The Experiences of Working While Studying: A Phenomenological Study of Senior High School Students

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ABSTRACT

This study explores how the student creates ways to maximize their time in working and in studying. The said study also aims to investigate and identify students' experiences while working. They are starting at how difficult their situation. Next, the problems they encounter. Then, how they deal and cope with such difficulties. The purpose of this study is to investigate the experiences of working while studying. In this study, a qualitative study is used. It is a subjective report which made utilization of a phenomenological way to deal with accumulating important information. The method that is used in the process of making this part of the study is the Snowball technique. Based on the participants' responses on their perceptions on working while studying, it is confirmed that financial support, self-development and internal motivation to integrate theory and practice are among the driving forces of working while studying at university. The findings also show that the participants have happy feeling and good time management. Moreover, it shows that the effective ways of overcoming the problems they encounter is through good time management and self-reflection. The last research question intended to ask the participants their suggestions and recommendations for students who have similar condition. Among the suggestions are the students who decide to work while studying must be first of all committed and disciplined.

Keywords: student's experiences, problems, financial support, self-development, internal motivation, self-reflection.

INTRODUCTION

Background of the Study

Working while studying is driven fundamentally by budgetary need: to cover setbacks in different types of understudy bolster; to top up salary to give a superior understudy understanding, or to help towards future objectives. It additionally empowers understudies to share the duty regarding meeting the expenses of their examination, furnishes them with a feeling of monetary autonomy, and creates abilities in overseeing accounts. This new work expands on discoveries from the SIES to pick up a more profound comprehension of the motivations to work, the nature of work undertaken, and the difficulties and advantages of working while studying in higher education (HE) (Williams, 2014). A study led by Endsleigh (2015), showed that eight out of ten (77%) understudies are now working part-time to help them in their financial needs in school. Being a working student is stressful most likely in balancing your social life, time for family, school, and work. Figuring out how to manage the pressure that pursues with being a working undergrad, and ensuring you have no less than one night off a week, can bring down your stress levels ten times (Mitchell, 2016).

Filipino students are still able to support themselves financially through working although they have financial problems. According to The Working Student (2016), to set down the job options of Filipino working students namely online jobs, paid corporate internship, fast-food crew, and school jobs. Filipino students are struggling because they have to meet the standards in their work so that they will not lose their job and maintain academic performance so that they will not get a failing grade. Around 216,000 understudies in the Philippines are right now juggling school and work, the most recent information from the Commission on Higher Education (CHED). About 8% out of the total number of college students in the Philippines is a working student (ABS-CBN News, 2010). According to CHED (2010), only half of the employed students can finish college, as many cannot concentrate on their studies, while others have poor health, and other give up because of financial problem.

In Davao Region, the low rates of the study accomplishments are the central concern of the Department of Education (DepEd). The study of Ramento (2011), states that the low educational attainments of the students in the City of Davao were due to a low salary which leads the students to combine working and studying. Thus, the students that have financial problems are spending more time working than studying, and because of this, they attained poor grade and poor performance in school.

According to the findings of the study conducted by Williams (2014), the reasons why students work is due to budgetary need, meet a quick or basic necessity, and to help the understudies in their future objectives. This was supported by the study of Furr and Elling (2002), where the reason why the students work part-time is due to financial problem. Aside from these reasons, there were also consequences of working while studying and that is according to the findings of the study of Darolia (2014), where understudies take fewer attributes in school because of work duties. As a result, the students' lost confidence to enroll and are dropping out and started to find a stable job. The U.S. Bureau of Labor Statistics (2013), found 34.1 percent of high school students that graduated between January and October 2013 are now part of the workforce.

Researches about working students are mostly conducted at universities in developed countries, but those researches lack knowledge about how working students face their everyday lives and how they conquer every problem they encounter. According to the study of Ruhm (1997), it is necessary to understand the effects of working students in society because as the rate of working student reached an abnormal state, job-hiring started to show the negative impacts that were attributed to it since it lessens instructive fulfillment and scholarly execution particularly among youthful laborers without school training. On the other hand, if working at a young age proves to be a favorable aspect of the economy. Then the high rate of working student could add to profit gaps observed later in life. Since there are many possible conclusions, the researchers have to see the lapses of this work so that the researcher will be able to explore the experiences of the working students and to be able to understand fully what a working student is.

This study explores how the student creates ways to maximize their time in working and in studying. The said study also aims to investigate and identify students' experiences while working. They are starting at how difficult their situation. Next, the problems they encounter. Then, how they deal and cope with such difficulties. Finally, to provide a solution that might help the working students shortly.

Purpose of the Study

Investigating the experiences of working students is the purpose of this study, on how hard their encounters are, to know the significant differences between working and non-working students. Next, to gather relevant data on how did the working students' cope up with their struggles and difficulties. Also, this study aims to know the motivations of working students. Lastly, to fully understand the experiences of a working student and to help the students shortly to understand what it takes to work while studying. In generalization, this study aims to grasp the essence and entirety of a working student's life.

Research Questions

The proposed research has questions that must be answered by the respondents and is summarized as follows:

1. What are students' perceptions of working while studying?

2. What are the positive and negative effects of working while studying?

3. What are the challenges faced by students when working while studying and how do they overcome the problems?

4. What are suggestions and recommendations for students who are working while studying?

Theoretical Lens

Students engaged in part-time and sometimes full-time employment while studying is becoming a normal phenomenon everywhere. Job employment will eventually prepare the students for their future profession. While ordinary experiences will comprise the majority of the data content of this study, these data will be analyzed and justified using particular theories. This study makes use of the Moral Responsibility Theory of P.F. Strawson, Sociobiology Theory of Edward Wilson, and the Existential Theory by Soren Kierkegaard and Friedrich Nietzsche.

The Moral Responsibility Theory of P.F. Strawson published in 1962 presents the consequences of each action in the pros and cons result. It can be defined in Philosophy as the status of morally worthy praise, reward, blame, or punishment for an act performed or neglected by one's moral obligations accompanied by the three essential elements: accountability, freedom, and results that can be either praiseworthy or blameworthy.

This theory shapes the pros and cons of the life experiences of working students. As indicated by Watts and Pickering (2000), working part-time and studying full-time has a variety of positive outcomes and respondents generally viewed part-time employment as a necessity to survive in the contemporary higher education sphere. However, the student might experience under pressure due to demands in academics such as completing the tasks in the given time and instability regarding with financial. The work plus studies make these hardworking students sleep deprived, and sleep deprivation increases the risk factors of insomnia and damage to brain function. Working students exposed to excessive workload despite the satisfactory salary will have bad effects on health and well-being in the long run.

Second, this study will also make use of the Sociobiology Theory of Edward Wilson published in 1975 that talked about the relationship between social behavior and Charles Darwin's Evolution Theory. It focuses on the hypothesis that natural selection partly affects the behavior of an individual. Natural selection is a process in which different biological traits become more or less ordinary based on

the effect that a specific attribute has. Furthermore, sociobiology investigates and illustrates that the concept of one's behavior may be due to by the genes of their parents.

This theory gives shape to this study in a way that it helps to offer a valid point over the circumstances that surround the research participants which have urged the decision to be a working student to afford education. It will also aid in the comprehension of the behavior of the students as they adapt to what a certain thing adequately fit in that precise social change whether their determination is genetically passed or environmentally-circumstantial. It is through this theory that the experiences and characteristics of the participants are given meaning and importance in their decision-making process.

Lastly, this research will use the Existential Theory which is a branch of Philosophy that focuses on the meaning of life. Existential Theory (also referred to as Existentialism, Merriam 1828) can be taken as a philosophical theory which means that someone's development depends on their choice and which emphasizes that everyone is free and responsible. It is the view of humans that define their meaning in life and try to make rational decisions despite existing in an irrational universe.

The Existential Theory is categorized into two perspectives: first, a religious perspective which states that humans' free will is affected by their beliefs. Second, a psychological perspective which states that everyone has their different mind and will, whatever they decide is through their own. To relate in this study, working students' possess legal rights and own action which corresponds to their will. Existential theory will aid in further understanding of the instances such as students might even stop studying to continue working or starting studying to stop working and even or commonly do both simultaneously. Existentialism has a certain thing to focus in terms of a human will and supports the factors that affect the working students' choices and perspective.

Review of Related Literature

Student's experiences

As reported by Steinberg et al. (1981), engaging students in part-time and some full-time employment is progressively a common phenomenon everywhere. As also stated in a study 30 years ago, working while studying provides students with quite naturally an indication of the requirements that will be needed to function effectively in one's later career (Schill, McCartin, & Meyer, 1985). In recent years, further studies found that students who are working part-time can easily develop team cooperation, customer care, communication, and practical skills (Lucas & Lammont, 1998; Curtis & Lucas, 2001). Students can have the prospect to directly relate the experiences of working part-time to enhance and refine their academic knowledge, motivation and employment prospects (Curtis & Shani, 2002; Curtis & Williams, 2002). Thus, some researches have concluded that a combination of financial needs and the opportunity to gain experiences will ultimately enhance career opportunities in the future (Harvey, 2000; Devlin, James & Grigg, 2008; Nonis & Hudson, 2006). According to the research conducted by Watts and Pickering (2000), while working part-time and studying full-time has a variety of positive outcomes, respondents generally viewed part-time employment as a necessity to survive in the contemporary higher education sphere. In Manthei and Gilmore's (2005) study, it is understandable that the money earned from part-time employment is spent usually on essential living expenses. From the perspective of students themselves, part-time work is often an introduction to the real world which will assist them both in personal and career development especially in the higher education sector (Tymon, 2013; Tomlinson, 2007). Higher education institutions should identify opportunities to increase the extent to which students could be more familiar with work and expose them to educational, part-time vocational and career experiences (Yorke, 2004; Glover, Law & Youngman, 2002).

There is a wide variety of studies that examined the impacts of part-time employment on full-time students. Based on the research of Manthei and Gilmore (2005), for instance, considered that working part-time leaves less desired time to

study. Also, Jogaratnam and Buchanan (2004), specified that new students who choose to do a part-time job while having full-time academic load were most likely to suffer from stress and sleep deprivation. As many studies suggested, indeed a combination of full-time studying and part-time working can cause a damaging effect on the physical and mental health of students. It can create a negative impact on academic performance (Hovdhaugen, 2015; Creed, French & Hood, 2015; Darolia, 2014). In the study of Curtis and Shani (2002), they believed that students who are working part-time would most likely miss lecturers with a lot of lessons to catch and feel that they could achieve higher grades had they not been working. For that reason, universities should be aware of contemporary students' lives. They should introduce an element of flexibility as a mean of structuring assignments and course requirements to support this (Curtis, 2007). Positively, perhaps students might obtain personal transferable skills, enhance employability and increase confidence in the world of work (Watts & Pickering, 2000). However, negatively, students who are working part-time tend to achieve poorer marks compared to their classmates who are studying full-time. In particular, a part-timer working student is a common phenomenon. Jogaratnam and Buchanan (2004) suggested that universities have a moral requirement to more effectively understand and manage the stressors experienced by students studying full-time and working part-time. Perhaps, providing appropriate training for students would be an alternative. Universities who are struggling with the debates regarding the cost or validity of practical skills training might be able to take advantages of the synergy that exists as a means of solving these tensions.

Factors affecting working students

The study of Elisabeth Hovdhaugen (2015), emphasizes that there are many possible factors why students leave in a specific university before having the degree of completion, and one of the most commonly cited is being engaged to work while studying. With the use of survival analysis, this paper evaluates the impact of employment status on dropout rates. It identifies that employment status does have an influence on dropout rates to students who are less likely to complete

their program due to working full time alongside studying full time than students working short part-time or not working at all. However, it seems that working more than 20 hours a week increases the risk of dropout as much as full-time work as if there is a threshold to how much students can work. The integration of employment status into the analysis does not change the effect of variables known to influence on dropouts such as gender, grades, and social background, but it adds to further explain who the possible students that may dropout are. This denotes that models for retention and dropout must also take such external factors into justification, not just consider what happens at the university, as in the model of student departure.

Stated by Marcia Devlin, Richard James, Gabrielle Grigg (2008), the changing nature of higher education funding arrangements and the shift towards "user pays" is the main determinant of the new relationship between students and universities in Australia. In 2007, the Centre for the Study of Higher Education (CSHE) completed a commissioned national study, Australian University Student Finances 2006: Final Report of a National Survey of Students in Public Universities. In presenting the project report, this article discusses selected findings relating to student expectations, engagement to show a worrying picture of threat in financial, involvement in paid work and examines the possible effects on the quality of higher education.

According to Sandra Franke (2003), the average of over 4 hours a day to their education and about 7 to 8 hours of entertainment finds young people whose primary activity is attending high school devote. Men spend more than half an hour than women on rest and about half an hour more on unpaid work. In comparison to groups with other age, students who are in high school still have the time for personal care and could sleep 9 hours a day. There has a considerable impact on a student's time by adding a paid job to high school students. In the midst those with paid employment, female students spend an average of one hour daily which is less than male students on their jobs (0.7 hours versus 1.9 hours per day). Accommodating their entry into the labor market, male high school students reduce their free time by 1.5 hours. On the other hand, female students sleep for about

one hour less. However, both men and women nearly give the same amount of time to beneficial activities (paid work, unpaid work, and studies), because female high school students do about half an hour more unpaid work for a total of 1.4 hours per day than males.

Based on the study of Rajeev Darolia (2014), there are a growing number of students in college that are working and to a greater extent. Using nationally representative data from the 1997 National Longitudinal Survey of Youth, he analyzes the different effects of working on grades and credit completion for undergraduate students in the United States. There are strategies to identify the causal relationship between working and academic performance including student-level fixed effects to control for permanent, unobserved characteristics that may affect both work and study intensity, and system GMM models to account for potentially endogenous relationships between both aspects that vary over time. He examines that with a particular focus on differences between full-time and part-time students, consequences of working for diverse subgroups will deal with it. Furthermore, he finds no evidence in harming the students' grades by marginal work hours, but that full-time students complete fewer credits per term when increasing work.

According to the Commission on Higher Education (CHED), around 216,000 students in the country are currently misrepresenting school and work and this figure is about 8% of the total number of college students in the country. CHED said that working students today are mostly into food service, entertainment and sales, apart from their usual stints as librarians and research assistants. "One of the reasons why students need an extra income is due to a financial crisis," according to officer-in-charge at CHED's office of the executive director, Atty. Julito Vitriolo. He also added that because of higher commodity prices and tuition fees, these students are forced to work independently. The CHED stated that only half of working students get to finish college, as many cannot adapt and cannot concentrate on their studies, while some have poor health, while others didn't continue because of financial problems. CHED recommended working students to

have jobs that are not too demanding and that is more related to their courses so that they can work comfortably.

Following this, based to the National Center for Education Statistics in America in 2007, nearly half (45 percent) of "traditional" undergraduate students between the ages of sixteen and twenty-four attending college is working full-time while enrolled. However, about 80 percent of traditional-age undergraduates attending college are working part-time while enrolled. The amount of time the students spend working has been causing uneasiness for the educators that served them and in some instances, the students themselves. Recent data would definitely indicate that 80% of American undergraduates worked while attending college in 1999-2000 (King, 2003). This shows an 8% increase over the class less than a decade previously, among which 72% worked (Cuccaro-Alamin & Choy, 1998). Further, there seems to be a strong body of literature that points to the positive effects of not working versus working while attending college (King, 2002; Pascarella& Terenzini, 1991).

In the study of Fjorto (1995), reported that "the student who devotes more time to employment, the less he or she has for either academic or social activities." Some studies have looked at the effects of working on social and academic integration or student engagement. This concept is an important component in student's behavior theory (Bean, 1985; Pascarella & Staver, 1985; Tinto, 1975) that has long been linked with perseverance (Kuh, 1995; Pascarella & Terrenzini, 1983).

Lundberg (2004), evaluated a national sample of 3,774 responses to the College Student Experiences Questionnaire (CSEQ) and discovered that students are significantly having fewer interactions with faculty and lower quality student relationships with peers because of working more than 20 hours per week. Cheng (2004), examined how work affects the academic and social experience of college students. Using a mixed method design, it was found that there is "no significant difference between working and nonworking students in their academic and social

experience, though working students' GPAs is lower than those of the nonworking" (p. 1).

The Lovely Professional University (2011), promotes a culture of unified University. The day to day administration and most of the University procedures are supported out online. The University Management System (UMS), an online portal of University that proposed one such innovative step which is to provide vital information regarding academics and other University logistics for assisting the working students, their parents and the staff.

According to Wikipedia (2014), in the past, particularly, universities and large school have created their own bespoke student record systems and one such example is the Repository of Student Information (ROSI) system at the University of Toronto. With the growing difficulty in the business of educational establishments, most organizations now choose to buy customizable software, and increasing numbers are buying software as a service (SAAS) to have continuous progress for working students. Further, most student information systems in use today are server-based, with the application residing on a central computer server, and being evaluated by client applications at different places within and even outside the school. But student information systems have been moving to the web since the late 1990s and that trend is accelerating, as institutions replace older systems.

Richard (2004), emphasized that information about students is important but time-consuming to manage and it is the most essential tool that will be used to help both staff and students cope up with their work and studies. The Cambridge Student Information System (CAMSIS) replaced various student records system used by the colleges, departments, and universities. CAMSIS provides comprehensive and accurate information about the student's body and also improves data quality, reduce the administrative burden dramatically and provides better services to both academic staff and students.

According to Desousa (2008), there are four core benefits of the web-based application. These are the following: 1) Compatibility. Traditional-installed software like web browsers is little more compatible across platforms than web-based applications. 2) Efficiency. Everyone hates to deal with piles of paper unless they do not have any other alternatives but the benefit of a web-based solution is that it makes services and information available from any web-facilitated Personal Computer (PC). 3) Security of live data. In more complex systems, data is moved about separate systems and data sources. In web-based systems, these systems and processes can often be combined by reducing the need to transfer the data around. It also provides additional security by removing the need for the user to have access to the data and back end servers. 4) Cost Effective. Web-based applications can considerably lower the costs because of reduced support and maintenance, lower requirements on the end user system and basic plans.

The PUPWebSite (1998), continues to evolve dramatically as it gives its visitors specifically students the information and online services that are relevant and useful to them and has matured into one of the University's most significant promotion medium. New Internet and Web technologies allow the delivery of personalized and relevant information to our clientele, who responds by telling us about themselves. That customer information helps us focus our content and provide services that assist visitors in quickly finding the information they need. PUPWebSite is replacing more expensive, traditional methods of doing things with a more streamlined and efficient online solution. Through this means, we can reduce paper, printing, and postal costs by distributing information online instead of on paper. And by distributing relevant files online, we already are reducing media production and distribution costs. Instead of filling out registration cards that are transcribed by data entry personnel, allowing customers to submit and update their information online is an alternative way to help in the reduction of errors in customer data. These are just a few techniques that an academic Web site can impact the bottom line of the University.

AISIS Online (2006), posted a precise definition of Ateneo Integrated Student Information System (AISIS) that serves as the portal for Ateneo students, faculty and staff. Through the AISIS Online, officially enrolled Ateneo students may view pertinent school information including their Individual Program of Study (IPS), grades, class schedules and the like. Students may also eventually recruit using AISIS Online. Ateneo faculty and staff with access to AISIS, on the other hand, may submit grades and access their class schedules from outside the campus.

Villafania (2007), reported that in the Philippines, the Commission on Higher Education (CHED) had initiated programs to secure academic records. CHED and the National Printing Office (NPO) have signed a memorandum of agreement (MOA) on the Securitization of Academic Records for college and university graduates beginning the school year 2007. The move is part of CHED's drive to stop the use of fake diplomas and school records. CHED former chairman Carlito Puno said the MOA aims to secure authenticity of academic accounts such as diplomas, transcript of records and special orders from all colleges and universities in the Philippines. Thus, protect the image and integrity of Filipino College students to potential employers both locally and internationally. Puno emphasized further that the MOA would boost the competitive edge of the graduates in the labor market for it will ensure the integrity of credentials of the graduates while protecting the reputation of higher institutions of learning.

According to the Republic Act No. 10175 also known as the Cybercrime Law (2012); The State recognizes the importance of providing an environment helpful to the development, acceleration, and rational application and mistreatment of information and communications technology (ICT) to attain free, easy, and intelligible access to exchange and/or delivery of data; and the need to protect and safeguard the integrity of computer, computer and communications systems, networks, and databases, and the confidentiality, integrity, and availability of information and data stored therein, from all forms of misuse, abuse, and illegal access by making punishable under the law such conduct or conducts. About this, the idea, revision, or removal of any computer data without right resulting in false

data with the intent that it can be considered or acted upon for legal purposes as if it were authentic, regardless whether or not the data is directly readable and intelligible.

Marrero (2009), stressed that the concept of Information Systems (IS) emerged in the early 1960s about his study entitled "Student Information System for the University of the Cordilleras". More often, when the information system is defined, the field Information Science is always associated; it is an academic field that deals with the generation, collection, organization, storage, retrieval, and dissemination of recorded knowledge. Furthermore, it is a collection of related components designed to support operations, management, and decision making in an organization. Generally, IS is supposed to inform people and it supports people or users in making intelligent decisions based upon the information derived from reliable data.

According to Evangelista (2008), the university's Student Information System (SIS) of Nueva Vizcaya State University is a secure, web-accessible interactive computer system that allows user access to grade reports, transcripts, schedule of classes, and remaining balance for the semester and register for classes online. Through this, students would be given a unique identification number. All data to and from the university would use that unique identifier. The use of individual student records would: increase the admissions capacity to follow a student's progress over time; provide better quality data to drive more enlightened policy decisions resulting in enhanced educational opportunities for all students; reduce data collection burden through a web-enabled SIS; and as a tool of parents in monitoring the academic performance of their children.

Effects of working while studying

Pascarella and Padgett (in Lederman 2009), sought to examine the effects of work on academic performance and observed how students who devoted their time into on- and off-campus work contributed on the students critical thinking, moral reasoning, socially responsible leadership, and mental well-being. Results

revealed that working 20 hours and more had a positive effect on students' psychological well-being, and students who worked off campus also trended positively on leadership skills. Work did not have much bad effect on cognitive-type outcomes like moral reasoning and critical thinking, but work has a positive result on things like psychological well-being and leadership even when one is working a ton of hours. Findings further showed that there were significant differences in the impact on students who came into college with different academic abilities, with much more can cause harm to students who scored lower on college entrance exams. Working on campus between 1-10 hours a week had a positive effect on critical thinking for high-ability students but a strong negative effect for low-ability students.

Kavarana (2013), discovered that there was an increase in the number of working students, can be attributed to a desire to minimize loans and debts. Students felt the need to limit their borrowing and therefore earn more of the tuition. Another benefit lies in the feeling of self-achievement and self-satisfaction that is achieved through challenging oneself with double the workload and two different lifestyles. It is all about pushing oneself to the limits and proving to the world that one can manage their time in the best possible way and make the most of it by working and studying at the same time. It also believed that such an attitude reflects the abilities of hard work and determination in people, which are qualities that every firm generally looks for. Whether it is about financial considerations or future employability prospects, Alli (2010), stressed that the combination of working and studying together is the key to success and is the foundation on which one's future and career depends.

The evidence suggests that the effects of working while in college vary by the type of job held: full-time versus part-time, and on-campus versus off-campus. Harmful effects typically arise because hours spent at work take time away from studying which may lead to lower grades and less attractive post-college opportunities. Working may contribute to students dropping out of college or taking a little bit more time to graduate. But student employment can also be a positive

experience. For example, some workers may gain experience from their job that helps them in the classroom or in the labor market environment after college. On-campus jobs may also build connections to academic departments or the community at large, which in turn may make students more likely to stay in school (Orszag et al., 2001).

Watanabe (2005), determined the effects of college student's employment on academic performances. Findings revealed that college student's employment did not affect academic achievement. This finding is surprising considering the amount of research that has found many positive and negative significant factors affecting academic achievement while being employed. The study did not contribute to both the positive or negative relationship between working and the succession of the academic aspect.

In addition, Furr and Elling (2000) have been proven that students working between 30-39 hours per week and those working more than 40 hours per week felt that their employment wounded their academic achievement. Others also found that students working between 1 and 15 hours per week showed a slightly higher GPA than those with a heavier workload.

Pike in Lederman (2009), found that there are several amounts of on and off-campus work that directly influenced students' self-reported grades and indirectly affected their levels of engagement in academic activities. Working more than 20 hours a week hurts students' grades, whether the employment is on campus or off. As reported, students who work 20 hours or less, on and off campus have similar grades as do students who do not work at all. The indirect relationships between employment and grades, as indicated by students' levels of engagement in "educationally purposeful activities," are more complicated. Students who work 20 hours or less a week on campus report higher levels on all five levels of engagement used. Moreover, working 20 hours or less off- campus strengthens students' performance on two of the five engagement levels, whereas students who work 20 hours or more, on or off-campus did tend to be more engaged than students who did not work at all.

METHODOLOGY

This chapter introduces the procedure that is used in this study in investigating the experiences of students that are working.

Research Design

A qualitative study is used in this study. It is a subjective report which made utilization of a phenomenological way to deal with accumulating important information. This approach concerns about understanding and interpreting the meaning that participants provide to their everyday lives (De Vos, 1998). The qualitative approach centers around characteristics of human conduct (Ferreira, Mouton, Puth & Schurink, 1998). The point of such method is not to generalize but to comprehend and interpret the meanings and intentions that underlie everyday human activities (Bailey, 1987; Bogdan and Taylor, 1975; De Vos, 1998; Ferreira et al., 1988).

The qualitative design manages information that is principally verbal and gets significance from the participant's point of view and also expects to comprehend the meaning that individuals append to their daily experience (Favor and Higson-Child, 1995; De Vos, 1998). A qualitative approach is the most appropriate approach for this study; the reason is because of its data collection procedure which focuses on the participants' subjective experiences on the disclosure progress and the procedure how it is interpreted. Marshall & Rossman (1995), further elaborated that if a research study aims to uncover the unexpected and to explore new avenues, the most suited approach is the qualitative approach.

Sampling Method

The method that is used in the process of making this part of the study is the Snowball technique. Snowballing is a non-probability sampling method that was employed to draw up a sample of participants who provided adequate information for the investigation. Snowballing sampling is a method whereby the researchers' refer one by one to another member (De Vos, 1998; McClure, 2001). Although the researchers relate to participants, the researchers selected participants who were rich in information that is relevant to the study. The researcher is responsible for putting together a sample of people from different backgrounds to get varied data.

Participants

After a thorough selection of participants and the appropriate participants were acknowledged, the researchers approached and invited them to participate in the data collection of the study. The participants were provided an information sheet, for them to be aware that they have the right to refuse the researcher and to make sure that the participation was voluntary. After the participants agreed to participate, they were informed right away about the information provided by the researchers that it will be treated with confidentiality; they were not required to disclose their identifying details. Finally, they were given consent forms for their participation and for the audio tape recording that they signed to give their consent.

The chosen participants consisted of five (5) or four (4) Senior High School Students who are working while studying with the age of sixteen (16) to nineteen (19) years old. All participants have experienced working while studying and qualified to be the participant. The participant's provided information is given with full disclosure in which involves disclosing one's personal information or presented information.

Research Instrument

In this phenomenological study, the research questions made by the researchers were all accurate. The inquiry will undergo first with the evaluation and validation process, attested by the validator Mr. Joseph Dave Pregoner. After the approval, the questions will be pilot tested. The instruments that are used in this qualitative phenomenological study are interview questions and tape recorder for credibility purposes. The questions are composed and asked in English, and they can utilize the language they were comfortable with for them to be able to convey what they want to express without uncertainty.

Data Collection Method

The face-to-face individual interview is used to gather data. According to Ferreira et al. (1988), the most crucial data gathering method is interviewing. The interviews were semi-structured; hence, a series of questions and issues to be discussed are prepared before the discussion. A semi-structured interview is used in this qualitative study in which it gives the researchers an opportunity to clarify pertinent issues and questions that occurred during the interviewing process. This type of interview also allows the researcher to read the non-verbal communication and reactions which is necessary for the data analysis. The interviewing process was audio-taped and later transcribed. A non-judgmental attitude of the researcher towards the participants is a crucial aspect in rapport building between the researcher and the participants as it encourages some participants. The researcher is also cautious of the emotional aspect that could affect the efficacy and the authenticity of the data (Ferreira, et al., 1998: 147). According to Bogdan & Taylor (1975), creating an atmosphere where the participants can feel comfortable, which will make them talk freely and openly is the interviewer's responsibility. This process was attained by allowing the participants to take part in choosing an appropriate and conducive venue for the interviews.

Data Analysis Method

By using thematic content analysis method, outcomes have been processed. Ezzy (2000), describes this type of data analysis method as a bridge of analyzing data by sorting its classification through themes, concepts or similar features. In reducing and classifying a large amount of data into a more meaningful unit for interpretation, the procedures employed are primarily designed (Singleton,1997). Marshall & Rossman (1989) in De Vos (1998) informed the steps of this method used in developing themes and included the following procedures.

Organizing data:

To organize the data of large quantity, it will be organized by sorting out the data gathered, putting it in folders and naming the folder. Using this will save time, reduce errors and enable the researcher and others to understand the entirety of the data. Practical methods and processes are used, having consistency is also required and to be familiar with the data; the researchers carefully and repetitively read the transcribed data.

Generating categories, themes, and patterns:

In this stage, it requires a creative and analytical mindset. The researcher then identifies the most relevant subjects, recurring idea, and designs of belief, which helps with the integration of the results. Noting patterns in the research participants is included in the process of category generation. As categories of definition emerged, the researcher will look for those that were internally consistent but distinct from one another. Patterns, themes, and classifications are uncovered.

Testing emergent hypotheses:

Whenever classifications and patterns between them become relevant in the information, the researcher at that point assessed the believability of these creating speculations and testing them against the data. Valuing the information for their informational adequacy, validity, value, and centrality was included.

Searching for alternative explanations:

In this stage, the researcher has the capability of challenging the patterns that were identified as being apparent as the patterns and categories between them combined in the data. There were alternative explanations that were reasoned and described until the researcher reached and understood the details that are most coherent and acceptable among all.

Report the results:

In presenting the results' report, the researchers elaborated the meaning of the raw data and gave the importance of the study through shaping and interpreting it. The raw data was understood and shaped appropriately to have no misunderstandings. The researchers also gave important various varied data or reasons that can be acceptable in some ways as well. Thus, the results and meanings of the data are conveyed thoroughly.

Trustworthiness of the Study

In establishing the trustworthiness of the study, the integrity and consistency of this qualitative study should be maintained. According to Lincoln and Guba (1985), the reliability of the study intends to expound the argument about the accuracy of the findings making it "worth paying attention to." This section contains the discussion of trustworthiness of the study in terms of its credibility, transferability, dependability, and confirmability.

To establish credibility, the researchers ought to present valid data with an accurate calculated interpretation of the context. The information must not be altered drawn from the original data. The data must not be a product of any research errors and misunderstandings due to unknown factors. To establish transferability, the researchers ought to classify the observations and data in a specific context, and generalization is limited. The researchers will ensure to provide for ample amount of information to prove that the findings may apply to other circumstances and situations. Extending the range of a specific context through purposely selecting different locations with participants who have different perspectives will be done. To establish dependability, the researchers are under obligation to ensure that the research questions and collected findings from In-depth interview even from repeated administration are consistent. Furthermore, the researchers will seek verification from the research adviser to substantiate the claims and outcomes of this research. To check for confirmability, the raw data that will be collected by the researchers will be given to the participants for them to review the transcribed statements before publishing it. The data are subject to retraction and changes if considered necessary by the participants.

Ethical Considerations

After the participants were recognized, informed consent was sought from them. This stage was first accomplished through reading with the participants both informed consents of participation and tape-recording and asking them to sign to acknowledge and prove their consent. Steffen (2016), stated that ethical considerations are significant in research particularly in a qualitative research context, as researchers are in an authoritative position when interpreting participant's words. Before gathering the data, the major ethical issues concerning anonymity and confidentiality, consent, privacy and safety of the participants will deal with it. Participants were informed about the confidentiality clause. In this issue, it implies the protection of personal information. Indeed, it means keeping a participant's factual data between the researcher and the participant, and not

telling others. The researchers must do not harm their participants because respect shall be highly acknowledged. Besides, the researchers will establish trust with the research participants and will attain this by anonymity and confidentiality with the limits of law such as; the researchers will interview students about their experiences in working while studying thus, being nameless and having secrecy may keep the respondent safe and comfortable. The final report and transcripts will not reflect the subject's personal information such as their names although some participants have satisfaction with their details being transcribed. After the transcription, keeping the tapes in a safe and confidential place, destroying it after the study is finished and when there is already a written report will be best for the participant's privacy.

Role of the Researchers

In this qualitative study, the researchers ought to facilitate with the entire data and information reflecting the part of both the researchers and research participants as a medium of providing context. As indicated by Greenbank (2003), the qualitative researcher needs to depict significant aspects and perception of self, including any predispositions and assumptions, any desires, and encounters to qualify his or her capacity to conduct the research. The researchers provided all of the information of the study before, during, and after the process.

The researchers begin by outlining interview questions and guidelines to acquire the data needed for this study. Upon constructing the interview questions and guide, the researchers then provided permission letters that were specified to the administration and research participants for their perusal and approval. Once the consents are signed, the researchers will then proceed to do the In-depth interview. The researchers will provide raw data, transcribe the acquired records, analyze and encode the data, and synthesize the information. The findings were verified by a third-party evaluator and were submitted to the research participants to know if the data are subject to changes before publishing the transcribed context.

RESULTS AND DISCUSSION

This chapter has been formulated to answer the research question keeping the literature review and research findings from the interviews in consideration. The findings and discussion will be organized according to the research questions and interview questions. This way, it will be easier to see the patterns and direct responses from the informants.

Research Question 1: *What are students' perceptions of working while studying?*

This research questions tried to explore the perceptions of students on working while studying. Based on the participants' responses, it is confirmed that financial support, self-development and internal motivation to integrate theory and practice are among the driving forces of working while studying at university. From the responses, it can be inferred that the participant seemed to fully understand the motivation and reasons behind working while studying. Five interview questions below show various responses of the informants:

When asked about what motivate them to continue studying while working, they uttered:

"I feel that I am in need to improve my quality of life. So, I decided to further my study even though I have to work as well."

"For me it is just to get the experience and additional financial support."

The participants held this in view when asked about their perception in working while studying for students:

"Theoretically, it is very good actually. But to integrate and do both at the same time, it is very difficult indeed."

"I believe that education is important, but we also need money for studying. So, seeking money is also important."

When asked about any friends who are studying while working, the participants answered:

"Yes, I have many friends who work while studying. It sometimes makes them have to be absent from the class and often the communication is done through email."

"Yes, some of them work at formal sector and informal sector."

The participants were also asked about the differences between student who are studying while working and working while studying. They believed:

"I would say that students who work while studying, they still focus on their study, working just to support their study. However, students who study while working, their main focus is to work not to study, so the result is of course different."

"I think both of them focus on working and studying to get the life experience."

When asked about the reasons why they work while studying, they said:

"Personally, I want to increase my skill. When my skill is stronger, I will be able to give it to my students in terms of knowledge and needs."

"I want to become independent. I don't want to be a burden to my parents, so I can pay my own expenses and tuition fees. Besides, I can get experiences and it is good to do my hobbies."

Thematic Analysis of Research Question 1

Key Themes	financial support
	self-development
	internal motivation to integrate theory and practice

Research Question 2: *What are the positive and negative effects of working while studying?*

The second research question looked at positive and negative effects of working while studying. The findings showed that the participants have happy feeling and good time management. Additionally, they become more responsible and improved their personal life. Three interview questions below show the responses from the participants.

When they were asked how do they feel when they are working while studying, they explicated:

"I am very happy and enjoy what I do. The experience can help me to get new ideas if I have problem, how to solve it, so it can enrich my problem-solving skills."

"I can manage my time and appreciate it efficiently and effectively. It is important to manage time when I study and when I work."

The participants were also asked the positive impacts of working while studying and they stated:

"The positive impact is I can manage my time wisely. I can have more chance to get new ideas in order to enrich my knowledge."

"Mainly I am getting experiences from outside the class, how the world works and how to be responsible to ourselves."

The participants were also asked about how they manage their time in working while studying. They replied:

"I try to balance my working hours and study times. How much time I spend for working, I try to manage my study as well even though I cannot do it fully because I have to do other things."

"I try to manage my time efficiently by determining when the time I can study and when I can work."

Thematic Analysis of Research Question 2

Key Themes	Happy feeling and good time management
	More responsible
	Improve personal life

Research Question 3: *What are the challenges faced by students when working while studying and how do they overcome the problems?*

In the research question number three, the focus is on the challenges faced by the participants and how they overcome the problems. The findings show that

among the effective ways are through good time management and self-reflection. Three interview questions below highlight the responses from the participants.

When asked about the negative impacts of working while studying, the participants said:

"Of course, there are many negative impacts especially in academic performance. When I work, for instance, I tend to focus on my working world so my stamina will be drained drastically so I cannot focus on study."

"Depending on the situation. The bad thing is when we cannot manage our time efficiently; it will take a longer time to complete the study. I have to complete my draft of dissertation for several years."

The participants were also asked about the effect of working while studying on their academic performance. They mentioned:

"So far I do not have problem with it. Depending on our effort to manage the time for studying, the result will suit with it. If it is maximal, the academic performance will be good."

"Of course, it affects my academic performance. Principally, the time to work and to study will have to be divided accordingly."

When asked about how they overcome the challenges brought by working while studying, they urged:

"The first thing that I usually do is self-reflection. It is important because sometimes the problems come from ourselves. We need to conquer ourselves first so we can manage our surrounding. Meaning to say that we have to be ready to face any challenges."

"The main point is how we manage the time efficiently. In doing so, I believe that we must be healthy. I do exercise; balance the nutrient of food in order to be healthy so I will be able to manage my time fully."

Thematic Analysis of Research Question 3

Key Themes	Good time management
	Self-reflection

Research Question 4: *What are suggestions and recommendations for students who are working while studying?*

The last research question intended to ask the participants their suggestions and recommendations for students who have similar condition. Among the suggestions are the students who decide to work while studying must be first of all committed and disciplined. They need to manage their time wisely because it is the most essential element in balancing the work and study at university. As the participants agreed, it is not an easy task, but it is doable and manageable as long as the person is responsible in what he or she is doing. Two interview questions show the suggestions and recommendations.

When the participants were asked about their suggestions for students who are working while studying, they mentioned:

"The first thing to make clear is time management. Sometimes a person has objective A but when he divides his time it does not focus on A because the portion must be clear between working and studying. The second thing is a good reflection on ourselves because studying is not only to get the result or certificate, or we pass and get grade A and B. The most important thing is what we get from the study. Reflection is very important to know the source of the problem from within ourselves."

"My suggestion is that we must focus more on our studying and it is our main objective in seeking the knowledge; whereas working is just as an addition for experience and knowing the working world."

The participants were also asked about their recommendations to improve student's performance while working. They held this in view:

"Treat the time for studying like as the time for working. If you want to be successful in both working and studying, you must balance the time for both."

"My suggestion for the students who work while studying is to appreciate your work and be professional. Consider that working is a process of learning in achieving a good life in the future. Do not forget that our main objective is first of all studying and it becomes our main basis."

Thematic Analysis of Research Question 4

Key Themes	Committed
	Discipline
	Time management

CONCLUSION AND RECOMMENDATION

Conclusion

Researches about working students are widely been conducted in different countries but those researches lack knowledge about how they face their everyday lives and how they conquer every problem they encounter. This study will help to fully understand the experiences of working while studying. The results of the evidence drawn from a voluminous body of sources show that financial support is one of the driving forces of working while studying wherein they want to support themselves financially and be independent. Self-development is also a driving force. They want to improve themselves, the quality of life they have, and gain experiences that they could possibly use in the future. Most of the reason why students work is because of money. This serves as an internal motivation for students to work more even though they are studying as well because they earn money. Working also gives them a happy feeling because they gain while studying. In the same way, it helps them manage their time properly and efficiently by determining their time for study and time for work but there are times that they are having poor time management due to work overload. Being a working student is truly hard and it comes with great responsibility. This gives them a sense of being responsible for their actions and choices. Students also get a lot of experiences and ideas while working which can help them improve their personal life and enrich their problem-solving skills. Working alongside studying also helps the students to know the positive and negative impact of working while studying, how to surpass the problems they encounter and realize how hard it is to gain money. Commitment, discipline, and time management are essential when working while studying.

Recommendation

In this stage, the researchers are able to give recommendations to each person who is involved in this study.

- To the working students. Treat the time for studying like the time for working. You should balance your time for both. Time management is essential in working while studying.

- To the future researchers. Increase the number of participants to attain more key themes and more accurate results.

- To the teachers. Motivate your students to pursue and reach their dreams. For them to never give up and surpass all the challenges they encounter.

- To the parents. Still guide your son or daughter by providing special time and making them feels valued. This boosts their abilities and strengths.

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