

Building Connections: Morale Booster on the Challenges Encountered by the Working Students

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Abstract

This research study investigates the challenges faced by working students at Felipe R. Verallo Memorial Foundation, Inc. This study aimed to provide an intervention plan to build connections as a morale booster. The study uses a Qualitative Descriptive Phenomenological Approach and Purposive Sampling technique to identify informants. The researchers interpret and present data from working students through structured interviews and unstructured questions. Audio recording and observation techniques are used to interpret the challenges encountered. Validation of the findings is sought from the informants to compare the researcher's findings with their experiences. The researchers conclude that the "KAMUSTAHAN SESSION" intervention proposal aims to Build Connections as Morale Booster.

Keywords: building connections, challenges, morale booster, working students, significant meanings and success

1. Introduction

1.1 Rationale

The study explores the challenges faced by working students and aims to identify practical solutions to foster a supportive environment for their growth. It examines the impact of work and studies on these students, aiming to identify key issues and devise innovative ways to enhance their life and school experiences. The pandemic has led to students facing high tuition fees and daily expenses, prompting some to seek part-time jobs to balance academics and work

responsibilities."Consequently, becoming a working student is becoming the norm" (Lumugdan, 2022). Most working students face unique challenges in balancing their academic and professional responsibilities. Additionally, on the findings conducted by Abenoja (2019), the reasons why students work are due to budgetary needs, to meet a quick or basic necessity, and to help the understudies in their future objectives. A study was supported by Elling and Elling (2000), where the reason why students work part-time is due to financial problems. Hence, working students can financially support themselves and live independently, but their 24-hour daily activities can lead to physical weakness and academic performance issues due to less classroom time."Working and studying at the same time can augment the income or the resources for matriculation or other needs" (Grebaptistemp, 2019). Furthermore, the relationship between work and study is linear, with students working for financial, independence, and moving away, posing challenges in balancing school, social life, and independence. A student's part-time work can lead to significant strain, negatively impacting their physical and mental health, as per Kelly (2017).

The Commission on Higher Education reported a 50% completion rate for 216,000 working students in 2010, attributed to factors like work-life balance, health issues, and financial constraints. The Department of Education in Davao Region is concerned about low study accomplishments due to low salaries. Researchers plan to explore these challenges, focusing on time management, financial resources, and academic performance. The study aims to provide insights for an intervention proposal called "Kamustahan Session for Building Connections as a Morale Booster" at FRVMFI for 2022-2023.

1.2 Domains of Inquiry

The study aims to investigate the challenges faced by working students at Felipe R. Verullo Memorial Foundation INC. S.Y. 2022-2023, as part of KAMUSTAHAN Session as an intervention proposal for Building Connections as Morale Booster. This will inquire about the informants' profile based on age, gender, civil status, work nature, and academic year level. It will explore the informants' profile, challenges encountered, significant meanings, and formulated themes.

2. Methodology

The study explores the challenges faced by working students at FRVFMFI using a qualitative phenomenological approach. It follows the Input-Process-Output (IPO) model and uses a purposive sampling technique to select ten students from various departments. Researchers conducted structured interviews, audio recordings, and observation techniques. Consent was obtained, and interviews were conducted flexibly based on participants' availability. Data was collected through structured interviews and unstructured follow-up questions. Ethical considerations were adhered to, and Collaizzi's Strategy was used for analysis. The findings suggest a "KAMUSTAHAN SESSION" as an intervention to boost morale and build connections among working students.

2.1 Ethical Considerations

This passage discusses ethical considerations and trustworthiness criteria for qualitative research studies, emphasizing informed consent, privacy, confidentiality, and personal lives.

Trustworthiness criteria include credibility, transferability, dependability, and confirmability. Credibility requires valid data interpretations, transferability limits generalizations, dependability requires consistency in research inquiries, dependability requires consistency in study inquiries and data collection, seeking confirmation from a research adviser, and confirmability ensures participants review raw data, allowing revisions and maintaining accuracy. These standards aim to ensure study integrity, ethical compliance, and reliability.

3. Informants Profile

Understanding the profiles of individuals helps establish a connection and provide morale support, uplifting them in their work and education pursuits. This goes beyond research formalities, creating a supportive environment that empowers these resilient individuals in their dual pursuits.

Profile		
Sex	n	%
Male	4	40
Female	6	60
Age		
25 onwards	1	10
22-25	4	40
20-22	3	30
18-20	2	20
Gender		
Gay	1	10
Male	3	30
Female	6	6
Civil Status		
Single	8	80
Married	2	20
Nature of Work		
Hallway Sweepers	1	10
Restroom Cleaners	2	20
Classroom Management	1	10
Organize Events	4	40
Fast Food Crew	1	10
Online ESL Teaching	1	10
Academic Level Year		
4th Year	0	0
3rd Year	5	30
2nd Year	3	30
1st Year	2	20

n=10

The research study employs purposive sampling, selecting informants from FRVMFI students working both within and outside school management. Ten informants, including active school and outside students, are selected based on the study's objectives.

Inclusion criteria of this study presents why they are part of the study. a) they are working students b) They are part of the purposive sampling c) They have the experience to tell.

Exclusion criteria of this study presents why they are not part of the study. a) they are not working students b) they are not part of the purposive sampling c) they don't have the experience to tell.

The table presents a summary of data from 10 participants, categorized by age and gender.

The table shows that 40% of working students are between the ages of 22-25, indicating a significant number of individuals managing work and education simultaneously. The Commission on Higher Education reports that 8% of college students are involved in both, with the 22-25 age group renowned for their effective multitasking and advanced critical thinking skills.

Regarding gender distribution, the majority of the data shows that 60% of working students are female, with 30% being male, and only 10% are LGBTQIA, providing insight into age-related patterns and gender diversity among the sampled population.

According to an article posted by The Bureau of Labor Statistics (2015) reports that female students are more likely than male students to engage in labor or work, with working students now predominantly female. However, work can be done by anyone, regardless of strength, capacity, or aptitude.

The study reveals that organized events account for the highest percentage (40%), among various work roles, including hallway sweepers, restroom cleaners, classroom management, event organizers, and fast food crews, online ESL teaching. The academic breakdown shows no fourth-year working students, with 50% being third-year, 30% being second-year, and 20% being first-year, suggesting financial challenges may be a factor in higher levels. The study reveals that working students, despite their diverse roles, show resilience and dedication to both work and education. The majority are third-year students, with financial challenges being a significant factor. Benefits include job satisfaction, gender differences, and reduced stress, especially during the COVID-19 pandemic.

4. Challenges Encountered by The Working Students and It's Significant Meanings

This chapter has been formulated to answer the research question in line with the challenges encountered by working students. In consideration, the findings and discussion will be organized according to the research questions and interview questions. Observing patterns and direct responses from informants helps in comprehending their perspectives.

4.1 Challenges Encountered by Working Students

The following are the challenges encountered by the informants/working students during their tremendous journey as working while studying.

4.2 Research Question 1. What Motivates Them to Continue Studying While Working?

4.2.1 Informant A

“The key factor why I took risk studying while working is that, my family and my future. We are just poor and I want to give my family a better life and of course myself. I want to see myself in the future enjoying things that I don't have right now. I want to travel in different places inside and outside the country. I just want to fulfil my dreams because life now is so tough yet I believe that there is hope in the future that is why I keep going on.”

4.2.2 Informant B

“Ang naka motivate sa akua nga mo continue kog skwela while nag work kay ang makahuman ko ug skwela”

4.2.3 Informant C

“What motivates me to keep working is my future with someone I love and my family. They motivate me because I want a life where they can relax in a stress-free environment. By "stress-free," I mean having no debts, meeting their needs, and more.”

4.2.4 Informant D

“My motivation in studying while working is my parents. They are my foundation of strength and the pillars of my success in the near future. My goals in life, my dreams, that's why I work hard.”

4.2.5 Informant E

“Ate, okey ra mag bisaya? ay di lang ko magbisaya. (Sister, is it okay to speak in Bisaya? I will not speak in Bisaya.) Well, let me tell you what motivates me to try part time job while studying. First, it's the desire to improve and grow both personally and professionally. I see education as an avenue for self-development and the opportunity to acquire new skills that can be applied in my future endeavors. Additionally, continuous learning enables me to stay relevant in a rapidly changing world and helps me adapt to new challenges in the workplace.”

“Secondly, I find motivation in the sense of accomplishment that comes with conquering difficult tasks. Despite the long hours and occasional stress, knowing I work in Jollibee which is one of the well-known fast-food chains in the Philippines. In my job each milestone reached feels like a celebration of my efforts and dedication. Lastly, I am fortunate enough to have a supportive family, boyfriend and workmates who cheer me on throughout this journey.”

4.3 Research Question 2. What Is the Effect of Working While Studying in Your Life?

The second research question tends look at the effect of working while studying.

4.3.1 Informant A

“As working student, lisod kaayo. Sometimes, need nako mo sacrifice between work and studies lalo na naay demand sa work. Another thing is that, I went to school late because my

work as ESL ends at 11PM then, magbuhat pa kog assignments ug mag study..sometimes, wala nay tulganay. Makahilak man sad ta ani. Basta mao nato te..”

4.3.2 Informant B

“Ang effect sa work while studying my life is sometimes kulang sa tulog then Wala nay time sa self.”

4.3.3 Informant C

“To be frank, working while studying is no joke. You can experience a lack of sleep and may even fall asleep during class. You are not as up to date with your school projects, activities, and more. To put it simply, you fall behind as a student. However, at least you can pay for what you need to complete your education.”

4.3.4 Informant D

“I think it’s all about how you manage your time. It’s all about time management that really affect my studies while working.”

4.3.5 Informant E

“It's really a big challenge, you will see how hard life is. Sometimes you will ask yourself, I can do it? 'cause it's really need a time management.”

4.4 Research Question 3. What Is the Negative Impact of Working While Studying?

In the research question number three, the focus is to probe the negative impact of working while studying. When they we’re asked, the informants didn’t doubly say:

4.4.1 Informant A:

“I'm physically exhausted and nidaot jud ko”

4.4.2 Informant B:

“The negative impact of work while studying is tired and kulang sa tulog.”

4.4.3 Informant C:

“As I mentioned earlier, falling behind in class is a major issue. Managing your time becomes challenging, and you experience a lack of sleep. There's no personal time left for yourself, your friends, or your lover. Sacrificing sleep is a common occurrence for working students, which has a significant negative impact on your health.”

4.4.4 Informant D

“I don’t see it as a negative impact. Hence, it actually made me strong and shows how determined I am to succeed and finish my studies while working.”

4.4.5 Informant E

“Maybe the negative is when your work conflict to your class, and also there is big

adjustment being a working student.”

4.5 Research Question 4. What Challenge You More as a Working Students?

In the research question number four, the focus is exploring what challenge them more as working students. When they we're asked, the informants' certainly say:

4.6.1 Informant A:

“Kanang naay times ma short kog allowance then, mag bayad pa kog school at the same time boarding house taz na pay mga projects (nag lumaw2x ang mata sa student ani). Nya, dili sad ko makapangayo ilang mama kay wala2x sad. But, kerì lang laban gihapon”

4.6.2 Informant B:

“As a working student, I face several significant challenges on a daily basis. One of the most pressing issues is the struggle to balance my work commitments with my academic responsibilities. Juggling a part-time job and coursework can be mentally and physically demanding. There are times when I feel overwhelmed by the sheer volume of work I have to manage.” The informants added that, “Another challenge I encounter is the constant battle with burnout. Working late into the night and then needing to prepare for early morning classes leaves me yearning for a proper night's sleep. This exhaustion can have a detrimental impact on my academic performance and overall well-being. Furthermore, I often find it challenging to participate in school activities and enjoy the full college experience. My work schedule sometimes clashes with important events and extracurricular activities, making it difficult for me to engage in the social and personal growth aspects of college life.”

4.6.3 Informant C

“The most challenging aspect of being a working student is time management”.

4.6.4 Informant D

“The most challenging part of being a working student is that how will you going to manage your time as student while working. But of course, through my motivation it somehow helped me manage it in a good way.”

4.6.5 Informant E

“Stress and tired. Because your time will always to your work and study.”

4.6 Research Question 5. How Are You Planning to Juggle These Challenges?

In the research question number five, the focus is to explore if they have plans on how they are going to juggle the challenges they encountered. When they we're asked, the informants' exclaimed:

4.7.1 Informant A:

“Since working man ko, so, wala nalang ko naga aim jud nga ma honor to the top jud kay sahay ma late naman kog comply sa reqs mao makuntento nalang ko unsa akong maabot. But,

I'm still doing my best lang gihapon basta di lang mahagbong (ning katawa nga naay sagol hilak)..And labaw sa tanan I just pray nga maka lampos jud ko. Kapit lang kay Lord hehe..”

4.7.2 Informant B

“Dapat humanon Ang tanang buhatunon and set time limit based on my experience, I've juggled these challenges by not giving up and continuing to move forward. I constantly remind myself of why I'm in this situation in the first place.”

4.7.3 Informant C

“By sticking to my core to succeed while being a working student. I do believe that with your determination, dedication and hard work to succeed there is always a great things will happen in the end.”

4.7.4 Informant D

“First off, organization is going to be my secret weapon. I'll have a detailed schedule that breaks down my time and prioritizes all the different tasks coming at me from every direction. Time management is key! And also Collaboration. I'll be reaching out for support and asking for help when needed.”

4.7.5 Informant E

“For me, I just keep my self-motivated, remembering what my family’s struggles and sacrifices in life just to keep me in school and realizing that if I give up, the sweat and the tears of our parents are just nothing. So keep your self-motivated always.”

4.7 Significant Meanings of Their Challenges

Based on the research questions number one the informant’s testimonies being mentioned earlier, it is confirmed that some of the factors that motivate informants from working while studying are due to: financially unstable, difficulty obtaining academic goal and self-unsatisfactory.

4.7.1 Financial Instability

Financial instability negatively impacts a student's life, affecting their ability to afford necessities, focus on coursework, and maintain overall well-being. A study by Lim and others (2014), found that financial stress negatively affects mental health and academic performance, while higher self-efficacy encourages seeking financial help.

This implied that financial instability negatively impacts work-life balance and employee burnout, leading to increased workload, reduced productivity, and burnout. Addressing financial challenges is crucial for a healthy work environment and employee wellbeing (Rony & Yulisyahyanti, 2022). Capitalist economies' financing structure, characterized by periods of instability, amplifies this (Mishkin 1997).

This implied that the challenges faced by students are complex and multifaceted, impacting not only their financial stability but also their academic performance and overall well-being.

4.7.2 Difficulty in Obtaining Academic Goals

Research shows that working students face significant academic challenges, affecting their well-being and highlighting the need to avoid similar difficulties in personal lives, highlighting the relationship between work commitments and academic responsibilities, and academic challenges among college students.

Tumin and colleagues' (2020) study highlights academic challenges faced by working students, such as time management, financial stress, and social isolation. They recommend universities provide flexible scheduling, financial aid programs, and peer mentoring, while promoting resilience.

The challenge of achieving academic goals significantly impacts working students' performance, motivation, and overall educational success.

4.7.3 Self – Unsatisfactory

Financial difficulties affect working students' satisfaction and academic performance, leading to self-unsatisfaction. Balancing work and studies can cause self-criticism, negatively impacting work performance, relationships, and mental health. Crocker's (2002) study suggests self-compassion and acceptance to overcome self-criticism and boost morale. Stressors can be seen as challenges or hindrances, creating growth opportunities or making tasks difficult. However, this model has not been consistently supported, and more research is needed to address its flaws (Mazzola & Disselhorst, 2019).

This implied that the challenges faced by working students not only affect their financial stability but also have a profound impact on their sense of self-satisfaction and well-being.

4.7.4 Lack of Personal Time

The lack of personal time is a significant challenge faced by working students, as the demands of employment and academics leave limited room for self-care and leisure. ““Ang effect sa work while studying my life is sometimes kulang sa tulog then Wala nay time sa self” This struggle has been acknowledged in various studies examining the impact of work on students' overall well-being and work-life balance.

According to a study by Carney and others (2005), highlights the negative effects of part-time work on students' health, including sleep disturbances, stress, and decreased academic performance. The financial burden of higher education, particularly for lower-income students, can lead to a lack of personal time, affecting academic success (Perna & Odle, 2020). This lack of self-time can also hinder the development of life skills like time management and self-reflection. Students may struggle to prioritize their mental health, leading to long-term consequences. Therefore, it is crucial for students to balance work and studies.

This implied that the scarcity of personal time is a notable challenge for working students, affecting not only their immediate well-being but also their ability to cultivate a balanced and fulfilling lifestyle.

4.7.5 Poor Class Attendance

Poor class attendance is a common challenge faced by working students, and it has been the subject of research examining the impact of employment on academic engagement. “The negative impact of working while studying may lead to poor class attendance records.” The combination of work commitments and academic responsibilities can often lead to irregular attendance, affecting students' learning experiences and overall academic performance.

A study by Balacuit & Lopio (2022), on academic challenges faced by working students in the Philippines found financial difficulties, lack of support, and time constraints as key factors contributing to poor attendance. Meanwhile, Race et al.'s (2020), study on senior high school students found fatigue, stress, and difficulty managing competing demands as major contributors to poor attendance.

This implied that poor class attendance is a notable challenge for working students, affecting their academic engagement and potentially hindering their overall learning experience.

4.7.6 Insufficient Sleep

The challenge of insufficient sleep is a pervasive issue among working students, impacting various aspects of their well-being and academic performance. “Managing your time becomes challenging, and you experience a lack of sleep.” Research has delved into the associations between work commitments, academic responsibilities, and sleep deprivation among college students.

The study by Almarzouki and colleagues (2022) highlights the negative impact of insufficient sleep on academic performance, stress, and mental health in working students. It emphasizes the need for sleep hygiene practices to manage workload and maintain mental health. The study also highlights the mediating role of sleep quality in the relationship between work-life balance and morale, highlighting that poor sleep quality, often linked to demanding work schedules, can negatively affect morale even when work-life balance is achieved. This suggests that sleep hygiene practices are crucial for working students to maintain positive morale and well-being.

This implied that the lack of sleep is a significant challenge for working students, affecting not only their physical health but also cognitive functions and mental well-being.

4.7.7 Unbalanced Time Management

The challenge of unbalanced time management is a significant issue for working students, impacting their ability to effectively allocate time between work, academics, and personal life. “The most challenging aspect of being a working student is time management. “Research has explored the relationship between work commitments, academic responsibilities, and the difficulties associated with managing time among college students.

According to a study by Issahaku and others (2020), it highlights the link between work-life balance and psychological well-being in working students. Factors like long hours, lack of schedule control, and insufficient sleep negatively impact mental health. Kim & Lee (2018) emphasize the resilience of working students facing academic, financial, and social challenges, emphasizing time management as a key coping mechanism.

This implied that unbalanced time management is a notable challenge for working students, influencing their academic performance, overall well-being, and the successful navigation of multiple responsibilities.

4.7.8 Lack of Socialization

The challenge of unbalanced time for socializing with friends is a significant concern for working students, impacting their social connections and overall well-being. “As a working student I have to sacrifice my sleep, leisure, make time with friends and family just to meet my deadlines and obligations.” Research has explored the relationship between work commitments, academic responsibilities, and the limited time available for socializing among college students.

According to a study by Cassidy (2017), it highlights the difficulties faced by working students with limited social interaction, leading to feelings of isolation and social anxiety. It emphasizes the importance of self-awareness and prioritization in maintaining social life. The study also highlights the relationship between social skills and academic success, highlighting how limited social skills can negatively impact academic performance through group work and communication difficulties (Eleby, 2009).

This implied that the unbalanced time for socializing with friends is a notable challenge for working students, affecting their social connections and potentially contributing to feelings of isolation.

5. Themes Formulated on Their Significant Challenges

This chapter presents the themes formulated that has been created out from the challenges they encountered. This research study entitled Building Connection: Morale Booster on the Challenges encountered by the Working Students.

5.1 Thematic Analysis on Their Significant Challenges

This part presents the five (5) Thematic Analysis gathered by the researchers out from the informants significant challenges namely.

5.2 Self-Worth

Self-worth despite the financial instability, difficulties in achieving academic goals, and feelings of self-unsatisfaction. The analysis would delve into the ways in which these students navigate and preserve their self-esteem, identity, and confidence in the face of multifaceted challenges.

According to the study by Robotham and Julian (2006), study examines stress among higher education students, identifying key stressors, assessing their impact on well-being, and evaluating coping mechanisms. They emphasize the importance of personal strength, support from friends and family, and effective problem-solving to maintain confidence. To improve students' well-being, they suggest creating supportive environments, providing mental health support, and fostering a culture that understands and addresses stressors. The study suggests

that addressing stress in college can lead to improved mental health, self-esteem, and overall quality of life.

5.2.1 Self-worth Comprises Different Categories

Self-Worth in Financial Resilience. Despite financial instability, working students demonstrate self-worth in cultivating resilience and positive self-perception, recognizing their inherent value beyond financial constraints. This fosters a sense of dignity and self-respect despite economic challenges.

According to Tang et al. (2016), people with lower self-worth may engage in self-defeating financial practices or avoidance behaviors, which can lead to financial vulnerability. Self-worth therefore affects how working students view their financial circumstances and how eager they are to take action to make improvements. Recognizing their inherent value beyond just money leads to active strategies to overcome obstacles, serving as a mental asset for managing setbacks and making prudent financial choices.

Nurturing Self-Worth in Academic Pursuits. The theme emphasizes the significance of self-worth in academic achievement, highlighting how it motivates students to pursue their goals with confidence and belief in their ability to succeed.

According to Mruk (2006), highlights that students' self-worth in academic settings is influenced by their assessments of their academic aptitude, achievement deservingness, and proficiency in assignments. Self-worth is a crucial aspect of psychological well-being and is essential for academic progress and overall well-being. This review investigates how strategies for fostering self-worth in academic settings affect students' academic progress and overall well-being.

Cultivating Self-Worth for Personal Satisfaction. Working students facing self-unsatisfactory feelings actively engage in cultivating self-worth to enhance personal satisfaction. Self-worth becomes a guiding principle for students striving to improve personal satisfaction, fostering a positive self-image and a sense of fulfilment.

A study conducted by Dweck (2006), study on self-worth and personal growth found that individuals with a growth mindset are more likely to pursue personal goals, engage in self-improvement activities, and experience greater satisfaction. This highlights the importance of cultivating self-worth for personal satisfaction in working students. Self-worth is about feeling happy and satisfied with oneself, appreciating small accomplishments, and being proud of one's achievements. It involves seeing the good in oneself, accepting one's imperfections, and finding joy in everyday moments. It involves setting boundaries that respect needs and feelings, and celebrating the unique qualities that make one who they are.

Self-Worth as an Integrative Force. The theme emphasizes the importance of self-worth in shaping students' lives, promoting financial resilience, academic success, and personal satisfaction, highlighting its holistic approach that empowers students to overcome challenges, set goals, and achieve satisfaction in both academic and personal areas.

A study by Klassen et al., (2008), this review explores the impact of self-worth on working students' academic achievements, well-being, and career goals. It highlights that higher self-worth leads to increased motivation, perseverance, and engagement in academic tasks, ultimately improving grades and overall academic success. The review synthesizes existing literature on self-worth and its impact on various domains, including academic achievement, well-being, and career goals.

5.2.2 Summary

The theme emphasizes the importance of self-worth in influencing working students' lives, including financial resilience, academic pursuits, and personal satisfaction. It suggests that cultivating a positive sense of self-worth is crucial for navigating challenges, setting meaningful goals, and achieving satisfaction in both academic and personal endeavors. This holistic approach empowers students with resilience and inherent value.

5.3 *Self-Motivation*

Self-motivation is a study that investigates how working students maintain and maintain their motivation despite challenges like lack of sleep, time, and pressure, focusing on the sources and mechanisms that enable them to persist and achieve their educational goals.

The study examines self-motivation in the context of working students' challenges, thematic analysis focusing on "Intrinsic Motivation and Personal Drive." It delves into the internal factors that drive individuals to persist and remain committed to their goals, particularly in the face of obstacles. According to Deci and Ryan's (2000) study, "Motivation and Education: The Self-Determination Perspective," explores the self-determination theory and its role in the educational context. It highlights the importance of understanding how working students maintain motivation amidst challenges like lack of sleep, limited personal time, and pressure. The study aims to identify practical strategies and inner strength that help these students persist in their studies. Understanding the motivation of working students helps in identifying the inner strength and reasons that keep them motivated even in challenging times.

5.3.1 Self-Motivation Comprises Different Categories

Self-Motivation in Time Management. Working students, despite limited personal time due to academic and job commitments, demonstrate self-motivation in time management. This drives intentional task allocation, allowing students to prioritize tasks and maintain a balance between work, academics, and personal life.

According to a study by Schunk and Zimmerman (2007), found that mastery-oriented working students use efficient time management techniques like goal-setting and progress tracking. This review examines the role of self-motivation in time management, as working students must balance work, school, and personal obligations. Effective time management is crucial for academic achievement and overall well-being, as it helps students manage their time effectively and achieve their goals.

Nurturing Motivation for Healthy Sleep Habits. The theme emphasizes the importance of self-motivation in working students' ability to prioritize and maintain healthy sleep habits,

despite demanding schedules. Self-motivation drives students to recognize the significance of sufficient sleep and adopt behaviors that support their overall well-being.

A study by Furtner et al. (2017), highlight the importance of adequate sleep for students' well-being and academic achievement. Motivated students take proactive measures to improve their sleep quality and quantity. This review explores methods to support healthy sleep habits and the significance of motivating working students to develop healthy habits. Balancing personal, job, and academic responsibilities can be challenging, negatively impacting overall wellbeing and sleep patterns.

5.3.2 Summary

The theme underscores the role of self-motivation as a central coping strategy for working students facing challenges related to personal time constraints, lack of relaxation, and pressure. Self-motivated individuals proactively employ coping mechanisms, staying focused and resilient in the face of multiple challenges. Fostering self-motivation emerges as a critical aspect in assisting working students to navigate their dual roles successfully and sustain their well-being.

5.4 *Self-determination*

Self-determination in the context explores how self-determination empowers working students to control their actions and decisions, particularly in navigating challenges and achieving their goals. It highlights the autonomy and agency these students possess in the face of adversity, highlighting their resilience and determination.

A study by Ryan and Deci (2000), is a seminal work that introduces the self-determination theory (SDT). Which emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation and overall well-being. The study aimed to explore how working students assert control over their lives, make choices, and set goals despite challenges such as poor attendance, less time studying, and insufficient sleep. The thematic analysis related to self-determination in the context of significant challenges faced by working students, particularly in navigating challenges and pursuing goals.

5.4.1 Self- Determination Comprises Different Categories

Prioritizing Class Attendance. Despite facing challenges related to work commitments, students exhibit a theme of self-determination in prioritizing class attendance. Self-determination becomes evident as students actively choose to attend classes, recognizing the importance of academic engagement despite external pressures.

According to research by Reeve and Tseng (2011) research indicates that students are more likely to attend classes if their learning environment supports their independence. This is influenced by their perceived freedom in the classroom and their intrinsic motivation. Teaching strategies that encourage student autonomy, such as offering options, justification, and opportunities for independent work, boost their motivation and education control.

Harnessing Determination for Sufficient Sleep. Working students, confronted with time

constraints, demonstrate self-determination in prioritizing and ensuring sufficient sleep for their overall well-being. Self-determination becomes a driving force for students to establish healthy sleep routines, recognizing the importance of rest in maintaining cognitive function and academic performance.

According to Magee et al. (2014), found that freedom significantly influences people's sleep priorities and decision-making. Those who feel they have control over their sleep patterns are more likely to adhere to regular wake and bed times, enhancing their sleep quality and duration. Environments that promote autonomy, such as flexible work or school schedules and easy access to sleep-promoting tools, help individuals take charge of their sleep habits.

5.4.2 Summary

The theme emphasizes the importance of self-determination in the lives of working students, particularly in addressing challenges like class attendance, study time, and sleep. It empowers students to make intentional choices aligned with their academic and personal goals, thereby guiding them in navigating their academic and professional responsibilities while prioritizing their well-being.

5.5 *Self-Discipline*

A thematic analysis focused on self-discipline among working students, highlighting its role in overcoming challenges like unbalanced socializing and time management. It demonstrated that self-discipline allows students to effectively prioritize tasks, set realistic goals, and maintain a healthy balance between professional and educational pursuits, thereby avoiding procrastination and meeting deadlines.

5.5.1 Comprises Different Categories

Self-Discipline in Time Management. Working students face the challenge of balancing job responsibilities and academic commitments, emphasizing the importance of self-discipline in effective time management to allocate sufficient hours for both.

According to a study conducted by Vohs et al. (2012) emphasize the importance of self-discipline in managing time, enabling tasks to be prioritized, routines established, and objectives consistently reached. This review examines how self-regulatory processes impact working students' ability to efficiently allocate, prioritize, and use time, highlighting its crucial role in academic achievement and overall wellbeing, especially for those balancing work, school, and personal responsibilities.

Sacrifices in Socializing. The theme emphasizes the importance of self-discipline in students who balance work and academics, highlighting the need for students to prioritize their responsibilities and make sacrifices in their social lives.

According to Eisenberg et al. (2017) highlight that working students often neglect social connections and activities to meet job and academic demands, posing unique time and energy management challenges. Empirical evidence indicates that social support and networks are

crucial in mitigating stressors associated with academic life, providing emotional, informational, and practical support to overcome obstacles.

5.5.2 Summary

This thematic analysis highlights the complex relationship between self-discipline, time management, and the challenges faced by working students. It emphasizes the multifaceted nature of self-discipline as students balance academic, professional, and social demands. It suggests that developing effective self-discipline strategies is crucial for successful time management and well-being.

5.6 Will Power

This thematic analysis will explore how working students maintain a sense of willpower despite losing hope for opportunities, difficulty identifying priorities, and reduced confidence. It will examine their ability to exert willpower, make choices, and demonstrate resilience amidst significant challenges faced by working students.

In the study by Tangney et al. (2004), willpower, often referred to as self-control or self-discipline, plays a crucial role in various aspects of human behavior, including decision-making, goal pursuit, and emotional regulation. Moreover, willpower is associated with positive outcomes beyond academic achievement, including improved mental health, interpersonal relationships, and overall well-being.

5.6.1 Will Power Comprises Different Categories

Resilience through Willpower. The theme emphasizes the role of willpower in fostering resilience in students, enabling them to overcome adversity with determination and belief in their ability to overcome obstacles.

A research study done by Southwick et al., (2014), the relationship between resilience and willpower is crucial for promoting adaptive coping and psychological well-being. Educational programs, counseling services, and community initiatives can enhance resilience and foster willpower in adversity. Future research should explore the mechanisms underlying resilience and willpower, and identify effective interventions for different populations and contexts.

5.6.2 Summary

This thematic analysis emphasizes the importance of willpower in overcoming challenges faced by working students. Willpower helps rebuild confidence, fosters resilience, and aids in identifying priorities. Recognizing and harnessing willpower is crucial for students to navigate adversities and achieve their academic and professional goals.

6. Summary, Findings, Conclusions and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of the study "Building Connection: Morale Booster on the Challenges encountered by Working Students.". The study explores the challenges faced by students who work while studying, aiming to

comprehend their profound experiences in balancing their academic pursuits with their professional pursuits.

6.1 Summary

This study explores the challenges faced by working students who balance work and study. It reveals that significant issues such as lack of time, which can impact their academic performance, and the stress of managing both work and studies are significant. The results show that these challenges not only affect the well-being of working students but also their personal and job-related growth, as they must manage the pressures of both work and education simultaneously.

6.2 Findings

The findings of the study titled "Building Connections: Morale Booster on the Challenges Encountered by Working Students" provides a detailed analysis of the daily struggles faced by students who balance work and study. It highlights the multifaceted challenges faced by working students and emphasizes their importance as morale boosters, highlighting the importance of understanding and addressing these challenges with a significant meaning that serves as a Morale Boosters.

6.3 Participants Profile

The researchers found that the majority of individuals aged 22-25 manage both work and education, with 40% of participants (4 out of 10) facing challenges of balancing work and education in this age group. This age group is crucial as it involves significant responsibility, especially in managing finances for both education and personal needs. This highlights the need for more support and resources for this age group.

The study examines the experiences of working students at FRVMFI, a community college. The majority of participants are female, accounting for 60% of the sample. Males make up 30%, and LGBTQIA members represent the smallest group at 10%. The civil status distribution is 80% single (8 informants), with 20% married students (2 informants). Both single and married students actively engage in work while studying. Working students face challenges such as managing time, dealing with stress, and overcoming fatigue. They are involved in various roles, with 40% participating in organized events. Restroom cleaners make up 20% of informants, while Hallway Sweepers, Classroom Management, Fast Food Crew, and Online ESL Teaching each have 10% representation. Working students in their third year are the most common, accounting for 50% of the sample (5 informants). Second-year working students make up 30%, and first-year or freshman working students account for 20% (2 informants). No fourth-year working students were included in the study.

The study offers a comprehensive understanding of students' experiences working while studying, revealing the challenges they face, the various paths they take to achieve their academic and career goals, and highlighting common struggles and individual stories they encounter.

6.4 Challenges Encountered by the Working Students

The researchers find out that most of the working students experienced the following challenges: Financial Instability, Difficulty in Obtaining Academic Goals, Self – Unsatisfactory, Lack of Relaxation, Lack of Personal Time, Pressure, Poor Class Attendance, Less Time to Study, Insufficient Sleep, Unbalanced Time Management, Lack of Socialization, Low Self- Esteem, Losing Hope for Greater Opportunities, Difficulty in identifying Priorities

Financial instability is a major challenge faced by working students, who must balance their financial needs with their education. Working students face financial instability, which can lead to difficulties in covering tuition fees, purchasing course materials, and meeting basic living expenses. This can cause increased work hours, fatigue, and a diversion from academic pursuits. Limited time and energy for coursework, research, and extracurricular activities can hinder academic performance. This dual responsibility can lead to self-doubt, compromised mental health, poor class attendance, and reduced study time. Support systems and flexible academic arrangements are essential to mitigate these challenges.

6.5 Significant Meanings of their Challenges

The significant meanings of the challenges faced by working students face numerous challenges that impact their well-being and academic journey. Financial instability, balancing education with personal needs, affects mental health and decision-making. Difficulty in achieving academic goals can impact their educational trajectory, career opportunities, and personal growth. This struggle can lead to frustration, self-unsatisfaction, burnout, poor class attendance, and limited study time. These challenges compound mental and emotional health issues, necessitating nuanced solutions. Enhancing support systems is crucial to empower working students in their academic and professional pursuits.

6.6 Themes Formulated on their Significant Challenges

The challenges encountered by working students often face challenges that evoke themes of self-worth, motivation, self-determination, self-discipline, and willpower, which are crucial for their resilience and success amidst adversity.

Working students face numerous challenges, including financial instability, academic difficulties, and self-unsatisfaction, affecting their self-worth. Balancing work and studies can lead to feelings of inadequacy, emphasizing the need to recognize and affirm one's value. Self-motivation, self-determination, self-discipline, structured routines, effective time management, and willpower are essential for overcoming obstacles and setting realistic goals. These factors contribute to the resilience and determination of working students, enabling them to thrive in their academic and professional pursuits.

6.7 Conclusions

The study reveals significant challenges faced by students who balance work and school. It highlights that these issues significantly impact their personal and professional growth. The study emphasizes the importance of creating connections and boosting morale to overcome these challenges. It suggests that a supportive environment can help working students become

more resilient and successful in their academic and professional journeys. It emphasizes the need for understanding the seriousness of these challenges and the importance of creating a supportive environment for students to succeed in both their academic and professional lives.

6.8 Recommendations

The researchers recommend Kamustahan Session, a method where individuals express their struggles, overcome obstacles, and celebrate achievements, to boost morale and overall well-being of working students. This not only reduces feelings of isolation and stress but also provides a practical platform for sharing advice, resources, and coping strategies, enabling students to effectively balance work and study.

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