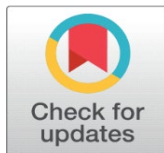
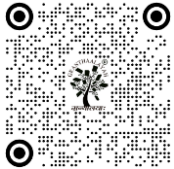


BALANCING ROLES: A STUDY ON DEMOGRAPHIC CORRELATES OF ACADEMIC STRESS AMONG STUDENT-PARENTS

Zijo L. Mag-Aso ¹, Atreju Mikhail Sam A. Gallardo ²

¹Mindanao State University – Main Campus, Marawi City, Philippines

²Mindanao State University – Main Campus, Marawi City, Philippines



ABSTRACT

The objective of this study was to identify the significant relationship between the student-parent demographics and academic stress. A descriptive-correlation type of research design was utilized for this study. It involved 33 student-parents, both male and female, as the main respondents from the different colleges of Mindanao State University Main Campus, Marawi City. Purposive sampling was utilized in this study. Survey questionnaires with two components served as the only instruments used. Part 1 is the demographic profile of the respondents' based on their age, sex, year level, religious affiliation, marital status, dependent status, number of children, location of child/children, and gross family income. The second part is the revised academic stress questionnaire taken by R. Balaji Rao (2013). This survey is also composed of 25 questions, and the respondents should answer the questionnaire whether: (0) Never, (1) Sometimes, (2) Neutral, (3) Often, (4) Always. To test the significant relationship, Pearson r was used. Results of the study revealed that the majority of the respondents' ages ranged between 25 and 26 years of age; majority were females, and were fourth-year college students; and majority were Muslims. Additionally, it indicated that majority of the respondents were married; majority had only one child; majority were with their child or children; majority of the respondents were independent in dependency status; and the majority have a gross family income of ₱6,000 – ₱10,000. Finally, all of the independent variables of age, sex, year level, religious affiliation, marital status, dependency status, and number of children, children location, and gross family income revealed no significant relationship to the student-parent's academic stress. According to the research's findings, it is recommended that the student parent, both male and female, regardless of their religious affiliation or any status, maintain their focus and be flexible in their study in order to broaden and enhance their knowledge and capabilities to fulfill their dual roles as a student and parent. Al-Shuaibi (2014) asserts that education is essential for future success and a wealth of opportunities. People who are educated in a field are better able to think, feel, and act in ways that support their success and enhance both their own and their community's quality of life. Education also shapes people's personalities, perspectives, interpersonal interactions, and readiness for life's challenges. It gives people a unique status both within their own the wider community wherever they reside.

Received 19 February 2026

Accepted 22 March 2026

Published 28 April 2026

Corresponding Author

Zijo L. Mag-aso, [mag-
aso.zl55@s.msumain.edu.ph](mailto:mag-aso.zl55@s.msumain.edu.ph)

DOI

[10.29121/shodhkosh.v7.i5s.2026.7216](https://doi.org/10.29121/shodhkosh.v7.i5s.2026.7216)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2026 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



Keywords: Academic Stress, Student-Parents, Philippines

1. INTRODUCTION

Each student can be guided towards the development of knowledge and skills through the use of various strategies, methods, and procedures. Everyone has a right to education, as indicated in Article 26 of the Universal Declaration of Human Rights. Education should focus on fostering respect for fundamental freedoms and human rights as well as the full development of the individual. Education gives people more power and makes them better equipped to handle life's obstacles. The phrase "education" does not just refer to our intellectual pursuits. However, it refers to the knowledge we

gain and the activities we engage in outside of books or educational institutions. According Ceka and Murati (2016), education is the most powerful weapon to achieve success: through education, students can plan their future careers or continue higher educational training after university graduation. When individuals are educated on a particular subject they act, feel, and believe in ways that contribute to their advancement as well as advances the community around them.

Moreover, Education is a key to any future success. It establishes a basis for the citizens to have something ahead and get plenty of offers achieved as they go. Given that education is the biggest determinant of our lives and vital in lifting people and generations to come out of poverty, while also reducing socioeconomic/political (however we define it) inequalities, studies have shown that parental educational status is positively associated with better health status and all future earning potential leading on into labour force participation rates along with economic/financial securities for not only the parents but their children as well as society at large. This review indicated that by distinguishing coping approaches, student-parents can take maximum responsibility for their circumstances, empowering them to discover further significance in their educational journey. This makes it imperative to provide student- parents with the skills and support services they need to help them cope with their responsibilities, thus enhancing their academic outcomes [Ajayi et al. \(2020\)](#).

Attaining college education is an aspiration of everyone because a college degree is frequently related with accomplishment later in life. There are some benefits that you can gain from continuing your degree, like stability, financial security, self-dependency, equality, fulfilling dreams, and confidence. But going to college isn't easy, especially since there are so many things that can get in the way, like stress, which is one of them. As cited in Calaguas (2012), [Masih and Gulrez \(2006\)](#) said that stress is a lifestyle crisis. It can be anything, inside or outside the person, that makes it hard for them to adapt to their environment and makes them work harder to keep a balance between themselves and their surroundings.

Additionally, [Cronin and Becher \(2015\)](#), as referenced in Al [Sheerawi \(2005\)](#), emphasized that stress is unavoidable, constituting a typical response when an individual feels uncertain about fulfilling environmental demands. It is essential to recognize that stress is characterized not solely by the experience of a person but also by her behavior, mental, emotional, physiological, and social reactions to that experience. In general, it can be outlined as a bad emotional experience that comes with changes in biochemistry, physiology, cognition, and behavior that are either meant to change the stressful situation or adapt to its effects. Stress is also the feeling of physical or mental strain. There are many things that can happen in a person's life that make them feel angry, frustrated, or nervous, which can make their stress worse. The body's response to stress or challenge can be beneficial at times; however, chronic stress may result in serious health issues [Jain and Lazaru \(2017\)](#). Students deal with stress in some way or another, so stress is a part of their lives and can affect how they handle the expectations of university life. Stress manifests in various forms within an individual's daily existence. Stress is a biological and psychological construct denoting the failure of an organism to adequately respond to psychological, emotional, or physiological demands, whether real or perceived [Kwaah and Essilfie \(2017\)](#). Everyone has stress in their lives, and going to classes is one of those things that can be stressful. In school, teens usually think that their academic performance is a big part of how well they are doing, and the pressure to do well is a big part of what makes them successful. Academic stress negatively impacts students' overall adjustment, particularly the stress stemming from demands [Calaguas \(2012\)](#). When people do find themselves in a situation that could be stressful, though, they assess how dangerous it could be and how well they can deal with it.

Additionally, individuals encounter stress when the perceived threat surpasses the perceived available resources for managing it (Lazarus & Folkman, 1984, as cited in [Calaguas \(2012\)](#)). Conversely, involvement, inspiration, and relevance contribute to students' success. Engagement has been demonstrated to enhance retention and persistence among college students. Student-parents recounted particular aspects of their daily struggles amid the challenges of time constraints, insufficient relevant assistance, and stress while endeavoring to maintain a positive outlook [Calaguas \(2012\)](#). [Goldrick-Rab and Sorensen \(2010\)](#), as referenced in [Peterson \(2016\)](#), identify four primary factors that affect the potential enhancement of the lives of college students who are also parents: (a) social interactions, (b) time management, (c) financial capacity, and (d) mental and physical well-being. The positive and negative aspects, frequently distinct to each individual, influence the college experience for the student-parent and the overall well-being of the child and family. It was asserted that minimal evidence is available regarding the impact of college on the welfare of families and the complexities of support for the child of a student-parent. The student-parents in the study made decisions based on their priorities. How they each talked about the many things that needed their time, how they handled situations that could have been stressful, and how they decided what was most important for persistence frames.

They also talked about how they put their daily tasks and events in order of importance to reach their goals. The study focused on retention and, most significantly, on what student-parents who are committed, motivated, and hard-working say are their daily challenges to balance their responsibilities and finish their associate degrees. These student parents, with strong determination, sought out peers, college programs, government funding, support from the community, and family to assist and motivate them in their perseverance. They were fully committed because they worked, took care of their families, and met academic standards and expectations. Moreover, they turned challenges into opportunities Peterson (2016). The modern world has gotten increasingly challenging and stressful. Our fast-paced world, continual change, and never-ending demands and desires can occasionally cause stress, worry, pessimism, and despair. And, parenting is one of the most challenging roles anyone can ever have. Even though it can be incredibly rewarding on occasion, raising children can be challenging, especially if the parents are still in school. While pursuing their university education, parents-of-students face particular difficulties. The purpose of this study was to determine the relationship between student-parents demographics in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income towards academic stress among the student-parents in Mindanao State University-Main Campus, Marawi City.

2. STATEMENT OF THE PROBLEM

This study aimed to determine the relationship of student-parents demographics in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as independent variables towards academic stress as dependent variable.

Specifically, this study seeks to answer the following questions:

1) What is the demographic profile of the student's parents in terms of:

- age;
- sex;
- year level;
- religious affiliation;
- marital status;
- dependency status;
- number of children;
- location of child/children; and
- gross family income?

2) What is the level of academic stress of the respondents?

Is there a significant relationship between student-parents in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as independent variables and academic stress as dependent variable?

3. STATEMENT OF THE HYPOTHESIS

A hypothesis is a testable statement of a potential relationship between two variables. With the given problems, the following hypotheses were tested and formulated at the $\alpha = 0.05$ level of significance for question 3, with questions 1 and 2 as hypotheses-free.

Ho1: There is no significant relationship between student-parents in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as independent variables and academic stress as dependent variable?.

4. METHODOLOGY

4.1. RESEARCH DESIGN

A descriptive-correlational method of research was used as a quantitative research design for this study. The descriptive method described, evaluated, and interpreted the data as it was being collected under the given circumstances. Meanwhile, the correlation technique examined the substantial relationships between and among variables.

This study aimed in determining the relationship of student-parents demographics in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as the independent variables, and if it has substantial association with their academic stress as the dependent variable being college students in Mindanao State University-Main Campus, Marawi City.

4.2. RESPONDENTS OF THE STUDY

The respondents of the study were the selected male and female student-parents who were officially enrolled at Mindanao State University, Main Campus, Marawi City, Lanao del Sur. The research data were collected among identified 33 respondents.

4.3. SAMPLING PROCEDURES

"Snowball sampling" or "chain-referral sampling" is a non-probability sampling method in which samples have unusual characteristics. This approach to sampling was used in the study where current participants were asked for suggestions on how to identify the right sample populations. These individuals have specific qualities, like already having a child or children but still pursuing their college degree at any level, whether single, separated, or even married, either male or female. In other words, the researcher selected individuals that fit this study.

4.4. RESEARCH INSTRUMENT

The primary tool employed for data collection in this research was a questionnaire. It contained two (2) parts: Part 1 is for the respondent's profile that determined the respondents' name (optional), age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income.

Moreover, part II was the Revised Academic Stress Scale developed by Rao (2013). This was composed of 25 questions and the respondents would answer the questionnaire whether: (0) "Never", (1) "Sometimes", (2) "Neutral", (3) "Often", (4) "Always". The total score was calculated by adding up the scores for each item. The higher the score, the more academic stress there is, and it can be understood determined by the following level descriptions: "Very High", "High", "Fair", "Low", and "Very Low". The test has a reliability of 0.82 and hence the scale was used in its original version.

4.5. DATA COLLECTION METHOD

This study sought ethics clearance from the Research Ethics Committee of the College of Sports, Physical Education and Recreation (CSPEAR) before its data collection. Once the approval from the Ethics Committee was received, the questionnaires underwent pilot testing to evaluate reliability, ensuring the questionnaire accurately and consistently measured what they were intended to. The researchers then proceeded with the following: First, the researcher inquired at every college of the MSU-Marawi if there were any student-parents currently enrolled in the university. After the inquiries, the researcher's second step was sending the letters of request addressed to the deans of the various colleges through their department chairman that asked permission for the conduct of the study, and possible participation of the selected respondents. Then, letters of request to the respondents with attached research questionnaires were distributed.

During the distribution of the letters and questionnaires, the respondents were given a short briefing for instructions and clarifications. The respondents were asked to fill in the necessary information and answer the questionnaires. After the respondents completed the standardized questionnaire, the researcher conveyed gratitude to

those who voluntarily participated in the study. Finally, a statistician documented, tabulated, and tallied the data that had been collected so that it could be analyzed. Their personal information was kept private and only used for schoolwork.

4.6. STATISTICAL TREATMENT

For the treatment of the data gathered, descriptive statistics in the form of frequency and percentage distribution were used. In measuring the significant relationship between and among the variables, Pearson Correlation Coefficient (r) was utilized. The alpha level of significance for all statistical analyses used in hypothesis testing was set at 0.05.

5. RESULTS AND DISCUSSIONS

1) Demographic Profile of the Respondents

This subsection is geared towards answering question no. 1 of the statement of the problem, "What is the demographic profile of the respondents in terms of: 1.1 age, 1.2 sex, 1.3 year level, 1.4 religious' affiliation, 1.5 marital status, 1.6 dependency status, 1.7 number of children, 1.8 location of child/children, and 1.9 gross family income?"

Age

Age is grouped into five (5) age intervals with corresponding frequency and percent distribution as reflected in Table 1.1.

Table 1

Table 1 Frequency and Percentage Distribution of the Respondents' Age		
Age Intervals	Frequency (f)	Percent (%)
21-22	8	24.2
23-24	10	30.3
25-26	11	33.3
27-28	2	6.1
> 28	2	6.1
Total	33	100

As shown in the table, the student-parent's age between 21 and 22 has a frequency of 8 or 24.2%, followed by 23 to 24 with a frequency of 10 or 30.3%, ages between 25 and 26 with a frequency of 11 or 33.3%, ages between 27 and 28 with a frequency of 2 or 6.1, and lastly, ages 28 and above with a frequency of 2 or 6.1%.

According to the research by [Manalang et al. \(2016\)](#), as referenced in [Torres et al. \(2020\)](#), one out of every ten young Filipino women ranging from 15–19 began childbearing. Additionally, the 2013 National Demographic and Health Survey indicated that eight percent of the identified young women were already mothers, while another two percent were pregnant with their first child.

Also, less than half of young women between the ages of 20 and 24 were already mothers, and four percent were pregnant with their first baby. This is the age range of college students. School is important for young women because the level of education that they get will affect their futures.

Sex

Sex is categorized into male and female and quantified through frequency and percent equivalents as tabulated in Table 1.2.

Table 2

Table 2 Frequency and Percentage Distribution of the Respondents' Sex		
Sex	Frequency (f)	Percent (%)
Female	22	66.7
Male	11	33.3
Total	33	100

From among the 33 respondents (refer to Table 2.2), 22 (66.7%) are females and 11 (33.3%) are males. Therefore, majority of the respondents are females.

Islam defines marriage as a relationship that encourages humility, procreation, and the spouses' love and enjoyment of each other. God is happy when a man and a woman get married, and the goal of the marriage is to build a strong relationship that will benefit everyone in the family (Worldwide, 2018).

According to the research by [Field and Ambrus \(2008\)](#), child and adolescent marriage remains a prevalent social norm in the developing world, especially for girls. Early marriage for women is linked to a number of bad social and physical effects for young women and their children. Certain families marry off their daughters to make money or ease their financial burden. Some people may do this because they think it will protect their daughters or help them in the future. Often, these young women don't have much of a choice about when they get married because their parents usually set up the marriage. Also, [Brown and Nichols \(2013\)](#) say that women trade their ability to make things at home for men's ability to make money. So, women marry younger than men because they need a husband to support them. If they are financially independent, they can skip marriage altogether.

Year Level

Year Level is divided into four (4) levels provided with frequency and percent equivalents for description and analysis as tabulated in Table 1.3.

Table 3

Table 3 Frequency and Percentage Distribution of the Respondents' Year Level		
Year Level	Frequency (f)	Percent (%)
1st	3	9.1
2nd	5	15.2
3rd	9	27.3
4th	16	48.5
Total	33	100

As shown in the table, student-parents' year level is rated from the first year, with 3 respondents or 9.1%; followed by the second year, with 5 respondents or 15.2%; the third year, which has 9 respondents or 27.3%; and lastly, the fourth year, which has 16 respondents or 48.5%.

According to the Chronicle of Higher Education, roughly 4.8 million college students are currently raising dependent children while pursuing their education. Undergraduate student-parents exhibit extended durations to complete their education and demonstrate lower graduation rates compared to non-parenting "traditional" students [Zarifa et al. \(2018\)](#), as referenced in [Pendleton & Atella \(2020\)](#). In college life, if you are a 4th year college student, you are in a critical stage of your academic year because you are considered to be among the graduating students. When you are in this stage and you are a student-parent, you face a very challenging phase of your life since you must play two roles as a parent and a student. It is not easy to balance your roles; that is why other student-parents stop attending school and just focus on caring for their families.

Based on the data I gathered, there are more 4th year student-parents than the other levels because they secured the first three years of their college before they entered married life, and the others needed to take a break to take care of their children, so they just continued their schooling at their 4th year level.

Parents are more effective students; they exhibit commitment and motivation to complete their studies, achieving success that ultimately benefits their children. Children frequently serve as a motivating factor for individuals to pursue or continue higher education, since their absence from their children enables them to offer enhanced knowledge, increased financial resources, and improved sufficient time in the future. Being a student is thus framed as a means to become a 'better' parent in the long run, although necessitating a compromise of the ideal of the "good" parent in the short term [Brooks \(2012\)](#), as cited in [Nikiforidou et al. \(2022\)](#).

Religious Affiliation

Religious Affiliation is categorized into Muslim and Non-Muslim with corresponding frequency and percent equivalents for description and analysis as tabulated in Table 1.4.

Table 4

Religious Affiliation	Frequency (<i>f</i>)	Percent (%)
Muslim	20	60.6
Non-Muslim	13	39.4
Total	33	100

As reflected in the result above, 20 respondents or 60.6% are part of the Muslim group, and 13 respondents or 39.4% belonged to the non-Muslim group.

Yang et al. (2010) asserted in their research that cultural variations encompass distinct worldviews. Recognizing these variances enables learners to comprehend and value diverse ideas, behaviors, and values, hence facilitating more productive interactions.

Moreover, culture can be regarded as established collective interpretations of emotions, values, and standards that are shaped or common to a group of individuals, hence influencing the actions of others within the group. Culture similarly influences the roles of students and teachers, their self-assessments, and their obligations to engage in classroom procedures [Sari and Yuce \(2020\)](#).

According to a personal information I gathered, Mindanao State University has a higher percentage of Muslim students than non-Muslim students. Because of parental marriage, they are permitted to get married young, especially the ladies. The parents look for a suitor for their daughter because they think that if they marry young, they will have a successful life ahead of them since they think that their parents know what is best for them. Also, due to their financial situation, some parents pressure their daughters into marriage. However, non-Muslims who fell in love early and were away from their parents, who could not provide them with advice or safety, ended up becoming student- parents.

Marital Status

Marital Status is classified into five (5) with corresponding frequency and percent distribution as reflected in Table 1.5

Table 5

Marital Status	Frequency (<i>f</i>)	Percent (%)
Single	4	12.1
Living with Partner	8	24.2
Separated	1	3
Married	20	60.6
Total	33	100

As shown in the table, majority of the students were married, with a frequency of 20 or 60.6%. Followed by living with a partner with a frequency of 8 or 24.2%, then by the single with a frequency of 4 or 12.1%, and lastly by the separated with a frequency of 1 or 3.0%.

As an observation, there are more Filipinos married than single parents or people living with partners. Because marriage is sacred to the Filipino, as we all know, Filipinos are known to be conservative in terms of their social status, and because of their religious beliefs, sex before marriage is prohibited. On the other hand, in Muslim culture, marriage is also a sacred union between two couples. They are prohibited from dating someone outside, and there are limitations unless they are married couples. Unlike Christians, there are fewer limitations; they can live under the same roof even if they are not married.

Research indicates that marital satisfaction significantly correlates with students' adaptability to college; yet, unmarried students demonstrated superior adjustment to society and goal dedication. Married students may exhibit

diminished adjustment in these two groups due to heightened obligations at home and within their marriage Meehan (2003), as cited in Wasden, 2010). Two conflicting hypotheses exist about the academic performance of married students. Firstly, they tend to be older, which contributes to greater maturity, and they exhibit a heightened motivation to attain excellent marks while possessing the capability to handle the challenges of college. Conversely, married students may possess less time and energy compared to their single counterparts, leading some to argue that marriage hinders achievement Yess (1981), as cited in Wasden (2010). Married students may experience diminished study time due to their additional obligations.

Dependency Status

Dependency status is categorized into male and female and quantified through frequency and percent equivalents as tabulated in Table 1.6.

Table 6

Table 6 Frequency and Percentage Distribution of the Respondents' Dependency Status		
Dependency Status	Frequency (f)	Percent (%)
Dependent	13	39.4
Independent	20	60.6
Total	33	100

As reflected in the result above, based on their dependent status, 20 respondents or 60.6%, are independent, and the remaining 13 respondents or 39.4%, are dependent. Single mothers attending college have considerable obstacles, beyond those experienced by their classmates, to achieving success, especially access to quality, inexpensive daycare. The obstacles suggest that women of disadvantaged socioeconomic status who are parenting are less likely to seek higher education, whereas their more affluent peers can depend on familial support (Brown et al., 2007, cited in Erk, 2013).

From a personal perspective, student-parents who are less financially privileged are limited in their education. They have few opportunities to indulge in any other activities because they need to thrift their money for other finances, like emergency usage. Some of the respondents are still reliant on their parents, maybe because of their spouses' inability to secure employment that would allow them to support their families and their education. Others are independent, maybe because their partner has a stable job that can provide for their financial needs.

Furthermore, children raised in single-parent households generally lack the economic and human resources accessible to those reared in two-parent households. Compared with children in married-couple families, children raised in single-parent households are more likely to drop out of school, to have or cause a teen pregnancy and to experience a divorce in adulthood. Parents of students residing in households with income over the poverty threshold are more inclined to participate in school activities compared to parents of children who reside in households within or below poverty threshold (Watt, 2019).

Number of Children

Number of children is categorized into five (5) with corresponding frequency and percent distribution as reflected in Table 1.7.

Table 7

Table 7 Frequency and Percentage Distribution of the Respondents' Number of Children		
Number of Children	Frequency (f)	Percent (%)
1	24	72.7
2	6	18.2
3	2	6.1
4	0	0
5	1	3
Total	33	100

The table showed that 24 respondents, or 72.7%, had only one child. Followed by 6 respondents or 18.25% with two children, and then 2 respondents or 6.1% who had three children. Lastly, 1 respondent, or 3.0% had 5 children, and no respondent had 4 children.

The process of reproduction is fundamental to the process of family formation in numerous countries globally and serves as a significant determinant of demographic change (CIA, 2011, as mentioned in [Osanyintupin et al. \(2018\)](#)). Based on the information that have been personally gathered, more of the student-parents had only one child, maybe because they needed to concentrate on their profession or studies. Also, the other couples don't have a stable job to provide for their needs if they have a larger family member. Due to the fact that you must balance your time and your finances if you have a large family,

[Sicam et al. \(2021\)](#) indicate that college students experiencing early motherhood encounter numerous problems, as balancing parenting and academic responsibilities is a formidable undertaking. Student mothers must equilibrate their responsibilities as both parents and scholars. Balancing parenthood and academic pursuits without prioritizing one over the other presents a significant challenge for student mothers.

Location of Children

Location of Children is categorized into male and female and quantified through frequency and percent equivalents as tabulated in Table 1.8.

Table 8

Location	Frequency (f)	Percent (%)
Not with Parents	7	21.2
With Parents	26	78.8
Total	33	100

The table showed that the majority of the respondents are with their child or children, with a frequency of 26 or 78.8%, and only 7 respondents, or 21.2%, are not with their children.

Thus, the family unit operates solely with love and respect, encompassing understanding, affection, sacrifice, and childcare. Parents play a pivotal role in their children's overall development and education, as they are responsible for nurturing both the physical and intellectual growth of their offspring until they attain independence and are prepared to confront societal challenges. [Ceka and Murati \(2016\)](#). Based on a personal note, student-parents and their families that are near them are more driven to work and study hard. However, there are some aspects where they need to balance their time between taking care of their families, helping with household chores, and studying. Unlike the student-parents, whose families are far from them, they can focus on their education or work. They don't need to take care of them; they just need to send money and regards to their family. The negative side of being far from your family is that you always worry about them, and you will also feel alienated from your children.

Gross Family Income

Gross Family Income is grouped into five (5) income intervals with corresponding frequency and percent distribution as reflected in Table 1.9.

Table 9

Income (Pesos)	Frequency (f)	Percent (%)
Below ₱6,000	0	0
₱6,000-10,000	19	57.6
₱11,000-15,000	3	9.1
₱16,000-20,000	5	15.2
Above ₱20,000	6	18.2
Total	33	100

Table 1.9 showed that the majority of the respondents have a gross family income of ₱6,000 – ₱10,000 with a frequency of 19 or 57.6%, followed by ₱20,000 and above with a frequency of 6 or 18.2%, next is ₱16,000 – ₱20,000 with a frequency of 5 or 15.2%, and last will be between ₱11,000 – ₱15,000 with a frequency of 3 or 9.1%.

On the data that have been personally acquired, I observed that more student- parents had a gross family income between P6,000 and P11,000, maybe as a result of their parents or spouses' inability to secure a stable job to finance their daily expenses. Some of the student-parents are pressured to work part-time jobs to help support their spouses' income. Being a student-parent, it's hard to imagine having only one source of income because it doesn't meet all your daily needs. Either you or your spouse must do it. It is supported by [Ahawo \(2009\)](#), stated in [Gobena \(2018\)](#), who observed that in modern society, family influence plays a very important role in the academic life of a student. Socio-economic status of families in one way or another way affects academic Achievement. All children possess specific physical and sociological demands that, when fulfilled, enhance their academic achievement. These requirements may encompass a favorable reading environment, nutritious food, recreational areas, access to books and other resources, and enrollment in the most prestigious educational institutions accessible. All these facilitate kids in fostering effective learning and achieving academic success in schools.

Respondent's Academic Stress

The respondents' academic stress sought to answer question no. 2 of the problem "What is the level of academic stress of the respondents?" and the information on this parameter is presented on Table 2.

Table 10

Table 10 Frequency and Percentage Distribution of the Respondents' Academic Stress			
Magnitude Level	Score Range	Frequency (f)	Percent (%)
Very High	>3.21	0	0
High	2.41-3.21	3	9.1
Fair	1.60-2.40	9	27.3
Low	0.79-1.59	19	57.6
Very Low	<0.79	2	6.1
Total		33	100

As reflected, the majority of 19 respondents (57.6%) rated academic stress "low". Followed with a frequency of 9 or (27.3%) for "fair", then a frequency of 3 or (9.1%), very low with a frequency of 2 or (6.1%), and very high got zero frequency.

According to the findings, student-parents who are currently studying at Mindanao State University experienced less stress because of the positive vibe environment. They do not feel any pressure to perform well in their studies because they feel the support of their peers, families, and teachers. They are able to manage their time for their family and their time to study. Peer and family support have a very big influence on the student-parent because they motivate and encourage them to do better for their family. Teacher influence is also a greater help; they guide the student-parent in taking the right path for the right path for themselves.

In support to the above findings, according to [Eshiet \(2020\)](#), the ability to cope and confront to the challenges that you face as a parenting student is very much dependent on your home environment. As long as the home front is supportive, parenting students, especially females can cope reasonably well and adapt to these challenges. Nevertheless, if the domestic situation is unsupportive, these issues may be exacerbated and result in more severe repercussions. Furthermore, the capacity to deal is significantly contingent upon the attributes of the person parenting pupil. The traits encompass type of personality, state of mind, coping techniques, financial status, social abilities, intelligence, preferred learning styles, previous academic achievement, maturity, adaptability, motivation, dedication, aspiration for success, and perseverance. These factors significantly influence a parenting student's ability to succeed academically and fulfill parental duties.

Correlation Between Independent and Dependent Variables

This section seeks to answer question no. 3 of the statement of the problem “Is there a significant relationship between the independent variables age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of children, and gross family income and academic stress as the dependent variable?” and proceeds to the decision making of the postulated null hypothesis no. 1 (Ho1) “There is no significant relationship between the independent variables age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income and academic Stress as the dependent variable” tested at $\alpha=0.05$. The results for the statistical analyses of the compared variables were presented in Table 3.

Table 11

Table 11 Correlation Between Independent and Dependent Variables		
Independent Variables	Dependent Variable	
	Academic Stress	
	ρ -value	r -value
Age	0.721	-0.065
Sex	0.442	0.138
Year Level	0.424	0.144
Religious Affiliation	0.967	-0.008
Marital Status	0.565	0.049
Dependency Status	0.578	-0.101
Number of Children	0.816	-0.042
Children Location	0.684	0.074
Gross Family Income	0.533	-0.113

Note. *.Correlation is significant at the .05 level (2-tailed).

Based on the tabulations, all the independent variables of age ($\rho=0.721$), sex ($\rho=0.442$), year level ($\rho=0.424$), religious affiliation ($\rho=0.967$), marital status ($\rho=0.050$), dependent status ($\rho=0.578$), number of children ($\rho=0.816$), children location ($\rho=0.684$), and gross family income ($\rho=0.533$) revealed no significant relationship ($\rho>0.050$) to student- parents' academic stress and for all these results accept Ho1.

To substantiate this finding, student-parents reported that they integrated their identities as students and parents by articulating how their education enhances their parenting; education is perceived as advantageous for their children, while their children are viewed as beneficial to their educational pursuits [Estes \(2011\)](#), as cited in [Nikiforidou and Holmes \(2022\)](#).

Furthermore, parents tend to be more dedicated students, exhibiting commitment and motivation to complete their studies, as their achievements would positively impact their children. Children frequently motivate individuals to pursue or persist in higher education [Brooks \(2012\)](#), as cited in [Nikiforidou and Holmes \(2022\)](#), and the time spent away from them will enable parents to offer enhanced knowledge, increased financial resources, and improved quality time in the future. Being a student is framed as a means to become a 'better' parent in the long term, although necessitating a compromise of the concept of the 'good' parent in the short term [Moreau and Kerner \(2015\)](#) as referenced in [Nikiforidou and Holmes \(2022\)](#).

Being a student-parent, it is really hard to imagine that there are some instances and some things for which you need to prioritize certain tasks. If you think of the negative possibilities, you will not be able to go where you want to go. However, if you believe in yourself, you can do all things, and you can be the finest version of yourself as one of the student-parents who can do all for her or his family.

6. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to determine the relationship of student-parents demographics in terms age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as independent variables in relation to academic stress as the dependent variable. The respondents of the study were the selected male and female student-parents who were officially enrolled during the 2nd Semester, AY 2022-2023 at Mindanao State University-Main Campus, Marawi City, Lanao del Sur.

A research questionnaire was used as the main instrument in gathering the data for this research. It contained three (2) parts: Part 1 is for the respondent's profile and student-parent information of the respondents. It contained two (2) parts: Part 1 was for the respondent's profile that determined the respondents' name (optional), age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income. Moreover, part II was the Revised Academic Stress Scale developed by Rao (2013). This was composed of 25 questions and the respondents would answer the questionnaire whether: (0) "Never", (1) "Sometimes",

(2) "Neutral", (3) "Often", (4) "Always" indicating their academic stress and interpreted based on the following level descriptions, "Very High", "High", "Fair", "Low", and "Very Low". For the treatment of the data gathered, descriptive statistics in the form of frequency and percentage distribution were used. In measuring the significant relationship between and among the variables, Pearson Correlation Coefficient (r) was utilized.

7. FINDINGS

As determined by the findings of the frequency and percentage distribution of the respondents, the following results have been reached after statistical analysis of all the data collected. In terms of age, majority of the respondents (33.3%), or 11 respondents, were between the ages of 25 and 26. Female respondents made up a larger proportion of the sample than male respondents with only 11 (33.3%) compared to 22 (66.7%) for female respondents. Compared to the male student-parents present, there were more female student-parents. The statistics clearly showed that a large proportion of respondents were fourth year, with a frequency of 16 (48.5%), followed by their third year, with a frequency of 9 (27.3%), their second year, with a frequency of 5 (15.2%), and finally their first year, with a frequency of 3 (9.1%). According to the data, 20 of the respondents were Muslims (60.6% of the total), compared to 13 of the non-Muslim respondents (39.4%). According to their marital status, the respondents were split into four groups based on the statistics: single, separated, living with a partner, and married. The statistics clearly showed that the smaller portion of respondents were separated, with a frequency of 1 (3.0%), followed by single, with a frequency of 4 (12.1%), living with a partner, with a frequency of 8, and lastly, the larger portion were married, with a frequency of 20 (60.6%). The data clearly indicated that majority of the respondents were independent student-parents with a frequency of 20 (60.6%), while the remaining respondents were dependent with a frequency of 13 (39.4%). According to the number of children, majority of the respondents had only one child with a frequency of 24 (72.7%), followed by two children with a frequency of 2 (18.2%), then three children with a frequency of 2 (6.1%), and lastly five children with a frequency of 3.0%. In terms of the location of children, most of the student-parents stayed with their child or children with a frequency of 26 (78.8%), and the remaining were not with them with a frequency of 7 (21.2%). The statistics clearly indicated that most of the student-parents had a gross family income of ₱6,000 – ₱10,000 with a frequency of 19 (57.6%), followed by above ₱20,000 with a frequency of 6 (18.2%), then ₱16,000 – ₱20,000 with a frequency of 5 (15.2%), and lastly ₱11,000 – ₱10,000 with a frequency of 3 (9.1). Regarding the correlation between variables, based on the tabulations, all of the independent variables age ($p=0.721$), sex ($p=0.442$), year level ($p=0.424$), religious affiliation ($p=0.967$), marital status ($p=0.050$), dependency status ($p=0.578$), no. of children ($p=0.816$), children location ($p=0.684$), and gross family income ($p=0.533$) revealed no significant relationship ($p>0.050$) to student-parent respondents' academic stress.

8. CONCLUSION

The following conclusions are formed based on the statistical findings and results of the central variables investigated based on the conceptualization in the study.

Ho1 stated that “there is no significant relationship between student-parents in terms of age, sex, year level, religious affiliation, marital status, dependency status, number of children, location of child/children, and gross family income as the independent variable and academic stress as the dependent variable”. The statistical operation revealed that there was no significant relationship between respondents' academic stress and the independent variables of the student-parent's age, sex, year level, religious affiliation, marital status, dependency status, number of children, child location, or gross family income. Therefore, for all these results accept Ho1.

9. RECOMMENDATIONS

The following recommendations are made based on the study's findings and conclusion. It is recommended that the student-parent, both male and female, regardless of their religious affiliation or any status, maintain their focus and be flexible in their study in order to broaden and enhance their knowledge and capabilities to fulfill their dual roles as a student and parent. Students with children desire support to meet their specific needs for their studies and for their families. Based on a personal experience as one of the student parents who enrolled at a known university, it is very hard to balance schooling and parenting. But because of my longing to become a professional someday, hardships and challenges are not an obstacle to chasing your dreams.

Faculty should remain receptive to the inclusion of student parents inside their institutions, taking into account the circumstances of each individual student. Branscomb (2006), as referenced in McCourt (2018), indicates that student-parents predominantly allocate their time on campus to classroom interactions with teaching personnel. The interactions between students and professors significantly affect student-parent retention rates. Students who perceive a lack of support from their professors may refrain from discussing issues in their parenting responsibilities that adversely affect their academic performance. Other students believe they have no alternative but to request leniency from their lecturers. Parents derive enhanced comprehension from educators who are also parents compared to those who are not. The professors permitted deadline modifications and the rescheduling of course evaluations in situations, demonstrating their commitment to supporting students as individuals. Thus, it is recommended that the supporting families of the student-parents to not get tired of assisting with the needs of their children: financially, emotionally, and mentally. Families should be there through the ups and downs of their lives. Beside their peers, faculty, and classmates, family is the only one who can truly understand what they are going through.

It is recommended that the student-parents be flexible in their dual roles; they must balance their tasks as a student and as a parent. Being a good parent and a good student is an amazing role because it will reflect who you are as a person, as a parent, and as a student. Challenges and problems are hardships in our lives that we cannot escape. Do not let your disappointments overcome you. You fail once or more, but that does not mean that you cannot be better than before. Remember that failure comes before success so that we can learn from it. Lastly, to conduct further studies involving more students or conduct a study involving students outside of the campus.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Ajayi, K. V., Odonkor, G., Panjwani, S., Aremu, O., Garney, W., and Mckyer, L. (2021). Social-Ecological Barriers to Student-Parents' Academic Success: A Systematic Review.
- Al Sheerawi, A. A. (2005). Sources of Stress, Coping Strategies and Counselling Needs Among University Students in Kingdom of Bahrain (Doctoral dissertation, School of Social Sciences Theses).
- Al-Shuaibi, A. (2014). The Importance of Education. Salalah College of Technology.
- Allendorf, K., Thornton, A., Mitchell, C., Young-DeMarco, L., and Ghimire, D. J. (2017). Early Women, Late Men: Timing Attitudes and Gender Differences in Marriage. *Journal of Marriage and Family*, 79(5), 1478–1496.

- Brown, V., and Nichols, T. R. (2013). Pregnant and Parenting Students on Campus: Policy and Program Implications for a Growing Population. *Educational Policy*, 27(3), 499–530.
- Calaguas, G. M. (2012). Survey of College Academic Stressors: Development of a New Measure. *Journal of Human Sciences*, 9(1), 441–457.
- Ceka, A., and Murati, R. (2016). The Role of Parents in the Education of children. *Journal of Education and Practice*, 7(5), 61–64.
- Dankyi, J. K., Dankyi, L. A., and Minadzi, V. M. (2019). Struggles and Coping Strategies of Student Mothers at the University of Cape Coast Distance Education, Ghana. *Creative Education*, 10(11), 2484–2494.
- Erk, T. (2013). The College Student as Mother: A Phenomenological Examination of Community College Student Experiences (Master's thesis, Ball State University).
- Eshiet, I. (2020). Challenges of Parenting as a Student.
- Field, E., and Ambrus, A. (2008). Early Marriage, Age of Menarche, and Female Schooling Attainment in Bangladesh. *Journal of Political Economy*, 116(5), 881–930.
- Funa, M. C. C., Lagatiera, G. P., and Cabeza, R. K. (2021). Academic Stress Level Determination Among College Students in Times of COVID-19 Pandemic: Basis for an Intervention Scheme. *International Journal of Asian Education*, 2(3), 313–326
- Gobena, G. A. (2018). Family Socio-Economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators*, 7(3), 207–222.
- Jain, G., and Lazaru, M. (2017). Academic Stress Amongst Students: A Review of literature. *Prestige e-Journal of Management and Research*, 4(2), 58–67.
- Kwaah, C. Y., and Essilfie, G. (2017). Stress and Coping Strategies Among Distance Education Students at the University of Cape Coast, Ghana. *Turkish Online Journal of Distance Education*, 18(3), 120–134.
- McCourt, P. L. (2018). Supporting Student-Parents: A Qualitative Exploration of the Online Presence of support at Postsecondary Institutions.
- Nikiforidou, Z., and Holmes, S. (2022). Student-Parents or Parent Students in Lockdown Pandemic? A Third Space Approach. *Journal of Family Issues*. Advance online publication.
- Osanyintupin, O. D., and Akintande, O. J. (2018). Determinants of Desired and Actual Number of Children and the Risk of Having More than Two Children in Ghana and Nigeria. *African Journal of Applied Statistics*, 5(2), 403–418.
- Pendleton, V., and Atella, J. (2020). Academic Outcomes of Undergraduate Student-Parents Served by the University of Minnesota's Student-Parent Help Center: A Retrospective Study (2000–2018). Wilder Research.
- Peterson, S. (2016). Community College Student-Parents: Priorities for Persistence. *Community College Journal of Research and Practice*, 40(5), 370–384.
- Sari, M. H., and Yüce, E. (2020). Problems Experienced in Classrooms with Students from Different Cultures. *Journal on Efficiency and Responsibility in Education and Science*, 13(2), 90–100.
- Shahsavarani, A. M., Azad Marz Abadi, E., and Hakimi Kalkhoran, M. (2015). Stress: Facts and Theories Through Literature Review. *International Journal of Medical Reviews*, 2(2), 230–241.