SCHOOL CRIBS A Phenomenological Examination of the Challenges Single Student Mothers Experience to Manage Their Dual Roles

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ABSTRACT: The phenomenological experiences of five single mother students at a university in Negros Occidental, Philippines, are the basis for this qualitative study. They were chosen based on the inclusion requirements (a) that they are ordinary college students enrolled in a university, (b) they were at least 18 years old when they gave birth, and (c) that no nanny was caring for the child (d) has at least one child. In gathering information, semi-structured interviews were done. The obstacles these young single mothers face while they pursue their higher education are examined in this study. Lichtman's' thematic analysis was used to analyze the data. Results revealed four themes: the need for extra time to balance studying and parenting, the feeling of uncertainty, failure to meet academic obligations, and the benefits of being a mother and a student. Therefore, it can be concluded that single student mothers with dual roles experienced many difficulties, including depression. The school should establish a support group for students juggling both roles to lessen feelings of loneliness and other anxiety.

KEYWORDS: college student mothers, student solo parent, time management, phenomenological, academic pressures, financial support