EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

THE RISE AND FALL OF WORKING STUDENTS AMIDST COVID-19 PANDEMIC

Jestoni P. Trozo[1]

[1] *Student, Master of Arts in Education major in Teaching Social Studies, Holy Cross of Davao College*

Article DOI: https://doi.org/10.36713/epra17261
DOI No: 10.36713/epra17261

ABSTRACT

The researchers aim to identify the different underlying struggles to the working students when the covid-19 became a pandemic that resulted into lockdowns and shutdown of different educational institution. Qualitative approach is being used in this research in which involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It is applicable to gather in-depth insights into a problem or generate new ideas for research. We have ten (10) participants which are all qualified to be one. We the researchers formulated an virtual interview anchored on the research questions. We gathered themes, and sub-themes through Thematic Content Analysis which assist the descriptive qualitative data presentation. The two major themes are the struggles of the working students and coping mechanisms. The sub-themes are financial struggle, time management, resilient working student, personal strength, and family as a support network. Majority of the respondents had experienced financial and time management struggle during the covid-19 pandemic. The majority of them also reiterated that their source of motivation is their family. With all the challenges they have encountered, they remained motivated through the help of their different support system like their family. Hence, the study demonstrates the struggles as part of the process of a working student.

KEYWORDS: *the rise and fal, working students, amidst covid-19 pandemic*

INTRODUCTION

Studying while working at the same time is a very challenging task for students. Maintaining both a good grade and a good performance in the workplace is somewhat a tedious thing to do. In addition to that is the sudden emergence of the covid-19, which caused the global pandemic that brought crises affecting many working students. Amidst all the efforts of the institution to help the students, untoward challenges persisted.

According to (Weiss, 2017), the shutdown of schools, compounded by the associated public health and economic crises, poses challenges to students and their teachers. Our public education system is unprepared to cope with a situation like this— lack of structures to sustain effective teaching and learning during the shutdown and provide the safety net supports that many children receive in school. While little shows the exact impacts, it is more obvious that the academic performance of many children is deteriorating during the pandemic, along with their progress on other developmental skills. We also know that, given the various ways in which the crisis has widened existing socioeconomic disparities and how these disparities affect learning and educational outcomes, educational inequities are growing. As a result, children who already struggle to learn effectively and thrive in school under normal circumstances are now finding it more difficult, even almost impossible, to receive efficient instruction. And they are experiencing additional interruptions.

The 2020–2021 school year is now underway, and with many schools remaining physically closed, there are more unsettling realities to attend through if we are to meet the crisis head-on. If students are incapable of seeing their temporary interruptions and fail to sustain to avoid losing lost ground, if teachers are to do their jobs effectively during and after the pandemic, and if the education system is to deliver on its excellence and equity goals during the phases of this pandemic, it will be critical to identify which students are struggling most and how much learning and

development they have lost out on, which factors are impeding their education, what problems are preventing teachers from teaching these children, and, very critically, which investments can address these challenges,

In the Philippines, the Department of Labor and Employment stated that at least 2.6 million employees have already been briefly or permanently displaced from their jobs. Department of Labor and Employment estimates that around 5 million Filipinos would lose their jobs to the pandemic. Meanwhile, a few lawmakers provide a larger estimate of 10 million similarly, but exact figures on youth unemployment due to the pandemic remains unrevealed. We can all agree that younger Filipino people are not resistant to financial fallouts resulting from this technology's biggest fitness crisis. The offerings quarter hits the hardest with the aid of COVID-19, consistent with labor Secretary Silvestre Bello III, who said that greater than half of all hired Filipinos belong to this zone. In fact, among Filipino working teenagers ages 15 to 24, the general public operates inside the offering's region. It totaled to around 3.8 million younger workers, the 2017 labor information confirmed. The jobs below this area include the following: wholesale and retail change, lodging and administrative services, statistics, and communication, amongst others. Those operating in tourism, restaurants, and transportation have suffered the most (Bello, 2020). At worst, day-by-day salary laborers are not earning at all at some stage in the COVID-19 lockdown due to business enterprise regulations like no work, no pay. Mobility restrictions have also made it difficult for lots of employees without a stable source of earnings, working students are dropping their capacity to pay for fundamental wishes along with meals, haven, water, and medicinal drug. The fragile state of unemployed youth during COVID-19 plan international. (Rodriguez F., 2020)

Meanwhile, the City of Davao stated that one of the powerful impacts of the coronavirus pandemic is the lack of opportunities or resources for students, especially working students. The lockdowns imposed at the onset of the pandemic impact the city's economy, resulting in closures or retrenchments by companies that can no longer stand losses. (Ramos, 2021)

In Davao Region, the low paces of the examination achievements are the focal worry of the Department of Education (DepEd). (Ramento, 2011) stated that the decreasing instructive fulfillment of the understudies in the City of Davao was because of a low compensation which drives the understudies to join working and considering. Subsequently, the understudies that have monetary issues are investing more energy working than examining, and along these lines, they achieved horrible scores and poor execution in school.

According to the discoveries from the examinations directed by (Williams, 2014) - budgetary needs, fast track fundamental necessities, and help the understudies achieve their future targets are the reasons behind understudies' work. The study supported the same investigation of (Furr and Elling, 2002), where the motivation behind why the understudies work low maintenance is because of monetary issues. Besides these reasons, there were likewise outcomes of working while at the same time examining, and that is as per the discoveries of the investigation of (Darolia, 2014), where understudies take less ascribes in school in light of work obligations. Accordingly, the understudies lost the certainty to enlist and began to get a steady line of work. The U.S. Authority of Labor Statistics (2013) discovered 34.1 percent of secondary school understudies that graduated between January and October 2013 are presently essential for the labor force. Explores about working understudies are generally led at colleges in created nations. Those who investigate need information about how functioning understudies face their regular day-to-day existences and how they vanquish each difficulty they experience.

According to the investigation of (Ruhm, 1997), the importance of comprehending the impacts of working understudies in the public arena stimulates a pace of working understudy. It arrives at an unusual state provided that employing work begins to show the adverse consequences as the latter ascribes to it similarly diminishes educational satisfaction and academic execution. Findings such as that are accurate among young workers without school preparation. Then again, if working at a younger age ends up being a positive part of the economy. At that point, the high pace of working understudy could add to benefit holes noticed sometime down the road. Since there are numerous potential ends, the scientists need to see the failures of this work with the goal that the analyst will want to investigate the encounters of the working understudies and to have the option to see what a functioning understudy is. This examination studies how the understudy makes approaches to boost their time in working and in examining. The said concentrate additionally means to research and recognize understudies' encounters while working. They are beginning

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

at how troublesome their circumstance is. Then, the issues they experience. At that point, how they arrange and adapt to such challenges. At long last, to give an answer that may help the functioning understudies in a matter of seconds.

The research study answers the questions in which being anchored in determining the different struggles being experienced by working students amidst the covid-19 pandemic, and it is summarized as follows:
1. What are the struggles of working students amidst the covid-19 pandemic?
2. How these working students survived amidst the covid-19 pandemic?
3. Base on the findings, what are the lessons learned to endure the struggles of the working students amidst the covid-19 pandemic?

METHODOLOGY

Research Design

The study uses a qualitative approach. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It is applicable to gather in-depth insights into a problem or generate new ideas for research. Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis. This research is prevalent in the humanities and social sciences, anthropology, sociology, education, health sciences, history, etc. Qualitative research specializes in how people experience the world, Bhandari (2020).

In this phenomenological study, the research questions made by the researchers were all accurate. The instrument applied in this qualitative phenomenological study is the in-depth virtual interview. The questions are composed and asked in English, and they can utilize the language they were comfortable with for them to be able to convey what they want to express without uncertainty.

Research Participants

After a thorough selection of qualified participants for the research study, the researchers reached out them through the messenger app to begin the data collection needed for the study. The researchers provided the participant's information sheet for the latter to be aware that they have the right to refuse and make sure that their participation is voluntary. After the participants agreed to participate, an immediate guarantee that the data they will provide to the researchers shall confine with the following: confidentiality. They were not required to disclose their identifying details. The chosen participants consisted of ten (10) college students under the Education program in The Rizal Memorial Colleges Inc. Purok 5, Lopez Jaena & F. Torres Streets, Poblacion District, Davao City. Two (2) Social studies majors, two (2) Filipino majors, one (1) Math major, three (3) Generalist, and two (2) English major students who are working while studying during the pandemic. All participants should be working while studying and qualified to be the participant. The information provided by the participants seizes full disclosure in which involves disclosing one's personal information or presented data.

Data Analysis

Analysis of the interview transcript began with microanalysis; open coding based on scrutiny of data. The data obtained from the interviews were transcribed and analyzed. First, each recording of an interview was transcribed verbatim. The researchers translated the interview into English and transcribed it. Once significant data is found, thoughts are written in a different color in the transcript. Second, the researchers read and reread the transcript several times to look for patterns between the two groups, and coded units of important words (Erlandson, Harris, Skipper, & Allen, 1993). Open coding involved reading the transcript line by line and important words and phrases were highlighted and labeled.

As soon as the data were gathered and transcribed for analysis, phenomenal themes were extracted and constant comparison analyses were used. The accounts then are transcribed verbatim and responses were sorted out, reflected, enhanced, and presented in a revised shape to the reader (TilahunNigatu, 2009). Analysis of data in research involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features (Hancock, 2007). (Zhang and Wildemuth, 2007), adding that qualitative content analysis is any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core

consistencies and meanings. Data analysis using a method that includes data reduction, data display, conclusion drawing, and verification are a few examples.

The compared and cross-checked information for consistency was reviewed by the participants every after the interview by the researcher. Participant's feedback confirmed the findings and helped proved that each summary of the interview session is accurate and it ensures that the researcher is asking the right questions.

RESULTS AND DISCUSSION

In this chapter, the summary of the study is presented. From the summary of findings, we drew the implications for future directions.

The purpose of our study was to explore the experiences of the workings students amidst the covid-19 pandemic. We also intended to explore the struggles and insights derived from the experiences of the participants which are vital in understanding how they cope with the struggles and become resilient in challenging times such as a pandemic.

Using Thematic Content Analysis (TCA), there were two (2) major themes emerged from the participant's narrations. These are the struggles of the working students and coping mechanisms in enduring the struggles. In each major theme, they created sub-themes. From their struggles, themes were financial struggle, time management, and resiliency. The second major theme is how the participants get through the struggles they have experienced during the covid-19 pandemic that would attribute to resilience. These are strengthening their personal strength and family as a support network.

The results of my analysis disclosed the following features. During the interview, the participants affirmed that they need to do well both in their studies and job. However, unexpected circumstances have emerged during the covid-19 pandemic wherein working students were among the greatly affected individuals.

The participants involved experienced different struggles during the covid-19 pandemic, those were financial and time management. They have narrated how they were able to withstand financial struggle, and that is through findings of a new source of income and involving their selves to different sidelines that would give them extra income. In managing their time, they stated that they have to be well-disciplined in using their available time. Create a timetable to equally distribute their time to the things that they need to do, both in school and the workplace.
Having their family as a support network during the covid-19 pandemic has become an advantage for the participants. It became one of their coping mechanisms to survived the underlying problems being brought by the pandemic. The support from their family and friends fueled them to continue being resilient. Despite the different struggles being encountered, they still manage to find something to grip on and something to make their eagerness burning regardless of the difficulties they have experienced.

Strengthening personality attributes and support systems within their circle enables them to conquer and overcome adversity. The need for working students to continue to develop expertise in time management will bring positive outcomes as they continue their journey in getting their diplomas.

This study gives an overview of the experiences of working students not just daily but the whole context of being one. The possible ways in withstanding the struggles they have been experienced are also being given importance in this study.

Future Direction

Since this study was limited to ten (10) working students' participants enrolled in The Rizal Memorial Colleges Inc. F. Torres and Lopez Jaena Streets, Davao City amidst covid-19 pandemic, the following implications for future researches are forwarded:

The future researcher is encouraged to further investigate in-depth look at how working students cope with their struggles. This research identified many new potential themes that can be explored in the future, including academic performance, learning style, the effectiveness of studying while working, and the role of the family in motivating

working students. These themes were unexpected and provide many provisions for thought. The findings of this research are the beginnings of a greater understanding of how working students can continue to be resilient and stay motivated from whatever struggle they might encounter in achieving their goals.

The data derived from the participants can be utilized as a tool for the school to develop policies to understand the situation of every working student enrolled in their institution. Can be used as a guide in understanding resiliency and promoting guidelines to provide an understanding of the different struggles being faced by working students during challenging times, such as the covid-19 pandemic. This would help employers and educators to take a proactive stance in helping the working students in alleviating their burden and stress.

This research provides a compass to guide those who are planning to work while studying, as well as a visualization of the struggles being faced by working students.

REFERENCES

1. *A phenomenological research design illustrated - Thomas Groenewald, 2004. (2016, November 29). SAGE Journals. https://journals.sagepub.com/doi/full/10.1177/160940690400300104*
2. *Aucejo E, French J, Araya M, Zafar B, (2020) The impact of COVID-19 on student experiences and expectations: Evidence from a survey. PubMed Central (PMC). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7451187/*
3. *Byrne D. (2016). Working while you study: Common student jobs. Top Universities. https://www.topuniversities.com/blog/working-while-you-study-common-student jobs?fbclid=IwAR0qBJFBsWtOnhj88lPengt92HFTqq38OoMdQhkliS4EvyE9MLt2KbI0c8*
4. *Cazares, C. (2017, January 17). Stressors that weigh on working students. Talon Marks. https://www.talonmarks.com/blogs/2016/05/18/the-effects-of-beingaworkingstudent/?fbclid=IwAR14BTbFYCUNQ 12St0ypzFUvbSfAWY3VRzE5JXfSQGiRiTUPrdqTR_bZlc8*
5. *COVID-19 and student performance, equity, and U.S. education policy: Lessons from pre-pandemic research to inform relief, recovery, and rebuilding. (n.d.). Economic Policy Institute. https://www.epi.org/publication/the consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we learn-from-pre-pandemic-research-to-inform-relief-recovery-and rebuilding/?fbclid=IwAR1PYe8b_WipTeGd1PrIom0QRjsbtJW56xlnbVJLbSCsLMJa6g9rt9EVTl8*
6. *Davao City's 'Tulong Dunong' gives relief to students in health crisis. (2021, January 27). City Government of Davao. https://www.davaocity.gov.ph/covid-19/davao-citys-tulong-dunong-gives-relief-to-students-in-health crisis/?fbclid=IwAR1ixWXQi0lcYvxY7Dy5kqqTdogUpNgHBWVdWUeeYyjR2vdC_ZnpyL9Ok-c*
7. *De Valde S, Buffel V, Bracke P, Hai G, Somogyi N, Willems B, Wouters E. The COVID-19 international student well being study. 2021. (2021, January 7). SAGE Journals. https://journals.sagepub.com/doi/full/10.1177/ 1403494820981186*
8. *Eggens, L., van der Werf, M.P.C. & Bosker, R.J. The influence of personalnetworks and social support on study attainment of students inuniversity education. High Educ* **55,** *553–573 (2008).https://doi.org/10.1007/s10734-007-9074-4*
9. *Esteban M. Aucejo & Jacob F. French & Maria Paola Ugalde Araya & Basit Zafar. (2020, February 2). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. Economics and Finance Research | IDEAS/RePEc. https://ideas.repec.org/p/nbr/nberwo/27392.html?fbclid=IwAR01AlLKHJS-fwnHm0k5jFUTos0g VnVGNwINgL-dxHwSBdNcugBMCZiLCw*
10. *Finding the motivation to pursue, and finish, your education. (2017). Colorado State University Online – Together. We Continue.https://blog.online.colostate.edu/blog/uncategorized/finding-the-motivation-to-pursue-and-finish-your education/?fbclid=IwAR3QRQn8hwYR NeBws1N8nnXYbHd3GOxxBFiS4nFz4gA6wZZS47uGhgZFUdk*
11. *How does self-determination theory explain motivation? (2021). Verywell Mind. https://www.verywellmind.com/what-is-self-determination-theory-2795387*
12. *How your support network can help you thrive at University. (2019, July 11). ChloeBurroughs.com. https://chloeburroughs.com/support-network-help-thrive-university/?fbclid=IwAR2rZE Dl_yniiGJyfyvK0j5nPjA9viHXy2Ty6tjUVeLqwd3YJnvybGQ_3E*
13. *Impact of the COVID-19 pandemic on working students: Results from the labour force survey and the student lifestyle survey. (2021, March 4). Wiley Online Library. https://onlinelibrary.wiley.com/doi/10.1002/ 13489585.12209?fbclid=IwAR1j_enBrkCYDnPQIKEU4t_2BFYd9-Ie5WIkJK-vV9_WNV-59jfbIoPubRo*

14. *Liotine, A., & Magee, M. (2020, September). Student resilience during times of crisis. Academic Advising Today, 43(3). https://nacada.ksu.edu/Resources/Academic-Advising- Today/View-Articles/Student-Resilience-During-Times-of- Crisis.aspx?fbclid=IwAR0J_EDvIPmcUW_FiEOKWkI8_BQZPM4jDtzKt rTX0ckeSbOIpDB6VpZSYo0*
15. *Reiners GM (2012) Understanding the Differences between Husserl's (Descriptive) and Heidegger's (Interpretive) PhenomenologicalResearch. J Nurs Care 1:119. doi:10.4172/21671168.1000119https://www.hilarispublisher.com/open-access/understanding-the-differences-husserls-descriptive-and-heideggers-interpretive-phenomenological-research-2167-1168.1000119.pdf*
16. *Roksa, J., Kinsley, P. The Role of Family Support in Facilitating AcademicSuccess of Low-Income Students. Res High Educ* **60,** *415–436 (2019). https://doi.org/10.1007/s11162-018-9517-z*
17. *Selfdetermination.(2004).CYCNet:TheInternationalChildandYouthCareNetwork.https://cycnet.org/cyconline/cycol 104-self-determ.html?fbclid=IwAR0AeJ5dcirj_Jx-QyRMTc3zGaOmIFpazqi9xvu9Fow_eHvKOak_2jGyfKI*
18. *Student experiences during the pandemic pivot. (2020, July 14). Ithaka S+R. https://sr.ithaka.org/publications/student experiences-during-the-pandemic-pivot/*
19. *Study habits - Term paper. (n.d.). Free College Essays, Term Paper Help, and Essay Advice TermPaperWarehouse.com. https://www.termpaperwarehouse.com/essay-on/Study-Habits/515623 Teacher education in times of COVID-19 pandemic in Portugal: National, institutional andpedagogical responses. (2020). Taylor &Francis.https://www.tandfonline.com/doi/full/10.1080/02607476.2020.1799709*
20. *Time management for students. (2013). QualifaX National Learners database. https://www.qualifax.ie/index.php?option=com_content&view=article&id=180&Itemid=205&fbclid=IwAR1prRP pzvFduzA7V7nzN6mjKUyvOp4VpfNLbr-9fc5csHoyyf5VcyK7WU*
21. *Time management learnings from working students. Kyle Curtis (2021, January 12). Student Assembly. https://www.studentassembly.org/what-working-students-learned-about-time-management/?fbclid=IwAR3aHE5 cI7Cmj5PBykwJbxUiaj2ACCP3vfhPNZYrF8wHjCvAby_p4wexoI*
22. *The components of resilience – Perceptions of an Australian rural community. (2010, November 1).*
23. *ResearchGate.https://www.researchgate.net/publication/229943409_The_components_of_resilience Perceptions_of_an_Australian_rural_community*
24. *The fragile state of unemployed youth during COVID-19. (n.d.). Plan International. https://plan international.org/blog/2020/06/fragile-state-unemployed-youth-during-covid-19*
25. *The impact of COVID-19 on student experiences and expectations: Evidence from a survey. (2020, August 27).*
26. *PubMed Central (PMC). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7451187/ ?fbclid=IwAR3MzjJir2Vhw4N590mP3c0y-CNB-j9BY2-PWeFWpUUlOFCcid748EDKBJs*
27. *The relationship between work during college and post college earnings. (2019, December 10). Frontiers. https://www.frontiersin.org/articles/10.3389/fsoc.2019.00078/full?fbclid=IwAR26Zh9diicKtis13t68Sk1TCnC3I48 bBczAL65BOrDU3BQdEvDSxwLyZQ*
28. *The role of family support in facilitating academic success of low-income students. (2018, June 30). Research in Higher Education. https://link.springer.com/article/10.1007/s11162-018-9517 z?fbclid=IwAR1cSIxbd4tqpYgZBh2OL9jP6kcBdW3XvpUbFRRbX4kPUf5BxTmTIEPZVPE*
29. *The top 7 life-changing benefits of working while studying. (2018, September 28). Let's Reach Success. https://letsreachsuccess.com/working-while studyingadvantages/?fbclid=IwAR0vYXkorET4Rhgz713PiAGG6dcE8vl3hpnGuXxts4O9yLVzr2wCuEC-m4*
30. *Tsurugano S, Nishikitani M, Inoue M, Yano E. Impact of the COVID-19 pandemic on working students: Results from the labour force survey and the student lifestyle survey. (2021, March 4). Wiley Online Library. https://onlinelibrary.wiley.com/doi/10.1002/1348-9585.12209*
31. *Ways to increase self-determination skills in students. (2020). Education - Seattle PI. https://education.seattlepi.com/ways-increase-selfdetermination-skills-students-5964.html*
32. *What is qualitative research? | Approaches, methods & examples. (2020, June 22). Scribbr. https://www.scribbr.com/methodology/qualitative-research/*
33. *Why your support system is important for your success. (2020, January 27). Herzing University. https://www.herzing.edu/blog/why-your-support-system-important-yoursuccess?fbclid=IwAR12Rt4b0dEumuT k591Q8VDHuowRSz6Ef4ajRxTnKwTtVn5htIRWGrVoMHE*
34. *Working while studying: The impact of term-time employment on dropout rates. (2013, December 18). Taylor & Francis.https://www.tandfonline.com/doi/abs/10.1080/13639080.2013.869311?fbclid=IwAR1wqrhIr3HVSBiSK7q 4-07BAm6wQnDHUxB_SZyATI857R54Ik2JmmRyh4*
35. *Working while studying. (2014, February 1). Working while studying | Institute for Employment Studies (IES).*

https://www.employmentstudies.co.uk/news/workingwhilestudying?fbclid=IwAR2I4smBHbtW116ZFH9p8Haz2iSbTaWFtX60jY615cJ5OUBYPEL5afvl4

36. *10 steps to reach financial stability. (2019, July 23). SmartAsset. https://smartasset.com/retirement/10-steps-to-reach-financial-stability?fbclid=IwAR3vpYKnmuqwENjcVWt5qY0vLU1UU2kXSe9lEjRKteITfEcYCRPVIHq_YGc*