



**CHALLENGES AND COPING MECHANISM OF SENIOR HIGH SCHOOL
WORKING STUDENTS IN CAMP VICENTE LIM INTEGRATED
SCHOOL AMIDST FACE-TO-FACE SET UP**

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ABSTRACT

COVID-19 pandemic disrupted education worldwide, leading to school closures and the adoption of remote learning. As schools reopen for face-to-face classes, senior high school students who work part-time or full-time face challenges in balancing their academic and work responsibilities. Studying working students' coping mechanisms can help design support systems, foster communication, and improve overall well-being. The study used a descriptive quantitative design. A self-constructed questionnaire was given to determine the following: (1) challenges of the respondents on academic struggles, physical well-being, and family/social relationships, and (2) coping with the challenges they encountered on time management, family support, and school support. Results showed that physical well-being had the highest weighted mean (2.57) as their assessment of the challenge amidst face-to-face mode, followed by family and social relationship (2.30), lastly academic struggles (2.22). Family support as a coping mechanism had the highest weighted mean (3.48), followed by school support (3.28), and time management (3.17). Finally, the Spearman Correlation coefficient value of 0.990 is greater than 0.05 level of significance confirms that there is no strong positive correlation between the variables tested. Based on the findings, the following conclusions were made (1) the level of their challenges in terms of choice of academic struggles, physical well-being, and family/ social relationship was low, (2) the students' assessment on the coping mechanisms in terms of time management,

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family support, and school support was utilized, and (3) there was no significant relationship found between the challenges and coping mechanisms of the student – respondents.

Keywords: *Coping Mechanism, Working Students, Face to Face Modality, Descriptive Quantitative Design*

I. INTRODUCTION

The COVID-19 pandemic indeed had a profound impact on the operation of private and public basic education institutions worldwide. The abrupt and widespread school closures forced educators to adapt and implement remote learning strategies. During the peak of the pandemic, educational institutions offered remote learning as an alternative solution. This immediate action and strategy are intended to mitigate the closure while continuing to provide quality education

The transition to online learning has indeed presented educators with a new set of challenges and opportunities. As Nguyen (2020) points out, online classes have become the foundation of modern higher education, and teachers are constantly seeking effective methods to engage their students in this virtual environment.

After three years of distance learning, face-to-face classes have resumed. And it is during this time that students can apply for or work for a job. Based on Nollora, Ortiz, et al (2022) study, there are students who worked full-time and part-time to support their needs and families. They had difficulty doing both but were still able to manage their time effectively. But what about working in the midst of face-to-face instruction? Could they still do both or should they give up between work and school?

Having this set up may be a challenge for students who do both of school and work. They work and study at the same time and may seem easy for them giving the reason that they only

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learn at home; having all the time and resources for their advantage. But how about working in the middle of face-to-face learning?

According to the Commission on Higher Education (CHED) in the Philippines, approximately 216,000 students are currently juggling school and work. According to CHED, today's working students are primarily concerned with entertainment, food service, and sales, in addition to their traditional roles as librarians and research assistants.

Moreover, youth unemployment and the difficulty of transitioning from school to work have been a persistent and serious issue not only in the Philippines, but throughout Southeast Asia and the Pacific region (Canlas and Pardalis, 2009). Peprah, Mattu et al., (2019) stated that the continuance commitment is important in today's world because employees are afraid that losing their jobs will affect their income and livelihood. Working students are not exempt from this rule. Despite the social support and compensation provided by their educational institution, it is critical that these working students remain committed to their jobs while studying. Every institution considers working students to be employees. As a result, ongoing commitment will help to drive the organizational culture of loyalty.

Many college students hold jobs in addition to being students. They work two jobs per day: one as a college student and the other as an employee of an organization or business. Because of the challenges in balancing one another, running such items simultaneously is occasionally seen to be a little dangerous. However, there are a few reasons why the student-workers bravely continue to take on the danger of working rather than concentrating solely on their college studies. Paying for their education is one of the causes. Thus, the capacity for time management and prioritization is certainly required to strike a balance between studying and working, allowing student-workers to excel in both their academic and professional endeavors.

For the average student, a part-time job may be more of a hindrance than a help. Working minimum wage jobs won't pay you much, especially once your account for transportation expenses, lunches, and work attire. College recruiters advise kids to push themselves in high

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school by taking AP classes, honors courses, and challenging coursework. The reintroduction of in-person instruction in our nation has had a significant impact on students who choose to work because their time will be divided accordingly, forcing them to decide between continuing their education and working.

According to Lumugdan (2022), being a student worker experiences lack of sleep, having no time for extra school activities, little time for family and friends, and dealing with stress. Above these disadvantages, student employment still has benefits such as earning money, early experience, create connections, and being smart for money. However, to further justify this, according to Regis (2019), there are different lived experiences when it comes to people's workloads and salaries. The main characters faced a variety of difficulties at job, in school, and at home. They are more likely to suffer from sleep deprivation, pressure to perform well, difficulty balancing work and personal obligations, and exposure to accidents and health risks at work. Both their academic performance and interpersonal interactions at school face difficulties. The problem at home is finding enough time for quality family time and tight budget. Additionally, the three types of coping strategies used by working students in this study were explicitly identified as fight, flight, and freeze strategies.

Senior high school students face unique challenges in balancing work and academic responsibilities, affecting their well-being, physical health, and relationships. Studying these students can help identify support options and develop coping mechanisms. Addressing physical exhaustion and providing nutritious meals can promote healthy lifestyle habits and support overall well-being. Balancing work and school commitments can cause limited time for family and social interactions, leading to feelings of isolation. Studying working students' coping mechanisms can help design support systems, foster communication, and improve overall well-being. This research can guide the development of tailored interventions and support systems for academic, physical, and social well-being.

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Statement of the Problem

This study aimed to determine the challenges and coping mechanism of Senior High School working students in Camp Vicente Lim Integrated School amidst face-to-face set up.

Specifically, this opted to answer the following questions:

1. How may the challenges of the respondents be described in terms of:
 - 1.1 academic struggles;
 - 1.2 physical well-being; and
 - 1.3 family and social relationship?
2. How do the respondents cope with the challenges they encountered along the following?
 - 2.1 Time Management
 - 2.2 Family Support
 - 2.3 School Support
3. Is there a significant relationship between the challenges encountered by the respondents and their coping as working students?

Hypothesis

The study tested its hypotheses in the null form:

There was no significant relationship between the challenges encountered by the respondents and their coping as working students.

Scope and Limitation of the Study

The study explored the challenges and coping mechanisms among senior high school working students in a face-to-face setup. In this line, the respondents' challenges along the following components namely, academic struggles, physical well-being, family, and social support are determined.

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Likewise, it aimed to know the coping mechanism in the face-to-face mode in terms of time management, family support, and school support.

The study probed if there is a significant relationship between the challenges encountered by the respondents and whether they are coping as working students.

The study used a total of 51 senior high school working students from grades 11 and 12. These came from the school of Camp Vicente Lim Integrated School in Calamba City, Laguna.

The analysis and interpretation of results on the assessment of working students on challenges and coping styles were based mainly on the questionnaires which were developed by the researchers.

Furthermore, the study is delimited to the full-time students who are not working via face-to-face learning modality. Junior high school students and working students outside the school's premises are excluded from this study.

II. METHODOLOGY

This chapter describes the research design, the study's subjects, the instruments, and methods utilized to collect the data, as well as the statistical tools used to analyze the data.

Research Design

The study aimed to determine the challenges and coping mechanisms among senior high school working students in face-to-face mode. Through its findings, an academic intervention or program may be proposed to address the challenges of the SHS working students amidst face-to-face classes.

A descriptive method of research was utilized. According to Calderon (2011), this design is the best method seeking for answers concerning relationship analysis regarding the variables. Additionally, the descriptive survey method involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena. The focus is on

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the prevailing conditions or how a person or group or thing behaves or functions in the present. Furthermore, this method is deemed suitable for analyzing the responses of the working students in the research instruments which will be made to determine the significant relationships between challenges and coping mechanisms.

Subjects of the Study

The research involved senior high school working students from Camp Vicente Lim Integrated School in Calamba City. In Grade 11, there would be 16 students, and in Grade 12, with 35 respondents. A total of 51 SHS working students in Camp Vicente Lim Integrated School would be the specific locale of the study. Since there were few SHS working students in the school, a purposive sampling method would be utilized in this study. Approximately there were 16 working students per year level. Meanwhile, the obtained total population were 51. To get the subjects of the study, which was 46, a Raosoft calculator was utilized. The table below shows the samples per strand.

Table 1
Distribution of Respondents by Strand

| Strands | Total | Sample |
|--------------|-----------|-----------|
| SMAW | 10 | 9 |
| EIM | 7 | 6 |
| ICT | 11 | 10 |
| HUMSS | 20 | 19 |
| AB | 2 | 1 |
| STEM | 1 | 1 |
| Total | 51 | 46 |

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Data Gathering Instrument

The study used a researcher-made questionnaire as a data-gathering instrument.

Questionnaire. The main instrument used in gathering data was the researcher-made questionnaire, which consisted of two parts: The first part was intended to measure the challenges faced by the respondents in terms of academic struggles, physical well-being, and family and social support. The second part consists of coping mechanisms, such as time management, family, and school support. All the variables in the categories have five statements each.

Construction. The contents were derived from multiple sources as well as statements designed specifically for this study that determined the challenges and coping mechanisms of working senior high school students. The questionnaires were made according to how the questions in the statement of the problem were posed.

Validation. The survey questionnaire had undergone face and content validation by the researcher's adviser and experts in the field. The pilot test for internal consistency would be done by computing Cronbach's alpha coefficient based on the collected data.

Administration. The administration of the questionnaires was done face-to-face. Specifically, survey questionnaires were used to reach out to working students, or respondents.

Scoring of responses to determine the level of the respondents' challenges, the following scale continuum and corresponding verbal interpretations will be used:

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Option Scale Range Verbal Interpretation

| | | |
|---|-------------|------------------|
| 4 | 3.51 – 4.00 | Always/Very High |
| 3 | 2.51 – 3.50 | Often/ High |
| 2 | 1.51 – 2.50 | Sometimes/ Low |
| 1 | 1.00 – 1.50 | Never / Very Low |

To categorize the respondents' coping mechanisms, the following scale continuum and corresponding verbal interpretations will be used.

| Option | Scale Range | Verbal Interpretation |
|--------|-------------|----------------------------|
| 4 | 3.51 – 4.00 | Always/ Highly Utilized |
| 3 | 2.51 – 3.50 | Often/ Utilized |
| 2 | 1.51 – 2.50 | Seldom / Slightly Utilized |
| 1 | 1.00 – 1.50 | Never / Not Utilized |

Data Gathering Procedure

Upon the approval of the topic and the statement of the problem by the topic evaluation committee, the questionnaires were formulated using information gathered from different reading materials, personal observations, and interviews. The researcher also gathered additional information for this study by visiting several libraries.

Data gathering permits were secured before the actual survey was sent to the teacher respondents. The researcher administered the survey questionnaire face-to-face to the respondents to ensure a high percentage of retrieval.

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The questionnaires were retrieved, and the data were tabulated and statistically treated with the help of a professional statistician. Statistically treated data were presented, interpreted, and analyzed.

Statistical Treatment of Data

To interpret the data collected, the following statistical tools will be used to answer the research questions.

Frequency and Percentage. These were used to express the relative frequency of the survey responses and other data of the study.

Composite and Weighted Mean. These were used to determine the average of the responses to the challenges and coping mechanisms of senior high school working students.

Mann Whitney U Test. When the dependent variable is ordinal or continuous but not normally distributed, the Mann-Whitney U test is used to compare differences between two independent groups or variables in this study. The two variables used in the study were male and female.

Kruskal-Wallis H Test. A continuous or ordinal dependent variable may be tested to see if there are statistically significant differences between two or more groups of an independent variable in the current study using the Kruskal-Wallis H test, a rank-based nonparametric test. This were used to compare differences between two or more independent variables in the study such as strand, type of home ownership, type of work, and number of family members.

Spearman's Rho. The main application of Spearman's rho is data analysis. It assesses how strongly and in what direction two ranked variables are associated. This were used to test if there is a significant relationship between challenges and coping mechanism of the working students.

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III. RESULTS

This chapter presents the data in tabular form, an organized in a sequential manner, following the order of presentation of the specific problems.

1. Assessment of the Working Student-Respondents on the Challenges amidst Face-to-Face mode.

The succeeding tables present the challenges of the working student – respondents amidst face-to-face set up in terms of academic struggles, physical well-being, family, and social relationship.

1.1 Academic Struggles

Academic hardships are problems and obstacles that students could run into while pursuing their education. These difficulties can take many different forms and influence various facets of a student's academic experience.

Table 2 presents the working student-respondents challenges amidst face-to-face mode in terms of academic struggles.

Table 2
The Challenges of the Working Student – Respondents amidst Face-to-Face Mode in terms of Academic Struggles

| Indicators | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. My work negatively affects my grades. | 1.96 | Sometimes |
| 2. I can't focus on our discussions. | 1.98 | Sometimes |
| 3. I hardly catch up with our lessons and activities. | 2.22 | Sometimes |

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| | | |
|---|-------------|------------|
| 4. I missed my classes. | 1.83 | Sometimes |
| 5. I couldn't join extra-curricular activities at school. | 2.04 | Sometimes |
| Composite Mean | 2.00 | Low |

Legend: 3.25-4.00 Always/Very High, 2.50-3.24 Often/High, 1.75-2.49, Sometimes/Low, 1.00-1.74 Never /Very Low

Table 2 reveals that the working student- respondents among face-to-face mode sometimes hardly catch up with their lessons and activities, with the highest weighted mean of 2.22. This implies that the respondents sometimes have trouble when catching up about their lessons and activities at school. Due to their obligations to their jobs, working students frequently have little free time for studying and performing school-related duties.

In addition to stress and strain, this can result in physical and emotional tiredness, clashing schedules, added obligations, limited access to services and assistance, and increasing obligations. Working children may find it challenging to stay on task with their lessons and participate fully in the school community due to these circumstances.

Additionally, they sometimes missed their classes, with a lowest weighted mean of 1.83. This suggests that the respondents sometimes attend their classes than their work. Some students need to take an absent from their school because there are circumstances that their employer make them attend work first.

1.2 Physical Well-being

Physical well-being refers to the ability to maintain a healthy quality of life without fatigue or stress.

Table 3 presents the working student-respondents' challenges amidst face-to-face mode in terms of physical well-being.

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Table 3

The Challenges of the Working Student – Respondents amidst Face-to-Face Mode in terms of Physical Well-being

| Indicators | Weighted Mean | Verbal Interpretation |
|---|----------------------|------------------------------|
| 1. I skipped meals due to work. | 2.24 | Sometimes |
| 2. I experience lack of sleep. | 2.52 | Often |
| 3. I often feel tired. | 2.57 | Often |
| 4. I experience being sick. | 2.02 | Sometimes |
| 5. I am affected not only physically but also mentally. | 2.11 | Sometimes |
| Composite Mean | 2.29 | Low |

Legend: 3.25-4.00 Always/Very High, 2.50-3.24 Often/High, 1.75-2.49, Sometimes/Low, 1.00-1.74 Never /Very Low

Table 3 reveals that working student-respondents among face-to-face mode often feel tired with the highest weighted mean of 2.57. This implies that the respondents often feel tired balancing school and their work. It suggests that having dual responsibilities make them exhausted. Moreover, working students have a heavier workload than their peers, leading to increased fatigue and exhaustion. They often have limited time for rest and relaxation, long working hours, commute time, lack of downtime, and stress and pressure. This can lead to chronic tiredness and reduced energy levels. Working students may find it difficult to find time for hobbies, socializing, or pursuing activities they enjoy, leading to mental and emotional exhaustion.

Furthermore, they report that they sometimes experience being sick, with a lowest weighted mean of 2.02. This suggests that the respondents on occasion get sick even if they are working or studying at the same time. They may also sometimes experience increased stress, lack of

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sleep, irregular eating habits, exposure to germs in their workplace, physical exhaustion, and limited time for self-care.

1.3 Family and Social relationship

Family relationship refers to a combination of filiation or conjugal relationships, independent of legal marital status, while social relationship is social connections that are made up of individuals who regularly interact and who regard their interactions to have personal significance. Relationships between friends, family, neighbors, coworkers, and other associates are included.

Table 4 presents the working student-respondents' challenges amidst face-to-face mode in terms of family and social relationship.

Table 4
The Challenges of the Working Student – Respondents amidst Face-to-Face Mode in terms of Family and Social Relationship

| Indicators | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. I do not have time to hang out with my friends. | 2.13 | Sometimes |
| 2. I feel left behind as a normal student because of my work. | 2.07 | Sometimes |
| 3. I do not have time to do my hobbies as I am short of time. | 2.30 | Sometimes |
| 4. I feel pressure to support my family. | 2.07 | Sometimes |
| 5. I do not have time to spend time with my family. | 2.11 | Sometimes |
| Composite Mean | 2.13 | Low |

Legend: 3.25-4.00 Always/Very High, 2.50-3.24 Often/High, 1.75-2.49, Sometimes/Low, 1.00-1.74 Never /Very Low

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Table 4 reveals that working student-respondents among face-to-face mode sometimes do not have time to do their hobbies with the highest weighted mean of 2.30. This implies that the respondents are sometimes busy to even do their hobbies or leisure time. Since they have tasks to accomplish first.

Working students often struggle to find time for hobbies or leisure activities due to time constraints, fatigue, exhaustion, work and school schedule conflicts, additional responsibilities, and financial pressures. Time constraints, fatigue, exhaustion, work and school schedule conflicts, additional responsibilities, and financial pressures can all limit the time available for hobbies.

Additionally, they sometimes feel pressure to support their family, with a lowest weighted mean of 2.07. This suggests that the respondents sometimes feel pressured whenever they would think about supporting their family. Students should not carry this responsibility because they work to support their study and not the family. Senior high school students may feel a sense of responsibility to contribute to their family's financial well-being due to financial need, economic instability, cultural or familial expectations, sibling support, parental health or disability, and personal values and sense of responsibility. These factors can lead to them feeling compelled to step in and provide financial support for their family, even at a young age.

2. Assessment of the Working Student-Respondents on the Coping Mechanisms amidst Face-to-Face mode.

The succeeding tables present the coping mechanisms of the working student – respondents amidst face-to-face set up in terms of time management, family support, and school support.

2.1 Time Management

Time Management refers to the practice of managing and planning how to split time between various activities.

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Table 5 presents the working student-respondents coping mechanisms amidst face-to-face mode in terms of time management.

Table 5
The Coping Mechanisms of the Working Student – Respondents amidst Face-to-Face Mode in terms of Time Management

| Indicators | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. I manage my time effectively. | 2.85 | Often |
| 2. I set priorities. | 3.17 | Often |
| 3. I balance time by having schedule/to do notes every day. | 2.89 | Often |
| 4. I have specific days in which I attend my school and work. | 2.87 | Often |
| 5. I remind myself to finish school works first before going to work. | 2.98 | Often |
| Composite Mean | 2.95 | Utilized |

Legend: 3.51-4.00 Always/Highly Utilized, 2.51-3.50 Often/Utilized, 1.51-2.50, Sometimes/Slightly Utilized, 1.00-1.50 Never /Not Utilized

Table 5 reveals that working student-respondents among face-to-face mode often set priorities with the highest weighted mean of 3.17. This implies that they know what to do first and what are their priorities. Also, senior high school students must balance their work and academic responsibilities by setting priorities, managing time, meeting deadlines, academic success, work performance, personal well-being, and long-term goals. Time management helps them identify and focus on the most important tasks, while meeting deadlines helps them complete assignments on time.

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In addition, they often manage their time effectively, with a weighted mean of 2.85. This suggests that the respondents often have a good time management. Students know how utilized their time in balancing school and work by knowing their priorities and setting time. Time management is essential for senior high school working students to balance multiple commitments, maximize productivity, meet deadlines, avoid procrastination, maintain work-school-life balance, reduce stress levels, and build discipline and self-motivation. It helps prioritize tasks, break them down into manageable steps, allocate time specifically for each task, and reduce stress levels. By planning and organizing tasks, students can avoid last-minute cramming, feel more in control of their workload, and have a better sense of balance in their lives.

2.2 Family Support

Family support refers to the provision of peer-delivered services to those who are deemed to be a person's family.

Table 6 presents the working student-respondents coping mechanisms amidst face-to-face mode in terms of family support.

Table 6
The Coping Mechanisms of the Working Student – Respondents amidst Face-to-Face Mode in terms of Family Support

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. I make my family my motivation. | 3.46 | Often |
| 2. I receive moral support from my family. | 3.48 | Often |
| 3. I am not being pressured by my family to choose work over school. | 2.96 | Often |
| 4. I receive advices from my parents. | 3.35 | Often |

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| | | |
|--|-------------|-----------------|
| 5. I open up with my family about my struggles as a working student. | 2.65 | Often |
| Composite Mean | 3.18 | Utilized |

Legend: 3.51-4.00 Always/Highly Utilized, 2.51-3.50 Often/Utilized, 1.51-2.50, Sometimes/Slightly Utilized, 1.00-1.50 Never /Not Utilized

Table 6 reveals that working student-respondents among face-to-face mode often receive moral support from their families with the highest weighted mean of 3.48. This implies that the respondents have a healthy relationship with their family. Families of working students offer moral support to acknowledge and validate their children's challenges, share goals and aspirations, provide emotional well-being, motivate and encourage them, communicate and guide them, and celebrate their achievements. This support can be a source of motivation and inspiration for working students to stay committed to their goals, navigate the complexities of work and school, and motivate them to continue their efforts.

Moreover, student-respondents stated that they often open up with their family about their struggles as a working student. This received the weighted mean of 2.65. This suggests that the respondents felt comfort with their family. Their parents support and advice their child as long as it is for their own good. Senior high school working students can access emotional support, guidance, problem-solving, and a deeper connection with their loved ones by opening up with their families. This provides a space for them to be vulnerable, seek assistance, and find comfort in knowing they are not alone.

2.3 School Support

School support refers to guidance counselors, school resource officers, nurses, social workers, and special education aides' personnel who play crucial roles in assisting kids in obtaining the tools they need to succeed academically.

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Table 7 presents the working student-respondents coping mechanisms amidst face-to-face mode in terms of school support.

Table 7
The Coping Mechanisms of the Working Student – Respondents amidst Face-to-Face Mode in terms of School Support

| Indicators | Weighted Mean | Verbal Interpretation |
|---|----------------------|------------------------------|
| 1. 1. I receive guidance from my school adviser. | 2.13 | Seldom |
| 2. I receive help from my classmates about our lessons. | 2.65 | Often |
| 3. I feel happy when my teachers give me time to catch up with our lessons. | 3.09 | Often |
| 4. 4.I receive support from my classmates. | 2.89 | Often |
| 5. I consider my school as a healthy working environment. | 3.28 | Often |
| Composite Mean | 2.81 | Utilized |

Legend: 3.51-4.00 Always/Highly Utilized, 2.51-3.50 Often/Utilized, 1.51-2.50, Sometimes/Slightly Utilized, 1.00-1.50 Never /Not Utilized

Table 7 reveals that working student-respondents among face-to-face mode often consider their school as a healthy working environment with the highest weighted mean of 3.28. This implies that the respondents have a healthy relationship with their teachers and classmates. Schools provide supportive teachers and staff, positive peer interactions, academic resources, a structured schedule, learning opportunities, guidance and counseling services, and a safe and inclusive atmosphere for all students, including working students.

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Also, teachers and staff provide guidance, flexibility, and accommodations when needed, while peers can share experiences, exchange tips, and provide emotional encouragement. Academic resources include libraries, study spaces, tutoring programs, and online platforms. Learning opportunities include extracurricular activities, clubs, sports teams, and leadership programs. Guidance and counseling services can help with academic planning, career guidance, and personal well-being.

Nonetheless, student-respondents reported that they seldomly receive guidance from their school advisers. This received a weighted mean of 2.13. It implies that they rarely receive guidance from their school adviser. This further suggests that school advisers often have multiple responsibilities and a large number of students to attend to, making it difficult to provide individualized guidance to each working student. They may not be aware of the specific challenges faced by senior high school working students, focus on academic performance, lack access to specialized programs, workshops, or resources, and have communication barriers. Effective guidance requires open communication and a strong rapport between the working student and the adviser.

Table 8

Analysis of Spearman’s Rank Correlation Between the Respondents Challenges and Coping Mechanisms

| | Correlation Coefficient | P-value (2-tailed) |
|---------------------------------|--------------------------------|---------------------------|
| Challenges Coping Mechanisms | 1.000 | .990 |

Correlation is not significant at the 0.01 level (2-tailed)

A Spearman Rank Correlation was run to determine the relationship between challenges and coping mechanisms of senior high school learners of Camp Vicente Lim Integrated School. There

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was no significant, weak, negative correlation between the two variables ($r_s=1.000$, $n= 46$, $p<.990$).

The Spearman Correlation coefficient value of 1.000 confirms that there is a weak negative correlation between the two variables, challenges and coping mechanisms. Thus, low level of challenges is associated with low level of coping mechanisms. This further indicates that avoiding/decreasing the challenges of the working students would not help them become self-regulated students that would not impact the learner’s coping mechanisms.

IV. DISCUSSION

This chapter presents the analysis and interpretation of data gathered on the challenges and coping mechanism of Senior High School working students in Camp Vicente Lim Integrated School amidst face-to-face set up. Lastly, it examines the correlation between the challenges encountered by the respondents and their coping as working students.

The challenges of the student – respondents in terms of academic struggles during face-to-face mode is low, as evidenced by the composite mean of 2.00. This implies that they sometimes experienced struggles academically but it does not suggest that it is enough for them to lose focus and receive bad grades at school. They may face academic endeavors but not to extent to fail their studies. Regis (2019) study said that senior high school working students are more likely to suffer from sleep deprivation, pressure to perform well, difficulty balancing work and personal obligations. Both their academic performance and interpersonal interactions at school face difficulties.

Results revealed a low level of the challenges of the student – respondents in terms of physical well-being during face-to-face mode as evidenced by the composite mean of 2.29. This implies that they sometimes experienced being tired or sick but it does not suggest that it is enough for them to lose focus and affect their mental or physical well-being. They may face academic

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endeavors but not to extent to fail their studies. Kwadzo (2014) stated that students experience emotional and physical stress, which resulted in fatigue, lack of sleep, role conflict, homesickness, and frustration.

Lastly, as regards the general, the challenges of the student – respondents in terms of family and social relationship during face-to-face mode is low, as evidenced by the composite mean of 2.13. This implies that they sometimes experienced being left out, busy, and pressured but not in the entire life as a working student. They may these challenges but not to extent to exclude or discriminate them. Kwadzo (2014), justifies that student successfully used various coping mechanisms, such as seeking social support, family, peers, and engaging in leisure and non-leisure activities, to offset the negative effects of studying and working concurrently.

The assessment of the working student-respondents on the coping mechanism amidst face-to-face mode are summarized herein. In terms of time management, it is utilized. The composite mean of 2.95 implies that they often manage their time well, organized schedule, as well as, set time to every task they do. This also suggests that working students are aware of the importance of studying. Abenojar, Accion et al. (2019) stated that the working students have a positive attitude and good time management skills. Furthermore, it demonstrates that good time management and self-reflection are effective ways of overcoming the problems they face.

On the other hand, the coping mechanisms of the student – respondents in terms of family support among face-to-face mode is utilized, as evidenced by the composite mean of 3.18. This implies that they often receive advice and moral support from their family. This also suggests that working students make their family as motivation to study and work. They are accepted and not pressured. Roksa & Kinsley n.d. justifies this that academic success benefits from emotional support from families because it fosters psychological health and increases student engagement.

Lastly, the coping mechanisms of the student – respondents in terms of school support among face-to-face mode is utilized, as evidenced by the composite mean of 2.81. This implies that they often receive help and support from their classmates. This also suggests that working

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students feel glad whenever their teacher would give them time to catch up with the lessons, and they also stated that their school is healthy working environment. Li, Hu et al. (2022), justifies this that school support has a positive impact on student development, so future research should be broadly extended to the knowledge system in higher education.

As for the significant relationship between the challenges encountered by the respondents and their coping as working students, since the p-value for the test is 0.990, we can say that the null hypothesis is not rejected in contrast of the alternative hypothesis which means that the hypothesis should be rejected if the p-value is less than the level of significance of 0.01. The results demonstrated that difficulties faced by working students did not correspond to coping strategies. In other words, senior high school student-workers in Camp Vicente Lim Integrated School do not encounter many difficult problems, and if they do, they will resort to simple solutions. Others simply do not use coping strategies, and this is due to their age, level of maturity while encountering challenges, or method of coping. According to Regis (2019) study, the three types of coping strategies used by working students in the study were explicitly identified as (1) fight, (2) flight, and (3) freeze strategies. The body's natural response to any perceived threat is to oppose it. Flight is the physical instinct to flee from danger. The body's inability to move or respond to a threat is known as freeze. Fawn is a stress reaction that occurs when they strive to appease someone in order to avoid conflict. Time management, leisure activities, and doing absolutely nothing are a few of these techniques. The study came to the additional conclusion that working while studying helps students build their sense of independence, self-motivation, self-esteem, and other soft skills.

Also, according to Aldwin, Sutton et al. (1996) study, there were no age differences in the problem's perceived stress, in assessments of loss or harm, in assessments of helplessness, in the quantity of reported emotions, or in assessments of coping effectiveness. According to one interpretation of their findings, the type of stress shifts from episodic to chronic with age, impacting coping mechanisms and processes for appraisal. It was also cited by another author,

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Chen, Peng et al. (2018) study. Older adults reported lower levels of positive affect and utilized problem-focused coping strategies less frequently than younger adults. The association between age and positive affect was mediated by problem-focused coping.



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