International Journal of Multidisciplinary Research and Growth Evaluation.

Dual Roles: Academic Performance of College Students Working as ESL Teachers

Baby Mary S Villaver [1*], **Joshua C Beldeniza** [2], **Ma Angel V Delos Reyes** [3], **Peter Ephraim A Dy** [4], **Adrian A Maratas** [5], **Angelito B Cabanilla Jr** [6]

[1-6] College of Teacher Education, Cebu Normal University, Philippines

* Corresponding Author: **Baby Mary S Villaver**

Article Info

Abstract

This explanatory sequential mixed-method research design aimed to examine the academic performance and lived experiences of college students at a well-known state university in Cebu City who work as ESL (English as a Second Language) teachers while pursuing their studies. Thirty students who work part-time as ESL teachers were randomly selected from the university. Data were gathered using an online questionnaire that three experts validated. Descriptive statistics and thematic analysis were used to analyze the data. The results show that the respondents generally agree that working as ESL teachers affects their academic performance and study habits, and they also face agreeable levels of challenges. However, they strongly agree that ESL teaching helps them develop effective routines and habits, highlights the need for support, and contributes significantly to their personal and professional growth.It is recommended that schools and ESL companies provide flexible schedules, time management training, and mental health support to help student-teachers maintain balance.

1. Introduction

According to the ESL Teacher EDU website [2025], an English as a Second Language (ESL) teacher is "a vital educator who helps non-native English speakers master the language, opening doors to academic success, career opportunities, and social integration". Many college students today take part-time jobs to finance their studies, and at Cebu Universities, some choose ESL teaching because it allows them to utilize what they learned in class while earning an income. Sumalinog [2018] [41] noted that ESL teachers found exciting parts of the experience which include meeting people from other countries, experiencing a multicultural teaching-learning process, being able to apply learnings in school and boosting confidence. However, despite the increasing literature on this topic, there remains a significant research gap regarding the specific experiences of Filipino college students balancing academic commitments with work responsibilities [Pineda, Calfoforo, & Javier, 2025] [33]. Mendoza *et al*. [2024] also noted that part-time students in Cebu struggle with stress, reduced study time, and the challenge of managing multiple responsibilities. This lack of targeted research raises questions about how teaching English as a second language (ESL) affects student performance, stress, and professional development. This study aims to examine the academic performance of students in a university in central Cebu who work as ESL teachers using a mixed-methods approach, which includes both quantitative methods and qualitative narratives.

Many students from various colleges take on part-time ESL teaching jobs through online platforms and companies. This work involves lesson planning, managing class schedules, and working closely with students while also handling school tasks. For many, it is a test of time management and discipline. Sumalinog (2018) [41] pointed out that these students often develop professional confidence but experience high levels of stress. Mendoza *et al*. [2024] found that working students in Cebu stay motivated despite facing time management challenges, highlighting the need for support systems. Pineda *et al*. (2025) [33] found that while working provides financial stability, it also brings difficulties in managing work and study responsibilities, emphasizing the demanding nature of balancing these commitments.

Understanding how these students manage their responsibilities is essential for recognizing the balance they strive to achieve.

International research indicates that part-time jobs can have both positive and negative effects on students. Tessema *et al*. [2014] [42] found that students working fewer than 10 hours per week reported better GPAs and higher satisfaction compared to those working longer hours. Kremers [2021] [27] showed that when jobs relate to the student's field, academic performance remains strong even with increased workloads. In Cebu, Sumalinog [2018] [41] highlighted that student ESL teachers gained valuable teaching skills and cross-cultural knowledge despite their challenges. Mendoza *et al*. [2024] further emphasized that part-time education students in Cebu appreciated financial independence and teaching experience but recognized the stress and fatigue involved. Pineda *et al*. [2025] [33] confirmed that Filipino working students often develop resilience and adaptability while dealing with stress and fatigue. These findings suggest that part-time ESL teaching can be beneficial if the workload is manageable and fits with the student's academic path.

While these studies provide insights into part-time work in general, very few focus directly on students teaching ESL while pursuing their degrees. Local research in the Philippines mainly discusses English proficiency, classroom challenges, or general student employment. In Cebu, Mendoza *et al*. [2024] highlighted the lived experiences of part-time education students. However, there is still limited research connecting ESL teaching directly with academic outcomes such as GPA or class performance. This gap leaves important questions unanswered regarding how ESL teaching impacts student-teachers academically and emotionally.

Investigating how ESL teaching affects the academic performance and well-being of Cebuano students can offer valuable insights for both schools and students. The findings can help develop better support systems and policies that address workload balance. They may also inform teacher-training programs to better prepare students for the dual roles of studying and teaching. Beyond central Cebu, the results can contribute to the broader discussion about student employment and education in the Philippines. This study will provide future educators with the support they need to grow both academically and professionally.

2. Theoretical-Conceptual Framework

This study is based on a combination of economic, psychological, and legal foundations. Primarily, it draws on Gary Becker's Human Capital Theory, supported by William J. Goode's Role Strain Theory and provisions outlined in the Labor Code of the Philippines. Together, these theories and legal bases will offer a clear explanation of the impact of dual roles on students' academic performance and overall well-being. The figure shown below is the theoretical-conceptual framework for this study.
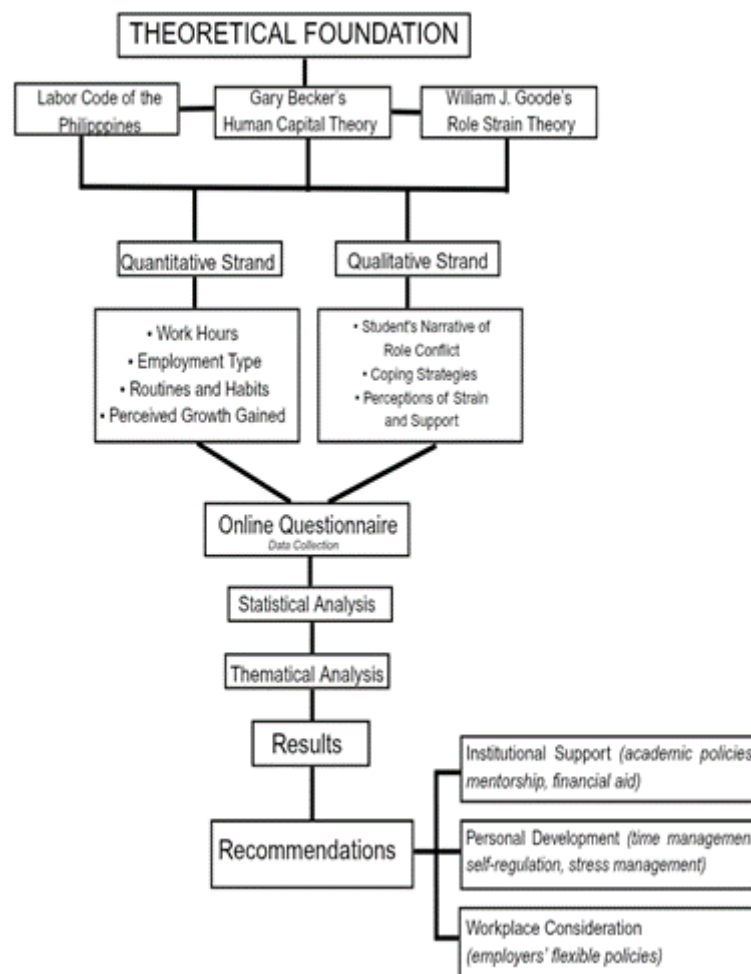

Fig 1: Theoretical-Conceptual Framework

Gary Becker's Human Capital Theory

Human capital is a physical means of production. Different

pathways like education, training, migration, and health can lead to its accumulation [Becker,1994] [7]. The idea behind human capital theory is that education is like an expense that can soon result in future returns, and that its rate of return can be compared with other investments [Leoni, 2023] [28]. In this context, the education and work experience of the students can serve as their investment not only for economic necessities but to enhance their individual's future efficiency and commercial value.The dual role can be understood as a strategic human capital investment with long-term benefits.

Role Strain Theory
Role strain refers to the stress that occurs when an individual cannot meet the demands of their social roles for any number of reasons [Goode, 1960] [15]. Role strain happens when someone has multiple overlapping, incompatible roles, such that the other role interferes with the performance of another [Nickerson, 2023] [31]. For students, both from the responsibilities and expectations of being a student in itself and competing roles, these competing roles can be work, family obligations, or even factors related to race [Nickerson, 2023] [31]. This study would help explain academic challenges of college students working in the ESL and their coping strategies in managing dual roles.

Labor Code of the Philippines
In the Philippines, there are specific laws and regulations made to secure the welfare of the individuals who work and study at the same time. In accordance with the Labor Code of the Philippines, adult working students who are aged 18 and older will apply the ordinary provisions of the Labor Code mainly on the hours of work, overtime work, rest periods, night shift differential, and on the required payment of at least the statutory minimum wage. In some cases, there are employers who require documents such as class schedule or certificate of enrollment to confirm the student's status to agree to a part time, flexible time and/or compressed work week schedule as long as it observes the DOLE regulations. This can help working students balance their time with the academic pressure and job responsibilities.

3. Statement of the Problem
The main purpose of this study was to examine the academic performance and lived experiences of college students in a renowned state university in Cebu City who are working as ESL (English as a Second Language) teachers while pursuing their studies. Specifically, it seeks to answer the following questions:
1. What is the demographic profile of the respondents?
1.1 Age
1.2 Sex
1.3 Year Level
1.4 Program/Course
1.5 Number of units enrolled in the current semester
2. How do student ESL teachers manage their time between academic tasks and work responsibilities?
3. What do student ESL teachers perceive as the advantages and disadvantages of working while studying?
4. What recommendations can be proposed to help student ESL teachers better balance their academic and work responsibilities?

4. Methodology
4.1. Research Design
This study utilized an explanatory sequential mixed-method research design. Mixed-method means integrating both quantitative and qualitative methods into a single study in order to provide a broader and a comprehensive prospect of a problem (Almeida, 2018) [2]. This ensures that the data gathered contributes to answering the queries of the study. This specific type of design ensures that the study to be conducted will address the problems presented by the researchers.

4.2. Sampling Design, Research Respondents, Environment
For quantitative data, thirty (30) students who work part-time as an ESL teacher answered a validated questionnaire created by the researchers. This study is focused on the student-work relationship of the students in a renowned state university in Cebu. The researchers considered limiting the scope of this study for education students who are taking English as majors, but in order to fully address the student-work relationship of students in Cebu, the researchers decided to conduct the study towards random selected students from the university with the use of simple random sampling design. For qualitative data, the researchers prepared 5 open ended questions that were answered by the respondents.

4.3. Research Instrument
The researchers employed a 4-part questionnaire validated by three experts. The first part of the questionnaire answers the demographic profile of the respondents, namely: name, sex, year level, degree program, and the number of units they are currently enrolled in. The second part provides work-related information from the respondents. The third part is a 5-section evaluation checklist which answers whether the prompted situation is essential or not essential for the respondents. The 5 sections divide the data according to the respondents', academic performance & study habits, challenges, routines & habits, support needed, and growth. For the last part, five open ended questions were provided in order to provide the researchers with the qualitative data they need.

4.4. Data Gathering Procedure
The procedure in gathering data in this study started with the researchers securing an ethical clearance and obtaining permission from the university to conduct the study. After obtaining the approved permission, consent forms and validated questionnaires were given to the randomly selected respondents through the use of google forms. After gathering the necessary data, incentives were given to the respondents. The data gathered, both quantitative and qualitative, were subjected to analysis.

4.5. Data Analysis
After the researchers collected the data, they compiled, sorted, and organized the data for analysis to provide answers to the study's queries. For quantitative data, descriptive statistics analysis was utilized in order to determine the mean, median, and standard deviation of the data gathered. Descriptive statistics aim to describe the midpoint of a spread of scores, usually referred to as the measure of central

tendency, and the spread of scores known as the dispersion or variance [Fisher and Marshall, 2002].

On the other hand, thematic analysis was used for analyzing the qualitative data. Thematic analysis is a method of analyzing qualitative data and it is usually applied to a set of texts, such as interview transcripts wherein the researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly [Caulfield, 2019] [10]. In this study, qualitative data will be subjected to peruse and deep understanding, which will then be labeled according to their similarities and significance in the study. After this, they were analyzed and grouped according to their representation of the data gathered, and was also refined by giving them clear and coherent labels. A written report was made according to the definition of the entire data gathered.

4.6. Ethical Considerations
In order to ensure that protocols were observed and no ethical boundaries were crossed, the researchers secured an ethical clearance before conducting the study. Together with the questionnaire, a consent form was also attached, specifying that the data collected would not be used for other purposes aside from the study. The respondents were also informed that the data gathered will also be disclosed and cannot be accessed by anyone or anywhere aside from the researchers. The respondents of the study were also informed of the entire process and background of the study.

5. Results and Discussion
Table 1 shows the respondent's view on how working as an ESL teacher affects their academic performance. The results determined their academic performance and study habits, as well as the challenges they encounter in balancing work and studies. In addition, the table also revealed the types of support they need and the areas of growth that result from their dual role as students and teachers.

Table 1: Academic performance and study habits, challenges, support, and growth of college students working as ESL teachers. (n=30)

Question	Average	SD	Description
Part I. Academic Performance and Study Habits			
1. ESL teaching affects how I perform in my academic tasks.	2.66	0.844	Agree
2. ESL teaching sometimes interferes with my study schedule.	2.56	0.858	Agree
3. ESL teaching does not prevent me from completing my academic requirements.	2.63	0.614	Agree
4. ESL teaching affects my study habits	2.60	0.932	Agree
5. ESL teaching helps me apply time management strategies to maintain good academic performance.	3.36	0.614	Strongly Agree
Part I. Average	2.76	0.337	Agree
Part II. Challenges			
1. ESL teaching together with coursework causes stress or fatigue.	3.00	0.742	Agree
2. ESL teaching makes it difficult for me to meet academic deadlines.sometimes interferes with my study schedule.	2.50	0.861	Agree
3. ESL teaching makes balancing school requirements and work responsibilities challenging.	3.20	0.714	Agree
4. ESL teaching workload sometimes lowers my class participation or attendance.	2.56	0.727	Agree
5.ESL teaching makes it difficult for me to maintain a healthy work-life-study balance.	2.70	0.915	Agree
Part II. Average	2.79	0.297	Agree
Part III. Routines and Habits			
1. ESL teaching encourages me to create a study or work schedule to manage both responsibilities.	3.33	0.479	Strongly Agree
2. ESL teaching requires me to use simple routines (e.g., to-do lists, reminders) to stay organized.	3.20	0.484	Agree
3. ESL teaching makes it necessary to prioritize tasks to balance my work and studies.	3.33	0.479	Strongly Agree
4. ESL teaching requires me to adjust my study habits depending on my work schedule.	3.40	0.621	Strongly Agree
5. ESL teaching motivates me to maintain consistent habits to stay productive in both roles.	3.36	0.556	Strongly Agree
Part III. Average	3.32	0.076	Strongly Agree
Part IV. Support Needed			
1. ESL teaching would be easier to manage with academic support from teachers/professors.	3.50	0.508	Strongly Agree
2. ESL teaching would be less challenging with flexible schedules or deadlines	3.60	0.563	Strongly Agree
3. ESL teaching is easier to balance with emotional support from peers and family.	3.60	0.563	Strongly Agree
4. ESL teaching demands would be reduced with financial support opportunities (e.g., scholarships).	3.16	0.698	Agree
5. ESL teaching would be more manageable with institutional support (e.g., guidance, counseling).	3.30	0.702	Strongly Agree
Part IV. Average	3.43	0.192	Strongly Agree
Part V. Growth			
1. ESL teaching has improved my communication skills.	3.63	0.490	Strongly Agree
2. ESL teaching has strengthened my time management skills.	3.40	0.563	Strongly Agree
3. ESL teaching has boosted my confidence and self-esteem.	3.56	0.504	Strongly Agree
4. ESL teaching contributes positively to my academic learning.	3.36	0.490	Strongly Agree
5. ESL teaching prepares me for future professional opportunities.	3.73	0.449	Strongly Agree
Part V. Average	3.54	0.155	Strongly Agree

Range of Values → Description
1.00 – 1.74 → Strongly Disagree
1.75 – 2.49 → Disagree
2.50 – 3.24 → Agree
3.25 – 4.00 → Strongly Agree

How ESL Teaching Shapes Students' Academic and Personal Experiences

The results reveal that the respondents generally agree that working as ESL teachers affects their academic performance and study habits, while they also experience agreeable levels of challenges. However, they strongly agree that ESL teaching helps them develop effective routines and habits, highlights the need for support, and contributes greatly to their personal and professional growth. These findings indicate that while balancing academic responsibilities and teaching duties presents some difficulties, students effectively manage them through organization and time management. Moreover, the dual role fosters self-discipline, resilience, and growth, suggesting that ESL teaching serves not only as a source of challenge but also as a significant opportunity for skill and character development. It is therefore suggested that schools and institutions provide greater academic flexibility, emotional support, and financial assistance to help student ESL teachers balance their dual responsibilities more effectively and sustain both their academic and professional growth.

Table 2: Demographic profile of research respondents

Description	Specific	Frequency	Percentage
Age	19	2	6.7%
	20	14	46.7%
	21	11	36.7
	22	2	6.7%
	23	1	3.3%
Sex	Female	22	73.3%
	Male	8	26.7%
Year Level	1st Year	0	0%
	2nd Year	1	3.3%
	3rd Year	26	86.7%
	4th Year	3	10%
Degree Program/ Course	BSED- English	18	60%
	BSED- Filipino	2	6.67%
	BA Literature	3	10%
	BA COMM-IMPCR	1	3.3%
	BA COMM- BJ	3	10%
	BA PUBLIC ADMINISTRATION	2	6.67%
	BEED	1	3.3%

The results show that most respondents are 20 years old (46.7%), followed by those aged 21 (36.7%), indicating that the majority are in their early college years. A larger portion of the respondents are female (73.3%), while males make up only 26.7%. In terms of academic standing, most are third-year students (86.7%), and the majority are enrolled in the BSED-English program (60%). These results suggest that the participants are predominantly young, female, and in the mid-stage of their college education. The high representation of education majors, particularly BSED-English students, indicates that many are preparing for careers related to teaching and communication. It is suggested that institutions continue to support these students by providing training and mentorship programs that enhance both their academic and teaching competencies.

Table 3: Other work-related information of the respondents.

Type of ESL Teaching	Online	16	53.3%
	Offline	14	46.7%
	Both	0	0%
Nature of Work	Part-time	19	63.3
	Full-time	11	36.7%
	Freelance/ Project Based	0	0%
Length of time in ESL Teaching	Less than 6 months	27	90%
	6 months - 1 year	2	6.7%
	1-2 years	1	3.3%
	More than 2 years	0	0%
Hours per week working in ESL	Less than 10 hours	8	26.7%
	10-20 hours	5	6.7%
	21-30 hours	5	6.7%
	More than 30 hours	12	40%
Time of the day working	Early morning (before 8 AM)	2	6.7%
	Daytime (8 AM – 5PM)	16	53.3%
	Evening (5 PM – 10 PM)	14	46.7%
	Late night (after 10 PM)	3	10%
Reason for working while also studying	To support education	19	63.3%
	To help family	13	43.3%
	To gain experience	26	86.7%
	To develop teaching skills	19	63.3%

| | To earn extra money for my daily needs | 1 | 3.3% |
| | For fun | 1 | 3.3% |

The results show that most respondents are engaged in online ESL teaching (53.3%), while a slightly smaller portion teach offline (46.7%), the majority of them work part-time (63.3%) and have been teaching for less than six months (90%), indicating that most are relatively new to the profession. In terms of workload, 40% work more than 30 hours per week, with most classes conducted during daytime (53.3%) and evening hours (46.7%), also the leading reasons for working while studying are to gain experience (86.7%), to support education (63.3%), and to develop teaching skills (63.3%). These findings suggest that most student ESL teachers are new to the industry and prefer part-time online teaching, allowing them to balance work with academic responsibilities. Their motivation primarily revolves around professional growth and financial support rather than leisure or extra income. It is suggested that institutions and employers provide structured training and flexible work arrangements to help student-teachers effectively develop their teaching competencies while maintaining good academic performance.

Qualitative Data Collection and Thematic Results
In this study, we prepared five (5) qualitative questions that yielded a total of ten (10) themes. Each question explored different aspects of the participants' experiences as student ESL teachers. These questions aimed to capture the participants' perspectives on time management, personal challenges, perceived benefits, drawbacks, and recommendations for achieving balance between their dual roles as students and teachers.

1. Balancing Dual Roles
Theme 1: Time Management and Balance Responsibilities
Time management refers to organizing and planning how to divide one's time effectively between specific activities [MindTools, 2024] [50]. For many ESL student-teachers, balancing both teaching and studying is a daily challenge that requires discipline and focus. This is reflected in the following responses:

"Time management is very important. I balance my responsibilities by setting priorities and organizing my schedule to make sure both teaching and studying are given enough attention." – P1
"Balancing my responsibilities as an ESL teacher and a student is definitely challenging, but I try to approach it with discipline and flexibility." – P6
"I make the most of my time by using the free time in my work to work on my activities and workload as a student. I try my best to manage the time I allocate for both of my roles." – P7

Participants P1, P6, and P7 highlight that time management helps them meet their dual responsibilities productively. According to Häfner et al. [2024], developing strong time-management habits enhance students' focus and productivity while lessens stress and academic burnout. These highlight that proper time organization and a balanced mindset allow student ESL teachers to maintain efficiency without sacrificing well-being. This implies the need to promote time-management training among working students to help them stay disciplined and consistent.

Theme 2: Make an Organized Schedule
Planning your tasks ahead of time helps you stay on track, avoid feeling overwhelmed, and make better use of your day, allowing you to finish more without burning out (Profit.co, n.d.). The participants emphasized that this strategy helps them stay on track.

"I make a schedule to manage my time well. I focus on the most important tasks first and stay flexible if things change." – P10
"I create a weekly schedule that clearly separates my teaching tasks from my academic requirements." – P17
"I use a calendar to organize my teaching schedule, class deadlines, and study hours." – P22

Participants P10, P17, and P22 mentioned that creating an organized schedule allowed them to manage both teaching and studying without overlapping responsibilities. According to Häfner and Stock [2010] [20], having a well-structured schedule can actually lessen feelings of stress and anxiety while helping students accomplish their tasks more efficiently. This indicates that consistent scheduling is not just about managing time it's also about finding balance and peace of mind. This implies that having an organized schedule helps ESL student-teachers become more disciplined and responsible in managing their time. It allows them to balance their workload while still finding time to rest and recharge. By promoting proper scheduling, schools can help student-teachers develop habits that will also be useful in their future teaching careers, especially in managing classes and lesson plans effectively.

2. Time Management Challenges
Theme 3: Sleep Deprivation
Sleep deprivation refers to the condition of not getting sufficient or restorative sleep, leading to impaired functioning during the day. It may cause significant physical, cognitive, and emotional consequences when it becomes chronic or severe [Cleveland Clinic, 2024] [39].

"The main challenges I face are limited time and sleep, especially when deadlines and work tasks overlap." – P1
"Sometimes ... I spend a couple of hours finishing it even if I have to sleep late. During my time at work, I kinda feel sleepy..." – P2
"My body always demands rest. I struggle with conflicts in my schedule as well." – P27
"Being sleep-deprived leads to being unfocused." – P30

Participants revealed patterns of sleep loss caused by overlapping work and academic responsibilities. They reported staying up late to finish requirements, feeling drowsy at work, and struggling to maintain alertness throughout the day. According to the Dominican University study The Effects of Sleep Deprivation on College Students [16], lack of quality sleep among students contributes to cognitive impairment, emotional instability, and decreased academic performance. The data confirm that insufficient rest among working students affects concentration, productivity,

and well-being. As indicated in the literature, chronic sleep loss can impair decision-making and attention, compounding the stress already caused by workload demands. Educational institutions should develop programs that raise awareness of healthy sleep routines and integrate rest-conscious scheduling to help working students maintain performance and prevent exhaustion.

Theme 4: Difficulty in Time Allocation
Time management involves organizing and scheduling tasks effectively to achieve goals efficiently and reduce stress [ResearchGate, 2021] [24].

> *"Balancing priorities between work and academics"* – P3
> *"When class schedules clash with my work schedule but so far I have always found a way…"* – P4
> *"I have less time to study and do my tasks since I work full-time…"* – P5
> *"They overlap most of the time which makes it difficult in trying to keep up with things."* – P7
> *"One of the challenges I face … juggling conflicting schedules."* – P10

Participants shared difficulties in balancing overlapping responsibilities such as teaching, commuting, and academic requirements. Time scarcity often forced them to delay tasks or sacrifice rest and personal time. Research indicates that students who develop strong time-management abilities experience reduced academic stress and improved efficiency in completing tasks [Trueman & Hartley, 1996]. Consistent with research findings, participants' testimonies highlight that poor time allocation contributes to higher stress levels and reduced productivity. Structured time-management practices are necessary for balancing teaching duties with academic performance. Teacher-education programs should integrate time-management training, provide flexible learning schedules, and offer mentoring to help working students maintain balance between their academic and professional roles.

3. Perceived Advantages of Dual Roles
Theme 5: Application of Theories into Practice
Application of theories into practice means taking abstract concepts and theories and implementing them in real-world situations to guide actions, solve problems, and make decisions [Brinegar *et al*., 2024] [9]. As pre-service teachers, working as ESL educators provides the opportunity to bridge the gap between academic learning and practical application.

> *"The biggest advantage is being able to meet different students and apply various strategies that can also be useful in my future teaching career."* – P1
> *"The opportunity to observe the English as a second language learning of the students allows me to connect it to the lessons that we tackle in school."* – P5
> *"For me, the biggest advantage is that I get to apply what I learn almost immediately. Whatever theories, strategies, or concepts I encounter in my own classes…"* – P6

P1, P5, P5 that their job as ESL teachers allows them to apply classroom theories, strategies, and concepts in actual teaching environments. This integration of theory and practice helps them develop deeper understanding and confidence in using educational principles effectively [Kolb, 1984] [25]. Their

experiences show that teaching while studying serves as a practical platform for refining pedagogical knowledge through experience. It bridges the gap between learning and application, making their studies more relevant and meaningful. This implies that allowing student-teachers to practice theories in real classrooms enhances their professional growth and teaching readiness.

Theme 6: Personal and Professional Growth
Personal growth is the self-improvement of one's character, well-being, and skills to better handle life, while professional growth is career-focused and involves acquiring skills and knowledge to advance in a profession [Indeed Editorial Team, 2023] [22]. Several participants expressed that working as an ESL teacher nurtured their confidence, motivation, and sense of growth in both personal and academic aspects.

> *"The confidence it has built within me has really helped me a lot to improve in my academics."* – P2
> *"I am being immersed in an actual teaching environment and it hones my skills in English especially since I am an English major. I think it gives us an upperhand because we have an experience already on how to deal with a variety of students who has various needs that needs to be catered to"* – P7
> *"For me, the biggest advantage is that I get to balance my studies while gaining real-world experience, which makes learning more practical and meaningful."* – P15

P2, P7, P15 highlights that teaching experience not only strengthens their professional competence but also fosters personal development such as self-efficacy, motivation, and confidence. Growth in both areas aligns with Bandura's [1997] concept of self-efficacy, which highlights that success experiences boost individuals' belief in their ability to perform effectively. The responses reflect that being an ESL teacher enhances both confidence and motivation. The combination of teaching and studying helps learners become more self-directed, resilient, and prepared for their future teaching careers. This implies that teaching while studying strengthens the teachers' linguistic and interpersonal competence, which is crucial for effective language instruction.

4. Perceived Disadvantages of Dual Roles
Theme 7: Time Management Challenges
Time management plays an important role in students' academic life [Mukwevho, 2018] [30]. The difficulty in managing an individual's time is rooted in the finite nature of time, where hours spent on one role must be subtracted from the other, wherein it is evident in the following experiences:

> *"The biggest disadvantage of being an ESL teacher while studying is the constant struggle with time and energy."* (P6)
> *"The biggest disadvantage of being an ESL teacher while studying I think is how time consuming it is to travel to work and then back to school. It's like i'm always running after the time."* (P12)
> *"Time Management and Time constraints"* (P8)

Participants experience a pervasive sense of time deficit, where the logistical demands of commuting and professional duties consume hours necessary for their studies. This results

in feelings of constantly being behind schedule and under pressure. Working students may experience time constraints from juggling the responsibilities of student and worker [Mathuews, 2018] [29]. The overwhelming frequency of "time" in the codes confirms that this is the central, foundational challenge for ESL working students. The issue is exacerbated by the need to physically commute for work or school, adding unavoidable dead time to an already packed schedule. This implies that institutional support should focus on flexible scheduling or academic accommodations for mandatory professional placements to mitigate this time conflict.

Theme 8: Stress and Mental Fatigue
This theme highlights the intense cognitive and emotional strain resulting from high-pressure environments, where the mental load of two distinct roles leads to feelings of burnout and overwhelm [Chen & Li, 2023]. This is a critical psychological outcome that affects decision-making and well-being.

> *"The biggest disadvantage of being an ESL teacher is being burned out, stressed, and overwhelmed." (P9)*
> *"I get less time to rest and my mind is constantly jumping between my two roles." (P7)*
> *"The disadvantage is that it can be stressful and overwhelming to juggle lesson planning, grading, and studying at the same time, especially during exam weeks." (P17)*

The mental demands of switching between teaching, lesson planning, and academic study create a constant state of internal pressure and anxiety. This mental juggling prevents the mind from truly resting, even when the body is still. A qualitative study on vocational students noted that the cognitive switching required between job and school tasks was a significant predictor of reported psychological distress and anxiety [Gomez, 2020]. Stress is not solely caused by the amount of work, but by the nature of the work—the continuous context-switching between professional and student identities. This theme illustrates that the problem is qualitative, not just quantitative. This suggests that mental health support services and academic counselors should provide tailored stress management strategies specifically addressing dual-role identity conflict.

5. Strategies and Recommendations for Work–Study Balance
Theme 9: Effective time management and organization
Effective time management and organization involve planning and arranging one's daily tasks to achieve goals efficiently while keeping up a healthy balance between responsibilities [Coursera Staff, 2025] [11]. ESL student-teachers emphasized how proper planning helps them manage both academic and professional duties without feeling overwhelmed.

> *"I suggest making use of a to-do list, setting clear priorities, and remembering that health and studies should always come first." – P1*
> *"Always keep track of the time and the workload. Make sure to allocate sufficient time for both and utilize the time efficiently." – P7*
> *"Stay organized. Use planners or checklists to track*

assignments and deadlines." – P10

Participants P1, P7, and P10 highlighted that effective time management and organization allowed them to manage their workload more smoothly and stay on top of both school and teaching obligations. According to Coursera [2025] [11], good time management reduces stress, boosts confidence, and helps people reach their goals more efficiently. This means that for ESL student-teachers, managing their time well is not just about meeting deadlines, it also supports their well-being, focus, and balance between teaching and studying. This implies that managing time wisely is a vital skill for ESL student-teachers who juggle both academic and professional responsibilities. When they learn to organize their tasks efficiently, they become more productive and less stressed. This finding encourages teacher education programs to include training on time management to help future educators maintain a healthy work–study balance.

Theme 10: Support system
A support system refers to a network of people who provide emotional, social, and practical assistance, helping an individual manage life's demands and maintain wellness [Highland Springs Specialty Clinic, 2025] [19]. For ESL student-teachers balancing teaching and studying, a reliable support network acts as a buffer against stress and helps sustain their dual roles.

> *"I also reach out to classmates or colleagues when things get tough, because sharing experiences and advice really helps." – P6*
> *"Surround yourself with positive people or something that makes you feel less stressed." – P8*
> *"Have a good support system, focus on taking care of your health, and set your priorities straight." – P12*

Participants P6, P8, and P12 explained that having a strong support system made it easier for them to stay motivated and positive. They can manage stress, and also balance their dual roles as students and teachers. According to Highland Springs Specialty Clinic [2025] [19], having a strong support system leads to higher wellbeing, better coping skills, less stress and anxiety, and overall improved resilience. This emphasizes that ESL student-teachers should actively build and continue being positive, supportive relationships whether among fellow teachers, classmates, or mentors to help them navigate the pressures of work and study more effectively. This implies that having a strong support system gives ESL student-teachers the strength and comfort they need to face challenges in both teaching and studying. When they feel supported by classmates, mentors, or loved ones, they become more resilient and confident. This shows that building positive relationships and community support can make their academic and professional journey lighter and more meaningful.

6. Conclusion and Recommendation
The study revealed that being a college student and an ESL teacher at the same time, both have their own challenges and opportunities. Although the respondents had challenges with time management, stress, and sleep deprivation, they also experienced personal and professional growth, improved their communication skills and self-discipline. The balance between both studying and teaching is proved to be

demanding but also rewarding. It has built them confidence and sense of responsibility. It is recommended that the schools and ESL employers would be able to provide support to the student-teachers to maintain balance by providing flexible schedules, mental health support and time management training. It is also encouraged to provide mentorship programs and group counselling to guide them in managing their dual roles successfully. Alongside established guidance and self-discipline, working as an ESL teacher is a great preparation for their future career path in the field of education.

7. Acknowledgement

8. References

1. Aeon B, Aguinis H. It's about time: new perspectives and insights on time management. Acad Manage Perspect. 2017;31(4):309-30. doi:10.5465/amp.2016.0018
2. Almeida F. Strategies to perform a mixed methods study. Eur J Educ Stud. 2018;5(1):137-51.
3. Anderson C. What is character development? Focuskeeper Glossary. Focuskeeper.co; 2024.
4. Arcaya KMQ, Gaddi JAG, Dacoycoy EJA, Patubo JJHM, Pesidas VAA. Relevance of time management skills to students' classroom performance. Int J Res. 2024;11(5):242-54.
5. Bada SO, Olusegun S. Constructivism learning theory: a paradigm for teaching and learning. IOSR J Res Method Educ. 2015;5(6):66-70.
6. Barone TL. "Sleep is on the back burner": working students and sleep. Soc Sci J. 2017;54(2):159-67.
7. Becker GS. Human capital: a theoretical and empirical analysis, with special reference to education. New York: National Bureau of Economic Research; 1964.
8. Brenner CA. Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices. Smart Learn Environ. 2022;9(1):3.
9. Brinegar KM, Harrison LM, Hurd E. Moving from theory to practice: a critical approach. Middle Sch J. 2022;53(3):2-3.
10. Caulfield J. How to do thematic analysis: a step-by-step guide. Scribbr. 2023.
11. Coursera Staff. What is time management? 6 strategies to better manage your time. Coursera. 2023.
12. Dolindo A. Internet connectivity challenges and its effect to the yCalanasan: basis for policy recommendations. ISRG J Arts Humanit Soc Sci. 2025;3(7):1-12.
13. Fiveable Editorial Team. Financial benefits - (AP Human Geography). Fiveable. 2025.
14. Gonzalez K. Communication skills: definition & examples. Study.com. 2017.
15. Goode WJ. A theory of role strain. Am Sociol Rev. 1960;25(4):483-96.
16. Guadiana N, Okashima T. The effects of sleep deprivation on college students. Dominican University of California Senior Theses. 2020.
17. Harmer J. The practice of English language teaching. 4th ed. Harlow: Pearson Education Limited; 2007.
18. Rufino H, Wage MF, Saludez K, Anunciacion JA, Imperial AJ, Castillo L. Financial behavior and financial well-being of working students in a state university: financial literacy as moderating factor. SSRN. 2024.
19. Hood J. The benefits and importance of a support system. Highland Springs Clinic. 2020.
20. Häfner A, Stock A. Time management training and perceived control of time at work. J Psychol. 2010;144(5):429-47.
21. Häfner A, Stock A, Oberst V. Decreasing students' stress through time management training: an intervention study. Eur J Psychol Educ. 2015;30(1):81-94.
22. Indeed Editorial Team. Personal vs professional development: a comprehensive guide. Indeed. 2023.
23. Indeed Editorial Team. How to set priorities in 4 steps (plus effective strategies). Indeed. 2024.
24. Irikefe P. Roles, importance and benefit of time management in achieving organisational objectives. ResearchGate. 2018.
25. Kolb DA. Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall; 1984.
26. Kop WJ, Kupper HM. Fatigue and stress. In: Stress: concepts, cognition, emotion, and behavior. Elsevier; 2016. p. 345-50.
27. Kremers S. Part-time jobs while studying: struggle or success? [master's thesis]. Nijmegen: Radboud University; 2021.
28. Leoni S. A historical review of the role of education: from human capital to human capabilities. Rev Polit Econ. 2023;37(1):1-18.
29. Mathuews KB. The working time-poor: time poverty implications for working students' involvement [dissertation]. OhioLINK; 2018.
30. Mukwevho MH. Time management challenges on students' academic performance: a case study of a rural university in Limpopo Province, South Africa. AFFRIKA J Polit Econ Soc. 2018;8(2):81-99.
31. Nickerson C. What is role strain? Definition and examples. Simply Psychology. 2021.
32. Nurhidayah N, Yusuf S, Al-Majdhoub FM. The financial problems and academic performance among public university students in Malaysia. Int J Acad Res Bus Soc Sci. 2020;10(12):873-84.
33. Pineda JE, Calfoforo AA, Javier RM Jr. Balancing academic pursuits and employment: an in-depth examination of college student experiences. Int J Soc Sci Hum Res. 2025;8(4):2156-62.
34. Prabhu A. Importance of scheduling tasks and its benefits. Profit.co. 2022.
35. Rahayu I, Hardina D, Titis S, Ninggrum. Self-management efforts for working students. Eur J Psychol Res. 2024;11(3):44-53.
36. Ren W, Zhu X, Liang Z. How does Internet access quality affect learning outcomes? A multiple mediation analysis among international students in China. J Int Stud. 2024;14(1):269-89.

37. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. Am Psychol. 2000;55(1):68-78.
38. Garrido GL. Bandura's self-efficacy theory of motivation in psychology. Simply Psychology. 2025.
39. Cleveland Clinic. Sleep deprivation: what it is, symptoms, treatment & stages. Cleveland Clinic. 2022.
40. Smith A. Cognitive fatigue and the wellbeing and academic attainment of university students. J Educ Soc Behav Sci. 2018;24(2):1-12.
41. Sumalinog GG. Working local, going global: challenges and opportunities of working students teaching English as a second language. J Engl Second Lang. 2018;7(4):1-15.
42. Tessema MT, Ready KJ, Astani M. Does part-time job affect college students' satisfaction and academic performance (GPA)? The case of a mid-sized public university. Int J Bus Adm. 2014;5(2):50-9.
43. Handa C. The importance of self-care for physical and mental wellness. The Olive Branch of Hope. 2022.
44. The Wellbeing Thesis. The importance of taking breaks. The Wellbeing Thesis. 2019.
45. Weir K. Give me a break. Monitor Psychol. 2019;50(1):38.
46. Xia Y, Hu Y, Wu C, Yang L, Lei M. Challenges of online learning amid the COVID-19: college students' perspective. Front Psychol. 2022;13:1088598.
47. Zhang J, Meng J, Wen X. The relationship between stress and academic burnout in college students: evidence from longitudinal data on indirect effects. Front Psychol. 2025;16:1517920.
48. Zimmerman BJ, Kitsantas A. Acquiring writing revision skill: shifting from process to outcome self-regulatory goals. J Educ Psychol. 1999;91(2):241-50.
49. What is ESL | What is ELL | What is TESOL | What is ESOL | What is TEFL. ESL Teacher Edu. 2014.
50. MindTools. Prioritization. MindTools.
51. Jackson K. What is time management? MindTools. 2022.
52. Financial Benefits - (AP Human Geography). Fiveable.me.
53. Lived experiences of the School of Education part-time third-year students. Int Multidiscip J Rise. 2024.

How to Cite This Article
Villaver BMS, Beldeniza JC, Delos Reyes MAV, Dy PEA, Maratas AA, Cabanilla Jr AB. Dual roles: academic performance of college students working as ESL teachers. Int J Multidiscip Res Growth Eval. 2025;6(6):515-524.

Creative Commons (CC) License