PERSONAL INFORMATION

**Birthday** January 1, 2008  
**Birthplace** Palo Iyete  
**Age** 17 years old  
**Father's Name** Numeriano R. Orilla  
**Mother's Name** Estilita L. Orilla  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** Waray, English and Tagalog  
**Hobbies** Reading, Dancing, singing, watching and sleeping.

### REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated National High School  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT Munting Ilog Integrated National High School  
Teacher I  
09369482991

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated National High School  
Research Teacher  
09171452217

### CAREER OBJECTIVE

To look for work that is challenging with a forward-thinking company that gives me the chance to prove my knowledge and skills in your establishment's field.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

#### • JUNIOR HIGH SCHOOL

Palo National High School (2020-2024)  
Tereza Palo, Iyete

#### • ELEMENETARY SCHOOL

Teraza Elementary School (2013-2020)  
Teraza Palo, Leyte

### SKILLS

- Strong Work Ethic
- Can adapt to changing Environment
- Costumer Service Skills

Shellany Orilla  
GRADE 11- HUMSS STUDENT





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



**ASHLEY MICHAELLA A. PAGLINAWAN**

Munting Ilog Silang, Cavite  
09301698842  
ashleymichaellap@gmail.com

**PERSONAL INFORMATION**

**Birthday** November 29, 2007  
**Birthplace** Silang, Cavite  
**Age** 17 years old  
**Father's Name** Merwin T. Paglinawan  
**Mother's Name** Novie A. Paglinawan  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** Tagalog  
**Hobbies** Writing & Watching Tiktok

**REFERENCE**

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

**CAREER OBJECTIVE**

To secure a job, I will use my skills in dancing, video, and photo editing, as well as creating decorations or crafts. I also want to learn and grow in areas that I am not yet skilled in. In the job I will enter, I want to gain new knowledge and experiences.

**EDUCATION**

• **SENIOR HIGH SCHOOL**

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

• **JUNIOR HIGH SCHOOL**

Dacanlao G agoncillo National High School (2022-Present)  
Grade 9  
Munting Ilog Integrated National High School(2022-Present)  
Munting Ilog Silang, Cavite

• **ELEMENTARY SCHOOL**

Tibig Elementary School (2020-Present)  
Tibig Silang, Cavite

**SKILLS**

- Communication skills
- Problem Solving
- Customer service

*paglinawan*

Ashley Michaella A. Paglinawan  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



ALISON JANE G. POBLETE

Brgy. Biluso Silang, Cavite  
09702202135  
pobletealison8@gmail.com

PERSONAL INFORMATION

**Birthday** August 4, 2007  
**Birthplace** Biga 1 Silang, Cavite  
**Age** 17 years old  
**Father's Name** Shamir J. Poblete  
**Mother's Name** Rachel G. Poblete  
**Nationality** Filipino  
**Religion** Iglesia ni Cristo  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Listening to music  
Dancing  
Singing

REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

CAREER OBJECTIVE

To obtain a challenging position with a forward-thinking company that allows me to utilize my skills and knowledge and to secure a position as a Police Officer where I can utilize my skills and dedication to serve and protect the community, upholding the law and ensuring public safety.

EDUCATION

• SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog Silang, Cavite

• JUNIOR HIGH SCHOOL

Munting Ilog Integrated National Highschool (2022-Present)  
Munting Ilog Silang, Cavite

• ELEMENETARY SCHOOL

Biluso Elementary School, Silang, Cavite (2020-Present)  
Biluso Silang, Cavite

SKILLS

- Problem-Solving & Critical Thinking
- Quick thinking
- Teamwork & Collaboration

  
Alison Jane G. Poblete  
GRADE 11- HUMSS STUDENT





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



AYANAH CHELLE D. SAMSON

135 Halfways street Munting ilog Silang, Cavite  
09473135783  
ayanahchellesamson@gmail.com

PERSONAL INFORMATION

**Birthday** October 13, 2008  
**Birthplace** Beilen Cavite  
**Age** 16 years old  
**Father's Name** Ryan Samson  
**Mother's Name** Michelle Samson  
**Nationality** Filipino  
**Religion** Christian  
**Civil Status** Single  
**Language Spoken** Tagalog  
**Hobbies** Dancing  
Sleeping  
Watching movie

REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

CAREER OBJECTIVE

I envision myself as a compassionate, innovative, and dedicated educator who inspired and empowers student to reach their full potential

EDUCATION

• SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

• JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog Silang, Cavite

• ELEMENETARY SCHOOL

Munting Ilog Elementary School (2020-Present)  
Munting Ilog Silang, Cavite

SKILLS

- Communicating skills
- Problem solving skills
- Time management skills

Ayanah Chelle D. Samson  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



JEFFREY E. INOJALES

Gulugod Tibig Silang, Cavite  
09353797599  
jeffreyinogales@gmail.com

PERSONAL INFORMATION

**Birthday** November 27,2007  
**Birthplace** Samar Leyte  
**Age** 16 years old  
**Father's Name** Ferdinand O Inojales  
**Mother's Name** Delia Elejedo  
**Nationality** Filipino  
**Religion** Born again  
**Civil Status** Single  
**Language Spoken** Tagalog  
**Hobbies** Playing sports  
& Video games

REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

CAREER OBJECTIVE

To work as a police officer, using strong observation and quick decision-making skills to respond to emergencies, investigate incidents, and help prevent crime. Eager to support the community by maintaining safety and order while building trust through fair and respectful interactions.

EDUCATION

• SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

• JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School(2022-Present)  
Munting Ilog Silang, Cavite

• ELEMELINARY SCHOOL

Munting Ilog Iementary School (2020-Present)  
Munting Ilog Silang, Cavite

SKILLS

- Dancing
- Video and Photo Editing
- Creating decorations and crafts

Jeffrey E. Inojales  
GRADE 11- HUMSS STUDENT



## MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL



### ARTSKY P. NOLLA

615 Sitio tamak Tibig Silang, Cavite  
09614235199  
artnolla54@gmail.com

#### PERSONAL INFORMATION

**Birthday** May 05, 2007  
**Birthplace** Nasugbu Batangas  
**Age** 16 years old  
**Father's Name** Jerry M. Nolla  
**Mother's Name** Kathly Joy B. Panguito  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Basketball  
Badminton  
Online Games

#### REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

#### CAREER OBJECTIVE

I aspire to be a police lieutenant because I want to be a police officer with high salary and be able to serve my family and country. I want to be strong and stable for myself. If I become a police lieutenant, I will protect my country and fight for the Philippines nation.

#### EDUCATION

##### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

##### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog Silang, Cavite

##### • ELEMENETARY SCHOOL

Tibig Elementary School (2020-Present)  
Tibig Silang, Cavite

#### SKILLS

- Reading & Writing
- Communication Skills
- Problem Solving
- Adaptability Skills

Artsky P. Nolla  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



GLENN MATTHEW C. PAGLINAWAN

Munting Ilog Silang, Cavite

09304367193

glennmatthewpaglinawan@gmail.com

PERSONAL INFORMATION

**Birthday** November 7, 2007  
**Birthplace** Nasugbu Batangas  
**Age** 16 years old  
**Father's Name** Gemil T. Paglinawan  
**Mother's Name** Cecilia C. Paglinawan  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** motors  
ridings

REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

CAREER OBJECTIVE

I aspire to police man and to follow my angle and to catch their criminal and to help those needed

EDUCATION

• SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

• JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog Silang, Cavite

• ELEMELINARY SCHOOL

Munting Ilog Elementary School (2020-Present)  
Munting Ilog Silang, Cavite

SKILLS

• motor mechanic & anything

Glenn Matthew C. Paglinawan  
GRADE 11- HUMSS STUDENT





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## KING JEROME R. PIRAMO

Malaking tatiao Silang, Cavite  
09810093777  
kingpiramo21@gmail.com

### PERSONAL INFORMATION

**Birthday** october 11, 2008  
**Birthplace** Imus, Cavite  
**Age** 16 years old  
**Father's Name** Romeo Piramo  
**Mother's Name** Jennifer Ramos  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Online games  
Volleyball  
Cooking

### REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

### CAREER OBJECTIVE

To look for work that is challenging with a forward-thinking company that gives me the chance to prove my knowledge and skills in your establishment's field.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

#### • JUNIOR HIGH SCHOOL

Imus National High School(2022-Present)  
Imus, Cavite

#### • ELEMENETARY SCHOOL

Carsadang bago (2020-Present)  
Imus, Cavite

### SKILLS

- Communication skills
- Customer service skills
- Food handling and preparation skills
- Problem solving skills

King Jerome R. Piramo  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## NELDRIEN N. SELUDO

P.Montoya St. San Vicente 2, Silang, Cavite  
09532300976  
seludoneldrien@gmail.com

### PERSONAL INFORMATION

<b>Birthday</b>	September 17, 2008
<b>Birthplace</b>	Silang, Cavite
<b>Age</b>	16 years old
<b>Father's Name</b>	Noelson Seludo
<b>Mother's Name</b>	Irene Seludo
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Basketball online games

### REFERENCE

Christianne Roie A. Carabeo, MACDDS  
Munting Ilog Integrated NHS  
Research Teacher  
09171452217

Angela Lalaine Vicente, LPT  
Munting Ilog Integrated NHS  
Teacher I  
09369482991

Rhey Mark Cabalsa, IWRBS  
Teacher II  
09053188546

### CAREER OBJECTIVE

To attain a good job and become a successful police officer, not only to get high salary but to serve equal to the fellow citizen, serving justice even they are poor or rich, I'll not miss the opportunity to defend our country for peace and freedom.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National Highschool (2022-Present)  
Munting Ilog, Silang, Cavite

#### • ELEMENETARY SCHOOL

Silang West Elementary School (2020-Present)  
Silang, Cavite

### SKILLS

- Independent
- Hardworking
- ICT skills

  
Neldrien N. Seludo  
GRADE 11- HUMSS STUDENT