

## **Nabannogakon (I'm Tired): Expression of the Untold Struggles of Student-Mothers from a State University in the Philippines**

**<sup>1</sup>Perfecto F. Paredes, <sup>2</sup>John Mark B. Romero, <sup>3</sup>Andrian A. dela Cruz**

[pparedes@asist.edu.ph](mailto:pparedes@asist.edu.ph), [jmromero@asist.edu.ph](mailto:jmromero@asist.edu.ph), [aadelacruz@mmsu.edu.ph](mailto:aadelacruz@mmsu.edu.ph)

<sup>1&2</sup>Faculty of Languages and Social Sciences Department, University of Abra, Philippines,

<sup>3</sup>Faculty of the Early Childhood and Special Needs Department,

Mariano Marcos State University, Philippines

### ***Abstract***

Being a student mother is a very demanding and socially challenging status of women in contemporary times. Fulfilling the role of being a mother and being a student requires commitment to undertaking the day-to-day challenges posed by academic life and social responsibility. “*Nabannogakon*” is the Ilocano expression of being tired and it is the context that is exposed in the study. This phenomenological study describes the lived experiences of mothers who chose to pursue a college degree. To gather essential information for this study, the researchers were able to come up with a validated guide questionnaire. There were seven purposively chosen participants in this study. It is revealed in the results that time management, finances, family needs, academic performance, and stress were the most common struggles encountered by student-mothers. To cope with these struggles, the participants depended on proper time management, doing part-time work for income, personal, and religious motivations and a family support system. With this, awareness and external support coming from the college is a necessary tool in helping student-mothers be able to overcome these challenges.

**Keywords:** *nabannogakon* (I'm tired), student-mothers, untold struggles,

### **Introduction**

Motherhood is considered one of the most important milestones of life for all women around the globe. It is the stage where hardships and sacrifices became life fulfilment among women who prepared much for this event in their lives. However, the struggles and tussles of being a full-time mother is very demanding and oftentimes stressful, testing their human capacity to bear these are incomparable.

If prepared women are challenged with insurmountable roles of motherhood stage, what can we expect then from unprepared female college students practicing unplanned motherhood and attending schooling at the same time? According to Brown & Amankwaa, (2007) schooling is crucial to women's lives as it affects the future aspects of their academic journey. As Dankyi, J. et al. (2019) found that majority of student-mothers struggled in their academic performances while tussled in their everyday motherhood responsibilities. With or without their partners, student-mothers are facing difficulties in school and at home. Though traditionally, man is perceived to be the head and breadwinner of the family and so needs to be educated for better employment and higher income (Mumuni, B. Y., 2000). The recent trend today has changed the

old status quo of women tapping them as co-breadwinners of their partners and therefore must be educated to earn a living in the future (Hossain, Niaz Asadullah, & Kambhampati, 2019).

FLEMMS (2013) reported that more women had graduated college or higher at 13.1 percent in comparison to 9.5 percent of men. The data supported the increased number of student-mothers entering universities around the world (Williams, Alon, & Bornstein, 2006). Focusing on the motherhood stage while attending collegiate schooling without compromising the activities related to each is a great dilemma for student-mothers. When a woman must focus all her attention on her studies, her behavior may contrast with her traditional motherhood role (Visick, A., 2009). However, the challenges experienced by women with their roles as mothers and students cause them to abandon one role for the sake of the other (Springer et al., 2009). The stress and trauma which they have to go through with these struggles make them feel psychological, emotionally, and physically ill-disposed.

### **Review of Related Literature and Studies**

Below is the review of related literature and studies used in the study:

Education is known to be the only solution to the poverty issue of humanity around the world. Most Filipino families today perceive it as a necessary solution to their current circumstances. In the study of Cabaguing, A. (2017), reiterated that each year, thousands of Filipino students attend college and universities to pursue higher education where women are among them. College life may include different undertakings including sexual acts where there are the most unintended pregnancies belongs to the age bracket group of 18 to 24 years, which is the average age of college students. Higher education, on the other hand, provides more opportunities for earning and satisfaction. Women who are pursuing higher education while raising children must balance two sets of demands: school and family.

Data from the Philippine Statistics Authorities (2013) reported that one in every ten young Filipino women aged 15 to 19 had started having children. According to the results of the 2013 National Demographic and Health Survey, 8% are already moms, while another 2% are expecting their first child (NDHS). Among young adult women aged 20 to 24, 43% were already mothers and 4% were pregnant with their first child. These age ranges 15-19, 20 to 24 were the common age of the college students.

Based on the Institute for Women's Policy Research, (2014) studied that approximately 20% of undergraduate women are expected to be single mothers in the absence of financial, emotional, or physical assistance from partners or co-parents, and single mothers account for 43% of the total student parent population. As a result, single parent-student demands are distinct; yet, challenges of access, equity, and justice thwart student efforts to better themselves and their family professionally, economically, and socially. (Freeman, 2015 & Sabates et al., 2011).

According to the findings, these parenting adult students navigate many contexts in their daily lives (Freeman, 2015) and are impacted by substantial disparities in support and opportunity (Ms. Foundation for Women, 2013; Shartzar, Long, & Benatar, 2015). According to Tehan, L. (2007), single parent students are a unique demographic that requires various avenues of advice than regular students due to unique obligations and role strain. Stressors that would be regular

problems for traditional college students can be extraordinarily challenging for single parents who must schedule child care, care for sick children, and prioritize work/financial support with study time allocation in order to ensure academic achievement (Freeman, 2015).

## **Objectives**

The main objective of the study is to determine the struggles encountered by the student-mothers from a state university in the Province of Abra, Philippines. Likewise, this study determined too the sources of these encountered struggles and the possible coping mechanism in overcoming such.

Specifically, this study answered the following questions:

1. What are the struggles encountered by student-mothers?
2. What are the sources of these encountered struggles?
3. How do these encountered struggles affect their academic life?
4. What coping mechanism can be proposed to overcome these encountered struggles?

## **Methodology**

### *Research Design*

The phenomenological approach was used in this qualitative investigation. It intended to explore the student-mothers' faced challenges, the sources of these struggles, how this effect their lives, and possible coping mechanisms in overcoming such. Mills & Birks (2014) reiterated that a qualitative research study investigates a phenomenon that influences the lived realities of individuals or groups in a certain cultural or social environment. Phenomenology accurately explains a phenomenon without pre-existing knowledge to a framework, while being true to the facts (Groenewald, 2004). Furthermore, employing qualitative research allows the researchers to interact with the respondents' points of view (Corbin & Strauss, 2015). As a result, the researchers deemed this method to be the most appropriate for the study in order to provide a full examination of the student-mothers' difficulties.

### *Population and Sample*

Purposive sampling was used to identify the respondents of the study. The researchers used purposive sampling to select volunteers who would be suitable for the study (Frankel, R., & Devers, K. (2000). Seven (7) student-mothers participated in the study. Participants met the description of a student mother: 1) single mother, 2) a biological mother, 3) single parent or married, and 4) have the custody of the child/ living with her child. Participants came from the two campuses of the University of Abra namely Bangued and Lagangilang in the Philippines.

### *Data Collection*

In gathering the pertinent data for the undertaking, a semi-structured questionnaire interview guide was contextualized and used in the study. This is the most commonly used approach for gathering qualitative data which can provide researchers relevant information and allow them

to ask follow-up questions for clarification (DiCicco-Bloom, B., & Crabtree, B. F. (2006). Three specialists in the field of psychology validated the content of the interview guide. An agreement was presented that includes informed consent, confidentiality, time and location, commitments, and authorization to record and publish, as well as the ethical principles of research. The researchers employed note taking and dialogic form interviews as data storage methods to delve deeper into the comments of the respondents.

### *Data Analysis*

In the phenomenological analysis, the following steps from Hycner's (1985) processes were utilized in analyzing the data. The following are some of the steps: 1) phenomenological reduction and bracketing; 2) listening to the interview to get a sense of the entire; 3) defining units of universal significance; 4) defining meaningful units in relation to the study subject; 5) creating codes for categories; 6) arranging data into categories; 7) removing redundancies; 8) clustering relevant meaning units; and 9) finishing themes to turn them into meaningful concepts.

### **Results**

The presentation of the findings of the study from the researchers followed San Jose's (2019) and Torres's (2020) methods. The findings were placed into a three-column table. The first column contains the major themes drawn from the information gathered. The classifications of the themes were General, Typical, and Variant. If the responses compose fifty (50) percent and above, it is classified as general, typical if it is twenty-one (21) to forty-nine (49) and variant if it is twenty (20) percent or less.

Table 1. Themes and core ideas on *Nabannogakon* (I'm Tired): Expression of the Untold Struggles of Student-Mothers from a State University in the Philippines

Major Themes	Core Ideas	Frequency of Responses
A. Time Management	- lack of time to fulfil mother roles	General
	- lack of time for student works	General
	- lack of time for self	Variant
	- lack of time for house chores	Variant
B. Finances and Family Needs	- budget management for personal, family and school needs	General
	- providing for the family	General
	- No income	
C. Academic Performance	- lack of time for studies and other school works	General
	- being late and absent in classes	Typical
	- hardly find time for online class	Variant
	- having relatively low grade	Variant

D. Stress	- school works	General
	- personal problems	Variant
	- family matter (former family)	Variant
E. Coping Mechanism	- proper time management	General
	- doing part-time works for income	Typical
	- personal and religious motivations	Typical
	- family support system	Variant

### A. Time Management

The theme of time management was the common struggle encountered by the student-mothers. Time is a very important aspect of life of a student and at the same as a mother. Being student-mothers, time is never a luxury. Fulfilling both roles is not an easy task for student-mothers. Time management theme emerged: struggle to fulfill both roles such as time to fulfill quality motherly roles and performing household chores, and scholarly academic performance and quality time for oneself were evident on their responses.

On fulfilling motherly roles, the respondents revealed the sources of these encountered struggles. R1 said, "Lack of time to my kids as well to my academic time". R2 said, "Time management in balancing paper school works at the same time taking care the needs of my family". R3 said "Lack of time to manage my studies and being a mother". R4 said "*Panagaramid iti projects ken assignments mi ken anakko. No dadduma hanko ammo no unaek diay bagik wenna tay bagi iti anakko*". (I do not who to prioritize whether doing the projects and assignments of my child or my studies. R5 said "(The) lack of time and attention for my child". R6 said "*Panagbudget iti oras nga agbalin nga ina aglalo panagpamodule*". (I am confronted on how to budget time as a mother on my child's module or mine). R7 said "*Diay panagubra iti modulesko ket awan met sabali nga agaywan iti anak ko*". (It is so difficult for me to be doing my modules since nobody is taking care of my child).

Furthermore, other struggles related to time management also emerged as experienced by the student-mothers. R1 said, "the sources of my struggles are my three kids. I have to make time also to them. Help them to do their homework and take care of their needs". She also added, "My time is limited to my kids and my academic life". R2 said, "*Yung pagsabayin yung pagpasok mo sa eskwelahan at i-prepare muna ung mga kailangan ng dalawa kong anak*". (To do a balance on doing my task in preparing first the needs of my two children and my going to school is a dilemma). She reiterated that "*Sobrang hirap lalo na hindi ako makaattend sa mga school programs or school activities ng dalawa kung anak na gusto sana nila na andoon ako to watch them perform. Kaso my klase akong kailangang attendan lalo na pag natapat sa exam*". (It is difficult especially to give my children the moral support they need during their school programs and activities especially if it conflicts with scheduled exam). R3 said, "When I am at home, I take care of my 11-month-old baby and I don't have time to do my requirements, I become restless since surely my requirements would be late for submission".

Time management truly is a struggle for student-mothers as it requires them to perform both roles. Managing quality time as students and attending to their children's needs in fulfillment of their tasks as mothers is truly a struggle for them yielding to challenging conflicts.

### B. Finances and Family Needs

Another struggle encountered by student-mothers is financial management. To survive both in school and at home, they need to have enough financial resources to support the schooling and the family. In this theme, the respondents' claimed that wise budgeting is making a balance on the school, family, and personal needs.

The theme can be drawn from the statements of the respondents leading to sources of the encountered struggle: R1 said, "Financial problem, I need to budget my everyday *baon* (allowance) for my fare, and lunch". R2 said, "Management in terms of the needs of the family". R4 said, "*Financial pay ti maysa, syempre haan met nga agtubbog iti kwarta a kunada, narigat ti agbudget numuna no bassit ti ibudget, kas maysa nga ina unaek met ti masapul iti balay (kanen, sida, rekado, sabon etc.) diay masapul ti anakko, saktó panunoten diay masapulko iti eskwela, no adda agkatnay a ket nasayaat ngem no awan a ket nia ngarud, awan a*". (Financial matter is a serious struggle, it is because money is not always available. It is hard to have a tight budget. As a mother, I prioritize the things needed in the house (food, viand, ingredients, soap etc.), the needs of my child then I would think of my school needs. If the budget fits, it's good but if not, I cannot do anything otherwise. She also added, "*Diay siguro kinaawan iti pagkakitaan, adda man no adda ngem ad-adu diay awan*". (One is the absence of the stable source of income, sometimes enough but most often not).

### C. Academic Performance

Another theme is the academic performance. As reflected on the responses, the student-mothers admitted that they have low academic performance. Their responses clearly explained the sources that the lack of time for their academic-related endeavors affect performance. R1 said, "No doubt, I often get low grades, I can't focus on my study. My time is divided to my kids and my academic life. She also added, "*Mabannug ti utek nga agpanunut nu ania manen ti pangalaan iti pagplete ken pagatang iti kanenmi*". (I cannot concentrate in my studies for I get tired of thinking where to get my school fare and the food of the family).

It is further reinforced by the statement "*Saan kon san a kayan, saan kon nga ituloyen, innak la diay abruden*". (It seems I can no longer do it, I will not continue my studies anymore, I will just go abroad). This is a statement of desperation, a proof of mental worry that can possibly affect the academic performance of student-mothers. R2 stated, "Sometimes my requirements are late since I can hardly find time to do it". R4 said, "*Adda school works ko ngem pagtungpal bilin*". (I have submitted my requirements but compliance's sake).

Likewise, financial constraint was revealed as a factor that affects the academic performance of student-mothers. This is supported by the statements of R7, "*Adda diay time a maladawak sumrek, gapu ta awan pagarkilak iti tricycle isu a kapilitan nga agurayak ti kadwak a pasahero tapno nalaklaka ti plete, no dadduma adda masapul nga ipaprint wenno ipaxerox, gapu ta ipakpaknay la ti kwarta kapilitan a haanak makapaprint*". (There are times when I get late

since I don't have the money to pay for the fare for three passengers in the tricycle. Hence, I have to wait for other passengers to get a lower fare which may be the reason for being late and non-attendance for the first period class. Sometimes there are things that need to be printed or to be photocopied, but since the budget is not enough, I cannot have the required copy).

This leads to another interesting sub theme the problem on time management when it comes to online classes that adversely affect academic performance. "*Hanko unay ma-concentrate ti agadal ta ngamin awan pagloadko. Awan agaywan ti anakko saanak narigatnak maka-attend iti online class*". (I cannot concentrate on my studies since I don't have money to buy load for my data. I have to take care of my child; hence, I cannot always attend online classes).

Academic performance is adversely affected by desperation, financial constraint, non-concentration, and time management of student-mothers. Hence, having dual roles as student-mothers are constant struggles that they have to continuously work for and overcome.

#### D. Stress

Student-mothers are often confronted with struggle on stress. This is another theme that surfaced from the responses of the student-mother. Interesting to note, that the sources of stress among the student-mothers are the school works. R1 said, "*Nabannog ti utekkon iti kapapanunot*". (I get tired thinking of all the school requirements and family needs). Other sources of stress are finding time to assist my kids and doing their school works.

Another source is about family matter. R5 said, "Sometimes I can't focus during class discussions and exams because of unexpected incidents like *nu agsakit ti anak* (If my child gets sick). Stress is brought forth by thinking of the welfare of the family. R6 said that "*Gapu iti kinatangken iti ulok*". (Because of my hardheadedness). This only means that one of the possible sources of stress among student-mothers is their hardheadedness.

Based from the responses, student-mothers admitted different struggles which they have encountered like time management, finances and family needs, academic performance, and stress. Furthermore, their academic performances were affected by these struggles and their sources.

#### E. Coping Mechanisms

The respondents while they have encountered struggles and their sources also identified different coping mechanisms to address them. Based from the identified coping mechanism, proper time management can help overcome the said struggles. R1 said, "As a student mother, I divided my time to my kids and academic life by managing my time wisely". Likewise, R3 said, "I'm trying my very best to give my family especially to my two kids to feel my presence even though I'm studying and help them in doing their school works". R4 said, "I'm trying to balance my time as a student mother. Time management is the key to achieve my goal even though I am a student mother. It's not a hindrance if you want to be successful someday". R6 said, "I manage to find balance on my studies and being a mother".

Another coping mechanism is proper financial management. Being student-mothers is wise spenders. R1 said, "*Gumatang laeng nu ania ti masapol*" (buying things that are essential). R2 said, "*agsapol ti pagkuartaan*" (Find ways to earn money).

R4 said, "*Agpapaorderak iti inabel kadagiti klasmeytsko, no dadduma kadagiti instructors napia lang a nayon ti allowance no adda mayat nga agorder*". (I ask for order for woven products to my classmates, and sometimes from our instructors just to augment my allowance and family finances). R5 said, "In terms of financial problem, I do part time jobs to help my partner in financing my studies and augmenting family needs". R6 said, "*Nagtrabaho nak tapno pangsupusop kadagiti kasapulan a dadduma iti anak ko*". (I worked whenever I have time and whenever there is an available work to help in the expenses of my child).

Another coping mechanism is personal and religious motivations. From their answers, it surfaced that as mothers their drive to study is self-motivated and their to God is fueled with the desire to achieve. R1 said, "The first thing I kept in my mind is the future of my kids when there is no education you can't find a good job". R2 quoted, "I always pray to God to help me overcome all the challenges I encounter" while R3 said, "I keep believing on myself and I keep going".

Family support system is another identified coping mechanism. R5 said, "*Agpatpatulungak kadagiti kapamilyak, kakabagyak, ken kadagiti kakasinsinko no adda hanko a kaya*". (I often ask for help from my family, my relatives and my cousins if ever there are things that I cannot manage).

The respondents though experienced difficulties and challenges on their choice to become student-mothers have coping mechanism strategies to address the encountered struggles and their sources.

## **Discussion**

The role of education in the lives of women gives them the opportunity for self-reliance and empowerment. In today's modern society, women are not only confined within the household but they make various contributions in a lot of areas in the society. This proves that education is an instrument for development and a right for women (Moghadam et al., 2017). But looking into the circumstances of student-mothers, education cannot become co-equal with motherhood due to priorities. Nonetheless, they argued that the qualities of female reproduction have become an impediment to some female students' scholastic success. The education setting wherein every student is given the equal treatment, gives challenges to student-mothers since the extra workload of being a mother is not recognized. That is why for Esia-Donkoh (2014), it is essential that females' reproduction rights are recognized in academic settings and their rights for education are respected with consideration given their demographic characteristics. In the results of the study, the participants presented the struggles and their sources, and their effects to their academic performances, as well as coping mechanisms to address these struggles.

The lack of time for their children and time conflict between schoolwork and motherly duty are the pressing problems of being a student mother in Abra. Achieving a balance between mother and student identities can be difficult (Moghadam, et al. 2017). It significantly shows that time



management is a major challenge of student-mothers. Similar to the study of Lynch (2008), student-mothers have experienced a complex identity conflict and had to continually manage their behavior in order to conform to the images of a good mother and a successful student. This condition could result in extreme stress (Brooks, 2013; Lynch, 2008). The psychological effect of this conflict overburdens student-mothers with that fact that they need to juggle between being a student and a mother. According to Mark's Scarcity Theory, role competitions limit people's ability to pay attention to both roles at the same time (Ugwu, Orjiakor, Enweruzor, Onyedibe, & Ugwu, 2016).

Aside from time management, another challenge encountered by student-mothers is how to cope with the finances and family needs. Finances and family needs are offshoots of the challenges posed by time management. Student-mothers need dedicated time apart from being a student and a mother for them to work for extra income. Other research revealed that student-mothers' student duties and simultaneous management of parenting were negatively impacted by unfavorable social and financial circumstances (Billari & Philipov, 2004). To pursue a degree as well as to take care of their family, student-mothers should be able to find resources and income to address this challenge. According to the findings of this study, tough social and economic circumstances were impediments to managing the tasks of mother and student at the same time.

Managing time has significant effects on academic performance. Balancing time being a mother and a student result to poor academic performance as priorities focus on motherly duties. Similar to a study, the combination of parental and academic responsibilities is difficult, places physical and psychological strain on the mother, and has an impact on academic performance (Esiadonkoh, 2014). Due to time restraints, student-mothers cannot focus on their academic life.

Stress is always a part of being student-mothers. Stress is what they have to face and or must overcome. With a lot tasks to fulfill some student-mothers worked part-time, potentially adding to their overall stress load as a result of their various responsibilities (Kenny, et al., 2007). Student-mothers are under physical and psychological strain. With a little time for themselves, Goldrick-Rab, et al. (2011) found that a lack of rest and relaxation has an impact on students' health and, as a result, their academic performance. Student-mothers find various ways to cope up and be motivated to overcome stress.

The struggles of being student-mothers can be overcome with proper time management, doing part-time works for income, personal and religious motivations and family support system. These coping mechanisms provide opportunities for accomplishing the task of being a student and a mother. In the study of Cabaguing, A., (2017), they may experience difficulty being a student mother, they also shared their motivations and inspirations that keeps them going. As mentioned in the study of Xuereb, (2014) family and friends are the most prevalent sources of support for student women who have family responsibilities. Adofo (2013) echoed these findings, pointing to the supportive role of students' spouses in financial matters, childcare, and ordinary domestic activities, which lessened the workload placed on student-mothers. These are how student-mothers overcome the difficulty of their daily lives.

## Conclusion

Student-mothers live by an arduous and laborious day-to-day routine. They deal with the challenge to balance their time, finances, family needs, academic requirements, and stress. The pressure of fulfilling their roles as students and mothers is a struggle that enabled them to adopt proper time management, accept part-time work for additional income, observe and practice personal and religious motivations, and solicit family support systems as coping mechanisms.

These student-mothers are encouraged to continue performing their academic roles and finish their degree programs to redirect them for gainful employment. This is also a response to the changing Filipino family setup where the patriarchal is no longer the sole economic provider. Thus, mothers also embrace their economic role, therefore, requiring them to obtain an academic degree as required in most workplaces.

The challenges of student-mothers could be reduced if the school would introduce more responsive curricula or programs that would be more inclusive and favorable to their status. Programs like the inclusion of modular and blended learning lessen contact hours for these student-mothers so that they can do school work at home, work part-time jobs, and attend to the needs of their children.

In this study, the Ilokano expression "*nabannogakon*" translated as "I am tired" in English. In the Ilokano context, "*nabannogakon*" denotes "tired but inspired/fulfilled". This means that while student-mothers may have gone through an exhausting experience, they remain fulfilled and they view their situation as an inspiration to keep up and realize their dreams. Thus, they use the expression "*nabannogakon*" as an affirmation that they have survived and will continue to live for a better future.

## References

1. Adofo, S. (2013). Challenges and coping strategies of student nursing mothers in tertiary institutions in the greater Accra region of Ghana (Unpublished MPH thesis).
2. Billari, F. C., & Filipov, D. (2004). Education and the transition to motherhood: A comparative analysis of Western Europe (pp. 1-40). Vienna: Vienna Institute of Demography, Austrian Academy of Sciences.
3. Brooks, R. M. (2013). Negotiating time and space for study: Student-parents and familial relationships. *Sociology*, 47(3), 443–459. doi:10.1177/0038038512448565
4. Brown, R., & Amankwaa, A. (2007). College Females as Mothers: Balancing the Roles of Student and Motherhood. *ABNF Journal*, 18(1), 25-29.
5. Cabaguing, A. (2017) Motherhood and 'Student hood': The Lived Experiences of College Student-mothers in Samar State University. *International Review of Social Sciences* Vol. 5 Issue.3, March 2017, 213-219.
6. Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.
7. Dankyi, J., Dankyi, L. and Minadzi, V. (2019) Struggles and Coping Strategies of Student Mothers at the University of Cape Coast Distance Education, Ghana . *Scientific Research Open Access* Vol.10 No.11 , November 2019
8. DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical education*, 40(4), 314-321.
9. Esia-Donkoh, K. (2014). Child-rearing practices among student-mothers. *Society & Biology & Human Affairs*, 78(1&2), 20–38.
10. Frankel, R., & Devers, K. (2000). Study design in qualitative research—1: Developing questions and assessing resource needs. *Education for health*, 13(2), 251-261.

11. Freeman, A. (2015). Single moms and welfare woes: A higher education dilemma. *Atlantic*, 18
12. Functional Literacy, Education and Mass Media Survey (FLEMS), (2013,) Final Report, Philippines Statistic Authority, p 25.
13. Goldrick-Rab, S., Minikel-Lacocque, J., & Kinsley, P. (2011). Managing to make it: The college trajectories of traditional -age students with children (Working Paper No. 1).
14. Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1), 42-55.
15. Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human studies*, 8(3), 279-303.
16. Hossain, M., Asadullah, M. N., & Kambhampati, U. (2019). Empowerment and life satisfaction: Evidence from Bangladesh. *World Development*, 122, 170-183.
17. Kenny, A., McLennan, J., Nanker, K., & Buyks, P. (2007). Strengthening mature age students' access into undergraduate nurse education (Final Report).
18. Lynch, K. (2008). Gender roles and the American academe: A case study of graduate student-mothers. *Gender and Education*, 20(6), 585–605.
19. Mills, J., & Birks, M. (2014). *Qualitative methodology: A practical guide*. Sage.
20. Moghadam Z. B., Khiaban M. O., Esmaeili M. & Salsali M. (2017). Motherhood challenges and well-being along with the studentship role among Iranian women: A qualitative study, *International Journal of Qualitative Studies on Health and Well-being*, 12:1
21. Ms. Foundation for Women. (2013). *More to do: the road to equality for women in the United States*. Brooklynn, NY: Ms. Foundation for Women.
22. Mumuni, B. Y. (2000). Factors Influencing Female Enrolment in Educational Institution in Ghana. A Case Study of West Mamprusi District in the Northern Region of Ghana. Unpublished M. Phil. Thesis, Cape Coast: University of Cape Coast.
23. Ozmete, E., & Bayolu, A. S. (2009). Parent-young adult conflict: A measurement on frequency and intensity of conflict issues. *The Journal of International Social Research*, 2(8), 313–322.
24. Philippine Statistics Authority. Retrieved at <https://psa.gov.ph/content/one-ten-young-filipino-women-age15-19-already-mother-or-pregnant-first-child-final-results>.
25. Sabates, R., Duckworth, K., & Feinstein, L. (2011). The impact of mothers' adult learning on their children's academic performance at Key Stage 3: Evidence from ALSPAC. *Oxford Review of Education*, 37(4), 485-504.
26. San Jose, A. E. (2019). We need your help: An evaluation of students' tutorial experiences in mathematics and science. *Journal of Humanities and Social Sciences Invention*, 1(1), 1-7.
27. Schmidt, M., & Umans, T. (2014). Experiences of well-being among female doctoral students in Sweden. *International Journal of Qualitative Studies on Health and Well-Being*, 9, 23059. doi:10.3402/qhw.v9.23059
28. Shartzter, A., Long, S. K., & Benatar, S. (2015). Health care costs are a barrier to care for many women. Health Reform Monitoring Service. Urban Institute.
29. Springer K. W., Parker B. K., & Leviten-Reid C. (2009). Making space for graduate studentparents: Practice and politics. *Journal of Family Issues*, 30(4), 435–457. doi:10.1177/0192513X08329293
30. Tehan, L. (2007). Advising the single-parent college student. *The Mentor*, 9, 1-2.
31. Torres, R.M., Sangala, L.J., San Jose, A., Mortos, A. (2020) Untold Stories of Student-Mothers' Academic Journey: A Phenomenology. *Journal of Studies in Social Sciences and Humanities*. Volume 6, No. 4, 2020, 158-169 ISSN: 2413-9270.
32. Ugwu, D. I., Orjiakor, C. T., Enweruzor, I. K., Onyedibe, C. C., & Ugwu, L. I. (2016). Business-Life balance and wellbeing: Exploring the lived experiences of women in a low-to-middle income country. *International Journal of Qualitative Studies on Health and Well-Being*, 11, 30492. doi:10.3402/qhw.v11.30492
33. Visick A. (2009). *Mothering by the book* (Unpublished PhD thesis). University of Bedfordshire, England:
34. Williams J. C., Alon T., & Bornstein S. (2006). Beyond the 'Chilly Climate': Eliminating bias against women and fathers in academe. *The NEA Higher Education Journal*, fall, 79–96.
35. Xuereb, S. (2014). Why students consider terminating their studies and what convinces them to stay. *Active Learning in Higher Education*, 15(2), 145–156. <https://psycnet.apa.org/record/2014-21731-005>