

Demographic Profile and the Academic Performance of BSAIS Working Students: Basis to Foundations of Best Practices of Working Student

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Abstract

This study examined the relationship between demographic profile and the academic performance of Bachelor of Science in Accounting Information System (BSAIS) working students at Laguna University. Using a descriptive correlational design, the researchers analyzed whether age, sex, year level, birth order, marital status, family income, employment status, and nature of work were associated with General Weighted Average (GWA), class participation, involvement in co-curricular activities, and assessment tasks. A structured questionnaire was administered to 40 working BSAIS students selected through convenience sampling. The results showed a generally high level of academic performance, with an overall mean of 3.63. Assessment tasks had the highest mean (3.90), followed by class participation (3.53) and involvement in co-curricular activities (3.47). Chi-square results showed that age had a significant relationship with all academic performance indicators, while marital status was significant only for involvement in co-curricular activities. Other demographic variables were not statistically significant. These findings suggest that working students can sustain strong academic engagement when they develop time-management skills and receive institutional support. The study recommends maintaining flexible and responsive support systems for working students.

Keywords: working students, Academic Performance, BSAIS students, demographic profile, higher education, student engagement, time management, best practices for working students, institutional support, employment status

1. Introduction

Balancing employment and higher education remains a major issue for college students, especially for those enrolled in programs with demanding academic requirements such as BSAIS. Recent studies on working students show that the dual role of employee and learner can affect participation, task completion, and academic focus, particularly when students have limited time and financial pressure (Cruz, 2024; Amor et al., 2020).

Academic performance is also shaped by the way students engage with class activities and opportunities outside the classroom. Class participation supports deeper learning, while co-curricular activities help develop leadership, teamwork, and personal growth (Arthur, 2020; Abella et al., 2024). At the same time, demographic conditions such as marital status and family obligations may affect how students allocate time and energy to school demands (Al-Kahtani & Al-Kahtani, 2021).

This study is anchored in Self-Determination Theory, which explains that students are more likely to perform well when autonomy, competence, and relatedness are supported in their learning environment (Ryan & Deci, 2020). In the context of working students, flexible learning arrangements and institutional accommodations can help sustain motivation and persistence (Commission on Higher Education, 2023). The study therefore aimed to determine the relationship between demographic profile and academic performance among BSAIS working students and to use the findings as a basis for best practices for working students.

2. Methodology

The study used a descriptive-correlational quantitative design to describe the respondents' profile and test its relationship with academic performance. This design was appropriate because it allowed the researchers to summarize existing conditions and examine associations among variables without manipulating the study setting (Saunders et al., 2022).

The respondents were 40 working BSAIS students from Laguna University during the first semester of Academic Year 2025–2026. Convenience sampling was applied because the respondents were selected based on accessibility and willingness to participate, which is appropriate in student-centered studies with practical time and access limits (Etikan & Bala, 2023).

The instrument was a structured questionnaire with 17 items covering demographic profile, academic performance indicators, and work-related conditions. Academic performance was examined through GWA, class participation, involvement in co-curricular activities, and assessment tasks. Frequencies and percentages were used for demographic profiling, means and standard deviations were used for performance levels, and the chi-square test of independence was used to test relationships. Informed consent, confidentiality, and voluntary participation were observed throughout the data-gathering process.

3. Results and Discussion

The respondents were mostly 21–23 years old, male, single, and fourth-year BSAIS students. Most were working in service- and freelance-related jobs and belonged to households with low to lower-middle family income. This profile shows that working students in the program typically manage academic responsibilities while dealing with the demands of early adult work and family realities.

Table 1 summarizes the level of academic performance. The overall mean of 3.63 indicates a high level of academic engagement among the respondents. Assessment tasks obtained the highest mean (3.90), which suggests that working students prioritize outputs that directly affect grades. This pattern is consistent with findings that working students tend to build resilience and discipline to meet academic deadlines despite time pressure (Chen et al., 2023).

Table 1. Summary of the Level of Academic Performance

Activities	Mean	SD	Verbal Interpretation
Class Participation	3.53	1.16	High
Involvement in Co-curricular Activities	3.47	1.27	High
Assessment Tasks	3.90	1.05	High
Overall Mean	3.63	1.16	High

*4.21–5.00 Very High, 3.41–4.20 High, 2.61–3.40 Average, 1.81–2.60 Low, 1.00–1.80 Very Low

Class participation (3.53) and involvement in co-curricular activities (3.47) were also high, although slightly lower than assessment tasks. This suggests that students tend to focus first on essential course requirements, then on activities that demand more presence and coordination. Skills learned from work, such as responsibility, communication, and organization, may also help students stay engaged in class and projects (Castro & Villanueva, 2022).

Table 2 presents the chi-square test results for the relationship between demographic profile and academic performance. Age was significantly associated with GWA, class participation, involvement in co-curricular activities, and assessment tasks. Marital status was significant only for involvement in cocurricular activities. Sex, year level, birth order, family income, employment status, and nature of work did not show statistically significant relationships with the academic indicators measured.

Table 2. Relationship Between the Demographic Profile and the Academic Performance of BSAIS Working

Students

Demographic Profile	Academic Performance			
	GWA	Class Participation in Academic Activities	Involvement in Co-curricular Activities	Assessment Tasks
Age	χ^2 -stat 19.711 p-value 0.020 Significant	χ^2 -stat 74.402 p-value 0.004 Significant	χ^2 -stat 66.372 p-value 0.010 Significant	χ^2 -stat 60.361 p-value 0.016 Significant
Sex	χ^2 -stat 6.002 p-value 0.112 Not Significant	χ^2 -stat 11.281 p-value 0.732 Not Significant	χ^2 -stat 16.665 p-value 0.274 Not Significant	χ^2 -stat 15.615 p-value 0.271 Not Significant
Year Level	χ^2 -stat 8.306 p-value 0.217 Not Significant	χ^2 -stat 31.074 p-value 0.412 Not Significant	χ^2 -stat 23.428 p-value 0.711 Not Significant	χ^2 -stat 22.861 p-value 0.641 Not Significant
Birth Order	χ^2 -stat 9.680 p-value 0.377 Not Significant	χ^2 -stat 39.123 p-value 0.718 Not Significant	χ^2 -stat 31.501 p-value 0.882 Not Significant	χ^2 -stat 30.440 p-value 0.835 Not Significant
Marital Status	χ^2 -stat 4.103 p-value 0.251 Not Significant	χ^2 -stat 4.835 p-value 0.993 Not Significant	χ^2 -stat 40.000 p-value 0.000 Significant	χ^2 -stat 7.179 p-value 0.893 Not Significant
Family Income	χ^2 -stat 9.201 p-value 0.419 Not Significant	χ^2 -stat 47.570 p-value 0.368 Not Significant	χ^2 -stat 33.812 p-value 0.812 Not Significant	χ^2 -stat 37.791 p-value 0.525 Not Significant
Employment Status	χ^2 -stat 1.740 p-value 0.628 Not Significant	χ^2 -stat 23.806 p-value 0.068 Not Significant	χ^2 -stat 17.334 p-value 0.239 Not Significant	χ^2 -stat 14.385 p-value 0.347 Not Significant
Nature of Work	χ^2 -stat 8.717 p-value 0.464 Not Significant	χ^2 -stat 51.609 p-value 0.231 Not Significant	χ^2 -stat 57.682 p-value 0.054 Not Significant	χ^2 -stat 43.802 p-value 0.275 Not Significant

*p-value < 0.05, significant

The results indicate that academic success among BSAIS working students depends less on fixed background traits and more on how students manage their responsibilities. The significance of age may reflect maturity, self-discipline, and better adaptation to school-work balance, while the significance of marital status in co-curricular involvement suggests that family obligations can limit participation in activities outside core coursework. These findings support the need for flexible and responsive support systems for employed learners.

4. Conclusion

The study concludes that BSAIS working students at Laguna University generally maintain high academic engagement despite the demands of employment. Assessment tasks are the strongest area of performance, while class participation and co-curricular involvement remain high but more sensitive to time and scheduling demands. Among the demographic variables examined, age is the only factor significantly related to all academic performance indicators, while marital status is significant only in cocurricular involvement. The findings support the continued development of best practices for working students, particularly flexible schedules, counseling, and work-study support mechanisms that help students sustain both academic performance and employment commitments.

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