

Student-Parents' Challenges in Nursing School

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Abstract. Student-parents, those learners who have to care for their children, manage to carry out studies, child-rearing, and more often gainful employment, are peculiarly placed in a way that may affect their performance as well as other areas of their lives. This paper is focused on designing a learning guide to facilitate the student-parent learning of their roles in managing overlapping roles. In the present study, there is a concern with working students and/or parents but little attention has been given to lived experiences of working students and parents combined. This study addresses that gap by exploring student parents' management of time, roles, and stress. Only eight participants were chosen for the study with a purposive sampling technique adopted; four male and four female participants were interviewed using the developed self-administered two-part questionnaire. An attempt was made to reduce the data collected through Colaizzi's method to fundamental experiential characteristics and seek out significant themes. These indicate many challenges, including time management and role conflicts, whereby there is often a need to compromise health and academic achievements. The lack of formal support structures also intensified these challenges; however, participants' defiance revealed functional coping mechanisms such as pragmatism in task orientation, family and peer support, and limited availability of supportive campus resources. These six themes offer a clear and all-around view of student-parents' challenges: These results imply that appropriate support needs to be provided, as well as efficient strategies and policies that embrace the diversity of the environmental context in education in their facilities and especially in nursing schools. School administrators can apply specific strategic policies based on the study's recommendations concerning student-parents to enhance learning and overall success, or lack thereof, of student-parents.

Keywords: Coping strategies; Education; Role conflict; Student-parents; Time management.

1.0 Introduction

Student parents in nursing programs face unique and formidable challenges as they strive to balance academic responsibilities, parenting duties, and, in many cases, employment. The complex interplay of these roles often results in significant time constraints and financial pressures, making the pursuit of higher education a daunting endeavor for this demographic. Existing literature underscores these difficulties, highlighting time management struggles, emotional stress, and the potential for academic underperformance due to the overwhelming demands placed on student-parents (Concerto et al., 2017; Prikhidko & Haynes, 2018).

In the Philippines, where the familial and cultural context strongly emphasizes educational attainment and family obligations, student-parents often find themselves in a particularly precarious situation. According to Andrewartha et al. (2023), despite increased access to education, student-parents continue to face substantial

hurdles, often resulting in compromised academic performance or withdrawal from educational programs. Similarly, Ashipala and Natanael (2021) discuss the profound dilemma faced by student-parents who must navigate the demanding spheres of parenthood and academia without neglecting either responsibility.

The literature reveals that while student-parents exhibit remarkable resilience and determination, leveraging support systems and exceptional time management skills to succeed (Hall et al., 2018), their support structures are often insufficient. This insufficiency is particularly evident in the context of nursing programs, where the intensive and inflexible nature of the curriculum further exacerbates these challenges. Moreau and Kerner (2013) note that the dual role of caregiving and studying demands unique skills, often leading to physical and emotional exhaustion.

Despite the rich body of research on student-parents, there is a notable gap in understanding those in nursing programs' specific experiences and coping strategies. This study addresses this gap by exploring student-parent experiences at World Citi Colleges, Quezon City. By doing so, the research aims to uncover the unique challenges they face, their coping mechanisms, and the support structures that can enhance their academic success. This study provides a detailed account of the experiences of student-parents in a nursing program, thereby contributing valuable insights to the existing body of knowledge. The findings are intended to inform the development of targeted support systems and policies that accommodate student-parent needs, ultimately fostering a more inclusive and supportive educational environment. This research is significant as it sheds light on student-parent struggles and offers practical recommendations for institutions that support this often-overlooked demographic.

2.0 Methodology

2.1 Research Design

The study employed a descriptive phenomenological approach to explore the unique experiences of student-parents.

2.2 Research Locale

The research was conducted at World Citi Colleges (WCC) in Quezon City, Philippines. WCC is a well-established institution offering a wide range of programs: Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, Bachelor of Science in Pharmacy, Bachelor of Science in Physical Therapy Bachelor of Science in Psychology, Bachelor of Science in Radiologic Technology Bachelor of Science in Nutrition & Dietetics, Bachelor of Science in Hospitality Management, Bachelor of Science in Tourism Management, Bachelor of Science in Information Technology, Bachelor of Science in Business Administration. The College of Nursing is known for its rigorous academic program and diverse student body, including student-parents. The locale was chosen due to its relevance to the research topic and the accessibility of the student-parent population within the nursing program. The research involved direct interaction with the student-parents in the nursing program, making WCC an ideal locale for this study.

2.3 Research Participants

We employed a purposive sampling method in our research to ensure the correct data acquisition. This method involved the deliberate selection of participants based on specific criteria, allowing us to focus on individuals who can provide rich, relevant, and diverse data. Our inclusion criteria encompass all male and female students enrolled in the College of Nursing at World Citi Colleges (WCC). Using the sampling method and our inclusion criteria, the researchers interviewed four male students and four female students, all in the College of Nursing. Only students who confirmed being parents were considered eligible for our study. The homogenous sampling technique, a subset of purposive sampling, played a crucial role in shaping the composition of our study's participants. By focusing on specific criteria, we ensured the careful selection of participants who fit the profile of student-parents at the College of Nursing, WCC.

2.4 Research Instrument

This study used a two-part questionnaire to gather comprehensive data about the participants' experiences. We meticulously designed and executed the questionnaire with precision. We also conducted pilot testing to validate the questionnaire and ensure its reliability. This involved administering the questionnaire to a few participants similar to the target population. The feedback from the pilot test was used to make necessary adjustments to the

questionnaire, enhancing its reliability and validity. The first part of the questionnaire collected profile information about the participants, providing us with a clear understanding of their backgrounds. The second part consisted of face-to-face or online interviews, which allowed us to delve deeper into the lived experiences of the student-parents. This approach helped us explore many participants' experiences systematically and comprehensively. The pilot testing and subsequent adjustments ensured that the questionnaire was clear and understandable and effectively elicited the desired information from the participants. This contributed to the overall quality and trustworthiness of the research study.

2.5 Data Gathering Procedure and Analysis

This study employed a systematic approach to data collection, involving several well-defined steps. First, each participant was identified and asked for permission to participate in the study. Once consent was obtained and after establishing the participants' eligibility, the researchers conducted in-depth interviews with the World Citi Colleges and QC student-parents using our research instrument; we used a questionnaire to collect information that was aligned with the research instrument we used.

The selected student-parents participated in face-to-face or online interviews with permitted recorded devices. These interviews are designed to capture their experiences in balancing their roles at home, school, and work, their perspective on time management and participant recommendations. The data was then analyzed using Colaizzi's Descriptive Method for phenomenological analysis to identify themes and patterns in these experiences. Ethical considerations were used throughout the study, with informed consent obtained from all participants and their identities kept confidential. The results included detailed descriptions of the student-parent experiences, identification of common themes and patterns, and recommendations for policy and practice based on these findings.

2.6 Ethical Considerations

This research study followed ethical guidelines. We emphasized ethical considerations, particularly as our research involved participants, and aimed to explore and describe their experiences. We adhered to several fundamental moral principles to ensure the ethical integrity of our research. We respected the principle of Autonomy by obtaining informed consent from all participants, recognizing their right to participate or decline to participate in the study voluntarily. We upheld the principle of Beneficence by ensuring the welfare of our research participants and safeguarding them from physical, emotional, and psychological harm. Justice was maintained by treating all participants fairly and avoiding any exploitation or abuse. We ensured Confidentiality by protecting the privacy of the participants, keeping the data collected secure, and not disclosing the identity of participants without their consent.

We upheld the principle of non-maleficence by ensuring that the research did not harm or cause discomfort to the participants. We also respected the principle of Respect for Persons by acknowledging the participants' autonomy and treating them courteously. Regarding Fidelity and Scientific Integrity, we conducted our studies honestly, transparently, and rigorously. We ensured the research was reliable and valid by conducting pilot testing to validate the questionnaire and ensure its reliability and maintaining a transparent and thorough documentation process. This rigorous approach also helped us ensure the trustworthiness of our research. We respected the principle of Privacy by ensuring that the data collected was strictly used for the research and not for any other purpose. We also maintained Cultural Sensitivity by being aware of and sensitive to cultural differences and not imposing our cultural values on the participants. This involved understanding and respecting the cultural contexts of our participants and incorporating this understanding into our research approach.

3.0 Results and Discussion

Utilizing the questions that focus on the lived experiences of the student-parents, a total of six (6) specific themes emerged: (1) Juggling Life's Roles: Home, School, and Work, (2) Against the Clock: The Essentials of Time Management, (3) Double Duty: Navigating Parenting and Academics, (4) Pillars of Strength: The Power of Support Systems, (5) Navigating the Storm: Unveiling Coping Strategies, and (6) Path to Progress: Improvement Strategies.

Juggling Life's Role at Home, School, and Work

The participant's verbalization points (see Table 1) out the struggle to focus on studies while caring for a child and the guilt associated with feeling like they cannot devote enough time to their child due to academic responsibilities.

Table 1. Experiences of student-parents in terms of juggling life's role at home, school, and work

Theme	Subtheme	Statement
Juggling Life's Roles: Home, School, and Work	Balancing Responsibilities	"It is hard to study when, of course, you have a child. You will be teased; you will be teased. So, of course, you can autofocus. So, the hardest challenge there is you do not have focus when he is awake."
	Managing Multiple Roles	
	Role as Head of the Family	"But I feel like I have little time with my son. Because I have to finish my studies, his life seems to be going well. So, the time between me and my mother is somewhat reduced, which I should be able to give fully. Because he was divided when studying."
	Successful Multitasking and Responsibility Management	
	Parenting Challenges	
	Conflicting Demands	
	Prioritizing their Family and Children	
	Focusing on Your Goal	
	Career Planning	

Being a parent and a student is challenging due to multiple role and time conflicts between school and parenting that become a source of stress, anxiety, and depression among students (Concerto et al., 2017). Some student mothers felt they neglected their children due to prioritizing their studies, especially during demanding academic periods (Ashipala & Natanael, 2021). Student-parents may perceive balancing graduate school and parenting as challenging, feeling guilty for not spending enough time at school and with their children and experiencing stress choosing between school and parenting responsibilities (Prikhidko & Haynes, 2018). A related study found that student-parents share the challenges of balancing parenthood and academic pursuits (Ashipala & Natanael, 2022). Student-parents in this study constantly struggled to balance their studies with the demands of parenthood. The student-parents emphasized these challenges, describing the difficulties of caring for sick children, breastfeeding, and bonding with their babies while keeping up with schoolwork. The student-parents felt the pressure to provide for their children's needs while pursuing their education, adding another layer of stress to their already demanding lives.

Time Management

Participant 8's statement (see Table 2) highlights the struggle to maintain a strict schedule, carefully balancing school, work, and parenting demands. Setting aside time for their children, they acknowledge their longing for connection. They avoid becoming overly consumed by academic or professional pursuits, understanding the importance of spending quality time with their kids. A study showed that time management variables such as short-range, long-range, and time attitude significantly correlate to students' academic achievement. Another study also posits that time management variables should include independent variables such as prioritization, procrastination, socialization, and student's academic performance (Adebayo, 2015).

Specifically, his study claimed a positive relationship between time management factors such as prioritization, procrastination, and socialization and the student's academic performance. Since time management is a method of organizing, arranging, and planning one's time for the use of more effective in both work and productivity, it is imperative that faculty members, regardless of age, must set plans before accomplishing tasks and set urgencies tasks daily. Learn how to prioritize the work to be accomplished and how individuals use the time efficiently by handling the necessity of the tasks and the time to be used so that time is maximized (Sayari et al., 2017).

Table 2. Experiences of student-parents in terms of time management

Theme	Subtheme	Statement
Against the Clock: The Essentials of Time Management	Time Management Challenges	"There. Extreme time management. It is like balancing school and then balancing your time with the kids. Do not just focus on school; do not just focus on work. Of course, children are also my priority. So, I give them time."
	Time Management and Scheduling	
	Prioritization	
	Planning and Scheduling	"However, by venturing into business and work, I discovered the value of effective time management in balancing multiple responsibilities."
	Effective Time Management	
	Proper Time Management	
	Set Priorities First	
	Mind Mapping	

Caregiving demands layered on top of the demands of work and school can lead student-parents to experience "time poverty" or the lack of time to complete day-to-day responsibilities (Reichlin Cruse et al., 2018). The studies suggest effective time management positively influences academic performance, emphasizing prioritization and overcoming procrastination. They highlight the importance of setting plans and priorities to maximize productivity. However, balancing responsibilities such as family, work, school, and self-care pose significant challenges for students, particularly those with dependent children. While Participant 8 emphasizes the importance of balancing time between school, work, and parenting, some research suggests that time management variables such as prioritization, procrastination, and socialization significantly correlate with academic achievement.

This contradicts the notion that strict time management solely focused on family and avoiding becoming overly consumed by academic or professional pursuits is the most effective approach. Effective time management involves setting plans before accomplishing tasks and prioritizing work to maximize productivity (Sayari et al., (2017). This suggests that while spending time with children is important, it is also crucial for individuals, including faculty members, to prioritize tasks effectively to enhance productivity. It says they note the struggle of balancing school, work, and parenting, while research suggests prioritization, procrastination, and socialization impact academic success. Participant 8 talks about the challenge of balancing school, work, and being a parent while still making time for their kids. They try to balance everything to ensure they have enough time for their children. This matches what studies say about how important it is to manage time well.

Navigating Parenting and Academic Responsibilities

Participant 1's statement (see Table 3) highlights the struggle to find time for their children while also needing to sacrifice it to complete their studies. In this theme, we can say that student-parents often struggle between their academic responsibilities and parenting duties. The time and energy required for studies can significantly reduce the time available for family, leading to feelings of inadequacy in both roles. Despite the inherent difficulties of juggling academic and family duties, many parents seek education in today's environment (Sandstrom et al., 2019). Part-time study can make it difficult for students to get financial help, which increases the need for work, creating a vicious cycle (Noll et al., 2017).

According to Oyegun and Oyegun (2019), Parenting is a difficult task that demands discipline and strategy. Some challenges these student-parents face are feelings of not doing enough for their children, focusing on rigorous studies, and sometimes not giving them their time. As some participants have stated, balancing being a parent and a student is hard. Furthermore, concentrating becomes a challenge when studying intensively (examinations and seminars). Even while trying to keep an eye on the kids, there are too many distractions from all sides. All this time was spent studying on the go. A study found that student-parents faced significant challenges establishing a healthy balance between their academic pursuits and parenthood (Maluleke et al., 2023). They expressed feelings of being pulled in two directions, wanting to be good parents while performing well in their

studies. This internal conflict made it difficult to fully focus on either role, as thoughts of their child would intrude on study time.

Table 3. Experiences of student-parents in terms of navigating parenting and academic responsibilities

Theme	Subtheme	Statement
Double Duty: Navigating Parenting and Academics	Parenting Duties	"You do not have time for your children, and simultaneously, you must sacrifice that to finish school."
	Academic Performance Trade-offs	
	Maintaining Performance Despite Challenges	"I cannot fully teach my children, which affects the bonding time between me and my mother."
	Impact on Learning	
	Academic Challenges	
	Struggle with School	
	Sharper Memory	
	Use of Learning Mechanisms	
	Application of Parenting Strategies to Learning Process	
	Being Determined and Inspired by Academics	
	Being Irresponsible means Wasting Money.	

Further complicating the situation, some student-parents also had to work additional jobs to financially support themselves and their children. This additional layer of responsibility created a complex web of demands on their time and energy, making it difficult to excel in any one role. The constant need to juggle these competing priorities left them feeling overwhelmed and stretched thin.

Social Support System

Table 4. Experiences of student-parents in terms of social support system

Theme	Subtheme	Statement
Pillars of Strength: The Power of Support Systems	Family Support	"My mother and then my stepfather, what at that time? I have no plans to do nursing again. I said I would just work here in Manila, I would just do business, and then according to their support emotionally and financially because that is also there. It became clear that "yes, I need to do nursing; what an opportunity."
	Emotional Support	
	Financial Support	
	Work Support	"Financially, it should be. So, if given a chance, it should be; if I get more stable with my financial situation, it would be much better. Like balancing work and school."
	Considerate Employers	
	Workplace Benefits	
	Seeking Support	

Participant 5 shares that their ability to balance work and school depends heavily on achieving financial stability. They feel that being financially secure would greatly enhance their ability to manage both responsibilities effectively. Participant 7 emphasizes the critical role of family support in balancing their dual roles as students and parents, highlighting how such support has been indispensable. The research underscores these personal

accounts, showing that family stability and financial education play significant roles in the academic success of student-parents.

For instance, Adekeye, Gesinde, and Abimbola (2014) find that while family stability might not directly correlate with better academic results, it significantly contributes to social adjustment and competence. Moreover, studies by Sabri et al. (2020) indicate that children from families prioritizing financial education tend to experience less economic stress and achieve higher grades in college. Phung et al. (2023) note that parents involved in financial decisions typically raise children with better financial literacy and budgeting skills. Though challenging, balancing work and family life can be successfully managed with the right strategies. Fialor (2023) suggests setting clear priorities, crafting a flexible schedule, delegating tasks, and practicing effective time management. These strategies, along with integrating work-life aspects and involving family in these efforts, help maintain a quality family life without sacrificing professional responsibilities. Additionally, emotional support from families is particularly crucial for low-income students' academic success, as noted by Roksa and Kinsley (2018), emphasizing that support systems are vital for overcoming academic challenges.

Participant 8 shared how his mother and stepfather's emotional and financial support played a crucial role in his decision to pursue a career in nursing. Initially hesitant about continuing his education, the encouragement and backing from his family highlighted the importance of seizing the opportunity to further his nursing career. It illustrates parental support's significant impact on student-parent decisions and well-being. Parental emotional and financial support has a significant impact on the well-being and academic success of student-parents. Research supports this personal account, indicating that parental involvement is crucial in shaping students' academic and emotional health. Lindell et al. (2020) found that strong parent-child relationships, particularly with minimal financial strain, can help reduce symptoms of depression and anxiety among female college students. Further studies by Can Zuo et al. (2022) demonstrate that parental support, encompassing emotional, informational, and financial aspects, aids college students in their ability to self-regulate, enhancing their academic performance as supported by Participant 8's experience, indicating that parental support, including emotional, informational, and financial aspects, enhances students' academic performance and emotional well-being. Additionally, the study emphasized the importance of perceived parental support in boosting students' self-esteem and overall well-being (Hoferichter et al., 2021).

Researchers also highlighted a strong link between parental support—especially from mothers—and students' academic success and self-confidence. Popa (2016) also aligns with Participant 8's experience and emphasizes the crucial role of parental support in fostering student-parents academic achievements. These studies underscore the vital role of parental support in fostering the success and well-being of student-parents, supporting both the personal experiences shared by Participant 8.

Coping Strategies

For participants (see Table 5), rest serves as an essential coping mechanism, providing moments of respite amidst life's challenges. The presence of a child becomes a source of profound inspiration, offering glimpses of innocence and wonder that rejuvenate the soul. Witnessing the child's happiness becomes a beacon of personal joy, illuminating their path with warmth and contentment. The limited-time student-parents have for the "triple duty" of being a parent, a student, and an employee makes access to safe, reliable, and convenient care for their children especially important (Chase-Lansdale et al., 2017; DeMario 2017; Gardner et al., 2017). Likewise, those who do not have access to the care they need often find themselves making tough decisions about whether to continue with their education. Interviewees described taking advantage of any available care options to make it work (Hess et al., 2014; Reichlin Cruse et al., 2018). It underscores how the child inspires in life, bringing joy and contentment. The text also mentions student-parents challenges juggling multiple responsibilities, including being a parent, a student, and possibly an employee. Access to reliable childcare becomes crucial for these individuals, and the lack thereof may lead to difficult decisions regarding education continuation (Reichlin et al., 2018). Participant 3 talks about how their baby brings them happiness and inspires them. Just seeing their baby smile makes them feel happy, too. Her statement emphasizes that being a student parent with a job is not easy, and managing being a parent, studying, and working does not leave much time.

Table 5. Experiences of student-parents in terms of coping strategies

Theme	Subtheme	Statement
Navigating the Storm: Unveiling Coping Strategies	Planning Ahead	"I set, you know, the activities that I need to accomplish. I have a list of activities I must accomplish within the day or the deadline. So everything is arranged."
	Organizing Schedules	
	Support Systems	"My baby will still be my rest. Because he is one of my inspirations. So, that too. When I see him smiling, happy, I am happy too."
	Bonding with the Family	
	Self-Care, Relaxation, and Rest	
	Finding Inspiration	
	Finding Strategies for Solving Problems at School	
	Having Perseverance	
	Be Strong	
	Believing in Yourself	
	Self-Care and Rest	
	Facing Challenges head-on	

Improvement Strategies

Table 6. Experiences of student-parents in terms of improvement strategies

Theme	Subtheme	Statement
Path to Progress: Improvement Strategies	Understanding People around	"What can help? What else? Apart from what I said. My feeling is that the things that help me are focus, time management, and then what is the goal. I already have that. But it is also different if you have firm and more established time management, goals, and focus. So that is it. Time management, goals, and then focus."
	Supportive Family and Friends	
	Being Consistent	
	Goal Setting	"It is necessary; you know what you want to happen. If you want to be goal-driven, at the same time, take care of yourself. Once you did not do it, you did not take care of yourself because you are too goal-driven. You are too focused; okay, this is all I will do. When that is the case, you will be more stressed and tired. So it is okay, it seems, the most effective thing is what you need the most, which is to have what is called the work-life balance. However, go with work-life balance with a baby."
	Balancing of Priorities	
	Flexibility	
	Organization Skills	
	Communication Skills	
	Resourcefulness	
	Financial Stability	

Student-parents face several challenges, balancing academics, childcare, employment obligations, and financial concerns. This results in student-parents having heavy demands on time and energy and would create some barriers for them in achieving success academically and in different aspects of their lives (Andrewartha et al., 2023). In this statement, the participant acknowledges the current qualities they possess to cope and improve their life as student parents. They also believe that further improvement in these key aspects would enhance their ability to navigate their complex life challenges. This highlights the coping strategies student-parents use in handling difficult positions and several roles that help keep general stress from affective parent-child relationships in which parents find motivation within themselves (Hall et al., 2018).

The participant's statement emphasizes the importance of knowing what you want and having a clear goal while at the same time taking care of yourself. The participant acknowledges the hardships and burden of having several obligations, so she suggests that being overly focused without self-care could lead to burnout or exhaustion. The phrase "work-life balance with a baby" recognizes the responsibility in the home setting and strongly suggests that balancing the demands of studying and parenting requires much focus, careful prioritization, and time management, which are all essential for the participant's well-being and success. A study conducted regarding time allocation of college student-parents using data from the American Time Use Survey explored time allocation decisions of student-parents. They found that student-parents spend less time in educational activities and more time in paid work (Crispin & Nikolaou, 2019). A study also suggests that work-life balance is a key factor or issue for student mothers juggling different roles in achieving academic success and responsible parenting (Thomas et al., 2021). Several approaches regarding balancing academics and parenthood require positive thoughts about life circumstances, including it begins with you or taking the initiative, being a supporter at work, being a Mom or a parent at home, striving to be happy, organizing your day, efficiency, communication, being honest and most importantly, family comes first (Shields, 2021). Contrary to this, other studies showed that recommending higher institutions to support those student-parents on college campuses could greatly improve their lives and ease their struggles (Rana et al., 2022). Considering flexible schedules and online learning options can also solve time allocation problems for student parents and support them with childcare resources in their institutions (Crispin & Nikolaou, 2019). Based on interviews with 18 parents enrolled in higher education, implementing support programs for student-parents and providing flexible academic policies to accommodate their family responsibilities will help them navigate their academic, familial, and professional responsibilities.

4.0 Conclusion

This study at World Citi Colleges' College of Nursing sheds light on the unique challenges student-parents face while juggling academic, parenting, and work responsibilities. Through in-depth interviews, six key themes emerged, including time management, balancing duties, and the importance of support systems. These findings highlight the critical need for policies that promote cultural sensitivity and offer tangible support, such as flexible scheduling, on-site childcare, and academic assistance. By aligning with Comfort Theory, these recommendations emphasize environmental and sociocultural comfort, recognizing student-parents dedication and resilience. Future research should explore broader samples and longitudinal outcomes to provide deeper insights into effective support strategies. Implementing these recommendations can significantly improve student-parents academic experiences and outcomes, making a compelling case for institutional and policy changes to support this unique group of students. This study contributes to understanding student-parents multifaceted lives and offers practical solutions to enhance their educational journey. Future work could expand on the effectiveness of specific interventions and track long-term impacts on student-parents academic and career success.

5.0 Contributions of Authors

CJY - Research leader, assigning tasks, overseeing the research process, ensuring deadlines are met, literature review, definition of terms, theoretical framework, study assumption, research ethics, thematic analysis, research instrument, contributing to writing and editing.

JLI - Literature review, SOP, scope and delimitations, key informant selection, contributing to writing and editing, revising the manuscript, reviewing and finalizing the paper.

AJT - Literature review, significance of the study, research locale, contributing to writing and editing, revising the manuscript, sourcing and organizing references.

AJM - Background of the study, data collection procedure, research design, contributing to writing and editing.

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The authors declare that there are no conflicts of interest regarding the publication of this paper. No financial or non-financial interests, direct or indirect, have influenced the research, data collection, analysis, or interpretation of the findings. The study was conducted independently, and all efforts were made to ensure objectivity and integrity throughout the research process.

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This study contributes to the understanding of the unique challenges faced by student-parents in balancing their academic and parental responsibilities, with implications for support systems within educational institutions.

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