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Research Article

Lived-Experiences and Intelligence Scores of Working Students in Bachelor of Science in Medical Laboratory Science Program at University of Mindanao

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ABSTRACT

This study assesses lived experiences and measures working students' intelligence scores enrolled in Bachelor of Science in Medical Laboratory Science Program at the University of Mindanao last 1st semester, S.Y. 2022-2023. This study employs a mixed-method approach, specifically a concurrent triangulation strategy of quantitative and qualitative analysis. Further, this study used a survey questionnaire to get quantitative data and conducted in-depth interviews to get qualitative data. Based on the quantitative result, participants have high intelligence scores, and it is oftentimes manifested. On the other hand, qualitative results showed these dominant themes: exploring beyond limits, providing own needs and the needs of the family, working while studying is not for everyone, and taste the bitterness of reality. The qualitative themes suggesting challenges and realities faced by working students may influence their intelligence scores, with those experiencing greater adversity potentially demonstrating lower scores due to increased stress and distraction. The research implication of this study underscores the importance of recognizing the multifaceted challenges faced by working students and their potential impact on academic performance, specifically intelligence scores.

Keywords: *Academic performance, Bachelor of Science in Medical Laboratory Science, Intelligence scores, Lived experiences, Working students*

Introduction

Some university students consider working while studying. One of the reasons why they do so is poverty. Parents of these students are incapable enough to send their children to school (Majumdar & Chatterjee, 2020). Despite the want to see their children succeed and rise from this dilemma, they cannot suffice one of the fundamental rights of their children due to high study costs, decreasing scholarships, low family income, and not to mention the high prices of essential commodities, such as food, shelter, clothes, and other basic needs to survive. With this notion, children still look for

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ways to enroll themselves, making their current life status not a reason for them to be academically delayed or not send themselves to school (Chiang, Arendt, & Sapp, 2020).

Companies opened opportunities for people who wanted to work while studying. These jobs declared time options conducive for these students to balance study while working. There are jobs offered both day-time and night-time schedules.

Between both, a night-time schedule of duty is preferable, for it cannot overlap the day-time schedule made by academic institutions, thus assuring focus on work and studies(Taylor, Snyder, & Lin, 2020).

Although time schedules are convenient, and the opportunity to send themselves to school through the salary to pay for their education, the emergence of disadvantages is still possible. Working while studying makes some students need help managing their time. In school, it is a usual practice that professors should teach both theories and practical demonstrations necessary to prepare these students for the real world of their chosen profession. Further, for these professors to assess their academic performance quantitatively, both lecture and practical skills assessment tools are vital to be utilized and must be understood by the students. Therefore, time is one of the demands of academic institutions to allow these students to immerse themselves fully and to be more equipped holistically. On the other, their job also requires time from them. For these jobs to sustain, they hire people to accommodate the workforce needed to run their business. Further, they also aimed for elite people to serve their company for better sustenance and remarkable output. With this notion, working students indeed experienced difficulty in balancing their time and being consistent in acquiring academic achievements (Tetteh & Attiogbe, 2019).

Meanwhile, health status is of great concern to these students. Due to time constraints, most of them experience sleep deprivation. Sleep is necessary for a well-being of an individual. Aside from refreshing and recharging their body, sleeping is also a great contributor to decreasing oxidative stress. Oxidative stress plays a role in developing various conditions, including cancer, Alzheimer's disease, Parkinson's disease, diabetes, cardiovascular diseases, inflammatory disorders, chronic fatigue syndrome, and asthma(Carney, McNEISH, & McCOLL, 2005).

Moreover, studying while working simultaneously makes these students inattentive to class discussions or work protocols. This may lead to low grades and inefficiency in the workplace. In addition, obtaining low grades and being reprimanded for not working well will lead to mental health imbalance. The main reason why a student considers working is that pursuing a career with flying colors as financial means will be fine. However, due to the unfortunate consequences, either or both of these priorities will be compromised (Pedrelli, Nyer, Yeung, Zulauf, & Wilens, 2015).

Both government and private sectors pushed mandates to address this problem. In our status quo, scholarship grants were available. This will help these students set aside work and focus on studying alone. However, not all aiming for this opportunity were blessed to be granted. Most of these scholarships do tedious screening processes or even require stellar documents that make other individuals need help accomplishing these all (Apgar & Cadmus, 2021). Also, though academic institutions pursue programs that can uplift the students' mental health issues through counseling, not all working students are fully catered to since, in the end, it is their right to decide whether to be counseled. Thus, their sentiments will not be acknowledged (Lemieux, Moles, Brown, & Borskey, 2020). Lastly, only a few studies correlate working students' corresponding intelligence scores. This should be considered to formulate the proper intervention for them (Orak et al., 2016).

Despite these premises, some students found it as an opportunity for them to hone their personal development. Schools may render different activities to prepare these people for what the outside world could offer, yet, it is way too far if students could try the fundamental nature of a workplace, such as how to deal with subordinates, how to work under pressure, how to learn new skills and be more holistically able, and financially literate. These are some advantages working students can get

from this experience (Creed, French, & Hood, 2015).

Human Development Index (Ul Haq, 1995) considered poverty as one of the factors hindering development. According to such index, poverty is measured as a capability failure in diverse aspects. Further, one of the significant development issues is poverty, along with inequality, environmental decay, population growth, and rural stagnation. According to the theory of Neoclassical Counterrevolution (Coccia, 2019), lack of incentives, inefficiency, and corruption are significant roots of societal underdevelopment. Furthermore, as reflected in the poverty cycle/trap (Ang, 2018), a country with low income expects a low level of education and healthcare. If education and healthcare are no longer a priority, expect a low level of human capital, which is the primary source of the workforce; and if such is depleted, expect low productivity in industrial jobs, which, in turn, is less attractive among foreign investors.

On the other hand, according to Development Theory (Corbridge, 2002), there is evidence of development in a particular country once there is an existence of improved education, along with constant food dissemination, availability of shelter, maximization of the health care system, and assurance for security and safety. Establishing economic, political, and social systems improve the education as well as living, income, and jobs by making conducive conditions for development, thus promoting human respect and dignity. In addition, education is part of the indices under human development, along with the Gross National Income Index, Life Expectancy Index, and Human Poverty Index, which highlights information such as mean years of schooling, expected years of schooling, and knowledge. Also, social indicators are one of the indicators for development. Under this, education and literacy have been taken into account. Moreover, Amartya Sen, a prominent philosopher on the definition of development, argued that economic development is not the end itself. Nevertheless, it should be about freedom and a well-enhanced life. This principle is garnered from Human Development Index. Human Development Index considers knowledge as one of the realms of development. Such an element measures the weighted average of literacy among adults and school enrollment rate.

Moreover, one of the critical elements of Successful Intelligence Theory (Sternberg, 1999) states that success is grasped through a balance between analytical, creative, and practical abilities. Analytical intelligence is the capacity measured by traditional tests of abilities. It is where one can solve problems and give verdicts to ensure quality ideas. Life's success, however, does not require this ability alone. Success intelligence theory considers all three bits of intelligence crucial for success in life. Creative intelligence, on the other hand, is a tool for formulating novel solutions to specific problems. This alone is never enough to have a successful life. The person who lives in a dream world without knowing how to rationalize may stay as is. Practical intelligence is necessary to utilize ideas and analysis in everyday life efficiently. Sometimes, success will only be conquered once that individual produces new novel ideas, works out these ideas in an actual setup, and persuades other people of their necessity. Creativity must also be disseminated through practical resourcefulness and abstract thinking skills.

Through this study, the researcher will be able to measure their level of intelligence, considering their analysis, creativity, and practices. Using mixed-methods research, precisely the triangulation approach, we can assess if there is a connection between their experiences and their level of intelligence.

The primary objective of this study is to assess the lived experiences of the participants and if there is a difference between the level of intelligence scores in regard to sociodemographic profiles. Further, this study explored the relationship between lived experiences and intelligence scores of the respondents. Specifically, this study aims to answer the following questions:

1. What is the sociodemographic profile of the participants in terms of:
   1.1. Sex;
   1.2. Age;
   1.3. Course;
   1.4. Number of family members;

1.5. Employment status of Father;
1.6. Employment status of Mother;
1.7. Family income (monthly);
1.8. Working hours (per day);
1.9. School hours (per day);
2.0. Enrolled units;
2.1. Average grade; and
2.2. Nature of work.

2. What is the level of analytic intelligence of the participants?
3. What is the level of creative intelligence of the participants?
4. What is the level of practical intelligence of the participants?
5. Is there a significant difference between the level of intelligence scores in regard to the sociodemographic profiles of the participants?
6. Identify the research participants' perceptions of studying while working at the following levels:
   1.1. Experiences;
   1.2. Challenges;
   1.3. Coping Mechanisms; and
   1.4. Insights and Realizations.
7. Based on the study's findings, what intervention program should be implemented?

Methods

This study employs a mixed-method approach, specifically a concurrent triangulation strategy of quantitative and qualitative analysis. According to Creswell (2009), this method employs different quantitative and qualitative methods to compensate for the weaknesses of one method with the strengths of the other. The researcher collects both quantitative and qualitative data simultaneously, and the mixing of this approach happens in the interpretation or discussion section, where the data is merged, compared, and integrated with the result of the two databases side by side in a discussion. The participants for this study were working students who were also enrolled at a university in Davao City last 1st semester, academic year 2022-2023. The outcome is of great help for the academic institution to establish an intervention program for these students to be well-considered.

Phase one of this design starts with a quantitative approach. This study utilized a questionnaire to identify the sociodemographic profile of the participants as well as 15 items to measure analytic intelligence, creative intelligence, and practical intelligence using a Likert scale with five parameters. The sociodemographic profiles identified were: Sex, Age, Course, Number of family members, Employment status of Father, Employment status of Mother, Family income (monthly), Working hours (per day), School hours (per day), Enrolled units, Average grade, and Nature of work. On the other hand, the 15-item statements to measure participant's intelligence score was adopted by Randall S. Hansen, Ph.D., which he aligned with the Theory of Successful Intelligence by Robert Sternberg to measure the three aspects of intelligence, which are: analytic intelligence, creative intelligence, and practical intelligence. In addition, the researcher tallied the response under the sociodemographic profile of the participants to reflect both absolute and relative values. On the other hand, the researcher used the corresponding mean range to assess, describe, and interpret the data analysis under the measurement of intelligence scores.

Range of Means	Description	Interpretation
4.21 – 5.00	Very High	Participants' intelligence is always manifested
3.41 – 4.20	High	Participants' intelligence is oftentimes manifested
2.61 – 3.40	Moderate	Participants' intelligence is sometimes manifested
1.81 – 2.60	Low	Participants' intelligence is rarely manifested
1.00 – 1.80	Very Low	Participants' intelligence is never manifested

This study utilized frequency, percent (%), mean, standard deviation, and independent sample t-test.

Frequency and Percent (%). These statistical tools are necessary to count absolutely and relatively the different sociodemographic profiles of the participants.

Mean and Standard Deviation. These statistical tools are necessary to get the raw data's average value and evaluate the data's dispersion from the mean. This is applicable to measure the intelligence scores of the participants.

Independent Sample t-test. This type of inferential statistical tool is necessary to assess if there is a significant difference between two independent variables. In this study, the researcher wanted to assess if there is a significant difference between the intelligence scores of the participants in regard to their sociodemographic profile.

Phase two of this design is the collection of qualitative approaches supported by quantitative data. The in-depth interview (IDI) data were categorized into themes and tallied based on content similarity for easy data analysis and interpretation.

Phase three of this research design was the integration of quantitative and qualitative databases. This approach is usually found in an interpretation or discussion section, involving merging the data or integrating or comparing the results of two databases in a discussion. The mixed-methods discussion presents quantitative statistical findings followed by qualitative quotes that confirm or refute the quantitative findings.

Informed consent

Before participating, the participants were requested to read and understand the *Introduction and the Consent Form*. Once the participants indicated their willingness to participate in the study, they were requested to sign the Consent Form in hard copy.

To elicit the participation of individuals, the interviewer needed to go through the process of orienting them on the nature of the study and its objectives using the *Introduction and the Consent Form.* Consent Forms were signed after the participants fully understood the study and their contributions and agreed to participate. Moreover, participants were reminded that they could withdraw their participation at any given time, as stated in the *Consent Form*.

Confidentiality and Anonymity of Participants

Participant documents were coded to ensure anonymity. The first few pages that contained personally identifiable information (PII) (like full name and signature) were detached from the main questionnaire or interview guide. The researcher kept the two files—the preliminary page with the participant details and the accomplished interview guides and field notes. All these documents were safely kept in the file cabinet. The researcher audio recorded and took photographs during the IDI only after the participant agreed and signed the Consent Form.

Result and Discussion

Table 1. The sociodemographic profile of the participants

Sociodemographic Profile		Frequency	Percent (%)	Sociodemographic Profile		Frequency	Percent (%)
Sex	*Male*	8	26.67	Family Income (monthly)	*≤ 26000Php*	19	63.3
	Female	22	73.3		*≥ 27000Php*	11	36.67
Age	*≤ 21*	19	63.3	Working Hours (per day)	*≤ 6 hours*	11	36.67
	≥ 22	11	36.67		*≥ 7 hours*	19	63.3
Course	*Non-Medical*	18	60	School Hours (per day)	*≤ 5 hours*	20	66.67
	Medical	12	40		*≥ 6 hours*	10	33.33
No. of Family Members	*≤ 5*	15	50	Enrolled units	*≤ 23 units*	7	23.33
	≥ 6	15	50		*≥ 24 units*	23	76.67
Employment Status (Father)	*Unemployed*	10	33.33	Average Grade	*≤ 87*	15	50
	Employed	20	66.67		*≥ 88*	15	50
Employment Status (Mother)	*Unemployed*	13	43.33	Nature of Work	*Home-based*	10	33.33
	Employed	17	56.67		*Establishment*	20	66.67

N= 30

Table 1 shows the sociodemographic profiles of the participants. These are the presentation of their corresponding sex, age, course, number of family members, employment status of the father, employment status of the mother, family monthly income, working hours per day, school hours per day, number of enrolled units, average grade, and nature of work.

Table 2. The level of Intelligence scores of the participants

Aspects of Intelligence	Mean	SD	Description
Analytical Intelligence	3.85	0.93935	High
Creative Intelligence	3.88	0.80201	High
Practical Intelligence	3.82	0.98356	High

Table 2 shows the level of intelligence scores of the participants. There are three aspects of intelligence presented. The analytical intelligence got a mean of 3.85 with a standard deviation value of 0.93935 which is described as high. Also, creative intelligence got a mean of 3.88 with a standard deviation of 0.80201 which is described as high. At the same time, practical intelligence got a mean of 3.82 with a standard deviation of 0.98356 which is described as high.

Table 3. The significance of the difference between sociodemographic profiles to intelligence scores

Dependent Variable	Sociodemographic Profile		Levene's Test for Equality of Variances		t-test for Equality of Means					Remarks
			F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Intelligence Score	Sex	MALE FEMALE	0.073	0.79	-0.082	28	0.935	-0.01288	0.15636	Not significant
	Age	≤ 21 ≥ 22	3.248	0.082	0.541	28	0.593	0.07719	0.14276	Not significant
	Course	NON-MEDICAL MEDICAL	0.56	0.461	0.988	28	0.332	0.13704	0.13877	Not significant
	No. Family Memebers	≤ 5 ≥ 6	2.235	0.146	-0.913	28	0.369	-0.12444	0.1363	Not significant
	Employment Status (Father)	UNEMPLOYED EMPLOYED	3.939	0.057	0.684	28	0.499	0.09472	0.1384	Not significant
	Employment Status (Mother)	UNEMPLOYED EMPLOYED	3.939	0.057	0.684	28	0.499	0.09472	0.1384	Not significant
	Family Income (Monthly)	≤ 26000Php ≥ 27000Php	3.972	0.056	0.609	28	0.548	0.08676	0.14257	Not significant
	Working Hours (daily)	≤ 6 HOURS ≥ 7 HOURS	1.125	0.298	1.228	28	0.23	0.17161	0.13979	Not significant
	School Hours (daily)	≤ 5 HOURS ≥ 6 HOURS	1.264	0.27	1.361	28	0.184	0.19333	0.14208	Not significant
	Enrolled Units	≤ 23 UNITS ≥ 24 UNITS	0.016	0.899	-1.26	28	0.218	-0.20041	0.15906	Not significant
	Average Grade	≤ 87 ≥ 88	0.118	0.734	-0.322	28	0.75	-0.04444	0.13805	Not significant
	Nature of Work	HOME-BASED ESTABLISHMENT	0.012	0.914	-0.571	28	0.572	-0.08333	0.14585	Not significant

Table 3 shows the significance of the difference between sociodemographic profiles to intelligence scores. It is presented that sociodemographic profiles such as sex, age, course, number of family members, employment status of the father, employment status of the mother, family monthly income, working hours per day, school hours per day, number of enrolled units, average grade, and nature of work have no significant difference on their level of intelligence scores with a p-value of >0.05, thus accepting the null hypothesis while rejecting the alternative hypothesis. This result showed no difference in the level of intelligence scores of the participants regardless of their sociodemographic profile.

Table 4. Perceptions of the participants on working while studying

Essential themes	Significant codes
Explore beyond limits	• Becoming more independent • Earning through salary • Learn how to manage time • Adaptable in any given situation • Self-growth • Learn how to handle finances • Associate with other people
Providing own needs and needs of family	• Burden • Demanding • Negative experiences • Problems • Exert more effort • Pressure • A lot of bills to pay • Feed people • Scolded
Working while studying is not for everyone	• Grinding time to study • Cannot get enough sleep • Missed some of the activities • Bombarded with pending tasks • Barely get good grades • Challenging • Difficult
Taste the bitterness of reality	• Becoming ill • Emotionally, mentally, and physically challenged • Stress • Destroying one's self • Do not have time for yourself • Demotivated • Shaken

Explore beyond limits. This theme pertains to the synthesized sets of reasons shared by the participants when probed by the researcher as to how the participants found working while studying an opportunity for them to hone themselves positively. Based on the significant codes from this data analysis, the participants opened up about positive development. These emerged from the testimonies of the following:

Participant 1:

"So, of course, the salary compensation for my work. My friends also agree that I am well compensated. The work I am doing right now is my field, it is my field, and it is where I can excel the most because this is I am the best at writing. Through this job, I allowed myself to express myself not just by words but also by ideas and imagination, and I allowed people to understand what I wanted to share with them. I see that as a positive thing when I am working."

Participant 2:

"I was able to improve my time management skills because it is challenging to balance things like the two things which are very impactful in my life. I am well compensated with my job. In my present company, it helps me to clear my mind because they allow me to pick what they will do on the day off. They would understand their employees because they know some were also studying. Also, the positive experience will be helping out the family because it motivates me to help them."

Participant 3:

"It tends to help me to explore beyond my limits. I cannot just be as is or stagnant; I can be more than being in the present. I am also grateful for those experiences because they broaden my perspective on life. After all, at the age of 17, I am working and working and working and being fully independent. So, from that certain age, I am mature enough to think of solutions to certain problems, especially financially. So I learned how to look for positive ways, tend to

look for a job, and be more open and able to socialize with other people."

Participant 4:

Aside from money or salary, one thing that positively impacts who I am right now is how I associate myself with people; I was able to explore everything. I was able to improve my speaking skills. One positive way is to associate with people, improve my speaking skills, and provide for myself."

Providing for own needs and the needs of the family. This theme also belongs to the participant's experiences in sustaining their personal needs and the needs of their family. These are the following testimonies:

Participant 1.

"Of course, I have work in order to support myself as well as provide for, a little bit of compensation from my family as well, because there are times, ah, you know, things get rough but, yes, that is it, ahh, it can be challenging sometimes, but I can also get a motivational factor."

Participant 2.

"Studying while working is quite difficult because you need to manage both times, need, so you need much time for both factors since this time, as we all know, we have come from COVID 19 pandemic, our parents lose their businesses or lose jobs, and in this time, especially for me, who has three siblings, it is quite difficult for my mom to support us four siblings at once, as the eldest sibling in the family, it is not a burden, but it is a factor for me to motivate myself to go to work and you know, help my parents because she is our mother and at the same time father in the house."

Participant 3.

"I am feeding not just five persons but ten persons. I am feeding ten people. Moreover, at the same time, not just feeding them with groceries and food; I am also providing the bills, electricity, and allowances for my two other siblings because I am the one who sent them to school. Moreover, I provided for the maintenance of my grandmother and grandfather; that is one of the negative experiences that I have encountered."

Participant 4.

"It got me thinking twice that if I proceed with this program, will I be able to get this type of compensation I have right now? My 2-week basic salary would be a month's salary for this program right now, and it gets me thinking, so what is the point of studying already? I am already earning like I reached that point in my life."

Working while studying is only for some. This theme results from participants' testimonies regarding their perceptions of working while studying. These are the following testimonies:

Participant 1.

When I was still a full-time student, I focused on my academics. I can do well in school and perform great. However, the moment I started to work, my focus and balance with my attention between work and school was divided. As a result, this led to me acquiring lower grades than usual, and I was barely passing my studies."

Participant 2.

"Physical and mental, because working while studying is hard, and the stress accumulates from both areas is sometimes hard to manage. So, there are times that I do not have time for myself to clear my mind and clear my thoughts. There are pending tasks to do with studies there are pending tasks with work as well. Stress, sleep deprivation, and sometimes it is tough to manage both times."

Participant 3.

"Sleep deprivation, stress, and even fatigue undeniably affect my studies. These factors drastically influenced my focus, wherein I would unintentionally be very absent-minded during lectures or even doze off in class. I cannot absorb or digest information because my brain needs a break."

Participant 4.

"Working full-time exhausts me beyond words. I feel so demotivated to make requirements and to study. I only finished my tasks to get it done and for compliance."

Taste the bitterness of reality. Likewise, the theme emerged from the testimonies of the participants, which brought core ideas regarding immersing oneself in reality. These core ideas are from the testimonies, which are shown below:

Participant 1.

"Working while studying can be a reason for the development of an illness. Sometimes I need to remember to eat or even, in general, take care of my body and health. This, in return, has a detrimental effect on my overall well-being and could lead to illnesses. Of course, working while studying is not all glamour and sparkles. Working while studying could also induce stress and other detrimental factors such as fatigue, overwork, and other conditions that are bad for your health and overall well-being."

Participant 2.

"I think it would be the pressure to perform well in both fields because a part of me wants to live up to other people's expectations. I need to manage stress well; otherwise, I will get crazy. I need to avoid wasting my time (it feels like I do not have the privilege to have fun or let myself enjoy "young adult" things) and to be flexible with any changes in my schedule."

Participant 3.

"I could not get enough sleep, rest, and time for myself, and it will become a factor in developing some illnesses like fever and body fatigue."

Participant 4.

"Emotional burden is always the killer. Physical exhaustion will disappear once enough rest is given, but emotional distress will take time to be healed."

Table 5. Data Integration of the Salient Quantitative and Qualitative Findings

RESEARCH AREA	QUANTITATIVE RESULT			QUALITATIVE RESULT	NATURE OF INTEGRATION
	Result	Description	Interpretation		
Analytical Intelligence	Mean of 3.85 with SD value of 0.93935	High	Participants' intelligence score is oftentimes manifested	Participants explored beyond their limits, discovering what more they could offer, thus making them intelligent; however, due to a responsibilities in providing for themselves and for their family, which led them concluding that working while studying is not for everyone and accepting the taste of the bitterness of reality, they just manifest such intelligence oftentimes	Merge-Convergent
Creative Intelligence	Mean of 3.88 with SD value of 0.80201				
Practical Intelligence	Mean of 3.82 with SD value of 0.98356				

Table 5 reveals the integration of data extracted from the quantitative and qualitative findings, allowing us to measure the participants' analytical, creative, and practical intelligence. By implementing an in-depth interview, the researcher elicited testimonies that allowed them to determine factors affecting their intelligence level. Corresponding themes were formulated to cluster the testimonies, and finally, the nature of data integration enhanced the credibility between these two sets of data—the quantitative and qualitative were connected.

Level of Intelligence Scores. Table 5 shows the quantitative results from the three aspects of intelligence. Analytical Intelligence has a mean score of 3.85 with an S.D. value of 0.93935 which describes as high. This indicates that participants' analytical intelligence is oftentimes manifested.

Also, creative intelligence has a mean score of 3.88 with an S.D. value of 0.80201 which describes as high. This indicates that participants' creative intelligence is oftentimes manifested. On the other hand, practical intelligence has a mean score of 3.82 with an S.D. value of 0.98356 which describes as high. This indicates that participants' practical intelligence is oftentimes manifested.

Conclusion

Overall assessment of participants' intelligence score is high, which means they manifest such intelligence. This is incongruent with the participants' claim that working while studying will make them explore beyond their limits. Exploring more about themselves made them more independent, financially literate, adaptable, seeking self-growth, sociable, and can learn how to manage their time. The convergence of such results was highly supported by the Theory of Successful Intelligence (Sternberg, 1999). According to the theory, an individual is intelligently successful if such an individual is willing to experience circumstances where self-development is a key player. On that note, such an individual can solve problems independently, consider novel solutions for assuring corrections, and efficiently utilize them daily.

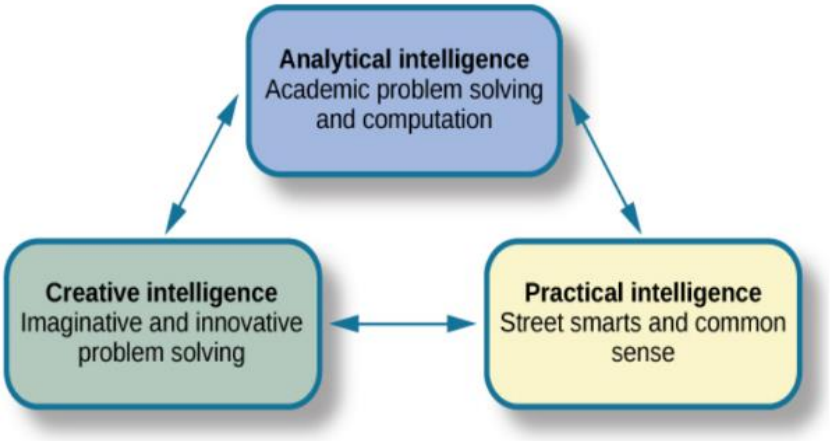

Figure 2. Three Aspects of Successful Intelligence

However, results showed that this intelligence that the participants pursue has not always manifested. This is because participants identified factors where they could not fully exercise their right to education due to the responsibilities that initially should not be rendered by them. This is all because of the poverty that the family experience, where parents do not have the capacity to send their children to school. In return, these children considered working while studying to sustain their needs as they reach their goals in life. This is in accordance with the idea presented by the Human Development Index (Ul Haq, 1995), which considers poverty as one of the factors hindering development. This is also supported by the theory of Neoclassical Counterrevolution (Coccia, 2019); lack of incentives, inefficiency, and corruption are significant roots of societal underdevelopment. Furthermore, the poverty cycle trap (Ang, 2018) is an excellent model to reflect the importance of education in a well-developed nation.

Figure 3. The Poverty Cycle

Moreover, qualitative results showed that providing for themselves and for their families is one of the factors why intelligence is just oftentimes manifested. In the study (Tetteh & Attiogbe, 2019), working students have to also render financial support to their families apart from supporting themselves in their studies. This notion is valued more when the participants claim that it is indeed a burden on their part when the demand for support is vital, thus leading them to exert more effort because of the pressure to help for paying the bills, feed people, and sometimes be scolded if support is not enough.

Furthermore, participants claimed that working while studying is not for everyone. Based on their perceptions, grinding time to study because of insufficient sleep is one of the challenges they experience since they have to attend school and work. With this matter, missed school activities are possible, and being bombarded with pending tasks is evident. This led them to not have good grades, thus difficult to accept. This is well-supported by the study of (Pedrelli, Nyer, Yeung, Zulauf, & Wilens, 2015), where having low grades could affect students' mental health. Despite giving their best, it is still not enough due to the heavy priorities that they have in their lives.

Meanwhile, the qualitative results showed that participants declared that they "taste the bitterness of reality." This is further clarified by them when they became ill due to emotional, mental, and physical challenges. At the same time, stress destroys them, and they do not have time to recharge and refresh. From time to time, they felt demotivated and truly shaken by their situation. This is also explained further by (Creed, French, & Hood, 2015). According to their study, personal development is vital to making people surpass the challenges they encounter for a better and healthy life.

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