



Exploring Student-Parents' Challenges for Institutional Policies

Eden Grace V. Tabanao, PhD. and Mary Mae Agnes V. Regidor

Negros Oriental State University - Guihulngan Campus, Philippines

ABSTRACT

This research explores the diverse challenges and coping strategies of 42 student-parents at the state university in Negros Oriental, highlighting the complexities of balancing academic and parental responsibilities. The respondents, primarily young (90.48% aged 15-30 years), female (92.86%), and single (66.67%), face significant financial instability, with 61.90% earning less than P5,000 monthly. From the responses, among others, performance difficulties, financial constraints, emotional stress, and time management inefficiencies are the top problems. It also demands gender sensitivity: female student-parents should care for issues related to child care, while male student-parents are supposed to fulfill expectations and become a principal and often only, breadwinner. The university can make an inclusive environment that recognizes and supports the different needs of these student-parents. They can be supported to do well and achieve more throughout. Ultimately, it contributes to their success and well-being in their academic and personal lives.

KEYWORDS:

challenges, institutional policies, student-parents

ABSTRAK (CEBUANO)

Kini nga pagtuon naghigot sa lain-laing hagit ug pamaagi sa pag-atubang niini sa 42 ka ginikanang estudyante sa usa ka state university sa Negros Oriental. Gipasabo

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niini ang kalisod sa pagbalanse sa responsibilidad sa pag-eskwela ug pagkaginikanan. Ang mga respondent kasagaran batan-on (90.48% nga anaa sa edad 15-30 ka tuig), babaye (92.86%), ug single (66.67%). Ang daghan kanila naglisod sa pinansyal, diin 61.90% ang nakasuweldo ug ubos sa P5,000 matag bulan. Ang ilang mga problema naglakip sa kalisod sa performance, kakulang sa pinansyal, emosyonal nga stress, ug dili epektibo nga pagdumala sa oras. Nanginahanglan usab kini og gender sensitivity: ang mga ginikananang estudyante nga babaye kinahanglan mag-atiman sa ilang mga anak, samtang ang mga lalaki gilauman nga mahimong tigpanginabuhi. Ang unibersidad mahimong maghimo og usa ka palibot nga mosuporta sa lain-laing panginahanglan sa mga ginikananang estudyante. Kini makatabang kanila nga magmalampuson sa eskwela ug sa ilang personal nga kinabuhi.

KEYWORDS:

mga hagit, palisiya sa institusyon, ginikananang estudyante

Introduction

Many people believe that studying is necessary in order to secure good jobs and improved professional chances for personal and family growth (Carnevale et al., 2015).

The responsibility of parenting and academics is a double role, creating an active linkage between the two and leading to higher impacts on the journey through study. Additional research suggests that student parents are at risk for pressure, time poverty, and financial constraint which increases the likelihood of dropping out and taking longer to finish a degree than their non-parent peers (Wladis et al., 2018; Brown & Nichols, 2013). This neglect not only impacts the academic success and personal development of the student-parent but also has an unfortunate impact on broader goals for higher education, which include social equity, inclusivity, and diversity.

According to statistics, parenting ranks among the most prominent academic challenges resulting from their juggling numerous roles that can impair the quality of their grades, the duration of earning a degree, and withdrawing partially or completely from their courses (Goldrick-Rab & Sorenson, 2010). A lack of an academic focus and preparation or parenting without a supporting partner, as well as, like all the other logistical or financial barriers, could worsen things. At the same time deny the parents from completing their degrees.

The study explores the demographic profile and challenges of student-parents, focusing on how factors such as age, sex, civil status, part-time employment, and family income influence their experiences and resiliency. Specifically, it seeks to assess the level of difficulty these students face in balancing academic performance, managing emotional strain, handling financial constraints, meeting the demands of multiple roles, fulfilling parenting responsibilities, and managing time effectively. Additionally, the research examines the extent of student-parents' resilience by looking at their adaptation and coping strategies, the support they receive from protective systems like family, friends, academic institutions, and community organizations, as well as their growth and transformation in terms of personal growth and self-discovery. Identifying these challenges and support structures will provide a clearer understanding of student-parents' unique needs and inform strategies to enhance their academic and personal success.

In this respect, this study aimed to look into the challenges and perspectives of student-parents in depth so as to add new depth to understanding their academic experiences. Most of the challenges by student-parents are not catered to by the general guidelines of traditional initiatives. Notably, more recent studies further reveal that it is usual that, like the first-generation and low-income students, student-parents tend to start struggling because they don't have equivalent support systems (Brown & Nichols, 2013; Huerta et al., 2022; Sallee & Cox, 2019).

Studying and parenting might well be a double burden even in institutions. For them, the challenges might range from managing the household, unexpected demands, and feelings of isolation on campus. According to the Institute for Women's Policy Research, 2019, student-parents often suffer from "time poverty," described by Wladis et al. as "intense time pressures that limit the ability to allocate sufficient time and attention to various activities, particularly academic ones." Balancing the demands of coursework, assignments, and other academic obligations for student-parents becomes overwhelmingly tiring leading to divided focus and low engagement in any single area. Therefore, time poverty contributes significantly to the difficulties that student-parents face, as most of them cannot keep up with their studies properly while meeting their parental responsibilities. This situation also destroys academic performance but is one of the significant causes of high dropouts and long timelines in completing degrees by student-parents (Syuraini, 2020). Thus, time poverty underlines the urgent call for institutions to develop supportive policies like flexible scheduling and tailored resources to help student-parents perform both roles much better.

On the other hand, though, these are not usually a reason for colleges and universities to redesign their organization in such a way that will train student-parents with the necessary empathy and skills that they would need to thrive in the university environment.

This study thus fills in the gap by zeroing in on the experience of student-parents in the university. This tries to shed light on what specifically hinders them and illuminate of their views within their educational programs. It is essential then to understand these experiences develop policies and practices that will successfully help student parents carry out both their studies and parenting responsibly.

Student-parents are extremely resilient—they pursue an academic goal, yet they also have to raise kids. In this regard, what makes them different and yet similar to others is what they face, yet many of these people manage to get through education. However, this resilience alone does not say much about how such systemically grounded challenges are tackled. Unluckily, institutions of higher learning like State University do not keep adequate support systems or flexible schedules for their academic institution that offers on-campus childcare and campus-based mental health services specifically designed for student-parents. All those gaps are highly significant in concern because several studies show that such interventions have an outrageous effect on retention and success among the student-parents.

This study primarily aimed to look at the concerns of student-parents, with an eye on the complexities of balancing academic and parental responsibilities. Specifically, the study aims to establish if these concerns are significant, particularly on issues in academic performance, financial constraint, emotional stress, undue high demands and expectations, duties in parenting, and complications due to time management. By analyzing these challenges, this research tries to uncover more profound factors in the well-being and good performance of student-parents at university. Simultaneously, the study aims to recommend mechanisms of support within the institution that may ease the difficulties it imposes on a student-parent and create an environment that is more favorable for them to succeed academically and personally. In informing on this student-parent experience, the study advocates balanced support structures that can assist student-parents in equitably achieving academic and personal potential. Based on these findings, this research would urge school institutions to rethink their approaches and policies in light of the closely weighed scales of parenting and academic success.

Literature Review

Balancing academic and parenting duties, student parents face today the complex higher education life which is challenging. The two roles have produced various problems that directly fit into the domain of societal expectation norms, and a large part of the literature addresses such issues, since many research studies have focused on the problem of how the dual role of student and parent creates a dilemma over reconciling the two roles. For instance, Brown & Nichols spoke about the reality that for such students-parents, as low-income students, first-generation students, it is challenging to identify relevant support systems that align with their needs. In most cases, all these lead to role conflicts, emotional tension, and inevitable deterioration of academic performance.

A role is an expected pattern or set of behaviors associated with a particular position or status. Here, the focus is primarily on roles in the family and work domains, considered to be the two most central institutions in people's lives (Howard, 1992). In this regard, role theory is an important framework to be utilized. A role-theory approach suggests that one learns by assuming roles or acquiring roles as a result of their interaction with the environment-culture norms set out for the boundary of acceptable behaviors and patterns of interaction (Biddle, 1986). Having a role of a student as well as a parent carries along with it some expectations or rather norms defined through societal conventions and shared ideologies. Student-parents have to suffer from role conflict

and role strain as they try to fulfill both roles simultaneously. In trying to suffice the demands in both spheres, manifold difficulties can crop up, starting from effective time management, financial constraints, and emotional stress. According to Wladis et al. 2018, it means that the student-parents undergo a condition called “time poverty,” apparently really restraining the ability to join fully in academic activity.

Student parenting leads to a later completion of coursework and attainment of degrees. The cohort has the lowest attainment of degrees compared to their peers (Noll, Reichlin, and Gault, 2017). Attending school part-time provides an avenue for lower financial support that in turn requires more work, forming a vicious cycle (Noll, Reichlin, and Gault, 2017). Further, as (Sandstrom et al., 2019) underpin, it is also a commonly discussed problem for the parents who struggle with affordable and quality childcare. It may affect their ability to juggle competing priorities and complete and realize the potential benefits of their education and training. The current study further complements these studies by addressing the issue from various angles to explain parental and childcare schedules interact.

Besides the struggle at the individual level, research has also shown that there is a need for institutional support to enhance the satisfaction and performance of students—the ultimate goals of higher education institutions (Prakash, 2018). Support services that these students could benefit from include academic advising, counseling, degree planning, financial aid, mentoring, study skills help, and tutoring all necessary to support student-parents (Romo et al., 2018). However, for the population to be considered in totality, it calls for the counselors and staff to be informed of the needs of the student-parents so that they have a warm environment (Cerven, 2013; van Rhijn, 2014).

According to Taukeni (2014), much of the dependency of student parents in coping appropriately with their roles falls on family and friends. Along this line, Xuereb (2014) reveals that family and friends are the primary support for student-mothers. As revealed by Adu-Yeboah (2015), a student with parental responsibilities can be very important as a source of support for the lecturers, administrators, and classmates of the university.

It was through a theoretical framework on experiences of student-parents that, drawing on this method, aimed to provide an all-rounded picture for informing policies and practices in higher education with regard to better support for student-parents in managing responsibilities toward both academics and child-rearing.

Role theory is an important frame through which student-parents do their maneuvering in the complexities of modern higher education. It emphasized the tension or fight between persons who assume more than one role. In fact, it pointed out that a person may simultaneously be a student and a parent. According to Biddle (1986), there exist social expectations that will define appropriate behavior in every role. For a student-parent, it then fulfills higher education expectation in the conflictual role demands of parenting responsibilities. Such a combination sometimes causes emotional strain, creates time management conflicts, and leads to monetary pressure, a paramount concern in Wladis

et al., 2018). Accordingly, it refers more particularly to the role theory applied through the lens under which societal pressures put more significant variations on the student-parent experience and helps determine their different needs.

Applying role theory will examine how people fulfill social expectations associated with particular roles, like being a parent and a student, as well as the tensions that occur when those roles overlap. Time restraints, mental stress, and financial strain are all major issues for student-parents who must balance the demands of caregiving and academic obligations. In order to alleviate these constraints, the theory emphasizes the need of support networks established in higher education institutions, such as financial aid, academic advising, and counseling. By developing the role theory, higher education institutions are able to create inclusive academic cultures and responsive policies and procedures that help student-parents better manage their responsibilities.

Finally, role theory argues that a place for institutional support systems to mitigate the strain on student-parents is important. Research indicates that academic advising, counseling, financial aid, and mentoring services may significantly impact student-parent performance as well as general satisfaction levels (Prakash, 2018; Romo et al., 2018). Still, this support is best made effective if awareness of the specific strains involved in student-parents is present. Knowing the significance of role theory, higher education institutions can formulate more sympathetic policies and practices toward fostering a responsive environment to the needs of student-parents. It is against this background that one can expect the theoretical application to guide policy changes, advocating for a more inclusive academic culture that allows the student-parents to fit into their dual roles very effectively.

Methodology

The study employs a descriptive-quantitative research design. Data gathered from the respondents were analyzed and presented using tables, allowing for a clear and organized display of the measured variables. The locale of the study was held at the state university in Negros Oriental. This study engaged six different colleges within campus students-parents, and a total of 42 was aimed to participate in the study.

A custom-designed questionnaire became the primary instrument for data gathering for the study. It was composed of three (3) parts, namely, the demographic profile of the respondents, the level of difficulty of the student parents, and the extent of resiliency. In order for the research instrument to be appropriate, meaningful, and valid for data collection, the tool followed the established validity criteria from experts in questionnaire construction - Stephen Borgani's Principle of Questionnaire Construction, 1996; Elizabeth, Martin's Survey Questionnaire Construction, 2006, and Kit Howard's Validating Questionnaires, Kestrel Consultation, 2006. Therefore, drafts of the instrument for research were prepared and given to three experts to rate the validity of the instrument on a scale of 1 to 5. In this rating, 5 is interpreted as "Very Much Valid," 4 as "Very Valid," 3 as "Moderately Valid," 2 as "Not So Valid," and 1 as "Not Valid." The ratings of the three experts would lead to an average validity rating score of 4.8 and will therefore fall under "Very Valid."

This high rating validates the instrument because it is highly appropriate, relevant, and effective in gathering the required data for this research.

Following the validation process, the researchers ensured the reliability of the tool by employing a 5-point Likert Scale format for the survey questionnaire. To ensure that the responses will have consistency, the survey questionnaire was distributed to a sample group of 30 students. The researchers aggregated the items along with the computation of the internal consistency employing Cronbach's Alpha through the Free Statistics and Forecasting Software. An internal consistency score graded as "Excellent" validates that the instrument is highly reliable in collecting consistent and dependable data for the study. The researchers offered clear guidance to the participants, who completed the questionnaires on their own copies. Afterward, the researchers collected the filled-out questionnaires. The responses from the questionnaires were reviewed to verify their accuracy. Thereafter, the researchers organized and analyzed the data. After gathering the demographic profile of the respondents, the researchers used the percentage formula to convert the answers of the respondents into percentages. To determine the level of difficulty of the student-parents and the extent of resiliency, the researchers used descriptive interpretation. The findings were then presented in a table format to clearly illustrate the challenges faced by student-parents at Negros Oriental State University- Guihulngan Campus. The researchers were responsible for collecting all the data and all responses were highly organized. Strict measures of confidentiality were enacted on the occasion of the analysis. All the respondents' identities remained protected, meaning personal information remained anonymous and safe during research. In every step, ethical considerations were upheld to preserve the integrity and anonymity of participants.

Results and Discussion

The demographic profile of the 42 respondents reveals key insights into the characteristics of student-parents. The most of participants (90.48%) are between the ages of 15-30, with a dominant female representation at 92.86%.

Regarding marital status, 66.67% of respondents are single, while 33.33% are married, while employment data from this study shows that a significant majority (85.71%) of the student-parents do not have part-time jobs. This difference might be due to various factors, such as limited job opportunities within the locale or the demanding nature of academic and parenting responsibilities. There is also a gap in the knowledge of whether the existing financial aid systems are adequate for student-parents. There has not been extensive research on whether the already existing financial aid programs serve the specific needs of student-parents, giving special consideration to their unique challenges as dual-role individuals. For male student-parents, although fewer in number, the experience might differ. They may not face the same caregiving pressures as women but could experience societal expectations to be financial providers.

However, there are gaps in the current research that need addressing. For instance, the study primarily examines demographic factors but could benefit from exploring the lived experiences of these student-parents in greater depth. While the data on employment and income

Table 1

Demographic Profile

Variable	Description	<i>f</i>	%
Age	15-30	38	90.48
	31-45	4	9.52
Sex	Female	39	92.86
	Male	3	7.14
Civil Status	Single	28	66.67
	Married	14	33.33
	Online Seller	2	4.76
	Online Job	1	2.38
	None	36	85.71
Family Income	Other	3	7.14
	Less than 5,000	26	61.90
	Between 6,000 to 30,000	16	38.1

levels is revealing, there is limited discussion on how these factors directly impact their academic performance and overall well-being. Furthermore, the research does not fully investigate the specific challenges faced by male student-parents, who are a minority in the sample but may have distinct needs and experiences that require attention.

Table 2

Level of Difficulty

Variables	WX	Descriptive Interpretation
Academic Performance	3.75	Difficult
Emotional Strain	3.91	Difficult
Financial Constraints	3.91	Difficult
Fulfilling the Demands and Expectations	3.74	Difficult
Parenting Responsibilities	3.39	Neutral
Time Management	3.57	Difficult
Total	3.71	Difficult

Table 2 highlights the level of difficulty faced in six key areas: academic performance, emotional strain, financial constraints, fulfilling demands and expectations, parenting responsibilities, and time management. The overall weighted mean of 3.71 indicates that student-parents perceive their challenges as notably difficult, with particular emphasis on emotional and financial struggles.

Student-parents often perceive their academic workload as significantly challenging, with a weighted mean of 3.75 indicating difficulties managing coursework alongside parenting duties. They struggle to find adequate time for studying and completing assignments, which impacts their academic performance. They often experience emotional strain due to the need to fulfill both academic and parenting roles effectively, with a weighted mean of 3.91 for emotional challenges indicating high levels of stress related to their dual responsibilities. Fulfilling demands and expectations, with a weighted mean of 3.74, reflects the difficulty student-parents face in meeting both academic and family-related expectations. For parenting responsibilities with a weighted mean of 3.39, parenting duties are perceived as relatively less challenging compared to other areas. Lastly, the difficulty of balancing time between academic and parenting responsibilities is highlighted with a mean score of 3.57.

One strength of this study is its focus on multiple dimensions of student-parent difficulties, offering a comprehensive understanding of the areas where they struggle the most. By quantifying these challenges, the study provides concrete evidence that can inform institutional policy and support programs.

However, there are gaps in the research that could be addressed in future studies. While the data reveals the level of difficulty in various areas, it does not delve into the specific coping mechanisms or support networks that student-parents use to manage these challenges. The study failed to pinpoint if the difficulties encountered by this student-parent population would vary by gender, marital status, or employment status, among other factors. Analysis of such specifics may be useful for a fuller understanding of the experience of this constituency and in further developing support strategies.

Table 3

Level of Resiliency

Variables	WX	Descriptive Interpretation
Adaptation and Coping Strategies	3.31	Neutral
Protective Systems	2.97	Neutral
Growth and Transformation	3.60	Agree
Total	3.29	Neutral

Results from Table 3 revealed mixed images of the levels of resiliency of the student-parents. In the three primary areas: adaptation and coping strategies, protective systems, and growth and transformation, every aspect garnered the challenges and strengths of these subjects.

The first variable, adaptation and coping strategies, had a weighted mean of 3.31, this area is rated as "Neutral." This means that student-parents have mixed views about their proficiency in

terms of effectively adapting and coping with the demands of both their academic and parenting responsibilities.

A weighted mean of 2.97 was recorded in protective systems, which fell under the “Neutral” category. This would mean that the perceived availability of only moderate support for student-parents is far from sufficient to provide the needed support. A relatively low rating for protective systems would indicate holes in the support system of the university. This would mean there could be a gap in the implementation of policies and the following resources to work out a coherent solution to solve problems confronting student-parents.

Despite the neutral ratings in the previous categories, student-parents positively view their experiences in terms of personal development, growth and transformation as indicated by a mean score of 3.60, categorized as “Agree.” This suggests that, despite the difficulties encountered, many student-parents experience growth and transformation throughout their educational journey.

The total weighted mean of 3.29 classifies the overall level of resiliency among student-parents as “Neutral.” While the findings show some degree of personal growth, they also highlight gaps in both adaptation strategies and the availability of protective systems. This average resiliency indicates that while student-parents possess certain strengths, there is still significant room for improvement, particularly in institutional support and access to resources.

However, notable gaps remain. While the study identifies “Neutral” ratings in adaptation strategies and protective systems, it does not delve into the specific barriers that prevent student-parents from effectively utilizing these coping mechanisms or support structures. Further research is needed to explore why protective systems are perceived as inadequate and what specific adaptations student-parents find most challenging. Additionally, while the findings indicate that student-parents experience growth and transformation, it would be beneficial to investigate the types of support or experiences that facilitate this positive development.

In comparison, the demographic profile of students-parents, it has depicted basically that NORSU Guihulngan Campus has a relatively young and feminine population. Ninety percent of the people fall within the age bracket of 15-30 while 92.86 percent are female and thus have different unique issues wherein, they are pressured by societal expectations and caregiver responsibility. As far as the degree of difficulty is concerned, the respondents indicated significant problems especially on emotional strain and financial burden having a weighted mean of 3.91 for both factors which translates to a very high degree of difficulty in the management of their dual roles. However, despite these problems, there is a neutral rating for student-parents about their level of resiliency. Generally, an overall mean of 3.29 registered a proof that despite some personal growth and transformation that they are undergoing (mean score 3.60), there is still a great number of barriers that they face because of inadequate institutional support and resources. This, although a demographic factor that sets the stage of experience for them, the interplay between difficulty and resiliency seeks targeted interventions to enhance both academic success and well-being.

Implications

The findings of this study have several implications for gender and education. The demographic data indicates that a most student-parents (92.86%) are female, highlighting a significant gender disparity. This aligns with research suggesting that young women are more likely to balance both parenting and educational responsibilities. The high representation of women among student-parents points to the ongoing societal expectation that women assume primary caregiving roles, which can influence their educational experiences.

Most of the stated challenges in the study, particularly to academics, emotional pressure, and financial and time barriers, have shown that female students carry more burdens due to their dual roles as students as well as parents. More societal demands on women to excel both as a parents and as students increase the level of emotional strain further. Female and male student-parents often face different types of emotional strain due to their dual roles, though there are some similarities. Women, who make up the majority of student-parents, tend to experience heightened emotional strain as they balance academic and familial obligations. This can be attributed to traditional expectations of women as primary caregivers, which often result in an additional emotional burden as they try to fulfill both academic and parenting roles. These responsibilities may lead to feelings of guilt, stress, and anxiety over their performance in each role, often impacting their academic focus and emotional well-being. Male student-parents, although a smaller group, face unique emotional strains as well. Societal expectations typically position men as economic providers, creating additional pressures for male student-parents to perform in both academic and financial domains. This responsibility may compound stress, as they strive to meet academic requirements while fulfilling familial obligations. Emotional strain for male student-parents often stems from balancing these demands with limited institutional support, leading to concerns over time management, emotional burnout, and academic performance. Both groups—female and male student-parents—experience significant emotional challenges due to role conflict, yet these are shaped by different societal expectations. The findings align with broader research indicating that the demands on student-parents in higher education settings contribute to elevated emotional and academic strain. This underscores the need for policies that address the unique emotional stressors faced by both female and male student-parents, promoting well-being and academic success across gender lines

The adaptation, coping mechanisms, and protective systems are perceived to be neutral implying that student-parents, especially women, are not getting the necessary support to effectively balance both roles. This underlines a critical requirement that support be offered at every educational institutions and family members to organizations based in the community and social networks. However, as regards policy implementation that is sensitive to gender, educational institutions have the capacity and mandate over issues peculiar to female student-parents. Some such provisions are flexible scheduling options to fulfill the duty of parenting, provision of on-campus childcare that can be easily accessible, counseling services related to mental health in case one faces strain related to emotional issues, and monetary support to mitigate financial burdens. Besides such institutional support, family members and closest social circles can offer support in practical life and emotional form, which may include joint care of children and a supportive

environment to reduce stress. Community organizations will provide complementary support to the student-parent, such as local childcare, financial aid programs or support groups based on peer exchange, when the need arises. All these sources of support - aligned and accessible together can make up a good protective system that fosters complementary roles on campus for student - parents and bolsters their capacity to cope with sustained difficulties.

Moreover, at 61.90% of respondents have a family allowance of below PHP 5,000 per month, this, tells a considerable challenge in terms of finance. Again, since the group of student-parents is dominated by women, this means that there is also gender-related inequality in the economy which would serve as another barrier to attaining education. The concerns here therefore are financial packages or support policies directly targeted to student-parents but specifically to counteract these economic barriers with an aim to address biases on gender since most student-parents are dominated by women. Recognizing gender in education, particularly for student-parents, is key to creating an inclusive environment that can support diverse needs from all learners to enhance their academic success and life outcomes.

Conclusion

Student-parents navigate a complex interplay of academic and parenting responsibilities. While they face significant challenges in both areas, their commitment to personal and family growth drives them to seek improvement and support. Understanding their perceptions is crucial for developing targeted interventions and resources that can help alleviate their struggles and promote academic success while fulfilling their parental roles. The demographic profile may present socioeconomic challenges that are more pronounced among the female respondents who are at a younger age, where they may face financial challenges in meeting their academic and personal demands. While there is a clear understanding of the demographic composition, gaps remain in addressing the specific experiences and needs of both female and male student-parents. Challenges facing the student-parents as double roles are very significant and include dismal performance at school, financial strain, emotional pressure, met demands and expectations, parenting duties, and time management. These challenges make it clear that holding the role of a student and that of a parent is hard and quite demanding, and therefore they call for more support and resources so that they can effectively undertake these combined responsibilities. Respondents have shown resilience and adaptability in mastering their roles, both as students and as parents, despite the dual demands made on them. They have shown effective coping mechanisms, supported at times by relatives, friends, and other support systems. Of the various areas of resilience noted, growth and transformation were observed as strength, because student-parents exhibit an impressive personal development in shouldering their responsibilities. With such resilience, coupled with support networks in place, they could excel both in their academia and their parenting responsibilities.

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3. **Declaration of Generative AI in Scientific Writing.** The authors declare that they did not use generative AI or AI-assisted technologies in the preparation of their research. Additionally, there are no competing interests to declare.
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5. **Ethical Approval.** The persons involved were provided with a thorough document outlining the study's specific approach and objectives. The discretion of the process ensures complete secrecy, where the respondents' identities are kept hidden throughout the data processing, and analysis phase to protect the participants' rights. In addition, the data was completely evaluated and interpreted to explicate the study's relevance. Furthermore, the researchers needed to guarantee that the volunteers properly understood the study's goals and relevance and had the choice to choose whether or not to participate.

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Bionote

Dr. Eden Grace Villafuerte - Tabanao is the Chairperson of the Department of Social Sciences at Negros Oriental State University – Guihulngan Campus, Faculty under College of Arts and Sciences. Eden Grace V. Tabanao received her master's degree in Master of Arts in Education Major in Social Science from Central Philippines State University (CPSU) Kabankalan City, Philippines and her doctorate degree from Silliman University (SU), Dumaguete City, Philippines in the year 2020. Her research interests encompass education, social sciences, environmental concerns, and contemporary issues.

Miss Mary Mae Agnes V. Regidor is an English major from Negros Oriental State University – Guihulngan Campus with an interest in research, particularly in the fields of education, language and gender studies.