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EXPLORING THE LIVED EXPERIENCES OF WORKING STUDENTS IN DAVAO CITY

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ABSTRACT
This research investigates the lived experiences of working students in Davao City, delving into the multifaceted challenges they encounter and the strategies they employ to navigate the intricate intersection of work and education. Through in-depth interviews and thematic analysis, the study uncovers key themes including time management, financial pressures, motivation, peer support networks, personal development, and spirituality. The findings highlight the transformative impact of being a working student on personal growth, mindset, and resilience, emphasizing the interconnectedness of work and education in their lives. Based on these findings, the study proposes a range of recommendations to enhance the support systems and well-being of working students, including tailored time management workshops, financial aid programs, motivational counseling services, peer support networks, self-confidence building programs, spiritual support services, mentorship programs, flexible academic scheduling, advocacy for policy change, and comprehensive support systems. By addressing these recommendations, educational institutions and support organizations can create a more inclusive and supportive environment that empowers working students to excel in their academic and professional endeavors.

Keywords:
Working Student, Lived Experience, Challenges, Strategies, Time Management, Financial Pressures

Chapter 1
INTRODUCTION

The introduction generally consists of the background of the study, statement of the problem, objectives of the study, significance of the study, and the scope and limitation of the study.

Background of the Study

The phenomenon of students concurrently pursuing schooling and employment, regularly called "working college students," has garnered increasing interest in recent years. This trend displays the problematic interaction between the realms of schooling and employment. Within the bustling urban landscape of Davao City, situated within the southern Philippines, this confluence of challenges is particularly salient. The escalating expenses related to acquiring a higher education diploma, coupled with the vital desire for economic self-sufficiency among college students, have pressured a variety of people to embark on simultaneous academic and expert journeys. This take a look at was conceived out of a profound reputation that the narratives of those industrious college students in Davao City encapsulate microcosms of broader global, national, and neighborhood phenomena (Darolina, 2014).

At the global level, the landscape of training and employment is undergoing full-size transformations. Escalating instructional prices and the soaring value of housing are propelling students towards the pursuit of gainful employment to maintain their instructional interests. Furthermore, the fiercely aggressive process market often necessitates early forays into the team of workers to accrue valuable, realistic enjoyment. These worldwide developments have profound implications for operating college students who grapple with the difficult equilibrium between educational commitments and vocational obligations (Baik C., et al., 2019).

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On a countrywide scale, the Philippines confronts an exclusive set of challenges in the areas of training and employment. The kingdom's academic equipment contends with problems of accessibility and affordability, thereby compelling many college students to try to find opportunities for financing their education. Simultaneously, the hard work market is characterized by severe competition, incentivizing students to interact in internships and part-time employment endeavors to enhance their employability. These countrywide dynamics exert a palpable effect on working college students in Davao City, who're pressured to conform to neighborhood situations while pursuing their instructional aspirations (Darolia R., 2014).

At the regional level, Davao City emerges as a unique and compelling context deserving of meticulous exploration. Its vibrant financial landscape provides a plethora of employment opportunities, drawing students from various regions across the Philippines. Nevertheless, the metropolis's multifaceted cultural milieu and educational institutions introduce a tapestry of various experiences for operating college students. Factors inclusive of the nature of available employment opportunities, proximity to educational establishments, and the presence of nearby guide networks together assume pivotal roles in shaping the trajectories of working college students within this locale (Baik C., et al., 2019).

The vitality of delving into the lived stories of operating university students in Davao City is rooted in the profound importance of comprehending the demanding situations and accomplishments of this demographic within the intricate framework of worldwide, country-wide, and nearby dynamics. This undertaking seeks to light up the intricacies of their daily lives, the strategies they employ to obtain educational and expert fulfilment, and the reverberations of their experiences on their holistic well-being. Furthermore, this has a look at serves as an impassioned call to action, beckoning policymakers, educators, and employers to forge collaborative efforts in cultivating an environment conducive to the complete development of running college students in Davao City and past.

Statement of the Problem

The study aims to "Exploring the Lived Experience of Working Students in Davao City" This overarching issue encompasses a range of specific challenges, opportunities, and dynamics that these students encounter as they strive to balance their academic pursuits with employment commitments.

Specifically aims to answer the following questions;

1. What are the lived experiences of the working student in Davao City?
2. How do these experiences shape their belief, attitude and aspirations as a working student?
3. How do they cope up with the difficulties in juggling work and School?
4. How do they resolve these issue?

Objectives of the Study

The objectives of this study are to comprehensively explore the lived stories of running students in Davao City, shed light on their demanding situations, aspirations, and coping strategies, and ultimately contribute to the development of a supportive environment for their holistic growth. It seeks to offer an in-depth understanding of the elaborate facets of their daily lives as they balance academic and employment commitments, examining how these reviews form their beliefs, attitudes, and aspirations. The observer also goals to uncover the coping mechanisms they appoint to control the challenges of simultaneous painting and schooling, delve into their techniques to issue decisions, and propose for holistic improvement by highlighting the significance of regulations and practices that help their fulfillment. Finally, it seeks to enhance the worldwide discourse on running college students by contributing insights from the specific context of Davao City and reaping rewards similar to urban settings in the Philippines and the past.

Significance of the Study

This study holds paramount significance for diverse stakeholders because it addresses a pressing problem at the intersection of education and employment in Davao City and beyond. Its importance is multifaceted, as it has the capacity to benefit an extensive range of people and entities, both locally and globally.

Working Students: This study for working college students in Davao City with the aid of presenting a platform to voice their stories and challenges. By understanding their lived experiences, those students can gain validation and reputation for their specific situations. Moreover, the insights generated can tell them approximately effective coping strategies and encourage them to pursue their instructional and career aspirations with more resilience.

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Educational Institutions: Local instructional establishments in Davao City can employ the findings to decorate their manual systems for running college students. By spotting the unique worrying situations faced by this demographic, institutions can broaden tailored packages, services, and accommodations that promote academic achievement and holistic improvement.

Employers: Employers in Davao City and beyond can gain a deeper knowledge of the dreams and aspirations of on-foot students. This information can provide process hints and practices that facilitate balance, in the long run contributing to an extra-endorsed and green body of workers.

Policymakers: Policymakers on the nearby and country-wide levels can use the research findings to inform the development of recommendations that manual university students make. This may additionally embody projects to cope with the affordability of education, create more bendy painting preparations, or offer economic and beneficial resource alternatives tailored to the wishes of this demographic.

Academic Community: The study contributes to the academic community by enriching the body of knowledge on the lived experiences of working students. Researchers and scholars can build upon this research to further explore the dynamics of working students in diverse contexts, contributing to a broader understanding of this demographic.

Global Discourse: The research extends its significance to the global discourse on working students. Insights from the unique context of Davao City can offer valuable comparative perspectives for researchers and policymakers in other urban settings facing similar challenges.

Societal Well-being: Ultimately, the study's significance transcends specific stakeholders and contributes to the overall well-being of society. By advocating for the holistic development of working students, it aligns with broader societal goals of equity and educational access, ensuring that no segment of the population is left behind in the pursuit of education and career advancement.

Scope and Limitations of the Study

This qualitative research aims to comprehensively explore the lived experiences of working students in Davao City, a bustling urban center in the southern Philippines. The study's scope encompasses a diverse range of working students representing different educational levels, disciplines, and types of employment. It seeks to gain a holistic understanding of their experiences by delving into various aspects of their daily lives, including academic pursuits, employment situations, and personal challenges. The study focuses on uncovering the intricacies of how these lived experiences shape the beliefs, attitudes, and aspirations of working students in Davao City. It examines the coping mechanisms they employ to manage the complexities of balancing work and school and investigates their approaches to issue resolution. Furthermore, this research aims to inform policies and practices that support the holistic development of working students.

Despite the comprehensive nature of this qualitative inquiry, certain limitations must be acknowledged. Firstly, the study's findings are specific to the context of Davao City and may not be directly generalizable to all working students in the Philippines or other global settings. However, efforts will be made to provide insights that may resonate with similar urban environments. Secondly, the qualitative approach inherently involves a limited sample size, which may restrict the extent of generalizability. The experiences of working students are highly individualistic, and while the study aims to capture a diverse range of perspectives, it cannot encompass every possible variation within this demographic. Additionally, the study's reliance on self-reporting and interviews may introduce a level of subjectivity and potential for response bias. Every effort will be made to ensure the rigor and reliability of data collection and analysis, but the possibility of individual perspectives influencing the findings must be acknowledged. Lastly, the study's temporal scope is constrained by the duration of data collection. It provides a snapshot of the lived experiences of working students during the period of investigation but may not capture long-term developments or changes beyond this timeframe. Despite these limitations, this qualitative research aspires to provide a rich and nuanced understanding of the lived experiences of working students in Davao City, offering valuable insights that can inform local policies, educational practices, and workplace initiatives while contributing to the broader discourse on this essential demographic.

Definition of Terms

The following are defined conceptually and operationally;

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Working Students: In the context of this study, working college students are defined as individuals who are simultaneously pursuing better schooling at numerous instructional tiers (e.g., undergraduate or postgraduate) while conducting employment, whether element-time, full-time, or in internships. These college students are actively concerned with both academic and professional endeavors.

Lived Experiences: Lived experiences confer with the subjective, private, and day-to-day encounters, challenges, and moments that running college students in Davao City undergo as they navigate the twin responsibilities of training and employment. It encompasses the whole thing in their academic, expert, and personal adventure at some stage in this period.

Belief: Belief pertains to the convictions, values, and perspectives that working students hold regarding education, career aspirations, and personal growth. It encompasses their attitudes, motivations, and worldviews shaped by their experiences.

Attitude: Attitude refers to the disposition, mindset, and emotional orientation of working students towards their academic and employment pursuits. It encompasses their emotional responses, motivations, and behavioral tendencies in relation to these endeavors.

Aspirations: Aspirations encompass the goals, ambitions, and future plans that working students have for themselves, both in terms of education and career. It includes their desires for personal and professional development.

Coping Mechanisms: Coping mechanisms are the strategies, tactics, and approaches employed by working students to manage the challenges and stresses associated with balancing work and academic commitments. These mechanisms may include time management strategies, stress reduction techniques, and support-seeking behaviors.

Issue Resolution: Issue resolution pertains to the problem-solving processes and strategies that working students use to address and overcome difficulties encountered in their simultaneous pursuit of education and employment. It encompasses their abilities to find solutions and seek assistance when facing challenges.

Holistic Development: Holistic development refers to the overall growth and well-being of working students, encompassing not only their academic and career progress but also their physical, emotional, social, and personal development. It implies a balanced and comprehensive approach to self-improvement.

Policies and Practices: Policies and practices refer to the rules, regulations, and actions implemented by educational institutions, employers, and government bodies to support and facilitate the success of working students. These may include financial aid programs, flexible work arrangements, and academic accommodations.

Generalizability: Generalizability refers to the extent to which the findings of this qualitative study can be applied or extended to other contexts or populations beyond Davao City. It considers the transferability of insights to similar urban settings in the Philippines and potentially other global locales.

Chapter 2
Review of Related Literature and Theoretical Framework
This chapter consists of the review of related literature, the framework itself including its presentation in the form of a paradigm, the hypotheses, and the discussion on key variables.

Related Literature and Studies
Higher Education and Employment Trends

The dynamic landscape of better training and employment has witnessed giant shifts in recent years, both globally and nationally. Increasing lesson prices and the hovering value of living have pressured a growing variety of students to seek employment as a means to preserve their pursuit of better schooling. Concurrently, the aggressive activity market emphasizes the significance of gaining early painting experience, prompting students to engage in element-time jobs and internships while analyzing (Mounsey et al., 2013). These worldwide trends have profound implications for running college students, who locate themselves navigating the elaborate stability between educational commitments and painting responsibilities. In the context of Davao City, a bustling city in the southern Philippines, those developments are especially suggested as college students from numerous backgrounds grapple with financial independence and the imperative to simultaneously excel academically and professionally. Understanding these evolving tendencies and their effect on working college students is paramount to crafting powerful techniques to guide their holistic improvement (Schoenfeld., 1993).

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Financial Challenges in Education

Financial challenges in schooling have come to be a pervasive problem, both on a global and local scale. The price of better schooling continues to rise, leading to vast limitations for college kids searching to access quality mastering possibilities. As tuition fees, textbooks, and housing costs surge, many college students find themselves burdened with large debt, restricting their capacity to fully engage in their educational pursuits. These financial constraints regularly force college students into a delicate balancing act, wherein they ought to juggle component-time jobs or internships alongside their research to make ends meet. In Davao City, a vibrant urban hub within the Philippines, those demanding situations are particularly salient as college students try to reconcile the growing costs of education with their aspirations for a brighter future. These financial pressures can appreciably impact a student's ordinary well-being, intellectual health, and educational performance. Addressing those demanding situations is important to making sure that education stays on hand and is equitable for all, permitting students to understand their capabilities and make contributions to society's development (Lang K., 2012).

Accessibility and Affordability of Education

The accessibility and affordability of schooling represent vital dimensions within the realm of better gaining knowledge, each on a worldwide and neighborhood scale. Access to quality education has become a fundamental right; however, economic constraints regularly create widespread boundaries for college kids. Rising training expenses, the value of instructional materials, and associated costs make higher training an increasingly highly-priced enterprise. This situation is particularly suggested in growing regions like Davao City in the Philippines, where many aspiring students come upon economic roadblocks. These challenges, if unaddressed, may have some distance-achieving effects, limiting opportunities for private and societal growth. Therefore, expertise in the complicated interaction between accessibility and affordability is vital for policymakers, instructional institutions, and groups to expand strategies that ensure training stays inclusive and transformative, empowering individuals to reach their full capacity while fostering social and monetary progress (Edmons, 2010).

Labor market and Competitiveness

The labor market and its competitiveness are central components of any thriving economy, serving as the dynamic interface where supply and demand for skills and talent meet. In an increasingly globalized world, the competitiveness of a nation's labor force is a key determinant of its economic vitality. A highly competitive labor market is characterized by skilled, adaptable, and innovative workers who can contribute to a nation's productivity and growth. However, achieving and sustaining competitiveness in the labor market requires strategic investments in education, vocational training, and workforce development (Ali et al., 2019). In the context of Davao City, a vibrant economic center in the southern Philippines, the local labor market's competitiveness is influenced by factors such as the quality of education and training programs, the availability of job opportunities, and the adaptability of the workforce. Understanding these dynamics is crucial for policymakers, educators, and businesses, as it enables them to devise strategies that enhance the competitiveness of the local labor market, promote job creation, and drive economic progress (Miller, 2022).

Types of Employment for Students

In Davao City, the types of employment available for students are diverse and reflective of the city's vibrant economy. Working students in this urban center can find a range of job opportunities that align with their skills, interests, and educational schedules. These opportunities encompass part-time positions in various sectors, including retail, food service, customer service, and the hospitality industry. Additionally, internships and on-the-job training programs are prevalent, offering students the chance to gain practical experience in their chosen fields of study (Edmonds, 2010). Davao City's status as a hub for business and trade also means that students can explore roles in administrative support, sales, and even entrepreneurship. The availability of these employment options is a crucial factor in the experiences of working students, as the nature of their work often influences their ability to balance employment with academic commitments effectively (Spivak et aal, 2021). Understanding the types of employment opportunities within the local context is essential for grasping the nuanced challenges and triumphs of working students in Davao City.

Local Support Networks

Local support networks play a pivotal role in the lives of working students in Davao City. These networks encompass a wide range of individuals, organizations, and resources that provide assistance, guidance, and a sense of

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community to students juggling their academic and employment responsibilities (Baik C., 2019). Within educational institutions, faculty advisors and counselors often serve as key sources of support, offering academic guidance and emotional assistance. Student organizations and clubs can provide a sense of belonging and opportunities for networking. Beyond the campus, community organizations and NGOs may offer financial aid, scholarships, or mentorship programs tailored to the needs of working students. Additionally, family and friends provide essential emotional support and sometimes contribute to the students' financial stability. Understanding the dynamics and availability of these local support networks is crucial for comprehending how working students navigate the challenges they face in Davao City, as these networks can significantly impact their overall well-being and success in both education and employment (Akindobe A., 2013).

Impact on Academic Performance

The impact of employment on the academic performance of students is a complex and multifaceted issue. While some studies suggest that working students may experience challenges in maintaining high academic achievement due to time constraints and increased stress, others indicate that employment can enhance certain skills and provide real-world experience that complements classroom learning (Lang, 2012). The influence of employment on academic performance often depends on various factors, including the number of hours worked, the type of job, and the student's ability to effectively manage their time and priorities. Additionally, support systems and resources available to working students, both within educational institutions and through local networks, can significantly mediate the impact on academic performance. Understanding the nuanced relationship between employment and academic achievement is crucial for developing strategies to support working students in achieving their educational goals while simultaneously gaining valuable work experience (Mounsey, 2013).

Psychosocial Effects

The psychosocial effects of being a working student in Davao City are multifaceted and can significantly influence an individual's well-being. On one hand, the sense of accomplishment and increased self-esteem that can come from successfully balancing work and academics can bolster one's mental health (Spivak L., 2021). However, the inherent stress and time constraints of this dual role can also lead to heightened levels of stress, anxiety, and even burnout. Social relationships may be strained as working students often have limited time for socializing or leisure activities. Furthermore, the financial independence gained from employment may introduce a sense of responsibility and maturity, but it can also create financial stress. These psychosocial effects underscore the importance of comprehensive support systems, both within educational institutions and workplaces, to address the mental and emotional well-being of working students. Moreover, understanding these effects is crucial for policymakers and educators to develop strategies that promote resilience, mental health, and overall psychosocial well-being among this vital demographic (Baik C., 2019).

Personal Growth and Development

The personal growth and development of working students in Davao City is a dynamic process shaped by their unique experiences of balancing employment and academics. On one hand, the responsibilities of work can foster a sense of independence, financial literacy, and time management skills (Schoenfeld, 1993). These students often develop a strong work ethic, problem-solving abilities, and a heightened sense of determination. However, the juggling act of work and school can also lead to significant stress and fatigue, potentially impacting personal growth (Espirto et al, n.d). The ability to persevere through these challenges, while pursuing educational goals, can contribute to resilience and personal development. Additionally, working students often build networks and connections both in their workplaces and educational institutions, which can further their personal growth by providing exposure to diverse perspectives and opportunities for mentorship. Understanding the nuances of personal growth and development in this context is essential for educators, policymakers, and employers to provide targeted support and create an environment conducive to the holistic development of working students (Timario et al., 2023).

Gender and Working Students

The intersection of gender and the experiences of working students in Davao City introduces a complex layer of analysis. Gender dynamics can significantly influence the lived experiences of these students. Research indicates that, in many societies, female working students often face unique challenges related to societal expectations, family roles, and workplace biases. They may encounter additional responsibilities such as caregiving or domestic work, which can complicate their ability to balance employment and academics. Moreover, gender-related discrimination

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and wage gaps in the labor market can impact the financial aspects of their education. On the other hand, male working students may also face stereotypes or expectations related to their employment and academic performance. Exploring these gendered dynamics within the context of Davao City is vital for a comprehensive understanding of the challenges and opportunities faced by working students. This awareness can inform targeted interventions and policies that promote gender equity and support the diverse needs of male and female working students in their pursuit of education and career advancement (Miller at al,, 2022).

Policy Support for Working Students

Policy support for working students is a critical aspect of ensuring their success and well-being. In the context of Davao City, and more broadly in the Philippines, there is a growing recognition of the need for targeted policies that address the unique challenges faced by this demographic. Such policies may encompass a range of areas, including education, employment, and social welfare. For instance, in the realm of education, there is a call for increased financial aid options, scholarships, and tuition fee subsidies tailored to the needs of working students to alleviate their financial burden. Flexibility in class scheduling and academic support services can also be essential to accommodate their work commitments (Al et al., 2019). In the employment sector, policies that promote part-time work opportunities, paid internships, and apprenticeships can help students gain valuable experience while studying. Moreover, advocating for gender-sensitive policies that consider the specific challenges faced by female working students is imperative. Overall, policy initiatives should strive to create an enabling environment that supports the holistic development of working students, ensuring that they can pursue their education and career goals without compromising their well-being (Bunchanan, 2017.

Educational Institutions Role

Educational institutions play a pivotal role in the lives of working students in Davao City. These institutions are not merely places of learning but also centers of support and facilitation for individuals balancing work and education. They can contribute to the success of working students through several key mechanisms. First, educational institutions should offer flexible class schedules and modes of learning to accommodate the varying work hours and commitments of working students (Saleh, 2020). Additionally, they should provide academic advisors who can guide working students in course selection and help them navigate the complexities of balancing work and studies. Moreover, financial aid offices should actively identify and inform students about available scholarships, grants, or part-time job opportunities within the institution. Furthermore, creating a campus environment that fosters inclusivity and understanding of the challenges faced by working students is essential. This might involve establishing support groups, mentorship programs, or counseling services tailored to their needs. In essence, educational institutions should not only provide quality education but also serve as a safety net that empowers working students to achieve their academic and career aspirations (Edmonds, 2010).

Employer Practices

Employer practices are of paramount importance in shaping the experiences of working students in Davao City. Employers have a dual role in supporting these students in their academic pursuits while simultaneously benefiting from their contributions in the workplace. To create an environment conducive to the success of working students, employers should implement flexible work arrangements that accommodate class schedules and exam periods. Providing opportunities for remote work or part-time positions can be especially beneficial (Akinbode A., 2013). Moreover, fostering a culture that values education and encourages lifelong learning can motivate working students to excel both academically and professionally. Employers should also consider offering financial assistance or scholarships to support their employees' educational endeavors. Recognizing and rewarding academic achievements within the workplace can further incentivize employees to excel in both realms. In essence, employer practices that prioritize the educational goals of working students not only contribute to their personal growth but also enhance the productivity and loyalty of their workforce (Mounsey et al., 2013).

Theory Base

The theoretical foundation of this research on the lived experiences of working students in Davao City is anchored in several key academic perspectives and theories. These theories provide a framework for understanding the multifaceted aspects of the phenomenon under investigation.

Human Capital Theory: The concept of human capital, as developed by Gary Becker (1964), underscores the idea that education and work experience are investments that individuals make to enhance their future earning

potential. This theory is highly relevant to working students, as they are simultaneously investing in both education and work, seeking to improve their long-term career prospects. Their experiences can be seen as efforts to accumulate human capital, making it crucial to examine how these investments influence their beliefs, attitudes, and aspirations (Becker, 1964).

Role Theory: Role theory, originating from the sociological perspective, emphasizes the significance of roles individuals play in society and how these roles influence their behavior and identity. Working students inhabit dual roles as both students and employees, and this theory can provide insights into how these roles shape their experiences. The expectations associated with these roles, as well as the potential conflicts between them, can be explored within this theoretical framework (Biddle, 1979).

Social Capital Theory: Social capital theory, developed by Pierre Bourdieu (1986), posits that social relationships and networks have tangible value. For working students, their interactions within educational institutions and workplaces can be regarded as sources of social capital. Understanding how these networks influence their ability to cope with challenges and resolve issues is essential to comprehending their experiences (Bourdieu, 1986).
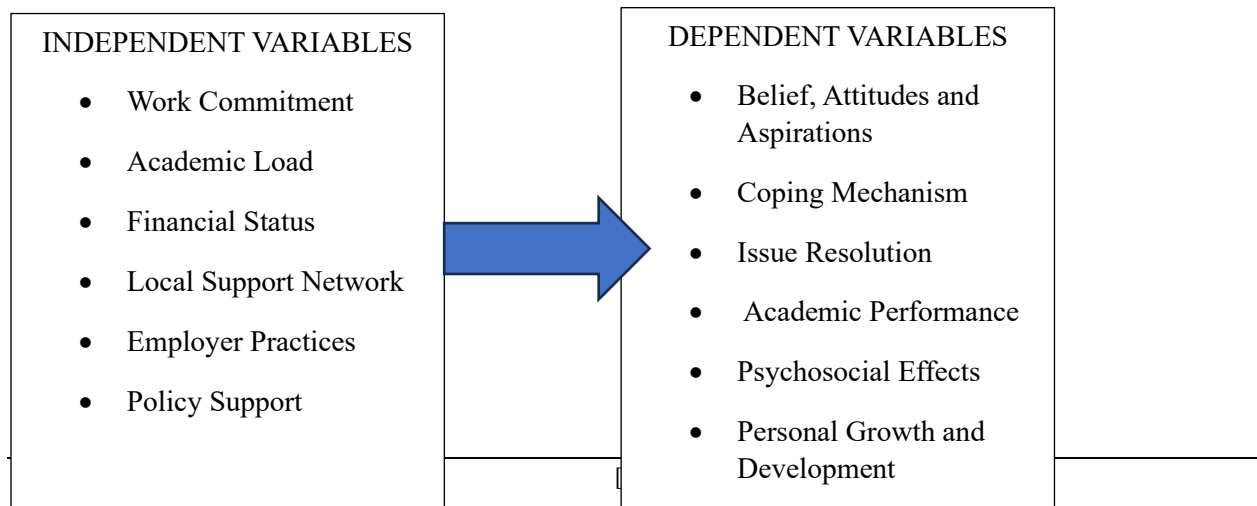
Intersectionality: Intersectionality, as articulated by Kimberli Crenshaw (1989), explores how multiple social identities, such as race, gender, and socioeconomic status, intersect to shape an individual's experiences and opportunities. In the context of Davao City's diverse population, the intersectionality of working students' identities plays a crucial role in influencing their experiences. This perspective underscores the importance of considering the unique challenges faced by individuals with intersecting identities.

Maslow's Hierarchy of Needs: Abraham Maslow's hierarchy of needs theory (1943) can help contextualize how the pursuit of education and work aligns with the fundamental human needs for security, belongingness, esteem, and self-actualization. Working students may navigate these needs differently, and understanding their experiences through this lens can provide insights into their motivations and priorities (Maslow, 1943).

Social Cognitive Career Theory (SCCT): SCCT, developed by Robert Lent, Steven Brown, and Gail Hackett (1994), emphasizes the role of self-efficacy, outcome expectations, and goals in career development. This theory is relevant to understanding how working students' experiences influence their beliefs, attitudes, and career aspirations. It can shed light on the cognitive processes that underpin their decision-making and goal-setting (Lent et al., 1994).

Ecological Systems Theory: Developed by Urie Bronfenbrenner (1979), this theory emphasizes the influence of various environmental systems, from the microsystem (individual interactions) to the macrosystem (cultural values and norms), on human development. For working students, their experiences are shaped by the ecological systems of their educational institutions, workplaces, and the broader socio-cultural context of Davao City (Bronfenbrenner, 1979).

These theoretical perspectives, while diverse in their origins and emphases, collectively provide a robust framework for comprehensively exploring the lived experiences of working students in Davao City. By integrating these theories into the research design and analysis, this study aims to offer a nuanced understanding of the challenges, aspirations, coping strategies, and holistic development of this essential demographic.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
• Work Commitment • Academic Load • Financial Status • Local Support Network • Employer Practices • Policy Support	• Belief, Attitudes and Aspirations • Coping Mechanism • Issue Resolution • Academic Performance • Psychosocial Effects • Personal Growth and Development

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Figure 1. Conceptual Framework

The conceptual framework for this research delineates the intricate interplay between independent variables, comprising work commitment, academic load, financial status, local support networks, employer practices, and policy support, and their profound influence on a range of dependent variables. These dependent variables encompass the psychological dimensions of working students' experiences, including their beliefs, attitudes, and aspirations, which reflect their perceptions of the value of education and their career aspirations. Moreover, it encompasses their coping mechanisms, strategies devised to manage the multifaceted challenges of balancing work and academics, and their aptitude for issue resolution, showcasing their problem-solving skills. Additionally, the framework considers objective measures like academic performance and the more intangible psychosocial effects, encompassing emotional and social outcomes. Lastly, it examines the potential for personal growth and development, exploring positive transformations that may arise from the experiences of working students. This comprehensive framework guides the investigation into the lived experiences of working students in Davao City, unveiling the intricate dynamics that impact both their academic achievements and personal development.

Research Assumptions/Research Hypothesis

The following are the assumptions of the study;

It is assumed that many working students in Davao City face financial strain due to the high cost of education and the need to support themselves financially, which can impact their academic performance and overall well-being.

1. The assumption is that the availability and effectiveness of local support networks, such as family, friends, mentors, and counseling services, play a crucial role in mitigating the challenges faced by working students in Davao City.

2. It is assumed that employer practices, including flexible work hours, support for educational goals, and workplace culture, significantly influence a working student's ability to balance work and academics effectively.

Chapter 3
Methodology

This chapter includes descriptions of the method used, sources of data, the data gathering instruments, sampling technique, procedure of the study and statistical treatment.

Method Use

In this qualitative research endeavor focused on exploring the lived experiences of working students in Davao City, a comprehensive and multi-faceted methodological approach will be employed. The research will rely heavily on in-depth semi-structured interviews with working students from diverse backgrounds, academic disciplines, and employment situations to capture the richness and diversity of their experiences. Additionally, the study will utilize participant observations and document analysis to triangulate and complement the interview data, offering a more holistic understanding of the participants' daily lives and the contexts in which they navigate their academic and work commitments. Thematic analysis, guided by the conceptual framework, will be employed to extract patterns and themes from the collected data, allowing for a nuanced exploration of the research objectives. Ethical considerations, including informed consent and participant confidentiality, will be rigorously upheld throughout the research process. This qualitative methodology is well-suited to uncover the intricate and context-specific experiences of working students and provide valuable insights into their challenges, aspirations, and coping strategies within the unique setting of Davao City.

Data Sources

The primary source of data for this qualitative research on the lived experiences of working students in Davao City will be the working students themselves. Semi-structured interviews will be conducted to gather in-depth narratives and firsthand accounts of their experiences, challenges, aspirations, and coping mechanisms. These interviews will be supplemented by participant observations in the students' academic and workplace environments, allowing for a more holistic understanding of their daily lives. Additionally, relevant documents, such as academic

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records and workplace policies, will be analyzed to provide contextual insights. The diverse range of participants, including working students from various academic disciplines and employment situations, will ensure a comprehensive exploration of the research objectives and contribute to the richness of the data. Ethical guidelines will be strictly followed to protect the confidentiality and anonymity of the participants, ensuring the validity and reliability of the data collected.

Data Gathering Instruments

In this qualitative research endeavor exploring the lived experiences of working students in Davao City, multiple data gathering instruments will be employed to collect rich and nuanced information. The primary instrument will be semi-structured interviews, allowing for open-ended questions and probing follow-ups to elicit detailed narratives from the participants. The interviews will be guided by a carefully constructed interview guide, designed to explore various aspects of their experiences, including challenges faced, coping mechanisms employed, and the impact on their beliefs and aspirations. Additionally, participant observations will be conducted to immerse the researcher in the participants' environments, offering insights into their daily routines and interactions within both academic and workplace settings. Documents, such as academic records and workplace policies, will be examined to provide supplementary contextual data. The triangulation of these instruments will enhance the comprehensiveness and validity of the data, contributing to a thorough exploration of the research objectives. Ethical considerations, including informed consent and privacy protection, will be rigorously upheld throughout the data gathering process.

Procedure of the Study

The procedure of this qualitative research study entails a systematic and ethical process to comprehensively explore the lived experiences of working students in Davao City. Initially, a purposive sampling technique will be employed to select a diverse group of working students from various educational institutions and employment settings within the city. Informed consent will be obtained from all participants. Data collection will primarily consist of semi-structured interviews, conducted in a private and comfortable setting to encourage open and candid responses. These interviews will be audio-recorded and transcribed verbatim for analysis. Participant observations will complement the interviews, enabling the researcher to immerse in the participants' daily lives and gather contextual data. Document analysis will provide supplementary insights. Data analysis will follow a thematic approach, involving coding and categorization to identify recurring themes and patterns in the participants' narratives. Ethical considerations, including confidentiality and participant welfare, will be rigorously adhered to throughout the study, and the findings will be shared with participants for validation. Ultimately, this procedure aims to shed light on the multifaceted experiences of working students in Davao City and contribute to the development of a supportive environment for their holistic development.

Data Analysis

Given that this qualitative research study focuses on exploring the lived experiences and narratives of working students in Davao City, the statistical treatment of data typically associated with quantitative research, such as statistical tests and numerical analysis, is not applicable. Instead, data analysis will be qualitative in nature, following established procedures for thematic analysis. This involves a systematic process of identifying, coding, and categorizing themes and patterns within the textual data derived from interviews, participant observations, and document analysis. The goal is to provide a rich, narrative-based understanding of the participants' experiences and to derive insights from the qualitative data. The findings will be presented in a narrative form, supported by quotations and examples from the participants, to illustrate the themes and nuances of their lived experiences as working students in Davao City.

Chapter 4
Results and Discussion

In the context of Davao City, this study delves into the multifaceted lived experiences of working students, as revealed through an in-depth analysis of the gathered data. The results emanate from a rigorous qualitative exploration, encompassing a diverse cross-section of working students from various educational institutions within the city. The findings underscore the intricate balance that working students must strike between their academic pursuits and employment obligations, with pervasive themes of time management, financial pressures, and social sacrifices coming to the forefront. Furthermore, the data elucidate that the lived experience of working students is profoundly influenced by the specific nature of their jobs, their academic programs, and their individual circumstances,

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highlighting the nuances within this population. This discourse provides valuable insights into the challenges and coping mechanisms employed by working students in Davao City, offering a foundation for educational institutions and policymakers to develop more targeted support systems and initiatives to enhance the academic and personal well-being of these individuals.

Theme 1: Difficult Lifestyle

This is one of the three themes that emerged as regards to the lived experiences of the working students during the interview. Based on the data gathered, the results revealed the following sub-themes: mental illness, severe stress and insufficient time for schooling that involves: lack of time for school works, negative impact for schooling and imbalances of works and school.

The concept of a challenging lifestyle, as explored in the context of this research, entails grappling with a multitude of socio-economic adversities that exert a profound and detrimental impact on the holistic well-being of individuals. These adversities encompass severe constraints in access to fundamental requisites, encompassing adequate housing, nutrition, and healthcare, primarily stemming from factors like meager income, unemployment, or precarious job situations (Argabioso & Orencia, 2023). Moreover, a challenging lifestyle is often manifested through strained social relationships, elevated stress levels, and a dearth of opportunities for personal and professional growth. This demanding way of life can culminate in unfavorable physical and mental health outcomes, underscoring the imperative for comprehensive interventions, policy reforms, and community-based support systems to alleviate the burdens borne by those ensnared in this strenuous existence. By elucidating the nuanced facets of this challenging lifestyle, this research augments our understanding of the pertinent issues at hand and serves as a catalyst for well-informed initiatives, aiming to enhance the living conditions and prospects of individuals grappling with these hardships (Burdeos, 2023).

> *Participant 1: "If you compare your work as working student to a regular employee naa jud siya responsibilities. I have to work para maka eskwela ug para makatabang pud sa pamilya. I see those working students who are tough and challenging siya. Naa uban nay mental disorders, mental illness kay tungod sa stress sa work ug sa school"*

Mental Illness. The statement provided by Participant 1 underscores the onerous burden placed on working students in Davao City, setting them apart from regular employees by highlighting the multifaceted responsibilities they shoulder. These responsibilities extend beyond personal educational pursuits, encompassing the added imperative of financially supporting their families. The reference to the toughness and challenges faced by these working students underscores their remarkable resilience and determination, as they navigate the intricate balance between work and academia. Moreover, the mention of potential mental disorders and mental illness arising from the cumulative stress of managing employment and academic obligations underscores the serious consequences of this dual role. This observation resonates with established research on the adverse psychological effects of juggling work and study, emphasizing the critical need for well-designed support systems and targeted interventions to safeguard the mental health of working students.

> Participant 1: "Kanang sa tulog nako, Ma'am. Kay call center ko nagtrabaho. Pag adto nako school kapuyon na ko. Usahay dili nako mabuhat ang mga assignment. Naa pud times na dili usahay magkadimao ang trabaho sa kakapoy. Pero ako ilang ginauna una na kailangan nako makahuman ug eskela. Mao laban lang ko, Ma'am"

Severe Stress. The account provided by Participant 1 sheds light on the profound impact of their work as a call center agent on their sleep patterns and academic performance. The night shift employment schedule directly affects their sleep quality and leaves them fatigued, making it challenging to complete assignments on time and concentrate during classes. Participant 1's experiences exemplify the formidable balance they must strike between work and education. Despite the demanding nature of their employment, their unwavering commitment to pursuing their education remains resolute. This narrative underscores the unique challenges and sacrifices faced by working students in Davao City, particularly those engaged in night shift work, and emphasizes the imperative for educational institutions and employers to devise strategies that can facilitate and support the academic endeavors of these individuals while recognizing the resilience and determination they exhibit in their pursuit of education.

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Participant 2: "Yes, sometimes I loss motivation in working and the same time in school. In my first day as working student I was having a hard time balancing my studies and work."

Insufficient Time for School for the following:

Lack of Time for School Works. The testimony offered by Participant 2 highlights a significant issue encountered by working students in Davao City: the erosion of motivation due to the formidable task of concurrently managing work and academics. The participant's admission of wavering motivation underscores the challenges inherent in this dual role, where the responsibilities associated with employment and education often become overwhelming. The initial hardships faced on the first day as a working student, as mentioned, reflect the formidable task of finding equilibrium between these two domains. This account underscores the pressing need for comprehensive support systems, mentorship, and resources tailored to bolster the motivation and resilience of working students, particularly during their initial stages of balancing these demanding responsibilities, thereby enhancing their overall well-being and academic success.

Participant 6: "there are times na maglisod ko ug cope up sa akong studies."

Negative Impact for Schooling. The statement provided by Participant 6 succinctly encapsulates a recurrent challenge faced by working students in Davao City—struggling to effectively cope with their academic commitments. The participant's admission of experiencing difficulty in coping with studies underscores the intricate juggling act that working students must master to manage the dual responsibilities of work and education. While the statement is concise, it implicitly highlights the multifaceted nature of this challenge, encompassing time management, stress management, and the ability to meet academic requirements while also fulfilling work obligations. This challenge reinforces the importance of tailored support systems, flexible educational programs, and mentorship to assist working students in effectively navigating the academic demands of their educational pursuits, ultimately contributing to their overall success and well-being.

Participant 7: "Sa time management. Maglisod ko ug manage sa akong time for studies and work. If busy mi sa office tapos timing pud kay exam namo. Maglisod jud ko ug manage sa time nako."

Imbalances of Works and School. Participant 7's reflection on time management encapsulates a crucial challenge faced by working students in Davao City—the intricate task of balancing their time between work and academic responsibilities. The participant's acknowledgment of the difficulty in managing time for studies and work illuminates the complex nature of this endeavor, particularly when work obligations coincide with crucial academic assessments. This conundrum underscores the pressing need for strategies that facilitate effective time management for working students, such as flexible work schedules or academic support programs designed to accommodate their dual role. Moreover, it underscores the necessity of proactive cooperation between educational institutions and employers to ensure that working students can meet their academic requirements while maintaining their employment commitments, ultimately enhancing their academic success and overall well-being.

Participant 8: "all of my friends are working student so we exchange experiences and we give advices to each other para ma overcome ang among mga problems whether work or school."

Participant 8's acknowledgment of peer support among working students in Davao City underscores a valuable coping mechanism within this demographic. The participant's statement reveals a network of mutual aid where friends who are also working students exchange experiences and provide advice to help one another overcome the challenges associated with both work and education. This peer support system serves as a practical and emotional resource, offering insights, strategies, and camaraderie to mitigate the difficulties of their shared experiences. It emphasizes the significance of community-building among working students, which can contribute to their resilience, motivation, and ability to navigate the intricate balance of work and academics. This observation underscores the potential for educational institutions and community organizations to harness and bolster these existing support networks to further enhance the well-being and success of working students in Davao City.

The multifaceted challenges faced by these individuals, encompassing issues related to time management, financial pressures, and the strain on their mental health, have been brought to the forefront. It is evident that the endeavor to simultaneously pursue education and employment is a demanding one, which often requires immense

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resilience and determination. Furthermore, the significance of peer support networks among working students has been underscored as a valuable coping mechanism. By recognizing the unique challenges faced by working students, we can work towards enhancing their overall well-being and success, ultimately contributing to a more inclusive and supportive educational landscape in Davao City.

Theme 2: Overcoming Challenges

Another theme generated in the lived experiences of working students is overcoming challenges. Based on the data gathered during the interview of the working students revealed the following sub-themes: positive thinker, proper balance of work and school affairs, accept reality and pursue dreaming and time management that involves spending time with friends.

The process of overcoming challenges, as evidenced in the responses of the participants, is underpinned by a range of adaptive strategies. Notably, these individuals harness the power of positive thinking, a mental tool that empowers them to maintain an optimistic outlook despite the hurdles they face. Effective time management emerges as another cornerstone, allowing them to allocate their resources judiciously between work and academic pursuits (Tingzon & Buyok, 2022). Equally critical is their capacity to accept the reality of their demanding circumstances, which enables them to adapt and find practical solutions. Furthermore, the prioritization of social connections underscores the importance of support networks, both among working students themselves and their relationships with peers, family, and mentors. This intricate web of strategies, supported by resilience and unwavering commitment to long-term goals, collectively contributes to the successful navigation of the intricate intersection between work and education for these individuals (Mullot, 2021).

> *Participant 1: "Time management jud ang importante. I would like na makakuha ug higher grades para dili mabagsak. At the same time mayo akong trabaho. Katong una mapressure ko pero nakahuhuna ko na kailangan dili ko magpadala ana para mahuman nako ang mga kailangan isubmit sa mga subject na ko ug sa trabaho pud. Move forward and continue to become productive akong mindset"*

Positive Thinker. Participant 1's perspective emphasizes the paramount significance of effective time management in successfully navigating the challenging dual role of being a working student. The emphasis on maintaining high academic performance and not failing underscores the pressure associated with academic expectations. However, the participant's resilience and evolving mindset are evident in their recognition that succumbing to this pressure is not an option. Instead, they emphasize the need to focus on productive efforts, both in terms of fulfilling their work obligations and academic responsibilities. This proactive and forward-looking perspective is a testament to the participant's determination and adaptability, which are essential qualities for achieving success as a working student.

> *Participant 3: "gina isip lang nako na kailangan ko magtrabaho para masuportahan akong pag eskwela. Kung naa man challenges ako lang gina isip na kailangan ko maningkamot para makatabang sa pamilya ug sa akong pag eskwela."*

Accept Reality and Pursue Dreaming. Participant 3's perspective encapsulates the intrinsic motivation and strong sense of purpose that drive many working students in their pursuit of education. The participant's rationale for working to support their education underscores a deep sense of responsibility, both towards their family and their academic aspirations. In the face of challenges, their resilience is rooted in their unwavering commitment to contributing to their family's well-being and personal educational advancement. This mindset reflects the interconnectedness of familial and educational goals, which are often the driving force behind the endeavors of working students. Participant 3's perspective offers a poignant insight into the profound sense of purpose and determination that underpin the experiences of working students in Davao City, shedding light on the intricate balance they must maintain between their roles as providers for their families and as students striving for academic achievement.

> *Participant 4: "Ginamanage nako ang akong time. For example, dapat sa allotted time nako sa work as much as possible nahuman na nako ang trabaho before ko magstudy para sa akong klase".*

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Proper Balance of Work and School Affairs. Participant 4's approach to time management is a pragmatic strategy that reflects a deliberate effort to efficiently balance work and academic commitments. The emphasis on completing work tasks within the allocated time frame before dedicating time to study illustrates a conscious and structured approach to managing responsibilities. This method not only optimizes the utilization of available time but also minimizes the potential for overlap and undue stress between work and academic obligations. The participant's proactive approach underscores the critical role of time management skills in the lives of working students, enabling them to navigate the dual responsibilities of work and education effectively. It serves as a practical example of how these individuals adapt and organize their daily routines to meet the demands of their academic pursuits while fulfilling their work duties, thus contributing to their success in both domains. This approach highlights the importance of imparting time management skills and strategies as an integral component of support systems for working students.

> *Participant 7: "Motivation lng jud, Ma'am. I will think about the reason why I am working such as para makahuman ug eskwela."*

Participant 7's emphasis on motivation as the driving force behind their ability to balance work and academics reveals a fundamental aspect of their resilience and determination. The participant's mindset underscores that a clear sense of purpose, in this case, the aspiration to complete their education, serves as a powerful motivator. Their focus on the "why" behind their dual role as a working student highlights the importance of personal goals and aspirations in maintaining the energy and commitment required for this challenging endeavor. This perspective reinforces the interconnectedness of work and education in their life, with the latter serving as a driving force for the former. Participant 7's insight reflects the importance of intrinsic motivation and goal-oriented thinking as vital tools for the successful management of the dual responsibilities faced by working students.

> *Participant 5: "I was able to manage my time and ask help from seniors to overcome difficulties."*

Time Management. Participant 5's approach to overcoming challenges as a working student demonstrates a combination of effective time management and the utilization of mentorship. The emphasis on time management implies a conscious effort to allocate time judiciously between work and academic responsibilities, a skill that is pivotal for successfully managing this dual role. Furthermore, the participant's willingness to seek assistance from seniors highlights the significance of mentorship and peer support networks in the journey of working students. This collaborative approach acknowledges the value of shared experiences and the guidance provided by more experienced individuals in navigating the intricacies of work and education.

> *Participant 6: "all of my friends are working student so we exchange experiences and we give advices to each other para ma overcome ang among mga problems whether work or school."*

Spending Time with Friends. Participant 6's mention of peer support and the exchange of experiences and advice among working student friends highlights the significance of community-building and collaboration within this demographic. The mutual sharing of experiences and advice serves as a practical and emotional resource, offering insights, strategies, and camaraderie to mitigate the difficulties of their shared experiences. This peer support network reflects the importance of solidarity and shared understanding in navigating the intricate balance between work and education. It underscores the potential for educational institutions, as well as community organizations, to harness and bolster these existing support networks to further enhance the well-being and success of working students in Davao City. This perspective reinforces the importance of recognizing the unique challenges faced by working students and promoting an environment that encourages peer support and community-building to facilitate their resilience, motivation, and ability to manage this complex dual role effectively.

The testimonies of the participants provide valuable insights into the lived experiences and strategies employed by working students in Davao City. Their narratives underscore the multifaceted challenges faced in balancing work and academics, such as time management, financial pressures, and the need for motivation. Additionally, the importance of peer support networks and mentorship within this demographic becomes evident. Collectively, these insights illuminate the resilience and adaptability of working students and emphasize their commitment to achieving both short-term and long-term goals. The findings suggest a need for comprehensive support systems and educational interventions that recognize and foster time management skills, intrinsic motivation, and peer networks as critical components for the success and well-being of working students.

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Theme 3: Improve Existential Learning

This is the last theme generated in the lived experiences of the working students. Based on the data gathered during the interview of the working students revealed the following sub-themes: attract positive insights towards life, improve attitude towards prioritization and motivation in achieving life's goal to graduate amidst working, gain realization what things should be prioritized, leaning towards positive foresight of life and maintain positive attitude.

Enhancing existential learning, a process that delves into the philosophical exploration of one's purpose, identity, and values, requires a comprehensive approach that integrates both theoretical and experiential components (Gallego, 2022). It involves fostering a deep understanding of philosophical and existential concepts through academic coursework and critical discussions while also encouraging practical applications in real-life scenarios. A multidisciplinary approach that incorporates philosophy, psychology, and ethics can help individuals explore the fundamental questions of existence, such as the meaning of life and the nature of human consciousness (DCubero, 2022). Additionally, creating opportunities for reflective practices, such as journaling or meditation, can aid in self-discovery and the development of personal values. It is essential to establish a supportive and open educational environment that allows for exploration, reflection, and discussion, thus enabling individuals to engage in a meaningful existential learning process that goes beyond mere academic discourse and empowers them to navigate life's complexities with a deeper sense of purpose and understanding (Galabo, 2019).

> *Participant 1: "for me , Ma'am, if it helps naa working student ka. Kay kahibalo ka na magprioritize kung unsa ang importante. Positive attitude na.. kay dili ka basta mag waldas ug kwarta. Karon na panahon lisod na kaayo."*

Attract Positive Insights towards Life. Participant 1's perspective on the attributes that can aid working students in managing their dual roles as students and employees is notable. The emphasis on the ability to prioritize, especially when faced with the challenges of time management and competing demands, is a key skill that working students must cultivate. The reference to a positive attitude underscores the importance of maintaining a proactive and solution-oriented mindset to address the financial constraints and pressures that often accompany being a working student. The acknowledgment of the challenging times further highlights the pressing issues faced by this demographic, necessitating resilience and adaptability. This perspective underscores the need for educational institutions and support systems to foster prioritization skills and a positive mindset as crucial components for the success and well-being of working students. It also highlights the importance of recognizing the unique challenges faced by these individuals and providing tailored support to help them navigate their academic and professional responsibilities effectively.

> *Participant 2: "working really helps me to have positive attitude especially I was given a task in the office I need to become positive to do the job while studying after work."*

Participant 2's account underscores the reciprocal relationship between work and maintaining a positive attitude while pursuing education. The acknowledgement of work as a catalyst for a positive mindset, particularly when faced with tasks at the workplace, reveals the adaptability and psychological resilience required by working students. The ability to transition from the demands of the office to academic studies after work hours necessitates a pragmatic and goal-oriented mindset. This perspective emphasizes the complex intersection of work and education and the adaptive qualities that working students cultivate. It underscores the importance of recognizing and harnessing the potential for personal growth and skill development that can result from the dual role of a working student. Additionally, it highlights the significance of support systems and educational institutions in acknowledging the interconnectedness of work and a positive attitude, offering resources and mentorship to enhance the well-being and academic success of working students who strive to balance these dual responsibilities.

> *Participant 4: "It makes me become responsible. Ginauna nako ang mga importante na buhatonon. Dili nako parehas sa una na mag lag lag human sa klase. Ang time nako irest na lang or magbuhat na lang ug assignment.*

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Improve Attitude towards Prioritization and Motivation in Achieving Life's Goal to Graduate amidst Working and Gain realization what things should be prioritized. Participant 4's reflection highlights the transformative impact of being a working student, particularly in terms of developing responsibility and time management skills. The participant's assertion of prioritizing important tasks over procrastination underscores the shift towards a more organized and goal-oriented approach to academic responsibilities. This transition, marked by the conscious choice to allocate time wisely, represents the maturation of the working student's mindset, emphasizing the need to manage time efficiently and fulfill academic commitments. This perspective underscores the educational and personal growth opportunities that come with the dual role of being a working student, reinforcing the importance of equipping these individuals with time management skills and cultivating a strong sense of responsibility. In addition, it emphasizes the value of recognizing and fostering these qualities within support systems and educational institutions, thus enabling working students to thrive in their academic pursuits while effectively managing their work commitments.

> *Participant 5: "It makes me closer to God. And through prayers. Prayers lang to manage and overcome my difficulties between work and school."*

Leaning towards Positive Foresight of Life. Participant 5's perspective sheds light on the spiritual and emotional aspect of overcoming the challenges associated with being a working student. The emphasis on drawing closer to God and relying on prayers as a means of managing and overcoming difficulties highlights the role of faith and spirituality as a source of strength and guidance. The act of prayer serves as a coping mechanism and a source of solace, providing emotional support and resilience to navigate the complexities of work and academic responsibilities. This perspective underscores the significance of recognizing the multifaceted nature of the challenges faced by working students, as well as the various strategies they employ to cope. It also reinforces the importance of creating an inclusive and supportive educational environment that acknowledges the diverse backgrounds and beliefs of working students and fosters an understanding of the role of spirituality in their lives as they strive to achieve their educational and professional goals.

> *Participant 6: "As a working student, naging confident ko kay kaya diay nako magwork and study. Positive akong thinking."*

Maintaining Positive Attitude. Participant 6's narrative underscores the transformative effect of the dual role of being a working student on their confidence and mindset. The participant's newfound self-assuredness, highlighted by their realization of the ability to manage work and studies simultaneously, reflects the personal growth and empowerment that can result from this experience. This boost in self-confidence is closely tied to a positive outlook, showcasing the role of an optimistic mindset in navigating the complexities of work and academics. It underlines the importance of recognizing the potential for personal development and resilience in the face of challenges that working students can derive from their experiences. This perspective also accentuates the need for educational institutions and support systems to acknowledge the holistic impact of the dual role and cultivate a positive and confident mindset among working students as a key component for their success and well-being in managing these dual responsibilities effectively.

The experiences of working students reflect the interconnectedness of work and education and the personal and psychological growth that can result from this complex juggling act. It is clear that the experiences of these individuals underscore the significance of tailored support systems and mentorship that foster personal development and resilience as vital components for their success and well-being. In acknowledging these aspects, educational institutions and support systems can better equip working students to thrive in their academic pursuits while effectively managing their work commitments, ultimately contributing to a more inclusive and supportive educational landscape.

Chapter 5
Summary, Conclusion, Recommendation

Chapter 5 synthesizes the key findings, draws conclusive insights, and offers recommendations based on the extensive exploration of working students' experiences in the previous chapters. The findings underscore the

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multifaceted challenges faced by working students, such as time management, financial pressures, and the importance of motivation and peer support networks.

Summary

The summary of this research shed light on the nuanced and complex experiences of working students in Davao City, revealing the challenges and coping strategies that are inherent to this dual role. Through an extensive exploration of the lived experiences and narratives of these working students, several key findings emerged. Firstly, time management was identified as a critical challenge faced by working students. Juggling both work and academic commitments necessitated meticulous planning and organization of their daily routines. The participants expressed the need to allocate time effectively between their employment and their coursework. They often mentioned that failure to manage their time efficiently could lead to stress, missed assignments, or even a drop in academic performance. Many working students highlighted the importance of establishing a structured schedule that allowed them to dedicate specific time slots for work, study, and personal activities. Some used tools like planners, calendars, and time management apps to help them stay on track. Furthermore, the ability to adapt and prioritize tasks was seen as crucial in managing time effectively. Working students emphasized that they needed to identify their most important tasks and tackle them first, ensuring that critical assignments and work-related responsibilities were not neglected. Financial pressures were another prominent theme in the findings. Many working students reported significant financial constraints, making it necessary for them to work to support their education and cover living expenses. These financial challenges ranged from tuition fees and textbook costs to daily commute expenses. Participants expressed the need to secure part-time employment to ease these financial burdens and contribute to their family's income. They recognized that their earnings played a crucial role in funding their education, and a job was a means to access this vital resource. The pressure of balancing work and academics to maintain financial stability added to their stress and contributed to the challenges they faced. Motivation was identified as a vital factor in the success of working students. Participants often mentioned the importance of maintaining a positive attitude and staying motivated despite the hurdles they encountered. They articulated that having a clear sense of purpose and setting academic and career goals helped them stay focused and resilient. A strong desire to excel in both their studies and work was a common theme, driving their commitment to balancing these dual responsibilities. Many participants viewed their education as a means to improve their future prospects, both personally and professionally, which served as a significant motivating factor. Their motivation was not solely intrinsic; external support systems, such as family, peers, and mentors, also played a role in encouraging and reinforcing their commitment to their education and employment. Peer support networks were found to be instrumental in the lives of working students. Participants often mentioned that they found solace and guidance in connecting with peers who were facing similar challenges. Sharing experiences and advice with fellow working students provided a sense of camaraderie and understanding that was invaluable in navigating the complexities of their dual roles. They sought guidance from seniors or those who had more experience in balancing work and academics. Mentorship and peer support were seen as a source of strength, both emotionally and practically. This community-building aspect was an essential coping mechanism for working students, allowing them to learn from each other's experiences and share strategies for success. The findings suggest that the experience of being a working student has a transformative effect on personal growth, particularly in terms of developing a strong sense of responsibility and effective time management skills. Participants shared stories of their transition from procrastination to prioritizing important tasks and utilizing time efficiently. They recognized the need to allocate time wisely and fulfill their academic commitments. This personal development also extended to confidence-building, which was a notable outcome for many working students. The dual responsibilities of work and academics served as a catalyst for newfound self-assuredness, marking a shift toward a more organized and goal-oriented approach to their responsibilities. This boost in self-confidence was closely tied to a positive mindset, which was a central theme in the findings. The working students emphasized the importance of maintaining a proactive and solution-oriented outlook to address the financial constraints and pressures that often accompany their dual role. This positive mindset was crucial in navigating the complexities of work and academic obligations and was recognized as a pivotal factor in their success. The research also uncovered the role of spirituality and faith as a source of strength and guidance for some working students. Many participants mentioned drawing closer to God and relying on prayers as a means of managing and overcoming difficulties. This aspect was found to be a source of emotional support and resilience in the face of challenges, highlighting the diversity of coping strategies employed by working students. The challenges they face,

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such as time management and financial pressures, are intricately interwoven with their motivation, peer support networks, and personal growth. The dual responsibilities of work and academics have a profound impact on their mindset, resilience, and overall development. The findings emphasize the interconnectedness of work and education in the lives of these individuals and highlight the role of tailored support systems, time management skills, and mentorship in equipping working students to excel in both academic and professional realms. Recognizing the unique challenges and opportunities presented by being a working student, educational institutions and support systems can play a pivotal role in fostering personal development and resilience, ultimately contributing to the success and well-being of these individuals in their pursuit of education and career goals.

Conclusion

This study provides a comprehensive understanding of the experiences of working students in Davao City, shedding light on the multifaceted challenges they encounter and the strategies they employ to navigate the complex intersection of work and education. The findings have unveiled several key themes that underscore the significance of tailored support systems, time management skills, and mentorship as vital components for the success and well-being of working students. Time management emerged as a central challenge in the lives of working students. Juggling work and academic responsibilities necessitated meticulous planning and organization. The participants emphasized the need to allocate time effectively between their employment and their coursework. Failure to manage time efficiently could lead to stress, missed assignments, or a decline in academic performance. Many working students highlighted the importance of establishing a structured schedule that allowed them to dedicate specific time slots for work, study, and personal activities. They recognized that the ability to adapt and prioritize tasks was crucial in managing time effectively, underscoring the need for comprehensive time management training to equip these individuals with the skills necessary to excel in both academic and professional realms. Financial pressures were another significant finding in this study. Many working students reported substantial financial constraints, making it necessary for them to secure part-time employment to support their education and cover living expenses. These financial challenges ranged from tuition fees and textbook costs to daily commute expenses. The pressure of balancing work and academics to maintain financial stability added to their stress and contributed to the challenges they faced. Therefore, it is essential to develop support systems and financial aid programs specifically designed for working students to alleviate their financial burdens and create a more inclusive educational environment. Motivation was identified as a pivotal factor in the success of working students. The participants frequently emphasized the importance of maintaining a positive attitude and staying motivated despite the hurdles they encountered. Having a clear sense of purpose and setting academic and career goals helped them stay focused and resilient. Many participants viewed their education as a means to improve their future prospects, both personally and professionally, which served as a significant motivating factor. Therefore, it is crucial for educational institutions to offer motivational workshops and counseling services to foster intrinsic motivation and goal-oriented thinking in working students. Peer support networks played an instrumental role in the lives of working students. Participants often mentioned that they found solace and guidance in connecting with peers who were facing similar challenges. Sharing experiences and advice with fellow working students provided a sense of camaraderie and understanding that was invaluable in navigating the complexities of their dual roles. They sought guidance from seniors or those who had more experience in balancing work and academics. Mentorship and peer support were seen as a source of strength, both emotionally and practically. Therefore, fostering a sense of community among working students and offering mentorship programs are essential components of support systems aimed at enhancing their resilience, motivation, and ability to manage this complex dual role effectively. The findings suggest that the experience of being a working student has a transformative effect on personal growth, particularly in terms of developing a strong sense of responsibility and effective time management skills. Participants shared stories of their transition from procrastination to prioritizing important tasks and utilizing time efficiently. They recognized the need to allocate time wisely and fulfill their academic commitments, highlighting the importance of time management training and mentorship programs in equipping working students with the skills and discipline necessary for success. Furthermore, this personal development extended to confidence-building, which was a notable outcome for many working students. The dual responsibilities of work and academics served as a catalyst for newfound self-assuredness, marking a shift toward a more organized and goal-oriented approach to their responsibilities. This boost in self-confidence was closely tied to a positive mindset, which was a central theme in the findings. The working students

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emphasized the importance of maintaining a proactive and solution-oriented outlook to address the financial constraints and pressures that often accompany their dual role. Therefore, it is vital to provide workshops and counseling services that promote self-confidence and a positive mindset. The research also uncovered the role of spirituality and faith as a source of strength and guidance for some working students. Many participants mentioned drawing closer to God and relying on prayers as a means of managing and overcoming difficulties. This aspect was found to be a source of emotional support and resilience in the face of challenges, highlighting the diversity of coping strategies employed by working students. Acknowledging the diverse backgrounds and beliefs of working students and offering spiritual support services are essential components of an inclusive and supportive educational environment.

Recommendation

Based on the findings and conclusions drawn from this research, several recommendations can be made to enhance the support systems and well-being of working students in Davao City:

Tailored Time Management Workshops: Educational institutions and support organizations should offer specialized time management workshops and training programs designed for working students. These sessions should provide practical strategies for effective time allocation, task prioritization, and stress management. Empowering students with these skills will enhance their ability to balance work and academics successfully.

Financial Aid Programs: Educational institutions should establish financial aid programs specifically targeted at working students. These programs may include scholarships, grants, or low-interest loans to alleviate the financial burdens associated with education, such as tuition fees, textbooks, and transportation costs. By providing financial assistance, institutions can reduce the financial stress faced by working students.

Motivational Counseling Services: Educational institutions should offer motivational counseling services to working students. These services can help students identify their academic and career goals, develop intrinsic motivation, and maintain a positive mindset. Motivational counselors can work closely with students to provide guidance and encouragement throughout their educational journey.

Peer Support Networks: Encourage the formation and facilitation of peer support networks among working students. Educational institutions can organize regular meetups, group discussions, or mentorship programs that foster a sense of community and provide opportunities for sharing experiences and advice. Peer support networks offer emotional and practical support, reducing the sense of isolation and stress among working students.

Self-Confidence Workshops: Offer workshops and self-confidence building programs to boost the self-assurance of working students. These programs should focus on personal development, goal setting, and the development of a proactive and solution-oriented mindset. Building self-confidence will enable students to face challenges with resilience and determination.

Spiritual Support Services: Recognize the diversity of backgrounds and beliefs among working students and provide spiritual support services. This may include spaces for prayer, access to spiritual counselors, or meditation and mindfulness sessions. Acknowledging the role of spirituality and faith as sources of strength and guidance is essential for creating an inclusive and supportive educational environment.

Mentorship Programs: Establish formal mentorship programs that connect working students with experienced individuals who have successfully balanced work and academics. These mentors can provide guidance, share their experiences, and offer practical advice on time management, goal setting, and personal development.

Flexible Academic Scheduling: Educational institutions should consider offering more flexible academic scheduling options to accommodate the needs of working students. This might include evening classes, weekend courses, or online learning opportunities that allow for a better balance between work and academics.

Advocacy and Policy Change: Encourage advocacy for policies and regulations that support working students. This includes advocating for better work-study opportunities, reduced working hours during exam periods, and legal protections against workplace discrimination based on student status.

Comprehensive Support Systems: Educational institutions should aim to create comprehensive support systems that address the holistic needs of working students. These systems should encompass academic, financial, emotional, and career support, providing a one-stop solution for working students seeking assistance.

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