

**A PHENOMENOLOGICAL STUDY ON THE LIVED EXPERIENCES OF
STUDENT-MOTHERS**

A Thesis Presented to
Faculty of the College of Arts and Sciences
Misamis University
Ozamiz City

In Partial Fulfillment
Of the Requirements for the Degree
Bachelor of Science in Social Work

by
Princess Sarah N. Balan
Jefferson B. Torres

May 2025

APPROVAL SHEET

This thesis entitled, “**A PHENOMENOLOGICAL STUDY ON THE LIVED EXPERIENCES OF STUDENT-MOTHERS,**” prepared and submitted by Princess Sarah N. Balan and Jefferson B. Torres, in partial fulfillment of the requirements for the degree Bachelor of **Science in Social Work**, has been examined and is recommended for acceptance and approval for Oral Examination.

MHIE B. DANIEL, EdD
Adviser

Approved by the Thesis Committee on Oral Examination with a grade of *Passed*.

HAYDEE D. VILLANUEVA, PhD
Chairman

WINNIE A. BHAGWANI, RSW, MSSW
Member

EDEN A. NERI, RGC, Rpm
Member

Approved and accepted in partial fulfillment of the requirements for the degree
Bachelor of Science in Social Work.

HAYDEE D. VILLANUEVA, PhD
Dean, College of Arts and Sciences

Date: May 2025

ACKNOWLEDGEMENT

The researcher wishes to express their heartfelt gratitude and appreciation to the following who in different ways helped in making this research undertaking successful:

Dr. Haydee D. Villanueva, The Dean of the College of Arts and Sciences, Misamis University, for the valuable insights and inputs given leading to the fulfillment of this paper;

Prof. Winnie A. Bhagwani and Prof. Eden A. Neri, members of the Thesis Committee, for the valuable comments, suggestions and recommendations provided for the betterment of this study;

Dr. Mhie B. Daniel, thesis adviser, for the constant guidance, unselfish patience, motivation, and inputs given for the improvement of the research output; Vice President of Academic Affairs, for the permission given for the conduct of the study;

The respondents, for their willingness and cooperation in answering the research instruments;

Their family, for the untiring moral and financial support extended leading to the accomplishment of this paper; and

Above all, the God Almighty, for the good health, wisdom, and determination given to the researcher.

Sarah

Jefferson

DEDICATION

To the Almighty God who guided us and blessed us with grace throughout the research process. To our families for their support and patience in us. To the student-mothers who generously shared their experience, their strength, sacrifices, and resilience to difficulties have been the main inspiration for this work. To the individuals who contributed in different ways, whose help made a significant contribution towards the success of this study.

Sarah

Jefferson

ABSTRACT

Juggling motherhood and academic responsibilities in higher education presents a significant challenge for many women. This study explored the lived experiences of twelve student-mothers using a qualitative phenomenological approach, focusing on the challenges they experienced and the coping mechanisms they employed to deal with their educational and parenting roles. The research design employed a qualitative phenomenological research in order to have a deep understanding of the experiences that student-mothers underwent. The participants were identified using a purposive and snowball approach. An interview guide was used for data collection consisting of general background questions, core questions about difficulties and solutions, and reflective exit questions. The interviews go through Verbatim transcription and the analysis was done following Moustakas' (1994) approach. The challenges of juggling motherhood and education were highlighted by the emergence of key themes: Balancing Dual Roles, Time Constraints, Support, and Organizational Strategies. Student-mothers demonstrated remarkable resilience, remained inspired by their maternal responsibilities, and relied on social support. The study recommends for the school administration to include a policy in the student handbook, encouraging student-mothers to seek support and manage time effectively, and suggests future research on long-term outcomes and institutional support.

Keywords: *balancing multiple roles, challenges, higher education, motherhood, student-mothers*

TABLE OF CONTENTS

	Page
TITLE PAGE.....	i
APPROVAL SHEET.....	ii
ACKNOWLEDGEMENT.....	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	ix
Chapter	
1 INTRODUCTION.....	1
Background of the Study.....	1
Theoretical Framework.....	6
Conceptual Framework.....	8
Objectives of the Study.....	13
Significance of the Study.....	13
2 RESEARCH METHODOLOGY.....	14
Design.....	14

Setting.....	14
Participants.....	15
Instrument.....	15
Data Gathering Procedure.....	17
Data Analysis.....	18
Ethical Considerations.....	19
3 RESULTS AND DISCUSSION.....	21
Theme 1: Balancing Dual Roles.....	21
Subtheme 1.1: Prioritizing Motherhood Over Self.....	23
Subtheme 1.2: Adjusting Life Perspective.....	24
Theme 2: Time Constraints.....	26
Subtheme 2.1: Conflicting Schedules.....	27
Subtheme 2.2: Divided Focus.....	28
Theme 3: Support and Organizational Strategies.....	30
Subtheme 3.1: Making To-do Lists.....	31

Subtheme 3.2: Family Assistance.....	32
Subtheme 3.3: Spousal or Partner Support.....	34
4 SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS.....	36
Summary.....	36
Findings.....	36
Conclusions.....	37
Recommendations.....	37
REFERENCES	39
APPENDICES	46
Appendix A - Interview Guide.....	46
Appendix B - Informed Consent Form.....	48
Appendix C - Letter of Approval.....	54
Appendix D - Transcriptions.....	56
CURRICULUM VITAE.....	98

LIST OF FIGURE

	Page
Figure 1 Schematic Diagram of the Study.....	12

CHAPTER 1

INTRODUCTION

Background of the Study

Managing multiple roles that required significant time, energy, and commitment was both rewarding and overwhelming. Finding harmony between personal responsibilities and professional or educational goals demanded resilience, strategic planning, and access to supportive resources (Bulluogh et al., 2022). Motherhood can significantly impact academic pursuits, as balancing responsibilities such as childcare and household management with studies requires effective time management and a supportive system. While motherhood brought challenges to academic success, it also inspired resilience and motivation, as many parents viewed education as a pathway to providing a better future for their families (Nomaguchi & Milkie, 2022).

In recent years, the number of student mothers in higher education institutions in the Philippines has increased, reflecting societal changes in education and family. The Commission on Higher Education or CHED data showed that by 2021, 25 percent of college learners were non-traditional learners, many of whom were parents who had to juggle their school obligations with their family responsibilities. This is especially the case in the Philippines, which had cultural beliefs that motivated a strong focus on family-oriented and education (Gaytos et al., 2019).

The parental and the student role created a number of challenges that affected the quality of life, academic achievement, and family relations. Student mothers experienced the challenges of a learning process, which included classwork, tests, quizzes, and participation in class, alongside the challenges of raising children (Briegel et al., 2023). Managing these responsibilities might have compromised their stress, thus reducing their ability to relate well to academic productivity. Furthermore, these difficulties were not limited to the educational or parenting domains but seemed to generalize to the social sphere as well. Student mothers may face difficulties in social interaction, engagement, and support due to time constraints and other responsibilities (Blanton, 2021).

Besides, pressure from expectations as parents and students led to guilt and inadequacy issues affecting their psychological well-being. Knowledge of these factors was necessary for designing support frameworks in educational organizations. For instance, a study revealed several challenges that single mother college students faced but successfully navigated through self-reliance, self-esteem, and support (Farrell, 2021). Likewise, the barriers experienced by student mothers provided a coping plan to promote their college completion rates (DeWitt, 2021). Flexibility and network support were key factors in meeting the multiple role demands of mature working student mothers. Altogether, these findings provided insight into how educational institutions can support students and their parents to achieve a better work-family balance, thereby increasing their effectiveness (Andrade et al., 2024).

In this study on the experiences of student-mothers in higher learning, two variables were identified to determine the distinct nature of student-mothers' experience in college.

Motherhood had responsibilities that interfered with a student-mother's daily life, emotional and social health, and goals. Parenting involves taking care of the child, providing financial support, and being responsible for household matters (Todd, 2023). These obligations provided student-mothers with a clear framework of activities but, at the same time, required them to constantly juggle between parenting and personal goals (Andrewartha et al., 2022).

Motherhood, therefore, impacted not only their existence but also their academic endeavours as they sought to ensure that their family had a supportive and understanding environment. At the same time, they pursued a college education (DeWitt, 2021). On the other hand, responsibilities have a significant impact on a student's academic performance. Mothers, as members of the academic community, were adjusting to the demands they faced as parents of young children. This paper explored the roles and responsibilities of a learner: attending classes, submitting assignments, contributing to discussions, and passing the required tests, among others (Tight, 2020).

In the case of the student mothers, academic experiences were, therefore, a discourse of the mothers' ability to manage their parental and student roles. Because they were mothers, they might have experienced time pinch, stress, or fatigue; these factors could have impacted their performance and participation, presenting a different picture from that of students who do not have such responsibilities. These challenges were discussed in detail by social work student-mothers at the University of Gävle (Oyegun & Oyegun, 2022). The study also found that education plays a crucial role in human development and that parents engage in academic activities for their own benefit and that of their children (Davis et al., 2021).

In the present study, the researchers employed a qualitative research approach with five social work students who had children while pursuing their studies. The authors employed role theory to analyze how people managed multiple roles, highlighting the need for constant access to counselling services to ensure the academic achievement of student-mothers. This demonstrated the need for effective support programs and services within educational organizations (Davis et al., 2021).

Balancing academics and motherhood were a multifaceted challenge faced by many individuals pursuing higher education while fulfilling their responsibilities as parents (Chhetri, 2024). This study will examine the complex dynamics involved in juggling these dual roles, highlighting the physical, emotional, and psychological demands that arise (Guerrero, 2021). Motherhood required constant attention, financial resources, and emotional energy, while academic pursuits demanded intellectual focus, time management, and commitment to rigorous study schedules. The overlap of these responsibilities often resulted in stress, fatigue, and occasional role conflicts, which can impact performance in both areas. This study examined how individuals navigated these complexities by employing coping strategies, including effective time management, seeking social support, and utilizing institutional resources, such as childcare services or flexible academic schedules, to meet their dual obligations (Sarker, 2024).

Moreover, this study will examine the societal and institutional support systems that significantly influence the ability of student mothers to thrive (Smith, 2023). Institutions that offered flexible learning options, online classes, and parental leave policies created an environment conducive to success for this demographic (Baddley, 2021). Furthermore, the study examined how cultural and familial expectations influenced the

experiences of student mothers, particularly in societies where traditional gender roles assigned disproportionate caregiving responsibilities to one parent. By identifying key challenges and enablers, this study aimed to provide insights that could inform policies and programs to better support student-parents (Esau, 2022).

Research on student mothers in higher education institutions has primarily focused on the challenges they face, such as managing time, financial strain, and limited institutional support (Sallee, 2019). However, these studies often lacked a contextual understanding of how cultural and socioeconomic factors influenced the lived experiences of student mothers, particularly in regions such as the Philippines. While existing literature has emphasized practical difficulties, there has been limited exploration of the psychological, emotional, and long-term impacts of balancing academics and motherhood. This gap highlighted the need for a deeper, phenomenological examination of their lived experiences. Studying this topic was crucial to developing more inclusive educational policies and support systems that addressed the unique needs of student-mothers, ultimately fostering a more equitable and supportive academic environment (Hatch & Toner, 2020).

This study was conducted within a private higher education institution located in Misamis Occidental. The institution offered a wide range of undergraduate programs and catered to a diverse student population, including student mothers. While it promoted inclusive learning and student welfare, there was limited focus on the specific needs of student mothers, making it an ideal setting to explore their lived experiences. The purpose of the study was to explore how student mothers navigated the demands of parenting while pursuing their academic goals. It aimed to gain a deeper understanding of their daily

challenges, the strategies they employed to cope with them, and how the institutional environment influenced their educational journey.

Through this research, the study intended to give voice to student mothers whose experiences were often overlooked in academic discourse. It sought to identify areas where support systems could be improved and inspired future policies and practices in higher education that were more inclusive of non-traditional students. The significance of this study lies in its potential to inform the development of student-centred support programs that address the unique needs of student mothers. It could be utilized by educational institutions to implement inclusive policies, by student support offices to design targeted interventions, and by future researchers as a foundation for expanding studies on student-parents and other non-traditional learners.

Theoretical Framework

This study was grounded in the Work-Life Balance Theory (Kirchmeyer, 2000) and the Role Strain Theory (Goode, 1960) to provide a foundation for understanding the experiences of student-mothers who balance academic and familial roles.

The Work-Life Balance Theory describes an individual's capacity to achieve satisfaction in personal life priorities while also being effective and fulfilled in both work and family roles. It emphasized the importance of achieving harmony across various life domains, including but not limited to work and family. In this study, Work-Life Balance Theory was used to investigate how student mothers managed and balanced their academic, personal, and familial obligations. This theory guided the exploration of factors that either

facilitated or hindered their ability to achieve balance, ultimately affecting their overall well-being and role performance (Kirchmeyer, 2000).

A related study explored the work-life balance of college and university teachers in Karnataka, India. The findings revealed that women experienced greater difficulties in achieving balance due to gendered expectations and conflicting demands across roles (Mayya et al., 2021). This study aligned with the key ideas of Work-Life Balance Theory, particularly Kirchmeyer's emphasis on managing personal resources, such as time and energy, to meet responsibilities across various life domains.

This theory's relevance lies in its focus on how individuals manage competing responsibilities and the implications of imbalance on well-being. It provided a lens to understand the pressures faced by student-mothers, especially how their academic, familial, and personal roles interacted and affected their ability to perform effectively.

Role Strain Theory posits that individuals experience stress when managing multiple roles that place conflicting demands on them. According to this theory, when roles overlap, such as being a student and a parent, individuals encounter strain that results in stress and diminished role performance. In the context of this study, Role Strain Theory was applied to examine how student mothers coped with the competing demands of academic responsibilities and parenting. This theory helped illuminate the sources of stress they faced and how this strain affected their effectiveness in fulfilling both roles (Goode, 1960).

A related study illustrated the experiences of Nigerian and British single student-working mothers, highlighting the significant role strain these individuals faced. Their findings indicated that, regardless of nationality, single student-working mothers

encountered inter-role conflict, role ambiguity, role overload, and external pressures, which made achieving a work-life balance extremely challenging. However, the extent of these pressures and the coping mechanisms adopted varied due to the different political, economic, and socio-cultural contexts in Nigeria and Britain. This study supported the Role Strain Theory by illustrating how conflicting roles led to stress and highlighted the Work-Life Balance Theory's focus on the difficulties in balancing multiple demanding roles effectively (Mordi et al., 2023).

By integrating Role Strain Theory and Work-Life Balance Theory, the researchers gained a deeper understanding of the experiences of student-mothers. Exploring how these theories interacted allowed us to pinpoint areas where interventions and support systems could be established. This approach aimed to reduce the stresses of balancing multiple roles, ultimately fostering improved educational outcomes and personal well-being for these individuals.

Conceptual Framework

The concepts explored in this study were grounded in the responses of twelve student-mothers in higher education who participated in in-depth interviews. Three main objectives guided the study: to explore their lived experiences, identify the challenges they encountered, and examine the coping mechanisms they employed to address these challenges. From their narratives, the main themes were developed: Balancing Dual Roles, Time Constraints, and Support and Organizational Strategies. Each illustrated a significant part of their lived realities as they navigated dual roles as students and mothers.

Balancing Dual Roles highlighted the emotional strain and decision-making dilemmas when school deadlines clashed with parenting duties, such as caring for a sick child or attending school activities (Omar, 2024). These competing roles required constant negotiation and often came with feelings of guilt or anxiety when one role seemed to overshadow the other. Participants expressed the difficulty of balancing academic obligations with their children's immediate needs, frequently feeling torn and emotionally overwhelmed. Some described moments of self-doubt and frustration, particularly when they felt they were falling short in either role. Despite these challenges, they continually sought ways to balance responsibilities, drawing strength from their sense of purpose and commitment to both family and education (Reilly et al., 2021).

Emerged as a foundational experience shared by all participants (Majka, 2024). The theme reflected the demanding nature of managing academic responsibilities while actively parenting. Participants described the constant need to shift between academic and parental duties, often sacrificing personal time and rest to fulfill both roles effectively. Despite the challenges, many found ways to stay motivated by focusing on their long-term goals and the well-being of their children. This balancing act required a high level of emotional resilience, adaptability, and commitment, shaping not only their academic journey but also their identity as student mothers (Borkowski & Thorpe, 2023).

Time Constraints were a major challenge that shaped the daily experiences of student-mothers, as they constantly juggled academic responsibilities with childcare, household duties, and sometimes part-time work (Nnadi & Nazim, 2024). The limited hours in a day forced them to develop strict routines, sacrifice personal time, and sometimes prioritize their children's needs over their educational pursuits. Despite the

pressure, many learned to maximize small windows of opportunity, studying during naptimes, late at night, or between chores, demonstrating their adaptability and determination. These constraints, while exhausting, also fostered a heightened sense of discipline and time management, which became essential tools in their journey as both mothers and students (Webber et al., 2021). Participants developed systems and habits to navigate conflicting schedules, prioritizing academic tasks while ensuring their children's needs were met (Yadav et al., 2023). They shared that creating structured routines, setting daily goals, and using planners or digital tools were essential strategies for maintaining balance. They emphasized the importance of discipline and flexibility, often adjusting their schedules to accommodate unexpected parenting duties. This skill not only helped them meet academic deadlines but also reduced stress and improved their overall well-being. Over time, effective time management became a crucial factor in sustaining both their educational progress and family responsibilities (Yusufjonova et al., 2024).

Support and Organizational Strategies as well as support systems, also played a vital role in sustaining student mothers (Baluyos & Alvarico, 2025). Emotional, financial, and logistical support from family members, partners, friends, or even understanding professors and classmates often made the difference between giving up and pushing through. These network provided assistance with childcare, household tasks, moral support, and, in some cases, financial aid. For many, just knowing someone was in their corner provided reassurance and reduced feelings of isolation. Peer support from fellow student-mothers also created a shared space for understanding, empathy, and motivation. These support systems served as a lifeline, reinforcing their capacity to persist in their studies while fulfilling their parental responsibilities (Arcilla et al., 2025).

Organizational Strategies were a key coping mechanism adopted by the participants (Kanana et al., 2021). To manage the demands of both motherhood and academics, student mothers developed practical systems, such as creating daily schedules, using planners or digital tools, and setting priorities to stay on track. Many learned to break tasks into manageable steps, plan for deadlines, and coordinate routines around their children's needs. These strategies helped reduce feelings of overwhelm and gave them a greater sense of control over their time and responsibilities. Although not always perfect, these organizational habits played a crucial role in maintaining balance, minimizing stress, and boosting their academic performance and personal confidence (Aruldoss et al., 2022).

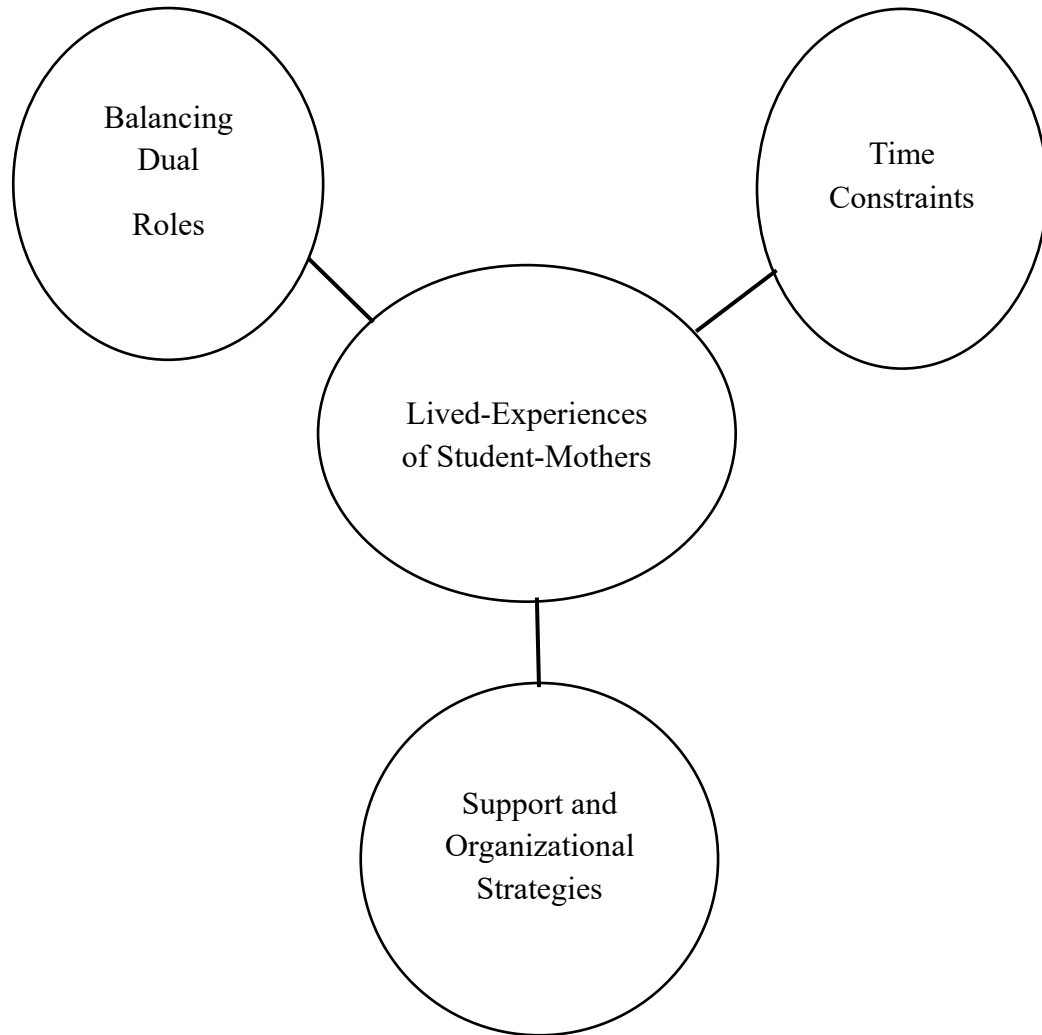


Figure 1. Schematic Diagram of the Study

Objective of the Study

This study aimed to understand the experiences of student mothers in higher education. By examining their challenges, how they coped, and the impact of balancing school and parenting, this research provided insights that helped schools better support these students. Specifically, this study:

1. Explored the lived experiences of student mothers pursuing a college education.
2. Explored the challenges encountered by the student mothers.
3. Identified coping mechanism and strategies used by student mothers in managing academic and parenting responsibilities.

Significance of the Study

The purpose of this study was to provide a more comprehensive understanding of the particular difficulties faced by student mothers in higher education. Colleges and universities could design more student-mother-friendly policies and activities by learning about their experiences.

The insights from this research helped inform the development of family-friendly policies in academic settings, which may improve the chances of student mothers staying in school and succeeding in their studies. Additionally, this study contributed to the limited research on the intersection of higher education and motherhood, providing a deeper understanding of how balancing these roles affects the lives of student mothers.

CHAPTER 2

RESEARCH METHODOLOGY

Design

This research employed a phenomenological research design to describe the lived experiences of student mothers in higher education institutions. Therefore, the study was best conducted using a phenomenological research paradigm because it aimed to describe the experiences of student-mothers in higher education institutions from their perspective. This design enabled the researchers to explore the personal perceptions of student mothers in greater detail. For selecting participants for the study, the researchers employed purposive and snowball sampling techniques, as well as their judgment. To achieve these objectives, certain particular goals of the study were considered when recruiting participants.

Setting

This study was conducted in one of the private higher education institutions in Misamis Occidental. The institution had been granted Autonomous Status by the Commission on Higher Education (CHED), making it the only autonomous university in the province and Northwestern Mindanao. Known for its inclusive environment, it supported both traditional and non-traditional learners, making it a fitting setting to explore the experiences of student mothers balancing academic and familial responsibilities.

Participants

A total of twelve (12) student-mothers participated in this study. The participants were undergraduate students enrolled in one of the higher education institutions in Misamis Occidental. They were selected based on the following criteria: currently enrolled, had a young child or children, and all were living with their spouse. Basic participant information, such as name, age, course, year level, college department, and confirmation of their status as student mothers, was gathered through guided introductions at the start of each interview. Additional contextual details, including the number of young children, emerged naturally during the conversation.

The study focused on understanding how these student-mothers navigated their dual roles as parents and students. Participants were identified through a combination of purposive and snowball sampling techniques, allowing the researchers to reach individuals who met the criteria and expand it through referrals. This approach enabled a detailed examination of the coping mechanisms and support systems these women utilized in balancing their roles as students and mothers.

Instrument

The researchers used an interview guide as the primary data collection tool, conducting in-depth conversations with purposefully selected student-mothers in one of the higher education institutions in Misamis Occidental. This method enabled consistency in questioning while maintaining flexibility to explore concerns raised by participants. The interview guide was developed and organized into sections covering general information. It included opening questions designed to build rapport and gather basic background information. It also featured core questions that focused on the main themes of challenges

and coping strategies. Finally, there were exit questions that encouraged participants to reflect on their experiences and share any additional insights they may have. To ensure clarity and relevance, the guide underwent pilot testing with non-participating student-mothers. Questions were translated into local dialects to ensure better understanding and comfort during the interview process.

Interviews were conducted face-to-face in settings where participants felt comfortable sharing openly. Smartphones were used to audio-record conversations for accuracy, while researchers also took partial notes to capture non-verbal cues and contextual details. These recordings were later transcribed verbatim, and the data were analyzed to identify themes and patterns reflecting the participants' challenges, coping mechanisms, and resilience. This approach provided a deeper understanding of the lived experiences of student-mothers in higher education institutions and the factors affecting their ability to balance academic and parental roles.

To ensure the content and face validity of the research instrument, the researchers consulted an academic expert, the program head, and an experienced instructor. These experts reviewed the interview guide, data collection tools, and procedures to confirm they effectively addressed the challenges, coping mechanisms, and experiences of student mothers in higher education institutions.

The validation process involved consulting experts to ensure that the research instrument aligned with the study's objectives. The experts reviewed the research questions for clarity, relevance, and appropriateness in capturing the lived experiences of student mothers. To further enhance the tool, pilot interviews were conducted with two student

mothers who were not included as actual participants in the study. This process helped identify vague, irrelevant, or incomplete aspects of the questions, allowing for necessary revisions. Through expert validation and pilot testing, the research instrument was refined to ensure its credibility, consistency, and suitability for exploring the participants' lived experiences.

Data Gathering Procedure

The data collection process began with the development of general interview questions that encouraged student-mothers to share their experiences. These questions were pretested by the research adviser, program head, and instructor to ensure clarity and relevance. Based on their feedback, the interview guide was revised and aligned with the study's objectives. The research adviser first signed a consent letter for the conduct of interviews and then endorsed it to the Dean for review. After the Dean's approval, the letter was forwarded to the Vice President of Academic Affairs for final authorization. Once approved, formal permission was granted to conduct interviews in appropriate locations within the university.

Participants were initially identified based on specific criteria relevant to the study. These individuals were personally invited to participate in the interviews. Additional participants were then referred by those already involved, allowing the researchers to reach more qualified individuals through personal recommendations. Private interview sessions were arranged for each participant. During the interviews, responses were recorded using voice recorders, and key points were noted. All data were transcribed and carefully

analyzed to draw meaningful insights. The entire process followed a systematic approach to ensure the credibility and reliability of the findings.

Data Analysis

Recorded data from the interviews were transcribed verbatim. Qualitative research employed the Moustakas Method (1994) by Clark Moustakas to generate details from the gathered data, which is a technique for locating and understanding patterns of meaning in qualitative data. The six steps made up the process:

Familiarization. The first step in analyzing data was to become familiar with the collected data. Researchers have read and re-read the data, such as interview transcripts or notes, to gain a deep understanding of the participants' experiences. This process helped researchers immerse themselves in the data and identify initial impressions and themes.

Bracketing. It was a crucial step in transcendental phenomenology. It involved setting aside preconceived notions, biases, and assumptions to approach the data with an open mind. Researchers consciously acknowledged their own beliefs and suspended them during the analysis process to ensure an unbiased interpretation of the data.

Extracting Meaning Units. In this step, researchers identified meaningful units within the data. These units were words, phrases, or sentences that captured the essence of the participants' experiences. Researchers highlighted or coded these units to facilitate further analysis.

Creating Textural Descriptions. Textual descriptions play a crucial role in organizing the extracted meaning units into coherent and meaningful narratives. Researchers grouped similar units and created descriptive summaries that captured the

participants' experiences. These descriptions have provided a comprehensive overview of the data, helping to identify common themes and patterns.

Constructing Structural Descriptions. In this step, researchers moved beyond the surface-level descriptions and probed into the underlying structures and essences of the participants' experiences. They identified the core themes, relationships, and patterns that emerged from the data. Researchers sought to uncover the fundamental structures that shaped the participants' experiences, thereby providing a deeper understanding of the phenomenon under study.

Synthesizing the Findings. The final step involved synthesizing the findings and presenting them in a coherent and meaningful manner. Researchers analyzed the textural and structural descriptions to identify overarching themes and develop a comprehensive understanding of the phenomenon. The researcher has also compared and contrasted the findings with existing literature or theories to provide a broader context for the research.

Ethical Considerations

To uphold ethical standards, informed consent was first obtained from the dean and relevant university departments. Each participant was also individually informed about the study and gave written consent. All stakeholders, including university authorities and support departments, were kept updated on the study's progress.

Participation was voluntary, and the purpose, scope, and participants' rights were clearly explained before each interview. Participants were assured they could withdraw at any time. Confidentiality and anonymity were strictly maintained, with data securely stored

and used only for research purposes, ensuring the participants' identities remained protected throughout the study.

CHAPTER 3

RESULTS AND DISCUSSION

This section presents the results and discussion of the study, highlighting the key themes that emerged from the lived experiences of twelve purposively selected student mothers in higher education. Participants came from diverse college programs and family structures, meeting specific criteria to provide varied yet meaningful insights into the dual roles they navigated.

Through thematic analysis of their narratives, the following major themes were identified: **Balancing Dual Roles**, **Time Constraints**, and **Support and Organizational Strategies**. These themes, along with their corresponding subthemes, captured the everyday realities, challenges, and coping strategies of student mothers and served as the basis for the following discussion.

Balancing Dual Roles was evident in how student-mothers manage their responsibilities as both students and mothers at the same time. This includes handling academic tasks while meeting childcare and household duties. Balancing the dual roles of being a student and a mother was a persistent struggle that defined the daily lives of many student mothers (Maluleke et al., 2023). Time management became not just a skill but a survival tool in their efforts to meet both academic and parental demands (Espiritu et al., 2023). Reflecting how crucial it was to allocate limited hours effectively to avoid neglecting either role.

The mothers interviewed consistently emphasized that managing time helps them ensure that their academic tasks are accomplished while still fulfilling their caregiving

responsibilities. However, this balance was far from easy, often requiring careful planning, sacrifice, and mental discipline. Without effective time management, student mothers risk falling behind in school or compromising the quality of care they provide at home (Bustillo et al., 2024).

Despite these efforts, the collision between their roles remained unavoidable. This internal conflict is emotionally taxing as they often have to choose between their child's needs and school obligations (Brown et al., 2023). There were times when important academic deadlines coincided with caregiving crises, such as a sick child or an emotional need that could not be delayed (Knopf et al., 2022). These role conflicts go beyond scheduling issues—they represent emotional and moral dilemmas where choosing one role often feels like sacrificing the other (Blake, 2020). For many student-mothers, the ability to persevere in the face of these competing demands was a testament to their resilience; however, it also revealed a pressing need for institutional understanding and flexibility to support them on this challenging journey (Fatima et al., 2025).

This lived reality reflects Goode's (1960) Role Strain Theory, as participants experienced emotional stress resulting from overlapping roles and conflicting expectations. It also aligned with Kirchmeyer's (2000) Work-Life Balance Theory, which posits that the effective distribution of personal time and energy is essential for fulfilling multiple responsibilities. These findings highlighted the importance of understanding the challenges faced by student mothers and recognizing the support they need to manage both academic and parenting responsibilities effectively.

Prioritizing Motherhood Over Self. The experiences of the participants revealed a profound shift in their sense of self, where the demands of motherhood redefined personal priorities. For many student mothers, caring for their children became the central focus of their daily lives, surpassing even their well-being and needs. Underscoring the internal reordering of values that occurred with motherhood. This re-prioritization often led to the suppression of individual desires in favour of ensuring their child's comfort, safety, and development, a sentiment echoed across several narratives (Bustillo et al., 2024).

This form of identity transformation is not only practical but also emotional, as mothers consistently choose to prioritize their children's needs over their own (Babetin, 2020). The self became secondary-no longer the autonomous student or individual, but now a caregiver first. This constant self-sacrifice became part of their lived identity, shaping how they navigated their academic responsibilities and personal aspirations. Their experiences highlighted the invisible labour of student mothers, who continued to strive for educational success while prioritizing motherhood in every decision they made (Hitchings, 2024).

“So atimanonon sajud akong anak before akong kaugalingon kay lahi naman jud ron labi na nga mother nako.” (P3)

(I really have to prioritize my child before myself because things are different now, especially since I'm already a mother.) (P3)

“Unya kay dili man gyud nimo malikayan, kay dili man jud ka ka excuse sa bata kay naa man siya kauban nako so mas makuan jud ko sa bata kaysa sa akoang study.” (P2)

(You really can't avoid situations like that, and I can't just set my child aside because he's with me-so I end up focusing more on my child than on my studies.) (P2)

Kanang time nga mag daot bitaw ang akong anak. Kapoy biya kaayo na. Unahon gyud siya(anak) bahala na na ang kuan(lain).” (P6)

(When my child gets sick. It's really tiring. I always prioritize my child, no matter what else is going on.) (P6)

"Dili na gyud ta makapalit saatong gusto. Kay unahon ang sa bata, kaysa saimong kaugalingon."(P6)

(I really can't buy the things I want anymore. Because the child's needs come first, before my own.) (P6)

"Basta mama naman gud ka, daghan naman gud kag e consider, dili kay, basta mama naka ang last nimo ma consider kay ang imong self. Kay tanan e consider nagyud nimo siya especially ang welfare sa mga bata. Naa pay saimong family, family saimong husband. So, ma less imong ma priority saimong self kay kinahanglan nimong ma priority ang mga tao saimong paligid."(P7)

(Once you become a mother, you start considering everything else. You're no longer the priority, you become the last on the list. You begin to think more about the welfare of your children, your family, and even your husband's family. So, your time for self-care really lessens because you have to prioritize everyone around you.) (P7)

"Akoang tulog gyud kay gamay nalang. Kanang mag dungan-dungan bitaw imong atimanonon like akong anak og mga school activities nagamay na akong time for my self jud."(P8)

(It's really my sleep that I've sacrificed. I barely get enough now. It's like everything overlaps, taking care of my child while also dealing with school tasks. So, I really don't have much time left for myself.) (P8)

Adjusting Life Perspective. Motherhood not only shifted priorities but also transformed the way participants perceived life and its purpose (Williamson et al., 2023). A recurring theme among participants was the shift in their worldview and understanding of responsibility that occurred upon entering motherhood. This simple yet powerful declaration captured the essence of a fundamental identity transition, from student to student-mother. It reflected a broader recalibration of life, wherein former habits, freedoms, and perspectives were replaced by an increased sense of accountability and foresight (Chhetri, 2024).

This adjusted life perspective was characterized by a deeper awareness of consequences, long-term planning, and emotional maturity (Meher et al., 2025). The shift

was not just about managing responsibilities but about internalizing a new self-image anchored in nurturing, patience, and perseverance. Participants acknowledged that they could no longer live solely for themselves; their actions now carried weight not only for their future but for that of their children. The transformation of identity, therefore, was both internal and external, shaping how they interpreted daily experiences and the long-term trajectory of their lives (Blum-Ross & Livingstone, 2020).

“Lahi naman jud ron labi na nga mother nako, dili pareha ato nga student lang karun kay mother na, so duha nagyud.”(P3)

(Things are different now, especially since I'm already a mother. It's not like before when I was just a student, now, I have two roles to fulfill.)(P3)

“Ang akong journey as a college student and a mother is very fulfilling yet very kapoy kay it requires a lot of effort, like time management, financially, emotionally, and physically, tanan siya na aspect is gamit gyud nako.”(P7)

(My journey as a college student and a mother is very fulfilling, yet very exhausting. It requires a lot of effort, effective time management, financial resources, emotional resilience, and physical stamina. Every aspect of my life is being used and tested.)(P7)

“Dili tungod mama nako kay moundang nako sa pag skwela, dapat e take nako siya as lakas nako para mopadayon og skwela.”(P3)

(I shouldn't let being a mother be the reason to quit school. Instead, I should take it as my strength to keep going.)(P3)

“Daghan siyag ma sakripisyo imong mental health, emotionally. Basta mama naka ang last nimo ma consider kay ang imong self. Kay tanan e consider nagyud nimo siya especially ang welfare sa mga bata. Bisan bitaw wala najud kay ikahatag? Mangita jud kag aha ka dapita maka sag-ob aron makahatag jud ka sa mga tao saimong palibot.”(P7)

(A lot, including your mental and emotional health. Once you become a mother, you start considering everything else. You're no longer the priority, you become the last on the list. You begin to think more about the welfare of your children, your family, and even your husband's family. Even when you feel like you have nothing left to give, you still look for ways to carry the burden just to provide for the people around you.)(P7)

“8 months siya, gipa skwela ko, so baby pa kaayo siya lisod kaayo. Mag sacrifice nako na taga adlaw ko mag hilak kay wako na anad ba na malayo kaayo siya saakoa. Maskin online og face-to-face to sauna rag sakit jud saako buot na malayo bitaw ang bata saakoa.”(P4)

(When he was 8 months old, I was told to go back to School, and he was still so little. It was really difficult. I Had to sacrifice a lot, I would cry every day because I wasn't used to being far from him.)(P4)

Time Constraints were evident in the limited amount of time student-mothers experience as they balance their academic responsibilities with childcare, household duties, and other roles. These overlapping responsibilities reduce the time available for studying, attending classes, and completing academic requirements. Time constraints were a significant concern among student mothers, underscoring the difficulty of managing multiple responsibilities within a limited timeframe (Espiritu et al., 2023). Many participants expressed that managing time between their academic and parental duties was one of the most challenging aspects of their daily lives. Summarizing the universal struggle faced by student mothers as they attempted to fulfill school requirements while attending to household and childcare tasks. The demands of class schedules, deadlines, and examinations often clashed with the unpredictable needs of their children, leading to constant adjustments and sacrifices (Bhoi, 2024).

This juggling act resulted in divided focus, where studentmothers had to stretch their mental and emotional energy to cater to both roles (Saruna, 2024), as another participant explained. This balancing act was not only physically exhausting but mentally taxing, as their attention was frequently pulled in different directions. The pressure to succeed academically while being a present and attentive parent led to feelings of guilt and stress, particularly when one role demanded more than the other. Their narratives reflected a persistent tension between academic ambition and maternal responsibility, one that required constant negotiation and, often, personal sacrifice (Bowyer et al., 2022).

This theme was best understood through the lens of Role Strain Theory, which explains the emotional toll experienced by individuals navigating simultaneous, demanding roles. Time constraints also exemplified the struggle described in the Work-Life Balance Theory, where maintaining equilibrium between academic and personal life became difficult in the face of competing demands. The findings suggested a critical need for time accommodations and supportive interventions within higher education settings to reduce burnout and support the academic persistence of student mothers.

Conflicting Schedules. Student-mothers commonly described the overwhelming difficulty of coordinating academic responsibilities with childcare demands (Toney, 2020). School requirements such as assignments, examinations, and attendance often clashed with the equally pressing needs of their children, creating a chaotic and unpredictable daily routine. Expressing the struggle of constantly trying to balance responsibilities that often compete for attention. For student mothers, the rigidity of class schedules often fails to accommodate the fluid and demanding nature of motherhood, leading to missed deadlines or emotional distress when one role must be temporarily sacrificed for the other (Wright, 2022).

These conflicting schedules were not merely logistical issues, they affected the mental and emotional state of the mothers, who often felt torn between their academic goals and parental obligations (Guy & Arthur, 2020). This constant tension led to physical exhaustion and psychological burnout. Student mothers must often create and maintain their systems of scheduling, prioritization, and compromise just to meet the bare minimum expectations in both areas of their lives. Despite this, they continued to persevere, showing resilience as they adapted to a daily routine that rarely allowed rest (Sativa, 2025).

“Kuan ang Time! Ang Time Management gyud! Kanang unsaon nimo pagbalance nga dili ma-behind imong time nga ihatag para saimong anak. Kay as a student, especially social work kay time consuming biya gyud siya.”(P1)

(Like time! Time management is really the biggest thing, how you balance your time so that you don't fall behind in giving enough to your child. Because as a student, especially in Social Work, it's really time-consuming.)(P1)

“Time management kay kung wala na siya, hanaw, lagataw. Para saako importante kay kung wala man gud ni siya ang kana bitawng schedule saimong klase kay magkasalimuang.(P5)

(Time management is really important because, without it, everything just falls apart and gets messed up. If you don't have time management, your class schedule and everything else will get all mixed up.)(P5)

“Akoang tulog gyud kay gamay nalang. Kanang mag dungan² bitaw imong atimanonon like akong anak og mga school activities nagamay na akong time for my self jud.”(P8)

(It's really my sleep that I've sacrificed. I barely get enough now. It's like everything overlaps, taking care of my child while also dealing with school tasks. So, I really don't have much time left for myself.)(P8)

Divided Focus. Beyond conflicting schedules, student-mothers faced the internal struggle of divided focus, trying to give equal attention to their academic work and their children (Maluleke et al., 2023). This mental fragmentation often leaves them feeling inadequate in both roles. Illustrating the daily battle of staying present and committed to both academic and parental duties. This balancing act required immense emotional discipline and organizational skill, as the demands of one role can easily spill into the responsibilities of the other (Bella, 2023).

Divided focus also means sacrificing personal time and often leads to feelings of guilt. Student-mothers may be studying while worrying about their child's well-being or attending to their children while thinking about unfinished schoolwork (Kisanga & Matiba, 2023). This constant mental toggling created stress and fatigue, sometimes resulting in burnout or academic decline. Despite this, participants remained deeply committed to both

roles, driven by a sense of duty, and they desired to succeed not only for themselves but for their children's future. Their experience reflects a silent resilience as they manage dual responsibilities with limited support while striving not to let either one fall behind (McKinney, 2022).

“Especially saimoha like during exams, naay mga activities sa eskwelahan, so kinahanglan nimo mamili ka kung unsay imong e-mas priority nimo kung saimong anak or kanang kuan (school activities).”(P1)

(Especially when your child has needs, and you also need to focus on school. Like during exams or when there are school activities, you have to choose what to prioritize, whether your child or those school responsibilities.)(P1)

“Dili man kay ko makafocus sa pag skwela kay kuan kay trabaho pa tas akong bata.”(P4)

(I can't fully focus on studying since I still have work and my child to take care of.)(P4)

“Well of course maka affect jud siya saakong academic performance, it's because instead of kana bitawng instead e-focus only lang nimo sa acads, ma divert ang akong mind into thinking “asa napod ko, unsa napoy after ani, unsa napoy—” ana bitaw? Kanang dili siya ingon straight lang ang akoang mindset nga study, study, study. Naa gani usahay kanang mawala na imong pag focus sa pagtuon.”(P7)

(Well, of course, it really affects my academics, my mind constantly shifts to other things— like "where am I supposed to go next?", "what do I need to do after this?" and so on. My mindset isn't just about studying, studying, studying. There are even times when I completely lose focus on my studies because I'm overwhelmed with other concerns.)(P7)

“Kay syempre naa biya ka sa school, unya ang imong hunahuna kay naunsa na kaya ang akong anak karun, kinsay gabantay saakong anak. Mabahin imong time, imbis mag study kay imong hunahuna imong anak jud. Dayun kanang mag lecture, usahay ba boringan ka sa lecture so wala jud kay lain hunahunaon kundi “naunsa na kaha to karun” (referring to her child) inaana bitaw.”(P9)

(Of course, while I was in school, my mind would wander, I'd start thinking, "I wonder how my child is doing now," or "Who's taking care of them?" My attention and time would get divided. Instead of focusing on studying, my thoughts were really with my child. And then, during lectures, sometimes I'd get bored, and all I could think about was, "I wonder how they are right now." It's really like that sometimes.)(P9)

Support and Organizational Strategies emerged through the ways student-mothers received help and manage their time and responsibilities while balancing academics and family life. These include support from family, peers, and institutions, as well as personal strategies such as planning, prioritizing tasks, and scheduling activities. Student mothers rely heavily on support and organizational strategies to manage the complex interplay of academic, maternal, and household responsibilities (Adisa et al., 2022). With limited time and overwhelming demands, structuring their day was not just a choice but a necessity. Showing that planning ahead allowed them to maintain control over their time and energy. By mapping out their responsibilities, student mothers can better anticipate conflicts between school and childcare, allocate their efforts efficiently, and avoid last-minute stress (Navarro et al., 2023). These scheduling practices helped provide order in what would otherwise be unpredictable daily routines (Sled, 2023).

In addition to structured schedules, many studentmothers turn to making to-do lists to stay organized and focused (Miranda, 2020). These lists serve as visual reminders of their responsibilities, helping to reduce the mental burden of remembering everything. Revealing how simple note-taking became a powerful tool for managing a busy life. Checking off completed tasks not only promotes efficiency but also provides a sense of achievement in the midst of chaos. These organizational strategies reflected the resilience and adaptability of student mothers who developed personalized systems to cope with their dual roles, ensuring they remain productive and emotionally grounded despite constant demands (Sativa, 2025).

These adaptive strategies align strongly with Kirchmeyer's (2000) Work-Life Balance Theory, demonstrating how personal organization and external support enable

individuals to allocate time and energy more effectively across life domains. Additionally, the relief offered by shared caregiving and task planning helps mitigate the tension described by the Role Strain Theory. These insights underscore the value of institutional support mechanisms, such as peer mentoring, parenting resources, and academic flexibility, in enhancing the well-being and academic success of student mothers.

Making To-Do Lists. Another simple yet powerful organizational tool used by student mothers is the creation of to-do lists (Wright, 2022). These lists serve as a mental guide for completing daily responsibilities and help reduce the cognitive overload that comes with managing multiple roles. Emphasizing how writing things down allowed them to stay organized and focused amid the chaos of studentmotherhood. Lists became a tangible reminder of priorities and tasks, and checking items off offered a small but meaningful sense of accomplishment (Adidharma & Chung, 2023).

Beyond productivity, to-do lists offered emotional reassurance. In situations where things feel overwhelming, having a clear list provides structure and reduces the anxiety of forgetting something important. For student mothers, these lists are not just about being efficient; they are tools for mental clarity and emotional stability. They reflect a proactive approach to selfmanagement and demonstrate the practical strategies that participants develop in order to navigate their demanding daily lives (Audulv et al., 2021).

“Ang akong lang is galista ko saakong schedule(note taking/like what’s need to be achieved). Nga kini dapat mahuman nako ni siya ani nga kuan(referring to should be done by this day/time) para pod naa koy time ma ihatag saakong anak. Kay priority gyud nako ang akong anak same as akong pag skwela.”(P1)

(For me, I really make a schedule and take notes of what needs to be done. Like, “this task should be finished by this day,” so that I can also give enough time to my child. Because my child is really my priority, just as much as my studies.)(P1)

“And note taking, naka try ko both roles although dili kaayo consistent but mo work gyud siya aslong as naa lay discipline.”(P8)

(Also, note-taking helped, I've experienced trying to balance both roles. I may not always be consistent, but it really works as long as you have discipline.)(P8)

“Usahay mag break down nalang ko sa mga buhaton, tas nag gamit bitaw ko og notes bitaw, I check nako like to-do nako karun. Like nabuhat naba ni nako for academic?”(P9)

(Sometimes, I just break down with everything I have to do, so I use notes to help me manage. I check my to-do list for the day—like, have I done this already for school?)(P9)

Family Assistance. Family support plays a crucial role in the lives of student mothers, providing both emotional and practical assistance as they navigate the demands of higher education and parenting (Dickson & Tennant, 2021). Many participants shared how vital the role of their parents, especially their mothers, has been in helping them cope with the responsibilities of child-rearing, emphasizing the relief and security that comes with knowing their child was in trusted hands while they attend school. This form of support lightens their load and makes academic engagement more manageable (Fatima et al., 2023)

The presence of a supportive family member does more than just ease logistical burdens; it also offers emotional comfort and encouragement (Maluke, 2021). For student mothers, having a parent or relative who steps in to create a stable environment for the child and peace of mind for the mother is beneficial. It became a shared effort in child-rearing that reinforced familial bonds and reduced isolation. These forms of assistance were crucial in sustaining the motivation and ability of student mothers to persist in their education, especially during periods of exhaustion, illness, or increased academic pressure (Anane, 2021).

“Ah akoang mama, kanang mas better gyud og siya(magbantay). Kay akong mama sad kay gusto man jud siya na mahuman sad ko sa akong pag eskwela that’s why mi offer pod siya nga siya nalay magbantay saakong anak.”(P2)

(Ah, it’s my mom. It’s really better that way because my mom truly wants me to finish my studies. That’s why she offered to take care of my child so I could finish my schooling.)(P2)

“Ang nagbantay saako anak ron kay akong mama, akong ginikanan. Kay wala man koy lain madaganan gud kay akong bana naningabuhi pod kay para makasupport mi saamong anak so didto sa siya namo gibutang.”(P4)
(The one taking care of my child right now is my mom, my parent. I have no one else to turn to because my husband is working to support our child, so we left the child at my parents' house.)(P4)

“Ako rajung manghod, 24 years old, kay ako partner duty man pod ako manghod ra mabilinan ddto. Dako gyud og tabang, makwaan atong pag atiman, as in focus ra sa school bitaw.”(P6)

(It’s my younger sibling, 24 years old, because my partner is on duty. I leave my child with my sibling. It’s really a big help; I can focus on school because the caregiving is taken care of.)(P6)

“Family nako, kay ako bana naa may work so amo siyang ginabilin saakong mama. Sila na daw bahala and tungod ana medyo magaan rapod atong gi hunahuna ba kay kabalo ta naa ra siya sa maayong kamay.”(P8)

(My family, because my husband has a job, so we leave our child with my mom. They take care of him, and because of that, our worries are somewhat lighter, knowing he's in good hands.)(P8)

“Igaagaw saakong angkol. Dako kayng tabang kay ma biyaan ra nako siya. Tas masaligan kay naa pod siyay tulo na ka anak, bali experienced jud kay siya, na dili na bitaw ka maguol kung maunsa imong bata.”(P11)

(My uncle’s cousin. It helps a lot because I can leave my child with her, and she’s trustworthy since she already has three kids—she’s experienced, so I don’t have to worry about what might happen to my baby.)(P11)

“Akong mother-in-law og ako pod mama, sa karon kay ako jud mother-in-law, dayun dako jud siya og tabang may dili bitaw sa tanang panahon may makuha bitaw nako (her child) “Ma palihog sako” Wala poy reklamo akong mother-in-law “sige ako ray kuha sa bata, unaha sana imoha” (things in school))”(P12)

(My mother-in-law and my mom help me, but right now, it's mostly my mother-in-law. She really helps a lot, especially when I'm unable to pick up my child. I just say, "Ma, please get my kid for me," and she never

complains. She tells me, "It's okay, I'll get the child—just focus on your schoolwork.”(P12)

Spousal or Partner Support. In addition to family, partners and spouses also played an essential role in supporting student mothers, offering emotional encouragement, financial assistance, and shared caregiving (Dankyi & Dankyi, 2023). Many participants highlighted how a partner's understanding and involvement greatly influenced their ability to manage both academic and maternal duties, illustrating how mutual support within the household helped alleviate the pressures of single-handed parenting. This kind of partnership provided not only practical help but also validation of their dual roles (McMillen, 2022).

Such spousal or partner support extends beyond physical tasks; it builds a foundation of trust and collaboration that empowers student mothers to pursue their goals without feeling solely responsible for everything. When partners contribute to caregiving, the burden is shared, allowing the student-mother to gain more time and energy to focus on her academic responsibilities (LaBrenz et al., 2023). This shared responsibility reinforced the importance of co-parenting and challenged the stereotype that caregiving should fall solely on the mother. Ultimately, participants' stories highlight the significance of meaningful support from a spouse or partner in enhancing their academic persistence and emotional well-being (Odenweller et al., 2020).

“Ang nag support jud bitaw saako kay akong bana. Kanang dili man jud ta ko mo skwela, wakoy plano kay tungod lagi saakong edad, nya tungod man gud ani akong bana guud ang nag kuan saakoa, nga skwela kay inig dako saimong anak mao ra atong maipanghambog bitaw. Kanang siya moy nag support saakoa tapos siya pod ang nag bayad sa kanang tuition. Dako jud may siyag impact, dako kay siyag tabang kay og(di) tungod niya wala ko ani(schooling)”(P5)

(The one who really supports me is my husband. I didn't plan on going back to school because of my age, but my husband encouraged me, saying that when our child grows up, it will be something we can proudly share. He pays my tuition and provides for me; it has a huge impact—because if it weren't for him, I wouldn't be here in school.)(P5)

“Ayy kani swerte kay ko ani na part! Kay naa jud koy partner na very caring, understanding. So pasalamat jud kay ko ni Lord ani kay bisan bata-bata pami gasugod, amo pa gihapon napadayun karun so taas-taas na gyud mig na kuyogan. Taas-taas namig na adjust-say. Dayun siya gyud! Kanang moingon bitaw mo og child caregiving? Grabi gyud siya ka effort ani. Makita gyud nimo kay sa closeness saakong mga anak sa ilang papa, makita gyud nimo nga unsa na good na pagka papa siya sa mga bata. So maka affect siya on how does this support affect saakong education, kuan dako gyud kaayo. As in, mora siyag nagaan rapod ba dili rapod ingon a burden kay sa ako na ni skwela ko, na mama ko, kanang.”(P7)

(I feel really lucky in this part! I have a partner who is very caring and understanding. I'm truly thankful to the Lord because, even though we started young, we've persevered until now, so we've been together for a long time. We've had to make several adjustments. And it's really him! When it comes to child caregiving, he puts in so much effort. You can really see it in how close my kids are to their dad — you can tell what a good father he is to them. This support has a big impact on my education. It feels like a relief, not a burden because I am studying while also being a mom.)(P7)

“Katong ingon nako ganina is ang papa jud ang nagbantay saiyaha dayun naa pod ang akoang mama, so duha sila nagbantay saakong anak. Dayun maka apekto siya saakong pag skwela kay syempre kabalo ka sa kung kinsay gabantay saimong anak, so comfortable ra ka, “aw okay rato siya kay ang nag bantay kaila ra bitaw.” Lahi ra bitaw nga kaila jud nimo kaysa dili.”(P9)

(As I mentioned earlier, it's my child's father who mainly takes care of him, along with my mom. So the two of them look after my child. This really helps with my schooling because knowing exactly who is taking care of my child makes me feel more at ease, like, “Okay, he's fine because he's with someone I trust.” It's really different when the caregiver is someone close to you rather than a stranger.)(P9)

“Akong bana, naka support siya kay wala naman koy ginikanan and then siyay ga bago saakoa. Dako siyag na tabang nga dili ko magka lisod, di ko amg working student, mag trabaho bitaw sa skwelahan tas sa gawas.(P10)

(My husband has really been my support, especially since I no longer have my parents. He was the one who stepped in for me. He's been a huge help to make sure I don't struggle—so I wouldn't have to be a working student, juggling work both in and out of school.)(P10)

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study examined the lived experiences of student mothers currently enrolled at higher education, focusing on how they navigate the demands of academic life while simultaneously fulfilling their responsibilities as parents. The following were the specific research objectives of the study. 1) Explore the lived experiences of student-mothers pursuing a college education. 2) Explore the challenges encountered by the student's mother, and 3) Identify coping mechanisms and strategies used by student-mothers in managing academic and parenting responsibilities.

The study was conducted in one of the higher education institutions in Ozamiz City, Misamis Occidental. The phenomenological research design was used. There were twelve student-mothers from different colleges who served as the participants and were selected through purposive and snowball sampling. Researcher-made questions were used to gather data on the lived experiences of student mothers in higher education institutions. Moustakas's method of data analysis was employed.

Findings

The following are the findings of the study:

Balancing Dual Roles: Student mothers faced overlapping responsibilities that caused physical and emotional exhaustion while also experiencing a shift in identity as they prioritized motherhood alongside their academic life.

Time Constraints: Student mothers encountered substantial challenges, such as conflicting schedules between school and child-rearing, financial hardship, and emotional strain from trying to meet expectations in both roles.

Support and Organizational Strategies: To manage these challenges, participants employed coping strategies such as time management, creating to-do lists, and drawing strength from their family and partners. These systems helped them balance responsibilities and continue their studies.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The dual role of being a student and a mother requires tremendous resilience and adaptability. Student mothers continuously navigate multiple demands with minimal institutional support.

2. Despite facing time constraints, student mothers remained driven by their maternal responsibilities, which shaped their identity and strengthened their determination to complete their education.

3. Support from family members and partners significantly contributed to the student mothers' ability to persist in their education, demonstrating the value of a strong social support network.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School administration: Formulate a policy to be reflected in the Student Handbook specifically addressing the needs and wellbeing of student-mothers.

2. Student-mothers: Visit the guidance office to access the services and support available to help them overcome challenges and assist them in their academic journey.

3. Student-mothers continue to practice effective time management, seek help from reliable support systems, and stay focused on long-term goals.

4. Future researchers: Investigate the long-term educational and professional outcomes of studentmothers and explore the impact of institutional interventions on their academic persistence.

REFERENCES

- Adidharma, W., & Chung, K. C. (2023). Managing time, our most valuable resource. *Plastic and Reconstructive Surgery*, 152(2), 255-258. <https://tinyurl.com/hmzapecp>
- Adisa, T., Mordi, T., & Sani, K. F. (2022, August). Single student-mothers' work-life balance and the challenges of multiple roles. British Academy of Management Conference.
- Andrade, C., Fernandes, J. L., & Almeida, L. S. (2024). Mature Working Student Parents Navigating Multiple Roles: A Qualitative Analysis. *Educ. Sci.* <https://doi.org/10.3390/educsci14070786>
- Andrewartha, L., Knight, E., Simpson, A., & Beattie, H. (2022). A balancing act: Supporting students who are parents to succeed in Australian higher education. <https://tinyurl.com/347tfd3r>
- Anane, C., Adangabe, A. A., & Inkoom, D. (2021). Coping strategies and perceived support of student-mothers at the university of education, winneba-campus. *South Asian Journal of Social Sciences and Humanities*, 2(3), 151-169. <https://tinyurl.com/yxtz68wh>
- Arcilla, R. A., Zafe, R. I., Tuplano, S. T., Canaria, M. Z., & Panesa, R. R. (2025). Lived Experience of Solo Parents Nurturing Young Children Seven Years and Below in Virac, Catandaunes. *International Journal of Nursing and Health Services (IJNHS)*, 8(2), 89-99. <https://tinyurl.com/2m9va3jt>
- Aruldoss, A., Berube Kowalski, K., Travis, M. L., & Parayitam, S. (2022). The relationship between work–life balance and job satisfaction: Moderating role of training and development and work environment. *Journal of Advances in Management Research*, 19(2), 240-271. <https://tinyurl.com/yc4h9e6u>
- Audulv, Å., Hutchinson, S., Warner, G., Kephart, G., Versnel, J., & Packer, T. L. (2021). Managing everyday life: self-management strategies people use to live well with neurological conditions. *Patient Education and Counseling*, 104(2), 413-421. <https://tinyurl.com/42xs3djn>
- Babetin, K. (2020). The birth of a mother: a psychological transformation. *J Prenat Perinat Psychol Health*, 34(5), 410-428. <https://tinyurl.com/yv39k5jf>
- Baddley, C. D. (2021). *Exploring student parent experiences with university policies and practices* (Master's thesis, The University of Mississippi). <https://tinyurl.com/5a4345tk>

- Baluyos, Q. R. C., & Alvarico, A. B. (2025). Lived Experiences of Student Mothers in Balancing Motherhood and Academic Pursuits: A Phenomenological Study. *Mediterranean Journal of Basic and Applied Sciences (MJBAS)*, 9(2), 67-87. <https://tinyurl.com/9hcdjrvm>
- Bella, K. M. J. (2023). A study on balancing work and personal life. *International Journal of Scientific Research in Modern Science and Technology*, 2(11), 29-34.
- Bhoi, C. Love and Learning: Finding Balance Between Relationship and Academic Excellence. <https://tinyurl.com/4dcxun5t>
- Blake, M. K. (2020). Other duties as assigned: The ambiguous role of the high school counselor. *Sociology of Education*, 93(4), 315-330.
- Blanton, B. (2021). *Thinking for you, thinking for two: Uncovering student-parent experiences in higher education*. Rowan University. <https://tinyurl.com/y3eyjatc>
- Blum-Ross, A., & Livingstone, S. (2020). "Sharenting," parent blogging, and the boundaries of the digital self. In *Self-(re) presentation now* (pp. 70-85). Routledge. <https://tinyurl.com/29peuwy2>
- Borkowski, J. G., & Thorpe, P. K. (2023). Self-regulation and motivation: A life-span perspective on under achievement. In *Self-regulation of learning and performance* (pp. 45-73). Routledge.
- Bowyer, D., Deitz, M., Jamison, A., Taylor, C. E., Gyengesi, E., Ross, J., ... & Dune, T. (2022). Academic mothers, professional identity and COVID-19: Feminist reflections on career cycles, progression and practice. *Gender, Work & Organization*, 29(1), 309-341. <https://tinyurl.com/3wxdaatu>
- Briegel, M., Jakubec, S., Shippey-Heilman, A., & Bruce, P. (2023). Barriers and supports for student-parents in higher education. *Transformative Dialogues: Teaching and Learning Journal*, 15(3). <https://tinyurl.com/3trcjufb>
- Brown, E. L., Stark, K., Vesely, C., & Choe, J. (2023). "Acting often and everywhere:" Teachers' emotional labor across professional interactions and responsibilities. *Teaching and Teacher Education*, 132, 104227. <https://tinyurl.com/4btcdwsw>
- Bullough, A., Guelich, U., Manolova, T. S., & Schjoedt, L. (2022). Women's entrepreneurship and culture: gender role expectations and identities, societal culture, and the entrepreneurial environment. *Small Business Economics*, 58(2), 985-996. <https://tinyurl.com/2ahmfr5m>
- Bustillo, R. C. T., Bustillo, R. C. T., & Sayson, J. A. V. (2024). Navigating The Dual Roles: Understanding The Unique Challenges Of Student-Mothers In Pursuit Of

- Higher Education. *Ignatian International Journal for Multidisciplinary Research*, 2(2), 58-69. <https://tinyurl.com/bdeb7xvb>
- Chhetri, S. A. (2024). *Balancing Graduate Studies and Motherhood: A Qualitative Study of the International Graduate Student Mothers in Their Identity Development in the United States* (Master's thesis, Bowling Green State University). Retrieved on November 29, 2024 from <https://tinyurl.com/4but8fm3>
- Dankyi, J. K., & Dankyi, L. A. (2023). Experiences of husbands of student mothers on a distance learning programme: A phenomenological enquiry. *PLoS One*, 18(11), e0288779. <https://tinyurl.com/mvrawuh5>
- Davis-Kean, P. E., Tighe, L. A., & Waters, N. E. (2021). The role of parent educational attainment in parenting and children's development. *Current Directions in Psychological Science*, 30(2), 186-192. <https://tinyurl.com/mtdh3ewh>
- DeWitt, A. J., (2021). A Phenomenological Study Examining the Challenges and Strategies of Students Who Are Parents in the Higher Education Setting. <https://digitalcommons.liberty.edu/doctoral/2858>
- Dickson, M., & Tennant, L. (2021). Faculty support for student mothers: comparing student and faculty perspectives. *Student Engagement in Higher Education Journal*, 3(2), 103-118. <https://tinyurl.com/59dx4hka>
- Esau, E. (2022). *Equity for Student Parents: Toward Academic Culture and Policy Change* (Doctoral dissertation, Mount Saint Vincent University). <https://tinyurl.com/p9uytcwd>
- Espiritu, E. J. P., Auguis, J. J. M., Phoebe Mae, C., Gedaro, M. S., Lucas, C. E. T., & Niog, S. P. C. (2023). Dual roles: Bearing the academic and parental responsibilities of being a student mother. *Science and Technology*, 6(4), 82-90. <https://tinyurl.com/3zzh9fsu>
- Farrell, E. A. (2021). Academic persistence: A phenomenological study exploring single mothers' journey to bachelor's degree completion (Doctoral dissertation). Northcentral University. <https://tinyurl.com/3yc47may>
- Fatima, H., Ansari, S. R., Paul, I. A., & Ishaque, B. (2025). Exploring Motivation and Life Course Transformations in Student-Mothers Pursuing Higher Education. *Open Journal of Social Sciences*, 13(2), 501-515. <https://tinyurl.com/2tvc66vx>
- Fatima, H., Masood, S., Ishaque, B., & Paul, I. A. (2025). Navigating Dual Roles: Challenges and Strategies of Student Mothers in Higher Education. *Open Journal of Social Sciences*, 13(2), 123-143. <https://tinyurl.com/5n8rapr4>

- Gaytos, C. E. G., Lavilla, I., & Gaytos, M. (2019). College Life and Parenting: A Case Study of Single Parent Students of Eastern Samar State University. Available at SSRN 3432190. <https://tinyurl.com/2zxa29pj>
- Guerrero, A. (2021). Resources for College Students who are Parents: An Insight of How Higher Education Institutions Can Help the Families of Student-Parents. <https://tinyurl.com/3uxvwtjx>
- Guy, B., & Arthur, B. (2020). Academic motherhood during COVID-19: Navigating our dual roles as educators and mothers. *Gender, Work & Organization*, 27(5), 887-899. <https://tinyurl.com/2s3hb2zp>
- Hitchings, J. H. (2024). Support and Hope: A Study of Community College Student Mothers' Perceptions of Higher Education. <https://tinyurl.com/3cbnt94r>
- Kanana, K. R., Obonyo, J., & Wambu, C. K. (2021). Challenges, Coping Mechanisms and the Support Accorded to Student-mothers in Academic Pursuit: A Case Study of Egerton University, Nakuru County. *Advances in Sciences and Humanities*, 7(3), 93-101. <https://tinyurl.com/2scb7bm8>
- Kisanga, S. E., & Matiba, F. M. (2023). Coping strategies student-mothers employ in pursuing higher education studies in Tanzania: A qualitative study. *Current Psychology*, 42(5), 4143-4154. <https://tinyurl.com/yrkycp2p>
- Knopf, L., Wazinski, K., Wanka, A., & Hess, M. (2022). Caregiving students: a systematic literature review of an under-researched group. *Journal of Further and Higher Education*, 46(6), 822-835. <https://tinyurl.com/cwfrnhvr>
- LaBrenz, C. A., Robinson, E. D., Chakravarty, S., Vasquez-Schut, G., Mitschke, D. B., & Oh, S. (2023). When "time is not your own": Experiences of mothering students during the COVID-19 pandemic. *Affilia*, 38(2), 263-277. <https://tinyurl.com/dk8wsv2a>
- Majka, M. Balancing Work and Studies. <https://tinyurl.com/2kkr6xh7>
- McKinney, K. M. (2022). *Less of a Balancing Act and More of a Juggling Act: How Women Who Work in Student Affairs and Have Children with Disabilities Navigate Their Dual Roles* (Doctoral dissertation, Rowan University). <https://tinyurl.com/3cmkdz4y>
- McMillen, J. (2022). *"It Takes a Village": Student Mothers' Experiences with Barriers and Support while Navigating Community College* (Doctoral dissertation, Northern Illinois University). <https://tinyurl.com/48p7uu7d>
- Maluleke, U., Senekal, J., Munnik, E., & Somhlaba, N. (2023). Balancing dual roles as mothers and students like a walk on a tight rope? Reflections and experiences of

- student mothers at a South African higher education institution. *South African Journal of Higher Education*, 37(3), 140-160. <https://tinyurl.com/7ru8phd6>
- Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021). Work-life balance and gender differences: A study of college and university teachers from Karnataka. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211054479>
- Meher, V., Sahu, T., Meher, S., & Bariha, K. (2025). The Influence of Emotional Maturity and Psychological Well-being on Teachers' Professional Development in Integrated Teacher Education Programmes: A Systematic Review. *Asian Journal of Education and Social Studies*, 51(1), 305-320. <https://tinyurl.com/yj5rrmys>
- Miranda, Henreitta. "Probing the Lived Experiences of Tertiary Studying Mothers: Basis for Policy Making." *Available at SSRN 3561509* (2020). <https://tinyurl.com/3fck4tsb>
- Miskovich, M. (2022). *Strategies for Balancing Motherhood and Senior Leadership Advancement* (Master's thesis, The College of St. Scholastica). <https://tinyurl.com/yrm3uxk5>
- Mordi, T., Adisa, T.A., Adekoya, O.D., Sani, K.F., Mordi, C. and Akhtar, M.N. (2023). A comparative study of the work-life balance experiences and coping mechanisms of Nigerian and British single student-working mother. <https://doi.org/10.1108/CDI-10-2022-0280>
- Navarro-Cruz, G. E., Dávila, B. A., Amaya, A., & Orozco-Barajas, I. (2023). Accommodating life's demands: Childcare choices for student parents in higher education. *Early Childhood Research Quarterly*, 62, 217-228. <https://tinyurl.com/fp6yvr3x>
- Nnadi, I. L., & Nazım, A. Ö. (2024). Student Mothers: Experiences of Young Mothers Studying at University. *Kadın/Woman 2000*, 25(2), 63-82. <https://tinyurl.com/5xh9dkjy>
- Nomaguchi, K., & Milkie, M. A. (2020). Parenthood and well-being: A decade in review. *Journal of Marriage and Family*, 82(1), 198-223. <https://tinyurl.com/5h8ddvvc>
- Odenweller, K. G., Rittenour, C. E., Dillow, M. R., Metzger, A., Myers, S. A., & Weber, K. (2020). Ambivalent effects of stay-at-home and working mother stereotypes on mothers' intergroup and interpersonal dynamics. *Journal of Family Communication*, 20(1), 16-35. <https://tinyurl.com/y23wa8wm>
- Omar, A. (2024). *Student Parents, Decision-Making, and Role Strain* (Doctoral dissertation, University of Washington). <https://tinyurl.com/ysv3jmej>

- Oyegun, C.I. & Oyegun, F.O. (2022). Parenting and academic life: A research on social work student-parents in Gävle. <https://tinyurl.com/mwrr4uva>
- Sallee, M. W. (2019). Engaging student-parents. *Student Engagement in Higher Education*, 381-395. <https://tinyurl.com/yrfn7nn4>
- Sarker, A. (2024). *Perception of working mothers on parenting and early childhood development* (Doctoral dissertation, Brac University). <https://tinyurl.com/wdxdksph>
- Saruna, P. (2024). *The Mama Scholar Juggling Act: Unraveling the Complexities of Navigating Motherhood and Academic Disruptions during Doctoral Studies through Autoethnography* (Doctoral dissertation, University of Windsor (Canada)). <https://tinyurl.com/yfmadaat>
- Sativa, R. A. (2025). Being Students and Mothers: Stories of Strength and Resilience. *Journal of Innovation Research and Knowledge*, 4(8), 6095-6104. <https://tinyurl.com/43nrrxfe>
- Simpson, K. M., Semenchuk, B. N., & Strachan, S. M. (2022). Put MY mask on first: Mothers' reactions to prioritizing health behaviours as a function of self-compassion and fear of self-compassion. *Journal of Health Psychology*, 27(5), 1259-1266. <https://tinyurl.com/yckdw7ff>
- Sled, D. E. (2023). *"A balancing act": Experiences of pregnant and/or parenting students* (Doctoral dissertation, Faculty of Science, University of Regina). <https://tinyurl.com/yh8u4f2j>
- Smith, K. M. (2023). *The Lived Experiences of Student-parents in Higher Education who Utilize the Childcare Program at Eastern Community College: A Phenomenological Study* (Doctoral dissertation, Liberty University). <https://tinyurl.com/mr3wf4p7>
- Tam, H. L., Kwok, S. Y., Hui, A. N., Chan, D. K. Y., Leung, C., Leung, J., ... & Lai, S. (2021). The significance of emotional intelligence to students' learning motivation and academic achievement: A study in Hong Kong with a Confucian heritage. *Children and Youth Services Review*, 121, 105847. <https://tinyurl.com/yv579v3u>
- Tight, M. (2020). Student retention and engagement in higher education. *Journal of further and Higher Education*, 44(5), 689-704. <https://tinyurl.com/bdfwbpak>
- Todd, A. (2023). Let's get visible: evidence-based interventions aimed at supporting, empowering and celebrating student-parents in higher education. *Journal of Learning Development in Higher Education*, (26). <https://tinyurl.com/henvhkm>
- Toney, T. L. (2020). *Single-Mother Students Living On-Campus with Child (Ren) Perceived Factors that Facilitate Their Academic Success: A Phenomenological*

Investigation (Doctoral dissertation, College of Saint Mary).
<https://tinyurl.com/3dchr5uc>

Williamson, T., Wagstaff, D. L., Goodwin, J., & Smith, N. (2023). Mothering ideology: A qualitative exploration of mothers' perceptions of navigating motherhood pressures and partner relationships. *Sex Roles*, 88(1), 101-117.
<https://tinyurl.com/yvfx5wj9>

Wright, E. (2022). *Designing a University Center that Validates Student Mothers' Experiences* (Doctoral dissertation, California State University San Marcos).
<https://tinyurl.com/yck454m7>

Yadav, N., Yadav, K., Khare, A., Goel, O., & Goel, P. (2023). Dynamic self-regulation: A key to effective time management. *International Journal of Novel Research and Development*, 8(11), d854-d876. <https://tinyurl.com/tycxyk>

Appendix A

INTERVIEW PROTOCOL

Guidelines before the Interview:

- The researcher will ensure to provide a comfortable and non-intimidating environment.
- The researcher will use simple language and relatable examples to ensure the questions are easily understood by the participants.
- The researcher will provide sufficient time to participants for each question to allow thoughtful responses.
- The participants will be informed that the interview will be digitally recorded.
- The participants will be informed that their identity will remain confidential during the whole course of the study and in the written report of the study.

Interview Guide:**Opening Question:**

1. Tell us about yourself.

Core Questions:

1. What can you share about your journey as a college student and as a mother?
2. Did you stop your studies due to motherhood?
 - 2.1 If yes, what factors lead you to stop?
 - 2.2 If no, what factors influenced you to continue your studies?
3. What do you consider the greatest challenge of being a student-mother?
4. Who supports you financially and emotionally in your education, and how does this support impact your journey as a student?
5. How do these challenges affect your academic performance and personal well-being?
6. What strategies or routines have you developed to manage both your academic and parenting responsibilities?
7. Who helps you with child caregiving while you attend school, and how does this support affect your education?
8. What adjustments and sacrifices you require for effective management of academic obligation while fulfilling a mother's role?
9. How will the completion of your education have an effect on your life?
10. What is your dream for yourself?
11. What is your dream in terms of your career?
12. What is your dream for your children?

Exit Question:

1. Reflecting on your experiences, what advice or insights would you share with other parents considering pursuing higher education?

APPENDIX B



Misamis University

Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: research@mu.edu.ph

INFORMED CONSENT FORM

Researcher/Investigator: Princess Sarah N. Balan, Jefferson B. Torres

Course: Bachelor of Science in Social Work - 3rd Year

College: College of Arts and Sciences

Email / Contact Number: jeffersonbacustorres@gmail.com/09632365295

Thesis Title: A Phenomenological Study on the Lived Experiences of Student-Mothers in Higher Education Institution

Good day! We Princess Sarah N. Balan, and Jefferson B. Torres, the principal researchers/investigators of the study entitled “Phenomenological Study on the Lived Experiences of Student-Mothers in Higher Education Institution.” We are the students under the program, Bachelor of Science in Social Work at Misamis University in Ozamiz City. We are to conduct the research with 12 individuals as participants. In this vein, we are respectfully seeking your **voluntary participation**, being qualified to give your informed consent to take part of this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the thirteen interview guide questions, you will be asked to affix your name and signature on this form for which you will be given a copy.

The purpose of this study is to gather information/study the lived experiences of student-mothers in Higher Education Institution. This research will fill the gap about the lack of existing studies that delve into the lived experiences of student-mothers in Higher Education Institution particularly in Misamis University.

This study will be conducted through the use of voice recorders and smartphones. The gathering of data will be conducted in person. The selection of the participants is based on the following inclusion criteria: The participants will be selected through snowball and purposive sampling technique. The participants will be selected with the following criteria:

a currently student-mother in the Misamis University at the undergraduate level, one (1) student-mother per family, having child/children and a partner.

Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. Thus, you are free to decide if you will take part or not. If you decide to participate, you are free not to answer any question(s) if you choose not to, and you are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.

The participants will be given ample time to read the items in the interview guide questionnaire. The interview will be conducted according to the schedule agreed upon. The researcher will personally interview the participants. Transcription of the research data will follow. In addition to answering the interview questions, you may be asked to provide demographic profile as deemed necessary for the study. The personal information which includes name, age, civil status, (etc.) will be utilized in the discussion of the findings of the study. The information and data provided by you as a participant will be utilized for this study alone and will be treated with utmost confidentiality. The gathering of data through the interview will last for 20 to 30 minutes. The participants will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.

This study will enable to provide a comprehensive understanding about the lived experiences of student-mothers. Thus, your responses shall be highly valued being deemed important in the field of Social Work. There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study.

Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results.

The results of this study will be presented during the thesis/dissertation final defense of the researchers. Also, the research findings may be shared through publications

and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.

Should there be any queries as a student-mother, you can contact the researcher through the following details:

Name of the Researchers: Princess Sarah N. Balan and Jefferson B. Torres

Cellphone Number/s: 09505791145/09632365295

e-mail add: jeffersonbacustorres@gmail.com



Misamis University

Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER

Phone: +6388 521 0367 | Fax: +6388 521 2917

Email: research@mu.edu.ph

STATEMENT BY THE RESEARCHER

We will read the Information sheet to the potential participant. With the best of our ability, we make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken.

We can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. We can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary.

A copy of this Informed Consent Form will be provided to the participant.

Print Name of Researchers: PRINCESS SARAH N. BALAN
JEFFERSON B. TORRES



Misamis University
Ozamiz City
MISAMIS UNIVERSITY RESEARCH CENTER
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: research@mu.edu.ph

CERTIFICATE OF CONSENT

This research entitled “**A Phenomenological Study on the Lived Experiences of Student-Mothers in Higher Education Institution**” by Princess Sarah N. Balan, and Jefferson B. Torres with the aim of gathering information and data pertaining to the lived experiences of student-mothers, has been presented and explained to me clearly. Since the study involves student-mothers, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

Print Name of Participant: _____

Signature of Participant: _____

Date: [MM/DD/YYYY] _____

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

Name and Signature of the Witness

Thumb mark

APPENDIX C

Letter of Approval to Conduct Study



MISAMIS UNIVERSITY
Ozamiz City
College of Arts and Sciences

***BS-SOCIAL WORK PROGRAM***

February 19, 2025

CYNTHIA S. SUPERABLE, EdD, DScN
Vice President for Academic Affairs
Misamis University
Ozamiz City

Dear Dr. Superable:

Greetings!

In partial fulfillment of our requirements for Social Work Research 2, we, the 3rd year Social Work students of Misamis University, Ozamiz City, are currently conducting a study entitled "A Phenomenological Study on the Lived Experiences of Student-Mothers in Higher Education Institution." The study aims to understand the experiences of student-mothers in higher education by looking at their challenges, how they cope, and the impact of balancing school and parenting.

In this regard, we would like to request permission to conduct research. Data will involve voice recorders as a tool to record the selected participant responses, which will be transcribed and analyzed. All collected information collected will be kept confidential and used solely for research and academic purposes only.

We appreciate your positive response to this request.

Respectfully yours,

PRINCESS SARAH N. BALAN
Researcher

JEFFERSON B. TORRES
Researcher

Noted by:

MHIE B. DANIEL, EdD
Adviser

Approved by:

CYNTHIA S. SUPERABLE, EdD, DScN
VPAA

APPENDIX D

TRANSCRIPTION

TRANSCRIPTION

OPENING QUESTION:

1. Tell us about yourself.

Participant 1: My name is ‘Yam’ and I am 33 years old and I have 1 kid, a boy and he is 9y/o, a grade 4 student. And then my husband, we are living together, and then I’m a student from Misamis University Taking up the course Bachelor of Science in Social Work.

(My name is ‘Yam.’ I’m 33 years old and I have one child—a 9-year-old boy who is currently in Grade 4. My husband and I live together. I’m a student at Misamis University taking up Bachelor of Science in Social Work.)

Participant 2: I’m ‘Yvonne’ I live in Kinangay Sur Clarin, Misamis Occidental and my course is BS in Agriculture. Then my civil status is single but I have a partner, ‘Bert’(partners name). And I’m a student mother.

(I’m ‘Yvonne.’ I live in Kinangay Sur, Clarin, Misamis Occidental. I’m taking up the course BS in Agriculture. My civil status is single, but I have a partner—his name is ‘Bert’. I’m also a student mother.)

Participant 3: Ako diay si ‘Alyn’ Social Work student 3rd year. Naa koy partner and I’m a student mother.

(I’m ‘Alyn’, a 3rd-year Social Work student. I have a partner, and I’m also a student mother.)

Participant 4: Ako diay si ‘Joy.’ As of now nag eskwela ko while naa koy bata tapos para pod nako as a mother, saako kay lisod kaayo ba nga while nag eskwela ka naa kay obligation nga biyaan.

(So, I’m ‘Joy.’ As of now, I’m studying while also having a child, and for me as a mother, it’s really hard because while you’re in school, you have an obligation that you have to leave behind.)

Participant 5: My name is ‘Chell.’ 34 y/o. Course is social work then ang akong civil status kay married, my partner is ‘Mark’. And I’m a student mother.

(My name is 'Chell', I'm 34 years old. I'm taking up Social Work. I'm married—my partner is 'Mark'—and I'm a student mother.)

Particioant 6: My name is 'Lady', akong partner si 'James', 1st year social work.

(My name is 'Lady.' My partner is 'James'. I'm a first-year Social Work student.)

Participant 7: My name is 'Gem'. I am 29y/o. I have 3 kids. 2 boys 1 girl. I'm married to 'Ariel' wal pa nako gi change akong apilyedo, nag remain ko saakong maiden name and then I currently live in sa Gango so bag-ohay lang mi didto nag balhin and I'm currently taking up BS Social Work and 2nd year college na..and I am a student mother.

(My name is 'Gem.' I'm 29 years old. I have three children, two boys and one girl. I'm married to 'Ariel', but I haven't changed my last name yet; I'm still using my maiden name. I currently live in Gango we just recently moved there. I'm taking up Bachelor of Science in Social Work, and I'm already in my second year of college. I'm a student mother.)

Participant 8: I'm 'Angel'. A Social Work student. 2nd year. So naakoy partner and bago² lang mi na married and I'm a student mother.

(I'm 'Angel.' I'm a 2nd-year Social Work student. I have a partner and we recently got married. I'm also a student mother.)

Participant 9: My name is 'Nessy', I'm 21 years old amd Im from College of nursing and Midwifery, 3rd year. My status is single gihapon, I mean dili siya ingon married, live in lang and I am a student mother)

(My name is 'Nessy'. I'm 21 years old, and I'm a 3rd-year student from the College of Nursing and Midwifery. My status is still single, not married, just living together. And I am also a student mother.)

Participant 10: Ako diay si 'Kris', 2nd year college, akong kurso na gikuha kay bachelor of science in social work, nagpuyo kauban akoang isa ka anak og akoang bana, pero dili mi kasal saakoa bana and I am a student mother.

(I'm 'Kris', a 2nd year college student, and I'm taking up Bachelor of Science in Social Work. I live with my one child and my husband, but we are not married. I'm a student-mother.)

Participant 11: I am 'Mae', Social Work student 3rd year single, we're not married, but naa koy partner dayun, naakoy one child. I am a student mother.

(I am 'Mae', a 3rd year Social Work student. I'm single, we're not married, but I have a partner and one child. I am a student mother.)

Participant 12: My name is 'Jenn', and nag skwela ko sa Misamis University, currently I'm 3rd year college and then taking up Bachelor of Science in Secondary Education. I have a partner.

(I am Jenn', a 3rd year college student at Misamis University, taking up Bachelor of Science in Secondary Education. I have a partner.)

CORE QUESTIONS:

OBJECTIVE 1: Lived experiences

1. What can you share about your journey as a college student and as a mother?

Participant 1: Kuan, ang akong ma share as a college student at the same time a mother kay lisod jud siya e-balance, kay aside sa e-prioritize nimo imohang studies, dapat pod ka mag focus as being a mother, as a wife and then lisod gyud siya. Kanang kinahanglan jud siya og time management.

(Well, what I can share as a college student and at the same time a mother is that it's really hard to balance, because aside from prioritizing your studies, you also have to focus on being a mother, a wife, and it's really difficult. It really requires proper time management.)

Participant 2: Para saakoa lisod gyud ang college student and then mother pako sa duha. Lisod kaayo siya lisod kaayo para nako, pero naa man pod koy pangandoy saakong life that's why maningkamot ko para makuan nako akong pagka mother og pagka studyante, mapanindigan nako.

(For me, it's really hard being a college student while also being a mother of two. It's very difficult for me, but I have dreams for my life—that's why I strive hard so I can fulfill both my role as a mother and as a student, and stand strong in both.)

Participant 3: So ang journey jud nako as a student mother kay lisod gyud siya as in lisod, kay mag asikaso ka saimong anak while ga asikaso pod ka saimong kaugalingon kay ga skwela man pod ko. So atimanonon sajud akong anak before akong kaugalingon kay lahi naman jud ron labi na nga mother nako dili pareha ato nga student lang karun kay mother na, so duha nagyud (referring to her role.)

(So, the journey of being a student-mother is really hard, like, really hard, because you have to take care of your child while also taking care of yourself since I'm also studying. I really have to prioritize my child before myself because things are different now, especially since I'm already a mother. It's not like before when I was just a student, now, I have two roles to fulfill.)

Participant 4: For me as a mother ang journey nako sa pag skwela karon kay lisod jud kaayo. Parehas karun na daghan kaayo tag mga activities na gipangbuhat like ang research og others. Tapos ang bata dili kay nako maatimanan og ayo og matabangan siya mao to gipabantayan sa magulang

(For me as a mother, my journey in studying right now is really very difficult. Like now, we have so many activities to work on, like research and others. Then I can't really take good care of my child or help them properly, so I had to ask my older sibling to look after them.)

Participant 5: So akong journey as a college student and a mother kay lisod gyud kaayo, especially naa kay anak diba, atimanonon. Then 1 year old pa siya(child) tapos lisod siya I manage kay, di pareha sanyoha bita na kanang. Inig mata niya wanamoy kuanon, ligo namo dretso. Saakoa kay mag luto pako then unsa pa akong himoon. Kanang daghan ko routine na ginabuhat. Kay as a mother lisod gyud kaayo. Dayun mao to ang akoang paagi is nag kuan ko og time, Time Management so arun dili ko malate saakong pag skwela.

(So, my journey as a college student and a mother is really very hard, especially because I have a child to take care of. And my child is only 1 year old, so it's difficult for me to manage everything. It's not like your situation, where when you wake up, you just go straight to taking a bath. For me, I still have to cook and do other things. I have a lot of routines I need to do. Being a mother is really hard. So, what I did was, like, I practiced time management so I wouldn't be late for school.)

Participant 6: Dili gyud siya lalim, as a student nga ginikanan, especially sa kanang pag manage og time bitaw, time management sa kuan pag-atiman then skwela, matunga akong attention (sa pagka mother og studyante.)

(It's really not easy being a student who is also a parent, especially when it comes to managing time, balancing time between taking care of my child and studying. My attention gets divided between being a mother and being a student.)

Participant 7: Ang akong journey as a college student and a mother is very fulfilling yet very kapoy kay it requires a lot of effort like time management, financially, emotionally, and physically, tanan siya na aspect is gamit gyud nako.

(My journey as a college student and a mother is very fulfilling, yet very exhausting. It requires a lot of effort. time management, financial, emotional, and physical strength. Every aspect of my life is being used and tested.)

Participant 8: As a mother sabay student, I can say na Lisod gyud kaayo, na ipag sabay nimo ang duha ka role bitaw. Maski saon nimog pangitag way na magaan imong gipangbuhat ba, di gyud malikayan na mag clash gihapon ang pagka mama nako asta pagka studyante.

(As a mother and a student at the same time, I can say it's really very difficult to handle both roles together. No matter how much you try to find ways to lighten your responsibilities, you can't avoid the fact that being a mother and being a student will still clash at times.)

Participant 9: So as a college student, being enrolled in nursing as a mother, lisod jud kaayo ang management mostly kay as a nursing(student), naa jud mi duty and saakong duty na time kay until 11(pm) [*so loaded?*] Dili pod ingon loaded, kay naa mi 2 weeks lecture and 2 weeks mi duty. Dayon busy jud pod sa academic ba. Sa kanang school. As a mother pod kanang lisod kaayo kay kuan man gud ang akoang anak ba wala naanad saakoa tungod ga skwela ko. Naa jud siya permi saiyang papa, kay nag stop iyang papa og skwela kay tungod nako kay Nag duty nami 2nd year, kay naka decide siya na mag stop nalang kay kinsa may mo bantay (referring to their child) naa man akoang mama, pero gusto man gud siya (partner) na dili malayo ang bata saamoa ba. Mao tong miundang nalang pod siya. Dayun ako sa ang pahunanon niya ayha siya mobalik og skwela. Dayun saakong journey as a student—dili jud lalim kay usahay dili nako mabahinan og panahon ang akoang anak, may labi na kung ting exam, dili biya pod pwede na dili ko mag tuon, dili pod pwede nga saiya rapod tanan. So ang akong time management jud kay dili pa nako ma handle og saktong, kay magklase mi 7(am) taman 8 usahay sa gabii. Pag abot nako saamong balay kay natulog na siya, pag lakaw pod nako tulog pa gihapon siya. So wala kaayo mi time.

(So as a college student, being enrolled in Nursing while also being a mother, it's really very difficult to manage everything, especially because as a Nursing student, we have duties. And during my duty hours, it goes until 11 PM. [So, loaded?] It's not really that loaded, because we have two weeks of lectures and then two weeks of duty. But we're still very busy with academics at school. And as a mother, it's really hard because my child isn't used to being with me anymore since I'm in school. He's always with his father now. His father actually stopped studying because of me, since we started our duties in second year, he decided to stop so someone could take care of our child. My mom is around, but my partner really wants our child to stay close to us. That's why he decided to stop studying for now. He wants me to finish first before he goes back to school. And in my journey as a student, it's really not easy, because sometimes I can't give enough time to my child,

especially during exam season. I can't afford not to study, but at the same time, I can't give everything to just one role. My time management still isn't something I can handle well, because our classes start at 7 AM and sometimes end at 8 in the evening. By the time I get home, my child is already asleep. And when I leave in the morning, he's still asleep. So, we barely have time together.)

Participant 10: As a college student and as a mother, I can say that is very torturing, very lisod kay mag gahin paka saimong oras sa pag atiman saimohang anak og pag andam saako kaugalingon, samot na dugay kay ko momata.

(As a college student and a mother, I can say it's very difficult and torturing. It's hard because I have to balance taking care of my child and preparing myself for school. Especially since I wake up late.)

Participant 11: Lisud dayun, kapoy kay ang oras bitaw kay mabahin gyud siya. Dayun bag-ohay pa (as a mother). Kinahanglan jud siya og attention kay gamay pa lagi (referring to her child).

(It's really hard and exhausting because my time gets divided. And since I'm still new to being a mother, my child really needs attention because he's still very young.)

Participant 12: As a student and as a mother kay lisod gyud kaayo kay mabahin man. Kay ang akong anak nag-skwela og ako pod nag-eskwela so, mas importante kaayo saakoa ang oras kay mama biya, and as a mother kinahanglan pod ka mo gahin og oras saimong anak. Need sila, kay akong anak is Kinder pa, kay og di nimo siya ma pansin, mangluod siya. Lisod pero gikaya nako na.

(As a student and as a mother, it's really very difficult because everything gets divided. My child is also going to school, and I'm studying too, so time is really important to me because I'm a mother and as a mother, you really need to give time to your child. They need you, and my child is still in Kindergarten. If I don't give him attention, he gets upset. It's hard, but I've managed to handle it.)

2. Did you stop your studies due to motherhood?

2.1 If yes, what factors lead you to stop?

2.2 If no, what factors influenced you to continue your studies?

Participant 1: No (not due to motherhood) Kanang sa tinuod nag stop ko sa pag skwela before tungod kay sa financial aspect. Kay nag sunod man gud mi kay ang akoang igsoon maoy nag skwela ba. And then nag skwela ko but need nako e-stop kay e-priority sa siya. So, no choice man ko, so nag work ko saako g pag stop na.

(No, not because of motherhood. Actually, I stopped studying before not because of motherhood, but because of financial reasons. My sibling and I were studying one after the other, and since my sibling were the one in school at that time, I had to stop to give way and prioritize them. I had no choice, so when I stopped, I started working instead.)

Participant 2: Nag study nako before (college) dayun na buntis ko then nag stop ko na duha na ako anak ming balik nasad ko pag skwela. Kay nabuntis man ko mao to reason and college nako ato tapos sa Cebu man gud ko ga skwela ato dayun ang akong course before kay kuan Customs administration. First baby nako to, then nasundan og kaduha, after that mibalik nako pag skwela.

(I was already studying before (college), but then I got pregnant, so I had to stop. Now that I have two children, I went back to school again. I stopped because I got pregnant it was during college, and I was studying in Cebu at that time. My course back then was Customs Administration. That was when I had my first baby, and then I got pregnant again. After that, I decided to return to school.)

Participant 3: For that, no, naka hunahuna ko (stop) Pero ming ana jud ko nga dili na daoat ipadayon jud nako kay dili tungod mama nako kay moundang nako sa pag skwela, dapat e take nako siya as lakas nako para mopadayon og skwela. So, nag pa dayon gyud ko.

(For that, no, I did think about stopping, but I told myself that I shouldn't let being a mother be the reason to quit school. Instead, I should take it as my strength to keep going. So, I really pushed through and continued studying.)

Participant 4: Oo katong nanganak ko kay atong senior high ko naa koy ka relationship tas pagkabalo nako na nga naburos ko mi stop ko og skwela.

(Yes, I did stop when I gave birth. Back in senior high school, I was in a relationship, and when I found out I was pregnant, I stopped going to school.)

Participant 5: Yes, first sem tungod kay na CS man gud ko. Di pareha sa normal. Lisod man gud e lihok² maong naka decide ko na mo stop sa.

(Yes, I did stop during the first semester because I had a caesarean (CS) delivery. It's not like a normal birth, it's hard to move around, which is why I decided to stop studying for a while.)

Participant 6: Wala, ibutang talang karun na nag skwela ko kay akong anak gamay pa, so nag skwela ko atleast ang expenses ba dili ra kaayo, saako ra ang intention sa expenses, saiya gamay paman siya mao nang naka continue.

(No, let's say that I'm studying while my child is still young, I decided to study now because the expenses aren't that heavy yet it's mostly just for me. Since my child is still little, that's why I was able to continue.)

Participant 7: Yes. One factor is I came from University 'B' ato nga time then bawal sa catholic school nga maburos ka nga ga skwela ka nga dili ka married! Dili ka married through simbahan. So bisan married ka sa civil or whatever basta dili simbahan, dili nila e acknowledge, so isa na siya sa factor. The second thing is "Naulaw ko" kay it was Teen Pregnancy because I was 18 back then. Then mao to siya isa to siya sa reason, though pwede nako kaonon akong kaulaw that time pero ang School moy dili.

(Yes, one factor was that I came from University 'B' at that time, and in Catholic schools, it's not allowed for you to study while pregnant if you're not married in the Church. Even if you're married civilly or in any other way, if it's not through the Church, they don't acknowledge it. So that was one of the factors. The second thing is, I was ashamed because it was a case of teen pregnancy. I was 18 back then. That was also one of the reasons. Though I could've swallowed my pride at that time, it was the school that wouldn't allow it.)

Participant 8: Yes, kay I became pregnant man. So naulaw ko ato. I was afraid that time na ma discriminate but after 1 year kapin na akong anak mibalik nako school para padayon. Sayang man gud pod. Bata pa biya ko.

(Yes, I did. I got pregnant, and I felt ashamed at the time. I was afraid I'd be discriminated against. But after a year, when my child was a bit older, I decided to return to school to continue my studies. It would be such a waste if I didn't. I'm still young, after all.)

Participant 9: Wala. Naburos gyud ko atong senior high pako dayun COVID man to dayun online class na, so wapa ra gyud ko ka stop og skwela. Dayun pag college nako kay-miabot naman tog mga months pa akong anak, kay December 2021 man ko nanganak. Dayun kuan nag decide gyud unta ko na mo stop mora man gud kog nagka post-partum depression ato nga time dayun akong mind ba kay dili pako ready na mo enter sa college journey na dili ko ready, may basin mabagsak ko dayun kuan sa akoang papa, pressure-expectations, ana

bitaw. Pero ingon man gud akong papa nga "Ayaw lang, basin makaya ra nimo." Dayun kuan, mao to kay ang naka influence jud saakoa kay ang akoang papa kay naa man gud pod siyag layo(work) Dayun ana siya "Skwela nalang mintras naa pako mo supporta saimo."

(I never actually stopped going to school. I got pregnant back in senior high, and then COVID happened, so everything shifted to online classes. When I started college, my baby was just a few months old I gave birth in December 2021. I honestly planned to stop school because I felt like I was going through postpartum depression at that time. My mind just wasn't ready to begin the college journey, I felt unprepared and worried I'd fail. And then there was the pressure from my dad, his expectations and all that. But he told me, "Don't worry, maybe you can handle it." He was really the one who influenced me to continue. He works far away, but he said, "Just keep studying while I can still support you.")

Participant 10: Oo nakaundang ko atong naburos ko, 2 years ko ato naka undang.

(Yes, I stopped when I was pregnant. I stopped for 2 years.)

Participant 11: No, kay ang gapalibot man nako, like akoang guardian kay giignan man ko og "padayon lang" kay tabangan lang ko nila nga pagpadako sa bata.

(No, because the people around me, like my guardian told me to 'just keep going,' that they would help me raise the child.)

Participant 12: No–wala, dili mao ang reason. My mother (the reason she continued her study). Kay nag lockdown man, so ga trabaho ko ato kay minyo na pod ko. Siya ang reason mibalik ko (her mother) kay gusto niya mahuman ko og 4years(course). Dili man sa go look down niya akong trabaho kay stable man pod siya, naka bubu pod siya saakong family. Ang iyang gusto na makahuman ko, isip isa ka magulang, mahuman pod ko(skwela) kay napahuman biya nako akong mga igsoon. Gusto pod nila mahuman ko, so gi encourage ko saakong parents nga "skwela lang kay online(class) paman" so wala ko ga expect na maabot kog inaani, nga ma 3rd year ko nga face-to-face, nga makaya nako nga naay anak, kay bata pa biya kaayo akong anak! Pagsugo nako og skwela kay months pa siya (referring to her child)

(No, that wasn't the reason. My mother was actually the reason I continued my studies. It was during the lockdown, and I was already working because I was already married. She was the reason I went back, because she wanted me to finish a four-year course. It's not that she looked down on my job, because it was stable and it helped support my family but her desire was really for me to finish school. As the eldest, she wanted me to graduate too, since I had already helped my siblings finish their studies. They wanted me to finish as well,

so my parents encouraged me saying, 'Just study, since it's still online classes.' I never expected to reach this point, to be in my third year with face-to-face classes, and still be able to manage despite having a child because my child was still so young when I started studying again. He was just a few months old.)

OBJECTIVE 2: Challenges

3. What do you consider the greatest challenge of being a student mother

Participant 1: Kuan ang Time! Ang Time Management gyud! Kanang unsaon nimo pagbalance nga dili ma-behind imong time nga ihatag para saimong anak. Kay as a student, especially social work kay time consuming biya gyud siya.

(Like, time! Time management is really the biggest thing, how you balance your time so that you don't fall behind in giving enough to your child. Because as a student, especially in Social Work, it's really time-consuming.)

Participant 2: Kanang magsakit akong bata dayun the same time exam. Unya kay dili man gyud nimo malikayan, kay dili man jud ka ka excuse sa bata kay naa man siya kauban nako so mas makuan jud ko sa bata kaysa sa akoang study.

(Like when my child gets sick and it's also exam time. You really can't avoid situations like that, and I can't just set my child aside because he's with me, so I end up focusing more on my child than on my studies.)

Participant 3: The greatest challenge jus nako kay ang pag Time-management gyud, lisod gyud siya as in, even saatong edad nga ga skwela pa ta kay sayo gyud ko nagka anak. Lisod gyud siya the way na giatiman nako siya tas giatiman pa nako ako kaugalingon.

(My greatest challenge is really time management, it's so difficult, as in. Even at this age where I'm still studying, I already have a child at an early age. It's really hard, taking care of my child while also taking care of myself.)

Participant 4: Para saako ang biggest challenges gyud nako kay kanang akong bata kay kanang luoy kay siya ba kay murag "mama dira rako nimo"(wants to be with her mother's side) kanang mangita siya ba tapos kana butaw malibog pa siya morag hunahuna niya gihatag siya, tabok-tabok ra siya (house) morag paminaw niya kinsa bagyud iyang mama nga tinuod. Dili sa gi brainwashed siya saakong mama, pero Naa poy times na ma sink in na saiyang ulo ba na mas maatimanan pa siya saiyang lola kaysa saiyang mama, kanang morag didto siya mo tahod bitaw.

(For me, the biggest challenge is really with my child. I feel sorry for him because it's like he's saying, 'Mama, I just want to be with you.' He longs to be by my side, but he gets confused, like he thinks he's been given away. He goes back and forth between houses, and it's like he's unsure who his real mother is. It's not that my mom is brainwashing him, but there are times when it sinks into his mind that he's being cared for more by his grandmother than by me. It's like he ends up giving more respect or attachment to her.)

Participant 5: Lisod gyud siya as a mother kay kanang magdungan bitaw kanang mga. Like exam mo, unya naa imong anak naa pa mag manya-manya nig kagabii. Imong mind bitaw morag na tunga kung unsay imong unang himoon kung ang imo bang assignment or kung ang imo bang anak nga atimanonon pa. Murag nag libog na bitaw ang imong utok morag ma blanko na bitaw ka?

(It's really hard as a mother, especially when things happen all at once. Like, you have exams, and then your child is there and still acting up even late at night. Your mind feels split, you don't know what to prioritize first, whether to finish your assignments or take care of your child who still needs attention. It's like your brain gets overwhelmed, and you just go blank.)

Participant 6: Kanang time nga mag daot bitaw ang akong anak. Kapoy biya kaayo na. Unahon gyud siya (anak) bahala na na ang kuan(lain).

(When my child gets sick. It's really tiring. I always prioritize my child no matter what else is going on.)

Participant 7: Kani siya ang ako jud maconsider na greatest challenge ani kay financial Financial jud siya kay as I've said 3 kabuok akong anak dayun ako is studyante, dayun studyante pod akong mga anak. So saato pa 4 mi, 4 mi ka student 4 mi nga mag balon, 4 mi nga mamiliti, so times 4 ang akoang burden not unlike atong ako pa isa, na ako ra. Financially gyud siya.

(This is what I really consider my greatest challenge, financial. As I've said, I have three children, and I'm a student, and my children are also students. So, there are four of us, four students, four who have needs, four who have expenses. So, my burden is times four, unlike before when it was just me alone. Financially, it's really hard.)

Participant 8: So, mama naman ko, actually daghan man but pinaka main goro nako no ang financial like naay gasto sa balay, family labaw na diri (referring to the school) kay studyante ta sabay-sabay pagyud ang bayronon.

(Since I'm now a mom, honestly there are a lot of challenges. But I think the biggest one for me is financial. Like, there are expenses at home, for the family especially here (school) because I'm a student too. The bills all pile up at the same time.)

Participant 9: Kay katong na mention nako kaganina kay ang time management, og wala nami bonding gyud saakong anak ba, so challenge jud siya. Mora gud kog masuya saiya papa ba kay sila moy close, saako kay dili. Kuan man gud kanang 3years old na ang akong anak so maka storya na siya, makabalo na siya kung kinsa iyang duolan gyud, pero mas mo seek help siya saiyang papa kaysa saakoa kay busy man gud.

(What I mentioned earlier about time management, and not having enough bonding time with my child, that's really a challenge. I sometimes feel a little jealous of his dad because they're very close, but with me, it's different. My child is already three years old, so he can talk and knows who to turn to, but he tends to seek help from his dad more than from me because I'm busy.)

Participant 10: Isa sa mga challenges nga akoang na sinatian sa pag ka inahan nga studyante kay kining kuan. Financially unstable kay daghan pa kaayog need sa bata, especially 2 years old pa siya naa pa siyay gatas, diaper. Ako balon tas tuition.

(One of the challenges I've experienced as a student-mother is being financially unstable because my child still has a lot of needs especially since he's only 2 years old and still needs milk and diapers. On top of that, I also have to think about my allowance and tuition fees.)

Participant 11: Oras ra gyud! Kay kanang sayo man mo mata ang bata labaw na karun kay bata pa ba, months pa. Pareha karun o exam pagyud.

(Time, really! Because the baby wakes up early especially now that they're still very young, just a few months old. Like right now, it's exam day.)

Participant 12: Kinahanglan gyud nimo na way ma behind, as a mother and as a student. May e equal gyud nimo a g time management tapos focus la g gyud ka sa pag study, as long as wala lang gyud mabiya sa duha (referring to her role)

(You really have to make sure that nothing gets left behind both as a mother and as a student. You have to manage your time equally and stay focused on your studies, as long as you're not neglecting either role.)

4. Who supports you financially and emotionally in your education, and how does this support impact your journey as a student?

Participant 1: Ang nag support nako sa pag skwela kay ang akoang Family. Kay sa pagkaron ako nalang man ang nag-skwela. Ato nga time na gipa stop ko-gipa stop ko nila kay gadungan ba (referring to her siblings who are also pursuing their study) kay dili kaya saakong parents nga sabay me (expenses factors) so karun humana sila. Time napod nako (for her to continue her studies) Sila may nag-encourage pod nako nga padayon na kay ikaw nalang, wala nay ka-kompetesiya.

(The one supporting me in my studies is my family. Right now, I'm the only one studying. Back then, they asked me to stop because I had siblings who were also in school, and my parents couldn't afford to support all of us at the same time. But now that they've finished, it's my turn. They were also the ones who encouraged me to continue, telling me, "Go ahead now, it's just you, no more competition.")

Participant 2: Akoang sister. Maoy nag support saakong pag skwela. Kanaang nindot siya og impact, kay siya man ang nag offer sa ako gud nga mo eskwela ko balik kay para naa koy better future sa akoang anak kay kung dili ko mo eskwela dayun ang akoga rang partner moy magtrabaho then pareha ra gihapon mi og life, na makuan.

(It's my sister who supports me in my studies. It has a really positive impact because she was the one who offered to help me go back to school. She wants me to have a better future for my child. Because if I don't study and only my partner works, we'll just end up living the same kind of life, nothing will really change.)

Participant 3: So, nag support saakoa no kay naa paman pod akoang parents. So nag tabang sila saako education and also akong partner nag atiman saakong anak og nag tabang pod sa financial grabi jud siya nakatabang kay naghatag siya og kusog saakong pag skwela.

(So, the ones supporting me right now are my parents, they're helping with my education. My partner is also a big help because he takes care of our child and also supports us financially. He's really been a huge help, and he gives me the strength to keep going in my studies.)

Participant 4: Karun kay ang nag support saakoa kay ang akong igaagaw(cousin), akong amo (boss at work) og ang akoang bana (partner) kay sila moy ga supporta, ang gabayad saakong tuition kay ang akong amo. Og ang akong allowance kay akong igaagaw og akong bana. Dako kay siyag naikatabang saakoa, I mean naa koy kita but dili gyud siya enough ba kay daghan kay tag bayronon.

(Right now, the ones supporting me are my cousin, my boss, and my partner. My boss is the one paying for my tuition, while my cousin and my partner provide my allowance. Their

help means a lot to me. I do earn some income, but it's really not enough because there are so many expenses to cover.)

Participant 5: Ang nag support jud bitaw saako kay akong bana. Kanang dili man jud ta ko mo skwela, wakoy plano kay tungod lagi saakong edad, nya tungod man gud ani akong bana guud ang nag kuan saakoa, nga skwela kay inig dako saimong anak mao ra atong maipanghambog bitaw. Kanang siya moy nag support saakoa tapos siya pod ang nag bayad sa kanang tuition. Dako jud may siyag impact, dako kay siyag tabang kay og (di) tungod niya wala ko ani (schooling).

(The one who really supports me is my husband. I didn't plan on going back to school because of my age, but my husband encouraged me, saying that when our child grows up, it will be something we can proudly share. He pays my tuition and provides for me, it has a huge impact, because if it weren't for him, I wouldn't be here in school.)

Participant 6: Karun sa pag skwela nako kay ang educational loan sa SS saakong mama, then sa mga ginagmay na dayun saako na partner. Dako gyud siyang tabang nako especially sa SS bitaw.

(Right now, with my studies, it's my mother's SSS educational loan that's helping me, along with small contributions from my husband. It's really a big help for me, especially the support from the SSS.)

Participant 7: Sa pagka-karon “tinabangay system” siya pero more on ang akoang Mama. Then dako siya og impact it's because dili gyud, as we all know dili gyud siya sayon na lacking financial basta studyante ka. So through that help, dako gyud kaayo siya og kanang hatak nako ba. Dako kay siyag abag nako nga ang akong parents is naa lang gihapo to support og help saakoa, even though naa nakoy pamilya na akoa pong kaugalingon.

(Right now, it's more like a 'helping each other' system. But my mother is the one who helps me the most. Her support has a huge impact, because as we all know, it's really hard when you're a student and you're lacking financially. That kind of help has a big pull on me. It's a big support that my parents are still there to help me, even though I already have a family of my own.)

Participant 8: First akong bana, naa siyay job and also my family, wala rapod biya ko nila pasagdi even though naa nakoy kaugalingon pamilya. So, kana siya dako gyud og impact, sila man gud pod ang nag push saako na magpadayon na.

(First, my husband, he has a job. And also, my family, they never abandoned me, even though I already have my own family now. Their support really has a big impact on me. They're actually the ones who kept pushing me to continue my studies.)

Participant 9: So, ang nag support nako financially kay akoang parents, sila mama og papa, pero financially and emotionally kay ang akoang papa jud. Dayun gi encourage ko niya ba na mahuman ko og skwela kay naa nakoy pamilya dayun then supportaan jud ko niya taman mahuman ko. Dayun kung naa koy mga problems kanang open jud bitaw ko saakong Papa, so naa rakoy support gikan saakong family.

(The ones supporting me financially are my parents, my mom and dad but it's really my dad who supports me both financially and emotionally. He encouraged me to finish my studies, especially now that I have my own family, and he promised to support me until I graduate. Whenever I have problems, I can openly talk to him, so I really have strong support from my family.)

Participant 10: Akong bana, naka support siya kay wala naman koy ginikanan and then siyay ga bago saakoa. Supposedly obligation siya saako ginikanan nga magpa Skwela saako, pero may wala na naman kay sayo man sila na tigok(dead) Sayo man sila nangawala so mao to naka desisyon akoang bana nga siya–dako siyag na tabang nga dili ko magka lisod, di ko amg working student, mag trabaho bitaw sa skwelahan tas sa gawas.

(My husband has really been my support, especially since I no longer have my parents. He was the one who stepped in for me. Supposedly, it was my parents' responsibility to send me to school, but since they passed away early, my husband decided to take that role. He's been a huge help to make sure I don't struggle—so I wouldn't have to be a working student, juggling work both in and out of school.)

Participant 11: Akoang aunty, igsoon ni papa. Kung about lang sa financial kay wala ra nag lisod. Bisag single mother pud siya (referring to her aunt) kanang supportahan gyud ko kung unsay mga kinahanglanon sa skwelahan. Ma gaan-gaan ra ang problema bitaw.

(My aunt, my father's sister. When it comes to financial needs, I haven't really struggled. Even though she's a single mother too, she really supports me with whatever I need for school. It really lightens the burden.)

Participant 12: Sa financial, kay working student (her discount). Makatabang gyud siya, big help kay ang pagka working student saakoa. And then nag support pod ang akong family and then igsoon og akoang partner.

(For financial support, I'm a working student, so my student discount helps a lot. Being a working student is a big help. My family, siblings, and my partner also support me.)

5. How do these challenges affect your academic performance and personal well-being?

Participant 1: Kuan dako kay siyag effect gyud as a student, kanang especially kung naay panginhanglanon ang imoang anak and then need pod ka mag focus. Especially saimoha like during exams, naay mga activities sa eskwelahan, so kinahanglan nimo mamili ka kung unsay imong e-mas priority nimo kung saimong anak or kanang kuan (school activities) kinahanglan gud siya ana e-balance gyud siya, lisod gyud siya e-balance.

(It really has a big impact as a student, especially when your child has needs and you also need to focus on school. Like during exams or when there are school activities, you have to choose what to prioritize, whether your child or those school responsibilities. You really have to balance both, and it's definitely very challenging to do so.)

Participant 2: Na maka apekto jud siya—So far pod wala pa pod siya nakaapekto sa akoa kay so far wala man pod koy failed nga grade sa akoang pagkakaran so murag mabalance ra gihapon nako ang akoang pag study og akoang pag atiman sa akoang mga anak even though magkuan sila magsakit maka catch up ra gihapon ko sa akoang pag study.

(They really have an effect. but so far, they haven't affected me that much. I haven't had any failing grades so far, so I think I've been able to balance my studies and taking care of my kids. Even when they get sick, I can still catch up with my studies.)

Participant 3: Sa tinuod lang usahay makawala siyag(gana) nga mopadayon kaba. Murag mawalaan ka og ganag skwela maong gapasalamat gyud ko nga naa koy other support system, akong pamilya, akong anak especially nga gahatag og kusog nako nga mopadayon gyud.

(To be honest, sometimes I lose the motivation to continue. It feels like the will to study just fades away. That's why I'm really grateful to have a support system, my family and especially my child who give me the strength to keep going.)

Participant 4: So saako no naapektohan jud siya kay dili man kay ko makafocus sa pag skwela kay kuan kay trabaho pa tas akong bata tas lisod man gud kana bitawng kanang karun og di ka maningkamot jud bitaw para saimong kaugalingon. Murag paminaw nimo wakay mahatag saiyaha. Lisod gyud kaayo.

(For me, it really affects me because I can't fully focus on studying since I still have work and my child to take care of. It's tough because if you don't really put in the effort for yourself, it feels like you have nothing to give your child. It's really hard.)

Participant 5: Kato time management kay kung wala na siya , hanaw, lagataw. Para saako importante kay kung wala man gud ni siya ang kana bitawng schedule saimong klase kay magkasalimuang.

(For me, time management is really important because without it, everything just falls apart and gets messed up. If you don't have time management, your class schedule and everything else will get all mixed up.)

Participant 6: Naka affect siya, ibutang talang sa school nya di kay ta katuon kay ana lagi. Mao nang mogamay atoang score

(It affected me, especially in school, because if you're not focused, that's how your grades drop. That's why our scores get lower.)

Participant 7: Well of course maka affect jud siya saakong academic performance, it's because instead of kana bitawng instead e focus only lang nimo sa acads, ma divert ang akong mind into thinking “asa napod ko, unsa napoy after ani, unsa napoy—” ana bitaw? Kanang dili siya ingon straight lang ang akoang mindset nga study, study, study. Naa gani usahay kanang mawala na imong pag focus sa pagtuon. More on sige nalang ka lang problema kay dili nalang man gud siya ingon nga Financially saakong pag skwela ga problema na jud pod ko financially as a mother, saakong household— ang kuryente og tubig ang among bata, snacks og kaon.

(Well, of course, it really affects my academics, my mind constantly shifts to other things— like “where am I supposed to go next?”, “what do I need to do after this?” and so on. My mindset isn't just about studying, studying, studying. There are even times when I completely lose focus on my studies because I'm overwhelmed with other concerns. It's not just the financial struggles related to school anymore, I also face financial responsibilities as a mother and for our household. I have to think about electricity and water bills, my child's food and snacks, and so much more.)

Participant 8: So katong challenge nako grabing apekto jud siya kay daghan na times gusto nako mobuhi saakong pag ka studyante, lami undangan ba. Usahay maka hilak nalang ta sa kakapoy sig hunahuna sa mga baryonon gyud.

(That challenge really had a huge impact on me because there were so many times when I just wanted to give up being a student. It felt so tempting to quit. There were even moments

when I would just cry from exhaustion, constantly thinking about all the bills and expenses. It gets overwhelming sometimes.)

Participant 9: Kuan naa juy part nga na-apektohan ang akong academic performance. Kay syempre naa biya ka sa school, unya ang imong hunahuna kay naunsa na kaya ang akong anak karun, kinsay gabantay saakong anak. Mabahin imong time, imbis mag study kay imong hunahuna imong anak jud. Dayun kanang mag lecture, usahay ba boringan ka sa lecture so wala jud kay lain hunahunaon kundi “naunsa na kaha to karun.” (referring to her child) inaana bitaw.

(There were definitely times when my academic performance was affected. Of course, while I was in school, my mind would wander, I'd start thinking, “I wonder how my child is doing now,” or “Who’s taking care of them?” My attention and time would get divided. Instead of focusing on studying, my thoughts were really with my child. And then during lectures, sometimes I'd get bored, and all I could think about was, “I wonder how they are right now.” It’s really like that sometimes.)

Participant 10: Para saakoa kay kung mag dungan-dungan na baryonon sa skwelahan og mga needs sa balay, kay ma drain lang, dayun kapoyan ko saako lawas dili ko ganahan motindog(lihok) pero kinahanglan man jud siya—pero saako, magtuon pero dili jud ingon focus (kay naay gihunahuna?) oo, mangopya nalang ko.

(For me, when school expenses and household needs start piling up all at once, I just feel drained. My body feels tired, and I don’t even feel like getting up and moving. But I still have to, of course. I try to study, but I’m not really focused because there’s so much on my mind. So sometimes, I just end up copying answers.)

Participant 11: Dili na ka tuon. Mag tuon man siguro pero gamay nalang kaayo ang oras dili pagyud masulod tanan sa utok.

(You can’t really study, maybe you try to, but there’s only a little time, and not everything gets absorbed in your mind.)

Participant 12: Naka affect kay kinahanglan gyud biya na ang imong academic is stable, ang importante makapasar! As an educ. Student lisod biya jud kay naa mi gipang maintain na grado, kay nay retention. Mag focus lang gyud. Mag tuon lang gyud bahala na magkina unsa.

(It really did affect me because your academic standing really needs to be stable. What’s important is to pass! As an education student, it’s tough because we have a grade

requirement to maintain, there's retention. So, I really have to stay focused and just keep studying no matter what happens.)

OBJECTIVE 3: Coping Mechanism and Strategies

6. What strategies or routines have you developed to manage both your academic and parenting responsibilities?

Participant 1: Ang akong lang is galista ko saakong schedule (note taking/like what's need to be achieved). Nga kini dapat mahuman nako ni siya ani nga kuan (referring to should be done by this day/time) para pod naa koy time ma ihatag saakong anak. Kay priority gyud nako ang akong anak same as akong pag skwela.

(For me, I really make a schedule and take notes of what needs to be done. Like, "this task should be finished by this day," so that I can also give enough time to my child. Because my child is really my priority, just as much as my studies.)

Participant 2: Pag naa jud ko sa balay kay ako man gud mga anak kay five years old then two. So pag naa ko sa balay kay dili na gyud ko makabuhay og mga school activities bitaw nga kana ang mga homework, ingon ana. Kay akong mga bata kay bantayanon pod kay five og two na dayun dili na kaayo ko ka kuan—. Pag na ako sa skwelahan mao nay time nako nga mag cope up ko sa mga missing activities nako.

(When I'm at home, I really can't work on school activities like homework and such because my kids are five and two years old, and they really need to be watched closely. So I can't focus properly. It's only when I'm at school that I get the chance to catch up on my missing activities.)

Participant 3: Sa strategies mao jud ni akong gipag handaan kay lisod jud siya e-manage. Mangita ka og way para ma handle nimo ang tanan. Silbi akong strategy kay momata og sayo, gina disiplina gyud nako akong kaugalingon nga kailangan inaani na mabuhay nako ni before ko mo atiman saako kaugalingon. So, discipline yourself gyud para ma hasanimong kaugalingon ba.

(When it comes to strategies, this is really something I had to prepare for because it's very difficult to manage everything. You really have to find a way to handle it all. My strategy is to wake up early and discipline myself, to make sure I get certain things done before I even start attending to myself. So, it's really about self-discipline to help you get used to everything.)

Participant 4: Karun kay na anad² naman ko, na manage na nako siya og sa pag skwela. Na balance na nako ang akong pag skwela tas na anad napod siya saakong mama bitaw, kay naa pod koy lain giatubang.

(Now, I've kind of gotten used to it. I've managed it already, especially with school. I've already balanced things. And my child has also gotten used to being with my mom, since I have other responsibilities to deal with too.)

Participant 5: Ang amoa ani dapat naa kay peace of mind. Actually, naa man koy 'yaya' saakong anak. So ang akong ginabuhat una kay mag sulat ko daan, kanang naa koy vacant time bitaw sa balay, magsulat ko. Kay lain bitaw ko magtuon kay isulat nako, kay kung sa libro ra bitaw ko mag basa di ko ka concentrate. So gi manage bitaw nako.

(For us, it's crucial to have peace of mind. I actually have a nanny for my child. So the first thing I do is write things down in advance, whenever I have free time at home, I jot notes. If I just read from the textbook, I can't concentrate, but when I write, I focus better. That's how I manage everything.)

Participant 6: Kanang especially mosayo gud og mata, kay moduty ko S.A so gina discipline gyud ang self sa mga buhaton, sayo mata, kay usahay mo tukar biya atong mga katapolan.

(I make sure to wake up early, especially since I work as a student assistant. I really discipline myself to do things, waking up early, because sometimes laziness kicks in.)

Participant 7: Strategies? Dili siya consistent ang strategies og routines. Kay depende ra gihapon siya sa situation. Kay lahi-lahi man gud, like unpredictable kaayo ang situations especially og kung naa nakay anak. Kuan, random man gud kay ko, kanang pananglitan kanang sa routines nako ang routine namo sa balay though naa mi routine evey morning kay kami tanan mang skwela (her and kids) aside from that, depende og kinsay available or kinsay maayong lawas ba. So kaming duha saakong partner. So depende sa kung pananglitan karun nag S.A.(Student Assistant) ko so depende og dili ko busy saakong skwelahan maka uli ko (sayo) so pwede rako makalihok sa balay, sa mga hugason, kanang mga ginagmay lang gud. Like pag hinlo pero more on karun jud kay ang ako jung husband kay hands-on gyud siya.

(Strategies? Hmm, to be honest, they're not consistent. My routines really depend on the situation because things are always changing. Especially when you have kids, everything becomes unpredictable, so you have to adjust based on what's happening at the moment. Well, my approach is kind of random. For example, when it comes to routines at home, we do have a morning routine because all of us go to school (me and the kids). But aside from

that, it really depends on who's available or who feels well enough to help out. It's just the two of us, me and my partner. So, if, let's say, I'm not too busy with my schoolwork or with my duties as a student assistant, then I try to come home early and help with things around the house, like washing the dishes or cleaning up little things. But right now, I'd say it's mostly my husband who's really hands-on at home.)

Participant 8: Atong bagohay palang ko na mama, okay ra since naa akong mama willing kay motabang saako, of course wala paman jud koy hanaw. Tungod niya dili rakay ingon hago akong pag adjust. And note taking, naka try ko both roles although dili kaayo consistent but mo work gyud siya aslong as naa lay discipline.

(When I had just become a mom, things were still manageable because my own mother was very willing to help me. Of course, I was still clueless at that time. Thanks to her, adjusting didn't feel too heavy for me. Also, note-taking helped, I've experienced trying to balance both roles. I may not always be consistent, but it really works as long as you have discipline.)

Participant 9: Usahay mag break down nalang ko sa mga buhaton, tas nag gamit bitaw ko og notes bitaw, i check nako like to-do nako karun. Like nabuhat naba ni nako for academic, then as a mom, ako pong e-give up ang akong makaya para gaan bitaw—dili siya maka feel na wala ko saiya permi.

(Sometimes I just break down with everything I have to do, so I use notes to help me manage. I check my to-do list for the day—like, have I done this already for school? Then as a mom, I also give up what I can just to lighten the load a bit, so my child won't feel like I'm not always there for them.)

Participant 10: Pakatulgon nako og sayo akong anak para maka tuon ko then kung gikan pod ko sa school naay usahay na matulog ko pero naa juy times nga akong lihokon ang mga angay lihokon, kay para nig kuan saako anak kay hapsay na tanan.

(Well, I put my child to bed early so I can study. And when I get back from school, sometimes I take a nap, but there are times I still have to do things for my child. I make sure everything's ready for her so she has everything she needs.)

Participant 11: Sa morning momata siya og sayo, pag mata niya paligoon, pag human ligo kay mag tutoy then matulog kadyot(child) then ayha napod ko mo assist saakong kaugalingon, ayha maligo, then kaon. Dinali dali gyud. Nig tulog niya ayha pod ko maglihok saakong kaugalingon. Pagkahuman biyaan tas pabinlan og gatas ayha na dayun mo adto og skwelahan. Unahon gyud siya!

(In the morning, my child wakes up early. When they wake up, I bathe them, then breastfeed, and they sleep again for a bit. That's when I get to take care of myself, take a bath, eat. It's all rushed. While the baby sleeps, I do what I need to do for myself. After that, I leave some milk, then that's the time I go to school. I always prioritize the baby first.)

Participant 12: Mao ra japon, Time Management nako. Tapos ang strategies nako kay mana bitaw wala koy klase, moduty ko, bali akong itapak. Tapos katong duty hours gyud nako, nig naa koy time pa, kay kwaon napod nako akong anak, akong adtuon sa skwelahan para dili niya ma feel nga “wala man si mama” mohilak man gud siya. Kay akong mother-in-law moy mokuha niya, kay naa gyud time nga e focus nako siya og hatod-kuha nako. For example, dili man gyud malikayan na mohangyo like “Ma’am pwede sako mo absent, hapon ko mo duty.” Kay nig way klase whole day, afternoon man ako anak(school) tas morning ko og duty para hapon mouli para makuha nako siya, ako siya mapa skwela(hatod). Para lang gyud di niya ma feel nga “si mama wala nag support saako” kay bisan og mga bata karun kay maka hunahuna na biya, matingala nalang ka ang attitude niya nausab man. Akong anak morag di naman mamansin. Mao to inaana on nako pag manage para dili siya makaingon na gipasag daan ra nako siya.

(I really rely on time management. When I don't have class, I use that time to do my duty hours. And during my duty, if I still have time, I get my child from school and bring them there myself too. I do that so my child won't feel like “Mama is not around.” My mother-in-law usually picks them up, but I also try to be the one to do it. I even ask permission from my supervisor, like “Ma’am, can I be absent now and just do my duty later in the afternoon?” That way, I can get my child after school and show them that I'm still present and supporting them. I don't want them to feel left out, because even kids notice when things change and I don't want my child to think I don't care. That's how I manage both school and being a need.)

7. Who helps you with child caregiving while you attend school?

Participant 1: Ang akoang anak man gud is 9y/o na, so kanang kaya na niya e-kuan iyang kaugalingon ba (help himself). Pero sa pag atiman like while mag prepare saiyang pagkaon, ako gihapon. Mag-prepare saiyang sanina ako gihapon so kung pag adto sa skwelahan kaya naman niya. So, while naa ko diri (university) siya (son) pod nag-eskwela. So kampante rako kay naa raman siya sa skwelahan.

(My child is already 9 years old, so he can take care of himself to some extent. But when it comes to things like preparing his food or his clothes, I still do those for him. Once he goes

to school, he can manage on his own. So, while I'm here at the university, he's also attending school, and I feel at ease knowing he's there and okay.)

Participant 2: Ah akoang mama, kanang mas better gyud og siya(magbantay). Kay akong mama sad kay gusto man jud siya na mahuman sad ko sa akong pag eskwela that's why mi offer pod siya nga siya nalay magbantay saakong anak.

(Ah, it's my mom. It's really better that way because my mom truly wants me to finish my studies. That's why she offered to take care of my child so I can finish my schooling.)

Participant 3: So naa paman ako parents tas ako partner, gapangita papod to siya og trabaho. Grabi jud siya katabang gyud kay dili ko mabalaka kung aha nako ibilin ako anak so naghatag gyud siya og pag-asa nako na dikay mahati ako attention diko makahunahuna “na unsa nato siya” kay naa man siya saakong parents.

(My parents are still here, and my partner, though he's currently looking for work, is a big help. His support really matters because I don't have to worry about who will look after my child. It gives me peace of mind and hope, knowing that my attention doesn't need to be divided while I'm at school. I can focus more because I know my child is safe and cared for.)

Participant 4: Ang nagbantay saako anak ron kay akong mama, akong ginikanan. Kay wala man koy lain madaganan gud kay akong bana naningabuhi pod kay para makasupport mi saamong anak so didto sa siya namo gibutang (grandparents house) Dako jud kaayo siyag naikatabang kaning samot na karun ga skwela lagi kay di kay nako siya mabantayan kana bitaw mafocus og bantay..morag nakuan nako "aw okay rato ddto kay mama man nako"

(The one taking care of my child right now is my mom, my parent. I have no one else to turn to because my husband is working to support our child, so we left the child at my parents' house. It really helps a lot, especially now that I'm studying and can't watch over the child all the time. I feel relieved thinking, “It's okay there because my mom is taking care of him/her.”)

Participant 5: Ang sa nakatabang ra nako kay kato rang yaya, atong ming balik ko og skwela. Kay katong nag off sem ko ako juy nag bantay. Ako gyud ang nangunay.

(The one who helps me is the nanny, after I returned to school. During my off-semester, I was the one taking care of my child. I did everything myself.)

Participant 6: Ako rajung manghod, 24 years old, kay ako partner duty man pod ako manghod ra mabilinan ddto. Dako gyud og tabang, makwaan atong pag atiman, as in focus ra sa school bitaw.

(It's my younger sibling, 24 years old, because my partner is on duty. I leave my child with my sibling. It's really a big help, I can focus on school because the caregiving is taken care of.)

Participant 7: Ayy kani swerte kay ko ani na part! Kay naa jud koy partner na very caring, understanding. So pasalamat jud kay ko ni Lord ani kay bisan bata-bata pami gasugod, amo pa gihapon napadayun karun so taas-taas na gyud mig na kuyogan. Taas-taas namig na adjust-say. Dayun siya gyud! Kanang moingon bitaw mo og child caregiving? Grabi gyud siya ka effort ani. Makita gyud nimo kay sa closeness saakong mga anak sa ilang papa, makita gyud nimo nga unsa na good na pagka papa siya sa mga bata. So maka affect siya on how does this support affect saakong education, kuan dako gyud kaayo. As in, mora siyag nagaan rapod ba dili rapod ingon a burden kay sa ako na ni skwela ko, na mama ko, kanang.

(I feel really lucky in this part! I have a partner who is very caring and understanding. I'm truly thankful to the Lord because, even though we started young, we've persevered until now, so we've been together for a long time. We've had to make several adjustments. And it's really him! When it comes to child caregiving, he puts in so much effort. You can really see it in how close my kids are to their dad — you can tell what a good father he is to them. This support has a big impact on my education. It feels like a relief, not a burden because I am studying while also being a mom.)

Participant 8: Family nako, kay ako bana naa may work so amo siyang ginabilin saakong mama. Sila na daw bahala and tungod ana medyo magaan rapod atong gi hunahuna ba kay kabalo ta naa ra siya sa maayong kamay.

(My family, because my husband has a job, so we leave our child with my mom. They take care of him, and because of that, our worries are somewhat lighter knowing he's in good hands.)

Participant 9: Katong ingon nako ganina is ang papa jud ang nagbantay saiyaha dayun naa pod ang akoang mama, so duha sila nagbantay saakong anak. Dayun maka apekto siya saakong pag skwela kay syempre kabalo ka sa kung kinsay gabantay saimong anak, so comfortable ra ka, “aw okay rato siya kay ang nag bantay kaila ra bitaw.” Lahi ra bitaw nga kaila jud nimo kaysa dili.

(As I mentioned earlier, it's my child's father who mainly takes care of him, along with my mom. So, the two of them look after my child. This really helps with my schooling because knowing exactly who is taking care of my child makes me feel more at ease like, "Okay, he's fine because he's with someone I trust." It's really different when the caregiver is someone close to you rather than a stranger.)

Participant 10: Nagpabantay man mi. Nagsugod nami pabantay saako anak sa pagsugod nako og skwela. Pero sa pagpa nganak nako kay ako rajud. Then mas less burden siya kay naa namay mobantay saako anak, di nako mahunahuna nga, like kung naa ko sa skwelahan, di ko maka hunahuna nga naka kaon bato siya.

(We really had someone look after our child. We started leaving our child in someone's care when I began attending school. But right after I gave birth, I was the only one taking care of the baby. Now, it's less of a burden because there's already someone who watches over my child. I no longer worry, like when I'm at school, I don't have to keep thinking, "Has my child eaten?")

Participant 11: Igaagaw saakong angkol. Dako kayng tabang kay ma biyaan ra nako siya. Tas masaligan kay naa pod siyay tulo na ka anak, bali experienced jud kay siya, na dili na bitaw ka maguol kung maunsa imong bata.

(My uncle's cousin. It helps a lot because I can leave my child with her, and she's trustworthy since she already has three kids, she's experienced, so I don't have to worry about what might happen to my baby.)

Participant 12: Akong mother-in-law og ako pod mama, sa karon kay ako jud mother-in-law, dayun dako jud siya og tabang may dili bitaw sa tanang panahon may makuha bitaw nako (her child) "Ma palihog sako" Wala poy reklamo akong mother-in-law "sige ako ray kuha sa bata, unaha sana imoha" (things in school). Pananglitan naa bitaw mga activity. Like nig 2:30 kinahanglan makalakaw nako lara makuha nako siya alas 3, pero naa mangyud na malapas man jud ta sa oras. Maka hurada kog panawag ni mama, anytime gyud, willing nud siya(mother-in-law).

(My mother-in-law and my mom help me, but right now it's mostly my mother-in-law. She really helps a lot, especially when I'm unable to pick up my child. I just say, "Ma, please get my kid for me," and she never complains. She tells me, "It's okay, I'll get the child—just focus on your schoolwork." Like when I have an activity at school and I'm supposed to leave at 2:30 to get my child at 3, sometimes I can't make it on time. So, I call her, and she's always willing to help anytime.)

8. What adjustments and sacrifices you require for effective management of academic obligation while fulfilling a mother's role?

Participant 1: Sa akoang mga activities diri sa skwelahan, kanang mo attend ko but not to the extent nga humanon. Kumbaga dili nimo siya ma-enjoy gyud siya ba kay kanang imong ma enjoy siya but not totally gi-focus gyud nimo kay naa man kay (Proceeds to saying) Kay ang imong hunahuna wala dira.

(I attend school activities, but I can't enjoy them fully because my mind is somewhere else. I'm there physically, but my thoughts are at home. I want to focus, but it's hard when you're thinking about your child all the time.)

Participant 2: Kanang time nako sailaa, mag adjust ko sa time. Kay kanang mo skwela nako dayun dili sila, nag adjust pod akong mga anak kay dili sila musugot nga mo eskuwela ko kanang morning pag mata nila wala nako bitaw sailahang tapad dayun pag uli nako moingon sila na dugaya pod nimo mi uli 'ma oy dugaya pod nimo didto sa school' inaana sila.

(I adjust my time for them. Like when I go to school and they don't, my kids also have to adjust because they don't like waking up in the morning without me by their side. And when I get home, they say things like, "Ma, why were you at school for so long?", things like that.)

Participant 3: So ang akong na sacrifice jud no kay ang pag tulog jud nako dili parehas ato nga student palang ko kay maka achieve pakog 8hours sleep karun kay gamay nalang gyud kay example pag nay exam syempre mag study ko unya naa pakoy anak nga atimanonon pa. So na sacrifice gyud akong time and ang akong self-care gyud pod mawalaan ko og time saako kaugalingon nga asikasohon kay wala naman koy time mahatag gyud saako kaugalingon kay syempre daghan nakag gihunahuna.

(What I've really sacrificed is my sleep, unlike before when I was just a student and could still get 8 hours of rest. Now, it's very little. For example, if I have an exam, I still need to study, but at the same time, I have a child who needs care. So, I've really sacrificed my time, especially my self-care. I barely have time left for myself because there's just so much on my mind and so many responsibilities to handle.)

Participant 4: Sauna dako kay kog adjustment samot nag bago pang panganak kay atong first year(ko) mag 8months old palang siya tapos dili pako anad syempre nabag-ohan kay naa tay bata tapos ang pag bantay tapos mga 8months siya, gipa skwela ko so baby pa kaayo siya lisod kaayo. Mag sacrifice nako na taga adlaw ko mag hilak kay wako na anad

ba na malayo kaayo siya saakoa. Maskin online og face-to-face to sauna rag sakit jud saako buot na malayo bitaw ang bata saakoa.

(Before, I had to make a huge adjustment, especially right after giving birth. During my first year in college, my baby was only 8 months old. I wasn't used to everything yet, and of course, it was all new, having a child, taking care of him. When he was 8 months old, I was told to go back to school, and he was still so little. It was really difficult. I had to sacrifice a lot I would cry every day because I wasn't used to being far from him. Even though my classes were online and sometimes face-to-face, it still broke my heart to be away from my baby.)

Participant 5: Pag adjust nako as a mama bitaw kay first time mama man gyud ko kanang lisod gyud kay siya e adjust kay di pareha ana uban kay kabalo na sila unsaon pag himan anang bata. Saako kay first time gud so lisod pa kaayo kanang bag o pa kaayo. So nagpa tudlo pako saakong ginikanan kung unsay paagi ani samot nag magsakit bitaw ang anak so mag problema guud ko ana, mag bilar² gyud ko matag gabii.

(Adjusting to motherhood was really difficult for me, especially since I was a first-time mom. It wasn't easy at all because, unlike others who already knew how to take care of a baby, I had no idea what to do. Everything was so new to me. I had to ask my parents for guidance on how to handle things, especially when my child got sick. I would really get anxious and worried, and I had many sleepless nights because of it.)

Participant 6: Kanang mga wants, lahi man tong need. Dili na gyud ta makapalit saatong gusto. Kay unahon ang sa bata, kaysa saimong kaugalingon

(My wants, they're different from needs. I really can't buy the things I want anymore. Because the child's needs come first, before my own.)

Participant 7: Sleep! Time for myself so daghan siya as in daghan siyag ma sakripisyo imong mental health, emotionally. Basta mama naman gud ka, daghan naman gud kag e consider, dili kay, basta mama naka ang last nimo ma consider kay ang imong self. Kay tanan e consider nagyud nimo siya especially ang welfare sa mga bata. Naa pay saimong family, family saimong husband. So ma less imong ma priority saimong self kay kinahanglan nimong ma priority ang mga tao saimong paligid. Bisan bitaw wala najud kay ikahatag? Mangita jud kag aha ka dapita maka sag-ob aron makahatag jud ka sa mga tao saimong palibot.

(Sleep! Time for myself, there are so many sacrifices, as in a lot, including your mental and emotional health. Once you become a mother, you start considering everything else. You're no longer the priority, you become the last on the list. You begin to think more about

the welfare of your children, your family, and even your husband's family. So your time for self-care really lessens because you have to prioritize everyone around you. Even when you feel like you have nothing left to give, you still look for ways to carry the burden just to provide for the people around you.)

Participant 8: Akoang tulog gyud kay gamay nalang. Kanang mag dungan² bitaw imong atimanonon like akong anak og mga school activities nagamay na akong time for my self jud.

(It's really my sleep that I've sacrificed. I barely get enough now. It's like everything overlaps, taking care of my child while also dealing with school tasks. So, I really don't have much time left for myself.)

Participant 9: Mag adjust nalang jud ko sa time—sa time gyud. Ako nalang himoon ang time nga prescious bitaw. Kung naa ko— like kung naa rako saamoa like Saturday, usahay kay naa man gud pod mi class nig ka Saturday. Tas kung ma-timingang na wala, kung naay buhatonon sa acads, kay ako nalang buhaton. Kay naa pod biya koy buhaton sa balay kay maulaw pod biya ko, kay nakiipon rako (parents house) So ako jud kuanon ako time.

(I really have to adjust my time, it's all about time. I just treat time as something precious. Like, when I'm at home, especially on Saturdays, even though we sometimes still have classes on Saturdays, if I'm free and there are academic tasks to do, I just work on them then. But I also have chores to do at home, especially since I'm just living with my partner's family, and I don't want to feel like a burden. So, I really try to manage my time wisely.)

Participant 10: Pareha anang kuan naay mga kalihukan dre sa skwelahan, usahay maka anhi ko, usahay dili kay naa man gyuy times nga dili available ang tigbantay saako anak, samot nag naa bitaw emergency sailaha.

(Like for example, when there are school activities, sometimes I can attend, sometimes I can't, because there are really times when the one taking care of my child isn't available especially when there's an emergency at home.)

Participant 11: Oras gyud, kay kaanon gyud niya halos tanan bitaw (referring to Time). Labaw na nig uli nako, dili nako ka ilis kay mangayo napod siya og dede(milk)

(Time because my child takes up almost all of it. Especially when I get home, I can't even change my clothes yet because my child is already asking to be breastfed.)

Participant 12: Usahay maka absent gyud ko. Naa may mga activity sa school na kinahanglan atong presence. Kay ako anak mo ingon siya “wala lagi ako mama sa school” sacrifice usahay pero

dili gyud tanan kay mahadlok pod biya ta mabagsak. Naay time og pwede pa mahangyo ang teacher. Like during ‘M’ festival, nay time in og time out.

(Sometimes I really have to be absent. There are school activities where I need to be there, but my child would also say, “Mama didn’t come to school.” So I have to make sacrifices, though not always, because I’m also scared of failing. There are times when I try to ask permission from the teacher, like during ‘M’ festival, since we have time-in and time-out—so if it’s possible to negotiate, I do.)

9. How will the completion of your education have an effect on your life?

Participant 1: Dako jud siya para saako. Especially saako nga kanang wala gyud nako na foresee saakong kaugalingon nga dili ko kahuman (og skwela) karon ang akoang jung goal is makahuman jud ko and then makakuha og diploma.

(It will mean a lot to me. I used to think I would never finish, but now I’m focused on getting that diploma. It’s really my goal.)

Participant 2: Mahuman man gani ko puhon dako kay siyag impact jud saakong life kay kanang dili lang ang trabaho nga imuhang makita kung mahuman kay lahi kayo sa wala kay nahuman.

(If I can graduate someday, it will have a big impact on my life. because having a degree makes a huge difference compared to not finishing school.)

Participant 3: Maka proud siya if ever no nga mahuman ko. Makaingon jud ko og “I did it” despite sakong mga kaagi “no matter what the circumstances is padayon lang. That’s it

(It will really make me proud. If I graduate, I can truly say, ‘I did it’, despite everything I’ve been through. No matter what the circumstances are, just keep going. That’s it.)

Participant 4: Og puhon man gani mahuman, dako jud siya og impact saako kay kuan naman no makakita nako stable na trabaho puhon og kaloy-an sa Ginoo, ma supportaan nako ang akong anak og akong ginikanan

(Completing my education will be very meaningful to me. It will have a huge impact because it will help me find a stable job, God willing. I’ll be able to support my child and my parents.)

Participant 5: Paningkamotan na maka graduate bitaw tas mag review paman diba maningkamot gyud ta na makapasar gyud ta aron naa tay stable job diba nig makahuman nata so atleast di nata maglisod.

(I'll really strive to graduate and then do reviews. I'll work hard to pass so I can get a stable job once I finish. This way, at least we won't struggle anymore.)

Participant 6: Nig makahuman biya ka atleast ba maka apply rata. Kanang dali ra ta madawat. Lahi ra biya ron og wala ka nahuman dili ta basta madawat, naa man untay mga opportunities, pero mas better man gyud tong nakahuman ta kay atleast gaan bitaw kaayo atong trabaho.

(Once you graduate, at least you can already apply for a job. It's easier to get hired. It's really different when you don't finish school, opportunities may be there, but it's still much better if you've earned your degree, because at least the work will feel lighter and more manageable.)

Participant 7: Ang pinaka no.1 ani is self-fulfillment kay it's for myself. Kay it's my dream gyud actually no so medyo nalate najud kaayo. Kay nag Plano man gud ko nga mobalik dayun ko of skwela right after nanganak ko saakong ikaduha. But things have changed, naay mga challenges, nay mga situations, scenarios na diki nato mapugnan. Nahitabo na ang mga nahitabo ato nga time so adjust, adjust, adjust! Thankfully dagko na ang mga bata, nang skwela napod sila, wala nakoy bantayanon mao na nga mi skwela pod ko karun mao na nga self fulfilling gyud ni siya para saako. Mora bitaw siyag door nga nag hang, pero naa nakoy time nga hinay-hinayon nako siya og close(chapter) for my piece ang for my self fulfilment para saako gyud ni para nako.

(The number one reason for this is self-fulfillment, because this is truly for myself. This has always been my dream, though I admit it's quite delayed already. I originally planned to go back to school right after giving birth to my second child. But things changed, challenges came, situations and scenarios I couldn't control happened. What happened, happened. So, I had to keep adjusting. Thankfully, my kids are older now and are also in school, so I no longer have to closely watch over them. That's why I was finally able to return to school. This is really fulfilling for me. It's like a door that had been left open, and now I finally have the time to slowly close that chapter for my peace and for my self-fulfillment. This is something I'm doing for me.)

Participant 8: Kabalo ko na kaning education madala rako somewhere ba, noon wapa ko kabalo asa gyud but atleast somewhere else. Kay kani Education balo naman gyud ta nga susi ni siya to have a bright future.

(I know that through education, I'll be able to go somewhere in life. I'm not exactly sure where yet, but at least I know it'll lead me somewhere better. Education, as we all know, is the key to having a bright future.)

Participant 9: So, if mahuman man gani ko saakong pag skwela, dako jud siya og impact. Kay nagsalig, ay wala man gyud ingon nga nag salig mi kay kabalo man pod akong partner na mangitag kwarta, pero ulaw bitaw naa silay ihatag, kanang maulaw gyud ko nig naay ihatag iyang parents og akong parents. Maulaw ko kay naa man mi mahatag, pero dili jud bitaw ingon dako so dili pajud namo siya may gusto man gud ko na ma spoil nako akong anak saakong own money, nga dili bitaw(gikan) sa uban. So, dako siyag apekto if mahuman ko. Gusto ko nga nindot ang kinabuhi saakong anak saakong pag paningkamot.

(If I ever get to finish my studies, it will really have a big impact. It's not that we completely rely on others, my partner knows how to find ways to earn money but I feel embarrassed when his parents or even my parents give us something. I get shy because although we do have something to give in return, it's not that much. That's why I really want to be able to spoil my child using my own money, not money from others. So, finishing school will have a big effect. I want my child to have a good life through my own hard work.)

Participant 10: Kay ginikanan naman ta ani no, so kinahanglan jud ta maningkamot arun matagaan nato ang atong anak og maayong kaugmaon para dili siya mapareha saatoa nga dugay na nabalik og skwela kay sige og undang, kay ga kiat-kiat man.

(Since we're parents now, we really need to strive hard to provide a good future for our child. I don't want my child to go through the same thing I went through, where I had to stop school for a while because I was being careless.)

Participant 11: Bisan lagi og napasayo (being a mother) okay ra kay naa ragyud sa mga naka palibot nimo, kay maka tabang tabang ra imong palibot.

(Even though I became a mother early, it's still okay because it really depends on the people around you, your surroundings can help and support you.)

Participant 12: Dako gyud siyag effect kay if maka human man gani ko puhon puhon og kaloy an sa Ginoo, naa rapoy kaugmaon akong anak. Makahatag ra gyud ko og full support saiya og unsay iyang gusto e skwela puhon. Dili nako ipa feel og unsa akong na sakripisyo karun nga nag skwela ko kay ga working student ko, di nako na ipa feel saiya, gusto nako focus ra siya saiyang pag skwela, mao ra jud na akong gusto.

(It will have a big impact. If I'm able to graduate, God willing, then my child will also have a better future. I'll be able to fully support whatever path he wants to take in school. I don't

want him to feel the sacrifices I'm making now as a working student. I want him to just focus on his studies, that's all I hope for.)

10. What is your dream for yourself?

Participant 1: Makakuhag diploma and somehow ma proud akoang parents.

(To get a diploma and hopefully make my parents proud.)

Participant 2: Kanang ma successful ko.

(My dream is to be successful.)

Participant 3: Of course, finish my study and to have a better job and kuan good salary to sustain my family.

(Of course, to finish my studies, get a better job, and earn a good salary to support my family.)

Participant 4: To be successful gyud.

(To be successful, really.)

Participant 5: Ang sa akua gyud is permiro makahuman ko. Kay nay uban kasagaran nakahuman pero tambay diba so kita maningkamot gyud ta nga naa tay trabaho kay lisod, naa tay anak. Nya unsa may ipang gatas nato ani, kamahal ba sa gatas

(My dream is to finish my studies because there are others who finished their education but are still unemployed, right? So, we really need to work hard to find a job because it's hard, especially with a child and how else would we afford the milk for our kids, with how expensive it is?)

Participant 6: To become a social worker.

(To become a social worker.)

Participant 7: *Got emotional* makaingon ko na wanakoy dream saakong self all my dreams are for my kids, for my family kay kana bitawng prayer nga "bahala nako lord, importante ang mga bata, please ko sailang health nila, future" Inaana na jud Siguro tanan mama, murag mao najud ilahakana bitawng selflessness mas imong e prefer na maulahi ka,

ma prioritize gyud nimo sila (love ones) tinuod jud na siya. So makaingon jud ko na tanang kahago sa mama katong typical na magdunggan ninyo nga “a mother is like this, a mother is like that” Is really true tinuod gyud na siya so ako based on experience, I’m a mom for 10 years na makaingon jud ko na all the love that you could get gyud, na ikahatag jud pod nimo nila, ihatag gyud nimo.

*(*Got emotional* I can really say that I no longer have dreams just for myself. All my dreams now are for my kids, for my family. My prayers sound like, “Lord, bahala na ko, what matters most is my children, please take care of their health, their future.” Maybe that’s how it truly is for every mother. This deep sense of **selflessness**, you naturally choose to come last, and you wholeheartedly prioritize your loved ones. It’s true, everything people say about a mother’s sacrifices is real. Based on my own experience, having been a mom for 10 years now, I can truly say: all the love you have, you will give it to your children. You’ll pour it all out for them, willingly, wholeheartedly.)*

Participant 8: Myself? Siguro live my life nga full of happy memories bitaw especially with my family.

(For myself? I guess to live a life filled with happy memories, especially with my family.)

Participant 9: As a whole kay mahuman lang gyud ko, makakitag trabaho labi na kay naa nakoy family so need gyud na maningkamot ko og samot kay unsa man pod akong ibuhi saakong pamilya kung wal koy trabaho. So maningkamot nalang gyud if paboran sad sa Ginoo.

(As a whole, it’s really just to finish my studies and find a job, especially since I already have a family. I really need to work harder because how can I support my family if I don’t have a job? So, I’ll just keep striving, if God permits.)

Participant 10: Ang makahuman og skwela og madato.

(My dream is to finish my studies and become rich.)

Participant 11: Simple ra oy, makahuman og skwela, makakita og tarong na trabaho, tas og puhon man gani ma future social worker.

(It’s simple, to finish my studies, get a decent job, and hopefully, in the future, become a social worker.)

Participant 12: Akong dream kay dream ra saakong anak, mao ragyud na. Ma provide nako ang tanang gusto niya–dili e spoiled kay naa man japon limitation. Gusto nako ba na

“Ma gusto ko ani!”, “okay go!” Inaana ba. Ang support nato saatong kaugalingon kay ato nang ihatag saatong anak kay, didto naman nato ma focus kay mama na biya ta.

(My dream is simply whatever my child’s dream will be. I want to be able to provide everything he needs, not to spoil him, but to give what I can within healthy limits. I want to be the kind of mother who, when he says, “Ma, I want this,” I can say, “Okay, go for it.” The support I once gave to myself, I now want to give to my child because I’m a mother now, and that’s where my heart and focus belong.)

11. What is your dream in terms of your career?

Participant 1: Ma registered Social Worker.

(To become a registered social worker.)

Participant 2: Kanang maka makatrabaho ko sa mga public sector. Makapasa sad og board exam.

(I want to work in the public sector. I also hope to pass the board exam.)

Participant 3: Of course, mahimog registered Social Worker. Maka graduate ko and maka passar sa board exam then ma registered, mao gyud na.

(Of course, to become a registered Social Worker. I want to graduate, pass the board exam, and get licensed. That’s really my dream.)

Participant 4: Pangandoy gyud nako makahuman bitaw tas og ma registered.

(My dream is to finish my studies and become a Registered Social Worker.)

Participant 5: Ako is makatrabaho para naakay maikasustinto saimo pamilya

(My dream is to have a job so I can provide for my family.)

Participant 6: Og naay opportunity why not mo proceed ana (referring to taking masters, bar exam. License Etc.)

(If there’s an opportunity, why not continue with it (referring to taking a master’s degree, bar exam, license, etc.))

Participant 7: I'm hopping gyud na mahuman jud nako ni, I'm hoping to have a job immediately kay arun makasupport ko saakong family financially. Gusto nako e pursue akong kurso karun pero dili sa Philippines, but sa gawas. I dream of making my career, not here but sa laing lugar.

(I'm really hoping to finish this, to graduate. I'm hoping to land a job immediately so I can support my family financially. I want to pursue the course I'm taking now but not here in the Philippines, I dream of building my career abroad. That's really what I'm aiming for, to take this path further, not just for myself, but for a better future for my family.)

Participant 8: Of course, daan pani sauna gyud na makahuman og maka graduate pass the board exam nga one take makakitag good paying job para maka support saako family.

(Ever since before, my dream has been to graduate, pass the board exam on my first take, and find a good-paying job so I can support my family.)

Participant 9: Akong gusto kay makahuman man gani ko is maka pasa ko sa board(exam) next next year, puhon. Mahimo kong RN, then mo proceed og Masters of arts in Nursing. Kay mas dali man gud ang opportunity labi nag sa gawas(foreign country) bitaw, dali ra. Kay lahi ra biya na og taa s ka og rango(rank) kaysa mubo raka, kay og taas ka og rango—daghan og opportunity na mangita, dili bitaw nga ikaw pay mangita, ikaw moy pangitaon sa trabaho.

(If I do graduate, is to pass the board exam by the year after next, God willing. I want to become a Registered Nurse, then pursue a Master of Arts in Nursing. It's because opportunities come easier, especially abroad. It's different when you have a higher rank, more doors open. Instead of you looking for a job, employers will be the ones looking for you.)

Participant 10: Maka graduate dayun kung ganahan sa Ginoo—ma registered

(I want to graduate. And if God allows it, I hope to become a registered social worker.)

Participant 11: Maodto og gawas kay dako-dako gyud ang income.

(To work abroad because the income is much higher there.)

Participant 12: Ubos ra gyud kay ko og pangandoy. Ang akua lang bitaw, maka trabaho lang gyud, ma provide nako tanan among kinahanglan, ma license ta puhon tapos og kaloy an maka trabaho ta mahimo og maestro. Basta kay dili ko mamili og trabaho, importante naa koy ma provide saako anak.

(My dream is very simple. I just want to have a stable job so I can provide for our needs. I hope to become a licensed teacher someday, and with God's grace, I can land a teaching job. But honestly, I'm not picky, as long as I can work and earn to support my child, that's what matters most.)

12. What is your dream for your children?

Participant 1: Makahuman siya og skwela and then kung unsa iyahang kanang pangandoy sa kinabuhi. Kanang naa rako para moguide saiyang ba and ma kab-ot niya kung unsa man gali iyaa gusto makamit.

(That he finishes his studies too. Whatever his dream may be, I want to be there to guide and support him so he can reach it.)

Participant 2: Akong dream, kanang matagaan ragyud nako og better future akong mga anak, kanang dili pareha saako nga miagi og kalisod sauna nga dili ko gusto maagian sad nila karun

(My dream is to give my children a better future, I don't want them to go through the hardships I experienced in the past.)

Participant 3: Of course kinsa bagud dili ganahan makahuman og skwela(referring to her child) Mahatagan og maaying kinabuhi ang akong anak. Na mahatagan nako siya og maayong pang lawas, maayong kinabuhi og maayong asal

(Of course, who wouldn't want their child to finish school? I want to give my child a good life—to provide good health, a good way of living, and good values.)

Participant 4: Kanang dako kay kog dream saakong anak. Kanang mapa skwela nako siya mahuman og matagaan na nindot na future.

(I have a big dream for my child. I want to send them to school, see them finish their studies, and give them a good future.)

Participant 5: Ang amo rajung e-ampo ani kay good health rajud bitaw permi. Dayn kanang akoga pod nig dako kanang buotan bitaw siya kung unsa iyang nakita saamoa, diman gyud malikayan ang mag away² diba, hinoon bata paman siya. So tudloan siyang good(qualities) kanang saiyang pag dako, madala to niya.

(Our only prayer for our child is good health. And when he grows up, I hope he will be kind, just like what he sees from us. Of course, there will always be disagreements, right? But since he's still young, we'll teach him good qualities, and I hope he'll carry those with him as he grows.)

Participant 6: Makahuman siya og skwela mao man jud nay no. 1 sa ginikanan

(For my child to finish school, that's really the number one dream of any parent.)

Participant 7: Usa raman gyud oy, kanang magdako sila nga naay fear ni God. Good future gyud para nila, for them not to experience I experience because it's really not easy. Dili gyud siya sayon so dili ko gusto nga everything I experience kay experience pod nila trying my best on my effort nga mapasabot sila and always possible na mahatag nila ang ilahang needs and maybe some of their wants. Pero akong dream isa ragyud na mao rajud kanang mahuman pod silag skwela nila, ma find ilang partner og life. Og e generalize bitaw nato Good life with God para saakong mga anak

(I only have one dream: that they grow up with fear of God. A good future for them, and for them not to experience the things I've been through, because it's really not easy. I don't want them to go through what I did. I'm doing my best to help them understand things, and to provide for their needs and maybe even some of their wants. But my dream is just that: that they finish their education, find their life partner, and if we generalize it, just a good life with God at the center.)

Participant 8: Saako rapod gusto nako e-live their own life happily kay naa raman gyud ko mo guide nila also dapat mahuman gyud pod silag skwela

(Just like what I want for myself, I want them to live their own lives happily. I'll just be here to guide them. But of course, I also want them to finish their education.)

Participant 9: Kay matagaan gyud nako siya og nindot na kinabuhi. Kay kato lagi akoy nag earn sa money, gikan nako, gikan saakong pag paningkamot. Dayun maka skwela siya og nindot, ay kanang spoiled man siya karun kanang Gina love gyud siya kay siya man ang unang apo side saakong partner og saakoa pero lahi rajud na as a parent, kanang saamoa gikan bitaw gyud ang kanang kalipay kay tungod na tagaan nila mama og papa.

(Is that I can truly give my child a good life, because that would come from me, from my own hard work and perseverance. And then, my child can study in a good school. Yes, right now, my child is a bit spoiled deeply loved because he's the first grandchild both on my partner's side and mine. But it's really different when it comes from us as parents. The joy is different when it's us, Mama and Papa, who are the ones providing that happiness.)

Participant 10: Akong dream saako anak kay makahuman(siya) og skwela syempre.

(My dream for my child is for her to finish school, of course.)

Participant 11: Simple ra, as inahan puhon-puhon maka sulod og skwela, tas mahatag og unsay mahatag, sa kaya lang mahatag. Mga kinanglan, sa makaya lang.

(Just simple, as a mother, I hope someday they can go to school, and I can give whatever I can, depending on what I can afford. Just their needs, as much as I can manage.)

Participant 12: Mahuman ragyud og skwela, makatrabaho sila, maka provide sila og unsa pod needs sailang puhon. Dili lang nako na hunahuna on nga makabalik sila og tabang saakoa. Ang akoa lang isa maka provide sila sailang kaugalingon, og unsa ilang gusto or dreams nila na gusto pod nila abuton. Dili ko anang “pa eskwelahon nako ning bata kay gusto ko mobalos siya puhon” mao nay mindset nako. Dili ka require mobalos saako nahatag saimoa.

(I just want them to finish their studies, find good jobs, and be able to provide for themselves in the future. I don't expect them to repay me or feel obligated to give back for what I've done. My only hope is that they become capable of reaching their own goals and dreams. That alone will make me happy.)

CLOSING QUESTION:

1. Reflecting on your experiences, what advice or insights would you share with other parents considering pursuing higher education?

Participant 1: It's not too late. Walay edad sa pag skwela. Kung taas kag pangandoy saimong kaugalingon, taas kag paglantaw saimong ugma, why not? Bisan pag ingon nila no kung taas na ang lubi (coconut tree) dili man! Naa raman na saimong pangandoy kung ganahan ka na dira lang taman edi diha lang ka taman pero kung gusto ka kanang mo level up imong panglantaw saimong kaugalingon. Kay confident man gud pod ka mung naa kay nahuman compare us kung wala kay nahuman murag dili man sakto pero ang imohang kanang murag down kaayo ka ba dili bitaw ka makasabay sa uban (classmate before)

(It's not too late. There's no age limit when it comes to studying. If you have big dreams for yourself and a hopeful view of your future, why not go for it? Even when people say “the coconut tree is already too tall” that doesn't matter! It all depends on your dreams. If you choose to stop where you are, then that's where you'll remain. But if you want to level up, to improve how you see yourself, then go for it. Because when you've finished something,

when you've earned a degree, you feel more confident. Compared to not finishing, you somehow feel left behind, like you can't keep up with others, especially with your former classmates.)

Participant 2: Para sa ako kay kung naa man gani silay plano or goal na gusto sila skwela. Kay e-pursue gyud nila kay kung unsay naabot saimoha, kay imoa ra biya dili na mahatag sa laindiba? Kay kung unsay achievement nimo saimong life kay imoha ra..kung nahuman ka karun dili nimo mahatag saiya na mahuman pod siya.. dili babag imong pagka student-mother ang problema man gud kay ang financial pero og naay mo offer saimoha pa skwelahon ka, tabangan ka, kay e grab nalang gyud nimo ang opportunity. Kay talagsa ra kaayo na.

(For me if they have a plan or goal to go back to school, they should really pursue it. Whatever achievements you earn in life are yours, no one else can give that to you, right? If you graduate, that's yours, no one else can achieve it for you. Being a student-mother should not be seen as a hindrance. The real challenge is financial, but if someone offers to help you study or support you, grab that opportunity. Because that kind of chance doesn't come around often.)

Participant 3: Sa mga student parents dira no, kabalo ko nga lisod kaayo na daghan kag magdungan na storya and criticism na madungog ang maingon lang gyud kay Padayon lang gyud ta, no matter what the situation bahalag unsa pana kay naa naman na...padayon lang gyud and believe in yourself na kaya nimo.

(To all the student-parents out there, I know it's really hard. You'll hear a lot of things, a lot of criticism but what I can say is: just keep going. No matter what the situation is, even if things get tough, just continue and believe in yourself, that you can do it.)

Participant 4: Saakong ma advice sa parents while nag skwela kanang dili lang gyud ta mosuko. kanang naa kay anak og inaana imo situation, makaya raman gyud og kabalo ka mo time management tas maanad ka kabalo ka saon siya pag manage saimong anak, pag skwela og saimong trabaho og kabalo lang ka mo manage kaya ra gyud nimo.

(My advice to fellow parents who are studying is: never give up. Even if you have a child and your situation feels overwhelming, it's still possible—as long as you know how to manage your time. Once you get used to the routine, and once you learn how to balance caring for your child, studying, and even working, everything becomes manageable. You just need to learn how to handle things one step at a time, and you'll realize that you can really do it.)

Participant 5: Naa jud nay paningkamot bitaw, naa raman na sa tao og maningkamot siya o dili dapat continue lang jud to fight continue your education despite na mother na ka.

(There really has to be perseverance it all depends on the person if she's willing to work hard or not. You should just continue to fight and pursue your education, even if you're already a mother.)

Participant 6: Sa mga ginikanan sama sako, continue lang jud saatong pangandoy. Na bahalag inahan na, atleast padayon gihapon kay para raman gihapon na saimong anak. Kay ang imong success dili lang kay para saimong kaugalingon, kay para man pod na saimong anak.

(To parents like me just continue pursuing your dreams. Even if you're already a mother, keep going because it's still for your child in the end. Your success isn't just for yourself; it's also for your child.)

Participant 7: Never stop jud, never stop chasing your dreams. Always think nga for you to be successful is para pod saimong pamilya padayon lang gyud. Sa mga mama and parents na pareha saakong situation dili pa ulahi ang tanan . ayaw mog tuo anang “habog/taas na ang lubi” though ulahi na ang tanan jud. So naa kay mga regrets pero don't let that regret stop you from chasing your dreams kay that dream of yours will be also the dream of your children soon. Kuan lang gyud stay/think positive always be thankful. Always pray lang gyud. Kana moy pinaka no. 1 Game plan nako ba.. na whatever happens always pray. Si God ragyud, every step of the way naa ra gyud si Lord naa ragyud kahayag sa tibuok ka ngitngit saimong hunahuna.

(Never stop, never stop chasing your dreams. Always keep in mind that your success is also for your family. Keep going. To all the moms and parents who are in the same situation as mine, it's never too late. Don't believe the saying that “the coconut tree is already too tall” or that “it's too late for everything.” Yes, there may be regrets, but don't let those regrets stop you from chasing your dreams because your dream will someday become your children's dream too. Just stay positive, be thankful, and always pray. That's my number one game plan, whatever happens, always pray. Only God can walk you through everything. In every step, He is always there. There is always light in the midst of the darkest corners of your thoughts.)

Participant 8: Siguro ayaw padala sa kaulaw like e drag you down. Base on my experience ba, tas padayon tag salig lang sa Plano sa Ginoo. Never lose hope gyud and ipakita saila nga dili hadlang ang pagka mama nimo sa acads.

(Maybe don't let shame drag you down. That's based on my own experience. Just keep going and trust in God's plan. Never lose hope. Show them that being a mother doesn't have to be a barrier to your education.)

Participant 9: So saakoa experience akong mahatag na advice or insights sa mga teenage moms and student-moms kay magpadayon lang gihapon bisan og unsa may obstacles or challenges ga gihatag ni Lord. Kay if ang will bitaw ni Lord kanang sundon nimo—kay naa man gud na siyay purpose nimo ba, isa nana siya ka sign ni Lord na magpadayon gyud og skwela. Nga need ka maningkamot kay naa nakay anak, so dili nimo e discourage imong kaugalingon, like “naa nakoy anak, bawal nako mo skwela.” Sa school wala man sad gina discourage nga og naa nakay anak bawal naka mo skwela. So gina encourage gani ka kay paningkamot kay naa nakay anak, arun maka pasar ka. So tanan sa mga teenage mom siguro nga gusto mo pursue sailang studies kay ni undang okay raman, walay discrimination, walay discouragement mahitabo sa school, kuan lang gyud padayon lang basin diay puhon paburan.

(Based on my experience, the advice or insights I can share with teenage moms and student-moms is this: keep going, no matter what obstacles or challenges God gives you. Because if it's God's will and you follow it then there's a purpose behind it. That's already a sign from God to continue your studies. You need to persevere, especially now that you have a child. Don't let yourself be discouraged and think, “I already have a child, I'm not allowed to study anymore.” In school, they don't discourage you at all, having a child doesn't mean you're not allowed to continue. In fact, you're even encouraged more because you have someone depending on you, and that's reason enough to strive harder to pass. So, to all teenage moms who want to pursue their studies but had to stop, don't worry. There's no discrimination, no discouragement happening in school. Just keep going. Who knows? Someday you might be blessed and favored in return.)

Participant 10: Ayaw samo pag anak² og sayo kung wala pamo nahuman og skwela kay lisod kaayo, lisod kaayo ibahin ang inyong oras dayun samot nag kuan—pasalamat nalang gani ta kay akong bana kay nangita jud og way nga naay mobantay sa bata—nga mosweldo bitaw siya kaysa magsalig saiyang mama, kay tigulang napod iyang mama. Mao nang mahuman sa jud mo og skwela ha di sa jud mag uwag-uwag og sayo.

(Don't have children too early if you haven't finished your studies yet. It's really difficult to balance your time, and it's hard to do everything at once, especially if you don't have someone to help you. I'm just thankful that my husband looks for ways to make sure someone is taking care of the child. He works hard instead of relying on his elderly mom. So, make sure you finish your studies before starting a family.)

Participant 11: Para nako nga early na mother, kay padayon lang bisag lisod kaayo. Control lang saimo kay naa bitaw nang mga anxiety, labi na sa mga mama, postpartum. Control lang gyud, kay naay possible ma depression. Sige lang og storya sa mga palibot nimo, kanang open up gyud sa makasaligan, labi na sa imong pamilya, dili iluom.

(For me, as someone who became a mother early, just keep going even when it's very difficult. Learn to manage yourself because things like anxiety, especially for mothers, postpartum can really happen. You need to stay in control, because depression is possible. Always talk to the people around you, open up to those you trust, especially your family. Don't keep everything to yourself.)

Participant 12: Dream big! Kay ngano, dili pa ulahi ang tanan. Ma una man sila pero naa pa gyud nay chances saato nga mga parents kay akong age karun kay 32 years old pero na kaya pa nako na mohuman jud saakong gusto—dream na course. So dream big gyud sa mga parents na gusto gyud mo pursue sailang pag skwela, basta manage lang jud ang time, ayaw lang pod ibilin nga ang inyong anak makaingon na wala namoy time sailaha. Focus sa school, focus saimong children and manage your time para mahuman. Hunahuna on lang nato mahuman ta. Ako sa tinuod lang wajud ko ga expect na maabot ko dre, nga "okay nako ani oy, kay naa nakoy trabaho" dayun akong mama gyud grabi, gihikikan gyud niya nga "skwela lang gyud 'day, palihog", "okay sige go."

(Dream big! Why? Because it's never too late. Others may have gone ahead, but we parents, still have a chance. I'm 32 years old now, yet I was still able to pursue and finish the course I've always dreamed of. So, to fellow parents who truly want to continue their education, dream big. Just manage your time wisely, and don't ever let your child feel like you no longer have time for them. Focus on school, focus on your children, and manage your time well so you can finish. Just keep thinking, "I will graduate." Honestly, I never expected I'd reach this point, being able to say, "I'm okay now, I have a job." And my mom really pushed me, she insisted and encouraged me, saying, "Just study, please." So I said, "Okay, let's go for it.")

CURRICULUM VITAE

PERSONAL DATA

Name : Princess Sarah N. Balan
Age : 21 years old
Birthdate : December 2, 2003
Civil Status : Single
Religion : Christian
Home Address : Purok Madanohon, Tinago, Ozamiz City
Parents : Samuel J. Balan & Arcele N. Balan



EDUCATION

College : Bachelor of Science in Social Work
Misamis University
Ozamiz City

Secondary : Senior High School
Ozamiz City National High School
Ozamiz City
June 2022

Junior High School
Ozamiz City National High School
Ozamiz City
March 2020

Elementary : Ozamiz City Central School
Ozamiz City
March 2016

CURRICULUM VITAE

PERSONAL DATA

Name : Jefferson B. Torres
Age : 22 years old
Birthdate : November 15, 2002
Civil Status : Single
Religion : Catholic
Home Address : Purok Malig-on, Ozamiz City
Parents : Romeo M. Torres & Juvylita B. Dela Torre



EDUCATION

College : Bachelor of Science in Social Work
Misamis University
Ozamiz City

Secondary : Senior High School
Ozamiz City National High School
Ozamiz City
June 2022

Junior High School
Ozamiz City National High School
Ozamiz City
March 2020

Elementary : Ozamiz City Central School
Ozamiz City
March 2016