



Online Selling: Unfolding the Lifestyle of The Working Students

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ABSTRACTS

The popularity of online purchasing is growing. There are still online buyers who refuse to buy online despite the availability of outstanding products, low costs, and simple checkout. This paper would unfold how working students, particularly in the online selling platform, would adjust, behave, respond, and foresee the challenges of being a laborer and a student. Qualitative phenomenology was used to determine the methods of the working students in overcoming their challenges and their initiative to cope with the demands of academic and work performance. Five (5) student online sellers aged between 15 to 24 years old residing in Tacurong City were the study's participants. They were purposely chosen and interviewed via Google Meet. As revealed by the data gathered, there are a lot of significant changes in their routines, schedules, and time management. This was a major challenge. They knew the importance of the purpose of their works, knowing that there were gaps so they had the initiative to overcome those said gaps. Bottommost, the participants are still in the process of how to achieve effective time management as it benefits being a good self-employed worker and a student. It is the reason why the students must overcome and be held as responsible as possible. In conclusion, the overall lifestyle of the working students in the online selling platform is the process of how they must manage time wisely, such as time management plans. Aside from motivation, there lies self-reflection, and consistency, especially in having effective time managing skills.

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1. INTRODUCTION

The pandemic has hastened the transition to a more digital society and spurred changes in internet commerce that will have long-term consequences (Moon et al., 2021). Since money is the main key to survival, especially in educational means, the youth takes advantage of social media, creating a narrative to trade and removing all geographical limitations. Online selling has more confident consumers since they have researched that particular product online: finding credible information, review feedback, and accommodatable services. The youth simply takes advantage of this issue as time saved can be invested in growing businesses (expansion) through outbound sales and marketing.

In this regard, spearheading this study is possible and can make the outcome coherent by enhancing the society's perspective and how the meaning influences their behavior. As online selling controls such society in the current time, this research study generates those said perspectives on how working students bridge their gaps as both laborers and students on such a platform. It is to unfold the experiences and better recognize the lifestyle of these working students' movements on how they manage their time for work and study. Moreover, to determine how these working students overcome the underlying challenges they encounter, and to determine what are their initiatives to cope with the demands of academic and work performance.

2. METHODS

The study employed the qualitative phenomenology research design where it investigates the everyday experiences of the working students while suspending the researchers' preconceived assumptions about the phenomenon. This study was conducted online due to COVID-19 restrictions and five participants were interviewed via Google Meet. Semi-structured interviews were used to gather the data. Thematic Analysis (TA) was used in the data analysis.

2.1. Participants of the study

The participants have been chosen through the following criteria: he or she must be (a) a working student, (b) between the ages of 15-24 years old, (c) a working student who is actively selling online on social media, (d) a resident only to be found in the Province of Sultan Kudarat, Tacurong, the Philippines, and (e) confident in sharing views and ideas on their lifestyle as a working student.

2.2. Data gathering instruments

We interviewed respondents using guided questions consisting of three parts to attain the appropriate data needed. The first part asked for the participant's demographic information to establish a profile for discussion purposes. The second part was an interview based on the participants' current experience of online and academic experience while working as an online seller. Lastly, the third part was the semi-structured interview questions. It combined the information obtained from the previous two interviews to describe the individual's essential experience with the phenomenon. The interview process included the guide questions and follow-up or clarifying questions, to get more information from the participants.

2.3. Data gathering procedure

Letters of communication were sent initially to the Adviser and the Chairman of the Laboratory High School for permission to conduct the study. A letter of invitation was sent to the chosen participants and a consent form was obtained. Video calling apps were used to conduct the in-depth interview with the participants. Each interview lasted approximately 5-10 minutes, depending on the participant's answer. The researchers requested permission to record the interview to accumulate valuable data. In the transcription writing, all utterances that had transpired in the semi-structured interview had been written verbatim and the final transcribed interviews were subjected to data analysis.

3. RESULTS AND DISCUSSION

3.1. The lifestyle of the online seller students

The working students' lifestyle was significantly changed by online selling and was affected by schedules of class and work, and daily routines.

Adapting to the new schedules, especially during this pandemic became a struggle as the online seller students find suppliers, and customers, and have classes at the same time. This also includes the sleeping schedule the students had due to the complex schedule being a rookie in the online platform business. This is aligned with the statement of [Teixeira et al. \(2016\)](#), that sleepiness and shorter sleep duration can have a negative impact on the quality of life and school development of high school students. This might be due to a work effect, reducing the available time for sleep and shortening the sleep duration

The working students seem to be working at day with their set schedules while studying or doing school requirements at night. Though, when faced with a challenge particularly when there are numerous academic workloads, they try to set aside their business negotiations and try focus more on their studies. With this, the problem is not a lack of time—it's how people manage that time that matters the most ([Wagner et al., 2008](#); [Britton & Tesser, 1991](#)).

The daily routines of the working students were affected because of online selling. They implemented a fixed routine to adapt: dividing their time throughout the day and night. Social media is an untapped sales platform for many businesses. Staying ahead of the competition is relevant in today's market that necessitates a robust social selling routine ([Teece, 2007](#); [Snyder & Honig, 2016](#)).

3.2. Time management of the online seller students

The working students' time management was a handicap to their business and academic load since online classes are not convenient to the schedules of their business. They handled the time managing skill quite well despite being struggled at first due to transition. The working students worked and manage their time for study and time for work.

Working students have different ways to manage their time. At first, it was initially difficult for them to manage their studies, but as time passed, they developed the ability to deal with and manage their studies while working. This observation corresponds to [Oettingen et al. \(2015\)](#) that with effective time management, students can stay on top of deadlines and manage their workload efficiently

During their time for work, the online student sellers worked on their schedules since they had all prepared their items in advance and managed their work adequately. [Nonis et al. \(2006\)](#) indicates that students who work are more self-confident and have better time-management abilities than those who do not. A job can provide both training and experience

and provide money, independence, and satisfaction. Working teaches students responsibility and reinforces their schoolwork.

Additionally, [Watts and Pickering \(2000\)](#) noted, that a working student must maintain two separate identities: a worker and a student. Students who have work develop a sense of responsibility and might also have their academic knowledge strengthened by the experience. Working while studying is difficult enough for working students, especially when their future dreams are at stake. Despite this, the participants handled their situations excellently, adhering to their schedules and making every attempt to enjoy their business's growth.

3.3. Self-reflection of the online seller students

There were challenges and problems that the students experienced while studying and working at the same time. These problems were such as self-deprivation, demanding customers, and lack of focus. However, with these problems, they tried to overcome them through self-reflection which helped them to be effective in many ways.

Through self-reflection, the working students assess their strengths and weakness. It helped them to test their personal ability to cope. By reflecting on the circumstance, they experienced, they eventually practice engaging in good time management and setting their goals and priorities. The working students' way of overcoming the said challenges efficiently is vital to their careers as online sellers.

As working students, learning how to overcome the challenges they face or encounter is important because they are still students. The process of overcoming holds great significance in their line of work since the students also have academics to attend to. This gives them a sense of being responsible and accountable for their actions and choices. [Bailey \(2019\)](#) stated, that one such strategy is goal setting, which supports individuals in identifying specific behaviors they wish to change as well as how to go about doing so.

3.4. An initiative of the online seller students

As working students, it is important to know how to cope with academics and work by identifying what their initiatives in handling both are. Learning how to cope with managing both is important to their careers as working students since it determines their future on the platform of business and their grades.

Through the theme of initiative, the students knew the importance of their education and business and came up with several ways to cope with both of them. Additionally, they valued the mindset of not dropping their business and academics, considering how difficult managing both at the same time. They made use of their motivation, consistency, and the need to work and study because of their future goals and self/family needs.

The social media platforms proved to be a great help to the students in determining their initiative on work and study. The working students also develop a set of skills like having initiative in both their study and business. The working students may obtain beneficiary skills that cannot be obtained at school. These skills could be beneficial in their future aspects. Some skills such as knowing how to write business reports or soft skills. In addition, the ability to work in teams, demonstrate punctuality, and other skills that could also be general or sector-specific ([Heckman et al., 2018](#)).

4. CONCLUSION

The overall lifestyle of the working students in the online selling platform is the process of how they must manage time wisely, such as time management plans. Working students in

this platform usually struggle between the overlapping schedules of their business transactions and academic studies so they have the initiative to adjust and adapt to the environment. Self-development is also a driving force. Using this, they have the drive to find solutions to their struggles, especially how to manage time wisely. The working students share their common motivations: to help their families and themselves, embrace mistakes, and be self-sustainable with their needs, wants, and future dreams.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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