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## Research Article

### Ina- Manggagawa- Mag-aaral: The Lived Experiences, Challenges, Coping and Aspirations of Working- Student- Mothers

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#### ABSTRACT

Many individuals are pursuing graduate degrees while working and raising children. The aim of this study is to explore the lived experiences, challenges, coping, and aspirations of working-student- mothers who fulfill employment, academic, and family obligations. The mother's educational and work efforts provide the necessary information, needed skills, and a desirable attitude for a family's general well-being. The study intends explicitly to 1. explore the experiences and challenges faced by working student mothers. 2. Investigate their coping strategies and aspirations for managing different roles. 3. understand their current living situation. The participants consisted of twelve (12) mothers who had a minimum of two dependents, were enrolled in a master's degree program, and were employed in an organization. Participants were administered a brief demographic questionnaire and engaged in a semi-structured interview. This study utilized interpretative phenomenology analysis. The latest findings emphasize that participants shared their experience of navigating the complexities of managing coursework, jobs, and caregiving responsibilities, which led to feeling overwhelmed. The stress factor was primarily attributed to low income and inadequate childcare expenses. However, they employed effective coping strategies using work-life balance, such as social support and time management. Pursuing a master's degree encompassed the opportunity to enhance their abilities and expand their knowledge and earning potential. The study revealed that they exhibited strong motivation and perseverance, with solid career aspirations driving their academic and professional pursuits, benefiting themselves and their families.

**Keywords:** *Aspiration Adaptation Theory, Interpretative Phenomenological Analysis (IPA), Student-working-mothers, Work-Life Balance*

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## **Introduction**

A mother is considered the first caregiver who protects, cares for, and loves their children and may forego many of her desires and needs to provide for and ensure her children's overall well-being. However, traditional gender roles still dictate family responsibilities in Filipino culture. According to Dubransky (2014), they describe a stereotyped woman as a full-time mother and a stereotyped man as a breadwinner. In 2012, the Senate approved a bill on equal opportunities for women in the workplace. The bill aimed to promote gender equality and workers' rights, regardless of their civil status. It recognized the significance of equal pay based on the employees' knowledge and abilities (Bureau of Labor Relations).

In 2019, as the country continuously seeks gender equality concerning employment opportunities, the proportion of women employed followed an upward to downward trend over 22 years. Although the proportion of women has increased slightly since the 1990s (1.5%) from 36.4% in 1995 to 37.9% in 2017, there were maximum values of 39.6% (2016) and 39.1% (2002) (Philippine Statistic Authority).

According to Rasmussen (2011), there are demographic and socioeconomic changes in family and work customs. It has been observed that the number of working women in smaller families has increased suddenly. This can be attributed to non-traditional family patterns and changing values that have led to an awareness of the importance of balancing work and family life. However, labor force composition and family structures have rapidly changed, leading to a women's labor participation rate of 44.3% (Philippine Statistic Authority in 2017). Nowadays, women now seek to contribute to the family budget and become an active and responsible citizens, leading to an increase in the proportion of women employed. Thus, they seek to provide additional resources to their families (Martinez et. al., 2013).

While managing multiple roles, such as being a worker, a master's degree student and a mother, can be incredibly challenging. But, education can lead them to empowerment and development (Esia & Donkoh, 2014). Women who pursue graduate studies aim to achieve long-

term goals, increase their chances of promotion and getting a higher salary, bring greater fulfillment and competency to work and family balance (Collins, 2019). Despite of the challenges, working mothers prefer to pursue graduate studies as As Bosch (2019) puts it, "Education makes our life livable and keeping up education will be individually and globally a human responsibility and even a necessity" (p.29). One of the aspirations of women is to excel in education, not just in the workplace.

Every year, a budget is allocated for gender and development programs such as seminars, training, and activities to promote gender awareness. Some policies protect and uphold women's rights in the education and work industries. The Philippines is making strides to support various groups and empower women at work, in schools, and families.

This study aims to identify the challenges faced by working student-mothers juggling multiple responsibilities and demands. They strive to do well in their jobs, earn a living, fulfil their duties as students and mothers, and adapt to environmental pressures. Balancing these roles can be incredibly challenging and requires considerable effort to maintain a healthy balance and avoid spillover effects. The study seeks to address the following questions:

1. What kind of experiences and challenges do working- student- mothers face?
2. What are the coping strategies working-student-mothers used in dealing and managing their various roles?
3. How do they describe their aspirations based on their experiences?

The results of this research can help people better understand working-student-mothers' situation and develop programs that cater to their needs.

## **Methods**

### ***Research Design***

In this study, researchers followed the Interpretative Phenomenological Analysis method, which combines phenomenology and hermeneutics to explore working-student-mothers' experiences. IPA allowed them to undertake systematic qualitative analysis to gain

deep insights into the working-student-mothers' views on the challenges they face, ways of coping with them, and aspirations.

The researcher was able to connect with and examine the detailed viewpoints of the participants. This method allowed for the sharing and interpreting of multiple viewpoints through open dialogue (Smith et al., 2012). The researcher found this analysis to be most applicable to the dynamic process of interpretative activity wherein the researcher had an active role not only in "witnessing" emerging themes but also in becoming an active participant in the discovery of these themes to provide a comprehensive analysis of the lived experiences, challenges, coping mechanisms, and aspirations of working-student-mothers. This was also the central focus of IPA - exploring how the participants attached meaning and made sense of experiences and events in their lives (Figgou & Pavlopoulos, 2015).

### **Participants**

Twelve participants who were mainly teachers participated in the study. These consisted of working- student- mothers of varied marital and employment statuses. The participants were purposely chosen to participate in the study due to their alignment with its description and objectives. The purposive sampling technique was employed to choose participants based on established criteria relevant to a particular research subject (Nieuwenhuis, 2016, p. 79). The researcher established these criteria to facilitate the identification of participants who would be most suitable for providing the necessary information in this study. The individuals involved in the study were selected based on specific inclusion criteria.

The participants were required to meet the following criteria: (a) they were working-student-mothers, (b) they were between the ages of 30 and 45, (c) they were divorced or not, and (d) they had at least two children in the dependency age categories. (d) Engaged in gainful employment (without any limitations on job type or position), (e) Currently pursuing a master's degree (after completing a minimum of two semesters).

### **Research Instrument**

The researcher used semi-structured interview questionnaires that served as interview guide questions. This type of interview enables researchers to obtain detailed and comprehensive first-person accounts of experiences and phenomena being studied, and it is suggested as an effective method for conducting interpretative phenomenological analysis (Smith & Osborn, 2003). These researcher-made questions underwent validation by three experts and underwent a pilot study. The pilot study results are not included in the results, but they serve as room for improvement to extract more and verified by the experts.

### **Data Gathering**

Before obtaining data, the researcher obtained approval from the Ethics Committee. The researcher then requested validation and verification of the interview questions. The researcher consolidated and revised the results. The researcher conducted pilot interviews to practice and identify specific concerns. Volunteers who met the requirements were interviewed to determine if the researcher could learn about their experiences, challenges, coping, and aspirations. These guide questions with a passive voice were changed to build rapport. Pilot data from interviews is not included in the final results.

To ensure COVID-19 safety, researchers messaged participants to obtain their consent to participate in the study. After approval, the researcher sought participants. Due to the limited number of cases in Zambales, the researcher requested permission to visit them to present the informed consent form and personal data sheet and outline the study's risks and advantages. The participants knew they might quit the interview at any moment. The informed consent form asked if they preferred an online or face-to-face interview and scheduled at their own convenience. The researcher used an audio recorder, notebook, and semi-structured interview as a guide. Before the session, the researcher informed participants that an audio-recording device would record the interview for transcription and hand-written notes for clarification. The researcher interviewed once the subjects agreed.

Interview guide questions covered life experiences, problems, coping, and aspirations. Depending on their responses, participants were questioned for 18–49 minutes and answered questions directly. The researcher might also pose and explore questions in an interview. The researcher engaged the participant in small talk to build rapport. The entire interview was taped, and initial notes were made to the participants. After listening closely, the researcher transcribed the recordings verbatim, and the participants knew it after the interview. Participants verified the transcription. In order to be understood and familiarized, audio recordings and textual data are reviewed numerous times.

Interviewees were given code numbers to protect their identities. One electronic copy of each interview transcript was stored in a safe, password-protected file on the researcher's personal computer for backup and to protect the participants' privacy. All records, personal data sheets, consent forms, and other instruments were kept confidential, sealed, and in a box during the study.

### **Data Analysis**

The researcher used Interpretative Phenomenological Analysis to evaluate interview data. It sought rich, context-specific insights and interpretations of working-student-mother experiences to represent their complexity and depth. Page and line numbers were noted for each transcript. Interview excerpts were coded and numbered by the researcher. The transcriptions included notes and comments on replies that may represent themes concerning living experiences, challenges, ways of coping, and aspirations, highlighted in different colors for each category.

Some remarks were early interpretations, while others linked the statements to other interviews. Codes were given to make it easier to keep track of the topics. The researcher could discover and list emergent themes from participants' answers to each question. Themes were generated by coherent analysis. The researcher linked emergent topics until the study goal had superordinate and subordinate themes. The responses were grouped into topics with supporting statements. Finally, some topics were

discarded because the transcript proof was not enough.

Participants were given notes, potential themes, and observations recorded during and after the interviews to verify the information and determine whether it corresponded with their own experiences. It allowed for an objective evaluation of the outcomes.

Two psychometricians were assigned to conduct transcript coding and theme identification. The coders and researcher coded separately. After coding, the researcher met with each coder to discuss their transcript codes and subthemes. The researcher used coders' codes and subthemes to determine the final codes and themes.

The researcher also requested that an expert conduct an audit trail to impartially and independently analyze their procedure to verify the findings. After identifying themes and subthemes, the researcher will connect them to theories and analyze their relationships with current literature.

## **Results and Discussion**

This study investigates and comprehends the lived experiences, challenges, coping mechanisms, and aspirations of a working-student mother. Their statements were utilized to establish the topic for addressing the posed questions.

### ***Experiences and Challenges Do Working-Student- Mothers Face***

Working-student-mothers experiences and challenges describe in three themes. (1) Complexity and Internal Conflict, (2) Fragmented Relationship, and (3) Emotional Struggle. Subthemes are created to grasp these themes' problems.

#### ***Theme 1: Internal Conflict and Complexity***

Working-student mothers often struggle with balancing work, school, and parenthood. Roles and responsibilities overlap tensely. Sometimes, they try to excel in all these activities while balancing their personal and professional lives. However, having numerous jobs, children, and schooling can annoy them. Participants' accounts of events show that this reaction is ambiguous and complex. Four

subthemes—Overlapping and Competing Responsibilities, Fear of Stagnation, Financial Management Difficulties, and No Personal Time—explore complexity and conflict.

Subtheme 1: Overlapping and Competing Responsibilities.

All participants discussed their challenges as working-student mothers, each with unique but common elements. They reported overlapping jobs and competed to meet standards. Help them balance academic, professional, and parenting obligations. They worked eight hours to meet increased workloads, responsibilities, and supervision. Master's students must meet deadlines, and mothers must care for their children. Working-student mothers like P5 J38 and P7 M32 must sacrifice work to fulfill other responsibilities. Their most crucial jobs will always have a role conflict and intensify. Compromising may work, but working-student-mothers may become dissatisfied and have less time and energy for other jobs.

*"Kasi mahirap magsabay sabay ng roles, hindi man super sabay pero nag overlap na may mga bagay ka ng hindi na gagawa at napapabayaan." (P7 M32, SN 110-112)*

*"Andun yung, mas iintindihin mo yung pangangailangan ng mga anak mo kesa sa kailangan mo, mahirap pag walang magaalaga sa anak mo, malalate ka o di makakapasok. Kung uunahin mo pag aaral mo hindi mo matutukan yung mga anak mo lalo na nagiisa lang ako wala yung asawa ko na sana mag shashare kami sa mga gawain sa bahay at pag aalaga. (P5 J38, SN 210-212)*

When setting personal, work, and academic priorities, participants acknowledged "struggling with simultaneous tasks." These duties may appear burdensome, and they may need more days. P6 J35, who has a unique child, struggles to juggle sophisticated administrative activities that require attention to detail, unplanned paperwork, and childcare that takes time, care, and understanding. All tasks are challenging yet require different emphasis, and they require talent to complete.

*"Yung everyday routine super exhausting. Kasi para sa akin childcare and house-keeping ay hindi balance. Minsan nagkakaroon ako ng guilt feeling of being less responsible on parenting tasks especially sa baby ko na may special needs. Na minsan iniisip ko na mag quit sa pagaaral para makapag focus sa kanya." (SN 50-54).*

Working-student mothers never give up on family goals. It does not matter how complicated it is as long as they want to continue. Work is needed to support their family, and a master's degree is needed to advance. It is time-consuming and tiring but vital to them. This study supported these findings. McCutcheon and Morrison (2017) noted that work-family choices affect academic attainment. Working-student-mothers may have more difficulties between study and family when working overtime. Women struggle with multiple roles (Kibelloh & Bao, 2014). Working-student mothers must plan their lives to balance school, work, and family. They can efficiently and effectively complete their tasks with a timeline (Gemellia & Wongkaren, 2021).

Subtheme 2: Fear of Stagnation.

Juggling many tasks might provide anxiety, fear, or ambiguity about prospective advantages or losses. Despite everything, they are in turmoil because they fear getting locked in the same circumstances. Modern women are more powerful than ever. Many desire to work outside the home to support their families and one way they plan to achieve this is by working hard to grow their careers and earn excellent salaries and benefits. P2, P40, is in her mid-30s and needs to grow personally. With her new status as a single mother, she sees this as an opportunity to improve and enhance her professional life.

*"Yung hindi ko matapos itong pagaaral kasi wala akong pag asa na maregular, hindi ako makakuha ng benefits kapag ako nagretire ko which is very sad in my part kung ganun ung mangyayari and feels so frustrated." (SN 138-141)*

Failing to progress is like losing a combat in which they lay down their swords and accept to

stay as they are forever. They will stop meeting their family's necessities and worry about the future.

*"Yung hindi makatapos kasi pag hindi ako nakatapos katapusan na ng lahat wala ng promotion. (P1 I40, Sn 163-164)*

*"Yung na nga pag end of career na no progress and no achievements na rin yung hindi ka mapopromote, hindi tataas yung sahod mo, hindi mo masasatisfy yung mga needs and wants mo." (P6, J35 SN 101-103)*

The job market is changing rapidly (Lange & Ohlbrecht, 2022). Employers are firing indifferent workers and keeping them growth-oriented. Cutting deadwood requires a hungry, capable, ambitious worker (McIntosh, 2013). This survey found that working student mothers want to develop their careers for benefits and income (Collins, 2019). They want continuous monitoring and skill development rather than regretting it when it is time to switch careers. When they stop, their aspirations fall, yet fearing stagnation indicates that they are goal-oriented to fulfill their aspirations.

### Subtheme 3: Difficulty in Managing Finances.

All these issues affect their income, including overlapping roles and stagnation concerns. Their time, effort, and money increase with their job. The participants' financial situations vary and rely on their salaries. Swingle (2013) found that 75% of single mothers faced financial issues, compared to 12.5% of married student mothers.

They want to improve themselves via education and participate in various training programs as mothers. Working hard, saving, spending, and investing wisely will help workers maintain a good level of living. In order to satisfy the family's needs, their wages must increase. P10 DV40, who has graduated and is qualified to work, says the rising economy makes it hard for families to survive on one salary. She must, therefore, take on more tasks and contribute financially to the household.

*"Hanggang parang lumalaki yung gastusin although di naman kami kinukulang pero wala na kaming na sasave duon ako nag decide and kinausap ko si mister*

*if pwede na ba ako mag full time job lalo nag aaral naman na yung dalawa naming anak. Then ayun na nga pinayagan naman nia ako kaya nag submit ako ng paper sa Dep Ed and luckily natanggap naman ako. (P10 DV40, SS 36-41)*

For P3 M30 statement acknowledged their high economic status. Dual-income earners face unique benefits, pressures, and conflicts as they balance work and home.

*"Minsan iniisip ko na mag hire ng katulong para naman mabawasan yung mga gagawin ko pero pera naman ang kailangan. Nakakastress ang mag budgeting lalo na if sapat sapat lang yung pera niong mag asawa para sa gastusin sa araw araw, ang hirap na kasi ng panahon ngayon ang mahal na ng bilihin (P3 M30, SS 40-44)*

Single mothers and dual earner family struggling financially that leads to borrowing money. P2 P40, a single mother, and P5 J38, her Abu Dhabi-based husband, are contractual employees. Since their salary is frequently late, disrupting their monthly budget and money, resulting in borrowing money to support their family and education.

*"Sobrang dami, Ngaun, contractual na ako as a teacher at may tatlo pang pina-paaral kaya kulang pa rin sahod ko lalo na di namin narereceive on time na dedelay ng dalawang buwan minsan talagang pagkain na lang kailangan bilhin eh kasi un ung mga needs halos kulang pa yung sahod naiutang na din. (P2 P40, SN 64-68)*

*"Pagdating sa finances ayun nga pag nagkukulang sa mother ko ako tatakbo lalo na ngayong nag pandemic na hindi nasasahuran o kaya kalahati lang ang sahod niya tapos ang liit pa ng sahod ko hindi talaga nagkakasya kasi kay baby ko palang ubos na, kaya yung pinang tuition ko sa mother ko ako nanghihiram. (P5 J38, SN 154- 155)*

Working-student-mothers have various life priorities. They sometimes sacrifice anything to provide for their family's necessities,

particularly for single mothers who support their children (Hamid & Salleh, 2013). What counts now is that they can purchase food and other needs for their family. The previous research also identified difficulty in managing finances that bringing up a kid can be costly, even both parents producing salary (Cabaguig, 2017). All goods and services are getting more expensive (Green, 2015). They seek financial stability and well-being, yet the family budget fluctuates based on expenses and the number of children or homes (Swingle, 2013). Whether the family head is single or married is also considered.

This study found that working student women with modest incomes require help budgeting for their education and children. Working-student mothers should see a financial consultant to manage their finances and avoid debt. Apply for a government scholarship instead. Single-working student mothers need specific assistance from the government.

#### Subtheme 4: No Personal Time.

Being a mother is a full-time job that always continues; they do not even have weekends off. Sick days or shorter work schedules are not permitted. Although they love their children very much, motherhood is often a demanding and exhausting occupation with different work and study responsibilities. They wake up as early as five every morning. They get up and start getting ready for the day. After getting ready for work, they wake the kids, feed them breakfast, and get them off to school. After a long day at work, they take care of the children by picking them up from school.

To avoid conflict in all their duties and obligations, mothers should take breaks from physical and mental overloads and ask for time to themselves. Time is needed to feel better about themselves. After getting married and having children, P6 J35 feels stressed and has little time for herself. She almost sacrificed everything for her priorities and responsibilities since she wanted to continue her activities, including being a good homemaker.

“Nawawalan ako ng “me time”alam mo yun simula kasi nung asawa ako parang nawalan ako ng oras sa sarili ko so I want that me time yung magpapaayos

ako mag papamassage, pedicure, manicure, pa salon mga ganun ba,” (SN 124-127)

P12 E43 as a mother will give all the time to take care of her children. The beauty from the moment they bear the children is almost forgotten.

“Hindi ko na naasikaso yung sarili ko [thinking] kasi.. siguro dahil sa [thinking] pagaasikaso ko ng husto sa mga anak ko, hindi na ako nagaayos tulad ng dati siguro dahil alam ko sa kusina lang naman ako wala naman makakakita sa akin.” (SN 73-76)

Losing “me time” lowers self-esteem and growth (Taukeni, 2014). They say they have neglected themselves because they have been preoccupied with others. They recognized it when they were fatigued and needed rest or when their husband betrayed them (Glean, 2021). This study confirmed Cabaguig's (2017) parenting and student hood study, which found that participants had no time to exercise or groom themselves.

These findings suggest that working student mothers seek personal time to care for themselves. Work, children, studying, and being excellent wives consume their time. To balance work and life, they require time for hobbies, talents, and beauty care. They are trying to balance social, familial, and personal activities to cope with life and stay healthy.

#### Theme 2: Fragmented Relationship

Each family has challenges that can evoke a range of complex emotions. It can be good, bad, or neutral, depending on their familial status. Working-student mothers have diverse family experiences, but they all suffer. This theme delves into the idea that when family members do not invest enough quality time in their relationships, it can create emotional distance and vulnerability to betrayal. Subthemes evidence it: 1) Lack of Quality Time with the Family and 2) The Pain of Betrayal.

##### Subtheme 1: Lack of Quality Time with Family.

Time is the most valuable gift working student mothers can provide their families. Due to

their busy schedules, they neglect their spouse and children. They must organize the house, bring the kids to and from school, and prepare for work during the week. Schools, cleaning, and errands leave working-student mothers too weary to spend time with their families on weekdays. They worry about ignoring their kids when they want to spend time with them. They also require quality time with their partner for happiness and affection.

Due to routine issues, they think that they need more than the hours to finish their tasks, resulting in them forgetting to spend meaningful time with their kids. It hurts that their children feel unimportant to them, which may have impacted their relationship and well-being.

*"Ang pinakakinakatakutan ko talga ay yung mapabayaan ko yung mga anak ko na mapabayaan ko sila na wala ako magawa for them at isipin nila na hindi naman kami prioritize ni mommy lalo na sa bunso ko sensitive pa pag mga grad-school not unlike yung dalawa kong anak naiintindihan na nila why im busy. lalo na diba na wala naman akong makakasama to take care of them kaya pina patutor ko hindi ko nahaharap na samahan sia sa pag gawa ng modules nia minsan nag-tatampo sa akin na ang sakit makita kasi alam ko naman na kasalanan ko kasi im not showing my care or concern to him (P1 140, SN 127-136)*

*"Minsan nawawalan ako ng time sa mga anak ko lalo na sa panganay ko na minsan huhug nalang sa akin sasabihin mommy pwede I baby mo muna ako ngayon. Minsan sa part ko ang hirap kasi napupunta sakanya yung responsibility para sa kapatid nia. Hindi ko napapansin na nawawalan na pala ako ng oras sa panganay kong anak." (P5 J38, SN 59-64)*

Husbands of working student mothers complain about their work and want time for them. Parents have moved their emphasis and time to their children. Stress from work and other obligations makes them essentially forget to spend time alone with their partner. P4 E40 comes home fatigued from work and struggles to be intimate with her husband owing to time constraints.

*"Sometimes we forget our obligation to our partner because we are too busy in our work, I do a lot of explanation so that he can understand the nature of my work." (SN 127-129).*

She examines how intimacy affects physical, emotional, and interpersonal concerns in P3 M30. She sometimes overlooks difficulties to prevent them from deteriorating, but this always makes the husband feel ignored, intensifying the situation.

*"Yung mawalan din ng time sa partner ko [laugh] baka maghanap ng iba [laugh] yung partner ko nag rereklamo na din kasi nga wala na daw akong time lagi ko sia tinutulugan kaya nagkakaroon minsan ng mga tampuhan kasi nga sa ganung nararamdaman ng partner ko" (SN 85-88)*

In this hectic world of everyday activities, tasks, and schedules, it is easy to forget that the people they spend time with can improve their lives. Due to their roles, they virtually forgot to spend time with their families, causing arguments, miscommunication, and unfavorable feelings. Research-related conflicts with children include missing school activities owing to deadlines or being late to work due to a child's illness (Whelan, 2014). Mother worries 37 hours a week, nearly as much as working full-time. It shows that many working women invest equally in their families and jobs (Collins, 2019). Nargis (2012) found that working mothers struggle to balance work and family, organize their work schedules, care for unwell children and spouses, and more.

According to the study, working-student mothers who spend less time with their families have too many adverse effects on their families. Trying to be a good mother, wife, job, and student can cause it. Working student mothers need help to balance their duties (Ashipala & Natanael, 2022). Flexible work hours let people plan their day and spend more time with their family while still being productive. Because all these concerns will disrupt family life or produce shortcomings, we must address every issue and difficulty to find a solution.



### Subtheme 2: The Pain of Betrayal

Participants realize they lack work-life balance because they neglected their partners. It scared them that they might lose their husband. A family without quality time can be more affected by betrayal. Betrayal might hurt worse because it breaks what little trust and closeness was left in the relationship. When their husband, who should love and care for them most, causes them great anguish and suffering, working mothers will question their worth and give up on their dreams. It can cause severe emotional distress and sorrow. They always take great pleasure in being a mother, but suddenly, that pride has been dealt a terrible blow.

*"Yes, kasi minsan pag wala yung asawa ko mapapaisip ako na nasa work ba talaga o siya o nasa ibang babae. Hanggang dumating sa point na nasisigawan ko yung mga anak ko pag makulit sila kasi I feel irritated lalo na may iniisip ako, nai-bubunton ko sa anak ko sometimes I cant control my emotions [crying] lalo na pag late na uuwi yung asawa ko." (P11 D31, SN 98-102)*

They had less patience, trouble regulating their emotions, and had trouble finding the energy to be fully present and engaged in the activity. Additionally, they develop insecurity because this causes deep pain and shame about something that had formerly brought joy and delight.

*"Yun yung nalaman ko nagloko yung asawa ko [teary eye] nagkaanak sila at ilang buwan lang pagitan sa bunso ko sobrang sakit nagkulang ba ako? Pangit ba ako? [Crying] mas sexy ba yun? Diba parang movie yung mga lines pero totoo yun. Pinapili ko sia kami o yung bago nia and luckily pinili nia yun." (SN 138-142)*

*"Nagkaroon ng mga insecurities sa sarili dahil nagloko yung alam mong tao na dapat ikaw lang yung mganda sa paningin nila." (SN 88-90).*

The Supreme Court also noted that husbands' marital infidelity, which is psychological violence, causes women emotional agony and even health problems (UST Law Review, 2021). For them, cheating is the worst. They struggle

to heal and decide whether to stay or leave. Due to trauma and loss of trust and emotional safety, several became single mothers. Others stayed to repair trust, resolve disputes, and forgive their husband. The causes of extramarital encounters range from long-term relationship boredom to frequent partner conflicts. One reason males seek physical contact outside marriage is the loss of sex chemistry (Sharma, 2021).

Cheating is caused by marital and personal issues (Schlossberg & Firman, 2017). Jeanfreau (2009) reported that 36% of affairs group women were depressed. Extramarital affairs and other stressful situations were linked to depression in the study. Sexual infidelity, incredibly when secretive, causes tremendous agony for most marriages. Employee therapy will help them solve their issues, and their workplace must offer programs to help them become more productive. These events influence them emotionally, physically, psychologically, and spiritually, generating life imbalance and sometimes leading them to quit their aspirations.

### Subtheme 3: Emotional Struggle

Mothers' mental and physical health may be especially vulnerable to the stress of balancing work, family, and other interests. Emotions significantly affect mental and physical health and relationships. Mental health issues can lead to high blood pressure, illness, and other health issues (Avasthi, 2010). Their attention is divided between classmates, bosses, professors, school assignments, families, and church activities. Due to deadlines, limited resources, time, family concerns, postpartum depression, and new obligations, participants' emotional stress and feelings were unique. Stress from multitasking can harm working mothers' emotional and physical health.

*"Sabay- sabay kasi tapos dahil sa dami ng work hindi na din kinakaya ng katawan ko bumibigay nagkakasakit ako." (P10 D40, SN 53-55)*

*"Before gusto ko ma fulfill lahat ng kailangan kong gawin pero darating sa point na katawan mo yung bibigay at mapapagod kaya nagkasakit sakit ako." (P7 M32, SN 112-114)*

Also, single parents experience the struggles of combined responsibilities as the head and light of the family, which affects their mental health.

*"Nakakapagod kasi iisa lang katawan ko pero parang ang dami dami kong ginagawa..(P1 140 SN 120-121) Nakakaranas ako ng mabilis na pagkainit ng ulo siguro dahil sa pagod stress o salo salo ng naiisip. (SN 145-146)*

*"Sa dami kong iniisip minsan nakatunganga na ako ano ba dapat ko unahin minsan di na ako nakakatulog hindi lang minsan madalas kakaisip hindi ko alam bakit ang dami kong iniisip pero napapagod ako."(P2 P40, SN 105-107)*

Working-student mothers who are victims of their husbands' infidelity stated that it has a significant impact on their energy and time, causes them medical problems, and affects them psychologically.

*"Since nangyari yun sobrang sakit halos napabayaan ko lahat ang pag aaral ko, ang anak ko, at yung mga studyante ko kasi talagang wala akong gana, nakatulala, ayaw kumain lahat na kulang nalang mawala ako sa pag iisip" (P1 140, SN 79-82)*

*"Ngayon naiisip ko o nasa isip ko talaga na para akong nasa malaking hole na hindi makalabas labas nahihirapan ako huminga pero pilit kong pinagpapatuloy hanggang makalabas ako." (P8 K31, Sn 69-71).. "Dumating sa point na halos mawalan na ako ng boses. (SN 73-74)", "Walang concrete na sagot nagpunta ako sa UST at Saint Lukes hindi sila sure kung bakit ganun yung nangyari first time daw nila maka encounter ng ganito. Naapektuhan na siguro sa akin lahat." (SN 76-77)*

*"Yung sa aming mag-asawa nung nangyari yun sobrang sakit ehh, gusto ko na mag give-up, gusto ko na matapos yung pain na nararamdaman ko." (P5 J38 SN 170-172)*

Working-student-mothers sometimes risk their health to achieve their tasks. They neglected themselves for their family. Work overload damages the immune system of students,

causing them to fall sick. Stress may alter their mood. Working student mothers may find it challenging to balance employment and motherhood. It can damage family and marriage ties. Stress, body weakness, and shifting priorities between work, school, and family are all indications of life changes (Utami, 2019). These experiences may cause a nervous collapse. A traumatic family experience, extreme stress at work or school, a master's degree, a rapid change in love or social relationships, or being a mother can trigger this. They conceal their mental disintegration. Due to fear of sharing their concerns with friends and family, they undergo an emotional breakdown.

This study confirmed Bosch (2013)'s findings on postgraduate student mothers, who sacrificed everything and spoke of the exhaustion of balancing school and parenthood. Their health serves numerous responsibilities. These findings suggest that the role's responsibilities will disrupt their work-life balance despite their best efforts. They require family support to achieve their goals (Swingle, 2013). The school might also help students get alternative degrees. The online class would help working student-mothers balance their responsibilities (Stahl, 2021). Working student mothers needed more program flexibility and assistance to excel in all parts of life (Cruz et. al., 2021).

### ***Working-Student-Mothers In Dealing And Managing Their Various Roles***

Coping is managing (mastering, reducing, or tolerating) problematic person-environment connections (Johnson & Nussbaum, 2012). Life brings challenges and hardships. Many families face difficult situations despite their best efforts. However, coping skills can help find other options. Good coping skills can help families cope with uncontrollable situations and feel better even if they persist. By learning to cope, families become stronger. Two primary themes explain their coping strategies. 1. Anchorage and Support; 2. They are balancing Well- Being. Subthemes are then created to clarify these themes.

#### ***Theme 1: Anchorage and Support***

Working-student mothers must balance caring for their children, completing their

master's degree, operating a family, and staying healthy. Numerous pressures may deplete. Working-student mothers seek comfort when they face problems and feel anxiety, concern, or doubt. They work numerous jobs and raise kids. Everyone needs stress relief. They need support to minimize stress, think clearly, and be productive. This theme has two subthemes: 1) Faith in God and 2) Strong Interpersonal Relationships.

#### Subtheme 1: Having Faith in God.

Working-student mothers who have suffered challenges can cope by believing in God, the father of all, and that the one person they have known will never leave them or help them. Faith can bring stability and hope for the future. "Faith is the proof of what is hoped for, the proof of what is not seen," says Hebrews 11:1. John 1:18 says God is unseen. Praise and prayer are their way of glorifying and communicating with God, who brings security.

*"I always Pray to him that whatever happens i know He will not leave me". (P1 I40, SN 105-108)*

*"Syempre always pray to God the more the challenges the more I keep and deep my faith to God cause I know I am not alone in facing those challenges." (M30, SN 115-117)*

*"I know God is with me and will never leave me." (P9 M38, SN 60)*

Faith in God's grace is essential for everyone. Thinking about God reduces stress and eases acceptance. Working-student mothers say spirituality is essential for health. They are more resilient and able to handle intolerable stress because their religion gives them serenity and relief in knowing that God makes the impossible possible. According to Stibich (2020), religion can help build healthy habits, regulate their conduct, and comprehend their emotions, which affect their health. These findings imply that believers can draw strength from God to overcome life's challenges (Whelan, 2014). It will help people believe that nothing is impossible in achieving their goals, which will benefit everyone.

#### Subtheme 2: Maintaining a Strong Interpersonal Relationship.

Faith in God and prayer can benefit anyone, including working student mothers, but personal relationships are also meaningful. These ties help working-student-mothers support and understand one other. Thus, they can maintain healthy connections with family, friends, and coworkers. According to Cherry (2020), meaningful relationships are crucial to mental, emotional, and physical health. A strong support system of family who believe in them and are there when they need them can help them overcome adversity.

*"First of all andyan yung mother ko whom i can always run to if i have a problem (P11 D31, SN 78)*

*"Pag mabigat na yung family mga kapatid, mama and papa sila yung nagiging source ng happiness ko and yung husband ko na always akong iniintindi sa lahat ng bagay at laging supportive sa akin. (P6 J35, SN 111-114)*

*"I get strength from my children and husband kahit malayo siya, (P7 M32)*

*"Buti nalang din supportive yung asawa ko sa ginagawa ko sa buhay... ganun ang mag asawa nagtutulungan kaya napakaswerte ko sa asawa ko." (P9 M38 SN 31, 76-77)*

Family love and encouragement are the most soothing form of support. However, due to stigma, some working-student mothers are hesitant to ask family for help. Thus, they seek solace from friends, churchmates, and coworkers.

*"Then the fastest way naman para ma ease yung stress ko is to tell to my coworkers." (P11 D31, SN 78-80)*

*"Meron din akong ka churchmate na nagbibigay ng happiness kasi even I am alone without my husband dun ko nakita na madami palang nagmamahal sa akin.: (P1 I40, SN 93)*

Working-student mothers have their way of discussing their difficulties with the people they want to share with. It gives them stress relief and joy and helps their well-being. They really appreciate those people who support and

give the care that they need, especially for single working student mothers. They found their comfort with their parents, children, and friends.

It supports Cabaguing's (2017) findings that moral support from others, especially in their situation, helps them manage their roles. Cherry (2020) reported that mothers working outside the home felt more confident in their abilities to tackle life's obstacles when supported by friends and family. An individual may be more open with friends or coworkers than family. Same-experience scenarios, age groups, and impartiality are to blame. Good friends assist one another in any situation.

These studies suggest that working student mothers can survive with community practical and emotional support (Vyskocil, 2018). To cope with parenting, they require emotional and practical support from other women (Somkome et. al., 2022). Their husband and family provide childcare and emotional support (Yunisah et. al., 2022). The quality and quantity of this help varied, but it was crucial to their success as working student mothers. Schools can improve their master's degree services, specifically scheduling and synchronous/asynchronous learning (Umakwe, et., 2021). This study shows that working student mothers demand fast, convenient services. However, solid interpersonal relationships will help them solve problems and handle life changes and challenges (Somkome et. al., 2022).

### *Theme 2: Balancing Well-Being*

Even working-student mothers find their support and comfort. They also need to rest, and it is a way of taking care of themselves, but it does not mean they are idle or unproductive. Everyone needs stress relief. It reduces tension, clears the mind, and boosts productivity (Scott, 2021). They can do this by doing activities that reduce overthinking and tension. The topic has three subthemes: 1) Immersing Self in Recreational Activities, 2) Having a Positive Mindset.

#### *Subtheme 1: Immersing Self in Recreational Activities.*

Work-student mothers might express themselves to relax and calm down. Active recreation is an excellent self-reward. They feel

their life is worthwhile because of outside time. Working student mothers should leave their comfort zones and pursue their passions. It will provide them with tranquility. It helps them relax and breathe away their concerns. Some of the working student mothers' channel their tension through physical activity, which may provide them with energy and optimism to stay calm and enjoy their hobbies.

*"First thing to do pag na stress ako I go to the the beach and yung partner ko kasi mahilig mag surf so yun na din yung naging love ko gawin." (P3 M30, SN 108-109)*

*"Nag hahike ako tapos pag nasa taas na ako ng bundok sinisigaw ko lat ng nararamdaman ko nairerelease ko yung mga sakit and sa pagbaba ko sa bundok yun babalik ako na kaya ko na gampanan ulit lahat ng duties and responsibilities ko." (P8 K31, SN 144-146)*

Some of them explore and visit different places. It helps them avoid all worries, and it boosts their self-esteem, mood, relaxation, and recovery from life's challenges.

*"If I am stressed, we travel to a beautiful places where you can find peace of mind." (P4 E40, SN 177)*

*"Sometimes vacation go with the nature kasi ang sarap diba new environment nakaka fresh nakaka kalmado." (P6 J35, SN 119-120)*

They also balance their well-being by listening to music, which gives them a relaxing feeling, and singing and dancing to express all their stress; it provides a creative and emotional outlet to help them express their feelings without harming others and sleep to heal from the stress situations.

*"Minsan Nag memeditate by listening music yung mga walang lyrics ganun parang narerelax yung mind ko." (P10 D40, SN 95-96)*

*"Kung minsan talaga yung pagkanta kanta sa videoke malaking way yun to lessen stress and yun nga sumasama ako sa choir sa church kasi sa pagkanta naiilalabas mo din yung emotion na meron ka*

*eh then after that i feel okay." (P1 I40, SN 180-183)*

*"Mahilig din kami mag sayaw sayaw kahit sa bahay lang o kaya sa mga event event chacha ganun." (P12 E43, SN 110-111)*

*"Tulog, natutulog ako kasi dun mo makukuha ang tunay na peace of mind para sa akin dahil wala kang naiisip nakakapag-pahinga pa yung katawan." (P8 K31, SN 148-150).*

The findings support Field (2021): having fun improves health by increasing oxytocin levels, which affect trust and social connection. According to Robbins (2020), exposure to the natural environment is becoming more popular for health, stress reduction, and healing. Good physical and mental health will help working-student-mothers perform well at work and manage their time outside (Scott, 2021). Post-day relaxation and self-reflection can involve an inner discussion. Yoga improves physical and mental wellness. An objective of work-life balance is to have personal time to preserve life, and taking a break is about doing something that will help one relax, such as engaging in a hobby or expressing self-creativity.

#### Subtheme 2: Having a Positive Mindset Despite the Hardships.

Spending time in nature relaxes people, making them more positive about solving their difficulties and seeing the sunny side of life. They are determined to overcome their obstacles. Spending time in nature relaxes people, making them more optimistic about solving their difficulties and seeing the sunny side of life. They are determined to overcome their obstacles. When faced with obstacles, purposeful, working-student mothers seek ways to learn and grow. They have a positive mindset and a sense of purpose, or they see possibilities. They do not allow obstacles to get in the way of their goals.

*"Siguro nagiging lesson sa buhay, na hindi lahat madali may ups and downs and it gives me strength. Feeling ko ang strong ko kasi until know i keep fighting." (P12 E43, SN 122-125).*

*"Challenges makes me alive I know na every part of our life has a hard time but i know those challenges keeps enhancing us how to be a strong individual i called them opportunities not challenges, lagi ko iniisip na this is one way to improve myself every problem that ive survived is a big accomplishment for me sabi nga there is always a light in every tunnel may pag asa." (P3 M30, SN 133-138)*

Working-student mothers meditate on their strengths and practice self-compassion to develop a positive mindset. Similar hardships teach people to persevere. Reframing these difficult experiences after failure can help working student mothers grow more. Accepting their horrific experiences taints them. Just "getting out of their comfort zone." Jr.'s (2015) phrase, "the difference between 'what they want and 'what they have is what motivates us," is overused yet characterizes motivation (p.10).

These data show that working-student-mothers cope with multiple role conflicts (Dubransky, 2014). A positive mindset encourages people to work hard and excel in everything (Joseph, 2016). It drives working student mothers to achieve their goals. It is complex but essential as working-student mothers' modern attitudes and behaviors transform culture. They have the determination to get something and use it for personal growth. A degree transforms their self-esteem and allows them to feel acknowledged for overcoming their problems (Johnson & Nussbaum, 2012). One can realize one's desires with acceptable goals and constant effort.

#### Subtheme 3: Managing Time Properly.

Parents struggle to balance family time with other obligations, especially as their children get older. Managing time properly helps working students mothers cope with various demands. They arrange and organize tasks to provide them peace of mind and work if assigned to avoid missing deadlines. Working-student mothers benefit from maintaining meaningful relationships with loved ones while managing employment and education. Spending time with them builds trust and intimacy.

They are organizing their schedule to reduce stress.

*"I learn prioritize things, and to think clearly kasi diba mas ma- mamanage ko na yung time ko and mas magigigng organize ako sa lahat ng bagay." (P7 M32, SN 156-159)*

*"Then natuto ako na i organize yung mga bagay na kapag binigay sayo dapat gawin mo na agad." (P10 D40, SN 109-110)*

*"Time management sometimes nawa-walan ako ng focus if the things around me are not organize. So, I always set my time because if you have a organize work you have peace of mind. (P4 E40, SN 147-149).*

Time management has proven to be an effective technique for maintaining work-life balance and results in productivity. In a recent study conducted by (Aeon, Faber, & Panaccio, 2021), they found that "time management also seems to enhance one's well-being aside from performance", in particular, life satisfaction—to a greater extent than it performs (p.5). These findings indicate that the working student mothers' health and happiness and their children's growth will be profoundly influenced by these events. A working mother can fulfill all her responsibilities and feel good about herself through careful and strategic time management (Holecko, 2020).

### **Aspirations based on the experiences of working- student- mothers**

Aspirations drive everything in their lives. Aspirations may be their lucky star or their inner fears that hold them back. For their ambitions to take over, they must consider what they want and can do. Working-student-mothers share a goal. 1) To achieve overall well-being, including the subtheme. Subthemes help explain these themes.

Our thoughts, feelings, actions, and experiences create well-being (Dubransky, 2014). They are usually happy, healthy, socially connected, and determined when relaxed. General health need it. It helps people overcome challenges and achieve goals. Past experiences, attitudes, and beliefs may affect their health. Health is more than disease-free. Health lets

them fulfil their needs, engage with the world, and live a long, productive, and fruitful life. According to Bergland (2019), health supports social, economic, and personal development, which are important for happiness.

### **Theme 1: To Achieve Overall Well-being**

Working-student mothers worry about everyone in the Family. They work, raise children, and make the house cozy and happy. It is crucial to socioeconomic growth. They represent growth and strength at home. Working student-mothers desire to 1) To Devote More Time to Family, 2) A Better Life and a Brighter Future for their Family and, 3) Aspire to Empower, Motivate and Encourage Others.

#### **Subtheme 1: Devote More Time with Family.**

Family time is essential since it can affect children's social and emotional development. Spending time with family also fosters understanding and reduces conflict. Participants wanted to spend time with their families, which is very important as it helps strengthen relationships of love and affection among family members.

*"I want to have a bonding or more time to my family that they will feel that they are my priority and sa lahat ng ito gusto ko maging masaya kasama ang buong pamilya ko. (SN 174-176)"*

*"To have more time with my family then it will be the best part, darating yung time na yun na sila naman." (P1 I40, SN 239-240)*

One of the goals of working-student mothers who have experienced their husbands' infidelity is to reconcile with their spouses and spend more quality time with them. They see this as a way to sustain their family and prevent a recurrence of the past.

*"Gagawin ko ang lahat to keep this family.. gusto ko magkasama- sama na kaming pamilya. Gusto ko darating yung panahon na katabi ko nalang yung asawa ko at hindi na kami magkakalayo." (P5 J38, 132, 242-245)*

Nargis (2012) discovered that preschool-aged children experience a reduction in the

amount of time they spend with their mothers when their mothers are engaged in employment, often resulting in a decrease of up to 2 hours per day. Baker & McNulty (2015) suggest that in order to maintain a happy marriage, it is essential to reestablish a strong connection with one's partner and prioritize the marriage, as it has a significant impact on all other aspects of life.

The willingness of working-student mothers to make sacrifices for their families demonstrates their high regard for family life. Nurturing and supporting one's spouse and children can enhance emotional and spiritual well-being. Their culture places a high importance on maintaining strong and harmonious family connections. Employed women need to allocate time for their families in order to foster peace at home (Holecko, 2020). They desire to reestablish their love despite their advanced age. Maintaining a solid emotional bond with their husband requires frequent closeness.

#### Subtheme 2: A Better Life and a Brighter Future for Their Family.

They sought a master's degree for professional development, a Ph.D., regular employment, promotion, and a higher salary to improve their lives. Despite being mothers, they want to continue school and achieve their goals. It can help people improve existing skills, learn new ones, and switch careers. They believe success is still possible. Living comfortably with their family is their ultimate objective. Parents wanted to protect their kids from poverty. To fulfill their family needs, they will do everything.

*"I want to earn enough money as my family will be comfortable." (P4 E40, SN 103-104)*

*"I want them to have a better future and ma secure ko yung pag aaral nila yung hindi na sila maghihirap pa." (P5 J38, SN 240-242)*

One way to achieve financial stability is by developing themselves by earning a degree. It is their weapon to increase the likelihood of promotion to have a higher salary, which would assist their husbands and future planning.

*"Gusto ko syempre makatapos ng master's then.. gusto ko ma promote at maregular gusto ko na tumaas yung salary Kaya ko din tumayo sa sarili kong kita. And to help also my husband in terms of financial matters" (P5 J38 SN 252,257-259)*

*"For promotion purposes kasi syempre pag na promote lumalaki yung sahod and ayun na may sense of accomplishment na din. Gusto ko I prepare yung future ng children ko by helping my husband in terms of financial needs." (P6 J35, SS 44-47)*

P6 J35 stressed the importance of her unique child, who needs more love and care as she guides. She will secure her needs and look for treatment for her condition.

*"Syempre uunahin ko anak ko gusto ko na may maganda silang kinabukasan at parents ang magbibigay nun sakanila, especially sa special kong anak." (P6 J35, SN 124-126)*

However, those single mothers desire a better life and can stand alone. They want to be financially independent from their ex-husband and show that they can support the family.

*Kahit wala ibigay yung asawa ko kaya ko hindi ko kailangan manghingi ng kahit piso sakanya para buhayin yung mga anak namin. Isa sa mga gusto ko din ay maging secure ung family ko na hindi na maghihirap yung mga anak ko. Na hindi na nila mararanasan yung hirap na dinanas ko. Kasi ang hirap talaga kung iisipin. (P2 P40, SN 183-187)*

*"Of course gusto ko din na maging well off kami para sa mga anak ko gusto ko makatapos sila kung ano gusto nila na course and yung security na hindi sila magugutom habang buhay ako." ((P1 I40, SN 215-218)*

Their goal is to live with their family and enjoy a comfortable lifestyle. Since there is a "degree inflation," a bachelor's degree is still valuable but no longer considered proof of academic brilliance. Esia-Donkon (2014) says education empowers and develops. Education affects families significantly. Financial security

and social and career advantages may be involved. Working-student mothers feel in a competitive workforce and that a master's degree is necessary to stand out and succeed (The Importance of a Master's Program, 2020). Thus, women with a degree, a successful career, financial independence, and a worldview outside of motherhood are not unusual (Whelan, 2014).

These findings show that working student mothers should set clear goals to lead them (Yang & Bullecer, 2016). This test may challenge their superhuman talents, but it helps them set personal and professional goals. Thus, they may focus on what matters most. Working-student mothers want this to improve their families' lives. Therefore, they wanted to better their family's standing (Akomaning & Osafo, 2021). Students and working mothers strive for a better life to achieve their goals.

Subtheme 3: Aspire to Empower, Motivate, and Encourage Others.

In addition to their family, relatives, and family, working student mothers want to empower and inspire their children to follow moral codes and good manners, as well as their coworkers and other working mothers to overcome obstacles and succeed. Working-student mothers want to be role models for their children and inspire them to persevere.

*"First is this is for my family my sons and daughter see me every day how I make life. I think it can be a model for them to be like me or better than me (P4 E40, SN 260-262)".*

*"I want to be a model to young ones, especially to my children, that they will see my hardships." (P3 M30, SN151-153)*

They want to be good mothers, too. Finally, parents want their children to appreciate their sacrifices to improve their families' lives.

*"Simple lang to be a good mother, gusto ko makita nila gaano ako nagsikap, nagsipag, naging strong sa challenges para yun yung mag set ng standard sa ka-nila." (P8 K31, SN 152-154)*

*"Yung makita nila lahat kung paano namin na overcome lahat ng challenges*

*siguro magbibigay yun ng positivity sa ka-nila and makikita nila yung power of love in the family. (P6 J35, SN 153-155)"*

Additionally, working-student mothers wanted to inspire coworkers, students, and others. They want to prove that working-student-mothers can achieve success.

*"Gusto ko din maging inspiration sa mga colleagues ko at sa mga students na kahit gaano kahirap ang buhay lalo na sa mga katulad ko working student mother hindi yun hindrance sa mga pangarap natin sa buhay. (P1 I40, SN 222-225)*

They want to show how they push themselves, do worthwhile things, or improve themselves. They want to broaden people's worldview that any hindrances can be overcome if they have a goal that they want to achieve.

*"Yung ma touch ko yung buhay ng iba na sa lahat ng pinagdaanan ko kaya naman pala matupad o I reach yung mga pangarap. (SN 145-146)".*

Working-student mothers want to inspire themselves, their families, coworkers, and the community. Parents teach their children and determine their futures as role models (Johnston et. Al., 2018). Working-student mothers regard them as regular individuals who accomplish remarkable things to inspire them. Someone who is altruistic, creative, original, or different will be appreciated. A recent study demonstrates that inspiration may be activated, captured, and managed, affecting vital life outcomes (Kaufman, 2011).

These findings indicate that working student mothers desire to be role models (Liang, et al., 2020). They constantly tell their kids to be discreet and not hurt others. Motherhood makes them want their children to look up to them. They also want to illustrate that mothers can achieve everything they want with strenuous effort (Scott, 2021). They aim to encourage others and share their blessings to make others happy and altruistic. It is excellent that they can inspire others as well as their children.



## Conclusion

This study shows that women balance working, school, and family. The principles of work-life balance theory stress ongoing efforts to balance and realign priorities. Aspiration adaption theory helps working-student-mothers integrate their aspirations with their responsibilities. They modify their career ambitions to accommodate immediate family needs but exhibit remarkable resilience by pursuing higher education to achieve long-term goals. Aspirations adapt to life changes due to their versatility.

Working-student-mothers' time, money, fear, and emotional struggles are crucial to women's empowerment and gender equality. They demonstrate their creative abilities and resolve to overcome problems by using social support, time management, religion, optimism, and personal strengths. The ongoing endeavor to balance competing demands while aiming for growth and development might be linked to work-life balance and aspiration.

Last but not least, this research will help policymakers in various institutions and support networks better understand their unique journeys and tailor their assistance to this group.

## Recommendation

The researcher provided several suggestions based on the findings' conclusions and limitations.

Future studies can examine single working-student-mothers' struggles, coping techniques, and goals. They will interview the immediate family, especially the children and spouse, to support the response and learn how they viewed working-student-mothers.

Second, future studies may use comparison groups to understand better working student mothers' specific issues. Comparing the experiences of working student mothers with those of non-working student mothers or non-parenting students can reveal unique problems and coping techniques.

Third, future studies may examine contextual factors affecting working-student-mothers. Cultural norms, socioeconomic position, regional disparities, and institutional policies are considered. Comparative research across

contexts can reveal how these characteristics affect their experiences, problems, and coping methods.

Finally, future researchers, government organizations, commercial companies, and universities may use this research to establish a curriculum, seminars, and human development workshops on time management and counseling for working student-mothers' mental health. Additionally, a scholarship program will help with their master's degree financial burden.

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