

Assessing the Relationship Between Work Study Balance and Academic Success: A Story of Working Students

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ABSTRACT

The study investigated how working students at Bukidnon State University Kadingilan Campus balance their jobs and studies, and how this balance affects their academic success. Data were collected from 103 working students across various courses and year levels using a survey questionnaire. The findings revealed no significant differences in academic success based on factors such as age, year level, chosen major, or job characteristics, suggesting that these demographic and employment-related factors did not significantly influence academic performance. However, the study found that students who manage their time well and balance both work and study responsibilities tend to perform better academically. This highlights the importance of time management and the ability to handle multiple roles for achieving success in school. Based on these findings, the study recommends that Bukidnon State University Kadingilan Campus provide stronger support systems and more flexible policies for working students. By understanding the unique challenges they face, the university can help them succeed both academically and professionally. Offering flexible class schedules, academic guidance, and emotional support can enable students to manage their responsibilities more effectively, improve their grades, and foster personal and professional growth. Overall, the study underscores the need for the university to recognize the struggles of working students and take proactive measures. With the right support, these students can reach their full potential and enjoy a better learning experience.

Keywords and phrases: working students, work-study balance, academic success, time management, challenges, benefits.

INTRODUCTION

Financial management was a critical aspect of student life, as many faced economic constraints that required them to plan, control, and monitor their resources effectively. For college students, balancing work and studies became a necessity rather than a choice, with part-time jobs helping to cover tuition fees, transportation, and personal expenses. While employment provided financial relief, it also introduced challenges, such as time management struggles and financial instability. Students who acquired financial skills such as budgeting, saving, and responsible spending benefited from a stronger foundation for long-term financial security.

Many students engaged in part-time jobs due to financial hardships, particularly those from low-income families. While working allowed them to finance their education, the pressure to earn often overshadowed their academic priorities. The lack of financial literacy among students led to poor decision-making, such as overspending, accumulating debt, or failing to save adequately for future expenses. Additionally, juggling multiple responsibilities resulted in high levels of stress and fatigue, making it difficult for students to maintain their academic performance. Without proper financial education and structured support systems, students struggled to develop efficient financial strategies, often facing long-term financial difficulties.

Understanding how working students managed their finances was essential for developing programs that supported their financial well-being. Financial literacy empowered students to make informed financial decisions, ensuring they could allocate their earnings wisely, plan for expenses, and build financial stability. By examining common financial struggles and effective strategies, universities, policymakers, and institutions

identified ways to improve support systems, including financial aid, budgeting workshops, and accessible tools for better money management. These efforts aimed to help students focus on their education while minimizing the stress of financial uncertainty.

College students worldwide encounter significant financial challenges that can impact their academic performance and overall well-being. Research has consistently shown that financial necessity is a primary driver for students to seek employment, with 76% of students in one study citing financial needs as the main reason for working (Verulava & Jorbenadze, 2022). Financial literacy skills, such as budgeting, saving, and debt management, are essential for achieving financial stability (Jaggernath, 2021). However, the demands of balancing academics and work can increase stress levels, making it difficult for students to maintain financial discipline (Phan, 2024). These studies have highlighted the significance of financial literacy in navigating financial challenges. Lilienthal (2023) found that a lack of financial literacy was a major challenge for college students in the United States, leading to poor financial choices and long-term instability. Similarly, Widener (2017) emphasized that limited financial education contributes to financial struggles, including low income and high debt. While existing research has extensively explored the financial hardships faced by college students, there is a notable gap in understanding the specific strategies employed by working students to manage their finances effectively. Most studies have focused on the challenges and consequences of financial difficulties, rather than investigating the coping mechanisms and financial management strategies used by working students. This gap in the research highlights the need for further investigation into the financial management practices of working students, including the development of effective strategies to support their financial stability and academic success.

This study aims to investigate the financial management practices of working students, anchored in two theories: Role Strain Theory and Conservation of Resources (COR) Theory. Role Strain Theory suggests that working students experience strain due to competing demands from work and academics, affecting their academic success. COR Theory explains that students strive to manage resources (time, energy, finances, social support) to meet demands, and stress occurs when resources are threatened or depleted. By understanding how working students balance work and academics, and how demographic factors and resource management impact their academic success, this study seeks to fill the gap in research and provide insights into effective strategies for supporting the financial stability and academic success of working students.

Specifically, it answered the following research problems:

1. What is the demographic profile of the students in terms of:
 - 1.1 Age;
 - 1.2 Year level;
 - 1.3 Course; and
 - 1.4 Nature of Part-time Job
2. What is the extent of working student work study balance in terms of:
 - 2.1 Benefits
 - 2.2 Challenges; and
 - 2.3 Finances
3. What is the extent of student academic success in terms of:
 - 3.1 General Weighted Average;
 - 3.2 Extracurricular Involvement;

3.3 Course Completion; and

3.4 Skills Development

4. Is there significant difference of working students' academic success when grouped according to their profile?

5. Is there significant relationship between work-study balance and academic success?

METHODOLOGY

This study used the quantitative descriptive research method, which was designed to assess the relationship between work-study balance and the academic success of working students. A descriptive approach is appropriate for identifying and analyzing respondents' opinions, which helped identify common themes and insights related to academic success. The data for this research were collected from working students in different courses and year levels around the BukSU Kadingilan Campus. A survey questionnaire was used to find out the participants' opinions.

The study was conducted at the Bukidnon State University Kadingilan Campus, which located in the municipality of Kadingilan, Bukidnon. BukSU Kadingilan Campus served as one of the satellite campuses of the main university, catering students from Kadingilan and nearby areas. The campus provides higher education opportunities to individuals in rural communities, with programs focused on undergraduate courses designed to meet the educational needs of the local population. It focuses on empowering students with accessible and relevant programs in Business Administration and Public Administration, aiming to produce innovative and ethical leaders for sustainable development. The campus highlights its core values of excellence, professionalism, integrity, commitment, and culture-sensitivity.

Sample Size and Sampling Procedure

The target population for this study comprised working students enrolled in BukSU Kadingilan Campus. The study's participants consist of ten 1st year Business Administration and twenty-one 1st year Public Administration students, while on the 2nd year has eighteen Business Administration and sixteen Public Administration students, 3rd year has twenty-two Business Administration and sixteen Public Administration students which totals to 103 working students across all three academic years. The researchers approached the participants and politely asked them to participate in the study. The researchers provided a brief background on the study. They were also informed that the information they provided during the interview would be treated confidentially, and the researchers would not disclose their details to anyone. The researchers informed the participants that they can refuse to participate and their participation in the study was voluntary.

The study used purposive sampling, where 103 students are selected based on specific characteristics that align with the study's goals which is working students. The sampling frame consists of all working students who are willing to participate in the study from two departments across all year level who clearly understand the challenges and experiences associated with balancing work and academic responsibilities. Using a non-probability sampling approach, participants were selected based on their ability to provide rich, relevant information about their experiences as working students. Specifically, the researcher seeks out participants who have worked for the previous months and are enrolled in at least six units.

One limitation of this study is the use of purposive sampling, which, while suitable for targeting working students, may limit the generalizability of the findings to the broader student population. By focusing on a specific group of students who balance work and academic responsibilities, the sample may not be representative of all students or working individuals, potentially influencing the applicability of the results to different contexts or demographics. Future research could benefit from employing more diverse sampling methods to enhance the external validity of the findings.

Research Instrument

To get the appropriate data needed, the researchers used a researcher-owned survey questionnaire in this study. The draft questionnaire was developed to have more personalized and interactive approach to data collection which offers a higher response rates, opportunities for clarification of unclear questions, and the ability to ensure the respondents are representative of the target audience.

This study employed a 4-point Likert scale to measure work-study balance and academic success. Responses are categorized into four levels (strongly agree, agree, disagree, strongly disagree) corresponding to mean score ranges, allowing for a quantitative analysis of the extent to which participants agree with statements regarding these constructs. The survey questionnaire was designed to gather insights into the financial management experiences of students. It begins with an introduction explaining the purpose of the research, emphasizing the confidentiality of responses to encourage honest answers. The questionnaire includes four main questions.

The first part of the questionnaire was the demographic profile of working students. The demographic profile of the respondents includes their age, year level, course, and nature of part-time job.

The second part of the questionnaire asked the respondents to rate the different work-study balance in terms of time management, impact on academic performance, mental health, social life and career choices.

The third part of the questionnaire asked the respondents to rate their academic success in terms of general weighted average, involvement in extracurricular activities and course completion. The fourth part of the questionnaire asked the respondents to rate their lifetime academic success in terms of its impact.

The research instrument was reviewed by experts in the field of higher education and research methodology to ensure that all relevant aspects of the study were covered. Adjustments made based on expert feedback. The survey questionnaire underwent pilot testing to ensure content validity. The pilot testing consisted of 30 participants, outside of the research respondents. Quantitative data was used to analyze for consistency and coherence to ensure trustworthiness and contribute to the overall validity and reliability of the research findings.

Data Analysis Procedure

The data collected in this study were analyzed based on the three main variables: demographic profile, work study balance, and academic success of working students. Frequency and percentage were used to describe the distribution of students across these demographic characteristics. This provided an overview of the students' backgrounds and helped identify any patterns or trends. Mean and standard deviation were used to analyze the data, providing a summary of students' experiences with work-study balance. This helped identify the average level of benefits, challenges, and financial stability experienced by working students. Also the mean and standard deviation were used to summarize the data, providing an overview of the students' academic performance and achievements. This helped identify areas of strength and weakness in terms of academic success. A one way ANOVA was used to compare the academic success of working students grouped according to their demographic profiles. This helped determine whether there were significant differences in academic success across different student groups. Pearson R Correlation was used to examine the relationship between work-study balance and academic success. This helped determine whether there was a significant correlation between the two variables and the direction of the relationship either positive or negative.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents in terms of their age. It is important to the study because it can impact one's ability to manage time, affect energy levels, and introduce additional responsibilities beyond work and academics.

Table I Demographic Profile of the Students in Terms of Age

Age	Frequency
18-22	73
23-28	25
29-33	4
34 and above	1
Total	103

The survey results showed that 70.90% of working students were 18-22 years old (completing their undergraduate studies with part-time jobs), 24.30% were 23-28 years old (possibly non-traditional students with prior work experience), 3.90% were 29-33 years old, 1.00% were 34 years old or above. The majority of working students were young adults, while older students were underrepresented, possibly due to added responsibilities like full-time jobs or family duties.

The results show that most working students fall within the typical college-age range. However, a few older students still pursue education while working, likely motivated by personal growth, career shifts, or professional development.

In connection, the study by Thompson and Rivera (2017) shows that individuals between the ages of 23 and 28 often pursue professional certifications or graduate studies to improve their job prospects. The moderate participation rate of 24.30% among this group can be attributed to the challenge of balancing both work and school. Despite this, they remain motivated by a strong desire to advance their careers and gain new skills. In comparison, those aged 18 to 22 are primarily focused on higher education and beginning to build their professional paths.

This also supports the study of Gatchalian et al. (2022) on working students which the findings mean that students in their early twenties are more likely to engage in part-time or full-time work while pursuing their studies, possibly due to financial needs or career development ambitions. Since the study focuses on fourth-year students could also indicates that older students might have more experience in managing work and study responsibilities.

Since, the study of Grahani et al. (2024) mentions that the age range of the students is 19-40 years old, this means that the findings on performance and mastery orientations might be applicable across different ages, this might relate to the current study that working student might focus on improving skills for their profession than having better career regardless of their age.

Table II presents the demographic profile of the respondents in terms of their year level. This information is essential to the study because students at different grade levels may face other challenges with schoolwork and have various skills in managing their time and tasks.

Graph II: Percentage of Students Year Level

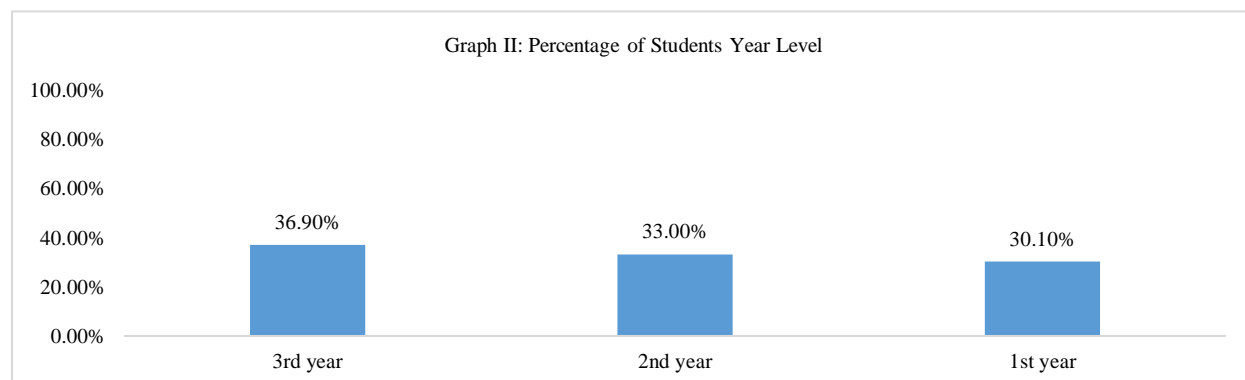


Table II Demographic Profile of the Students in Terms of Year Level

Year	Frequency
3rd year	38
2nd year	34
1st year	31
Total	103

The survey results indicate that third-year students are the most likely to balance work and academics, making up the largest proportion of working students with 36.9% (38 students). They are followed by second-year students at 33.00% (34 students) and first-year students at 30.10% (31 students). This trend suggests that as students' progress through college, they are more likely to take on employment, possibly due to increased financial responsibilities or a desire to gain work experience before graduating. This reflects the evolving priorities and growing readiness of students to handle greater responsibilities as they advance in their studies.

According to the Department of Commerce (2020), employment rates among students tend to increase as they progress through their academic journey. Their data analysis revealed that third-year students had a higher employment rate than first-year students. Moreover, many third-year students actively sought job experiences related to their field of study, recognizing that such opportunities can help them build their resumes and develop valuable practical skills.

A study by Peralta and Mendoza (2019) indicates that student value of gaining early work experience to earn extra income, build useful skills, and prepare for their careers. This growing interest in employment reflects their increasing independence and willingness to take on more responsibility as they move forward.

It supports the study of Succi and Canovi (2020) that the higher year level in school of working students gains a higher soft skill which results in a better employability as employers place a higher priority on soft skills of working students compared to non-working students and graduates

Table III presents the respondents' demographic profile regarding their academic Courses. It is essential to the study because different courses may have varying academic demands, schedules, and project loads, affecting a student's ability to balance work and research.

Graph III: Percentage of Students Course

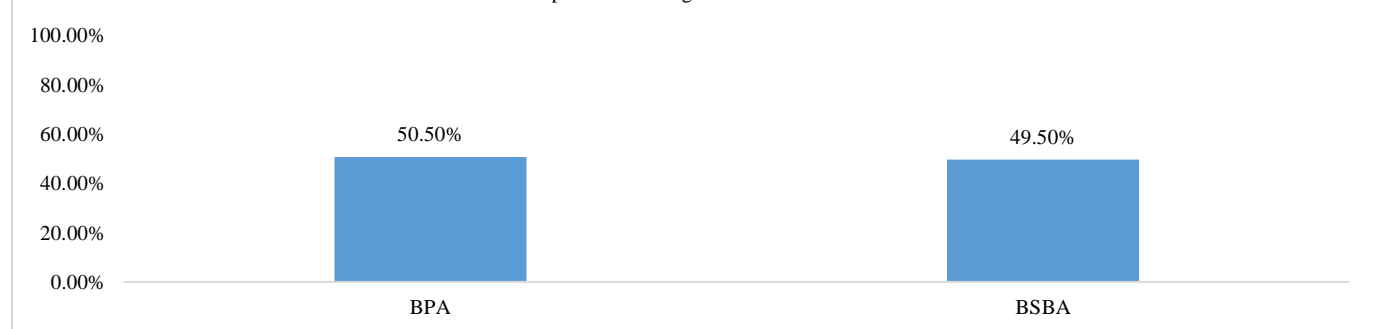


Table III Demographic Profile of the Students in Terms of Course

Course	Frequency
BPA	52
BSBA	51
Total	103

The survey results show that working students are almost evenly divided between the Bachelor of Science in Business Administration (BSBA) and Bachelor of Public Administration (BPA) programs. BPA students slightly outnumber their BSBA counterparts, accounting for 50.50% compared to 49.50%. While the difference is minimal, Public Administration students might be more inclined to work while studying. This could be linked to their Course's practical and community-focused nature, which often emphasizes gaining real-world experience alongside academic training.

This observation supports the idea that BPA students may be more involved in part-time or job-related opportunities to build their skills and prepare for careers in public service. Still, the near-equal split also highlights that juggling work and studies is a common scenario for students in both programs.

Study in Public Administration consistently emphasizes how much students value practical experience in addition to their academic learning. This supports Lising's (2024) observation that Public Administration students seek internships and part-time jobs to prepare for future careers in public service. Many studies agree that real-world experience is key in connecting classroom theories with the day-to-day demands of working in government and non-profit organizations.

Morcol et al. (2020) study discusses that Master of Public Administration (MPA) programs often provide a range of specializations, such as public finance, urban development, and environmental policy, allowing students to customize their education based on their career goals. This structure helps students strengthen their critical thinking and problem-solving abilities through focused coursework and research.

On the contrary, study of O'Mahony and Jeske (2019) shows that postgraduate international students struggled to balance study and work due to differences of work and course, which leads to difficulties in relating school knowledge to work experience. It implies that when their work and course are not directly related can make it difficult for students to apply theoretical knowledge from their coursework to their practical work experience.

Table IV presents the respondents' demographic profile regarding their part-time jobs. This aspect of the study is important as it helps identify the types of jobs students are involved in and sheds light on how these work experiences affect their lives as students. Understanding the nature of their employment provides valuable insight into its impact on their academic performance, time management, and overall well-being.

Table IV	
Demographic Profile of the Students in Terms of the Nature of Part Time Job	
Nature of Part-time job	Frequency
Others	28
Retail Store	15
Farming	14
House Helper	14
Online Seller	13
Construction	7
Student Assistant	5
Student Driver	5
Nail Technicians	2
Total	103

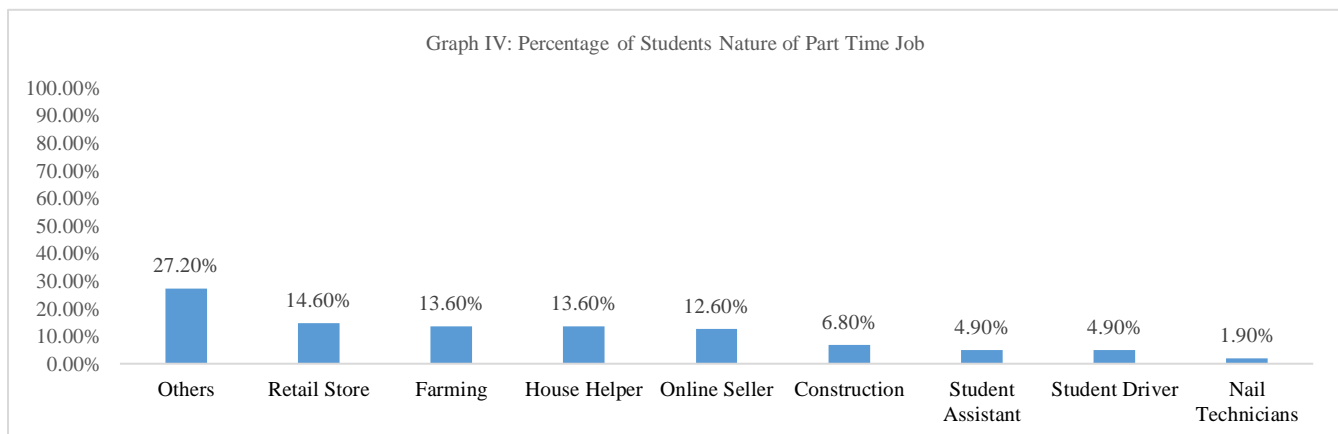
The survey results show that the largest group of part-time jobs (27.20%) falls under "Others," which likely includes various flexible jobs like freelancing, tutoring, or informal work. Retail store jobs (14.60%), farming (13.60%), and house helper roles (13.60%) are the most common specific jobs. These are usually easy to access and offer flexible schedules, making them suitable for students. Online selling is also popular (12.60%),

showing that many students use digital platforms to earn money, likely because it's convenient and affordable. Jobs like construction (6.80%), student assistant (4.90%), and student driver (4.90%) are more hands-on or service-based, reflecting how far students are willing to go to support their studies. Nail technician work (1.90%) is the least common because it requires special skills or training.

The results show that working students take on various formal and informal jobs, often choosing roles that provide flexible hours and quick earnings. It also reflects the entrepreneurial mindset of some students, especially those who pursue online selling or other unique income sources. Overall, this highlights the resilience and creativity of students as they manage the demands of school and financial obligations.

A study by Thi Nga (2020) highlighted that part-time jobs offer numerous student benefits, regardless of the job type. These jobs require students to be trained and flexible in applying their knowledge in practical situations. Students' ultimate goal is to secure a good job after graduation, which indicates that students' part-time jobs, regardless of their nature, are beneficial for finding a better job in the future.

On the contrary, Verulava and Jorbenadze (2022) also discussed that many students have part-time jobs that do not align with their future careers, which can potentially limit the development of relevant skills and experience related to the students' chosen Courses. According to students, doing work and studying simultaneously can cause sleep disturbance, which greatly affects their physical and mental health, leading to poor academic performance and negatively impacting students.



Additionally, study of De Guzman et al. (2018) shows that demanding jobs can create time management problems among working students. It can result in poorer academic performance and longer course completion times. This implies that jobs with long hours, high stress, or irregular schedules can lead to time management problems, which negatively affects the students' grades and prolonging their course completion times. This suggests that the nature of the part-time job, particularly its demands and flexibility, plays a significant role in determining working students' academic success.

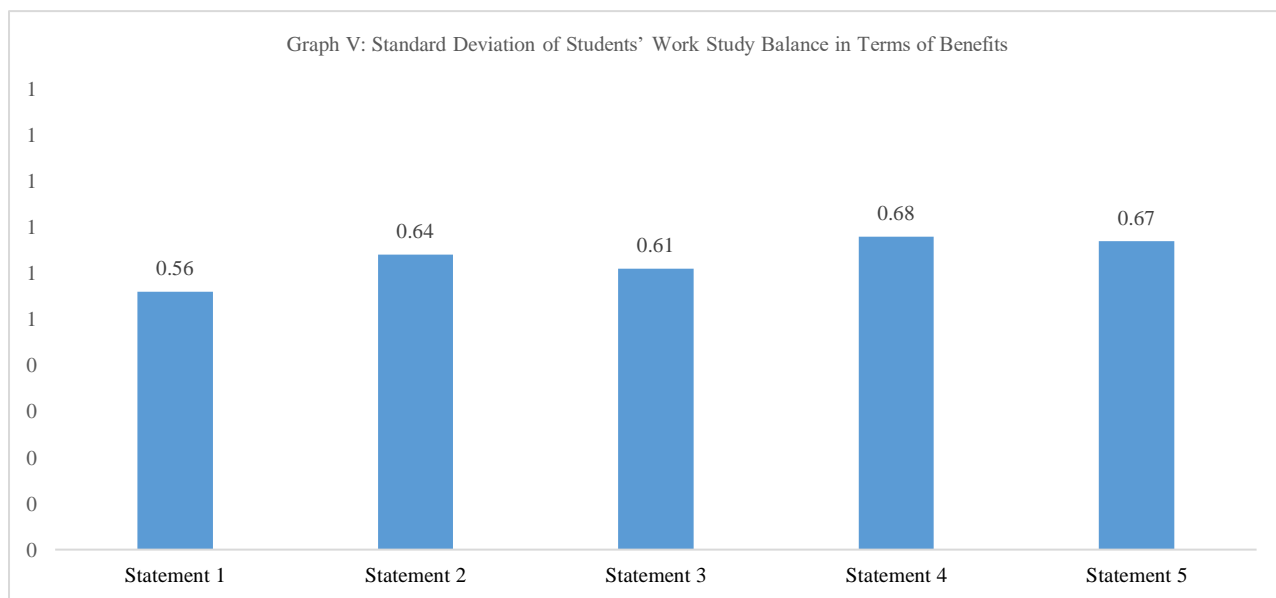
Students Work Study Balance

Table V shows the students' work-study balance regarding the benefits acquired. Knowing the benefits working students gain is important because it supports their learning experience and future personal and professional growth.

Table V		
Students' Work Study Balance in Terms of Benefits		
Indicators	Mean	Interpretation
My part-time job provides me with valuable work experience.	3.59	Very High Extent
Balancing work and study improved my self-discipline.	3.50	Very High Extent
Working while studying helps me develop time management	3.49	Very High Extent

skills.		
I can apply the knowledge from my studies to my part-time job.	3.37	Very High Extent
Working while studying enhances my resume and career prospects.	3.36	Very High Extent
Overall Mean	3.46	Very High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).



The survey results showed that working students at Bukidnon State University strongly agreed that their part-time jobs provided meaningful benefits to their academic and professional development, with an overall mean score of 3.46. Students particularly valued the work experience they gained, with a mean score of 3.58, believing it enhanced their employability and prepared them for future careers. Additionally, they reported benefits such as developing time management skills (mean score: 3.48), cultivating self-discipline (mean score: 3.49), and applying knowledge in real-world settings (mean score: 3.36). While students perceived a slightly lower impact of part-time work on resume strength and career prospects (mean score: 3.35), they still believed their jobs played a significant role in improving their future career opportunities.

The results showed that part-time students usually saw their jobs as helpful, especially for gaining work experience, building self-discipline, and improving time management skills. While all the benefits received good ratings, small differences existed in how strongly students felt about some of them. These highlighted the importance of part-time work in helping students grow personally and professionally.

Gbadamosi et al. (2019) pointed out that part-time jobs could help students build confidence and prepare for their future careers. Their jobs taught them to be responsible and independent. Part-time jobs also helped students figure out what kind of work they liked or what career path they wanted. Even simple jobs, like in a store or restaurant, taught important lessons such as being hardworking, patient, and reliable—qualities that were useful for any future career.

Additionally, Ali (2017) clarified that having a part-time job helped students better manage their time, which was important when balancing work and school. Students with jobs often had busy schedules and many deadlines, so they learned to plan, set priorities, and use their time wisely (Rose et al., 2022).

Table VI shows the students' work-study balance regarding their challenges. The challenges encountered by working students are important because they reveal what students go through as they try to manage both school

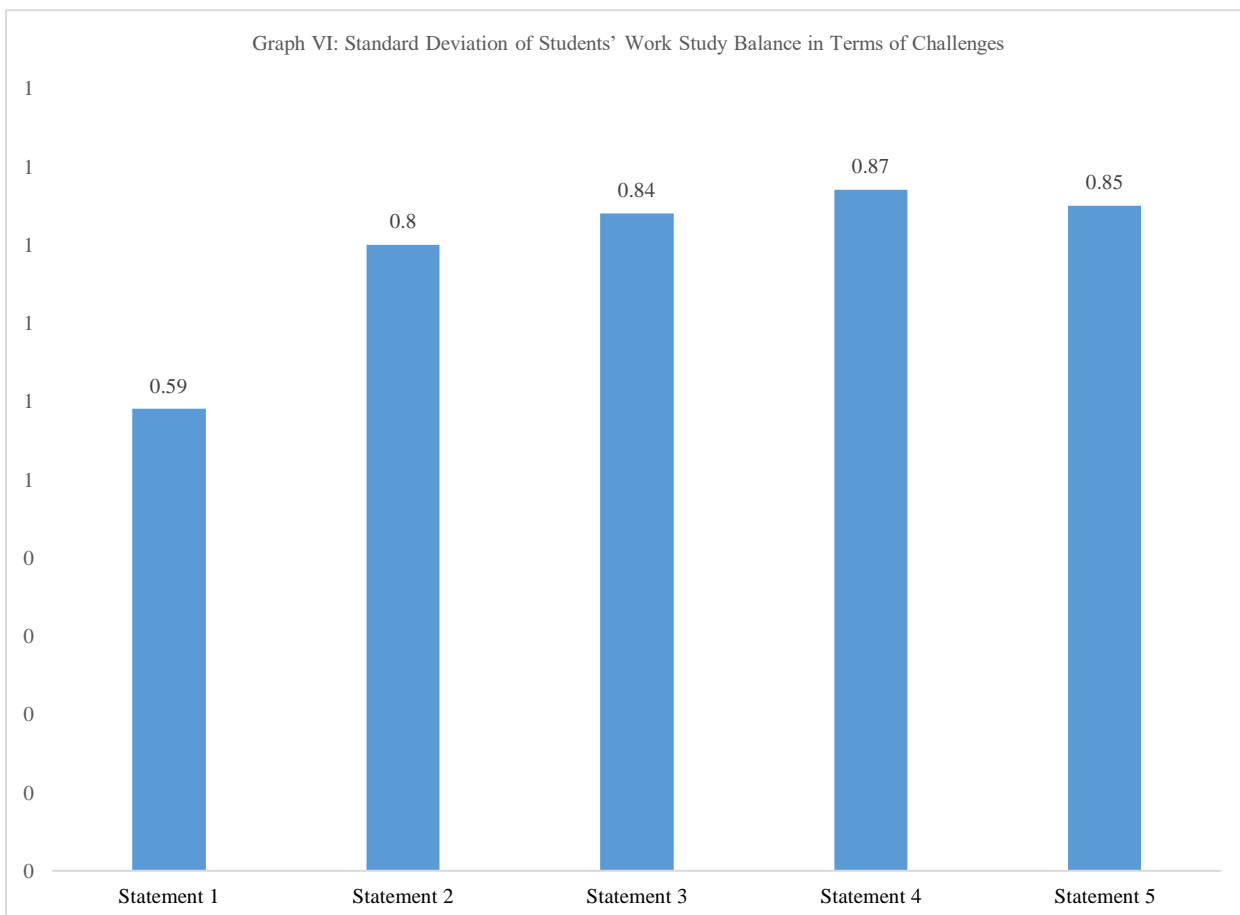
and work. This is relevant to the study because it gives a clearer picture of their experience. This will help researchers find ways to support working students in handling both responsibilities.

Table VI Students' Work Study Balance in Terms of Challenges

Indicators	Mean	Interpretation
Balancing work and study leave me with little time for leisure activities.	3.15	High Extent
I sometimes feel overwhelmed and exhausted from juggling work and study responsibilities.	3.01	High Extent
I often struggle to meet deadlines for both work and academic assignments.	2.91	High Extent
I find it difficult to separate my work and study life.	2.75	High Extent
My part-time job can be stressful and affects my academic performance.	2.62	High Extent
Overall Mean	2.63	High Extent

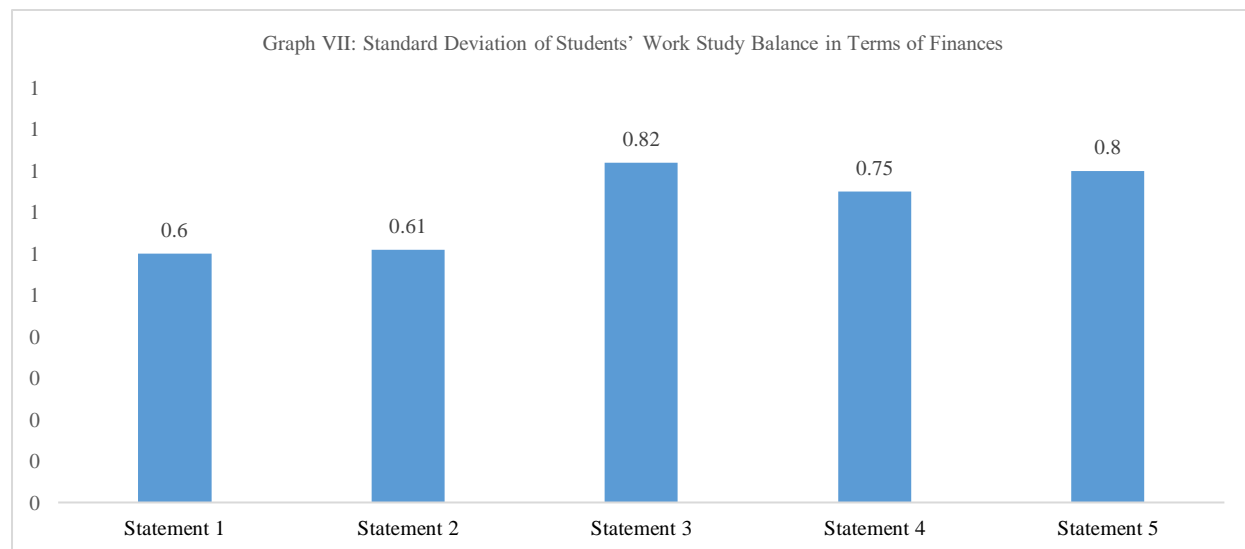
Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).

Graph VI: Standard Deviation of Students' Work Study Balance in Terms of Challenges



The survey results showed that students faced challenges in balancing work and studies, with an overall mean score of 2.63, indicating that while they struggled, the difficulties were manageable. The biggest challenge students faced was limited leisure time, with a mean score of 3.15, as work commitments significantly impacted their personal and recreational activities. On the other hand, students perceived that their part-time work had a moderate effect on their academic performance, with a mean score of 2.62, suggesting that despite the challenges, they prioritized their studies and attempted to maintain their academic standing.

This finding was evident among working students at Bukidnon State University, Kadingilan Campus, where working while studying was not easy, and struggling with this balance was considered normal. The data showed that leisure activities recorded a mean score of 3.15, suggesting that part-time employment significantly limited students' time for hobbies such as watching movies or videos, listening to music, playing video games, and engaging in other recreational pursuits. Meeting deadlines received a mean of 2.91, indicating that students frequently struggled to fulfill work and academic responsibilities on time. Academic performance scored a mean of 2.62, implying that part-time work adversely affected students' educational outcomes and contributed to increased stress levels. The challenge of balancing work and study life yielded a mean of 2.75, reflecting students' difficulty in separating job responsibilities from academic obligations. Study responsibility had a mean of 3.01, showing that working students often felt overwhelmed and fatigued from managing school and work commitments.



The results showed that students with part-time jobs faced considerable difficulties in managing their responsibilities, especially when making time for leisure activities and coping with exhaustion. While the effect on academic performance was somewhat less pronounced, the general pattern showed that balancing work and studies often resulted in stress, missed deadlines, and challenges in setting clear boundaries between the two roles. The differences in standard deviation among the items suggested that, although these issues were commonly experienced, individual responses varied based on factors like workload, time management abilities, and available support systems.

Tumin et al. (2020) pointed out that working college students had difficulties in dealing with anxiety, despair, and below-average academic performance. It also highlighted that offering flexible accommodations to working students was important. In connection, the Malta Medical Journal (2021) claimed that part-time work affected the health of individuals, pointing out that long workdays could result in sleep deprivation, impaired focus, and other health problems, all of which had a detrimental effect on academic achievement. Additionally, Garcia et al. (2016) clarified that working too much could cause fatigue and reduce the time spent studying or completing school tasks.

Table VII shows the students' work-study finances. Financial matters are important since many students must earn money to support their education and daily lives. The data on working students' finances is relevant to the study because it highlights how managing money affects their everyday lives and their school performance.

Table VII Students' Work Study Balance in Terms of Finances		
Finances	Mean	Interpretation
My part-time job helps me cover living expenses while studying.	3.60	Very High Extent
Working while studying allows me to save money for the future.	3.55	Very High Extent

I rely on my part-time job to pay for tuition fees.	3.17	High Extent
My part-time job income is sufficient to support my lifestyle while studying.	3.14	High Extent
I have to work long hours to make ends meet, which affects my academic performance.	2.82	High Extent
Overall Mean	3.13	High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).

The survey results showed that students' part-time jobs played a crucial role in sustaining their financial needs, with an overall mean score of 3.13. Students relied heavily on their earnings to cover living expenses, with a mean score of 3.60, using their regular income to address immediate financial needs such as tuition, food, and transportation. While working long hours had some impact on academic performance, the mean score of 2.82 suggested that this was not a major concern, possibly due to flexible schedules that allowed some students to maintain a balance between work and studies. Overall, students' part-time jobs helped them maintain a stable financial position.

Working students at Bukidnon State University, Kadingilan Campus, reported that their part-time jobs significantly supported their financial needs. The income helped them cover daily expenses (mean score: 3.60) and educational costs, particularly tuition fees (mean score: 3.17). Additionally, part-time jobs enabled students to save money (mean score: 3.55) for future needs. While students generally found their income sufficient to support their lifestyle (mean score: 3.14), working long hours received a mean score of 2.82, suggesting that extended work hours could potentially impact their academic performance and well-being. Overall, part-time employment played a vital role in managing students' financial responsibilities.

The results showed that part-time jobs helped students cover daily expenses and tuition fees, with many relying on their income for both. Part-time work also allowed students to save money for the future. However, working long hours (score of 2.81) may have negatively impacted their academic performance and well-being.

According to the study by Tessema et al. (2014), many students found themselves relying on part-time jobs to get by, but this often came with a trade-off: they struggled to keep up with their academic responsibilities. Work demands left them with less time and energy to study, attend classes, or focus on schoolwork, which affected their overall academic performance. Conversely, the study by Robotham (2012) pointed out that part-time jobs were not all bad. In fact, for many students, having a job helped them manage their finances. Their money went a long way toward covering school fees, books, transportation, and even daily living expenses.

In connection, the study by Perna (2010) explained that balancing student and employee roles was not easy. Even if a job helped ease financial stress, it added another layer of pressure. Students often found themselves stretched thin, constantly trying to meet school deadlines while fulfilling their work responsibilities. This juggling act led to stress, burnout, and sometimes lower grades. So, while part-time jobs offered much-needed support, they also made academic life harder if not balanced carefully.

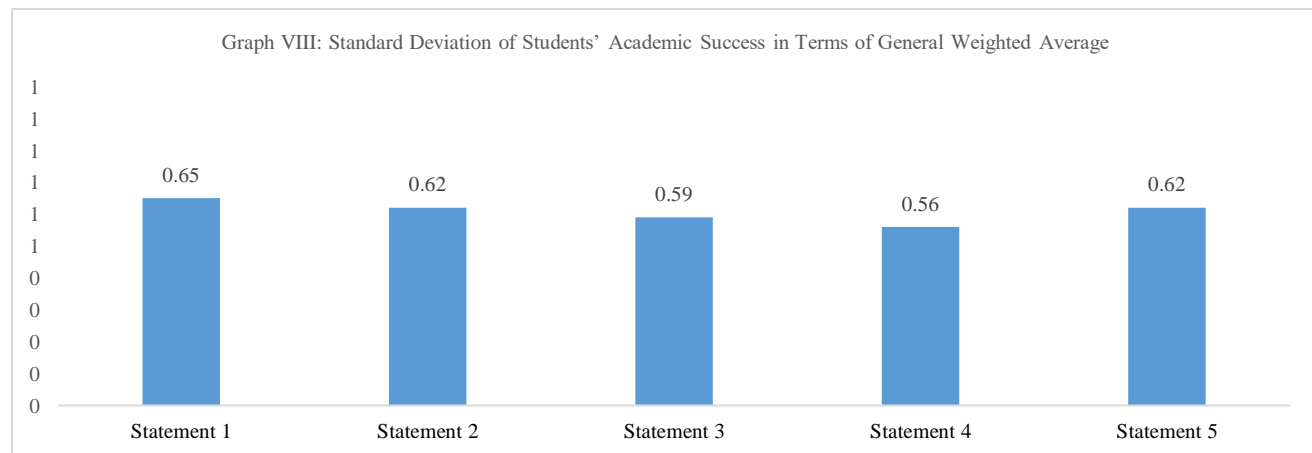
Students' Academic Success

Table VIII shows the students' academic success based on their general weighted average (GWA). The GWA of working students is important because it helps identify the impact of work on their academic performance.

Table VIII Level of Academic Success in Terms of General Weighted Average		
Indicators	Mean	Interpretation
I believe my work experience provides any relevant skills or knowledge that can contribute to my academic success	3.47	Very High Extent

I am confident in achieving my academic goals.	3.42	Very High Extent
I am satisfied with my current GWA.	3.31	Very High Extent
I often review and reflect on my academic performance.	3.26	Very High Extent
My part-time job motivates me to maintain or improve my GWA.	3.21	High Extent
Overall Mean	3.33	Very High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).



The results showed that working students at Bukidnon State University reported achieving academic success despite managing work commitments, with an overall mean score of 3.33 for their General Weighted Average (GWA). Students felt confident in their academic abilities and recognized their capacity to maintain or improve their academic standing while juggling work responsibilities. Notably, they believed that their work experience significantly contributed to their academic success, with a mean score of 3.47, as it helped them develop valuable skills such as time management, problem-solving, and communication, and provided practical applications of academic concepts, enriching their academic journey.

The lowest mean score of 3.21 belonged to part-time jobs as motivation to maintain or improve GWA, which implied that while employment motivated students to perform well academically, some struggled to balance work and studies, hindering their ability to prioritize academic excellence consistently. Students believed that their academic performance depended more on personal effort than on work motivation.

This also shows that their part-time jobs significantly contributed to their academic success. With a mean score of 3.47, students believed that work experience provided valuable knowledge and skills that enhanced their academic performance. They expressed high satisfaction with their academic achievements, reflected in their General Weighted Average (GWA) with a mean of 3.31. Students were confident in reaching their educational objectives (mean score: 3.42) and motivated to maintain or improve their academic performance (mean score: 3.21), with part-time jobs playing an important role in their motivation and academic progress.

The results showed that part-time jobs helped students succeed academically by providing valuable skills and knowledge. Despite juggling work and study, students were satisfied with their academic performance, as shown by their high GWA scores. They also regularly reflected on their progress and confidently reached their educational goals. Part-time jobs motivated students to improve their performance.

This supported the study of Sonja Nidogon Višnjić et al. (2024), which found that student work could have a positive impact on academic success, particularly when students were able to connect theory to practice and gain relevant skills. For instance, applying theoretical concepts to real-world experience made the learning of working students more relevant and meaningful. Bridging the gap between theory and practice helped students maximize their learning experience and achieve higher academic and professional success.

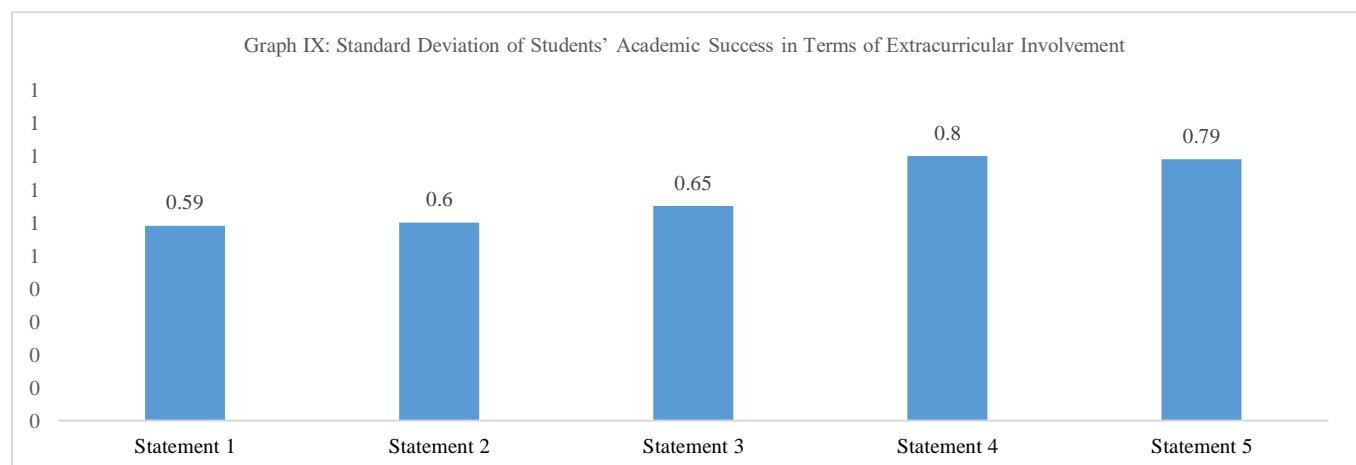
Neyt et al. (2018) found that working while studying could positively or negatively affect academic performance, depending on factors like work intensity and motivation. A part-time job provided a steady income, which reduced financial stress and allowed students to focus on their studies. Most working students often set clear goals both academically and professionally, which boosted motivation.

Additionally, Blair and Earl Jones Muico (2022) stated that working students were able to maintain high academic performance despite facing challenges. This suggested that the ability of working students to adapt and be resilient was important for maintaining grades and achieving goals. Since a part-time job provided a sense of purpose, responsibility, and practical experience, it motivated students to improve their academic performance and achieve a higher GWA.

Table IX shows the students' academic success regarding their extracurricular involvement. Analyzing the extracurricular participation of working students is important because it can help identify the benefits and challenges, they encounter. Also, it helps universities create a more supportive and engaging environment for working students that will help develop valuable life skills like time management, leadership, and teamwork, promoting overall well-being and academic success for working students.

Table IX Level of Academic Success in Terms of Extracurricular Involvement		
Indicators	Mean	Interpretation
I am satisfied with the flexibility of extracurricular activity schedules to fit my work hours.	3.16	High Extent
Participating in extracurricular activities helps me minimize stress from my job.	3.09	High Extent
I feel comfortable approaching the instructors to discuss how to manage my work and extracurricular participation.	3.08	High Extent
I am always involved in student organizations or clubs.	2.84	High Extent
Part-time job prevents me from participating in extracurricular activities.	2.69	High Extent
Overall Mean	2.97	High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).



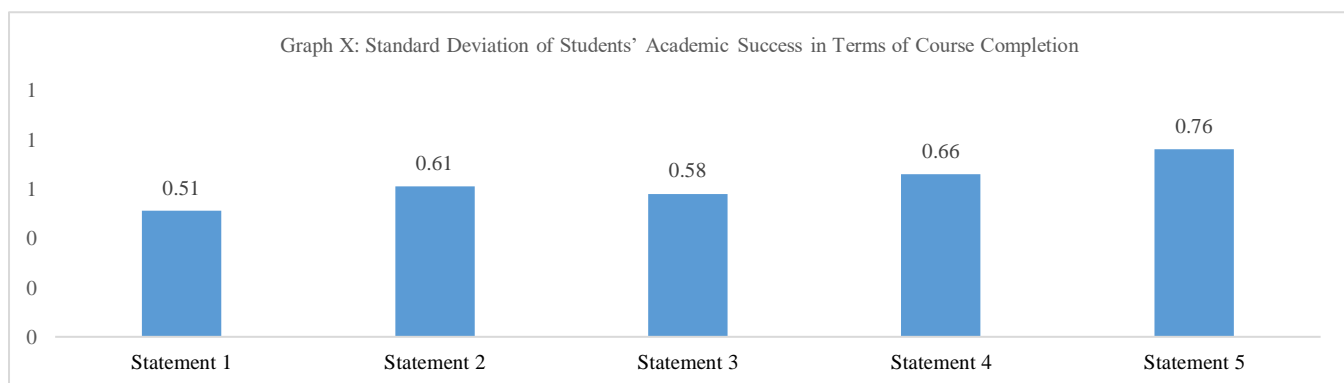
The survey results showed that the academic success of working students, in terms of their extracurricular involvement, had an overall mean score of 2.97, which signified that despite the challenges of balancing work and academics, students valued flexibility and stress relief. They also acknowledged that work could limit their participation at times. The determination of working students to remain engaged in campus life was evident, as they found ways to manage their schedules without compromising personal growth.

The highest mean score of 3.16 belonged to satisfaction with extracurricular activity schedules accommodating work hours, which implied that students appreciated how extracurricular activities were structured to fit their job responsibilities, allowing them to participate without feeling overwhelmed. This flexibility likely resulted from student organizations and faculty being mindful of working students, making it easier for them to be involved.

The lowest mean score of 2.69 belonged to part-time jobs preventing extracurricular participation, which implied that although students recognized some limitations imposed by work, they still found ways to be involved. This meant that students prioritized certain activities, adjusted their schedules creatively, or chose extracurricular engagements that aligned with their available time.

This result was evident among working students at Bukidnon State University, Kadingilan Campus. The data showed that students were highly involved in student organizations and clubs, with a mean score of 2.84. Participation in extracurricular activities, with a mean of 3.09, helped students relieve stress from their part-time jobs to a significant extent. However, the data also suggested that part-time jobs hindered extracurricular participation, as reflected by a mean score of 2.69. On a positive note, students were highly satisfied with the flexibility of extracurricular schedules regarding their work hours, with a mean score of 3.15. Additionally, the mean score for approaching instructors was 3.08, which showed that students often sought guidance from their instructors to balance work responsibilities and extracurricular involvement effectively.

The results showed that while students were actively involved in clubs and organizations, part-time jobs could limit their participation in extracurricular activities. However, these activities helped students relieve stress from their jobs. Students were satisfied with the flexibility of extracurricular schedules, which allowed them to balance work and activities. They also often approached their instructors for help in managing work and extracurricular commitments.



The study by Mukesh Hv et al. (2022) pointed out that extracurricular activities significantly influenced academic outcomes, well-being, and stress management among working students. This suggested that extracurricular involvement could have been a remedy to overcome academic stress and improve academic development. Engaging in activities outside of academics was a healthy distraction that offered relaxation, emotional support, and opportunities for personal growth, which ultimately helped manage stress and improve overall well-being.

The study by Rey and Torres (2022) suggested that while extracurricular activities could enhance academic performance, participating in multiple organizations might also have hindered it, highlighting the need for institutional policies and guidelines on the extracurricular involvement of working students. This meant that if the working students' time management was poor, it led to insufficient study time. Also, over-commitment could have caused burnout and decreased focus on academics. Scheduling conflicts and distractions also impacted academic performance, especially if extracurricular involvement was prioritized over academic responsibilities.

Meanwhile, according to Kanar and Bouckennooghe (2021), research on college-working students revealed that extracurricular activities produced higher leadership development outcomes, particularly in citizenship and

self-perception of leadership skills. Extracurricular activities enhanced students' leadership skills by allowing them to take on leadership roles and develop problem-solving, decision-making, and confidence, ultimately improving their employability and career prospects.

Table X shows the student's academic success regarding their course completion. Course completion shows that working students can push through challenges and stay committed to their education while juggling a job.

Table X Level of Academic Success in Terms of Course Completion

Indicators	Mean	Interpretation
I completed my coursework on time.	3.20	High Extent
My part-time job has resources that would help me to complete my coursework more effectively.	3.19	High Extent
I have strategies that I use to stay on top of coursework.	3.17	High Extent
The instructors considered working students regarding deadlines and adjustments.	3.11	High Extent
I have difficulties or challenges in completing my coursework.	3.01	High Extent
Overall Mean	3.14	High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).

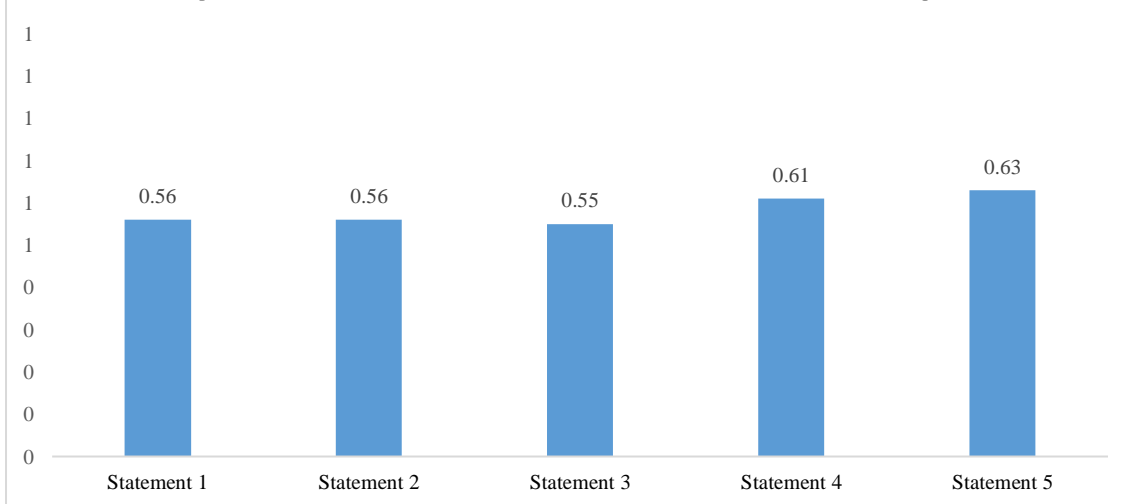
As presented in Table X, the results of the survey showed that the academic success of working students, in terms of their course completion, had an overall mean score of 3.14, which signified that student actively managed their coursework and succeeded despite the dual demands of work and studies. They acknowledged their challenges, but their ability to adapt, strategize, and receive support enabled them to complete their academic tasks effectively.

The highest mean score of 3.20 belonged to completing coursework on time, which implied students' ability to meet deadlines despite balancing work and studies. Additionally, students prioritized their academic responsibilities and developed effective strategies to manage their workload. The lowest mean score of 3.01 belonged to difficulties in completing coursework, which implied that students acknowledged their struggles but did not necessarily find them alarming. Despite the obstacles, students pushed through and found solutions, whether through instructor support, peer collaboration, or schedule adjustments.

This result was evident among working students at Bukidnon State University, Kadingilan Campus. The data showed that students generally managed to complete their coursework on time, with a mean score of 3.20, reflecting their ability to submit assignments by the deadlines. The mean score for deadlines, 3.10, suggested that instructors often made accommodations for working students, allowing them more flexibility in submission timelines. Students also frequently used strategies to stay on top of their academic responsibilities, as shown by the mean score of 3.17. Despite these efforts, challenges in completing coursework still remained, with a mean score of 3.00, suggesting that students continued to face difficulties even when using strategies. However, the mean score for completing coursework, 3.09, indicated that the income students earned from part-time jobs helped them access resources, such as textbooks or study tools that supported their academic success.

The results showed that students generally completed their coursework on time, with instructors offering flexibility on deadlines. Students used strategies to stay on track but still faced challenges in completing their work. The income from part-time jobs helped them access resources like textbooks, supporting their academic success.

Graph XI: Standard Deviation of Students' Academic Success in Terms of Skills Development



The results agreed with the study of Balaquit and Lopio (2022), which stated that universities were making efforts to support working students by offering more flexible study loads. This meant students could take fewer subjects or follow schedules that better fit their busy lives. It was a helpful change, especially for those trying to balance work and school. Still, even with these adjustments, many working students continued to face challenges. Juggling jobs, classes, and personal responsibilities often left them with little time to complete their coursework. It could be overwhelming and stressful.

According to Requito et al. (2022), many working students managed to stay on track by being disciplined with their time. Through careful planning and a strong sense of responsibility, they found ways to meet their academic goals without letting work get in the way. Their ability to stay focused and organized played a big role in their success. In the end, while flexible school policies helped, it was the determination and time management of the students themselves that truly made the difference.

Salamonson et al. (2019) found that part-time work could negatively affect students' ability to manage their studies, leading to delayed course completion.

Table XI shows the student's academic success regarding on their skills development. Studying the skills development of working students is important because it reveals how their job experiences help them grow and prepare for their future careers. It also helps the research show the benefits of working while studying and how support systems can be improved to help them grow even more.

Table XI Level of Academic Success in Terms of Skills Development

Skills Development	Mean	Interpretation
Working while studying improved my communication skills.	3.49	Very High Extent
My part-time job allows me to become adaptable and flexible in learning new concepts and skills.	3.46	Very High Extent
Having a part-time job improved my collaboration and teamwork skills.	3.42	Very High Extent
My part-time job increases my critical thinking skills.	3.39	Very High Extent
Having a part-time job increased my problem-solving skills.	3.34	Very High Extent
Overall Mean	3.42	Very High Extent

Note. Interpretation is based on the following scale: 3.26 – 4.00 (Very High Extent), 2.56 – 3.25 (High Extent), 1.76 – 2.50 (Low Extent), 1.00 – 1.75 (Very Low Extent).

As presented in Table XI, the survey results showed that the academic success of working students in terms of their skills development had an overall mean score of 3.42, signifying the positive outcomes of having a job in

developing various skills. Students believed that their part-time jobs significantly contributed to their personal and professional development. The highest mean score of 3.49 belonged to communication skills, which implied that students found their part-time jobs significantly improved their ability to express ideas, interact with others, and navigate professional conversations. Whether dealing with customers, coordinating with colleagues, or engaging in workplace discussions, working students were exposed to real-world communication challenges that strengthened their ability to interact effectively.

The results showed that part-time employment had a substantially positive impact on their skill development. The most significant impact was on communication skills, with a mean score of 3.49, highlighting students' improved ability to communicate clearly and efficiently. Other skills that showed notable improvement included learning new concepts and skills (mean score: 3.45), collaboration and teamwork (mean score: 3.42), and critical thinking (mean score: 3.39). While problem-solving skills had a slightly lower mean score of 3.34, students still reported growth in their ability to handle challenges, although some jobs may have limited opportunities for developing this skill. Overall, part-time jobs contributed significantly to students' skill sets and adaptability.

The results showed that part-time work encouraged students to think critically and solve problems, which were essential for academics and future careers. Part-time jobs also enhanced communication skills, allowing students to interact better with others. Furthermore, these jobs promoted collaboration and teamwork, helping students learn to work well in group settings.

Libago et al. (2024) showed that working students often dealt with much stress and had little time to study. Trying to keep up with school while holding down a job was exhausting, and many students felt pressure daily. It was not easy to come home from work and still have the energy to study, complete assignments, or prepare for exams. But despite these tough situations, many working students found ways to adapt. Over time, they learned how to manage their time better and developed important life skills. Being forced to stay on top of work and school taught them to stay organized, make smart decisions about their priorities, and become more responsible.

Likewise, Mariano et al. (2022) also showed that part-time jobs could help students in this way. Having a job pushed them to structure their time wisely, and in doing so, they gained useful skills like teamwork, communication, and problem-solving that they might not have learned in a classroom. These experiences shaped them into more capable and confident individuals. Reith-Hall and Montgomery (2023) clarified that most working students improved their communication skills and were better at communicating with others compared to those students who did not work.

Student Academic Success when Grouped According to Profile

Table XII shows the difference of working students' academic success when grouped according to their profile. Understanding the relationship between working students' profiles and their academic success is an important data for researchers as it can inform targeted support services, identify at-risk student groups and enhance policy-making which can eventually help in improving the outcomes of working students and a support service for them.

Table XII The Extent of Student Academic Success in Terms of Skills Development					
Source	SS	DF	Mean Square	F	Sig.
Age	0.85	3	0.28	2.17	0.10
Year	1.19	2	0.60	4.55	0.01
course	0.23	1	0.23	1.76	0.19

A one-way Analysis of Variance (ANOVA) was conducted to determine whether significant differences exist in academic success among working students when grouped according to their Age, Year Level, and Course.

The ANOVA results reveal that Year Level is the only profile variable that shows a statistically significant difference in working students' academic success ($F = 4.547$, $p = 0.013$). This indicates that academic success varies significantly across different year levels. It is possible that students in higher year levels may have developed more effective time management and coping strategies, or conversely, may face greater academic and work-related pressures.

Meanwhile, no significant differences in academic success were found based on Age ($p = 0.097$) and Course ($p = 0.187$), suggesting that these factors do not meaningfully influence how well working students perform academically.

Table XII shows that year level has a significant impact on academic success, whereas age and course do not. This suggests that as students' progress through college, they develop better coping strategies to balance work and academic responsibilities. Third-year students may have more experience managing deadlines, adapting their study habits, and using their work experience to enhance their learning. In contrast, first-year students might struggle more, having just started juggling work and school.

Garcia and Reyes (2018) pointed out that working students' academic performance at various year levels, upper-year students typically improve their time management and coping mechanisms, which in turn leads to better academic results. In a similar, Chen et al. (2020) clarified that workload and academic experience affected student performance. Furthermore, Martinez and Cruz (2023) emphasized that the relationship between academic achievement and student year level, highlighting that freshmen frequently find it difficult to balance work and studies.

Relationship Between Work Study Balance and Academic Success

Table XIII shows the relationship between work-study balance and academic success of working students. Understanding this data is important because the relationship between work-study balance and academic success of working students helps the educators, policymakers, and students identify optimal balance points, develop effective support strategies, and minimize negative impacts on academic performance, which can eventually enhance student performance outcomes.

Table XIII Relationship Between Work-Study Balance and Academic Success

Work Study Balance	r	.437**
	p-value	<0.001
Benefits	r	.658**
	p-value	<0.001
Challenges	r	.216*
	p-value	0.028
Finances	r	.476**
	p-value	<0.001

Note. Correlation is significant at the 0.01 level (2-tailed).

The results show a moderate and statistically significant positive correlation between overall work-study balance and academic success ($r = .437$, $p < .001$), suggesting that students who are able to effectively manage both work and study responsibilities tend to perform better academically. Among the subcomponents, the perceived benefits of being a working student exhibited the strongest positive correlation with academic success ($r = .658$, $p < .001$). This implies that students who recognize advantages—such as enhanced time management, independence, and real-world experience—are more likely to succeed academically.

Finances also showed a significant moderate correlation ($r = .476$, $p < .001$), indicating that financial support or stability from working contributes positively to students' academic outcomes.

Interestingly, Challenges also had a significant but weak positive correlation ($r = .216$, $p = 0.028$), suggesting that even though working students face difficulties, those who can acknowledge and navigate these challenges may still perform well in their studies.

The findings support the idea that a well-managed work-study balance—especially when students perceive tangible benefits and financial gains—can enhance academic performance. These insights highlight the importance of institutional support systems, such as flexible schedules, counseling, and academic advising, to help working students maintain a healthy balance and succeed in both domains.

These findings highlight the importance of targeted academic support based on students' progression through college, particularly for those early in their academic journey who may still be adjusting to the dual demands of work and study. It may also inform institutions in refining their interventions, such as mentorship programs or flexible class schedules, tailored to students' academic stages.

The study by Višnjić et al. (2024) shows that relative age, year, and course are often overlooked as variables when organizing school groups or analyzing academic outcomes. Academic achievement, which encompasses the knowledge, skills, and abilities a student acquires throughout their educational journey, is typically assessed through standardized tests and other evaluative measures. These assessments provide a snapshot of a student's learning and understanding, yet they do not always account for the diverse backgrounds and experiences that students bring to the classroom. By considering factors such as age, year, and course of study, educators can gain a more comprehensive understanding of academic performance and tailor their approaches to better support all students in reaching their full potential.

On the contrary, the study by Lessky et al. (2022) indicates that increasing number of working students can be attributed, in part, to shifts in the socio-demographic and socio-economic characteristics of the student population. While many studies have traditionally focused on factors such as gender, age, parental educational attainment, and ethnicity, there is a growing recognition of the need to understand the university experience in a broader context. This evolving perspective acknowledges that combining academic studies with work and other responsibilities has become more commonplace. However, research indicates that time-consuming employment can have a detrimental impact on academic success, particularly concerning final year marks, degree outcomes, and credit accumulation. Many working students find it challenging to balance their job responsibilities with their academic commitments, which can lead to increased stress and lower performance. As such, it is essential to consider these dynamics when examining the experiences of working students and to explore strategies that can help them navigate the complexities of balancing work and study effectively.

Table XIII confirmed that a well-managed work-study balance contributes to higher academic success, particularly when students recognized the benefits of working ($r = .658$) and maintain financial stability ($r = .476$). This aligns with Table 15: as students move to higher year levels, they gain experience and confidence in managing their schedules, leading to improved academic performance. Even challenges ($r = .216$) showed a weak but significant positive correlation suggesting that overcoming work-study struggles can lead to resilience and success.

The study by Author (2024) showed that work-study jobs play a crucial role in supporting students by helping them manage their educational expenses while also allowing them to focus on their academic priorities. These positions are often closely aligned with students' career aspirations, offering them valuable hands-on experience and skill development that can significantly boost their appeal to future employers. Moreover, work-study programs benefit the students and enhance the institutions that employ them, fostering a positive impact on the surrounding community.

The study by Waggoner (2024) that having a job during college years can offer several advantages such as increased earning potential after graduation and even improved academic performance there is a critical tipping point where excessive work can become harmful. This suggests that while part-time employment can be beneficial, it's essential for students to find a balance that allows them to manage their academic responsibilities effectively without compromising their educational outcomes.

Pagon and Ponce (2021) clarified that work load, study habits, and financial constraints affects the academic performance of working students. It emphasized that time management and self-motivation is important to achieve academic success despite of work commitments.

CONCLUSIONS

Most working students are in their early college years, but older students also work, possibly due to higher expenses or better time management. The course they take doesn't affect their decision to work. Many of them do similar jobs, usually in service or freelance work because these are easier to get.

Part-time jobs help students grow and support their daily and school expenses. Even though balancing work and studies is hard, the income they earn is a big help.

Students with part-time job can still do well in school. Many get good grades, join school activities, and finish their courses. Their jobs also teach them useful skills like communication and problem-solving.

A student's demographic background, such as age or academic program, does not significantly affect their ability to succeed academically. This means that regardless of these factors, students who apply effective study habits and time management strategies can achieve strong academic performance. Ultimately, personal effort and adaptability play a more crucial role in determining academic success than external demographic characteristics.

Students who managed their time well between work and school tend to do better in their studies. It highlights the importance of achieving a balance between work and study responsibilities for academic success among working students. By recognizing the benefits of being a working student, such as enhanced time management and real-world experience, and having financial stability, students can balance better between challenges of work and academics.

RECOMMENDATIONS

Academic communities and educational institutions may develop flexible academic programs to help working students manage schedules, offer career guidance, and improve support services specifically for working students. Also, forming partnerships in related industries can help working students achieve relevant work experiences related to the Course. Institutions can adopt the following policy interventions to support working students:

Short-term Interventions

Offer a flexible class schedules, online courses, or part-time programs to accommodate work commitments. Provide one-on-one or small group tutoring sessions to help students catch up on coursework or address specific learning needs. Establish a clear expectations and provide motivation for students to meet behavioral goals, such as attendance or academic performance targets. Organize peer-led support groups or mentoring programs to help students connect with peers who share similar experiences and challenges ¹.

Long-term Interventions

Develop specific plans that outline specific learning goals, accommodations, and support services required to help students succeed. Implement a multi-tiered framework that focuses on creating a positive school climate by reinforcing and teaching appropriate behaviors. Encourage structured group activities that promote social interaction, engagement, and teamwork skills. Foster partnerships with parents and the community to provide additional support and resources for students. Offer training and support for educators to develop strategies for supporting working students, such as differentiated instruction and behavioral interventions.

Additional Strategies

Regularly track student progress and adjust interventions as needed to ensure students receive targeted support. Recognize and celebrate student achievements to boost motivation and engagement. Ensure consistency in implementing interventions and provide ongoing support to students.

Employers can offer flexible work schedules to support students' academic commitments. They can also provide mentorship and skill development opportunities for working students.

Policymakers can implement policies supporting work-study balance, allocate resources for student support services, and encourage industry-academia collaborations.

Families and friends can offer encouragement and understanding to help working students manage stress and pressure. They can also assist with household chores, meal preparation, or other responsibilities to minimize students' workloads.

Working students should prioritize time management and organization, seek support from academic institutions and employers, use work experiences for skill development.

Future researchers may replicate this study in different context or explore other ideas of work study balance that were not included in this study.

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