

## WORKING WHILE STUDYING: A DESCRIPTIVE STUDY OF WORKING COLLEGE STUDENTS

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### Abstract:

This study focused on the investigation to know if the students’ are experiencing the aspect of working while studying at Eastern Samar State University-Guiuan Campus. The study shows the perception of students on working while studying. Moreover, the study also indicates the reasons why they engage on working and the impacts of being employed to their academic performance. The study focused on the undergraduate students of Eastern Samar State University Guiuan Campus.

The data obtained from the survey questionnaires were consolidated, organized and tabulated accordingly. They were analyzed, and interpreted utilizing suitable statistical tools.

Based on the results of the study, the following recommendations were given: For the University, to improve provided services in order to help students (1) engage in working while studying, (2) help students to achieve the balance between working and academic performance. For the Faculty Members let the students encourage to participate and engage of different skills so that they may be able to have positive experiences on working for income. For the Future Researchers to conduct a similar study using other variables that are believed to have a similar topic, so that there will be comparison of the results.

*Keywords —Working Students, Work and School, student employment*

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### I. INTRODUCTION

#### Background of the Study

The practice of undergraduate full-time students engaging in working while attending school is an increasingly common practice globally and within the United States, approximately 40% of full-time undergraduate students 16 to 24 years old were employed in October 2012, of which seven percent worked 35 or more hours per week, 18% worked 20 to 34 hours per week, and 15% worked fewer than 20 hours per week U.S. Department of Education, National Centre for Education Statistics, (2014).

Employed students have poor class attendance records, experience high stress levels, spend less time studying, and achieve lower than expected grades.

Schoffstall, all further indicated that students who engage in employment and study concurrently have difficulty balancing both areas successfully.

According to Robotham (2012), students who are employed place great emphasis on their jobs to the extent that their academic performance becomes compromised.

Tessema et al. (2010) examined the effects of paid employment on college students’ satisfaction and GPA, and found that students who were not engaged in paid employment had a higher GPA and higher satisfaction than the students who were employed.

Guo (2014) reported that students who were employed while attending college experienced decreased academic performance, but they were better positioned to receive post-college job offers prior to graduation

than their non-working colleagues. Guo study showed that students' term-time working behavior is chiefly driven by students' financial needs and their enthusiasm to acquire valuable practical knowledge and skills, which could make them more employable and competitive in the labor market.

The importance of this study is to know if the students are good enough regarding to the role working as a student in academic performance. This study will help us to recognize the abilities of the respondents if they are overcome the hardworking especially in terms of competencies and achievements regarding in the academic performance

### **Statement of the Problem**

This study aimed to determine the level of students engaged in working while attending classes in Eastern Samar State University Guiuan. Specifically, the study will attempt to answer the following:

1. What are the reasons of engaging students on working while studying?
2. What are the impacts of working as a student on academic performance?

### **Scope and Delimitation of Study**

This study aims to find out the effects of working while studying, and Academic Performance of the students of Eastern Samar State University Guiuan. The findings from this study have the potential to affect positive social change.

The implications for positive social change could include an improvement of students' academic performance that further results in increased persistence rates, graduation rates, and improved post-graduation employment opportunities for hospitality students.

Students from the different programs/courses of Eastern Samar State University Guiuan will be selected as respondents of the study. The researchers will conduct a survey and test using a survey questionnaire retrieved and developed by researchers according to the purpose of the research.

### **Significance of the Study**

The study beneficial to the following:

**To the University** - the result of the study will be a good contribution to the research and extension office and might be a great help for performance of the school during the accreditation.

**To the Faculty** - the result of this study will give a significant comparison to the performance of each students in class. This will give a useful insight on how to approach students working while studying and how to develop effective teaching to those working students for them to still relate and recap the lessons taught.

**To the Business Owners** - this study will give business owners and companies insight on what is the current situation of the working students involve. This will help them understand the status of working while studying so they can be able to adjust the working schedule of the said employee.

**To the Working Students** - the output of the study will give a much motivational insight to finish the studies despite of a conducting schedule in class and in work.

**To the Students** - the result of the study will benefit all students of the university. The result of the study may give a useful insight especially to those who are rendering working while studying and may give significant factor concerning the academic performance of an individual enrolled in this university.

**To the Future Researchers** - the result of this study may be useful for the next researchers. The literature and the ideas stated here in might be significant to the next evolution of research and might also be useful for the revision of the said topic.

### **Definition of Terms**

For the purpose of this study, the researchers find it necessary to give definitions of terms to have a clearer understanding of the utilized in this study.

**Academic performance.** Academic performance refers to "how students deal with their studies and how they cope with or accomplish different tasks given to them by their Teachers "(Isaac, 2011)". In this study the term is define as the outcome of how well students perform on activities, examinations, assignments, projects, and tests during the semester that results in their GPA. The term academic performance is used in

the literature interchangeably with academic achievement, and academic success.

**Full-time student.** In this study the term is defined as “A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term” is considered a full-time student (Integrated Post secondary Education Data System, 2015).

**Students perceptions.** In this study the term refers to the students’ explanations and interpretations of the outcomes of employment while studying. Specifically, the term refers to “gains and/or losses from term-time working; students’ explanations about the significance of these gains and losses to them; and students’ interpretation about the relationship between term-time working experience and their academic and labor market performances” (Guo, 2014)

## **II. RELATED LITERATURE AND STUDIES**

### **Related Literature**

To intensify the knowledge and clarity on the perception of the problems, a number of books and periodicals were read to gather insights which were used by the researchers in conceptualizing this study. Those which have been found relevant are hereby presented.

According to Tinto, et al. (2014) reported negative effects of employment on students’ academic performances by stating, “Employment not only limits the time one has for academic studies, and it also severely limits one’s opportunities for interaction with other students and faculty. As a consequence, one’s social integration as well as one’s academic performance suffers”. From a positive perspective, stated that “students gained job skills, experience, knowledge of a variety of jobs, a sense of accomplishment, a feeling of responsibility, and money for personal and school expenses because of working in paid jobs while they are in college.

Astin, et al. (2008) he found negative outcomes associated with forms of involvement that “either isolate the student from peers or remove the student physically from the campus Astin called these types of negative outcomes non-involvement, and listed “living at home, commuting, attending part-time, being employed off campus, being employed full-time, and watching television as components of non-involvement. Employment hours affect student engagement with academics. According to Astin, et al. (2008) "retention suffers if the student works off campus at full-time job.

Because the student is spending considerable time and energy on non-academic activities that are usually unrelated to student life, full-time work off campus decreases the time and energy that the student can devote to studies and other campus activities full-time job. Because the student is spending considerable time and energy on non-academic activities that are usually unrelated to student life, full-time work off campus decreases the time and energy that the student can devote to studies and other campus activities.

Pike et al., (2000) investigated the relationships among first-year students’ employment, and academic achievement using data from the 2004 National Survey of Student Engagement sampled approximately 560,000 students who attended 473 4-year colleges and universities nationwide. The results of the study revealed that first-year students paid employment had a direct relationship to students’ grades in that the students who worked 20 hours or less weekly did not have significantly different grades than the students who did not work. In contrast, the students who worked more than 20 hours per week had significantly lower grades than the students who did not work or worked less than 20 hours weekly. The results of the study also showed that employment of more than 20 hours on or off campus significantly and negatively impacted grades. Working for pay for more than 20 hours weekly can be disadvantageous to the academic success of first-year students, while student employment of 20 hours or fewer on campus can positively impact students’ academic achievement.

Tessema et al. (2014) examined the effects of paid employment on college students’ satisfaction and GPA and found that students who were not engaged in paid employment had a higher GPA and satisfaction rate than the students who were employed. Tessema et al. found that students who worked more than 11 hours weekly experienced decline in their GPA, even though the differences in GPA of students who worked 11-15 hours per week, 16-20 hours per week, 21-30 hours per week, and 31 hours or more per week were insignificant. GPA is often taken as the best predictor of a student’s graduation and future educational attainment. The findings support the notion that student employment affects GPA, which in turn affects a student’s graduation time.

Nonis and Hudson (2010) examined the study habits of 163 business students to learn whether there was a correlation between study habits and academic

performance as measured by aggregate GPA. Nonis and Hudson distributed questionnaires to the business students to investigate how they scheduled their study times, their capability to pay attention in class, and how they accessed class notes for studying. The findings from the study revealed that when the students' employment increased during the semester, their academic performance decreased as reflected in their cumulative grade point averages. Although Nonis and Hudson focused primarily on the relationship between study habits and academic performance, the study revealed that excessive time spent in employment negatively impacted student academic performance.

Richardson, Kemp, Malinen, and Haultain (2013) surveyed 1,837 students at the University of Canterbury in New Zealand to determine the effect of term-time employment on university students' academic performance, specifically, the effect of hours worked on student grades. Richardson et al. found that students worked because of financial needs, and that there was no difference in grades between employed and non-employed students, but hours worked had a direct negative effect on the grades of employed students. The students who worked longer hours had lower GPA than the students who worked fewer hours.

Nonis and Hudson's (2010) finding stated that student employment has minimal adverse impact on academic performance when hours worked are not excessive. Not all the research showed that employment has negative effects on GPA. Some findings indicated that employment had either a positive effect or no effect.

Wenz and Yu (2010) surveyed 6,982 full-time students who attended Winona State University, a public university located on two campuses in Southeastern Minnesota between 2004 and 2008. The study examined the impact of employment on academic achievement. The results of the study showed that students worked as a means of financing their higher education and that employment had a modest negative effect on student grades, with a GPA falling by 0.007 points per work hour. The average GPA was 3.07, and the average hours worked was 14.4. Forty-nine percent of students in the sample engaged in term time employment. On average, students who were employed had a 3.12 GPA, while those who were not employment had a 3.03 GPA. Wenz and Yu's findings were inconsistent with Tessema et al.'s (2014) findings that non-working students had a higher GPA than the students who worked, and the number of hours that students worked impacted

academic performance positively and negatively (Richardson et al., 2013).

Dundes and Marx (2006) surveyed undergraduates at a small liberal arts college to determine how off-campus employment affected undergraduates and to what extent its impact varied by the number of hours worked. Dundes and Marx found that the students who were employed 10-19 hours per week exhibited greater academic performance than the students who were unemployed, which was inconsistent with Tessema et al., (2014) who found students who were not engaged in paid employment had a higher GPA and satisfaction rate than the students who were employed.

Dundes and Marx also found that the students who worked 10-19 hours showed greater academic performance than the students who worked longer than 19 hours. Dundes and Marx's findings were consistent with Bugge and Wikan, (2012), Kosi et al. (2013), and Pike et al. (2008). Lang's (2012) comparative study of working and non-working students that considered the number of hours worked weekly by college students found no noticeable differences in students' grades and time spent studying between students who work and those who do not work. The findings showed that the average student who worked whether on or off campus, worked between 16 and 24 hours per week. The results of the study revealed that students who worked many hours weekly appeared to maintain the same grades, participated equally in co-curricular activities, and use the same amount of time to prepare for class as others who worked fewer hours per week. However, the results also revealed that as the time the students spent on working increased, the time they spent on socializing decreased. These findings indicated that even though academic performance for working and non-working students was similar, working students sacrificed their social life to achieve academic performance that matched that of the nonworking students.

According to Creswell (2012), purposeful sampling enables the researcher to select information-rich cases that will allow for in-depth study, providing relevance and meaning to the research. he stated that purposeful sampling is useful in selecting individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

Rubin (2005) recommended that to stimulate meaningful responses from participants, the researcher must be sensitive to participants' situations, build a

trusting relationship with them, be open, honest, and fair, and identify his or her role in the study. To gain quality responses from participants, a researcher should explain to them what the research is about and assure them that their involvement is voluntary, while convincing them to be helpful.

Its explained how their employment hours resulted in lower GPAs and grades and absenteeism from their classes and group meetings. The students discussed how they faced many challenges completing assignments, quizzes, and group work on time and that the quality of their academic work was mediocre. The study revealed evidence of student procrastination, uncaring attitude, and late and non-submission of assignments due to the participants' involvement in employment. These outcomes negatively affected their academic performance. Consistent with prior studies he found that the amount of time that students participated in paid employment negatively impacted their academic performance as evidenced in lowered GPA, lethargic behaviors, mediocre academic work, and nonchalant attitudes. The findings appear to show that students placed employment as a priority over their academic agenda.

Robotham, et. al. (2012) 560,000 students who attended 473 4-year colleges and universities nationwide. The results of the study revealed that first-year students paid employment had a direct relationship to students' grades in that the students who worked 20 hours or less weekly did not have significantly different grades than the students who did not work. In contrast, the students who worked more than 20 hours per week had significantly lower grades than the students who did not work or worked less than 20 hours weekly. The results of the study also showed that employment of more than 20 hours on or off campus significantly and negatively impacted grades. Working for pay for more than 20 hours weekly can be disadvantageous to the academic success of first-year students, while student employment of 20 hours or fewer on campus can positively impact students' academic achievement.

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#### Conceptual framework

The figure shows the relationship of the Students Employment to Academic Performance.

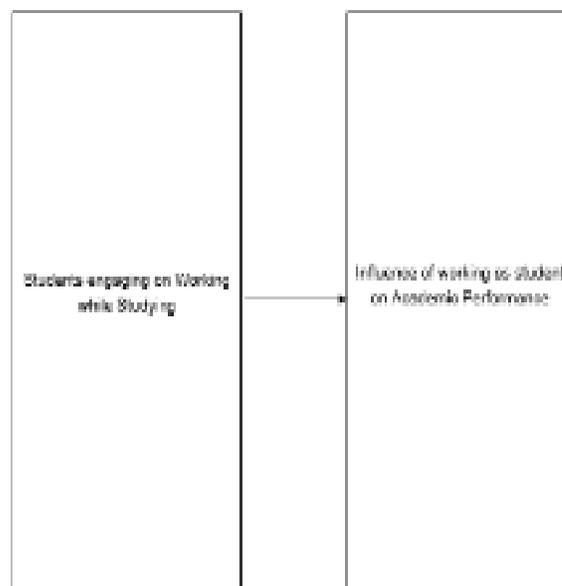


Figure 1. Illustrates the conceptual framework which serve as the guide of the study.

### III. METHODOLOGY

This chapter presents the methods and procedures employed in conducting of the study. Specifically, it includes the description of the research design, research locale, respondents, research instruments data collection, and statistical treatment of data.

#### Research Design

The researchers used the descriptive research method were a survey questionnaire was used to assess respondents profile and level the student employee in academic performance.

Descriptive research method is used to describe characteristics of a population. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the “what” question. Descriptive research is group of people. It is summarized using descriptive statistics.

#### Locale of the Study

The study was conducted in Eastern Samar State University-Guian Campus.

#### Respondents of the Study

The respondents of the study were the selected students of Eastern Samar State University-Guian Campus from the different programs of the campus enrolled in the 2019 – 2020 school year. And who have requirements working in the industry while studying.

The Eastern Samar State University Guian Campus have the following colleges in the Undergraduate Education with its corresponding program/ courses; (1) College of Education, -BEED (Bachelor of Elementary Education), -BSED (Bachelor of Secondary Education, -BTVTED (Bachelor of Technical –Vocational Teacher Education), and BTLED (Bachelor of Technology and Livelihood Education), (2) College of Business, Management and Accountancy, -BSHM (Bachelor of Science in Hospitality Management), BSTM (Bachelor of Science in Tourism Management), -BSAIS (Bachelor of Science in Accounting Information System), -BSBA (Bachelor of Science in Business Administration), -BS Entrep (Bachelor of Science in Entrepreneurship), College of Arts and Sciences, -BS Crim (Bachelor of Science in Criminology), -BACOMM (Bachelor of Communication), and College of Engineering and

Technology, -BSCE (Bachelor of Civil Engineering), -BOT (Bachelor of Technology), -BSIT (Bachelor of Industrial Technology) and –BSIT (Bachelor of Information Technology).

Table 1 Respondents of the Study

College	No. Of Students	No. of Respondents
College of Education	100	36
College of Business, Management and Accountancy	200	40
College of Arts and Sciences	150	36
College of Engineering and Technology	200	40
<b>Total of Respondents</b>	<b>350</b>	<b>150</b>

#### Research Instruments

The instruments that the researchers used for the study is a survey questionnaire. It was composed of indicators about the reasons why students engage in paid employment, negative and positive outcomes. (Anders College: 2011 The impact of student’s employment).

#### Data Gathering Procedure

The study utilized the descriptive research design to gather needed data. With this the researchers use the survey in order to gather the necessary data. Survey questionnaires will then be given to respondents in order to get information needed for the study.

Prior to the conduct of the study, a letter request (written permission) was sent to the Campus Administrator and the Deans of the different colleges and as well as the respective program heads. To serve the validity and reliability of results the respondent has been given ample time to answer the questionnaires and the researchers answered queries if in case some items are vague for the respondents. After the questionnaires has been collected. The researchers had reviewed and interpret the items or data gathered to get the desired results.

#### Measurements of Variables

To measure the variables, the criteria are shown below: 1 is the lowest and 5 as the highest.

Ranges	Scale	Interpretation
4.21-5.00	5	Strongly Agree
3.41- 4.20	4	Agree
2.41-3.40	3	Disagree
1.81-2.40	2	Fairly Agree
1.00-1.80	1	Poorly Agree

It is therefore found out that the students agreed on the reasons why they engage on working as students.

**Impacts of Working as students on the Academic Performance**

Table 4. Negative impacts of students on paid working.

**Data Analysis**

After the collection of the survey questionnaires, the data was tabulated accordingly. The statistical tool will then be used by the researchers in presenting the students perception in the role of payment employment in academic performances were frequency counts, percentages and means. Descriptive scale namely, strongly agree, agree, disagree, strongly disagree and fair. The original core ended 1-5 serves as an indicator.

**IV. RESULTS AND DISCUSSION**

**Result and Discussion**

This chapter present the answer to the research question posed in this study based on the gathered data. Table 3. The reason why students engage on working while studying.

Item	Mean	Interpretation
a. Need to support self and family	4.12	Agree
b. Desire to gain experience	4.01	Agree
c. Experience for post-graduation career	4.32	Strongly Agree
d. Having obligation on off-spring	4.02	Agree
e. Express and implied	4.20	Agree
f. Personal and school expenses	4.04	Agree
Overall Mean	4.12	Agree

Mean is 4.12 which then is interpreted as “Agree”.

Item	Mean	Interpretation
a. Does the number of hours worked and group works affect your grades	4.15	Agree
b. Completing assignment, quizzes and group work on time	4.08	Agree
c. Perception of your attitude towards their academic performance	3.27	Disagree
d. Impact on the quality of academic work	4.20	Agree
e. Non-involvement in extracurricular activities	3.97	Agree
Overall Mean	3.92	Agree

On Impacts of Working as students on the Academic Performance, the negative impacts to students are reflected on Table 4. With “Impact on the Quality of Academic Work” as the highest with the score of 4.20, which is interpreted as “Agree”. The lowest mean score was 3.27 which is on the “Perception of the Attitude Towards Their Academic Performance”, which is interpreted as “Disagree”.

The overall mean is 3.92 which is interpreted as “Agree”.

It is then found out that based on the results of the study, there were four (4) negative impacts of students engaging on paid employment which are as follows; (1) where the respondents agreed that the number of hours worked and group works affect their grade, (2) where the respondents agreed that they cannot complete their assignments, quizzes and group works on time, (3) where the respondents agreed that paid employment had an impact on the quality of their

academic works due to limited time, and lastly (4), they agreed on non-involvement in extra-curricular activities.

Table 5. Positive impacts to students of paid working.

Items	Mean	Interpretation
a. Impact on learning	4.07	Agree
b. Effect of employment on self-discipline	4.50	Strongly Agree
c. Flexibility of faculty member	4.50	Agree
d. Impacts of employment on attendance	4.30	Strongly Agree
e. School and work balance	4.90	Strongly Agree
Overall Mean	4.39	Strongly Agree

Table 5 shows the positive impacts to students of paid employment. The highest was School and Work Balance with a mean score of 4.90, which is interpreted as “Strongly Agree”. While the lowest was Impact on Learning which had a mean score of 4.07, interpreted as “Agree”. The overall mean is 4.39, which is interpreted as “Strongly Agree”.

The positive impacts were strongly reflected on the table with the following items; (1) Effects of Employment on Self-Discipline, as the students had to develop self-discipline if they were to maintain a balance between work and schooling. (2) Impacts of Employment on Attendance as they had to be present on both if they want to succeed. (3) Last was on School and Work Balance.

Table 6. Overall Perception of the Students

Indicator	Mean	Interpretation
1. Reason why the students engage on paid working	4.12	Agree
2. Negative impact on paid working	3.92	Agree
3. Positive impact on paid working	4.38	Strongly Agree
Overall mean	4.14	Agree

Table 6 showed that the overall Perception of the Students on Paid working had an overall mean score of 4.14 which is interpreted as “Agree”. The highest mean score was Positive Impacts on Paid working with 4.38, interpreted as “Strongly Agree”. And the lowest means score was Negative Impacts on Paid working with 3.92, interpreted as “Agree”.

It was therefore found out that the positive impacts are the dominant reasons why students are engaging on paid working.

## V. SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of findings, the conclusion and the recommendation of the study.

### Summary of Findings

This study basically dealt on student’s perception on the aspects of paid working on Academic Performance in Eastern Samar State University-Guiuan Campus.

1. What are the reasons of engaging students on paid working
2. What are the impacts of paid working on academic performance?

This study includes the students of Eastern Samar State University Guiuan-Campus. To determine the level of student’s experience in terms of engaging paid working, each respondents were required to share views regarding their level of experience on paid working.

The summary of the results which include the highest mean scores are as follows, (1) the Reasons why the students engage on paid working was for post – graduation career experience. (2) On the Negative Impacts was on Impact of the Quality of Academic Works. Lastly (3), on Positive Impacts was on School and Work Balance.

For the overall interpretations of the tables, the highest was Positive Impact of Paid working with 4.38, which was interpreted as “Strongly Agree”.

### Conclusion

It is evident that the students of Eastern Samar State University-Guiuan Campus agree that there are some students who are engaged on paid working but are still yet able to balance well their work and schooling.

Other essential findings of the study include the following conclusions which were drawn. It is obvious that the students of ESSU Guiuan agreed that working while studying improves their chances of having work experience and at the same time, being able to save money and help with their finances. This goes to show that having a part-time job really contribute in completing their bachelor's degree.

Therefore, having a part-time job has a different effect while attending their classes. Take note that students having a part-time job may vary their behaviour in school. Human development may take effect during this stage and would largely influence students' behaviour based on the knowledge to be acquire on their part-time job.

### **Recommendation**

The following recommendations were made based of the study and the conclusion drawn.

For the students, it is recommended to maintain or improve their study habits while engaged in paid employment to avoid failing grades, to do all the given task and other activities, and to submit all requirements and be responsible enough being a student.

For the teachers, to give more inputs to students to have skills and knowledge, and to encourage them to become more productive and competitive in the field so it will be easy for them to land a job in the future.

For the administrator, to encourage the students and provide opportunities to be more competitive to their skills and knowledge in hospitality industry.

For the Future Researchers to conduct a similar study using other variables that are believed to have an influence topic so that there will be comparison of the results.

### **ACKNOWLEDGMENT**

The researchers would like to thank their family members and loved ones for their undying support for the completion of this project. The same would also thank their University's Campus Administrator for his guidance. Above all, they would like to thank the Almighty God for all the blessings received and wisdom in the accomplishment of the project.

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