



(RESEARCH ARTICLE)



Experiences of Students in Balancing Academics and Employment

Joan Suminguit ^{1,*}, Anacleta A. Gacasan ², Analyn S. Clarin ³, Winlove Jobelle E. Generalao ³ and Genelyn R. Baluyos ³

¹ Student, Misamis University, Ozamiz City, Philippines.

² Chief Education Supervisor, Division of Ozamiz, Ozamiz City, Philippines.

³ Faculty, Misamis University, Ozamiz City, Philippines.

International Journal of Science and Research Archive, 2025, 17(01), 347-372

Publication history: Received on 23 August 2025; revised on 06 October 2025; accepted on 09 October 2025

Article DOI: <https://doi.org/10.30574/ijrsra.2025.17.1.2790>

Abstract

In today's educational landscape, many students face the dual responsibility of pursuing their education while engaging in employment to support their personal and academic needs. This study examined the experiences of students in balancing academics and employment during the second semester of the 2024-2025 school year in one of the private higher educational institutions in Misamis Occidental. Using a qualitative approach through a participatory action research design, the study employed photovoice methodology. The participants of the study were four (4) education students who are studying and working at the same time and were selected through a purposive sampling method. Data were collected using in-depth interviews guided by the SHOWED framework, while Hyper Research was utilized to analyze participants' responses and generate themes. Findings revealed seven major themes: gaining strength from balancing academic and work responsibilities, struggling with the demands of academic and work commitments, applying effective study techniques and styles, prioritizing mental and physical health, enhancing flexible class schedules and accessible learning, expanding scholarship opportunities and financial assistance, and providing comprehensive counseling and emotional support. It was concluded that working students exhibit resilience, utilize effective strategies, and seek institutional support as they navigate the challenges of balancing academics and employment. Future research may explore the success stories of professionals who were once working students, as these insights may provide guidance and inspiration for current and future student-workers.

Keywords: Academics; Employment; Philippines; Photovoice; Working Students

1. Introduction

Pursuing higher education is seen as a stepping stone toward securing a stable and fulfilling career. For many, the primary focus of attending school is to gain the knowledge, skills, and qualifications needed to succeed in their chosen profession. For some students, the journey toward a diploma is intertwined with the need to work while studying. However, balancing academic demands and employment can be both rewarding and challenging, requiring students to manage their time, energy, and priorities effectively. This dual responsibility may arise from financial necessity, personal goals, or the desire to gain early work experience.

Success in higher education requires more than just intelligence; one must also maintain self-discipline, diligence, initiative, and determination (Balacuit & Lopio, 2022). Every student's top priority is to receive a top-notch education (Magno, 2022). However, many students work in addition to their formal education in order to maintain their motivation, earn extra money, and obtain useful experience (Casamorin et al., 2023). Some college students opt to work while enrolled, while others may be forced to work despite the fact that it may negatively impact their academic performance (Ecton et al., 2023).

* Corresponding author: Joan Suminguit

Financial stress is a common occurrence for college students, and it can hinder their academic progress (Kim, 2024). Paid university students report higher levels of stress, engage in fewer extracurricular activities, and have less time for studying than students without jobs (Grozov & Easterbrook, 2022). They are more likely to be busy working, therefore, they are less likely to develop traditional study habits like taking notes and reading extensively (Dunson et al., 2024). The impact of time pressure on students' work-school experience has not received enough attention in the current body of research on career development, despite the fact that working college students face growing demands on their time (Kim, 2024).

An efficient employment strategy and the execution of flexible, accessible, and focused support activities are essential to help students achieve their academic and professional objectives (Verulava & Jorbenad, 2022). Although federal student employment subsidies may play a significant role in creating campus job possibilities, they should be seen as an employer-sponsored benefit rather than a restriction on the amount of financial assistance that students can receive (Perna, 2023). Education officials are increasingly focusing on the persistence and accessibility of the new college majority, which can be characterized as mobile working students (Ziskin et al., 2023).

The relationship between work and academic outcomes has been well established (Summer et al., 2025). Faculty members play a crucial role in undergraduate students' development, according to thirty years of research on college students (Umbach et al., 2023). The learning performance of first-year students has drawn a lot of attention in both educational theory and practice (Huynh-Cam et al., 2021). The experiences of Indonesian students enrolled in and employed at Taiwanese public universities are examined in this study (Soelistiyono & Chen, 2023). The prevalence of student employment in several European nations has raised concerns about the impact of working while enrolled in school on student retention (Lessky & Unger, 2023).

Since the founding of the first universities in the United States, students have had mixed employment and education. Studies explore the connections between work and significant results and process metrics, net of other institutional and student variables (McCormick et al., 2023). The study also looks at sleep deprivation as a possible mediator between college students' work hours and depression symptoms and examines if this model of mediation varies depending on the degree of financial stress experienced by each student (Peltz et al., 2021). Giving credit-constrained students the option to concentrate on their college education instead of working while enrolled was one of the primary goals of the new loan program (Kim & Wiederspan, 2021). The potential impact of work-life balance on college students' mental health has not received much attention in research (Sprung & Rogers, 2021). Tuition at public two- and four-year universities has been increasing, according to national reports. However, there is still a lack of awareness of African American students' experiences working while attending college (Flowers, 2023).

The researcher identified a *methodological gap* in prior research. There is a lack of participatory and visual research designs in exploring the lived experiences of part-time students managing both academic responsibilities and employment. This study employed a research design using participatory approach and allowed participants to express their challenges and coping strategies through pictured and narrative reflection. The study sought to extend the existing literature by addressing the identified gap; thus, the conduct of this research.

This study explored the lived experiences of college students who balanced academic responsibilities with part-time employment. Using a participatory and visual research design, the study captured how students manage their time, energy, and priorities, as well as the coping strategies they employ to address challenges associated with working while studying. By providing students with the opportunity to express their realities through pictures and narratives, this research presented a more in-depth understanding on the impact of employment on academic performance, personal well-being, and as well as for professional development.

This study is essential because it fills an important gap in existing literature by adopting a participatory and visual approach to examining the work-school experience. Its findings provide educators, policymakers, and academic institutions with deeper insights into the different struggles and resilience of working students. Understanding these experiences can inform the development of flexible support programs, employment policies, and academic interventions that enhance student retention, academic success, and mental well-being. Furthermore, this research contributes to broader discussions on educational equity, financial accessibility, and student development, ensuring that the needs of working learners are addressed in both institutional planning and policy formulation.

2. Theoretical Framework

This study was anchored on Schlossberg's Transition Theory (1981) and Deci and Ryan's Self-Determination Theory (2000).

Schlossberg's Transition Theory (1981) provides a valuable lens for understanding the experiences of part-time education students as they navigate the dual responsibilities of academics and employment. This theory explains how individuals experience and adapt to life transitions by examining three key components: the nature of the transition, the individual's perception of the transition, and the resources available to manage the transition.

Schlossberg's Transition Theory views transition as a period that disrupts an individual's established roles, routines, and relationships, requiring them to adjust their assumptions about themselves and their future (Chickering & Schlossberg, 2002; Schlossberg, 2008). Such transitions often bring significant life changes that demand substantial adaptation, even when the outcome is ultimately beneficial. This process is not instantaneous but unfolds over time, beginning with an ending that marks the close of a previous phase in life (Anderson, Goodman, & Schlossberg, 2012).

For students, taking on both academic and employment responsibilities can represent a significant transition, as it reshapes their daily schedules, social interactions, and personal priorities. In navigating this shift, they must evaluate challenges, explore possible solutions, and develop coping strategies to maintain balance between school and work. Schlossberg's framework is therefore highly relevant to this study, as it provides a lens for understanding how students adapt to the dual demands of learning and earning, and how they can grow through this process.

Self-Determination Theory by Deci and Ryan (2000) views motivation as multidimensional, recognizing that actions can stem from either autonomous or controlled forms of intentional behavior. For students, autonomous actions arise from personal choice and a genuine willingness to engage in academic or work-related tasks. In contrast, controlled actions occur when students act in response to external demands or internal pressures, such as deadlines, grades, or financial needs. Conversely, those driven by autonomous motivation have an internal locus of causality, believing that their actions are guided by their values and personal goals (DeCharms, 1968).

According to Self-Determination Theory, intrinsic motivation represents the highest form of autonomy, where individuals engage in an activity purely for the enjoyment and satisfaction it provides (Deci & Ryan, 2000). For students, this may include studying a subject out of genuine interest or working in a job they find personally fulfilling. In such cases, they see themselves as the primary driver of their actions, making choices aligned with their values and interests (DeCharms, 1968). On the other hand, extrinsic motivation occurs when actions are performed to obtain specific outcomes or avoid negative consequences (Wrzesniewski et al., 2014). This is often the case for students who work to earn money for tuition or complete assignments to meet academic requirements. Both intrinsic and extrinsic motivations influence how students manage their responsibilities, sustain their commitment, and cope with the challenges of fulfilling both roles.

3. Conceptual Framework

The concepts drawn from the study were rooted in the various themes, namely: gaining strength from balancing academic and work responsibilities, struggling with the demands of academic and work commitments, applying effective study techniques and styles, prioritizing mental and physical health, enhancing flexible class schedules and accessible learning, expanding scholarship opportunities and financial assistance and providing comprehensive counseling and emotional support.

Exploring the experiences of students in balancing academics and employment includes two themes: (1) gaining strength from balancing academic and work responsibilities, and (2) struggling with the demands of academic and work commitments.

Gaining Strength from Balancing Academic and Work Responsibilities. Working students develop important strengths as they balance academics and employment, such as the ability to prioritize tasks, build self-confidence, and maintain optimism in pursuing their goals (Magno & Magno, 2022). Their dual role as both students and employees also provides meaningful benefits, as they learn perseverance, responsibility, and commitment from managing both environments (Burgos et al., 2020). Taking on employment is often viewed by students as a significant step toward adulthood, allowing them to gain maturity and independence through firsthand work experience. This transition can also foster positive identity change, as students begin to view themselves not only as learners but as contributors to the workforce. In some

cases, they adopt an employee identity, developing a sense of belonging with their workplace, colleagues, or even the broader organization (Grozev et al., 2024). These experiences show that while balancing academics and work presents challenges, it also strengthens students' character, equips them with transferable skills, and enhances their resilience.

Struggling with the Demands of Academic and Work Commitments. Students faced time constraints with school tasks, leading to poor grades, as they found it challenging to manage both roles, and the pandemic even forced them to work in ways that negatively impacted their academic performance (Payusan et al., 2022). Many college students also struggle to combine career, family, and school, where the increased workload often leads to stress, tension, and strain despite attempts to manage it (Lischer et al., 2021). To cope with these challenges, prioritizing tasks becomes essential, as working students are more likely to handle the demands of academics and employment if they stay positive and seek help when needed (Cardenas, 2021). In addition, working students' academic performance is shaped by several factors such as absence of family support, weak study habits, heavy study loads, teacher influence, learning materials, social media, and peer relationships (Pagon & Ponce, 2021). Workload and work schedule, in particular, are dominant determinants that intensify their struggle with balancing academic and work commitments.

Identifying the coping strategies of students in balancing academics and employment includes two themes: (1) applying effective study techniques and styles, and (2) prioritizing mental and physical health.

Applying Effective Study Techniques and Styles. Balancing both work and school is no easy feat for working students; thus, adopting a sensible approach in their workplace brought positive outcomes in coping with their tasks (Leverage Edu, 2022). This highlights that effective study techniques often involve discipline and minimizing distractions, such as the conscious effort of working students to reduce the use of social media so they can utilize their free time productively for academics. Similarly, the workload can sometimes be overwhelming for working students, and without effective study strategies, this may result in delays in accomplishing important tasks (Bozkus, 2020). Since time management is not a skill usually taught, developing an organized approach allows working students to work more efficiently and create study routines that fit within their busy schedules. Organizing tasks every day also becomes a study strategy in itself, as it enables them to prioritize projects, finish work on time, and monitor their academic progress while balancing employment responsibilities (Keiling, 2023).

Prioritizing Mental and Physical Health. Working students often experience increased tiredness, disrupted sleep patterns, and heightened stress, anxiety, and depression, which negatively affect their academic attainment, leading to tardiness, missed classes, and even avoidance of campus activities (Grozev et al., 2024). Balancing both academics and employment requires dividing time and concentration between two demanding commitments, which consumes much of their energy and makes it difficult to sustain focus and motivation (Mesra et al., 2021). Compared to non-working students, those who work while studying often show lower learning motivation due to the strain of managing multiple responsibilities. These challenges directly affect their physical and mental health, creating conditions of exhaustion, lack of proper sleep, and poor eating habits that hinder overall well-being (Verulava & Jorbenadze, 2022). As health declines, working students face greater struggles in maintaining their academic performance, since their reduced energy and focus make it harder to meet both school and work demands. This emphasizes the importance of prioritizing mental and physical health to ensure that students can sustain their responsibilities while protecting their overall academic success and personal well-being.

Determining students' desired support mechanisms in balancing academics and employment includes three themes such as (1) enhancing flexible class schedules and accessible learning, (2) expanding scholarship opportunities and financial assistance and (3) providing comprehensive counseling and emotional support.

Enhancing Flexible Class Schedules and Accessible Learning. Universities may allow working students to adjust their study loads into more flexible and accessible schedules that accommodate their dual roles as learners and workers (Payusan et al., 2022). A lack of flexibility in class schedules often limits students' ability to balance academics and employment, further highlighting the need for alternative arrangements (Summer et al., 2025). To address these concerns, the Philippines' Commission on Higher Education (CHED) encouraged higher education institutions (HEIs) to maximize technology in teaching and learning by aligning program delivery with the connectivity and needs of students (Commission on Higher Education, 2020). However, flexible learning also exposes the digital divide among Filipino students, as those without access to devices or stable internet face barriers to accessible education (Santos, 2020). For working students, these barriers combine with financial struggles and scheduling conflicts, making it more difficult to sustain their academic performance. Ensuring flexible class schedules and improving access to learning resources are, therefore, vital in helping working students successfully balance their responsibilities.

Expanding Scholarship Opportunities and Financial Assistance. Working students face adverse effects, such as their academic performance being influenced by financial struggles, and many parents also find it difficult to send their children to school due to high tuition fees (Coral et al., 2020; Curambao et al., 2015). As a result, many college students take on part-time jobs to finance their education, which reflects the need for greater financial support opportunities (Magsumbol, 2021). The primary reason students work is to earn money, which allows them to become financially independent, support household expenses, and cover their personal needs without relying heavily on their parents (Caldwell, 2022). Despite this, financial stressors remain, particularly with the bureaucratic challenges surrounding student employment and financial aid programs in universities. Students often struggle to maintain a balance between working enough to meet their financial needs and avoiding excessive work hours that could disqualify them from need-based aid (Summer et al., 2025). These realities emphasize the importance of expanding scholarship opportunities and financial assistance to ease the financial burdens of working students and help them focus more on their academic responsibilities.

Providing Comprehensive Counseling and Emotional Support. Work has financial, mental health, and social impacts on students, which significantly affect their overall well-being, making counseling and emotional support essential (Summer et al., 2025). To effectively provide this support, it is important for institutions to understand the time and financial constraints faced by working students, as well as the emotional toll that balancing academics and employment can bring. Classroom policies and university services, when designed with this awareness, can help students not only as learners and workers but also as individuals with emotional needs (Summer et al., 2025). One of the major impacts of employment is the strain it places on students' social lives and mental health, which may suffer despite the sense of fulfillment they often find in work. This highlights the importance of integrating counseling programs that address stress, anxiety, and emotional challenges into student support systems. Furthermore, increasing awareness of both mental and physical health issues within Higher Education Institutions (HEIs) is highly recommended to ensure that working students receive holistic support that promotes their academic success and overall well-being (Payusan et al., 2022).

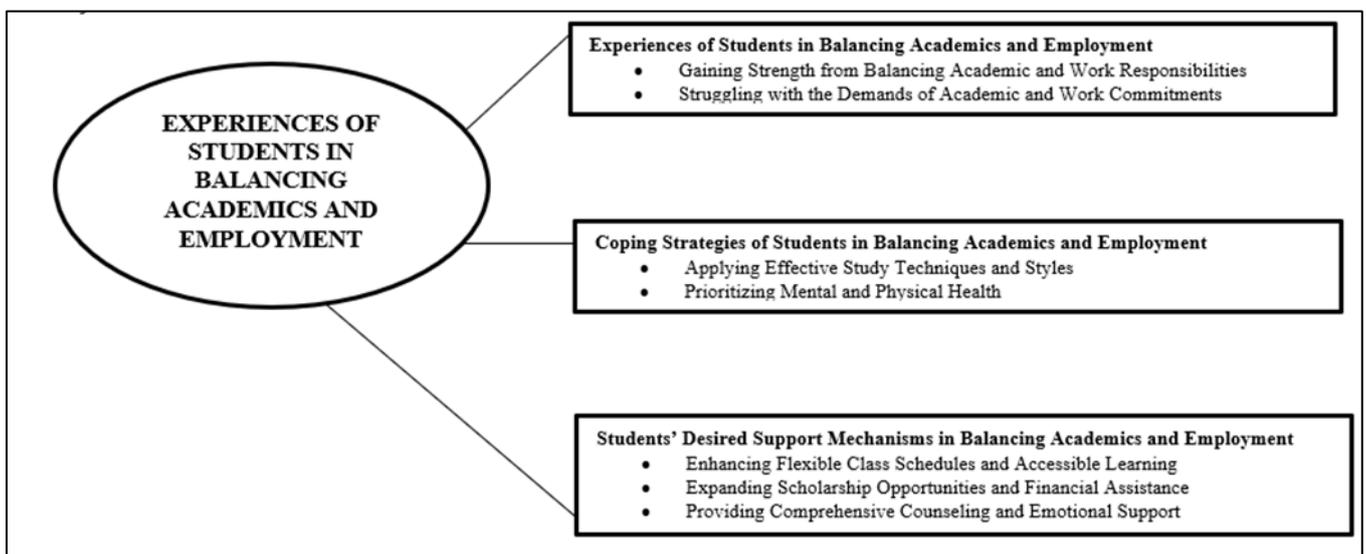


Figure 1 Schematic Diagram of the Study

3.1. Statement of the Problem

This study explored the experiences of students in balancing academic and employment in one of the private higher institutions in Misamis Occidental during the second semester of the academic year 2024-2025. Specifically, this study sought to answer the following questions:

- What are the experiences of students in balancing academics and Employment?
- How do students develop and apply coping strategies as they balance academics and employment?
- What support do students expect from higher education institutions to help
- Can they manage both academic and work responsibilities?

4. Methods

4.1. Research Design

This research study used a qualitative research methodology, most especially the use of photovoice-facilitated participatory action research design. Photovoice is a qualitative study that focuses on the arts (Delgado, 2015). Participatory action research is a powerful tool for building a better life for various organizations, families, and communities. This methodology involves engaging people in analyzing and resolving the issues and difficulties they encounter daily (Wang et al., 2004). Moreover, the institutions and the educational system use it to empower people around the globe (Creswell, 2012). Photovoice can be used ethically and effectively in qualitative research (Liebenberg, 2018). Through photovoice, participants were engaged in reflective and transformative storytelling (Gubrium et al., 2015). Therefore, photovoice was used to know the experiences faced by part-time education students in balancing academics and employment.

4.2. Research Setting

The study was carried out at a private non-sectarian institution located in Aguada, Ozamiz City, Misamis Occidental. This university has retained its Autonomous Status by the Commission on Higher Education last year under CHED Memorandum Order No. 07, Series of 2024. The university was the first and only ISO-certified university by Det Norske Veritas, The Netherlands, for Quality Education and Service in Mindanao. The university received ISO 9001:2000 certification on April 28, 2005, and five years later, ISO 9001:2008 for its Quality Management System pertaining to educational, research, and training services. The university had the recent certification of ISO 9001:2015 Certified University by Det Norske Veritas-GL-Australia, valid from April 28, 2023, until April 27, 2026. Therefore, many students enrolled in the university were part-time workers, in which they have encountered different experiences in balancing academics and employment at the same time.

4.3. Participants of the Study

Using a purposive sampling method, four part-time education students who worked in various part-time jobs were selected. Purposive sampling involves selecting participants based on specific characteristics or criteria deemed relevant to the research study (Creswell & Creswell, 2017). The selection criteria included (1) an education student currently enrolled in a private higher institution for the 2024–2025 academic year; (2) employed in any type of part-time work; and (3) willing to participate in the study. The researcher ensured that all participants met these criteria before conducting the interviews.

4.4. Instrument

This study used an interview guide to gather relevant information from the participants from the College of Education.

This interview guide was composed of three questions. The students responded to the questions by taking pictures that explained their responses to every question. After the pictures were prepared, the participants were questioned by the researcher using the SHOWED framework (Wang et al., 1998). Photographs served as the main data source for this investigation. The following questions were included in the interview guide: "What do you see here?", "What is actually going on here?", "What relevance does this have to our lives?", "Why is this strength or issue present?", "How can we gain empowerment?", and "What can we do?"

To establish the validity of the interview guide, expert review and face validity were conducted. The guide was shown to a qualitative research expert and was tried out on a pilot participant. To establish construct validity, the open-ended questions were ensured they be non-leading questions. For reliability, a pilot test helped refine unclear questions and determine the estimated duration of the interview. By applying these strategies, the researcher ensured that Photovoice interviews yielded meaningful, credible, and replicable findings.

4.5. Data Collection

The researcher asked permission from the Dean of the College of Education to collect data. The researcher provided the participants with a permission letter highlighting the importance of the study. The researcher proceeded to conduct a face-to-face in-depth interview with the target participants on the school campus that lasted for 30 minutes and was photographed and recorded through an audio recording. Since there were 10 participants, the survey took 10 days. The researcher interviewed one student per day. An in-depth interview was an open-ended, discovery-oriented data-gathering method to obtain detailed information about a topic from a participant. In-depth interviews aimed to explore in depth a respondent's point of view, experiences, feelings, and perspectives (Showkat & Parveen, 2017). To arrange

the picture exhibit, the images were categorized, and created a forum to people to add their own photos and the statement behind them. Afterwards, the researcher used the photo essays.

The interview was administered in two sessions. One was for the orientation, and the next one was for the in-depth interview. Collection of data using the photovoice techniques outlined by Wang et al. (1998) was followed in this study. In this particular study, the researcher employed photovoice to provide an opportunity to participants to express their experiences through images, fostering deeper understanding and reflection. During the sessions, the following activities were undertaken:

Orientation on Photovoice Methodology. All participants were introduced to the concept of photovoice. The researcher explained the purpose and how it applies to the research. They learned how their images could serve as a powerful tool for sharing their personal experiences.

Photography Training. All participants received guidance on how to do the basic photography techniques, such as framing, lighting, and composition. In this way, they can ensure their images effectively captured their intended messages.

Theming. The researcher carefully examined the collected data, coding and categorizing the images and narratives to identify meaningful themes. The researcher needed to look for the patterns and connections to uncover deeper insights.

Photo Documentation. All participants were given time to take photographs that represented the challenging and positive experiences. They were encouraged to capture as many photographs as they felt necessary to tell their stories.

Critical Reflection and Dialogue. After capturing their photos, participants engaged in discussions about their captured images. They have to use the SHOWED framework by Wallerstein and Bernstein (1988) and adapted by Wang et al. (1998) to guide their reflections. This framework allowed them to reflect on their images by asking the following questions: See – What do you see here? Happening – What’s really happening here? Our lives – How does this relate to our lives? Why – Why does this problem or strength exist? Empowerment – How can we be empowered? Do – What can we do about this?

4.6. Ethical Considerations

In conducting this photovoice research, the researcher prioritized the safety, privacy, and dignity of participants. Ethical safeguards ensured that their rights were respected throughout the study. The approval from the ethics review board was obtained to align with research standards. All participants were fully informed about the study, their rights, and any potential risks. Consent was obtained in writing or verbally and properly documented. Identities remained confidential, and pseudonyms were used in reports. Any images that might reveal personal details were reviewed, and participants had full control over what was shared. Data security is a top priority. All files were stored on password-protected devices, and physical documents are kept under lock and key.

If at any point someone felt uncomfortable, he or she was free to withdraw without any consequences. Their well-being was the top priority. Additionally, this research followed the Republic Act No. 10173, also known as the “Data Privacy Act of 2012,” ensuring that all personal information was handled with care and protected against unauthorized access. By taking these steps, this study ensured an ethical, respectful, and secured research environment for all involved.

4.7. Reflexibility

Upon conducting this research on the experiences of students balancing academics and employment, it was not just an academic pursuit but a deeply personal journey. As a researcher, I recognized that my own background and experiences shaped my understanding of this topic. I have seen firsthand the struggles that student-workers face and the long hours they spent juggling coursework and job responsibilities, the sacrifices made in the name of education, and the resilience required to persevere. This study was an opportunity to give voice to those experiences, not just as data points but as real stories of the determination and hardship of every part-time worker.

I acknowledged the need for reflexivity in my approach. While I might relate to my participants' struggles, I ensured that my personal experiences did not cloud the authenticity of their narratives. Every student's journey was unique. In this study, my role was to listen, interpret, and present their perspectives with fairness and objectivity. I was committed to maintaining ethical rigor, practicing empathy, and continuously reflecting on how my own biases might influence my analysis.

Beyond the academic significance of this research, I believe it carries a deeper message. One that calls for greater awareness and support for student-workers. These individuals were not just students or employees, but they were individuals striving to build better futures despite the weight of multiple responsibilities. By shedding light on their challenges and coping strategies, I hope this study contributed to meaningful discussions about policies and interventions that could help student-workers thrive, both in their studies and in their professional lives.

4.8. Data Analysis

With the aid of HyperResearch Software, the qualitative data were analyzed using the photovoice data analysis devised by Wang & Baker (2006). The steps involved:

- Initial photo review and sorting. The process began with the initial photo review and sorting, where the researcher examined the collected photographs to ensure they were relevant, clear, and useful for analysis. Any duplicate or irrelevant images were set aside, and the remaining photos were organized based on initial observations, such as chronology, themes, or participant contributions.
- Group discussions with participants to interpret photos. Once sorted, the next step involved group discussions with participants to interpret the photos. This participatory approach allowed individuals to share their perspectives and contextual meanings behind the images, providing deeper insights. The researcher facilitated open-ended discussions, encouraging storytelling and personal reflections to ensure that interpretations aligned with participants' lived experiences.
- Identifying themes and patterns across photographs and narratives. Following these discussions, the focus shifted to identifying themes and patterns across photographs and narratives. The researcher analyzed recurring elements, commonalities, and differences to uncover underlying social, cultural, or environmental themes. This thematic analysis helped structure the data and prepare it for further categorization.
- Coding and categorization of data. In the next phase, coding and categorization of data, the researcher systematically labeled and classified key aspects of both the visual and narrative data. By assigning codes to different elements, patterns become more evident, ensuring a structured and consistent analysis.
- Interpretation and report writing. Once the data was organized, interpretation and report writing took place. Here, the researcher synthesized the identified themes into meaningful insights, linking them to existing literature, theories, or broader social contexts. The final report typically included visual representations, participant quotes, and analytical discussions, ensuring a comprehensive presentation of the findings.
- Community engagement through sharing findings with participants and stakeholders. The process concluded with community engagement through sharing findings with participants and stakeholders. This step ensured transparency and validation, as results were shared through presentations, community forums, or photo exhibits. Engaging the community in this way fostered collective reflection, encouraged action based on the research insights, and strengthened the impact of the study.

5. Results and discussion

This qualitative study captured the experiences of students in balancing academics and employment through photovoice. Using a purposive sampling method, this study selected four participants who held part-time jobs while pursuing higher studies. They were chosen to provide diverse perspectives on how working students managed academic responsibilities alongside employment demands. All participants were undertaking an Education program at a private higher education institution in Misamis Occidental during the second semester of the 2024–2025 academic year.

This study yielded the following themes: gaining strength from balancing academic and work responsibilities, struggling with the demands of academic and work commitments, applying effective study techniques and styles, prioritizing mental and physical health, enhancing flexible class schedules and accessible learning, expanding scholarship opportunities and financial assistance, and providing comprehensive counseling and emotional support.

5.1. Experiences of Students in Balancing Academics and Employment

The first objective centers on students' experiences in balancing academics and employment. The themes included gaining strength from balancing academic and work responsibilities, as well as struggling with the demands of these commitments.

Gaining Strength from Balancing Academic and Work Responsibilities. This theme captured how the challenging experience of managing both academic and work responsibilities became a source of personal growth, discipline, and

inner strength for student-workers. Positive results from their dual roles were noted by the participants, such as strengthening motivation and responsibility, and achieving financial independence.

P3 shared that perseverance continues because of long-term goals and dreams of becoming a teacher. A strong desire to achieve success and build a brighter future remains despite the challenges along the way. Staying motivated often involves holding on to a clear purpose in life. Having well-defined goals can guide actions and decisions, even when obstacles arise.

"I keep going because I have long-term goals in life. I have to chase my dreams and become a real teacher. Just like this photo, I want to become successful, and have a brighter life. The road to success might be difficult, but I will do whatever it takes just to achieve my aim in life." (P3)

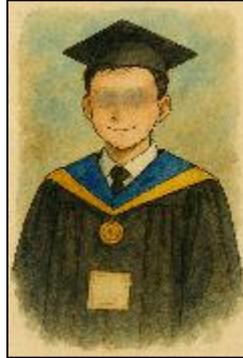


Figure 1 Strengthening Motivation and Responsibility

In similar views, P1 shared that, despite the stress and exhaustion, there has been personal growth in becoming more responsible and improving time management skills. The experience has brought valuable lessons in balancing work and academics. P2 also expressed that working was a choice made to support personal needs and avoid being a burden to the family. The effort was seen as a way to contribute to loved ones while pursuing education through faith and determination. Taking on work responsibilities can be a means of fostering independence and self-reliance. It also provides an opportunity to build resilience and a sense of purpose.

"Even though it can be stressful and tiring, I have learned to be more responsible and better at managing my time." (P1)

"I took a job mainly to support myself, and I don't want to be a burden to my family. I wanted to help them by striving by myself, and I believe this is the way that God gave me to finish my education in the future." (P2)

P4 shared a desire to achieve success and extend help to the family. The goal of creating a better future serves as motivation not to remain stagnant in current circumstances. Aspirations often drive individuals to push beyond limitations and strive for improvement. A strong vision for the future can serve as a guiding force in making life decisions and enduring challenges.

"I want to be successful and help my family. I don't want to settle for who I am today that's why I aim to have a better life someday." (P4)

Working students are able to develop perseverance by learning how to prioritize, gaining self-confidence, and remaining optimistic in pursuing their goals (Magno & Magno, 2022). Engaging in both work and academic responsibilities provides meaningful benefits that strengthen one's character and commitment (Burgos et al., 2020). Taking on employment is often seen as a step toward maturity, where balancing responsibilities becomes a significant part of personal growth and independence (Burgos et al., 2020). Students may also adopt an employee identity, fostering a sense of belonging in the workplace while reinforcing discipline and responsibility (Grozev et al., 2024). These experiences allow students to cultivate resilience and draw strength from the process of managing both academics and employment.

Setting clear goals and personal aspirations serves as a strong driving force in managing the demands of both academics and employment. A sense of responsibility, whether toward oneself or toward family, appears to shape the willingness to endure stress, fatigue, and other challenges. These experiences highlight the importance of time management, self-

discipline, and resilience as essential skills for working students. When individuals align their daily actions with long-term visions, they are more likely to persist despite obstacles. This indicates that fostering goal-oriented mindsets and responsibility among students can enhance their ability to balance multiple roles successfully.

In relation to strengthening motivation and responsibility among students who balance academics and employment, students also achieve financial independence. Earning an income allows the fulfillment of personal needs and lessens dependence on family resources, fostering a sense of pride and self-sufficiency. Managing one's own expenses encourages independence while promoting careful financial planning and decision-making. This autonomy not only supports immediate needs but also lays the groundwork for future stability. Such experiences highlight that financial independence can serve as a motivating factor in persevering through the challenges of balancing work and academics.

P1 expressed that being a working student provides financial benefits, allowing them to cover school expenses and support themselves, highlighting the connection between employment and financial independence. This independence fosters a sense of responsibility and self-reliance in managing personal needs. While balancing work and academics is challenging, earning an income serves as a strong motivation to keep going.

"Being a working student helps me financially. I can pay for my school needs and support myself." (P1)



Figure 2 Achieving Financial Independence

P2 shared the same perspective, stating that taking a job was primarily to support themselves and avoid becoming a burden to their family. With limited financial resources at home, working becomes a practical way to ease the family's responsibilities. This decision reflects a strong sense of independence and responsibility at a young age. It also highlights the reality faced by many students who strive to continue their education while lessening the financial strain on their households.

"I took a job mainly to support myself, and I don't want to be a burden to my family because my family has only limited financial resources." (P2)

Working while studying was perceived as challenging yet financially beneficial, as it allows students to sustain their education and support themselves (Payusan et al., 2022). Employment provides an opportunity to achieve financial independence by meeting educational expenses and personal needs. It also encourages responsibility and self-reliance, which strengthen students' ability to manage both academic and personal demands (Remenick & Bergman, 2021). Taking a job serves not only as a source of income but also as a way to ease family responsibilities and reduce financial strain. In this way, employment empowers students to pursue their academic goals while working toward financial independence.

Achieving financial independence while pursuing studies provides an empowering sense of control over personal needs and future goals. Earning an income allows for covering school expenses, reducing reliance on family support, and making independent decisions about priorities. This self-sufficiency fosters responsibility, discipline, and resilience in managing multiple commitments. Beyond meeting immediate financial requirements, it also builds confidence and motivation to continue working toward long-term aspirations.

Struggling with the Demands of Academic and Work Commitments. Balancing academic requirements with work responsibilities can be a challenging and exhausting experience. The need to meet deadlines, attend classes, and fulfill job duties often leads to physical and mental strain. Long hours at work may limit time for studying, rest, and personal

activities, creating a constant struggle to manage priorities. This balancing act requires strong time management skills, yet even with planning, unexpected demands can disrupt schedules. The pressure to perform well in both areas may result in stress and fatigue, affecting overall well-being.

P1 shared that balancing the responsibilities of work and academics can be both stressful and tiring. Meeting the demands of both areas requires significant effort, which often results in physical and mental fatigue. The struggle lies in managing time effectively while ensuring that neither academic performance nor work responsibilities are compromised. Even with careful planning, unexpected challenges can arise, making it difficult to maintain balance. The constant pressure to excel in studies while fulfilling job duties can take a toll on overall well-being. This experience reflects the reality of many individuals who strive to succeed in education while sustaining employment.

I study late at night using coffee to stay awake. I work school tasks, after a long day of work and classes, feeling tired but still trying to finish work. This is what many student-workers experience. After work, I often study late, lose sleep, and have little time for myself.” (P1)



Figure 3 Struggle in Maintaining Health and Well-Being

P4 described the experience of balancing academic responsibilities and work as highly exhausting. The daily routine often involved waking up early and sleeping late to meet various demands. Effective time management becomes essential to prepare for upcoming academic requirements such as quizzes, exams, and demonstrations. Handling these commitments requires taking responsibility for actions and staying disciplined. Dedication to all tasks, despite the challenges, is fueled by the drive to achieve personal dreams.

“Balancing my studies and job is very exhausting. Like, I have to wake up early and have to sleep late. I have to manage well my time so that I can prepare for an upcoming quiz, exam, and demonstration. I have to be responsible of my own action. To be dedicated at all things is very challenging but I have to since I have a dream.” (P4)

P3 talked about the difficulty of managing class requirements when schedules conflict with work shifts. After long hours at work, maintaining focus in academic tasks becomes a significant challenge. The physical and mental exhaustion from balancing both roles can be overwhelming, leaving little room for rest. Despite these struggles, perseverance remains strong due to the presence of long-term goals.

“There are days when my schedule conflicts with class requirements, and it’s hard to focus after a long shift. Physical and mental exhaustion is also real but sometimes it feels like there’s no break. But I keep going because I have long-term goals in life.” (P3)

Working students often face mental and physical limitations as they try to manage both academic and employment responsibilities (Pedroso et al., 2022). Balancing these dual roles brings challenges such as scheduling conflicts and workplace difficulties, which add to their stress (Solmiano et al., 2022). These struggles can lead to exhaustion, irregular sleep patterns, and increased levels of stress, anxiety, and depression. Such health concerns negatively affect academic performance, as students may come late to class, miss sessions, or avoid attending altogether (Grozev et al., 2024). This shows that maintaining both mental and physical well-being remains one of the most significant challenges for students balancing work and academics.

Balancing work and academic responsibilities presents significant challenges that often lead to physical and mental exhaustion. The constant need to meet deadlines, attend classes, and fulfill job duties can create high levels of stress and

reduce opportunities for rest. Without effective coping strategies and support, these demands may negatively impact health, academic performance, and overall productivity. Yet, the persistence to continue despite fatigue reflects a strong sense of determination and commitment to personal goals. This dual role, while difficult, can cultivate valuable skills such as time management, self-discipline, and resilience that are beneficial in both academic and professional settings.

In connection to maintaining health and well-being amidst demands among students who balance academics and employment, students also manage pressure from dual responsibilities by developing strong coping strategies and discipline. Juggling multiple tasks requires careful planning, consistent effort, and the ability to adapt when unexpected challenges arise. This experience helps build resilience, as handling both work and academic commitments teaches perseverance in the face of fatigue and stress. Over time, balancing these responsibilities shapes a more determined and focused mindset. Such experiences not only strengthen personal endurance but also highlight the importance of self-care while striving for success in both areas.

P1 shared that balancing academic responsibilities with work often leads to sacrifices in both academic and social life, emphasizing the importance of managing time from dual responsibilities. Limited study hours can sometimes affect academic performance, even with efforts to stay focused and organized. Opportunities to participate in school activities or spend time with friends are reduced because work commitments take priority. This situation reflects the need to set clear priorities and maintain discipline to meet both academic and work demands.

"Sometimes, my grades are affected because I don't always have enough time to study, but I try my best to stay focused and plan. I also have less time to join school activities or hang out with friends because I need to work." (P1)



Figure 4 Managing Time from Dual Responsibilities

P3 shared that balancing work shifts and class requirements can make it difficult to focus, especially after long hours of employment. This challenge often creates conflicts in meeting academic obligations on time. Managing both responsibilities requires careful prioritization and discipline. The experience highlights the constant effort needed to navigate overlapping demands effectively. P2 expressed that managing time can feel pressing, and there are moments of struggle in fulfilling all academic requirements. This reflects the reality of juggling multiple responsibilities simultaneously. Developing strategies to stay organized and meet deadlines becomes essential. Such challenges emphasize the importance of resilience and adaptability in managing dual roles.

"Time management is the biggest challenge. There are days when my schedule conflicts with class requirements, and it's hard to focus after a long shift." (P3)

"I often feel pressed in managing my time and sometimes struggle to comply all the requirements given." (P2)

P4 shared that time management is a constant challenge, as overloaded schedules and insufficient planning can lead to procrastination and stress. Many students face difficulty keeping up with academic and work demands. The situation underscores the need for strong organizational skills and effective planning. Learning to manage time efficiently is critical for maintaining productivity and well-being.

"Time management is a constant challenge, and many of us struggle to keep up. This issue exists because overloaded schedules and poor planning often lead to procrastination and stress."(P4)

Working students may feel overburdened by the demands of balancing academic and work responsibilities, as both are essential for success and fulfillment of duties (Winston, Plessis, & Solomon, 2022). Many of them often face the challenge of dividing their time effectively, which requires careful planning and prioritization to avoid neglecting important tasks

(Antipolo, 2021). Balancing these dual roles highlights the need for efficiency in managing the limited time available, as this directly affects their performance in both school and the workplace (Stoain, Farcasiu, & Dragomir, 2022). At the same time, working students are frequently confronted with additional responsibilities that may cause them to struggle with time management and risk incompetence in certain areas (Barinua & Deinma, 2022).

Managing time from dual responsibilities is a significant challenge for students balancing academics and employment. Limited study hours, conflicting schedules, and workload pressures can affect academic performance, participation in school activities, and personal well-being. These situations emphasize the importance of setting priorities, maintaining discipline, and developing effective organizational strategies. Consistently managing overlapping demands fosters resilience, adaptability, and problem-solving skills, which are essential for navigating multiple responsibilities. Overall, mastering time management becomes a crucial competency that enables students to sustain performance and maintain balance across both academic and work commitments.

5.2. Coping Strategies of Students in Balancing Academics and Employment

The second objective centered on students' coping strategies in balancing academics and employment. The themes included applying effective study techniques and styles and prioritizing mental and physical health.

Applying Effective Study Techniques and Styles. Applying effective study techniques and styles is essential for students who balance academics and employment. Different strategies, such as time management, prioritization, and focused learning methods, help ensure that academic tasks are completed efficiently. Utilizing varied approaches allows for better retention of information and improved performance despite limited study time. Adapting study methods to fit personal learning preferences can reduce stress and enhance productivity.

P1 explained that using a planner and organizing deadlines helps manage school tasks efficiently, especially on long workdays. Breaking larger tasks into smaller, manageable portions prevents feeling overwhelmed and allows for steady progress. These strategies highlight the importance of planning and structured approaches in balancing academic responsibilities with work commitments.

"I use a planner to organize deadlines, and I try to complete school tasks ahead of time if I know I have a long workday coming up. I also break big tasks into smaller ones so I can do a little each day without getting overwhelmed. After that, I reward myself with some food so that I can focus again to my task." (P1)



Figure 5 Setting up a Planner

P3 described how organizing tasks through checklists and planning contributes to effective management of both school and work responsibilities. Staying organized ensures that important duties are not overlooked and reduces the pressure from overlapping obligations. Developing consistent planning habits and regularly reviewing goals helps maintain productivity and focus. Such strategies demonstrate the value of systematic approaches in navigating dual responsibilities successfully.

"The picture shows a hand holding a pen, filling out a checklist on a clipboard. Someone is organizing or planning his/her tasks. The person is having his/her To-Do list to know what is on his/her schedule. Staying organized helps a student-worker to manage responsibilities between school and work effectively. Without proper organization, it's easy to fall behind or forget important duties. It can add pressure to a student-worker. Fulfilling the tasks from school and at work. Develop consistent planning habits and review goals regularly to stay on track. To improve the situation, start with simple daily

checklists and reflect on completed tasks. This builds momentum and gives a sense of accomplishment that keeps us going.” (P3)

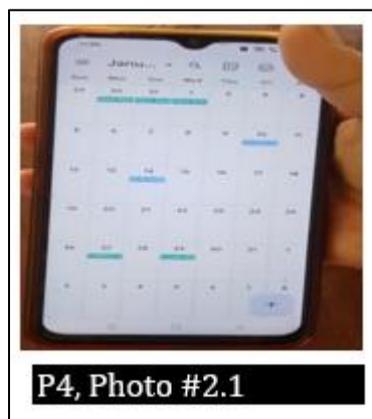


P3, Photo #2

Figure 6 Making a Checklist

P4 also emphasized that clearing the mind and setting reminders or alarms on a phone helps improve decision-making and task management. These strategies support staying on track with responsibilities and preventing important tasks from being forgotten. Using such organizational tools allows for better focus and reduces the mental load of juggling multiple commitments.

“Clearing out my mind will help me to decide things better. I also put some reminders or notes in my phone and set an alarm so that I will be reminded as well.” (P4)



P4, Photo #2.1

Figure 7 Creating Reminders

One of the strategies used by working students to balance work and academics was overcoming procrastination by completing tasks ahead of time to avoid cramming. Doing tasks immediately after being assigned is seen as necessary in ensuring completion and maintaining productivity (Manea, Stan, & Labar, 2022). Avoiding delays and steadily working on larger tasks provides them a greater chance to perform at their best despite the demands of employment. Creating strategies that maximize the use of available time is also essential, as it helps working students manage both school and work responsibilities more effectively (Pregoner, Accion, Buraquit, & Amoguis, 2020). These approaches emphasize the importance of applying effective study techniques and structured styles as coping strategies in sustaining dual responsibilities.

Applying effective study techniques and organizational styles is crucial for students balancing academics and employment. Using planners, checklists, and digital reminders allows for better time management, reduces the risk of overlooking tasks, and minimizes stress caused by overlapping responsibilities. Breaking larger tasks into smaller,

manageable portions and incorporating motivational rewards encourages steady progress and sustained focus. Consistently applying these techniques helps develop discipline, resilience, and problem-solving skills that are transferable to both academic and professional settings. Overall, adopting structured study methods supports efficiency, balance, and the successful fulfillment of multiple responsibilities.

Prioritizing Mental and Physical Health. The demands of school and employment can lead to stress, fatigue, and burnout if not managed properly. Paying attention to both mental and physical well-being allows for sustained focus, energy, and productivity. Strategies such as taking breaks, maintaining a healthy routine, and practicing self-care help mitigate the negative effects of these pressures. Fostering mental and physical health also supports resilience in facing unexpected challenges and maintaining overall balance. Ultimately, prioritizing well-being enables students to perform effectively in both academic and work environments while protecting long-term health.

P1 emphasized that maintaining health through simple and nutritious meals helps manage energy and well-being despite a busy schedule. Choosing practical foods saves both time and money while supporting physical health. These small, mindful decisions reflect the importance of self-care in balancing work and academic responsibilities. Prioritizing basic health needs allows for sustained focus and resilience throughout daily demands.

"I see a simple meal of rice, fish, vegetables, and coffee. It looks like a home-cooked, practical meal. This meal shows how student-workers manage their busy lives and eating simple food to stay healthy while saving time and money. Like this meal, student-workers often make simple and smart choices to save energy, time, and money. Because it's hard to find enough time, energy, and money when you are working and studying at the same time. Students have to make sacrifices. We can help by accepting simple ways of living, taking care of ourselves, even in small ways, supporting each other, and most of all focusing on our goals. We can plan meals ahead, share tips with friends, ask for help when needed, and speak up for more support for working students." (P1)



Figure 8 Eating Healthy Foods

P3 highlighted the value of rest and relaxation as a means to cope with stress and fatigue from juggling school and work. Taking opportunities to sleep, enjoy comfort food, or spend quality time with friends provides essential mental rejuvenation. These moments of relaxation help recharge energy and maintain overall well-being. Incorporating occasional breaks ensures that productivity and focus can be sustained despite demanding responsibilities.

"Whenever I have free time, I try to relax. I sleep more, hang out with friends, eat my comfort food, and exercise. I can only have those quality times once in a blue moon. Most of the time, I have to face the reality and be optimistic in everything. It can be at work or at school." (P3)



Figure 9 Taking Time to Relax and Sleep

P4 focused on spending time alone in nature to clear the mind and gain perspective when faced with multiple responsibilities. Activities such as walking or observing the surroundings help improve decision-making and reduce mental fatigue. These moments of solitude promote emotional balance and clarity, allowing for more effective handling of tasks. Making space for quiet reflection supports resilience and overall mental and physical health.

"In this photo, I see a quiet road during sunset with a person's shadow on the sidewalk. It looks like someone is walking alone, maybe going home from school or work or just taking a walk during the evening or at dawn time. As a student-worker, this reminds me of the times I walk home tired but proud after managing both my job and studies. Being employed while studying is definitely not easy but it is indeed challenging. I think this happens because many student-workers must balance responsibilities to support their education and family." (P4)

"Whenever I have to do a lot of things at work or at school, I try to clear my mind first. Sometimes I go for a walk and be with nature, in this way I can think clearly on what should I do first and set what to do next. After taking a walk, as I come home, I know what to do." (P4)



Figure 10 Go for a Walk with Nature

P2 highlighted engaging in music and other creative activities as an outlet for stress relief and mental well-being. Listening to music or practicing hobbies provides relaxation after long, demanding days of work and study. Such activities help prevent burnout and maintain motivation while balancing dual responsibilities. Prioritizing these forms of mental self-care fosters emotional stability and a healthier, more balanced lifestyle.

"I can see a guitar and headphones lying on a bed. The picture reflects a moment of relaxation, possibly music as a hobby or stress relief. It relates to my life as a student-worker because through engaging in music or creative activities can be a great outlet for stress after long busy days. Without proper outlets, student-workers can burn out from the constant pressure this issue exist. We can address this issue by promoting creative hobbies as essential, not optional, for a balanced lifestyle. Schedule time for creative breaks and make mental health a part of our regular routine. Attending seminars provided by the institution can be a great help also." (P2)

“To cope with the different challenges I am facing as a working student, is to prioritize my responsibilities and manage my time effectively. Prioritizing my health, as one of my gateway from stress and pressure; is to run/jog, stare at the sky, and listen to music that would eventually lead me to relaxation.” (P2)



Figure 11 Listening to Music

One coping strategy that working students apply is prioritizing mental and physical health, as they often struggle with fatigue, lack of sleep, and low energy due to the demands of both work and academics (Mesra et al., 2021). Dividing time and concentration between these responsibilities can reduce motivation, making self-care practices essential in maintaining balance. Stress, anxiety, and physical exhaustion are common outcomes, showing the importance of giving attention to overall well-being (Verulava & Jorbenadze, 2022). Taking care of health by ensuring rest, proper nutrition, and relaxation helps lessen the adverse effects of dual responsibilities. By prioritizing mental and physical health, working students are able to cope better, sustain their performance, and remain resilient in balancing academics and employment.

Mental and physical health play a crucial role in the lives of students balancing academics and employment. Making mindful choices, such as eating nutritious meals, taking time to rest, spending moments alone in nature, and engaging in creative outlets like music, helps sustain energy, focus, and emotional stability. These practices reduce stress, prevent burnout, and support overall well-being despite the pressures of dual responsibilities. Consistently prioritizing self-care fosters resilience, improves decision-making, and enhances the ability to manage overlapping academic and work tasks effectively. Overall, maintaining mental and physical health is essential for sustaining productivity, achieving goals, and leading a balanced lifestyle.

5.3. Students' Desired Support Mechanisms in Balancing Academics and Employment

The third objective centered on students' desired support mechanisms in balancing academics and employment. The themes included enhancing flexible class schedules and accessible learning, expanding scholarship opportunities and financial assistance, and providing comprehensive counseling and emotional support.

Enhancing Flexible Class Schedules and Accessible Learning. Rigid class timings can create conflicts with work shifts, making it difficult to attend lectures or complete requirements on time. Providing options such as recorded lectures, online resources, or adaptable deadlines helps students manage their dual responsibilities more effectively. Accessible and affordable learning materials reduce the additional burden of time and financial constraints, allowing students to focus on both studying and working.

P1 emphasized the importance of flexible class schedules and academic advising tailored to individual circumstances. Adjusting deadlines and fostering understanding from professors can help accommodate the challenges faced by students who balance work and study. Such support enables students to manage both responsibilities without compromising academic performance. Providing flexibility in academic requirements ensures a more realistic and supportive learning environment.

“They should offer flexible class schedules and academic advising that considers our unique situations. It would also help if deadlines were a bit more flexible and if professors were more understanding.” (P1)

Time	Day	Room
01:00-02:30P	TTH	BE115
08:00-09:30A	MW	HF207
04:10-05:40P	MW	E206
04:10-05:40P	TTH	BE402
11:10-02:10P	SAT	BE401
08:30-11:30A	SUN	E206

P1, Photo

Figure 12 Flexible Class Schedules

P3 illustrated the challenges of balancing academics and employment, symbolized by a weighing scale tilted between books and a laptop. Diverse academic demands make it difficult to maintain a stable learning method while managing work responsibilities. Adapting strategies that combine technology with personalized study habits can help address this issue and improve efficiency.

"In this photo, there's a weighing scale with books on one side and a laptop on the other, tilted toward the laptop. The image symbolizes the balance between learning and work. Student-worker often mismanages academics and employment." (P3)

"Just like this photo, diverse academic demands make it harder to find a stable learning method. By adapting and combining both methods to fit our learning styles and work schedules, I can address this issue. Creating a personal strategy that incorporates efficient use of technology with reliable study habits might improve the situation." (P3)



Figure 13 Accessible Learning Materials

P4 highlighted the need for institutional policies that allow students to maintain full academic standing while working. Being able to enroll in a regular course load while serving as a student assistant ensures progress toward graduation within the expected timeline. Flexibility in unit limits and academic regulations supports students in balancing work and study effectively.

"The institution should not put limits on my units so that I can still be a regular student like my other classmates and I can graduate within four years. With this help, I can work as a student assistant while studying." (P4)

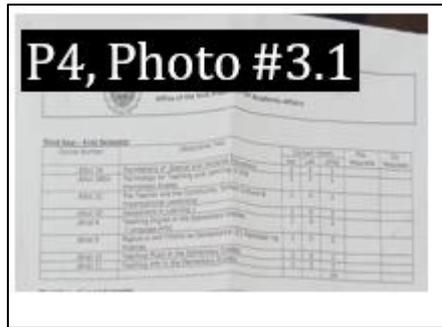


Figure 14 Flexibility in Unit Limits

Enhancing flexible class schedules and providing accessible learning opportunities serve as important support mechanisms for working students. Allowing adjustments in study loads and schedules creates a more accommodating academic environment that responds to their dual responsibilities (Payusan et al., 2022). Limited flexibility in class arrangements, however, can greatly impact students' ability to balance work and study effectively (Summer et al., 2025). The Commission on Higher Education (2020) has emphasized the importance of maximizing technology to improve access to teaching and learning, highlighting the role of connectivity in supporting diverse learners. Yet, flexible learning also exposes the digital divide, as students without sufficient access to devices or stable internet face barriers to equitable education (Santos, 2020).

Adaptable academic policies are essential in supporting students who balance both work and study. Tailoring deadlines, offering academic advising, and providing options for managing course loads help students maintain academic performance without compromising work responsibilities. Incorporating technology and personalized strategies allows for more efficient learning and better time management. Flexibility in unit limits and academic requirements ensures that students can progress toward graduation while managing employment obligations. Overall, institutional support that prioritizes adaptability fosters a more equitable and manageable learning environment for student-workers.

Expanding Scholarship Opportunities and Financial Assistance. Limited financial resources often compel students to work while studying, which can create additional stress and time constraints. Offering scholarships and monetary support helps ease the financial burden, allowing students to focus more on their academic responsibilities. Access to financial aid can reduce the need for excessive work hours, promoting better academic performance and overall well-being. Such support encourages equitable access to education, ensuring that all students have the opportunity to succeed regardless of their economic background. Scholarship programs and financial assistance empower students to pursue their education while maintaining balance between work and school commitments.

P4 emphasized the significant financial challenges of pursuing higher education while working part-time. The high cost of tuition and limited availability of scholarships or financial aid make it difficult to manage both academic and work responsibilities effectively. Additional financial support, such as increased benefits for student assistants or partial tuition coverage, can alleviate these burdens. Beyond monetary aid, emotional and institutional support is also necessary to help students navigate their dual responsibilities.

"There's a graduation cap sitting on stacks of coins with a book in the background in this photo. This shows the financial investment or cost of education. Many college students work part-time jobs to support their studies and reduce financial strain. Education costs are high, and scholarships or financial aid aren't always enough. Students need further support, not just financial but also in their emotional state. Support from the institution, family, and even environmental support is lacking." (P4)

"As a working student, I hope that the institution can increase the benefits of being an SA. The institution can increase the amount of money I get from my working time or I don't have to pay my whole tuition fee anymore." (P4)

"To raise awareness about financial planning and support each other through shared resources can empower this matter and might solve the issue. Proper time-management, wise budgeting, applying for aid early, and seeking work opportunities related to our work environment and studies can improve the situation." (P4)



Figure 15 More Financial Assistance

P2 and P3 shared the same perspective, highlighting the need for more accessible scholarships and financial assistance to support students who work while studying. Expanding scholarship programs can reduce financial strain, allowing students to focus more on academic responsibilities without compromising work commitments. Offering flexible schedules, such as night classes, can further help students balance work and studies efficiently. Financial aid programs not only alleviate economic pressure but also encourage better time management and educational persistence.

"The higher education institutions should provide financial aid and scholarship to help me as a working student, to manage the cost of education, and to lift up financial burden." (P2)

"The institution can offer more scholarship programs that can cater a lot of students. The institution can also try to open and have night classes so that more students can work in the morning and study at night without lowering their units. This kind of program will benefit both the institution and the students. It can help me to balance my studies and work at the same time." (P3)

Financial challenges remain one of the primary reasons students take on employment, as they strive to achieve financial independence, cover personal expenses, and contribute to household needs (Caldwell, 2022). For many working students, navigating the complexities of university procedures related to student employment and aid often creates additional strain. One of the most pressing concerns is the difficulty in balancing work hours with the risk of losing eligibility for need-based financial assistance, which places students in a challenging position (Summer et al., 2025). This situation highlights the necessity of accessible scholarship opportunities and financial support mechanisms that can reduce these burdens. Expanding financial aid programs allows students to focus more on academic responsibilities while maintaining their work commitments.

Financial challenges significantly impact students who balance academics and employment, highlighting the importance of accessible scholarships and financial assistance. Adequate support not only reduces economic strain but also enables students to focus on their studies without compromising work responsibilities. Providing flexible programs, such as night classes or enhanced student assistant benefits, helps create a more manageable learning environment. Beyond financial aid, promoting financial literacy, time management, and resource-sharing strengthens students' ability to navigate dual responsibilities. Overall, institutional support plays a crucial role in empowering students to succeed academically while sustaining employment.

Providing Comprehensive Counseling and Emotional Support. Access to counseling services and guidance programs can foster resilience, promote healthy coping strategies, and enhance motivation. Emotional support from the institution creates a safe environment where students can seek help without stigma. Implementing these measures ensures that students receive holistic support, enabling them to succeed academically and personally despite the demands of dual responsibilities.

P1 emphasized the importance of accessible counseling and emotional support to help student-workers manage the pressures of balancing academics and employment. Guidance counselors and mental health programs provide essential

resources for coping with stress, fatigue, and feelings of being overwhelmed. Such support allows students to address challenges more effectively and feel understood within the academic environment. Creating a system that recognizes the dual responsibilities of working students fosters a healthier, more supportive learning atmosphere.

"The photo shows that students need support it's either emotionally, mentally, or academically, to deal with school and work pressures from the Guidance office. Student-workers often feel tired, stressed, and overwhelmed. Having guidance counselors and support makes it easier to handle challenges. This happens because most schools expect students to focus only on studies, not realizing many must work too." (P1)

"Without support, balancing both is very hard. We can ask for help when needed, join mental health programs, and speak up for flexible rules that support working students. We can propose programs that give flexible class schedules, financial aid, counseling, and support groups. Work together to create a healthier environment for student-workers." (P1)

"The institution also conducted mental health seminars that are helpful to the students, especially for us working students who need knowledge and advice on how to address challenges practically. I experience mental struggles sometimes and having a community and system that truly understands our struggles would make a huge difference. I see a sign for a Guidance Counselor's office, which shows where students can get help." (P1)



Figure 16 Strengthen Counseling Services

P2 highlighted the role of spiritual and personal support in maintaining emotional resilience. Faith, reflective practices, and sources of motivation offer comfort and guidance during challenging times. Providing spaces for reflection, such as chapels or quiet areas, and encouraging positive messages can strengthen students' coping mechanisms. Integrating personal and spiritual support complements institutional counseling, helping students sustain focus and hope while managing both work and academic responsibilities.

"The photo shows a bible with a bookmark containing an encouraging verse on it. Someone is likely seeking comfort, strength, or spiritual guidance. The verse shows they may be seeking for some guidance or motivation. It is related to our lives since faith or spirituality can be a powerful source of support during tough times. Many student-workers rely on inner belief systems to stay grounded and hopeful. With God's grace, we can pursue our dreams and have the strength to proceed in life." (P2)

"Life can feel so uncertain and overwhelming, and we sometimes naturally turn to sources that offer peace, direction, and strength. To encourage people to seek and respect the sources that bring them peace, whether it's religion, philosophy, or community. Provide spaces for reflection and support. Share positive messages and create inclusive spaces for spiritual or personal growth. Uplift each other with words of encouragement and acts of kindness." (P2)

"Aside from that, the institution can also build another chapel inside the campus because it can help students to reflect and be with God if they suffer and feel so down." (P2)



Figure 17 Empower Spiritual Wellness

Work has significant financial, mental health, and social impacts on students, all of which affect their overall well-being. To provide meaningful support, it is essential to recognize the pressures of time, financial limitations, and the emotional strain that working students experience, ensuring that policies and services respond to these realities (Summer et al., 2025). When these needs are overlooked, students' social lives and mental health often suffer, even though employment may still be seen as rewarding (Summer et al., 2025). This underscores the importance of fostering environments where mental and physical health concerns are addressed and openly acknowledged within Higher Education Institutions (Payusan et al., 2022). Strengthening counseling services and emotional support systems creates opportunities for student-workers to feel valued, understood, and supported in balancing their dual responsibilities.

Mental, emotional, and spiritual health play a crucial role in supporting student-workers who juggle academic and employment responsibilities. Accessible counseling services and mental health programs provide guidance, coping strategies, and a safe space to address stress, fatigue, and emotional challenges. Complementing these services with spiritual support, reflective practices, and quiet spaces for personal growth enhances resilience and overall well-being. Institutions that prioritize both professional counseling and opportunities for spiritual reflection foster a supportive environment where students can thrive. Such comprehensive support mechanisms empower students to navigate dual responsibilities more effectively while maintaining focus, motivation, and emotional stability.

6. Summary

This qualitative study explored the experiences of students balancing academics and employment. The study enabled participants to use photography and narrative reflection to communicate their everyday struggles, coping mechanisms, and viewpoints by employing the Photovoice approach. Only four of the ten participants who were initially chosen based on certain criteria finished the entire process. The study founded important themes related to academic difficulties, emotional resilience, coping strategies, and institutional requirements using thematic analysis of images and interviews. The objectives of the study were to (1) explore the experiences of students in balancing academics and employment, (2) identify the coping strategies of students in balancing academics and employment, and (3) determine students' desired support mechanisms in balancing academics and employment. The participants used photographs and the Storytelling (SHOWED) framework, originally developed by Wallerstein and Bernstein (1988) and adapted by Wang et al. (1998), to express their experiences. The gathered data was analyzed using HyperRESEARCH, a statistical software.

7. Findings

The following were the major key findings of the study:

- The experiences of students in balancing academics and employment revealed
- their ability to gain strength from balancing academic and work responsibilities, and their struggle to meet the demands of academic and work responsibilities.
- The coping strategies of students balancing academics and employment included
- the use of effective study techniques and styles, as well as the prioritization of mental and physical health.
- The support mechanisms desired by students balancing academics and

- employment involved enhancing flexible class schedules and accessible learning materials, expanding scholarship opportunities and financial assistance, and providing comprehensive counseling and emotional support.

8. Conclusions

Based on the findings of the study, the following conclusions are drawn:

Students demonstrate resilience and determination in managing both academic and

work responsibilities. They face ongoing challenges in meeting the demands of school and employment simultaneously. These experiences highlight the strength and perseverance required to maintain balance in dual roles.

Students apply effective study techniques and personalized learning styles to manage academic tasks efficiently. They also prioritize their mental and physical health to sustain focus and well-being. These strategies show that thoughtful planning and self-care are essential for navigating the challenges of balancing work and studies.

Students seek flexible class schedules and accessible learning materials to better manage their dual responsibilities. They also desire expanded scholarship opportunities, financial assistance, and comprehensive counseling support. These mechanisms indicate the importance of institutional support in helping students succeed academically while maintaining employment.

Recommendations

Based on the conclusion, the following are the recommendations:

Working students may develop resilience and time-management skills to handle both school and work responsibilities more effectively. They may also create strategies to cope with stress and maintain a healthy balance between their dual roles.

Working students may enhance their learning by applying effective study techniques, personalized learning strategies, and prioritizing mental and physical health. They may also adopt consistent self-care practices to sustain focus, energy, and overall well-being.

Tertiary schools or higher institutions may strengthen support for student-workers by offering flexible class schedules, accessible learning materials, and comprehensive counseling services. They may also expand scholarship opportunities and financial assistance to reduce economic pressure and help students achieve academic success while working.

Future research may focus on examining the success stories of professionals today who were once working students in college. This can provide valuable insights and inspiration for current and future student-workers.

Compliance with ethical standards

The researcher ensures that this study was conducted in accordance with the ethical standards set forth by the institution and relevant research guidelines. Participation in this research was voluntary, and informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of the participants were strictly maintained throughout the study. The data gathered were used solely for academic purposes and handled with utmost integrity and respect for the participants' rights and welfare.

Disclosure of conflict of interest

The author declares that there is no conflict of interest regarding the conduct, authorship, or publication of this research.

References

References

- [1] Antipolo, J. (2021). Balancing school and work amidst a pandemic: Working students' time management. *Educational Management*, 3(1), 58-63. <https://tinyurl.com/4f5zxwvh>

- [2] Amadi, W. A., Du Plessis, M., & Solomon, S. (2022). Will working students flourish or give up? Exploring the influence of academic psychological capital, grit, and time management. *South African Journal of Higher Education*, 36(6), 192-209. <https://journals.co.za/doi/full/10.20853/36-6-4486>
- [3] Balacuit, C., & Lopio, L. (2022). Working while studying: The academic challenges of working scholars. *International Journal of Novel Research and Development*, 7(6), 748-756. February 1, 2025 from <https://tinyurl.com/5n87nmdz>
- [4] Barinua, V., & Deinma, E. (2022). Time management and employee engagement. *BW Academic Journal*, 15-15. <https://www.bwjjournal.org/index.php/bsjournal/article/view/680>
- [5] Burgos, E. L., Flores, M. T., Adolfo, R. L., Cabanos, A. C., Mirabel, D. E., Oligo, K. T., ... & Victoria, K. O. (2020). Working beyond limits: A phenomenology of harmonizing work and life among Filipino working students. *International Journal of New Technology and Research (IJNTR)*, 6(12), 19-36. <https://tinyurl.com/57hkvaue>
- [6] Bozkus, K. (2020). Procrastination, Workload and Managerial Resourcefulness of School Principals. Ed610139. ERIC - Education Resources Information Center. <https://tinyurl.com/jdss4etz>
- [7] Caldwell, M. (2022, July 1). The Balance. Retrieved December 27, 2022 from, <https://tinyurl.com/4yk6akw2>
- [8] Commission on Higher Education. (2020). COVID-19 Updates - Advisory 4. Retrieved December 27, 2022 from, <https://tinyurl.com/76ucannp>
- [9] Coral, A. F., Atillo, E. D., Baldoviso, J. J., Binigay Jr, R., Bugtong, J., & Bernales Jr, G. (2020). Challenges encountered by working students that affect their academic performance. *Ascendens Asia Singapore-Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1), 1-9. <https://tinyurl.com/3yn9y33h>
- [10] Cardenas, C. P. (2021, July 12). Keeping a positive outlook as a working student. Retrieved December 27, 2022 from, <https://www.herzing.edu/blog/keeping-positive-outlook-working-student>
- [11] Cruz, J., Santos, M., Dela Cruz, R., & Reyes, L. (2024). Difficulties faced by student assistants at Wesleyan University Philippines. Wesleyan University Press.
- [12] Cruz, L.J.I.D., Nacpil, H. C. D., Subia, G. S., Santos, M. A. D., Navarro, C.D., Nabua, J.G., ... & Fajardo, F. V. Challenges Faced By the Student Assistants (SAs) Of Wesleyan University Philippines (WUP): Basis for Scholarship and Personality Enhancement. Retrieved on February 2, 2025 from <https://tinyurl.com/2n266mvp>
- [13] D., Padilla, A.S., Santiago, B. Y. O., ... & Bagual, R. V. P. (2023). Suicidal risks and Coping strategies of student personnel assistants in a southern Philippine college. *International Research Journal of Science, Technology, Education, & Management (IRJSTEM)*, 3(1). Retrieved on February 3, 2025 from <https://tinyurl.com/bdh9ujpr>
- [14] Dungon, M., Jainar, M.G., Labrador, G., Lazaga, J., Suello, M. A., & Cabanilla Jr, A. (2024). Study habits and sacrifices of working students in a State University. Retrieved on February 1, 2025 from <https://tinyurl.com/mwvscz7r>
- [15] Ecton, W.G., Heinrich, C.J., & Carruthers, C. K. (2023). Earning to learn: Working while enrolled in Tennessee Colleges and universities. *AERA Open*, 9, 23328584221140410. Retrieved on February 4, 2025 from <https://tinyurl.com/3va9wpuz>
- [16] Flowers, L.A. (2023). Effects of work on African American college students' engagement. In *Understanding the working college student* (pp. 213-233). Routledge. Retrieved on February 4, 2025 from <https://tinyurl.com/4wsve7ee>
- [17] Grozev, V. H., & Easterbrook, M. J. (2024). Can social identities improve working students' academic and social outcomes? Lessons from three studies. *Education Sciences*, 14(9), 939. <https://tinyurl.com/yc8bxuxx>
- [18] Huynh-Cam, T.T., Chen, L. S., & Le, H. (2021). Using decision trees and random forest algorithms to predict and determine factors contributing to first-year university students' learning performance. *Algorithms*, 14(11), 318. Retrieved on February 4, 2025 from <https://tinyurl.com/5n77tct9>
- [19] Kasworm, C. (2023). Adult workers as undergraduate students: Significant challenges for higher education policy and practice. In *Understanding the Working College Student* (pp. 23-42). Routledge. Retrieved on January 20, 2025 from <https://tinyurl.com/yhxvzzja>
- [20] Keiling, H. (2023). Time management skills: Examples and how to improve them. *Indeed Career Guide* <https://tinyurl.com/3rhpt7d2>

- [21] Kim,J.(2024).Working While in College Brings Happiness? Financial Stress-Coping Resources,Coping Strategies, and Life Satisfaction Among College Students.Journal ofFinancial Counseling & Planning, 35(1). Retrieved on January 24,2025 from <https://bit.ly/4hIwYAp>
- [22] Kim,J.(2024).Working While in College Brings Happiness? Financial Stress-Coping Resources,Coping Strategies, and Life Satisfaction Among College Students.Journal of Financial Counseling & Planning, 35(1). Retrieved on January 21,2025 from <https://bitly/40qKAZU>
- [23] Kim,J., & Wiederspan, M. (2021). Evaluating South Korea's introduction of an Income Contingent Loan Program. *Research in Higher Education*, 62(1),1-25.Retrieved on January 21, 2025 from <https://bit.ly/4hHhs7R>
- [24] Leingang, L. (2017). The impact of external commitments on student engagement in organized learning experiences. [Provide journal name or publisher].
- [25] Leingang,D.J.(2017).Working and Providing Care: Increasing Student Engagement for Part-Time Community College Students. The University of North Dakota. Retrieved on January 21, 2025 from <https://bit.ly/3CBhkrx>
- [26] Lessky, F., & Unger, M. (2023). Working long hours while studying: a higher risk for First-in-Family students and students of particular fields of study?. *European Journal of Higher Education*, 13(3),347-366. Retrieved on February 15, 2025 from <https://tinyurl.com/bdctks52>
- [27] Lischer, S., Caviezel Schmitz, S., Krüger, P., Safi, N., & Dickson, C. (2021, August). Distance education in social work during the COVID-19 pandemic: Changes and challenges. In *Frontiers in education* (Vol. 6, p. 720565). Frontiers Media SA.
- [28] Magno, G.C., & Magno, E. S. (2022). The untold stories of working students:Failures,successes,and prospects. *International Journal of Research and Innovation in Social Science (IJRISS)*, 6(1), 88-97. Retrieved on February 2,2025 from <https://tinyurl.com/ytjnf8pd>
- [29] Magsumbol, C. (2021). Exam policy making school harder for working students. *The Freeman*. Retrieved December, 27, 2022. <https://tinyurl.com/mwwbwpgdn>
- [30] MANEA, A. D., STAN, C. N., & LABĂR, A. V. (2022). Procrastination—from causes and effects to intervention. *Astra Salvensis*, (2). <https://tinyurl.com/39pswsme>
- [31] McCormick, A. C., Moore, J. V., & Kuh, G. D. (2023). Working during college:Its relationship to student engagement and education outcomes. In *Understanding the working college student* (pp. 179-212). Routledge. Retrieved on January 22,2025 from <https://tinyurl.com/48yknrn2>
- [32] Meilan, L., & Mariani, E. (2023). Confidence and Students' Access of Part-Time Labor in Kalimantan Tengah. *Socio-Economic and Humanistic Aspects for Township and Industry*, 1(2),152-159.Retrieved on January 21,2025 from <https://bit.ly/4gpwcar>
- [33] Meilan, D., & Mariani, R. (2023). Motivational factors influencing student persistence in college-related tasks. [Provide publication details]. <https://bit.ly/42Hjhgd>
- [34] Mesra, R., Hasrin, A., Fathimah, S., Rahman, R., & Sidik, S. P. (2021, December). The Phenomenon of Student Life Who is Studying While Working in the City of Padang. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 319-325). Atlantis Press. <https://tinyurl.com/ycxpdkk2>
- [35] M.J.(2022).Accessing the phenomenon of incompatibility in working studnts' experience of university life. *TertiaryEducation and Management*, 28(3),241-264. Retrieved on February 3,2025 from <https://tinyurl.com/594drcav>
- [36] Payusan, A., Arrofo, M. J., Codilla, L. A., Gaco, S., Dakay, D. K., Cabanilla, A. J., & Cortes, V. (2022). Priorities and Intentions of Working-Students Working amidst COVID-19 Pandemic. *The Normal Lights*, 16(2). <https://tinyurl.com/2tka5efa>
- [37] Pedroso,J.E.P., Aponte, K., Juanico, W. G., & Chiefe, R. A Qualitative Investigation of Time Management Interventions for Working Students in the Philippines to Balance Academics and Work. Retrieved on February 1,2025 from <https://tinyurl.com/2dhh8zs3>
- [38] Peltz, J. S., Bodenlos, J. S., Kingery, J. N., & Rogge, R. D. (2021). The role of financial strain in college students' work hours,sleep,and mental health. *Journal of American college health*,69(6),577-584.Retrieved on January 24, 2025 from <https://bit.ly/4jRE6fE>
- [39] Perna, L. W. (Ed.). (2023). *Understanding the working college student: New research and its implications for policy and practice*.Taylor &Francis.Retrieved on January 20,2025 from <https://bit.ly/4jmUeW7>

- [40] Pregoner, J. D., Accion, N., Buraquit, D., & Amoguis, A. (2020). The Experiences of working while studying: A phenomenological study of senior high school students. <https://tinyurl.com/yspzabzy>
- [41] Remenick, L., & Bergman, M. (2021). Support for working students: Considerations for higher education institutions. *The Journal of Continuing Higher Education*, 69(1), 34-45. <https://tinyurl.com/yasczadd>
- [42] Renu, & Dua, K. (2024). Time management dynamics: Exploring linkage between academic performance and burnout among PG students. *International Journal of Education and Management Studies*, 14(2), 182-188. Retrieved on January 27, 2025 from <https://tinyurl.com/2s3vyan5>
- [43] Santos, A. P. (2020). In the Philippines, distance learning reveals the digital divide. The Heinrich-Böll-Stiftung European Union. <https://tinyurl.com/3dkymt2m>
- [44] Showkat, N., & Parveen, H. (2017). In-depth interview. *Quadrant-I (e-text)*, 1-9.
- [45] Soelistiyono, A., & Chen, F. C. (2023). Exploration of studying while working part-time simultaneously with 15 Indonesian students in Taiwan. A public university case study. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 8(5), 26. Retrieved on January 20, 2025 from <https://tinyurl.com/ewtxnakd>
- [46] Solmiano, E. M., Buenaobra, J. R., Santiago, M. P., Rivera, Y., Del Rosario, A., Hung, P., & Tus, J. (2022). Kayod kalabaw: The phenomenological study of the experiences and challenges faced by working students amidst the covid-19 pandemic. *International Journal of Psychology and Counseling*, 12(1), 350-390. <https://tinyurl.com/bdewapak>
- [47] Summer, R., McCoy, M., Trujillo, I., & Rodriguez, E. (2025). Support for workinstudents: understanding the impacts of employment on students' lives. *Journal of College Student Retention: Research, Theory & Practice*, 26(4), 1123-1146. Retrieved on January 20, 2025 from <https://bit.ly/40nN9eQ>
- [48] Sprung, J. M., & Rogers, A. (2021). Work-life balance as a predictor of college student anxiety and depression. *Journal of American college health*, 69(7), 775-782. Retrieved on February 15, 2025 from <https://tinyurl.com/594drcav>
- [49] Sprung, J. M., & Rogers, A. (2021). Work-life balance as a predictor of college student anxiety and depression. *Journal of American college health*, 69(7), 775-782. Retrieved on February 15, 2025 on <https://tinyurl.com/mubjaksw>
- [50] Titus, M. A. (2023). Understanding the relationship between working while in college and future salaries. In *Understanding the working college student* (pp. 261-282). Routledge. Retrieved on January 21, 2025 from <https://bit.ly/4hhGE4N>
- [51] Umbach, P. D., Padgett, R. D., & Pascarella, E. T. (2023). Impact of working on undergraduate students' interactions with faculty. In *Understanding the working college student* (pp. 234-257). Routledge. Retrieved on January 22, 2025 from <https://bit.ly/4jKjKoz>
- [52] Verulava, T., & Jorbenadze, R. (2022). The impact of part-time employment on students' health: A Georgian Case. Retrieved on January 20, 2025 from <https://bit.ly/3CdJ31k>
- [53] Wang, C., & Baker, T. A. (2006). Photovoice: Use of a Participatory Action Research Method to Explore the Chronic Pain in Older Adults. *Qualitative Health Research*, 16(10), 1405-1413.
- [54] Wan, M., Feng, L., Meng, X., Zhai, M., & Konopaske, R. (2022). Working College Students' Time pressure and work-School conflict: Do boundary permeability and dispositional mindfulness matter?. *Psychological Reports*, 125(6), 3100-3125.
- [55] Ziskin, M., Torres, V., Hossler, D., & Gross, J. P. (2023). Mobile workingstudents: A delicate balance of college, family, and work. In *Understanding the working college student* (pp. 67-92). Routledge. Retrieved on January 21, 2025 from <https://bit.ly/4gw1Zqg>