

“Stress, Coping Mechanism and Motivation of Student-Mothers of Capsu Burias”

Romulo N. Lagon

Capiz State UniversityBurias Campus

Abstract

This paper focused on the qualitative methods to describe the experience of student - mothers of Capiz State University Burias in the era of full implementation of face to face classes. Purposive sampling was employed in this study to gather eight student-mothers. The participants were interviewed using a semi-structured questionnaire. To delve deeper with their experiences, Colaizzi’s method was used to collect, record, and analyze data. The researcher formulated three themes from the results as follows: 1) The Stress encountered by the student- mothers, 2) The students’ coping mechanism to the challenges they encountered, 3). Students’ motivation in pursuing their studies. The student-mothers shared their experience during this of full implementation of face to face classes and narrated how these made an impact in their lives as student-mothers. This scenario greatly affected their mental and emotional health and even impacted their studies. Causes, inferences and recommendations based on these findings were discussed.

Keywords: *Stress, Coping Mechanism, Motivation, Qualitative Research.*

Introduction

The rapid growth in population of students who are mother on university campuses is a concern for many. A huge percent of these students either drop out or delay to graduate. Student-mothers are an invisible but growing population on university campuses across the country, yet there is limited research regarding the needs of women who transition to motherhood while enrolled in undergraduate studies.

The need to better understand this population may be particularly salient for universities that need to maintain high levels of enrollment and should, therefore, help student mothers to navigate their multiple roles in a way that will allow them to complete their education.

To this end, the aim of this study is to explore how student-mothers experience, navigate and act upon their dual roles during face to face classes.

More specifically, it sought to provide answers the following questions:

1. What are the lived experiences of the student-mothers of CAPSU Burias?
2. How do they make sense of their lived experiences?

Methodology

This study utilized the qualitative research design by conducting surveys through a one-on-one interview. This study employed a descriptive phenomenology by Edmund Husserl.

Participants

Participants were officially enrolled at Capiz State University Burias Campus during First semester of the school year 2021-2022.

The participants were composed of eight student-mothers living with their partner with age ranging 22 -25 years old.

Instruments

The researcher used a semi-structured questionnaire interview. The questions were in English and in the native dialect in order to ensure that participants were able to express their ideas and views well. Participants freely discussed their answers and the researchers provided in-depth questions to prompt further explanation

Sampling and data Gathering

The participants were chosen using purposive sampling.

Data Analysis

After the data were collected through a semi-structured interview guide. The rich in-depth narratives and responses to questions were transcribed verbatim and analyzed using Colaizzi's method of analysis.

The results of the study were shared with the eight (8) participants, who confirmed the findings as their own original descriptions, to verify the statements and validate the information.

Results And Discussions

The emerging theme from the students in the in-depth interviews include: (1) The Stress Encountered as Student- Mothers, (2), The Students' Coping Mechanism to the Challenges they Encountered. (3) Students' motivation in pursuing their studies

1. The Stress Encountered as Student - Mothers

There were three subthemes that emerged: 1) Financially Burdened, 2) Struggle, and 3) Slept Deprivation

1.1 Financially Burdened

Based on the responses of the participants, they encountered financial problem. They experienced stress with the re-implementation of face to face classes. As reported by some of the participants, they were stress in terms of financial incapacity to sustain the needs of the baby and support their studies. In addition, they cannot focused on their studies since they were financially unstable.

These findings have been highlighted in the study of Gerard, et. al (2006), which found out the effects of financial hardship on student parents, who remain a significant although largely unrecognized proportion of the student population.

1.2 Struggle

Despite their concern and queries, the participants were able to experience struggle in life since they have a baby to attend to, with the gossip about their situation being student-mothers, and difficult to manage their time as student and mother at the same time. Furthermore, they experienced difficulty answering various outputs.

1.3 Sleep Deprivation

During the interview, the participants were able to share their experience during face to face

classes. They narrated that they got anxiety and depression since they cannot sleep and worried that they cannot finish their studies.

The participants reported that most of the time the participants cried because they do not know what to do with their situation.

The result of the study agrees with the findings of (Marandet& Wainwright, 2010) which shows that student parents have shown high levels of sleep deprivation.

2. The students' Coping Mechanism to the Challenges they Encountered

There were Two subthemes that emerged: 1) Divine providence, and 2) Positive Outlook

2.1 Divine Providence

Despite their struggles, the participants were able to point out various ways of coping in this time of great adjustment. The situation had also strengthened their relationship with the Supreme Being. They pray to God for guidance despite of early marriage, and surrender everything and believe that God has good purpose for them.

2.2 Positive Outlook

Having a positive outlook in life allowed the participants to overcome uncertainties especially with the face to face classes. Looking at the brighter side of things have helped them adjust with the pressure and distress. The participants manage their time while taking care of the baby as well as studying their lessons. They have exhausted but inspire doing life for the future of the baby.

The findings of the study coincides with the result of Estes (2011) which based on student parents' own accounts, some student parents merge their identities as student and parent by explaining how their education makes them better parents; education is seen as beneficial to their children and their children as advantageous to their education.

3. Students' Motivation in Pursuing their Studies

3.1 Success in Life

Based on the responses, the participants express their deep motivation in pursuing their studies for

the future of their babies and to have successful life.

This conform with the article of Brooks (2012), which under this account the student -parents are better students, they are committed and motivated to finish and are successful because their success will benefit their children. Children are often a driving force behind their decision to enter or remain in higher education.

Conclusions And Recommendations

Conclusions

The study concludes that CAPSU Burias student-mothers are greatly affected and stressed with the implementation of face to face classes most especially in the learning process. There are various factors that hamper them in acquiring quality education however they were optimistic that they will overcome their struggles to enable them to finish their studies for the future of their baby. Despite these tough circumstances, student-mothers remain hopeful and remain resilient amidst uncertainty with Divine guidance.

Recommendations

The University probably organize a policy to alleviate not only their physical and mental but their emotional health as well.

The university may emphasize the practice empathy and learn respect an individual's way of coping.

The college may provide a scheme that will motivate student-mothers to pursue their studies and have a better life.

References

- [1] Brooks, R. (2012). The construction of 'student-mothers' within higher education: A cross-national comparison. Paper presented to Gender and Education conference. April 27 2011.
- [2] Colaizzi P (1978). Psychological research as a phenomenologist views it. In: Valle RS and King M (eds) Existential Phenomenological Alternatives for Psychology. Open University Press: New York, pp.48-71.

- [3] Estes, D. K. (2011) Managing the Student-Parent Dilemma: Mothers and Fathers in Higher Education
- [4] Gerard, E. (2006) Student Parents, Hardship and Debt: A Qualitative Study *Journal of Further and Higher Education*, v30 n4 p393-403 Nov 2006.
- [5] Marandet, E. and Wainwright, E. 2010. Invisible experiences: Understanding the choices and needs of university students with dependent children. *British Educational Research Journal*, 36(5): 787-805.