

COPING STRATEGIES OF BSHM WORKING STUDENTS IN MANAGING ACADEMIC DEMANDS

ABSTRACT

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Bachelor of Science in Hospitality Management (BSHM) students complete academic requirements and industry-aligned practical training. These demands may be more challenging for students who work part-time or full-time while studying. Balancing academic and employment responsibilities requires coping strategies that support performance, well-being, and personal development. This study examined how working BSHM students managed academic demands while fulfilling employment obligations. The study used a descriptive research design. Data were collected through a survey questionnaire covering time management, goal setting, support systems, stress management, study techniques, financial management, and self-discipline. Respondents were working BSHM students enrolled during the academic year. Frequency counts, percentages, and thematic categorization were used to identify common coping mechanisms and response patterns. Time management emerged as a commonly reported coping strategy. Students described organizing schedules and prioritizing urgent tasks to balance responsibilities. Support was obtained from family members, friends, faculty members, and employers. Reported stress-management practices included relaxation, adequate rest, healthy eating, and short breaks. Active reading and reviewing materials during work breaks helped students use limited study time. Financial management and self-discipline were also described as reducing education-related difficulties. The findings indicate that working BSHM students used planning, prioritization, social support, stress management, study techniques, financial responsibility, and self-discipline to manage academic and employment responsibilities. Institutions may support these students through flexible, accessible, and academically appropriate assistance. The descriptive findings should not be interpreted as evidence that the reported strategies significantly caused academic success.

RECOMMENDED CITATION

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