

# **The cognitive burden of English-major student-mothers in Philippine higher education: A phenomenological approach**

**Josephine Asuncion R. Emoy\***

**Abstract:** Student-mothers juggle with cognitive, emotional and academic weights as they navigate the dual demands of their studies and motherhood. This phenomenological study explored their lived experiences revealing how the linguistic and intellectual expectations of an English program, such as literary analysis, dense academic reading and writing tasks, and oral performance, intensify the invisible labor these women undertake. Four central themes emerged: (1) The Cognitive Cost of Multitasking Minds described the mental fatigue and emotional guilt in performing demanding tasks; (2) Inner Strength and Academic Aspiration reflected their motivation rooted in motherhood; (3) Academic Survival Tactics in a Rigid System highlighted their use of time management, self-regulation, and strategies; and (4) Student Support and Institutional Reform revealed the lack of policy accommodations within the university setting. The findings affirmed that while student-mothers faced various challenges, their remarkable resilience made them even more persistent toward their goal for a better future.

**Keywords:** student-mothers, cognitive burden, parenting, English-major

## **Introduction**

In higher education worldwide, the pursuit for academic success is often viewed as a product of intellectual focus, time availability, and institutional support (Beck 2022). Yet, for college student-mothers, particularly those enrolled in rigorous academic programs, they face disproportionate challenges in navigating these demands. Balancing childcare with higher education responsibilities has been recognized as a form of invisible labor (Anderson 2021; Prikhidko and Haynes 2018). The mental and emotional burdens they carry are further intensified when their chosen field requires extensive reading,

---

\* Josephine Asuncion R. Emoy (✉)

Central Philippines State University, Kabankalan City, Negros Occidental, Philippines

e-mail: josephineasuncionemoy@gmail.com

analytical writing, and language fluency, such as in English and liberal arts programs (Hemmy and Mehta 2020).

In developing countries like the Philippines, the stakes are even higher since completing a degree is often seen as a huge game-changer in providing transformative path to economic mobility (Gatbonton 2021). Hence, they often struggle with finding the proper balance between childcare and their academic responsibilities (Cabaguing 2017). In such cases, if they are unable to effectively meet these demands, the majority of these students would not continue their education (Liu and Lee 2015). Failing to finish their education may lead to fewer job opportunities, especially in today's tight competition for job applicants with college degree-holders gaining the upper hand (Manalang et. al. 2015).

In state universities such as the one in Negros Occidental, the setting of this study, student-mothers enrolled in English language programs face a distinctive set of pressures. Beyond the everyday tasks of parenting, they must navigate an academic environment that demands high levels of linguistic competence, public speaking, literary analysis, and extensive academic writing. These tasks necessitate extended periods of concentration, something rarely afforded to mothers caring for young children.

While a vast number of existing literatures have explored international and local studies on student-mothers' experiences (Manalang et al. 2015; Simon 2020; Torres et al. 2020), there remains a notable dearth of studies that examined the discipline-specific cognitive and academic burdens placed on women majoring English. Even more limited are localized inquiries in Negros Occidental, particularly within the context of state universities. This is the gap that this paper wishes to address.

Thus, this study seeks to explore the lived experiences of English-major college student-mothers in a state university in Negros Occidental in navigating their dual roles. Framed within the feminist Theory, the research looks into the cognitive demands and academic pressures uniquely borne by these women.

### **Purpose statement**

What are the lived experiences of English-major college student-mothers in navigating the cognitive demands of their academic program while managing their responsibilities as mothers?

## **Methodology**

### *Research design*

This study was a qualitative research design following a descriptive phenomenology as its methodological framework to describe and gain insights into the purpose statement. The qualitative design intends to explore phenomena that affect the lived reality of individuals or groups in a particular cultural or social context (Mills and Birks 2014). Meanwhile, a phenomenological study explores what people experience and focuses on their experiences of a phenomenon (Rosa et al. 2018). Thus, this method was considered most appropriate for the study in order to clearly capture the lived experiences of English-major college student-mothers.

### *Participants and sampling technique*

The participants in this study were the five English-major college student-mothers in a state university in Negros Occidental, Philippines for the Academic year 2023-2024.

The participants were identified using the Purposive sampling technique, which is a non-probability sampling widely used in qualitative research to identify and select information-rich cases for the most effective use of limited resources (Campbell et al. 2020). In this study, the following were the inclusion criteria to identify the participants:

1. They must be *bona fide* English-major students in a state university.
2. They must be 21-28 years old, with 1-2 children, and living with their partner.
3. They must be the biological mother and have full custody of the child/children.
4. Willing to participate in the study.

In order to protect their identities and ensure confidentiality, the participants were assigned pseudonyms, and these names were used throughout the paper.

• “Enriqueta” is the oldest among the participants, aging 28 years old. She has 2 children and is married. She had her first child at the age of 26. After she graduated high school, she worked as a housekeeper for 5 years. Now, she persevered to go back to college in hopes of finishing a degree.

- “Pricelle” is 23 years old at the time of the study, with 2 children and is married. among the participants, she was the youngest who got pregnant at the age of 18 with her first child. She later realized to give importance to education and always listen to parents.
- “Klara” is 27 years old with 2 children and is married. She was 22 years old when she had her first child. She already had a job when she became a mother. With a meager income, she became very eager to go back to school after realizing that she can’t gain the best work if she hadn’t finished a degree.
- “Jessibel” is the youngest among the participants being 21 at the time of study and is in her final year in college. She had her child at the age of 20, and is with a live-in partner. She maintained a positive outlook and continued with her goal to finish her studies.
- “Krystal” is 24 years old, with a live-in partner, and only had 1 child. She had her first child at the age of 21. She decided to push for her goal in finishing a degree.

### **Research instrument**

The study made use of an unstructured in-depth interview without using a set of predetermined questions to deeply explore the essence of the participants’ experiences. This approach served a means to examining the lived experiences and personal perceptions as it encouraged participants to freely share their stories and insights in an unrestricted manner (Creswell and Poth 2018). Probing questions were also asked to gather thick rich description of their narratives until data saturation was achieved.

### **Data collection procedure**

Before the interview, Preliminary questions were asked to establish rapport with the participants. Informed consent was secured from the participants after explaining the purpose and scope of the study. Their willingness was emphasized, as well as the confidentiality of the whole process. They were free to withdraw at any point of the study.

During the interview, the researcher employed mind-bracketing, where all preconceived ideas about the topic were suspended. The researcher used probing questions to further clarify points the participants’ narratives. The participants were allowed to answer in any language they were comfortable. The one-on-one interviews lasted from 30 minutes up to 45 minutes. The researcher used a smartphone to record the whole interview.

After the interview, the researcher debriefed the participants by gradually taking them back into casual conversation. They were thanked for their participation and were given tokens of appreciation. Afterwards, data were transcribed for analysis and returned to the participants for member-checking. Audit trail was also used to verify the correctness of the transcripts.

### **Data analysis procedure**

Creswell and Creswell's (2017) data explication process was used in analyzing transcripts of participants' narratives to reach the essence of their lived experiences. This systematically involved the following steps:

1. Preparing and organizing the data gathered
2. Reading through all the data
3. Coding
4. Generating themes and descriptions of the experience
5. Finalizing the themes and descriptions
6. Essence

### **Data trustworthiness**

Trustworthiness refers to the process meticulously followed to ensure that the study is valid and reliable (Lincoln and Guba 1985, cited in Nowell et al. 2017).

In this study, it made sure that the analysis of the study was conducted exactly, reliably, and expansively, by establishing its trustworthiness using the criteria set by Lincoln and Guba. This emphasized the credibility, transferability, dependability, and confirmability of the transcripts to correctly express the experiences of the participants.

### **Ethical considerations**

Ethical considerations were observed in the conduct of the study aligned to the principles of respect for person, beneficence and justice. Since the participants were students, their willingness to take part in the study was given prime consideration through an informed consent. The protection of their identity was also ensured.

Furthermore, their permission to be audio-recorded was secured. All documents, recordings and field notes were kept in a secure place with only the researcher having access to the files in adherence to Data Privacy Act of 2012.

## **Results and discussion**

As the participants embarked on a meaningful journey of achieving their life goals, their narratives led to the intersection of two high-demand identities, being a student and a mother. It is further complicated by the cognitive rigor of their academic discipline, which emphasizes on critical thinking, dense writing and reading tasks, and oral performance imposing mental workload that they must navigate daily.

Based on the data transcripts obtained from the participants' narratives, four major themes emerged, each with 2 sub-themes that represent a core facet of their lived realities.

Theme 1. The Cognitive Cost of Multitasking Minds

Sub-themes: 1. Mental Load, and Linguistic Demands  
2. Emotional Displacement and Silent Guilt

Theme 2. Inner Strength and Academic Aspiration

Sub-themes: 1. Child-Centered Motivation as Academic Fuel  
2. Affirmation from Peers and Family as Coping Anchors

Theme 3. Academic Survival Tactics in a Rigid System

Sub-themes: 1. Self-Regulated Routines and Goal Setting  
2. Time Management as a Form of Resistance

Theme 4. Student Support and Institutional Reform

Sub-themes: 1. Lack of Flexibility in English-Major Courses  
2. Absence of childcare and Psychological Support

### *Theme 1. The Cognitive Cost of Multitasking Minds*

When mothers came to the decision of returning to school, or pursuing their college education while also performing their responsibilities as mothers, nothing prepared them for the actual daily demands and stresses they had to face once they are in the actual situation. These are elucidated below:

Sub-theme 1: Mental Load and Linguistic Demands

“I encounter mental exhaustion... The most pressing situation was when we were loaded with tasks like writing analysis paper and doing reports with tight deadlines. All these demand focus. My mind panicked if how I could manage my time.” – Henriqueta

“There are days I barely sleep. I just keep moving from being a mom to being a student, without a pause. It's even harder because the tasks

given to us in our major subjects in English are heavy. At times I feel restless, angry, and alone.” – Krystal

“It is difficult for me to manage my time at home and in my English classes with loads of tasks and readings to do. It is hard to work things out.” – Klara

These statements reflect the internal pressure that English-major student-mothers face, especially in their discipline that involve intensive writing and reading, adding pressure on top of their parenting duties. Their internalized fatigue stems not only from physical exertion but from cognitive pressure.

These accounts conform with the study of Andres (2021) that describes the “dual labor” of student mothers, a kind of double cognitive taxation that leads to academic underperformance and exhaustion physically and mentally. The guilt of not being full present, either at home or in school became an undercurrent that affected their current state of mind.

#### Sub-theme 2: Emotional Displacement and Silent Guilt

“I feel guilty that I have to leave them [my children] for a long time to go to school. I wake up as early as 4:00 AM to do my chores, before heading to school. I try hard to perform both my roles at home and in school every day.” - Pricelle.

“Our neighbors show discrimination with my situation. Now, my child becomes my priority, especially when she gets sick. I miss classes and quizzes and it makes me feel like a failure on both sides.” – Jessibel

These expressions highlight the recurring burden of these student-mothers in terms of their limited time. Their narratives reveal that time management is not just about scheduling, but about choosing which important task to sacrifice each day.

This is reflected in several studies (Miranda2020) stating that being physically present in class while mentally occupied by maternal concerns is part of the invisible emotional labor that student-mothers experience. On another note, social stigma against these student mothers still persists despite efforts of the government to elevate their morale and create a nurturing supportive environment for these sectors of society (Cabaguing 2017; Miranda, 2020).

#### *Theme 2. Inner Strength and Academic Aspiration*

These student-mothers did not allow their struggles to tower over their aspirations. They expressed that their children were their core

inspiration to persist and excel. Rather than seeing motherhood as a hindrance, they reframed it as a personal mission that gave their academic journey deeper meaning. From their responses, 2 sub-themes emerged as reflected below:

#### Sub-theme 1. Child-Centered Motivation as Academic Fuel

“I don’t want to be a burden to my parents, I want to be independent and self-sufficient someday for my children. These are what encourage me to pursue my education as an English major student.” – Enriqueta  
“My child is my motivation in all these that I go through. I decide for my future, so instead of giving up, I stand to pursue my goal to be an inspiration to others who struggle like me.” – Jessibel

Here, the participants’ children are more than dependents, they are life anchors. These mothers are fueled by a vision of being role models for their children, building futures rooted in education and determination to reach a better future for their children.

Despite the challenges and painful moments that student-mothers had to go through in performing their dual roles, yet their experiences gave them the strong will and inspiration to press on and achieve their dreams (Sicam et al., 2021). It is these trying situations that purged them to be stronger, more persevering, and dedicated to complete their degree (Sitchon et al., 2019).

#### Sub-theme 2. Affirmation from Peers and Family as Coping Anchors

“My classmates treated me well, and they are proud of me because of how I manage my studies while also taking care of my children. They motivated and help me in doing our school work and I am blessed to have classmates and friends like them.” – Pricelle

“It is my family, my partner, and close friends who remained as my main supporters, encouraging me to just do my best and not mind the people around. So, I show to them that I can, and I will; for them and my child.” – Krystal

These responses showed that the presence of emotionally supportive family, partners, and peers played critical role in their resilience. Although motherhood brings isolation, encouragement from peers and family can serve as emotional lifelines. They endeavored in their studies because they envision themselves to be better mothers to their children in the future.

These accounts affirm the concept of “grit-ability” (Braund et al. 2020) where perseverance emerges not from isolation but from family

validation and relational support. Such protective factors are crucial in buffering the emotional toll of dual-role conflict. Likewise, studies (Torres et al. 2020) confirm to this stating how they endured emotional and physical stresses just to complete a degree. This served as the main drive they have for their family.

### *Theme 3. Academic Survival Tactics in a Rigid System*

Student-mothers in this study displayed advanced self-regulation skills and adaptive strategies in response to the inflexible structures of academic life. As they adapt to their conditions, they discovered the right mix of strategies that suit them best as they manage their responsibilities. Their narratives are presented below:

#### Sub-theme 1. Self-Regulated Routines and Goal Setting

“I make a list of chores to do, like a timetable to fix my time and be able to multi-task. When at home, I do my school tasks while breastfeeding my baby. I persevere and pray all the time.” – Enriqueta

“I always set a time to study my lessons to fully understand our topic. I wake up very early (4:00 AM) every day to manage my priorities.” – Pricelle

“I often read and review our lessons and have a regular study habit especially when my child is asleep. Since English subjects are loaded with readings, I try to focus during quiet moments. Often times, I just manage to study while also tending to my child.” – Jessibel

Their responses reveal how doing these routines allowed them to avoid deadline pressure, particularly because English coursework involves extensive reading and writing outputs. Their structured routines and strict discipline helped them organize things, and keep a “to-do” mental map in accomplishing tasks. Their methods reflect survival strategies that speak of how efficiency is considered a necessity, rather than just a habit.

This is supported by various studies (Amuribadek Adangabe and Tigdig 2021), disclosing how, when juggling through their tasks, student mothers are said to utilize practical work strategies such as direct problem-solving, cognitive decision-making, understanding, and constructive cognitive restructuring to cope with the challenges they face.

#### Sub-Theme 2. Time-Management as a Form of Resistance

“I believe that proper and effective time management is the key. So, I take a rest and have some time to think wisely of my decisions. Also,

when studying I find it helpful for me to organize and outline our lessons, set my goals, keep records, monitor and always take note during discussion, and review.” – Klara

“For me to avoid missing deadlines, I do school tasks ahead, and I do not procrastinate. Goal-setting is always my strategy. I won’t leave a school task undone even until the last minute. In our major subjects, we often write papers, so I try to finish them early. It made my life a lot easier by working ahead of schedule.” – Krystal

These statements highlight how these student-mothers take control of their learning process despite their huge responsibilities at home, which is a true reflection of resilience and adaptability. This is important in English classes where deadlines come fast and tasks are often tedious and long. Their responses showed that they understood the weight of their responsibilities, not neglecting both roles, and are capable of multi-tasking.

In several studies (Braund et al. 2020), the grit displayed by student-mothers developed their ability to be formidable, resilient, and courageous in facing the obstacles and challenges that come with their dual roles. It also emphasized how adolescent mothers who are in college have resolved to carry on with their studies amidst their struggles as they dreamed of a better future for their children (Gatbonton 2021).

#### *Theme 4. Student Support and Institutional Reform*

As student-mothers strive to perform their dual roles, they express the desire for institutional support, more intuitive understanding and consideration of their situations from their mentors and other persons in authority. Their narratives reveal a yearning for flexible institutional policies, and childcare support, as they hurdle the challenges they face. These are reflected in the sub-themes presented below:

##### Sub-theme 1. Lack of Flexibility in English-Major Courses

“There were times I needed to bring my child to class because there was no one to watch him at home, but I had to stay at the back seat and make sure he doesn’t make any distracting noises while our teacher proceeds with the discussion.” – Pricelle

“If teachers only know what we go through at home before arriving in class, they would understand why I come late often or miss a quiz or an activity. Due to the health of my child, I once missed the deadline

of an important English project. Sometimes I also miss important discussions and quizzes. – Krystal

These reflections surface a pressing need for academic empathy as participants express frustration not from the workload itself, but the burden of carrying huge responsibilities from home to school. They hoped teachers were more understanding. Missing a major output or being unable to participate in their English class significantly added to their emotional and mental stress.

Several studies (Andres 2021) emphasized that while student-mothers demonstrated high resilience, institutional recognition and assistance will go a long way. This may be in the forms of academic leniency, child-friendly policies, and support offices and facilities.

#### Sub-theme 2. Absence of childcare and Psychological Support

“If only there is a daycare near our school or a room in school where I could safely leave my child for a while as I attend classes.” – Krystal

“Breastfeeding in restrooms or in hallways, or student lounges is somewhat humiliating. A private lactation room would have made it easier, safer and more private for me.” – Jessibel

“I need someone I could immediately confide my burdens with, like counselors, or professionals, exclusive for us student-mothers. Maybe it would help lighten this load I feel in my chest.” – Klara

This final sub-theme reveals how the lack of on-campus childcare or lactation spaces forced student-mothers to make painful compromises. Making these services and facilities available would significantly lighten the load they bear knowing that they have the support of the school.

These statements echo the findings of various studies (Clarkson et al. 2021; Miranda 2020) regarding inflexible academic expectations that served as silent barriers to women’s education, especially for those who balance motherhood and school. Their narratives underscored the value of equitable academic systems, which must include empathy, rather than forcing student-mothers to adapt to the rigid academic norms. It urges institutions to view these needs not as special favors but as fundamental rights essential to equitable access and success.

#### **Essence / Eidetic insights**

The lived experiences of English-major college student-mothers reveal a nuanced portrait of cognitive burden, academic loads, and emotional endurance. Their narratives reflect the invisible labor of switching

between academic tasks that demand intellectual precision, and maternal responsibilities that require both time and attention. It reveals how their academic performances are often compromised by their lack of time, divided attention, and fatigue from child-rearing responsibilities.

Yet within these systemic cracks, student-mothers stitched together their own forms of survival. They developed in them the fortitude, and persistence to be more responsible adults, resolute and committed towards their goal. They discovered the right strategies and study habits that work best for them as they managed their dual roles. Through time management, inner resolve, and child-centered motivation, they redefined their journey not as one of deficit but of silent defiance, pushing back against the norm through quiet persistence.

These insights illuminate how student-mothers carry more than bags and books, they carry social expectations, invisible mental and emotional toil, and an extraordinary will to overcome. But while their personal strength is admirable, the burden should not rest solely on their shoulders. Institutions must evolve to meet them halfway.

## **Conclusion**

The study concluded that English-major college student-mothers in a state university in Negros Occidental experience a daily reality shaped by cognitive overload, emotional fatigue, and systemic disregard. The academic demands of their chosen discipline, characterized by dense readings, critical writing, and high communicative expectations, amplify their everyday challenges of parenting. Yet they demonstrated remarkable resilience and self-regulation. Their motivation, rooted in their children's future, was sustained by family and peer support, time management, and adaptive learning strategies. However, their success often came at the cost of mental exhaustion.

The findings reveal that while these women may succeed individually, their struggles are aggravated by academic struggles, especially in demanding programs like English. The student-mothers do not ask for privilege, they ask for presence, policy, and parity.

The Feminist standpoint theory tells these women's experiences. The pressure to perform at par with peers in a language and writing-intensive field like English, without institutional flexibility or consideration, reveals how education remains unequally accessible when viewed through the lens of gender and caregiving.

Several limitations were set in this study. While the sample size of five participants was adequate for a phenomenological study to achieve data saturation, it did not represent the whole population of English-major college student-mothers. In addition, since the participants were only coming from a single university, the results may not be generalizable to larger populations.

## References:

- Amuribadek Adangabe, A., D. Emmanuella, & J. Tigtig. 2021. Exploring The Challenges Facing Teenage Mothers in School and How They Cope in the Wa West District. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2: 689-698. 10.11594/ijmaber.02.08.07.
- Anderson, M. 2021. *The Lived Experiences of Chicana/Latina Student Mothers: Their Motivation and Persistence for Academic Achievement*. California State University, Long Beach.
- Andres, K. P. 2021. Two faces of a mom: student mothers' lived experiences in a state university. *Philippine E-Journals*. <https://ejournals.ph/article.php?id=16823>
- Beck, K. 2022. Exploring Student Success Strategies in Developmental Education at the Community College Level. *Teaching and Learning Excellence through Scholarship*, 2(1).
- Braund, A., T. James, K. Johnston, & L. Mullaney. 2020. Grit-ability: Which Grit Characteristics Enable Success for Mothers Entering University? *Student Success*, 11(1): 22-35.
- Cabaguang, A. 2017. *Motherhood and studenthood: The lived experiences of college student mothers in Samar State University*. Vol.5, Issue 3. [www.irss.academyirmbr.com](http://www.irss.academyirmbr.com).
- Campbell, S., M. Greenwood, S. Prior, T. Shearer, K. Walkem, S. Young, D. Bywaters, & K. Walker. 2020. Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8): 652–661. <https://doi.org/10.1177/1744987120927206>
- Clarkson, K. A., C. A. Lawton, & A. E. Roehrig. 2021. *Wearing all our hats at once: Stories of women as mothers, teachers, and academics during a pandemic*. <https://www.igi-global.com/gateway/chapter/278469>
- Creswell, J. W., & J. D. Creswell. 2017. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell J., C. N. Poth. 2018. *Qualitative Inquiry & Research Design: Choosing among Five Approaches*. 4th edition. SAGE Publications.
- Gatbonton, R. R. 2021. Educational experiences of adolescent mothers while studying college in the Philippines. *IAFOR Journal of Education*. 9: 41-58. 10.22492/ije.9.1.03.
- Hemmy, K., & S. Mehta. 2020. The role of liberal arts in a skills economy: A case study in Oman. *Sage Journals*. <https://journals.sagepub.com/doi/10.1177/1474022220949432>.
- Lincoln, S. Y., & E. G. Guba. 1985. *Naturalistic Inquiry*. SAGE Publications Inc., pp. 289–331. [https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8)

- Liu, H. H.-T., & Y.-S. Lee. 2015. Measuring Self-Regulation in Second Language Learning: A Rasch Analysis. *SAGE Open*, 5(3). <https://doi.org/10.1177/2158244015601717>
- Manalang, D. C., P. A. Liongson, & E. N. T. Bayubay. 2015. The lived experiences of college student mothers in managing their dual roles: An exploratory study. [https://www.academia.edu/19973103/The\\_Lived\\_Experiences\\_of\\_College\\_Student\\_Mothers\\_in\\_Managing\\_their\\_Dual\\_Roles\\_An\\_Exploratory\\_Study](https://www.academia.edu/19973103/The_Lived_Experiences_of_College_Student_Mothers_in_Managing_their_Dual_Roles_An_Exploratory_Study).
- Mills, J., & M. Birks. 2014. *Qualitative Methodology: A Practical Guide*. Los Angeles: SAGE.
- Miranda, H. 2020. Probing the lived experiences of tertiary studying mothers: Basis for policy making. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3561509](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3561509)
- Nowell, L., D. White, J. Norris, & N. Moules. 2017. Thematic analysis: Striving to meet the trustworthiness criteria. *The International Journal of Qualitative Methods*, 16 (1). <https://doi.org/1177/1609406917733847>
- Prikhidko, A. & C. Haynes. 2018. Balancing graduate school and mothering: Is there a choice? *International Journal of Doctoral Studies*. <https://www.informingscience.org/Publications/4109>
- Rosa, F., A. Bagnasco, L. Ghirrotto, G. Rocco, G. Catania, G. Aleo, & L. Sasso. 2018. Experiences of older people following an acute exacerbation of chronic obstructive pulmonary disease: a phenomenological study. *Journal of Clinical Nursing*, 27(5-6), e1110-e1119.
- Sicam, E. B., M. D. Umawid, J. D., Colot, J. D. Dagdag, & C. Handrianto. 2021. Phenomenology of parenting while schooling among filipino college student mothers in the province. *Kolokium*, 9(2): 80-94.
- Simon, C. R. 2020. *A Phenomenology examining the lived experiences of student mothers at community college*. PhD Dissertation at Liberty University. <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3464&context=doctoral>.
- Sitchon, R. B., E. J. Valladores, J. V., Obispo, M. A. Puno, & S. Regio. 2019. Batangina: Lived experiences of student mother. <https://www.academia.edu/49196007>
- Torres, R. M., L. Sangala, A. San Jose, & A. Edd. 2020. Untold stories of student-mothers' academic journey: a phenomenology. *Journal of Studies in Social Sciences and Humanities*. 6: 1-12.