# STUDENTS’ SCHOOL AND WORK LIFE BALANCE

A Concept Paper Presented to the

College of Social Work and Development Studies Bachelor of Science in Social Work

In Partial Fulfillment

of the Requirements for the Subject

**Social Work Research**

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**CHAPTER 1**

**The Problem and Its Scope**

**Introduction**

Many aspire to have an education but due to poverty or financial problem, some people choose to give up education and focus on their priorities which they need to work to provide for their needs and to help their families. However, a lot of people believe that education is the key to success. According to Jasmeane (2015), Education lessens the challenges you will face in life. The more knowledge you gain, the more opportunities will open up to allow individuals to achieve better possibilities in career and personal growth. Education has played an important role in the career world of the twenty-first century. A person with a higher education will be easily qualified compared to a person without an extended education; as one will be prepared to do various tasks that careers demand as well as meet job standards. As a result of this standard, people aimed to have education even though they need to work and study at the same time.

Work-study balance has long been a cause of concern for working students. Whereas other factors may be at stake, the major reason students work part-time (or full-time) is a financial problem. Running from school to job, combining academic responsibilities and side hustles, and maintaining a family, social, or love life is a daunting task. According to Commission on Higher Education (CHED), about 216, 000 students in the country are currently juggling school and work. Mostly, working students are into fast-food chains, cashiers, virtual assistants, etc. which is apart from their usual stints as a library and student assistants.

Balancing is a major problem for students. It is difficult to part to balance work, home, and other aspects of life. Work-life balance helps to understand the responsibility of personal life, but for college students, it will affect their physical, emotional, and mental health due to work pressure and academic pressure. Few of them have achieved success in their careers, but the majority are unable to combine their work and personal lives. Striking the perfect balance between work and studying is challenging and often stressful. Most students are faced with pressure on how to complete assignments on time, earn money and at the same time make the most of their life.

By conducting this research and studying Students’ School and Work Life Balance, the researcher can gain adequate knowledge and provide intervention that will serve as a guide to students to attain a balanced life in academics and work.

**Theoretical Framework**

Work and study life balance is a condition of dividing or balancing your time between academic and working schedules. The researchers proposed to have four theories that are relevant to the study namely Spill-Over Theory, Instrumental Theory, and Inter-role Conflict Theory.

Spill-Over Theory is a theory that focuses on the relatedness between work life and family life, suggesting that they both affect each other. In this way, both positive and negative experiences/abilities at work can carry over into positive or negative experiences/abilities at home, and vice versa. Instrumental Theory is theory suggests that people choose to act in a way in one field to affects the other field where a student may choose to work harder in their job too get paid more so they can afford their tuition fees and personal needs.

Another major theory suggested is the Inter-role Conflict Theory focuses on the challenges that can often arise from competing interests in different fields. It suggests that these competing interests create role conflict for the individual, affecting the individual in both fields. (Bello, Z., & Tanko, G., 2020).

Therefore, these theories will explain the situation which can be related of a student who is working while studying. And it shows here the ability of a student on handling or managing in every situation that they experience though this may be positive or negative impacts in their work or studies.

In conclusion, the theories that are being mentioned above is being linked to the Students’ School and Work Life Balance because it gives emphasis that when a person is working and schooling at the same time is in difficulty to do well in both areas.

**Conceptual Framework**

Decisions in terms of:

- Reasons

- Positive Outcomes

-Obstacles

Result

Student

In the conceptual framework above, the variables are tested using Descriptive Correlational Design to determine the independent variable to the dependent variable which is the Decision, if they are correlated. The study employed this type of Research design as the researcher aim to determine if there are significant relationship between students and decision in terms of Reasons, Positive Outcomes and Obstacles.

**Statement of the Problem**

School and Work Life Balance of the students as defined by most researchers as difficult in doing well in both areas, considering the role of a student in a financial problem are at risk, the researcher will conduct this study about student school and work life balance to address the aforementioned concern.

This study will answer the following the questions;

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

**Null Hypothesis**

The following are the null hypothesis of this research:

H0 . There is no significant relationship between students and work life balance.

**Significance of the Study**

With the conduct of the study, this research will provide significant benefits to the following:

Students- Through the knowledge they can obtain from this study, they will learn how to do multi-tasking by balancing their time.

Parents- This study will give knowledge to the parents about the life of a student who works and study at the same time.

School- By the conduct of this study, the school may use the information that will be gathered to do necessary actions as to how they can minimize the workloads and assignments so that students will have time for themselves. The school can conduct seminars and a teacher’s assembly to address the aforementioned concerns.

Researchers- The researchers can use this study for their personal purposes and will serve as a guide in their way of life. And future researchers, they can use it as a guide and reference to support their study or conduct another study.

# Scope and Limitations

The scope of the correlational study is designed for School and Work-Life Balance of students of Colegio de San Francisco Javier. The study limits its coverage to the College Students of the school year 2022-2023. Work-life balance of students was acquired through the use of questionnaire checklists in actual and google forms. This study will be conducted at Colegio de San Francisco Javier, College Department and took place during the first semester of the School Year 2022-2023 and the data gathering happened in the months of October and November.

Through the conduct of this research, the researcher might encounter shortcomings : insufficient time and resources will be the major limitation that this research may possess because of the workloads that the researcher has to accomplish. In addition, the researcher should devote a significant amount of time to the large number of respondents.

**Definition of Terms**

**Academic Performance –** it refers to the performance of the students in class and other aspects related to academic in a specific school year.

**Academic Requirements –** is the requirements for admission to or completion of an academic program.

**Balance –** it is the quality of working and studying equally.

**Colegio de San Francisco Javier Rizal Incorporated –** is a school which is located in East Poblacion, Rizal, Zamboanga del Norte.**Education –** it is where students gain adequate knowledge at school.

**Full-Time –** it is a job where workers work for a minimum number of hours.

**Part-Time –** it is a work usually considered a traditional forms of non-standard employment.

**Students –** those people who work and study.

**Work-Study –** a type of people do work and study at the same time.

**CHAPTER 2**

**Review of Related Literature**

**Introduction**

Juggling employment and study is not a need for students but is a typical occurrence among them, the idea of working students balancing the triple demands of their work, studies, and private life has not been fully described or empirically substantiated in the literature. (Vokic et. al., 2021). According to the literature, maintaining a work-life balance while attending to one's obligations to family, friends, and obligations is essential. It was further proven that unbalances between these three facets of life cause students' quality of life to diminish and their performance in these facets of life to fall short of their potential (Omusi, 2013).

**Students’ Time Management**

Time Management is a key component to academic and professional success. It is an essential skill that will help you concentrate your efforts on what is most important (Karambelas, 2019). For students, time management skills are particularly important since they may relieve them of the heavy load of heaps and homework. It is not only an idea but it is also how to demeanor for attaining to the goals. According to Kahle (2017), that time management is a priority in ranking in order of importance. In addition, to be a powerful time manager student must apprehend what should be done beforehand.

Consequently students learning performance must be better when they improved their management skills with the study of Aduke (2015) which discovered that procrastination, prioritization and planning were strong indicators affecting student’s academic performance in relation to time management.

**Students’ Role and Priorities**

Students who attend schools with personalized or flexible learning models say these more individualized approaches have allowed them to better balance the demands of work and school (Jacobson, n.d). Working in various fields during school days helps build up students’ backgrounds and experiences, which contribute to gaining a high salary (BYU Employment Services, 2006). In research from Indeed Editorial Team (2021) states that one valuable aspect of working while going to school is the professional experience you earn while simultaneously pursuing your degree. It is important to strike a balance between the many roles one plays in order to maximize functioning. In addition to being a student, a person is frequently a partner, employee, friend, and classmate. These tasks frequently clash, so students need to be skilled at attending to several aspects and determining priorities.

The reason behind physically drained students shows that overloading students causes not only academic stress, but also takes a toll on students’ mental and physical health, which, unsurprisingly, hinders learning (Stenger, 2018). Too much academic work and career issues can make students stressed, which then makes it hard to carry on studying and working at the same time. The amount of stress varies from one student to another based on the different institutes and workplaces in which they study and work (Irfan & Azmi, 2014). Besides deadlines, limited finances, family issues, and time other additional responsibilities also stress college students out (Martinez et. al., 2013).

**Academic Performance**

According to new research balancing work and study demonstrates responsibility, time management skills, and dedication. (Why You Should Take on a Part-Time Job as a College Student, 2022). A recent report by High Fliers Research Ltd. (2013) found that employers view work experience as one of the ways by which students can exhibit their competencies and skills. Working through college also helps students earn invaluable work experience. Gaining experience not only helps students build their résumés but also aids them in establishing contacts with other prospective employers (Unwritten, 2019).

On the other side, it argued that when students invest their time and energy on work, jobs would detract from studying and be harmful to their GPA (BYU Employment Services, 2006). According to the Case of Ireland stated by McCoy and Smyth (2007) explored the nature and implications of secondary students’ participation in paid employment in Ireland. It examined whether engaging in part-time employment while in secondary school has an impact on two educational outcomes – school dropout and examination performance. Loads of work and problems from the workplace can distract students from their study to some extent. According to a recent study, it is reported that students are willing to give up study time to accommodate term-time employment (Jewell, 2014).

**Experience for future career**

A student stated that “I feel like I’ve developed ‘people skills’ from working in the restaurant industry” (Jacobson, n.d) Real-life work experience can’t be taught in school. Yet, getting work experience is the most important part of starting your career (Brunner, 2022). Hence, many part-time jobs involve collaboration with different people. It’s an excellent opportunity to develop some interpersonal skills. Of course, there are limits to the benefits of working while studying. Researchers at the University of Michigan found that working more than 15 hours per week as a high school senior can reduce the likelihood that a student will complete college and increase the use of cigarettes (CLASP, 2022).

Many students may decide to look for employment while they're going to school because of the networking opportunities workplaces can provide. Networking can allow students to meet each other, create connections and develop professional relationships or friendships that could benefit them as they seek career oppowork-life in the future (Indeed Editorial Team, 2021). Studies also show that students who work on campus are more likely to persist in their studies (La Jolla, 2021). As a result, students become better acquainted with faculty, staff, and other students.

**CHAPTER 3**

**Methodology**

# RESEARCH METHODOLOGY

This chapter provided a brief summary of the research methodology, covering the study's respondents, the design that should be utilized in conducting the research, the technique, equipment, and procedures that would be used in the research.

**Research Design**

The researcher employed the quantitative design for this study. De Franzo (2011) describes this type of research design as an instrument to quantify the topic through giving numerical data that can be turned into usable statistics. It makes use of measurable data to formulate facts and discover patterns in the study.

# Research Setting

The study on determining the work-life balance among College Students took place in Colegio de San Francisco Javier during the first semester of school year 2022-2021.

Nevertheless, the conduct of the study is through a questionnaire and google forms provided by the researchers.

**Research Respondent and Sampling Technique**

The study employed the stratified sampling technique. For Ackoff (1953), this method of sampling is where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup.

The population of the study consists of the College Students of Colegio de San Francisco Javier. There are a total of 1011 enrolled students and by the use of Slovin’s Formula, it turned into 287 students.

Cross-sectional Research design can be used to investigate the relationship between study and work-life balance and the well-being of students. For example, a cross-sectional study could be conducted to estimate the prevalence of poor study and work-life balance among university students and to identify potential risk factors that contribute to these outcomes.

According to a study by Chen and colleagues (2020), cross-sectional research design studies can be an effective method for investigating the prevalence and distribution of poor study and work-life balance among students, as well as identifying potential risk factors and interventions to promote better outcomes. For instance, a cross-sectional study could estimate the prevalence of poor study and work-life balance among university students and identify factors such as work hours that contribute to these outcomes. However, it is important to note that cross-sectional studies cannot establish causality or temporal relationships between variables, and additional research is needed to identify effective interventions (Chen et al., 2020).

# Sample (n)=190

|  |  |  |
| --- | --- | --- |
| **Department** | **Total Population** | **Sample** |
| BSSW | 381 | 108 |
| BSIT | 75 | 21 |
| BEED | 95 | 30 |
| BSED | 84 | 24 |
| BSHRM | 81 | 23 |
| BSBA | 295 | 81 |
|  | N=1011 | n=287 |

**Inclusion and Exclusion Criteria**

The following are included in the study:

College Students.

* Male or female students aged 18 -30.

The following people with the given qualities are excluded in the study:

* Not enrolled in Colegio de San Francisco Javier.
* Junior High and Senior High students

# Research Instruments

The question was designed as all closed-ended questions. Closed-ended question make analysis and measurement considerably simpler. It is a preferable choice if your time or resources are limited it provided more reliable and conclusive data (Smart Survey, 2022).

To get appropriate data needed, the researcher’s will divide the questionnaires with four main parts. The first part of the questionnaire required personal information such as gender, age, and major.

The second part is the reason section that will ask them about their kind of jobs, the relation between work and study possible reason their role models and motivations. In the positive outcome section there will be five questions related to the benefits prioritization positive impacts or future career, academic performance and the remaining time they have after spending their entire day working and studying.

The last but not least, the obstacle part contain four closed-ended question in relation to their difficulties, class activities, exhaustions and personal recommendation. The last question will open-ended question that will ask the participants to express their perspective towards the reason why student should work.

# Research Procedure

The data will be gathered by the use of following:

The researcher asked for a content validation from panelist, research Adviser and .

After the expected approval, the researcher asked permission from the principal and the research adviser to conduct the study.

The researcher proceeds on the data gathering part of the study that was in a questionnaire distributed to the College participants. This is to include the informed consent of the participants and discuss the advantages and threats that they may encounter.

With the given situation, the researcher will give the participants enough time to answer the form completely.

After gathering the complete forms needed, the researcher analyzed and interpreted the data for the construct of the next chapters.

# Ethical Considerations

The researcher aimed to determine the Students’ School and Work Life Balance among College Students of Colegio de San Francisco Javier Batch 2022-2023. Moreover, these are the ethical considerations that would be noted in the study:

A.) Any type of communication in connection to the research study should be done with truthfulness and translucency

B.) The Principle of Respect for Human Dignity

The researcher should value the existence of the participants and respect their whole being. This includes information on the right to withdraw at any time without reason (including withdrawing data that are already provided).

C.) Beneficence

The principle of beneficence should be present in the study where the participants can obtain more benefits and compensations.

D.) Confidentiality

Participants' identities would be treated with high confidentiality. A satisfactory level of confidentiality during the data collection should be nurtured including the participants' responses to the research Instrument.

**CHAPTER 4**

**Presentation, Analysis and Interpretation of Data**

This chapter of the paper contains the findings of the study entitled Student’s School and Work Life Balance. The findings presented undergone brief and thorough analysis to ensure the validity of the results. The researchers interpreted the data based on the result that was being collected during the conduct of the study. The findings are organized and presented in tabular, and graphic forms. The sequence of presentation was according to the order of the research problem presented in the statement of the problem.

There are 1011 college students of Colegio de San Francisco Javier of Rizal Inc. However, the researchers used Slovin’s Formula method to obtain the 287 sample size. The desired 287 respondents were given questionnaires and the data was collected to create a valid interpretation of the result provided by the respondents. The desired 287 number of respondents answered the questionnaires completely and all the questionnaires that were being collected are complete.

1. **Demographic Profile of the Respondents**

The bar graph in Figure 1 displays the age distribution of the 287 respondents, who were obtained using Slovin's formula. The age group with the highest number of respondents is 20 years old, which corresponds to 84 individuals. Conversely, the age groups with the lowest number of respondents are 27 and 31 years old, with only one respondent each. The second highest number of respondents is in the age group of 21, with 62 individuals, followed by 32 respondents in the 23-year-old age group. The age group of 24 has 29 respondents, while the age group of 19 has 21 respondents. Additionally, 10 respondents are aged 25, and 3 respondents each are in the age groups of 26, 32, and 35 years old. Furthermore, two respondents each belong to the age groups of 28, 29, 30, 33, 34, and 36 years old.

*Table 1: Gender of Respondents*

**VARIABLE Frequency (percentage)**

**Gender**

Male **37.9% (n=109)**

Female  **62.1% (n=178)**

In Table 1 indicates that among the sample population, 62.1% (n=178) are female, while 37.9% (n=109) are male.­­­­

The data column displayed above offers a clear indication of the distribution of respondents according to their respective academic programs. Remarkably, the program with the most significant number of responses is BSSW, which demonstrates the program's popularity and relevance in the research context. Notably, BSBA follows closely behind with 81 respondents, which is a testament to the program's broad appeal and widespread enrolment. Additionally, the results show that BEED and BSED have 30 and 24 respondents, respectively, which underscores the importance of teacher education in society. Furthermore, BSHRM and BSIT have 23 and 21 respondents, respectively, which reinforces their significance in the job market and the technological landscape. Overall, this distribution reflects the diverse academic interests and professional aspirations of the respondents and highlights the importance of each program in the research domain.

Based on the information provided in Figure 3, the pie chart above displays the distribution of respondents according to their current academic year. Specifically, the chart shows that 37% of the respondents are in their 2nd year, while 33% are in their 3rd year. Additionally, 16% of the respondents are in their 4th year, and the remaining 14% are in their 1st year.

**STUDENTS’ SCHOOL AND WORK LIFE BALANCE**

1. **Reasons**
   1. ***What kind of jobs do you do?***

Based on the data provided, it appears that out of the 287 respondents, 50% took part-time jobs, 18% took full-time jobs, and 14% took freelance jobs. The remaining percentage, "others," is not specified and would require further information to interpret.

This data suggests that a significant proportion of the respondents are working in part-time positions. Part-time jobs are typically characterized by fewer hours of work than full-time positions, and often offer more flexibility in terms of scheduling. This could indicate that many of the respondents are students who are trying to balance work and school commitments.

The 18% of respondents who took full-time jobs may include those who have completed their studies or who have chosen to prioritize work over school. Full-time positions typically require more hours per week than part-time positions and can provide greater job security and benefits.

The 14% of respondents who took freelance jobs may be self-employed or working on a contract basis. Freelancing offers flexibility and autonomy, but may also come with less job security and benefits.

Overall, this data suggests that the respondents have pursued a variety of employment options with different levels of commitment and flexibility.

* 1. ***Is your job related to your course/program?***

Based on the percentages above, it seems that most respondents answered "no" to the question "Is your job related to your course/program?" with 62.40% indicating that their job is not related to their course/program, while 37.60% answered "yes" indicating that their job is related to their course/program.This information could suggest that a significant portion of students may be working in jobs that are not related to their course/program, which could potentially impact their ability to balance school and work responsibilities.

* 1. ***Why do you choose to study and work at the same time? (You can choose more than 1)***

In the given data above, it seems that the main reasons why students choose to study and work at the same time are to become financially independent and to support their family, with 37% of respondents (n1=144) indicating this as their reason, and to support family with 34% of respondents (n=133) indicating this as their reason.

Another reason why students choose to study and work at the same time is to improve their skills, with 27% of respondents (n=106) indicating this as their reason. Only 5% of respondents indicated that they have other reasons for studying and working at the same time, while 1% indicated that they do it to gain experiences.

* 1. ***Who influences you to work while studying?***

*Table 2: Factor that Influences*

**VARIABLE Frequency (percentage)**

**Influences**

Myself **39%** (n=133)

Family **58.1%** (n=167)

Friend **14%** (n=40)

Acquittance **8.4%** (n=24)

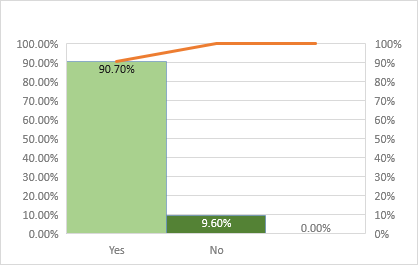
None  **0.3%** (n=1)

Based on the data provided, the majority of respondents (58.1%, n=167) indicated that their family influenced them to work while studying. This suggests that family members may play an important role in encouraging and supporting students who work while studying.

A significant portion of respondents (39%, n=133) also indicated that they themselves were the main influence for working while studying. This could be because they have personal goals and motivations for working while studying, such as gaining work experience or becoming financially independent.

A smaller percentage of respondents indicated that friends (14%, n=40) and acquaintances (8.4%, n=24) influenced them to work while studying. Only 0.3% of respondents (n=1) indicated that no one influenced them to work while studying.

* 1. ***Do those reasons still motivate you to carry on working and studying?***



*Figure 7: Motivation Percentage*

Figure 7 appears that the vast majority of respondents (90.70%) indicated that the reasons that influenced them to work and study still motivate them to carry on doing so. This suggests that students who work and study may find the reasons that initially motivated them to continue to be relevant and important in their ongoing efforts to balance school and work responsibilities.

However, a small percentage of respondents (9.60%) indicated that the reasons that initially motivated them to work and study no longer motivate them to carry on doing so. It's unclear from this data what specific reasons may be contributing to this shift in motivation, but it could be useful for further research to explore this topic more deeply.

1. **Positive Outcome**
   1. *What are the benefits that you gain from working while studying?*

As seen in Figure 8, the most commonly benefited that the students gain from working while studying are experience in real work (63.4%, n=182) and earning money (36.6%, n=105). A significant proportion of students also reported that working while studying helped them learn soft skills (32.9%, n=94) and prepare themselves before graduation (28%, n=80).

However, a small proportion of students reported that they did not perceive any benefits from working while studying (3.4%, n=100).

These findings suggest that working while studying can provide valuable benefits for students, including practical experience, financial support, and opportunities to develop important soft skills. It's important for students to consider the potential benefits and challenges of working while studying, and to seek support and guidance to help them navigate this balance effectively.

* 1. *Between working and studying , which do you prioritize?*

In the given data, it resultedthat majority of respondents (51%, n=146) prioritize both working and studying, suggesting that they find it important to balance both responsibilities. However, 40% of respondents (n=115) indicated that they prioritize studying over working, while only 9% (n=26) prioritize working over studying. This could suggest that the majority of students in the survey place a higher value on their academic pursuits than their job responsibilities.(*see Table 3)*

* 1. *Do you think your current job can help your future career?*

Majority of respondents (51%, n=146) prioritize both working and studying, suggesting that they find it important to balance both responsibilities. However, 40% of respondents (n=115) indicated that they prioritize studying over working, while only 9% (n=26) prioritize working over studying. This could suggest that the majority of students in the survey place a higher value on their academic pursuits than their job responsibilities.(*refer to Table 3*)

*Table 3: A Frequency of Priorities and the Current Jobs that can help their future career.*

**Variables Frequency (*percentage)***

*Priority*

**Studying 40%**  (n=115)

**Working 9%** (n=26)

**Both 51%** (n=146)

*Current Jobs that can help their future*

**Yes 86%** (n=247)

**No 14%** (n=40)

* 1. *Is your academic performance better when you work and study at the same time?*

According to the data, 72% (n=207) of the respondents answered "Yes" when asked if their academic performance is better when they work and study at the same time, while 28% (n=80) answered "No". This suggests that a majority of the respondents believe that working while studying has a positive impact on their academic performance.

* 1. *How much time do you have left after spending your day working and studying?*

*Table 4: Availability of Time*

**Variables Frequency (*percentage)***

*Time Available*

**1-2 hours 29.5%** (n=85)

**2-3 hours 29.9%** (n=86)

**3-4 hours 23.5%** (n=67)

**4-more hours 17.1%** (n=49)

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Table 4 shows that it appears that a significant proportion of respondents (29.5%, n=85) have only 1-2 hours of time left after spending their day working and studying, while a similar proportion of respondents (29.9%, n=86) have 2-3 hours of time available. This suggests that a majority of students in the survey may have limited time for other activities or obligations outside of work and school.

A smaller proportion of respondents (23.5%, n=67) have 3-4 hours of time available after work and study, while only 17.1% (n=49) have 4 or more hours of time available. This suggests that relatively few students in the survey have a significant amount of free time outside of work and school responsibilities.

1. **Obstacles**
   1. *What are the obstacles that you have met?*

The most commonly obstacles that students faced while working and studying at the same time are exhaustion (59.9%, n=172), stress (58.1%, n=167), distraction (38.5%, n=110), and having no time (20.5%, n=59).

A smaller proportion of students reported experiencing lateness (17.7%, n=51) as an obstacle, and a very small number reported other obstacles (0.9%, n=3).

These findings highlight the challenges that students face when balancing work and school responsibilities, including the impact on their physical and mental well-being. It's important for students to prioritize self-care and seek support from their school, employer, or other resources to help them manage these obstacles and succeed in both areas.

* 1. *What are the class activities that you miss?*

Based on the data, the class activities that students in the survey reported missing most frequently are attendance (48.4%, n=139), class discussion (42.9%, n=123), and group assignments (36%, n=103). This suggests that students in the survey may struggle to balance work and school responsibilities in a way that allows them to fully participate in class activities.

A smaller proportion of respondents (4.9%, n=14) reported missing other class activities that were not specified in the survey question.*(respectively refer to Table 5)*

*Table 5: Class Activities that CSFJ college students miss*

**Variables Frequency (*percentage)***

*Missed Class Activities*

**Attendance 48.4%** (n=139)

**Class Discussion 42.9%** (n=123)

**Group Assignment 36%** (n=103)

**Others 4.9%** (n=14)

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* 1. *Have you ever been tired to the point that you want to quit?*

*Figure 11: Tired and Quitting*

Figure 11 provided that 65.5% (n=188) of the respondents reported that they have been tired to the point that they want to quit, while 34.4% (n=99) reported that they have not experienced such exhaustion.

This suggests that a significant proportion of students in the survey may struggle with fatigue and the demands of balancing work and school responsibilities. It's important for schools and employers to be aware of these challenges and to provide support and resources to help students manage their workload and maintain their mental and physical well-being.

* 1. *Personally, do you recommend other college students to work and study at the same time?*

*Table 6: Working Students’ Recommendation to other students*

**Variables Frequency (*percentage)***

*Recommendations*

**Yes 36%** (n=103)

**No 64%** (n=184)

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The data provide that 36% (n=103) of the respondents in the survey reported that they would personally recommend other college students to work and study at the same time, while 64% (n=184) reported that they would not recommend it.

This suggests that while some students in the survey may have found it manageable to balance work and school responsibilities, a majority do not recommend it to others. It's important for students to carefully consider the demands and potential challenges of working and studying at the same time before making a decision, and to seek support and resources from their school or employer as needed.*(see Table 6 above)*

* 1. *Reasons of Recommendation to work while studying*

Students from Colegio de San Francisco Javier of Rizal Incorporated presented a range of responses to this open-ended question. After being divided into different themes, it becomes clear that the three most common justifications for encouraging other Javierians students to work and study concurrently are the need to gain experience in the real-world working environment with 38%, develop their skills for future advancement with 27%, and assist their parents with their educational expenses with 19%. (see Figure 12).

*Figure 12: Reasons of recommendation to work while studying.*

**V. Discussion**

This research study set out to investigate the causes, advantages, and challenges that Colegio de San Francisco Javier of Rizal Inc. students had to deal with during their academic careers. We can observe from the data that the majority of students in Javier work part-time (50.3%).

The primary motivation was to achieve financial independence, which is consistent with research conducted in western nations and shows that students need to work in order to maintain their education (Robinson, 1999). Experience in actual workplaces (63.4%) was the advantage that students reported having benefited from the most, which is consistent with earlier research that found that "Degree-related work and unpaid work experience increase the livelihood of getting a graduate job" (Jewell, 2014).

Additionally, the results of our study show that the biggest challenges faced by students are exhaustion, destruction, and stress. These findings are consistent with those of other researchers who have found that deadlines, a lack of resources, problems with families, a lack of time, and additional responsibilities all cause stress in college students (Martinez, Ordu, Sala, & McFarlance, 2013).

**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 CSFJRI students work and study at the same time?
2. What are the obstacles that CSFJRI 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 CSFJRI students work and study at the same time?

The possible reasons why CSFJRI 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 CSFJRI students may face when they work and study at the same time?

The obstacles that CSFJRI 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**

CSFJRI 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 CSFJRI 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 CSFJRI 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 CSFJRI 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.

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