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Study on Quality of School Life of Working Students

Manit B. Dapadap, Jhon Edcel Calites
Tacloban National Agricultural School
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***Abstract*- This study aims to contribute to developing knowledge and understanding of the phenomenon of school life quality for working students by taking the students' perspective on what they perceive as positive or/and negative about their school life. The study was conducted among working students at Tacloban National Agricultural School. A semi-structured interview guide was used to get information about students' experiences as working students. The main study is qualitative, using a phenomenological approach. Five students from junior and senior high were selected for in-depth interviews. Parents of the students, as well as the advisers, were interviewed for triangulation. The collected data were analyzed according to the phenomenological thematic analysis. Findings revealed that students are involved in many activities, and most of them work to assist their families and finance their education. How work influences, their education seems to depend on their perception of their work, whether they like it or not, and to what extent it is an obligation. One strategy to lift the quality of the school life of working students is to listen to the students' voice. The study emphasizes the teacher as the leading resource contributing to the quality of school life for the students. Positive communication must be encouraged between students and teachers to raise awareness of the conditions of working students. To secure the quality of the school life of the working students, the school should come up with strategies that offer education within special needs, particularly in the delivery and assessment of competencies. Further, a strong partnership between the school and the community should be established to increase understanding of the working students' condition and contribute to improved quality of school life.**

***Keywords*- Student employment; Academic progression; Higher education; Self-selection; Unobservable variables.**

I.INTRODUCTION

1. Background and Rationale:

Most of the children today do some work every day. Many of them carry out domestic duties for their family, and others are involved in business and trading. Work can be paid or unpaid and may take place inside or outside the home.Work may be an essential part of children's development in transmitting vital skills from parents to the next generation. Other children may work because it is the cultural norm to start work early, rather than spending childhood playing. Further, many children live in low income families and hence must work to ensure their families' survival. Factors that have to do with a lack of quality of the education system can also lead to children leaving school and entering the labor market before they have completed education.

Children and adolescents usually give help to a financially difficult situation of the family and secure basic survival. Still, they may involve long hours and lead to exploitation, abuse, ill health, or injury and deprive them of the opportunity to education and play. According to the Convention on Worst Forms of Child Labor(ILO, 2016), such conditions are considered hazardous. The emotional, physical, and psychological effects for these children can be extremely damaging, and such work leaves little or no time for play or school.

Some working students do not continue schooling and drop out because they cannot afford or do not have the time or the energy to attend school.Their lack of education limits their future employment and makes it difficult to move out of poverty. For other students, work does not mean an end to schooling but may lead to irregular attendance, poor academic results, and students repeating classes.A working paper issued by Save the Children UK (2011) reviews recent research on long-term implications of child labor highlights education and health as critical areas for intervention alongside poverty reduction measures.It calls for good quality,appropriate, and flexible education systems that meet working children's needs.

Working students are common scenarios among universities and colleges in the Philippines. Money is the main reason for students to work while studying (Hall, 2010).The experience in job professionalism is attained through working while studying. Students wanted to have extra spending money to help pay tuition, room and board, textbooks, laptops, cell phones, and other electronic devices useful for studying (Suttle, 2018). It is quite

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evident that with financial support, students' need to be engaged in work decreases.

Conversely, a combination of full-time studying and part-time working can result in adverse consequences to physical and mental conditions that may negatively affect the academic performance of students (Darolia, 2014). Working full-time while studying full-time requires a lot of effort and energy among students. These can lead to fatigue and stress, affecting how they perform in school and their work.

In Tacloban National Agricultural School(TNAS),some identified working students,who are working part-time jobs while studying, find ways of sustaining the needs in school,especially for projects and other educational expenditures.Other students work to help their parents meet their day-to-day needs. It is observable that their school lives are different from non-working students. The school situation of the said group of students is unusual compared to students who are not involved in part-time works. There are multiple times that the intensive drowse and exhaustion on the natural looks, and even on working students'behaviors are apparent.More so, they intentionally commit absences due to the responsibilities and duties in part-time works. Despite these conditions experienced, they continue the high school studies up until now.

With the knowledge presented above, this study aimed to attain an in-depth investigation of school life quality for working students. By exploring the students' views about school life and working conditions, their peers and their community would understand them. Aside from that, the parents' and teachers' opinions about the student's school and work-life are essential for a better understanding the situation. This study could help all the agents of education sectors provide better educational practices as support to the said group of students. Through this research, students could learn the life of juggling both work and school, and eventually, adapt better ways in dealing with such situations.

2. Theoretical Framework:
This study is anchored on Bronfenbrenner's 1979 Ecological Systems Theory emphasizing the role of interaction, environment, and culture on human development. It further explains a child as the center of the circle influenced by its biological and psychological makeup, including its cognitive capacity, socio-emotional, and motivational propensities for interacting with the environment. Bronfenbrenner's model emphasizes that interaction, environment, and culture can affect students' development(Psychology Notes HQ, 2013). In this study,the working student who is the center, and the influences are the work they do,their parents, and the school, and how they affect the quality of school life. This theory and its model are relevant.

It offers a set of interrelated concepts that help understand the interaction between students, their work, their parents, their school life, the school, and the society they are part of it.

3. Statement of the Problem:
The aim of the paper is to understand the quality of school life for working students inTacloban National Agricultural School (TNAS).
Specifically, this study sought to answer the following questions:
1. What are the experiences in school of working students?
2. How do they cope the challenges as working students?
3. What are the lessons learned as working students?

II. REVIEW OF RELATED LITERATURE

This section present various perspectives in the area and the studies carried out here and abroad which try to elucidate the concepts. The purpose of this part is to show the importance and relevance of the study to the other studies conducted.

1. Related Literature:
A part-time job is a responsibility that demands to perform in a workplace with a lesser amount of time compared to the accounted full-time employees. One illustration is a workman who labors not exceeding 35 hours per job. There is no legal rule that distinguishes an employee as a part-time worker but relies on the institution's system and exercise (Doyle, 2017). However, part-time workers are given similar treatment as full-time workers in terms of a minimum wage, overtime fees, recordkeeping, and child labor (Porter, 2019).

As provided by the Commission on Higher Education (CHED), around eight percent (8%) of the overall count of college students in the Philippines is involved in part-time jobs. Former officer-in-charge at CHED's office of the executive directors, Lawyer JulitoVitriolo said that to earn extra income is why students work part-time amid the financial crisis. Vitriolo added that the students work part-time due to higher commodity prices for the educational needs, including tuition fees. Besides, one criminology student, Roberto, not his real name, is involved in part-time jobs. He delivers oxygen tanks in the hospital. It is because he needs to pay tuition fees of ₱24,000 for a semester. The amount does not include book expenditure, uniform, and fare on public transport. He said that he wanted to lift his state of living, so he needs to do his best. However, despite working students' attempts, the pressure to stabilize jobs and study is just too much for numerous working students (Sembrano, 2010).

Students, who are working while studying, possess developed confidence and better time-management skills compared to students who are not employed. Also, a part-time job can contribute to both training and experience. It

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trains students regarding responsibility and can also fortify the learnings attained in school. However, experts concur that the students who are engaged in working, extending 15 to 20 hours a week, frequently encounter declined school outcomes. Consequently, it can pilot to dropping out. Furthermore, working great times could minimize the student's chance to establish peer relationships and explore interests that improve intellectual and emotional aspects (College Board, 2019).

In working, students could benefit from job encounters,time management,and adjustability,including concentration on new matters (Reddy,2018). Likewise, Anderson(2017) identified that part-time job involvement of a student results in(1) improved and strengthened personality,(2) acquired essential expertise, and(3) masters the unusual handling conditions.

On the other hand, students will encounter diverse challenges and disadvantages in working. It includes unavailability of job safety, absence of health insurance, retirement benefits, fewer chances of attaining work advancement, and fatigue (Reddy, 2018). As supported by Bradley (2013), students' part-time job involvement can bring adverse effects to the group. He enumerated continued development in school and limited or almost non participation in non academic activities as dis advantages to being acquired in working while studying. Also, students suffered from returning to school from work sometimes.

There are times that criticisms regarding the seriousness of studies of the working students are existing. Students go to bed exhausted more frequently than not, and there is a lower moment to engage in recreational activities for working students.

CHED reported that only half of the working students' population get to complete higher educations. More of the students are not able to focus on studies while others have inferior health, and some surrender due to inadequate money (Sembrano, 2010).

III. RELATED STUDIES

Many students must work to pay fees in college studies. Providing students the opportunity for meaningful one-on one inter linkage with professors is also critical to promoting a supportive institutional practice by which students benefit in interactions with professors.Perna (2010) concluded that several students' academic triumph might be imperiled by the view that jobs, family commitments, and aids make them 'out of place' in school. From the response of a 19-year-old student at the Institute of Foreign Languages, he mentioned that spending time working may affect studies negatively.
It is because there is no enough time for self study, research,or working on homework. But, a 20-year-old student at the Pannasastra University of Cambodia rebuts, saying that prioritizing is essential because you have to be prepared for something urgent --- having a job and studying at the same time also shows that you are a hard worker (**Phearun and Bunlong, 2011).**

Besides, student development is remarkably affected by working while studying. A positive outcome of it is it contributes to actual aptitude and advanced work knowledge to students. However, juggling both work and school negatively affects academic performances, which working students may experience.**(Bachmann & Boes, 2012).**

Students may acquire various benefits such as developed time organization, communication, problem-solving ability,including self-discipline in working while studying. On the other hand, time consumed in working may overfill time for studies and other academically enhancing pursuits. Also, a lengthened overloaded time may lower a student's perseverance. It found out that there's a little noticeable effect of working on students' grades. Increases in allegiance to the job either contribute to academic triumph or push out spare time ventures, which help the general welfare. Further more, working part-time jobs influences the average out come of students. **(Darolia, 2014).**

Being employed while studying may be an essential input into a student's budget limitation through acquiring required finance. However, it may distract time from study and consequently obstruct the academic performance of working students. On the other hand, working while studying may improve different skills. Furthermore, working students' positive outcomes involve attained work-related experiences, improved transferable skills, developed confidence, and improved time management skills**.(Jewell, 2014).**

Working part-time jobs leads to a tremendously harmful impact on working students' academic development than non-working students. The condition of high-intensity workers is those who committed to a total 35-hour job every week. This level of intensity participation results in difficulty in devotion for an adequate quantity of hours to study and sustain a normal academic development. Therefore, imbalanced time allocation has the potential to be classified as working students' disadvantage in developing academic standing **(Triventi, 2013).**

Additionally, engagement in a class of working students is affected by part-time work. It expresses that being engaged in part-time work is not an obstruction for the working students to participate and satisfactorily execute in class. Also, it is a fact that it is working while studying can bring commendatory impacts on students' job fulfillment. Students improve the capacity to cope with something to lively engage in tasks. It also reveals that

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participating in part-time works, it developed students' comprehension. Those working students were able to positively evolve the comprehension skills along with the teaching-learning procedure **(Berin, 2016).**

In support, **Wang et al. (2010)** found that being employed in part-time jobs develops students' school life. However, having part-time works destroys students' relationships with parents. Also, motivations to position bring more significant implications on working students' academic performance.

Furthermore, **Green and Jaquess(2015)** said that working students encounter lesser extracurricular activities than non-working students. However, it found no significant adverse effects on academic success among working students. The students' outlook on work is a positive thing. Declined hours in study outside usual class time and time consumed in leisure activities were found an impact on working part-time **(Hall, 2010).**

The teacher is the primary source to improve school life quality for the students. Students identified care, positive communication, and understanding as significant aspects affecting life at school. Hence, the mentioned aspects must be promoted to raise knowledge about how it contributes to students' and teachers' interaction. Moreover, the school and the teachers should listen to the students to recognize and attain knowledge about everyone's situation to develop and assure the working students' quality of school life. In general, both should create common goals to sustain, improve, and secure school quality for working students. Furthermore, it is not solely the school that can improve the lives of the said students. Cooperation of school, parents, and students can enhance the status in school **(Jaavall, 2007).**

Also, **Hall(2010)** detected that students observed that government shouldsupport full-time students.The majority of the students believed that the institutions must provide more for working students' necessities by supplying more online facilities for task compliance and communication and more flexible schedules and requirement compliance.

From the reviewed literature, a portal of understanding the quality of school life of the working students, specifically the experiences and challenges, opened. Likewise, it discussed the implication of being a working student in one's life, which was found to have a bearing on this study.

IV. SIGNIFICANCE OF THE STUDY

The study is presumed to be significant for students, teachers, the school administration, the Department of Education, and future researchers.

1. **Students:** The study's findings could contribute knowledge regarding the challenges and implications of being a working student to quality of school life to students.
2. **Parents:** This study could increase understanding of their children's conditions and hence empower the support needed as working students.
3. **Teachers:** Through this qualitative study,teachers will be granted conceptions regarding working students to motivate them to provide academic considerations.
4. **School Administration:** Research's outcome can provide the school with information that shall create awareness about working students' condition to enable the school to launch appropriate educational programs and practices for this group of students.
5. **Department of Education:** This study will be an instrument to provide special education programs for working students.
6. **Future Researchers:** In the future, this paper will serve as a reference for researchers who will conduct studies regarding the quality of school life for working students.

V. SCOPE AND DELIMITATIONS

The researchers purposively selected five (5) working students, five (5) parents of the said students, and five (5) advisers of the student in TNAS. On the other hand, to examine the quality of school life for working students, the researchers used an interview guide in collecting data. All of the gathered data were used for the study's general intent and no more than that. Also, the researchers assured to keep the confidentiality of all the respondents. The conduct of the study started from December 2018 to March 2019.

VI. DEFINITION OF TERMS

This section presents the definition of terms used by the study conceptually and operationally.

1**. Quality of School Life:**
It is defined by three dimensions of student reactions:
1.1 satisfaction with the school in general.
1.2 commitment to school works
1.3 attitudes toward teachers (Eipsen&Mcpartland).

In this study, it generally refers to the working student's behavior and performance.

2. Working Student:
Is a student who is permitted to work while studying and use the money earned to pay their studies (Collins Dictionary).
There are two (2) kinds of working students:
2.1 Those who work outside the school during day or night and get paid.
2.2 Those who work inside the school and assigned in different offices of the school.

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In this study, it refers to the students having worked not during school hours or class sessions and get paid. They are the main participants of the study.

VII. METHODOLOGY

This chapter presents the research design, research locale, respondents of the study, research instrument, data gathering procedure and data analysis.

1. Research Design:
The researcher utilized a qualitative research approach that centers on eliciting insights of a person on a specific phenomenon. Specifically, the phenomenological design will be used since the central focus is on understanding a concept or a phenomenon. The main aim of this research is to get an understanding of the idea of the quality of school life for working students and do so by focusing on their own experiences related to how the school, work, and parents may influence their school life quality.

Creswell (2017) in his book stated that phenomenology has the following characteristics:

- It studies how people experience a phenomenon.
- The informants describe their every day lived experiences.
- The information is collected through interviews with a small number of informants.
- The analysis of the findings follows certain procedures.

Based on this, phenomenology is the most relevant design for this study.

2. Respondents of the Study:
The respondents of this study were purposively selected among working students in junior and senior high of Tacloban National Agricultural School.

In this study, the researchers used the purpose sampling since the researchers used judgment in the selection of participants, whom he thinks can give information on the querries. In choosing the respondents, criteria were set.

Must be a student of Tacloban National Agriculture School for the school year 2018-2019,

- Must be a working student for 2-3 years who works after class hours or during no classes,
- Must be a parent living with working student,
- Must be the teacher - adviser of the working student ,
- Must be willing to participate.

Table 1. Profile of the Participants.

Age	Sex	Place	Position
20	Male	Brgy. 12 G.E. Palanog, Tacloban City	Student
17	Female	Brgy. 37-A Palanog, Tacloban City	Student
19	Female	Brgy. 94-A Basper, Tacloban City	Student
18	Female	Brgy. 103 Palanog, Tacloban City	Student
17	Male	Brgy. Sabang, Tacloban City	Student
52	Female	Brgy. 12 G.E. Palanog, Tacloban City	Parent
42	Female	Brgy. 37-A Palanog, Tacloban City	Parent
44	Female	Brgy. 94-A Basper, Tacloban City	Parent
45	Female	Brgy. 103 Palanog, Tacloban City	Parent
45	Female	Brgy. Sabang, Tacloban City	Parent
45	Female	Brgy. 94 Tigbao, Tacloban City	Teacher
38	Female	San Jose, Tacloban City	Teacher
48	Female	Nula-Tula, Tacloban City	Teacher
32	Female	Sta. Fe, Leyte	Teacher
42	Female	Palo, Leyte	Teacher

3. Research Instruments:
The study used a semi-structured interview guide, which had undergone careful validation by experts and piloted to some working students who were not directly involved in the study. The interview guide consists of questions regarding the participants' profile, their experiences as working students, the challenges they faced, and the lessons they have learned. A voice recorder was used to record the interview, and pen and paper for note-taking were utilized.

4. Data Gathering Procedure:
Before the interview, the researcher provided the materials needed, such as permission letters, letters for respondents, the interview guides, voice recorder, including paper and pen for notetaking. The researcher sought permission from the school principal to conduct the data gathering of the study. After getting approval from the principal, the letters to the respondents were sent asking them to be a part of the study. They were given the freedom to grant or refuse the interview.

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5. Data Analysis:
After the recorded interviews and discussions, the audio recordings made from the respondents were transcribed. The researcher used transcriptions from the actual language used of the respondents. The transcripts were read, reviewed, and studied critically to avoid misinterpretations from the respondents' statements.

Significant statements were taken out of the response of the participants. Thematic analysis was done to analyze the data. The answers with similar ideas were grouped, given a conceptual label with the codes of respondents. Each transcript was filtered based on the information needed to obtain the research's purpose and objective only. Key quotes have been highlighted, coded, and sorted into themes.

6. Ethical Considerations:
Ethics was observed in the execution of the design. All the participants were asked to sign a document that states the consent of their voluntary participation. The responses will be taken with the utmost confidentiality. Like the participant's information sheet, audiotape recordings, and interview transcripts, all data were safely kept. No identifying information was included in the results section of this study.

VIII. RESULTS AND DISCUSSIONS

The presentation and discussion of the results followed the sequence of the statement of the problem. Hence, three thematic maps are presented, showing the significant objectives of the study. The transcripts from the conducted in-depth semi-structured interview served as a substantial part of the data.

Three themes were identified from the results of the semi-structured interview regarding the quality of school life for working students. The data below are the emergent themes from students, parents, and advisers from the sub-themes.
Thematic Map on understanding the quality of school life for working students in Tacloban National Agricultural School (TNAS).

Theme 1: Experiences in School of Working Students
Negative Experiences
- Sickness
- Absenteeism
- Lack of sleep/drowse
- Stress
- Volume of task
- Hunger
- Exhaustion
- Tardiness

Positive Experiences
- Ger financial aid for school expense
- Knowledge and values gained from work experience

Theme 2: Ways in Coping the Challenges as Working Students
- Seeking and utilizing teachers' support and help
- Application of time management
- Taking some rest
- Applying optimism

Theme 3: Lessons Learned as Working Students
- Being a working students is difficult and challenging
- Always persevere and never give up
- Working part-time jobs helps students' educational expenditures
- Being a working studnt is not a regret

1.Theme1: Experiences in School of Working Students:
The working students experienced both negative and positive experiences from the research conducted, including sickness, absenteeism, lack of sleep, stress, the volume of tasks, hunger, exhaustion, delay, financial aid for school expenses, and knowledge values gained from work experience.

1.1 Sickness:
Working while studying brings sickness to students. Student interviewees 1 and 3 said that illness is one of the experiences encountered in school as working students.

Student Interviewee 1: "Dire ko mangangalimtanna experience itunnganasakit ka agi it imopagpupursigipag-eskwela kay siyemprenagtatrabaho ka taskula gkan katurog... siyempremakakasakit." (page 41, lines 23-24)

[The unforgettable experience I had is that you get sick because you work hard to study and, of course, work with a part-time job. Also, your sleep is not enough. Of course, you'll get sick.]

Student Interviewee 3: "It unnamahuruharanat ha eskwe lahantas...padayunlagiappagsulodlabinakun may important egudnatrabahuon ha eskwelahan."(page 45, lines 226-227)

[I feel sick in school but continue to attend classes, especially if there is an important school work.]

1.2 Abseenteeism:
It is not suitable for students to commit excessive absences because it may negatively affect grades (Johansen, 2018). Some working students experience absenteeism in school due to their part-time jobs. Below are the clear statements of a working student regarding absenteeism.
Student Interviewee 3: "Iton...may pagkakataon la bangana-absent ka bisan may klase kay tungodngakailang annimomagtrabaho." (page 44, lines 198-199)
[There are instances that you make absences even there's a class because you need to work.]
She added that, "...Itunbanahan una paragsulodak an di pa ak working student tas mas nagingdamonaak absent han

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nag-working student naak kay kailangan ko man unahonaktrabaho..." (page 45, lines 215-216)

[Then,I always attend my classes when I was not a working student,and then I committed more absences after I became a working student because I need to prioritize my work.]

Additionally,the adviser confirmed the respondent's statements regarding absenteeism as one of the experiences in the school of working students. Adviser interviewee5 provided information regarding absenteeism of working students.

Adviser Interviewee 5: "Ahmm...nakaka-absent hiya kunpinapagtrabaho hiya." (page 56, lines 810-811)
[He gets absent when she is called to work.]

1.3 Lack of Sleep/ Drowsiness:
Along with working while studying the students' lives, lack of sleep/ drowse is one of the experiences in school. All of them provided statements regarding the said subject.

Student Interviewee 3: "...Kay sugadhitonestudyante ka asnatrabaho ka, baga' nkatataposkla setrabahowarayb apa huway. It unbananakakakaturog ka hin dire sakto..kata po smamata ka liwat aga para sumulod. Salitp agsus ulod mapirawgiap. Tas kunmapirawbaga'n loading pagudako ha klase. Di gudakonakak akuan..ahm.nakaka kuhaba hit mga lessons ni ma'am dayun.Danaynauurhiako hit mga lessons, tas...agianobaini kay waraybaaknak apamati. So. ..dan ay...nangangaturog ha klase..." (page 45, lines 221-224)

[As a working student, after your class, you keep on working and without rest. I don't get enough sleep, and then I will wake up to go to school. That is why in school, I feel drowsy, so I am somewhat loading in class. I cannot absorb the lessons of our teacher. Sometimes I am late for our lessons. I cannot listen carefully. That is why sometimes I sleep in class.]

Student Interviewee 4: "May part ngadanaymapirawnga nmakapoykataposagihito...compared ha una...yana dire nagudak attentive ha class...tapos...dire nagudako active." (page 46, lines 294-295)

[There is a part that I feel drowse and exhausted, and then because of that, compared to then, now I am not attentive and active in class anymore] According to the students'statements above, lack of sleep or drowse affects their attentiveness and class lessons' coping.]

The above identified experience in the school of the work ing student was affirmed by parent interviewee 4 with the following statement:

Parent Interviewee 4: "Baga'n... danaykulangkaturog, napipirawba..." (page 51, line 631)

[It's like sometimes her sleep is not enough, drowsed.]

Furthermore,lack of sleep or doze in school as experienced by working students was verified from the statement of adviser interviewee 5.

Adviser Interviewee5: "...I observed one time nga...piraw kay agiiyatrabaho..." (page 56, lines 810-811)

[I observed one time that he experiences drowse because of his part-time work.]

1.4 Stress:
The quest of struggling both work and school causes stress to students working. All of the study's student-respondents proved this idea as one of the school's experiences. It affects the students' attentiveness and focuses in school activities, including quality of coping with the lessons. Below are their statements regarding it.

Student Interviewee 2: "...tas ha school nagiging loading kabaaginagi appagpin anhunah unaAsyaito ngiapbag a'n...a ga'ndia kdanaynaka getshitlesson snima'am ."(page43,lines115116)

[And then at school, I can't catch up on the lessons, and it is also due to overthinking…]

Student Interviewee 3: "...bagannaduduruhannabaako, na i-stress ba... Tas agiliwath itoitunbana...di nagudak naka kag-focus ha akunmgahimuon, mga projects, mga para kana neskwelahan. Minsan may pagkaka taonngana ngan ga limtan ko nala... Minsan n aba bayaan nala giap... Bisa nim besnaan focus lugodpag-es kwela nakaka dtulugod hit iba. (page 45, lines 233-236)

[I'm somewhat overused, stressed, and can't focus on our school activities and projects. There are instances that I forget them (school works). Sometimes I cannot attend to it. My focus is spent on my work rather than my study.]

Moreover,the student-respondents' statements regarding stress are considered one of the school of working students' experiences were verified from the parent's answer.

Parent Interviewee 4: "...Danaynakikita ko it hiya ngam agtutuo kngadibalayitonba nasugad may makurina hirimuont asdamobatra bahuon,dudunga ndungan,nawuw urokintawon..." (page 53, lines 631-632)

[Sometimes I see her crying here (house) because of the problematic and loaded tasks. Her mind is confused and bothered already.]

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Not only parents observed stress as one of the experiences of the working students in school but also by the teacher through the provided statement below.

Adviser Interviewee 1: "...Difficulties that I observed to my working student are sometimes late submission of his output in some learning areas, he looks so…stressed..." (page 55, lines 711-712)

1.5. Volume of Tasks:
All of the student respondents said they experienced a volume of school tasks and their working student lives. The following statements would be evident that all of them experienced these phenomena as working students.

Student Interviewee 1: "...Actually, pagigingusana working student makurihinduro. Kay siyemprekailang anmoig-balance it imomgatrabahuon ha imo study ngan job labiadtu an umabotan time nganagtambaknagud an amon...an amonhirumuon ha school tasadi pa iningaaktrabaho..." (page 41, lines 5-7)

[Being a working student is so difficult. Of course, it is because you must balance your school works and part-time job especially one time we have many school tasks plus my part-time work.]

Student Interviewee 2: "...Makuri hiya kay gindudu drungan it kuan...it akonmga assignments tastrabaho ha part-time, dire ko lugodna popokusa nng annaa tendiranb agud nahin durolabina it amon research." (page 42, lines 82-84)

[It (working student life) It is difficult because of synchronized assignments and part-time works. Consequently,I can't focus and fully attend to them (school tasks), especially my research..]

According to the students' statements, life at school as a working student is difficult because of the experienced tasks. As an affirmation on Jewell's (2014) studies and Triventi's (2013), working students said that part-time working could lead to limited focus and fewer hours to accomplish academic success.

Parents observed that their children experienced a volume of tasks. Parent Interviewee 3 affirmed that it became one of the experiences of their children as working students.

Parent Interviewee 3: "...Itonnasiring it hiya nga di naniy agudnaaatendiranitiyamgatrabahuondidtuagi hit kadamona kay siyempreadi pa man giap it iyapagpap akabuhi..." (page 52, lines 568-569)

[My child says that she can't attend on her school tasks because it's too many and of course plus here is her part-time work.]

1.6 Hunger:
The lives of the students while working and studying made them experienced hunger in school despite the jobs they already have. Their jobs are insufficient to provide their food because the finance they get from work is spent on their educational expenses. Student interviewees 2 and 3 said that they sometimes go to school hungry, and below are their statements regarding it.

Student Interviewee 2: "...So, an akunna-experience hank uan...eskwelahanbaitonmakadtu ka ba'n aga nawaray kaon. Itonkasinaakgintatrabahuanginlalaan ko ito ha akon pagkuan...pag-assessment, mga projects, mgaaru-aragmo tlabina ha groupings-groupings..." (page 43, lines 105-107)

[So, what I experienced in school was I attend classes in the morning without eating my breakfast. It is because that the money I get from my part-time job is spent on our assessment, projects, and contributions for group tasks.]

In addition, the working student's answer regarding hunger as one of the experiences in school was verified from the parents' statement. Parent interviewees 2 and 3 said that their children sometimes experienced hunger in school despite having work that can support their basic needs. They said that the finance their children get from working part-time is spent on their educational expenses.

Parent Interviewee 2: "...Katapositonsiyem preitonpagka ongiap...kay hi kami giap dire man sapat kami naka kakuanhinpagkaon. Usahaywaray kaon nanaeskwela. Iton manliwatnakwartan gaiyanakukuhaiy apagtraba hoging agam itniya para iyamgaproyekto, mgakun anu-ano la naaragmotiramgatrabahuon ha eskwelahan. (page 51, lines 514-517)

[And then, of course, the food also because sometimes we also can't provide sufficient food. Sometimes she goes to school without eating. It is because that the money she gets from working part-time is used for her projects or any contributions for their group tasks in school.]

Parent Interviewee 3:"...Danaynganimasulod it hiya gia pnawaray kaon kay...amogiapitongawaraykwarta kay it iya kwartanakukuhaiyapagtrabahoginlalaan man it niya ha iya mga projects ha eskwelahan. Asya it na ha eskwel ahanba bis gutommasulod la giap." (page 52, lines 563-565)

[She goes to school without eating because we don't have money. What she gets from working part-time is spent on her school projects. That is why even she's hungry; she still goes to school.]

1.7 Exhaustion:
Juggling both work and school at the same time brought exhaustion to working students. Fatigue is one of the identified experiences in the school of working students.

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Student interviewees said that they experienced exhaustion in school along with their working student lives.

Student Interviewee 3:"...May pagkakataonngakapoy ka nanganimasulod ka la giapon kay tungodngaamogudta lagaitunusangahimuon, itunmakaeskwela. Medyomaka poyngani ha eskwelahan..." (page 44, lines 199-200)

[There are instances that even if you're already tired, you still go to school because that is one of the things you should do, to study. I'm slightly tired at school also.]

Student Interviewee 4: "May part ngadanay...makapoy k ataposagihito...compared ha una...yana dire nagudak att e ntive ha class...tapos...dire nagudako active." (page 46, lines 294-295)

[There is a part that I feel exhausted, and then because of that compared then, now I'm not attentive and active in class anymore]

Student Interviewee 5: "...An kapoy ha trabahodanays iyempre dire itomawawara, nadadaramoba ha eskwel ahan..." (page 48, line 395)

[The tiredness in work sometimes, of course, it's inevitable, and I even adapt it in school also.]

Additionally, the statements of the student-respondents regarding exhaustion as one of the experiences in school were verified from the parents' answers. Parent interviewees 3 and 4 said that they sometimes observed their children experienced fatigue in school and their working student lives.

Parent Interviewee 3: "...Ahmm...itonadanay it patalba, makita ka gudit ha iyanabaga'nintalonpatal. Siyemprekak urianitolabina ha eskwelahan..." (page 52, lines 577-578)

[Sometimes he is drained. I can see on him that he's somewhat exhausted. Of course, that is a difficulty, especially in school.]

Parent Interviewee 4: "...Pero danaynakikit-an ko't hiya nakapoylabikundamonatrabahuon ha eskwelahan tasm adugang pa iyatrabaho." (page 53, linse 615-616)

[But of course, I can see that she's tired when there are many school tasks plus she works in a part-time job.]

Further more, exhaustion as one of the experiences of students working part-time jobs was affirmed by the advisers. Statements of adviser interviewees 1 and 5 are as follows regarding exhaustion as experienced by their students in school along with their working while studying lives:

Adviser Interviewee 1: "...Difficulties that I observed to my working student...he looks so tired..." (page 55, lines 711-712)

Adviser Interviewee 5:"...I observed one time nga...as in kapoy-kapoyan hiya...kay agiiyatrabaho." (page 56, lines 810-811)

[I observed one time that he's so tired because of his work.]

Exhaustion became a negative experience in the school of the working students. It became a factor that brought difficulty in the school life of working students.

1.8 Tardiness:
As working students, tardiness in arriving at school was experienced by them. Student Interviewees 2, 3, and 4 provided statements regarding to it.

Student Interviewee 2: "Itonnali-late danay. So...makaar awod, tasyayaknan ka im teacher nasunodayawnapagpa-late, pag-manage naim time.." (page 43, lines 118-119)

[Sometimes I arrive late at school. So, it's so embarrassing, and our teacher told me that next never be late again, manage my time.]

Student Interviewee 3: "...itunnganali-late ako kay may trabahuon pa taskulangnagud it katurog. Danay alas otsonaaknakakadtu..." (page 44, lines 229-230)

[Sometimes I arrive at school late because I still have tasks to do and I don't have enough sleep. Sometimes I arrive at school by eight o'clock.]

Student Interviewee 4: "...Tas kuan, han una I am the most early bird person nanahihingadi ha school, mga 7 palaadinaako, yananakakadiako 8, 10, mgasugadhito... Na giging late na." (page 46, lines 310-311)

[Also, then I am the earliest person who arrives at school, by 7 o'clock I'm already here (school), but now I arrive here by 8 and 10 o'clock. I become late already.]

These statements of students were affirmed by adviser.

Adviser Interviewee 1: "...Sometimes he came to school late..." (page 55, line 708)

1.9 Gets Financial Aid for School Expenses:
In school, working students experienced having a financial aid source to compensate their school expenses, especially for projects.

Student Interviewee 1: "...Kay kun may mga projects ngada ka man giapmakuhaitonkwarta. Amo na man gud la

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it nabulig kay siyempre independent man liwatakonap agkatawo..." (page 41, line 89)

[Because if I have projects, I can get money from my part-time time work. It's the only aid which helps me because of course, I'm an independent person.]

Student Interviewee 2: "...So, ito hiya ngakuan...pagwo-working student, so...dakoliwat it hiya nakuanbulig ha akun kay siyempre independent ako. Akon la sarilinagpap aeskwela, so it mgagarastusannakakabulig..." (page 43, lines 87-88)

[So, being a working student is a big help for me because of course I'm independent. Since I'm self supporting student, it helps my school expenses.]

Additionally, these statements from students to experience financial aid for their educational expenses were verified from parents' answers. Parent interviewees 2 and 3 said that the excellent experience on their children's working student life is that they get financial help for school expenditures.

Parent Interviewee 2: "...Iton...itoniyasugadhiton...waray kami na...warayba kami naihahatag ha iya...pamarasahi, nabubuligan hiya it iyakanantrinabahuan, ngada hiya nakakakuha..." (page 51, lines 499-500)

[Like if we don't have and we can't give money for her fare, her money from working part-time job helps her and is used for her to be able to go school.]

Parent Interviewee 3: "...kay it iyakwartanakuku haiya pagtrabahoginlalaan man it niya ha iyamga projects ha eskwelahan..." (page 52, lines 564-565)

[Because the money she gets from working part-time job is used and spent for her school projects.]

Part-time jobs brought significant aid to working students for their educational expenditures, especially for projects where the parents don't have enough money to support their children. This kind of situation was experienced by some students who worked part-time.

1.10 Knowledge and Values Gained from Work Experience:
Having knowledge and values learned from work experiences in school is one of the experiences of working students. Student interviewees provided statements regarding it.

Student Interviewee 1: "...Itun...na-aaply ko as working student...na-apply ko it akun experiences ha trabaho ha eskwelahan. Mgapamatasan like disiplinanganpagtrato ha igkasitawolabina ha akunmgaklasmeytsngan teachers. Sanglit mas anoako...mas thankful akona working student ako kay may advantage akongan extra knowledge akotikang ha gawas." (page 41, lines 17-20)

[I apply my experiences from my part-time work to school. Like discipline and treatment to other people, especially to my classmates and teachers. That's why I'm thankful that I'm a working student because I have the advantage and extra knowledge from the outside.]

Student Interviewee 3: "...itunbana may nababaruan ka ha imtrabahongawaray ha eskwelahantasnagagamitmo ha eskwelahan. Itunbananahaara ka napagmatahin aga-aga bisankulangkaturog...Baga'nagitakpagtrabaho mas naging masayonna la baitunpag-eskwela...itunp agtrinab aho. Itonbana an akpaniguro ha aktrabahonaga gamit ko ha akpag-eskwela." (page 44, lines 204-208)

I gained knowledge from my work that I did not meet in school, and I used it in school. I'm already used to wake up earlier even if I don't have enough sleep. It's like because of working my school tasks becomes easier if focused. I used in school the perseverance I gained in work..]

Student Interviewee 5: "...An akunnagamitna experience ha eskwelahannaakunnakuha ha akpagtrabah o...ahm. .itunpagigingmatiyagaba ha eskwelahan..."(page 48, lines 385-386)

[The experience I used in a school that I gained from my work is patience.]

In general, the school experiences of working students comprise both positive situations and challenges and difficulties. However, the dominant understandings of working students in school are the challenges and difficulties.

2. Theme2: Ways in Coping the Challenges as Working Students
According to the findings, seeking and utilizing teachers' support and help, application of time management, taking some rest and applying optimism are the working students' ways of coping with the challenges..

2.1 Seeking and Utilizing Teachers' Support and Help:
Teachers' support is a valuable factor that can improve the school life quality of working students. By implementing common objectives, working students' school life will be developed (Jaavall, 2007). In times that challenges are cannot be handled anymore, working students seek teachers' support and help. By utilizing it, working students were able to surpass and resolve some challenges and difficulties encountered. Student interviewees 1, 2, 3 and said that it is one of their ways of coping with the challenges.

Student Interviewee 1: "Akotalaga...sugad di ko natalaga kaya, as in nabaganmismo...kun di ko natalaga kaya, may

usaakona teacher nagindadaupan. Teacher talaga it hiya na gin-treat ko as a family." (page 41, lines 38-39)

[If I can't handle the challenge anymore, as in I can't manage it anymore, there's a teacher who I ask for help. A teacher who I treat as a family.]

He added that, "Nag-o-open ako ha usanatawo. Like kay ma'am or akun teacher, naanotalagaakohinbulig, suggestions or kunanonamaupaynasagdon para ha akun. Tapos...sugadnga gin-aano ko it hiya, ginsusulod ko it hiya ha akunutokngan gin-a-apply ko. Tas...asyaito, effective. Nabali la ako ha ak teachers sagdunngan dire mag-doubt hitotasaksyunan." (page 41, lines 42-45)

[I share my problem with a person. Like our teacher, I ask for her help, suggestions, or any helpful advice. And then, I pin it in my mind and at the same time apply it. And it is useful. I follow the advice of my teachers and do not doubt it, and take action on it.]

Student Interviewee 2: "...Pero…may teacher giapnakuk uhaan ko bulig. Nagkukuanhira ha akun, nagyayaka nhinm aupaynamgasagdonnganpaalalanga...pagtuhaybisankamon agkukuri. Asya...ahm...namo-motivate akona mas mani gurotas di magpadara hit mgaproblema." (page 43, lines 125-127)

[But there is a teacher whom I ask for help. They give me better advice and reminders to perceive even we're suffering from poverty. That is why I become motivated to work harder and perceive, and never be influenced by the problem.]

Student Interviewee 3: "...Naaroakohin...a nobatak bubuhaton ha akunmgamaestra. So, amoitonakua nitomgamaestranga sigesugadhini...iton bananahata ghira hin activi ty ko. Asyaitonakapasar-pasar." (page 44, lines 245-246)

[I ask about any activity to my teacher. So, that's it; my teacher tells me to do a particular activity to work on. That's why I can pass somehow.]

Moreover, these statements from working students that seeking and utilizing teachers' support and help are one way to cope the challenges were verified from advisers' answers. Adviser interviewees 1 and 5 said that when their students ask for support and aid, they accord help..

Adviser Interviewee 1: "...He asks help sometimes on things that need and advise which I give to him of course." (page 55, line 718)
Adviser Interviewee 5: "...Mga projects...masing it hiya ngakunpuydemaka-print or puydeumaro bond papers, folder, anything ngamagagamitanniya. Na-ask man giapon hiya. So, gintatagan ko hiya." (page 57, lines 818-819)

[He will ask me if he could print and get some bond papers, folders, and anything he can use for projects. And, because he asks, I give it to him.]

The teacher is the primary source to improve school life quality for the students. Students identified care and understanding as factors to improve their school life quality (Jaavall, 2007). They play an essential role in coping with the challenges working students experienced.
Application of Time Management

In coping volume of tasks, application of time management is helpful. Students said that they apply time management, and their statements regarding it are as follows:

Student Interviewee 1: "...So far, nahihimo ko na man la takmgahimuon ha eskwelahan. Pero siyempre may time management ako."(page 41, lines 49-50)

[So far, I can finish my school tasks somehow because of course I have time management.]

He also stated that, "Multitasking. Iton sample nakunmaydaakokailanganistadihon, dadad-on ko ito ha trabahuan. Habangwaray pa gudhinihimo, study. Tas danaysugadbana di kaya idungan, itonna...kailangan focus ka anayusana project, uunahon ko anayitondapatunahon. Iton...may priority ka ba." (page 42, line 57-59)

[Multitasking. For example, if I have something to be studied, I bring it to work. While there are still no works to be done, I'm learning. And sometimes, if I can't multitask, I focus on one project first and prioritizes it...]

Student Interviewee 2: "It akatikkasihito...sugadhitousa ko napagsubokitonoras, ginkukuan ko it akon time, nasugadhini hiya pankuan ko...panhimo projects, tasinina orasliwatdidtu it may akontrabaho. Time management ba...Tapositonkuanliwat...salinnaorasginkakadtu ko ha pag-answer mga assignments...review kun may quiz. Sugadito...amotak strategy." (page 43, lines 136-139)

[One of my challenges is time; my strategy to it is time management. For example, I set this time for project making during this time for my part-time work. Also, the remaining time, I use it in answering my assignments and review for my quiz. Just like that, that's my strategy.]

Student Interviewee 5:"An akun strategy...sugadhito mas damonangani it projects ba...nagse-set akohin date kun san-o ko fo-focusantakmga projects para liwatmaa ramak san-o ako ma-absent trabaho."(page 49, lines410412)
[My strategy if there are many projects, I set date if when can I focus on them so that I also know when to absent at work.]

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Additionally, these statements from students that application of time management is one of their ways in coping the challenges as working students were verified from the answers of parent and adviser.

Parent Interviewee 4: "...Baganakukuanak hit ha iyan asariliniyanapagkuaniyaoras...pagbatag. Sugadhan una na may kuan...an ira project ha eskwelahannanagluto hiya ngadi ha balay, nagmata hiya hin aga kay para maanoba adtu, mabaligya ha eskwelahantasmakasulod pa hiya. Itonngakuanmaaram hiya na may himuonngaimportante, tatagan it niyahinorasna man la." (page 53, lines 656-659)

[I can observe to her that she divides her time. Just like then, they have a school project that they cooked here (house). She woke up earlier so that she can sell it at school and at the same she can attend her class. If she knows that there's an essential task, she gives time for it.]

Adviser Interviewee 5: "Akon la na-observe kundamon atrabuonniya, ahmmm...time management lang." (page 57, lines 823)

[What I observed when he has overloaded tasks already is time management only.]

Time management is an effective way of coping volume of tasks for working students. Through it, students were able to accomplish their jobs even though they're overloaded.

2.2 Taking Some Rest:
In coping with exhaustion, taking some rest is the way of working with students. Student interviewees provided statements regarding it.

Student Interviewee 1: "Ahmm...rest-rest tapos after pira ka-hours or minutes bagan...kayodnaliwatba." (page 42, line 52)
[Just take some rest and after how many hours or minutes, work again.]

Student Interviewee 4: "Napahuway gad. Hahaha. Dana ykun di nagud kaya (kapoy) nakaturogkunwaray pa klase." (page 47, line 337)

[Of course, I take some rest. Sometimes if I can't handle the exhaustion anymore, I sleep in the classroom if there are still no classes.]

Taking some rest is the way of working students in overcoming and diminishing exhaustion. It became a helpful strategy for them. Parent interviewees 1 and 4 affirmed that it is their way of coping with fatigue with the statements below.
Parent Interviewee 1: "...Kunbagakapoynagud hiya siy empreiyapaniguropagtrabahongantikang hiya pa eskwela, kuan la ito it iya...napahuway, nakaturogayla't hiya bis la makadali." (page 57, lines 479-480)

[If he's already tired, of course, due to working hard and he's after school, he rests and sleeps a forawhile.]

Parent Interviewee 4: "Napahuway la it hiya, nakurukatu rugay la hiya ngadibalaykuntalagaintalonbaga kinaka poynagud." (page 53, line 653)

[He just take rest, sleep a little here (house) if she's really tired already.]

2.3 Applying Optimism:
Another way of coping with the challenges of working students is by applying optimism. It supports the study of Green and Jaquess (2015) that students view works as a positive element in their situation. Student interviewees provided statements regarding it.

Student Interviewee 1: "...bisansugadhitonanai-stress man ako, fight, fight for fight lang para ha future. Nagigin positive la aktakhuna-huna...pinipiritmagin positive la labina ha eskwelahan... So far, nahihimo ko na man la takmgahimuon ha eskwelahan..." (page 41, lines 48-49)

[Even I feel stressed, I fight and fight for the future. My mind is just positive, and I force it to be positive, especially in school. I just accomplished my school tasks by that.]

Student Interviewee 2: "Takginbubuhathito...waray la, ginpapamaagi ko la ha tawa. Tas...itonngagingigiusan ko bisan stress akogios la. Nawawarana man la. Dire akonap adaratak stress, dire ak nala nagma-mind mgaprob slema..."(page 44, lines 153-154)

[What I do to it (stress) is I express it through laughing. And I take some actions even I'm stressed, keep moving on. And it (stress) only naturally removed. I just do not let stress influence me, and I don't mind the problems.]

Student Interviewee 5: "Aw...ginhihimo ko, nagkakanta-kanta la ba...para mawara stress. Usahayliwatnagmumulay online games." (page 49, lines 415-416)

[What I do is just singing so that my stress will disappear. Sometimes playing online games also.]

Being optimistic is the main way of working students in coping with stress, including lack of sleep/drowse. Through it, they were able to lessen their stress and drowse experience in school. These answers of students were verified from the statements of the advisers. Advisers 1 and 5 have statements regarding the application of optimism by the working students as their way of coping with the said challenges.

Adviser Interviewee 1: "Despite of the stress that he encounters, I can see him together with his friends. Some

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times they go out with his friends to unwind." (page 55, lines 723-724)

Adviser Interviewee 5: "So far, amogiap. Amo naitona active active la hiya." (page 57, line 829)

[So far, the same. That's it he's just being active.]

3. Theme 3: Lessons Learned as Working Students:
Base on the findings, the lessons learned as working students are: (1) Being a working student is difficult and challenging.; (2) Always persevere and never give up.; (3) Working part-time jobs helps financial expenditures in school.; and (4) Being a working student is not a regret.

3.1Being a Working Student is Difficult and Challenging:
Juggling both work and school concludes that working student life is not easy but challenging. All student interviewees said that their lives as working while studying became uneasy and challenging. Here are their statements, which show that it is one of the lessons they learned as working students.

Student Interviewee 1: "Ahmm...mayda ko nabaruanna. ..it pagiging working student dire ngayan hiya harum amay. Challenge it hiya naimo gin-atubang..." (page 42, lines 62-63)

[I learned that being a working student is not easy. It's a challenge you faced.]

Student Interviewee 3: "Oo. Itunngamakuringayanmagin working student kay amoito di ka nanakaka-pokusimomga assignments. Damo timnami-miss namgakuannimo ha eskwelahan. Pero bisanbamakurikailanganmo la giaphim uon, giusan kay para gud man masolusyonanba." (page 46, lines 274-276)

[Yes, I realized that it's challenging to be a working student because you can't focus on your assignments. You miss many educational tasks. But, even if it is difficult, you must make it and move so that you'll resolve it..]

Student Interviewee 4: "...Dire harumamaytalaga it pagiging working student kay it imo...it imo...life different man ha ibanaestudyante. Sugadhiranakakag-enjoy hiratapo s hi ikaw dire, baga'tmayda gad liwat ha akun part nga realization ngakuan...hin..nga dire talagamaupayng amapas ok ka hitongapagiging working student." (page 47-48, lines 355-358)

[It's not easy to be a working student because your life is different from the other students. Just like them, they can enjoy and you can't. It's like there's a realization on me that it's not good to enter working student life.]

Student Interviewee 5: "Kuan...pagiging working student dire la ngayanharumamaynganhayahay, dire la ngayan. ..pampalipayperomaydatalagakakuriannaimobamaiexperience..." (page 49, linse 431-432)

[Being a working student is not comfortable and relaxed. It's also not for happiness, but there are real difficulties that you'll experience.]

Moreover, these statements from them that being a working student is not easy and challenging were verified by parents. Parent interviewees 1 and 2 said that their children realized that their lives as working students are not easy..

Parent Interviewee 1: "Nakakuanak hit ha iyananagya yakan hiya nga...di ngayan la masayonngan di la harumamay it kabutangannamatrabahotasmaeskwela. Asyaitotakmaara mnaiyabaganapamalandungan ha iyasitwasyonnasugad." (page 50, lines 486-488)

[He said that the situation of working while studying is not just easy. That's what I know about what he realized.]

Parent Interviewee 2: "Oo, nagyayakan it hiya nga. ..makuringayansugadnakabutanganpag-eskwela...ngana niniguro hiya kundiin hiya mamimilinghin...siring pa pangkaupayan para iya, para itustosiya projects nganpama sahinagiaponliwat." (page 51, lines 543-545)

[Yes, she said that it's problematic that kind of situation (working student) in school that you perceive to find sustenance for her projects and fares also.]

Furthermore, these statements that being a working student are not easy and challenging were also verified from advisers' answers. Adviser interviewees 1 and 2 said their students realized that their lives as working students are not easy.

Adviser Interviewee 1: "...He realized how hard it is to have a job while studying." (page 55, line 729)

Adviser Interviewee 5: "...Siring pa man niya, it's very difficult to find money and you're studying..." (page 57, line 833)

[As what he said, it's very difficult to find money and you're studying.]

3.2 Always Persevere and Never Give Up:
One of the lessons learned by working students is always to persevere and never give up. The majority of the student interviewees provided statements regarding the said learned lessons.
Student Interviewee 2: "...Iton...padayun la pag-eskwela, mas paniguro. Itonbanaayawpagbalewalaaitonpag-eskwela kay siyempreamo it makakabulig ha im. Tas

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ayawbapagpatarantar hit mgaproblemaba. Ayawkamopa gpadara hit kakurian kay malabay nala ito, panigurolugod, gi-os. Mapawaray, mapamay-adasuporta ha im family paniguro hit imolabina ha eskwela kay para man la giapitoimkabubuwason..." (page 44, lines 181-184)

[Just continue studying and perceive. Do not disregard education because it can help you. Don't be bothered by the problems. Do not be influenced by difficulties because it will just pass, perceive instead, move. Without or with support from family perceive especially with your study because it's still for your future.]

Student Interviewee 5: "An akon lesson nanakuha...nga d ko mangangalimtanna an pamatasanbanakailangan dire p airalon an kahubya..kay..ahh..kay kasikunmaghi hinubya k a la,waray ka mahingangadtuan.Dapattana n ban aadla w magingmasipagkakaypara..tanannam gapags ubokngam ahigada ha imomalagpasan mo." (page 49, lines 436-438)

[The lesson I gained that I can never forget is that do not let laziness reign on you because if so, you will go nothing.]

These statements also show that it is one of the lessons they learned as working students were also verified from parents' answers. Parent interviewees 2 and 4 said their students realized that their lives as working students are not easy.

Parent Interviewee 2: "Yana, dakogiapiyapinag-ibahan. ..ngabaga kay naging...mas karuyagnan iyait un...makat aposhitunpag-eskwela, ngamagpursige hiya. Kay dati...ha una...haruhayayla't hiya, waray-waray la. Siyemprey ananagpupursige hiya kay maaramna hiya it...tinuodn gakakuri hit kinabuhi...nakapamalandong it hiya yana...yanana mas...mas dapatmaniguro." (page 51, lines 537-540)

[Now, she changed a lot because she already wanted to finish her study and work harder. Then, she's just relaxed and doesn't care. Of course, now, she works harder because she already knew the real difficulty of life. She already realized that she must persevere more today.]

Parent Interviewee 4: "Sobra pa ito it iyaginkukuan, sal I tyananagtitikos it hiya namaka-scholar it hiya...namakuan it hiya hit gobyernobanga it iyapag-eskwelamakuan,ma bu ligannawaraynabaydan. Kay nakukuanba hiya n a.. .ito nbanamaaramna hiya it kakurianiyakabutang. Salit ...as yaitonabagaduronaiyapaniguro." (page 54, lines 661-663)
[She learned much. Now, she perceives herself to be a government scholar for her study. It is because she already knew the difficulty in her situation. That's why she perceives more today.]

Also, adviser interviewee 5 said that her student learned that he must always persevere and also learned not to give up.

Adviser Interviewee 5: "One of the lessons niya...ahmm.. .he really understand that kailangantalagamaging hard working..." (page 57, line 832)

[One of the lessons he learned is that he really understands that we must be hardworking.]

3.3 Working Part-time Jobs Helps Students' Educational Expenditures:

Woking students learned that working part-time jobs is a big help for their educational expenses. The students said that the money they get from their part-time jobs helped in sustaining their educational expenditures.

Student Interviewee 1: "...it pagiging working student gindidig-unan ko nadakoitonabuligmismo ha imokalugarin gonlabina ha immgagarastuson ha pag-eskwela...kay dire Permanente it imokag-anakaada ha imonganperma nentem akusog..." (page 42, lines 72-74)

[I firmly stand that being a working student is a big help for yourself especially for school expenses because not all the time your parents are with you and strong.]

Student Interviewee 4: "...nakakabuligito ha akun espe cially in terms of financial expenses for my study..." (page 48, lines 371-372)

[It (part-time work) helps me especially in terms of financial expenses for my study.]

Student Interviewee 5: "...Kay...sugadhitonyana. ..kunw arayako nag-working student, ngain man akomakuha it akunigbaralonnganibanagarastuson ha eskwelahankunw araynaihahatagtakmgakag-anak?" (page 49, lines 440-442)

[Just like that, if I did not enter working part-time while studying, where would I get money for the expenses in school if my parents cannot give me money?]
Furthermore, students' statements as it is one of the lessons they learned as working students were also verified from parents' answers. Parent interviewees 2 and 4 provided information regarding it.

Parent Interviewee 2: "...nakukuhaan pan-gasto para esk welahan kay adaiyatrabaho..." (page 51, line 554)
[She can get money from her part-time job for expenses in school.]

Parent Interviewee 4: "...kay nakabulignggan hiya ha amo n kay di nagud hiya naarokwartaiyamgakuruanon ha eskwelahan, kun anu-ano la." (page 54, lines 674-675)

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[Because she can help us with that, she doesn't ask for money from us anymore for her school activities or anything.]

3.4 Being a Working Student is Not a Regret:
Despite that various challenges and difficulties were experienced by working students, they still learned that being a working student is not a regret. Students said that they did not regret that they became working students.

Student Interviewee 1: "Dire. Never akonagbasoln anag in gusaakona working student..." (page 42, line 72)

[No. I never regret that I became a working student.]

Student Interviewee 2: "Dire akonagbabasol. Never akon agbasol. Kay ano? Kay unang-una dakotalaga hiya nabulig ha akon it akonpagwo-working student. Maupayit akonka butangan it akonpagiging working student kay waray man akonalalabtannaiba. So, amoito di ko talagaginre-regret pagin working student kay dakotalaga hiya nabulig ha akonlabina financially..." (page 44, lines 187-190)

[I don't regret. I never regret. Why? Because first being a working student is really a big help for me. I have a good condition from being a working student because I can't affect others. So, that's why I don't regret that I am a working student because it's really a big help for me financially.]

Student Interviewee 4: "I never regret it...kay...siring ko pa man kanina mas nakakabuligito ha akun especially in terms of financial expenses for my study. That's why I never regret it kay mas mabubuligan ko it ak family..." (page 48, lines 371-372)

[I never regret it (being a working student) because, as I said, it helps me enormously in terms of financial expenses for my study. That's why I never regret it because I can help my family.]

Additionally, students' statements as it is one of the lessons they learned as working students were also verified from parents' answers. All parent interviewees provided information that their children don't regret they became working students.

Parent Interviewee 2: "Aw dire man...naninigurolugod hi ya, naniniguro. Kay ano dire hiya nagbabasol? Kay nakak akita man hiya it kabutang hit iya...kuan..kabu gtuan patinagiapiya..iyakaganaknamakuri..."(page51,lines55253)

[No, she perceives instead. Why is it that she doesn't regret it? It is because she knows the condition of her siblings, including her parents, that it is difficult..]
Parent Interviewee 4: "Dire man. Dire man hiya nagku kuan, nagbabasol kay nakabulignган hiya ha amon kay di nagud hiya naarokwartaiyamgakuruanon ha eskwelahan..." (page 54, lines 674-675)

[No, she doesn't regret it because it helped us, for she doesn't ask for money for her expenses in school.]

The next page figure shows the diagram of the quality of life for working students at the center. It is closely related to the themes; namely, experiences in the school, coping with the challenges as working students, and lessons learned as working students. Moreover, the sub-themes were derived from the embedded ideas from the respondents' transcribed answers showing considerable challenges encountered by working students while doing their part-time jobs. However, they learned to overcome it by applying the lessons to their lives.

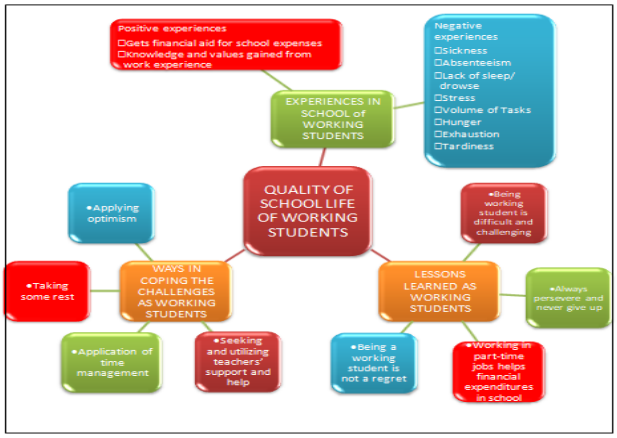

Fig 1. Thematic diagram of the results of the study.

IX. SUMMARY OF FINDINGS

This study discussed the experiences of the working students in school, coping challenges as working students, and lessons learned as working students. The following paragraph presents the summary of findings obtained from the study.

The experiences of the working students can be classified as positive or negative. Negative experiences in school include sickness, absenteeism, lack of sleep, stress, the increased volume of tasks, hunger, exhaustion, and tardiness. The positive aspects of being a working student include getting financial aid for school expenses and knowledge and values gained from work experience. These experiences include positive happenings, including challenges that brought difficulties affecting their school life.
While seeking and utilizing teachers' support and help, application of time management, taking some rest, and applying optimism are the working students' ways to cope with the challenges. These ways became useful for the working students in overcoming the challenges experienced.

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The lessons learned from being a working student are difficult and challenging, always persevere and never give up, working in part-time jobs helps financial expenditures in school, and being a working student is not a regret.

X. CONCLUSIONS

The analysis of the findings of the data revealed the following conclusions:

The students perceive their school life as positive and negative.Being a working student seems to affect students' lives differently depending on how every student perceives their work, such as level of obligation, the amount of work, the nature of the work, and whether they like or dislike it.

One strategy to lift the quality of working students' quality of school life is to listen to the students' voices. The study emphasizes the teacher as the primary resource contr ibuting to the quality of school life for the students.Despite the challenges faced being a working student, students considered the positive aspects and learned lessons from them to make them better.

XII. RECOMMENDATIONS

Based on the conclusions of the study, the following reccomendations are advanced:

- Positive communication must be encouraged between students and teachers to raise awareness of the conditions of working students.
- Listen to the working students' voice by coming up with strategies that offer education within special needs, particularly in delivering and assessing competencies.
- The school and the community must establish a strong partnership to increase understanding of the working students' condition and improve the quality of school life.

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