**CHAPTER 5**

**Conclusion and Recommendations**

This study was conducted with the general objective of determining the Student’s School and Work Life Balance. A Cross-Sectional Research Design was being employed in the study and the use of 14 closed-ended and 1 open ended survey questionnaire that served as an instrument in gathering the data. All the questionnaire that were given to the respondents are complete answered providing all the necessary data needed for the interpretation of the result.

Specifically, the study sought to answer the following questionnaire:

1. What are the possible reasons why CDSFJ students work and study at the same time?
2. What are the obstacles that CDSFJ students may face when they work and study at the same time?
3. Does working and studying will have positive impact to students?

**Summary of findings**

1. What are the possible reasons why CDSFJ students work and study at the same time?

The possible reasons why CDSFJ students work and study at the same time may include financial necessity, the desire to gain practical experience, the need to support their families, and the pursuit of career goals.

1. What are the obstacles that CDSFJ students may face when they work and study at the same time?

The obstacles that CDSFJ students may face when they work and study at the same time include time management difficulties, stress, fatigue, and a lack of time for social activities and hobbies. Additionally, they may face challenges in balancing their academic and work responsibilities, as well as in keeping up with the demands of both.

1. Does working and studying will have positive impact to students?

Working and studying can have positive impacts on students, such as helping them to gain practical experience and develop important skills such as time management, communication, and problem-solving. Additionally, it can provide them with financial support to pay for their education and living expenses. However, it can also have negative impacts if it leads to burnout, stress, or a lack of time for other important activities. Ultimately, whether working and studying has a positive or negative impact on a student will depend on their individual circumstances and how well they are able to balance these two responsibilities.

**Conclusion**

CDSFJ students may work and study at the same time for several reasons. One of the main reasons is financial necessity, as many students need to support themselves financially and cannot afford to solely focus on their studies. Other reasons may include gaining work experience, developing skills, and networking opportunities. However, while there are benefits to working while studying, it is important to carefully consider the potential impact on academic performance and mental health.

There are several obstacles that CDSFJ students may face when working and studying at the same time. These include time management difficulties, lack of sleep and rest, decreased ability to participate in extracurricular activities, and reduced social connections. Additionally, working too many hours can lead to burnout and negatively impact academic performance. It is essential for CDSFJ students to balance their work and study responsibilities and take care of their physical and mental health.

Working and studying can have both positive and negative impacts on CDSFJ students. On one hand, working can provide valuable skills, work experience, and networking opportunities, and may increase financial stability. On the other hand, it can lead to stress, burnout, and a negative impact on academic performance if not balanced with proper time management and self-care. It is important for students to carefully weigh the benefits and drawbacks of working while studying and make informed decisions based on their personal circumstances and priorities.

**Recommendation**

Based on the information provided in the research, here are some recommendations that could be offered to improve students' school and work-life balance:

1. Prioritize time management skills: Students need to learn how to prioritize their time effectively to balance schoolwork and other commitments. Time management skills should be taught explicitly, and students should be encouraged to plan ahead, set goals, and manage their time efficiently.
2. Encourage a healthy lifestyle: A healthy lifestyle is essential for overall well-being, and students need to prioritize healthy habits such as regular exercise, healthy eating, and sufficient sleep. Encourage students to take care of themselves physically, mentally, and emotionally.
3. Promote effective stress management: Stress is an inevitable part of life, and students need to learn how to manage it effectively. Encourage students to use effective stress management techniques such as mindfulness, relaxation techniques, and stress-reducing activities.
4. Provide academic and emotional support: Students need academic and emotional support to succeed in school and maintain a healthy work-life balance. Encourage students to seek academic support such as tutoring or academic counseling when needed, and provide access to counseling services for emotional support.
5. Encourage work-life balance: Encourage students to take breaks, participate in extracurricular activities, and prioritize leisure activities that can reduce stress and improve overall well-being. Balancing work and life is crucial for success, and students need to learn how to balance these effectively.
6. In terms of recommendations for future researchers, it is suggested that they build on the findings of this study by exploring more deeply the factors that influence students' school and work-life balance. For instance, future research could investigate how individual factors, such as personality traits or learning styles, affect students' ability to balance school and work commitments. Additionally, they could explore the impact of organizational factors, such as institutional policies and work culture, on students' school and work-life balance. Future research could also examine how external factors, such as economic conditions or social support networks, contribute to students' ability to balance school and work.