

CHALLENGES ENCOUNTERED AMONG WORKING STUDENTS AND ITS RELATION TO ACADEMIC PERFORMANCE OF BSED 3RD YEAR IN SOCIAL STUDIES

ABSTRACT

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This study aims to determine the relationship between challenges encountered by working students and their academic performance in the third-year Bachelor of Secondary Education Social Studies program. It examines specific challenges—such as time management, attendance, performance tasks, and use of the Learning Management System for analysis, application, exploration, evaluation, assignments, and major exams—and highlights the need for institutional guidance to support students facing these obstacles. This study employs a quantitative correlational design using a structured survey questionnaire administered to 31 purposively sampled third-year BSED Social Studies students who engage in paid work. Data were analyzed through frequency distributions, percentages, weighted means, Pearson's product-moment correlation coefficient, a four-point Likert scale, and ranking procedures to assess the strength and direction of relationships between challenges and academic performance. Findings indicated that most respondents, aged 19 to 21 and from low-income families, struggled with time management and attendance due to work commitments. Respondents remained resilient, actively engaging in performance tasks, Learning Management System activities, and major examinations. Final exam scores in SSM-9 World History 2 varied, with a score of 35 achieved by 16 percent of students. Moderate performance was prevalent, reflecting diverse achievement levels. A strong positive correlation (Pearson $r = 0.90$) was found between the extent of challenges encountered and academic performance, suggesting that navigating increased challenges contributed to the development of skills that enhanced students' capacity to balance work and academic responsibilities. The study highlighted significant challenges faced by third-year BSED Social Studies working students and emphasized the need for institutional support. Recommendations included offering flexible scheduling, providing online learning options, and delivering time management workshops to help students balance work and academic demands. Such measures were found to foster improved responsibility management, leading to enhanced educational outcomes and personal growth.

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