Working Students and Academic Resilience: In Systematic Review of Challenges, Institutional Support and Pathways to Success in Free High Standard Education

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Abstract— A systematic review of a working student investigates how time management, goal setting, perseverance, and self-regulation play a remarkable role in academic success. The key factors for working students to be successful while working include a flexible schedule, financial assistance, on-the-job training, and supporting their mental health. Minimizing the workload and enhancing resilience can achieve the productivity of working students. Too much work can lead an imbalance; a time to study this leads to poor academic output. Systematically, the study uses thematic analysis of current literature to organize the challenges, coping mechanisms, and institutional interventions that support working students. This review will recognize working students' achievements, hard work, dedication, and perseverance. Thematic analysis will be used to analyze the current and relevant literature to sort out the challenges, the strategies to cope with mechanisms, and the interventions of institutions that foster working students in their journey. The findings are self-regulation, adaptation, goal-setting, grit and efficacy. These parameters cover resilience; working resilience includes academic resilience. Institutional policies and working students implement their flexible learning models, career support, and financial stability programs. The study gives practical insight for education, policymakers, and academic institutions by giving evidence-based strategies to elevate student support systems. By doing the dual role of working students, this study highlights the importance of acknowledging academic resilience, enhancing retention rates, and supporting long-term learning and career readiness.

Keywords— working students, free high-standard education, academic resilience, institutional support.

I. INTRODUCTION

In metropolitan populations, with socio-economic zones where some of the free, high standard educational systems have been established. Seeking the most affordable universities to enroll in to find if they can work as part-time or full-time while studying. These dual responsibilities introduce unique challenges to test their academic resilience. Poverty and inequality are common social occurrences resulting in social discrimination. Clark, D. A., Fennell. S., & Hulme, D. (2017). In today's education, it is imperative to note that education is a way to be free from the cruelty of being poor and unknown.

Naturally, a free, high-standard educational system offered free tuition and other miscellaneous benefits. In particular, education gives equitable learning opportunities and policies that support the student's standard educational assistance, reducing financial constraints.

However, regardless of passing the academic admission and choosing their desired course in a free, high-standard educational system, some students have difficulty sustaining their needs, which is why seeking employment is one option.

Experience is all about multifaceted to challenge the students for working while studying include communication gaps between employer, employee (working students) and Institution mostly the time management that needs to divide and organize all important matters to consider especially academic pressure teacher student demands for project, grades and exam and other extracurricular activities.

In addition, the impact of mental health and well-being. This review examines the existing literature academic resilience Pointing out of how students grasp the academic demands, challenges all the constraints financial and institutional support.

II. RESEARCH OBJECTIVES

1. How does academic resilience affect and influences the performance of working students to success academically in high free standard educational system in contrast with non-working students.

2. What are the key factors that affect to improve resilience on actively employed working student while studying among their peers.

II. METHODOLOGY

Search Strategy

A systematic review methodology is employed and accompanied by thematic analysis to determine the resilience of working students academically in free high-standard educational systems. In particular, the bottom line for data synthesis methods was to combine all categorized existing peer-reviewed article literature in the sense of all occurring themes and sub-themes using the coded data to retrieve and identify resilience traits, common challenges, and institutional interventions bridging the students vigorously balancing work and study. To understand comprehensively, searching information sources using the panoramic search strategy is needed. This is essential to capture a wide range of relevant studies in the literature conducted directly in reputable academic searching databases. For academic resilience, use an internet website such as ProQuest, Web of Science, Scopus, ERIC, and Google Scholar. Filtered by year published, beginning with 2012 up to 2024, where the data was retrieved and categorized. In extracting the data, there is a Boolean operator to consider, like (AND, OR) means two variables are to be compared and selected using the keywords like "institutional support," "student employment," "time management," "self-regulation," "perseverance," "self-efficacy," and "goal-setting,". Some resources can be gathered through Gray literature that is categorized in the form of conference proceedings, documents, and media. Government and NGO reports and policy papers for it have a connection to insight into resilience programs and policy within free educational systems.

The selection of the study article title, abstract and full-text review through a transparent process of reading and screening all the studies are identified for the needed relevance for the studies. For the objectivity of criteria of inclusion and exclusion based on the following categories 1. Addressed the academic resilience or any related psychological factors. 2. Focused on higher education students employed part-time or full-time 3. Institutional interventions or policies and 4. Where published in peer-reviewed journals. Exclusion criteria studies should not be focused on private or rural education systems, institutional fee-based programs or non-urban settings should be excluded. The irrelevant populations of a student that have been involved in middle or a high class with all income does not need for themselves to struggle for their studies and will be excluded. The non-resilience focused studies will be excluded in the studies that do not investigate resilience, socioemotional factors or family that supports their education will be excluded. The lack of relevant outcome data should be excluded studies. Studies review that does not have output for resilience or any related outcome measures in academic and personal development. Nonempirical or outdated sources like news article, opinion or research beyond 15 years range will be excluded.

The data extraction process

The correction form (inclusion/exclusion) labels the recorded data in the form of a row/column table format for specific comments, ensuring clarity. The development of a data extraction form including the author, year and location population characteristic, resilience factors and outcomes related to academic and employment resilience and Instructional support.

Potential ethical issues addressed

The research reviewer during synthesizing the existing studies should be informed of the primary ethical concern the consent to the original researchers in view must ensure all studies should adhere the ethical guidelines in regard to the participant for data protection. Anonymity of participants research reviewer make sure all studies include the confidentiality and anonymity of participants. The researcher exclude studies that do not do enough to address these concerns.

III. LITERATURE REVIEW

A. The Dual Challenge

Analyzing how working students balance their studying while working. Moreover, this theme will focus on the challenges, coping strategies, and institutional support systems affecting the academic success of those overcoming the constraints of working while studying, even those receiving free education. The mainstream of this study is the resilience of working students to find time to balance employment and education, while the role of universities should foster their success. More and more student preconceived the reality of financial constraints to their education. Although free, high-standard educational systems support their tuition costs and miscellaneous expenses. Still, the pressure of social, academic, and financial shortages is given. Out of thinking, they created resilience by adopting those pressures in their study. Being resilient as they develop perception negates the deleterious impact of stress and promotes academic success. Ang, W., Shorey, S., Hoo,

M., Chew, H., L., Y. (2021). According to Nash, P., Naylor, A., Manandhar, D., Stubbs, J., & Penten, P. (2021). Their ability to withstand and overcome academic pressure is increasingly evident. Allow them to try to take on a positive task in all aspects of situations. Academic resilience is essential to bouncing back and keeping progress in many aspects of life and to determining the success of external factors. Hunsu. N., Oje, A., Tanner-Smith, E., Adesope, O. (2023). In the presence of free education, it reduces the financial burden. Dynarski, S., et al. (2021). However, it does not exempt the everyday expenses, forcing students to find an alternative income to support their education. Espiritu, E. J. P. (2022). To balance the conflicting demands of work and study, a toss coin, either failure to overcome or hinder academic success, or it depends on the policy and institutional support available. The support systems and pathways will explore the challenges that affect the academic resilience of working students, enhancing the policies and promoting the practice of schools to bear the promotion to their success.

B. Facing the challenges of working students in a high-standard, free educational system

Regardless of educational assistance, working students are already equipped with resilience but cannot deny the element of academic pressure and limited campus engagement. Furthermore, according to Mathuews, K. B. (2018). Time constraints are one of the problems experienced by working students to catch up on time from employer to subject teacher and vice versa. Engage to switch from time in and time out of student changing of clothes from the uniform as a student into uniform for the working mode. Until it has been exhausted. However, in particular, according to Darolia, R. (2014). Found out that the grades of students who work as part-time and full-time show that there is no significant deterioration of the grades in minimal working hours. Furthermore, students with fewer credit units of subjects have better working hours and increase their productive academic curricular involvement.

However, according to Laberge, L. (2011). Working students with limited time for academic performance and more time for working can lead to time constraints and fatigue; this could be a potential hazard for their health. Therefore, students are forced to take on the demand of work and prioritize it, prioritizing first the income over academic excellence. Correspondingly, there is limited time for solving the assignment, missing the opportunities for the school activities, and

socialization. Promoting academic success and highlighting the need for institutional support for the success of working students.

C. Strategies of Institutions to support the needs of working students

The flexibility of university policies plays an important role in supporting financial aid and student services. Particular, time schedules are used to see the availability of the subject in the school setting. In particular, universities and college face a difficult task in crafting varied demands for developing a learning environment. One of the examples of a flexible learning mode for modern platforms is the use Learning Management System (LMS), Google Classroom, and others to suit the needs of students. Valtonen. T., (2020). The accommodation of the new schedule will ensure a significant improvement and retention rate for working students. Therefore, the adaptation of new policies for flexible schedules allows the students to balance their responsibilities without compromising their education. Furthermore, to reduce external work hours by giving students on-the-job training (OJT) on-campus employment. Strengthening institutional support systems is vital to the resilience and success of working students.

C. Through resilience, a doorstep to academic success

For everyday challenges working students encounter, a binary responsibility shows a high resilience and adaptability that contribute to their academic success. Research by Peteros, E. D. (2021). Studying while working stands against time to overcome financial constraints and to be self-sustained while studying. The connection between the two noticeable perspectives (academic and time management) was found, but there was no significant relationship between time management and academic performance. However, to get the self-efficacy and time management, the advisor should encourage the student to push through and enhance self-resilience. A diploma is not a ticket to get a job, only one part of the requirements for a highly competitive labor market. Goa; setting, self-regulation, and perseverance resilience are among those that intensify the job demands-resources model. Clements, A.J., & Kamau, C. (2017). Fostering working students' resilience to their employer plays a significant role in adapting a highly engaged workforce. Malik, P., & Garg, P. (2017). However, their emerging resilience, adaptability, and time management skills associated with their development are surely to be useful for both academic success and professional development. For

this, fostering academic and career development suggests better aims for students' development. And career success. Groen. C., Simmons. D. R., & Turner. M. (2019).

IV. KEY FINDING

Working students open up the challenges in high-standard free education systems and succeed in their key resilience, encompassing perseverance, self-regulation and time management, which strongly contribute to their academic success. Hence, time management strategies show a high academic performance and lead to a reduction of stress levels. According to Wolters. C. A., & Brady. A. C. (2021). Using structured schedules for time management is a systematic plan that outline how a working student can allocate time, prioritizing tasks based on specific schedules to accomplish goals that are expected to be completed however, according to Kwon, S. J., Kim, Y., & Kwak, Y. (2018). contrasted to those with irregular study patterns that lack consistency and predictability, probably leading to low retention of information and achievement of academic goals. Goal settings have been synchronized to crystal clear the academic and professional settings and inspire working students to persist through the challenges. According to Rachmad, Y. E. (2022), goal setting is a procedure of setting specific, measurable, achievable, relevant, and time-bond (SMART), to meet the goals that highlight the characteristics of students required to achieve academic success and employment. However, a lack of clear goals can lead to confusion and a decrease in motivation to work. Moreover, working students who a topmost higher level of grit and persistence can complete their degree. According to Bussetto-Hollywood, N., & Mitchell, B. C. (2019). A lot of studies have been conducted that show that grit is a measure of a positive predictor of achievement and that there is a significant positive relation to getting a higher-grade point average (GPA) and persistence for the graduation. Self-regulation, self-discipline, and self-motivation are among the things to distinguish them, which are vital to their academic resilience. Students, by teaching self-regulation skills, can lead to educational achievement. Sahranavard, S., Miri, R., & salehiniya, H. (2018). The findings disclose that working students' resilience skills, specifically goal setting, perseverance, time management, and self-regulation, motivate their academic performance and personal growth toward the challenging dual responsibilities between academic pressure and the call of employment, which has survival value for their education.

V. CONCLUSION

A remarkable student's resilience has merit to equip them using goals setting, self-regulation, time management, and perseverance skills to empower balancing work and study. Wolters, D. A., & Brady, A. C. (2021). Despite financial and time-related challenges, goal setting and perseverance foster motivation, and academic success requires a passion to overcome and make an effort to achieve academic achievements. Halperin, O., & Regev, O. E. (2021). Stressing the employment challenges to academic and personal motivation, it has self-grit and efficacy to cultivate resilience skills to achieve goals. The institutional support (e.g., flexible schedules, financial aid, and counseling) is critical to minimizing the negative effects of employment while trying to get the optimum students' resilience possibilities. Encouraging working students' success is to adopt holistic strategies; this will include time management training, goal-setting workshops, and self-regulation programs.

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