

Student Motherhood: A Phenomenological Exploration of State University Students in Claveria, Philippines

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Abstract—*Student mothers face the dual responsibilities of parenting and academic pursuits, requiring immense dedication, hard work, and perseverance. This phenomenological study aims to describe the lived experiences of student mothers at a state university in Claveria, Misamis Oriental, the Philippines. The study involved eight married student mothers selected through purposive sampling. Data were collected using semi-structured interviews comprising open-ended questions, and the participants' responses were analyzed through phenomenological interpretative analysis. Four key themes emerged from the analysis: positive factors associated with dual roles, challenges and difficulties experienced by student mothers, coping mechanisms employed, and the support that universities can offer to these students. Positive factors included an unconditional support system, self-empowerment, and enhanced time management skills. However, student mothers also faced numerous challenges in their daily lives, such as poor time management in juggling academic responsibilities and parenting duties, financial difficulties, role conflict, emotional burdens, and discrimination. Despite these challenges, student mothers reported various coping mechanisms, including prayer, spending quality time with family members, walking while listening to music, and receiving words of affirmation and encouragement from family and trusted friends. Additionally, they expressed a need for financial assistance, emotional support, and skills training to enhance their livelihoods. Based on these findings, the researchers developed an action plan for potential programs and services aimed at supporting student mothers' academic progress and well-being.*

Keywords—*Positive factor, experiences and challenges, student motherhood, coping mechanism*

I. INTRODUCTION

The simultaneous pursuit of education and motherhood presents a complex challenge for many women. Balancing academic responsibilities with the demands of childcare can significantly impact a woman's academic journey and overall well-being. This study delves into the lived experiences of student mothers at a state university in Claveria, Philippines,

to understand the unique challenges they encounter and the strategies they employ to navigate this dual role.

Numerous studies have explored the challenges faced by student mothers worldwide. Researchers have highlighted the impact of motherhood on academic performance, mental health, and social isolation. For instance, Dankyi et al. [1] found that many student mothers struggle to balance academic responsibilities with childcare, leading to decreased academic performance and increased stress levels. Similarly, Bautista et al. [2] emphasized the physical and emotional toll that motherhood can take on student mothers, affecting their overall well-being. These findings underscore the pressing need to address the specific needs of this demographic.

In the Philippine context, several studies have examined the experiences of student mothers. Ato [3] explored the changing societal norms and expectations surrounding student motherhood, while Cabaguig [4] investigated the challenges of balancing dual roles as a mother and a student. Torres et al. [5] focused on the academic journey of student mothers and the factors that influence their persistence and success. Despite these contributions, there remains a significant gap in research specifically focused on the experiences of student mothers at state universities in Claveria, Misamis Oriental.

This study aims to address this gap by exploring the lived experiences of student mothers in this particular context. Through a phenomenological approach, this research seeks to capture the essence of their experiences—how they perceive their roles as both students and mothers, the challenges they face, and the coping mechanisms they develop. The findings will contribute to a deeper understanding of the experiences of student mothers in the Philippines, particularly within Claveria's educational landscape.

Highlighting the unique challenges and support needs of these students can inform the development of targeted interventions and support services to enhance their academic success and overall well-being. Additionally, this study will

provide valuable insights for policymakers, educators, and other stakeholders to develop policies and programs that support student mothers. By understanding their lived experiences, institutions can create more inclusive environments that recognize and accommodate the dual roles these women fulfill.

Ultimately, this research not only aims to shed light on the struggles faced by student mothers but also seeks to empower them by advocating for necessary changes within educational frameworks. As such, it is crucial to recognize that supporting student mothers is not just an issue of individual concern but a broader societal responsibility that requires collective action. This expanded introduction maintains your original ideas while providing additional context and depth. It emphasizes the significance of your research within both local and global frameworks, articulates specific gaps in existing literature, and outlines how your study will contribute to knowledge and practice regarding student motherhood in higher education.

II. METHODS

This study employed a phenomenological approach to qualitative research design to explore the experiences of student mothers. According to Creswell [6], this approach facilitates an in-depth investigation of how participants perceive a phenomenon through the lens of their lived experiences. The primary goal, as noted by Teherani et al [7], is to describe the meaning of these experiences in terms of both what was experienced and how it was experienced. Therefore, this research design is particularly well-suited for capturing the lived experiences of student mothers at USTP-Claveria.

The research was conducted at a state university in Claveria, Misamis Oriental, Philippines. This location was selected to gain insights into the lived experiences and coping strategies of student mothers, which are vital for understanding their unique challenges. The study took place during the second semester of the academic year 2022-2023.

Participants in this study were student mothers enrolled at the university. Due to a lack of institutional records on student mothers, the researchers conducted an initial survey to identify potential participants. Using purposive sampling, eight (8) student mothers were selected based on specific criteria: (1) they must be enrolled at the university; (2) they must have one or more children living in their household; (3) they must be married; (4) they must be aged between 25 and 37 years; and (5) they must be willing to participate in an interview.

Purposive sampling was used to choose participants according to traits pertinent to the study's aims. According to Crossman [8], purposive sampling is a non-probability sampling method focused on specific traits within a population. This method differs from convenience sampling and is also known as judgmental, selective, or subjective sampling.

The instrument utilized in this study consisted of researcher-constructed questions validated by experts in the field. A semi-structured interview format was employed, comprising open-ended questions with follow-up inquiries as needed. The questionnaires were written in English, and

participants' responses provided qualitative data that served as the foundation for subsequent analysis.

Data analysis followed the framework developed by Thomas and Pollio [9], which employs a holistic process for analyzing phenomenological research data. The researchers reviewed each interview transcript, identifying pertinent words, phrases, or sentences related to the study's focus. Meaning units that frequently appeared across transcripts were used to develop themes. Initial topics derived from all interviews were organized into subordinate themes, which were then examined for patterns to create broader superordinate themes. Finally, participants' comments were reviewed during discussions of these themes.

The data presented in this study were derived from participants' responses gathered through both questionnaires and semi-structured interviews. Participants' identities and information will remain confidential and will not be disclosed publicly without consent. All data collected were treated with strict confidentiality and used solely for the purposes outlined in this study. Participants voluntarily engaged in this research and were fully informed about its purpose.

III. RESULTS AND DISCUSSIONS

The following were the findings and analyses of the data obtained from the individual interviewees. This part of the discussion determines the lived experiences of student mothers in a state university in Claveria, Misamis Oriental. The data were extracted and analyzed according to the statement of the study.

Theme 1. Positive Factors of Dual Roles

The student mothers identified several positive aspects of managing dual roles. Their experiences as both students and mothers have led to personal growth and enhanced learning opportunities. This theme highlights that, despite the stressors associated with their responsibilities, there are significant benefits to embracing both roles.

The student mothers shared that:

"Ang akong mga anak nahimong nakong kalipay and nagapadasig sa ako, sila kanunay naghatag kanako og pisikal nga pagmahal ug mga words aron mahupay ang akong gibati." [My children became my happiness, one who motivates me, they always give me physical affection and words to make me feel relieved.] –Participant 7

"Isip usa ka estudyante nga inahan, nga nag padayon sa pagtuon, nakakat-on ko nga akong magamit sa life situation nako and umaabot; kini naghatag kanako ug knowledge nga walay laing makuha, ug ako gusto kaayo nga makahuman sa akong pagtuon aron mamahimong role model and para maka provide ko ug better future sa akong mga anak." [As a student mother, who continues her studies, I was able to learn that I can apply in my situation; it provides me with knowledge that no one else can take, and I am eager to complete my studies so that I will serve as a role model to my children and provide them better future.] –Participant 8

"After becoming a mother, nakabalo ko sa pag balance sa akong time sa akong family and studies. Nakakat.on ko nga

ang segundo sa oras importante and karon ginasulit gyud nako ang moments". [After becoming a student mother, I was able to balance my time between my family and studies. I learned that every second is important, and now I always treasure every moment]. –Respondent 5

Key components of this theme include an unconditional support system, self-empowerment, and effective time management skills. The married student mothers reported having a robust support system that includes their children, who provide inspiration, happiness, motivation, and comfort during challenging times. Despite the difficulties they encounter, education has played a crucial role in their self-development by opening up new opportunities for knowledge acquisition and enabling them to attain higher educational degrees. This achievement not only enhances their own lives but also positions them as positive role models for their children.

Furthermore, the student mothers indicated that they have developed strong time management skills that enable them to balance their dual responsibilities effectively. They emphasized the importance of planning tasks carefully to avoid conflicts and constraints related to time.

Supporting literature reinforces these findings. While student mothers may face significant challenges, their children often serve as a source of strength that motivates them to pursue their goals. Martinez et al. [10] highlight the effectiveness of time management strategies, such as compartmentalization—focusing on one role at a time—as beneficial for managing dual responsibilities. According to Atlas [11], obtaining a college degree offers numerous advantages, including increased opportunities, improved benefits, job satisfaction, stability, and positive outcomes for their children. Additionally, Yang and Bullecer [12] note that student mothers are driven by the belief that a college education will enhance their chances of success. Wilsey [13] further emphasizes that the motivation derived from fulfilling educational goals contributes significantly to their sense of self-fulfilment.

Theme 2. Challenges and Difficulties Experienced by Student Mothers

The student mothers shared their lived experiences of simultaneously navigating the challenges of motherhood and student life. The identified categories include poor time management, financial incapacitation, role conflict, emotional burden, and discrimination, all of which significantly affect their self-esteem.

The respondents shared the following:

"Limitado ra ang oras sa akong tulog tungod sa lessons nga akong kailangan studihan ug kailangan sayo magmata ug sayo para napod atimanon mga kinahanglanon sa akong anak". [I have limited hours of sleep because of the lesson I need to study and then wake-up early to attend to the needs of my child.] – Participant 5

"Na Problema sa pag budget sa kwarta labi na sa pag palit sa mga kailanganon sa bata, balay ug kaugalinon nga panginahanglanon ug napay gastoson sa skwelahan labi na walay lain pangitaan sa kwarta ug usahay dili gyud

malikayan nga ma stress". [Difficulty in financial budgeting of necessary things for the baby, home and personal stuff and school expenses especially there's no other source of income to support and it's unavoidable to get stressed.] – Participant 1

"Kung ga-eskwela ko and if dili maayo ang akong anak kini nagahatag kanako ug kabala ug mawala ko sa focus sa discussion tungod kay naghunahuna ko kung unsa ang kahintang sa akong anak". [When I'm in school and my child is not well it bothers me and I'm losing focus of the discussion because I was thinking of how the condition of my baby is.] – Participant 7

"Nasinati nako ang emosyonal nga stress kung dili nako mahatag ang mga panginahanglanon ug atensyon sa akong anak, labi na kung siya masakit". [I'm experiencing emotional stress when I am unable to suffice my child's needs and attention, especially when he is ill.] – Participant 8

"Gibati nako ang diskriminasyon tungod sa akong kahintang isip estudyante ug inahan. Gipangutana ako sa mga tawo ngano nga nag-eskwela ko nga inahan na ko, ug giingnan ko nga dili nako makatapos sa akong pagtuon". [I feel discriminated against because of my situation as a student and mother. People questioned me why I entered school when I am already a mother, and I was told that I won't be able to finish my studies.] – Participant 6

One prominent challenge is poor time management, which participants reported as a significant adjustment in their lives as student mothers. The transition to balancing household responsibilities with academic demands has led to a noticeable change in their lifestyles. Many student mothers struggle to allocate sufficient time for studying while fulfilling their roles as caregivers. This unique set of challenges often results in difficulties in balancing work life, home obligations, and academic studies. Finding viable resources to support their dual roles can be particularly challenging. Literature supports these findings, indicating that most student mothers encounter difficulties managing their studies alongside parenting due to conflicting schedules. Moreau and Kerner [14] note that many articles have addressed the role conflict experienced by student parents as they juggle obligations to family, friends, and employers while feeling "time-poor." Sallee [15] highlights that student mothers often experience feelings of anger, loneliness, restlessness, and a lack of time to fulfill both roles [16]. Research by Wladis et al. [17] further confirms that college students with young children have less free time than their peers without children, primarily due to the time spent on childcare.

Another significant category under this theme is financial incapacitation. The student mothers expressed concerns about financial instability and the stress associated with managing motherhood. Participants reported facing specific stressors related to unstable employment and insufficient financial resources for essential expenses, leading to heightened financial stress. This scarcity often adversely affects their sleep quality and energy levels. Supporting literature indicates that many student mothers struggle financially due to insufficient income while juggling their responsibilities [18].

This finding aligns with several studies [4, 12, 19] that describe the dilemmas faced by student mothers regarding financial support. Cabaguing [4] and Moghadam et al. [20] explain that the challenges student mothers face include conflicting demands, financial difficulties, social stigma, and self-neglect. Consequently, these pressures can make it difficult for them to prioritize effectively.

Role conflict is another challenge highlighted by participants. They described the difficulty of making decisions when faced with competing demands; for instance, when a child falls ill, many find it hard to focus on schoolwork or decide whether to attend classes. Taukeni [16] found that the choice between being a mother and a student is one of the most prevalent issues faced by student mothers. Many reported that their anxiety over a child's illness often leads them to prioritize caregiving over academic responsibilities [21]. In Iran, for example, student mothers indicated that they frequently devoted time away from their studies to care for sick children while also managing substitute childcare arrangements [20]. The dual demands of motherhood and education can create significant conflicts regarding time and energy [22], especially since student mothers often remain responsible for household duties as well [23]. Juggling these responsibilities presents considerable challenges for college mothers who must balance parental obligations with academic commitments [24].

An additional challenge identified is the emotional burden associated with being unable to meet their children's needs or provide adequate attention during times of illness. Participants expressed feelings of guilt and stress stemming from these situations. Literature supports this notion; Kreischer [25] notes that college mothers experience significant stress on both physical and mental levels. Severe psychological pressures during pregnancy and postpartum periods can increase susceptibility to common mental health issues such as depression and anxiety [26]. Barberio [27] further emphasizes that emotional burdens may stem not only from physical tasks but also from the mental strain associated with these responsibilities.

Lastly, participants discussed experiences of discrimination that negatively impacted their self-esteem. Many reported feelings judged due to their age—having children at a young age—and expressed concerns about being perceived as unable to complete their studies successfully. This discrimination often serves as motivation for them to strive harder academically. Education is recognized as a crucial element of personal development [28], yet the lack of necessary resources for student parents highlights systemic discrimination against them (Jiménez, 2017). Sibeko [30] notes that there is minimal support from educational institutions for those who become parents early in life. Given these demographic challenges, it is essential to honor women's reproductive rights within educational settings alongside their right to education [21].

Theme 3. Coping Mechanism of student mothers towards Their Challenges and Difficulties

The following statements reflect the participants' responses regarding the coping mechanisms they employ to manage the

challenges of being both a student and a mother. Balancing these dual responsibilities is no easy task; it requires effective strategies to handle stress and maintain mental health. The coping mechanisms identified include prayer, quality time with family, walking while listening to music, words of affirmation and encouragement, and emotional support from family members.

The student mothers shared as follow:

“Always jud ko ga ask kay God nga iya kung giyahan sa akung mga problema nga tagaan ko niya ug solution sa tanan nako gina atubang nga problema kay I believe nga ang pag ampo kay mao ra ang biggest weapon nako nga makaya nako ang mga struggles sa kinabuhi ug ang prayers kay pina ka powerful.” [Asking guidance to God that he will provide me with solutions to all my problems since I believe that prayer is my biggest weapon to surpass all these difficulties and prayer is the most powerful remedy.] - Participant 3

“Family time jud ang permi ka the best na solusyon para ma sulbad ang akong mga kalisod ug kaya nako tanan nga masolbad akong problema kong naa akong pamilya sila ang akong inspirasyon ug motivation sa pag atubang sa tanan nakong problema.” [Family time is always the best solution to cope up difficulties and I can do everything to solve my problems whenever I am with my family seeing that they serve as my inspiration and motivation in facing all the problems.] – Participant 5

“Mag baklay alone ug mamatig worship music kamolng lantaw-lantaw sa palibot kay maka hatag jud syag peace saako.” [Walking alone and listening to worship music while watching the views of nature which makes me at peace.] – Participant 7

“Based saakong experience mamati sa music jud ang makatabang saako ug ayo kay siya ang gapakalma saakoa ug hatagan ug peace of mind samot nag mag kanta ganahan pod kog christians songs.” [Based on my experience listening to music really helps me a lot as it gives me calmness and Peace of Mind by singing songs, I especially like Christian songs.] – Participant 6

“Kong sa skwelahan lang naakoy mga trusted group of friends nga akong ma share-an saakong mga hinanakit ug dayun gina tambagan ko nila sailang mga ideas unsaon pagsulbad saakong problema.” [In terms of school I have a trusted group of friends who I will be able to share my sentiments with and they will also be able to impart their thoughts and advice that is helpful.] – Participant 2

“Gina divert nako tanan nakong problema sama sa pag laag kauban ang akong mga barkada kay dako kaayu silag tabang saakoa para saakoa bisan ga share lang ko ug gapamation ko nila gaka himas himasan akong gibati.” [I divert all my problems through going out with my friends and they help me a lot as I share all my problems and I have realized being heard puts me at ease.] – Participant 4

“Naa lang ang akong anak saakong apad iyaang mga encouragement na gina ingon, sila ang naghatg saako ug strength nganong nag survive pako aning pagskwela nako sa college para matagaan nako silag maayung future.” [Having my children's encouragement words gives me

strength to survive in my college life to give them a better future.] – Participant 8

One significant coping mechanism is prayer. Participants reported that prayer serves as a powerful tool for navigating life's challenges. For many student mothers, who often juggle the demands of school and parenthood, prayer provides essential support. By turning to prayer during difficult times, they cultivate trust in a higher power, which fosters a sense of inner strength, guidance, protection, and wisdom that helps them overcome obstacles. Chodijah [31] found that Tahajjud prayers can effectively lower stress levels. Motlagh [32] indicated that having a spiritual orientation enhances mental, emotional, and physical well-being while reducing stress and anxiety. Mahoney and Shafranske [33] note that spirituality is often shaped by personal experiences within broader societal contexts. Additionally, Gomathi et al. [34] describe how students utilize various strategies, including religious practices and prayer, to alleviate academic stress.

Another coping mechanism identified is quality time with family. The demands of academic life combined with parenting responsibilities can be overwhelming for student mothers. They expressed that spending quality time with family helps them balance these responsibilities effectively. Engaging with loved ones provides relaxation, inspiration, and motivation while alleviating stress. Research shows that parental involvement positively influences children's behavior and academic performance; for instance, Del Bono et al. [35] found that children benefit from parents who engage in activities such as playing or reading with them. Milkie et al. [36] reported that teenagers' involvement with both parents correlates with better math performance and reduced behavioral issues. Furthermore, Musick et al. [37] found that parents who spend quality time with their children experience greater enjoyment and less sadness or stress.

Walking and listening to music also emerged as effective coping strategies for student mothers facing numerous challenges in balancing academic pursuits with parenting responsibilities. Participants noted that walking while listening to worship songs allows them to reflect on their thoughts and feelings, providing calmness and peace of mind. While previous studies may not have specifically recorded subjects listening to music while walking outdoors [38], the benefits of relaxing music are well-documented. Leman et al. (2013) proposed that relaxing music can enhance mood and motivation, while Yamasaki et al. [40] demonstrated how music can alter perceptions of one's environment.

The importance of social support, particularly through words of affirmation and encouragement from family and friends, was another key coping mechanism identified by participants. Student mothers face various challenges in balancing their academic and parenting responsibilities; however, the encouragement they receive from their social networks helps them cope effectively. A trusted group of friends provides vital support by offering a listening ear, sharing experiences, and providing practical assistance.

Finally, emotional support from family members plays a crucial role in helping student mothers manage their stressors. Family members offer motivation, strength, encouragement,

and emotional upliftment, which enables these mothers to continue their studies in pursuit of a better future for their families. Literature supports this notion; Wilsey [13] suggests that family can serve as a significant motivator for student mothers' achievements. Hall et al. [41] found that positive affirmations can help counter negative self-concepts associated with poverty, thereby increasing individuals' interest in social assistance programs. In a study among Chinese adolescents, Quach et al. [42] discovered that affectionate parenting could mitigate the negative psychological effects associated with parental academic pressure.

Theme 4. Support the University Can Offer to Student Mothers

Being a student mother presents significant challenges, as juggling the responsibilities of parenting and academic life can be exhausting and leave little time for self-care or recreational activities. However, the university can take proactive steps to ease these burdens. By implementing various support mechanisms, the institution can create an environment that empowers student mothers to achieve their academic goals while fulfilling their parental responsibilities. This theme encompasses financial support, emotional support, and skills and livelihood programs.

The following are the student mothers' responses:

"Support sa financial jud kay makatabang sa amo labi na sa mga student mother nga naay financial issues." [Financial support would be beneficial for us especially as a student mom dealing with financial issues.] – Participant 1

"Makahatag sila ug emotional support like sa counselling ug symposium para sa pag handle ug time management ug relate sa pag han ay sa mga responsibilidad ug sa healthy nga pangisip." [They can emotionally provide counseling and symposium in dealing stress or time management and related in managing responsibilities and mental health.] – Participant 3

"Makahatag sila ug skills ug training para maka tabang sa amo sa paghimo sa among pang adlaw adlaw nga kinabuhian." [They can provide skills and training so that it will help us in creating livelihood.] – Participant 4

Financial assistance is crucial for academic success. Participants expressed that financial support from the university, in partnership with external organizations offering scholarships and part-time job opportunities, could significantly alleviate their economic challenges. Many student mothers reported not receiving cash aid from the institution and expressed a strong desire for such support, as the financial contributions from their parents and partners are often insufficient to meet both their academic needs and those of their children. The difficulty in obtaining financial aid is compounded by their various obligations to both their children and their studies. Participants indicated they would be open to programs that enhance their skills and provide necessary training, enabling them to secure employment that could help support their families.

Supporting literature highlights the importance of financial assistance for student mothers. Kenny et al. [43] found that financial issues significantly affect mother students' ability to

complete their education successfully. Xuereb [44] observed that financial pressure is a frequent cause for British students to rethink their decision about pursuing their education. Furthermore, Schmidt and Umans [45] conducted a gender-based study indicating that female students face more challenges in adapting to their study programs due to cultural limitations and receive less institutional support.

Student mothers also face considerable emotional challenges in balancing parenting and academic responsibilities. Participants suggested that the university could provide counseling services and symposiums aimed at helping them manage stress and mental health issues. Counseling services could offer individualized support, including therapy sessions, group support, and workshops on stress management techniques. Additionally, symposiums could create opportunities for student mothers to connect with one another and share experiences.

Support systems such as counseling centers and health clinics can provide a safe space for student mothers to express frustrations and explore solutions for balancing academic demands with parenting [14]. Shefer et al. [46] argue that recognizing the need for targeted support for student mothers is essential for universities.

Finally, skills and livelihood programs are vital for supporting married student mothers as they navigate the complexities of university life alongside motherhood. Participants indicated that the university could offer training programs designed to help them acquire skills necessary for creating livelihoods that support themselves and their families.

Kent [47] emphasized that life experiences can equip individuals with valuable time-management and multitasking skills essential for managing busy schedules typical of student mothers. However, many college instructors do not accommodate pregnancy, childcare emergencies, or child health care in their syllabi [48].

Technical vocational livelihood programs (TVL) have been recognized as effective means of equipping individuals with essential skills needed in various industries. These programs focus on practical training rather than theoretical knowledge, allowing students to gain job-ready skills that enhance employability.

The action plan presented in Table 1 aims to provide comprehensive support for student mothers at USTP-Claveria by addressing their unique challenges in three key areas: financial distress, mental stress, and time constraints. To alleviate financial burdens, the plan proposes establishing partnerships with external organizations to create financial assistance programs, enabling student mothers to pursue their academic goals without the worry of economic instability. To address mental health challenges, the plan includes weekly counseling sessions and monthly awareness programs focused on stress management. Establishing a support group for student mothers will foster community and shared experiences, while skills and livelihood training in collaboration with the Technical Education and Skills Development Authority (TESDA) will enhance their employability. Finally, to mitigate time constraints, the plan suggests providing on-campus childcare facilities, allowing

student mothers to balance their academic and parenting responsibilities more effectively. Overall, this action plan seeks to create a supportive environment that enables student mothers to thrive academically while managing their dual roles as parents and students.

Table 1. Action Plan to Assist Student Mothers

Areas	Goals and Objectives	Activities and Strategies
Financial Distress	1. To provide student mothers with the necessary resources to pursue their academic goals without financial constraints.	1. Endorse deserving student mothers for financial assistance programs in partnership with organizations that offer scholarship programs.
Mental Stress	1. To equip student mothers with tools and resources to effectively manage their emotions, cope with stress, and build resilience. 2. To provide a safe and non-judgmental space for student mothers to express their feelings, fears, and concerns. 3. To offer emotional support, practical advice, and resources for student mothers. 4. To enhance employability and income-generating capacity.	1. Conduct weekly counseling programs. 2. Implement monthly awareness programs. 3. Establish a support group or organization for student mothers. 4. Provide skills and livelihood training in collaboration with the Technical Education and Skills Development Authority (TESDA).
Time Constraints	1. To alleviate the burden of childcare responsibilities, allowing student mothers to focus on their academic or professional pursuits.	1. Provide on-campus childcare facilities to support student mothers in balancing their educational and parenting responsibilities.

IV. CONCLUSION AND RECOMMENDATION

The present study aimed to explore the lived experiences of student mothers at USTP-Claveria. The findings reveal that, despite the numerous challenges they face, student motherhood can lead to significant positive outcomes. Balancing the roles of student and mother fosters personal growth, enhances self-development, and equips these individuals with valuable time management skills. The unconditional support they receive from their children serves as a powerful motivator, highlighting that being a student mother is not only a challenge but also an opportunity for personal and academic development. However, the challenges encountered by student mothers are substantial and can lead to stress and anxiety. Issues such as poor time management, financial difficulties, role conflict, and discrimination create unique obstacles that can hinder their academic pursuits. It is crucial for universities and society to recognize these challenges and provide the necessary resources to support student mothers in their dual roles.

The study also indicates that student mothers have developed effective coping mechanisms to navigate the complexities of college life. These strategies are essential for maintaining their physical and mental health while striving to

achieve their educational goals. It is important for individuals to seek assistance when needed to overcome these obstacles effectively. In conclusion, universities can play a pivotal role in supporting student mothers by implementing targeted interventions. Recommendations include establishing scholarship programs and financial aid specifically designed for student mothers to alleviate economic pressures and enable them to focus on their studies. Providing accessible counseling services can help student mothers manage stress and mental health challenges effectively through individual therapy sessions, group support, and workshops on stress management techniques.

Additionally, organizing symposiums focused on stress management, parenting strategies, and work-life balance can foster community among student mothers while providing them with practical tools for navigating their dual responsibilities. Offering skills training and livelihood programs can empower student mothers by equipping them with the necessary skills to enhance their employability while managing their academic commitments. By prioritizing the needs of student mothers, universities can create a more inclusive and supportive academic environment that benefits not only these individuals but also the broader educational community. Supporting student mothers in their journey will inspire future generations to pursue higher education while fulfilling their parental responsibilities.

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