

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic



Aiah Sol L. Adam¹, Rocel M. Tanio², Tomas Jr A. Diquito³

^{1,2,3}Digos City, Davao del Sur, Philippines (8002) Facultys

ABSTRACT: The COVID-19 pandemic brought drastic changes in various institutions worldwide. This descriptive phenomenological study aimed to explore the challenges and successes encountered by working students during the pandemic. This study involved ten (10) participants, composed of (1) the student officially enrolled in UM Digos College for the AY 2021 - 2022. (2) The student comes from the Department of Teacher Education, specifically in the Bachelor of Elementary Education (BEE) program. (3) That the student has at least 1-year residency in the program/institution. (4) That the student is working during the pandemic period. Personal experiences of working students were gathered through an in-depth online interview, with the utilization of Google Meet and Messenger, with the help of research questionnaires and open-ended and close-ended questions to qualify the data needed. Colaizzi's data analysis approach was utilized in this study. The results revealed that working students had issues adjusting to the blended online learning setting. To ensure their financial independence, students often work while attending classes. The accomplishment of students taking courses currently offered online or in a blended format. As a result, students feel more accountable for their decisions and actions. Working students acquire knowledge and generate concepts they can apply to improve their personal lives and problem-solving abilities.

KEYWORDS: working students, online-blended learning, young educators, learnings from pandemic

INTRODUCTION

The surge of the Covid-19 Pandemic affected different aspects of society, creating various problems and affecting many lives as Covid-19 cases rise. One notable impact of this crisis is the change in the modality of learning in schools, from traditional face-to-face classes to an online-blended mode of teaching (Hew et al., 2020). This change also affected those students who are working part-time while studying. This sudden change affected the schedules of these students in line with the skeletal workforce implemented by different offices in the Philippines to minimize the spread of the virus (Department of Labor and Employment, 2020). This creates unbalanced schedules between work and study among the working students. Taiwan and South Korea are going through new learning programs, much like Australia are going through due to the pandemic (Chen et al., 2021). The Covid-19 epidemic is also causing mental health problems in India, including dread, worry, and depression (Chaudhary et al., 2021), which are related to the worries of working students about adjusting to their academic schedules. Additionally, due to the increases in tuition prices, working students in Japan also encounter financial difficulties (Tsurugano et al., 2021). Similar to how the increased cost of tuition and the financial challenges of many working students led to the exclusion of American experiences from their schools (Aucejo et al., 2020). Accordingly, the new learning system had a profound effect on the experiences of working students in California, who struggled to maintain their productivity (Amour, 2020), much as how students missed assignments at school as a result of the work and learning systems. Consider the conflict between productivity and physical health due to COVID-19 pandemic limits, especially for elderly persons. As a result, the convention of staying at home encourages undesirable behaviors. These increase the dangers of dying, such as not exercising, getting too little sleep, overeating, and engaging in vices (Schrempft et al., 2019). In line with this, the National Center for Mental Health (NCMH) reports that introducing Enhanced Community Quarantine in numerous worldwide regions raises mental health issues (Tenorio, 2020).

In the Philippines, employees are significantly affected by the pandemic's effects on their mental health. COVID-19 is causing stress, anxiety, and fears in full-time shift workers between the ages of 18 and 25 who are unmarried and do not have children (Gregorio, 2021). Further, many campuses shuttered as courses were transferred to online platforms (Yong, 2020). It notes adverse psychological effects such as bewilderment, signs of post-traumatic stress disorder, and rage. It rises due to ongoing quarantine, infection-related anxiety, irritation, boredom, a lack of knowledge and supplies, financial loss, and stigma. Consequently, several pupils struggle with the new teaching-learning method, encounter demanding workloads and submission requirements, have difficulty prioritizing, and are forced to cheat academically (Perante et al., 2021). In describing the circumstance

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

of Filipino students and employees, researchers hope to investigate how the experiences of both professionals and students affect an individual's state. Highlighting the scant study of working students during the Philippine pandemic. Moreover, working while in school is primarily motivated by financial necessity to make up for losses in various forms of student support, to increase pay to provide a better standard of living, to aid in future goals, or to comprehend understudies better. Additionally, it allows students to share responsibility for paying for their expenses. Exams provide students with financial independence and develop their account management skills. This new investigation broadens findings from the SIES to gain a deeper understanding of the reasons people work, the types of jobs they do, and the benefits and challenges associated with working while higher education (HE) studies (Baron, 2021). A study led by (Mirafior, 2021) revealed that 77 percent of students are currently working part-time, or 80%, to assist them with their educational expenses. The most challenging part of being a working student is finding a balance between their social life, family time, schoolwork, and work. Finding ways to manage the stress that comes with being a working undergrad and ensuring you have at least one night off each week might help you feel less stressed ten levels higher (Lee, 2021).

The Department of Education's (DepEd) main issue in the Davao Region is the poor study completion rates. According to Ramento (2020) claims that poor salaries in the City of Davao, which force pupils to combine working and attending school, are to blame for the student's low educational attainments studying. Therefore, students with financial difficulties spend more time working than studying, resulting in poor grades and performance. According to the study of (Balderrama et al., 2021), students often work to help with expenses, to fulfill an immediate or basic need, or to support their fellow students' future goals. This was corroborated by a study by Verulava and Jorbenadze (2022), which found that students' part-time employment was motivated by financial difficulties. Moreover, the study of Aparicio et al. (2020) found that working while studying had negative effects as well, with students performing worse. Furthermore, according to Kierkegaard's Existential Theory (1990), humans can make decisions for themselves, allowing us to give our lives meaning and purpose. Existential theory suggests that we choose who we desire to be. According to positive existential psychology, embracing and changing suffering is necessary for a meaningful state (Wong, 2019). This suggests that in order to preserve a favorable learning environment, we must actively combat the negative aspects of human existence, such as the COVID-19 pandemic. This study focuses on the variables affecting learning engagement during the COVID-19 pandemic because of the crucial role of working college students' participation in learning engagement and the detrimental effects of the epidemic. In the study of Van Deurzen and Adams (2017), there might be a personal element to the epidemic that allows for introspection and takes the subjective realm into account. Given that it called attention to the necessity of challenging ideals, this was seen as having a spiritual dimension. The existential method basically seeks to comprehend and illuminate the person's difficult experiences. The existential method also emphasizes overcoming obstacles and taking a resolute stance to live on despite any challenges.

RESEARCH OBJECTIVES

In light of uncovering the stories of working students amidst the COVID-19 pandemic, the following objectives are drawn:

1. To determine the struggles of working students in the online-blended mode delivery of learning amidst the COVID-19 pandemic.
2. To determine the success stories of working students in an online-blended mode delivery of learning amidst the COVID-19 pandemic.

METHOD

Participants

The participants in the survey consisted of 10 working students from the Bachelor of Elementary Education (BEED) at UM Digos College. In choosing the research participants of this study, the following inclusion criteria are strictly followed: (1) the student is officially enrolled in UM Digos College for the AY 2021 - 2022. (2) the student comes from the Department of Teacher Education, specifically in the Bachelor of Elementary Education (BEED) program. (3) that the student has at least 1-year residency in the program/ institution. (4) that the student is working during the pandemic period. And the withdrawal criteria are the following: one (1) unwillingness to keep on participating in the study, two (2) the student is not officially enrolled, three (3) nonresponses to all the questions during the interview, four (4) covid-19 positive.

Instrument

A validation process of the interview guide questions used during the In-depth interviews was followed through the Research and Publication Office of UM Digos College. The researchers ensured they had all the essential documents before implementing the study. The researchers formulated and submitted the interview guide questions to the research personnel for validation. After a series of corrections and revisions, the research question and interview guide were developed with adequate reliability and validity. Validation sheets were given to researchers signifying that the research questions and interview guide were authenticated and that all research questions were related to the study's objective. To maintain confidentiality, the materials were gathered by researchers through a recorded conversation, forms, photographs, paper and pencil, and guided questions to record. The entire journey towards working with students' lived experiences amid uncertainties were stored in a secure location.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

Design and Procedure

This study used a descriptive phenomenological approach and a qualitative design to explore the strengths and weaknesses of working students amidst the pandemic. This phenomenological study sought to deal with and examine first-hand observation, interviews, and participants of this study. Also, it would examine the benefits and challenges of working students amidst the pandemic. The data collection strategy for this study, which focuses on the participants' subjective experiences with the disclosure process and the procedure as it is interpreted, makes a qualitative approach the most appropriate one. Additionally, Marshall & Rossman (2017) stated that the qualitative approach is the best choice if a research study attempts to unearth the unexpected and explore new possibilities. The goal of this approach is to understand and interpret the intentions and meanings that underlie commonplace human behavior rather than to generalize (Bailey et al., 2018). Moreover, the researchers used data-gathering methods such as In- depth interviews with validated questionnaires and focus group discussions for qualitative data needed in the study. As a result, several research tools, such as electronic devices, recorded conversations, forms, and other writing materials, were heavily used in the data-gathering process, which supported the scope of this study. In order to obtain insights and experience from working students, as well as to describe the strengths and weaknesses of online classes amidst the pandemic, research materials were heavily used. A number of preparations were made during the data collection process. To ensure ethical research concerns, all participants were informed about the study's objectives and academic goals, which they were reminded of regularly.

The researchers in this study sought permission from the administration and carefully assessed the participants before conducting an interview. As a result, the virtual interviews went smoothly. Google Meet was used for the interviews. The data collected by the researchers were transcribed and translated using the thematic analysis method, this type of method is used as a bridge for analyzing data by sorting its classification through themes, concepts, or similar features and understanding to draw meaningful conclusions about the data. Furthermore, the researcher ensured that the information gathered was accurate. The materials used in the study, such as the recorded conversion, forms, and so on, will be retained in a secure location. As well as ensuring participant privacy. The researchers requested the applicable academic authorities' consent before proposing to gather data and use the necessary tools. Additionally, when choosing and gathering data, the proponents followed ethical guidelines and obtained consent. The researchers obtained informed consent from the study's carefully selected informants through a Word document. The informed consent specifically included information about the study's history, the data-gathering procedure, and the participants' legal rights. It first went into detail about the research study's purpose to clarify the benefits and drawbacks of working students in the context of the pandemic. In order to prepare them for the process, it also covered the data collection approach. Finally, it highlighted their right to confidentiality during the study and their ability to withdraw at any moment. In addition, the researchers only used the information they gathered for academic and scientific endeavors.

The researchers analyzed and investigated the data collected from the working students using thematic data analysis. A qualitative method called thematic analysis examines patterns to provide information on the study issues (Chawla & Wood, 2021). The process was based on Caulfield's (2022) thematic analysis steps; the researchers conducted in-depth online interviews to thoroughly review the data. The information is then divided into sections with labels defining its contents and coded and highlighted. Researchers might then specify and develop conclusions once the codes were utilized to generate themes. After that, the data was organized into patterns to help with research inquiries. Additionally, the textual type was used to display the patterns that were found and arranged. The findings were used to verify the data and draw a conclusion about their consequences. This study applies themes for the thematic analysis used. Themes are applied for the thematic analysis in this study.

This study used Colaizzi's phenomenological method can be used reliably to understand people's experiences as working students. In addition, Wirihana et al. (2018) stated Colaizzi's phenomenological method emphasizes the experience and emotions of the participants and discovers cooperative patterns rather than a variety of individual features in research participants. This scientific approach will ensure that the participant responses are genuine and comply with scientific norms. According to Shosha et al. (2018), (1) the process of the following method is to read and re-read each transcript several times to get a sense of the overall material. (2) key phrases related to the phenomenon being studied should be taken from each transcript. Their comments must be written down on a different sheet. (3) significant statements should be used to create meanings. (4) the formulated meaning needs to be arranged into groups of categories and topics. (5) the results of the study should be incorporated into a thorough explanation of the phenomena. (6) the phenomenon's basic structure has to be stated. (7) the study participants should look for validation of the findings to compare the researcher's descriptive results to their own experiences. When establishing the coding system, statisticians grouped the codes into a final theme, and the meaning inside the theme was created into a sub-theme.

RESULTS AND DISCUSSION

Struggles of Working Students in Online-Blended Mode Delivery of Learning Amidst the COVID-19 Pandemic

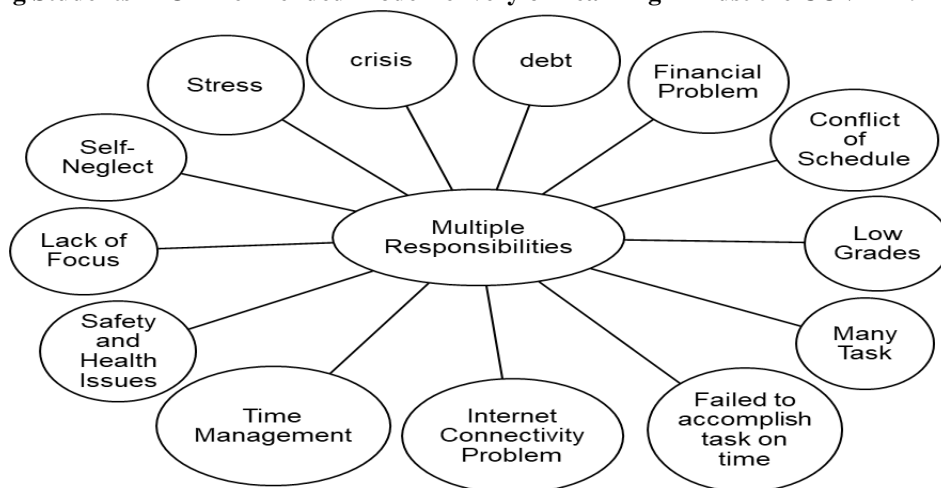


Figure 1. Indicators of Struggles among Working Students in the Online-blended Mode Delivery of Learning

Figure 1 presents the qualitative findings of the working students in the online-blended mode delivery of learning amidst the covid-19 pandemic. The study comes up with thirteen (13) basic themes that include: Conflict of Schedule; Low Grades; Many Tasks; Failed to accomplish a task on time; Internet Connectivity Problems; Time Management; Safety and Health Issues; Lack of Focus; Self-Neglect; Stress; Crisis; Debt; Financial Problem. The study has one (1) emergent theme that include: Multiple Responsibilities.

Multiple Responsibilities. Working student possesses challenging experiences in the online-blended mode of learning amidst the pandemic. From the responses gathered, it has been shown that the struggles experienced by working college students include; conflict of schedule; time management; low grades; safety and health issues; crisis; many tasks; failure to accomplish tasks on time; debt; financial problems; lack of focus; self-neglect; stress; and internet connectivity problem. According to the study of Leslie et al. (2019), work and life have a relationship, and an individual holds work-life ideologies are notions regarding the interrelationships between work and life. The responsibilities of working students have affected the life of a worker and a student. According to Maquiling (2018), working students find time for leisure activities, have a good outlook, and manage daily routines to cope with pressure from school and work obligations.

In the beginning, it was very difficult. Of course, I'm a student, but I'm also a worker. I worked so hard to balance it. That's what I do because it's my duty from morning to afternoon. Sometimes it conflicts because I have a class, so sometimes I take classes while on delivery, and there are times I can't attend orals, activities, or reporting. I do not participate in the class often, so it is very difficult to work while studying. (Participant 1, Line 6)

As long as I have time to work, but my priority is my education and working at the same time since I have a family to feed. It's difficult to balance, but by the grace of God, I manage to do so. (Participant 2, Line 6)

Conflict of schedule. This evidence proves that working students in the online-blended encounter emotional and physical limitations and reduced interaction owing to the pandemic and the restrictions they have when working and studying. Their demands enhance time management, confidence, decision-making, multitasking, and communication skills (Alghamdi et al., 2020). Students who are employed improve their time management and academic and professional self-assurance. Working hours frequently take time away from studying, resulting in lower grades and less desirable post-college opportunities. Additionally, working reinforces these competencies and responsibilities to students in school (Maquiling, 2018). The participants even stated that:

In the beginning, it was very difficult. Of course, I'm a student, but I'm also a worker. I worked so hard to balance it. That's what I do because it's my duty from morning to afternoon. Sometimes it conflicts because I have a class, so sometimes I take classes while on delivery, and there are times I can't attend orals, activities, or reporting. I do not participate in the class often, so it is very difficult to work while studying. (Participant 1, Line 6)

As long as I have time to work, but my priority is my education and working at the same time since I have a family to feed. It's difficult to balance, but by the grace of God, I manage to do so. (Participant 2, Line 6)

Low Grades. In the study of Broadbent & Tyszkiewicz (2018), online-blended learning, there are differences in students' academic performance. Online students are more likely to develop flexible and less dependent on teamwork profiles. For students at the lower end of the self-regulation continuum, increasing motivational regulation and adopting self-regulated learning strategies may be beneficial academically. But with working students, it's hard for them to cope and balance their time. It has been discovered that juggling employment and school causes students to have less time to study, which has a detrimental impact on their academic achievement (Tetteh & Attiogbe, 2019). Furthermore, they also had academic struggles and problems. Hence, the participants even

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

said: *Yes, it really affects my academic performance because, unlike before, I had a lot of time to study, but now I have a job, so it is very difficult, so my performance will be affected because I haven't balanced my work so much that it has an effect on my grade. That's why I changed my habit, and now it's working like I can catch up now.* (Participant 1, Line 14)

Yes, It affected my timed activities, essays, and quizzes. In the exam, it is very difficult because of the poor connection. In the pre-recorded demo, you need a laptop to send because you can't just send it to the cellphone because the video is too heavy. Then you have to borrow or pay to send the file. (Participant 10, Line 14)

Many Task. According to (Ma & Baum, 2016), getting a job is no longer an option but rather a necessity. Working students must frequently work since they cannot afford to attend college or even sustain their own families financially. Some augment their college scholarships and even work to boost their confidence and time management abilities. Working student obligations and responsibilities have a variety of positive and negative implications on their academic studies, behavioral status, and how they pursue their goals and objectives in life while also motivating others. In addition, many working students find it challenging to balance the demands of their duties in employment, family, and school. These difficulties are grounded in the Zero-Sum Theory, which contends that employment might worsen a student's grades because of the time spent working (Zhang & Sun, 2020). As a result, it leads to the failure to accomplish the task, and the participant seven stated that:

What makes it difficult for me is that I have a lot of work to do at school and then I have to pay money so sometimes I get into debt because I can't work because I have to do paperwork's, which is the hardest time I've ever had. (Participant 2, Line 10)

I need to manage my time so that I can do my work and then studies because I have lot of school task. (Participant 7, Line 10)

Failed to accomplish the task on time. According to the study by Kuhail & Gurram (2019), many individuals, like working students, often lack time and have issues with time management as barriers to good task completion. Inefficient task planning is one of the primary causes of task failure. There are numerous task management and to-do list programs available; however, the bulk of them do not offer recommendations for the best task management and performance. It is supported that academic advising is a challenging and time-consuming task (Alkhoori et al., 2020); it necessitates the use of well-trained, dedicated specialists who provide students with one-on-one consultations. Due to the COVID-19 pandemic, face-to-face teaching and learning sessions have changed to virtual meetings through a variety of online learning programs. The challenges experienced by students while they are studying online, such as the advantages and disadvantages of online learning, the state of the economy, and anxiety while studying online (Simamora, 2020). It has been shown that the student's desire to learn new information and delight in trying out novel teaching techniques had a more profound impact on their motivation for online learning. Extrinsic factors included external regulation and environmental variables. However, a lack of motivation or poor external support infrastructure also contributed to the lack of enthusiasm (Gustiani, 2020). As a result, it leads to the failure to accomplish the task and participants even stated that:

Yes, it affected my academic performance because there was a time when I was late to passing the requirements because I was working, and then there was a time when I was late to taking the exam because of the time I couldn't balance. My performance was affected because of the late submission of activities, and then when there were individual activities I could not attend because I had work, so it affected my academic performance. (Participant 3, Line 14)

Yes, it has an impact because I am sometimes late in completing my activities and thus miss the exam, so it is different because I have minus points. Also, when connection suddenly disappears and having poor connection like here in rural areas, that's why it affected my academic performance. (Participant 4, Line 14)

It hasn't really affected my performance, but there are times when I've forgotten about an exam and have asked our teacher if I may still open it after explaining my situation, which has had a significant impact on my performance. (Participant 2, Line 14)

Internet Connectivity Problem. According to Chung et al. (2020), the most challenging part of being a working student while studying online has a poor internet connection. Universities all throughout the world have been impacted by the COVID-19 epidemic, both directly and indirectly. In less than a month, online learning has replaced traditional face-to-face learning to ensure educational continuity. The main difficulties encountered while learning online in Malaysia have been related to internet connectivity (Chung et al., 2020). Out of 399 responses, it was discovered that only 6% of them had excellent internet connectivity, 40% had decent connectivity, 47% had average connectivity, and 6% had bad connectivity. When asked where they typically studied online, 60% of respondents claimed they did so from their homes in urban or suburban regions, 31% in rural areas, and 9% in university residence halls. The significance of having enough internet access when learning online (Dublas et al., 2021) there are several ways that internet access can improve education. It gives users access to a wealth of knowledge, skills, and learning materials, boosting learning opportunities. With online-blended learning, one of the factors is also the poor internet connection, and even the participants said that:

First is my Internet connection, because while in class I just get lost and then sometimes I have a poor connection. Whenever we have visitors at home, I get very busy because I have to help them. That's why it's hard for me to balance. (Participant 6, Line 10)

The challenges I have faced while working and studying online are time management and internet connection. I need to rearrange my time and work. I need to work in the morning and then in the afternoon and evening to attend my online class. At my job, the

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

employees are on shift,so I adjust it for balance. Then I'll make sure that I'll be able to enter the class because it's a waste of money if I won't be able to make it, and then I have problems online because when the weather is bad, the connection is very slow. (Participant 10, Line 10)

Sometimes the time is too short, so that's why I do hurry a lot. Then I have to balance my time to always chase the time. (Participant 1, Line 10)

Somewhat, because the connection is slow, sometimes I can't enter the class and I can't participate in oral recitation and activities. (Participant 8, Line 14)

Time Management. According to the study of Garado et al. (2019), when it comes to time management, the most frequently provided advice is "spend your time wisely." When studying techniques, the common advice is to "complete your assignments and review in your spare time." Working while studying has a negative impact on time management, study habits, and the students' family relationships. Due to the challenges faced by working students, performance tests, written examinations, and major exams are all graded lowly. This is in line with the research by Adams and Blair (2019), which found that students who are more effective at managing their time tend to perform better academically and experience less anxiety. Despite this, many students find balancing their studies, extracurricular activities, and daily lives challenging. Hence, working student lack time. management and even the participants said that:

The challenges I have faced while working and studying online are time management and internet connection. I need to rearrange my time and work. I need to work in the morning and then in the afternoon and evening to attend my online class. At my job, the employees are on shift,so I adjust it for balance. Then I'll make sure that I'll be able to enter the class because it's a waste of money if I won't be able to make it, and then I have problems online because when the weather is bad, the connection is very slow.(Participant 10, Line 10)

There's a lot, but primarily because of the time and deadline pressure. I'm also a graduating student, so I'm a bit busy. (Participant 7, Line 10)

When there's work I can't finish, there are times when I get scolded. When learning online, I can't listen sometimes because of the slow connection. (Participant 5, Line 10)

Safety and Health Issues. In the midst of the pandemic, your health and safety are the most priority, but every day is a risk for those working students to go outside and work while studying online. According to Hanvold et al. (2019), identifying workplace levels of safety, health risks, and exposure to vulnerable populations. Apprentices and young skilled workers were also found to be more susceptible to occupational diseases. Industrial management has always been quite concerned about the occurrence of workplace accidents and injuries (Karuppiah et al., 2022). With that, sometimes they prioritize themselves less for the sake of work and studies. The participant even stated that:

When there's work I can't finish, there are times when I get scolded. When learning online, I can't listen sometimes because of the slow connection. (Participant 5, Line 10)

Lack of Focus. The COVID-19 pandemic pushed numerous educational institutions to switch from traditional face-to-face instruction to online delivery. In order to lessen the effects of the pandemic, quick and careful planning is required (Asgari et al., 2021). A number of problems, such as technical difficulties, difficulties with teaching and learning, privacy concerns, and a lack of adequate hands-on training, have a negative impact on online. For instance, after repeated online sessions, more than half of the students complained about not participating in class, having difficulties focusing, and being fatigued with Zoom after attending multiple online sessions. According to Revadekar et al. (2020), the abrupt move to virtual education makes it difficult for professors to maintain a close check on their students, resulting in inadequate knowledge gain on the students' part. Taking into account the task of keeping a check on the students' attentiveness. However, it also affected their work and studies. As a result, they lack. Engagement in their workplace and online classes, even participants said that:

It also affects my work because I sometimes lose focus, so I can't avoid failure, so I get scolded by customers because I don't have focus, so it affects my work as well. (Participant 3, Line 16)

Yes, it also affected my work because when I'm not in the mood I can't focus and sometimes I don't want to do anything. Other people were also affected. But I can still say that I need to keep going for my success. (Participant 3, Line 16)

Self-Neglect. The COVID-19 epidemic resulted in various modifications in the teaching-learning process, as traditional classes were rapidly supplanted with online programs, despite social distancing regulations. According to the study of Azzi et al. (2022), the changes may be related to a variety of mental health issues and has a severe impact on university students' quality of life and academic performance of students. Additionally, in the study by Egan et al. (2019), the occupational and individual challenges that make providing compassionate care more challenging, there is no time to consider these issues themselves. However, these problems

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

will also cause a lack of focus on working students in their workplace and make them less likely to work. Prioritize themselves. The participants stated that:

Yes, it affected my personal life because I will lose time for myself because I give more priority to my job, and at the same time, as a student, I didn't notice that I needed to rest myself because I've been thinking of so many challenges, so they can affect me because I don't have time for my family and friends because for me, time is gold.

(Participant 3, Line 18)

Yes, it will affect my personal life because when I am alone I will overthink my work and school. There are times that I'm crying, like I can say I have neglected myself because I put work and school before myself. (Participant 9, Line 18)

Yes, it affected my personal life, like I could say that I have neglected myself because I have to work and at the same time attend classes that need to be accomplished. I put work and school first, so I no longer prioritize myself. (Participant 6, Line 18)

Stress. Students who are currently working and studying at the same time are studied, along with the effects of stress and health (Razak et al., 2019). In higher education, students are exposed to a wide range of factors that can affect how stressed they feel in their studies, both inside the classroom and outside it in non-academic settings. Modalities of instruction, assignments, grades, and time management outside of class (Jackson et al., 2022). This leads to mental health issues, and even the participants state that:

Yes, when I get down to myself. I lost interest and I got stressed. (Participant 5, Line 18)

Yes, because it's really hard for me to balance my time and then I have to work and study that's why I'm stressed out. (Participant 8, Line 18)

Crisis. Associated with the concept of psychological tension and used to suggest a chaotic or terrifying situation. We might talk about a moral values crisis, an economic crisis, or a political crisis. In the study of (Soria et al., 2020), working students were more likely than non-students to be unable to repay their debts as a result of the pandemic due to a variety of factors, including lost wages from domestic workers, lost wages from increased living conditions, on- or off-campus employment, and the cost of technology. Working students are almost twice as likely to put learning ahead of money worries. They must juggle work and school because they take fewer academic units. In the study, working students were compared to non-students. Students who work experience more difficulties and are more likely to experience mental health problems. By moving to online learning, you can overcome hurdles such as insufficient study spaces and a lack of technology, which is less than what is required to carry out the learning activities likely to attend planned online classes. With inherent problems and the question of how to work, student time management and academic balancing requirements remain critical. According to Rappler (2020), the experiences of students who juggled work and school in order to supplement their income. The two people's experiences serve as an example of the working students who are impacted by this issue in education. In the study of Watts and Pickering (2018), the main reason why many students mix job and study is that it provides them with a source of money that helps them meet their financial demands while also enabling them to fulfill their academic obligations and avoid financial difficulties. Furthermore, the student also faces financially. Problems and even stated that:

It's more difficult now that the price for essentials become higher because there's a pandemic. (Participant 2, Line 4)

It's not easy because it was a very sudden phenomenon. Many families, including my family, were affected due to the closure of establishments, one of which is the company I'm working for. (Participant 4, Line 4)

Debt. According to Global Education Monitoring Report (2021), one of the struggles of working students is their financial status. At least 36% of Filipino families, according to UNESCO, must take out loans or incur debt in order to pay for their children's education. Most students work to have extra income to support their parents with their tuition and miscellaneous fee. Students enrolling in college nowadays may not fully comprehend the financial repercussions that these loans have because they are taking out financial aid loans (Kim et al., 2019). Today's students may not be capable of fully comprehending the necessary standards involved in taking out student loans due to their lack of financial experience and expertise (Ben-Ishai & Stanley, 2017). This crisis leads to debt and financial problems, and the Participants stated that:

If there are deadlines, I don't travel, so my work will be affected. It is very difficult for me. That is why I get into debt and find it difficult to balance my time. (Participant 2, Line 16)

Yes, it really affected me. Like I said earlier, I lose focus a lot and think not only about school and work. But my family too. Sometimes I do things wrong at work. That's why I get scolded. Also I'm having problem about school fees that's why I get into debt. (Participant 10, Line 16)

Financial Problem. The study by Daud et al. (2018) shows that students in higher education seek more money to cover the expense of studying and living at universities as higher education in public and private educational institutions rises. Some students may experience financial hardships in their daily life as a result of limited financial resources and rising educational prices. Understanding the increased prevalence of sorrow and anxiety among students is largely dependent on their participation in individual instruction.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

In Bangladesh, many students take on part-time jobs like private tutoring to help pay for their education and, occasionally, to support their families. The number of students who depend on private tutoring as a part-time job is steadily rising. However, being unable to pay for tuition during a lockdown means losing a regular source of income and becoming unemployed (Islam et al., 2020). As a result of indebtedness, it leads to financial problems, and participants even stated that:

Actually, I have a lot of challenges to go through, but the hardest part is that, amidst this pandemic, I cannot find extra income aside from working part-time. I'm trying my best to find ways to enter businesses as well as sell products. I can say I have gone through a lot of challenges. For example, where can I find financial support for my online class? How can I provide for the needs of the house? Because our parents can't always provide us with what we need, I have to find ways to provide for even our basic needs. But the most challenging part is the financial for my online class because I need an internet connection, so I need money. (Participant 9, Line 10)

I have a lot of challenges to face now because I have difficulty with internet connection because the class is online and financial. I needed it for my studies, like I'm pressured on what I should prioritize, but my studies are my priority. I will just sacrifice my work and put my studies first. (Participant 3, Line 10)

Success Stories of Working Students in an Online-blended Mode Delivery of Learning Amidst the COVID-19 Pandemic



Figure 2. Indicator of Success Stories of Working Students in an Online blended Mode Delivery

Figure 2 presents the qualitative findings of the success stories of working students in an online-blended mode delivery of learning amidst the covid-19 pandemic. The study comes up with nine (9) basic themes that include: Become Positive and Motivate, Time Management, Become Motivate, Being Optimistic, become positive in life, Peer and Family Encouragement, Become more responsible, Strong Family Orientation, and Strong Faith. The study has one (1) emergent theme that includes: Promotion of Holistic Development.

Promotion of Holistic Development

In the online-blended mode of learning, many factors that working students confront in the midst of the pandemic. One of them is the different challenges faced by working students. However, there are also success stories that working students experienced in online-blended learning. Moreover, the promotion of holistic development is very important in honing working students by their mental, spiritual and social development. According to (Gordon, 2022), holistic refers to the development of the full person as well as systems thinking. They develop personally as working students as a result of the difficulties they have faced. Assisting children in accomplishing their own goals, overcoming challenges, and celebrating their accomplishments by concentrating on and enhancing their areas of strength (Hoffshire & Dea, 2021).

Become Positive and Motivated. The decision to begin, continue, or resume learning tasks is influenced by intrinsic value, which is connected to intrinsic motivation (Bailey et al., 2021). Students who indicated they were motivated by asynchronous online collaborative writing were more likely to value online learning in general than those who indicated they were motivated by video-synchronous online speaking practice. A variety of internal and environmental influences, including school and home comforts, also have an impact on student progress (Winarno et al., 2022). The students had to acclimatize to a scenario that presented learning hurdles that could impede their progress. Furthermore, the motivations and creativity of the pupils would encourage them to seek alternatives. As a result, the current study sought to evaluate the students' difficulties, motives, and choices (Muslimin & Harintama, 2020). Working students learn how to manage and balance their time as both students and workers with the help of positive motivation. The struggles faced by working students made them motivated, and the participants said that:

I can cope with these challenges by being positive and motivated. I can handle everything even though it's hard to balance being a worker and a student, and because my family is always there for me, I'm more motivated. I can handle all the challenges.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

(Participant 1, Line 28)

I'm used to it. It's not new to old situations. I'm just adjusting with a lot of patience and understanding. I'm being positive and motivated always. (Participant 5, Line 28)

Time Management. Most students struggle these days as a result of being working students. One of the primary issues among institutions has been the recognition of a working student as an established fact rather than an observable phenomenon (Garado et al., 2019). However, learning time management skills as a working student can be beneficial. Students in college must manage and assess their own learning strategies, paying particular attention to time management. Teachers from a variety of business disciplines can assist these students in understanding the time management abilities, attitudes, and behaviors that will be required in the future (Hardy et al., 2020). The participants even stated:

For me, I learned to balance my work and studies as a student because of time management. (Participant 6, Line 26)

Become Motivated. Students stayed committed to learning despite all the challenges they encountered and went through during the COVID-19 pandemic. Despite the difficulties, they continue to put a lot of effort into achieving their individual goals during the epidemic (Rahiem, 2021). During the COVID-19 epidemic, numerous studies focused on the satisfaction of students in this new learning environment and their perceptions of their academic progress. The factors that influence students' perceptions of learning outcomes and their impact on student satisfaction (Baber, 2020). Academic achievement in a gamified online learning environment takes into account flow, emotional involvement, and motivation. In the setting of gamified learning, the experience of flow and emotional connection significantly impacted motivation. Furthermore, it was revealed that flow increased motivation, which improved academic accomplishment. Motivation has been shown in multiple research to have a positive effect on academic success (Ozhan & Kocadere, 2020). With that, it leads to success and being positive through their experiences in life. Hence, the participants stated that:

I became motivated because I had a dream in life, so even though it was hard, I tried to finish school. Because of our situation, I can say I shouldn't just always stay like this. I should achieve my goals in life. (Participant 6, Line 30)

My motivation is my family. I make a double effort and I believe that by doing so, I can be the foundation of my family. (Participant 2, Line 30)

I became motivated because of my experience of hardship. The more I pushed that I had to overcome, the more I was challenged to give my best to cope with everything. I became motivated because of my family, who is always by my side to cheer me up and tell me I have to do and try everything. They are the reason I am motivated to do everything every day as a worker as well as a student. Because they have been my motivation, I am positive that all these challenges can be overcome and completed as long as I pray and trust God because he will take care of me and grant me. (Participant 3, Line 30)

I'm motivated because my family motivates me for my studies. My parents say that my degree will never be stolen away from me no matter what. Because of that, I am well motivated and I have been motivated to work because all of my co-workers are all professionals, so I can say that I'm very motivated because it has a difference when you finish school, digging soil in the mountains, unlike holding a pen in the classroom. That's why it motivates me to go to school despite everything. (Participant 4, Line 30)

I just think I can handle it all. I motivate myself to be able to finish and not be overwhelmed by requirements and tasks. And also, my family and friends helped me stay motivated. (Participant 7, Line 30)

Yes, it gives me a positive lesson in life because I have my parents who will support me and I can be motivated to be successful despite all the challenges I can cope with. Because of the challenges I'm going through, I'm more motivated to strive harder even if I have my breakdowns, but I'm still positive because you have to go through failure before success. (Participant 9, Line 34)

Being Optimistic. Students who are employed tend to be joyful, think strategically, and pursue achievement when they are positive at work. In addition, optimism fosters a high degree of energy, creativity, inspiration, leadership, and a positive attitude toward problem-solving and daily activities in both the workplace and among students. The study by Goleman (2016) states that being optimistic as a working student is the firm belief that, in spite of difficulties and frustrations, everything in life will be able to be resolved effectively. According to Seligman (2016), to avoid ignorance, despair, or depression when facing challenges, an optimistic outlook helps person. An optimistic outlook relates good things to things that are personal, long-lasting, and pervasive while viewing bad things as happening in particular external, transient, and diverse circumstances. Pessimistic explanation styles, in contrast, ascribe positive events to personal, persistent, and pervasive causes while attributing negative events to external, transient, and situation-specific reasons. Additionally, Carver et al. (2015) describe being optimistic as an all-encompassing optimistic view that raises expectations for the future around the world. With a more broad-based With a positive attitude, optimism is the expectation that good things will occur.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

My approach was that you must first be humble and then patient in all you do. Though there are times when we should be discouraged, we must remain positive. (Participant 2, Line 36)

Being happy and smiling even if it's hard and be observant, then always positive in my life experience, and lastly, be optimistic. (Participant 1, Line 36)

Become positive in life. The investigation of Sinaga & Rachmawati (2021), the result of role conflict, in which a person's first position as a worker influences the facilitation and conflict in their second role as a university student and, as a result, the student's engagement and well-being. The enrichment paradigm, which contends that the first role promotes engagement and well-being and that it energizes and encourages students in the second role, is supported by the findings of this study. Demands, on the other hand, under the depletion model, have a good effect on conflict but no adverse effect on involvement and well-being. Work experience can be a benefit as students get closer to entering the full-time labor market, hastening their transition into a full-time career. Furthermore, the findings of Rafidiyah & Nadia (2020) discovered the presence of COVID-19 affected the participants' feelings and actions. During the epidemic, both people experienced diverse emotions and actions as they faced numerous problems. The study emphasizes the importance of the participant's independence and support from their families, friends, and universities required to minimize their worry and stress during the COVID-19 outbreak. Despite the challenges and experiences that are working Students face, they remain happy and motivated (Yamaguchi, 2020).

The attitudes that I use to conquer all the challenges that I have experienced are being positive, because if you are really positive, you can't lead into negative. Then I always trust that it will all be over and wait for success. It is not there right away, but trust the process and I trusted God and prayed always that he would have allowed everything because there is nothing we could do without him because he is the one who will take the lead even if we really want it, but if he does not want it for us, we still prayed that I could achieve my dream. Then being kind is very necessary as a worker as well as a student because it will take advantage of everyone's goodness. Lastly, being true to yourself is important because when I was true to myself, despite the hardship I went through, I still remained strong because I knew I could as long as I trusted myself. (Participant 3, Line 36)

I cope with all the challenges because of my family, people who always give me positive thinking despite the difficulty of the challenges I've been through, but still have an end. Then, because of my experiences, I am more challenged to face it without fear or hesitation because I have confidence in myself and my family's strength that I can do everything for them. (Participant 3, Line 28)

I motivate myself so that I don't make things worse. I can handle everything as long as you trust the Lord. It's just my self-motivation and my family. They also push me to work hard and improve our situation in life. (Participant 5, Line 30)

Peer and Family Encouragement. In response to the ongoing COVID-19 pandemic, colleges and other institutions have introduced online education. Because it will immediately impact students' academic performance, educators and parents are most concerned with online learning engagement. According to Gao et al. (2021), college students' perceptions of family support and their participation in online learning are analyzed, as are the effects of normative online learning consciousness, actions, and self-efficacy on this relationship. The study by Epstein (2019) emphasizes that schools, families, and communities must work together to support students and that they all share primary responsibility for the education and development of children. The family, the school, the community, and the peer group are all spheres of influence that have an impact on a student's learning and development. It also shows that having support from family and friends can encourage working students to be successful. The participants stated that:

For me, ma'am, my family, friends, and loved ones have been a great help to me so that I can overcome it all, even though it is very difficult. (Participant 1, Line 36)

It's because of my family and our difficult life situation. That's what pushes me to work harder and keep going. (Participant 5, Line 32)

Become more responsible. The student experience has changed as a result of COVID-19. Students were compelled to grow in responsibility, recognize others' and their own abilities, and become conscious of their own social fragility. As we all seek to recover from the COVID-19 pandemic, sharing this information and experience fosters a sense of community among students and draws attention to their difficulties in universities and the larger community. The study by Yong (2020) was becoming more responsible for the foundation of all growth and education. Student effort, involvement in their studies, and involvement in campus life all have an impact on outcomes. According to Sideridis et al. (2021) found that it had made students more accountable for their actions as both students and workers. Sharing this knowledge and experience among working students fosters a sense of camaraderie and highlights their struggles and weaknesses as they work to improve their personal lives and appreciate the strengths they and others possess. It also helps them become more aware of their own social frailty. With this support, the students have the motivation in life to pursue and being more responsible in life. The participants even stated that:

I changed to be more responsible. I can say that by being responsible for what I did as a student, I became responsible and confident, not the same as before. I can say that there has been a big change before and now that there is a pandemic. (Participant 4, Line 26)

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

It's really changed me as a worker as well as a student because I became responsible that I should do everything because it was for my own good in the future. (Participant 3, Line 26)

Strong Family Orientation. Students study habits and career preferences may be impacted by academic assignments. Learning and career objectives matter to kids who are more collectively minded, as well as to their families Mok et al. (2021). Working students learn to be more responsible in their work and studies. According to Misra & Mazelfi (2022), the impact of lecturer communication, teamwork, and self-directed learning on student self-confidence in achieving learning outcomes. Moreover, support from family and place of employment was linked to well-being, academic achievement, and employability; these connections were mediated by border congruence and dependent on proactivity. Moreover, the study by Chu et al. (2021) discovered that while employer support was linked to greater academic achievement, family support was related to better well-being, academic performance, and employability. Boundary congruence also served as a mediator between academic achievement and workplace support, as well as between the three outcomes. Furthermore, there is a more powerful thing that working students do in order to become successful in life. Praying is valuable for them to overcome all the struggles they have experienced. The participants stated that:

The support from my family then and the motivation from my family that despite the challenges I faced, I am more motivated to strive harder. The Lord made me become motivated, as if I could say that I can do it all. (Participant 9, Line 32)

My family is the reason why I am striving hard for them, and I am doing it so that I can be successful as a student and worker. (Participant 8, Line 32)

Strong Faith. The Covid-19 pandemic's third wave has been identified as a mental health disaster. The World Health Organization lists a number of psychological issues, including shock at job loss, isolation due to movement restrictions, difficult family dynamics, and uncertainty and fear about the future. According to Sokolovskaya et al. (2020), religious students have better "professional motivation" reasons, indicating greater adaptability to achieve goals. It is demonstrated that the variations in purpose-in-life orientations of religious and non-religious students have deep roots. The construction of religious identity causes the hierarchy of personal values to become organized and justified, giving the personality confidence and reducing its existential discomfort. The participants even stated that:

Because I'm a Christian, the first thing I do is seek advice from the Lord, as we may not be able to achieve everything without him. For everyone to prosper, the Lord's guidance is required. (Participant 2, Line 32)

First thing I did was pray for the challenges. Then, I asked for guidance from him on what to do because if we just come closer to the Lord, we can overcome the challenges in our lives because that's how it came to me because he knows that I can do it all. Then just be positive about everything and if others can do it, so can I. (Participant 4, Line 28)

Yes, it has given me more positive thoughts and feelings to continue because if you trust the Lord in everything, he will give you a way to overcome the problem. My family will also give me something positive physically, emotionally, and mentally. (Participant 10, Line 34)

These findings prove that they hold with their faith in God. Believing that with God's aid, everything will be all right and that this pandemic is only a test with a remedy (Arnado & Bayod, 2020), working students remained strong faith and positive thoughts and feelings despite the challenges they experienced that the first resource of the students is God.

SUMMARY

Based on this research, we gather the lived experiences of working students using existential theory. The viewpoint is broadened by learning about the challenges and triumphs faced by working students throughout the pandemic. The results revealed that (A) Multiple Responsibilities, a working student is truly hard and carries a lot of responsibility. One of the driving forces is the financial problem and independence. They also lack time management and failure of task accomplishment. (B) Promotion of Holistic Development, students also have positive thoughts and religious beliefs that can motivate them to reach success despite all the struggles they face in the midst of the pandemic. Indeed, it is difficult to balance a job, online learning, and effective time management. It was revealed that working students have an existential emphasis on a particular aspect of human will and support the variables that influence their choices and perspectives. As researchers and students, we came to understand that working students can experience a variety of outcomes, both positive and negative. Despite the chaos caused by the health crisis and the absence of face-to-face classes, working students are willing to sacrifice everything due to their enthusiasm and optimism. The researchers have therefore concluded that working Bachelor of Elementary Education students at the University of Mindanao Digos College are learning skills and developing ideas while working, which they can use to improve their personal lives and problem-solving abilities. This conclusion is supported by the above result. When working and learning online, commitment, discipline, strong faith, motivation, and time management are vital.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

IMPLICATIONS

After intensive investigation, these implications were conveyed by the researchers of this study. Students that worked received numerous opportunities more than difficulties during pandemics. Working alongside studying, students can build future-ready talents and character. Primarily because of students during a pandemic, making money while studying is a meaningful experience. They are motivated because they are paid for it. Moreover, working while studying is incredibly taxing, and this provides working students with coping skills. Additionally, in the new normal, working students face problems that have an emotional impact. They're bodily for some, and capacity has a negative effect reason. Some of them gave up their social lives in order to complete academics and rest. Having a job while a student comes with a lot of responsibility when there is a pandemic. The experiences they had as students enriched them. The experiences the students acquire will benefit both their future personal and professional lives. Working students understand the challenges and achievements despite the pandemic. Working and studying during a pandemic requires discipline, comprehension, and the ability to absorb new concepts. Moreover, one of the motivating factors for working while in school is the desire to be financially independent. Self-improvement is another motivating factor, and they want to become better versions of themselves, live better lives, and acquire experiences that they could find useful in the future for most of the justification. Students labor because they need the money. Due to the fact that they make money while working, students are internally motivated to put in more effort at work. They feel delighted when working because they gain while studying. For instance, because they gain while studying, working also makes them joyful. Similar to how it aids in helping people manage their time effectively and properly by establishing their study and work hours, there are occasions when individuals struggle with time management owing to work overload. Furthermore, being a working student is really difficult and requires a lot of responsibilities. They feel more in control of their decisions and behaviors as a result while working, and students also pick up a lot of experiences and ideas that might benefit their personal lives and their ability to solve problems. Working alongside studying also teaches the students to know the struggles and success influence of working while studying, how to surpass the obstacles they experience, and learn how hard it is to gain money. When working while studying, commitment, discipline, and time management are essential.

REFERENCES

- 1) Adams, R.V., & Blair, E. (2019). The impact of Time Management Behavior on Undergraduate Engineering Student's Performance. *Sage Open* 9 (1), 2158244018824506,
- 2) <https://journals.sagepub.com/doi/abs/10.1177/2158244018824506>
- 3) Alkhoori, A., Kuhail, M. A., and Alkhoori, A. (2020). "UniBud: A Virtual Academic Adviser," *12th Annual Undergraduate Research Conference on Applied Computing (URC)*, 2020, pp. 1-4, DOI: 10.1109/URC49805.2020.9099191.
- 4) Alghamdi, A., Karpinski, A. C., Lepp, A., Barkley, J. (2020). Online and face-to-face classroom multitasking and academic performance: Moderated mediation with self-efficacy for self-regulated learning and gender, *Computers in Human Behavior*, Volume 102, 2020, Pages 214-222, ISSN 0747-5632 <https://doi.org/10.1016/j.chb.2019.08.018>. (<https://www.sciencedirect.com/science/article/pii/S074756321930305> X)
- 5) Amour, M. (2020, June 24). Report Highlights Struggles of Working Learners. *Inside HigherEd*. <https://www.insidehighered.com/quicktakes/2020/06/24/report-highlights-struggles-working-learner>
- 6) Aparicio, J., Borjas, M., Ricardo, C., Escalante Barrios, E. L. & Valencia, J. (2020). Financial Independence and Academic Achievement: Are There Key Factors of Transition to Adulthood for Young Higher Education Students in Colombia? *Frontiers*.
- 7) Arnado, J. & Bayod R. (2020). Help-Seeking Behavior of Young Filipinos Amidst Pandemic: The Case of Cor Jesu College Students. *Eubios Journal of Asian and International Bioethics* 30 (8), 463-466, 2020 <https://www.researchgate.net/profile/RogelioBayod/publication/344442579>
- 8) Asgari S, Trajkovic J, Rahmani M, Zhang W, Lo RC, Sciortino A (2021) An observational study of engineering online education during the COVID-19 pandemic. *PLoS ONE* 16(4): e0250041. doi:10.1371/journal.pone.0250041
- 9) Aucejo, A., French, E., & Zafar, L. (2021). What Students and Colleges Faced During the Pandemic. *America*. <https://www.america.org/education-policy/edcentral/what-students-and-colleges-faced-during-pandemic/>
- 10) Azzi, D.V., Melo, J., Neto, A, A.C., Castelo, P.D., Andrade E.F., & Pereira,
- 11) L.J. (2022). Quality of life, physical activity and burnout syndrome during online learning period in Brazilian university students during the COVID-19 pandemic: a cluster analysis, *Psychology, Health & Medicine*, 27:2, 466-480, DOI: 10.1080/13548506.2021.1944656
- 12) Baber, H. (2020) Determinants of Students' Perceived Learning Outcome and Satisfaction in Online Learning during the Pandemic of COVID-19. *Journal of Education and e-Learning Research*, Vol. 7, No. 3, 285-292, 2020, Available at SSRN: <https://ssrn.com/abstract=3679489>
- 13) Baert, B., Ermac, D., & Cui, C. (2017). Life of Working Students: Opportunities and Challenges. *Academia*.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

<https://www.academia.edu/ph>

- 14) Bailey, D., Almusharraf, N. & Hatcher, R. (2021). Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online language learning context. *Educ Inf Technol* 26, 2563–2583/ 2021 <https://doi.org/10.1007/s10639-020-10369-z>
- 15) Bailey, J., Bogdan, N., Taylor, L., & De Vos, J. (2018). Using qualitative analysis software to facilitate qualitative data analysis. *ACS Symposium Series*, 1166, 83–95.
- 16) Balderrama, E. J., Dela Vega, S. K. P., Templado, S. M., Trinidad, A. O., & Francisco, C. D. (2021). Part-Time Job: Students' Difficulties in Studying and Working Amidst of the Covid-19 Pandemic. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 5(4), 224– 228.
- 17) Baron, G. (2021). Health workers press for higher health budget and the release of COVID-19 benefits. Manila Bulletin. <https://mb.com.ph/2021/10/20/health-workers-press-for-higher-health-budget-release-of-covid-19-benefits/>
- 18) Broadbent, J., Fuller-Tyszkiewicz, M. (2018). Profiles in self-regulated learning and their correlates for online and blended learning students. *Education Tech Research Dev* 66, 1435–1455. <https://doi.org/10.1007/s11423-018-9595-9>
- 19) Carver, G. T., & Park, H. L., Kapikiran, N. A. (2015). Relationships among optimism, coping styles, psychopathology, and counseling outcome. *Personality and Individual Differences*, 36(8), 1755-1769.
- 20) Caulfield, J. (2022). How to Do Thematic Analysis | A Step-by-Step Guide and Examples. Scribe. <https://www.scribbr.com/methodology/thematic-analysis>
- 21) Chaudhary, A., Sonar, N., & Banerjee, S. (2021). Impact of the COVID-19 Pandemic on the Mental Health of College Students in India: Cross-sectional Web-Based Study. *JMIR Publications*, Vol. 2(3). 28158.
- 22) Chawla, T., & Wood, J. (2021) Social Work Students Experiences During the COVID-19 Pandemic: Challenges and Themes of Resilience, *Journal of Social Work Education*, 57(4), 771-783.
- 23) Chen, W., Song, K., & Yap, k. (2021). The Unintended Consequences of the Pandemic: The New Normal for College Students in South Korea and Taiwan. <https://www.frontiersin.org/articles/10.3389/fpubh.2021.598302/full>
- 24) Chung, E., Subramaniam, G., & Christ Dass, L. (2020). Online Learning Readiness Among University Students in Malaysia Amidst Covid-19. *Asian Journal Of University Education*, 16(2), 45-58. doi:10.24191/ajue.v16i2.10294
- 25) Chu, M., Creed, P., Conlon E. (2021). Work–study boundary congruence, contextual supports, and proactivity in university students who work: A moderated-mediation model. *Journal of Career Development* 48 (2), 166-181, 2021 <https://doi.org/10.1177/0894845319830253>
- 26) Daud, N., Norwani, N.M., Yusof, R. (2018). *International Journal of Academic Research in Business and Social Sciences* 8(10), 1558-1565, 2018 <https://www.academia.edu/download/72011826/a4b55fd277123bd38ba1fe9e5680d8324d26.pdf>
- 27) Department of Labor and Employment. (2020). Workplace Rules Set to Cut Spread of COVID-19. Retrieved from <https://www.dole.gov.ph/news/workplace-rules-set-to-cut-spread-of-covid-19/>
- 28) Dublas, J., Deguinion, K., Mosquera, J., Buladaco, M. V., & Borlio, J. (2021). Internet Connectivity and Learning Interest Among Bachelor of Science in Disaster Resiliency Management Students at Davao Del Norte State College. 4. <https://www.researchgate.net/profile/Mark-Van-Buladaco/publication/349548278>
- 29) Egan, H., Keyte, R., McGowan, K., et al., (2019). 'You Before Me': A Qualitative Study of Health Care Professionals and Students' Understanding and Experiences of Compassion in the Workplace, Self-compassion, Self-care and Health Behaviours. <https://www.sciencedirect.com/science/article/pii/S2452301118300452>
- 30) Epstein, J.L. (2019). School, family and community interaction 39-52, <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429305375>
- 31) Gao H, Ou Y, Zhang Z, Ni M, Zhou X, and Liao L (2021) The Relationship Between Family Support and e-Learning Engagement in College Students: The Mediating Role of e-Learning Normative Consciousness and Behaviors and Self-Efficacy. *Front. Psychol.* 12:573779. doi: 10.3389/fpsyg.2021.573779
- 32) Garado, B. A. ., Inductivo, H. M. ., Rodriguez, G. F. ., Villahermosa, J. C. ., & Villegas, G. P. (2019). An Assessment on the Difficulties encountered by the HUMSS SHS Working Students of Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1). Retrieved from <https://ojs.aaresearchindex.com/index.php/aasgbcpjmra/article/view/1327>
- 33) Global Education Monitoring Report. (2021) Unesco: 36 percent of P.H. families incur debts to send kids to school. <https://newsinfo.inquirer.net/1528071/unesco-36-percent-of-ph-families-incur-debts-to-send-kids-to-school>
- 34) Goleman, A., et al. (2016). Role of Critical Thinking, Optimism about Future and Learning Oriented Behavior on Academic Performance of High School Students.

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

- 35) Gordon, S.P. (2022). Holistic Development. In: *Developing Successful Schools*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-06916-1_10
- 36) Gregorio, X. (2021). Filipino workers' mental health declines amid pandemic –survey. Philstar Global. <https://www.philstar.com/headlines/2021/05/20/2099599/filipino-workers-mental-health-declines-amid-pandemic-survey>
- 37) Gustiani, S. (2020). Student's Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study. *Holistics* 12 (2), 2020. <http://jurnal.polsri.ac.id/index.php/holistic/article/view/3029>
- 38) Hanvold, T.N., Kines, A., Nykänen, M., Thomée, S., Holte, K.A., Vuori, J., Wærsted, M., & Veiersted, K.B. (2019). Occupational safety and health among young workers in the nordic countries: a systematic literature review *Safe Health Work*, 10 (1) (2019), pp. 3-20, 10.1016/j.shaw.2018.12.003
- 39) Hardy, M. M., Powell, J. W., & Pharris L. J. (2020). Comparative Study Of Time Management Skills Among Business Majors And Academic Classifications. *International Journal of Education Research* 15 (1), 2020 <https://search.ebscohost.com/login.aspx>
- 40) Hayat, A. A., Keshavarzi, M. H., Zare, S., Bazrafcan, L., Rezaee, R., Faghihi, S. A., & Kojuri, J. (2021). Challenges and opportunities from the COVID-19 pandemic in medical education: a qualitative study. *BMC Medical Education*, 21(1), 1-13.
- 41) Hew, K.F., Jia, C., Gonda, D.E. et al. (2020). Transitioning to the "new normal" of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. *Int J Educ Technol High Educ* 17, 57 (2020). <https://doi.org/10.1186/s41239-020-00234-x>
- 42) Hoffshire, M., & Dea, T. P. (2021). Coaching Applications and Effectiveness in Higher Education, 120-137, <https://www.igi-global.com/chapter/establishing-an-equity-based-coaching-model/285039>
- 43) Islam, M.A., Barna, S.D., Raihan, H. et al., (2020). Depression and anxiety among university students during the covid-19 pandemic in Bangladesh: A web-based cross-sectional survey. *PloS one* 15 (8), e0238162, 2020 <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0238162>
- 44) Jackson, J. et al. (2022). Identifying Factors That Influence Student Perceptions of Stress in Biology Courses with Online Learning Modalities. <https://journals.asm.org/doi/abs/10.1128/jmbe.00233-21>
- 45) Karuppiah, K., Sankaranarayanan B., & Ali S.M, (2022) A fuzzy ANP– DEMATEL model on faulty behavior risks: implications for improving safety in the workplace, *International Journal of Occupational Safety and Ergonomics*, 28:2, 923-940, DOI: 10.1080/10803548.2020.1847486
- 46) Kierkegaard, Søren. (1990) *Eighteen Upbuilding Discourses*, Princeton: Princeton University Press, 1990
- 47) Kim, K.T., Anderson, S.G. & Seay, M.C. Financial Knowledge and Short-Term and Long-Term Financial Behaviors of Millennials in the United States. *J Fam Econ Iss* 40, 194–208 (2019). <https://doi.org/10.1007/s10834-018-9595-2>
- 48) Kuhail M. A., & Gurram, N. S. S. (2019). "TaskDo: A Daily Task Recommender System," *International Conference on Computational Intelligence in Data Science (ICCIDS)*, 2019, pp. 1-5, DOI: 10.1109/ICCIDS.2019.8862073.
- 49) Lee, C. (2021). Workers in the Philippines may receive lower 13th-month pay. *hrmasia*. <https://hrm.asia.com/workers-in-the-Philippines-may-receive-lower-13th-month-pay>
- 50) Leslie, L. M., King, E. B. and Clair, J. A. (2019). Work-Life Ideologies: The Contextual Basis and Consequences of Beliefs About Work and Life. *AMR*, 44, 72–98, <https://doi.org/10.5465/amr.2016.0410>
- 51) Ma, J., & Baum, S. (2016). College board research brief 4, 1-23, 2016. <https://luminafoundation.org/wp-content/uploads/2017/08/trends-in-community-colleges.pdf>
- 52) Marshall, S., & Rossman, R. (2017). Using qualitative analysis software to facilitate qualitative data analysis. *ACS Symposium Series*, 1166, 83–95.
- 53) Mirafior, L. (2021). Benefits of Student Employment. TRITONLINK. <https://students.ucsd.edu/finances/jobs/studentemployment.html>
- 54) Misra, F., & Mazelfi, I. (2021). The 3rd International Conference on Educational Development and Quality Assurance (ICED-QA 2020), 225-234, 2021 <https://www.atlantis-pess.com/proceedings/iced-qa-20/125952102>
- 55) Mok, S.Y., Bakaç, C. & Froehlich, L. (2021). 'My family's goals are also my goals': the relationship between collectivism, distal utility value, and learning and career goals of international university students in Germany. *Int J Educ Vocat Guidance* 21, 355–378 (2021). <https://doi.org/10.1007/s10775-020-09447-y>
- 56) Maquiling, A. (2018). Working Students: Their Benefits, Challenges and Coping Mechanisms.
- 57) Muslimin, A., & Harintama, F. (2020). Online Learning during Pandemic: Students' Motivation, Challenges, and Alternatives. *Loquen: English Studies Journal*, 13(2), 60-68. doi:10.32678/loquen.v13i2.3558

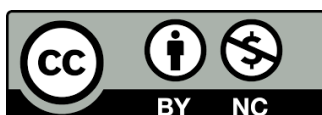
The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

- 58) Ozhan, S. C., Kocadere, S. A. (2020). The Effects of Flow, Emotional Engagement, and Motivation on Success in a Gamified Online Learning Environment. *Journal of Educational Computing Research* 57 (8),2006-2031,2020
<https://journals.sagepub.com/doi/abs/10.1177/0735633118823159>
- 59) Perante, L. Solmiano, E.M., Lunesto, J.P., Tus, J. Malicdem, J.A.M., & Malaca, J.M. (2021). Mag-Aral ay Di 'Biro: A Phenomenological Study on the Lived Experiences of the Students on Blended Learning Amidst COVID-19. *Researchgate. International Journal Of Advance Research And Innovative Ideas In Education*.
Vol-7 Issue- 110.6084/m9.figshare.13717864.v
- 60) Rafidiyah D., Nadia H. (2020) The emotional experiences of Indonesian Ph.D.students studying in Australia during the covid-19 pandemic.*Journal of International Students* 10 (S3), 108-125, 2020
<https://www.ojed.org/index.php/jis/article/view/3202>
- 61) Rahiem, M., D.H. (2021). Remaining motivated despite the limitations: University students learning propensity during the COVID-19 pandemic, *Children and Youth Services Review*, Volume 120,2021,105802, ISSN 0190-7409,
<https://doi.org/10.1016/j.chilyouth.2020.105802>.
(<https://www.sciencedirect.com/science/article/pii/S019074092032224>)
- 62) Ramento, C. (2020). Why students need to start working while studying in college. *upstartHR*. <https://upstarthr.com/why-student-to-startworking-while-studying-in-college/>
- 63) Rappler (2020). Full-time students, part-timeworkers
<https://www.rappler.com/nation/full-time-studentspart-time-workers-philippines>
- 64) Razak, A.Z.A.A. et al., (2019). Social support moderating effect betweenwork-family conflict and health and stress of working students in UPSI: <http://ojs.upsi.edu.my/index.php/IBEJ/article/view/2649>
- 65) Revadekar, A., Oak, S., Gadekar, A., Bide, P. (2020) Gauging attention ofstudents in an e-learning environment:
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=FnJTMswAAAAJ&citation_for_view=FnJTMswAAAAJ:ux6o8ySG0sC
- 66) Schremft, A. S., Ramos, E. S., & Domalaon J. C., (2019), The New Normal of Education: Depression, Anxiety, Stress, and Academic Performance of Tertiary Students, *International Journal of Advance Research And Innovative Ideas In Education* Vol. 7 (4) DOI:10.6084/m9.figshare.15086250.v
- 67) Shosha, L.S., Norris, J.M, White, D.E., Moules, N. J. (2018). Thematic Analysis: Striving to meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, Vol. 16, No. 1-13. <https://journal.sagepub.com/home/ijq>. Retrieved 2.25.20 from <https://journals.sagepub.com/doi/pdf/10.1177/1609406917733847>
- 68) Seligman, A. D. (2016). Optimism and well-being in older adults: The mediating role of social support and perceived control. *The International Journal of Aging and Human Development*, 71(1), 43-68.
- 69) Sideridis, J. A., Kwaah, A., & Essilfie, J. (2021). 'Working to Live, Not Living to Work': Being more responsible and Work-Life Articulation. *Work, Employment and Society*, 35(2), 256-276.
- 70) Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, 1(2), 86- 103.
<https://doi.org/10.46627/silet.v1i2.38>
- 71) Sinaga, I.Y.P., and Rachmawati, R. (2021) "The Effect of Work-based Benefits and Demand on Engagement and Well-being as Mediated by Work-University Facilitation and Conflict Among Working Students in Indonesia," *The South East Asian Journal of Management*: Vol. 15: No.2, Article 7.
- 72) Sokolovskaya, I. E., Polyakova, O. B., Romanova, A. V., Belyakova, N. V., &Tereshchuk, K.S.(2020).Work-study boundary congruence,contextual supports, and proactivity in university students who work: Amoderated-mediation model *European. Journal of Science and Theology* 16 (4), 169-180, 2020 Educational and professional motivation of students with various religiousorientations.http://www.ejst.tuiasi.ro/Files/83/15_Sokolovskaya%20et%20al.pdf
10.21002/seam.v15i2.1211Availableat: <https://scholarhub.ui.ac.id/seam/vol15/iss2/7>
- 73) Soria, K. et al. (2020). Students experience crisis in the COVID- 19 Pandemic Tenorio, B., Omeý, E.,
- 74) Verhaest, D., & Baert, S. (2020). Does student work affect educational outcomes? A Review of the Literature. *GLO Discussion Paper*, (121).
- 75) Tetteh, E.N. and Attiogbe, E.J.K. (2019), "Work-life balance among working university students in Ghana," *Higher Education, Skills and Work- Based Learning*, Vol. 9 No. 4, pp. 525- 537. <https://doi.org/10.1108/HESWBL-08-2018-0079>
- 76) Tsurugano, S., Nishikitani, M., Inoue, M., and Yano, E. (2021). Impact of the COVID-19 pandemic on working students: Results from the Labour Force Survey and the student lifestyle survey. *Journal of occupational*.
- 77) Van Deurzen, E. ve Adams, M. (2017). Varoluşçu danışmanlıkta vepsikoterapide beceriler. (Çev. F. J. İçöz).

The Pitfalls and Glories of Online Classes among Working Students amidst Pandemic

Istanbul: Aletheia.

- 78) Verulava, M., & Jorbenadze, A. (2022). A students' perceptions of online learning in Hong Kong under COVID-19: Challenges, strategies, and support. PubMed.gov. 10.1007/s10639-021-10656-3
- 79) Watts, C., & Pickering, A. (2018). Pay as you learn: Student employment and academic progress. *Education + Training*, 42(3), 129–135.
- 80) Winarno, A. A., Fedin, M.Y. A., & Salleh, N.H. M. (2022). *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 7 (7), 2022 <http://journal.um.ac.id/index.php/jptpp/article/view/15404>
- 81) Wirihana, L., Speziale, A., Williamson, M., Carpenter, J., Bakon, S., & Craft, J. (2018). Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. *NurseResearcher* (2014+), 25(4), 30.ed care.
- 82) Wong, P. T. P. (2020). Existential positive psychology and integrative meaning therapy. *Int. Rev. Psychiatry* 8, 1–36. DOI: 10.1080/09540261.2020.1814703
- 83) Yamaguchi, K., Takebayashi, Y., Miyamae, M., Komazawa, A., Yokoyama, C., & Ito, M. (2020). Role of focusing on the positive side during COVID-19 outbreak: Mental health perspective from positive psychology. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S49–S50. <https://doi.org/10.1037/tra0000807>
- 84) Yong (2020). Time to become responsible, and showing commitment to society. <https://www.universityworldnews.com/post.php?story=20200401154815248>
- 85) Yong, Q. (2020). Time for universities to show their commitment to society. <https://www.universityworldnews.com/post.php?story=202004011548158>
- 86) Zhang, H., & Sun, S. (2020). Zero-sum construal of workplace success promotes initial work role behavior by activating prevention focus: evidence from Chinese college and university graduates—*frontiers in Psychology*, 11, 1191.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.