

Beyond Labels: Uncovering the Complexities of Nanay-Students' Identity and Experiences in a National High School

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Abstract

This study was conducted to uncover the hindrances and challenges by exploring the life experiences of Nanay-Students at a National High School by understanding their perspective, experiences, and challenges in learning. This study utilized a phenomenological research design, which explored the complexities based on the lived experience of Nanay-Students. Phenomenology was an appropriate approach used for this study which sought to understand the subjective experience of Nanay-Students. Analysis of the data collected was from interviews. The researchers utilized thematic analysis, considered a qualitative data analysis method, that involved identifying patterns or themes in the given data. The findings suggested various experiences, challenges, hindrances, and coping mechanisms faced and employed by these individuals. This underscored the importance of looking into these various experiences to shed light on their classification. Furthermore, the findings could be the basis for policymakers and educators in the implementation of various programs and initiatives that could better adhere to the learning needs of Nanay-Students. Educational institutions, government agencies, and the media should provide more support and resources to Nanay-students, such as childcare services, financial aid, academic counselling, and mental health services. They should also develop flexible learning programs that cater to the needs of Nanay-students. Furthermore, the implementation of “*Kalinga Para Sa Mga Estudyanteng Ina*” program which aims to provide support and assistance to student mothers could greatly help in achieving academic and parental success.

INTRODUCTION

The role of a parent is a crucial one in a child's life. They are often the first and most influential teacher that shape a child's beliefs, attitudes, and behaviors. In the context of education, parents play a vital role in supporting their child's learning journey. However, there are situations in which parents are also students, called Nanay-Students, in which there is a whole new perspective.

According to the study by Bailey Bosch¹, an Australian professor, about the dual role of a post-graduate student-mother stated that very little is known about the experiences of a mother who participates in higher education. What is known supports largely negative portrayals of the experiences filled with difficulties and tension.

In addition, Barnes (2013)²; Funiba (2011), and Mamabolo et. al. (2009) stated that student-mother's experiences of education are different from those of traditional students which are worth exploring, to understand the nature of their dual roles. Previous research described the many challenges they faced, as incompatible and unfulfilling as the roles are both demanding.

However, despite of these challenges, each one that belongs to this classification of student-mother has different experiences. Moreover, there is a limited information and understanding of the complexities and experiences of Nanay-Student at a National High School.

Thus, this study aims to uncover the hindrances and challenges by exploring the life experiences of Nanay-Student at a National High School by understanding their perspective, experiences, and challenges in learning. Furthermore, this study's findings may have significant implications for education policies and practices. The results

1 Bosch, B. (2013). Women who study: Balancing the Dual Roles of Post Graduate Student and Mother.

2 Barnes, T. (2013). Pregnancy and bodies of knowledge in a South African University. *African Studies Review*, 56(1), 1-20.

may help policymakers and educators develop strategies that adhere to the learning needs of Nanay-Students.

In summary, this study is significant as it furnished valuable insights into the complexities of Nanay-Student's experience on their education journey at a National High School. It may contribute to the development of more effective and inclusive educational policies and programs, thereby helping them to balance their role as a parent and as a student.

Research Questions

Being a mother-student is no easy task. There are a lot of hindrances and challenges in the journey of accomplishing and achieving learning and education. Thus, this research was intended to investigate the complexities of Students and Experiences in a National High School. The study questions were intended to explore the following:

1. What are the lived experiences of Nanay-Students at a National High School?
2. How do Nanay students balance their roles and responsibilities as mother and as student at the same time?
3. What are the hindrances and challenges encountered by Nanay-Students in their learning journey?
4. How do Nanay-Students manage academic hindrances and challenges while balancing their roles at home?

Scope and Limitation

This study focused on the life experiences of Nanay-Students at a National High School. This study was conducted around the locality of Quirino, Isabela, and Burgos, Isabela where the identified Nanay-Students are residing. This study is limited to Nanay-Students enrolled at Quirino National High School and does not include other participants from other schools. The study used qualitative research methods, especially phenomenology, which explored the complexities experienced by Nanay-Students in a National High School. The data was collected through in-depth interviews and focused group discussions with the participants. This study was also limited to the perceptions and

experiences of Nanay-Students only and did not include other students that do not belong to this classification.

Review of Related Literature and Studies

In this section, the researchers reviewed existing studies related to the research project, which focused on the complexities based on the experiences of Nanay-Students. Especially, the researchers examined studies related to the following themes: (1) the experience of Nanay-students, (2) the challenges faced by Nanay-students, (3) the coping mechanisms or strategies of Nanay-students, (4) the existing provisions on these classifications.

The Experiences of Nanay-Students

Bosch (2013)³, in his study about the dual role of a post-graduate student-mother stated that very little is known about the experiences of a mother who participates in higher education. And what is known supports largely negative portrayals of the experiences filled with difficulties and tension.

Coinciding with Bosch's findings, a study by Barnes (2013)⁴, stated that student-mother's experiences of education are different from those of traditional students and previous research has described the many challenges they faced, as incompatible and unfulfilling as both roles are demanding.

To back that up, some student mothers experience humiliation and discrimination by their co-student, because of their age. Student mothers are disregarded in some activities, like playing like what ordinary students do. In addition, De Villiers (1991) and Creatsas (1993) as cited by Shaik (2018)⁵, explained that peer pressure and school

3 Bosch, B. (2013). Women who study: Balancing the Dual Roles of Post Graduate Student and Mother.

4 Barnes, T. (2013). Pregnancy and bodies of knowledge in a South African University. *African Studies Review*, 56(1), 1-20.

5 Shaik, A. S. (2018). Lived Experiences of Teen-aged Maguindanaon Student Mothers in South Central Mindanao, Philippines. *International Journal of Engineering Trends and Technology*, 64(2), 64-65.

environment affect student mother emotions. Student-mothers need to be aware of the possible challenges that they may meet if they would like to go back to school. Moreover, Bautista (2014-2015)⁶ reported that student mother hardship of responsibilities cannot be avoided, because being a student mother has a dual role. A student who needs to complete paperwork and other activities in school, and a parent who is responsible for her child or children.

On the other hand, the study of Manalang, Liongson, and Bayubay (2015), showed that the social life of the student-mother affects them a lot. Some cannot attend school activities because of the responsibilities that she has to attend to. However, the results showed that even if they are having a hard time because of the dual role, they still manage it because of the support they get from their family and friends. Utami, (2019)⁷ said that taking on the responsibility of learning while maintaining family obligations is complex, and this decision may have far-reaching consequences. Thus, adding the role of the student can create time and energy conflicts.

The Challenges Faced by Nanay-Students

Student-Mothers were involved in a complex identity conflict and constantly managed their behaviors to comply with the images of a good mother and a good student, which can lead to severe stress, Brooks (2013)⁸.

It was also found that the major barrier to the simultaneous management of the roles of mother and student was accompanied by physical and mental strain. The combination of maternal and academic

6 Bautista, J.M.P., et al. (2015). Barriers, Strengths, and Academic Performance of Student-Mothers at Laguna State Polytechnic University- Los Baños Campus Los Baños.

7 Utami, A. D. (2019). Walking a tightrope: juggling competing demands as a PhD student and a mother.

8 Brooks, R. M. (2013). Negotiating time and space for study: Student-parents and familial relationships.

responsibilities is challenging and brings physical and psychological pressures, and effects on academic activities, Esia-Donkoh, (2014)⁹.

Student-Mothers must perform dual roles because the commitment that is required in motherhood is also required in their studies. Students need to deal with academic task such as projects and assignments while mothers must perform maternal duties at home. These roles require not only one person's presence, but also attention and dedication to the needs of both the academe and the child, Taukeni (2014)¹⁰. Taukeni, also concluded that the most common challenge that student-mother's experience is when they have to choose between being a mother or being a student. Results show that student-mothers also experience angeriness, loneliness, and restlessness. Today, many opportunities to everyone.

According to Atlas (2015), more opportunities, greater benefits, job satisfaction, job, stability some of the benefits of having a higher classification of education. That's why, further studies showed that student-mothers having an average level of characteristics, continue schooling even though it is challenging and difficult. They are giving up their time to concentrate with their studies, spend time with their child, and time for themselves. Student-mothers had trouble in finances, but that did not stop them from quitting and finishing their studies. The timing of their motherhood was tied to the stress they were experiencing, as well as the struggle to fulfill the daily duties of a mother to their child and their responsibility as a student. They had to give up their time on their personal and social needs to give their child and studies a priority.

Cabaguing (2017)¹¹ and Moghadam, Kihaban, Esmaeili and Salsali (2017) stated that there are barriers that exist as student's

9 Esia-donkoh, K. (2014). Stress coping strategies of 2012/2013 final year sandwich students of the department of basic education, university of education, winneba (UEW), Ghana. *International Journal of Education Learning and Development*, 2(1), 54-67.

10 Taukeni, S. (2014). The main challenges student mothers experience to manage their dual roles. *International Journal of Advances in Psychology*, 3(3),94-98.

11 Cabaguing,A.(2017).Motherhood and Studenthood,The Lived Experiences of College Student Mothers in Samar State University. *International Review of Social Sciences*, 5(3), 213-219.

mothers move along with academic path. These include demands on responsibilities, social and self-expectation which hinder their progressing studies. They explained that student-mothers juggle various tasks such as conflicting demands, financial problems, social stigma, and self-negligence.

One challenge that Nanay-students face is the difficulty of balancing family and academic responsibilities. According to a study by David (2017)¹², Nanay-students in the Philippines experience high levels of stress and fatigue due to the demands of their multiple roles as mother and students. They also struggle with time management and find it challenging to complete academic requirements while also taking care of their children and managing household chores.

Several challenges faced by these students, including financial constraints, family responsibilities, and gender discrimination, needed coping strategies to be employed by Nanay-students to overcome these challenges, De Guzman, M.G. & Alfonso, K.H. (2018)¹³.

The study of Dankyi, J. K., Dankyi, L. A., & Minadzi, V. M. (2019)¹⁴ found that student mothers' experience various academic struggles such as lack of ability to attend school and take lectures regularly because of tiredness and child sickness. It was also found that student mothers struggle with examinations whereas their attention is divided into taking care of the child and learning effectively for the exam. And, financial struggle, not just for the child's needs but also for transportation fees and printing and photocopying of learning materials.

Nanay-students face numerous challenges in pursuing their education, including financial constraints, lack of childcare, and social stigma. One study found that 73% of Nanay-students reported

12 David, J. (2017). Nanay Students Experiences in Balancing Family and Academic Responsibilities. *Philippine Journal of Social Sciences and Humanities*, 27(1), 47-65.

13 De Guzman, M. G., & Alfonso, K. H. (2018). The lived experiences of Nanay-scholars: challenges and coping strategies. *Higher Education Research & Development*, 37(3), 575-589.

14 Dankyi, J. K., Dankyi, L. A., & Minadzi, V. M. (2019). Struggles and Coping Strategies of Student Mothers at the University of Cape Coast Distance Education, Ghana. *Creative Education*, 10(11), 2484-2494.

experiencing financial difficulties, while 63% reported difficulty finding time for their studies due to their caregiving responsibilities Torres & Serrano, (2019)¹⁵. Additionally, Nanay-students often face social stigma and discrimination, as there is a perception that motherhood is incompatible with academic success.

With the main common challenges faced such as lack of time to manage their dual roles. Moreover, challenges such as bullying, time management, and financial problem, are also factors affecting their daily experiences in pursuing their education, Kolokium (2021)¹⁶.

In addition to that, a study by Adisa T.A (2022)¹⁷ states that social expectations and demands for managing a caregiving role might conflict with the demands for the work and/or student role. Student, work, and family roles are generally in conflict with each other. If a single mother allocates more energy to her student role, she will give less to her family and/or work role – thus, role conflict from differing role pressures occurs.

The Coping Mechanism Nanay- Students in Facing Hindrances and Challenges in Learning.

Despite these challenges, Nanay-students have been found to possess unique strengths and resources that can help them succeed. According to Gaddis (2014)¹⁸, showed a strong desire to provide a better life for their children through education. In addition, Mason (2016) found that Nanay-students exhibited high levels of motivation, determination, and resilience in the face of adversity.

15 Torres, M. A. S., & Serrano, R. A. R. (2019). Nanay Students: Balancing Education and Family Life. *Journal of International Women's Studies*, 20(1), 177-189.

16 Kolokium, 9(2), 80-94, (2021). Phenomenology of parenting while schooling among Filipino college student mothers in the province.

17 Adisa, T. A., Mordi, T., & Sani, K. F. (2022). Single Mother's Work Life Balance and the Challenges of Multiple Roles.

18 Gaddis, S. M. (2014). *Academic motherhood: How faculty manage work and family*. Rutgers University Press.

Potocnik (2017)¹⁹ said that being realistic, knowing what to prioritize, planning the daily routine, and always remembering that break is necessary and thinking positively, are the few ways student-mothers cope with this dual role. While others, cope with the uphill challenges, through fast thinking, multitasking, and dividing time wisely services. Rholyn Mae V Torres, Larah Jane T Sangala, Ariel E San Jose, Arlo R Mortos (2020)²⁰.

In addition to that, Chinwe (2020)²¹ suggest that student-mothers major source of support came from their husbands while the least source of support came from scholarships, grants, and loans, and also revealed that student-mothers feel very much excluded in the mainstream of academics due to their inability to measure up with fellow students.

Current provisions implemented help the situation of Nanay-Students

In terms of interventions that can support the success of Nanay students, research suggests that providing financial aid and childcare assistance can be effective strategies. For example, a study by Raskin and colleagues (2017)²² found that providing childcare support significantly increased the likelihood of Nanay students completing their degrees. Despite these challenges, several programs and initiatives have been implemented to support Nanay students in the Philippines. One is the Balik Eskwela Program, which provides scholarships and financial assistance to Nanay students who are returning to school after taking

19 Potocnik, D. (2017). Being a Wife, Mother, Employee and Student, Is it even Possible?

20 Rholyn Mae V. Torres, Larah Jane T. Sangala, Ariel E. San Jose, Arlo R. Mortos (2020). Untold stories of student-mothers' academic journey: A phenomenology. *Journal of Studies in Social Sciences and Humanities*, 6(4), 158-169.

21 Chinwe V Ogunji, Chinyere A Nwajiuba, Rowland C Uwakwe, (2020). Student-mothers in higher education: An exploratory study of challenges and support system for inclusion. *Journal Of The Nigerian Academy Of Education*, 15(2).

22 Raskin, M., & Brewster, K. L. (2017). The impact of childcare on academic success among student mothers at a community college. *Journal of Social Issues*, 73(4), 701-719.

time off to care for their families (Bueno & Tamondong, 2017)²³. In addition to these programs, some universities in the Philippines have implemented specific policies and practices to support Nanay students. For example, some universities have established breastfeeding stations and daycare centers on campus to make it easier for Nanay students to balance their caregiving responsibilities with their studies.

In the Philippines, particularly in a university, the study by Dela Cruz, C. A., & Santos, M. B. (2018)²⁴ found that Nanay students relied on various sources of support, including family members, classmates, and university services such as daycare centers and counseling services. However, the study also identified gaps in support, particularly in terms of financial assistance and flexible academic policies.

Expanded Student Grants-in-Aid Program for Poverty Alleviation (ESGP-PA), which provides financial assistance to students from low-income families, including Nanay students is also an example of existing provisions for them, Talento & Asis, (2019)²⁵.

Another study by Guanzon-Lapeña and colleagues (2019)²⁶ investigated the impact of a program designed to support Nanay students in completing their education. The program provided financial assistance, academic support, and mentorship to Nanay students in the Philippines.

23 Bueno, M. A. S., & Tamondong, L. G. (2017). Support for Nanay Students: University Policies and Practices. *Asia Pacific Journal of Multidisciplinary Research*, 5(2), 31-38.

24 Dela Cruz, C. A., & Santos, M. B. (2018). Support systems of nanay-students in a Philippine university: a qualitative study. *Philippine Journal of Psychology*, 51(1), 1-22.

25 Talento, E. D., & Asis, J. M. (2019). The expanded student grants-in-aid program for poverty alleviation (ESGP-PA) of the Commission on Higher Education: An analysis of its impact on the academic performance and financial support of Filipino higher education students. *Higher Education for the Future*, 6(2), 131-144.

26 Guanzon-Lapeña, M. V., Rodriguez, R. M., & Maghuyop, M. A. (2019). Beyond maternal roles: Understanding the impact of support for nanay students on their academic success. *Philippine Journal of Psychology*, 52(1), 45-65.

Cruz and colleagues (2020)²⁷ recommended that higher education institutions in the Philippines should provide more support for Nanay students, including access to financial aid and childcare facilities. The study found that the program was effective in improving the academic performance of Nanay students and increasing their retention rates in higher education. Furthermore, a study by Olayan and colleagues (2020)²⁸ recommended that higher education institutions should provide additional support for Nanay students during online learning, including access to technology and flexible academic schedules.

One of the provisions for Nanay students is the availability of flexible learning arrangements. As stated in the Republic Act 10931 or the Universal Access to Quality Tertiary Education Act, the Philippines is required to provide flexible learning arrangements to accommodate the needs of working students, which include Nanay students. This may include online classes, modular learning, and blended learning, which allow Nanay students to attend classes from home while also managing their household responsibilities. (RA 10931).

In conclusion, Nanay students experienced various hardships and challenges in learning. However, they also possess unique characteristics and have different ways that enable them to face these hardships. Moreover, the provision of support for Nanay students in the Philippines is a topic that requires further attention from policymakers, educators, and researchers. The existing literature suggests that programs and initiatives that provide financial assistance, academic support, and childcare facilities can be effective in improving the educational outcomes of Nanay students. Furthermore, additional support is necessary to ensure that Nanay students can access and complete education.

27 Cruz, M. V., Flores, R. S., & Serrano, N. V. (2020). Nanay students: Experiences and challenges in accessing higher education in the Philippines. *Asia Pacific Journal of Education*, 40(1), 42-55.

28 Olayan, A., Canieso-Doronila, M., & Villar, C. (2020). Balancing motherhood and online learning: Experiences of nanay students in the Philippines during COVID-19 pandemic. *Higher Education for the Future*, 7(2), 187-201.

RESEARCH METHODOLOGY

The purpose of this qualitative research study was to explore the experiences and perceptions of individuals belonging to the classification of Nanay students. This study aimed to investigate the complexities based on the experiences and challenges encountered by these individuals on their learning journey as well as the coping mechanisms they apply. This study utilized a phenomenological research design, which aimed to explore the complexities based on the lived experience of these individuals. Phenomenology was an appropriate approach for this study because it sought to understand the subjective experience of these people.

Research Participants

The participants for this study were individuals, who belong to the classification of Nanay-students, aged 16 years old and above, who already had a child/ children and family, but still studying. Participants were recruited through the school administrator and curriculum departments of the school. The inclusion criteria were individuals who belong to this classification only and were studying at Quirino National High School, and who were willing to share their experiences as a Nanay student in their time at a National High School.

Research Ethics

This study adhered to the ethical principles for research involving human subjects, including informed consent, confidentiality, and anonymity. Participants were given a written consent form, and their participation was entirely voluntary. Participants were informed that they were free to withdraw from the study at any time. The information gathered was kept private, and participants were given pseudonyms to protect their identities.

Research Tools and Instruments

The primary research tool for this study was semi-structured interviews and focused-group discussion (FGD), where the researchers along with the participants further discussed the experiences and complexities they had encountered during their time at a National

High School. The interview questions were designed to capture the complexities based on the experiences and perceptions of individuals belonging to the classification of Nanay-student, as well as their coping mechanisms on how they faced these challenges. The interviews were audio-recorded and transcribed verbatim which ensured accuracy.

The data collected from the interviews were analyzed using thematic analysis, known as the qualitative data analysis method, which involved identifying patterns or themes in the given data. The analysis was conducted manually by the researchers who independently coded the data, identified categories and themes, and interpreted the findings. This helped ensure the reliability and validity of the data analysis.

Overall, the research tools and instruments selected for this study were appropriate for the research design and research questions. The semi-structured interviews as well as the focused group discussion allowed for an in-depth exploration of the experiences and perceptions of these individuals, while the thematic analysis helped identify the common patterns and themes in the data.

Tools for Data Analysis

The data collected was analyzed using thematic analysis, which involved identifying patterns or themes in data. The analysis involved coding the data, identifying the various perceptions, experiences, challenges, and coping mechanisms of Nanay students on their academic journey at a National High School, and interpreting the findings. The analysis was conducted manually and inter-rater reliability was ensured by having the researchers independently analyze the data and compare their findings. The findings were presented in a narrative form, accompanied by quotes from participants.

RESULT AND DISCUSSION

This section aims to provide a comprehensive understanding of human experiences through qualitative analysis. By exploring the interview data, this section examines the themes, patterns, and codes that emerged from the conducted interviews, shedding light on the various experiences, complexities, and coping mechanisms of individuals belonging to the classification of Nanay- Students.

A. Labels of Nanay-Students

Nanay students were different from other students. As they had obligations that a normal student didn't have, like taking care of a child and responsibilities at home, leading them to be unable to do what normal students do. Participants shared their experiences saying that,

“Yung pagiging studyante na nanay ay napakahirap kasi iba yung studyante na pangkaraniwan kaysa dun sa nanay na studyante, iba yung obligasyon mo sa bahay, napakahirap talaga pagsabayin.” (LE-1)

“Ay wen ah adeng, ta gamin adda anak kon tas bilang parent, estudyante nga adda anak na, madik maaramid dagijay ub-ubrain dagijay dadduma nga kaklasek kasjay.” (LE-2)

“Sa tingin ko may pag kakaiba ako bilang isang nanay na studyante sa ibang studyante, kase syempre sila malaya sila, kapag kunware may assignments sila, may assignment kami magagawa nila kaagad kase wala silang aasikasuhin pero ako ang pagkakaiba kase namen hindi ko siya kaagad magagawa.” (LE-2)

Their emotions were also labeled differently from others. Some felt normal and proud of what they had reached.

“Pakiramdam ko naman eh parang ordinary lang na mag aaral.” (LE 6)

“Ang pakiramdam ko ngayon sa aking pag aaral nakakaproud kase kahit may anak na ako achiever parin ako.” (LE-7)

However, others felt the distance between their relationship with their family, yet they also highlighted that they were now happy with the support they had gotten from their peers and teachers.

“Sa na obserbahan ko nung una alam kong lumayo ang loob ng pamilya ko saakin, minsan kapag dumadalaw yung mga tita ko saka yung mga pinsan ko, nahihiya ako sa kanila humarap kase ganito ang nangyari saken.” (LE-8)

“Masaya at kawiliwili dahil sa mga kaklase ko na nandyan at sa mga teachers ko dahil nandyan sila para pagsabihan ako at ipush ako na pag igihin ko ang pag aaral ko.” (LE-8)

With these identified labels, improvement as individuals emerged based on their experiences and emotions. Some were able to showcase more of their skills, some had learned to build their confidence, and some faced all the challenges with courage that had been deemed worthy.

“Kahit na nanay na ako na studyante, maipapakita ko pa rin ang kakayahan ko kahit maraming mga suliranin, mga pagsubok makakayanan ko ito at nalalagpasan.” (LE-3)

“Nakatulong ito sa akin sa pagiging malakas bilang isang ina, confident ganon tas jy natibkir ti nakim na yung hindi talaga ako naapektuhan sa mga sinasabi nila sa akin bilang isang nanay student.” (LE-4)

“Sa kasalukuyan mailalarawan ko ang aking academic journey bilang mapanghamon pero worth it naman sya na paglaanan ng oras kase sa paraang, sa pag aaral ko ito ang nagbibigay daan upang guminhawa ang buhay namin balang araw.” (LE-5)

The findings revealed that individuals who belonged to the classification of Nanay students had different labels from other students. They had obligations that a normal student didn't have, like taking care of a child and responsibilities at home, leading them to be unable to do what normal students did. Their emotions were also labeled differently from others. Some felt normal and proud of what they had reached.

However, others felt distance between their relationship with their family, yet they also highlighted that they were now happy with the support they had gotten. With these identified labels, improvement as individuals emerged. Some were able to showcase their skills more, others had learned to build their confidence, and some faced all the challenges with courage that had been deemed worthy.

B. Roles and Responsibilities of Nanay-Students

Juggling the role of a student and a mother at the same time was quite the task. Therefore, various strategies were very much needed. The participants shared their strategies for balancing their obligations. One participant highlighted prioritizing works, and stated that,

“As a nanay ginagawa ko na yung mga dapat ko ng gawin sa aking anak yung pagpapadede ganun tas kapag may oras naman ako ginagawa ko na yung bagay na talagang gagawin ko na parang yung mga schools project assignment.” (RR-1)

Another one shared that she balanced her roles and responsibilities through time management.

“Sa pamamagitan ng time management, halimbawa yung sa mga gawaing sa bahay, sinisikap kong tapusin at ganun din sa mga gawain sa school sa school para mas mapagaan at mabalanse ko ang gawain ko.” (RR-2)

In addition, family support, such as family members taking care of their children, was a great help in balancing their roles and responsibilities.

“Hindi naman ako nahihirapan sa pag aasikaso sa anak ko, at tyaka meron naman lola ko, mga pinsan, tito at tita at pag alam na ng lola ko na madami akong ginagawa, nag sasakripisyo siya na alagaan yung anak ko.” (RR- 3)

Juggling the role of a student and a mother at the same time was quite the task. Therefore, various strategies such as prioritizing work and time management, were very much needed. In addition, family support, such as a family member taking care of their child, was a great help in balancing their roles and responsibilities.

C. Challenges Encountered by Nanay-Students

Individuals belonging to this classification had various challenges, whether it be in the form of self, peer, or social and economic.

Self-Challenges: Stress

One of the self-challenges that a Nanay student could reveal was stress, this had been seen in the form of lack of sleep. A participant stated that,

“Adiay puyat kasjay deng ta gamin madik mitla ammo time ko kasjay ta madik mitla maub-ubra dagijay assignment ko agijay project ngem dahil nga sa adda time mi mitlang ti malim na isu ti ububraik nuka deng ti malim na.” (HC-1)

Kailangan ko magpuyat kasi yung anak ko ano oras na matutulog so kapag may assignment ako hindi ako pwede matulog ng hindi ko nasasagutan tapos kapag may project kami na kailangan gawin sa ibang bahay dapat may time limit ako dapat umuwi ako agad. (HC1)

“Minsan physical stress, mentally. Minsan ang experience ko sa physically ay fatigue like minsan ay inaantok sa klase, haggard at sa mental naman ay exhausted, tardiness, irritable tapos loss interest in daily activities.” (HC-2)

One interviewee shared that she experienced stress because of an overload of schoolwork.

“Ang stress ko naman bilang isang Nanay-student ay kapag natambakan nako ng mga projects kase hindi ko masyadong nahaharap tapos yung kung walang mag aalaga ganun.” (HC-3).

Self-Challenges. Unsupported

In addition, being unsupported and neglected were also a challenge for these individuals.

“Ajay ngay kasla baybay-an daka kasjay deng, kasla sika mang kwa atan kasla kasjay ngem adda mitlang nuka latta deng suporta dagijay dadduma.” (HC-8)

“Merong time na ganyan ang naramdaman ko, meron akong mga ka-klase na ganyana ang pinaparamdam saken, pero grateful naman ako na kahit di nila ako sinusupportahan, kaya kong suportahan ang sarili ko.” (HC-8)

Peer Challenge. Criticism

Furthermore, some of the participants also experienced challenges through criticism by their peers. This could be in the form of foul language.

“Meron pa din deng ngem balbaliwaik kasjay madik pan pansinin, ajay nalandi deng, nalandi kasjay ngem haan nak mit nalandi talaga.” (HC-4)

And hearsay that included judgment.

“So far, hindi ko alam kung pangungutya ba yon o minsan may nagpaparinig sa akin pero wala na saken yun kase alam mo naman nangyari na nga saken, hindi ko naman itatangi. Meron akong isang uhm isang ka klase na nag paparinig saakin pero most of them naman hindi naman sila ganun, mabait naman sila saaken, yun lang isa lang.” (HC-5)

Social and Economic Challenges

Managing roles at home, at school, and financial hindrances were some of the social and economic barriers to individuals pursuing their studies.

“Bilang nanay student napakahirap talaga kasi pag sa bahay tapos syempre meron akong mga anak dapat i-prepare ko muna yung mga gamit ng mga anak ko at mga pagkain nila bago ako pumunta sa eskwela.” (HC-6)

“Kapag walang mag babantay sa anak ko or kapag nagkakasakit yung anak ko kailangan kong umabsent para alagaan siya.” (HC-6)

“Financially deng, kasi syempre nag-aaral palang ako.” (HC-7)

Individuals belonging to this classification had various hindrances and challenges. One challenge a Nanay student revealed was stress, this was in the form of lack of sleep, physical and mental restraints, and overloaded schoolwork. Hearsays corresponding to judgment and foul language were one of the shared criticisms of these individuals, from their peers and other people.

Furthermore, managing roles at home, at school, and financial hindrances were some of the barriers to these individuals pursuing their studies. In addition, being unsupported and neglected were considered hindrances however, one participant said that even without support they were still grateful that they could support themselves.

D. Coping Mechanisms of Nanay-Students

Despite all the various challenges and hindrances faced by these individuals, they employed various coping strategies to overcome these challenges as well as support systems and inspiration.

Peers

One way of overcoming their challenges was the help of their peers.

“With a help of my parents ganun deng, sa mga student na kaibigan ko yung mga kaklase ko ganun tyaka yung asawa.” (CP-1)

“Kwan, noon, grade-10 kase modular non kapapanganak ko palang, kay ma’am Mesa, maam hindi kona po muna itutuloy ang pag-aaral kase parang hindi ko po kaya so sabi niya sa aken na kaya mo yan time management lang.” (CP-1)

Perseverance

Unending perseverance was also one of the coping mechanisms employed.

“Hinarap ko ito ng buong buong puso para ito mapagtagumpayan ko.” (CP-2)

Support System

These individuals also shared that support systems were one of the factors that helped them face challenges.

“Particular na tumutulong sakin ay ang aking asawa maging sa emosyonal at saka financial.” (CP-3)

Inspiration

Also, various inspirations were identified as their coping mechanisms such as eagerness to continue education, and awards received that could improve their lives and social- status.

“Kasi noon pa gusto ko na talaga mag-aral pero wala kaming pera at walang time pero ngayon may pagkakataon na akong mag-aral kaya grinab ko itong opportunity.” (CP-4)

“Kapag kalaro ko yung anak ko, yung mga tawa at ngiti nya ang nakapagbigay saken ng inspiration kapag awarding ceremony kapag inaawardan ako nagiging inspiration din yun na ipakita ko sa ibang studyante na kahit ganito na ako kayang Kaya ko parin na mag rise sa pack.” (CP-5)

“Meron akong isang goal na hindi ko sya matatanggal sa isip ko, yung goal na yun gusto kong yumaman. Yun ang nagiging motivation ko kase sabi ko sa lola ko, ma kapag madami na tayong pera maibibigay kona lahat, sinasabi ko kay Aslan kapag natutulog sya binubulungan ko sya kapag madami na tayong pera mabibilhan na kita ng magagandang laruan. Kase kapag hindi ako nag aral, wala akong in the future kung hinde ako makapag aral at kung hindi ako makakuha ng trabaho, wala akong mapag kukunan ng, pangbuhay don sa anak ko.” (CP-6)

With the various hindrances and challenges experienced by these individuals, many strategies for overcoming this have emerged. These individuals shared that the support and help of peers and family members were one way of coping with these hindrances. In addition, having inspiration had become a way for them to continue their education despite the challenges they encountered.

E. Sacrifices of Nanay-Students

Nanay students also needed to sacrifice some things for their studies. One of the participants shared that, sacrificing her bond with her family or child needed some time for her to finish a certain project.

“So sinacrifice ko yung time ko na kasama ko yung anak ko para makapag aral ako, at the same time sacrifice ng lola ko yung time

niya para maalagaan ang anak ko at meron pa kapag yung mga projects ko yung hindi na ako pagpunta so ginaguide ko nalang sila.” (S-1)

Sometimes, sacrificing your family time to pursue education had a certainty of the family’s future.

F. Advice of Nanay-Students

Grab the Opportunity

With the various experiences encountered by Nanay-student individuals, they gave some advice to inspire Nanay students just like them who wanted to continue their education. One piece of advice they gave was to grab the opportunity to continue studies and never give up pursuing your dreams.

“Kapag nag babalak sila na mag balik-aral, hindi sila mahihiya dapat ipagpatuloy parin nila ang kanilang pangarap kahit na nanay student sila, dapat walang makakahadlang kung gugustuhin nila yung opportunity o ang pangarap nila para maabot nila ang pangarap nila.” (AD-1)

Never Lose Hope

Another participant stated that never lost hope, despite the challenges along the way.

“Huwag silang mawalan ng pag-asa kahit iniinsulto na sila ng mga masasakit na salita kahit may pamilya ganun baliwalahin lang nila yung mga salita na ganun kase at yung iisipin mo lang yung kinabukasan ng iyong anak at dahil iyong sarili.” (AD-2)

Do not listen to other’s criticism.

On the other hand, one participant mentioned the importance of not listening to others’ criticism, giving the best, and focusing on studies for the child.

“Ang gusto kong iadvice sa kanila, kung may mga naririnig man silang mga masasakit na salita na galing sa mga studyante, sa ibang studyante o sa ibang tao na hindi nila kayang abutin ang

ganito, hindi nila kaya kase meron na silang anak, wag silang maniniwala dun dapat isipin nila na ngayon at may anak na sila mas pagbutihin pa nila ang pag aaral nila.” (AD-3)

G. Aids for Nanay-Student

Nanay students also revealed various aids that had helped them with their hindrances, particularly in finance.

Scholarship

One shared that having a student-scholarship had helped her manage financial hindrances easier.

“Sa financial, minsan kulang ang allowance namin so first sa financial support yung allowance tapos saakin ahm bilang isang estudyante scholarships.” (AI-1)

Help from teachers

While another participant highlighted the help of teachers and students like letting them borrow materials for printing to help her.

“Meron Yung mga sa research kase namin kelangan namin mag pa-print ng madami, so meron yung mga teachers mga students na uhm bukas ang loob na tumutulong saakin para ma i-fullfil yung kailangan kong gawin meron yung mga teachers na nag papahiram ng printer meron din yung mga ka klase ko na nagbibigay ng kontribution para matapos namin asap.” (AI-2)

Nanay-students also revealed various aids that had helped them in their hindrances, particularly in finance. One of these was through scholarship and the help of teachers by letting them borrow materials such as printers. These individuals shared that their financial needs had become easier to manage.

CONCLUSION

The findings suggested various experiences, challenges, hindrances, and coping mechanisms faced and employed by these individuals. This underscored the importance of looking into these various experiences to understand their classification. Furthermore, the findings could be a basis for policymakers and educators in the implementation of various programs and initiatives that could better adhere to the learning needs of these people.

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