

Effects of Part-Time Jobs on the Academic Performance of Senior High School Students

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Abstract

This study examined the effects of part-time employment on the academic performance and personal well-being of selected Grade 11 and Grade 12 students from Cainta Senior High School, Taytay Senior High School, and Angono Integrated National High School under the Rizal Division. Using a descriptive-correlational research design, the study focused on students who were actively engaged in part-time work while enrolled during the School Year 2025–2026. A total of 349 valid responses were obtained through purposive sampling, ensuring that participants met the criteria of being employed while studying. The study analyzed students' profiles in terms of age, sex, grade level, nature of work, working hours, and weekly income as independent variables, while the perceived effects of part-time employment—measured through class engagement, time management, task accomplishment, and learning outcomes—served as process variables. Academic performance, reflected in first and second quarter grades, was treated as the output variable, alongside the challenges encountered. Findings revealed that students perceived a high extent of effects of part-time employment ($WM = 3.88$), particularly in time management and learning outcomes. However, no significant differences were found when grouped according to profile variables ($p > 0.05$). Despite these perceived challenges, students maintained a “Very Satisfactory” level of academic performance (mean grades: 88.90 and 88.66). Furthermore, no significant relationship was found between perceived effects and academic performance, indicating that students were able to cope with dual responsibilities. Nonetheless, challenges such as lack of sleep and overlapping commitments were highly encountered. The study concludes that while part-time work significantly influences students' academic experiences, it does not necessarily hinder their academic achievement. The findings highlight the resilience of working students and underscore the need for institutional support systems to promote balance between work and academic responsibilities.

Keywords: part-time employment, academic performance, senior high school students, time management, student well-being, descriptive-correlational study

1. Introduction

Education is widely recognized as a cornerstone of national development, functioning not only as a fundamental human right but also as a key driver of social mobility, economic progress, and nation-building. In developing countries such as the Philippines, access to quality education is often shaped by socioeconomic realities, including poverty, rising living costs, and income instability. These conditions compel a growing number of senior high school students to engage in part-time employment while pursuing their studies, placing them at the intersection of academic responsibilities and economic necessity. The Philippine government underscores its commitment to equitable education through Article XIV, Section 1 of the 1987 Constitution, which mandates the State to protect and promote the right of all citizens to quality education at all levels. This is further reinforced by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which promotes inclusive, learner-centered, and flexible educational systems. These legal frameworks highlight the responsibility of educational institutions to address the diverse circumstances of learners, including those balancing academic work with employment. Senior high school represents a critical stage in preparing students for higher education or workforce entry. However, the increasing prevalence of part-time employment raises important questions about its effects on academic performance and well-being. While employment may foster independence, discipline, and financial responsibility, it may also result in time constraints, fatigue, stress, and reduced academic engagement. Several studies consistently highlight the complex relationship between part-time employment and academic outcomes. Darolia (2021) found that while employment helps alleviate financial burdens, it significantly reduces study time, especially among students working long hours. Similarly, Chen and Lin (2024) reported that moderate work enhances self-regulation and time management, whereas excessive employment leads to stress and declining academic performance. Fazio and Breuning (2022) emphasized that the type of job also matters, noting that academically related work supports learning, while physically demanding jobs negatively affect performance. Furthermore, Oettinger (2023) demonstrated that work schedules—particularly late-night shifts—adversely affect students' concentration and classroom engagement.

In the Philippine, Bautista (2021) revealed that students working beyond 15 hours per week experienced significant declines in academic performance due to fatigue and limited study time. Lopez (2022) found that working students often suffer from physical exhaustion, leading to reduced classroom participation and attentiveness. Marquez (2023) highlighted the psychological dimension, noting that employment fosters resilience but also contributes to anxiety and reduced social interaction. Meanwhile, Dela Cruz (2024) emphasized the importance of institutional support, demonstrating that flexible school policies and teacher accommodations can mitigate the negative effects of employment. Despite the growing body of literature, several gaps remain evident. First, most foreign studies focus on Western or developed contexts, which may not fully capture the socioeconomic realities of Filipino learners, particularly those in public senior high schools. Second, local studies often emphasize either academic performance or well-being but rarely examine both dimensions simultaneously in a comprehensive framework. Third, there is limited research exploring the relationship between students' perceived effects of part-time employment (such as time management and engagement) and their actual academic performance. This disconnect between perception and measurable outcomes remains underexplored. Fourth, existing studies tend to focus on negative impacts, with less attention given to how students maintain satisfactory or high academic performance despite employment challenges. Finally, there is a lack of localized research in the Rizal Division, particularly in the Cainta, Taytay, and Angono areas, where a significant number of senior high school students engage in part-time work. The absence of context-specific data limits the development of targeted interventions and policies. Addressing these gaps, the present study examines both the perceived effects of part-time employment and actual academic performance among senior high school students in selected public schools in Rizal. By integrating demographic, academic, and well-being variables within a descriptive-correlational framework, the study provides a more comprehensive understanding of the work-study dynamic.

2. Material and methods

2.1 Research Design

This study applied the descriptive method of research utilizing a researcher-made questionnaire-checklist to gather the needed data.

2.2 Locale of the Study

The study was conducted at Cainta Senior High School, Taytay Senior High School, and Angono Integrated National High School these public secondary schools under the Cainta, Taytay, and Angono Sub-Office Division of Rizal. These institutions were served as the research setting because of their diverse population of Senior High School learners enrolled in the Academic Track, which includes the Accountancy, Business, and Management (ABM) strand, the Science, Technology, Engineering, and Mathematics (STEM) strand, the Humanities and Social Sciences (HUMSS) strand, and the General Academic Strand (GAS). With a growing number of students engaging in part-time job to support personal or family needs, these schools will provide a suitable environment for examining how work responsibilities may affect academic performance and overall well-being.

2.3 Respondents of the Study

The respondents of the study consisted of senior high school students from Cainta Senior High School, Taytay Senior High School, and Angono Senior High School who were actively engaged in part-time employment at the time of data collection. A total of 349 student-respondents participated in the study, distributed as follows: 143 from Cainta Senior High School, 113 from Taytay Senior High School, and 95 from Angono Senior High School. These respondents were all enrolled in Grades 11 and 12 and represented learners who simultaneously managed academic responsibilities and work commitments. The selection of these participants ensured that the study captured relevant and experience-based insights regarding the effects of part-time employment on academic performance and well-being.

2.4 Sample and Sampling Procedure

The study employed purposive sampling to select respondents who met the specific criterion of being senior high school students engaged in part-time employment. The sample size was initially determined using Slovin's formula with a 5% margin of error and a 90% confidence level, yielding a target of 352 respondents to ensure adequate representation across the three selected schools. However, only 349 completed responses were retrieved due to the unavailability of three selected participants during data collection. Despite this minimal reduction, the final sample remained sufficient to meet the statistical requirements of the study. The use of purposive sampling allowed the researcher to focus on participants with direct experience of balancing academic and work responsibilities, thereby ensuring the relevance, accuracy, and alignment of the data with the objectives of the research.

2.5 Research Instrument

The study utilized a researcher-developed questionnaire checklist as the primary data-gathering instrument, designed to comprehensively capture respondents' profiles, the perceived effects of part-time employment on academic performance, actual academic achievement, and the challenges affecting students' well-being. Structured into four sections, the instrument included demographic and employment information, indicators of academic impact such as class engagement and time management, students' grades for two academic quarters, and the physical, emotional, and social challenges encountered. A 4-point Likert scale was employed to ensure consistency and ease of response, enabling the collection of quantitative data suitable for descriptive and correlational analysis. To ensure the instrument's validity and reliability, it underwent expert validation by the research adviser, education dean, research specialists, and statisticians, whose feedback was incorporated to refine the tool and ensure its alignment with the study's objectives and conceptual framework.

2.6 Data Gathering Procedure

The conduct of the study followed a systematic procedure guided by the approved research Gantt chart to ensure efficiency and adherence to the established timeline. Prior to data collection, formal approval was secured from the school principal and research committee, followed by the identification and orientation of respondents, wherein the purpose of the study, voluntary participation, and ethical considerations were clearly communicated. In compliance with the Data Privacy Act of 2012, respondents were assured of the confidentiality and proper handling of their data. The validated questionnaires were then distributed and retrieved within a specified period, after which responses were encoded, tabulated, and analyzed using the Statistical Package for the Social Sciences (SPSS) to generate accurate descriptive and inferential results aligned with the research objectives. Furthermore, to ensure academic integrity, the final manuscript underwent anti-plagiarism checking using reliable detection software. All phases of the study—from proposal development, instrument construction and validation, data collection, statistical analysis, to final report writing—were carried out in accordance with the Gantt chart, ensuring methodological rigor and credibility of findings.

2.7 Data Analysis Techniques

The data gathered in this study were analyzed using both descriptive and inferential statistical tools appropriate to each research objective. Frequency counts and percentages were utilized to describe the respondents' demographic and employment profiles, while weighted mean and ranking were employed to assess the extent of the effects of part-time employment and the challenges encountered. Academic performance was analyzed using mean, frequency, percentage, and standard deviation to provide a comprehensive view of students' achievement and variability. Inferential statistics, including independent samples t-test and one-way ANOVA, were used to determine significant differences in perceived effects when grouped according to profile variables. Furthermore, Pearson's r correlation coefficient was applied to examine the relationship between the perceived effects of part-time employment and academic performance. These statistical methods ensured systematic analysis, objective interpretation, and reliable validation of the study's findings.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

The frequency and percentage distribution of the respondents present a clear profile of senior high school students engaged in part-time employment. All respondents (100%) were aged 17–18, indicating a homogeneous group of late-adolescent learners. In terms of sex, the majority were female (64.5%), while 35.5% were male. The respondents were almost equally distributed between Grade 11 (49.9%) and Grade 12 (50.1%), ensuring balanced representation. Regarding working hours, most students rendered 11–20 hours per week (29.8%), followed by 21–30 hours (28.4%), while smaller groups worked 1–10 hours (21.8%) and more than 30 hours (20.1%). In terms of job type, online/freelance work (22.6%) and household assistance (21.5%) were most common, followed by service crew (16.6%), sales/promotion (14.6%), market vending (13.5%), and family business assistance (11.2%). As to weekly income, the largest group earned Php 1,001–Php 1,500 (31.2%), followed by Php 501–Php 1,000 (25.2%), above Php 1,500 (23.8%), and below Php 500 (19.8%). Overall, the respondents were predominantly female, equally distributed across grade levels, engaged in moderate working hours,

and earning modest income, with a preference for flexible job types—providing a strong contextual basis for analyzing the academic effects and challenges of part-time employment.

Table 1.

Profile of the Respondents in Terms of Selected Variables

Age	f	%	Rank
15-16 years old	-	-	
17-18 years old	349	100	
19-20 years old	-	-	
21 and above	-	-	
Total	349	100	
Sex			
Male	124	35.5	2
Female	225	64.5	1
Total	349	100	
Grade Level			
Grade 11	174	49.9	2
Grade 12	175	50.1	1
Total	349	100	
Number of Working Hours per Week			
1 -10 hours	76	21.8	3
11-20 hours	104	29.8	1
21-30 hours	99	28.4	2
More than 30 hours	70	20.1	4
Total	349	100	
Nature of Part-time Job			
Service Crew	58	16.6	3
Online/Freelance Work	79	22.6	1
Sales/Promotion	51	14.6	4
Household Assistance	75	21.5	2
Market Vendor	47	13.5	5
Family Business Assistance	39	11.2	6
Total	349	100	
Weekly Income			
Below Php500	69	19.8	4
Php 501- Php 1,000	88	25.2	2
Php 1,001 – Php 1,500	109	31.2	1
Above Php 1,500	83	23.8	3
Total	349	100	

3.2 Extent of Effects of Part-time Job on the Performance of Senior High School Students as Perceived by Themselves With Respect to the Different Aspects

The table shows it obtained a composite weighted mean of 3.88 verbally interpreted as high extent. First in rank is time management with weighted mean of 3.90 interpreted as high extent, second in rank is learning outcomes with weighted mean of 3.89 interpreted as high extent, third in rank is task accomplishment with weighted mean of 3.88 interpreted as high extent, and last in rank is class engagement with overall weighted means of 3.86 interpreted as high extent. These findings imply that part-time employment exerts a broad and interconnected influence on students' academic functioning. The prominence of time management as the highest-ranked aspect suggests that the strain of balancing dual roles serves as the foundational challenge that subsequently influences engagement, task completion, and learning outcomes. When students struggle to allocate time effectively, cascading effects may occur, including rushed outputs, fluctuating grades, and reduced attentiveness in class. Therefore, schools must adopt holistic and coordinated support systems that address time management skills while simultaneously strengthening academic monitoring and learner support mechanisms. Without integrated interventions, the cumulative high-level impact across all aspects may increase students' vulnerability to academic stress, inconsistent performance, and potential burnout. In the long term, unmanaged dual-role strain may also affect students' motivation and persistence in completing their educational goals. Hence, proactive institutional strategies are essential to sustain both academic achievement and the overall well-being of working learners.

This interpretation is supported by recent research indicating that adolescent employment exerts broad academic consequences, particularly when work hours intensify. For instance, Staff et al. (2022) found that increased work intensity among secondary school students is associated with challenges in time management, reduced academic engagement, and variability in academic performance. Their findings suggest that employment-related demands create competing role pressures that simultaneously affect multiple domains of academic functioning. Thus, the high composite mean and consistent ratings across aspects in the present study align with contemporary evidence that part-time employment has interconnected and wide-ranging effects on students' academic experiences. Moreover, as work responsibilities increase, students may experience cumulative strain that gradually weakens both their cognitive engagement and academic consistency. This multidimensional impact reinforces the notion that employment during adolescence influences not only isolated academic tasks but the overall learning process. Consequently, sustained work intensity without adequate support may heighten the risk of long-term academic disengagement.

Table 2.

Extent of Effects of Part-time Job on the Performance of Senior High School Students as Perceived by Themselves With Respect to the Different Aspects

Aspects	Overall $\bar{W}\bar{X}$	Verbal Interpretation	Rank
Class Engagement	3.86	High Extent	4
Time Management	3.90	High Extent	1
Task Accomplishment	3.88	High Extent	3
Learning Outcomes	3.89	High Extent	2
Composite $\bar{W}\bar{X}$	3.88	High Extent	

3.3 Significant Difference on the Extent of Effects of Part-time Job of Senior High School Students as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile.

The table presents the results of the F-test, which indicate that there are no statistically significant differences in the extent of the effects of part-time employment on senior high school students' academic performance when grouped according to sex, grade level, nature of part-time job, number of working hours per week, and weekly income, as all p-values exceeded the 0.05 level of significance. This led to the acceptance of the null hypothesis across all variables, suggesting that students' perceptions of how part-time work affects their class engagement, time management, task accomplishment, and learning outcomes are consistent regardless of their demographic or employment profiles. These findings imply that the academic effects of part-time employment are broadly experienced among working students rather than being limited to specific subgroups, highlighting the need for inclusive and comprehensive school-based interventions such as academic monitoring, time-management training, and counseling services. Moreover, the results align with existing literature, such as Wang, Henry, and Del Toro (2021), which emphasizes that the academic impact of student employment is more strongly influenced by workload demands and role conflict than by demographic differences, reinforcing the idea that support mechanisms should address the general work-study balance of all student-workers.

Table 3.

Result of the F-test in the Significant Difference on the Extent of Effects of Part-time Job of Senior High School Students as Perceived by Themselves With Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Class Engagement	There are fewer than two groups for dependent variable class engagement. No statistics are computed			
Time Management				
Task Accomplishment				
Learning Outcomes				
Sex				
Class Engagement	.359	.550	Accepted	Not Significant
Time Management	.038	.845	Accepted	Not Significant
Task Accomplishment	.302	.583	Accepted	Not Significant
Learning Outcomes	.130	.719	Accepted	Not Significant
Grade Level				
Class Engagement	.006	.937	Accepted	Not Significant
Time Management	1.201	.274	Accepted	Not Significant
Task Accomplishment	.157	.692	Accepted	Not Significant
Learning Outcomes	.422	.516	Accepted	Not Significant

Nature of Part-time Job				
Class Engagement	.245	.942	Accepted	Not Significant
Time Management	.676	.642	Accepted	Not Significant
Task Accomplishment	.292	.918	Accepted	Not Significant
Learning Outcomes	.453	.811	Accepted	Not Significant
Number of working hours per week				
Class Engagement	.266	.850	Accepted	Not Significant
Time Management	.575	.632	Accepted	Not Significant
Task Accomplishment	.256	.857	Accepted	Not Significant
Learning Outcomes	.574	.632	Accepted	Not Significant
Weekly Income				
Class Engagement	.211	.889	Accepted	Not Significant
Time Management	.494	.687	Accepted	Not Significant
Task Accomplishment	.292	.831	Accepted	Not Significant
Learning Outcomes	.361	.781	Accepted	Not Significant

3.4 Level of Academic Performance of Senior High School Students Engaged in Part-time Jobs Revealed by Their Average Grades in the First and Second Quarters

The results show that the majority of respondents achieved Very Satisfactory to Outstanding academic performance in both grading periods, with 39.0% obtaining Outstanding grades (90 and above) and 48.4% (first quarter) and 44.7% (second quarter) falling within the Very Satisfactory range. The computed mean scores of 88.90 and 88.66 further confirm a consistently high level of achievement despite students' engagement in part-time employment. Although there was a slight increase in the proportion of students in the Satisfactory category and a minimal decrease in the second quarter mean, overall performance remained stable, with low standard deviations indicating consistency among respondents. These findings suggest that part-time employment does not necessarily result in academic decline, but rather highlights the role of balance and effective coping strategies in managing dual responsibilities. Consequently, schools are encouraged to implement supportive interventions such as time-management training, academic mentoring, and monitoring systems to sustain student performance. This result aligns with studies like Ramos and Lee (2022), which emphasize that academic outcomes among working students depend largely on manageable work hours and self-regulation, reinforcing that employment and academic success can coexist when properly balanced.

Table 4.

Level of Academic Performance of Senior High School Students Engaged in Part-time Jobs Revealed by Their Average Grades in the First and Second Quarters

Grade	Descriptors	First Quarter Grades		Second Quarter Grades	
		f	%	f	%
90 and above	Outstanding	136	39.0	136	39.0
85-89	Very Satisfactory	169	48.4	156	44.7
80-84	Satisfactory	44	12.6	57	16.3
75-79	Fairly Satisfactory	-	-	-	-
70-74	Did Not Meet Expectations	-	-	-	-
Total		349	100	349	100
Highest		95		95	
Lowest		83		82	
Mean		88.90		88.66	
Std. Deviation		3.291		4.050	

3.5. Significant Relationship between the Perceived Extent of Effects of Part-time Job and their level of Academic Performance

The results indicate that there is no significant relationship between class engagement ($r = .002$, $p = .974$), time management ($r = .012$, $p = .820$), task accomplishment ($r = .008$, $p = .881$), and learning outcomes ($r = .002$, $p = .970$) and students' average grades. Since all p-values are greater than the 0.05 level of significance, the null hypothesis was accepted in all cases. These findings suggest that although students perceive part-time employment as having a high extent of effect on various academic aspects, such perceived effects do not statistically translate into measurable differences in their academic performance as reflected in their grades. In other words, students' academic averages remain relatively stable regardless of their perceived academic strain from employment. This result is consistent with recent research indicating that

the relationship between adolescent employment and academic achievement is not always directly negative or statistically significant. For example, Wang, Henry, and Del Toro (2021) found that while working students often report increased fatigue and school–work conflict, these perceptions do not necessarily predict lower grade point averages, particularly when work hours are moderate. Their study suggests that students may develop adaptive coping strategies that buffer the potential adverse effects of employment on academic outcomes. This aligns with the present findings, where perceived high effects across academic aspects did not significantly correlate with actual academic performance. The implications of these findings highlight the importance of distinguishing between perceived academic strain and objective academic outcomes. Although students report high levels of impact in areas such as engagement and time management, their grades remain unaffected at a statistically significant level. This suggests that working students may possess resilience or compensatory strategies that enable them to maintain academic standards despite challenges. It is possible that students adjust their study habits, intensify effort during critical academic periods, or prioritize major requirements to offset the constraints imposed by employment.

Table 5.

Significant Relationship between the Perceived Extent of Effects of Part-time Job and their level of Academic Performance

	r-values	p-value	Ho	VI
Class Engagement	.002	.974	Accepted	Not Significant
Time Management	.012	.820	Accepted	Not Significant
Task Accomplishment	.008	.881	Accepted	Not Significant
Learning Outcomes	.002	.970	Accepted	Not Significant

3.6. Extent of the Challenges Encountered by the Senior High School Students

The findings reveal that Senior High School students engaged in part-time employment face considerable challenges, as indicated by an overall weighted mean of 3.67 (Highly Encountered), demonstrating that work-related difficulties are consistently experienced. The most prominent issue, lack of sufficient rest or sleep (WM = 4.03), highlights sleep deprivation as the primary concern, suggesting that students often sacrifice rest to meet both academic and work demands, which may impair concentration, comprehension, and overall cognitive functioning. Although stress from balancing responsibilities ranked lowest (WM = 3.51), it still falls within the Highly Encountered category, indicating that both physical and psychological strains are prevalent, with physical exhaustion perceived more intensely. These results emphasize the need for institutional and psychosocial support systems, such as wellness programs, flexible academic accommodations, and stress management initiatives, to help students maintain balance. Strengthening collaboration among schools, parents, and employers is also essential to regulate work schedules and ensure adequate rest. The findings align with existing literature, including the Job Demands–Resources framework of Bakker and Demerouti (2022) and studies by Short and Weber (2021), which highlight how excessive demands and insufficient recovery contribute to fatigue, stress, and reduced well-being, potentially leading to burnout and decreased academic engagement over time.

Table 6.

Extent of the Challenges Encountered by the Senior High School Students

<i>Challenges Encountered Because of my part-time job, I...</i>	W $\bar{X}$	Verbal Interpretation	Rank
1. experience physical exhaustion due to work and school demands.	3.52	Highly Encountered	9
2. feel stressed balancing my responsibilities as a student and a worker.	3.51	Highly Encountered	10
3. lack sufficient rest or sleep.	4.03	Highly Encountered	1
4. face difficulties managing overlapping commitments.	3.79	Highly Encountered	2
5. sometimes experience burnout.	3.55	Highly Encountered	7
6. encounter financial pressure to continue working.	3.67	Highly Encountered	5
7. limit my social interactions.	3.54	Highly Encountered	8
8. have a less time with my family	3.69	Highly Encountered	4
9. experience emotional stress from customer or workplace issues.	3.74	Highly Encountered	3
10. have a conflict between class schedules and work shifts pose challenges.	3.64	Highly Encountered	6
Overall W$\bar{X}$	3.67	Highly Encountered	

4. Conclusion & Recommendations

The study concludes that the effects of part-time employment on senior high school students' academic performance are not significantly influenced by their demographic or work-related profiles, including sex, age, grade level, nature of job, working hours, and weekly income. This indicates that the perceived impact of part-time work on class engagement, time management, task accomplishment, and learning outcomes is consistently experienced across different groups of working students. Furthermore, the findings reveal that there is no significant relationship between the extent of these perceived effects and the students' actual academic performance. Despite experiencing challenges associated with balancing work and school responsibilities, students were still able to maintain satisfactory to high levels of academic achievement, suggesting effective coping mechanisms and adaptability.

In light of these conclusions, the study recommends the development of comprehensive and inclusive support systems for working students. Schools are encouraged to implement structured time-management programs, wellness initiatives, and academic monitoring strategies, while teachers may adopt flexible instructional approaches to accommodate student-workers. Guidance counselors should strengthen support services focusing on stress management and resilience-building, and collaboration among parents, schools, and employers is essential to ensure balanced schedules and adequate rest. Additionally, future research may consider longitudinal approaches and explore variables such as motivation, resilience, and coping strategies to gain deeper insights into how working students sustain academic performance despite ongoing challenges.

Compliance with ethical standards

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