

# Tagasalo Personality and Academic Persistence among Breadwinner Students: A Mixed Method Study

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## ABSTRACT

Breadwinner students – those who simultaneously fulfill the dual role of being full-time students and the sole financial providers for their families. This study aims to explore the relationship between the tagasalo personality and academic persistence among breadwinner students. Additionally, it seeks to examine their lived experiences in balancing academic responsibilities with familial obligations. A mixed-method approach was employed using an explanatory sequential correlational research design. The quantitative phase involved 30 college-level breadwinner students from Richwell Colleges, Incorporated who responded to a composite research questionnaire adapted from established scales measuring tagasalo personality, locus of control, and self-efficacy. Meanwhile, the qualitative phase, with the use of researcher-made open-ended questionnaire, was conducted through an in-depth interview with 5 purposively selected participants to enrich the quantitative findings. Quantitative data were analyzed using Pearson's Correlation in SPSS, while NVivo-supported thematic analysis was used to interpret qualitative responses. As to the findings, the study shows that majority of the respondents came from the age group of 18-22 years old, which means that most of the breadwinner students of Richwell Colleges, Incorporated are in this age group. Also, most of them were females, showing 20% higher than the male respondents. It also revealed a statistically significant relationship between tagasalo personality and academic persistence, leading to the rejection of the study's null hypothesis. Specifically, a moderately negative correlation was found, indicating that higher levels of tagasalo personality are associated with lower levels of academic persistence among breadwinners. These findings highlight the value of recognizing the unique and intricate challenges breadwinner students have been experiencing and the need to provide a personalized support system and a more inclusive educational policy that will assist students with the tagasalo personality to be more persistent in their academic matters.

**Keywords:** Tagasalo Personality; Academic Persistence; Breadwinner Students; Pearsons Correlation; Locus of Control

## INTRODUCTION

Family is considered as the basic unit of the society based on the Senate Bill No. 825 of the fifteenth congress of the Republic of the Philippines. As mentioned by Redillas (2023) the Philippines has a culture wherein the father provides the family with the monetary needs, and the mother is solely focused on the upbringing and the process of proper development of a child in a household based on conservative family model.

McClelland (2023) stated that most of the families in the Philippines suffer from poverty and hardships due to the increasing unemployment rate. In fact, based on the data released by the Philippine Statistics Authority in September, 2024, the unemployment rate posted at 3.7 %. In terms of magnitude, the number of unemployed individuals in September 2024 was posted at 1.89 million. As a result of widespread unemployment and lack of work opportunities in the country, especially for those parents, who are supposedly the provider in the

family, the children who are supposed to be at school were forced to work and assumed the role of being the breadwinner students.

In the households, the principal source of income and generates revenue for the family to survive is the breadwinner, a role played by the breadwinner students that aside from being family's primary provider they also serve as the head of the home as mentioned by Hernandez (2024). In other words, they are in charge of deciding how to spend the household's money. They frequently cover the living expenses and take care of their dependents (Kagan, 2023). This character of breadwinner students to help their dependents while attending school shows their possession of tagasalo personality as being mentioned by Delao (2023).

The Tagasalo personality in the family is an important element of a Filipino family dynamic. It refers to the tendency of members of the same family to show respect and kindness towards each other, to protect and watch out for each other, and to support and encourage each other through times of difficulty. This trait is viewed as highly important in Filipino culture, and serves as a strong bond between family members, as breadwinner students shows the trait of having the strong urge to assume responsibility, being the mediator, capacity to care and inclination of taking care other people over self as being mentioned by Perez (2021). In the Filipino culture, a child is frequently given the responsibilities and obligations of their parents as they get older. Also, it is frequent that the oldest child is the one who fills the role of the parent's younger equal. Undeniably, tagasalo is a practice that has been widely reported to occur in Filipino families (Lam & Yeoh, 2019)

Moreover, the concept of Tagasalo, as investigated by Beresin and Watkins (2022), goes further into the complex realities of students who are the breadwinners, especially those who originate from lower-class families. The portrayal of student breadwinner by Cardona (2021) brings to light the challenging circumstances encountered by those pushed into early adulthood, who must juggle their academics, several jobs, and domestic duties. Their steadfast dedication to learning and hopes for a better future for their family in spite of these enormous challenges are evidence of their persistence in the face of difficulty most especially in academics, which results for them to have academic persistence.

Academic persistence is the willingness to continue despite having challenges. In the learning process, persistence is also evident and very crucial for students. In line with this, academic persistence has been conceptualized as a behavioral commitment to one's studies. It is the capacity of a student to pursue their study goals despite potential hurdles and the ability to continue putting in effort, even in the face of difficulty, when it looks like they are not progressing, or when things are not going according to plan. Academic persistence can be challenging, especially when a student experiences setbacks and struggles. Through persistence, they learn from their mistakes, improve their strategies, and ultimately succeed (Alabed, 2023). As academic persistence can be described as having self-efficacy or having the confidence in everything they are doing and locus of control wherein they believe that they have the control with the course of their lives and whatever the consequences might be, it is just a result of their actions (Bennett, 2019). Moreover, Moneva (2020) study shed light on the connection between breadwinner students and academic persistence, as the study only shows the persistence of students only by having family financial support, the reason why the researcher used this as a research gap as the paper wants to address that student's academic persistence does not only persist because of having family financial support like a breadwinner student.

## Objective of the Study

The purpose of this study is to analyze the significant relationship between the tagasalo personality of breadwinner students' and their academic persistence. Additionally, the paper sought to explore the lived experiences of these students while navigating the dual responsibilities of pursuing their education while simultaneously supporting their families. A further objective is to develop a framework that highlights the type of support breadwinner students need to sustain both their academic and familial obligations. The findings of this study are intended to provide valuable contributions for breadwinner students themselves, educational institutions, policy makers, and future researchers Furthermore, the study offers recommendations to provide support system and program development that will help those students who's striving to finish their education despite having the huge responsibility of supporting and providing the needs of their family.

## Statement of the Problem

The researchers aim to identify the relationship between tagasalo personality and academic persistence among breadwinner students. In addition, the present study aims to explore the experiences of breadwinner students while studying and supporting their dependents at the same time. Specifically, the researchers sought to answer the following questions:

1. How may the demographic profile of breadwinner students be described in terms of:
  - 1.1 Name (Optional)
  - 1.2 Age; and
  - 1.3 Gender
2. How may the Breadwinner students' tagasalo personality be described in terms of:
  - 2.1 Strong Urge to Assume Responsibility
  - 2.2 Being the Mediator;
  - 2.3 Prioritizing others over self; and
  - 2.4 Inclination to take care of others?
3. How may the academic persistence of breadwinner students be described in terms of:
  - 3.1 Locus of Control; and
  - 3.2 Self-efficacy
4. Is there a significant relationship between tagasalo personality and academic persistence of breadwinner students?
5. What are the experiences a breadwinner student has encountered while pursuing their study and supporting their dependents?

## MATERIALS AND METHODS

### Research Method and Design

The present study utilized an explanatory sequential correlational research design within a mixed method approach. The researchers used this type of design to explore the experiences of breadwinner students after testing the relationship between their academic persistence and tagasalo personality. Wherein the researchers collect and analyze both quantitative and qualitative data within this study, specifically integrating the findings from quantitative data and qualitative data to gain a more comprehensive understanding of a phenomenon than could be achieved using only one method alone as mentioned by Creswell (2010). Quantitative phase was conducted through survey questionnaire assessing the tagasalo personality and academic persistence of breadwinner students. Meanwhile, the qualitative phase was facilitated through interview among the breadwinner students focusing the lived experienced while pursuing their study and supporting their dependents.

### Sample and Sampling Method

The researchers initially targeted a larger population for the study; however, not all invited breadwinner students agreed to participate. In adherence to ethical research standards, only those who provided informed consent and voluntarily responded were included. Thus, the final sample was obtained by utilizing purposive

sampling methods. This method was used to establish qualification such as respondents must be a breadwinner for almost a year and must be enrolled during academic year 2024-2025 at Richwell Colleges Inc. to qualify. Supported by Nikolopoulou, (2022) purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that a study needs on its sample. In other words, units are selected “on purpose”. The researchers considered the central limit theorem, as the study falls on the population of 30 for the quantitative part and population of 5 for the qualitative approach which are selected randomly from the sets of respondents of the quantitative part.

## Instrument of the Study

The main instrument utilized in the study were survey questionnaires adopted by the researchers. It contained questions that participants had to answer from the scale of one to five. The researchers utilized this type of questionnaires to acquire the exact level of relationship between tagasalo personality of breadwinner students and academic persistence. On the other hand, to collect in-depth information from participants about their experiences, opinions, and behaviors, researchers constructed a self-made questionnaire to be used for qualitative gathering of data which underwent validation process.

To measure the self-efficacy of breadwinner students, the researcher adopted the 9 Item Academic self-efficacy scale: Validity, Reliability and Measurement by Hemade, (2024). For the questionnaires that are used to measure the locus of control of breadwinner students, the researcher adopts the “academic locus of control scale for college students”. To measure the tagasalo personality of breadwinner students, the researcher also adopted the “developing scale to measure the tagasalo personality scale by Tuazon, (2021)” which is divided into four sections such as; Strong urge to assume responsibility, being a mediator, Inclination of taking care of others, and Prioritizing others over self. These questionnaires were validated by three different expert faculty members.

## Hypothesis of the Study

The study tested the following hypothesis below at a .05 level of significance, based from the literature presented above;

**H<sub>1</sub>.** The tagasalo personality has a significant relationship with academic persistence

## RESULTS AND DISCUSSION

The Breadwinner Students’ Tagasalo Personality are being described in terms of: Strong urge to Assume Responsibility, Being a Mediator, Prioritizing Others Over Self and, Inclination of Taking Care of Others, that was being presented on the first four tables, followed by the Breadwinner Students’ Academic Persistence being described in terms of: Locus of Control and Self-Efficacy.

Table 1. Tagasalo Personality in terms of Strong Urge to Assume Responsibility;

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I believe that people trust me whenever they give me responsibilities.	4.53	0.57	Very High
I sometimes avoid a task that requires me to be responsible.	4.17	0.75	High
I am overwhelmed with having so many responsibilities	4.07	0.74	High
I feel obligated whenever I am given a task.	4.33	0.66	Very High
I feel like I don't have a choice but to take the responsibility	4.07	0.78	High
I don't like it when things are not done on time	4.37	0.67	Very High
<i>Overall</i>	<i>4.26</i>	<i>0.08</i>	<i>Very High</i>

Table 1 presents the average mean and standard deviation of breadwinner students' tagasalo personality being described in terms of having the strong urge to assume responsibility. Statement number 1 indicates that they

believe people trust them whenever they give them responsibilities, and have the highest average mean of 4.53, and the standard deviation of 0.57. On the other hand, statement number 3 and 5, got the lowest average mean of 4.07 and standard deviations of 0.74 and 0.78. This finding seems to support the statements of (Lam & Yeoh, 2019) that the tagasalo is someone who has a deep sense of care and responsibility for their family, friends, and colleagues. They are nurturing and willing to shoulder extra responsibilities because they're genuinely concerned for others' well-being.

Table 2. Tagasalo Personality in terms of Being a Mediator

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I take the initiative to help my parents.	4.67	0.48	Very High
I take the initiative to help my friends	4.17	0.70	High
If I do not help my family, I feel like I am a bad person.	4.37	0.61	Very High
I think it is important to have a healthy balance between helping others and taking care of oneself.	4.37	0.56	Very High
I don't find it a hassle to take care of someone/somebody	4.37	0.67	Very High
I feel fulfilled whenever I can help other people	4.57	0.63	Very High
I take care of my family	4.63	0.56	Very High
When my family has problems, I listen to them.	4.57	0.57	Very High
<i>Overall</i>	<i>4.46</i>	<i>0.07</i>	<i>Very High</i>

Table 2 presents the average mean and standard deviation of breadwinner students' tagasalo personality being described in terms of being a mediator. Wherein statement number 1 which indicates that breadwinner students take initiatives in helping their parents, got the highest average mean of 4.67 and the standard deviation of 0.48. On the other hand, statement number 2 got the lowest average mean of 4.17 and the standard deviations of 0.70. This finding supports the idea of (Perez, 2021) that in the Filipino culture, a child is frequently given the responsibilities and obligations of their parents as they get older and have the tendency to show respect and kindness towards others, to protect others, and to support and encourage others through times of difficulty.

Table 3. Tagasalo Personality in terms of Prioritizing Others Over Self

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I am used to helping my friends, especially when I know they have a problem	4.57	0.50	Very High
I am used to helping my family especially when I know are a problem	4.53	0.63	Very High
When helping other people. I tend to do it for others and for myself	4.47	0.63	Very High
When I feel burnt out for taking care of other people. I tend to avoid being involved.	4.07	0.52	High
<i>Overall</i>	<i>4.41</i>	<i>0.07</i>	<i>Very High</i>

Table number 3, presents the average mean and standard deviation of breadwinner students tagasalo personality being described in terms of Prioritizing others over self. Wherein statement number 1, which indicates they are used to helping their friends specially when they know they have a problem, got the highest mean of 4.57 and the standard deviation of 0.50. On the other hand, statement number 4 got the lowest average mean of 4.07 and the standard deviation of 0.52. This finding supports the idea of (Lam & Yeoh, 2019) as they define the tagasalo as someone who has a deep sense of care and responsibility for their family, friends, and colleagues. They are nurturing and willing to shoulder extra responsibilities because they're genuinely concerned for others' well-being.



Table 4. Tagasalo Personality in terms of Inclination of Taking Care of Others

<i>Statements.</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I don't let my family or friends deal with their problems alone	4.27	0.64	Very High
I offer help to other people whenever I know they have problems	4.27	0.64	Very High
Other people ask for help from me.	4.27	0.64	Very High
<i>Overall</i>	<i>4.27</i>	<i>0.00</i>	<i>Very High</i>

Table 4 presents the average mean and standard deviation of breadwinner students' tagasalo personality being described in terms of Inclination of taking care of others. Wherein all statements got a similar number of average means of 4.27 and standard deviations of 0.64. These questions particularly surround the idea of the respondents of considering them as someone to look for whenever other people have a problem, and the characteristic of them of not letting other people deal with their problems alone. This finding supports the idea of (Perez, 2021) that in the Filipino culture, a child is frequently given the responsibilities and obligations of their parents as they get older and have the tendency to show respect and kindness towards others, to protect others, and to support and encourage others through times of difficulty.

Table 5. Academic Persistence in terms of Locus of Control

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I never feel hopeless - there is always something I can do to improve my situation	4.37	0.72	Very High
I feel I will someday make a real contribution to the world if I work hard at it	4.47	0.57	Very High
I would never allow social activities to affect my studies	4.33	0.71	Very High
Doing work on time is always important to me.	4.30	0.70	Very High
I consider myself highly motivated to achieve success in life.	4.27	0.69	Very High
I plan well and I stick to my plans	4.27	0.69	Very High
I have been known to spend a lot of time making decisions which others do not take seriously.	4.37	0.72	Very High
<i>Overall</i>	<i>4.34</i>	<i>0.05</i>	<i>Very High</i>

Table number 5, presents the average mean and standard deviations of breadwinner students' academic persistence being described in terms of Locus of control. Wherein, statement number 2, which indicates that respondents feel they will someday make a real contribution to the world if they work hard at it, got the highest average mean of 4.47, and the standard deviation of 0.57. On the other hand, statement number 5 and 6 got the lowest average mean of 4.27 and standard deviations of 0.69. this finding supports the idea of (Morvai, 2023) as he mentioned that effort is another channel through which locus of control operates. The underlying premise is that when individuals believe that their actions do not significantly affect future outcomes, they tend to exert lower effort, leading to less favorable future results

Table 6. Academic Persistence in terms of Self-Efficacy

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I know how to schedule my time to accomplish my tasks.	4.43	0.63	Very High
I know how to take notes.	4.33	0.61	Very High
I know how to study to perform well on tests.	4.40	0.62	Very High
I am an outstanding student	3.87	0.68	High
I am good at research and writing papers.	3.87	0.86	High
I usually do very well at school and at academic tasks.	3.93	0.91	High

I understand my academic tasks.	4.10	0.71	High
I find my university academic work interesting.	4.13	0.78	High
I am very capable of succeeding at university.	4.20	0.81	High
<i>Overall</i>	<i>4.14</i>	<i>0.11</i>	<i>High</i>

Table number 6, presents the average mean and the standard deviation of the breadwinner students' academic persistence being described in terms of self-efficacy. Wherein statement number 1, which indicates the respondents being aware of managing his time to accomplish tasks, got the highest average mean of 4.43 and standard deviations of 0.63. On the other hand, statement number 4 and 5, got the lowest average means of 3.87 and the standard deviations of 0.68 and 0.86. the finding supports the idea that individuals' attributes such as in academic is self-efficacy, in behavior is time management strategies, and external environmental factors operate as an interlocking mechanism which shows that self-efficacy and time management skills are positively associated (Bowman et al., 2019; Galindo-Domínguez and Bezanilla, 2021; Wolters & Brady, 2020)

Table 7. Is there a significant relationship between Tagasalo Personality and Academic Persistence?

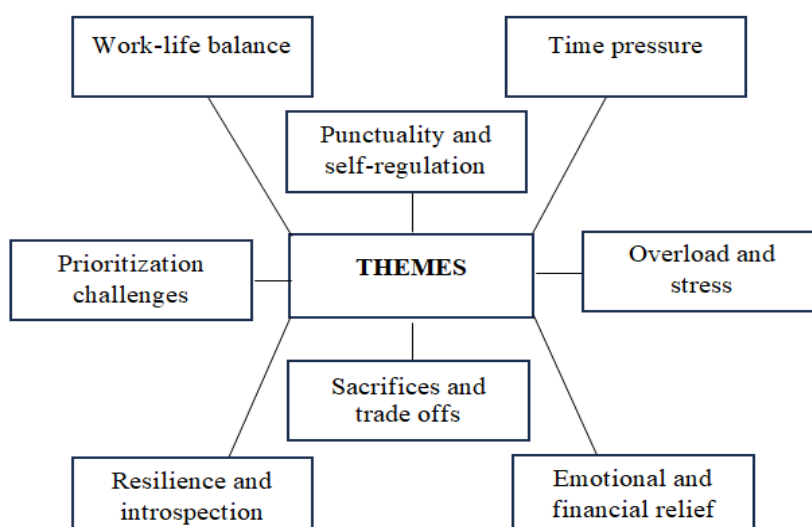
Variable	Pearson r Value	P-Value	Interpretation
Tagasalo Personality and Academic Persistence	-0.467	0.034	Significant relationship

Table 7 presents tagasalo personality and academic persistence of breadwinner students' correlation that shows a result on p-value of 0.034, that is less than 0.05 which means that there is a significant relationship between the Tagasalo Personality and Academic Persistence of a Breadwinner Students. But in terms of their correlation *r-value*, it results to -0.467 which is interpreted as moderate negative correlation, that through a thorough analysis, it shows that the higher the level of breadwinner students tagasalo personality, the lower their academic persistence become, in which it supports the study of (Hernandez, 2024) that examines the academic and personal challenges stemming from the dual roles of being a student and a breadwinner, which highlights individuals' deep sense of duty towards their family members, emphasizing their role in supporting their family emotionally, financially, and practically. It delves into the complexities of navigating familial dynamics while balancing personal aspirations.

Helarion (2023) also concluded that breadwinner students face unique challenges that can significantly impact their academic performance. Balancing the demands of working and studying can be difficult, often leading to increased stress and decreased time available for studying and completing assignments. This can result in reduced academic performance compared to non-working students.

*What are the challenges and experiences a breadwinner students have encountered while pursuing their study and supporting their dependents.*

Figure 2. The themes emerged from the study.



### **Major Theme 1. Punctuality and Self-Regulation.**

This theme explores how individuals harness the sense of being responsible, optimistic and inner strength to confront life's challenges. It highlights the transformative power of punctuality and self-regulation, enabling individuals to bounce back from setbacks and stay focused on their goals. Additionally, it delves into the influence of being responsible amidst adversity, emphasizing its role in shaping outlook and experiences. Through punctuality and self-regulation, individuals can cultivate a mindset that enables them to navigate life's challenges with only having the sense of being responsible, ultimately thriving in the face of adversity.

### **Major Theme 2. Work-life Balance**

This major theme of work-life balance struggles among breadwinner students delves into the challenges of managing time for work, personal life and academics, revealing the emotional complexities of juggling academic, work and personal life commitments. This theme emphasizes the relentless negotiations required to maintain balance and sheds light on the nuanced difficulties these individuals face in fulfilling multifaceted roles. Within this is the exploration of an overwhelming challenge and emotional toll of orchestrating a delicate equilibrium in managing time, highlighting the constant negotiation for time and the relentless challenges these students confront in their daily struggles.

### **Major Theme 3. Time Pressure.**

This theme explores the struggles being experienced by breadwinner students focusing on their academic status being affected by having a limited time to study because of work and obligations of being a breadwinner student. This theme stems from various sources like school works, activities, social activities, responsibility within the household and work responsibilities. This is one of the challenges breadwinner students are facing each day of their lives, confronting the idea of how are they going to balance their time each day to play along with so much responsibilities on their shoulders, not just being a sole provider in their family, but also an employee and a student at the same time.

### **Major Theme 4. Prioritization Challenges.**

This theme examines the academic and personal challenges stemming from the dual roles of being a student and a breadwinner, examining the difficulties in balancing academic pursuits with breadwinning responsibilities and the emotional toll it takes. This theme highlights how a breadwinner students' academic performance is affected by having so many responsibilities aside from being a student. It shows how they tend to take the hours that are supposed to be allotted for doing school tasks and activities for them to take a rest and escape for a while to the burden of being a breadwinner student.

### **Major Theme 5. Overload and Stress.**

Overload and stress explore the psychological toll experienced by breadwinner students, focusing on the emotional challenges they encounter daily. It encompasses a range of experiences, including stress, sorrow, exhaustion and emotional fatigue, significantly impacting mental well-being. Overload and stress stem from various sources like work pressure, and personal relationship, manifesting as confusion, sadness and burnout. This theme also delves into the persistent feeling of despair and emotional breakdowns, profound exhaustions and disillusionment resulting from prolonged stress, emphasizing the importance of self-care and support to prevent and address it.

### **Major Theme 6. Sacrifices and Tradeoffs.**

This theme delves into the complex emotional terrain where individuals wrestle with the profound tension between honoring familial bonds and pursuing personal autonomy. It encapsulates the delicate balance between meeting family expectations and pursuing individual aspiration, reflecting a conflict that shapes one's decision and identity. Because most of the time, a breadwinner student needs to deal with a situation of being in between two rolling stones, whether they become an individual that provides everything for the family, or



an individual who pursues and strives for the betterment of life through pursuing the dream and finishing the study.

### **Major Theme 7. Resilience and Introspection.**

This theme explores how individuals harness resilience, optimism and inner strength to confront life's challenges. It highlights the transformation power of resilience and introspection, enabling individuals to bounce back from setbacks and stay focused on their goals. Additionally, it delves with the influence of faith and positivity in providing individuals with hope and a sense of purpose amidst adversity, emphasizing their role in shaping outlook and experiences. Through resilience, and introspection, individuals can cultivate a mindset that enables them to navigate life's challenges with courage and optimism, ultimately thriving in the face of adversity.

### **Major Theme 8. Emotional and Financial Relief.**

Emotional and financial relief present practical interventions to support breadwinner students, focusing on strategies to enhance livelihoods and personal growth. It includes initiatives like livelihood support through resources and assistance for sustainable income generation, such as microloans and vocational training. Skill development programs are emphasized to empower individuals with new competencies, while financial assistance programs, including scholarships, grants and subsidies, alleviate the financial burden of education and business ventures. Family, friends and other people's involvement in the life of a breadwinner student can also bring a motivation and source of strength for them. These emotional and financial relief underscore the importance of investing in initiatives that cater to diverse needs, ultimately creating pathways to socio-economic advancement and empowering individuals to build better futures.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions of the findings for this research paper on examining the relationship between the tagasalo personality and academic persistence of breadwinner students are stated below:

1. As the findings of this study being analyzed and interpreted, it concludes to reject the null hypothesis of this study, as the study shows a significant relationship between the tagasalo personality and academic persistence of breadwinner students.
2. The study concludes a moderately negative correlation between the tagasalo personality and academic persistence, which means the higher the level of breadwinner students' tagasalo personality, the lower the level of their academic persistence will become.
3. The number of female respondents from this study are much larger than the male respondents.
4. Most of the breadwinner students used to be respondents from this study belong to the age group of 18-22 years old.
5. Of all the domains of tagasalo personality of a breadwinner students being described in this study, being a mediator got the highest average mean and having the strong urge to assume responsibility got the lowest average mean.
6. Between the domains of locus of control and self-efficacy to describe the breadwinner students' academic persistence, locus of control got the highest average mean.
7. Breadwinner students are commonly experiencing stress, exhaustion, and confusion on how they are going to divide their time and resources to sustain their responsibilities of being the head of their household and being a student at the same time.
8. Upon examining the findings of this study, it shows how breadwinner students tend to exert more of their time in fulfilling their breadwinning roles than their responsibility as a student.

This study has contributed to the understanding of breadwinner students' tagasalo personality and academic persistence. As the study progressed, a few areas surfaced as suggested areas for future studies and suggestions. The recommendations are as follows:

- 1. For Breadwinner Students.** Students who are breadwinners may want to explore mentorship programs that connect them with accomplished professionals who can offer guidance, support, and networking chances. They might also discover benefits in seeking out and participating in support networks, whether virtual or in-person, to exchange experiences, strategies, and insights. Participating in a community can provide them with emotional backing and practical perspectives.
- 2. For Parents.** Parents could think about participating in workshops or seminars aimed at comprehending and assisting breadwinner students. These events can offer important insights on managing the specific difficulties their child/ren encounter and help promote a more nurturing home atmosphere.
- 3. For the Society.** The society could focus on increasing awareness regarding the difficulties encountered by student breadwinners. Fostering conversations in community centers, schools, and local forums can enhance understanding and compassion. Promoting policies and initiatives that acknowledge and assist the contributions of these individuals is a decision that can benefit society.
- 4. For the Community.** According to the study findings, communities can create programs specifically designed for the needs of breadwinner students. This could include developing mentorship programs, coordinating financial assistance, and arranging community events that promote a feeling of inclusion. Creating a nurturing atmosphere is a decision that can advantage both people and the society overall.
- 5. For Future Researchers.** Future Researchers may build on this study's findings, delving deeper into specific aspects or examining related topics. This research acts as a basis, and the decision to explore shifting dynamics, evolving societal perspectives, and new support systems for breadwinner students can enhance the existing body of knowledge. Also, the researchers recommend them; to have larger scale respondents for some ways, it could provide changes on the findings of the study.

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