

The ‘Delivery Rider Students’ Amid the Pandemic and Its Implication to Online Learning Education

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Abstract: Delivery services are always on the go and working in this field impacts the students currently enrolled in the pandemic. This study explores the lived experiences of working students in delivery services in Manila, Philippines. Specifically, this phenomenological study investigates how they balance their workloads and school tasks simultaneously and the significance of online learning in their situation as working students. This study reveals that students tend to work for delivery services due to financial problems experienced by their families. The informants also showed that having a proper schedule is a big help to balance their work and studies. With the help of their peers, they thrive in balancing their education and delivery service careers. Moreover, the characteristics of the online learning identified by the informants of this study are deemed significant to their subjective experiences as delivery rider students.

Keywords: Online Learning, Delivery Riders, Working Students, Pandemic, Online Education, Philippine Higher Education

1. Introduction

Amid the pandemic, many people, especially students, find ways to survive daily. Not all people are privileged in life, so some people exert efforts to sustain their needs for everyday life. According to the Commission on Higher Education or CHED, only 50% of working students finish college because they cannot focus on their studies. They tend to experience financial difficulties. They also experience sleep deprivation due to their working hours, resulting in a lack of energy in class participation. It lessens their capability to do schoolwork because they are tired from working for many hours. It causes them stress and anxiety because they must think about their financial state before going to school (Martin et al., 2012).

Everyone has a right to have proper education. However, some college working students are more likely to feel “out of place” because they lack time for their social life and feel left behind in their academic environment. This study aims to explore the lived experiences of the students working in delivery services while studying.

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The researchers investigate how they handle their tasks in school while doing their tasks as working students. This study also aims to identify the challenges that they are experiencing amid the pandemic. It is also necessary to know the factors that would show the effectiveness of online learning to the students working in delivery services.

The researchers addressed the following questions in this research: How do the students handle their school tasks while working in delivery services? What factors show the effectiveness of online learning to the students working in delivery services?

1.2 The Delivery Riders amid the Pandemic

The online food delivery services had an increase in their workload due to the closures of restaurants and the limitation of people who can dine in restaurants, fall in line for take-out, and buy food resources from the market. Food delivery service is essential in the sharing economy (Zheng et al., 2019; Dube et al., 2020). Food delivery workers have higher aims in terms of career, not in their current work (Lin et al., 2020). By this, companies tend to hire more determined delivery riders to work all day and night. The impacts of online food deliveries are divided into three pillars: economic, social, and environmental, affecting sustainability. It has provided many jobs, especially to the people in charge of delivering the foods. However, they are subjected to the standardized nature of their job: the heavy workload, limited training, and the risk for their safety.

The risks of the delivery riders are highly likely to happen because of factors such as car crashes, time pressure, and fatigue, considering that they work for so many hours. All of those are connected to how their health is at stake almost every day because of overworking, and it is said to be alright by the riders since they have the traits to continue their jobs (Wang & Chen, 2019). COVID-19 made people lose their jobs. To sustain their living, some started their online stores that made the number of delivery riders increase, especially the local food delivery riders who are self-employed. The self-employed delivery riders are at high risk of getting SARS-CoV-2 infection since they are a highly moving population that goes around dealing with lots of people to provide their services (Prado-Ortiz et al., 2021). People with motorcycles who can work part-time despite their ages may find local stores offering delivery services helpful to sustain themselves regardless of the risks they will face. According to Dubois et al., 2020, older motorcyclists are involved in more recent crashes. The well-being of delivery riders is essential because variables such as their age, gender, and capability should cope with the physical and mental stress they may get. Health is relevant for the delivery riders to perform their job well. Sometimes, they forget that experiencing common illnesses, pain, and fatigue is not suitable for their well-being.

1.3 Time Management of Working Students

The students seem to have difficulties in managing their studies while working. Some students struggle to attend online classes because they lack the motivation and courage to participate, while others have trouble with time management because their job clashes with their class schedule (Garcia, 2020). They have been struggling with balancing their schedules because the risk of taking online classes and working is very much evident. Even during the face-to-face class setup, they are already struggling with working and

studying simultaneously. However, the shifting schedule can be used to their advantage to attend their classes in the morning or afternoon.

Amid the pandemic, most students have depression and anxiety caused by stress during online classes (Islam et al., 2020). Another problem that students face is dealing with their mental health, which can happen to work students. Coping with anxiety and depression will never be easy for everyone and having to study while working can give a student enough stress for a day. Students have their ways of dealing with stress, and by this research, we can maximize our options so that the participants can answer properly. Their well-being is also at stake when they continue this kind of lifestyle. According to the study of Tharmin et al. (2018), more than half of the 466 students who answered their survey have not experienced a single injury while on the job, and that only 10% had injuries while on duty. This result shows that they do not get physically injured easily since they adapt to that routine of working while studying, making their body used to having common illnesses. However, it does not apply to all students since they have their capabilities. It also depends on the jobs they have either they are permanently working for an organization or just working part-time. It is safe to say that injuries are not impossible to happen. Hence, it is expected that the participants' experiences of this study regarding their well-being would differ depending on their perspectives. Working students feel as if they must choose between classes or their jobs as it is challenging to balance both equally.

The five major experiences of students, which are the ability to balance school and life, time management skills, acceptance of personal responsibility, instructor (in)accessibility, and connection with peers, causes the different perspectives of the students with online classes (Blackmon & Major, 2012). It has always been a struggle to balance school and work, which may be why some students tend to choose one. They have their workloads of activities and their load from working to earn money, which can be a factor why some have negative perspectives of their lifestyle. To do both, they must manage their schedules that cannot clash with their working hours, but not all students have stable well-being. Their work depends on their abilities, so some still have time to care about their health, like exercising or eating on time (Kalenkoski & Pabilonia, 2012). Unfortunately, from the perspective of delivery workers, their overall well-being cannot be maintained. It is given that there is a strong relationship between work-based benefits and demands while there is a weaker relationship between facilitation and conflict. The participants imply both positive and negative views because they have a hard time focusing on their studies. However, they also have their support and benefits that make it worth it for them. Their work-based benefits such as enabling resources, rewards, and involvement and their demands such as time, strain, behavior, and hours worked greatly involved with conflict and less with facilitation that affects their dedication and well-being (Creed et al., 2015). With these benefits that students may get, there are also demands that they want to have.

According to Hovdhaugen (2013), it is more likely that students who work full-time or even just part-time think of dropping out. This is a possible scenario since most students choose to work full-time rather than continue studying because some may work for an experience that can benefit them in the future. However, in most cases, students work to provide for their own or their family's financial needs considering that poverty in the country is already declining to a lower percentage, it is still evident that consistency is inevitable. The students are very persistent with balancing their studies and work, but they continue this

lifestyle because of compensation and support (Peprah et al., 2019). There is a direct relationship between compensation and continuance of commitment based on how high the job's salary offers. There was no correlation between age, sex, and the number of units a student takes. The study showed that the compensation they get from their jobs by working harder means earning more money. Making money is one of the goals of a working student, and they can likely continue working more shifts if they badly need the money. An experience like that is tough to continue, which is why another factor like social support greatly benefits the emotional state of a working student. Surrounded by peers who guide them in meeting school requirements are said to cope with the occupational stress one could experience. The study of Peprah et al. (2019) concluded that students could consistently continue working by having high earnings with proper social support. The authors' findings as they examine the consequences of working for heterogeneous subgroups reveal no issues on the students' grades on minimal working hours, but for the full-time students, they fail to complete their credits per term as their work increases (Darolia, 2014).

The students' motivation in working hard despite the circumstances is good pay, work-life balance, and a comfortable working environment. The students prefer to have a suitable workplace to be able to perform at maximum efficiency. With these motivations, students are more optimistic in the work environment (Zhu et al., 2019). Working students have less time to study in their classes. Classes involving comprehensive reading, writing, and other important subjects shall be affected. They can always be too late to learn. This scenario can impact their academic performance and give them low grades (Curambao et al., 2015). The students are not fit to go for staff-level tasks like achieving extracurricular activities. The respondents in the survey used in the study of Ireland and Jackson (2015) are not enough to generalize that all students based outside Louisiana are not equipped to take on the higher-level task given by the researchers. There is positive self-selection into employment for low-intensity work, and there is only a negative effect on the academic performance of the high-intensity workers (Triventi, 2014). The students tend to get tired quickly, especially when they do too much work every day, leading to fatigue. It is vital to have a good rest since most classes start very early in the morning. Students tend to have sleep deprivation problems. Evening work/shifts students exposed to higher lux tend to have poor sleep quality and higher levels of fatigue (Hebert et al., 2012). Studies conducted prior to the current study have the same result.

1.4 Student's Experience towards Online Learning

Fidalgo et al. (2020) conducted a study on the perception of undergraduate students towards online learning in three countries namely, Ukraine, Portugal, and UAE. The question varies between internet connection in their countries, if the students took classes on online learning, how many courses are taken, and why they are enrolling. Students in Portugal are confident in their internet connectivity on online learning, and the other two are neutral. UAE and Ukraine students were not confident in their equipment and skills on computers. Students in the said countries have little to no experience in online learning and somewhat not feeling motivated. Utilizing a module is much preferred to online learning (Dangle & Sumaoang, 2020; Bisautti, 2011). Using of modules has been helpful and is given much consideration in the online learning setup in the Philippines. The research aims to know which online learning modality the students from the Philippines prefer. Most students have difficulty adjusting to the new way of learning. Students prefer to have assistance in answering worksheets or modules and prefer not to answer alone.

2. Method

To capture and describe the lived experiences of the delivery rider students, this phenomenological research utilized the narratives of the twelve (12) working students whose ages range from 18 to 25 years old and who are the breadwinners of their families. This method provides a helpful avenue for understanding how working students live amid the pandemic and how it is shaped and illumined by personal experiences. The purposively selected group of informants live, study, and work in Metro Manila, Philippines. These informants have their own two-wheeled motorbike that is used for their delivery services. The informants were gathered through referrals and were contacted through social media applications (i.e., Messenger app). To obtain the essence of the informants' experiences, an in-depth interview was utilized for the data-gathering technique. The interview was conducted through google meet, zoom, and at the comfort of their homes. The informants were interviewed during their rest days. Proper safety measures which are aligned to the quarantine protocols were applied, and informants were interviewed safely. All informants' personal information gathered during the interview was treated with the utmost confidentiality and in accordance with Philippine Data Privacy Act.

In writing the phenomenological description of the informants' experiences, the 3-step procedure outlined by Spiegelberg (1965) was employed. This procedure includes intuiting, analyzing, and describing. First, in intuiting, the informants were asked to share their experiences as delivery rider students. Next, analysis was carried out by looking for the pieces, parts, spatial sense; episodes and sequences; and qualities and dimensions of the phenomenon. Lastly, a written description of the informants' experiences was prepared.

3. Findings

When the pandemic started, students were reluctant in the new setup that each Philippine educational institution had implemented. The face-to-face classes became seemingly impossible to avoid close physical contact inside the classrooms. Since not all citizens have stable jobs that can be done at their respective homes, many Filipinos lost their jobs. The select group of students' parents in this study suffered from retrenchment from various companies whose sales declined during the closure of establishments. Thus, being capable and of legal age, the informants of this study opted to help their households to make ends meet and being a delivery rider is the easiest way out.

The number of delivery riders in the country has increased due to the number of the working population that brought their jobs at home and going outside their respective houses is no longer an option. The service of the delivery riders brought to each Filipino home is highly appreciated in this time of the pandemic. They made their lives easier, as being commonly said by almost all Filipinos. Notably, this opportunity also becomes an option for students who want to earn and extend aids to their household to survive this trying time. However, the delivery service demands long hours on the road if one aims to make a considerable amount, resulting in loss of focus in the studies and physical drain, which would compromise the education of the working students.

Based on the in-depth interviews conducted with the select group of delivery rider students, interesting themes emerged from their subjective experiences. The findings are divided into two parts. The first part

tackles how informants balanced their work and studies, while the second part is the significance of the online learning education to the experiences of the informants of the study.

3.1 In Balancing Work and Studies

3.1.1 Customization of Work Schedule

The informants of this study revealed interesting experiences in balancing their studies and their work demands that require draining physical activities. They customize their schedule according to when they can focus on their work and study without compromising any of both. Since the delivery service in the country is allowed to operate 24/7, the delivery rider students opt to work late hours of the day to accommodate their classes in the morning. They drive late in the afternoon until dawn and sleep after their shift until late in the morning. Since their classes are online, they do not need to prepare to dress up for class; instead, they will only log in on online class platforms without making any efforts to look being groomed. One mentioned that I would drive from noon until 5 in the morning, then I go home. I sleep at 7 in the morning and then wake up at noon to drive again. While driving, I take my online classes. On my day off, I submit my schoolwork. As long as they have a stable internet connection, they can attend their classes wherever they go. Thus, their attention is divided while doing delivery service. This situation might compromise the quality of learning of the working students; however, they find it valuable and effective for people like them who have families to feed and dreams of finishing their studies.

As educational institutions need to value the well-being of the students while at home, class periods for synchronous classes are shortened, unlike face-to-face classes. Each educational institution in the Philippines has leeway on the number of hours for synchronous class per course or subject. Thus, working students' synchronous classes for each of their courses are limited to one hour per week. In other words, they only attend online class for a specific course or subject for an hour only. This is due to CHED Memorandum No. 4, series of 2020 or otherwise known as Guidelines on the Implementation of Flexible Learning, wherein the Commission on Higher Education (CHED) addresses:

‘...the need to explore innovative learning modalities that will facilitate migration from traditional to flexible teaching and learning options as students are differently situated in terms of time, pace, and place. These shall allow customization of delivery modes responsive to students' need for access to quality education (Commission on Higher Education, 2020).’

Synchronous e-learning is related to structured and time-bounded activities, which are done through video conferencing and chatting options (Malik et al., 2017). The informants have different class schedules – some of them have classes in the morning, while some have them in the afternoon. Since these delivery service riders are college students, their class schedules are not fixed. Thus, their delivery service hours happen every after their classes. One said, “I usually start early since many customers would order breakfast from restaurants, and after that, there will be a time after breakfast when orders are low, and that is the time to do my modules.”

It is inevitable for them to experience conflict between their class and work schedules as the number of orders is not consistent every time of the day while accomplishing school tasks that need immediate attention. Nevertheless, they always find time to finish their schoolwork every time they have no orders. One student said, “There are times that my delivery schedule clashes with my online class, but I always make sure that I will be able to catch up on our lessons. I make sure that I lend time in finishing my requirements despite having a busy schedule.” In terms of sustaining a good diet, the informants are one in saying that they will have short breaks to eat their meals.

The informants have their ways of balancing their work and studies. Apparently, most of the time, their service hours overlap their synchronous classes; however, that did not stop them from learning and delivering quality service to their customers as long they can manage their time well without compromising their health. They arrange their schedules according to what suits them well and makes them effective delivery riders. The select group of delivery rider students tends to work during weekdays. One mentioned: “I have time for my wants and family every Sunday. I do delivery service for six days, no rest. So, I earned my Sundays for my 6-day grind.”

In submitting their school tasks, they have different strategies to accomplish such. Managing their time well and practicing being always calm in facing the school tasks help them finish their tasks in due time. Although they are amenable that there are times when they cannot submit their assignments on the deadline. However, the delivery rider students are keen enough to ensure successful studies even during their hectic working hours on the road. They are aware of how important it is to submit their tasks on time as much as possible they can complete all the assignments given by their teachers. One rider said: “When the tasks in my modules are hard to answer, I try to answer a few of them to ease my mind and continue the rest later.” Another mentioned: I usually stack all my school tasks and do them during my free day and try to finish all of them. It is kind of effective, but that strategy stresses me out sometimes.”

Stress is common to all working students, especially for the informants of this study, where they spend most of their time on the road delivering items to the customers around Metro Manila. They admit that their situation is draining and stressful, which leads them to think which one should be prioritized first. Nonetheless, they need to earn during these trying times, especially when their parents partially depend on their earnings from being a delivery rider.

3.1.2 Student Cohorts and Support Group

The idea of being a working student would be exhausting to many, but as long as you have your core group to help you out with your school requirements, surviving school is within reach. Having constant communication with peers helps one to endure the difficulty in studies. Moreover, letting your peers understand your situation will go a long way. The informants are grateful to have their peers at their back when they need their help the most. One informant said: “Sometimes when I know I will be short in time, I ask them to help me, but if I can submit on time, I prefer to do it on my own because we all have individual tasks.” They refer to their peers as their classmates who have known their whereabouts as working students. Their classmates are considerate and always feel the need to extend help to them. Another informant revealed that “Sometimes they are the ones who will approach me and offer their help, and I usually let them in making me understand our lessons.” He added, “As much as possible I want to do it on

my own, but there are times I let them do it if they want to when I find the number of my tasks in the day overwhelms me already.”

Compassion is evident among the informants’ peers. The care and understanding they show to the informants encouraged them to move forward and not lose hope. They, at least, serve as their constant reminder that the help they need for their studies is one call away. Even if they do not call for help, their peers initiate to assist them in complying with their school requirements. An informant gratefully said: “It is great to have those friends due to the demand of my job, and I am more than thankful that they lend a helping hand.”

The support that the delivery rider students receive from their peers helped them in so many ways. First, keeping them up to all the school requirements and the lessons they failed to give their undivided attention to. Second, the moral support to not give up their dreams to finish their studies despite the hardship they experience daily. Finally, the presence of the peers balances out the heavy workload of both work and studies of the informants.

3.2 Online learning’s Significance to Delivery Rider Students

Online learning became a viable option to continue the academic operations of the Philippine schools when the COVID-19 pandemic started in the country. Synchronous and asynchronous teaching and learning modalities are employed as forms of instructions for the new learning setup. Therefore, the characteristics of online learning have become helpful to the endeavors of the working students in this study. Thus, they identified the factors of online learning education based on their experiences and how it affects their lives as delivery rider students.

3.2.1 Flexible Class Schedule

The greater flexibility of online education has helped shape the decision of the informants to venture into delivery servicing jobs. Online learning involves synchronous and asynchronous classes, which allow the students to attend classes on any required online platforms and accomplish the modules at any specified time provided by their instructors. However, most educational institutions conduct limited synchronous classes since not all students can access a stable internet connection or afford one. Thus, asynchronous resources (i.e., modules) are the biggest source for realizing continuous learning in student’s education. Asynchronous classes in Philippine education allow the students to ‘learn anywhere and consume their time to gain knowledge’ (Malik et al., 2017) through modules provided by their instructors or institution. In other words, the delivery rider students in this study were provided a soft copy of modules authored by their respective instructors. Each module has stipulated tasks, activities, and assignments, which deadlines will be determined by the instructors themselves.

The informants said that “online learning is very flexible for us. We tend to accomplish our school requirements when we have time.” Instructors are required to give their students enough time to finish school tasks since students are at home, and respect for the kind of individual living conditions that their students have is necessary as it is unknown to them. Moreover, assigning school requirements must be properly scheduled to catch up as online learning is perceived to be complicated and hefty since it is the first time for most schools to implement such a modality.

The informants find online learning easier as it gives them the opportunity to work in the delivery services. However, they express absolute agreement towards face-to-face classes as more convenient to learning, and the quality education they expect from their institutions can only be acquired through face-to-face classes. The informants may have been grateful about the new setup of educational environment in the country for it gives them a chance to work and help their respective households; however, the need for survival during the pandemic outweighs the quality of learning for the students who are working longer hours than they spend for school.

As mentioned in the first part of the findings, the informants attend their classes on the road while driving their motorcycle delivering items to their customers. Online learning made classes portable and accessible anywhere and gave opportunities to the students to study at their own pace. Apart from that, the flexibility of their classes has been shown on how they attend the need to submit their school requirements as their instructors are giving them enough time to comply. Hence, the leniency of the instructors also helps the working students pursue their studies despite the hardship that they experience during the pandemic.

3.2.2 Lenient Class Policies

Class policies are mostly regulated by the instructors or professors regardless of learning modality. When online learning is fully implemented throughout the country, instructors' attention was called to be more lenient to their students since all stakeholders adjust to the new educational setup. Thus, their leniency reflects on each of their class policies – submission of assignments, outputs, projects, and other activities that are essential to the course. The courses' basic learning competencies are given priority, which explains the shortened number of lessons, assignments, and class periods. Although this setup does not apply to all degrees and programs, some require full attention to details of the courses as they are deemed significant to students' degrees.

In the case of the informants, they are pleased with the class policies regulated by their instructors as they are being understood and feel being valued, albeit the adjustments in their learning strategies online and having to work almost twenty-four hours a day and seven days a week. One mentioned, "My instructors usually give us lenient time for the deadlines, which makes it easier for me to manage my time." However, because of the lenient class policies, instructors tend to assign voluminous tasks to their students. This scenario becomes the dilemma of the working students especially their attention is mostly focused on their jobs. The overwhelming assignments create a significant impact on the mental health of the working students in this study. They get anxious, stressed, and drained because as much as possible, they will try to comply with all the tasks prior to the deadline set by their instructors. An informant revealed, "The tasks given by my instructors are way too many, and I cannot handle them anymore, and I cannot finish them on time." This is a common problem among the students in the country as Commission on Higher Education singled out the higher educational institutions that educators must educate and give mercy to all students who are having a hard time. Likewise, the Department of Education agreed, and leniency should extend to the students in Basic Education. Education 4.0 and the Education 2030 agenda of UNESCO, particularly in line with the Sustainable Development Goals on Quality education, equity and inclusion, addressed the disparities and inequalities in access, participation, and learning outcomes in every educational institution. Hence, no one is left behind.

4. Discussion

This study allowed us to be immersed in the experiences of the students who work at delivery services. As shown in the findings, education is still one of the priorities of the working students despite their workload as delivery riders. The fact that they consider working to meet their personal needs and the needs of their respective households, possessing an academic degree, is still on top of their head. Thus, the delivery service sideline is but temporary. However, the delivery rider students have shown that they are more agentic and capable of self-advocacy.

In order to survive the pandemic and the turmoil that their respective families have experienced, working students have to strategize to balance their jobs and studies. Each of them has organized their working hours and study schedule to avoid conflict between their two careers. The working students have revealed their resiliency to pursue their hopes and dreams to graduate and get better careers in the future. The organization skills of the delivery rider students imply one's building self-esteem and confidence despite the challenges brought by the pandemic. It is apparent that the safety of their work is nonexistent at all, thus, their health is as well compromised. The sacrifice they keep every time they deliver their customers' goods made them more challenged and encouraged to exert more effort as they consider their job the only way to survive and continue their studies.

Given the working students experiencing stress and physical drain on a daily basis, it might be expected that they could suffer severe health problems. Surprisingly, these working students were able to cope and manage well their well-being. This could be attributed to the students having a perceived control and various coping strategies to offset the negative effects of their feelings of stress resulting from their work-study experiences. Perceived control is found to buffer the effects of stress (Rosenbaum et al., 2012; Fraizer et al., 2004; Jones & Bright, 2001). The working students of this study seem to have a high level of perceived control that tends to influence their choice of positive coping strategies to help them deal with their feelings. As a result, they were able to strategize, organize, and manage their schedule even if it takes them to attend their classes while on the road attending their online classes. Additionally, the support and aid from their peers greatly contributed to their relative success in enduring their feat as delivery rider students amid the pandemic.

Due to the unprecedented situation brought by the pandemic, its impact on education became a center of interest for educators and researchers. Although it was shown in the findings that the informants would still prefer face-to-face classes; however, the online class setup suits well for their job, and it helps them to provide for their respective household, financially speaking. But they would not have experienced attending online classes while delivering items to their customers if the pandemic did not happen. Nevertheless, the experiences of the working students like the informants in this study explicate the significance of online learning education in the country. The factors that the informants identified towards the online learning they experience – flexibility and leniency – define how Philippine education has contributed to the nascent literature for education studies in the pandemic. Therefore, the necessity of online learning in this era optimizes the educators' capacity and improves the students' learning strategies. Furthermore, Sun et al. (2020) posit that the students believe that teachers should know how to adapt their lectures to the online environment, not just simply transfer online the information taught in the traditional way, and that they should give an adequate number of projects and assignments. Thus, educational

institutions in the country have been immensely invested in retooling their teachers to be adaptive and adept with the new teaching setup to perpetually offer quality education to their stakeholders.

When it comes to quality of learning, the informants are in one that processing information is more difficult in the new learning setup regardless of their status. But with the help of their colleagues, peers, classmates, and friends, they could surpass the challenge in absorbing the lessons and submitting their school requirements on time. Based on the experiences of the delivery rider students, the quality of the educational process in online learning depends on multiple factors: the level of training of the educators, teaching strategies, engaging with students, communication between the faculty and the students, quick feedback, and giving tasks – wherein teachers are encouraging the students to allocate more time for completing the assigned tasks. Therefore, this study revealed that delivery rider students have appeared to be the façade of the learning experiences of the students and the effect of online learning in the country.

5. Conclusion

Delivery services surely help many Filipinos, especially the informants of this study, who struggle financially during this pandemic. The working students prefer following a specific schedule when it comes to balancing their workloads since most of them struggle to comply. Some of them multitask for them to attend both their work and online classes. Working students thrive to balance their work and studies despite the stress factors they face each working day. However, when it comes to priority, the answers are divided. Prioritizing work to survive nowadays is the choice of some working students, while some prioritize their studies to build their future. They tend to ask for assistance when they are jam-packed with the workload, having no time to comply, or have no proper instrument to use.

Financial needs led them to work at the delivery services and made them experience new things in their lives which they did not encounter much back then. Schoolwork also affects the working students' well-being during the course of dealing with online education. Some of them prefer face-to-face learning as they can learn and engage more. However, some choose online learning so they can multitask and manage their time efficiently. Despite being stressed, working students find comfort in their own families. They set them as a motivation to continue learning and working, and by that, they made sure they spent time with their families and peers. Working students' well-being is important, from tirelessly working on the road, studying, and having a small amount of time for themselves. Some have an optimistic approach for them to go on with their work and families, while others tend to be mentally drained and physically tired, some of their stressors are caused by their environment, which affects their performance in both work and studies.

Furthermore, this study offers a perspective towards the educational process that took place in sudden changes in Philippine education through the lived experiences of the delivery rider students. Therefore, it is possible that after a more extended period of adaptation of students and educators with online learning, the quality of the educational process will improve, and that online learning education would still be more viable and plausible when the pandemic ends.

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