Balancing School and Work Amidst a Pandemic: Working Students' Time Management

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Abstract— A lot of research on the time management were done to uncover person's efficacy and influence on their job; nevertheless, we can find very limited literature addressing time management. Every working student should investigate their time management to improve their performance both at work and in academics. The purposive random sampling was applied in finding out their time management. There are forty-three males and fifty-eight females among the respondents in this survey. The descriptive research approach for this study was developed from Wayne State University's Time Management Questionnaire. The study's findings revealed that male working students have slightly more stressful time management than female working students, and that organized time management is never declared by any of the male working students, whereas some of their female counterparts have declared that they have organized time management. Finally, it is stated in this study that male and female time management is different.

Keywords— Working students, Time Management, School and Work, Pandemic, Working scholars.

I. INTRODUCTION

The novel corona virus or COVID-19 pandemic, as a global health crisis, has undeniably created massive unwarranted interference in the education systems around the world, especially in the Philippines, a country in which distance education has not given so much emphasis prior to the advent of this pandemic. This crisis has greatly impacted people of all nationalities, educational levels, socio-economic status, and genders. However, the same cannot be said for the repercussions, which have disproportionately impacted the most disadvantaged groups in the society. For instance, loss of job would have a severe impact on the lives and studies of working students who rely on part-time money to support themselves.

As this pandemic hits the land, education is no exemption. The lockdowns imposed by the Philippine government in response to this gigantic educational crisis have resulted in the closure of some schools around the country. Commission on Higher Education (CHEd) advised higher education institutions (HEIs) to push through with "accessible flexible learning and other alternatives in lieu of the face-to-face conventional setting of learning" (Commission on Higher Education, 2020).

Different organizations, however, have condemned these HEIs' proactive online learning methods for various reasons. Student governments from various universities and colleges, for example, encouraged CHEd to issue a memorandum for the cancellation of online learning through an online campaign based on student and faculty emotions, claiming that "while we realize the necessity for education to continue, the various situations of learners across universities are still not ideal and suitable for such." "Access to the broadband connection and learning gadgets has remained a privilege up until now," the petitioners write, "putting individuals with low internet access at a disadvantage in terms of online classes." Jones (2019) has clearly presented the statistics that 45 percent of Filipino residents (46 million) and 74 percent (34,500) of public schools lack internet connection. This percentage would significantly include those students who are working at the same time in order to meet their needs.

The most significant consequence seems to be that the temporary suspension of class activities at HEIs has placed students, especially undergraduates of HEIs, including those working and less privileged students, in an entirely new condition, with no full understanding of how long the impact would last, the immediate impact this will have on their everyday lives, expenses, or other financial burdens.

While educators have worked so hard to just provide learning continuity throughout this time, students have had to resort more on their own alternatives to continue studying distantly via the learning modules or internet. Teachers, however, had to adjust to these new pedagogical concepts and techniques of delivery that they, in one or another, may not have been taught for. Students from wealthy homes, with the support of their parents and a desire to learn, may be able to make their way past closed school doors to other learning options. However, students from the most marginalized groups, who lack access to digital learning tools or the resilience to persevere, are particularly vulnerable. When schools

closed, those students from low-income families were frequently left out. Indeed, this crisis has brought to light a number of flaws and injustices in Philippine's educational institutions, ranging from a lack of access to the internet, laptops, computers or mobile phones required for online learning, to the lack of supportive surroundings required to focus on learning, to a mismatch of resources and needs. Several questions to ask would be: where are those students we have seen inside the library assisting the librarian or those students we once saw sweeping the corridor of the school offices? Where are those students who were trying to make ends meet by working at night? In short, where are those working students now? Are they still studying? If they do, how they do get their everyday needs? How do they even get access to online education? How do these working students manage their working time and studying time? These underlying questions have, therefore, given birth to this study.

Thus, the most affected group of students during this time is the working students who struggled in meeting their everyday ends. In fact, Aucejo, et. al. (2020) found out that working students in United States suffered a 37% drop in weekly hours worked and a 37% decline in income. Furthermore, nearly 40% of students reported losing a job, internship, or job offer, and 61% reported having a family member who lost in income.

GW Hatchet (2021) stated that students working during the pandemic had to reconcile schoolwork and jobs. Some working students reported that their jobs have increased their stress and obligations as a result of the pandemic, forcing them to adapt to new "chaotic" surroundings with additional safety protocols. They said the extra obligations have motivated them to request assignment extensions from their lecturers in order to complete their education around their work shifts. Students who work in critical vocations said the pandemic has put their ability to balance schoolwork and their careers to the test. Like for instance, since lessons moved online, a junior studying in psychology, has struggled to manage working at a local ice cream shop with her uncle's legal practice as an office assistant. She said she had a difficulty with time management because she had to fit her studies around her work hours.

To reiterate, students in the Philippines are struggling to transition to virtual classrooms as the education system turns to distance learning. While some students benefit from the ease of a reliable internet connection and gadgets, others are not so fortunate. Some students need to work on the side to make ends meet while taking online education. Rappler (2020) has featured the stories of a grade 12 student from Cavite and second year college student who juggled working to earn an extra income to support their studies. The stories of the two are representative of the working students who are affected by this educational crisis. The study of Watts and Pickering (2000) underscored that the one main reasons why many students combine work and study is that it is a source of income for them in order to satisfy their study needs and academic requirements.

For instance, the study conducted by Yatsuya and Ishitak (2021) had shown that the data of students who were working and studying at the same time in Japan as of April 2020 had lowered by 780,000 , that constitutes −45.9%, compared to last year 2019. They further stated that as a result of COVID-19, some employers of these working students unfortunately ordered them to take a leave of absence from their work, without receiving any leave of absence benefits required by labor law.

A study of Soria et. al. (2020) found out that working students were more likely than non-working students to have financial difficulties as a result of the pandemic, including lost pay from family members, lost pay from on- or off-campus employment, and higher living and technology costs. Working students are roughly twice as likely as ordinary students to be anxious about financing for their education. They also take fewer academic units because they must balance work and school. The study further compared working students to non-working students. It said that working students are most likely to have high risk of mental health disorders, greater issues transitioning to online learning, confront hurdles linked to lack of sufficient study spaces and lack of gadgets necessary to perform the learning activities, and are less likely to attend during scheduled virtual classes. With these challenges, the question on how do working students manage and balance their time with academic requirements remained to be a significant issue to raise.

It must be understood that the demands of between studying and working during the pandemic are greatly different from the usual pressures they put to working students when things were still normal. This case study will search for the answers as to where are the determined working students now and how do they manage school and work through interviews and surveys. This will also identify the coping mechanism of working students in handling stress and pressure while studying. The struggles of these modern inspirations of today should be treated seriously. Thus, this study further investigated and explored the employment status and lives of working students during a health crisis. It was an important issue to raise during this challenging time because the struggles encountered by the working students to survive between academic pressures and

work stresses should be given serious attention. Their plight can only be understood when they are heard through studying their status, condition, and challenges.

II. CONCEPTUAL FRAMEWORK

This section presents the theories where the study is anchored. It provides support on how importance it is to balance between work and study amidst the pandemic by quickly introducing the main beliefs found in many disciplines. These ideas aid in explaining the earlier described empirical findings in the literature. It is important to note, however, that these studies or theories looking into this link are especially interested in determining if working while studying is a supplement to or a replacement for education, and hence whether it improves or degrades educational attainment. In the following paragraphs, the leading theories to this present study are consecutively presented.

There are a few benchmark theories linked to this study from a theoretical standpoint. According to Becker (1964), human capital theories have found a positive relationship between working while studying and future employment rates, because students' employment enhances broad and specific human resources by acquiring real work experience, practical life skills, and research, which can be converted into additional labor market returns. According to the Signalling Theory of Spencer (1973), and with the effort of combining work and study, students' job experience can also be considered as a strong indication of work motivation. Those who are juggling work and study may find the result of their sacrifices in the near future for this give them on-hand experiences. But the question on the "balance" between work and study has remained

highlighted especially amidst a pandemic which halted these working students from being employed part-time. And if they are working amidst the pandemic, stress management and academic compliance are at a level where focus should be given equally to work.

In terms of academic concerns, Becker's Theory of Allocation of Time (1965) suggests that students who study and work together have a detrimental impact on student achievement, as employment may interfere with time committed to academic learning and activities which showed in the study of Buscha et al., (2012). Juggling work while considering your health during a health crisis may also lead to a less focus on academics. However, the study of Butler (2007) contested that students who work part-time while in college or university may not always perform worse academically than full-time students if they can effectively plan their time allocation, as in the instance of replacing leisure for labor. If only working students are wise enough on how to budget their time, there would be chance of maintaining a good balance between work and study. Moreover, according to Bozick (2007), the Zero-Sum Theory has proposed that student work and education are alternatives to each other. Student employment, as argued, severely limits students' use of time: between time spent working part-time and time allocated for learning activities that improve academic success like complying with school homework, studying the lessons and attending classes. Arulampalam, Naylor, & Smith (2012) stated that working while studying may have a negative impact on educational attainment since less time spent on the latter activities leads to lower academic achievement. Below is the conceptual framework created to illustrate the aim of the study.
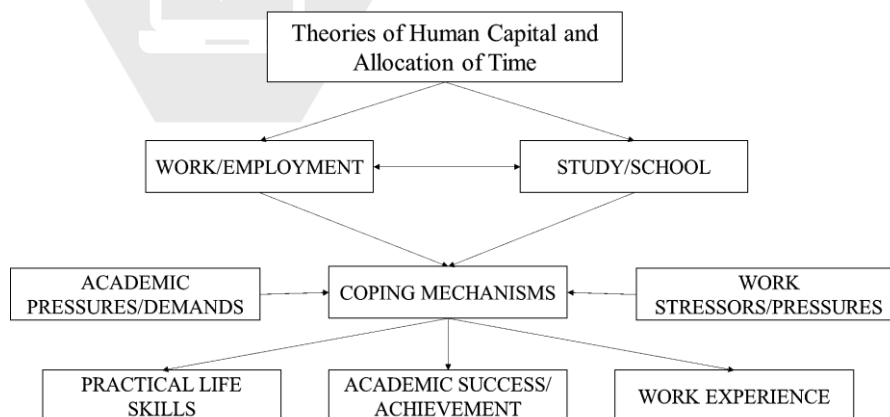

Figure 1: The Relationship between Work and Study as Guided by the Theories

Figure 1 illustrates how the flow of the study be done. As supported by the theories mentioned above, it clearly defines that balancing work and school has something to do with how working students manage their time as what Theory of Allocation of Time depicted. The academic

pressures and word stresses may interfere in how students cope up with these struggles and pressures between the two activities amidst a pandemic. When working students have good coping mechanisms, it is assumed that they would obtain good practical life skills,

better academic achievement, and accumulated employment experience. The statement hypothesized the purpose of this study.

III. STATEMENT OF THE PROBLEM

This case study aims to address to the following significant questions. The study's design and implementation will be guided by these study questions:

1. What is the profile of the respondents/working students?
2. Among the working students, what is the percentage of those whose time management is:
    a. likely to be stressful?
    b. organized?

IV. METHODOLOGY

The research design, participants, instrument, data collection process, and statistical treatment are all covered in this section. The descriptive method was used in this research. The responders are from a well-known institution in the city/municipality. In order to determine their time management, purposive random sampling was used. The working students' time management was assessed using a 25-item indicator derived from Wayne State University's Time Management Questionnaire (2014).

Sample of the Study

This study will make use of purposive sampling as a tool of selecting the participants of this study. Patton (2002)

stated that purposeful sampling is a qualitative research methodology for identifying and selecting information-rich situations in order to make the most efficient use of limited resources. In this method, a desirable number of sample units is consciously or purposefully selected based on the research questions and objectives, so that the relevant elements representing the population's genuine attributes are included in the samples. In addition to expertise and experience, Bernard (2002) emphasizes the importance of availability and commitment to contribute to study, as well as the ability to articulate and reflect on experiences and ideas. With purpose sampling, the researcher can select the appropriate participants for the study to be a success.

In this study, the researcher will invite willing students who are working at the same time, to be the subjects of the study. The respondents of this study consist of the forty-three (43) males and fifty-eight (58) females giving the total of one hundred one working students.

Statistical Treatment and Scoring Procedure

Wayne State University's Time Management Questionnaire (2014) was used to confirm the validity of the study's analysis. The researchers used a modified version of Wayne State University's statistical range, qualitative description, and verbal interpretation to provide the number value. On a four-point Likert Scale, participants were asked to score each indication (0-Never, 1-Sometimes, 2- Frequently, 3- Always).

Table 1: The researchers provided a statistical range with its accompanying qualitative description for purposes of interpretation, as shown below.

Numeric Value	Statistical range	Qualitative Description	Verbal Interpretation
0	0-38	Never	means that the respondents' life is one long roller coaster ride, out of control
1	39-51	Sometimes	means that the respondents' college career is likely to be stressful and less than satisfying unless they take steps to begin to manage their time more effectively
2	52-63	Frequently	means that the respondents are managing their time fairly well, but sometimes feel overwhelmed
3	64-75	Always	means that the respondents are organized, and they are on their way to becoming CEO of a major corporation

Data Gathering Procedure

The researcher enlisted the support of the president of the Working Students Association (WSA) in distributing the questionnaire during their monthly meeting to ensure that it was delivered to the intended participants. Working students were requested to

participate in the project by responding to the questions. They were assured that their responses would be kept in strictest confidence. The questionnaire took them roughly 30 minutes to complete. After all of the questionnaires had been distributed, they were

recovered as soon as they had completed them. After that, the data was tallied, processed, and interpreted.

V. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of the gathered data. The data found are arranged according to the problem focused on this study.

Table 2: Profile of the Respondents

Gender	Frequency of	Percent
Male	43	42.57
Female	58	57.43
Total	**101**	**100.00**

According to the data, there are more female than male. This indicates that women are more likely than men to engage in employment. This finding backs with Suryanarayana et al (2010)'s finding that "women do the majority (two-thirds) of the labor... rather than males." This result is bolstered by Suryanarayana et al., (2010)'s statement that "women form more than 50% of the population," since the number of female working student participants in the current study is more than the number of males.

Respondents' Profile

The table below highlights the profile of the participants of this study

Respondents' Time Management

The table below shows the variety of time management skills among the participants. The results clearly reveal that some (19%) of male rate their time management as stressful, and none of the male respondents rate themselves as organized. This indicates that they are a long way from being a CEO.

Table 3: Percentage of Time Management as Rated by the Respondents

Statistical Range	Qualitative Description	Male		Female	
		Frequency	%	Frequency	%
Less than 38	Never	8	0.19	9	0.16
39-51	Sometimes	22	0.51	28	0.48
52-63	Frequently	13	0.30	18	0.31
64-75	Always	-	-	3	0.05
Total No. of Respondents		43	100	58	100

Similarly, a small percentage of female participants (16%) reported they have trouble managing their time. However, just a small percentage (5%) of them stated that they are well-organized and that they are on their path to becoming Chief Executive Officer in the future. The result is more likely to coincide with Helfat et al., (2006), whose findings imply that the number of women holding the post of CEO in 2016 is quite low.

VI. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This section establishes the finale of the study. The findings, conclusion and recommendations are conferred below.

Findings

The following are the findings of the study.

1. The number of female working students is higher than the number of male working students;
2. Male working students have a slightly more stressful time management than female working students.
3. Any male working student who declares organized time management is a liar; and
4. Some female working students claimed to have a well-organized time management system.

Conclusion

Male and female are known to be diametrically opposed in many ways. This study confirmed some differences once again, particularly in their time management. Though there is just a tiny difference in their assessments of difficult time management, it is notable that just a few female working students claim to have

structured time management, but no one male working student claimed to have done so.

Recommendations

In the light of the findings and conclusion of the study, the researchers recommend that:

1. Students, regardless of their situation (working student or not), would properly manage their time in order to achieve their life goals;
2. Parents must allocate time so that they can oversee their children's time management;
3. More kindness on the part of faculty members is required to instill in the minds of students the belief that proper time management will lead to success in achieving their goals;
4. It could be possible to create certain programs that would help working students have a better knowledge of time management; and
5. Academic institutions that embrace and care for these working students may be able to provide support for the programs devised by administrators to encourage them to use their time wisely and make their lives more meaningful.

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