

# SCHOLARLY ATTAINMENT OF UNDERAGE STUDENTS ENGAGED IN PART-TIME WORK AT CAMP VICENTE LIM INTEGRATED SCHOOL

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## ABSTRACT

*In the Philippines, many underage students engage in part-time work to meet personal needs and gain financial independence while continuing their education. This study examined the scholarly attainment of underage students engaged in part-time work at Camp Vicente Lim Integrated School. The study employed a descriptive correlational design to explore the relationship between part-time work involvement and students' scholarly attainment. Data were gathered from one hundred (100) Grade 7-12 students who are engaged in part-time work using a purposive sampling technique during the academic year. A semi-structured questionnaire was used as the primary data-gathering instrument. The study aimed to determine the extent to which factors such as task performance, class participation, academic standing, and Quarter 1 grades influence underage students' engagement in part-time work and their scholarly attainment. Furthermore, the study determined whether a significant relationship exists between part-time job involvement and scholarly attainment and identified possible support strategies that schools and families may implement to help underage students balance work and academic responsibilities.*

**KEYWORDS:** *part-time work, scholarly attainment, underage students, descriptive correlational design, work and academic responsibilities*

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## **I. INTRODUCTION**

In the Philippines, Republic Act No. 9251, which amends the "Special Protection of Children Against Child Abuse, Exploitation, and Discrimination Act," safeguards underage students engaged in work by setting clear rules and limitations to protect their health, safety, and education. The law generally prohibits the employment of children under 15 years old, except in limited cases, such as work under the sole responsibility of their parents or participation in public entertainment with the Department of Labor and Employment (DOLE) approval. It also restricts the number of working hours, no more than 4 hours a day and 20 hours a week for those under 15, and 8 hours a day and 40 hours a week for those aged 15 to 18, while banning night work. Most importantly, the law requires employers to ensure that working children have access to formal or non-formal education so that their schooling is not compromised by their employment.

Part-time work refers to a type of employment in which a person works fewer hours than a full-time job, typically less than 30 to 35 hours per week. It often involves flexible or limited schedules, such as working after school, on weekends, or during holidays. For students, part-time work is usually taken to earn money, gain experience, or help support their families. The global issue of underage students engaging in part-time work lies in its negative impact on scholarly attainment, as it often leads to reduced study time, stress, and lower achievement. Studies by McJames et al. (2024) and Garcia-Vargas et al. (2016) showed that excessive work hours are linked to slower academic progress and higher failure rates. This trend contributes to global educational inequality and weakens the future skilled workforce.

In recent years, the increasing number of underage students engaging in part-time work has raised concerns about its impact on their scholarly attainment, both globally and locally. In the Philippines, this issue is particularly evident among high school students, many of whom

come from low-income families and are compelled to work to meet their daily needs. While part-time work can offer valuable life skills and financial assistance, it often disrupts students' academic routines and contributes to lower scholarly attainment. Valdez et al. (2019) found that students who work more than 20 hours per week tend to have lower academic performance, with an average grade of 83.76 compared to 86.99 among non-working peers. This decline is attributed to time constraints, fatigue, and limited focus on academic responsibilities. Similarly, De Guzman et al. (2017) observed that working students face high levels of stress, poor time management, and reduced study time, all of which negatively affect their academic engagement. These findings highlight the urgent need to examine and address the local implications of student employment, especially as it continues to affect educational outcomes and long-term opportunities for Filipino youth.

### **Statement of the Problem**

This research investigated the impact of part-time employment on the scholarly attainment of underage students. It analyzed the potential correlation between student work commitments and scholarly performance, with a particular focus on how employment may enhance or hinder academic outcomes. By examining this relationship, the study seeks to identify key factors influencing the educational attainment of students balancing school responsibilities with part-time work.

Specifically, it sought to answer the following:

1. To what extent do the following factors influence underage students' decision to engage in part-time work in terms of:
  - 1.1 Task Performance, and
  - 1.2 Class Participation?
2. How does the presence of a part-time job influence scholarly attainment among underage students in terms of:
  - 2.1 Quarter 1 grades, and
  - 2.2 Academic standing?
3. Is there a significant relationship between part-time job involvement and scholarly attainment?
4. Based on the findings, what support strategies can schools or families implement to help underage students manage the demands of work and academics?

### **Scope and Limitation**

This study examined the scholarly attainment of underage students engaged in part-time work at Camp Vicente Lim Integrated School, focusing on Grades 7–12 learners below 18 years of age who balance academic responsibilities with employment. It aimed to determine the effects of part-time work on their scholarly attainment, as reflected in their overall academic averages,



and to explore their experiences in managing both school and work demands. The study was conducted during the 2025–2026 school year, with data collected through survey questionnaires administered to the identified respondents.

## **II. METHODOLOGY**

This section presents the research design, population and sampling, research instrument, and statistical treatment of data of the study

### **Research Design**

This research employed a descriptive-correlational design to establish the degree of association or correlation between variables. It reflects the strengthening relationship between underage students' part-time work engagement and their scholarly attainment. This design is appropriate because it describes the status of the two variables and then assesses if an existing statistical relationship exists between them. The researchers primarily focus on characterizing the relationship rather than demonstrating a causal relationship.

### **Population and Sampling**

The population of this study consisted of high school students aged 17 and below at Camp Vicente Lim Integrated School who are engaged in part-time work. The researchers used a non-probability sampling method, specifically purposive sampling, to select participants who met the needed criteria for the study. The target respondents include both male and female respondents from the school. This method ensured that the participants were suitable to answer the research questions on part-time employment and students' scholarly attainment.

### **Research Instrument**

This study utilized a semi-structured questionnaire to gather data on part-time work and scholarly attainment, developed in alignment with the study's problem statement. Part I adopted an existing questionnaire to collect respondents' background information. Part II drew from secondary sources, specifically respondents' Quarter I grades and academic standing, obtained in accordance with DepEd Order No. 36, s. 2016–2017 to ensure data accuracy and consistency. The instrument comprised two main sections: (1) factors affecting scholarly attainment: task performance and class participation, and (2) grades and academic standing, measuring the influence of part-time employment. Responses were measured using a 5-point Likert scale. The questionnaire was administered manually through printed copies to eligible participants, allowing direct engagement and immediate clarification.

### Statistical Treatment of Data

The relationship between part-time work and scholarly attainment was analyzed using the weighted mean and the t-test. The weighted mean was employed to assess students' scholarly attainment while engaged in part-time work, as it accounts for the varying importance of responses and provides a more accurate measure of central tendency than the simple mean (Taylor, 2024). The independent samples t-test was used to determine whether a statistically significant difference existed in scholarly attainment between working and non-working students, thereby testing the study's hypothesis on group differences and identifying whether observed differences reflected true population effects.

### III. RESULT

This part presents the statistical data and its corresponding analysis and interpretation of the study.

**Table 1. Task Performance**

| Task Performance | Weighted Mean | Interpretation |
|------------------|---------------|----------------|
| 1                | 3.00          | Neutral        |
| 2                | 3.59          | Agree          |
| 3                | 3.53          | Agree          |
| 4                | 3.95          | Agree          |
| 5                | 4.09          | Agree          |
| 6                | 3.41          | Neutral        |
| 7                | 3.70          | Agree          |
| 8                | 3.73          | Agree          |
| 9                | 4.07          | Agree          |
| 10               | 3.93          | Agree          |
| Composite Mean   | 3.70          | Agree          |

The results show that respondents generally agreed that certain factors influenced their decision to seek part-time work, with a composite mean of 3.70. While some factors strongly influenced them, others received a neutral response. According to Neyt et al. (2017), working while studying can negatively affect academic performance, especially when students work many hours, but flexible schedules can help reduce these effects.



**Table 2. Class Participation**

| Class Participation | Weighted Mean | Interpretation |
|---------------------|---------------|----------------|
| 1                   | 3.87          | Agree          |
| 2                   | 3.66          | Agree          |
| 3                   | 3.95          | Agree          |
| 4                   | 3.82          | Agree          |
| 5                   | 3.81          | Agree          |
| 6                   | 3.57          | Agree          |
| 7                   | 3.65          | Agree          |
| 8                   | 3.97          | Agree          |
| 9                   | 3.77          | Agree          |
| 10                  | 3.84          | Agree          |
| Composite Mean      | 3.79          | Agree          |

The results present that respondents agreed that certain factors related to class participation influence their decision to engage in part-time work, with a composite mean of 3.79. Both the highest- and lowest-weighted means are interpreted as “Agree,” indicating consistent responses. According to Greene et al. (2015; 2017), spending more time working may reduce the time students have for their academic studies.

**Table 3. Quarter 1 Grades**

| Grade    | Frequency | Percent |
|----------|-----------|---------|
| 75 below | 0         | 0       |
| 75-79    | 7         | 7       |
| 80-84    | 21        | 21      |
| 85-89    | 48        | 48      |
| 90-100   | 24        | 24      |
| Total    | 100       | 100     |

Most respondents, 48%, fall into the “Very Satisfactory” grade category, indicating that many working students are still able to maintain good academic performance. None of the respondents have grades of 75 and below. Overall, the results suggested that students who work part-time can still perform well in school. However, Kroupova (2021) explained that working while studying may have a slightly negative effect on academic performance, though the impact is usually small and depends on the student’s situation.

**Table 4. Academic Standing**

| Standing         | Frequency | Percent |
|------------------|-----------|---------|
| None             | 76        | 76      |
| With Honors      | 23        | 23      |
| With High Honors | 1         | 1       |
| Total            | 100       | 100     |

Based on Table 4, 76% of respondents have no academic standing, while only 1% have high academic standing, indicating that few working students achieve top academic performance. This suggests that balancing work and school can make it challenging to achieve high grades. Staff et al. (2022) supported this, noting that students working over 20 hours per week often perform worse academically. Even students motivated to work long hours can face similar difficulties, highlighting that both time management and commitment to school affect academic outcomes.

**Table 5. Relationship Between Part-Time Work Involvement and Scholarly Attainment**

| Class Participation<br>VS | Rho-value   | p-value     | Interpretation         |
|---------------------------|-------------|-------------|------------------------|
| Quarter 1 Grade           | <b>.097</b> | <b>.339</b> | <b>Not Significant</b> |
| Academic Standing         | <b>.063</b> | <b>.536</b> | <b>Not Significant</b> |

The results indicate **no significant relationship** between class participation and both quarter 1 grades ( $\rho = 0.097$ ,  $p = 0.339$ ) and academic standing ( $\rho = 0.063$ ,  $p = 0.536$ ). Hurdhaugheh (2015) noted that working while studying is a common factor in student dropouts, with full-time working students less likely to complete their programs than those working part-time or not at all. According to Kroupova (2021), ignoring factors such as motivation and socioeconomic status can overstate the negative effects of work, suggesting that the impact of working on learning depends on individual circumstances and study habits.

#### IV. DISCUSSION

Based on the findings of the study, it can be concluded that the respondents were underage students engaged in part-time work, representing the total sample population of the research. The results showed that the respondents generally agreed that factors related to task performance and class participation influenced their decision to engage in part-time employment, as indicated by composite mean scores interpreted as “Agree.” Among these factors, task performance obtained the highest weighted mean, suggesting that students consider work-related responsibilities as a significant factor in deciding to work while studying.



Despite their employment, most respondents demonstrated very satisfactory academic performance, with the majority obtaining average grades and having no academic standing issues. However, only a small number of working students achieved high academic standing, indicating that balancing part-time work with academic excellence remains challenging for underage students.

Furthermore, correlation analysis revealed no significant relationship between part-time work involvement, specifically task performance and class participation, and students' grades and academic standing. Overall, the findings suggest that although various factors influence underage students' engagement in part-time work, such involvement does not significantly affect their scholarly attainment.

### **Recommendations**

Based on the findings of the study, several recommendations are proposed to better support underage students engaged in part-time work. Teachers are encouraged to promote effective time management strategies to help students balance academic responsibilities and employment demands. Strengthening school-based support systems is also recommended to assist working students in maintaining their scholarly attainment. Schools may develop policies and programs, such as symposiums, that acknowledge the circumstances of working students and ensure that their educational progress is not adversely affected.

Furthermore, providing guidance services and academic assistance can further help students cope with academic and work-related responsibilities, while flexible arrangements in academic requirements may be considered to accommodate their needs. To deepen understanding of the impact of part-time employment on underage learners, future studies may explore additional variables such as work hours, job type, and long-term academic outcomes.

Likewise, basic skills training and task orientation programs are recommended to enhance students' task performance and confidence in part-time work. Flexible participation options, including online discussions or alternative learning activities, may help working students remain actively engaged in class. Continuous academic support initiatives, such as mentoring, tutoring, and regular academic monitoring, should be established to sustain scholarly attainment. Lastly, enrichment and honors-support programs specifically designed for working students, such as flexible access to advanced courses, scholarship guidance, and sustained academic mentoring, are encouraged to promote academic excellence despite employment commitments.

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