

## Will Finish My Studies, Even If I Have My Children — Go Back to School Faced With the Challenge of Being a Parent

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**Abstract:** The objective of the research was to promote public policies that support the population of young people and Adolescents who decide to resume their studies in the face of the challenge of being parents; with small children to attend, and work. The proposal is that they agree to special treatment until they finish their studies, which allows them to carry out the three activities: study, work and take care of the children.

An instrument was applied to measure returning to studies, and another for the challenge of being a parent. As for the variable to return to studies, it was evaluated with the dimensions: Analyze the situation, recognize its strengths, and Execute actions on elements that you can control for the challenge of being a parent, we were kind enough to evaluate the dimensions: Parenting, physical needs, emotional and affective needs. The statistical results showed that: There is a direct and significant relationship between the decision to resume studies in the face of the challenge of being a father in advanced students of CEBA Miguel Grau de Magdalena del Mar, Lima, whose  $r = 0.683$ , being a moderate average relationship, with 0.005. of bilateral significance. In the descriptive statistics it showed that the decision to resume studies at the excellent level was 40% and 16% the challenge of being a parent, whose conclusion was that retaking studies at the good level is high, there is a commitment that must face the challenge of being father.

**Key words:** return to studies, challenge of being parents

### 1. Introduction

Young Peruvians nowadays go through the need to carry out simultaneous activities between work and studies, in general, the majority are men with 2 challenges, but among women there are also that their activities are given in facing 3 challenges work, study and attention to the youngest child: The number of young people and adolescents that makes up the statistics is given according to the economic condition. Maternity / paternity is configured as a double break in their student trajectories, they face difficulties, the greatest conflict is time, this The challenge demands rethinking norms that understand its community of adolescents and young people in their diversity of roles: as students and workers, women and men, mothers and fathers, daughters and sons; located in a generation, a gender, a neighborhood, an identity, which in current times demands to be considered in its diversity and particularities. Propose an integrated educational entity that embraces society in its diversity (Castañeda, 2015).

The article seeks to promote public policies, whose objective is to support the population of student parents

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who have young children, study and work. We present the case of CEBA Miguel Grau from Magdalena del Mar, Lima; The proposal is that they access educational and business entities of society in their diversity in work and studies without being marginalized, with flexible hours accessible to complete their studies, which allows them to carry out the three activities: study, work and care for children minors through a digital identity control coordinated with the Ministry of Labor, educational entity, Ministry of Women and vulnerable population at risk, which provide support policies, which allow them to carry out activities in the various types of jobs through a bonus in parent-student contests.

The research set out to know:

1) General Problem

What is the relationship between going back to school and the challenge of being a parent for advanced students at CEBA Miguel Grau de Magdalena del Mar?

2) General purpose

Determine the relationship that exists between returning to studies and the challenge of being a parent in advanced students at CEBA Miguel Grau de Magdalena del Mar.

3) Specific objective

To determine the relationship that exists between analyzing the situation when returning to studies and the challenge of being a parent in advanced students of CEBA Miguel Grau de Magdalena del Mar.

Determine the relationship that exists between recognizing their strengths when returning to studies and the challenge of being a parent in advanced students of CEBA Miguel Grau de Magdalena del Mar.

Determine the relationship that exists between executing actions on cases that can be controlled when returning to studies and the challenge of being a parent in advanced students of CEBA Miguel Grau de Magdalena del Mar.

4) General Hypothesis

There is a significant relationship between returning to studies and the challenge of being a parent in advanced students at CEBA Miguel Grau de Magdalena del Mar.

5) Specific Hypotheses

There is a significant relationship between analyzing the situation when returning to studies and the challenge of being a father in the advanced students of CEBA Miguel Grau de Magdalena del Mar.

There is a significant relationship between recognizing their strengths when returning to studies and the challenge of being a father in the advanced students of CEBA Miguel Grau de Magdalena del Mar.

There is a significant relationship between executing actions on cases that can be controlled when returning to studies and the challenge of being a parent in advanced students at CEBA Miguel Grau de Magdalena del Mar.

## **2. Methodological Procedure**

The research was based on the quantitative route, evaluating magnitudes or occurrences of the phenomena and testing hypotheses (Hernández Sampieri & Mendoza, 2017).

The type of study is correlational, its purpose was to know the relationship that exists between two variables, in a particular context, with a certain degree of prediction (Hernández-Sampieri & Mendoza, 2018). The design

was non-experimental, the research was carried out without manipulating the variables, the phenomena were measured as they occur in their natural context, and it was analyzed (Hernández-Sampieri & Mendoza, 2018). The study was cross-sectional, the collection of information was carried out using 2 questionnaires.

### **2.1 Population and Sample**

The research was carried out at the CEBA Miguel Grau of the Magdalena del Mar district of Lima, which has a population of 450 students, working with a sample of 50 students,

### **2.2 About the Instrument**

The instruments used to collect information were the Decision to take back the studies questionnaire (15 items) and another questionnaire, the challenge of being parents (15 items). They were validated by an expert judgment and the KR-20 pilot test was applied, the result for both of which was 0.896, and 0.878, being a high level of reliability of the instrument.

## **3. About Information Sources**

Vilchez (2015) in his study Experiences of being a mother-students, presented at the National University of Santa, with a sample of 12 mothers, the processing was carried out taking into account the moments of Martin Heidegger's Phenomenological Trajectory, expressed that assuming the role of mother-student changed her life, she saw family rejection, difficulties, complications, a greater load of activities, and stressful situations that arose in her day to day, she did not have the necessary time. She felt support from some teachers and classmates, the solution was to organize her time according to priority, customs, study habits to dedicate as much time as possible to her maternal role, trying not to neglect her studies, managing to be rewarded in grades and approved courses.

Sánchez (2013) in his study: Experience of the Maternal Role in University Women: A Feminist Analysis, carried out at the Bio University of Chile, a qualitative study was carried out, through a flexible design called diamond, with a sample of 5 students -mothers, the data were analyzed using the ATLAS-T program, starting from a research question: What is the experience of motherhood in a group of university women? Those who managed to access a professional training indicated that they circumvented a series of impediments, had to develop strategies to deal with them, experienced silent and invisible gender violence, very natural for the university community. The lack of public education policies that protect the maternal role of university students and those that already exist are transparent, thus being able to demonstrate medical leave and maternity leave to students, issues that the university must address, and not only results should be measured academics, but rather, provide the physical and human structure to support the teaching-learning process.

Briones and Gonzales (2015), commented in their exploratory study: Paternity in University students, carried out at the Pontificia Universidad Católica de Valparaíso, Chile, a qualitative exploratory study was carried out, with a sample of 5 students the data collection was carried out Through semi-structured, recorded and transcribed individual interviews of university parents, reaching the conclusion that university fatherhood leads to different complex issues in the young father's work, burdened with responsibilities, unavoidable tasks, difficult to tolerate. Faced with the need to respond to the demands of the environment, the responsibility that being a father means, he proposed that there be alternatives from different instances that intervene to provide help to the young university father, such as the existence of support networks in parenting, economic or educational, it is necessary that there be regulations of the tasks by age in order to contribute to the experiences of youth, they are lived and enriched by

the present experience of the life cycle. The new task is lived in its moment and enriched. I conclude that the university must consider its students as subjects in development, and must contribute to the well-being of young people, also taking care of their social training, contributing to a change in gender equality.

Castañeda (2015) states that having a child when you pursue university studies is disruptive in the student career, accelerates the arrival of responsibilities and roles related to adulthood, generating a crisis between dependency, independence, autonomy in maintenance, decision-making. decisions in care and parenting.

Pacheco-Sánchez (2012) In the educational context, exclusion is presented, which encourages dropping out of school due to “messing up” and “the responsibility of caring for the child”, adolescents are placed as victims of abuse, who end up study in lower-quality educational systems or permanently drop out of school. In family networks, the family supports them to continue studying, but they are given the idea that what they do will be “for themselves” or I will study and work “for my son”. The social project of studying and training is presented in various ways. Some teenagers interrupt school, even against their wishes.

### **3.1 Combine Studies and Work**

Miranda and Otero, (2005) commented that high school graduates indicated that their working conditions, and especially the length of the working day, place strong limitations on working and studying simultaneously.

Busso and Pérez (2013) The parent student often consents to different forms of job insecurity, they accept it because these jobs allow them to continue their studies, observing that the decision to study and work does not change between the socioeconomic origin of the young people and the precariousness of the jobs they access.

Longo (2011) The working life of young people, goes from work to studies, changes states of activity and constant employment, also goes through fragmentation and instability.

Jacinto (2004) stated that the discrimination of the poorest is to access quality jobs, because the selection mechanisms take into account educational credentials, and the type of school they come from, thus those jobs that allow some kind of time flexibility would be occupied in the first place by young people from better schools or those with greater social capital.

Guzmán (2004) commented that although student work is configured as an obstacle to the continuation of higher studies, a plurality of situations are observed that lead her to distinguish heterogeneous realities: working students, student workers and workers who study.

Otero (2009), commented that work is not associated with a need or desire, but is also valued as a resource or means, social origin is a relevant variable, because young people from high sectors present less variations and those who work do so with continuity in the same work space. While the routes of young people from the middle and lower sectors experience greater rotation and the presence of precarious and informal jobs.

Dávila León and Ghiardo Soto, and Miranda (2005, 2006) commented that plurality not only makes it possible to account for the diversity of meanings and projects that young people build, but also the socio-economic conditions that go through them.

## **4. The Proposal**

Policies are proposed for: 1) Support to access a work center with all the benefits of the law, assessing maternity/paternity with preferential access in the evaluation for the job position. 2) Flexibility of hours in the work and academic center where it is rigid and mandatory, students have schedule benefits, so the student can structure their schedule and organize their study, childcare and/or work times. 3) Spatial adaptation in the work

and educational environment appropriate to the needs of the diversity of life of its inhabitants, existence of spaces to integrate motherhood/fatherhood into the student routine: breastfeeding and moving spaces, places where to care for the child while they work and/or study, among others. 4) Attention to emotional and psychological weight for mothers and fathers who face the challenge of caring for and raising a child, especially in the context in which motherhood/fatherhood was not planned. It would be beneficial for the correct overcoming of this process if these young people can go to psychological support to help them create strategies to cope with the demand of time.

Vann-Johnson (2004) comments that times have changed in the university, institute and alternative basic education school, students went from full-time dedication to part-time study, the reason is that they face challenges such as economic problems, care of children, and work (Vann-Johnson1, 2004; Puf & Torpe 1997) adds that in this group are single mothers who constitute a growing subgroup.

Garcia de Fanelli and Jacinto (2010) commented that poor young people are compromised to accept low-skilled jobs in poor conditions, or to work precariously on their own, although they would like a stable job. Some and others deploy strategies, although with different margins of freedom.

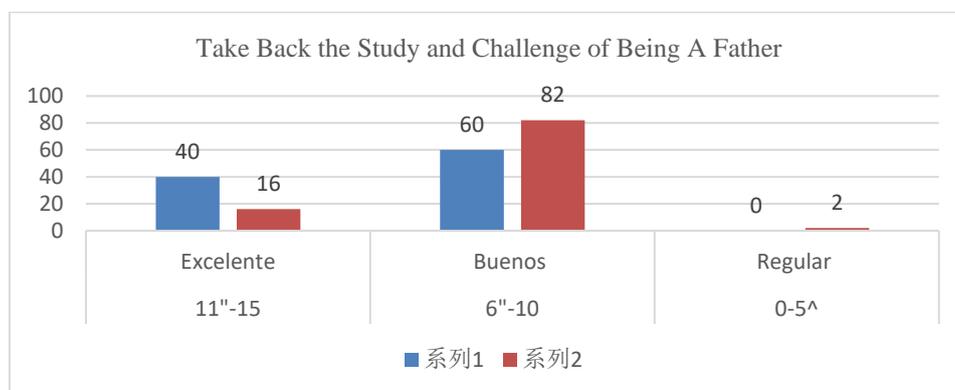
## 5. Results and Discussion´

### 5.1 Descriptive Analysis

In Table 1, we can see that the decision to resume studies at the excellent level yielded 40% the decision to retake the studies and 16% the challenge of being a parent, and at the good level it yielded 60% the decision to retake the studies and the challenge of being a father yielded 82%. We can conclude that returning to studies at the good level with a high percentage there is a lot of motivation to do it as well as feeling committed and aware that he must face a challenge of being a father.

**Table 1 Decision Level to Resume Studies and the Challenge of Being a Father**

ANKS	Levels	Go back to school		Challenge of being a parent	
		fi	hi	fi	hi
11-15	<b>Excellent</b>	20	40	8	16
6-10	<b>Good</b>	30	60	41	82
0-5	<b>Regular</b>	0	0	1	2
	Total	50	100	50	100

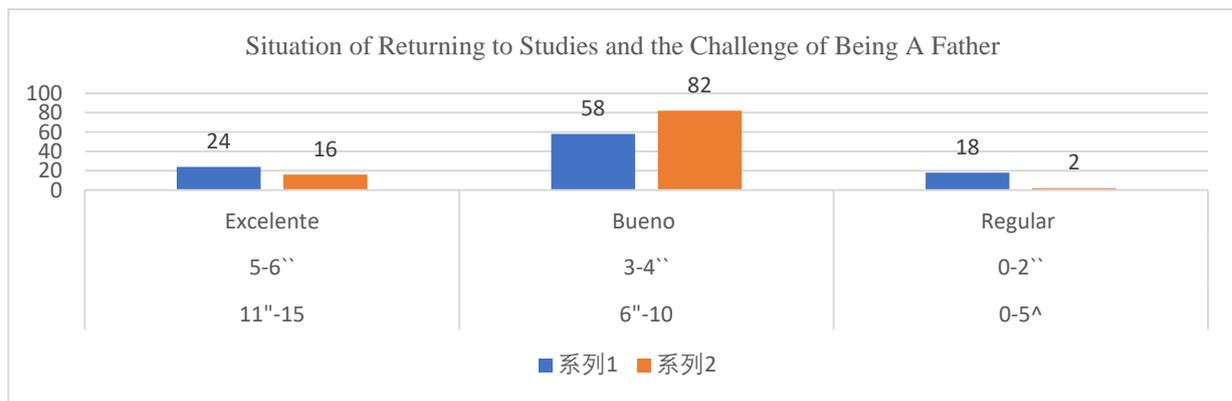


**Figure 1 Level of Decision to Resume Studies and the Challenge of Being**

In Table 2, we can see that analyzing the situation of resuming studies at a good level is at 58% and the challenge of being a parent yields 82%, however, analyzing the situation of resuming studies at an excellent level is courageous 24% and in the challenge of being a father it throws 16%. Which means that they assume the situation of returning to studies at the good level is higher compared to the challenge of being a father that is higher, that is, there is a lot of will to assume the situation that they face returning to studies.

**Table 2 Level of Situation of Returning to Studies and the Challenge of Being a Father**

Ranks	Levels	Situation of returning to studies		Challenge of being a parent		
		fi	hi	fi	hi	
11-15	5-6`	Excellent	12	24	8	16
6-10	3-4`	Good	29	58	41	82
0-5	0-2`	Regular	9	18	1	2
		Total	50	100	50	100



**Figure 2 Decision Level to Return to Studies and the Challenge of Being A Father**

In Table 3, we can see that the situation of resuming studies at the good level is in 82% and the challenge of being a father shows 16%, however, to resume studies at a regular level the decision is 30% and in the challenge of being a parent returns 41%. Which means that the decision to resume studies at the good level is at 20% and the challenge of being a parent is thrown.

**Table 3 Level of Recognition of Their Strengths When Returning to Studies and the Challenge of Being a Father**

Ranks	Levels	Recognize their strengths		Challenge of being a parent		
		fi	hi	fi	hi	
11-15	5-6	<b>Excellent</b>	5	10	8	16
6-10	3-4	<b>Good</b>	35	70	41	82
0-5	0-2	<b>Regular</b>	10	20	1	2
		Total	50	100	50	100

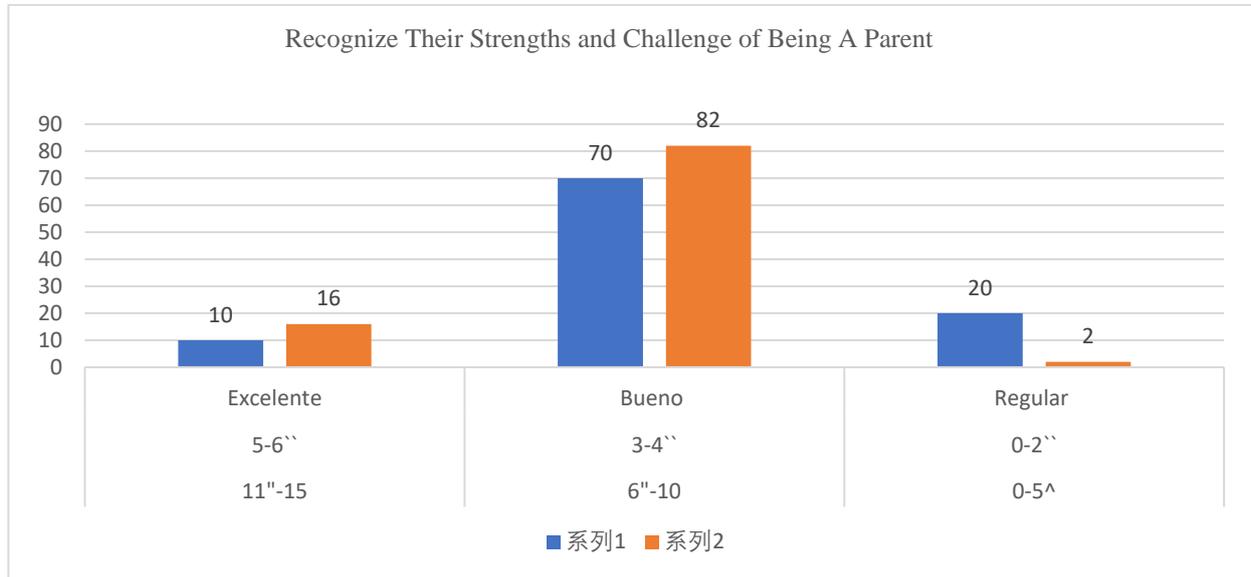


Figure 3 Level of Recognition of Their Strengths When Returning to Studies and the Challenge of Being a Father

In Table 4, we can see that at the good level is Execute actions to control cases in the face of the challenge of being a father in 63% and the challenge of being a father shows 82%, however, at the excellent level the Execute actions to control cases facing the challenge of being a father 29% and the challenge of being a father is 16%, we can conclude that Execute actions to control a case and the challenge of being a father.

Table 4 Level of Execute Actions to Control a Case and the Challenge of Being a Father

Ranks	Levels	Execute actions to control case		Challenge of being a parent	
		fi	hi	fi	hi
11"-15	5-6``	15	29	8	16
6"-10	3-4``	32	63	41	82
0-5^	0-2``	4	8	1	2
	Total	51	100	50	100

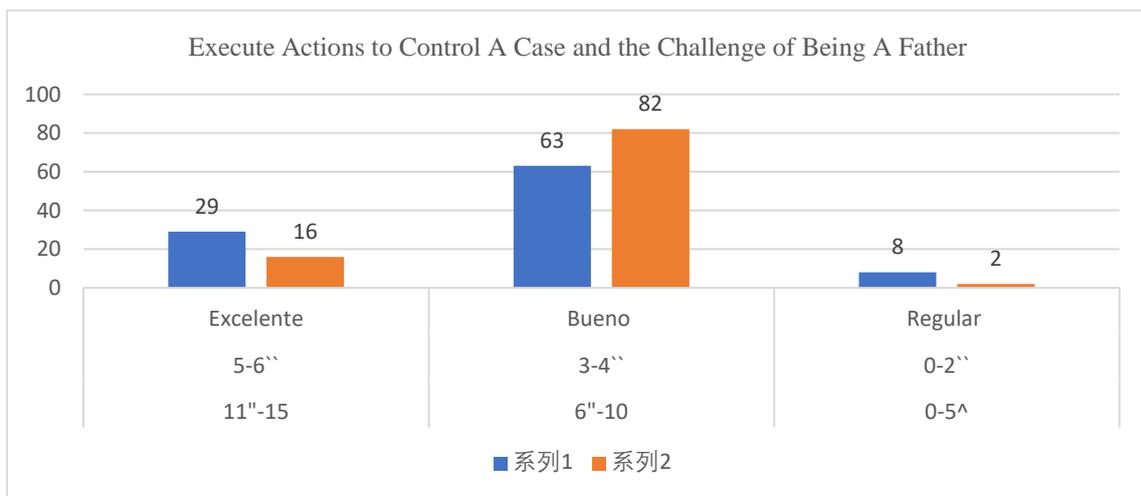


Figure 4 Level Execute Actions to Control Case and the Challenge of Being a Father

## 5.2 Inferential Analysis

### 5.2.1 General Hypothesis

#### Alternate Hypothesis (H1)

There is a significant relationship between returning to studies and the challenge of being a parent in advanced students at CEBA Miguel Grau de Magdalena del Mar

**Table 5 Degree of Correlation and Level of Significance Between the Decision to Return to Studies and the Challenge of Being a Father**

			decision to return to studies	challenge of being a father
Rho de Spearman	Decision to return to studies	Coeficiente de correlación	1,000	,683**
		Sig. (bilateral)	.	,002
	N		50	50
	challenge of being a father	Coeficiente de correlación	,683**	1,000
		Sig. (bilateral)	,002	.
	N		50	50

\*\* . The correlation is significant at the 0.05 level (bilateral).

Interpretation: The testing of the general hypothesis showed that the decision to resume studies is directly and significantly related to the challenge of being a father in advanced students from CEBA Miguel Grau de Magdalena del Mar, Lima. ( $p = 0.002 < 0.05$ ; Spearman's  $Rho = 0.683$ ), the positive correlation being of moderate intensity, therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, we will say that a greater decision to return to studies will improve assuming the Challenge of being a father.

## 5.3 Discussion

Upon completion of the studies, it shows that: There is a direct and significant relationship between the decision to resume studies and the challenge of being a father in advanced students of CEBA Miguel Grau de Magdalena del Mar, Lima, whose  $r = .683$ , with 0.005 of bilateral significance, checking with what is indicated by Castañeda (2015) who indicated that having a child when you study is disruptive, accelerates the arrival of responsibilities and roles, brings a crisis between dependency, independence, autonomy in maintenance, decision making decisions in care and upbringing. Briones and Gonzales (2015) proposed that alternatives should be provided from different instances that intervene to provide help to the young father, such as: support networks in upbringing, economically or educationally, there are regulations of the tasks by age, so they are lived and enriched by the present experience of the life cycle

## 6. Conclusions

The relationship between the decision to resume studies and the challenge of being a parent in the advanced students of CEBA Miguel Grau de Magdalena del Mar, Lima, we observe in the results of descriptive statistics that the decision to resume studies at an excellent level yielded 40%, and 16% the challenge of being a father, while at the good level it showed 60% the decision to resume studies and the challenge of being a father returned 82%. We can conclude that returning to studies at the good level shows a percentage in other words, there is a lot of motivation to go back to school, being aware that you must face the challenge of being a parent.

Recommendations:

1) Support to access the workplace with all the benefits of the law, valuing maternity/paternity with preferential access in the evaluation for the job position, Teachers, companies and students must be aware of the role assumed by student parents, resume the studies and work, that there is a regulation for them to access a job according to law, sustainable and have life and health insurance.

2) Flexibility of schedule in the work and academic center where it is rigid and mandatory, students have schedule benefits, so they can structure their schedule and organize their study time, childcare and/or work. Faculty and students appreciate the situation of going back to school and the challenge of being a parent that goes beyond raising a child, covering their physical needs, dressing and feeding them, is to meet their emotional and affective needs.

3) The educational, local, regional and national community must recognize with economic and normative incentives the educational, labor and family field of the student parent, which allows him to consolidate the strengths of resuming studies. Having spatial adaptation in the work and educational environment appropriate to the need for the diversity of life of its inhabitants, existence of spaces to integrate motherhood/fatherhood into the student routine: breastfeeding and moving spaces, places where to care for the child while they work and/or study, among others.

4) Carry out administrative, economic, educational and legal actions to control cases that arise when faced with the challenge of being a parent. Attention to emotional and psychological weight for mothers and fathers who face the challenge of caring for and raising a child, especially in the context in which motherhood/fatherhood was not planned. It would be beneficial for the correct overcoming of this process if these young people can turn to psychological support to help them create strategies to cope with the demand for time.

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