

**BALANCING WORK AND STUDIES: THE JOURNEY OF STUDENTS WITH
PART TIME EMPLOYMENT IN THEIR ACADEMIC PURSUIT**

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In Partial Fulfillment
Of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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CERTIFICATE OF PANEL APPROVAL

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ABSTRACT

With the modern academic scene, most students in college have to engage in work and study simultaneously to be able to carry on with their education and pursue personal and professional goals. This research ventured into the experiences of working college students juggling part time work and studies. The primary aim was to find out how these working students manage their duality of work and study, the problems they face, and the coping mechanisms they employ to balance both work and academics. Recognizing the increasing number of students engaging in part-time employment, this study sought to shed light on their lived realities to foster better understanding and awareness within the community. With a qualitative phenomenological research approach, the study was conducted in one of the higher learning institutions in Ozamiz City and involved ten student participants, which were selected using purposive sampling. Data were gathered using in-depth interviews and interpreted using Moustakas' transcendental phenomenological technique. Based on the analysis, six major themes were found: Financial Motivation and Family Responsibility, Time Management Struggles, Overlapping Schedules and Conflict, Stress, Fatigue, and Health Consequences, Time Management and Prioritization, and Positive Attitude and Motivation. Therefore it is concluded that employed students face severe challenges in balancing studies and work, but they also develop valuable life skills and a strong sense of responsibility. It is therefore recommended that the Local Government Unit (LGU) may implement programs and initiatives that promote student welfare, such as providing financial assistance, mental health support, and skills development opportunities. Such initiatives will do great help in empowering working students to maintain balance and achieve success in both their academic and personal endeavors.

Keywords: *coping strategies, lived experiences, part-time employment, student journey, work–study balance*

DEDICATION

This research is sincerely dedicated to the researcher's dear family, whose unshakeable love, support, and encouragement have served as the ultimate source of strength throughout this academic pursuit.

Their sacrifices, guidance, and prayers have been the constant inspiration that motivated the researcher to persevere despite challenges and adversities.

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INTRODUCTION

Background of the Study

College was a time of significant change marked by newfound freedom, academic pressures, and the journey of self-discovery. Students had to navigate a complex environment that demanded strong time management, self-discipline, and adaptability (Ismailova, 2025). Balancing academics with extracurricular activities, social relationships, and sometimes financial responsibilities often led to stress, anxiety, and exhaustion (Nayak & Kachhi, 2025). These challenges tested students' resilience as they strived to meet both institutional expectations and personal goals (Etherton et al., 2022).

Academic success in higher education was vital because it set the stage for personal, social, and professional development (Mohareb & Al Khraisha, 2025). Personally, it enhanced self-esteem, gave students a sense of accomplishment, and provided them with vital life skills such as critical thinking and problem-solving (Babaei, 2023). Socially and professionally, it improved one's capacity to contribute positively to society and increased opportunities for internships, employment, and postgraduate studies. Within the framework of university stress, academic achievement also reflected whether a student could handle responsibilities and overcome obstacles, abilities essential in every aspect of life (Al-Abyadh & Abdel Azeem, 2022).

In the last ten years, escalating education and living costs turned financial anxiety into an everyday reality for many college students. The increasing expenses for tuition, transportation, learning materials, and miscellaneous costs weighed heavily on students and their families, particularly those from lower- and middle-class backgrounds (Jackson, 2023). Consequently, many students were compelled to engage in part-time work to

support their schooling and personal expenses (McCormick et al., 2023). Balancing schoolwork with financial stressors negatively affected their academic performance, physical health, and emotional well-being, which highlighted the need for greater support for working college students (Talib, 2025).

In recent years, there had been a sharp increase in the number of students engaging in part-time work, both in the Philippines and internationally. According to a 2023 Agile Data Solutions poll, approximately 60 percent of Filipinos, particularly Gen Z and millennials, engaged in part-time work to earn extra income amid inflation, with earnings reaching up to ₱10,000 monthly. The same trend was observed in the United States, where 23 percent of four-year undergraduates and 61 percent of two-year college students were employed part-time, with 7.4 million part-time students enrolled during the 2022–2023 school year. In the United Kingdom and Australia, more than 50 percent of international students also reported having paid employment during school terms, reflecting the global trend of part-time employment as a means for students to achieve financial independence, gain work experience, and maintain flexibility.

Most students worked while attending school not only because of economic necessity but also due to a combination of personal and financial reasons (Perna, 2023). Tuition fees, learning materials, and miscellaneous expenses made employment a necessary means of support for remaining in college. Some students worked to gain practical experience, strengthen their résumés, and acquire a competitive advantage after graduation. In addition, others were motivated by the desire for autonomy or by the responsibility to support their low-income families, making employment a significant and influential aspect of their educational experience.

While having a job while attending school provided several benefits, it also presented significant challenges that affected students' health and academic life (Leal Filho et al., 2021). One major challenge was time management, as students had to balance class schedules, assignments, and work responsibilities with limited time for rest or social activities. This constant balancing often resulted in stress, burnout, and reduced physical and mental well-being. Without supportive networks from family, friends, or the school, many working students experienced feelings of isolation, highlighting the need for greater awareness and institutional support to help them succeed (Knight et al., 2021). Part-time employment produced both positive and negative effects on students' academic achievement and well-being (Duong et al., 2024). Positively, it helped develop time management, responsibility, communication, and problem-solving skills, increased self-esteem, and provided real-life experiences. However, excessive or poorly managed working hours often resulted in declining academic performance, physical and mental fatigue, and increased stress and anxiety. Ultimately, the success of part-time employment depended on a student's ability to maintain a proper balance between work and study (Francis et al., 2025).

Although earlier research had explored the experiences of working students and their academic performance, there remained a lack of empirical evidence regarding how high levels of stress and mental health conditions affected this population, particularly within the Philippine context. Previous studies had largely focused on Western settings, creating a geographical gap that failed to address localized factors influencing working students in Mindanao, especially criminology students. This also reflected a population gap, as criminology students had unique academic demands and training requirements

that were not commonly examined in general studies on working students (Zaportiza & Cuevas, 2025). In addition, there was an applied gap in the literature, with limited evidence-based recommendations available for institutions to create targeted interventions that could effectively improve the well-being and academic performance of this population (Rani, 2025).

The purpose of this study was to explore and understand the lived experiences of college students who worked part-time while pursuing their academic goals within the local context of Misamis University. Although existing literature on working students had expanded, most studies focused on broad national or international trends and failed to capture the specific socioeconomic, cultural, and institutional realities unique to particular regions or academic environments (Brown, 2025). In the institution, there remained a notable gap in research documenting the everyday challenges, coping strategies, and personal realities of part-time working students. Since local economic conditions, community norms, and available support systems significantly shaped how students navigated the demands of work and study, a localized investigation was necessary (Gao, 2022). Through examining these experiences within the local setting, the study aimed to provide practical recommendations that could guide policies toward improving services and fostering the overall academic wellness and success of working students.

This research was important because it provided a deeper understanding of how part-time work influenced the academic achievement, well-being, and overall educational experiences of criminology students at Misamis University (Akhter et al., 2024). The findings not only contributed to the limited body of local research on working students in

Mindanao but also offered valuable insights to instructors, administrators, and policymakers in developing student-centered interventions and support systems (Edwards-Fapohunda, 2024). Furthermore, the results could guide future criminology students in managing their dual roles more effectively and encourage resilience and balance. Ultimately, the study helped bridge the gap between theoretical understanding and practical application, ensuring that academic achievement and personal development among working students were supported in higher education (Gamage et al., 2021).

Theoretical Framework

This study was anchored on Role Strain Theory by William J. Goode (1960) and the Conservation of Resources (COR) Theory by Stevan E. Hobfoll (1989).

The Role Strain Theory, formulated by sociologist William J. Goode in 1960, explains the tension and stress individuals experience when they are confronted with competing expectations from multiple social roles. According to this theory, individuals occupy various roles in society—such as worker, student, family member, or friend—each carrying specific responsibilities and expectations. When these role demands become excessive or incompatible, role strain occurs, resulting in negative effects on an individual's performance, emotional state, and overall well-being (Hwang & Seo, 2025). The theory emphasizes that limited time, energy, and emotional resources make it difficult for individuals to fully satisfy all role obligations simultaneously, thereby increasing stress and pressure.

The Role Strain Theory is highly relevant to the present study, as it provides a clear framework for understanding the lived experiences of college students who work part-time while pursuing their academic goals. For working students, role strain arises

when academic demands—such as attending classes, meeting deadlines, and preparing for examinations—conflict with work schedules and employer expectations (Francis et al., 2025). This overlap often forces students to prioritize one role over the other, leading to time conflicts, emotional strain, exhaustion, poor concentration, absenteeism, and declining academic performance (Cheng, 2025). Prolonged exposure to these competing demands may also result in anxiety, frustration, and feelings of isolation, particularly in the absence of effective coping strategies or institutional support (Samaratunga & Kamardeen, 2025). Thus, the theory helps explain how juggling academic and work roles can negatively impact students' academic performance, mental health, and overall well-being, while also highlighting the importance of institutional interventions such as flexible schedules, academic advising, and financial assistance (Islam & Rabbi, 2024).

Several empirical studies support the applicability of Role Strain Theory in explaining the challenges faced by individuals managing multiple demanding roles. McAvoy Jr. and Thacker (2021) examined working university students and found that competing academic and work demands led to reduced academic engagement and increased stress levels. Similarly, Hadziabdic et al. (2025) investigated nursing students working part-time and reported that time conflicts and physical exhaustion negatively affected both academic participation and clinical performance. In another study, Williams et al. (2023) explored role strain among student-parents and revealed that the combined pressures of childcare, employment, and academic responsibilities significantly heightened the risk of burnout and emotional distress. Collectively, these studies demonstrate how role strain adversely affects performance, mental health, and life

satisfaction, thereby reinforcing the relevance of Role Strain Theory in explaining the experiences of students who juggle multiple, demanding roles.

The Conservation of Resources (COR) Theory, formulated by Stevan E. Hobfoll in 1989, posits that individuals are motivated to acquire, preserve, and protect valuable resources such as time, energy, money, health, and social support. According to the theory, stress occurs when these resources are threatened, lost, or insufficient to meet situational demands, or when individuals fail to gain new resources after substantial investment. Hobfoll emphasized that people strive not only to maintain existing resources but also to build additional ones to buffer against future stress. When individuals perceive that their available resources are inadequate, psychological stress emerges, often leading to emotional exhaustion and burnout (Raymaker et al., 2020).

The Conservation of Resources (COR) Theory is highly applicable to the present study as it explains how balancing part-time work and academic responsibilities can lead to significant resource depletion among college students. Working students often expend extended hours on employment, leaving limited time and energy for studying, rest, and self-care (Summer et al., 2025). As a result, their physical and psychological resources become strained, leading to fatigue, demotivation, emotional exhaustion, and compromised academic performance (Medina, 2024). Financial pressure, lack of sleep, and inadequate support systems further intensify resource loss, increasing students' vulnerability to stress and burnout. COR Theory also explains the concept of a "loss spiral," wherein students who fail to replenish depleted resources—such as rest, academic guidance, or emotional support—experience escalating stress and declining well-being. Conversely, students who are able to conserve or gain resources through effective time

management, scholarships, family support, or institutional assistance are more likely to maintain academic success and psychological health (Muthohar et al., 2025).

Several empirical studies support the application of Conservation of Resources Theory in explaining stress and burnout among working students. Martinez and Cruz (2021) examined part-time working university students and found that the loss of time, energy, and sleep significantly predicted academic burnout, while strong peer and family support mitigated these negative effects. Nguyen et al. (2023) investigated work–study balance among healthcare students and revealed that financial strain and insufficient rest triggered a resource “loss spiral,” resulting in emotional exhaustion and poorer academic outcomes. Similarly, Alvarez and Kim (2025) compared resource depletion among employed online students and found that those who successfully replenished resources through effective time management, institutional support, and self-care exhibited higher academic resilience and satisfaction. Collectively, these findings reinforce COR Theory’s assertion that conserving and replenishing resources is essential for maintaining performance, resilience, and well-being when individuals face multiple and competing role demands.

Conceptual Framework

This part of the study presented the concepts based on the themes that emerged from the responses of the participants after the interview was conducted. Thus, this part was done after data-gathering process.

Financial Motivation and Family Responsibility. The working student's motivation is usually due to financial need and family responsibility. Most of them see work as a way of helping in the household expenses as well as providing resources for

themselves to pursue studies. This economic motivation gives them maturity and a sense of responsibility, molding their identity as persons who are responsible members of the family (Canovi et al., 2023). But financial responsibility can also be a source of added stress, especially if earnings are not sufficient to cover expenses.

Money motivation compels students to work their best in school and on the job (Chapman et al., 2023). It is an inner compulsion that allows them to push through fatigue, deprivation, and minimal spare time. By connecting financial stability with academic success, they view education as an investment in their future and that of their family. This perspective not only increases their resilience but also provides deeper meaning to their struggles (Bozkurt, 2022). In doing so, financial and familial obligations become strengths that they can draw on instead of just burdens to be endured.

Students' economic hardships also underscore the disparities experienced by those whose necessity is to work and study (Simon, 2024). While fellow students concentrate exclusively on schooling, working students have to balance two activities to stay afloat. Such a duality represents wider social realities where education happens in tandem with economic ability (Sarid & Levanon, 2023). Their experience illustrates how economic status directly affects school prospects and challenges. Therefore, economic accountability is a central consideration influencing the lived experiences of working students.

Financial motivation and family obligation ultimately bring about the challenges as well as the strength. While on the negative side, the burden of duty can create stress and burnout, on the positive side, it brings with it endurance, direction, and the determination to reach long-term goals (Channawar, 2023). They realize that today's

sacrifices could result in a brighter future for themselves and their families tomorrow (Froerer et al., 2022). This contradictory nature renders financial and family obligation to be among the greatest themes in their work and academic life (Bender et al., 2022).

Struggles with Time Management. Time management is the biggest issue faced by working students. School assignments and work responsibilities overlap, and hence they have trouble finding sufficient time for both. Ineffective time management may result in missing deadlines, exhaustion, and compromised performance in either or both responsibilities (Dua, 2024). This becomes a vicious cycle as poor time control further adds to stress. Therefore, students never manage to keep their schedules in check. Many working students struggle to divide their time equally between academic obligations and work demands. They often feel overwhelmed because both responsibilities require constant attention and commitment. As pressure increases, students may experience emotional and physical fatigue that affects their daily functioning. Despite these difficulties, many students continue striving to fulfill both roles successfully.

The urgency of limited time compels students to choose between equally critical tasks. For instance, others might forego social engagements or even sacrifice sleep just to cope with academic or work requirements (Gallagher, 2023). These choices, while practical, bear long-lasting consequences to their health. This speaks volumes about how time management is not just a matter of scheduling but prioritization as well. Without good strategies, students stand to suffer burnout (Tomaszek et al., 2022). Some students prioritize work over studies during financially difficult times, while others sacrifice rest to complete school requirements. These repeated sacrifices may weaken their physical health and reduce their academic productivity. In addition, lack of balance can contribute

to anxiety, stress, and decreased motivation. Effective planning and support systems are therefore essential in helping working students manage their responsibilities.

The time management challenge also indicates a stage of development where students are still acquiring skills in handling multiple obligations. For most, it is their first time learning to do both education and formal work. The challenge therefore becomes both a personal and developmental one (Henderson & Loreau, 2023). Acquiring time management skills thus becomes not only a means of survival but a skill for life that will equip them for their future professions. This developmental view positions time management problems as both weighty and metamorphic (Wang et al., 2024). Through these experiences, students gradually learn discipline, accountability, and adaptability. They begin to understand the importance of setting priorities and making responsible decisions. Over time, these challenges help them develop valuable life skills that can benefit them in future careers and personal responsibilities. Although difficult, the experience of balancing work and academics contributes significantly to their personal growth and maturity.

In spite of these difficulties, students manage to adapt by developing personal routines and ordering necessary tasks. Their own accounts indicate that time management is an evolving process of experimentation (Holili, et al., 2024). With persistence, they slowly learn to cope with responsibilities, albeit at the price of. This adaptive struggle testifies to the strength of students in coping with multiple roles. Finally, time management adversity provides a basis for development and accountability.

Experienced Stress, Exhaustion Led to Health Impact. Stress and fatigue are typical consequences of juggling work and studies (Taylor, 2025). Working students usually feel fatigued with long work hours followed by academic pressures. This perpetual cycle leaves

minimal space for resting and recuperation (Rendahl, 2025). Consequently, their physical and emotional health is affected. Health consequences like lack of sleep, reduced immunity, and emotional stress are ongoing challenges. Many working students experience constant exhaustion because they rarely have enough time to rest properly. Their daily routines often become physically demanding and emotionally draining due to overlapping responsibilities. Over time, fatigue may reduce their concentration, productivity, and ability to perform effectively in school and work. Despite these challenges, students continue striving to meet expectations and achieve their goals.

The fatigue of students is not just a physical issue but extends to emotional well-being as well (Abdullah, 2025). The burden of financial stress, deadlines, and family obligations all contribute to their psychological load. This stress buildup might lead to diminished motivation and academic performance problems. Additionally, chronic stress has the capacity to influence their perception in life. Stress and health effects are thus consequential hazards for student-workers (Chatha, 2025). Some students may develop anxiety, emotional instability, or feelings of hopelessness because of continuous pressure. Others become mentally exhausted due to the constant need to balance academic and work-related responsibilities. Emotional stress may also affect their relationships with family, friends, and classmates. As a result, maintaining emotional stability becomes another major challenge faced by working students.

Health issues also unveil the hidden expenses of being a working student. While staying financially stable is attained, it often comes at the cost of wellness. Many students sacrifice appropriate sleep, meals, and relaxation to balance their two roles (Pwavra et al., 2025). These sacrifices can have lasting effects on both academic and professional achievement. For this reason, health issues cannot be ignored when dealing with the

working student phenomenon. Poor health habits may eventually weaken students' immune systems and increase their vulnerability to illness. In addition, constant exhaustion may negatively influence their classroom participation and workplace performance. Some students also neglect physical exercise and self-care because of their busy schedules. Therefore, schools and institutions should provide support systems that promote both academic success and student well-being.

In spite of these challenges, health awareness motivates the students to employ coping mechanisms. Some allocate time for relaxation, while others engage in stress-relief techniques such as relaxation exercises. These measures reflect their insight into maintaining equilibrium. These measures are not always effective in countering the severe burden of stress and fatigue (Lu et al., 2022). Their experiences, therefore, underscore the imperative need for supportive structures safeguarding student health.

Overlapping Schedules and Conflicts. The greatest challenge for working students is the constant overlap between work schedules and academic responsibilities (Kaulas et al., 2022). When job duties interfere with class hours or study time, students often arrive late, miss lessons, or fail to complete assignments on time. These frequent schedule conflicts create continuous stress and frustration as students struggle to meet the expectations of both roles. The pressure of fulfilling two sets of commitments becomes mentally draining, leaving students feeling torn between their responsibilities. As a result, they often experience guilt, anxiety, and the feeling that they are falling short in both areas. Such overlaps illustrate how working students are forced to make difficult choices every day, often sacrificing rest or personal time just to keep up with their dual roles.

Conflict over schedules also results in decreased academic concentration (Samaratunga & Kamardeen, 2025). Students who come to class late or already exhausted from work are less able to absorb lessons or participate effectively. Likewise, when academic deadlines pile up, students' work performance may suffer, affecting their productivity and even their relationships with employers. This double pressure forces them to constantly shift their focus back and forth, preventing them from fully committing to either task. It shows how the demands of two structured systems—education and employment can clash and overwhelm a student. The struggle to comply with both schedules at once reflects a deeper issue: working students are expected to function with the discipline of a full-time employee while maintaining the responsibilities of a full-time learner.

Conflicts extend beyond time to include expectations as well. Employers expect punctuality, efficiency, and reliability, while professors require active participation, consistent attendance, and academic excellence (Stephen, 2024). Trying to meet these competing expectations becomes mentally and emotionally exhausting, as students constantly fear disappointing one side or the other. Many feel trapped in a cycle of pressure, worried that choosing one obligation automatically means neglecting the other. This continuous strain eventually affects their self-esteem, causing them to question their capabilities and worth. Over time, these conflicting expectations can contribute to burnout, heightened anxiety, and reduced motivation. Ultimately, the emotional weight of trying to satisfy both academic and work demands becomes one of the most difficult challenges for part-time working students.

Even with these conflicts, students try to accommodate through tactful planning. Others negotiate work schedules, and others forego rest in order to fulfill requirements. These accommodations prove resilience but also identify unsustainable circumstances. Overlaps continue to be a common problem regardless of coping mechanisms (Zheng & Wu, 2025). Schedule conflicts thus remain one of the most stressful aspects of student life. Many working students constantly adjust their priorities to avoid failing either in school or at work. Some rely on strict daily routines and personal discipline to manage their responsibilities effectively. However, continuous adjustments may eventually lead to physical exhaustion and emotional strain. Despite their efforts to adapt, balancing academic and work schedules remains a persistent challenge among working students.

Time Management and Prioritization. Time management and prioritization are the most important coping mechanisms for working students (Alhasani & Orji, 2025). They plan their schedules carefully to juggle academic and work-related responsibilities while maximizing limited time. Prioritization enables them to focus on important and urgent activities, allowing them to meet both academic and employment demands effectively. This strategy minimizes the likelihood of missing deadlines and reduces the pressure caused by overlapping responsibilities. It becomes crucial for working students to use time wisely not only to cope with daily demands but also to maintain academic performance and personal well-being. Without effective time management, students are more likely to experience stress, fatigue, and declining academic outcomes.

Prioritization also teaches students to evaluate and analyze which tasks require immediate attention and which can be postponed. By prioritizing academic requirements over leisure activities or balancing work obligations over personal interests, students are able to maintain productivity and responsibility (Klaver & Lambrechts, 2021). These decisions, although difficult and often involving personal sacrifice, help students remain focused on their long-term goals. Prioritization therefore becomes a guiding principle in managing dual roles, as it allows students to allocate their limited resources efficiently. In doing so, it transforms disorganized and overwhelming schedules into manageable and goal-oriented routines.

Time management further enhances self-discipline among working students. Through consistent planning, students learn to resist distractions, minimize procrastination, and reduce wasted time (Wang et al., 2022). They adhere to structured schedules that allow them to make the most of their limited hours while maintaining

consistency in both school and work commitments. This discipline benefits not only academic achievement but also workplace reliability and professionalism. Over time, effective time management contributes to the development of lifelong skills such as responsibility, accountability, and self-regulation, making it a vital factor in long-term personal and professional growth (Schaffner, 2021).

In summary, prioritization and time management are at the core of adaptation. They allow students to remain focused amidst burdensome tasks. Even as struggles persist, prioritization reduces their adverse effects (Groot et al., 2022). Such measures are proactive balances. Eventually, they underscore resilience and dedication in the midst of adversity. Working students develop strategies that help them manage academic and work responsibilities more effectively. Through careful planning, they learn how to allocate their limited time and energy to important tasks. These coping mechanisms enable them to continue pursuing their goals despite constant pressure and challenges. Ultimately, their ability to adapt reflects determination, perseverance, and commitment to achieving success despite difficult circumstances.

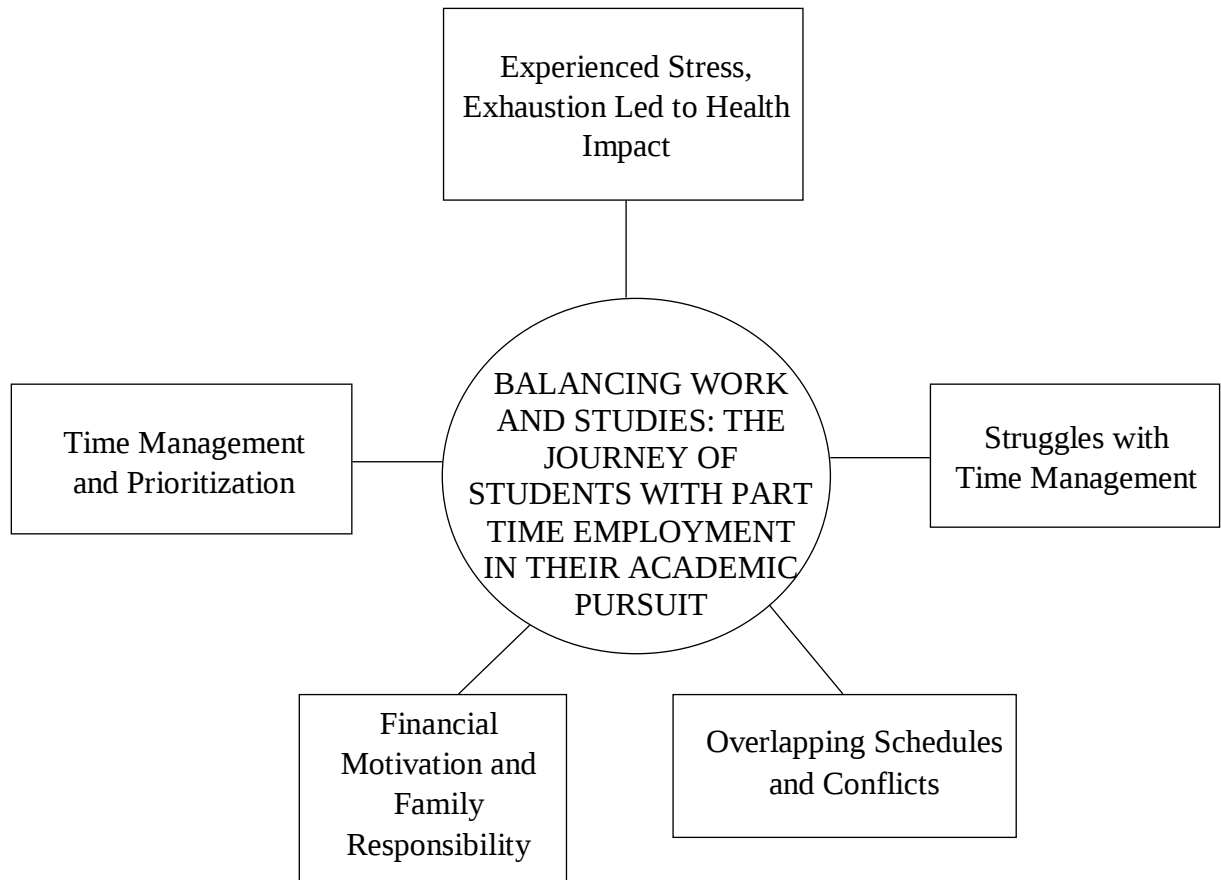


Figure 1: Schematic Diagram of the study

Objectives of the Study

This study aimed to explore the lived experiences of college students who engaged in part-time employment while pursuing their academic goals.

Specifically, it sought to:

1. Explore the challenges encountered by part-time working students in managing the demands of work and study.
2. Determine the coping mechanisms employed by part-time working students to effectively balance academic and work-related responsibilities.

Significance of the Study

This study was significant as it provided valuable insights into the lived experiences of college students who worked part-time while pursuing their academic goals, specifically among criminology students at Misamis University. By understanding how these students balanced their dual roles, the research shed light on the challenges they faced, such as time management struggles, stress, and academic pressures, as well as the coping strategies they employed. The findings served as a basis for educators, administrators, and policymakers to develop programs and interventions that supported the well-being and academic success of working students. Moreover, this study contributed to the limited body of local literature on working students in Mindanao, addressing both geographical and academic gaps. Ultimately, it emphasized the importance of institutional understanding and support systems that promoted resilience, balance, and academic achievement among students who managed both work and study responsibilities.

RESEARCH METHODOLOGY/MATERIALS AND METHODS

Design

This research employed a phenomenological research design, a qualitative method that aimed to explore and discover the ways in which people perceived and interpreted their lived experiences. As described by Moustakas (1994), phenomenology sought to uncover both common and distinctive views to develop a profound contextual understanding of a particular phenomenon. This approach was suitable for examining the intricate realities of college students pursuing academic aspirations while working part-time. The research examined the ways in which these students perceived and coped with the responsibilities of work and study, such as their difficulties, coping mechanisms, stress experienced, and the influence on their educational process. Data were gathered through in-depth, semi-structured interviews, which enabled participants to describe their routines, emotional experiences, and efforts to maintain balance in a genuine manner. Through rich qualitative descriptions, the study sought to uncover emergent themes and subtle variations in student experiences that ultimately guided institutional assistance, intervention initiatives, and policies aimed at maximizing students' well-being and academic performance.

Settings

The research was conducted at one of the higher educational institutions in Ozamiz City, where the participants were college students juggling class tasks while working part-time and attending school. Ozamiz City, a growing urban center located in Region X, provided an appropriate context for understanding the particular concerns of working students in managing their academic load, work obligations, and mental health.

By carrying out the research within this university environment, the study aimed to capture how students handled, experienced, and responded to stress and mental health challenges while balancing both work and academics. The research took into account academic schedules, working conditions, available support, and resilience mechanisms within the context of the working and learning environments in Ozamiz City.

Participants

The research involved ten (10) college students who were pursuing their degrees while engaged in part-time employment. Participants were selected using a snowball sampling technique. The process began by identifying an initial set of participants who met the criteria, and then asking them to refer other students with similar experiences. This approach was appropriate for accessing a network of working students who might otherwise have been difficult to identify through formal listings. To be eligible, participants had to: (1) be currently enrolled in college and balancing academic responsibilities with part-time or full-time work; (2) have experienced stress related to managing both school and employment; (3) be willing to openly share their experiences and insights; and (4) include both male and female students to capture diverse perspectives on the challenges and coping mechanisms associated with being a working student.

Instruments

The study utilized an interview guide as the main data collection tool to investigate the experiences of working college students in managing work and academic life, and the effects of stress levels and mental health on their academic performance. The guide consisted of three components: Demographic Information, where it will ask questions like age, gender, year level, employment type, working hours per week, and

academic load; Work-Study Balance and Stress Levels, which will investigate students' difficulties with dual responsibilities by concentrating on time management, pressure to study, stress at work, and impact on well-being; and Mental Health and Coping Mechanisms, which will probe students' experiences of their mental health through symptoms of stress, emotional health, coping responses, and systems of support they can access such as family, peers, university support, and work accommodations.

Data-Gathering Procedure

Prior to the actual interviews, the researcher obtained clearance from the Dean of the College of Criminology to conduct the research and sent a request letter to the concerned local authorities for approval. The researcher identified potential participants among working students in the college and informed them about the nature and purpose of the study, as well as the interview procedures. Informed consent was obtained from all participants, confirming voluntary participation and full comprehension of the study's aims. Ethical considerations were thoroughly addressed, and the research protocol was reviewed by the College Research Committee to ensure adherence to ethical principles.

During the interviews, the researcher used a voice recorder and took notes to ensure the accuracy and completeness of participants' responses, thereby maintaining the integrity of the gathered data. Participants were assured of the confidentiality of their responses, with precautions taken to protect their privacy and anonymity throughout the study. In line with ethical standards, the researcher complied with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, to ensure the privacy and security of research data and participants' personal information.

Ethical Considerations

During the research process, strict compliance with ethical standards was observed. Before initiating data collection, the study was reviewed and approved by the College Research Committee to ensure conformity with ethical requirements and to safeguard participants' welfare and rights. The researcher also completed ethics-related forms as required to guarantee the ethical conduct of the study.

During data collection, participants were provided with an Informed Consent Form, which they signed voluntarily to acknowledge their participation. The aims and purpose of the study were clearly explained, emphasizing that their identities would remain confidential and anonymous. Face-to-face, in-depth interviews were conducted in quiet and comfortable locations of the participants' choice to ensure their ease and willingness to share experiences. To protect participants' confidentiality, all recorded information was transcribed and stored securely, while audio recordings were deleted immediately after transcription. These steps ensured that ethical considerations were fully upheld and that participants' rights were respected throughout the research.

Data Analysis

This research utilized Moustakas' (1994) phenomenological reduction method to examine the experiences of working college students in balancing academic and employment responsibilities, as well as the effects of stress levels and mental health on their performance. The analysis followed several stages: (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing was employed to control preconceptions and biases on the part of the researcher regarding the experiences of working students with stress, mental health, and

academic achievement. During this stage, the researcher consciously set aside personal judgments to more objectively explore participants' lived experiences. Throughout participant selection and interviews, the researcher maintained neutrality and minimized assumptions to focus on the authenticity of the participants' perspectives.

Horizontalization involved critically examining the participants' experiences by collecting all pertinent verbatim statements from interviews and giving each equal importance. Off-topic, repetitive, or irrelevant responses were set aside, while noteworthy statements, referred to as *horizons*, were identified to illuminate the primary aspects of working students' challenges particularly time management, academic pressure, workplace stress, and mental health.

During *Clustering*, data were organized into major themes that captured the essence of participants' experiences. The researcher condensed the data into invariant horizons and identified core themes that reflected the most significant struggles and coping strategies of working students. These statements were grouped into thematic categories representing academic, emotional, and psychological challenges.

The *Textural Description* stage provided vivid accounts of the participants' experiences and perceptions. Verbatim quotations were used to construct meaning units that depicted their realities, particularly concerning academic difficulties, stressors, and emotional reactions. These meaning units were arranged within the identified themes, offering a rich interpretation of how the balance between work and study affected academic performance and mental health.

Finally, *Textural-Structural Synthesis* combined the meaning units across all interviews to form a unified narrative of participants' collective experiences and insights.

This synthesis provided a comprehensive portrayal of the emotional, psychological, and academic realities faced by working students. Through this process, the study made sense of their coping strategies, resilience, and support systems, thereby contributing to a deeper understanding of student well-being and academic attainment.

RESULTS AND DISCUSSION

This study utilized a phenomenological research design to systematically examine and understand the lived experiences of college students who engage in part-time employment while pursuing their academic requirements. The participants consisted of ten (10) part-time working students, selected through snowball sampling, which was appropriate for identifying individuals who were actively experiencing the phenomenon under investigation. Data were collected through in-depth interviews and analyzed using Moustakas' phenomenological reduction method, ensuring a rigorous and structured interpretation of participants' lived experiences.

The analysis yielded five major themes: (1) Experienced Stress, Exhaustion Led to Health Impact; (2) Struggles with Time Management; (3) Overlapping Schedules and Conflicts; (4) Financial Motivation and Family Responsibility; (5) Time Management and Prioritization. These themes comprehensively represent the core challenges, stressors, and adaptive strategies of part-time working students as they navigate the demands of work and academic life.

The first objective of the study, which sought to explore the lived experiences of part-time working students in balancing work and studies, revealed Financial Motivation and Family Responsibility as a central theme. Participants consistently identified financial necessity and family obligations as the primary reasons for engaging in part-time employment. These responsibilities significantly influenced their daily routines, academic decisions, and personal sacrifices. Furthermore, participants described a process of self-reflection and personal growth, wherein their experiences as working

students strengthened their sense of responsibility, resilience, and commitment to completing their education. This finding demonstrates that while financial pressure serves as a major source of strain, it also functions as a motivating force that shapes students' perseverance and goal orientation.

Experienced Stress, Exhaustion Led to Health Impact

Physical, Mental, and Emotional Fatigue: Stress, Exhaustion, Health Impact can be termed as the physical, mental, and emotional strain induced in the life of a working student due to coping with both academics and work pressures (Gonçalves, S. 2025). It encapsulates the aggregate fatigue, recurrent stress, sleep loss, and poor health occasioned by their hectic schedules. This also relates to how this sustained pressure affects not only academic and work performance but also general health and daily functioning (Gusy & Lesener, 2021). Participants consistently shared that balancing work and study took a great deal of toll on their health. Student 1 described experiencing "hardships, exhaustion, and even health struggle," showing that physical consequences are direct outcomes of their dual responsibilities. Student 2 referred to stress as the "enemy of all working students" and was even concerned about getting sick due to lack of money to buy food, revealing the deeper connection between financial struggle and health vulnerability. Student 3 further explained that having two responsibilities in one day causes "exhaustion, both mental and physical," proving that the burden taken is on the body and mind. Student 4 also mentioned extreme fatigue to the extent of going home just to sleep, showing how exhausted they were after long, tiring, and back-to-back schedules. Meanwhile, Student 5 shared how sometimes they wanted to sleep but were

yet supposed to go out to work, which was the cause of their tiredness and results in having less time to deal with academics.

*“I experienced hardships, exhaustion, and even health struggles because of this.”
“My experiences have been full of hardships, physical pain, and exhaustion.” “It leaves me tired and drained.” (S1)*

“Stress is really the enemy of all working students. Sometimes, I feel broken, especially when I don’t have money or allowance for food. I think, ‘I might get sick because of this.’ (S2)

“Balancing two responsibilities in a single day often leads to mental and physical exhaustion.” (S3)

“By the time I get home, I’m so exhausted that I just sleep.” (S4)

“There are times when I want to rest, but I still need to go to work. This often leads to fatigue and less time to focus on academics.” (S5)

This theme is clearly supported by Goode’s Role Strain Theory, which explains that individuals who fulfill multiple demanding roles simultaneously often experience tension, overload, and depletion. The physical exhaustion and emotional strain described by the participants reflect the consequences of role overload—situations in which responsibilities exceed an individual’s capacity to cope effectively. Working students are required to meet academic expectations while also performing job-related tasks, leaving little opportunity for rest and recovery. As a result, they experience heightened stress levels and declining energy. These findings illustrate how unmanaged role demands can negatively affect students’ physical health, emotional stability, and academic engagement (Tang & Vandenberghe, 2021).

Additionally, Hobfoll’s Conservation of Resources (COR) Theory explains why exhaustion becomes a recurring outcome among working students. According to COR, individuals strive to protect and preserve essential resources such as energy, health, time,

and emotional stability. However, working students consistently lose these resources due to excessive workloads, late-night study sessions, and insufficient rest periods (Hammond, 2025). When resource loss outweighs recovery, stress intensifies and coping capacity diminishes. Over time, this accumulated resource depletion manifests in physical ailments, chronic fatigue, reduced motivation, and emotional burnout.

This implies that academic institutions and employers must recognize that the combined demands of work and study can significantly compromise students' health and overall well-being. Without adequate support, students may experience long-term physical and psychological consequences that hinder academic success and work performance. There is therefore a need for health-oriented interventions such as accessible counseling services, stress management programs, and reasonable academic adjustments for students carrying heavy workloads (Bladek, 2021). Employers may also contribute by offering flexible schedules and workload accommodations. By prioritizing students' well-being, institutions can reduce burnout, improve productivity, and promote sustainable academic and occupational performance.

Struggles with Time Management

Puzzles with Time Management refer to the problem that working students experience regarding the distribution of time for academic tasks, work responsibilities, and personal rest. This theme describes how less than enough hours, activities overlapping, physical fatigue, and mental exhaustion make students struggle with managing the demands of both roles (Majka, 2024). It also encompasses the repetitive feeling of racing against deadlines, sleep loss, and the aftermath that result from poor time allocation (Sangeetha, 2024). Students repeatedly emphasized that time management

was one of the most challenging aspects of being a working student. Student 1 shared experiences of rushing from one class to another and feeling stressed and exhausted from trying to meet both academic and work responsibilities. This illustrates the constant struggle of navigating tight schedules. Student 2 said their mind was often “divided between school and work,” showing how mental fragmentation results from competing demands.

“The main difficulties I encountered were poor time management and physical exhaustion, especially when I had to rush between classes located in different rooms.” “One major challenge is managing my time. It often left me stressed, tired, and struggling to balance both responsibilities effectively.” (S1)

“I manage both school and work through time management.” “Your mind is divided between school and work, and that makes things harder.” (S2)

This theme strongly connects with Goode’s Role Strain Theory, which argues that individuals performing multiple roles simultaneously experience pressure due to conflicting expectations and limited time. The students’ testimonies clearly show how the roles of “worker” and “student” demand time, energy, and attention—resources that often clash, leading to chronic strain and fatigue (Taylor, 2025).

Likewise, Hobfoll’s Conservation of Resources (COR) Theory supports the theme by explaining how individuals strive to conserve their limited resources. Time, being one of the most finite and irreplaceable resources, becomes increasingly difficult to preserve when both work and academic responsibilities demand continuous investment. As students attempt to balance these dual obligations, they experience resource loss in the form of sleep deprivation, reduced concentration, and heightened stress levels (Dirisala, 2025). This ongoing depletion of resources may result in emotional exhaustion and diminished academic engagement. When students are unable to replenish lost resources

through rest, support, or effective scheduling, they may enter a cycle of burnout that further compromises both their academic and work performance. The COR Theory therefore provides a clear framework for understanding how unmanaged time demands contribute to cumulative stress among part-time working students.

This implies that time management challenges significantly hinder working students' academic performance, mental clarity, and overall well-being (Amadi, 2023). Poor time allocation may lead to missed classes, delayed submissions, and reduced learning retention, further intensifying academic pressure. Schools and local institutions should therefore consider implementing flexible class schedules, academic leniency policies, and time management workshops to help working students navigate these challenges. In addition, access to academic advising and counseling services can assist students in developing realistic schedules and coping strategies. Providing structured institutional support can reduce role conflict, promote healthier routines, and enhance students' capacity to succeed academically while maintaining their employment responsibilities.

Overlapping Schedules and Conflicts

Overlapping Schedules and Conflicts are those troubles times when work hours clash with class attendance, assignments, and other academic duties, leading to lateness, missed classes, incomplete tasks, and heightened stress. This theme refers to conflicting demands from work and school that make students have to make very difficult choices, which nearly always result in compromised performance in either or both roles (Javed & Akhter, 2024). It also covers the emotional frustration and pressure resultant from a situation where students fail to meet the demands of two structured systems. They explain

in detail how schedule conflicts created some of their most overwhelming struggles. Student 1 described how rushing to get to all her responsibilities resulted in physical exhaustion and lateness to show that overlaps directly impact their academic attendance and energy levels. Student 2 shared how constantly dividing attention between work and schooling brought additional strain to suggest that mentally these conflicts also create formidable burdens. Student 3 expressed how work and school both require undivided attention, which is just about impossible when schedules conflict. This covers the emotional turmoil of having to choose between one responsibility against another. Student 4 shared how this actually caused her to miss some classes because of needing to go to work, which is a real academic consequence of this conflict. Finally, Student 5 explained that work often consumed the time meant for studying, showing how schedule overlap leads to unfinished academic requirements and accumulated stress.

“The main difficulties I encountered were poor time management and physical exhaustion, especially when I had to rush between classes located in different rooms.” “One major challenge is managing my time. It often left me stressed, tired, and struggling to balance both responsibilities effectively.” (S1)

“Your mind is divided between school and work, and that makes things harder.” (S2)

“One major difficulty is time, since both work and school demand attention. Balancing two responsibilities in a single day often leads to mental and physical exhaustion.” (S3)

“Sometimes, my work schedule overlaps with class hours. There are instances when I’m still on duty during class time, which makes me late or even causes me to miss class altogether.” (S4)

“I often struggle with time management, which sometimes leads to insufficient time for studying.” “The biggest difficulty is managing time. Sometimes, work consumes the time that should have been used for studying, which often leads to stress and exhaustion.” (S5)

This theme aligns strongly with Goode's Role Strain Theory, which explains that role conflict occurs when expectations from different social roles compete for limited time and energy. The overlapping schedules experienced by working students clearly demonstrate this condition, as academic and employment responsibilities often occur simultaneously. As these demands collide, students struggle to fulfill the expectations of both roles effectively. This situation results in heightened levels of stress, guilt, and emotional pressure. Consequently, students are often forced to make academic compromises, such as missing classes or reducing study time, in order to meet work obligations.

Likewise, Hobfoll's Conservation of Resources (COR) Theory explains how resource depletion occurs when individuals are required to expend more time, energy, and focus than they are able to recover. Overlapping schedules compel students to extend themselves beyond their physical and psychological limits. This continuous overexertion leads to exhaustion, reduced motivation, and emotional overload. The inability to achieve balance between work and academic demands accelerates the loss of essential personal resources. As a result, students become increasingly vulnerable to burnout and declining performance in both domains (Emre & De Spiegeleare, 2021).

This implies that overlapping schedules significantly disrupt students' academic progress and work performance. Persistent schedule conflicts limit students' ability to attend classes consistently, complete academic requirements, and perform effectively at work. Therefore, it becomes essential for both educational institutions and employers to adopt more flexible systems. Schools may consider implementing adjustable academic policies, while employers could provide predictable or student-friendly work schedules

(Griep & Bankins, 2021). By reducing schedule conflicts, institutions can support improved academic outcomes, enhanced work productivity, and overall well-being among working students.

Financial Motivation and Family Responsibility

Financial Motivation and Family Responsibility refer to economic pressures and familial obligations that influence the student to pursue part-time jobs in addition to studying. This theme encapsulates how financial difficulties, scarce family resources, and a wish to contribute toward family needs become strong motivating factors to juggle work and academics. It also encapsulates a situation where students are emotionally attached to helping their families despite this placing a strain on time, health, and academic performance (Lin & Zainudin, 2024). Participants consistently described how financial need played a central role in their decision to work while studying. Student 1 shared that they were compelled to work because their family was “not financially well-off,” showing how economic uncertainty pushes students to take responsibility early. Similarly, Student 2 emphasized that life was “financially difficult,” especially when paying tuition and allowances, indicating that their employment was not optional but necessary for survival. Student 3 also echoed this sentiment, identifying the family as their greatest source of inspiration, showing that emotional obligation is as strong as financial pressure. Student 4 repeated the same motivation as Student 1, highlighting that parental limitations compelled them to “strive harder,” proving the recurring pattern among participants. Finally, Student 5 linked financial struggle with a personal desire to help their parents, illustrating a deep sense of duty. Across all five experiences, students were driven not by personal wants but by necessity and family responsibility. Their

stories reveal a shared narrative of financial hardship, emotional obligation, and determination to support both their education and household needs.

“What motivated me the most to work while pursuing my college education is my parents. Since we are not financially well-off, I decided to strive harder and support myself through work while studying.” (S1)

“What motivated me most to work while studying is my family situation. Life is financially difficult, especially when it comes to paying tuition and allowances, so I decided to become a working student.” (S2)

“First and foremost, my family is my greatest inspiration in pursuing both work and studies.” (S3)

“What motivated me the most to work while pursuing my college education is my parents. Since we are not financially well-off, I decided to strive harder and support myself through work while studying.” (S4)

“I was motivated to work because of the financial difficulties my family faces. I want to help my parents while also pursuing my studies.” (S5)

This theme aligns strongly with Goode’s Role Strain Theory, which explains how holding multiple roles simultaneously can create tension, conflict, and emotional burden. Working students experience strain as they navigate their responsibilities as both learners and financial contributors to their families. Their testimonies reflect the pressure of fulfilling familial expectations while striving to succeed academically, leading to emotional fatigue and competing obligations. Similarly, Hobfoll’s Conservation of Resources (COR) Theory supports this theme by illustrating how students strive to acquire and protect essential resources such as money, educational access, and family stability. Their decision to work is driven by the need to regain or preserve these resources. Yet, the same decision drains other critical resources like time, energy, and well-being, showing how resource loss and resource gain coexist in their experiences (Li & Meng 2022).

This implies that working students' motivations are deeply rooted in financial necessity and familial responsibility, making their employment not a matter of choice but survival. As a result, institutions must recognize the dual pressures these students face and design targeted support such as flexible schedules, financial aid, and guidance programs. Acknowledging their economic burden is essential to improving their academic success and overall well-being (Munir, 2023).

Time Management and Prioritization

Time Management and Prioritization refer to how working students strategize to organize their limited time in order to meet academic requirements, work duties, and personal needs. This theme covers how students consciously plan, schedule, and prioritizes essential tasks to manage their responsibilities more effectively (Khan, 2022). It also highlights how discipline, planning, and conscious decision-making become necessary coping mechanisms to survive the dual pressures of work and study. The participants also shared that time management was their main coping tool to conquer the demands of work and school. According to Student 1, good time management helped enable them to cope with stress and therefore balance priorities, which showed planning was central to stability. Student 2 described sleeping early and waking up early, coupled with avoidance of unimportant tasks-revealing how managing time had required discipline and sacrifice. Student 3 also utilized effective time management, allowing her to keep up with assignments and the demands of work, thereby surviving through being organized. Student 4 reported a strong reliance on time management and discipline, which suggests that structure is necessary given the feeling of overwhelm: "Time management and self-discipline have been crucial to meeting the requirements of both roles successfully." Meanwhile, Student 5 explained that they allocate certain hours for

each role and prioritize by importance—a strategic and thoughtful means by which balance is maintained.

“My main coping mechanism is effective time management. I manage stress by practicing time management and trying to balance my priorities.” (S1)

“I manage both school and work through time management.” “My main strategy is time management. I sleep early so I can wake up early and do more tasks in a day. I avoid wasting time on unimportant things that might affect my school and work performance.” (S2)

“To balance school and work, I rely on proper time management, which helps me accomplish my responsibilities.” (S3)

“I depend a lot on time management and discipline.” (S4)

“Managing my time is challenging, but I try to dedicate hours to both school and work by prioritizing what is most important at a given time.” (S5)

This theme aligns with Hobfoll’s Conservation of Resources (COR) Theory, which explains that individuals strive to protect, allocate, and replenish their limited resources such as time, energy, and attention to minimize loss and maintain well-being. For working students, effective time management functions as a protective mechanism that helps conserve energy and prevent burnout. By organizing tasks and setting priorities, students are able to manage their limited resources more efficiently. This approach allows them to maintain a sense of control despite demanding academic and work schedules. As a result, prioritization reduces unnecessary stress and safeguards students’ physical and psychological resources (Mehta, 2025).

Furthermore, Goode’s Role Strain Theory supports this theme by explaining how individuals cope with competing role expectations through adaptive strategies that reduce strain. Time management serves as a practical method for minimizing conflict between academic and employment roles. Through careful planning, students are able to allocate

time appropriately to each responsibility without allowing one role to dominate the other. This structured approach helps reduce role overload and scheduling conflicts. Consequently, students are able to maintain functional balance and fulfill role expectations more effectively (Rafiq et al., 2021).

This implies that time management training and academic support systems should be strengthened within educational institutions. Providing structured workshops on prioritization, scheduling, and workload management can equip students with essential skills for balancing multiple responsibilities (Cameron, 2025). Academic advising and mentoring programs may further support students in developing realistic study–work plans. Schools may also consider flexible deadlines and accessible support services to reduce unnecessary strain. By implementing these measures, institutions can promote a healthier academic–work balance and enhance students’ overall academic success and well-being.

CONCLUSION AND RECOMMENDATION

This study concludes that part-time working students experience tough circumstances, especially in their management of time, stress, exhaustion, and general well-being. Despite all this, these students demonstrate a great deal of strength in their manifestation of their personal values of discipline, proper prioritizing of their responsibilities, and a positive attitude. Their greatest motivations, which are their financial needs and family obligations, are noted to be a driving force that pressures as well as inspires them to strive even harder despite being battered emotionally and physically. However, it can be noted that part-time working students are able to earn from their experience priceless life skills in being independent, persevering, flexible, and ingenious, which contribute greatly to their scholastic success, personal development, and preparedness for their futures as working individuals.

Furthermore, it is recommended that local government units (LGUs) and community-based organizations implement student-centered support programs that address the unique needs of part-time working students. These may include financial assistance schemes, mental health services, career guidance programs, and skills-development workshops focused on time management, stress management, and employability. By providing accessible community-level interventions, these institutions can help reduce the burden experienced by working students and promote their academic persistence, personal well-being, and long-term career readiness.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of **ChatGPT** <https://chatgpt.com/> and **HumanizeAI** <https://www.humanizeai.pro/>.

I acknowledge the use of HumanizeAI <https://www.humanizeai.pro/> to help text sound more natural, relatable, and easier to read

I acknowledge the use of ChatGPT <https://chatgpt.com/> to help create the background of my study.

I used the output as a starting point for generating ideas in my introduction.

I entered the following prompt:

List 2 theories that can support this study with author and year

Create 3 paragraph discussion of (Theory) add 1 paragraph stating the significance of the theory

Create list of topic from broad to specific

Revise this based on the current study

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Appendix A

Interview Protocol

Introduction

1. Introduces self and the purpose of the study.
2. Discusses the focus of the study.
3. Provides informed consent and assures confidentiality.
4. Explains the structure of the interview (audio recording and taking notes).
5. Asks if the participant has any questions before the start of the interview.
6. Tests audio recording equipment to ensure it works properly.
7. Ensures the participant feels comfortable and ready to proceed.

Opening Questions

1. What motivated you to work while pursuing your college education, and how do you typically manage your time between school and work?
2. In your opinion, why do working students tend to experience more stress?
3. What personal or academic sacrifices have you had to make to maintain this balance?

Core Questions

1. What are your lived experiences as a part-time working student in balancing your work and studies?
 - 1.1. How do you describe your daily routines while managing both work and academic tasks?

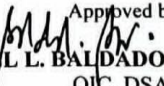
- 1.2. What personal insights or reflections can you share about your journey as a part-time worker and student?
 - 1.3. How do your experiences shape your academic and personal growth?
2. What difficulties encountered by part-time working student balancing work and academic responsibilities?
 - 2.1. What challenges have you faced balancing work and studies, and how have they affected you?
 - 2.2. What challenges have you faced balancing work and studies, and how have they affected you?
 - 2.3. What personal or academic sacrifices have you had to make to maintain this balance?
3. What coping mechanisms the participants employed to balance the study and work?
 - 3.1. How do you manage stress while balancing work and school?
 - 3.2. What personal strategies or routines help you stay on track academically and emotionally while working part-time?

Concluding Statements

1. Thank you for your time and valuable insights.
2. Would you like to receive a copy of the study's results once it is completed?
3. Please let me know if you need any clarification. I also hope you felt comfortable during the interview.

Appendix B

Transmittal Letter

	Misamis University Ozamiz City <i>College of Criminology</i>	
August 23, 2025		
RODEL L. BALDADO, MHist, MAEd OIC, DSAS Misamis University Ozamiz City		
Dear Sir Baldado; Greetings of Peace! We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, <i>"Balancing Work And Studies: The Journey Of Students With Part Time Employment In Their Academic Pursuit"</i> as a requirement for the course Criminological Research 2. In this regard, we humbly request your good office to allow us to conduct face-to-face interview with the students with part time employment. Be assured that informed consent will be secured from the participants before the actual interview and the data to be gathered will be used solely for research purposes. Your approval to this request will contribute to the success of our educational endeavors. God bless and more power. Respectfully yours,  JHON RIAN B. SALVACION Research Leader Noted:  MARKDY Y. ORONG, DIT Instructor  JOSE E. CUEVAS JR. RCrim, PhD College Dean Approved by:  RODEL L. BALDADO, MHist, MAEd OIC, DSAS		

Appendix C

Transcript of the Interviews

Student 1

What motivated me the most to work while pursuing my college education is my parents. Since we are not financially well-off, I decided to strive harder and support myself through work while studying. Working students easily feel stressed because managing time between school tasks and work responsibilities is very difficult. I had to sacrifice my free time. Instead of doing things I wanted or needed to do, I often couldn't because of work. I experienced hardships, exhaustion, and even health struggles because of this. My experiences have been full of hardships, physical pain, and exhaustion. I would describe my daily routine as frustrating because I often feel that I don't have enough time. It leaves me tired and drained. One of my realizations is that despite the struggles, working can also be enjoyable. You gain experiences, meet new people like co-workers and even teachers, and learn valuable lessons along the way. My experiences taught me how to manage my time better and to be resourceful in handling my responsibilities. They made me stronger and more independent. The main difficulties I encountered were poor time management and physical exhaustion, especially when I had to rush between classes located in different rooms. One major challenge is managing my time. It often left me stressed, tired, and struggling to balance both responsibilities effectively. The biggest sacrifices I made were my personal time and rest. Stress also became a constant challenge that affected both my studies and well-being. My main coping mechanism is effective time management. I manage stress by practicing time management and trying to balance my priorities. I listen to music to help me relax, stay motivated, and focus on my tasks. I also make sure to keep up with my studies, no matter how tired I get.

Student 2

What motivated me most to work while studying is my family situation. Life is financially difficult, especially when it comes to paying tuition and allowances, so I decided to become a working student. It's not easy to study in a private school with limited resources, but since the school is near, I chose this path so I could continue. At the same time, I wanted to gain more experience. I manage both school and work through time management. Working students are more prone to stress because of academic pressure. For example, we often have research projects, reports, and other school requirements on top of our work duties. Sometimes, mistakes at work happen too, and we even get scolded. Balancing school and work is truly not easy it's a challenging responsibility. I had to give up certain habits and moments I used to enjoy. Before, I could hang out with friends anytime, but now, I can't spend much time bonding with them. I can't always do the things I want because I need to sacrifice them for school. At the same time, I also can't continue studying if I don't work. Honestly, it is very difficult. Discipline is very important. I wake up early either to go to work or school, and I also go to bed early to have enough energy. I no longer have much time for leisure or hanging out, but I've learned to set that aside for now. For me, being a working student is not easy at all. Your mind is divided between school and work, and that makes things harder. But you just have to give your best in both areas. I realized that if you truly love what you are

doing and commit yourself fully, it helps you endure and move forward. My experiences have greatly contributed to my academic and personal growth. While studying, I also learned how to manage practical work, which has prepared me for real-life responsibilities. The biggest difficulty is having a divided focus. For example, if you're in a relationship, you often have to set it aside because school and work already consume most of your energy. You also constantly shift your thoughts from school lessons to work tasks. Sometimes, you have to prepare things for work right after studying. It's stressful, but it also pushes you to become a multitasker. The challenges had a big impact on me. I experienced a lot of pressure and even failures along the way. But I treated those failures as lessons. I realized they taught me things that I can use in the future, especially when I'll be working and supporting a family someday. Most of the sacrifices involved my social life with friends. I had to set that aside so I could focus on academics. I gave up a lot of my happiness and leisure time, but I did it so I can finish my studies and prepare for my future. At first, it was difficult because I wasn't used to this lifestyle. But over time, I adapted by doing my best every day. I learned to focus on both school and work, making sure I could balance them without neglecting one over the other. Stress is really the enemy of all working students. Sometimes, I feel broken, especially when I don't have money or allowance for food. I think, "I might get sick because of this." But I remind myself to stay strong and keep going, because in the future I'll be able to work better, provide for myself, and buy the things I need and want. My main strategy is time management. I sleep early so I can wake up early and do more tasks in a day. I avoid wasting time on unimportant things that might affect my school and work performance. I focus on being a good student and a hardworking employee.

Student 3

First and foremost, my family is my greatest inspiration in pursuing both work and studies. To balance school and work, I rely on proper time management, which helps me accomplish my responsibilities. Working students often experience stress because of the pressure to meet academic requirements, especially when chasing deadlines and maintaining good grades. I had to sacrifice some of my personal activities and leisure time since I needed to prioritize my studies above all else. One experience is being able to socialize with different kinds of people both in school and at work. These interactions allowed me to build relationships, gain exposure, and learn from the people around me. I describe my daily routine as being centered on focus and commitment to my goals. My priorities guide me in balancing both work and school tasks. My main reflection is that I need to stay focused on my goals. I cannot afford to be lazy I have to do everything I can to pursue my dreams. These experiences have taught me the importance of setting priorities and committing to them. They strengthened my determination to achieve my goals in life. One major difficulty is time, since both work and school demand attention. Interacting with many people daily can also be stressful. Balancing two responsibilities in a single day often leads to mental and physical exhaustion. One challenge is missing out on free or vacant time that regular students enjoy. As a working student, I have to use that time for duty, which sometimes distracts me from focusing fully on my academics. I had to set aside personal plans and activities because I needed to prioritize my school responsibilities and work duties. Time management is the most important coping mechanism, as it serves as the key to handling all responsibilities effectively. I manage

stress by enjoying what I do each day. When I approach my responsibilities with happiness, it helps me forget the stress and focus on the positive side of things. My personal strategy is to enjoy every moment despite the challenges. I remind myself to keep fighting for my dreams and not let the weight of daily obligations hold me back.

Student 4

Overall, it has been a good experience, though very challenging. While studying, I also have to work, but I've learned to handle my time properly and adapt to the situation. I depend a lot on time management and discipline. Over time, I trained myself to get used to this kind of routine. My main reflection is that you really just have to persevere. No matter how difficult it is, you need to work hard to achieve your goals. My experiences give me inspiration to keep going. Even when I'm working, I make it a point to study at night so that the next day I'm ready to answer quizzes and participate in class. Sometimes, my work schedule overlaps with class hours. There are instances when I'm still on duty during class time, which makes me late or even causes me to miss class altogether. Being a working student means going to school and then going straight to work afterward. That leaves me with no free time. By the time I get home, I'm so exhausted that I just sleep. This has also affected my family life because I no longer have enough time to bond with them. I had to sacrifice my personal hobbies such as playing basketball, going to the gym, and doing regular exercise, just to prioritize both school and work. For me, I make sure I get proper rest. After school and duty, when I arrive home, I sleep at the right time so that I won't be late for school the next day. Time management is really important. I try to enjoy my time while working so that it doesn't feel too heavy. Then, when it's time for school, I shift my focus completely to studying. My personal routine is to eat properly and get enough sleep at the right time. This way, my mind and body don't feel too pressured, and I can continue to perform well in both work and school.

Student 5

I was motivated to work because of the financial difficulties my family faces. I want to help my parents while also pursuing my studies. Managing my time is challenging, but I try to dedicate hours to both school and work by prioritizing what is most important at a given time. Working students experience more stress because they need to balance two major responsibilities studying and working which can be physically and mentally exhausting. I had to sacrifice a lot of my personal time. I gave up leisure activities so I could focus more on school and work. My time is now divided between these responsibilities. My experience as a part-time working student has been very challenging. I often struggle with time management, which sometimes leads to insufficient time for studying. My study time feels fragmented because I need to constantly switch between academic responsibilities and work duties. My daily routine depends on my class schedule. On days when I don't have classes, I use the time to rest or catch up on other responsibilities. When I have both classes and work, I try to adjust my routine to balance rest, study, and duty. One thing I realized is that it's important not to let pressure consume you. Pressure is a natural part of life, especially when chasing our dreams. What matters is how we handle it with determination and a positive mindset. My experiences taught me to be more independent and resilient. Facing financial struggles and balancing

responsibilities helped me become stronger, more responsible, and more determined to succeed academically and personally. The biggest difficulty is managing time. Sometimes, work consumes the time that should have been used for studying, which often leads to stress and exhaustion. The most difficult challenge is time management. There are times when I want to rest, but I still need to go to work. This often leads to fatigue and less time to focus on academics. I had to sacrifice money and personal comfort to keep up with both school and work. Sometimes I spend my earnings on school needs rather than personal wants, which is part of the trade-off to maintain balance. To cope, I remind myself not to focus too much on the struggles or the stress. Instead, I keep a positive outlook, stay determined, and focus on my long-term goal of finishing my studies. I manage stress by keeping a strong mindset. I avoid dwelling on negative thoughts and instead try to enjoy my work. This helps me stay motivated and lessens the stress while I study and work at the same time. My strategy is to stay motivated and remind myself of my goals. I always tell myself that as a student coming from a poor family, I must work harder and persevere to become successful. This mindset keeps me disciplined and emotionally strong.

Appendix D

Research Data Gathering Approval Form

 **Misamis University**
Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DPEI
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: Rian Salvation, Khay Navarro, Ryan Erius Medina, Owen Resto Pder
College/Department: Criminology
Research Title: Balancing work and studies: The Journey of students with part time employment in their Academic pursuit

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☒ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐ Survey	☒ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	---	--	---

d. Place of Implementation/Study Area: within Ozamiz City

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☒ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	--	---------------------------------	--

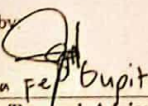
e. Date/s of Implementation/Sampling: _____

Attachments:

☒	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☒	Signed Parents' Consent

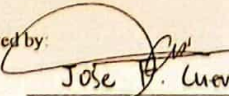
The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:


Elma Fe Bupit
 Thesis/Research Adviser


Markdy Orong
 Thesis/Research Instructor

Approved by:


Jose B. Cuevas Jr.
 College Dean

Appendix E

Informed Consent

	Misamis University H. T. Feliciano St., Ozamiz City, 7200 Philippines MISAMIS UNIVERSITY RESEARCH ETHICS BOARD Phone: +6388 521 0367 Fax: +6388 521 2917 Email: muresearchethics@mu.edu.ph	
MU-REB-010/03 March 2022		
PART II. CERTIFICATE OF CONSENT		
This research entitled <u>"Balancing Work and Studies: The Journey of Students with Part time Employment In Their Academic Pursuit."</u> by <u>Jhon Rian B. Salvacion</u> with the aim to examine the lived experiences of college students who engage in part-time work while pursuing their studies focusing on their motivations, challenges, coping mechanisms, and outcomes, has been presented and explained to me clearly. Since the study involves student with part time employment, I am chosen as one of the participants.		
<i>(Kini nga pagtuon gitituloan, "Pagbalanse sa Trabaho ug Pagtuon: Ang Panaw sa mga Estudyante nga adunay Part-time nga Trabaho sa ilang Akademikong Pagpaningkamot." ni Jhon Rian B. Salvacion, nga adunay kasinatian sa mga estudyante sa kolehiyo nga nagtrabaho og part-time samtang nag-eskwela, nga nagpunting sa ilang rason sa pagtrabaho, mga kalisdanan, pamaagi sa pag-atubang, ug mga resulta. gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa estudyante sa kolehiyo nga nagtrabaho og part-time samtang nag-eskwela ako napilian isip usa sa mga partisipante.</i>		
I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.		
<i>(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)</i>		
Print Name of Participant (Ngalan sa Partisipante): <u>Ug: [Signature]</u>		
Signature of Participant (Pirma sa Partisipante): <u>[Signature]</u>		
Date: [MM/DD/YYYY] <u>9-12-25</u>		
If Illiterate (Kung dili makasulat ug makabasa)		
If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.		
<i>[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].</i>		
_____ Name and Signature of the Witness (Ngalan ug Pirma sa Testigo)		Thumb mark

Appendix F

Parents Consent

 MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
MU-DSAS-006/02June2023

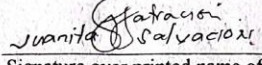
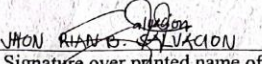
PARENT'S CONSENT

Sponsoring Group/Organization

I am allowing my son/daughter/ward, JOHN RIAN B. SALVACION, to join the RESEARCH (activity) to be held on SEPTEMBER 2025 at MISAMIS UNIVERSITY under the supervision of _____ (Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.

In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.

 Signature over printed name of Parent/Guardian	<u>09-09-25</u> Date
 Signature over printed name of Student	<u>09-09-25</u> Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

SUBSCRIBED AND SWORN to before me, this 12 MAY day of Ozamiz City, Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of his/her personal identity.

Doc. No. <u>146</u> Page No. <u>9</u> Book No. <u>11</u> Series of 20 <u>76</u>	ATTY. KEY B. BERNAG, RMT Notarial Commission No. 2025-18 Notary Public for Ozamiz City and Clarin City Hall Drive, Bernad Subdivision, Aguada, Ozamiz City PTR No. 6007751; 01/05/2026; Ozamiz City IBP O.R. No. 576165; 12/29/2025; Pasig City Attorney's Roll No. 70648 MCLE Compliance No. VIII-0014127, Valid until 04/14/2028	Notary Public Until _____ PTR No. _____ IBP No. _____ TIN No. _____ Roll No. _____
--	--	---

(For DSAS Personnel only)

Attested by:

RODEL L. BALDADO, MHist, MAEd
OIC, Department of Student Affairs & Services

Date: _____

Appendix G

Documentation (Photo)



Proof Interviewing the Participant



Proof Interviewing the Participant



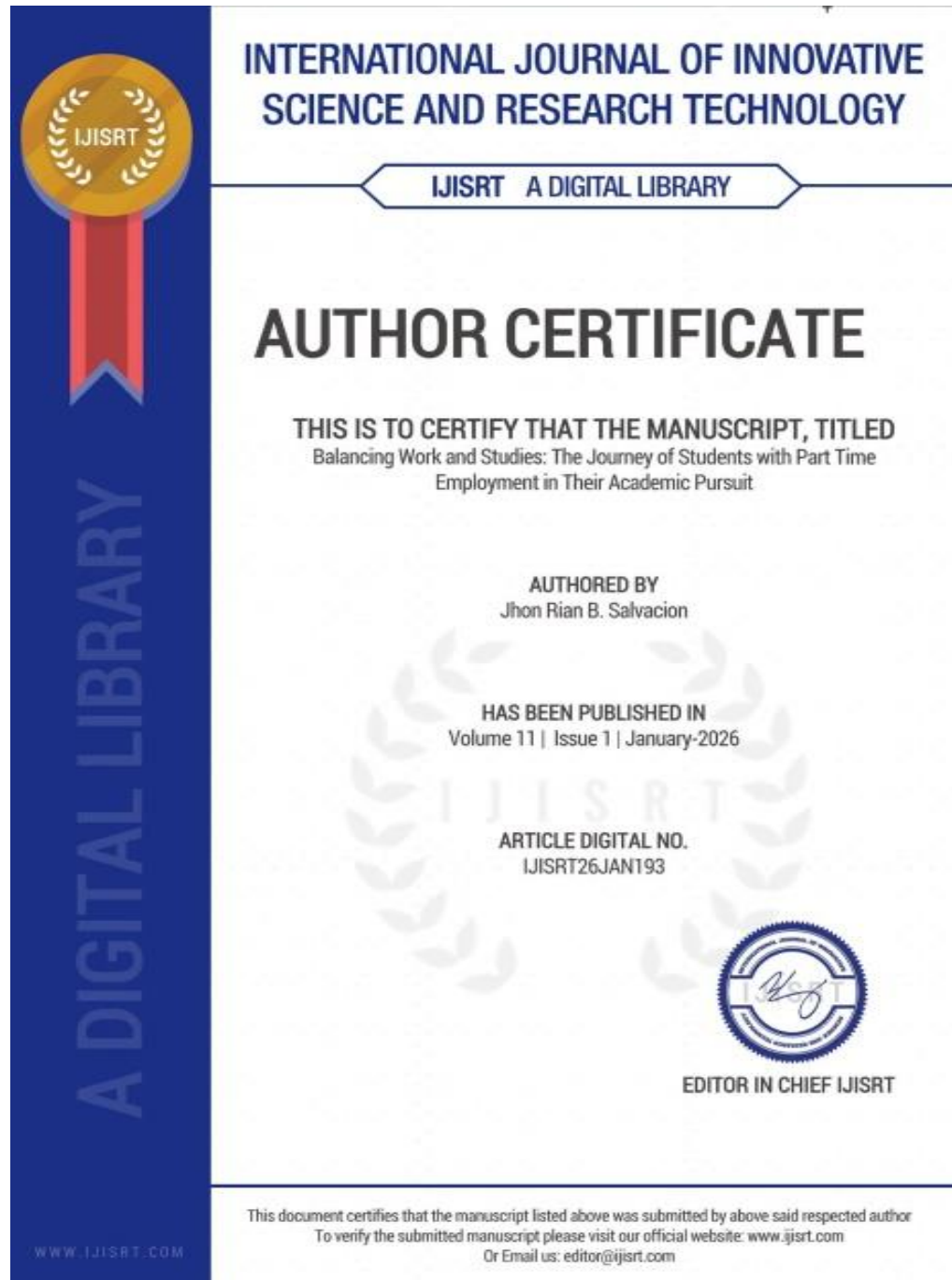
Proof Interviewing the Participant



Proof Interviewing the Participant

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AUTHORED BY
Owen Heart B. Paler

HAS BEEN PUBLISHED IN
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AUTHORED BY
Ryan Enrico Medina

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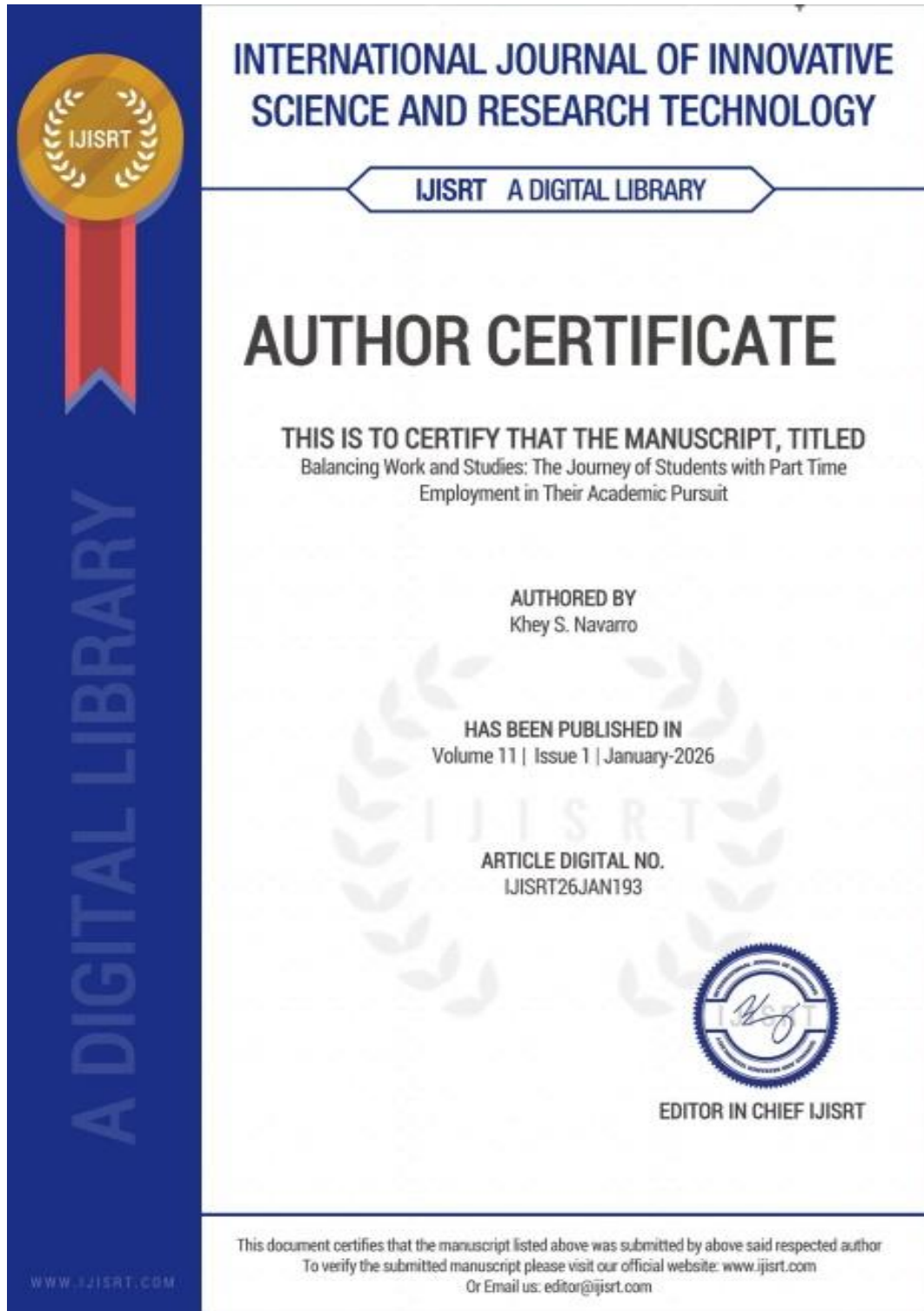
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Appendix I

Turnit In And Grammarly Test Result

CURRICULUM VITAE

Personal Data

Name : Jhon Rian B. Salvacion
Birth Date : December 28, 2003
Address : P-3, Bañadero, Ozamiz City, Misamis Occidental
Parent/Guardian : Juanita B. Salvacion- Mother



Education

College : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City,
Misamis Occidental
December 2026

Senior High : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City,
Misamis Occidental
June 2022

Secondary : Holy Child High School of Clarin Inc.,
Pob. 2, Clarin, Misamis Occidental
March 2020

Elementary : Holy Child High School of Clarin Inc.,
Pob. 2, Clarin, Misamis Occidental
March 2015

SEMINAR ATTENDED:

Mental Health and Awareness

Workshop in Dactyloscopy

CURRICULUM VITAE

Personal Data

Name : Ryan Enrico Medina
Birth Date : July 11, 2004
Address : Barangay Molica, Ozamiz City, Misamis Occidental
Parent/Guardian : Erec B. Medina - Father



Education

College : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City,
Misamis Occidental
December 2027

Senior High : Ozamiz City National High School, Ozamiz City,
Misamis Occidental
June 2022

Secondary : Ozamiz City National High School
Bernard St. Lam-an, Ozamiz City
April 2020

Elementary : Domingo A. Barloa Elementary School
P-3 Molica, Ozamiz City, Misamis Occidental
March 2015

SEMINAR ATTENDED:

Mental Health and Awareness

Workshop in Dactyloscopy

CURRICULUM VITAE

Personal Data

Name : Owen Heart B. Paler
Birth Date : September 27, 2003
Address : P- 7, Bliss, Lapasan, Clarin, Misamis Occidental
Parent/Guardian : Albert W. Paler



Education

College : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City
Misamis Occidental
December 2026

Senior High : December 2026
Clarin National High School
Pob. 3, Clarin, Misamis Occidental.
June 2022

Secondary : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City
Misamis Occidental
April 2020

Elementary : Ozamiz City Central School, Vicente Ostia Avenue,
Tinago, Ozamiz City, Misamis Occidental
March 2015

SEMINAR ATTENDED:

Mental Health and Awareness

Workshop in Dactyloscopy

CURRICULUM VITAE

Personal Data

Name : Khey S. Navarro
Birth Date : June 14, 2003
Address : Pereyra Village, Maningcol, Ozamiz City
Parent/Guardian : Leonila Navarro



Education

College : Misamis University, Ozamiz City
H.T. Feliciano St. Aguada, Ozamiz City,
Misamis Occidental
December 2026

Senior High : Ozamiz City School of Arts and Trades
Maningcol, Ozamiz City Misamis Occidental.
June 2022

Secondary : Ozamiz City School of Arts and Trades
Ozamiz City, Misamis Occidental
April 2020

Elementary : Lake Sebu Central Elementary School
Lake Sebu, South Cotabato
March 2015

SEMINAR ATTENDED:

Mental Health and Awareness

Workshop in Dactyloscopy