

Challenges Encountered by Biñan City Senior High School – San Antonio Campus
Working Students Under the New Normal: An Input to an Intervention Program



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ABSTRACT

The already implemented K-12 program, specifically the addition of grades 11 and 12, existing together with the onset of COVID-19 and its restrictions has led hard-stricken learners to work while attending school with the former being prioritized. This action research used qualitative research method, specifically phenomenological research design in which, the researchers, identified probable intervention programs rooting from the lived experiences of select working students of Biñan City Senior High School – San Antonio Campus. After careful evaluation, following are the probable interventions that may serve as an input to an alternative program, 1) manned-school supply pantry; 2) counseling on topics, such as, time management, coping mechanism, and moral support; 3) constant communication between parents, learners, and teachers; and 4) extension of consideration in the submission of modules and activities.

Keywords: Phenomenological, School Supply Pantry, Counseling, Communication, Consideration

INTRODUCTION

The K-12 Basic Education Program is the product of Republic Act No. 10533 otherwise known as the Enhanced Basic Education Program of 2013 stipulating that one must complete Kindergarten, 6 years in elementary, 4 years in junior high school, and 2 more years in the senior high school. Relative to this is the surfacing of concerns

and apprehensions of parents and learners on the years that the latter have to spend on studying than getting a work in an earlier time. Complicating this is the onset of the COVID-19 pandemic disturbing more the daily lives of the people where education is seemed to be hard-stricken the most. In DepEd schools, learners whose family belong the marginalized sector makes up the highest percentage of enrollees every year.

Consecutively, this leads to having some of the learners, in able to sustain the demand of their schooling and personal needs, resorts to applying for a part-time job. This creates a division between learner's priorities and focus. A pitfall to every learner who might be more inclined to working than studying to rather provide more support to their needs and their family. The Biñan City Senior High School – San Antonio Campus has seen this trend since the beginning of the implementation of Distance Modular Learning that the school has adopted in response to Department of Education's actions to help meet the educational needs of our learner's despite the health crisis. Nevertheless, due to the sudden shift and lacking of related studies and experience on its implementation, many learners, as well as teachers of BCSHS-SAC, struggle on meeting the demands of schooling. Hence, the increase in the number of learners who no longer participate in school and/or whose 1st quarter grades in school year 2021-2022 falls under the bracket grades of 75-79 making them likely to be listed on those who are at risk.

This study seeks to obtain the lived experiences of working-students where the researcher will investigate through the use of the central question, how do these learners experience the challenges in managing both their schooling and work under the new normal. The findings on this study, after an extensive assessment and evaluation, will and/ or may be used as an input to an alternative program in guiding the learners without sacrificing either their schooling and work.

METHODOLOGY

The study aimed to identify a number of inputs that may be of used as a basis for an alternative program in helping the learners needs while being true to the implementation of the Biñan City Senior High School – San Antonio Campus' Learning Continuity Plan in relation to Department of Education's statement that learning must continue despite the status quo and in

relation to DepEd Memorandum No. 58, s. 2020 otherwise known as Orientation for Regional and Schools Division Offices on Mental Health and Psychosocial Support Services in the Time of COVID-19 for Learners and DepEd Personnel, Recognizing the Promotion and Protection of the Mental Health and General Welfare of Learners and Personnel in the time of COVID-19 Pandemic

This study utilized qualitative method research design, specifically, phenomenological research design to identify the lived experiences of the participants of a concept or a phenomenon. To gather pertinent data and attain the objectives of the study, the researchers employed purposeful sampling, selecting learners who performed poorly whose 1st quarter grades fall in the bracket grades of 75 – 79 and are categorized as learners at risk while being found self-supporting or are working students.

The researchers employed non-standardized interview questionnaire which were done in three possible ways: 1) face-to-face; 2) telephone call; and 3) through social media messaging application, messenger whereas both telephone call and messenger are used only if the first one is not possible due to Inter-Agency Task Force regulations.

The primary source of data was the participant's lived experiences while field notes, journals, online articles, online videos, and visitations done in the course of this study served as the secondary data.

After retrieving all the data, the researchers organized, tabulated, color-coded, analyzed, and interpreted the data. Thematic analysis, specifically, descriptive coding aided by Academia were used. With coding in analyzing the participant's responses, common themes are quantified in the participant's language. From these, conclusion and generalization were formulated.

To adhere with the ethical considerations and standard, all participants were informed of the study. Matters about the data Privacy were elaborated and clarified

with proper adherence to RA 10173, also known as the Data Privacy Act of 2012.

RESULTS

After a detailed examination of the significant statements and the entirety of the verbatim transcriptions, five themes were generated:

GENERATED THEME	THEME DESCRIPTION
Personal and School Needs	These refer to the allowances, family support, school materials needed for submitting their outputs, and other things as needed.
Consideration	This term refers to extended time allotment for working students to submit their outputs so they could continue working while studying.
Time Management	This term refers to task scheduling or managing time to balance work time and study time.
Self-Satisfaction	This term refers to perseverance in working hard and studying hard despite physical exhaustion and health challenges. Positive outlook in life and self-worth are also included here.
Moral Support	This term refers to the feedback the respondents received from their parents or guardian.

Figure 1 presents the themes generated after thematic and color coding analysis with descriptions referring to the representations of the themes.

Theme 1. Personal and School Needs

Personal and school needs refers to the allowances, family support, school materials needed for submitting their outputs, and other things as needed. The participant's answers were categorized as *basic and academic needs*. Four of the participants said that the main reason for them working while studying is for them to support their needs personally and in school. While all five of the participants stated that they are working to help with the needs of their household and provide sustenance to their parents.

Theme 2. Consideration

Consideration refers to the extended time allotment for working students to submit their output so they could continue working while studying. The respondent's answers were categorized as *extended submission time, positivity and perseverance*. Three of the participants mentioned that what they practice doing is time management to meet the given deadline while two claimed that they are asking their teachers to provide an extension for them to be able to comply with subject requirements.

Theme 3. Time Management

This theme refers to task scheduling or managing time to balance work time and study time. When a student enters the world of work, there will be new priorities that a person will have, and because of that, the allotment of time for each of them will be divided into a shorter span. Three of the participants admitted that they always having difficulties and are getting negative effects of it. While three of them as well are having difficulty in managing their time between work and studies.

Theme 4. Self-Satisfaction

Self-satisfaction refers to perseverance in working hard and studying hard despite physical exhaustion and health challenges. Positive outlook in life and self-worth are also included here. Having enough perseverance and positivity in one persons outlook in life may be their burning fuel to continue despite physical exhaustion and health challenges. All of the participants have claimed that despite the challenge, they felt rewarded and good that may be a product of self-worth.

Theme 5. Moral Support

Moral support refers to the feedback the respondents receive from their parents and/or guardian. Human are considered affectionate animals. Every human being requires affection to suffice their social and physical needs whoever and whatever they may be. This is apparent to three of the participants who receive affection through motivation from their parents and or guardian.

DISCUSSION

The salient findings of the study are as follows:

In the light of interview transcripts pertaining to the challenges encountered by BCSHS-San Antonio Campus working students under the new normal, the participants have given their contribution in the identification of lived experiences that may serve inputs for an alternative program to be specifically made for them. Among these lived experiences include: 1) participants are working to provide themselves their personal and school needs leading to the first input of offering or initiating a school supply pantry that may give aid and lessen what has to be bought by the working students. 2) request for consideration in terms of extending submission deadlines which may leads to the creation of a system that teachers may have or may use within the institution to identify whose students are requiring special attention and consideration.

3) Time management as well has a large impact in the lives of these working students. Existing together with moral support and satisfaction that may all be addressed by providing a more structured planned, and personalized guidance counseling or the creation of a support system between learners, parents, and teachers aside from parent-teacher association.

With the applicable intervention, measures and more experiences of a larger sample population may help identify more gaps not mentioned in this study. Internal and external stakeholders may be of a help in determining more the needs of the learners for a more concrete and meaningful education since the COVID-19 virus are still at large and may affect educational institutions.

ACKNOWLEDGEMENT

The researcher would like to express her deepest appreciation and gratitude to the following persons for their invaluable contributions which led to the completion of this study:

Biñan City Senior High School – San Antonio Campus Research Coordinator, Ma'am Lehlit E. De Castro, who patiently gave their guidance and encouragements throughout the completion of this research.

To Ma'am Jie Ann B. Otilla and Ma'am Lyndjoy O. Martin, who exerted their effort to validate and improve this action research.

Finally, to Ma'am Maricel G. Garcia and sir Lean Dennis Roldan for reviewing the draft and offering useful advice, as well as with Ma'am Liane D. Castillo who deserve an equal thanks.

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