

## Coping Strategies of Solo Parent-Students of Camarines Sur Polytechnic Colleges

Eden Q. Paniterce, MAN

Institution: Camarines Sur Polytechnic Colleges, Email: [edenpaniterce@cspc.edu.ph](mailto:edenpaniterce@cspc.edu.ph)

### ABSTRACT

This study determined the coping strategies of solo parent-students of Camarines Sur Polytechnic Colleges. A school based research aimed to get comprehensive information regarding the causes, challenges encountered and their coping strategies. Descriptive research was utilized to 32 brave respondents who willingly participated in the study. Modified questionnaire for solo parents was formulated, responses were treated with confidentiality. Percentage technique and weighted mean were used in analyzing the data gathered.

Results revealed that mostly of the respondents are 18 to 21 years old, female, Roman Catholic, with one child, supported by their parents financially, and has a family monthly income of 5,000 to 15,000. Mostly of the respondents causes of being a solo-parents are family problems. In terms of personal challenges, ranked one were appreciated being a mother tied with difficulty handling the child when she/he is sick, difficulty in finding extra income to finance educational needs and the needs of the child, afraid that one day their child might repeat what they have done, respectively .

Furthermore, respondents coping strategies were: considered child as precious gift from God, making use of the child to bring the family closer, focused on taking care of themselves and the child, , indulged oneself in hobbies like; crafts, reading, playing instrument, improving body image, dressing up nicely and exercising.

Findings of this study will serve as a basis for relevant activities for the Center for Gender and Development for solo parent-students of Camarines Sur Polytechnic Colleges.

**Keywords:** *Coping Strategies, Solo-Parents, Challenges*

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### 1. INTRODUCTION

The Philippines has been known to be a conservative country particularly in establishing importance of a family. Filipino families play a significant role in shaping the community, thus in 1987 Constitution of the Republic of the Philippines – Section 1 Article XV, The State recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development.

Solo Parenting has been existing for a long while now but the rate in which it increases is faster than it has been in the previous years, and the reasons for this is also growing. The stigma regarding single parenthood, especially if the cause is pregnancy out of wedlock is a great deal (Valete, 2017). Nevertheless, some solo parents, teenage parents in particular, manage to improve themselves by continuing education despite the daunting task and the challenges they have to face alone. Hence, CSPC is no exception to have solo parent cases in their student population.

The researcher's several years of teaching had come across number of solo parents who opted to continue and endure hurdles of education to expand future opportunities. Some nursing mother-students asked permission to excuse themselves from related learning experiences because they had to take care of their child who is ill or perhaps there is no one to baby sit. The researcher encountered solo parent-students who struggle to meet academic requirements because of the fact that they are rearing their young on their own. Some of them had to ask extensions in passing their requirements and / or asking special projects to meet a passing grade. Furthermore, a few wrestled financially that led them to discontinue their schooling.

In most cases, no one chooses to be a single parent student. It comes with its own share of fun and challenges by choice or because of the circumstances beyond control. The challenges may surpass the rewards, making it the most challenging

situation for any parent. The challenges differ from both males and females; worsened by the inclusion of children in the mix. Despite the impediments that must be overcome, there are joys that are unique to single parenting.

Single parents also find that they must develop new skills, such as cooking or home and auto repair, which leads to creating a sense of pride and competence. This can provide valuable role modeling to children, especially around gender roles. Children learn that daddies can braid hair and mommies can fix cars. Children of single parents are also more likely to further develop valuable skills like how to overcome adversity and gain a deeper sense of independence.

With the aforementioned discussion on solo parenting, the unbelievable amount of strength and courage to raise kids on their own, their pros and cons, this study wanted to identify the coping strategies used by solo parent-students in this institution, thereby give them support and assistance through Gender and Development Program and Student Development Service.

Specifically it sought to answer the following questions:

1. What is the Profile of the respondents in terms of;
  - a. Age
  - b. Sex
  - c. Religious affiliation
  - d. Number of children
  - e. Financial support system
  - f. Family Monthly Income of Parents
2. What are the causes of solo parent-students of Camarines Sur Polytechnic Colleges?
3. What are the challenges encountered by Solo parent-students of Camarines Sur Polytechnic Colleges along, personal, educational, familial, and emotional?
4. What are the coping strategies used by the Solo parent-students of Camarines Sur Polytechnic Colleges along emotional, spiritual, psychological and physical?
5. What recommendations or strategies can be proposed to help the Solo Parent- students of Camarines Sur Polytechnic Colleges?

## 2. REVIEW OF RELATED LITERATURE AND STUDIES

According to Naomi, 2014, as part of New Labour's commitment to reducing social exclusion, their Teenage Pregnancy Strategy (1999-2010) aimed to reduce teenage conceptions in England and Wales and to increase the participation of young parents in education, employment and training. This article examines teenage pregnancy and parenting policies in the context of an alternative educational setting for pregnant young women and mothers. The data demonstrate both resistance to and support for such policy interventions, as well as a contested and unstable notion of the 'good mother'. The article argues that parenting education needs to be sensitive towards structural inequalities and difficulties rather than purely focusing on behavior change.

Walker (2016) reported that the Philippines has one of the highest teenage pregnancy rates throughout Southeast Asia. In this study, United Nations Population Fund said that the 'only' Asia-Pacific country which has a sharp rise in teenage pregnancy over the last two decades is the Philippines with those rising pregnancy rates may slow the country's growth expectations. Also, he concluded that the country will have younger dependents that are unwilling to work, and a much older society dependent on youths to carry them through their senior years.

Pineda (2017) reported that the Commission on Population (PopCom) - 6 spearheaded adolescent health and development (AHD) classes in various schools and local government units in Western Visayas to help promote and improve the total well-being of adolescents. While Simpson (2016) said, coping responses are infinite, but can be categorized as problem and emotion-focused coping and dysfunctional coping. Problem-focused coping alters the environment to reduce stress and is generally employed when the situation is perceived as controllable. Emotion-focused coping regulates stressful emotions by changing the way the relationships in the environment are attended to, and reappraisal of these if necessary. It may involve emotional distancing or seeking social support. Dysfunctional coping is defined as those coping styles that employ avoidance, denial, self-blame, or detrimental ways of coping such as alcohol or drug abuse. This requires greater education and management to promote effective coping and better well-being.

When a girl gets pregnant while still in school, her life dramatically changes. And the change is not limited to the 9 months when she is with child. Family finances are strained by the cost of childcare; budgets that would have gone to books will go to baby products. Even if her family could still afford to send her to school, she is slut-shamed and stigmatized, some girls opt to just stay away to avoid being the object of gossip and ridicule. Inadequate education automatically disqualifies her from many jobs that will offer her advancement as they have seen in many girls and in their family; a mistimed

pregnancy is the start of a slow downward spiraling from middle-class life. It is a strain to an average middle class family and the hopes of the future for a better life afforded by education are no longer within reach (Santos, 2013).

Today, early pregnancy and early parenthood is common. In the Philippines, according to Trade Union Congress of the Philippines as of 2012, there are at least 13.9 million Filipino single parents. Due to this, most of the time, the education of the mother has to suffer to give way to the coming of the baby down to the guidance of their child. Single parents have the same amount of responsibilities as a dual parent in their families.

Having experienced for the hardships of being employed with no permanent job and with minimum earnings, they opted to finally pursue her college degree and embrace their course-education given the opportunity to be a grantee of Expanded Student Grant-in-Aid Program for Poverty Alleviation (ESGPPA). Some single parents and grandparents nearly collapse under the strain of working and raising children. But other parents rise to their challenge. May want to tell all single mothers saying life is tough but they can do it (DSWD, 2018).

Commission on Human Rights spokesperson Jacqueline de Guia said in a statement, the Commission on Human Rights is alarmed with the documents circulating in the internet showing Pines City Colleges policy of mandatory pregnancy testing not only as to possible MCW (Magna Carta of Women) violation but also of other women's rights particularly on the rights to privacy and bodily autonomy. Women and girls should not be denied exercise and full enjoyment of basic rights, they should not suffer negative consequences in educational and work spaces, simple because they are pregnant, (ABS-CBN, 2018).

Soliman (2018) said, there are 10 million girls between the ages of 10 and 19 in the country according to the Philippine Statistics Authority. In 2017, 9% of women aged 15 to 19 have begun childbearing, the National Demographic and Health Survey (NDHS) reported. By the age of 19, one in five girls is, or will soon be, a mother. Early parenthood prevents young girls from achieving their goals and expanding their capabilities and was more likely to fall into poverty.

The study of Spilovoy (2013), examines ways in which college student mothers experience the pursuit of online higher education while mothering. The twelve participants testified to a myriad of experiences in higher education online learning environments. The participants' responses addressed their individual paths to higher education and the successes and challenges that they faced on the way to completing their online bachelor's degrees. Seven major themes and sixteen subthemes emerged on topics of motherhood, reasons for returning to college, reasons for choosing online programs, persistence, retention, and participant recommendations for college personnel.

Erk (2013) identify how low socio-economic status women who are providing primary childcare for children ages 0-10 experience higher education. Five themes emerged from the participant data: support systems, lack of college preparation, family as a priority, education as self-fulfillment, and balance. Independent students are most clearly different from their dependent counterparts in their family and work responsibilities and this was found to be absolutely true for the participants in this study whose primary responsibility was to their family and that their pursuit of higher education was something they were doing to further their family's future. While participants indicated that education was partially for self-fulfillment, they viewed this as an almost unexpected positive side effect of the path to a better job, higher income and benefits to themselves and their children.

Malabanan (2021) stated in her study that pregnant mother who are at risks should not be admitted at the lying in for their safety. While the qualitative research of Taukeni (2014) draws on phenomenological experiences of five single student mothers studying at one of the campuses of the University of Namibia. Results show that the main common challenge among the participating student mothers is the lack of time to manage studying and parenting roles. Other challenges student mothers experience includes being angry, loneliness, restless and skipping lectures. Recommendations include the need for support group on campus to alleviate isolation and some stress associated with playing in both studying and parenting roles.

Moghadam, Khiaban, Esmaeili, Salsali, (2017) purposed to explore and describe the experiences of Iranian female students with the role of motherhood. This 2015 qualitative study used purposeful sampling to select 20 student mothers aged 24–50 who were studying at a state or non-state university in an urban area in northwest Iran. The management of maternal and family affairs by female students in universities where motherhood is not supported is a challenge. The significance of mother-student roles must be emphasized and support and education provided for women to gain skills useful in playing these roles. Policy makers should devise strategies for bringing change to the traditional perspective that motherhood and educational responsibilities cannot be met at the same time by one person.

The study of Mazo, (2013) sought to determine the causes of stress, the effects of stress, and the stress coping mechanisms of Bachelor of Science in Social Work students in the Leyte Normal University, Tacloban City. It tested some assumptions

using the descriptive survey method with 54 respondents. Quizzes/examinations, school requirements/projects and recitations were the most common stressors. Sleepless nights were the common effects of stress. There was disparity on the causes and effects of stress between the male and female respondents. Praying to God was the common stress coping mechanism. No disparity was observed between the male and female coping mechanisms.

On the research about the lived experiences of three college student mothers on how they manage their dual roles – being a student and a mother, participants were identified using purposive sampling and guided by the following criteria: female, currently enrolled in higher educational institutions, has a child/children, she had the custody of the child, and willing to participate in the study (Manalang, Bayubay, and Liongson, 2015).

The study of Garin, Caranto, and David, (2015) determined the coping strategies and identified effective coping strategies of senior student nurses in Competency Appraisal from a phenomenological point of view of six (6) fourth year nursing students. For the past semester, 30 senior student nurses nearly flanked Competency Appraisal I. Senior student nurses in the Philippines use different coping strategies to cope with Competency Appraisal. Not all of the coping strategies are created equal. Some were used more often than others and that some strategies effective to some do not apply to all. The study concludes that facing or dealing with the challenges of competency appraisal and taking a break are the main strategies used by student nurses. After recognizing a stressor, a person consciously or unconsciously reacts to manage the situation. This is termed as the mediation process. This is why the participants eat and sleep to cope with the stress.

Cabaguing (2017) used phenomenological approach in exploring the lived experiences of student mothers in Samar State University. Fourteen (14) student mothers participated in the study. Participants met the description of a student mother: A bonafide student of Samar State University, a biological mother, single parent or married, had the custody of the child/ living with her child and willing to participate in the study. From the data analyses, three major themes emerged: Juggles and Struggles of Student Mothers, Inspirations and Motivations, and Coping Dual Roles. The result suggests that these student mothers experienced a challenging yet fulfilling dual role. Their lived experiences can encourage and inspire other student mothers to pursue higher education.

### 3. METHODOLOGY

The study employed the descriptive survey design. This method involves collecting numerical data to test hypotheses or answer questions concerning current status which is then conducted through self- reports collected through questionnaire. The questionnaire administered was supported by unstructured interview or a non- directive interview to validate the responses and give leeway to respondent's innermost concerns that could not be mentioned in the structured interview.

This study most appropriately employed the explanatory model, which contains first quantitative data collection. This method was used in order to obtain a clearer picture from the quantitative data, and then to use the qualitative data to provide better understanding and explanation of the study in question. Creswell and Clark (2007) stated that the explanatory design (also called sequential design) is a two-stage mixed method design.

The respondents of the study were 32 Solo- parents students male or female who are enrolled at Camarines Sur Polytechnic Colleges at CSPC main and extension campuses at Buhi, Camarines Sur. After obtaining the ethical clearance from the head of both campuses, the questionnaires were personally administered and interviewed the respondents.

### 4. RESULTS AND DISCUSSION

This section presents the discussion of the survey on the profile of the respondents, causes of solo parents students,

#### 1. Profile of the Respondents

As shown in Table 1, mostly of the respondents belonged to the age bracket of 18 to 21 years of age or 37.50 percent with a frequency of 12, followed by 22 to 25 years old or 31.25 percent with a frequency of 10 out of 32 respondents. The age of 30-33 years have three out of 32 respondents or 9.38 percent, while the lowest number of age was 34 years old and above who has only one respondent.

**Table 1. Age of the Respondents**

AGE	FREQUENCY	PERCENTAGE	RANK
18 – 21 years old	12	37.50	1
22 – 25 years old	10	31.25	2
26 – 29 years old	6	18.75	3
30 – 33 years old	2	6.25	4.5
34 – ABOVE	2	6.25	4.5
Total	32	100.00	

Provided on Table 2, on the sex of the respondents, 26 or 81 percent were female and only six or 19 percent were male. It goes to show that majority of the respondents were female.

**Table 2. Sex of the Respondents**

Sex	TOTAL	PERCENTAGE	RANK
Female	26	81	1
Male	6	19	2
Total	32	100.00	

As shown in Table 3, the religion of the respondents, it appeared that 22 or 68.75 percent were Roman Catholic and has a big difference among other religions like Iglesia ni Cristo which has only four or 12.50 percent, Jehova's Witnesses has three or 9.38 percent and Born Again has three or 9.38 percent equal with Jehova's witnesses.

**Table 3. Religious Affiliation of the Respondents**

RELIGION	FREQUENCY	PERCENTAGE	RANK
Roman Catholic	22	68.75	1
Iglesia Ni Cristo	4	12.50	2.5
Jehova's Witnesses	4	12.50	2.5
Born Again	2	6.25	4
Total	32	100.00	

Provided on Table 4 was the number of children 22 or 68.75 percent has one child out of 32 respondents and nine or 28.13 percent had two children, only one or 3.13 percent among the 32 respondents has three or more children.

**Table 4. No. of Children of the Respondents**

NO. OF CHILDREN	FREQUENCY	PERCENTAGE	RANK
One	22	68.75	1
Two	8	25.00	2
Three or more	2	6.25	3
Total	32	100.00	

Presented on Table 5, respondents financial support were, parents 22 or 68.8 percent out of 32 respondents followed by relatives with seven or 21.88 percent were relatives and the lowest was three or 9.38 percent financed by sponsors.

**Table 5. Financial Support System**

FINANCIAL SUPPORT SYSTEM	FREQUENCY	PERCENTAGE	RANK
Parents	22	68.75	1
Relatives	7	21.88	2
Sponsors	3	9.38	3
Total	32	100.00	

As shown in Table 6, it shows information regarding the monthly income of the respondents. The highest percentage of monthly income earned was 5,000 to 15,000 which mean 21 out of 32 respondents or 65.6 percent followed by 15,000 to 25,000 monthly family income. None of the respondents' family income reached the 25,000 to 35,000 family monthly incomes.

**Table 6. Monthly Family Income**

MONTHLY FAMILY INCOME	FREQUENCY	PERCENTAGE	RANK
5,000 – 15,000	20	62.50	1
15,000 – 25,000	12	37.50	2
25,000 – 35,000	0	0.00	
35,000 – ABOVE	0	0.00	

Total	32	100.00
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### Causes of Solo Parenting

Shown in Table 7, the causes of solo parents at Camarines Sur polytechnic Colleges, it showed that 13 or 12.04 percent among the 32 respondents answered family problem. Secondly out of 32 respondents 11 or 10.19 percent answered personal choice and intimacy (love) which has a tied result. Next was curiosity out of 32 respondents eight or 7.41 percent tied with peer pressure. The three lowest in ranked were; Rape victim and revenge to parent with similar result four or 3.70 percent, two or one point eighty five percent was incest taboo and the lowermost in ranked was drug abuse with one or one percent amongst the 32 respondents.

**Table 7. Causes of Solo Parenting**

CAUSES OF SOLO PARENTING	FREQUENCY	PERCENTAGE	RANK
1 Peer pressure	8	7.41	5.5
2 Family problem	13	12.04	1
3 Alcohol influence	7	6.48	7.5
4 Incest taboo	2	1.85	15
5 Rape victim	4	3.70	13.5
6 History of broken family	6	5.56	10
7 Strict parents	8	7.41	5.5
8 Curiosity	10	9.26	4
9 Personal Choice	11	10.19	2.5
10 Revenge to parents	4	3.70	13.5
11 Financial reason	6	5.56	10
12 Parental absenteeism	6	5.56	10
13 Intimacy/Love	11	10.19	2.5
14 Substance Abuse	7	6.48	7.5
15 Academic pressure	5	4.63	12
16 ( others ) drug abuse	1	1	16

Presented in Table 8, appreciating the good side of being a mother ranked first with a WM of 3.38 interpreted as always. Followed by difficulty handling the child when he/she is sick with a WM of 3.28 interpreted as always 19. The third one was finding hard times to discipline your child because of the presence of relatives with a WM of 2.94 and interpreted as sometimes and rank fourth was providing basic needs for the child with a WM of 3.22 interpreted as sometimes. People regard you as a dependent person with a WM of 2.74 interpreted as sometimes followed by afraid to be attracted again to the opposite sex with a WM of 2.72. Hesitant to avail the government program about "Solo Parent Welfare Act" rank fifth with a WM of 2.63 interpreted as sometimes. People regard you as a dependent person with a WM 2.74 as rarely, ashamed of evident rearing of the child 2.06 interpreted as rarely and lastly tempted to exchange the child for some money with a WM of 1.91 interpreted as rarely.

**Table 8. Personal Challenges**

PERSONAL CHALLENGES	WEIGH TED MEAN	VERBAL INTERPRETA TION	RANK
1. Finding hard times to discipline your child because of the presence of relatives.	2.94	SOMETIMES	4
2. Difficulty handling the child when he/she is sick.	3.28	ALWAYS	1.5
3. Providing basic needs for the child.	3.22	SOMETIMES	3
4. Afraid to be attracted again to the opposite sex.	2.72	SOMETIMES	6
5. Tempted to let someone adopt the child.	2.25	RARELY	9
6. Tempted to exchange the child for some money.	1.91	RARELY	11
7. Hesitant to avail the government program about "Solo Parent Welfare Act".	2.63	SOMETIMES	7



8.	Ashamed of evident rearing of the child.	2.06	RARELY	10
9.	People regard you as a dependent person.	2.74	SOMETIMES	5
10.	Attempt suicide at the topmost of your struggles.	2.47	RARELY	8
11.	Appreciate the good side of being a mother.	3.38	ALWAYS	1.5
<b>AVERAGE WEIGHTED MEAN</b>		2.69	SOMETIMES	

Table 9, presented the educational challenges encountered by the solo parents. ranked one challenge was difficulty in finding extra income to finance educational needs and the needs of the child with a WM of 3.28 interpreted as always, rank second considers working while studying to finance studies and child with a WM of 3.13 interpreted as sometimes, the third one was difficulty in studying while rearing the child with a WM of 3.06 fourth was ashamed to ask financial assistance from parents with similar result with unable to balance your time between studies and child with a WM of 2.97 interpreted as sometimes, prejudices of classmates and teachers regarding the solo parents WM 2.53 interpreted as sometimes, Considers quitting studies with a WM of 2.50 interpreted as sometimes Lastly was Humiliates by instructors for being a solo parent with a WM of 2.19 interpreted as sometimes

**Table 9. Educational Challenges**

<b>EDUCATIONAL CHALLENGES</b>		<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>	<b>RANK</b>
1.	Difficulty in studying while rearing the child	3.06	SOMETIMES	3
2.	Ashamed to ask financial assistance from parents	2.97	SOMETIMES	4.5
3.	Considers working while studying to finance your studies and child.	3.13	SOMETIMES	2
4.	Difficulty in finding extra income to finance your educational needs and the needs of the child	3.28	ALWAYS	1
5.	Unable to balance your time between studies and child	2.97	SOMETIMES	4.5
6.	Considers quitting studies	2.50	SOMETIMES	7
7.	Prejudices of classmates and teachers regarding the solo parents	2.53	SOMETIMES	6
8.	Humiliates by instructors for being a solo parent	2.19	SOMETIMES	8
<b>AVERAGE WEIGHTED MEAN</b>		2.83	SOMETIMES	

Table 10, showed the familial challenges, ranked one was afraid that one day child might repeat what you have done with a WM of 3.13 interpreted as sometimes, among them 14 responded sometimes encountered, eight answered always

**Table10. Familial Challenges**

<b>FAMILIAL</b>		<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>	<b>RANK</b>
1.	Difficulty in disciplining the child because of the relatives	2.78	SOMETIMES	3
2.	Interfering of relatives in molding the child	2.81	SOMETIMES	2
3.	Parents condemnation of the early pregnancy	2.72	SOMETIMES	4
4.	Lack support of parents in studies and child's needs	2.47	RARELY	6
5.	Impact of childhood experience on early pregnancy	2.44	RARELY	7
6.	Denied of good relations to the child's father/mother	2.56	SOMETIMES	5

7.	Afraid that one day your child might repeat what you have done	3.13	SOMETIMES	1
<b>AVERAGE WEIGHTED MEAN</b>		2.70	RARELY	

encountered while five for rarely parallel result to never encountered. The second one was interfering of relatives in molding the child with a WM of 2.81 interpreted as sometimes 18 or majority of the respondents said sometimes they encountered it, only two never encountered the involvement of relatives in molding the child. Difficulty in disciplining the child because of the relatives with a WM of 2.78 interpreted as sometimes. On the other hand the two lowest indicator as to familial challenges are lack support of parents in studies and child's needs with a WM of 2.47 interpreted as rarely though 14 of them said sometimes they encountered it seven among the respondents said rarely same with never encountered. The lowest was impact of childhood experience on early pregnancy 13 said sometimes they encountered it and only four among the 32 respondents responded always encountered it with a WM of 2.44 interpreted as rarely.

Table 11, presented the emotional challenges ranked one were focus on taking care of yourself and the child with a WM of 3.63 interpreted as always, followed by recognize opportunities to be positive with a WM of 3.38 interpreted as always and the third one were finding role model with a WM of 3.31 interpreted as always. On the other hand the lowest ranked was lack of support from parents in their studies and child's need. It can be deducted that parents love and support to their children is everlasting despite their early pregnancy or maternal role they still continue to support and love especially their grandchild. Some grandfather/grandmother always says they love more their grandchild than their children. The joy they received from grandchildren are incomparable.

Table 11. Emotional Challenges

	EMOTIONAL	WEIGHTED MEAN	VERBAL INTERPRETATION	RANK
1.	Sharing of problems to close friends.	2.97	SOMETIMES	6
2.	Finding the right mindset in coping with problems.	3.16	SOMETIMES	5
3.	Looking for support group.	2.91	SOMETIMES	7
4.	Recognize opportunities to be positive.	3.38	ALWAYS	2
5.	Focus on taking care of yourself and the child.	3.63	ALWAYS	1
6.	Happy of being pregnant.	3.25	ALWAYS	4
7.	Finding role models.	3.31	ALWAYS	3
8.	Refrain from blaming yourself and the child	2.69	SOMETIMES	8
<b>AVERAGE WEIGHTED MEAN</b>		3.16	SOMETIMES	

Presented in Table 12, in the spiritual aspect the ranked one with a WM of 3.72 were considered the child as precious gift from God, followed by grateful for being a mother/father tied with strengthen faith with God with a WM of 2.5. The lowest ranked two were, seeking advices from religious groups or church leaders tied with attending spiritual services and bible prayers with a WM of 7.5.

Table 12. Coping Strategies Spiritual Aspect

	SPIRITUAL	WEIGHTED MEAN	VERBAL INTERPRETATION	RANK
1.	Strengthen faith in God.	3.69	ALWAYS	2.5
2.	Attending spiritual services and bible prayers.	3.00	SOMETIMES	7.5
3.	Considers your child as precious gift from God.	3.72	ALWAYS	1
4.	Seek God's help and always pray.	3.47	ALWAYS	5
5.	Seeking advices from religious groups or church leaders.	3.00	SOMETIMES	7.5
6.	Makes the child as instrument to be closer to God.	3.66	ALWAYS	4
7.	Engage yourself in spiritual activities or group.	3.16	SOMETIMES	6
8.	Grateful for being a mother/father	3.69	ALWAYS	2.5
<b>AVERAGE WEIGHTED MEAN</b>		3.42	ALWAYS	



As shown in table 13, shows the psychosocial aspect of the respondents, ranked one was making use of the child to bring the family closer with a WM of 3.06 as sometimes, ranked second was being with support groups with same experience with a WM of 3.0 as sometimes, third was leaving the child to other relatives or friends. The two least among the psychosocial aspect was neglecting the child's needs with a WM of 1.66 as never and lastly was gambling with a WM of 1.59 interpreted as never.

**Table13. Psychosocial Coping Strategies**

	PSYCHOSOCIAL	WEIGHTED MEAN	VERBAL INTERPRETATION	RANK
1.	Being with support groups with same experience.	3.00	SOMETIMES	2
2.	Leaving the child to other relatives or friends.	2.72	SOMETIMES	3
3.	Making use of the child to bring the family closer.	3.06	SOMETIMES	1
4.	Neglecting the child's needs.	1.66	NEVER	7
5.	Isolating oneself from others.	1.88	RARELY	5
6.	Gambling for pastime.	1.59	NEVER	8
7.	Travelling with friends.	1.84	RARELY	6
8.	Drinking with friends	1.97	RARELY	4
<b>AVERAGE WEIGHTED MEAN</b>		2.22	RARELY	

As presented in Table 14, in terms of physical aspect ranked one was indulging oneself in hobbies, crafts reading and playing instrument among the 32 respondents 15 answered sometimes encountered and 13 of them encountered it always similar result with improving body image, dressing up nicely and exercising 19 of them answered it as sometimes encountered and 11 among them said always encountered with a weighted mean of 3.28 interpreted as always.

**Table14. Physical Coping Strategies**

	PHYSICAL	WEIGHT ED MEAN	VERBAL INTERPRETAT ION	RANK
1.	Indulging one in hobbies; crafts, reading, playing instrument.	3.28	ALWAYS	1.5
2.	Improving body image, dressing up nicely and exercising.	3.28	ALWAYS	1.5
3.	Oversleeping	2.25	RARELY	3
4.	Smoking when stressed	1.44	NEVER	7
5.	Drinking alcohol in times of problems	1.66	NEVER	4.5
6.	Hurting oneself	1.66	NEVER	4.5
7.	Engaging in illegal acts	1.59	NEVER	6
<b>AVERAGE WEIGHTED MEAN</b>		2.17	RARELY	

**5. Proposed Plan.** Based on the findings of the study, various strategies can help the solo parent of CSPC on how to cope and surmount challenges as they pursue their studies. Schools Center of Gender and Development office can prioritize the concerns of students specially the solo-parents who struggle in order to pursue their educational career. The conducted research provide a concrete data and information on how our college can minimize the incidence of solo parents and can be utilized for community extension.

## 8. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions and recommendations were made.

### Conclusions

1. Mostly of the respondents are 18 to 21 years old, female, Roman Catholic, one child, supported by their parents financially, and has a family monthly income of 5,000 to 15,000.
2. Mostly of the respondents cause of being a solo parents are family problems.
3. In terms of personal challenges, ranked one is they appreciate being a mother, difficulty handling the child when she/he is sick, difficulty in finding extra income to finance educational needs and the needs of the child, afraid that one day their child might repeat what they have done.
4. Coping strategies, making use of the child to bring the family closer, focused on taking care of yourself and considers

your child as precious gift from God, indulging oneself in hobbies crafts, reading, playing instrument, improving body image, dressing up nicely and exercising.

5. A plan is proposed to help the solo parents-students of Camarines Sur Polytechnic Colleges to pursue their studies.

## Recommendations

### Parents

1. Parents are encouraged to enhance family relationship by spending quality together.
2. Parents should be a good role model for their children.
3. Proper guidance, communication and adjusting parenting style are encouraged.
4. Parents should monitor their children's activity and know their acquaintances or peers.

### Students

1. Students are encouraged to value their education.
2. Students must know facts to prevent teenage pregnancy.
3. Encourage students to participate school and other activities.

### CSPC

1. Regular counseling to all solo parent-students of Camarines Sur Polytechnic Colleges care of Guidance counselor.
2. Center for Gender and Development office can offer a monetary allowance to all solo parents-students to augment their financial needs.
3. Member of the faculty of CSPC may be more considerate for academic concern of solo parents' students of Camarines Sur Polytechnic Colleges.
4. An income generating livelihood training may be considered to augment their financial needs for their child and studies.

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