

ABSTRACT

The study aimed to determine how the challenges of BEEd students' affect their academic performance in Pilar, Capiz. A validated and reliability tested questionnaire, and statistical analyses, including mean, standard deviation, and Chi-square test, were used to analyze the data. The findings reveal that 9% of the respondents were working students, mainly between the ages 21 and 23, female, fourth-year students. All having a part-time job as helpers in private or public individuals. Most of the working students came from families earning P5,000 or less per month. As for non-working students comprised the majority of respondents and shared similar demographic characteristics to working students, including age, gender, year level, and family income. Both working and non-working students performed satisfactorily in their academic performance. On the other hand, more working students achieved outstanding grades compared to non-working students. However, non-working students outnumbered working students in achieving satisfactory grades. Both working and non-working students "commonly" faced emotional and personal challenges. Furthermore, "occasionally", working students also experienced social and financial challenges, while non-working students experienced social and financial challenges commonly. There is no statistically significant association between students' employment status whether working or non-working and their academic performance. Both groups performed equally in academics. The data gathered revealed that there is no significant difference on the challenges of non-working and working students. Future research may explore challenges on both working and non-working BEEd students' academic performance and investigate potential interventions such as providing access to counseling, workshops on stress management and financial literacy to support students facing these challenges.

Keywords: BEEd students, academic performance, challenges

