

Research Article

The Lived Experiences of Working Senior High School Students in the New Normal: A Grounded Theory

Hannah Jane M. Romano^a, Mark N. Abadiano, PhD^b

^aCebu Normal University; Nahawan National High School, Philippines

^bAcademic Consultant, Richmindale College, USA, UK, UAE, Philippines &
Graduate School Visiting Professor, Cebu Normal University &

St. Paul University – Surigao, Holy Trinity University, Puerto Princesa Palawan

Email: ^aromanohannahjane@gmail.com; ^bmark.abadiano@gmail.com

Abstract

Educational systems are likewise preparing for the new born era characterized by “new normal”. The Department of Education ensure that learning opportunities shall continue and are provided to the learners through alternative learning delivery amidst the drastic situation. This study explores how the student creates ways to maximize their time in working and in studying. This qualitative study also aims to identify and explores students' experiences while working using grounded theory. The in-depth interviews with the respondents exposed four emerging themes: Theme 1: Drastic situations amidst the Covid-19 Pandemic, Theme 2: Unfavourable Effects and Challenges Encountered, Theme 3: Internal and External Motivations to Overcome Obstacles and Theme 4: Learnings and Suggestions Gathered in the Journey. Based on the participants' responses on their perceptions on working while studying, it is confirmed that financial support, difficult situation, internal and external motivation to integrate theory are among the driving forces of working while studying. The findings also show that the participants encountered physical and mental health, stress, and distraction. Moreover, it shows that the effective ways of overcoming the problems they encounter is through work-study-life balance, positive thinking, seeking for spiritual guidance and self-trust. Lastly, good time management, perseverance, determination, knowing priorities and becoming responsible are the suggestions they shared for their co-working students to succeed.

Keywords: *student's experiences, problems, financial support, physical and mental health, internal and external motivation, spiritual guidance, self-trust, time management, perseverance, determination, work-study-life balance*

Introduction

The COVID-19 pandemic has created the most severe disruption in education systems in history. In his Policy Brief released on 4 August, the UN Secretary-General warned of a “generational catastrophe” that could undermine decades of progress and deepen entrenched inequalities, and called upon national authorities and the international community to come together to place education at the forefront of recovery agendas and protect investment in education (UNESCO, 2020). The Department of Education (DEPED) transform face-to-face classes into forms involving online delivery and assessment and some are adjusting in using modular instruction, finding new ways to support and inspire students’ learning.

To those families who lost their job during this pandemic, education is not the first priority anymore that’s why they ask help from their children in order for them to survive. Working and studying can be rewarding and tiring at the same time. According to Williams (2014), the reasons why students work is due to budgetary need, meet a quick or basic necessity, and to help the understudies in their future objectives. This was supported by the study of Furr and Elling (2002), where the reason why the students work part-time is due to financial problem. It additionally empowers understudies to share the duty regarding meeting the expenses of their examination, furnishes them with a feeling of monetary autonomy, and creates abilities in overseeing accounts. (HE) (Williams, 2014). A study led by Endsleigh (2015), showed that eight out of ten (77%) understudies are now working part-time to help in their financial needs in school.

Aside from these reasons, there were also consequences of working while studying and that is according to the findings of the study of Darolia (2014), where understudies take fewer attributes in school because of work duties. As a result, the students' lost confidence to enrol and are dropping out and started to find a stable job. Being a working student is stressful most likely in balancing your social life, time for family, school, and work. Figuring out how to manage the pressure that pursues with being a working undergrad, and ensuring you have no less than one night off a week, can bring down your stress levels ten times (Mitchell, 2016).

On the other hand, economic theory suggests that working alongside academic study could smooth the school-to-work transition. First, young people may acquire skills in the workplace that cannot be obtained at school. These could be hard skills (e.g. knowing how to write business reports) or soft skills (e.g. the ability to work in teams or demonstrating punctuality), and could also be general or sector-specific skills (Heckman et al 2006, Alfonsi et al. 2017, Adhvaryu et al. 2018). Second, early work experience can provide a signal to employers, revealing prospective workers' productivity or motivation, which could be particularly relevant when a candidate’s school grades or final diploma lack information on specific skill levels (Farber and Gibbons 1996, Altonji and Pierret 2001, Pallais 2014). Finally, employment may provide students with funding to continue with their studies. On the other hand, work could subtract time from study (Stinebrickner and Stinebrickner 2003), and unless students manage to better organize their time, it may harm their academic outcomes and reduce the human capital acquired at school (Eckstein and Wolpin 1999).

A great deal of qualitative research has been conducted on the lived experiences of working students even from other countries. However, no study has been made to explore and generate themes from the experiences of the working students especially in the new context

of new normal in education. Hence, this study explores how the student creates ways to maximize their time in working and in studying. The significance of this study is to reveal and identify students' experiences while working especially that they juggle their time in studying, answering of modules, catching up deadlines and their working hours. This will help the researcher to generate themes from the experiences of the working students especially in the new context of new normal in education.

Statement Of Objectives

The purpose of the study is to generate a theory in comprehending working students in the new normal era that can brighten up on (1) current difficult situations, (2) challenges encountered and on how they cope with such difficulties, (3) recommendations and suggestions that might help their co-working students shortly, (4) the lessons learned in their journey as a student and at the same time as a worker.

Literature Review

When the Chinese government first announced the novel coronavirus outbreak in Wuhan, it was only days when it has been named as COVID-19 and eventually considered as a massive international concern. Such concern led the World Health Organization (WHO, 2020) to declare COVID-19 as a pandemic. In the Philippine context, when the imported and localized transmission of COVID-19 was recorded, the government considered it as a risk to national security (Nicomedes et al., 2020) (Nicomedes, Avila, & Arpia, 2020). Consequently, the Philippine government implemented the Enhanced Community Quarantine (ECQ) to contain the spread of COVID-19 on March 16, 2020. However, due to the increase of the COVID-19 cases in the Philippines, the ECQ was extended until April 30, 2020. This health problem created public health emergencies that Filipinos are also affected nationwide due to prolonged social isolation that creates loneliness, anxiety, depression, and can even lead to a post-traumatic stress disorder (Leite et al., 2020 cited American Psychological Society, 2020; WHO, 2020). The way of life in the Philippines has changed its course, although, Filipinos are not the only ones whose life changed, considering that COVID-19 is already a global problem, everybody's lifestyle changed (Pan, 2020).

Educational systems are likewise preparing for the newborn era characterized by "new normal." This expression first developed in the field of business. It was used to caution the belief of economists that industrial economies would revert to normal after the recession (El-Erian, 2010). The term has since been used in different contexts to mean that something which was previously not typical has become typical and the Filipinos has to live with it. The Urban Dictionary (2009) described "new normal" as the situation of being after some intense change has occurred. It substitutes the accepted, habitual, usual state after a certain event happened.

The reasons behind students who take on a part time job while they are still at school has been thoroughly studied and analysed by a lot of researchers and these have revealed a lot of answers as well. The wish to earn money was the most widely cited reason (Bentley & O'Neil, 1984; Coventry et al, 1984; Hobbs & Grant, 1991; Latty, 1989; Munro, 1989; Nolan & Hagen, 1989) and due to budgetary need, meet a quick or basic necessity, and to help the understudies in their future objectives (Williams, 2014; Furr and Elling 2002). A second and

related reason was the desire for independence - this could be seen as financial independence, although it could also mean, from a student's perspective, increased personal autonomy, gained as a result of spending time away from the normal constraints of family and school. A third reason for working that was endorsed by students was the longer-term one of acquiring experience that would help them in the future, particularly in getting a job (Nolan & Hagen, 1989).

There is a wide variety of studies that examined the impacts of part-time employment on full-time students. Based on the research of Manthei and Gilmore (2005), for instance, considered that working part-time leaves less desired time to study. Also, Jogaratnam and Buchanan (2004), specified that new students who choose to do a part-time job while having full-time academic load were most likely to suffer from stress and sleep deprivation. As many studies suggested, indeed a combination of full-time studying and part-time working can cause a damaging effect on the physical and mental health of students. It can create a negative impact on academic performance (Hovdhaugen, 2015; Creed, French & Hood, 2015; Darolia, 2014). In the study of Curtis and Shani (2002), they believed that students who are working part-time would most likely miss lectures with a lot of lessons to catch and feel that they could achieve higher grades had they not been working. Aside from these reasons, there were also consequences of working while studying and that is according to the findings of the study of Darolia (2014), where understudies take fewer attributes in school because of work duties. As a result, the students' lost confidence to enroll and are dropping out and started to find a stable job. The U.S. Bureau of Labor Statistics (2013), found 34.1 percent of high school students that graduated between January and October 2013 are now part of the workforce.

On the opposite side of the table, leaving aside the extensive North American literature on this subject, there have been only a few attempts by Australian researchers to examine the question (Coventry et al, 1984; Dalziel, 1989; Murphy, 1986b; Hobbs & Grant, 1991). It could be concluded from those studies that most students did not believe their schoolwork was harmed by their part-time jobs, while the views of teachers, though even less frequently canvassed than those of students, were more mixed (Robinson, 1999). In Scottish study, results also showed that being in debt and part time working both have a very slight (though significant), detrimental effect on both mental and physical health of students (Carney, McColl & McNeish, 2005). A Canadian study finds that working fewer than fifteen hours per week while in school is not necessarily detrimental to success in school. Our results indicate that the decision to drop out is affected by the legal age to access the labor market, high minimum wages, and low unemployment rates. Several policies that aim at reducing the number of high school dropouts are identified (Briot, Dagenais & Viennot, 2007)

As reported by Steinberg et al. (1981), engaging students in part-time and some full-time employment is progressively a common phenomenon everywhere. As also stated in a study 30 years ago, working while studying provides students with quite naturally an indication of the requirements that will be needed to function effectively in one's later career (Schill, McCartin, & Meyer, 1985). In recent years, further studies found that students who are working part-time can easily develop team cooperation, customer care, communication, and practical skills (Lucas & Lammont, 1998; Curtis & Lucas, 2001). Students can have the prospect to directly relate the experiences of working part-time to enhance and refine their academic knowledge, motivation and employment prospects (Curtis & Shani, 2002; Curtis &

Williams, 2002). Thus, some researches have concluded that a combination of financial needs and the opportunity to gain experiences will ultimately enhance career opportunities in the future (Harvey, 2000; Devlin, James & Grigg, 2008; Nonis & Hudson, 2006). According to the research conducted by Watts and Pickering (2000), while working part-time and studying full-time has a variety of positive outcomes, respondents generally viewed part-time employment as a necessity to survive in the contemporary higher education sphere. In Manthei and Gilmore's (2005) study, it is understandable that the money earned from part-time employment is spent usually on essential living expenses. From the perspective of students themselves, part-time work is often an introduction to the real world which will assist them both in personal and career development especially in the higher education sector (Tymon, 2013; Tomlinson, 2007).

Research Design

Grounded theory is a method in naturalistic research that is used primarily to generate theory (Depoy 2016). Grounded theory is introduced as an inductive, comparative methodology that provides systematic guidelines for gathering, synthesizing, analyzing, and conceptualizing qualitative data for the purpose of theory construction (Charmaz 2001). The essence of grounded theory is to derive theory from data systematically gathered and analysed in the research process (Strauss and Corbin, 1998). In this methodology, data collection, analysis, and eventually theory stand in close relationship to one another. Strauss and Corbin would allow the research problem to be defined at the start of a project, which was countered by Glaser as this would pre-empt the emergence of theory (Fisher, 2004).

Research Participants

After a thorough selection of participants, the researchers approached and invited them to participate in the data collection of the study. The participants were provided an information sheet, for them to be aware that they have the right to refuse the researcher and to make sure that the participation was voluntary. After the participants agreed to participate, they were informed right away about the information provided by the researchers that it will be treated with confidentiality; they were not required to disclose their identifying details. Finally, they were given consent forms for their participation and for the audio tape recording that they signed to give their consent.

The chosen participants consisted of ten (10) Senior High School Students of Nahawan National High School who are working while studying with the age of seventeen (17) to nineteen (19) years old. All participants are currently working while studying and qualified to be the participant. The participant's provided information is given with full disclosure in which involves disclosing one's personal information or presented information.

Research Sampling

A purposive sampling technique specifically snowball sampling is used to gather information from the respondents who are qualified and who were rich in information that is relevant to the study. Purposive sampling techniques involve selecting certain units or cases "based on a specific purpose rather than randomly" (Tashakkori & Teddlie, 2003 in Teddlie and Yu,

2007). Snowball sampling or chain-referral sampling is defined as a [non-probability sampling](#) technique in which the samples have traits that are rare to find. This is a sampling technique, in which existing subjects provide referrals to recruit [samples](#) required for a research study. Snowball sampling is a well-known, nonprobability method of survey sample selection that is commonly used to locate hidden populations (Johnson, 2014). This is an accurate sampling technique since it is not easy to find these students especially that the researcher haven't met these participants due to the pandemic and with the help of some referral from previous students and some teachers, the study is made possible. Also, the researcher is responsible for putting together a sample of people from different backgrounds to get varied data.

Research Instrument

In this study, the research questions made by the researcher undergo first with the evaluation and validation process, attested by the validator Mr. Mark Abadiano. After the approval, the questions will be pilot tested. The questions are in English and they are semi-structured questions. The participants has their free will to answer in English or in Bol-anon language considering their comfort ability. The instruments that are used are online interview questions and tape recorder or virtual recording for credibility purposes. The interview was done online through Google classroom, or through face-to-face while observing safety protocols.

Data Gathering Procedure

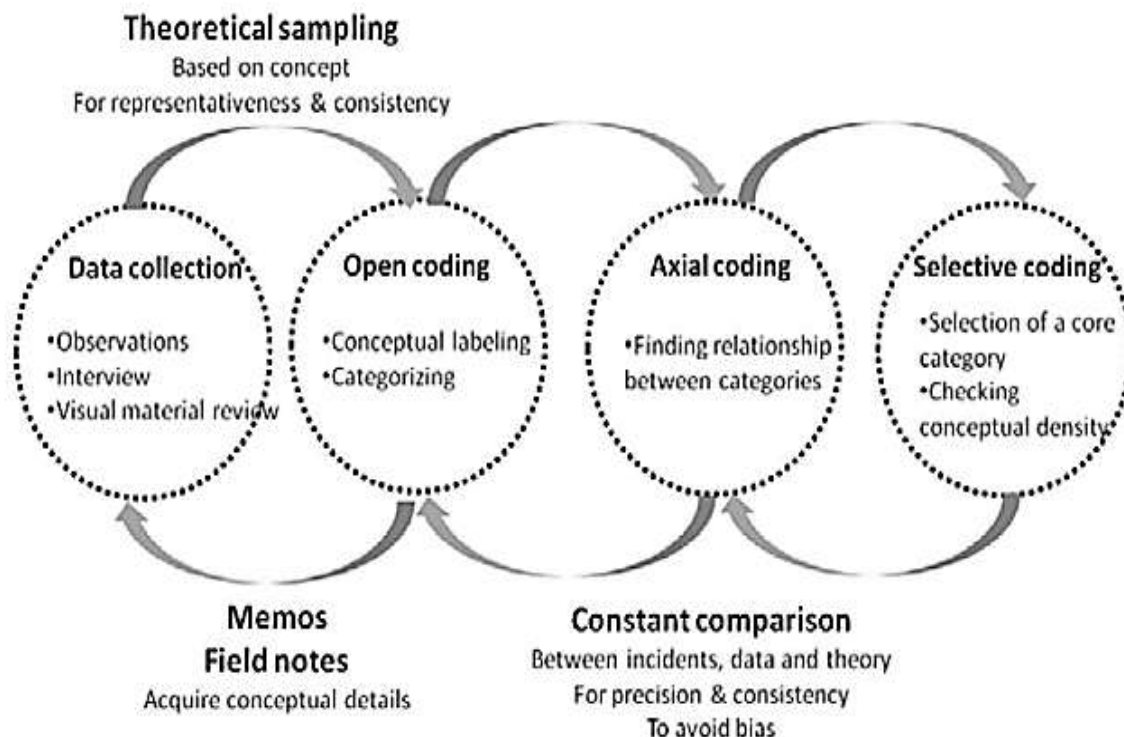
Data Collection: There are three modes of data collection in Grounded theory (Strauss & Corbin, 1994): participants' observation, interviewing and collection of artifacts and text. In observation, participant observation is unique in that it combines the researcher's participation in the lives of the people under study while also maintaining a professional distance (Fetterman, 1998). According to Angrosino (2007), observation is the act of perceiving the activities and interrelationships of people in the field setting. The researcher observes the patterns of behavior, reactions, routines and personality while maintaining a distance to avoid biases.

Next is interviewing. Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012). Interviewing is the process of directing a conversation to collect information (Angrosino, 2007). Most interviews are a combination of structured and unstructured, allowing flexibility (Bell & Waters, 2014). In-depth interviews are also conducted to get detailed information on the participants' thoughts, behaviors, outlook and perceptions. The researcher use semi-structured questionnaire which was used as an interview guide. Some certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions were made encountered during the interviews to clarify pertinent issues and questions that occurred during the interviewing process. The researcher also uses audio tapes or virtual recording to ensure accuracy and research immersion is done for a month due to time constraint and the limited face to face interaction due to the pandemic. A non-judgmental attitude of the researcher towards the participants is a crucial aspect in rapport building between the researcher and the

participants as it encourages some participants. The researcher is also cautious of the emotional aspect that could affect the efficacy and the authenticity of the data (Ferreira, et al., 1998). According to Bogdan & Taylor (1975), creating an atmosphere where the participants can feel comfortable, which will make them talk freely and openly is the interviewer's responsibility. This process was attained by allowing the participants to take part in choosing an appropriate and conducive venue for the interviews. These modes will be used to collect factual information from the respondents in order for this study to be realized.

The third one is collection of artifacts and text. Goetz and LeCompte (1984) define artifacts of interest to researchers as things that people make and do. The artifacts of interest to educational technologists are often written, but computer trails of behavior are becoming the objects of analysis as well. Qualitative researchers observe and record artifacts included in environments, making special note of items that seem to suggest particular meaning to either the researchers or the participants. Researchers using a grounded theory approach may also learn about a group or culture by collecting and studying artifacts (e.g. written protocols, charts, flowsheets, educational handouts) - materials used by members of the culture in their daily lives. (Strauss & Corbin, 1994). Each artifact evokes within its viewer a possible story of its history, or an explanatory purpose for its presence. These stories and explanations accumulate into a larger picture of a participant's local world and suggest a variety of emotional and affective human meanings connected to the objects. Guidelines for artifact collection are provided by Goetz and LeCompte (1984). They identify four activities involved in this type of method: "locating artifacts, identifying the material, analyzing it, and evaluating it". They recommend that the more informed the researcher is about the subjects and setting, the more useful artifacts may be identified and the more easily access may be gained to those artifacts.

Coding and Categorizing Data: Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it (Gibbs (2007). In qualitative research, coding is "how you define what the data you are analysing are about" (Gibbs, 2007). Categories are linked and organized by relationship, conditions and dimensions are developed, and finally a theory emerges (Glaser, 1978; Glaser & Strauss, 1967; Strauss & Corbin, 1990. Coding is essential to the development of a grounded theory.



Open coding in grounded theory method is the analytic process by which concepts (codes) to the observed data and phenomenon are attached during qualitative data analysis. It is one of the 'procedures' for working with text as characterized by Strauss (1987) and Strauss and Corbin (1990). For the open coding, the researcher read through the transcripts from interviewing the participants. The researcher has to give ample of time and effort to review all the recorded interviews and audiotapes before the transcription of all the answers in the initial interview to properly be guided of all the codes that the researcher has to create, grouped and to be labelled. The researcher collected a large amount of data then analysed it rigorously.

Axial coding, according to Strauss (1987), consists of “intense analysis done around one category [i.e., variable] at a time, in terms of paradigm items (conditions, consequences, and so forth). This is also has been defined as “a process of relating categories to their subcategories (Strauss & Corbin, 1998, p. 123; see also Strauss, p. 27; Strauss & Corbin, 1990a, p. 99). Subcategories also are categories, but they are categories that answer the questions of “when, where, why, who, how, and with what consequences” around a focal category (Strauss & Corbin, 1998, p. 125).

Selective coding is the third level of coding. It enables the researcher to select and integrate categories of organized data from axial coding in cohesive and meaning-filled expressions. As Teppo (2015, with reference to Corbin and Strauss 2008) points out, the questions that have to be answered are “what is the research all about?” and “what seems to be going on here?” Thus, selective coding is the process of choosing the core category and relating it with the other categories from axial coding.” The core category will be the basis for the theory that the study is aiming for. The researcher meticulously balanced and be very cautious of what is the core category from all the existing categories and themes made.

Theoretical Sampling, Constant Comparison: During this part of research, the interview is guided based on developed concepts, and sub-categories from the preliminary findings of the

gathered data of experience and perceptions of working senior high school students in the new normal. Participant sampling was directed by emerging constructs and categories. Throughout the data gathering and analysis period, emerging categories or themes were constantly compared with each other, similar concepts were integrated and contrasting categories will be further explored until the identification of solid concepts related to the study topic (Abadiano, et al. 2014).

As cited by Abadiano (2014) from the study of (Duchscher and Morgan, 2004), Constant comparative analysis was the primary strategy in the integrated coding and analyzing stages of grounded theory. The goal was to clarify concepts and test hypotheses derived from the data while producing precise descriptions (Jeon, 2004). The making of constant comparisons during data analysis and collection, and theoretical sampling occurred simultaneously in order to ensure that the researcher could actually construct a theory that was grounded in the data (Jeon, 2004).

Memo Writing: This happens alongside the open coding process. In fact, before even beginning to do the coding process, it's recommended to write a memo to capture an overview of the coding (e.g., the interview topic, key issues, links between concepts) (Scott, 2009). Memos serve to "track the theory development", and thus the theory will be "captured in the memos" if the process is done correctly (Scott, 2009). In this way, memo writing helps to bridge the gap between coding and theoretical analysis (Charmaz, 2015). Scott also writes that the most important aspect of this process that the memos are meant to explain the relationship or potential relationships between the given codes and their relationships with other codes (2009). Since coding requires "constant comparison of data with other data, data with codes, codes with codes, codes with categories, and categories with other categories", (Charmaz, 2015) memo writing helps to record these comparative processes. Another purpose of memo writing is to write down thoughts as they arise in the mind (Scott, 2009). Some examples of questions to ask include, "What am I taking for granted here as I analyse this data? Is there another way of looking at this? Are there alternative explanations? What might they be?" (Scott, 2009).

Theoretical Sensitivity: It will be assumed in this preliminary theory generation process that the study of the phenomenon is presented by empirical evidence through interview and observations directly from study participants. Data will be analyzed, coded, categorized into emerging themes, by the use of field notes, and writing memos of experiences and perception of working senior high school students in the new normal throughout the data collection process and through the review of related literature (Abadiano, 2014).

According to Glaser (1992) as cited by Abadiano (2014) in his study that, theoretical sensitivity refers to the researcher's knowledge, understanding, and skill, which foster his or her generation of categories and properties and increase his or her ability to relate them into hypotheses, and to further integrate the hypotheses, according to emergent theoretical codes. Glaser believed that theoretical sensitivity is attained through immersion in the data, line by line, comparison by comparison, memo by memo, and code by code (Walker & Myrick, 2006).

Ethical Considerations: In conducting ethical consideration, the researcher submitted files to Ethical Research Committe for validation. After receiving the ethics certification, the researcher gathered and informed the participants and their parents/guardians of strict

confidentiality, following the ethical principles while conducting the study. The researcher also asked for their consent to record the interview session. According to Bryman and Bell (2007), the following ten points represent the most important principles related to ethical considerations in dissertations:

1. Research participants should not be subjected to harm in any ways whatsoever.
2. Respect for the dignity of research participants should be prioritised.
3. Full consent should be obtained from the participants prior to the study.
4. The protection of the privacy of research participants has to be ensured.
5. Adequate level of confidentiality of the research data should be ensured.
6. Anonymity of individuals and organisations participating in the research has to be ensured.
7. Any deception or exaggeration about the aims and objectives of the research must be avoided.
8. Affiliations in any forms, sources of funding, as well as any possible conflicts of interests have to be declared.
9. Any type of communication in relation to the research should be done with honesty and transparency.
10. Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided.

Rigors of the Study: Trustworthiness is considered a more appropriate criterion for evaluating qualitative studies. In order to ensure the process is trustworthy, [Guba and Lincoln \(1989\)](#) propose the research should satisfy four criteria. They are credibility, transferability, dependability, and confirmability. Credibility, the researcher ensures and imparts to the reader supporting evidence that the results accurately represent what was studied; transferability, the researcher provides detailed contextual information such that readers can determine whether the results are applicable to their or other situations; dependability, the researcher describes the study process in sufficient detail that the work could be repeated; confirmability, the researcher ensures and communicates to the reader that the results are based on and reflective of the information gathered from the participants and not the interpretations or bias of the researcher.

To increase the rigor and trustworthiness of this study, the researcher determined the ethics in research design, member checking, prolonged engagement with and persistent observation of the study participants, and triangulation of data sources.

Data Analysis- Thematic Approach

Thematic analysis has been poorly branded, yet widely used in qualitative research ([Braun & Clarke, 2006](#)), and has been rarely appreciated in the same way as grounded theory, ethnography, or phenomenology. [Braun and Clarke \(2006\)](#) argued that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis. Thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data ([Braun & Clarke, 2006](#); [King, 2004](#)). As thematic analysis does not require the detailed theoretical and technological knowledge of other

qualitative approaches, it offers a more accessible form of analysis, particularly for those early in their research career ([Braun & Clarke, 2006](#)). Researchers who are relatively unfamiliar with qualitative methods may find that thematic analysis is easily grasped and can be relatively quick to learn, as there are few prescriptions and procedures ([Braun & Clarke, 2006](#); [King, 2004](#)). [Braun and Clarke \(2006\)](#) and [King \(2004\)](#) argued that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights.

Theory Generation Process

Grounded Theory research method operates almost in a reverse fashion from traditional social science research. Rather than beginning with a hypothesis, the first step is data collection, through a variety of methods. From the data collected, the key points are marked with a series of codes, which are extracted from the text. The codes are grouped into similar concepts in order to make them more workable. From these concepts, categories or themes are formed, which are the basis for the creation of a theory (Allan, 2003, as cited by Abadiano, 2014).

Results and Discussion of Preliminary Study for Theory Development

The results of preliminary study for theory development were presented as follows: demographic profile of participants, findings of Working Senior High School in the New Normal presented in Theoretical Themes or Categories.

Demographic Information. As shown in Table 1, the total study participants consisted of ten senior high school students of Nahawan National High School. There are six males and four females. All the participants are Filipino citizens. The participants' ages ranged from 17-20. All of them have part time jobs and still enrolled in Senior High School. All of them are Roman Catholics.

Working Part Time- Perceptions, Feelings and Motivations

The participants expressed their feelings, views, and perceptions with regard to working part time and at the same time studying. Varied answers surfaced after a one-on-one interview was done.

The following comments were used in formulating and categorizing codes of the study.

Participant 1

“Working while studying does really work, though it's a little bit complicated or hard for a student but he/she chooses to do it. A student who needs some financial support and also had a dream to pursue his/her goal in life would inspires so many students that financial problem is not a hindrance to achieve your dreams in life.”

“As my choice, syempre mas gusto nalang ko mag work while studying maam kay maka tabang-tabang natas atuang pamilya aron dli na sila maghago ug pa eskwela kaayu sa akoa kay sa atuang population mn gud maam daghn ag galisod ug pa eskwela sa ilahang anak mao nang nanrabaho nalang bisag bata pa aron makakaon lang sa adlaw-adlaw. Maong atleast bisag naay ga paeskwela nko. makatabang nako nila sa everyday needed as a student.”

“It inspires me to have some income while I am studying, It inspires me to help my parents with financial problem specially in this pandemic time, and it also support me because I have

my own money to buy some things specially school projects and stuff, that I don't have to rely on my parents anymore instead I will help them with financial aspect."

Participant 2

"Para nako kay ininitiative, kay samtang wala pay face to face dako kaayo ni ug tabang dili lang kanako kundi apil sad sa akoang pamilya kay naa mn koy mahatag nila bahala ug ginagmay, kaysa magsige ra ug cellphone wlay madawdaw, maayo pa ni kay naa pa ko kwarta..makat-on pa ko at the same time."

"For me, mopadayun gihapon ko ug pagkaworking student maam kay sa akoang giingon ganiha, maayo nalang ni kaysa mag tambay ko unya wala koy kwarta na mahimo."

"The thing that inspires nko na magtrabaho is ang panginahanglanon namo matag adlaw ug isip pagpangandam para mag college. Pagdawta nako sa akong unang sweldo, ofcourse nabati ko ug kalipay kay naa nakoy kwarta pampalit sa akoa gusto ug naa sad koy ikaabag sa akoa mga ginikanan."

Participant 3

"Ang akong perception sa nagtrabaho nya nag-eskwela kay lisud kayo buhaton, dahan ug samok kay daghan kag buhaton unya dili pud ka kafocus pagmaayo hilabe na sa akong pag-eskwela."

"Grabe ka lisud ang motrabaho kas buntag tas mag-answer pa sa gabii maam. Ang mahuna-hunaan ra nimo ang kakapoy ug ang mga problema, murag dili naka makafocus sa pag-answer mao nga ug papilion ko, mas maayo pa nga magfocus nalang kos pag-eskwela kay lahi rajud ang fcus nimo."

"Ang nakainspire nako karon kay akong pamilya kay sakit kayo tan-awon nga ang akong ginikanan nag-antos sa kalisud."

Participant 4

"As a working student, dapat desidido ka nga mohuman ug eskwela samtang gatrabaho. Makab-ot nimo imung mga pangandoy sa kinabuhi kung makalungtad ka."

"Happy ko kay makatabang nako sa akong inahan ug makapalit nako sa mga requirements sa eskwelahan mao I'll continue working maam ug papilion man gane."

"My family inspires me kay naa sila kanunay mu support nako labi na sa akong pag-eskwela."

Participant 5

"Hardwork. Doing things at the same time requires efforts and perseverance. Working while studying means having a great goal in life. You have to strive hard to achieve that goal."

"I know that doing both is not easy at all but if I were to choose, I will do both and exert more effort and determination."

"Well, my family and my dreams. Realizing upon this new normal leads me to think of working hard in order to survive from the challenges in life."

Participant 6

"Para nako lisod kaayo sa akong kahintang karon kay ako ga trabaho while ga skwela. Unya naay time na d ko ka focus kay tungod sa kadaghang ge sugo na trabaho na gehatag naho sa akong trabahoan."

"Para naho kung papilion kos uha maam, akong pilion ang pag skwela kay kining pag skwela mao ni makahatag ug trabaho na gaan ug dali ra makasud ug trabaho kay dali raka

maka trabaho sa akong gustong sudlon na trabahoan. Ipadayon jud ni naho ron maam arund masayang ang pag hago2 sa akong genikanaan sa pag skwela naho."

"Karon kahintang nato karon or new normal nag hatag ni naho ug inspiration bisag lisod kaayo sa among kahintang namo na estudyante mi. Pero gepadayon jud naho akong pag eskwela bisag ang patakaran karon sa DepEd na online class ug module class bisag lisod kaayo kay gebuhat ni naho kay para sa akong kaugmaon naho puhon na makapangita ko ug trabaho na gaan ug maka tabang kos akong genjkanan na maoy naningkamot pag skwela sa akoa ug akong duha ka igsuon na babaye para maka human mi tanan."

Participant 7

"Working while studying is good idea ni siya labina sa mga estudyante nga pursigido ug determinado sap ag-eskwela despite sa kalisud ug sa kawad-on."

"Ganahan ko nga ipadayon akong pagka working student kay dili ko ganahan magsalig sa akong pamilya. Gusto ko maningkamot ug akoa. Total daku naman ko, kaya na nahu ang akong kaugalingon nga paeskwelahon sa pamaagi sa akong mga kamot ug pag paningkamot."

"Ang nakainspire nako nga motrabaho while studying is ang akong pamilya u gang akong kaugalingon nga maningkamot jud kog taman maam para naa koy maabot sa kinabuhe."

Participant 8

"It's not easy. They need to balance their time to cope up with the activities and the demand of works. In this kind of situation, they must be flexible, responsible and have time management not to affect their performance whether in school or work."

"Upon receiving my first salary, I feel grateful and proud because I earn it on my own. But if I would choose between the two, I would want to be a plain student because it's so hard. When you need to rest but need to do some sacrifices. I also need to focus on my study because our situation is difficult right now."

"The one that inspires me to work and study at the same time is my family. Above all they are my inspiration to do good everyday and also to achieve my dreams to have a better future."

Participant 9

"Working while studying is very hard especially if it's a part time job because you have to manage your time so that you won't fail. It's not totally easy because base on my experience it is really tiring but thier is nothing you can do aside from enduring it because if won't endure the tiredness you'll both lose your goal."

"It is very hard maam because you have to manage your time so that you'll both get your purpose of doing it. For me of course I'll choose to be a plain student because I know this can help me focus on my goal in life."

"Of course my family and my dreams. It gives me strength and motivation to work harder."

Participant 10

"This enable the students to manange their time and be flexible enough to balance study and work. For this student can also be independent to sustain on their own."

"Dili naku ikadeny nga lisud jud ning working student ta kay kinahanglan man gud bahinon ang oras, oras sa pagtrabaho ug oras sap ag-eskwela. Dayon usahay kanang kapo na kayo

ang imung lawas kay gikan gtrabaho tas kinahanglan pajud kang mag-answer sa imung activities.”

“My inspiration is my family maam kay ganahan ko motabang nila.”

OPEN CODING

According to Charmaz (Sbaraini 2011), 'coding is the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding, you define what is happening in the data and begin to grapple with what it means. Strauss and Corbin (1990) distinguish the three types of coding processes that are necessary to establish a grounded theory: “open, axial, and selective coding”. LaRossa (2015) emphasizes when these three phases are utilized, this triadic coding procedure makes the grounded theory substantial.

Analysis begins with open coding. This is “the initial step of theoretical analysis that pertains to the initial discovery of categories and their properties” (Glaser 1992, p. 39). It is “the interpretative process by which data are broken down analytically” (Corbin & Strauss, 1990, p. 12). Open coding includes comparison of incident with other incidents in terms of similarity and differences, giving conceptual labels to incidents, and grouping those concepts together into categories (Corbin & Strauss 1990). From the interviews done, the answered questions by the respondents were interpreted, break it into discrete pieces of data, group and labelled the data according to its reliability, accuracy, legitimacy and comprehensiveness. At this stage, the researcher can create as many codes depending on the relevance of the data. “Indicators” in the form of phrases, expressions, statements from the data, or significant observations are utilized to reveal the “concepts” (Feeler, 2012).

Table 1. Open Coding

Job Loss	Independence	Physical health	Seeking Advise
Limited time	Pursuing Dreams	Mental health	Becoming responsible
Financial Problem	Family	Critical Thinking	Acceptance
Overworked	Studying Hard	Hard work	Time Management
Stress	Being Tough	Difficult to Learn	Positive Thinking
Distracted	Trust in Yourself	No Job Vacancy	Praying to God
Over fatigue	Perseverance	Study-Work-life Balance	Patience
Distance	Determination	Paid off Sacrifices	Earning Money
Virtual Communication	Knowing priorities	Adjustment	Pay tuition on their own
Reprimanded	Unexcused mistakes	Too many task	Enough Rest

AXIAL CODING

Axial coding in grounded theory is the second step of coding that follows open coding. According to Strauss and Corbin (1990), it is needed to investigate the relationships between concepts and categories that have been developed in the open coding process. In this stage, researchers relate categories with their subcategories, test the relationship against data, and test the hypothesis (Corbin & Strauss, 1990). After labelling and creating codes, the axial coding is the point where the researcher developed, elaborated, scrutinized and connect the

codes into categories which the researcher find closely related to each other. Inductive and deductive reasoning methods are emphasized axial coding in the course of connecting subcategories to a category by continuing to create inquiries and to make comparisons (Mills et al., 2006). In this stage, the amount of codes created were gradually decreased because some were put into one category.

Table 2. Axial Coding

Job Loss Financial Problem Distance Virtual Communication No Job Vacancy	Difficult situations brought by the Pandemic
Adjustment Reprimanded Unexcused mistakes Too many task Difficult to Learn Distracted Stress Limited time Mental health Over fatigue Physical health Overworked	Unfavourable effects and Challenges Encountered
Seeking Advise Acceptance Positive Thinking Praying to God Family Pursuing Dreams Earning Money Enough Rest Trust in Yourself Being Tough Pay tuition on their own Study-Work-life Balance	Internal and External Motivations to Overcome Obstacles
Time Management Perseverance Determination Knowing priorities Becoming responsible Independence Paid off Sacrifices Critical Thinking	Learnings ang Suggestions Gathered in the Journey

Hard work Studying hard Patience	
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SELECTIVE CODING

Selective Coding is the third level of coding. “Selective coding continues the axial coding at a higher level of abstraction [through] actions that lead to an elaboration or formulation of the story of the case” (Flick, 2009). It also refers to the process by which researchers select one or more categories intended to generate a story that connects the categories (Corbin & Strauss, 1990). In selective coding, from the categories that were integrated, the researcher connect all categories together around one core category and this will be the final stage that will define one unified theory. The core variable, according to Strauss and Corbin (1998), is a variable that has “analytic power” because of “its ability to pull the other categories [variables] together to form an explanatory whole. The researcher will determine or decide the key story behind the analysis. In other words, the narrative gathered by the researcher should be reflective, coherent, and ideally compelling (LaRossa, 2005). The core category will be the basis for the theory that the study is aiming for. The researcher meticulously balanced and be very cautious of what is the core category from all the existing categories and themes made.

Result and Discussion

After the analysis, the core category that emerged was the “**Working Students Firm Stance Skill**” in the new normal. There are seven essential themes under this category, namely:

Theme 1: Drastic situations amidst the Covid-19 Pandemic

Theme 2: Unfavourable Effects and Challenges Encountered

Theme 3: Internal and External Motivations to Overcome Obstacles

Theme 4: Learnings and Suggestions Gathered in the Journey

Propositions are formulated out of these themes. Hypotheses are derived and evaluated based on these propositions. For each theme, a comprehensive discussion is given.

Theme 1: Drastic situations amidst the Covid-19 Pandemic

All the participants shared their experiences and situation brought by the pandemic. It can't be deny that since this pandemic rule the world, a lot of people were affected especially those people who cannot work due to lockdowns, and the loss of job due to some companies closing downs.

Here are some statements of the participants that manifested apprehensions regarding their experiences due to the pandemic.

“It affects my studies, being in school and being in our home answering modules will never be the same. Also in the family aspect we can never have some gatherings like we used to, like celebrating with your family especially those who are far away from you.” P1

“In my case, naka apekto jud ni sa akoang pag- eskwela maam kay naay mga panahon na maglibog ko sa topic unya sa akoang pamilya kay naapektuhan ang trabaho sa akoga papa which is naa sa usa ka vulcanizing shop. Naglisud mi kay nihinay ang kita tungod sa pandemic.” P2

“Ang covid 19 nakaapekto namu kayo kay naundang among income. Island hopping man among income maam tas naundang man tanan kay nay virus.” P3

“It affected my daily life and I have fear to go with other people. I also become depress because of this.” P4

“Covid 19 pandemic became the most tremendous challenge of my family. It brought various crisis that we need to face. It changed a lot of things in my family like distance, communication, bond and many more which I find very difficult. I still have to overcome it.” P5

“Kining pandemya karon naka apekto ni sa amoang pamilya ug sa tanang pamilya sa kalibutan maam kay tungod lisod kaayo ikapangita ug trabaho kay mga ubang trabahoan run dili na mo dawat ug daghang taw nga mo apply kay iwas sa pagtakod sa covid 19 virus. Ang naencounter nga problema namo is kwarta kay lisod ang among pamuyo kay naay times nga maka utang mi ug maka huwam mi ug kwarta sa among kaila.” P6

“Nisamot jud mig kalisud karon tungod kay nawad-an ug trabaho akong mga ate tungod ani.” P7

“In this pandemic, it affect me and my family both in a positive and negative way. Now, we have more time to stay at home and be with your family but it also affect us financially and socially. My parents cannot work due to lockdowns and I can't be with my friends.” P8

“For me, it affected me a lot because I need to adjust in new normal of studying and learning in module and my family can't find job so we have financial problem.” P9

“Ang kani nga pandemic maam dako kayo nig apekto naku labina sa akong pamilya. Lisud na gani mi ug kahintang nasamutan pajud aning pandemic karon.” P10

Hypothesis 1: Covid 19 pandemic opens the mind to be compassionate and understanding.

Proposition 1: Students' awareness of today's situation makes them better individuals.

Theme 2: Unfavourable Effects and Challenges Encountered

In every journey, there will always be obstacles and challenges that will measure a people's strength, character and determination. There will also be unfavourable effects in every action a person will do. But if you were able to conquer everything and successfully overcome these, it will prove how dedicated you are to pursue whatever dreams and goals you have in life.

Below are the participant's responses on the unfavourable effects and challenges they encountered being a student and a worker at the same time.

Participant 1

“As my situation, lisod jud siya nga dunganon ang pag-eskwela ug pagpanrabaho maam. Liisud mag separate ug time kay sa pagwork palang nako kapoy na jud pero naana pa man kay answeran. Kinahanglan lang jud ka maningkamot aron ma balance gihapon nako ag akoang pag eskwela ug pagtrabaho...kapoy ug lisod kaayu siya pero as I always believe nga naa ra ang Ginoo to help my situation/ problems, masuklian rani puhon.”

“Naa juy time nga makahilak nalang btaw ko maam sa kalisod sa akoa kahintang ilabi nag kasab-an kas imuhang gitrabahuan kay palpak kayka niya naa sad time nga idown kag ayu tungod sa imuhang kahintang or binuhatan! Makahilak nalang kas suok niya murag feel nimo di naman nako kaya murag nawad-an kog pagsalig nga makaya nako ni tanan nga pagsulay pero ginahuna huna lang jud nako nga naa koy pangandoy kaya rani nako...akoa lang jud gipositive akoa hunahuna kanunay aron di ko ka huna huna nga mo give up ko.”

“Syempre ang mga negative effects jud ana kay ang kahago nga ma experience maam. Mag work man while ga study ko mao it also affect my physical and mental health, maong dli jud kalikayan nga masakit ka, murag wala nakay pagtagad sa imuha kaugalingon niya magkaluya ka as soon as possible. Sa akoang mga problema dili jud ma ihap- ihap kong akoa mn ihapon kay sa akoang pagka estudyante niya pagkatrabahante, dili jud malikayan nga kapoyon ko niya naa time nga makalimot nalang kos mga requirements nga needed diay unta sa eskwelahan then wla na koy time sa akoa pamilya kay puro work and study namn akoang ginahuna- huna. Naa sad time nga dli kaigo ag akoang sweldo sa tuition sa school and finances sa balay kay muhatag man ko to help my parents kay akoa ramn sad papa ang ga trabaho for us.”

Participant 2

“Lisod kay mag budget pa man ko sa akoa oras sa pagtuon, pag answer sa mga module, pagbuhat sa mga lihokon sa balay, ug sa akoang pagpapanarbaho.”

“When the time nga nawagtang or gikawat ba kaha tong akoa sweldo maam, nahiubos ko ato. Nadown ko ’g kadiyot. Lisud kayo pagbudget sa kwarta, nawa pajud.”

“Para nako, ang negative effect ani kay makuhaan ang atoa time sa paglipay-lipay kay nabahin nmn halos ang akoa oras sa pagpapanarbaho, pag tuon ug paglihok sa mga trabahoon sa balay.”

Participant 3

“Ang akong mashare ky katong time nga perti rajud kakapoy, katong walay tulog maam tas murag dili nako kabangon hapit tas naa pay naghuwat daghang module.”

“Ang negative effect sa magtrabaho ug mag-eskwela maam kay dili ka makafocus unya makalagot usahay ang dili naka makasabot usahay.”

“Ang para nako nga naencounter nako nga problema kaya ng wala nahatag akong module tungod lang kay nalate ko kadiyot ug kuha, imbis nangeta ug paagi kay kasuk-an na hinuon ko.”

Participant 4

“Lisud kayo maam, makastress pero worth it man pud ang kahago inig makahuman nakag eskwela.”

“Katong na depress ko sa problema sa akong pamilya maam. Nagbuwag akong mama ug papa. Makadepress kay maglibog ka unsay unahon, ang trabaho o pag-eskwela unya naa pajud family problem.”

Participant 5

“For me, it is not easy juggling study with a part time job. I don’t know how to balance everything.”

“Deciding to give up means having a great problem that is difficult to deal with. In my case, the thing that wanted me to give up is because of my health and also the tons of activities have to do. I didn’t give up and even strive hard to reach my goal.”

“It can cause distraction to your studies. Also, the limited things to do during pandemic, I need to learn time management and there is also the difficulty to learn.”

Participant 6

“Para naho lisod kaayo sa akong kahimtang naho nga gaeskwela ko while gatrabaho o nangitag kwarta para sa amoang pamilya ug sa akong pag-eskwela. Lisod kaayo maam kay naay usahay na dili ko ka focus sa akong pag-eskwela kay ga trabaho ug mag sakit akong ulo ug stress kaayo tungod sa akong sitwasyon karon.”

“Akong experience maam na ni give up ko, katong stress na kaayo ko nya nag libog ko na unsay buhaton naho ug unsay unahon nahong buhaton kay parehas man jud sila tanan importante naho sa akong pag skwela ug nag trabaho para sa akong pamilya ug akong pag skwela.”

“Ang negative effect sa pag skwela while ga trabaho is nag hatag ni ug ka stress sa mga studyante na nag skwela while ga trabaho ug mao ni ang gekamatyan sa ubang studyante kay mabuung ilang utok ug stress kaayo sila.”

Participant 7

“Dili naku ikadeny nga lisud jud ning working student ta. Dayun usahay kanang kapoy imung lawas maam kay gikan ka trabaho. Lisud kayo ibalance jud pero makaya ra man sad, maanad ra kadugayan maam.”

“Katong gikasab-an kos akong amu maam kay bisan di pud malikayan masayop bisan ga amping tas tanang lihuk. Normal ra man na nga makasab-an tas atong amo pero dapat unta in a good way. Dapat icorrect ta nila in a good way. Di kay daghan nag istorya nga makapasakit ug dughan. Ang akong pagkasensitive maam ang hinungdan nga kaundangon nako kay feel nako di na nako kaya ang mga kasaba o istorya sa akong amo naku.”

Participant 8

“It is very hard. When you need to rest but need to do some school works. It needs sacrifices jud maam.”

“Everytime I get scolded. I also get tired of everything. Along the way, you will be drained emotionally and physically. I did think to quit but I know I would not last if I quit.”

“The negative effect of working while studying is it gives you more burden. You will not have time to rest because of work and school works that needs to be done.”

Participant 9

“Very hard because you have to manage your time so that you'll both get your purpose of doing it. Being tired is one of it maam.”

“I felt of giving up in my studies before, when I encountered some difficulties not only in school activities but in terms of poverty. There were times maam that I didn't pay my clearance for final exams because my parents had no money, that's why I beg my teacher to have an excuse exam for next days.. I was worried about that time but luckily, God will always provide our needs.. I was very thankful for it and all things that put in my mind was always think positive and believing that every problem has a solution and everything happens for a reason.”

Participant 10

“Dili naku ikadeny nga lisud jud ning working student ta kay kinahanglan bahinong ang oras, oras pagpanrabaho ug oras sap ag-eskwela. Dayon usahay kanang kapoy na kayo ang imung lawas tas kinahanglan pajud kang moanswer sa imung activities.”

“Ang naexperience nako as a working student mao nga nakahuna-huna nako nga mogive-up kay kaong gikasab-an kos akong amo kay tungod kay namali nakog sukli ang nipalit o nakuwangan nako ug sukli ang nipalit. Di sad pud baya malikayan nga masipyat ta labi na

nga naa patay lain gitrabaho. Pero sa akong experience, wala ko mogive-up ,padayon ra japon ko.”

“The negative effect of working while studying is you can't focus to your study. Samot ang imung giworkingan kay nay anak unya ikaw pay pabantayon. As a working student, daghan kaaog problema maencounter like maproblema ko kung unsay buhaton labina makasab-an ko. Maproblema ko unsaon nako pagbalance sa akong oras sa trabaho ug pag-answer.”

Hypothesis 2: Difficult circumstances reform a person to be responsible and amenable.

Proposition 2: Experiences make a person change for the better.

Theme 3: Internal and External Motivations to Overcome Obstacles

In every person's hard work and sacrifices, there will always be people behind it who serves as their inspirations and motivations to continue striving hard for the dreams they want to achieve. Sometimes these internal and external motivations are the reason why people overcome obstacles in life.

Here are some answers of the participants that can be found below:

Participant 1

“It inspires me to have some income while I am studying. It inspires me to help my parents maam with financial problem especially in this pandemic time, and it also support me because I have my own money to buy some things specially school projects and stuff. I don't have to rely to my parents anymore instead I will help them with financial aspect.”

“An unspeakable joy, all my hardworks are paid off. Syempre dba? Sa first salary mn jud magsugod manas gamayng sweldo hangtud mo dako. In our life mag gikan jud tas kalisod hangtud nga ma successful tas atoang mga pangandoy. Akoang mabati syempre malipay kay atleast naana koy pang bawon as a student then syempre maka tabang nas bayronon sa eskwelahan also sa mga financial needs sa balay, makatabang tabang nako nila maam.”

“Sa akoa pang gina ingun kanunay nga bisag daghan pag problema bastaa naa lay positive thinking aron di mo give up ,then praising with God kay maka hunahuna ka nga giubanan ka niya kanunay and also makit an lang nako akoang pamilya nga malipayon, akong problema ma okay na as long as dili nako ma feel sa akoa pamilya nga daghan kayko problema.”

Participant 2

“The thing that inspires nako maam na magtrabaho is ang panginahanglanon namo matag adlaw ug isip pagpangandam para mag college.”

“Ofcourse nabati ko ug kalipay kay naa nakoy kwarta pampalit sa akoa gusto ug naa sad koy ikaabag sa akoa mga ginikanan.”

“Pinaagi sa pagpangayo ug advice ug giya sa akoang parents, pag control sa akoang time, ug pagtigom ug pagplano para sa akoang kwarta na natigom, ug labaw sa tanan ang pag ampo.”

Participant 3

“Ang nakainspire nako karon kay akong pamilya kay sakit kaayo tan-awon ang akong ginikanan nga nag-antos sa kalisud.”

“Nalipay jud ko kay naa nakoy ikapada ni mama.”

Participant 4

“Akong family kay naa sila kanunay mosupport nako sa akong pag-eskwela.”

“Happy ko kay makatabang nako sa akong inahan ug makapalit nako sa mga requirements sa eskwelahan.”

“Pray lang sa Ginoo and always think positive nga makaya rana namo ang mga problema.”

Participant 5

“Well, my family and my dreams. Realizing upon this new normal leads me to think of working even harder in order to survive from the challenges in life.”

“I feel proud and amaze knowing that the hard work and the time I spent was not wasted. Also knowing that the first salary I received came from my hard work and determination.”

“I overcome these problems by accepting the fact that we need to adopt in the new normal. Then learn how to manage my time gradually, to understand my situation and strive more in order to learn.”

Participant 6

“Karon kahintang nato karon or new normal nag hatag ni naho ug inspiration bisag lisod kaayo sa among kahintang namo na estudyante mi. Pero gepadayon jud naho akong pag eskwela bisag ang patakaran karon sa DepEd na online class ug module class bisag lisod kaayo kay gebuhat ni naho kay para sa akong kaugmaon naho puhon na makapangita ko ug trabaho na gaan ug maka tabang kos akong genjkanan na maoy naningkamot pag skwela sa akoa ug akong duha ka igsuon na babaye para maka human mi tanan.”

“Nakabati ko ug kalipay pag dawat sa akong salary kay kining salary paghatag nila naho kay dako ug tabang ni sa akong pag skwela labong ga lisod mi sa among pamumuyo kay akong inahan ug akong amahan na naningkamot ug pangita ug kwarta bisan pa ug lisod ang ilang ge sudlan na trabaho.”

“Nag pray ko kanunay ni God na unta tabangan ko niya na ma resolba tanan akoang mga problema ug mangayo ko ug tambag sa akong genikanan na makahatag sila naho ug paagi para ma resolba akong problema.”

Participant 7

“Ang makainspire nako nga motrabaho while studying is ang akong pamilya ug ang akong kaugalingon nga maningkamot jud kog taman paraa naa koy maabot sa kinabuhi.”

“Syempre nalipay jud kaayo ko kay nadawat na nako ang bayad sa akong kahago ug pagpaningkamot.”

“Ang pagbalance sa akong time sa work ug sa pag-answer, gitarung na nahug timbang-timbang. Gi improve nako ang akong time management skill.”

Participant 8

“My inspiration to work and study at the same time is my family. They inspire me to do good everyday and also to achieve my dreams to have a better future.”

“I feel grateful and proud upon receiving my salary because I earn it on my own.”

“I just rest and think of the things that inspire me.”

Participant 9

“Of course my family and my dreams. It gives me strength and motivation to work harder maam.”

“I'm happy and excited kaayo maam kay makapalit sad kos akong mga gustong paliton.”

“Take time ro relax by listening music. Makahuna-huna kog tarong maam.”

Participant 10

“My family maam. Sila jud akong inspirasyon sa tanan-anan nako nga gisakripisyo.”

“I'm happy. Makatabang ko nila unya makapalit sad ko.”

“Naovercme rasad to nahu akong mga problema. Nagdouble amping nako para dili na makasab-an sa akong amo.”

Hypothesis 3: Family support inspires and strives a person to defeat hindrances.

Proposition 3: Motivations become the strength of every person.

Theme 4: Learnings and Suggestions gathered in the Journey

A journey will never be completed if there are no acquired learnings. If there are undesirable effects, there should also be positive impact that were obtained from a journey. These things will help you grow, be matured to handle different kind of situations in life. The more you learn, the more you know. The following are the statements gathered from the participants:

Participant 1

“As a working student, akoang ika advice lang jud sa mga estudyante nga kapareha nako nga kinahanglan dili ta mo give up para sa atuang kaugmaon. Laban lang kanunay, dili ta padala sa kahago or unsa paman unya maovercome rajud ang mga problema natu. Salig lang sa kaugalingon ug hilabi na ayawg kalimot nga naa ang Ginoo gauban natu. Maong fight lang kanunay jud.”

“Ang akoang ikarecommend sa mga youth nga ganahan magworking student pud, kinahanglan jud nga magpakabaskog kanunay dli magpadala sa mga problema,niya ilabi na naa man jud time nga makasab an ka sa amo nimo...ikaw magpaubos kas imuha pride then continue gihapn to pursue your goal in life then also ayawg kawa ug pasalig sa kaugalingon. Positive lang kinahanglan then pray with God. Then ug naa kay problema ihilak niya tanan. I know dunggon ug tabangan ka niya kay kanang mga recommend nako sa padung mo sulod sa akooa sitwasyon akooa nanang naagian and I know its worth it.”

“Sa tinod anay lang jud daghan kay kog na learn through out the problems I encountered. It change me a lot kay sauna wala ko kahunahuna pa nga ingun ani diay kalisod ag pagpaningkamot para lang makahuman. Unya makasulay kag ma proud kaayo nimo imuha ginikanan nga lami jud sa paminaw nga gina proud jud ka kay naka tabang naka nila. Unya nakaya na nimo without there money, makatabang naka bisag estudyante paka.Basta maam kay ug naay paningkamot, makuha jud nimo sigurado jud na basta salig lang kanunay sa kaugalingon.”

Participant 2

“My advice is padayuna lang ninyo ang inyung maaung pamatasan. Paminaw ug maayu sa inyung amo , tarunga ug budget ang inyuha kwarta, ayaw pugsa ang inyuhang kaugalingon ug dli na gani makaya, ayaw ug surrender dayun, ug labaw sa tanan, ayaw kalimti ang pag ampo aa Ginoo para giyahan ta sa atoang adlaw adlaw na trabahoon. Make sure na kaya ba nimo ng trabahoa physically ug mentally kay ang pagpanarbaho while nag skwela kay dli lalim raba, so huna huna daan ug makaya ba nmo or dli para dli ka magmahay in the end.”

“For me, that one thing is "Motivation" kay ug wla kay motivation.wala kay gana mo trabaho or molihok anang imohang assigned job, mao mn gud ni akong huna hunaon matag higayon na kapoyon ko or pdung na ko mo give up, so in the end of the day...mahuman nko ang akooa trabaho na naay inspiration.”

“In my journey as a student nakahibalo or naka realize ko na ang pag-eskwela kay gamit jud diay kaau kay mao ni silbi atoang giya sa atoang kinabuhi. Unya as a worker, naka realize

ko na ang pagpanarbaho kay dli diay lalim, mabulad sa kainit aa adlaw, mauwan-uwanan, mga samad ug mga pamaol na akoo natagamtaman na nagpamatuod na ang pagpanarbaho kay dli lalim. This journey change me as a person nga nakat on ug naka realize ko unsa kalisod ang kinabuhi kung walay trabaho ug walay nakat onan, so using this experience, I will apply this not just to myself but also to my loveones for them to be inspired and to learn also to my experience na dli jud lalim ang kinabuhi.”

Participant 3

“Ang akong advice nga unta lig-on lang jud kanunay, di magpadala sa problema ug sa emosyon. Ayaw nalang panrabaho ug magduha-duha mo.”

“Mahimong magmalig-on kanunay sa pagsuway nga mag-eskwela while gtrabaho. Nahimo gane kong lig-on nga estudyante ug mas nahibaw-an nako ang tinuod nga kinabuhi.”

Participant 4

“Pray lang sa Ginoo and always think positive nga makaya rana nimo ang tanang mga problema. Never give up ug dapat pursigido ka nga makahuman ug pursigido sa trabaho pud.”

“I learn to be strong ug walay lisud basta naa kay pangandoy nga gusto jud nimo ma achieve. It change me as a person ug unsaon pagsurvie sa bisan unsa nga problema nga moabot sa akong kinabuhi.”

Participant 5

“Believe in yourself and study hard to achieve your goals in life whatever problems comes in your way.”

“My recommendation to those who wanted to become a working student is that make sure that you are tough enough to face the trials that will come. Then you must know how to manage your time and lastly focus on your goal.”

“We are not programmed or hardwired to change a person’s original behaviour but actually it inspired me to continue fighting and to not give up. The moment we become successful someday and looked back our past with a smile in our face while saying “I made it”.”

Participant 6

“Akong i advice sa ubang estudyante na gatrabaho ug nag-eskwela is dapat stay positive sila kanunay kay mao nay gibutang sa akong hunahuna na stay positive ug di ta negative kanunay. Dapat mag-ampo sila kanunay sa Ginoo aron matabangan sila sa ilahang mga challenges nila ug ibutang nila ilang pamilya sa ilang hunahuna ug kasingkasing nila na sila ilang inspiration sa ilahang challenges nila karon.”

“Para maka survive ta diri sa kalibutan is dapat lig.Onon atong mga lawas ug dapat naa tay critical thinking kay mao nay usa na maka survive nato diri. Ang nalearn naho as a student is dapat maging matino tayo, dapat dili ta maghunahuna ug negative na makadaot sa atong kaugmaon ug dapat positive kanunay, dapat natong himuon ug inspiration atong genikaban ug ampo ta kanunay sa atong Ginoo, ug dapat magtarong ta sa atong pag-eskwela kay mao ning solusyon sa atong kaugmaon.”

Participant 7

“Maningkamot lang jud sila unya stay positive and be determined sa kinabuhi despite sa kahimtang.”

“Sa mga nay plano nga magworking student, dapat kugihan ka hilabi na ug nay mogasto nimo. Stay positive and dapat kamao ka mobalance sa imung oras.”

“I learned a lot in my journey as a working student. As a student, I learned to cope up with all my activities and task that the teachers give because it is my responsibility. As a worker, I learned to do my job well. Working student is not easy that’s why I become more responsible.”

Participant 8

“To all the students who are working while studying, just be strong. You are stronger than our problem and always remember, you will be tired along the process but its up to you if you’ll take it the negative way.”

“You need to have a strong character because it will not be easy. You need to have perseverance also to survive.”

“I learn to be brave enough to become a woman with dreams. My journey changed me a lot because I become a better person.”

Participant 9

“The advice I can give to those students who experience working while studying is to be hardworking enough and time management is important, because as what I had experienced it was tiring and busy. You need to divide your time schedule to your work and also to your studies.”

“Here are some of my recommendations to those who are planning to work while studying: First, It was tiring, so you need to think positive that you can do both to achieve your goals in life. Second, it was hard to adjust and we cannot avoid submitting late activities, so you need to be patient enough and believe that 'I can finish this task'. Lastly, sometimes you feel like giving up, but if you're interested enough to finish your studies so make it an inspiration for you to be strong no matter what. Time management is a must to make your work and study run smoothly with a happy, love and best results for your sacrifices. Not only to your family but also to your own self for the future.”

Participant 10

“Just continue pursuing your dreams and believe that we can achieve our goal someday.”

“Ang usa ka butang nga dapat naa sa taw para makasurvive sae yang gipiling journey is ang pagkadeterminado sa eyang kinabuhi ug sa tanang butang nga eyang ginabuhat.”

Hypothesis 4: Knowledge and experiences widen perceptions and views in life.

Proposition 4: With all the learnings you acquired, a person changes and grows in life.

Theory Generation:

With all the experiences, challenges and learnings that the students obtained from having a part time job were studied, **Working Students Firm Stance Skill**, as the core category emerged. Revealed in the interview responses of the participants are the difficult situations brought by the pandemic, unfavourable effects and challenges encountered along the way, internal and external motivations to overcome obstacles and the learnings and suggestions gathered in the journey. After meticulously analysing the data, the experiences of the working students in the new normal can be described as follows:

The economic fallout of the COVID-19 pandemic resulted in unprecedented job losses, short working schedule and even no vacancy sign which affected not only the workers but also their families as well. Families who were already in the poverty line had a hard time looking

for ways to sustain their everyday lives. The economic and social disruption caused by the pandemic is devastating to the lives of the people. As a result, students look for a part time job to help their parents pay for their tuition fees, school requirements and even with the basic needs of their family (**Theme 1**). As they chose to become a working student, these young adults never expected the hardships and challenges that will come their way. They had a hard time balancing their time in answering their school works and at the same time managing to work properly so that they will not commit mistakes. Adjusting became frustrating as their body demanded proper rest. Sacrificing a lot to the extent that it affected their physical and mental health and made them too drained to think properly as to what comes first. This became a habit and then it became their routine everyday just to survive with the demands of being a student and at the same time, a worker (**Theme 2**). In order to survive in the chosen journey, the working students needed support that they got from their family, friends and loved ones. Even with their hard situation and with their low salary, they were motivated to strive hard and do better everyday because helping their parents pay bills ease their stress. Buying also the things using their own money made them feel proud, happy and at the same time they somehow forgot how exhausting and burdensome being a working student. These simple things were injected in their mind that they can already stand on their own (**Theme 3**). As the days passed by so swiftly, their experiences became a lesson learned for them to ponder and share to other people who wish to follow the same path. It became their training ground to be stronger, determined, independent, persevere and be more responsible with all the things they do. It pushed them to manage their time properly so that they will be not be left behind in school and help them focus during working hours. Learning to know their priorities in life makes it easier for them as they were already in a path towards their dreams (**Theme 4**).

Adjustment- Motivation- Perseverance:

Romano's Working Students Firm Stance Skill Theory

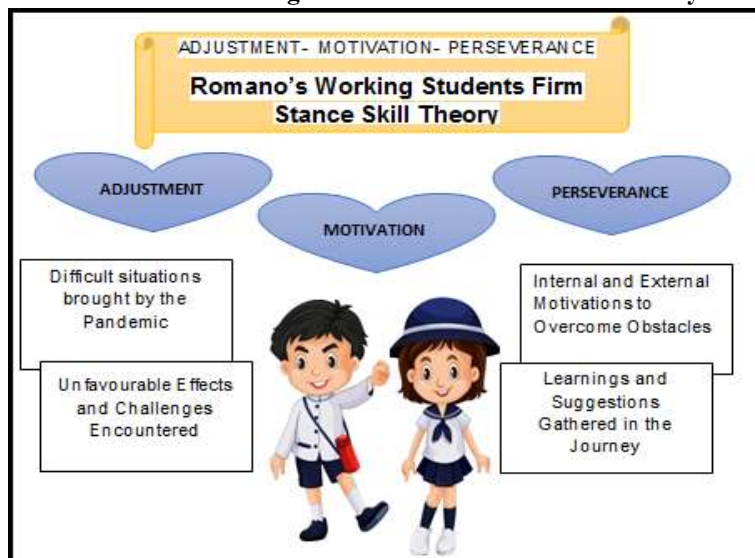


Figure 1: Conceptual Model of ADJUSTMENT-MOTIVATION-PERSEVERANCE

Romano's Working Students Firm Stance Skill Theory

Romano's Theory simply states that adjustment, motivation and perseverance are the key factors to Romano's Working Students Firm Stance Skill Theory to succeed in their role as a working student in the new normal setting. Being a working student is not an easy task and it

is a process that requires a lot of adjustments for the students to do both successfully. Also, the need of support, recognizing their hard work and reward system (motivation) for them to continue fighting and practice time management, knowing priorities and to persevere in making initiatives to do what it takes no matter how hard the situation is especially in battling with this pandemic.

Firm stance is the ability of a person to be determined, have strength and a resolute ability despite difficulty and challenges that a person face. This theory further build up the characterization of being “firm stance” demonstrated by the working students in surviving their difficult situation in the new normal.

The said theory can be use as a reference for the educational leaders of DEPED and other institutions for them to come up with a with regulations and other guidelines like working students’ scholarships, on-campus job for students, part time research assistants, and even introduce them to some orientation and guidance counselling for working students. This would cater the needs and experiences of those working students who are very much eager to finish schooling despite their difficult situation. This can also widen the understanding of the school leaders, teachers and school personnel to be very considerate especially that in this new normal, students prioritize their studies as much as their part time job.

Overall, the theory focusses only on the students who balance their time on studying and working as a part timer. Students’ adjustment, motivation and perseverance in accomplishing their task are being deepen and transformed as their firm stance skill in this new normal setting.

Similar studies on working students’ experiences on other places using different theory served as reference and are being recommended by the researcher.

Hypothesis for Validation:

The main purpose of the study is to explore how the student creates ways to maximize their time in working and in studying. Below are the hypothesis that needs to be validated in the next chapters of the study:

1. Covid 19 pandemic opens the mind to be compassionate and understanding.
2. Difficult circumstances reform a person to be responsible and amenable.
3. Family support inspires and strives a person to defeat hindrances.
4. Knowledge and experiences widen perceptions and views in life.

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