



UNVEILING THE EXPERIENCES OF LEARNERS WITH SOLO PARENTS

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Abstract:

The purpose of this qualitative multiple case study was to explore the experiences of learners with solo parents at Surallah National High School. Using purposive sampling, five learners participated in individual in-depth interviews to share their challenges, feelings, views, and coping mechanisms. The transcribed and translated data revealed the following essential themes: Deepened Admiration, Prone to Emotional Battles, Resilience in Tough Times, Tendency to Reminisce the Past, Breakdown of Trust, Acceptance as the Only Option, Financial Strain, Longing for Parental Presence, Feeling of Emptiness, Need to Work for Survival, Affected by Varied Dilemmas, Developing a Sense of Empathy, Mutual Support System, Strength Amidst Adversity, Optimism, Valuing Family Assistance, Greater Appreciation for Life, and Perseverance. The study highlighted that learners with solo parents faced various emotional, financial, and social challenges. Based on the findings, educators are encouraged to foster empathy, resilience, and support systems to help these learners succeed both academically and emotionally.

Keywords: guidance and counseling, learner, experiences, challenges, insights, solo parent, fortitude, resilience, admiration, multiple case study, Philippines

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1. Introduction

"Children in single-parent families are often resilient but face unique challenges that influence their academic, emotional, and social development." (Amato, P. R.)

The above passage highlights that children from single-parent families, while often resilient, face unique challenges that can impact their academic, emotional, and social development. Economic strain, limited parental involvement, and emotional stress related to the absence of one parent are common factors that influence their school performance and relationships with peers and teachers. Despite these challenges, many learners develop strong coping mechanisms and independence. Nonetheless, communities and schools are crucial in giving them the assistance they need to overcome these challenges and thrive academically and socially.

Equally significant, the number of single-parent households is rising quickly, posing a societal challenge. The ideal family, according to conservative religious institutions, the media, and the majority of governmental organizations, consists of two happily married, heterosexual biological parents and their children. As a researcher, I was motivated to increase my sympathy and empathy toward learners with solo parents. I see this study as a tool to help empower the learners' role in communities and society. Using this study, the participants stand as the voices of those other learners and an eye-opener for them not to lose hope in bravely facing various life challenges (Abdullah *et al.*, 2021; Canonizado, 2024; Gallego, 2022).

Today, the United States still ranks one among statistics of single parents with 23%, followed by the United Kingdom at 21 %, Sao Tome and Principe at 19%, Russia at 17%, and Denmark at 14%. Since there are now between 14 and 15 million single parents in the nation, policies and initiatives that support and assist them must be promoted by both the public and private sectors (Abel Jr, 2024; Capannola & Johnson, 2022; Gandolfi *et al.*, 2021).

On a personal note, I observed the struggle of a solo parent raising children on their own, in the absence of their spouse due to death, for example, which was indeed not easy and smooth. The idea of a good parenting style was challenged by circumstance, essentially becoming a 'NayTay' (nanay at tatay). Financial challenges and working within budget constraints were also tricky, and children often became casualties. These personal observations further underscored the importance of exploring the lived experiences of learners with solo parents to better understand their unique challenges and needs.

Hence, the existing body of research often highlights the challenges faced by solo parents. However, a notable gap remained in exploring the direct, personal experiences of learners raised in such households. While studies have addressed academic performance and behavioral tendencies, fewer have captured the nuanced emotional, social, and psychological dimensions from the learners' perspectives. This gap limited a holistic understanding of how being raised by a solo parent shaped the learner's day-to-

day school life and personal development. Addressing this void was essential to inform more responsive support systems within educational settings.

In this regard, I sought to unveil the experiences of learners growing up with a solo parent. This research aimed to uncover the different stories of learners and how each learner described their travails and victories growing up with a solo parent. By giving them a voice, the study hoped to shed light on the realities they faced beyond academic metrics. The ultimate objective was to provide insightful information to help legislators, educators, and counselors support these students meaningfully.

2. Purpose of the Study

This qualitative multiple case study aimed to generate a theoretical model that unveiled learners' experiences with solo parents of Surallah National High School. The study aimed to explore the personal narratives of these learners to gain a deeper understanding of how growing up with a solo parent had shaped their academic, emotional, and social experiences. It sought to uncover the challenges they had encountered, the coping strategies they had developed, and the sources of strength they had relied on throughout their journey. The study aimed to document each respondent's distinct and different viewpoints through in-depth interviews and theme analysis.

By focusing on their lived experiences, the study hoped to provide meaningful insights that could inform support programs and interventions tailored to the needs of learners from solo-parent households. It aimed to contribute to the limited literature that directly addressed the voices of children raised by solo parents, particularly in the local context. The findings could serve as a foundation for educators, counselors, and policymakers to develop responsive practices within the school setting. Ultimately, the study aspired to promote a more inclusive and empathetic educational environment for all learners, regardless of family structure.

3. Research Question

This qualitative multiple case study sought to answer the overarching research question:

- 1) How do the participants with solo parents describe their experiences?
- 2) What are the similarities and differences of cases in terms of experiences, copings and insights?

3.1 Theoretical Lens

To conduct this study, I used theories related to the study Growing up with Single Parents: Unveiling the Experiences of Learners with Solo Parents. The theories used as the Theoretical Lens are the following:

Carl Rogers' self-actualization perspective (2014) proposes that all individuals' fundamental goal is to maximize their potential and be their best. This theory pertains as well to single-parenting since it is not the intention or aim of single-parent families to be problematic and dysfunctional. Like other families, the constituents of single-parent

families desire to achieve family cohesion to support each other's growth and development. They strive to create an environment where each member feels valued, understood, and empowered to reach their fullest capabilities.

As cited by Bos *et al.* (2013), Goffman's Stigmatization Theory explains that stigma is a discrediting attribute that makes individuals stereotyped and rejected by society. Learners with single parents often face such stigma, being viewed as part of dysfunctional families due to the absence of a second parent. This perception can lead to social rejection, emotional struggles like shame, anxiety, and low self-esteem, and challenges in peer relationships and academic performance. When society sees their family structure negatively, these learners may internalize the stigma, feeling marked and marginalized, which hinders their integration and success in school.

Maslow's Hierarchy of Needs, as cited by McLeod (2007), proposed that humans possess two types of needs: deficiency needs and growth needs. The first four levels—physiological, safety, love and belongingness, and esteem—were considered deficiencies, while self-actualization was classified as a growth need. For learners with solo parents, meeting deficiency needs was often complex due to emotional or financial instability, which could hinder their academic focus and motivation. It emphasized how pupils' capacity to grow personally and succeed academically was impacted by unmet fundamental requirements.

Henceforth, Deci and Ryan's Self-Determination Theory (2012) explained that people had basic needs for independence, confidence in their abilities, and strong relationships. These needs helped them stay motivated and feel good about themselves. Learners with solo parents often faced emotional and school-related challenges that made it hard to feel in control or supported. When schools did not meet these needs, students struggled with motivation and self-esteem, but when schools offered guidance, encouragement, and chances to make choices, these learners were more likely to do well and grow.

3.2 Significance of the Study

The study held global significance as it aligned with the United Nations Sustainable Development Goal (SDG) #4, which promoted inclusive and equitable quality education and lifelong learning opportunities for all. It emphasized the social significance of developing solid relationships between families and schools to assist student learning. Parental involvement, whether from working, non-working, or solo parents, was a key factor in influencing academic achievement. By exploring the role of solo parents, the study contributed to the global understanding of how family dynamics affected educational outcomes. Furthermore, it reinforced the global commitment to ensuring that all children received the necessary support to succeed, regardless of their family structure.

At the local level, the study was significant to Surallah National High School as it provided insights into how students' academic performance was affected by their parents' employment and marital status. It helped school administrators develop policies and programs that responded to the needs of students from solo-parent households.

Guidance counselors also benefited from the findings by using them to enhance counseling services and emotional support systems. Teachers were able to apply the insights in addressing classroom challenges linked to students' home environments. Lastly, the study raises awareness of parental involvement and guides future research on similar issues.

3.3 Delimitations and Limitations

Participants in this study were limited because it was assumed they were willing and able to contribute their thoughts, views, and personal experiences. Although participants' perspectives were expressed in their replies, I had little influence over whether or not they would reveal all of their experiences. Another study limitation is the participant's capacity to comprehend the interview questions and provide well-reasoned answers.

The data gathered might not represent all students with single parents, which sometimes reduces the study's findings. Others willing to discuss their experiences may have different ideas from those who choose not to. Since readers could discover parallels between the experiences of these participants and their own, the findings gathered from a small sample of students with single parents may be transferable rather than generalizable to the full population of students with single parents.

Furthermore, this study had limitations regarding data analysis. My personal interpretations and subjective lens may have influenced how I coded and understood the data. Variations in background knowledge, theoretical orientation, and prior experiences could have led other researchers to draw alternative conclusions from the same dataset. Consequently, while I made efforts to ensure objectivity, my bias was not wholly eliminated.

Delimitations are used to control the study and to define study margins. My study includes several delimitations. This study was conducted in the SY 2023-2024. The number of participants was set. The study sample consisted of Five (5) learners with solo parents, either male or female, currently enrolled at Surallah National High School. The learner was the only child of a single parent, which was the initial criterion used to choose the participants. Secondly, learners have several siblings. Thirdly, a learner with a solo mother or a solo father. Fourthly, the learner was abandoned by a mother or father due to a third party, and lastly, a learner whose father or mother is deceased. This study excluded the learners with solo parents whose parents are not married.

Participants in this research must be between the ages of 15 and 19. This study is defined by the participants' self-reporting of their viewpoints and the significance they have assigned to their experiences. It is also defined by the theoretical stance that directed the investigation.

3.4 Definition of Terms

For purposes of a clear and comprehensive understanding of this study, the following terms were defined operationally:

- **Experience.** As used in this study, it refers to the practical knowledge and familiarity gained by learners through their unique interactions, challenges, and circumstances of having a solo parent. It encompasses the conscious events and processes that shape their learning and personal growth.
- **Family.** As used in this study, it refers to a group consisting of one or more parents and their children living together under the same roof. It includes various family structures but specifically focuses on those with a solo parent raising children.
- **Learners with Solo Parents.** As used in this study, it refers to students enrolled in formal education at any level raised by a solo parent, defined as a parent without a spouse or partner living in the household.
- **Solo Parent.** As used in this study, it refers to an individual raising one or more children independently without a husband, wife, or partner living in the household. It includes single parents who may be widowed, divorced, or never married.

3.5 Organization of the Study

In the research paper "Unveiling the Experiences of Learners with Solo Parents," each chapter systematically contributed to understanding learners' experiences raised by solo parents, exploring their academic and emotional challenges. Chapter 1 served as the introduction, outlining the purpose of the study, which was to understand how solo parenting affects learners' educational experiences. I established the research questions, theoretical bases such as Family Systems Theory and Resilience Theory, and the significance of the study, particularly in terms of its relevance to educators, policymakers, and society. The chapter also defined key terms such as solo parent, learner, and experience, clarifying their operational meanings within the study context.

Hence, Chapter 1 described how the research paper was organized and gave readers an overview of each subsequent chapter.

Chapter 2 presented a comprehensive review of related literature, examining existing studies and theories on learners with solo parents. I explored how family dynamics, socioeconomic factors, and emotional challenges influenced learners' educational outcomes and well-being. The chapter provided a foundation for understanding the phenomenon and highlighted the gaps in the literature that the study sought to address.

Chapter 3 detailed the study's methodology. I described the research design (qualitative), my role, and the selection of participants (learners with solo parents). I explained the data collection methods, such as interviews, and outlined how the data would be analyzed. Along with ethical issues like informed consent, confidentiality, and participant safety, this chapter also underlined how crucial it is to guarantee credibility and dependability in the research process.

Chapter 4 presented the study's results, focusing on the participants and categorizing the data. I outlined key findings related to the research questions (Question #1, Question #2, and Question #3) and examined how being raised by a solo parent influenced learners' academic and social experiences. The data categorization helped

organize the findings into meaningful themes, allowing a deeper understanding of the learners' circumstances.

Chapters 5 through 9 were dedicated to the individual case studies of the learners. Each chapter presented one case in detail, focusing on the unique experiences of the learner and their solo parent. These chapters analyzed how family dynamics, emotional support, and socioeconomic status influenced the learner's academic journey. Each case study was examined in terms of the research questions, providing a rich, qualitative perspective on the lived experiences of learners with solo parents.

Chapter 10 offered a cross-analysis of the five cases, synthesizing the findings from the individual case studies. I identified common themes, patterns, and differences across the cases, highlighting shared and unique experiences among the learners. This chapter provided a broader understanding of how solo parenting affected learners, drawing conclusions based on the data collected from all five cases.

Finally, Chapter 11 presented a comprehensive discussion of the study's results. I addressed the research questions in detail (R1, R2, and R3) and interpreted the findings in the context of existing literature. This chapter also discussed the study's implications for practice, offering recommendations for educators and policymakers on better-supporting learners from solo-parent households. The chapter concluded with reflective remarks on the significance of the study and its potential contributions to the field.

4. Literature Review

4.1 Experiences of Participants Growing Up with Solo Parents

Growing up with a solo parent can significantly impact a child's emotional development, particularly in handling stress and adversity. Children from single-parent families may have mental difficulties like anxiety, melancholy, and feelings of abandonment, according to research. These emotional difficulties can hinder academic performance and social integration in school settings. Such experiences may lead to behavioral issues or academic disengagement, notably if emotional support is lacking (Aguas, 2022; Chance, 2021; Garbe *et al.*, 2020).

Also, the financial strain of growing up in a single-parent household can create substantial barriers to educational achievement. Studies have shown that children in lower-income solo-parent households often face limited access to learning resources, leading to poorer academic outcomes. Because single parents may need to work several jobs to make ends meet, these financial constraints may result in less time for academic help. In this context, financial hardship often exacerbates these children's stress and emotional strain (Andrada-Poa *et al.*, 2022; Chen *et al.*, 2022; Garcia *et al.*, 2021).

In addition to emotional and financial struggles, children from solo-parent families often experience a lack of parental involvement in their education. Children may lack the guidance and emotional support necessary for academic success when one parent is absent or overly occupied with work. Studies have shown that parental involvement in school is crucial for successful academic results. Therefore, the absence of this support

may lead to challenges in school (Andrew *et al.*, 2020; Christensen, 2021; Gassman-Pines *et al.*, 2020).

However, despite these challenges, many children from solo-parent families exhibit remarkable resilience. Some studies suggest that these children develop coping strategies that help them manage their circumstances, often leading to stronger problem-solving and time-management skills. Children raised by single parents are often described as more independent and resourceful. This resilience can enable them to overcome adversity and excel in various aspects of their lives (Arnilla *et al.*, 2023; Christner *et al.*, 2021; Gunobgunob-Mirasol, 2024).

Consequently, the absence of both emotional and financial support can result in more significant challenges for children raised by solo parents. These kids could feel alone, which makes it harder for them to make friends and participate in social activities. Studies have found that social isolation is often linked to lower academic motivation and increased insecurity. As a result, their academic outcomes may suffer (Aspers & Corte, 2019; Cooper & Pugh, 2020; Harper *et al.*, 2020).

Alternatively, some children find comfort and stability through strong relationships with other family members, such as grandparents or extended family. These relationships can provide essential emotional support and reduce feelings of loneliness or abandonment. In many cases, children who receive emotional support from extended family members perform better academically and experience better overall well-being. This highlights the importance of family networks in mitigating the effects of single-parent households (Averett, 2021; Cox, 2023; Johnson *et al.*, 2022).

Therefore, it is essential to recognize that their family structure does not solely determine academic outcomes for children from solo-parent families. Other factors, such as community support, access to resources, and individual resilience, play a critical role in shaping these children's educational experiences. According to research, children from single-parent households with excellent educational resources and emotional support are more likely to succeed academically. Consequently, these supportive factors can offset some of the challenges their family situation poses (Baccal & Ormilla, 2021; Currie & Szabo, 2020; Kaczynski, 2024).

With this in mind, the educational outcomes of children from solo-parent households vary based on several interrelated factors. These factors include socioeconomic status, emotional well-being, and the presence of additional support systems. Research indicates that children who lack stable emotional support or financial resources are at a higher risk for academic underachievement. Nonetheless, those with access to support networks typically do better in school and show more resilience (Bell, 2020; Cusinato *et al.*, 2020; Kim *et al.*, 2020).

Consequently, schools play a pivotal role in supporting students from single-parent families. Educators can mitigate some of these students' challenges by offering tailored interventions and fostering an inclusive environment. According to research, schools that put their students' mental health first can lessen the harmful effects of growing up with a single parent. These efforts contribute to the academic success and

social development of students from these families (Bender *et al.*, 2022; Dayal & Tiko, 2020; Kim & Padilla, 2020).

In particular, children from solo-parent households often need additional emotional support to thrive in school. Research has shown how crucial emotional intelligence is to academic achievement, especially for those who experience hardship. Teachers who understand the unique emotional needs of these children can create a supportive learning environment that helps them succeed. Research underscores that emotional support can significantly improve academic outcomes for these students (Bozkus-Genc & Sani-Bozkurt, 2022; Dill & Zambrana, 2020; King, 2023).

To clarify, the academic struggles of children from solo-parent families are often compounded by emotional challenges. These children may experience heightened stress levels, impacting their ability to concentrate and perform well in school. However, providing these children with additional emotional support and resource access can alleviate some of these pressures. Thus, these children may experience improved academic performance when given the proper resources and encouragement (Dizon, 2022; Kosse *et al.*, 2020; Misra *et al.*, 2024).

Also, research suggests that children of solo parents often develop stronger social skills due to their challenges. These children are often required to mature quickly and take on responsibilities that their peers might not typically expect. Consequently, they can develop better problem-solving and conflict-resolution skills, which benefit them academically and socially. As a result, many children from solo-parent families become more self-sufficient and capable of handling adversity (Engin, 2020; Leban & Gibson, 2020; Mooi-Reci & Risman, 2021).

Furthermore, emotional resilience is essential in helping children from solo-parent families succeed. These children often develop coping mechanisms that enable them to manage their stress and emotions more effectively. Studies show resilience is strongly associated with better academic performance and social integration. Because of their emotional resilience, children from single-parent households can overcome hurdles and problems that may impede their academic performance and personal development (Evans *et al.*, 2020; Letzel *et al.*, 2020; Mwanza, 2023).

Therefore, the involvement of supportive adults, such as extended family or mentors, is a significant factor in the academic success of children from solo-parent families. Research shows that these children often perform better when they have a strong support network outside their immediate family. These supportive relationships provide emotional and academic guidance, helping to improve the child's overall well-being and academic performance. The positive impact of these relationships highlights the importance of community involvement in these children's lives (Flannigan *et al.*, 2021; Liel *et al.*, 2020; Naungayan *et al.*, 2024).

Thus, despite the difficulties children from solo-parent families face, many show significant academic and social strengths. These children often develop coping skills and resilience that help them navigate challenges effectively. Furthermore, the presence of a supportive environment, whether through school, extended family, or community, plays an essential role in their ability to succeed. Consequently, the support systems available

to these children are essential for their development, well-being, and long-term academic and personal success (Freitas *et al.*, 2020; Llames, 2021; Nieminen, 2023).

However, the social stigma associated with single-parent families can sometimes affect children's social relationships. Feelings of isolation and low self-esteem may result from these kids feeling different or excluded. Despite this, many children from solo-parent households form strong friendships and participate actively in social activities. Studies suggest that when children feel accepted by their peers, their sense of belonging improves significantly, enhancing their emotional well-being, confidence, and overall social development (Manansala & Eje-Dimaculangan, 2024; Noble-Carr *et al.*, 2020; Romero, 2024).

In contrast, some children may struggle with self-identity due to the social challenges of living in a single-parent household. These difficulties may impact their feeling of belonging and capacity to build wholesome connections. However, when these children receive emotional support and guidance, they are more likely to overcome these challenges. Research has shown that a positive sense of self is essential for academic and social success, particularly for children from single-parent families (Martin-Denham, 2022; Ong, 2021; Sassler & Lichter, 2020).

Therefore, social support from family and peers is essential for the well-being of children from solo-parent households. Children who feel supported through close family relationships or strong friendships are better equipped to handle their challenges. These supportive relationships help build resilience, allowing children to overcome adversity and perform academically. Studies show that social support is essential in fostering emotional resilience and improving academic outcomes (Mathrani *et al.*, 2022; Osman *et al.*, 2020; Schmidt *et al.*, 2023).

Similarly, community resources, such as after-school programs and counseling services, are critical in supporting the development of children from solo-parent families. These resources provide children with additional avenues for emotional and academic support. Research has found that participating in extracurricular activities helps these children develop social skills and confidence. As a result, these programs can serve as a protective factor, enhancing the academic and emotional development of children from single-parent households (Meral, 2022; Otonkorpi- Lehtoranta *et al.*, 2022; Sick *et al.*, 2023). Also, parenting strategies are essential in shaping children's school and emotional experiences in single-parent families. Effective parenting can mitigate some of the adverse effects of growing up in a solo-parent family. Research has shown that when single parents actively engage in their children's education, their children are more likely to succeed academically and socially. Therefore, the remaining parent's involvement in academic and emotional support is essential to the child's long-term development and overall well-being (Mireles-Rios *et al.*, 2020; Parolin & Lee, 2021; Smith-Young *et al.*, 2020).

Furthermore, resilience in children from solo-parent families often emerges from the adversity they face. These children learn to adapt to challenging circumstances, developing perseverance and problem-solving skills. Studies show that children raised in adversity often develop stronger coping strategies and social skills. As a result of their

resilience, they may overcome social and academic obstacles with more emotional intelligence (Paulsen & McCormick, 2020; Sterling & Platt, 2022; Trotter, 2023).

Consequently, it is essential to acknowledge that internal and external factors shape children's emotional and academic experiences in solo-parent families. While these children often face significant challenges, they can thrive with the right support systems. Researchers emphasize that fostering resilience and providing emotional support are key to their success. These children can achieve their full potential if given the tools to navigate their circumstances (Powell & Coles, 2021; Surrain, 2021; Villanueva-Jaminal, 2024).

However, children from solo-parent families may struggle to reach their academic potential without the necessary resources and support. These children often face multiple stressors, including financial hardship and emotional difficulties at home and in school. Nevertheless, those with access to appropriate resources tend to exhibit better academic and emotional outcomes. Therefore, creating a supportive environment for these children ensures their well-being, academic success, and long-term personal development (Ray *et al.*, 2020; Thun, 2020; Vorobeve, 2023).

In contrast, some children raised in single-parent households may have a more positive outlook due to strong parental involvement and community support. These children often have access to resources that help mitigate their challenges. Studies have found that these children are more likely to exhibit academic success and emotional well-being. A supportive environment enables these children to thrive and overcome the difficulties of growing up in a solo parent household (Tokatly Latzer *et al.*, 2021; Wilson *et al.*, 2020; Zhao & Lim, 2021).

To conclude, children's experiences growing up with solo parents are diverse and shaped by various factors. While these children may face significant challenges, including emotional and financial stress, they also demonstrate resilience and adaptability. Children from single-parent households can achieve academic success and emotional well-being with the right support systems. Research highlights that providing these children with emotional and social support is essential for ensuring they thrive (Abdullah *et al.*, 2021; Canonizado, 2024; Gallego, 2022).

4.2 Strategies Employed by Participants to Overcome Challenges of Growing Up with Solo Parents

Children raised by single parents frequently have particular difficulties that impact their emotional and mental growth. These challenges can include feelings of abandonment, financial struggles, and the absence of a stable role model. However, these children frequently demonstrate remarkable resilience as they adapt to their family dynamics. Seeking external mentorship or developing strong social networks is vital in overcoming such obstacles (Abel Jr, 2024; Capannola & Johnson, 2022; Gandolfi *et al.*, 2021).

Besides, the emotional challenges associated with growing up in a single parent household often prompt children to develop coping strategies to manage feelings of neglect or loneliness. Children from single-parent families frequently seek emotional support from friends, relatives, or professionals. These coping mechanisms help alleviate

feelings of isolation and contribute to emotional stability. Such external support systems become vital to the child's overall emotional well-being in certain instances (Aguas, 2022; Chance, 2021; Garbe *et al.*, 2020).

In the same way, the financial pressures of solo parenting can significantly impact the lives of children. Single parents often face difficulties in balancing work and childcare, leading to an increased sense of responsibility among children. Some young individuals work part-time or contribute to household chores to alleviate their parents' burden. This shared responsibility often fosters a sense of maturity and independence in children growing up in these environments (Andrada-Poa *et al.*, 2022; Chen *et al.*, 2022; Garcia *et al.*, 2021).

On the other hand, despite these challenges, many children from single-parent households excel academically due to the support they receive from their parents. Parents who can offer encouragement and create a structured learning environment can significantly improve their child's academic performance. This parental involvement, despite the absence of a second parent, helps foster a sense of purpose and ambition in children. As a result, many children of solo parents demonstrate remarkable perseverance in their studies (Andrew *et al.*, 2020; Christensen, 2021; Gassman-Pines *et al.*, 2020).

Although growing up with a solo parent can create significant challenges, developing adaptive coping mechanisms helps children overcome these difficulties. These mechanisms may include resilience-building activities, such as engaging in sports or developing hobbies. According to research, such activities can serve as outlets for stress and foster a sense of accomplishment. For this reason, extracurricular involvement can play an essential role in the well-being of children from single-parent households (Arnilla *et al.*, 2023; Christner *et al.*, 2021; Gunobgunob-Mirasol, 2024).

As a result, many children of solo parents develop a strong sense of independence and self-reliance early on. Due to the often-demanding nature of a single-parent household, these children tend to take on roles that may not be typical for their age. Their responsibility toward family matters, such as helping younger siblings or managing household tasks, contributes to this early maturity. Such self-sufficiency is often associated with positive outcomes in both personal and professional aspects of their lives (Aspers & Corte, 2019; Cooper & Pugh, 2020; Harper *et al.*, 2020).

For this reason, children raised by solo parents tend to develop more empathy and emotional intelligence. The challenges they face growing up often make them more understanding of others' difficulties and more resilient in adversity. These children often become more attuned to the emotional needs of their peers, which can lead to stronger interpersonal relationships and greater social harmony. Heightened empathy is one of the positive effects of growing up in a single-parent household (Averett, 2021; Cox, 2023; Johnson *et al.*, 2022).

In addition to fostering resilience, children of solo parents often develop a greater sense of resourcefulness. With fewer resources available, these children are often required to make the most of what they have. This sense of ingenuity helps them problem-solve and become more adaptable to changing situations. Their ability to

navigate challenges with minimal support contributes significantly to their personal growth and long-term success (Baccal & Ormilla, 2021; Currie & Szabo, 2020; Kaczynski, 2024).

Growing up with a solo parent fosters unique skills essential to navigating adulthood. These children are often better at managing their time, setting goals, and planning for the future. Their exposure to the complexities of family life and financial challenges makes them more adept at handling life's difficulties. Ultimately, these early experiences shape them into resilient and capable individuals (Bell, 2020; Cusinato *et al.*, 2020; Kim *et al.*, 2020).

Like any other family structure, single-parent households offer both challenges and opportunities. However, children in these households often develop a different perspective, learning to appreciate the struggles and rewards of overcoming adversity. Learning from their experiences makes them stronger and more focused on their future goals. For these reasons, solo parenting can produce well-equipped individuals to handle future challenges (Bender *et al.*, 2022; Dayal & Tiko, 2020; Kim & Padilla, 2020).

Further, growing up in a single-parent household can hinder or strengthen a child's development, depending on the challenges. When children receive consistent support, whether emotional, financial, or educational, they are more likely to thrive despite the difficulties. Single parents who provide a nurturing environment create the foundation for their children to succeed. Such environments significantly enhance children's ability to overcome the hurdles of solo parenting (Bozkus-Genc & Sani-Bozkurt, 2022; Dill & Zambrana, 2020; King, 2023).

Moreover, research shows that children of solo parents often develop heightened emotional regulation skills. As they navigate the complexities of their family dynamics, these children become more adept at managing their emotions. Adaptive emotional strategies teach them to cope with frustration, sadness, or disappointment. Their emotional intelligence is aided by their capacity to traverse adult life successfully (Dizon, 2022; Kosse *et al.*, 2020; Misra *et al.*, 2024).

Besides, the support systems that children in single-parent households build are essential for their mental health. These children often rely on extended family members or mentors for guidance and emotional support. Such relationships help them process and overcome their challenges, providing security. Their reliance on these external supports allows them to feel connected and grounded despite the absence of a second parent (Engin, 2020; Leban & Gibson, 2020; Mooi-Reci & Risman, 2021).

In the same way, children from solo-parent households often develop strong conflict-resolution skills. As they observe their parent handling difficult situations, they learn to manage disagreements or obstacles calmly and effectively. These skills are particularly beneficial in personal and professional settings, where the ability to resolve conflicts is essential. As a result, children of solo parents tend to be more adaptable and better equipped to manage challenges in their lives (Evans *et al.*, 2020; Letzel *et al.*, 2020; Mwanza, 2023).

On the other hand, some children of solo parents face social stigma due to their family structure. Society often associates single-parent households with social

dysfunction, leading to negative stereotypes. Despite this, many children from single-parent homes become high-functioning and successful individuals. Their ability to navigate these societal pressures and achieve success demonstrates their resilience and determination (Flannigan *et al.*, 2021; Liel *et al.*, 2020; Naungayan *et al.*, 2024).

Although they may experience social stigma, children of solo parents often develop a stronger sense of self-worth. The challenges they face within their families often serve as a foundation for building inner strength and resilience. These children are less likely to be deterred by societal judgments and more likely to pursue their goals with determination. As a result, the sense of self they cultivate can lead to greater purpose and success in life (Freitas *et al.*, 2020; Llames, 2021; Nieminen, 2023).

As a result, many children from solo-parent households learn to value independence early on. They develop a strong sense of responsibility, not only to themselves but also to their families and communities. This drive to succeed is often fueled by the necessity to support their parent or siblings, motivating them to work hard. Consequently, these children often become leaders, entrepreneurs, or advocates in their adult lives (Manansala & Eje-Dimaculangan, 2024; Noble-Carr *et al.*, 2020; Romero, 2024). For this reason, children who grow up with solo parents may also become advocates for change. Their personal experiences give them a unique perspective on social issues like poverty, education, and family dynamics. These children often feel a deep sense of responsibility to improve their communities. As a result, they are more likely to engage in social causes and make a positive impact (Martin-Denham, 2022; Ong, 2021; Sassler & Lichter, 2020).

For example, their peers from two-parent households and children of solo parents also require quality educational opportunities to thrive. Access to education can significantly influence their prospects, allowing them to break the cycle of disadvantage. These children often take education seriously, viewing it as a path to success and stability. Ultimately, a strong educational foundation can provide the key to overcoming the barriers created by a solo-parent family structure (Mathrani *et al.*, 2022; Osman *et al.*, 2020; Schmidt *et al.*, 2023).

Simply put, the strategies children grow up with solo parents use to overcome challenges are rooted in their resilience and determination. They learn to adapt to their circumstances and develop critical skills that prepare them for adulthood. The absence of one parent, while difficult, can often serve as a motivator for success. For this reason, many children of solo parents exhibit exceptional perseverance and drive (Meral, 2022; Otonkorpi- Lehtoranta *et al.*, 2022; Sick *et al.*, 2023).

Like other children, those raised by solo parents can struggle with feelings of inadequacy or insecurity. However, these children often learn to rely on their inner resources, such as determination and creativity, to overcome these emotions. With the support of their remaining parent, they grow into resilient and self-assured adults. Such self-reliance is often seen as one of the most significant advantages of growing up in a solo-parent household (Mireles-Rios *et al.*, 2020; Parolin & Lee, 2021; Smith-Young *et al.*, 2020).

Ultimately, the impact of growing up with a solo parent is not always negative. Many children in these households exhibit greater emotional strength, independence, and resilience than their peers. The challenges they face early in life often prepare them for success in the future. Their ability to overcome adversity shapes them into well-rounded individuals, often developing a deep sense of empathy and maturity beyond their years. These positive traits can empower them to become compassionate leaders and community role models (Paulsen & McCormick, 2020; Sterling & Platt, 2022; Trotter, 2023).

Moreover, some studies suggest that growing up in a single-parent household helps children develop more complex emotional and social skills. The absence of a second parent often leads to closer bonds with the remaining parent and other caregivers. These relationships teach children the importance of empathy, communication, and mutual respect. As a result, these children are often better equipped to form healthy relationships in adulthood (Powell & Coles, 2021; Surrain, 2021; Villanueva-Jaminal, 2024).

Besides, children of solo parents often learn the value of hard work at an early age. In single-parent households, everyone is often needed to contribute to the household's well-being. Children learn the value of perseverance, self-control, resourcefulness, and goal-setting from this shared duty. Consequently, these children are often better prepared for the challenges they will face as adults, with a strong sense of responsibility and resilience (Ray *et al.*, 2020; Thun, 2020; Vorobevea, 2023).

In the same way, children of solo parents often become more resourceful in managing their lives. Whether balancing school, work, or social commitments, they tend to develop time-management skills and the ability to adapt. These skills help them navigate the complexities of adulthood more effectively. Ultimately, growing up with a solo parent teaches life lessons that foster maturity, resilience, and success in various aspects of life (Tokatly Latzer *et al.*, 2021; Wilson *et al.*, 2020; Zhao & Lim, 2021).

4.3 Impact of Growing Up with Solo Parents on the Lives of Participants

In the same way, growing up in a single-parent household can positively and negatively affect children's development. While the absence of one parent may lead to feelings of abandonment or emotional distress, it also encourages children to develop resilience. These children often gain unique coping mechanisms, such as becoming more independent and self-reliant. As a result, they tend to adapt well to various challenges later in life (Abdullah *et al.*, 2021; Canonizado, 2024; Gallego, 2022).

Furthermore, because they do not receive constant emotional support, children of single parents frequently endure higher levels of emotional stress. A parent's emotional absence can leave a significant gap in the child's emotional development. However, these children may develop stronger emotional regulation skills as they learn to navigate their feelings independently. This resilience to emotional turmoil helps them build lasting coping strategies as they grow older (Abel Jr, 2024; Capannola & Johnson, 2022; Gandolfi *et al.*, 2021).

Therefore, the financial strain experienced by single-parent households can also influence children's lives. With only one income to support the family, children may

experience poverty or lack material resources. However, this financial hardship can teach children to appreciate what they have and develop problem-solving skills. These challenges often lead to greater resourcefulness as children learn to make the most of limited resources (Aguas, 2022; Chance, 2021; Garbe *et al.*, 2020).

In addition to financial stress, the division of household responsibilities can foster a sense of maturity in children raised in solo-parent households. Since the single parent often has to juggle work and home life, children are often called upon to take on more responsibilities than they might in a two-parent household. Caring for younger siblings or contributing to housework can foster a strong sense of independence and duty. Ultimately, this responsibility helps children develop maturity early on (Andrada-Poa *et al.*, 2022; Chen *et al.*, 2022; Garcia *et al.*, 2021).

To be clear, although being a single parent might provide difficulties, it also presents worthwhile chances for individual development. Children in these households often learn the importance of perseverance, adaptability, and emotional strength. As kids age, these attributes enable them to deal with life's obstacles more easily and confidently. Such resilience is associated with greater personal, academic, and professional success (Andrew *et al.*, 2020; Christensen, 2021; Gassman-Pines *et al.*, 2020).

Thus, these children often develop stronger social connections despite the challenges of growing up in a solo-parent household. They learn to rely on family members, friends, or mentors for emotional support and guidance. This external support system is essential for their mental health and well-being. As a result, children of solo parents often have strong networks of close relationships, which help them navigate life's difficulties (Arnilla *et al.*, 2023; Christner *et al.*, 2021; Gunobgunob-Mirasol, 2024).

Consequently, their experiences often enhance children's social skills in single-parent households. Because of their challenges, these children may have greater empathy and compassion. They tend to be more understanding of others' difficulties, allowing them to form more profound and meaningful relationships. This emotional intelligence is a key benefit of growing up with a solo parent (Aspers & Corte, 2019; Cooper & Pugh, 2020; Harper *et al.*, 2020).

With this in mind, children raised by solo parents may develop a sense of greater independence at an earlier age. With fewer people in the household to help with daily tasks, these children often take on more responsibilities, such as cooking, cleaning, and managing their schedules. This sense of independence is an essential skill that helps them navigate adulthood confidently. As a result, these children are often well-prepared to face the demands of life (Averett, 2021; Cox, 2023; Johnson *et al.*, 2022).

Like their peers, children raised in solo-parent households experience the stress of balancing multiple roles, such as being a student and helping at home. However, this dual responsibility can strengthen their time-management skills and organizational abilities, which are often beneficial in academic and professional settings. Growing up in a solo-parent household helps children develop a strong work ethic (Baccal & Ormilla, 2021; Currie & Szabo, 2020; Kaczynski, 2024).

Therefore, the absence of a second parent does not necessarily hinder the development of children in single-parent households. Instead, it often encourages them

to be more resourceful and self-sufficient. These children learn to handle adversity early, which helps them become more resilient adults. This resilience is often cited as one of the main benefits of growing up with a solo parent. They often develop strong problem-solving skills and a heightened sense of responsibility. These qualities benefit their personal growth and contribute to academic and professional success (Bell, 2020; Cusinato *et al.*, 2020; Kim *et al.*, 2020).

In the same way, the emotional challenges faced by children in solo-parent households can lead them to develop stronger coping strategies. These children often learn to manage their emotions independently, which helps them deal with future setbacks. They may also seek out therapy or counseling to process their feelings. As a result, their emotional growth is often supported by both their efforts and external support (Bender *et al.*, 2022; Dayal & Tiko, 2020; Kim & Padilla, 2020).

To clarify, the impact of a solo-parent household on a child's development is influenced by various factors, including the involvement of extended family and community support. Children who receive consistent emotional and financial support from other family members or friends tend to thrive. These support systems provide essential stability and guidance. Therefore, children in solo-parent households with strong support networks may experience fewer negative impacts (Bozkus-Genc & Sani-Bozkurt, 2022; Dill & Zambrana, 2020; King, 2023).

Thus, despite the challenges of living with a solo parent, these children often develop strong personal values, such as responsibility, empathy, and resilience. The experience of having to deal with adversity at an early age often instills a sense of accountability and emotional maturity. This sense of responsibility to themselves and others can help them build meaningful relationships, overcome obstacles, and achieve their goals. Ultimately, these values contribute to their long-term success, happiness, and personal fulfillment (Dizon, 2022; Kosse *et al.*, 2020; Misra *et al.*, 2024).

Consequently, solo-parent households often foster a deep sense of family unity and mutual understanding. Due to the second parent's absence, the child and the surviving parent may develop stronger ties. Children often take on more emotional responsibility for their parents, strengthening their relationship. As a result, these children tend to have strong, supportive, and empathetic relationships with their remaining parents (Engin, 2020; Leban & Gibson, 2020; Mooi-Reci & Risman, 2021).

Henceforth, children in single-parent households often develop higher levels of emotional intelligence. These kids grow more perceptive to other people's emotional needs due to the emotional strain their home circumstances inflict on them. This heightened awareness of emotions helps them build stronger interpersonal relationships. Emotional intelligence can positively affect their personal and professional lives (Evans *et al.*, 2020; Letzel *et al.*, 2020; Mwanza, 2023).

In addition to increased emotional intelligence, children of solo parents also develop strong problem-solving skills. The challenges of living in a single-parent household often require creative thinking and flexibility. Children learn how to approach problems from multiple angles and find practical solutions. These problem-solving

abilities are valuable throughout their lives, both in their careers and personal relationships (Flannigan *et al.*, 2021; Liel *et al.*, 2020; Naungayan *et al.*, 2024).

Therefore, the relationship between single parents and their children is often characterized by increased closeness and dependency. The need for the child to assist with household responsibilities fosters a partnership-like dynamic. This relationship allows for open communication and greater mutual understanding. Consequently, these children often have strong, supportive relationships with their solo parents. Such bonds can provide a stable emotional foundation that positively influences the child's sense of security and well-being (Freitas *et al.*, 2020; Llames, 2021; Nieminen, 2023).

In the same way, the influence of a solo-parent household on a child's educational outcomes can vary. Children who receive strong emotional and academic support from their parents or extended family tend to perform well in school. These children may develop a greater appreciation for education, understanding it as a pathway to success. As a result, they often prioritize their academic performance to improve their prospects (Manansala & Eje-Dimaculangan, 2024; Noble-Carr *et al.*, 2020; Romero, 2024).

Children from single-parent households may also develop greater empathy due to their unique life experiences. Growing up with one parent often makes them more understanding of others who face similar challenges. This empathy helps them develop positive relationships with peers and family members. Ultimately, this emotional depth fosters meaningful connections that support their mental health and well-being (Martin-Denham, 2022; Ong, 2021; Sassler & Lichter, 2020).

In like manner, the impact of growing up in a single-parent household on children's career aspirations can be significant. These children often develop a strong work ethic due to the financial struggles their parent faces. They learn the importance of hard work and perseverance at an early age. As a result, many children of solo parents are highly motivated to achieve professional success and improve their family's circumstances. Moreover, witnessing their parent's resilience and sacrifices often inspires them to pursue stable and fulfilling careers that provide long-term security (Mathrani *et al.*, 2022; Osman *et al.*, 2020; Schmidt *et al.*, 2023).

Consequently, children of solo parents often have more exposure to challenges that help them develop a strong sense of responsibility. One parent's absence often burdens the child more, requiring them to step up and help at home. This early responsibility shapes their sense of duty and accountability, which they carry into adulthood. Ultimately, these children tend to be highly responsible and dependable individuals. Such experiences not only build character but also prepare them to handle real-world responsibilities with maturity and confidence (Meral, 2022; Otonkorpi-Lehtoranta *et al.*, 2022; Sick *et al.*, 2023).

Growing up in a solo-parent household often fosters a sense of creativity and resourcefulness. With fewer resources, these children learn how to make do with what they have. This resourcefulness encourages problem-solving and adaptability, skills that are beneficial throughout life. Therefore, these children are often able to thrive despite their circumstances. In many cases, their ability to think innovatively and navigate

challenges equips them to excel academically and professionally (Mireles-Rios *et al.*, 2020; Parolin & Lee, 2021; Smith-Young *et al.*, 2020).

Therefore, growing up with a solo parent can shape a child's personality and prospects. Their challenges often teach them essential life skills such as resilience, time management, and emotional regulation. These skills help them navigate adulthood with confidence and success. As a result, many children from solo-parent households lead fulfilling and accomplished lives. Their unique upbringing often instills deep empathy and emotional strength, further enriching their personal and professional relationships (Powell & Coles, 2021; Surrain, 2021; Villanueva-Jaminal, 2024).

In conclusion, growing up in a single-parent household offers both challenges and growth opportunities. Despite emotional and financial struggles, children develop resilience, independence, and empathy, qualities that help them overcome adversity and prepare for future success. These strengths shape their character and make them compassionate, capable, and driven individuals. With the proper support and mindset, they often turn their early hardships into powerful motivation for lifelong achievement (Ray *et al.*, 2020; Thun, 2020; Vorobeva, 2023).

4.4 Synthesis

Growing up with a solo parent presents a unique set of emotional, psychological, and social challenges that can significantly influence a child's development. Many children in such households' experience feelings of abandonment, emotional distress, and financial insecurity, which may hinder their academic performance and social functioning. These early adversities often place them at risk for anxiety, depression, and behavioral issues, particularly in the absence of strong emotional support systems. In school environments, these children may struggle to relate to peers or concentrate in class due to the stress they carry from home.

Despite these difficulties, children of solo parents often demonstrate notable resilience, suggesting that adversity can foster strength and adaptability. They tend to develop practical coping strategies such as seeking guidance from mentors, forming supportive peer relationships, and becoming emotionally self-sufficient. These strategies help them navigate daily challenges and promote personal growth and emotional maturity, allowing them to compensate for the absence of a two-parent support structure. Many learn to take on responsibilities early, strengthening their sense of accountability. Additionally, their ability to form meaningful connections outside the home often becomes a vital source of emotional strength.

Therefore, the long-term impact of growing up with a solo parent is shaped by both the challenges faced and the coping mechanisms employed. Even though these early experiences can be emotionally taxing, they help children develop critical life skills like self-reliance, accountability, and problem-solving. Children from single-parent families often develop a strong sense of resilience, enabling them to adapt well to future obstacles and responsibilities.

5. Methodology

This study employed a qualitative research design utilizing a multiple-case study approach. A qualitative research design offered the broadest range of acceptable methods and structures, making it the most adaptable of the different experimental techniques. Even though there was no set structure for this kind of study, it still needed to be carefully built and planned. Researchers had to continuously ensure they used open-ended, bias-free methodologies and paid attention to possible sources of error. It typically entailed deep sensitivity to the phenomenon in question and awareness of bias (Tokatly Latzer *et al.*, 2021; Wilson *et al.*, 2020; Zhao & Lim, 2021).

Qualitative research also investigates and comprehends people's or groups' interpretations of a social or human issue. Thus, these analysis and interpretation were negotiated with human data sources because they attempted to reconstruct the subjects' realities. He wrote about the various qualitative research designs. The multiple case study approach was best suited for research, in which it was essential to understand several individuals' common or shared experiences of a phenomenon.

Moreover, the qualitative approach was used because qualitative methods were instrumental in discovering the meaning people gave to events they experienced. Qualitative design focuses on describing a situation, problem, phenomenon, service, or program, providing information about, say, the living conditions of a community, or describing attitudes towards an issue. Furthermore, it sought to tell the story of a particular group's experiences in their own words and was therefore focused on narrative (Abdullah *et al.*, 2021; Canonizado, 2024; Gallego, 2022).

On the other hand, the study used a multiple-case study approach. A multiple case study is a qualitative research technique in which the investigator examines several examples to comprehend a particular situation, problem, or occurrence. Unlike a single case study, which focuses on one instance, a multiple-case study investigates several different cases to explore similarities, differences, and patterns across them. This method provided a deeper understanding of how and why specific outcomes occurred by providing more robust data and varied perspectives.

Each case was treated as a standalone study in a multiple-case study, but the findings from each case were compared and contrasted to draw broader conclusions. It was instrumental in social sciences, education, and organizational research, providing insights into how different contexts or variables influenced the studied subject. By analyzing multiple cases, I could identify themes, test theories, and enhance the generalizability of the findings (Abel Jr, 2024; Capannola & Johnson, 2022; Gandolfi *et al.*, 2021).

Finding realism in people's accounts of their experiences and emotions, describing a lived experience of a spectacle, and creating detailed descriptions of the phenomena were qualitative multiple case study research objectives. The methods used to analyze the data in this study had to be quite different from more conventional or quantitative research methods because it was a qualitative analysis of narrative data. Another advantage of multiple case studies was that they created a more convincing theory when

the suggestions were more intensely grounded in empirical evidence. Thus, multiple cases allowed for the broader exploration of research questions and theoretical evolution (Aguas, 2022; Chance, 2021; Garbe *et al.*, 2020).

The implementation of multiple case studies could be extremely costly and time-consuming because they *"explored a real-life, contemporary bounded system a case or multiple bounded systems over time, with the help of detailed, in-depth data collection involving multiple sources of information and reported a case description and case themes."* However, the case studies were more likely to be confident in their representativeness. Because multiple case studies *"explored a real-life, contemporary bounded system a case or multiple bounded systems over time, with the help of detailed, in-depth data collection involving multiple sources of information and reported a case description and case themes,"* their implementation could be costly and time-consuming.

This study employed triangulation, member checking, and thick description to ensure rigor and credibility in qualitative multiple-case study research. Triangulation involves gathering data from multiple sources, such as interviews, document analysis, and observations, to corroborate findings and provide a more comprehensive view of the phenomenon. Member checking allowed respondents to verify the accuracy of the data and interpretations, enhancing the trustworthiness of the results. Thick description, on the other hand, involved detailed contextualization of the cases, allowing readers to grasp the depth and complexity of each respondent's lived experience and to determine the potential transferability of the findings to similar contexts.

To wrap this up, this research design supported flexibility in the data collection process, which was essential given each case's unique contexts and conditions. The iterative nature of qualitative inquiry allowed me to adapt interview questions and explore emerging themes as they arose during the study. This dynamic approach contributed to a richer and more authentic representation of the respondents' perspectives. By emphasizing context and personal meaning, the multiple case study approach helped uncover patterns and commonalities among cases and distinct insights that contributed to the depth of understanding of the social phenomenon under investigation.

5.1 Role of the Researcher

I was the key instrument in this qualitative study, collecting data by examining relevant documents, observing behavior, and interpreting participants' responses. My role as the researcher encompassed several key responsibilities: inquirer, interviewer, transcriber, advocate, and analyst.

As the **inquirer**, I selected the informants for the study. I sought to access participants' thoughts and feelings in this role, even though this sometimes proved challenging. Many of the experiences explored were personal and sometimes fresh or vivid in the participants' minds, making it difficult for them to relive specific past experiences. Nonetheless, my primary responsibility was to inquire and gather their thoughts and feelings through carefully structured questions (Andrada-Poa *et al.*, 2022).

As the **interviewer**, I ensured that the interviews were organized around a clear guide, focusing on a theme to be covered during each interview. I employed open-ended questions to entice participants to give thorough, supported answers. Gathering as much information as possible was vital, as interviewees often provided shortcuts to the history of their experiences, which helped me identify additional relevant sources of evidence. My responsibilities also included conducting the online survey interviews, storing the responses, and ensuring the confidentiality of the data (Chen *et al.*, 2022).

As an **advocate**, I aimed to gather accurate information to influence policies established by policymakers and others in power. Advocacy research strives to present compelling evidence that the issues being addressed are real and significant and that the proposed methods for resolving these issues are effective (Garcia *et al.*, 2021).

As a **transcriber**, I was responsible for transcribing the interviews verbatim. Transcription involved providing a written account of the participants' spoken responses and ensuring that the interviews and group discussions were recorded word-for-word, a critical step in qualitative research (Andrew *et al.*, 2020).

As the **analyst**, I began analyzing the data as soon as it was collected. It started during the observation and interview stages when I identified key problems and concepts that could help me understand the situation. Analyzing the text, including interview transcripts and field notes, was essential to the research process. The objective was to give a detailed account to aid in a more thorough comprehension and analysis of the phenomena under study (Christensen, 2021).

Another critical aspect of my role was adopting the emic approach, which meant starting with a "blank page" and allowing participants to define and explain concepts in their own words. This approach was particularly important for areas with little empirical research. Using the emic perspective ensured that the participants' views were authentically represented rather than imposing external perspectives (Gassman-Pines *et al.*, 2020). However, it was important to note that while emic research provided deep insight, it did not allow statistical comparison between groups.

Additionally, I ensured that all aspects of the study were conducted correctly and approved by the authorities, including the adviser, program coordinator, Graduate School Dean, and the Research Ethics Committee of Ramon Magsaysay Memorial Colleges. As the inquirer, I was responsible for selecting participants and informing them about the central phenomena of the research.

To ensure the validity and reliability of the participant's responses, I verified the data and immediately corrected discrepancies or issues. The data were reviewed to an acceptable level before finalizing them. Triangulation of information from multiple sources was also employed to further strengthen the accuracy of the findings.

Finally, after the data were collected, I was responsible for discussing the findings, offering future research recommendations, presenting the study's implications, and providing concluding remarks.

5.2 Research Participants

The participants in this study were learners aged 15 to 19 years old who were enrolled at Surallah National High School for the school year 2023-2024. I identified the participants using purposive sampling, which allowed me to select five learners with solo parents, regardless of gender. I selected the participants based on the following specific criteria: learners who were the only child of a solo parent, learners with a large number of siblings, learners with a solo mother or a solo father, learners whose one parent was abandoned due to a third party, and learners whose father or mother was deceased.

However, I excluded participants who fell outside the age range of 15–19 years or were not currently enrolled at Surallah National High School. Additionally, I excluded learners if they had both parents actively involved in their upbringing or if they were raised by guardians, relatives, or foster care rather than a solo parent. I also excluded learners whose solo parent status was due to temporary circumstances, such as parents working abroad or temporarily separated but still maintaining an active role in the learner's life.

I clarified to all participants that they could voluntarily withdraw from the study at any time. Similarly, if a participant's enrollment status at Surallah National High School changed during the research period, they would be withdrawn from the study. I also withdrew learners who became unresponsive to communication, missed scheduled interviews or focus group discussions. Finally, if a participant experienced significant personal or emotional challenges that might lead to distress, as I determined, they could withdraw from the study to prioritize their well-being.

Before beginning the study, I provided participants with an Informed Consent Form that included a description of the research study, the procedures involved, their rights as participants, and assurances regarding confidentiality protection. I also gave participants detailed information about the interview process and provided them with a copy of the Interview Protocol. Recruitment and interviews concluded once data saturation was reached, meaning that the information provided by the interviewees began to reflect assumptions and conventional wisdom, indicating that no new information was being gained.

For this study, I employed a multiple case study approach, which was particularly suitable given that I aimed to explore the participants' real, genuine experiences. Interviews, conversations, participant observation, and analysis of personal texts facilitated this approach. Establishing good rapport and empathy with the participants was critical to gaining in-depth information, especially considering that the issues I was investigating were deeply personal to them.

5.3 Data Collection

I relied heavily on selecting and collecting primary and secondary data, experimentation, and observation. Some of the primary data sources I used included surveys, interviews, case studies, and diary entries. Interviews were a standard method of data collection.

One of my basic responsibilities was approaching the organization and requesting permission to conduct the study. If the organization had specific policies regarding

research activities, I read and understood these policies to determine the best way to access the participants or the data (McMullin, 2023).

Meeting the participants was another critical aspect of the study. There are various ways to meet participants, including in-person meetings or video conferencing. Given the ongoing pandemic protocols, I followed the restrictions imposed by the government. As a result, meeting participants via video conference and gathering data through online forms proved to be the best way to interact and collect data from the participants (Arnilla *et al.*, 2023).

The actualization of the interview process was a key element in my research. Selecting and gathering primary and secondary data greatly aided me in understanding the study topic. Interviews, in particular, helped me understand how and why certain events or experiences occurred, the people involved, and their opinions, motivations, interests, and feelings. As a result, interviews became an invaluable tool in my data collection process (Christner *et al.*, 2021).

Transcribing the interviews was another essential part of my role. Transcription involved providing a written account of the participants' spoken responses. In qualitative research, individual or group interviews are often transcribed verbatim, word-for-word. I understood that transcription was a time-consuming and often tedious task.

As the transcriber, I made subjective decisions about what to include or exclude, corrected errors, and edited grammar and repetition (Aspers & Corte, 2019; Cooper & Pugh, 2020; Harper *et al.*, 2020).

Once the data were collected, it was necessary to analyze the spoken data. Procedures and transcripts had to be created to analyze the information obtained from focus groups, interviews, and observations. Depending on what was considered relevant and necessary for the analysis, interviews were transcribed verbatim, with or without behavioral annotations, phonetic transcription of dialects, and filler words (Averett, 2021; Cox, 2023; Johnson *et al.*, 2022).

Reporting the findings was a critical component of my study. To give a more thorough comprehension and "thick description," my qualitative study report was longer than a normal quantitative one. I emphasized transparency in the methods I used, including why, how, and by whom the data were implemented in the specific study setting. This approach allowed for a discussion of whether and how the methods may have influenced data collection, analysis, and interpretation. The results section began with a summary of the main findings, followed by detailed descriptions of commonalities, discrepancies, and exceptions per category (Baccal & Ormilla, 2021; Currie & Szabo, 2020; Kaczynski, 2024).

Looking ahead, I hoped the data collection process will yield fruitful results and generate new knowledge. As a result, this under-researched topic could open up opportunities for future research. I envisioned that subsequent studies would help expand and deepen understanding, ultimately benefiting the field of education (Manansala & Eje-Dimaculangan, 2024; Noble-Carr *et al.*, 2020; Romero, 2024).

5.4 Analysis of Data

The data analysis for this study followed Colaizzi and Moustakas' qualitative research methods, as cited by Aguas (2022), which focused on two key processes: textural and structural. This approach helped me organize and simplify the information collected from the participants. I identified significant statements by transcribing and encoding the interview responses, which I then grouped into themes. Colaizzi's method provided a step-by-step process to reveal the meaning behind the qualitative data. To ensure accuracy, I presented the transcribed data to the participants for verification, requiring their signatures to confirm the authenticity of the information.

Colaizzi's seven-step process involved reading each participant's description, identifying key statements relevant to the research, and directly quoting them. I then analyzed these statements to determine their meanings, grouped them into themes, and compiled the final results into a detailed description. I verified these findings with each participant to ensure the validity of the analysis. As described by Martin-Denham (2022), qualitative analysis involves organizing data, coding, identifying themes, and interpreting the results. The transcription process was an essential part of this, as it involved converting audio interviews into text, which directly influenced how I shaped the analysis. The complexity of transcription can increase in cross-cultural or sensitive contexts, as highlighted by Schmidt *et al.* (2023).

During the coding phase, I labeled and gave symbolic meaning to the descriptive or inferential data gathered during the study. I assigned codes to "chunks" or "units" of data, ranging from simple descriptive labels to more complex, evocative labels. A code is a researcher-generated construct in qualitative data analysis that symbolizes or translates the data, assigning interpreted meaning to each datum for later purposes such as pattern detection, categorization, and theory building (Otonkorpi-Lehtoranta *et al.*, 2022).

Next, I moved on to categorizing the codes. I formed categories by grouping related codes based on their content or context. When I encountered many codes, it was helpful to first group closely related codes into sub-categories. These sub-categories, connected by their content, were combined into broader categories. Categories answered questions about who, what, when, and where, and reflected the manifest content visible in the data. I ensured that the category names were accurate and concise (Smith-Young *et al.*, 2020).

Formulating themes required a greater degree of interpretation and data integration. First, I familiarized myself with the collected data by taking notes and reviewing the information thoroughly. Once I understood the data, I began coding it by highlighting specific sentences from the interviews and assigning labels to describe their content. After identifying patterns within the data, I generated themes by deciding which codes were relevant and which would be discarded. Once I identified the themes, I reviewed them to ensure they were accurate, relevant, and valuable. The final part of the theme formulation process involved defining and naming the themes, ensuring they were clearly defined to fully convey the meaning of the data (Trotter, 2023).

The final step in the analysis was reporting the findings. Writing the report had already begun in some respects, with earlier steps such as taking notes, describing

themes, and selecting representative data extracts. The final report aimed to provide more than just a description of codes and themes; it had to weave a coherent narrative that explained how I interpreted the data and why I chose specific themes and interpretations. The report also highlighted the importance of accurate and correct data (Villanueva-Jaminal, 2024).

In reporting, I focused on organizing all the ideas into a coherent narrative. The report included a thorough response to the research questions, clearly stating the rationale for selecting the themes and interpretations. I included sufficient context for any direct data extracts to ensure their meaning was clear and supported my argument (Vorobeve, 2023).

5.5 Trustworthiness

Participants were invited to reflect on situations related to the topic. They could describe a specific instance within one of these categories to ensure the data's trustworthiness, validity, consistency, and credibility. In this study, the participants were students with unique cases. This approach ensured that opinions and concepts were well-founded and supported throughout the thesis (Zhao & Lim, 2021).

To preserve the study's credibility, I ensured rigor in data gathering by recording interviews, taking process notes, and repeatedly reviewing transcripts. I refined the descriptive data through iterative analysis until reaching saturation.

Once the analysis was complete, I shared the study's final results with the participants for validation. This step is in line with research that emphasizes the importance of presenting clear, descriptive information and obtaining mutual agreement between me and the participants to determine the degree of trustworthiness of the study. By involving the participants in the validation process, I ensured that the findings were accurate and credible.

5.6 Ethical Consideration

Several primary ethical considerations had distinct implications for this qualitative research. The ethical challenges were centered on the proper operation of the study, confidentiality, and anonymity. I adhered to the RMMC Ethics and Review Committee standards when addressing the population and data. These standards included, but were not limited to, the following:

- **Voluntary Participation.** The participants were allowed to participate without repercussions or loss of benefits. After explaining the study's purpose and potential benefits, I ensured the participants understood their right to provide information voluntarily. They were not coerced into participating and were informed they could withdraw without penalty if they felt uncomfortable during the study.
- **Privacy and Confidentiality.** The Data Privacy Act of 2012 upheld participants' right to privacy. I ensured their confidentiality by allowing them to remain anonymous on the survey questionnaire. Moreover, I did not publish any demographic data such as age, gender, or occupation, and their identities were

kept confidential for safety purposes. All responses to the survey questions were treated as confidential.

- **Informed Consent Process.** The prospective research respondents were fully informed about the study's objectives, methods, and benefits. I obtained their written consent, clearly stating their voluntary participation. Since the participants were consenting adults, there was no need for parental consent. I also informed them that they could withdraw from the study at any time. I assured them that their identities would remain anonymous and their responses confidential.
- **Recruitment.** I ensured that participants understood why they were selected for the study. I provided them with a thorough explanation of the study's purpose and significance so they could fully comprehend their involvement. This transparency helped participants feel more comfortable with their participation.
- **Risks.** I conducted the research with an acceptable benefit-to-risk ratio in mind. My primary concern was the participants' welfare, and I took steps to protect their identities. I ensured that participants were emotionally, physically, and socially ready to engage in the study, and I made accommodations to ensure they did not feel discomfort during the survey process.
- **Benefits.** I aimed for this study to benefit both the respondents and the educational community by providing insights for DepEd officials, administrators, teachers, and guidance coordinators to improve programs and well-being. Upholding beneficence, I took every measure to prevent harm while ensuring the study contributed to educational knowledge and practice.
- **Plagiarism.** I ensured that the study did not involve any form of plagiarism. I used plagiarism detection tools like Grammarly and Turnitin to ensure all sources were cited correctly. As a researcher, I maintained a high standard of integrity and adhered to the ethical guidelines of academic research to ensure credibility.
- **Fabrication.** I took great care to ensure no data or results were fabricated. I presented only accurate and truthful information throughout the study using well-supported theories and concepts.
- **Falsification.** The study did not involve falsifying any data. I avoided manipulating the data to fit theoretical models or expectations. The data were appropriately presented, with no exaggeration or misrepresentation.
- **Conflict of Interest (COI).** I ensured that there were no conflicts of interest in the study. My professional judgment regarding the participants' welfare and the validity of the research was not influenced by any secondary interests such as financial or academic gain. I had no control over the participants or the outcome of their involvement in the study.
- **Deceit.** I took every measure to avoid misleading the participants. I made sure to be transparent and straightforward with them about the study's intentions and prioritized their rights and welfare throughout the process. Additionally, I ensured their complete understanding of the procedures, confidentiality, and voluntary nature of their involvement.

- **Permission from Organization/Location.** I followed the necessary protocols to obtain permission to conduct the study. After receiving approval from my adviser and the RMMC Ethics and Review Committee, I obtained written permission from the Principal of Surallah National High School, Division of South Cotabato, Region XII. I also obtained approval from the Public Schools District Supervisor and ensured that the designated guidance coordinators were oriented before participating in the survey.
- **Authorship.** As the researcher, I revised my thesis with the guidance of my adviser. To ensure that the research complied with the highest ethical standards, I refined my work according to the ethical principles established by the RMMC Ethics Review Committee.

6. Results and Discussion

This chapter presents the study's results, including the participants and data analysis gathered through interviews. The themes that emerged from data analysis are presented with supporting citations from the narrative accounts, which address the stated problems.

6.1 Description of Participants

I analyzed and categorized the raw answers using the informants' language from the interviews to identify the themes. These were utilized in response to the main research questions on how participants with solo parents describe their experiences and what similarities and differences exist among cases in terms of experiences, coping mechanisms, and insights of selected students from Surallah National High School, Dajay, Surallah, South Cotabato.

This study aimed to gather information from the students of Surallah National High School about their experiences, challenges, and coping mechanisms while growing up with a solo parent. The study also presented the results of the participants' interviews. To ensure anonymity, I used color-based pseudonyms chosen by the students to represent themselves as symbols of life.

I used code names or pseudonyms in my study to protect the identity and privacy of the respondents. The names "Green," "Violet," "Blue," "Yellow," and "Red" were not their real names but were assigned to them for confidentiality purposes. This approach allowed me to share their stories in detail without revealing their true identities. By using pseudonyms, I ensured that their personal information remained private and that ethical standards were upheld throughout the research process.

The study focused on students who grew up with a single parent. Green (not his real name) is a 17-year-old grade 12 student with four siblings. His father passed away when he was 14 years old due to complications with his respiratory system. After his father's death, Green was raised by his mother and his siblings.

Violet, a 16-year-old grade 11 student, is the breadwinner of her family. Her father abandoned her and her two siblings when she was five years old due to a "third-party"

relationship. Despite this, she has remained strong in facing life's challenges, supported by her hardworking mother.

Blue, also a 16-year-old grade 11 student, is the second child among seven siblings. Her father, an Overseas Filipino Worker, passed away from heart failure. Blue is currently under the care of her grandmother while her mother works abroad. She plays an active role in caring for her five younger siblings.

Yellow is a 15-year-old grade 10 student and the only child of her parents. She has never met her father, as he left the family when she was just three years old. Despite being an only child, Yellow has not had an easy life, as her mother has to raise her alone in the face of poverty.

Red is an 18-year-old grade 12 student raised by her single father. Due to misunderstandings, her mother decided to leave her father and never returned. Red lives with her three siblings and works weekends at a grocery store to help her family make ends meet.

The in-depth interviews were guided by two main research questions and a sub-question. The main question was: How do participants with solo parents describe their experiences? What are the similarities and differences among their cases in terms of experiences, coping strategies, and insights? The subquestions explored the following: What are the participants' experiences growing up with a single parent? How do participants overcome the challenges of growing up with a solo parent? How does growing up with a solo parent affect the lives of the participants?

The interview process was well-documented and audio-recorded. I ensured that each of the six informants was assured of confidentiality and the non-disclosure of their personal information. It helped maintain consistency in the revelations provided by the five participants involved in the study—Green, Violet, Blue, Red, and Yellow (all pseudonyms). The following chapters present a detailed description of these five cases.

6.2 Categorization of Data

Interviews with five informants revealed valuable insights into their experiences as children of single parents. The interview protocol effectively captured their personal stories, which were carefully transcribed with the help of a Data Analyst. Each response was treated with importance, preserving key details and emotions. The Data Analyst organized the responses into tables to classify and group the data. Three major themes emerged from this process: their views, challenges, and coping strategies. These themes reflected the informants' lived experiences and insights. The categorization facilitated a deeper understanding of common patterns and unique perspectives. This approach strengthened the credibility and richness of the study's findings.

- **Views of Green about Deepen Admiration**

Green's acknowledgment of his family's challenging circumstances underscores his mother's strength and resilience as a solo parent. Despite the absence of her husband, she has raised her children well, instilling good values and ensuring their well-being. Green deeply respects and appreciates his mother's efforts, recognizing the stable and nurturing

environment she provided amidst hardships. He emphasizes her commitment to their education, acknowledging the sacrifices she made for their academic success. Green's reflections revealed a profound gratitude and admiration for his mother's relentless dedication. Overall, his experiences reflect a deepened admiration for his mother, whose unwavering support had a lasting impact on his life, significantly shaping their futures.

Green emphasizes that, even in the absence of material wealth, his mother made sure their needs were met, especially in terms of education. She worked tirelessly, made personal sacrifices, and prioritized their schooling, knowing that education was the key to a better future. Witnessing her relentless commitment and quiet strength instilled in Green a deep respect and gratitude that has only grown stronger with time.

His reflections underscore how this life experiences shaped his character and aspirations. His admiration is not just rooted in gratitude but also in recognizing the quiet heroism of a mother who never gave up on her children, even when the odds were against them.

"Challenging gid. Si mamang ginpadako niya kami tarong biskan wala si papang."
(Participant 1, lines 2-3)

(It is so difficult... My mother raised us to be a good child despite the absence of my father.)

"Nagtinguha gid siya para katapus kami sap ag eskwela." (Participant 1, line 3)

(She strives hard so that we can finish our education.)

The theme of Deepened Admiration captures Green's growing appreciation for his mother's unwavering love, strength, and sacrifices. Through his reflections, it becomes clear that admiration is not merely a feeling but a product of lived experiences shaped by hardship, perseverance, and unconditional support. Green's narrative illustrated how his mother's quiet resilience and tireless efforts became a powerful source of inspiration, shaping his values, dreams, and determination.

- **Prone to Emotional Battle**

Green grappled with the emotional turmoil following his father's sudden illness and death, highlighting the profound impact it had on their family dynamics. He shared the pain and sorrow of witnessing his mother struggle alone to provide for the family in the absence of their father. Green's narrative revealed the emotional challenges they faced, grappling with the sudden loss of their father and the burden of responsibility placed on their mother. The absence of his father created a void in their lives, leaving them emotionally vulnerable. Additionally, witnessing his mother's solitary efforts to support the family evoked empathy and sorrow. These experiences underscore the emotional battles they encountered and highlight the resilience needed to navigate such hardships.

"Sa nagmasakit si papang gulpi kag gulpi lang siya napatay nga waal gin siya nagbilibin sa amon. Kabudlay wala tatay. Wala na kami may matawag papang." (Participant 1, lines 6-8)

(When our father got sick and died suddenly without telling us nothing. So hard without a father. We lost a man we can call "father".)

"Sakit sa buot. Naluoy ko kay mamang ko kay isa nalang siya nagapangita para sa pamilya." (Participant 1, lines 18-19)

(Heart aches. I feel pity for my mother. She works alone for the family.)

The theme Prone to Emotional Battle captures Green's vulnerability in the face of loss and the emotional complexities that followed his father's death. His experiences reflect the painful reality of grief, the struggle of adjusting to sudden change, and the emotional weight placed on a young heart witnessing a parent's sacrifice. However, amid the sorrow, there is also growth—an emotional maturity shaped by empathy and understanding. This theme illustrates how emotional battles, though painful, can also become moments of quiet transformation, strengthening family bonds and deepening one's appreciation for love, sacrifice, and resilience.

- **Challenges of Green about Financial Strain**

Green openly discussed his family's struggles with challenging financial circumstances, revealing the harsh reality of living in poverty. They reached a crisis point where even basic needs became unaffordable. Despite their efforts, they were unable to purchase everything they needed, illustrating the tough circumstances they faced. These challenges weighed heavily on Green and his family, making life difficult. However, through it all, they showed strength and stuck together, facing each obstacle head-on. Their resilience and unity taught them important lessons about overcoming challenges. Despite the tough times, Green and his family have stayed strong, determined to create a better future despite their financial difficulties.

These challenges deeply affected Green, who became increasingly aware of the sacrifices his mother made to provide for them. He witnessed the constant balancing act of prioritizing needs over wants, making do with little, and choosing survival over comfort. His story reveals the pain of lacking material resources and the emotional strain of watching loved ones bear the weight of poverty in silence.

"Ah. Feeling ko sir and poverty gid. Naka experience kami sang financial crisis." (Participant 1, lines 11-12)

(Uhm... I think poverty. We experience a financial crisis.)

"Biskan mga kinahanglan namun indi namun mabakal." (Participant 1, line 12)

(We cannot even meet our basic needs.)

The Challenges of Financial Strain theme revealed the depth of Green's experiences living through poverty. His reflections highlight the painful realities of lacking basic resources yet underscore the enduring strength of a family bound by love and shared hardship. Their financial struggles became more than just obstacles—they were lessons in resilience, sacrifice, and unity. Through these experiences, Green developed a strong sense of responsibility and a clear resolve to rise above his circumstances, carrying forward the lessons learned from adversity and using them to motivate him toward a more secure and hopeful future.

- **Insights of Green about Developing a Sense of Empathy**

Green highlighted the importance of mutual support and faith in their family. They help each other and trust in God, relying on these values to overcome challenges. They learn to find resources and work together from a young age, fostering independence and resilience. Green sees the positive effect of his mother's presence in filling the gap left by his father's absence. This shared experience strengthens their family bond and shapes their identity through unity.

Moreover, they survive and thrive with faith, becoming stronger as a family. Despite the overwhelming challenges, he emphasizes how his mother managed to fill the emotional and practical void left by his father's absence. Her presence and determination brought a sense of completeness and stability to their lives. Green saw firsthand how her strength and nurturing character held the family together. This experience has helped him recognize and appreciate the sacrifices of others, nurturing in him a compassionate perspective toward those facing similar difficulties.

Green and his family have developed a deep bond rooted in empathy and understanding through their shared trials. His insights reflect a maturing awareness that hardship can be a source of growth, teaching vital lessons about compassion, responsibility, and the importance of standing by each other. These values shaped his character and laid the groundwork for how he views and treats others with kindness, sensitivity, and care.

"Naga binuligay lang kami .Nagasalig sa Ginoo .Nagapangita kami resources parehas sang mag ubra sa bata namun nga edad." (Participant 1, lines 14-15)

(We help each other. We trust God. We find resources like we work at early age.)

"Positive ang effect sa akon bilang bata kay gina punuan niya ang kakulangan sang amon tatay. Tungod sina nagin strong pagid kami lalo." (Participant 1, lines 22-23)

(The effect for me as a son is positive because she (my mother) was able to fill in the absence of my father.)

The theme Develop a Sense of Empathy highlights how Green's family hardships deepened his emotional awareness and compassion. Through unity, faith, and his mother's strength, he learned the value of helping others and staying resilient. These experiences shaped a more empathetic and mature outlook, guiding him through life's challenges. His story demonstrates that adversity can cultivate a genuine concern for the well-being of others.

- **Be Each Other's Support System**

Green emphasized the importance of supporting their mother and each other, even in poverty. They have stood together as a family, recognizing that their unity is essential for success, regardless of their financial situation. Green encourages obedience to parental guidance and stresses the central role of love in the family. He emphasizes that their love and support for one another should always be their focus, guiding their actions and decisions. Green's family have shown resilience in overcoming challenges through their united front and unwavering love. They prioritize family bonds and mutual respect, navigating difficulties with strength and unity. Green's story highlights the power of familial support and love, even in challenging circumstances.

He also highlighted the importance of obedience and respect for parental guidance, encouraging others to set aside disobedience and prioritize listening to their parents. For Green, love is not just a feeling but a principle that guides family decisions and actions. It becomes the anchor that holds them together through life's difficulties, reminding them of what truly matters. He believes that when children honor their parents, it creates a sense of unity and trust within the household. Such respect fosters open communication and mutual understanding. Ultimately, Green emphasized that these values strengthen family bonds and build a foundation for lasting relationships.

Green's story illustrates how family resilience is built through unity, mutual respect, and unwavering support. Despite the odds, they stand by each other, believing that love and togetherness can overcome any obstacle. His insights serve as a potent reminder that even in broken or struggling families, strength can be found in choosing to support and uplift one another, especially in times of need. He emphasizes that challenges should not drive families apart but rather inspire them to grow closer. By valuing each member's role and presence, families can create a strong emotional foundation. Green's experience shows that resilience is not just about surviving hardships but about deepening connections through them.

"Buligan namun si mamang kag kami dapat pinakadako niya nga support. Kag ang kapigaduhon indi gid ya hadlang mapa complete man ukon indi ang inyo pamilya."
(Participant 1, lines 26-28)

(We have to help our mother and be her biggest support. And poverty is never a hindrance to us whether we are a complete family or not.)

“Indi na magpadungol kag tumanon gid ang ginikanan. Ang love dapat sentro gid sang pamilya.” (Participant 1, lines 31-32)

(Stop being a stubborn child and always follow your parents. Love should be the center of a family.)

Green's story underscores that love, unity, and respect form the foundation of a strong family, even in the face of poverty. He emphasizes the importance of respecting parents and supporting one another, illustrating that resilience stems from unity and solidarity. Despite challenges, their bond and commitment to each other have helped them overcome difficulties with strength and hope. His insights remind us that genuine support begins at home and grows stronger through shared struggles. In every hardship, their love becomes the driving force that keeps the family together.

Table 1: The Views, Challenges, and Insights of Green as a Learner with Solo Parent

Clustered Themes	Emergent Themes
Views	
Mother raised learners to be good children. Strive hard despite the absence of a father. Express pride in the sacrifices of the mother. Mothers strive hard for their learners to finish their education.	Deepen Admiration
Struggle with heartache upon losing a father. Very hard for the learners to accept their father's death. Felt pity for mother.	Prone to Emotional Battle
Challenges	
Combat with the financial crisis. Poverty worsened due to the father's death. Unable to buy basic needs anymore.	Financial Strain
Insights	
Extend understanding towards each other. Exhibit strength despite what happened. Trust God more. Able to fill in the absence of the father.	Develop a Sense of Empathy
Help the mother. Be your mother's biggest support. Become a better child. Love more and show kindness.	Be Each Other's Support System

- **Views of Blue as a Learner with a Solo Parent**

It was revealed that the 2 two themes emerged from the participants' responses regarding their views as learners with solo parents. These were prone to emotional battles and resilience in tough times.

- **Prone to Emotional Battle**

Blue, while growing up, was prone to emotional battles. For her, who has been facing emotional struggles from an early age, her journey is often marked by a heightened

sensitivity to stress and a greater vulnerability to anxiety, depression, and other emotional challenges. As a child, navigating through these emotional battles can be particularly challenging. Without the necessary coping mechanisms and support systems, feelings of insecurity, self-doubt, and loneliness can become overwhelming. The impact of these early emotional struggles can extend into adulthood, influencing one's relationships, career choices, and overall sense of self-worth.

She described her experience as a "roller coaster" filled with emotional ups and downs. Feelings of loneliness and longing were constant companions, and the absence of her only parent added to her emotional vulnerability. Despite this, Blue and her family found ways to survive, though the struggle has remained vivid in her memory.

"Daw nagasakay ko sa Roller Coaster. Nagdako abi ko sa lola ko kag lolo tungod kay ang nanay ko naga ubra sa Manila sang napatay si papa." (Participant 2, lines 36-37)

(It was indeed a "Roller Coaster ride. I grew up with my grandparents since my mother work in Manila after my father died.)

"Perti gid kabudlay kay ti..am.. ng wala bala siya sir sa tupad mo every time need mo siya kay ara siya sa layo ..oo nag-iisa lang siya nga parent ko. Perti gid kabudlay nga asta subong daw indi ko ma imagine Nakaya namun survive." (Participant 2, lines 37-40)

(It was hard since her absence, though she is my mother, but at a distance. When time gets rough, I have to call her. So hard that I can even imagine we can survive.)

• Resilience in Tough Times

Blue's capacity to adapt and grow stronger despite facing adversity is commendable. She showed that a positive mindset is essential for resilience. Blue is focusing on what she can control and viewing difficulties as opportunities for growth. She maintains optimism, and a growth mindset helps her navigate challenges by transforming obstacles into learning experiences. This perspective enables her to see beyond immediate troubles and fosters a sense of hope and determination. A child like her needs strong support systems, including relationships with family, friends, and community, to provide emotional support and practical assistance during difficult times.

Blue's adaptive skills and a sense of purpose further enhance her resiliency. She is developing practical problem-solving skills, and being open to change allows her to tackle difficulties methodically and find new paths forward.

Her story highlights not just survival but growth. Blue transforms hardships into motivation, embracing challenges with a mindset of learning and perseverance. Her ability to adapt, find purpose, and remain hopeful reveals a powerful form of resilience built on love, grit, and a desire for a better future.

"Baw! Tong nag-sud an kami chitcherya sir? Amo gid to indi ko malimtan sang nadulaan si mama trabaho nagpuli siya." (Participant 2, lines 43-44)

(Oh, I cannot forget when we eat *chetcherya* as our viand just to survive after my mother lost her job.)

"Dumduman ko nagahibi kami duha samtang nagakaon kay nagtalupangdan namun nga perti gid tamon ka pigado." (Participant 2, lines 44-46)

(She went home when she had nothing in her pocket. We cried for each other after we realize how poor we are. That is why I told myself to study hard.)

- **Challenges of Blue as Learners with Solo Parent**

Two (2) themes emerged from the participants' responses regarding the challenges of being a learner with a solo parent. These were financial strain and longing for parental presence.

- **Financial Strain**

Growing up with a single parent, one of the most significant challenges Blue encountered was a financial crisis. The financial strain of maintaining a household on a single income meant that money was always tight. She experienced things like food, clothing, and school supplies, which were often difficult to afford, and luxuries were rare. This financial pressure Blue encounters creates a constant undercurrent of stress and worry as her parent work tirelessly to make ends meet. The lack of financial stability also meant that unexpected expenses, such as medical bills and food, could quickly become crises, further exacerbating the stress and anxiety within the household.

The financial crisis she is facing has a profound impact on various aspects of her life. It limits her access to opportunities others might take for granted, such as extracurricular activities, educational resources, and social experiences. Despite these challenges, growing up in such an environment taught her valuable life lessons in resilience, resourcefulness, and the importance of hard work and determination in overcoming adversity.

"Baw kung challenges lang sir perti kadamo gid samtang nagadako ko sa single parent. Una, kwarta." (Participant 2, lines 49-50)

(There are so many challenges I have encounter growing up with a single parent. Firstly, financial crisis.)

"Biskan pagkaon lang namun daw indi kami kabakal." (Participant 2, lines 50-51)

(Even food we cannot afford to buy.)

- **Longing for Parental Presence**

Longing for the presence of a father who has passed away is an experience filled with a complex mix of emotions. Initially, Blue had a profound sense of loss and grief, as the

absence of a beloved father figure left a void that felt impossible to fill. Till now, Blue still aches for his guidance, support, and unconditional love, which were once sources of strength and comfort. Blue, longing for those memories of shared moments, conversations, and laughter, which still flood in, intensifying the longing for his presence. Blue's words reflect the emotional weight of loss and the desire for a figure who once symbolized strength and security. Her tears and longing underscore how this emotional gap continues to affect her, revealing the lasting impact of a parent's absence on a child's heart and identity.

"Ikaduha, naga pangita ako sang presensya ka isa ka papa." (Participant 2, line 51)

(Secondly, longing for the presence of a father since my father died.)

"(Naghibi) sang si papa ko napatay. Syempre gusto ko man may papa man." (Participant 2, line 52)

((Crying) my father died... Of course, I really want to have a father.)

The theme Longing for Parental Presence revealed Blue's enduring sorrow and emotional vulnerability after losing her father. Her heartfelt reflections has revealed how this loss continues to shape her emotional world, reminding us of the irreplaceable role parents play in a child's sense of security, identity, and love.

- **Insights of Blue as Learners with Solo Parent**

It was revealed that three (3) themes emerged from the participants' responses regarding their insights as learners with solo parents. These were to be each other's support system, to keep being optimistic, and to learn to be strong despite adversity.

- **Be Each Other's Support System**

Blue emphasizes the importance of a support system in the family. For her, it is essential to foster resilience and navigating life's challenges together.

Open communication is key; create a safe space where everyone feels comfortable expressing themselves. Furthermore, Blue practices empathy and compassion when family members share their struggles. Collaborate as a family to find solutions to challenges and distribute household tasks equitably to reduce individual stress and celebrate each other's successes.

Through her experiences, Blue highlights that when family members assist, encourage, and uplift one another, they become stronger as a unit. Their mutual support fosters emotional well-being and provides the strength to persevere, regardless of the situation.

"Ginasuportahan namun ang isa kag isa." (Participant 2, line 57)

"We always support each other."

"Gina alalayan namun ang kada isa kag ginapabakod. ang moral support, umh.. importante gid sir." (Participant 2, lines 57-58)

(We always assist each other and cheer each other. Moral support is very important, sir.)

The theme Be Each Other's Support System shows how Blue's family thrives through mutual encouragement and care. Their commitment to being emotionally present for one another sustains them through hardships and strengthens their bond, proving that love and support within the family are potent tools for resilience.

- **Learn to be Strong despite Adversities**

Blue believes that becoming strong in the face of adversity is a journey of resilience and growth. She embraces challenges as opportunities for learning and personal development. By cultivating a positive mindset and maintaining perspective, she believes that one can navigate difficulties with courage, determination, and independence. With perseverance and resilience, she believes she can overcome adversity and thrive in the face of challenges.

Rather than relying on others, she and her family have persevered through self-effort, learning to navigate life with courage and determination. Her reflections show that adversity, while painful, can also be a teacher that builds confidence and maturity.

"The effect is positive sir. Though budlay kay ti ah, damo kami kulang especially sa amon basic needs pero na realize namun nga at least naka learn kami." (Participant 2, lines 61-62)

(The effect is positive, sir. Though it was difficult at first, since we lacked of many things especially basic needs, but at least we learn many lessons in life.)

"Naningkamot kami sa sarili namun nga kakayahan kag wala kami nagsalig sa iban." (Participant 2, line 63)

(We were able to thrive on our own without depending on others.)

Blue's story, "Learn to Be Strong despite Adversities," illustrates how hardships can serve as stepping stones to self-reliance and resilience. Through perseverance, she and her family transformed challenges into growth, revealing the quiet strength that emerges when one rises above adversity. She believes that every trial has taught her valuable lessons about patience, courage, and faith. Her journey shows that resilience is built not in comfort but in overcoming life's most difficult moments.

- **Keep Being Optimistic**

The effects of being optimistic on Blue are wide-ranging and impactful, influencing various aspects of her life. Optimism has contributed to her improved perspective in life, leading to greater psychological well-being and life satisfaction. Optimism transformed Blue's mind and demonstrated greater resilience, coping with adversity more effectively, and bouncing back from setbacks. Blue's optimism is associated with increased motivation, goal-setting, achievement, and improved coping skills, including problem-solving, emotional regulation, and enhanced interpersonal relationships.

Her optimistic view contributes to greater emotional resilience, helping her regulate emotions, solve problems, and maintain motivation. This outlook supports her mental well-being and influences her relationships and aspirations. Blue uses her past victories over struggles as motivation to tackle current and future problems. She believes that every challenge she overcomes proves her strength and capacity to grow. This mindset inspires her to face difficulties with determination and hope.

"Sa liwat sir positive gid ang effect sa akon personality. nangin mapag on ako sap ag atubang sang mga challenges sa life namun bilang pamilya kag bilang ako . ah,... ng example bala sir pag may problema ko daw kabalo nako ya mag smile kag magsiling nga ... ah malampasan ko ni ah kaya gani namun dati , subong pa!" (Participant 2, lines 66-70)

(Again, sir, the effect on my personality is very positive. I became strong enough to face many challenges in us as a family and being me. ah ...for example, sir, if there is a problem, I know how to face it with a smile and say, I can overcome this if we are able to solve it before then we can get through it right now.)

"Kung may ara man ko natun an sa sin inga experience ko siguro and lumaban sa mga pagsupok sa buhay." (Participant 2, lines 73-74)

(If there is one thing or insight I have learned from my experience, I think it is that you have to fight and face all the challenges of this life.)

"Be positive. That's it. Kasi kung magiging negative tayo, talo tayo." (Participant 2, line 77)

(Be positive, that's it. Because if we become negative, then we will lose.)

Blue's unwavering optimism has become a powerful tool in her journey, allowing her to stay strong and hopeful amidst life's uncertainties. Her belief in positivity serves as a coping strategy and a driving force that nurtures resilience, motivation, and emotional strength. Her story reveals optimism as both a mindset and a survival mechanism. She has learned to reframe setbacks as opportunities for growth rather than reasons for despair. This perspective empowers her to maintain a sense of purpose even during challenging times.

Table 2: The Views, Challenges, and Insights of Blue as a Learner with a Solo Parent

Clustered Themes	Emergent Themes
Views	
An emotional roller coaster of growing up without parents. Hard due to parents' absence. Felt uncertainty about the future.	Prone to Emotional Battle
Striving hard to survive. Losing someone became an inspiration to study hard. Hardships became an avenue to do better.	Resilience in Tough Times
Challenges	
Undergo a financial crisis. Not enough money. Unable to afford food.	Financial Strain
Yearning for the father who died. Missed the presence of the father. Wanted to still have a father.	Longing for Parental Presence
Insights	
Always support each other. Keep helping the family. Assist each other. Show moral support.	Be Each Other's Support System
Keep life's lessons from losing someone. Stay strong and be independent. Strive to live despite the difficulties of being left behind.	Learn to be Strong Despite Adversities
Learn to be positive amidst facing challenges. Face the problem optimistically. Learn to find solutions despite losing loved ones. Fight all the challenges of this life.	Keep Being Optimistic

- **Views of Yellow as Learners with Solo Parent**

It was revealed that five (5) themes emerged from the participants' responses regarding their views as learners with solo parents. These individuals were prone to emotional battles and often found themselves reminiscing about past events.

- **Prone to Emotional Battle**

Yellow's account highlights the intense emotional struggles he faced during his childhood. The separation of his parents, primarily due to his father's incarceration and irresponsible behavior, compounded the difficulties. Yellow recounts the stigma and shame associated with his father's actions and how this influenced his self-perception. Despite these challenges, the emotional burden also invoked empathy towards his mother, who bore the brunt of the hardships.

Despite these challenges, Yellow's vulnerability also revealed a growing empathy toward his mother, who carried the weight of the family's struggles. His narrative illustrates how childhood trauma linked to parental absence and social stigma can foster emotional instability and lower self-worth.

"Kabudlay gid sir. (nagahibi). Mabaton ko pa nagdako ko sa solo parent pero sa sitwasyon ko nga ang tatay ko ara sa prisonhan? Indi ko bal an." (Participant 3, lines 82-83)

(It is so difficult. (cries) I can accept growing up with a solo parent but with my situation where my father is in jail? I do not know.)

"Amo na ang rason sir kung ngaa nagbulagay sila kay hambal ni tatay 'Wala naman ako pulos kag nagadala lang ko sang kahuy anan sa pamilya'. And tatay ko gin aresto tungod sap ag sdali niya sa droga. Ginasakit niya pagid nanay ko dati kung wala na kwarta." (Participant 3, lines 84-87)

(That is the reason, sir, why they (my parents) separated. According to my father, 'I am useless and only a shame to the family'. My father was arrested due to involvement in illegal drugs. He even hurt my mother physically when there was no money.)

Yellow's story reveals how emotional battles can shape a child's inner world, mainly when rooted in parental conflict and social stigma. His experiences highlight the weight of unresolved trauma but also the beginnings of empathy and understanding toward those who suffer alongside him, particularly his mother. These emotional wounds, while painful, play a vital role in his evolving identity and emotional depth.

- **Tend to Reminisce the Past**

Yellow often finds solace in memories of a happier, more complete family life. Despite the current challenges, he holds onto these moments, starkly contrasting his present reality. These recollections serve as a source of comfort and a reminder of what has been lost.

Yellow fondly remembers a time of normalcy and connection: going to church, sharing meals, and spending time in the park. These memories act as emotional anchors, offering a temporary escape and reminding him of the love that once unified his family.

"Makahinomdom sang time nga kompleto pas amon pamilya." (Participant 3, line 90)

(I remember when our family was still complete.)

"Nagasimba kami sabay, kaon sa restaurant kag magpungko sa park." (Participant 3, line 90- 91)

(We would go to church every Sunday, eat in a fine restaurant, and sit in the park.)

Yellow's tendency to reminisce illustrates the power and healing nature of memory. Amid emotional struggles, remembering better times becomes a refuge and a

source of strength. These glimpses into the past reveal what has been lost and preserve the hope of regaining joy and unity in the future.

- **Challenges of Yellow as Learners with Solo Parent**

It was revealed that two (2) themes emerged from the participants' responses regarding the challenges they faced as learners with solo parents. These were financial strain and a feeling of emptiness.

- **Financial Strain**

Yellow openly discusses the severe financial struggles his family faced. As the sole provider, his mother found it challenging to meet both ends of the family's needs. This financial strain exacerbated the difficulties of their daily life, highlighting the persistent economic hardship they endured.

The theme of Financial Strain highlights the economic hardship that Yellow and his family consistently endured. With his mother as the only breadwinner, meeting basic needs proved an ongoing struggle. Despite being an only child, their limited resources made it difficult for them to live comfortably, highlighting the burden placed on a single-income household.

Yellow's words reveal the material lack and the emotional weight of watching a parent struggle alone to provide for their family. This daily challenge shaped his understanding of sacrifice, responsibility, and resilience.

"Kulang gid sa kwarta kag naga struggle gid kami." (Participant 3, line 90)

(Financial struggle, I think.)

"Syempre si mama lang naga ubra oo isa lang ko pero nagakawad an gyapun kami."
(Participant 3, lines 94-95)

(Simply because my mother works alone. Though she must support me as an only daughter, we still find it difficult to cope with both ends.)

Yellow's account of financial strain captures the reality of economic survival in a solo-parent household. His experience reflects the scarcity of resources and the resilience built through enduring hardship together. Through it all, the bond between mother and child remains a constant source of strength in times of scarcity.

- **Felt Emptiness**

Yellow describes a deep-seated sense of emptiness that material possessions cannot fill. This emotional void was a significant aspect of his upbringing, contributing to dissatisfaction and a longing for something more.

The theme of Felt Emptiness reflects the profound emotional void Yellow experienced throughout his upbringing. Despite any material possessions or efforts to

mask the pain, he consistently felt that something vital was missing from his life—something that no physical object could ever replace.

This lingering sense of absence shaped his emotional landscape, leaving him with a persistent feeling of dissatisfaction. Yellow's expression of emptiness highlights the deeper emotional needs often overlooked in the face of survival, such as connection, affirmation, and a sense of familial completeness.

"Mabatyagan ko gid sir sang emptiness. Ng may kulang sa imo nga bisan anu pa nga butang sa kalibutan daw indi gid kaya makatagbaw simo kag maka bulos." (Participant 3, lines 101-103)

(I can feel the emptiness. Something that even material things in this world cannot satisfy or replace.)

"Ng may kulang gid sa akon samtang naka dako ko." (Participant 3, line 103)

(Something that is lacking to me while growing up.)

Yellow's narrative powerfully captures the emotional reality of growing up with unmet inner needs. His words remind us that true fulfillment stems not from material wealth but from emotional support, presence, and love—elements often absent in his journey.

- **Insights into Yellow as Learners with Solo Parent**

It was revealed that two (2) themes emerged from the participants' responses regarding their insights as learners with solo parents. These individuals learned to be strong despite adversity and valued family assistance.

- **Learn to be Strong despite Adversities**

Yellow symbolizes the importance of resilience and strength in the face of adversity. Initially, the participants struggled with acceptance and exhibited deviant behavior. However, the participant's mother's unwavering love and dedication eventually guided him toward self-improvement and acceptance.

"Negative gid sir eh. Kalinan ko amo ni pamilya ko pero sa kadugay nabaton ko naman lalo na makita ko si mama nga nabudlayan. Tung una sir bulakbol ko mo sa eskwelahan. Pasaway kay ti damo ko pamangkot ngaa amo ni akon family. Pero and love lang gid ni mama ko nagpabag o sa akon.(naghibi)." (Participant 3, lines 106-109)

(The effect on me is negative at first. I do not like my family. But along the way, I was able to accept it, especially every time I see my mother struggling. I was a deviant student before because I had so many questions about why I have this

kind of family. But my mother's love is amazing and it changed me into something better.)

"Kinanglan mo magpakabakod. (naghuyom) kag indi mo pag hayaan ang kalain nga experience mo mag guba sang imo nga kanami sang tagipusoon." (Participant 3, lines 112-113)

(You have to be strong. (Smile) And do not let your negative experience destroy the beauty inside you.)

"Indi lang mag surrender ah." (Participant 3, line 116)

(You should never surrender.)

Yellow's narrative is a testament to resilience born from love. His strength was not innate but nurtured by a mother who never gave up on him. His story reminds us that even the darkest beginnings can lead to powerful transformations through courage, love, and perseverance.

- **Value Family Assistance**

Yellow emphasizes the critical role the extended family, particularly grandparents, played in their lives. Seeking help and accepting support from them was essential in navigating their hardships, illustrating the importance of family bonds and interdependence.

The theme Value Family Assistance highlights how Yellow and his mother leaned on extended family, especially his grandparents, during difficult times. Their support offered emotional comfort and practical help, serving as a vital lifeline when resources were scarce and struggles overwhelming. This dependency, far from being a weakness, became a source of strength, reinforcing the idea that family solidarity can ease the burden of hardship.

Yellow's experiences demonstrate that accepting help from loved ones fosters resilience and provides a strong foundation for overcoming adversity. His story highlights the pivotal role of grandparents in supporting the family both emotionally and financially.

"Kapag may problema kami sir nagadalagan kami kila lola kag lolo." (Participant 3, line 97)

(Every time we have a problem, we run and seek help from my grandparents.)

"Daw nagging dependent kami ni mama sa iya parents." (Participant 3, line 98)

(We became dependent on them.)

Yellow's reflections emphasize that strength often lies in togetherness. The support from extended family, especially in times of crisis, helped shape a stable environment amid challenges, proving that family truly becomes a sanctuary in the face of adversity.

Table 3: The Views, Challenges, and Insights of Yellow as Learner with a Solo Parent

Clustered Themes	Emergent Themes
Views	
Felt that everything was difficult. Fed up with the emotional dilemma. Called a useless pitied mother's situation due to an irresponsible father.	Prone to Emotional Battle
Remembered moments with the complete family. Reminisced about happy events. Good memories kept coming back.	Tend to Reminisce the Past
Challenges	
Lack of money to sustain needs. Struggle financially. Mother worked alone. Find it difficult to cope with both ends meeting.	Financial Strain
Felt alone and lonely. Unable to experience satisfaction. Something is lacking while growing up.	Felt Emptiness
Insights	
Accept the current situation despite negativity. Comfort a struggling mother and help her hope again. Love became an avenue to do better. Never let a negative experience destroy oneself.	Learn to be Strong Despite Adversities
Learn to seek help from a family member. Accept the help of grandparents. Never be ashamed of being dependent on others.	Value Family Assistance

- **Views of Red as Learners with Solo Parent**

It was revealed that one (1) theme emerged from the participants' responses regarding their views as learners with solo parents: the breakdown of trust.

- **Breakdown of Trust**

Red's childhood, defined by her mother's abandonment and her father's unwavering support, was a problematic and transformative journey marked by challenges and growth. Her mother's abrupt departure had a profound impact on Red, leaving a deep sense of betrayal and a breakdown of trust. Despite his efforts, the void left by her mother was palpable, and Red struggled with feelings of abandonment and confusion.

Red-faced social stigma and misconceptions about their family situation which sometimes exacerbated her feelings of isolation. However, she admired her father's resilience and hard work, which has made him a perseverant and dedicated role model. Despite the challenges, Red learned the values of independence and self-reliance, which were reinforced by her father's example.

However, her mother's absence and the initial breakdown of trust had a significant impact on Red's emotional well-being. She often found it challenging to fully trust others, carrying the fear of abandonment into her relationships.

The journey, though complex and often painful.

"Kabudlay gid sang kabuhi sir ah. Daw pinasahi gid ni nagatabo sa sulod sang isa ka pamilya. Kay ti, diba dapat may nanay ka kag tatay pero ako ya sir nagdako ko nga si papa lang ara sa amon si mama...(naghibi) sir huhuhu nag upod sa iban laki." (Participant 4, lines 119-123)

(Life has been so difficult, sir. It is unusual for such a thing to happen inside the family. A family should consist of a father and a mother, supposed to be, but in my case, I grew up having my father alone staying on our side because... (cried) huhuhu sir, my mother left us to live with another man.)

"Tong time nga ginbyaan kami sang nanay namon sir .Bata pako sato mga pito siguro ko katuig pero ang natabo klaro pa sa akon kag ang kamatuoran nga ginbayaan kami sang nanay ko tungod sa iban nga lalaki. Hambal niya ginkapoy kuno siya sa klase sang kabuhi upod ang tatay ko." (Participant 4, lines 126-129)

(It was the day when my mother left us. I was so young at that time, maybe I was seven years old, but the memory is still vivid and the truth is that she left us because of another man. She said that she became tired of the kind of life with my father.)

- **Challenges of Red as Learners with Solo Parent**

It was revealed that one (1) theme emerged from the participants' responses regarding the challenges of learning as a solo parent. This theme was the need to work for survival.

- **Need to Work for Survival**

Driven by their situation, Red helped her father maintain their household. Red began working at a young age. She juggled part-time jobs after school and on weekends, offering her earnings to support the family financially and alleviate some of her father's responsibilities. This early entry into the workforce eased the financial strain on their household and showcased Red's sense of responsibility and dedication to her family's well-being.

The theme Need to Work for Survival captures Red's early maturity and sense of duty in the face of familial hardship. With only her father providing for the family, Red stepped in at a young age to ease the burden. Becoming a working student allowed her to contribute financially and fund her education, reflecting resilience and responsibility. Her story exemplifies how economic necessity can shape young individuals into determined and self-reliant contributors to their households.

Red's initiative alleviated some of the weight on her father's shoulders, building her character and life skills. Her dedication reveals how financial struggles can lead to a deeper understanding of the importance of sacrifice and perseverance.

"Naging working student ko sir para lang makabulig ko sa tatay ko suporta sa pamilya namun kag para indi nako mangayo sa iya kwarta para suportahan ang pag eskwela ko."
(Participant 4, lines 132-134)

(I became a working student, sir, just to help my father support our family so I will not ask him for money to support my education.)

"Tapus everytime makita ko si papa kapoy na sa panrabaho para suportahan amon pamilya." (Participant 4, lines 134-135)

(And seeing my father tired of working just to support our family.)

Red's story speaks to the reality of many children in single-parent households, where survival often depends on shared sacrifice. Her decision to work early, not out of obligation but out of love and empathy, is a poignant reminder of how hardship can cultivate strength, compassion, and unwavering commitment to family.

- **Insights of Red as a Learner with Solo Parent**

It was revealed that three (3) themes emerged from the participants' responses regarding their insights as learners with solo parents. These were to be each other's support, to learn to be strong despite adversity, and to appreciate life better.

- **Be Each Other's Support System**

Red's admiration for her father's love and care runs deep. The countless acts of selflessness and dedication he demonstrated throughout her upbringing were woven into the fabric of her character. From the moment her mother left, her father stood as a pillar of strength, shouldering the responsibilities of both parents with unwavering devotion.

The adversity Red faced growing up has shaped her into a remarkably responsible and empathetic individual, particularly towards children facing similar challenges. Through her own experiences, Red developed a deep understanding of the struggles and emotions associated with growing up in a single-parent household. Her early responsibilities and the hardships she encountered fostered a sense of maturity and compassion beyond her years.

Red's journey has taught her the value of resilience, determination, and the power of human connection in overcoming adversity. Her experiences have shaped her into a responsible and compassionate individual, fueling her desire to make a positive difference in the lives of others, especially children facing similar struggles.

"Naging mapinalanggaon ko nga bata sir sa papa ko kag ginapabugal ko gid naya papa ko sir." (Participant 4, lines 143-144)

(I become a loving daughter, sir, and I am proud of my father.)

"Oo sir. Positive gid ang nahatag sang akon naagyan biskan sa akon sarili kag personalidad kay naintindihan ko ang iban nga tawo tungod kay kabalo ko may mga gina agyan sila sa ila kinabuhi nga sila lang nakabalo." (Participant 4, lines 147-149)

(Yes, sir. Positive is the contribution of what happened to me, especially to my personality. I became more understanding of other people because I know they also fight silent battles.)

Red's story shows how love, support, and shared resilience within a family can nurture emotional growth and empathy. Her bond with her father did more than help her survive—it helped her thrive. Red became a model of compassion, strength, and gratitude through their support system, capable of extending understanding to others facing similar life trials.

- **Learn to be Strong despite Adversities**

For Red, maintaining a positive mindset is paramount for her well-being and success. It not only improves her mental health by reducing symptoms of anxiety and depression but also fosters resilience, enhancing her ability to bounce back from setbacks. Red's positive outlook strengthens her relationships, boosts her productivity, and contributes to her better physical health. Her experiences taught her that strength is about physical prowess, mental fortitude, and emotional resilience. Red discovered that true strength lies in the ability to persevere in the face of adversity, to keep moving forward even when the path seems daunting, and to embrace challenges as opportunities for growth.

Through her trials, Red learned to draw upon her inner resources, tapping into her courage and determination to overcome obstacles. She refused to let adversity define her, choosing instead to use it as a stepping stone toward personal growth and self-discovery. Despite her challenges, she emerged stronger and more resilient from each trial. Her experiences taught her that adversity is not an obstacle to be feared but an opportunity to grow and thrive. Red's story inspires others, demonstrating that anything is possible with courage, determination, and resilience, and empowering those who face their struggles.

"Naka lampuwas sir tungod sa positibo nga huna-huna ah" .Ang mga klasmets ko gani sir nagasiling nga sadya gid kuno ako nga tao wala lang sila kabalo nga sa sulod ko perti man .Mas gusto ko ya magkadlaw nalang sir kaysa maghibi." (Participant 4, lines 137-140)

(I cope, sir, by having a positive mind. My classmate always told me that I am a happy person, but they just do not know how I feel inside. I would rather smile than cry.)

"I experienced the feeling of emptiness sir lalo nap ag family day .iban ya kompleto ako ya isa lang ko kay si papa busy sa work lima daan kami paka on niya." (Participant 4, lines 161-163)

(I experience the feeling of emptiness, sir, especially on family day. My other classmates have complete families, but in my case, sometimes I attended alone since my father was busy working in order to support his five children.)

- **Appreciate Life Better**

Red's appreciation for life is palpable in her every breath and action. She has learned to savor each moment, through the ups and downs, finding beauty in both the ordinary and the extraordinary. Whether it is a quiet moment of reflection or a vibrant celebration of life, Red approaches each experience with deep gratitude and wonder. Her appreciation for life infuses her relationships with love and joy, fostering meaningful and enduring connections. With an open heart and a grateful spirit, Red embraces the richness of life's tapestry, finding purpose and fulfillment in every step of her journey and inspiring others along the way.

The theme Appreciate Life Better captures how Red's journey through hardship and perseverance transformed her outlook. Instead of allowing adversity to embitter her, Red developed a heart full of gratitude, thankful for the little things, life itself, and especially for the people who never left her side.

Having experienced life's trials early on, Red learned to see strength and value in every struggle. She recognizes that even the most difficult experiences shape a person's resilience and character. Her story reflects a life philosophy grounded in gratefulness and emotional maturity, acknowledging the pain while celebrating the growth it brings. She believes that hardship is an essential teacher that reveals one's true capabilities. This perspective empowers her to face new challenges with acceptance and hope.

"Syempre sir magpasalamat sa kung anu may ara ta kag kung anu man ginaagyan ta kay sa sunod ma realize ma n naton nga tagsa ka gin agyan ta may ara gid bahagi sa kung anu man kita ka strong." (Participant 4, lines 152-154)

(Of course, sir, being grateful for what you have and what you experienced. Someday you will realize that every contribution to how strong you become.)

"Maka relate gid ko sa ila sir. Pero tani maisip nila nga kanami sang kabuhi kag palanggaon mo ang ginikanan mo nga nagbulig simo sa hrap at ginhawa." (Participant 4, lines 157-159)

(II can relate to them, sir” But please, life is beautiful, love the parent who stands by you through thick and thin.)

Red's reflections remind us that genuine appreciation for life is not found in comfort but in rising through difficulty with grace. Her gratitude is not passive —it is active and transformative. By choosing to see life through the lens of thankfulness and love, Red finds peace within herself and inspires others to do the same. Her message is simple but profound: Cherish life and honor those who walk with people through it.

Table 4: The Views, Challenges, and Insights of Red as Learner with Solo Parent

Clustered Themes	Emergent Themes
Views	
Mother’s wrongdoing left a lasting impact. Felt bitterness of being left behind. Felt betrayed by one’s own mother. Growing up with a father alone was difficult.	Breakdown of Trust
Challenges	
No choice but to work. Help the father earn money. Being a working student was not easy. Need to support one’s own education.	Need to Work for Survival
Insights	
Became a loving and proud son. Develop a good personality in supporting each other. Learn to be more understanding of other people.	Be Each Other’s Support System
Cope with the trials with a positive mind. Choose to smile rather than cry. Understand the situation and keep being strong.	Learn to be Strong Despite Adversities
Be grateful for what you have. All things that have happened have contributed to life. Love the parent who stands by you through thick and thin. Keep in mind that life is beautiful.	Appreciate Life Better

- **Views of the Violet as Learners with Solo Parent**

It was revealed that five (5) themes emerged from the views of participants growing up with a solo parent. These themes were: Deepening Admiration, Prone to Emotional Battle, Resilience in Tough Times, Tending to Reminisce, Breakdown of Trust, Acceptance, and Becoming the Only Option.

- **Acceptance Became the Only Option**

Violet accepts her fate. Indeed, accepting what has happened and learning to move forward with life are essential steps in coping with difficult circumstances, as Violet experienced. Despite her challenges, Violet learned to accept her situation and find a way to continue living her life with resilience and determination.

Acceptance does not mean ignoring or denying the difficulties one has faced; instead, it means acknowledging and understanding them. Instead, it involves

acknowledging the reality of the situation and embracing it as part of one's life journey. For Violet, this meant coming to terms with her mother's illness and the impact it had on their family. It meant recognizing that some things were beyond her control and challenging the uncertainties with courage. Learning to continue life, on the other hand, is about finding the strength to move forward despite the obstacles. For Violet, it meant focusing on what she could control, such as her well-being and relationships with her loved ones. It involved setting goals, pursuing her passions, and finding moments of joy and fulfillment amidst the challenges she faced.

By accepting what happened and learning to move forward with life, Violet cultivated resilience, strength, and a deep appreciation for the precious moments in life. She found solace in her support network, her hobbies, and the love she shared with her family. Over time, these sources of comfort helped her rebuild a sense of purpose and hope for the future.

Moreover, though the journey was not easy, Violet emerged from it stronger, wiser, and more determined to live her life to the fullest.

"Amo nalang ko sini Dawaton ko nalang ang problema ko." (Participant 5, lines 166-167)

(I will just accept this problem.)

"Indi man ko mag surrender mapadayon lang gyapun ko. Never give up." (Participant 5, lines 166-167)

"Continue my life and never give up."

- **Prone to Emotional Battle**

It is entirely understandable that Violet would find it difficult to forget the struggles she has faced. Living without a father's support can present unique challenges and emotions that linger long after the circumstances change. The absence of a father figure can impact various aspects of life, including emotional support and guidance, financial stability, and a sense of identity.

For Violet, the absence of her father's support may have left a void that is hard to fill. She might feel a longing or sadness, especially during important milestones or moments when she wishes she had a father figure to share them with. It is okay for Violet to acknowledge and validate these feelings, as these are a natural response to her experiences.

However, despite the challenges she may face, she remembers that the absence of a father figure does not define her worth and potential. She can create a fulfilling and meaningful life for herself, filled with love, support, and opportunities for growth.

"Opo sir ng indi ko gid malipatan nang nabudlayan gid kami. Sa pangabuhi namun sir syempre wala kami sang tatay nga magpangita para sa amon. Nang syempre si nanay ko

lang. Si nanay ko sir may sakit siya so indi pagid siya makatrabaho nga everyday gid ginaatake siya sang iya nga sakit.” (Participant 5, lines 170-173)

(Yes, sir, I cannot forget that we struggle so hard. In our lives, we live without a father to support us. My mother is sick, sir, so she cannot work every day. That is something so unforgettable as a child of a solo parent.)

“Anu sir amo gid ng nabudlayan ko ang indi ko gid malipatan nga experience ko nga may ara nga solo parent. Kay tungod nga anu wala may nagapangita para sa amon.” (Participant 5, lines 173-175)

(My father left us. He is in prison right now. They were separated due to a misunderstanding, which is why they cut their communication.)

- **Challenges of Violet as a Learner with Solo Parent**

It was revealed that five (5) themes emerged from the challenges of participants growing up with a solo parent. These themes were Financial Strain, Longing for Parental Presence, Felt Emptiness, Need to Work for Survival, and Being Affected by Varied Dilemmas.

- **Need to Work for Survival**

For Violet, working became more than an option—it was necessary. Growing up in a household where financial stability was a constant concern, she understood early on that she needed to contribute to make ends meet. Becoming a working student was never an easy choice, as it meant juggling multiple responsibilities and sacrificing precious time that could have been spent on her studies or personal pursuits.

Balancing work and academics was a daunting task for Violet. While her peers enjoyed their leisure time and focused solely on their studies, she had to divide her attention between earning a living and maintaining her academic performance.

Despite the challenges, Violet persevered. She understood the importance of education in securing a better future and was determined not to let her circumstances hold her back. Working became a source of motivation for her, driving her to excel in her studies and strive for excellence.

“Anu gid sir. nang pina gid ka challenging gid sa akon ng naga working student lang ko. Every nga wala ko klase naga sideline ko trabaho para may allowance lang ko Bali subong sir daw ako nalang nagaprovide para sa sarili ko. Nang syempre naitindihan ko si mama ko nga indi siya maka trabaho tungod kay may sakit siya.” (Participant 5, lines 184-188)

(For me sir the most challenging is to be a working student while studying. Every time I do not have class, I work so that I can support my education.)

“So naisipan ko nga daw ako nalang magprovide para sa sarili ko. Every Saturday naga trabaho ko pag Sunday am,o na nang paghimo ko sang activities ko”. Naga work ko sa

grocery store sa Matulac Store. Ang akon magulang sir naga work man sa 7 Eleven kay wala pam,an siya nakahuman pag eskwela niya.” (Participant 5, lines 188-192)

(Right now, I am supporting myself since I was made to understand that my mother is sick. My brother is also working in a 7-Eleven store since he has not finished his education.)

Violet's account is a powerful example of determination forged through difficulty. Her willingness to take on the weight of financial responsibility while remaining committed to her studies reflects her inner strength and ambition. Rather than viewing work as a burden, she transformed it into a stepping stone toward a brighter future. Her story is a testament to the power of perseverance and the extraordinary maturity that hardship can instill in a young heart.

- **Get Affected by Varied Dilemmas**

For Violet and her family, the impact of having a solo parent permeated every aspect of their lives. Without the support and presence of a second parent, they faced numerous challenges, both emotionally and financially. The absence of Violet's other parent meant that her mother had to shoulder the responsibilities of providing for the family independently, which often led to financial struggles and uncertainty about the future.

Emotionally, Violet and her siblings grappled with feelings of loss and longing for the love and support of both parents. They often felt different from their peers, who benefited from two-parent households. The absence of a father figure left a void in their lives, and they struggled to understand why their family was different. These emotional challenges impacted their self-esteem and sense of belonging as they navigated the complexities of growing up without the presence of both parents.

Violet and her siblings had to adapt to a new reality where one parent had to juggle multiple responsibilities. They often took on more responsibilities at a younger age, helping with household chores, childcare, and other tasks. It could sometimes be overwhelming, as they balanced these responsibilities with their schoolwork and personal lives.

“Anu sir nang maapektuhan gid kami ngas mga bata nila kay tungod sa mga problema. nga syempre naga eskwela kami.” (Participant 5, lines 200-201)

(We are all affected by this problem. Since we are schooling.)

“So wala sang may pangita para sa amon, mangita sang pang adlaw-adlaw namun. mas budlay gid para sa amon nga mga bata nila nga magpangabuhi sa adlaw-adlaw nga wala sing tatay. Kag tungod sini e love pagid naton aton parents.” (Participant 5, lines 201-204)

(So, nobody will support us even on a daily basis without a father to support us.)

Because of this, we should love our parents.)

- **Insights of the Violet as Learners with Solo Parents**

It was revealed that seven (7) themes emerged from the insights of participants growing up with a solo parent. These were Developing a Sense of Empathy, Be Each Other's Support System, Learning to be Strong Despite Adversities, Being Optimistic, Valuing Family Assistance, Appreciating Life Better, and Never Surrendering.

- **Learn to be Strong despite Adversities**

Maintaining a positive outlook and self-confidence is essential, even in the absence of a father figure. For Violet, embracing this mindset meant recognizing her inner strength and resilience, knowing that she had the power to overcome any obstacle that came her way.

By cultivating a positive mindset, Violet could see challenges as opportunities for growth and learning rather than insurmountable barriers. She reminded herself she was capable and deserving of success, regardless of her family circumstances. This self-encouragement enabled her to approach each day with determination and optimism, knowing she could handle whatever life threw her way.

Violet found strength in believing in herself and her abilities. She understood that while the road ahead might be challenging, she had the resilience and inner fortitude to navigate it with grace and determination. With a positive mindset and unwavering self-belief, Violet faced the challenges of growing up without a father with courage and resilience, emerging stronger and more empowered than ever.

"Anu sir Positive. Para sa akon sir postivie siya kay tungod kay na experience ko na subong budlay gal inga wala sing tatay." (Participant 5, lines 207-208)

(It's positive, sir, because now I experience it, having no father is difficult.)

"Nang anu sir nang ginaisip ko nalang nga nang kaya ko ni indi lang ko magsurrender nang daw ginahambal ko nalang sa sarili ko nga dawaton ko gid ang tanan kag ng anu, nang ihambal ko sa sarili ko nga indi lang ko magsurrender ti syempre amo ning pangabuhì namun." (Participant 5, lines 212-216)

(I just think, sir, that I should think that I can do it. I just told myself to accept this life and never surrender.)

Violet's reflections are a poignant reminder that strength is not the absence of struggle but the decision to continue despite it. Her mindset reflects maturity beyond her years—choosing acceptance over bitterness and resilience over resignation. Her ability to motivate herself through hardships is both inspiring and empowering, showing that true strength often begins with the quiet decision not to give up.

- **Never Surrender**

Violet learned the invaluable lesson of resilience: never giving up, even in the face of trials. Despite the battles of growing up with a solo parent, she refused to let adversity define her. Instead, she fought fiercely for her dreams and aspirations, knowing that her circumstances did not dictate her potential. She understood that life would not always be easy, but she believed that her actions could shape her future. With each hurdle, she grew stronger, realizing that every challenge was an opportunity for growth.

With unwavering determination, Violet faced each challenge head-on, drawing strength from within to overcome obstacles and setbacks. She refused to be defeated by the hardships of her upbringing, choosing instead to channel her energy into creating a better life for herself and her family. Her resolve was unshakeable, and even when the path ahead seemed uncertain, she persevered, moving forward. She worked tirelessly, believing each step brought her closer to a brighter tomorrow. Her actions demonstrated that resilience is about surviving and thriving despite the odds.

Violet continued to dream, holding onto hope for a brighter future. She envisioned a life filled with possibilities, where her hard work and perseverance would pave the way for success. With each setback, she found the resilience to pick herself up and keep moving forward, fueled by the belief that better days were ahead. Her dreams were not mere fantasies but goals she was determined to achieve. Each new challenge she encountered strengthened her conviction that success was within reach if she continued to strive.

Through it all, Violet embraced the journey with hope and confidence, knowing that her resilience and determination would carry her through even the most challenging times. She learned to find strength in adversity, using it as fuel to propel her toward her goals. With every failure, she discovered new lessons, refining her approach to life and strengthening her resolve. Moreover, as she forged ahead, she inspired others to do the same, proving that anything is possible with resilience, determination, and unwavering hope. Her story became a testament to the power of perseverance, showing that no matter the obstacles, there is always a way forward.

“Uhhh.. mga lessons ko nga natun an ko sa pangabuhì ko sir? is nang anu nang dapat fight lang nang indi magsurrender sa pangabuhì kay bal an ko nga nang anu lang na siya sa akon nang daw sagabal lang na sa akon sap ag abot ko sa pangarap ko so bali daw gina anu lang ko sa pagkakataon ginatagaan niya ko sang hadlang kung paano ko pai abuton ang mga pangarap ko so padayon lang gyapun ko sir kay bala an ko nang maabot ko gyapon.” (Participant 5, lines 211-216)

(Uhhh. The lessons that I learned from my life, sir, is to fight and never surrender because I know that these are just a hindrance in reaching for my ambition so I think time is just playing with me by blocking my way in reaching my dream in life but I just continue because I know someday, I will materialize it.)

"hmmmn ang mahambal ko sa ila sir is I feel you "na feel ko gid sila mga pareha sa akon kay syempre ako wala man ko sang kag indi man ko complete family sila indi man sila complete family so ang mahambal ko lang sa ila is indi gid sila mag surrender sa ila pangabuhi kag indi gid sila magpa pilde sa ila nga problema. Amo lang na sir."
(Participant 5, lines 219-223)

("Hmmn All I can say to them sir is "I feel you". I can really feel them since I do not have a complete family they too. All I can say is never give up on their living and do not be a loser to against their problem. That's all sir.)

Violet's story embodies the profound strength that resilience and unwavering brings, enabling one to rise above life's hardships. Growing up with a solo parent and facing the weight of an incomplete family, she chose not to be defined by her struggles but to fight for her dreams with hope and determination. Her journey teaches us that obstacles are not meant to stop us but to shape us, and that success is possible when we refuse to give up. As Participant 5 shared, the lesson is clear: never surrender. Life may throw hindrances along the way, but by holding on to our ambitions and believing in our potential, we can overcome and inspire others to do the same.

Table 5: The Views, Challenges, and Insights of Violet as a Learner with Solo Parent

Clustered Themes	Emergent Themes
Views	
Need to accept what happened. Learn to continue life. No other option than to accept the current situation.	Acceptance Became the Only Option
Unable to forget the struggles. Living without a father to support is very difficult. Parents with no communication are hard for children.	Prone to Emotional Battle
Challenges	
Working became a necessity. Being a working student was never easy. Need to support oneself as well as the sick mother.	Need to Work for Survival
All were affected by having a solo parent. Very hard because nobody can support and provide for the children. Many aspects of life were affected.	Get Affected from Varied Dilemmas
Insights	
Just be positive, even without a father. Think that you can do it no matter what. Encourage oneself to be strong.	Learn to be Strong Despite Adversities
Learn not to give up amidst trials. Fight the battles of being a solo parent. Continue to dream of a better life.	Never Surrender

6.3 Chapter Summary

I examined the themes that emerged from the in-depth interviews. Each study question gives the following articles:

Research question number 1 concerns the views of children from a single-parent household. The themes that emerged were: Prone to Emotional Battle, Resilience in Tough Times, and Tendency to Reminisce. Breakdown of Trust and Acceptance Became the Only Option. Research question number 2 explores the challenges faced by children of single parents. The following emergent themes were revealed: Financial Strain, Longing for Parental Presence, Felt Emptiness, the Need to Work for Survival, and Being Affected by Varied Dilemmas. For research question number 3, which intends to know the insights from the children of solo parents, Emergent themes are the following: Develop a Sense of Empathy, Be Each Other's Support, Learn to be Strong Despite Adversities, Keep Being Optimistic, Value Family Assistance, Appreciate Life Better, and Never Surrender.

The themes emerged from a careful review of the interviews, to the best of my ability and skills. This intentional process ensured that each theme was accurately identified and rooted in the data provided. Part of this purposeful process was to avoid focusing solely on the questions and instead uncover the underlying themes that the respondents were naturally expressing. I ensured that the findings reflected the participants' experiences, emotions, and perspectives. As reflected in this chapter, the themes emerged directly from their texts, offering a clear, authentic, and comprehensive representation of their voices. This approach upheld credibility and honored each story.

After conducting the in-depth interviews with the informants, which resulted in many pages of transcribed texts, formal data analysis began. It started with understanding and becoming familiar with the transcribed data from the recorded audio of the interviews. Some interviewees responded in Hiligaynon, while others answered in English and Filipino. Transcripts and vernacular responses were translated into English, making sure that the thoughts were still preserved in the same context to uphold the same concepts as the transcript. In addition, the process also involved decision-making about which data would suit the study and be deemed helpful and related to the two research questions.

The research aims: knowledge, truth, and avoidance of error. Understanding the prohibitions against fabricating, falsifying, or misrepresenting research data is significant. The focus must always be on the facts to minimize error.

Research necessitates extensive collaboration and coordination among people from other disciplines and ethical norms to foster collaborative work principles, including trust, responsibility, mutual respect, and fairness. Case studies are ideal for delving into novel, little-understood behavior.

As a result, the method is especially beneficial for answering how and why questions about a series of occurrences. Furthermore, scholars have claimed that other than qualitative methodologies such as case studies, certain types of material can be difficult or even impossible to convey. An essential advantage of case study research is the opportunity for a holistic process paradigm. The detailed observations in the case

study method allow us to study various issues, scrutinize their relationships, and view the totality within its environment. Within-case analysis and the use of theory or concepts to drive the research are possible in a case study.

Five informants were interviewed in depth to answer this research question. Several sub-questions were asked to elicit their insights and experiences, either good or bad, in their environments.

6.3.1 Similarities in Views

- **Prone to Emotional Battle**

Children of solo parents often face emotional battles that can be challenging to navigate. The absence of one parent can lead to feelings of loss, loneliness, and insecurity as children grapple with questions about their family structure and their place in the world. Participants 1, 2, 3, and 5 experienced emotional struggles, highlighting the psychological impact of growing up with a solo parent.

Growing up without a complete family unit can leave children vulnerable and uncertain, especially during key developmental stages. They may long for both parents' love, support, and guidance and struggle to understand why their family differs from their peers.

Additionally, solo parents may face emotional battles as they juggle multiple responsibilities and navigate the complexities of single parenthood cascading to their children. The stress and pressure of managing household finances, childcare, and personal well-being can take a toll on their mental health, which in turn can impact the emotional well-being of their children.

6.3.2 Similarities in Challenges

- **Financial Strain**

Participants commonly experienced emotional turmoil and financial strain due to the absence of a parent. These shared experiences underscore the widespread psychological and economic impact on children of solo parents. The emphasis on mutual family support and resilience in the face of adversities further highlights the adaptive strategies these families employ to cope with their challenges.

Participants 1, 2, and 3 all faced financial difficulties due to the absence of one parent's income. Financial strain is a significant challenge that many children of solo parents' face. With only one parent responsible for providing for the family, there can be added pressure to make ends meet and ensure financial stability. This strain can manifest in various ways and impact the family's life.

For children of solo parents, financial strain may mean going without necessities or missing out on opportunities that their peers may have access to. It can lead to insecurity, stress, and worry about the future. Children may also feel a sense of responsibility to help alleviate the financial burden on their parents, taking on part-time jobs or sacrificing their own needs and wants to support the family. It can create emotional strain, as children may struggle to balance their development with the demands of contributing to the household. The added pressure may also hinder their

ability to fully engage in their studies or extracurricular activities, impacting their overall well-being and prospects.

Financial strain can also impact the parent-child relationship. The solo parent may be preoccupied with financial worries and unable to provide the same emotional support or attention as they would like. It can strain communication and create tension within the family.

Despite these challenges, children of solo parents often display remarkable resilience in the face of financial strain. They may learn valuable lessons about budgeting, resourcefulness, and the importance of hard work. They may also develop strong empathy and compassion for others facing similar challenges.

- **Work for Survival**

Participants 4 and 5 have similar challenges. For a child of a solo parent, the need to work for survival can be a harsh reality that sets in early on. With the sole provider in the family often stretched thin financially, there may be added pressure for the child to contribute to the household income from a young age. This necessity can arise from various factors, including economic hardships, unexpected expenses, or the need to fill the gaps the absent parent leaves.

The burden of financial responsibility can weigh heavily on the child, who may find themselves balancing work commitments with academic responsibilities and personal pursuits. Despite their tender age, they may take on part-time jobs, odd tasks, or other income-generating activities to help make ends meet. This early entry into the workforce can significantly impact their childhood, as they forego typical experiences enjoyed by their peers in favor of shouldering familial responsibilities.

Working for survival can shape the child's worldview, instilling values of hard work, resourcefulness, and resilience from an early age. However, it can also come at a cost, robbing them of precious moments of childhood innocence and depriving them of opportunities for leisure, exploration, and personal development.

6.3.3 Similarities in Insights

- **Be Each Other's Support System**

Children of solo parents often become each other's most steadfast support system, forming a bond forged through shared experiences and mutual understanding. Growing up in a single-parent household, these siblings learn to rely on each other for comfort, companionship, and encouragement in the face of adversity.

Through life's ups and downs, siblings of solo parents offer unwavering support and solidarity, serving as a source of strength and resilience for one another. They share a unique understanding of their challenges, from financial struggles to emotional hardships, and provide a haven to express their fears, frustrations, and hopes without judgment.

Moreover, siblings of solo parents often take on caregiving roles, helping to lighten the load for their solo parent and support their siblings through difficult times. They offer

a listening ear, a shoulder to lean on, and a hand to hold, knowing they are stronger together.

In times of joy and celebration, siblings of solo parents rejoice in each other's successes and milestones, sharing in the triumphs and joys of life. They celebrate their bond as a testament to their resilience and unwavering commitment to each other's well-being.

6.3.4 Learn to be Strong despite Adversities

Children of solo parents often learn to cultivate inner strength and resilience in adversity. They face challenges that may seem insurmountable from a young age, but refuse to be defined by their circumstances. Instead, they draw upon their innate resilience and determination to navigate life's obstacles with grace and courage.

Despite their hardships, solo parents' children develop a deep sense of self-reliance and independence. They understand the importance of standing tall in adversity and refusing to let setbacks or obstacles deter them from their goals. Through perseverance and tenacity, they learn to overcome challenges and emerge stronger and more resilient than before.

6.3.5 Differences in Views

- **Deep Admiration for Solo Parent**

Participant 1 expressed deep admiration for their solo parent, emphasizing the parent's resilience and dedication. There is a profound admiration for solo parents who stand by their children through thick and thin. Their unwavering dedication, strength, and resilience are truly remarkable. Despite their challenges, solo parents show incredible love, courage, and sacrifice in raising their children independently.

Solo parents often shoulder many responsibilities, from providing for their children's basic needs to offering emotional support and guidance. They navigate the complexities of single parenthood with grace and determination, making countless sacrifices to ensure the well-being and happiness of their children. Participant 1 sees solo parents' ability to remain steadfast in adversity as inspiring.

Despite their challenges, solo parents continue to show up for their children daily, offering them love, stability, and a sense of security in an unpredictable world. For him, solo parents' resilience and perseverance are a shining example of strength and determination, showing us all what it means to be truly courageous in the face of adversity. In his eyes, his mother is an unsung hero, deserving of the utmost respect and admiration for their incredible job raising their children with love, dignity, and unwavering devotion.

- **Resilience in Tough Times**

On the other hand, participant 2 views things differently. For her, being a child of a solo parent often requires a great deal of resilience during tough times. These children often face unique challenges that can test their emotional strength and adaptability. Growing up in a single-parent household means navigating a range of circumstances, from

financial instability to emotional hardships, all while learning to cope with the absence of one parent.

Resilience in these situations means finding the inner strength to persevere in adversity. It involves adapting to changing circumstances, overcoming obstacles, and returning from setbacks. Children of solo parents often learn resilience through firsthand experience as they witness their parent's efforts to navigate life's challenges with determination and grace.

- **Reminiscing the Past**

Furthermore, participant 3 sees it as a memory box. Children of solo parents reminisce about the memory of having a complete family. This longing often stems from a desire for a sense of belonging and normalcy, especially when comparing their family structure to those of peers with both parents present. The absence of one parent may evoke feelings of loss and longing for their presence and support, particularly during significant life events or challenging times. Memories of a complete family may be idealized and viewed through nostalgia as children hold onto memories of family unity, love, and support, even if tinged with sadness. Social and cultural influences may further reinforce the importance of traditional family structures, contributing to feelings of inadequacy or longing for what could have been.

- **Breakdown of Trust**

Participant 4 loses trust, which leads to a harrowing experience, disappointment, or repeated letdowns. Trust can be especially fragile for children of solo parents, as they may already feel vulnerable due to their family circumstances. Losing trust in someone, especially a parent, family member, friend, or authority figure, can profoundly affect their sense of security, self-esteem, and relationships.

Children may struggle with anger, sadness, and confusion when trust is broken. They may question their judgment and ability to trust others, leading to difficulty in forming new relationships or relying on others for support. The loss of trust can also impact their sense of identity and belief in the reliability of the world around them, causing them to feel guarded and wary in their interactions with others. These emotional challenges may lead to isolation, as they withdraw from situations where they feel vulnerable or unsafe. Over time, this can affect their social and emotional development.

Rebuilding trust after it has been lost can be challenging and gradual. It often requires open and honest communication, consistent actions that demonstrate reliability and sincerity, and a willingness to acknowledge and address the underlying issues that led to the breakdown of trust in the first place. For children of solo parents, rebuilding trust may involve working through feelings of abandonment or betrayal related to their family dynamics and learning to navigate relationships with others in a healthy and trusting manner.

- **Acceptance Became the Only Option**

For Participant 5, accepting their fate may seem like the only option in some situations, especially when faced with circumstances beyond their control. Growing up in a single-parent household can present unique challenges, and accepting their family situation can be a way for children to cope with the realities of their upbringing.

Acceptance for her does not necessarily mean resignation or giving up hope for a better future. Instead, it can involve acknowledging and accepting their challenges while recognizing their resilience and ability to thrive despite adversity. By accepting their fate, children of solo parents can focus on what they can control, such as their actions, attitudes, and relationships, rather than dwelling on what they cannot change.

Acceptance can also help children of solo parents find peace and contentment in their family situation. They can embrace the love and support available to them and cherish the positive aspects of their upbringing. Acceptance can be a source of strength and empowerment, allowing them to move forward with a sense of purpose and resilience, even in the face of challenges.

6.3.6 Difference in Challenges

- **Longing for Parental Presence**

Participant 2, on the other hand, sees the challenge of longing for complete parents' presence. The longing for parental presence is a deeply felt emotion experienced by many children of solo parents. Whether due to divorce, separation, or the loss of a parent, the absence of one parent can leave a significant void in a child's life. Children may yearn for the physical presence of the absent parent, wishing they could share important moments and milestones. Beyond physical presence, they may also long for the emotional connection and bond with the absent parent, fantasizing about what their relationship could have been like if both parents were actively involved in their lives.

- **Emptiness**

However, participant 3 sees it differently. She feels empty. The feeling of emptiness experienced by a child of a solo parent can be profound and complex. Growing up without the presence of one parent can leave a void that is not easily filled. This emptiness may manifest as a deep longing or loneliness as the child yearns for the absent parent's love, support, and companionship. Despite the love and care the solo parent provides, there may be moments when the child keenly feels the other parent's absence, especially during significant life events or milestones. This sense of emptiness can evoke various emotions, from sadness and longing to frustration and confusion. It may also impact the child's sense of identity and belonging as they grapple with questions about their family structure and place in the world.

- **Affected by Varied Dilemmas**

Participant 5 also feels the challenge of being affected by varied dilemmas. Many dilemmas arising from their unique family circumstances often profoundly affect children of solo parents. These dilemmas can encompass various challenges, from

financial struggles to emotional hardships, and can profoundly impact the child's well-being and development. Financial dilemmas are often one of the most pressing concerns for children of solo parents. With only one parent responsible for providing for the family, limited resources may be available to cover essential expenses such as housing, food, and healthcare. Social dilemmas can also arise for children of solo parents, who may feel different or excluded from their peers due to their family structure. They may struggle to fit in or feel a sense of belonging, especially if they perceive their family as deviating from societal norms.

6.3.7 Differences in Insights

Each participant had unique insights and challenges that shaped their experiences.

- **Develop a Sense of Empathy**

For instance, children of solo parents cultivate a profound sense of empathy. From a young age, he witnessed firsthand the challenges and struggles that solo parent faces in providing for the family and managing household responsibilities alone. This exposure to adversity can cultivate a deep understanding of others' emotions and a heightened sensitivity to the needs and feelings of those around them. Empathy develops as children of solo parents learn to recognize and empathize with their parent's emotions, whether it be stress, sadness, or exhaustion. They may take on caregiving roles themselves, offering comfort and support to their parent during difficult times. Through these experiences, children learn to empathize with others' experiences and develop compassion and kindness toward those facing similar challenges.

- **Keep Being Optimistic**

Children of solo parents often display remarkable optimism in the face of adversity. Despite their challenges, these children possess innate resilience and a positive outlook on life. Growing up in a single-parent household can instill in them a sense of determination and hope as they witness firsthand the strength and perseverance of their solo parent.

Optimism manifests as children of solo parents learn to focus on the positives rather than dwelling on the negatives. They may find joy in simple pleasures, cherish moments of love and connection with their family, and believe in their ability to overcome obstacles. This optimistic mindset allows them to approach life's challenges with confidence and resilience, knowing they have the inner resources to navigate adversity.

- **Valuing Family Assistance**

Participants deeply value family assistance as they navigate the challenges of growing up in a single-parent household. Recognizing the importance of support networks, these children cherish the help and care they receive from extended family members, friends, and neighbors who rally around their family during times of need. Family assistance takes many forms, from practical support, such as financial assistance or help with

household chores, to emotional support, such as lending a listening ear or providing encouragement. Children of solo parents learn to lean on their family network for guidance and reassurance, finding comfort in knowing they are not alone in facing life's challenges.

- **Appreciate Life Better**

Participant 4 appreciates life and looks at it differently. Children of solo parents often develop a unique perspective on life, characterized by a deep appreciation for the value of resilience, love, and family bonds. Growing up in a single-parent household exposes these children to the realities of adversity and the importance of cherishing life's blessings. Despite their challenges, children of solo parents learn to find beauty and meaning in the moments of joy and connection they share with their families.

Their heightened appreciation for life stems from their experiences of overcoming obstacles and navigating adversity with grace and resilience. Children of solo parents learn to treasure the love and support of their solo parent, recognizing the sacrifices made on their behalf and the unwavering dedication to their well-being. Additionally, they develop a profound gratitude for the kindness and generosity of others who offer assistance and support during tough times.

- **Never Surrender**

Participant 5 embodies a remarkable spirit of resilience and perseverance, demonstrating an unwavering determination to overcome obstacles and thrive in adversity. Despite their challenges, these children refuse to succumb to despair or defeat, drawing strength from their inner resilience and the love and support of their solo parent.

Moreover, children of solo parents often develop a deep sense of responsibility and independence, recognizing the importance of taking charge of their destiny and pursuing their dreams with unwavering determination. They refuse to let their circumstances define them, instead embracing challenges as opportunities for growth and self-discovery. This mindset drives them to excel, persist through adversity, and foster resilience in every aspect of their lives.

Despite their obstacles, children of solo parents remain steadfast in their belief that they can achieve their goals and create a bright future for themselves. Their resilience is fueled by hope, determination, and the unwavering support they receive from their parent. This inner strength drives them to overcome challenges, pursue education, and contribute meaningfully to society.

This cross-case analysis provides a comprehensive understanding of the commonalities and unique aspects of learners' views, challenges, and insights with solo parents, offering valuable insights into their lived experiences. Comparing different individuals' perspectives highlights shared struggles and distinct circumstances, contributing to a deeper understanding of their needs. This analysis also sheds light on these learners' coping mechanisms and resilience.

Table 6: Similarities and Differences in the Views,
Challenges and Insights of Learners with Solo Parents

Category	Emergent Themes	Indication/Case	
		Similarities	Differences
Views	Deepen Admiration		1
	Prone to Emotional Battle	1, 2, 3, 5	
	Resilience in Tough Times		2
	Tend to Reminisce the Past		3
	Breakdown of Trust		4
	Acceptance Became the Only Option		5
Challenges	Financial Strain	1, 2, 3	
	Longing for Parental Presence		2
	Felt Emptiness		3
	Need to Work for Survival	4, 5	
	Get Affected by Varied Dilemmas		5
Insights	Develop a Sense of Empathy		1
	Be Each Other's Support System	1, 2, 4	
	Learn to be Strong Despite Adversities	2, 3, 4, 5	
	Keep Being Optimistic		2
	Value Family Assistance		3
	Appreciate Life Better		4
	Never Surrender		

7. Conclusions

7.1 Implication for Practice

Based on the findings, the following implications for practice are offered. In the experiences of the children with solo parents, seven significant themes were generated: Develop a Sense of Empathy, Be Each Other's Support System, Learn to be Strong Despite Adversities, Keep Being Optimistic, Value Family Assistance, Appreciate Life Better and Never Surrender.

- **On Sense of Empathy**

As educators, fostering empathy in students, especially those from single-parent households, is essential in creating an inclusive and supportive classroom environment. Children who grow up in single-parent families often develop a deep understanding of the challenges faced by others in similar situations. This shared experience can make them more tolerant and compassionate toward their peers. To build on this, teachers can implement classroom activities that promote understanding, such as group discussions, storytelling, and role-playing, which allow students to reflect on diverse family dynamics. Encouraging students to share their personal stories can create an empathetic classroom culture where mutual support is valued. Additionally, creating a safe, non-judgmental environment is essential so students feel comfortable discussing their experiences without fear of ridicule. As educators, it is also important to advocate for policies and practices that provide tangible support to students from single-parent households, such as offering access to counseling services, after-school programs, and

flexible school schedules that accommodate their needs. These strategies promote empathy and create an environment that supports the emotional and academic success of all students, regardless of their family structure (Mathrani *et al.*, 2022; Osman *et al.*, 2020; Schmidt *et al.*, 2023).

Furthermore, society must be more empathetic toward single-parent families, recognizing their added pressures. For example, children of solo parents often have to contribute to the household financially, which can affect their academic performance and mental well-being. Educators can partner with local community organizations, nonprofits, and government programs to provide additional financial aid, food support, and affordable after-school care. Schools must provide access to mental health services, create opportunities for children to engage in extracurricular activities, and foster resilience-building initiatives. Encouraging the government to offer more support through childcare subsidies, food stamps, and housing assistance will help lighten the load for these families. When these support systems are in place, students from single-parent households can thrive academically and emotionally (Meral, 2022; Otonkorpi-Lehtoranta *et al.*, 2022; Sick *et al.*, 2023).

Educational institutions should also ensure that children from single-parent families have equal access to opportunities. For example, teachers and administrators can work together to offer scholarships and grants for these students, ensuring they are not disadvantaged because of their family structure. Additionally, by providing flexible schedules for students who need to balance school and work, we can help them manage their responsibilities more effectively. Furthermore, promoting vocational training and community college programs will give these students the skills to secure better-paying jobs with more flexible hours. These educational strategies, combined with a strong emotional and financial support system, will enable single-parent families to overcome challenges and achieve greater success in their personal and academic lives (Mireles-Rios *et al.*, 2020; Parolin & Lee, 2021; Smith-Young *et al.*, 2020).

- **On Support System**

Providing robust support systems for children from single-parent households is essential for their academic and emotional success. As educators, we can play a critical role in creating a support network that addresses the academic and personal challenges these students face. Schools should collaborate with local community centers and nonprofit organizations to offer services, such as counseling, after-school programs, and access to financial aid for families in need. By offering tutoring, mentoring, and extracurricular activities, schools can help children from single-parent families excel academically and develop important social skills. Educators need to be aware of the pressures students may face at home and provide accommodations where necessary, such as flexible deadlines or extra support in the classroom.

Moreover, educators can advocate for students by ensuring they have access to government assistance programs such as food stamps, housing aid, and childcare subsidies, which can ease financial burdens on single-parent families. Additionally, offering resources like job training programs or partnerships with vocational schools can

help children of single parents gain skills for better-paying jobs with flexible hours, enabling them to balance work and education more effectively. Schools should also provide guidance on finding part-time or online work opportunities and support from employers to ensure these students are not overwhelmed. By fostering these support systems, educators can help students from single-parent families overcome barriers to success and improve their overall well-being, ensuring they feel supported inside and outside the classroom (Paulsen & McCormick, 2020; Sterling & Platt, 2022; Trotter, 2023). Furthermore, society at large must recognize the challenges faced by solo parents and their families, particularly the impact it has on children's academic performance and mental health. By creating a broader support network that includes schools, local organizations, government programs, and employers, educators can help single-parent families thrive. Promoting access to affordable childcare, financial aid, and mental health services within schools can make a significant difference in these students' lives, allowing them to focus on their education without the constant worry of financial or familial strain. By integrating these practices into the educational system, we can create a supportive environment that empowers students from single-parent families to succeed academically and personally (Powell & Coles, 2021; Surrain, 2021; Villanueva-Jaminal, 2024).

- **Learn to be Strong despite Adversities**

As educators, it is essential to help children of single-parent households develop resilience, as these children often face significant challenges that require strength, adaptability, and perseverance. Resilience enables students to manage additional responsibilities, such as caring for siblings or working to support the family, without sacrificing their academic performance or well-being. We can foster resilience in the classroom by providing a supportive and understanding environment where students feel valued and empowered. Educators can help build confidence and provide emotional support during difficult times by creating strong, positive relationships with students. Encouraging students to set small, achievable goals and celebrating their successes, no matter how small, helps them develop a sense of accomplishment and control over their circumstances.

Moreover, schools can offer resources that promote emotional and mental well-being, such as access to counseling services, mindfulness programs, or stress management workshops. These resources can teach students coping strategies and help them build emotional resilience. Providing opportunities for personal growth through extracurricular activities, leadership roles, or team projects can also help children develop skills like problem-solving, collaboration, and perseverance. Additionally, recognizing the unique pressures faced by children of solo parents, educators should offer flexibility in assignments or deadlines when necessary to alleviate stress. This flexibility ensures that students meet their academic responsibilities without compromising their mental and emotional health. By focusing on resilience-building strategies, educators can equip children from single-parent families with the tools to navigate challenges inside and

outside the classroom, fostering their overall well-being and success (Ray *et al.*, 2020; Thun, 2020; Vorobeva, 2023).

To further support these students, educators can work closely with families to ensure that children have access to community resources, such as financial aid, tutoring programs, or after-school care, which can alleviate some of the burdens on solo parents. Additionally, schools should advocate for policies that provide support, such as flexible work hours for single parents or increased access to mental health resources. Creating a school culture that values resilience, empathy, and mutual support can help children from single-parent families thrive, even in adversity.

- **On Keep Being Optimistic**

As educators, it is essential to help children of single-parent households develop and maintain optimism, as it is a powerful tool for overcoming their challenges. These children often carry heavy responsibilities, such as helping with household tasks or contributing financially, which can sometimes feel overwhelming. Cultivating an optimistic mindset in the classroom allows students to approach these difficulties with hope and resilience, making it easier to manage stress and seek growth opportunities. Educators can foster optimism by creating a positive classroom environment that celebrates effort, progress, and resilience rather than just outcomes. Encouraging students to reflect on their strengths, set achievable goals, and recognize their accomplishments, no matter how small, helps to build a sense of confidence and self-efficacy.

Additionally, optimism can be reinforced through support systems that emphasize emotional well-being and community connections. Schools should offer access to counseling services, mentorship programs, and extracurricular activities that allow students to engage in positive, enriching experiences. By facilitating connections with peers, teachers, and mentors, educators can ensure that children from single-parent families have a strong network of support, which is essential in fostering a sense of belonging and optimism. Educators must provide opportunities for students to share their experiences and reflect on how they have overcome challenges, helping them see that difficulties are temporary and can be managed. Encouraging a growth mindset, where students understand their abilities can improve with effort and persistence, nurtures optimism.

Schools can partner with local organizations, such as nonprofits and community centers, in the broader community to offer additional support for single-parent families. Programs that provide emotional support, such as counseling or peer mentoring, help children build a positive outlook. It is also essential for schools to work with families to create an environment where children are encouraged to express their hopes and aspirations, even if their circumstances are challenging. Through these collective efforts, educators can instill in children that they can overcome adversity and find pathways to success, ensuring that optimism becomes a key factor in their long-term resilience (Tokatly Latzer *et al.*, 2021; Wilson *et al.*, 2020; Zhao & Lim, 2021).

- **On Valuing Family Assistance**

As educators, it is essential to recognize and value the essential role that family assistance plays in the lives of children from single-parent households. Family support, whether emotional, practical, or financial, contributes significantly to the stability and well-being of these students. Many children of solo parents benefit from the support of extended family members, such as grandparents, aunts, uncles, or cousins, who provide emotional encouragement, guidance, and a sense of security. In the classroom, educators can acknowledge the importance of family assistance by encouraging open communication with families and providing a supportive environment for students to share their experiences. When children feel they have a strong support system at home, they are more likely to perform better academically and emotionally. Educators can play a key role by recognizing the different forms of family support that students receive and showing empathy toward those who may face additional challenges.

In practical terms, educators can help foster family involvement by facilitating regular communication with families through parent-teacher conferences, newsletters, or community-building activities. It helps build stronger connections between the school and the home, ensuring that children from single-parent families feel academically and personally supported. Schools can also create opportunities for family engagement, offering workshops or resources on parenting strategies, financial aid, or accessing community services. This way, the school can act as an extension of the family's support system, offering guidance and resources to solo parents needing additional assistance.

Moreover, schools can offer programs that allow students to strengthen their ties with extended family members. For instance, involving grandparents or other family members in school events or activities can give students a greater sense of belonging and encouragement. By creating an environment where the value of family assistance is recognized and celebrated, educators can ensure that children from single-parent households have access to the emotional and practical support they need to thrive. This approach benefits the students and fosters a greater sense of community, ensuring that the support system for solo-parent families extends beyond the household and into the school environment (Abdullah *et al.*, 2021; Canonizado, 2024; Gallego, 2022).

Furthermore, by recognizing the importance of family assistance, educators can advocate for policies that strengthen family support structures, such as after-school programs, childcare resources, and counseling services, which directly benefit children of solo parents. Encouraging the broader community to appreciate and support family involvement can contribute to the resilience of these families, ensuring that they have the resources and support they need to succeed (Abel Jr, 2024; Capannola & Johnson, 2022; Gandolfi *et al.*, 2021).

- **On Appreciating Life Better**

As educators, it is essential to help children from single-parent households cultivate a deep appreciation for life, recognizing the unique challenges and opportunities they encounter. These children often develop resilience, independence, and empathy due to their experiences, allowing them to understand life's complexities and joys more

profoundly. Witnessing their solo parent's sacrifices and hard work in providing for the family can foster a deep gratitude for their parent's love and dedication. Educators can help nurture this appreciation by acknowledging students' experiences and encouraging them to reflect on the value of hard work, perseverance, and familial bonds.

In the classroom, it is important to provide opportunities for students to express gratitude and appreciation for life. For instance, educators can integrate activities such as journaling, storytelling, or discussions about family values, allowing students to share their thoughts and experiences in a supportive environment. Encouraging students to explore their feelings about their families and life's challenges can promote emotional growth and build a more profound sense of resilience.

Moreover, appreciating life involves creating a classroom where students feel safe to express themselves in ways that suit them. Some may prefer speaking, while others may be more comfortable writing or working in small groups. Flexibility allows all students, especially those from single-parent families, to share their experiences and insights meaningfully.

Additionally, fostering an environment of support and understanding in the classroom helps students develop a positive outlook on life, enabling them to find joy in even the smallest moments. Activities that promote mindfulness, gratitude exercises, and social-emotional learning (SEL) can further support students in cultivating an appreciation for life, helping them focus on their strengths and progress rather than their challenges. By creating an environment that values resilience and appreciation, educators can help children of solo parents develop the skills and mindset they need to navigate adversity and thrive both academically and personally (Aguas, 2022; Chance, 2021; Garbe *et al.*, 2020).

- **On Never Surrender**

As educators, it is essential to instill the value of perseverance in children from single-parent households, helping them understand that despite the obstacles they may face, they should never surrender to adversity. Growing up in a single-parent family often presents unique challenges, but it also provides opportunities for growth, resilience, and the development of inner strength (De Lange *et al.*, 2017). By supporting these students in recognizing their remarkable potential, educators can encourage them to stay focused on their goals and understand that their circumstances do not define their future. Encouraging determination and fostering a growth mindset are critical strategies for empowering these children to face challenges head-on.

In the classroom, educators can provide opportunities for students to share their aspirations and dreams, helping them connect with their inner motivations. Creating an environment that celebrates effort, progress, and resilience can inspire students to keep striving toward their goals, whether in academics or personal pursuits. Offering mentorship, guidance, and resources can help students maintain their determination, showing them that they can overcome obstacles and succeed with perseverance. Additionally, educators should actively foster an atmosphere where failure is seen as part

of the learning process, encouraging students to view setbacks as temporary and essential to growth.

Furthermore, it is equally important to support the strong family bond that many children of single parents share with their caregivers. Despite the challenges of single parenthood, the relationship between parent and child can be incredibly resilient. Educators can play a role by encouraging students to stay connected with their families, offering resources or workshops on communication skills, and providing guidance for families to strengthen their support for one another. By promoting family engagement in school activities, educators can help build a strong support system that further empowers these students.

Ultimately, educators must teach students that their dreams are achievable, and with dedication, hard work, and a never-surrender attitude, they can overcome any challenge in their path. Whether pursuing higher education, following a passion, or striving for a fulfilling career, holding onto aspirations with determination will enable them to turn their dreams into reality. Encouraging students to believe in their potential can ignite a lifelong drive to succeed, even in adversity. When educators model resilience and provide consistent support, they help shape confident, goal-oriented individuals ready to take on the world (Andrada-Poa *et al.*, 2022; Chen *et al.*, 2022; Garcia *et al.*, 2021).

Conflict of Interest Statement

The researchers declare that there are no conflicts of interest.

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