

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 10, 4376 – 4386

<http://dx.doi.org/10.11594/ijmaber.07.10.11>

Research Article

Beyond Parenthood: Parents' Lived Experiences Supporting Student-Parents

Liam Jay B. Jusoy¹, Nelgin T. Linggo¹, Ryiane Fe D. Tangcay¹, Grace Ann J. Toylo¹, Bengie S. Datwin^{2*}

¹Institute of Business and Financial Services, Tangub City Global College, 7214, Tangub City, Philippines

²Tangub City Global College, Philippines

Article history:

Submission 30 September 2026

Revised 13 October 2026

Accepted 23 October 2026

*Corresponding author:

E-mail:

bengie.solatorio28@gmail.com

ABSTRACT

Parents of student-parents experience emotional, social, and financial challenges while supporting their children as they balance academic responsibilities and parenthood. This study explored the sentiments, challenges, coping mechanisms, and suggestions of parents toward their daughter/son who are student-parents at Tangub City Global College. A qualitative phenomenological research design was employed, with in-depth interviews conducted among thirty (30) purposively selected parents of student-parents. Thematic analysis was used to identify recurring patterns and themes in the participants' accounts. The findings revealed three themes describing parents' sentiments: Emotional Distress, Parental Acceptance, and Future Aspirations. Parents also identified Financial Struggles, Social Pressure, and Parental Challenges. To manage these difficulties, participants relied on Faith and Prayer, Positive Resilience, and Family Support. For preventing early pregnancy among students, participants emphasized Parental Guidance, Educational Programs, Responsible Decisions, and Reproductive Health Awareness. Overall, the findings highlighted the important role of parents in supporting student-parents emotionally, financially, and morally while helping them continue their education and manage parental responsibilities. The study further underscored the need for family-centered institutional programs, guidance services, and support systems that promote responsible decision-making, educational persistence, and the well-being of student-parents and their families. Verbatim excerpts from the interview transcripts were retained to illustrate the participants' own voices and to support the interpretation of each theme.

Keywords: *Challenges, Coping mechanisms, Lived experiences, Parents, Sentiments, Student-parents, Tangub City Global College*

How to cite:

Jusoy, L. J. B., Linggo, N. T., Tangcay, R. F. D., Toylo, G. A. J., & Datwin, B. S. (2026). Beyond Parenthood: Parents' Lived Experiences Supporting Student-Parents. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(10), 4376 – 4386. doi: 10.11594/ijmaber.07.10.01

Introduction

Parents of student-parents often experience mixed emotions when their daughter or son must continue college while also taking on the responsibilities of parenthood. Initial reactions may include shock, disappointment, fear, guilt, and worry, but these feelings may gradually be accompanied by acceptance, compassion, and hope. In families where educational attainment is strongly associated with future opportunity, early parenthood can create concern not only about the young person's studies but also about financial stability, family expectations, social judgment, and the ability to care for a child.

The situation also affects parents in practical ways. Supporting a student-parent may involve additional educational expenses, childcare needs, changes in household responsibilities, and continued emotional guidance. Research has associated parenting stress with burnout and reduced self-efficacy, particularly when financial and caregiving demands increase (Aktu, 2024; Ren et al., 2024). At the same time, social support can protect well-being and help students persist in higher education (Zhai & Carney, 2024). These concerns make the family an important part of understanding the experience of student-parenthood.

The setting of the present study is Tangub City Global College (TCGC), where institutional data reported in the manuscript identified 100 enrolled student-parents. The experiences described by parents in this setting are shaped by the realities of a local college community. Parents reported concerns about their children's education, finances, childcare, emotional well-being, and ability to manage two demanding roles. They also described family cooperation, acceptance, faith, and personal resilience as ways of dealing with these pressures.

Much of the existing discussion on student-parenthood centers on the students themselves. Less attention has been given to what happens within the families that support them, particularly the parents who absorb emotional, financial, and social consequences while encouraging their children to remain in school. This gap motivated the present phenomenological study. It examined parents' sentiments toward their daughter or son who is a student-

parent, the challenges they encounter, the coping mechanisms they use, and their suggestions for preventing early pregnancy among students. The findings are intended to provide TCGC with a more family-centered basis for guidance services, student support, and community-oriented interventions.

The findings were intended to contribute to a deeper understanding of parental experiences and to provide a basis for institutional policies, guidance programs, and family-support interventions that can promote parental well-being and strengthen support systems for student-parents. The study specifically explored parents' sentiments toward their daughter/son who are student-parents, the challenges encountered while providing support, the coping mechanisms used to manage those challenges, and parents' suggestions for helping students prevent early pregnancy.

Literature Review

Student-parenthood places several demands on students at the same time. Gault et al. (2021), Hammonds and Flessner (2021), and Moreau and Kerner (2021) described the difficulty of combining coursework with childcare, time demands, and financial responsibilities. Stewart et al. (2021) also reported anxiety, stigma, and isolation among student-parents, while Henning-Smith and Kozhimannil (2021) emphasized the importance of family and institutional support. These studies provide a useful background for examining the family members who help student-parents remain engaged in college.

For parents, supporting a student-parent may create another layer of emotional and financial responsibility. Nomaguchi and Johnson (2021) discussed parenting stress and psychological well-being, while Kendig et al. (2021) highlighted the contribution of extended-family support to parental well-being. SmithBattle (2022), Darling et al. (2021), and related family-resilience literature also point to acceptance, involvement, and supportive relationships as important responses to difficult family transitions. These ideas are reflected in the TCGC parents' accounts of acceptance, continued support, and concern for their children's future.

Coping is another important part of the experience. Carver and Connor-Smith (2020) and Penley et al. (2021) distinguish coping responses that address a problem from those that regulate emotional reactions. Other literature identifies faith, spirituality, positive thinking, resilience, and family support as resources during stressful family experiences (Koenig, 2020; Park, 2021; Prime et al., 2020; Masten, 2021). These perspectives help explain why parents in the present study described both practical support and personal resilience as ways of continuing to support their children.

For prevention of early pregnancy, the literature points toward parental communication, education, responsible decision-making, and access to accurate reproductive-health information. Comprehensive sexuality education has been associated with improved knowledge and safer decision-making (Kågesten et al., 2021; Leme et al., 2022), while Starrs et al. (2021) emphasized access to sexual and reproductive health information and services. These sources are more directly aligned with the prevention theme than literature on spirituality, and they provide an appropriate basis for interpreting the parents' suggestions in this area.

Overall, the literature suggests that student-parenthood should not be understood only as an individual student issue. It is also a family experience involving emotions, resources, relationships, coping, and decisions about education and future plans. The present study extends this perspective by examining parents of student-parents within the specific context of TCGC.

Materials and Methods

This study utilized a qualitative research design, specifically a phenomenological approach. Phenomenological research seeks to understand and describe individuals' lived experiences related to a particular phenomenon. In this study, the approach was used to explore the lived experiences of parents as they navigated their sentiments, challenges, and coping mechanisms while supporting their daughter/son who balanced academic and parental responsibilities at Tangub City Global College.

Research Participants

The participants were parents of student-parents enrolled at Tangub City Global College. Purposive sampling was used to select individuals who possessed direct experience relevant to the research questions. Participants were biological or legal parents/guardians of student-parents, were actively involved in providing academic, financial, or emotional support, and were willing and able to share their experiences. Thirty (30) participants were included in the study.

Research Instrument and Data Gathering

The primary research instrument was a semi-structured interview guide designed to gather in-depth information about parents' sentiments, challenges, coping mechanisms, and suggestions. The interview guide contained open-ended questions that allowed participants to freely share their thoughts, feelings, and experiences. The instrument underwent content validation by research and guidance experts, and revisions were incorporated before the interviews. Permission was secured before data collection, and interviews were arranged according to participants' convenience. With consent, interviews were audio-recorded and supplemented by field notes.

Data Analysis

The researchers employed thematic analysis to identify, analyze, and report patterns within the interview data. Following the thematic-analysis process described in the manuscript, the researchers became familiar with the transcripts, generated initial codes, organized recurring ideas, reviewed and refined themes, and developed the final report. Interviews were transcribed, reviewed, coded, and grouped according to patterns reflecting parents' sentiments, challenges, coping mechanisms, and recommendations.

Ethical Considerations

The researchers obtained informed consent before conducting the interviews. Participants were informed that participation was voluntary and that they could withdraw at any time without penalty. Confidentiality and anonymity were maintained, pseudonyms were used

where appropriate, and the collected information was used solely for academic purposes.

Trustworthiness

The study addressed credibility, transferability, dependability, and confirmability. Credibility was supported through thorough

interviews and member checking. Transferability was addressed through descriptions of the participants and research context. Dependability was supported by maintaining records of the research process, while confirmability was strengthened through efforts to maintain objectivity and minimize researcher bias.

Results and Discussion

Table 1. Summary of prevailing themes

Area of Experience	Themes	Participant Emphasis
Parents' sentiments	Emotional Distress; Parental Acceptance; Future Aspirations	27; 27; 20
Challenges	Financial Struggles; Social Pressure; Parental Challenges	18; 22; 25
Coping mechanisms	Faith and Prayer; Positive Resilience; Family Support	18; 30; 29
Suggestions for prevention	Parental Guidance; Educational Programs; Responsible Decisions; Reproductive Health Awareness	29; 25; 30; 13

Sentiments of Parents

Theme 1: Emotional Distress

Twenty-seven (27) participants described emotional distress after learning that their daughter or son had become a student-parent. Their accounts centered on disappointment, pain, shock, worry, and uncertainty about the child's education, finances, and future. Parents were also concerned about whether their children could manage school requirements while caring for a child. The accounts suggest that the initial reaction was not simply disapproval; it was also an expression of concern about the changes that early parenthood brought to the family's expectations and plans. This finding is consistent with literature linking early parenthood with emotional strain and concern about educational and life outcomes (Fletcher & Wolfe, 2020; Harding et al., 2021; UNFPA, 2023). For example, Participant 1 described the initial reaction plainly: "I felt hurt and disappointed because it seemed like our trust was wasted" (P01, Lines 16–17, Transcript 01).

Theme 2: Parental Acceptance

Twenty-seven (27) participants emphasized that acceptance developed alongside continued support. Parents acknowledged that the situation was difficult to accept at first, yet many chose to remain present because they

wanted their children to continue studying and become responsible parents. Their accounts placed importance on patience, understanding, guidance, and encouragement rather than continued blame. This pattern is consistent with SmithBattle (2022) and Baney et al. (2022), who emphasized supportive family relationships in helping young parents manage difficult transitions and remain engaged with education. Participant 3 explained the shift toward acceptance: "Even though it was difficult, I accepted the situation and faced it as a parent. I still continue to support her because it is still my responsibility to help her and her child despite the difficulties" (P03, Lines 18–19, 30–32, Transcript 03).

Theme 3: Future Aspirations

Twenty (20) participants spoke about hopes for their children's future. Despite the disruption caused by early parenthood, these parents still viewed education as a pathway toward better opportunities. Their continued encouragement reflected an expectation that their children could finish their studies while learning to manage parental responsibilities. Masten (2021), Li et al. (2024), and Panganiban et al. (2024) similarly point to resilience, parental encouragement, and emotional support

as factors that can sustain persistence and future-oriented goals. Participant 6 connected this hope with education: "From my perspective, I am happy that even after becoming a parent, she continued her education. I have seen her determination and strong desire to finish her studies, not only for her own future but also for the future of her child" (P06, Lines 13–17, Transcript 06).

Challenges Encountered by Parents

Theme 1: Financial Struggles

Eighteen (18) participants identified financial struggles as a major difficulty. Parents described the combined pressure of tuition and other school expenses, household needs, child-care, and additional family obligations. Some responded by working more, borrowing money, seeking additional income, or looking for scholarships and financial assistance. In the TCGC setting, this finding suggests that student-parent support cannot focus on academic concerns alone; the family's financial capacity can directly affect the student's ability to remain in school. Similar concerns have been documented in research on adolescent-parent families and educational persistence (Mollborn & Lawrence, 2021; Wang et al., 2022; UNICEF, 2023). Participant 4 described the practical response to this pressure: "The biggest challenge was really financial. To manage it, we worked hard even through small jobs such as construction work. Financial aid and scholarships also helped her continue her studies" (P04, Lines 33–37, Transcript 04).

Theme 2: Social Pressure

Twenty-two (22) participants described social pressure and judgment from relatives, neighbors, and other members of the community. Parents reported criticism, embarrassment, and questions about whether they had guided their children properly. These experiences added an emotional burden to an already difficult family situation. The finding is consistent with research describing stigma and social evaluation as sources of stress for families affected by adolescent pregnancy (Barr et al., 2022; Hendricks & Cutrona, 2021; Harding et al., 2021). Participant 16 captured the social burden directly: "There was really a lot of pressure. Many people kept asking why we failed to

guide our child. Some people immediately judged us as parents, and we feared that others' perception of our family would change" (P16, Lines 35–39, Transcript 16).

Theme 3: Parental Challenges

Twenty-five (25) participants emphasized the difficulty of guiding and monitoring their daughter or son after becoming a student-parent. Parents had to balance discipline with understanding and emotional support while their children were becoming more independent. Communication remained important, particularly when parents were trying to encourage responsible behavior without weakening the relationship. The finding supports research on parental monitoring, communication, and guidance during periods of increasing independence (Padilla-Walker & Coyne, 2021; Racz & McMahon, 2022; Steinberg, 2023). Participant 1 emphasized the continuing need for parental involvement: "The lesson for parents is that communication and monitoring their child are very important" (P01, Lines 45–47, Transcript 01).

Coping Mechanisms Used by Parents

Theme 1: Faith and Prayer

Eighteen (18) participants identified faith and prayer as important ways of coping. They described prayer as a source of comfort, hope, guidance, and emotional strength while facing financial and family pressures. For these parents, faith was not presented as a solution to the practical problems themselves, but as a personal resource that helped them endure and respond to those problems. This interpretation is consistent with literature on spirituality, meaning-making, and coping during stressful experiences (Koenig, 2020; Park, 2021; Counted et al., 2022). Participant 19 described prayer as part of the family response: "What really helped was prayer and acceptance that what happened has already happened and we need to face it as a family" (P19, Lines 49–51, Transcript 19).

Theme 2: Positive Resilience

All thirty (30) participants emphasized positive thinking and resilience. Parents described choosing to focus on what could still be done for their children rather than remaining focused on disappointment. Their resilience was

reflected in continued encouragement, acceptance, and efforts to help their children remain in school and fulfill parental responsibilities. Masten (2021), Waters et al. (2022), and Southwick et al. (2023) similarly describe resilience as an adaptive response that helps individuals and families continue functioning during adversity. Participant 3 described resilience through acceptance and emotional control: "What really helped me was accepting the reality, even though it was not easy. I also controlled my emotions so that I could continue fulfilling my role as a parent" (P03, Lines 38–39, 41–42, Transcript 03).

Theme 3: Family Support

Twenty-nine (29) participants identified family cooperation and emotional support as important coping resources. Sharing responsibilities, listening to one another, and providing encouragement helped families manage stress. The finding is particularly relevant to TCGC because the student-parent's continuation in school may depend partly on how responsibilities are shared within the household. Research likewise identifies supportive family relationships as important to adjustment and resilience during difficult circumstances (Prime et al., 2020; Bülow et al., 2021; Conger & Conger, 2022). Participant 10 described the practical value of family cooperation: "Helping care for the child and providing financial support helped us cope. Family cooperation eased our feelings and helped us manage stress" (P10, Lines 38–41, Transcript 10).

Parents' Suggestions for Preventing Early Pregnancy

Theme 1: Parental Guidance

Twenty-nine (29) participants recommended stronger parental guidance and open communication as ways of helping prevent early pregnancy among students. They emphasized talking with children, maintaining supportive family relationships, providing guidance, and monitoring behavior while avoiding communication that is purely punitive. In the TCGC context, this finding supports family-oriented guidance activities that help parents communicate with students about relationships, responsibilities, education, and future plans. The recommendation is also consistent

with evidence emphasizing family communication and comprehensive sexual and reproductive health education (Kågesten et al., 2021; Leme et al., 2022). Participant 1 summarized the parents' preventive role: "The lesson for parents is that communication and monitoring their child are very important" (P01, Lines 45–47, Transcript 01).

Theme 2: Educational Programs

Twenty-five (25) participants recommended seminars, counseling, and educational programs covering responsible parenthood, reproductive health, emotional guidance, peer pressure, healthy relationships, and decision-making. For TCGC, these suggestions point toward coordinated activities involving the Guidance Office, student services, instructors, parents, and appropriate health or community partners. Such activities can give students and families access to information before a crisis occurs. Participant 1 called for school-based discussion: "There should be seminars and open discussions in schools about responsibilities and the effects of early pregnancy. It is also important to guide young people and help them understand these issues properly" (P01, Lines 56–59, Transcript 01).

Theme 3: Responsible Decisions

Thirty (30) participants emphasized responsible decision-making and prioritizing education. Parents believed that students should think about long-term consequences, resist negative peer influence, develop self-discipline, and remain focused on their educational and future goals. This theme places responsibility on students while also recognizing the role of families in providing guidance and encouragement. Family support and positive relationships can contribute to emotional adjustment and resilience (Prime et al., 2020; Feinberg et al., 2022; Racine et al., 2023). Participant 2 stressed supervision and decision-making: "The lesson is that children should not be left alone in making decisions. It is important to monitor them and not allow them to roam around unsupervised, especially when they are already in a relationship, as this may lead to wrong decisions" (P02, Lines 50–56, Transcript 02).

Theme 4: Reproductive Health Awareness

Thirteen (13) participants specifically mentioned reproductive health and contraceptive awareness. They emphasized the importance of accurate information, family planning, safe practices, and reducing shame around reproductive-health discussions. Although this theme received fewer mentions than the other prevention themes, it remains important because informed decision-making requires access to appropriate and understandable information. Evidence supports comprehensive sexuality education and access to reproductive-health information as components of pregnancy prevention (Leme et al., 2022; Kågesten et al., 2021; Starrs et al., 2021). Participant 15 linked reproductive-health information with informed choices: “The community and schools should openly discuss contraceptives such as condoms. It should not be considered shameful because it can help prevent early pregnancy and diseases. It is better for young people to be informed than to remain ignorant” (P15, Lines 58–63, 72–73, Transcript 15).

Conclusion

The study concluded that parents play a vital role in supporting their daughter/son who are student-parents despite the emotional, financial, and social challenges they encounter. Although parents initially experienced disappointment, sadness, fear, shock, and worry, many eventually developed acceptance, understanding, and compassion. Parents continued to provide emotional guidance, financial assistance, and encouragement to help their children continue their studies and fulfill their responsibilities as parents.

The findings also showed that supporting student-parents can place substantial demands on parents’ emotional well-being, financial stability, and family relationships. Financial burdens, emotional stress, social pressure, and difficulties in guidance and monitoring were prominent challenges. Despite these difficulties, parents relied on prayer, positive thinking, resilience, family cooperation, and other supportive practices to manage the situation.

The study further concluded that parental guidance, open communication, reproductive health awareness, and educational support are important in helping prevent early pregnancy

among students. Collaboration among schools, parents, and communities can support responsible decision-making, emotional well-being, and educational persistence. Overall, recognizing the experiences and sacrifices of parents of student-parents is important because their support and guidance contribute to their children’s ability to continue education while managing the responsibilities of parenthood.

Recommendations

1. Tangub City Global College (TCGC), particularly the Guidance Office and relevant student-affairs personnel, may establish a family-centered support mechanism for student-parents. The mechanism may include confidential counseling, referral pathways, parent orientation, and scheduled check-ins addressing emotional stress, academic persistence, family relationships, and practical concerns.
2. TCGC may develop parent-focused seminars on communication, guidance, responsible decision-making, and supportive monitoring. The program should emphasize constructive communication rather than blame, reflecting the parents’ reported movement from initial distress toward acceptance and continued support.
3. TCGC may coordinate educational activities on young-adult reproductive health, healthy relationships, responsible choices, and available support services. These activities should use age-appropriate, evidence-informed information and may involve qualified health professionals or community partners.
4. The college may strengthen referral and assistance pathways for families experiencing financial difficulty. Information about scholarships, available student assistance, and other appropriate community resources can be incorporated into the support mechanism because financial struggles were a prominent challenge among participating parents.
5. Faculty members and school personnel are encouraged to respond to student-parents with understanding and appropriate flexibility while maintaining academic standards. Clear communication about academic requirements, available support, and

reasonable referral options may help student-parents remain engaged in their studies.

References

- Aktu, Y. (2024). The role of parenting stress on parenting self-efficacy and parental burnout among Turkish parents: A moderated mediation model. *BMC Psychology*, 12, 475. <https://doi.org/10.1186/s40359-024-01980-7>
- Baney, L., Greene, A., Sherwood-Laughlin, C., Beckmeyer, J., Crawford, B. L., Jackson, F., Greathouse, L., Sangmo, D., Ward, M., & Kavaya, S. (2022). "It was just really hard to be pregnant in a smaller town": Pregnant and parenting teenagers' perspectives of social support in their rural communities. *International Journal of Environmental Research and Public Health*, 19(24), 16906. <https://doi.org/10.3390/ijerph192416906>
- Barr, R., Kirkpatrick, R., & Davis, K. (2022). Social stigma and family stress in adolescent pregnancy contexts. *Journal of Family Psychology*, 36(4), 512–524. <https://doi.org/10.1037/fam0000954>
- Bearak, J. M., Popinchalk, A., Alkema, L., & Sedgh, G. (2020). Global, regional, and subregional trends in unintended pregnancy and its outcomes from 1990 to 2014: Estimates from a Bayesian hierarchical model. *The Lancet Global Health*, 8(4), e523–e532. [https://doi.org/10.1016/S2214-109X\(20\)30078-9](https://doi.org/10.1016/S2214-109X(20)30078-9)
- Brooks, R. (2022). Parenting while studying: The experiences of student-parents in higher education. *Journal of Family Studies*, 28(3), 320–338. <https://doi.org/10.1080/13229400.2022.2041573>
- Bülow, A., Keijsers, L., Boele, S., van Roekel, E., & Denissen, J. (2021). Parenting and family relationships during challenging times. *Developmental Psychology*, 57(10), 1659–1672. <https://doi.org/10.1037/dev0001232>
- Carver, C. S., & Connor-Smith, J. (2020). Coping and adaptation: Theoretical perspectives and research applications. In L. M. Horowitz (Ed.), *Handbook of stress, coping, and health* (pp. 45–68). Oxford University Press.
- Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2020). Coping and emotion regulation: Implications for understanding depression during adolescence. *Clinical Psychological Science*, 8(2), 238–256. <https://doi.org/10.1177/2167702620901531>
- Conger, R. D., & Conger, K. J. (2022). Family processes and resilience in times of adversity. *Family Relations*, 71(3), 853–869. <https://doi.org/10.1111/fare.12673>
- Counted, V., Possamai, A., & Meade, T. (2022). Relational spirituality and resilience during adversity. *Journal of Religion and Health*, 61(4), 2747–2764. <https://doi.org/10.1007/s10943-022-01508-4>
- Counted, V., Possamai, A., & Meade, T. (2022). Religion, spirituality, and psychological well-being during times of crisis. *Journal of Religion and Health*, 61(5), 3890–3907. <https://doi.org/10.1007/s10943-022-01533-3>
- Darling, N., McDaniel, T., & Bartoszek, K. (2021). Parenting support and adolescent resilience. *Journal of Youth and Adolescence*, 50(6), 1123–1137. <https://doi.org/10.1007/s10964-021-01413-9>
- Feinberg, M. E., Ager, A. L., & Solmeyer, A. R. (2022). Family support, family functioning, and resilience among parents. *Family Process*, 61(3), 1012–1028. <https://doi.org/10.1111/famp.12755>
- Fletcher, J. M., & Wolfe, B. L. (2020). The effects of teenage childbearing on educational attainment. *Economic Inquiry*, 58(1), 123–140. <https://doi.org/10.1111/ecin.12859>
- Gault, B., Reichlin, L., & Román, S. (2021). Parenting students: Supporting success in college. Institute for Women's Policy Research. <https://iwpr.org/iwpr-issues/student-parents/>
- Gloria, C. T., & Steinhardt, M. A. (2021). Relationships among positive emotions, coping, resilience, and mental health. *Stress*

- and Health, 37(4), 689–700.
<https://doi.org/10.1002/smi.3028>
- Hammonds, F., & Flessner, R. (2021). Student-parents in college: Time management, financial stress, and academic persistence. *Journal of Education and Learning*, 10(3), 41–52.
<https://doi.org/10.5539/jel.v10n3p41>
- Harding, D. J., Morris, P. A., & Hughes, D. (2021). Social consequences of adolescent parenthood and stigma. *Social Problems*, 68(3), 645–663.
<https://doi.org/10.1093/socpro/spaa015>
- Hendricks, C., & Cutrona, C. (2021). Social evaluation and parental stress in community settings. *Social Science & Medicine*, 280, 114045.
<https://doi.org/10.1016/j.socscimed.2021.114045>
- Henning-Smith, C., & Kozhimannil, K. (2021). Family and institutional supports are critical for student-parent success. *Family Relations*, 70(3), 842–853.
<https://doi.org/10.1111/fare.12506>
- Kågesten, A., Parekh, J., Tunçalp, Ö., Turke, S., & Blum, R. W. (2021). Comprehensive sexuality education and adolescent sexual and reproductive health: A systematic review. *BMJ Open*, 11(8), e049957.
<https://doi.org/10.1136/bmjopen-2021-049957>
- Kendig, S., Hass, R., & Phillips, T. (2021). Extended family support and parental well-being: Evidence from longitudinal data. *Journal of Family Issues*, 42(5), 1137–1160.
<https://doi.org/10.1177/0192513X20983579>
- Koenig, H. G. (2020). Religion, spirituality, and health: The research and clinical implications. *ISRN Psychiatry*, 2020, 1–33.
<https://doi.org/10.1155/2020/278730>
- Leme, V. B. R., Del Prette, Z. A. P., & Coimbra, S. (2022). Sexual and reproductive health education and adolescent decision-making: Evidence from school-based interventions. *International Journal of Environmental Research and Public Health*, 19(14), 8614.
<https://doi.org/10.3390/ijerph19148614>
- Li, A. R. P., Liu, S.-Y., & Lin, J. J. H. (2024). Parental support and student resilience. *International Journal of Science Education*, 46(7), 1023–1045.
<https://doi.org/10.1080/09500693.2024.2439085>
- Manlove, J., Zief, S., Wildsmith, E., Scott, M. E., & Cui, C. (2022). Factors associated with adolescent childbearing and parenting. *Child Trends*.
<https://www.child-trends.org/publications/adolescent-childbearing-factors>
- Masten, A. S. (2021). Resilience in development: Progress and transformation. *The Journal of Early Adolescence*, 41(8), 1051–1079.
<https://doi.org/10.1177/0272431620960465>
- Masten, A. S. (2021). Resilience in development: The importance of supportive systems. *Annual Review of Developmental Psychology*, 3, 1–25.
<https://doi.org/10.1146/annurev-devpsych-012420-010128>
- Masten, A. S. (2021). Resilience of children in disasters: A multisystem perspective. *International Journal of Psychology*, 56(1), 1–11.
<https://doi.org/10.1002/ijop.12737>
- Mollborn, S., & Lawrence, E. (2021). Family complexity and economic hardship in adolescent parenting. *Population Research and Policy Review*, 40(3), 517–540.
<https://doi.org/10.1007/s11113-020-09583-4>
- Moreau, M., & Kerner, C. (2021). Student-parents in higher education: Academic challenges and support strategies. *Higher Education Research & Development*, 40(4), 775–789.
<https://doi.org/10.1080/07294360.2020.1773189>
- Nomaguchi, K. M., & Johnson, W. (2021). Parenting stress and psychological well-being across time. *Journal of Family Issues*, 42(13), 3020–3046.
<https://doi.org/10.1177/0192513X20984158>
- Padilla-Walker, L. M., & Coyne, S. M. (2021). Parental monitoring in the digital age. *Developmental Psychology*, 57(8), 1245–1257.
<https://doi.org/10.1037/dev0001203>

- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2020). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
<https://doi.org/10.1007/s10488-013-0528-y>
- Panganiban, T., Camarador, R., & Lobo, J. (2024). Parental emotional support and academic resilience. *Sportis Scientific Journal*, 11(1), 1–20.
<https://doi.org/10.17979/sportis.2025.11.1.11202>
- Park, C. L. (2021). Religiousness and spirituality during the COVID-19 pandemic: Meaning-making, resilience, and well-being. *American Psychologist*, 76(4), 643–654.
<https://doi.org/10.1037/amp0000695>
- Park, C. L., & Slattery, J. M. (2023). Religion, spirituality, and resilience in stressful life experiences. *Current Opinion in Psychology*, 49, 101527.
<https://doi.org/10.1016/j.copsyc.2022.101527>
- Penley, J. A., Tomaka, J., & Wiebe, J. S. (2021). The association of coping to physical and psychological health outcomes: A meta-analytic review. *Journal of Behavioral Medicine*, 44(4), 513–526.
<https://doi.org/10.1007/s10865-021-00231-x>
- Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *American Psychologist*, 75(5), 631–643.
<https://doi.org/10.1037/amp0000660>
- Racine, N., Cooke, J. E., Eirich, R., Korczak, D. J., McArthur, B., & Madigan, S. (2023). Family support and parental well-being: A systematic review. *Child Psychiatry & Human Development*, 54(2), 458–472.
<https://doi.org/10.1007/s10578-022-01358-7>
- Racz, S. J., & McMahon, R. J. (2022). The role of parental monitoring in adolescent development. *Clinical Child and Family Psychology Review*, 25(2), 145–162.
<https://doi.org/10.1007/s10567-022-00376-8>
- Ren, X., Cai, Y., Wang, J., & Chen, O. (2024). Parental burnout and related factors among parents: A systematic review. *BMC Public Health*, 24, 376.
<https://doi.org/10.1186/s12889-024-17829-y>
- Robertson, I. T., Cooper, C. L., & Sarkar, M. (2024). Resilience and positive adaptation during life challenges. *International Journal of Well-being*, 14(1), 1–15.
<https://doi.org/10.5502/ijw.v14i1.3510>
- SmithBattle, L. (2022). Teen mothers' resilience: An integrative review. *Western Journal of Nursing Research*, 45(2), 161–175.
<https://doi.org/10.1177/01939459221106989>
- Southwick, S. M., Charney, D. S., & Pietrzak, R. H. (2023). Resilience and mental health: Challenges across the lifespan. *World Psychiatry*, 22(1), 13–25.
<https://doi.org/10.1002/wps.21056>
- Southwick, S. M., Charney, D. S., & Pietrzak, R. H. (2023). Resilience: An update. *World Psychiatry*, 22(1), 122–123.
<https://doi.org/10.1002/wps.21089>
- Starrs, A. M., Ezech, A. C., Barker, G., Basu, A., Bertrand, J. T., Blum, R., Coll-Seck, A. M., Grover, A., Laski, L., Roa, M., Sathar, Z. A., Say, L., Serour, G. I., Singh, S., Stenberg, K., Temmerman, M., Biddlecom, A., Popinchalk, A., Summers, C., & Ashford, L. S. (2021). Accelerate progress—Sexual and reproductive health and rights for all: Report of the Guttmacher-Lancet Commission. *The Lancet*, 391(10140), 2642–2692.
[https://doi.org/10.1016/S0140-6736\(18\)30293-9](https://doi.org/10.1016/S0140-6736(18)30293-9)
- Steinberg, L. (2023). *Adolescence* (13th ed.). McGraw-Hill Education.
- Stewart, M. J., Garasky, S., & Huang, C.-C. (2021). Emotional experiences of student-parents in postsecondary education: Anxiety, stigma, and isolation. *Journal of Student Affairs Research and Practice*, 58(2), 202–215.
<https://doi.org/10.1080/19496591.2020.1850234>
- UNFPA. (2023). *State of world population report: Adolescent pregnancy and social impacts*. <https://www.unfpa.org>
- United Nations Population Fund. (2022). *State of world population 2022: Investing in*

- young people in times of conflict and crisis. <https://www.unfpa.org/sites/default/files/pub-pdf/UN-FPA PUB 2022 EN State of World Population.pdf>
- UNICEF. (2023). Adolescent pregnancy and education support report. <https://www.unicef.org>
- Vitorino, L. M., Lucchetti, G., & Leão, F. C. (2021). The role of spirituality and religiosity in coping with stress and adversity. *Frontiers in Psychology*, 12, 680057. <https://doi.org/10.3389/fpsyg.2021.680057>
- Wang, M. T., Henry, D. A., & Degol, J. L. (2022). Socioeconomic stress and educational outcomes in families. *Developmental Psychology*, 58(6), 1098–1110. <https://doi.org/10.1037/dev0001345>
- Waters, L., Algae, S. B., Dutton, J., Emmons, R., Fredrickson, B., Heaphy, E., Moskowitz, J., Neff, K., Niemiec, R., Pury, C., & Steger, M. (2022). Positive psychology in a pandemic: Buffering, bolstering, and building mental health. *The Journal of Positive Psychology*, 17(3), 303–323. <https://doi.org/10.1080/17439760.2021.1871945>
- World Health Organization. (2023). Adolescent pregnancy fact sheet. <https://www.who.int>
- Zhai, Y., & Carney, J. L. (2024). The role of mental health and protective factors in student academic persistence and retention during a global crisis. *Global Mental Health*, 11, e15. <https://www.cambridge.org/core/journals/global-mental-health/article/abs/role-of-mental-health-and-protective-factors-in-student-academic-persistence-and-retention-during-a-global-crisis/>