

College Students' Participation Experience in Pre-parent Education: A Parse Research Method Study

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Abstract

This study is a qualitative study to clarify meaning and structure of college students' participation experience in pre-parent education by applying Parse research method. The research question was "Would you please describe your experience participating in the pre-parent education?" which was examined based on Parse's research method. Participants were 9 Students at K University. The study revealed that College Students' Participation Experience in Pre-parent Educations using standardized patients resulted in three core concepts: It was revealed as 'Confirming understanding and appreciation of parents and family', 'A Process of awareness and growth for responsible choices in future life', and 'A process of forming values about dating, marriage, family, and parenting'.

Keywords: *College student, Education, Experience, Humanbecoming, Pre-parent.*

Introduction

In modern society, the structure and function of the family are rapidly changing, and consequently, expectations and responsibilities regarding parental roles are becoming more complex. This is a particularly crucial time for college students, who are in early adulthood, as they establish their self-identity, prepare for the transition to independent adulthood, and plan for their future lives. Parenting isn't something learned naturally, but rather something learned through socialization. Therefore, education is essential to fulfilling parenting roles that meet societal demands and fostering a desirable family culture[1].

It is believed that when college students, who are in a period of changing scope and quality of human relationships, develop a healthy sense of self-identity about their lifestyle, it will have a very positive impact when they later form a family[2]. The goal of prospective parent education is to cultivate the skills necessary to choose and prepare for parenthood. Pre-parent education for college students should address their developmental and psychological needs, as well as the needs and applications they currently experience in their lives[3].

To understand the experiences of participating in prospective parent education, it is necessary to explore the vivid experiences of the college students who participated. This will also serve as valuable baseline data for future development of prospective parent education programs. Parse's research method focuses on the universal life experiences of participants through dialogical engagement, interpreting their narratives within the ontology of humanbecoming[4].

The premise of Humanbecoming posits that humans are open beings who freely assign meaning to situations, take responsibility for their decisions, and infinitely transcend possibilities. Therefore, we aim to examine the experiences of participating in parent education programs using Parse's theory, allowing participants to express their life experiences as they are and explore meaning. Parse's[4] theory suggests that college students' experiences participating in pre-parent education reveal the complexities of life situations, intertwined with their beliefs, values, cherished daily routines, and aspirations. Furthermore, the teaching-learning process facilitates collaborative change and reflection through the understanding of the mutual process between instructors and learners[4]. Expectant parent education isn't something that can be acquired in a single semester; it must be a lifelong process[5]. Therefore, instructors must continuously research and invest in curriculum and teaching methods. To

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enable college students to systematically explore life and career planning through education[6], we believe it's crucial to provide diverse opportunities through both curricular and extracurricular activities.

Pre-parent education helps prospective parents acquire information, attitudes, and a mature understanding of their children, preparing them for healthy and desirable parenting roles. Therefore, this study, applying Parse's[7] research methodology, aims to explore college students' experiences participating in pre-parent education and how they reconstruct and create meaning from these experiences.

Materials and Methods

Research Design

This study is a qualitative study that applies Parse's research method[4,7] to elucidate the meaning and structure of college students' experiences of participating in prospective parent education.

Subjects

Nine female students enrolled at K University agreed to participate in this study. Participants were asked to describe their experiences participating in pre-parent education, and then engaged in dialectical engagement with the researcher. To ensure anonymity, participants were designated 1, 2, 3–9. When directly quoting participants' statements, they were capitalized and referred to as P1–P8, indicating "participant" at the end of each sentence.

Data Collection

Data collection took place from June 10, 2024, to June 30, 2024. Participants were asked, "Would you please describe your experience participating in the pre-parent education?" Participants were encouraged to write about their experiences. If the narratives were insufficient, the researcher supplemented the transcriptions through interviews until the researcher felt the data was sufficient. Maintaining a "true presence," the researcher attempted to accept and understand the participants' experiences as expressed, without judging or interpreting them.

Data Analysis

Data analysis was conducted using Parse's[4,7] research method, using extraction-synthesis and heuristic interpretation. The extraction-synthesis process first extracted the key content of the participants' experiences participating in the pre-parent education program, expressed in their own words. Second, the key content of the participants' experiences of participating in pre-parent education, extracted from their own language, was re-described in the researcher's own words. Third, language-art was created from the researchers' own language. Fourth, the central meanings expressed in the language-art were synthesized to extract three core concepts. Fifth, concepts from the theory of humanbecoming were used to concretize the structure of the university students' experiences of participating in pre-parent education.

Results and Discussion

Extraction-synthesis

To examine the structure of college students' experiences participating in pre-parent education, I detailed one representative case and synthesized it with the language arts of other participants. The following is Participant 4's description and extraction-synthesis process. Participant 4 is a first-year student who completed the "Pre-parent Education" course during her first semester.

Participant '4's Story

"Through this course, I was able to learn about the role of parents, the direction of child education, a topic I hadn't fully grasped before, healthy self-esteem, parent-child relationships, love and beautiful sexuality, desirable dating and spouse selection, and more. Before taking this course, I simply assumed that with time, I would naturally start dating, find a good partner, get married, raise children, and live a normal life. However, I realized that making these processes a smooth process requires a lot of effort. This class isn't just about learning theory; it's a compass that guides me toward a holistic direction and the right path in life."

Language of Participant '4'

1. I thought meeting a spouse, getting married, and becoming parents was a natural and easy process, but I realized that it requires a lot of effort.
2. It was an opportunity to set the direction for my future and also allowed me to look back on my current relationship with my parents.
3. It was a class that provided direction in life and a path to move forward on the right path.

Researcher Language

1. From meeting to marriage and becoming a parent, it's a journey that requires effort.
2. It's an experience that helps me recognize my relationship with my parents and sets the direction for my future life.

Language-art comprehensive course for 9 participants

The language-arts composite of the nine participants is shown in Table 1.

Table 1. Language-Arts of the 9 Participants

Participant	Language-arts
P1	Pre-parent education is a growth process that prepares children for future mature parenthood by making them aware of the responsibilities of love and romantic relationships.
P2	Pre-parent education is an experience that provides education and training to become good parents, teaches them the meaning of sex, marriage, and family, and gives them the confidence to prepare for mature love.
P3	Every process of meeting, getting married, and forming a family comes with responsibilities, and it is a process that has made me realize that establishing my own values is important for development and growth together.
P4	It was an experience that set the direction of my life, from recognizing my relationship with my parents, meeting them, getting married, and becoming a parent.
P5	It was an experience that made me realize the importance of respect in all relationships, including romantic ones, and to plan my life goals.
P6	It was an experience that made me realize the importance of my family and myself, and through learning, I was able to think progressively about the future.
P7	It is a process of recognizing the meaning and weight of all processes of marriage and parenthood, and learning to understand and respect others, including myself.
P8	It is an experience that recognizes the responsibility of all processes of marriage, family, and parenthood, and the need for preparation and reflection for them.
P9	It is an experience of realizing the need to prepare for mature love, gratitude toward parents, and serious self-reflection about becoming a parent in the future.

Progressive Abstraction of the Core Concepts

Progressive abstraction of the core concepts is as shown in table 2.

Table 2. Progressive Abstraction of the Core Concepts

Core concept	Structural transposition	Conceptual integration
· Confirming understanding and appreciation of parents and family	· Recognition of the meaning and value of parents and family	· Valuing · Enabling-limiting · Powering

<ul style="list-style-type: none"> · A Process of awareness and growth for responsible choices in future life · A process of forming values about dating, marriage, family, and parenting 	<ul style="list-style-type: none"> · Self-awareness and growth for a responsible life · The process of establishing values regarding parenthood 	
Metaphorical emergings	"A class like a compass"	
Artistic expression	<p>'A compass always falters before it points in the right direction. Life is the same. So don't worry about the falters. One day, it will point in the right direction.'</p> <p>- Kim's[8], The Moon in the Snail -</p>	

The first core concept is 'Understanding and valuing parents and family'. Previous studies have also shown that through pre-parent education, there were positive changes in the perception of parenthood, such as a deeper understanding of parents and their roles, and learning to trust and value parents[9,10]. In other words, it is necessary for prospective parents' education to include an understanding of the essential meaning of family and their identity as parents, to help them reflect on the functions and roles of the family before becoming parents, and to recognize the importance of parents and family. Valuing is the process of simultaneously confirming-not confirming beliefs deemed valuable within one's worldview[4,7]. The subjects demonstrated an essential phenomenon of humanbecoming, demonstrating the process by which understanding and recognition of parents and family become a value priority in various life choices.

The second core concept is 'Process of awareness and growth for responsible choices in future life.' While the importance of parenting education may not have been recognized beforehand, research has shown that after the program, parents' understanding of themselves and their connection to others, including their parents, and the world have expanded[11]. The goal of pre-parent education is to cultivate the skills necessary to choose parenthood and prepare for it, so the curriculum should focus on these educational objectives. Parse[4,7] explains the concept of enabling-limiting, which states that while humans possess infinite potential, they cannot possess all of it at once. While the participants believed that parenthood would occur naturally over time, they recognized that becoming a good parent requires preparation now.

The third core concept is 'the process of forming values about dating, marriage, family, and parenting.' Participants were able to see their values strengthened as they grew into adults, establishing them in all aspects of their lives, including self, others, sex, relationships, marriage, family, and parenting.

Dilthey[12] argued that reinforcement occurs when individuals dream of future happiness, imagine possibilities, hesitate, fear, and move toward the future in different ways. Participants in the pre-parent education program are developing values and growing as they move toward becoming good parents with the potential to do so.

Meanwhile, the meaning of experience was metaphorically expressed in the expression "a class like a compass (P4)." A compass helps students determine their location and direction, helping them find their way when lost and reach their destination. As such, pre-parent education had a positive impact on improving self-esteem[13] and developing a sense of parenthood and parenting[9]. In other words, pre-parent education provided college students with a process for establishing values and beliefs and reflecting on life goals, helping them navigate the various choices they face as they transition to parenthood. This experience served as a preparatory step toward nurturing parenthood.

Finally, regarding the experiences of college students participating in the prospective parent education program, the artistic expression chosen was a line from Kim's[8] 'The Moon in the Snail,' which reads, 'A compass always falters before pointing its needle in the right direction. Life is the same. Therefore, there's no need to worry about its falters, because one day it will point in the right direction.' College students, in early adulthood, face a variety of crucial life choices: employment, dating, marriage, and parenthood. However, life's confusion and wandering are natural processes. Just as a compass needle may waver momentarily, it ultimately points accurately to its intended destination. Kim's writing demonstrates that by establishing your own values and beliefs, based on self-understanding, and living with a clear sense of purpose, you can find a clear direction in life. They expressed the need for prospective parent education, which can act as a compass to guide the subjects' lives through the

unpredictable nature of human life. Participants in the program grew through their understanding of parenthood and family, their sense of responsibility, and the establishment of their own values.

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