

Pregnant Students Of Secondary Schools As Descendants Of Unwed Mothers: Some Lessons To Learn

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Abstract: This phenomenological study was designed to determine the experiences of pregnant secondary school students aged 12-19 students who were descendants of unwed mothers. In-depth-interview and focus group discussion were applied with 14 pregnant students who were utilized in selecting the participants of the study. The participants revealed that their experiences were on humiliation and disdain, remorse, fear and insecurity, escape and remediation, support and love, financial constraints, and acquiescence. Their coping mechanisms were being positive about the situation, having the aid and support of the family, faith and hope to the divine God and the wisdom of the family. Importantly, the teenage mothers valued the lessons learned from the experience, the values of resilience and elasticity, resolution and repentance for what they have done, and hopes and dreams for the future.

Keywords: educational management; pregnant students as descendants of unwed mother; some lesson to learn; Philippines

1. INTRODUCTION

Teenage pregnancy is a global predicament which is felt by a major part of the community. It is not a new problem but amidst the age of sexual literacy and contraception, teenage pregnancy remains a major problem throughout the world. This problem is felt not only by the parents but also in the schools where these students are sent for it will affect the individuality of the learner (Callahan & Dominilli, Rutman, Strega, 2002, Singh, 2006). Relatively, the DepEd. Secondary school in the Division of Davao del Norte has caught its attention with the increasing number of pregnant students as descendants of unwed mothers that tends to drop out from school. School principals through the School Guidance Coordinators were told to address the problem and provide action thereto. On the same scenario, secondary school in San Isidro District has confronted problem on pregnant students as descendants of unwed mother that tends to drop out. Since school year 2013 up to present, there were 15 reported cases incurred teenage pregnancy as descendants of unwed mother who were at risks of dropping-out in school. The said situation for small secondary school in San Isidro District needs to be addressed. Reports stressed that children living with one biological parent is twice as likely to drop out of school due to teenage pregnancy at the early age of twenty and one-haft times more likely to be out of work in their late teens and early twenties and out of school and become teenage mothers than children born to married parents who are separated. However, the difference is very small than those groups of children who grow up with both parents. With the scenario, the situation of the family did not matter most as to the problem of becoming teenage (Mc Lanahan & Sandefur; 2005; Wilcox; 2012; Enyegue & Strokes 2004). I have read several studies that deal about student pregnancy however, I have not come across a study which dealt on student pregnancy who were descendants from unwed mothers in approach just like the study that I have undertaken. Therefore, this fills in the research gap, and considering the contribution it provided to the beneficiaries of the study, I consider this qualitative study of social relevance. Moreover, I could present new knowledge in the secondary schools and could offer practical methodologies in addressing this issue effectively and eventually provide intervention program in reducing and

preventing the cases of pregnant students as descendants of unwed mother who are at- risk of dropping out in high school in the local setting.

Purpose of the Study

The purpose of this phenomenological study was to describe the experiences of the secondary school's pregnant students who were descendants of unwed mothers in Davao del Norte Division for the school year 2015-2016. This focused on their experiences, coping mechanisms and insights in the school of Davao del Norte Division for the school year 2015-2016. Further, this study aimed to find out the reasons why these students got pregnant and how they dealt with their academic challenges and their shares of insights to their peers and parents.

Research Questions

The study was guided with the following research questions:

1. What are the experiences of pregnant students in secondary schools as descendants of unwed mothers?
2. How do these pregnant students cope with their situation?
3. What are the insights of the pregnant students as descendants of unwed mothers?

Theoretical Lens

This study was anchored on the social learning theory of Bandura (1977) which explained how people think and what factors influence their behavior. Social learning theory (SLT) is a learning category which theories is grounded in the belief that human behavior is determined by a three-way relationship between cognitive factors, environmental influences, and behavior. Furthermore, the theory states behavior is learned through the process of observational learning. It further explains the application of SLT, the learner is encouraged to observe and imitate the behavior of others, see positive behaviors, modelled and practiced, increase their own capability and confidence to implement new skills, and experience from the environment in order to use their new skills. Second, the attachment theory, attachment is a deep and lasting emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby,

1969). This theory is applicable to teenage mother in their difficulties and challenges faced in pursuing their studies for they believed that they can surpass all the challenges in life despite the situation. Third, family systems theory, a theory that suggests individuals cannot be understood in isolation from one another, but rather as a part of their family, as the family is an emotional unit to love and support each other. Families are systems of interconnected and interdependent individuals, none of whom can be understood in isolation from the system. Fourth, social exchange theory, a theory proposes that the relationship we choose to create and maintain are the ones that maximizes our rewards and minimize our cost. According to this, we are more self-centered and not concerned with equality. The basic idea is the relationship that give us the most benefits for the least amount of effort are the ones we value the most and are likely to keep long-term. Fifth, theory of planned behavior (Ajzen, 2010) wherein human behavior helps to understand how we can change the behavior of people, predicts deliberate behavior because behavior can be planned and deliberative. Sixth, the conflict theory which states that social order is maintained by domination of power, rather than consensus and conformity. This simply means with those wealth and power try to hold to it by any means possible, chiefly suppressing the poor and powerless and try to dominate. This theory is applicable to the theme generated as fear & security, escape and remediation because they felt insecurity being in their situation with limitation of opportunities and choices and develop jealousy with those other not in the situation. They are ashamed of the society's humiliation that risking their life is the best option they can think of. Seventh, structural theory, a theory structure that determines our lives and characters, sees society as a system of relationship that creates the structure of the society in which we live. This theory can be described to the themes support & love, wisdom of the family, lessons in relationship with the situation that they are in, with the structure of the society that originates from the basic unit of society, the family and the system of relationships, they were lucky to feel the love and support, concern pieces of advice, and words of encouragement to surpass the situation as teenage mothers. Eighth, self-determination theory, a theory states that a man is born with an intrinsic motivation to explore, absorb and master his surroundings and that true high self-esteem. This theory is parallel to the theme generated as positivity, faith & hope, and hopes & dreams which are trying to tell us the value of positivity as a strong motivation to accept and develop a feeling of hopeful, prayer and belief in God in overcoming the challenges they faced in life. Ninth, problem behavior theory is socio-psychological framework which helps to explain the nature and development of alcohol abuse, drug misuse and other problem behavior. This theory in relation to the theme generated as humiliation and disdain, and remorse since they experienced shame, frustration and regrets being in the alcohol abuse resulted to teenage pregnancy, wrong decision, and felt sorry for themselves. Tenth, functionalism theory, a theory of the mind in contemporary philosophy, developed largely as an alternative to both the identity theory of mind and behaviorism. Its core idea is that mental states (beliefs, desires, being in pain, etc.) are constituted solely by their functional role-that is, they have causal relations to other mental states, numerous sensory inputs, and behavioral outputs. This theory concurs to the themes like realization and acceptance because this emphasize on the realization of

turning to the right path of direction of one's life. Eleventh, theory of self-care which includes the practice of activities that individual initiates and perform on their own behalf in maintaining life, health and well-being. This theory simply explains to the theme as resolve, repentance and lessons in relationship since by giving importance of self-care as to the different pieces of advice, pain under the situation, and the integrity of human structure, they themselves have come up a solution to their problem based on the experience they faced as a teenage mother. I chose all the above mentioned theories for this provided a full discussion of the pregnant students as descendants of unwed mother that originates from the belief that humans are active information processors and think about the relationship between their behavior and its consequences. Observational learning could not occur unless cognitive processes were worked. Children observe the people around them behaving in various ways. This is illustrated during the famous Bobo doll experiment (Bandura, 1961). Individuals that are observed are called models. In today's society children are surrounded by many influential factors, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behavior to observe and imitate, e.g. masculine and feminine, pro and anti-social etc. The theories have presented the root cause of teenage pregnancy in many other aspects of life of a teenager (Bandura, 1961). Further, the chosen theory of Bandura, theory of planned behavior, social system theory, attachment theory, social exchange theory, conflict theory, structural theory, self-determination theory, problem behavior theory, functionalism theory, and theory of self-care, emphasize the importance of parenting, observing and modeling the behaviors, attitudes, and emotional reactions, and connectedness among family members to enhance behavior of others. Bandura (1977) states that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned through modeling behavior from observing others and forms an idea of how new behaviors are imitated, and on later occasions this pattern of information serves as a guide for action.

Significance of Study

As already seen above on the justification, the outcome of this very important study has provided a more precise understanding of how pregnant students as descendants of unwed mother influences school dropout, and how that affects the education of the teenage students in San Isidro District, San Isidro, Davao del Norte. The result of this study would provide vital information concerning pregnant students in secondary schools as descendants of unwed mother which would be useful for the continuous implementation of Drop-Out Reduction Program, and serve as bases for a proposed intervention program, and formulate policies to prevent such cases and eventually protect the life of teenagers as embodied in Child Protection Policy (RA 10627).

Definition of terms

The following are the terms being defined in the context of how this study will be used.

Pregnant Students as Descendants of Unwed Mother. In this study, this refers to the students who got pregnant

(without a father) as descendants of unwed mothers during their stay in high school ages 13-19 years old during the school year 2015-2016.

Descendants of Unwed Mother. In this study, it simply refers to someone who is related to a person who lived in the past experiencing same faith of teenage life as teen mothers.

Some Lessons to Learn. In this study, this means the experiences of the high school students, their stories and their coping mechanisms.

Delimitation and Limitation of the Study

The qualitative nature of the research study enables the researcher to obtain real-life experiences of teenager who got pregnant during their stay in high school. Through the telling of their life experiences and lessons learned, the researcher was able to use respondents' words to understand how they have been affected by teenage pregnancy. The information obtained is beneficial for DepEd officials, teachers, family, friends, and peers to develop a deeper understanding of the needs of these pregnant students and what positive roles they can play in their lives and in the school and community to further support them. There were limitations to this study, including that the respondents are all identified teenager or students who were pregnant during high school days from different DepEd Division of Davao del Norte, San Isidro District based on the defined interview guide. The research only focused on 14 pregnant students of secondary school as descendants of unwed mother during high school days ages of 12 and 19. Furthermore, I cannot guarantee that the 14 to be identified teenagers who were the informants answered and responded sincerely to each of the question that I asked. Maybe some of the respondents really have their reasons why they were in the situation. It is true that qualitative research has a small size therefore the results may not be generalized beyond should be within the specific population from which the unique experiences were drawn.

Organization of the Study

This study was organized and arranged in an order, which can be easily identified and comprehended by the readers. Below is the comprehensive presentation and discussion of the organization of the study from the introduction, reading of different related articles, methodology, discussion of results, and the findings of the study.

Chapter I is the inclusive presentation of the introduction of the study, which includes some problem situations about teenage pregnancy. It is followed by purpose of the study. Research questions, which consist of interview guide questions that are formulated and validated in order to acquire responses from the informants to attain the aim of the study. It is followed by theoretical lens, which compose of supporting studies and theories that the study are anchored to. Next, the significance of study which was discussed were the direct beneficiaries of the study, the definition of terms, which is operationally defined in order to give clear and comprehensive interpretations. It is followed by the delimitation and limitations of the study that is to be presented to show the parameters of the study. Lastly is the statement on the organization of the study.

Chapter 2 presents the readings of different related research studies on the view of pregnant students as descendants of unwed mothers and some lessons to learn and their life experiences and how they cope up and faced challenges as teenager/student during high school days.

Chapter 3 consists of the methodology employed in the study. This methodology includes research design, role of researchers, research participants, data collection, and analysis, trustworthiness and credibility, and ethical consideration.

Chapter 4 presents and discusses the interview results of the in-depth interview of the study, the detailed responses of the fourteen respondents based on the three research questions, and different themes generated from the various answers of the participants.

Chapter 5 provides details chronologically arranged and analyzed comprehensively based on the findings of the study.

2. REVIEW OF RELATED LITERATURE

This part presents some related literature and studies that line parallel to this research in terms of area of concern and nature of study. Discussed and reviewed below are topics that somehow related to the features that have bearings to variables under study that provided a background and framework for this present investigation. This would help establish the theoretical framework of the study at hand.

Pregnant Students as Descendants of Unwed Mother

Pregnant students in secondary schools as descendants of unwed mothers is a social phenomenon that affects all level of learning in school. Children who came from broken families, and unmarried mothers are likely to grow up in a single-parent household, who are prone to unstable living arrangement such as living in poverty, and experience socio-economic problems. These children, which they reach adolescence stage, tend to experience low educational attainment and eventually engage in sex at a younger age, and have a birth outside of marriage. As a consequence, these young adults, children outside of marriage are more likely to drop from school and have a lower occupational status and income. Moreover, they also will have more troubled marriages and more separations than those born to married parents (Child Trends Data Bank, 2010; Mincey, & Huang, 2005). Solo parenting among teenage is increasing since fewer women are marrying, social norms are loosening and sexual activity is active. Poor teens are more prone to early pregnancy because they are not aware of the use of contraceptives. Teenage pregnancy and their parents are not much concerned about their education for they prioritized their living. Poor education, family background and lack of experience in raising children are major causes of early pregnancy (Barn & Mantovanni, 2007; Bersamen et al., 2008; Waity, 2008). Teenage pregnancy shall result to frustration, depression and low performance in school. Moreover, emotional and psychological dilemma are the blunt outcomes of teenage pregnancy. When one is depressed, illogically decision making, lack of motivation and a low self-esteem are observed among the teenagers. However, teenage pregnancy can be avoided when strict parental supervision is observed. The connectedness between parent and child can decrease the risk of sexual behavior (Klein, 2005). Teen females whose mothers reported to have more satisfaction with their relationship with their teenage daughter are more likely to delay intercourse (Malambo; 2000; Mc. Neely et.al.,2002). A

study revealed that students who got pregnant at early age tend to drop from their schools. This is so since they are confused and young as they are, they cannot face the feedback of the community as regards to their situation. (Swedish, et al., 2010). It is further reported that the high rate of teenage pregnancy has affected the relationship of the family members, for they have become part of the society's stories against the teenager (Lockhart and Wodarski, 1990; Swedish, Rothenberg, Fuchs, & Rosenberg, 2010). Some of the reasons why teenagers got pregnant at early age include economic poverty, limited education and scarcity of opportunities, unstable family relations, leading to parental monitoring and communication. Some teenagers resort to abortion, thinking that they could not afford to rear a child & due to economic reason. Further, due to economic situation, there is also low expectation, limited opportunities and careers to those youth who are into early pregnancy. Moreover, these youth have no equal access to information, guidance, and the support they need to act on their full capabilities (U.S. Department of Health and Human Services, 2012; Benson, 2004; Klaw, 2008). Similarly, young mothers cannot think of a better solution or alternative to their situation since they have limited experience, linkages and educational background. (Benson, 2004). However, Ghanaian Chronicle (2009) stressed that teenage pregnancy has become the focus of some discussions by the society, media and school. These departments show concern that abortion is not a solution to the problem. These department shows concern that abortion is not a solution to the problem, since a child is a gift of God and it should not be considered as a misfortune, but a gift and blessing from God. Whether is planned or unplanned. Thus, it should be taken cared of and loved by the mother and the members of the family. (Hobcraft & Kiernan, 2001). Another factor to consider why teenage pregnancy is rampant is due to poor educational background. Those young females, particularly living on remote areas have no access to education that they do not have proper information about sex prevention, and family education, so they do not have support structure needed to attain their goals (Barn & Mantovani, 2007). Those teenagers living in rural areas are at risk to early pregnancy since they have no sense about opportunities, economic independence and adult status. (Klaw 2008; Domenico., and Jones, 2007). On the other hand, drop out according to the recent studies has a major cause of early pregnancy associated with gender differences in educational attainment. (Eloundou-Enyegue and Stokes, 2004). In addition, in western culture, teenage pregnancy is considered a social delimita and a reflection of moral lifestyle. (Rutman, Strega, Callahan, & Dominelli, 2002). The society considers those poor and young single mothers as serious problems that hinders the economic growth of the community (Rutman, et al., 2002). According to Eshbaugh's study (2011), some teen mothers have the connotation that early pregnancy gives burden to the society especially for the countries who have high preservation for morality. Some teenagers resort to abortion for they have the fear of what people will say to them. Children born outside marriage will experience unstable family living have financial problem, and develop socio-emotional problems for they never experience unsuccessful and troubled marriages (Child Trend Data bank, 2010). On the other hand, single parenting, particularly, during the teenage stage is increasing since fewer women value the sanctity of marriage, social norms become commercialized. Likewise, higher rates

for pregnancy, abortion, and child-bearing are conditions that are associated due to economic poverty both an individual and the community. Due to economic situations, there is also low expectation. Limited opportunities and careers to those youth who are into early pregnancy. Although, financial problems, other emotional effects of growing up in a single parent household may include lightedness, unhappy, alone and difficulty socializing and gaining friends with others. The individual parenting style of the single parent is also a big factor on the child's development than those born with married parents (Mc lanahan & Sandefur, 2005; Kunz, 2015). Similarly, children born outside marriages have unstable family environment than children born to married parents, and likely to experience poverty and suffer health problem, behavioral and educational outcomes. Therefore, these families are susceptible to economic and social problems, unwed couples having a child together have called brittle families (Building Strong Families, 2005). Moreover, the proportion of all births that are non-marital has been climbing since the late 1990s and nearly 4 in 10 babies were born to an unmarried mother in 2005 developing countries are also characterized by a high rate of teenage motherhood. Teenage mothers often expose their children to a more unsafe to prenatal environment because of poor prenatal care, which eventually yield adverse effect of famished background (Francesconi, 2008, Hamilton, Martin, & Ventura, 2006). In the latest polling data, profile of teenagers engaged in early pregnancy differs in age, socio-economic status, race, ethnicity, and religious attendance. However, Non-marital child bearing is considered normal for most younger Americans. But most of those from older generations do not favor it as a normal social norm. In addition, survey also revealed that 82% of the women do not agree on pre-natal sex (Taylor, Funk, & Clark, 2007, Edin & Kefalas, 2005, Cherlin, Cross-Barnet, Burton, & Garrett-Peters, 2008). Furthermore, children who grow up with single parents most likely with mothers only, are faced with many disadvantages and outcomes. Record shows that fifty percent of the students are likely to drop out of high school, 2.5 times as likely to become teen mothers, and 1.4 times as likely to be idle -- out of school and out of work -- as children who grow up with married and both parents. Children in one-parent families show very poor in attendance records, with low self-esteem and not participating in schools. As they grow, they have higher rates of unsuccessful marriages and majority have divorced (Wilcox, 2012). Unfortunately, teens who have incomplete family are more risk to peer influence and undesirable environmental practices. In addition, the high rate of teen mothers, unwed mothers is important to study since family factor has a great impact to the development of the children (Bass, 2015; Frank, & BS Walker, 2015; Whitehead, 1993). Recent studies have shown that family background is considered a vital factor that influenced the youth. Children from parental divorce substantially increases the chances to have increased risk of pregnancy and have tolerated sexual attitude (Barn & Mantovani, 2007). Research also reveals that pregnant teens have been found to have poorer communication to their parents. Family dysfunction, compared to non-pregnant teens (Benson, 2004). The high rate of children born to young unwed mothers is noteworthy because the parents have lower income and more likely have less educational attainment compared to married families. Children whose parents have low educational background and income cannot give much attention to their children and probably end

by just knowing that their children are already pregnant (Bloomberg, 2013). Divorce, remarriage, non-marital childbearing, and living together as if a married couple have effects to the development of the children. About 41% of all births are outside marriages (Martin, Hamilton, Ventura, Osterman, Kirmeyer, 2007) and the majority of those non-marital births are in shared unions (Mincieli, Manlove, Mc Garret, Moore, and Ryan, 2007). In fact, by the age of 12, about two-fifths of all children have lived in a cohabiting family, a highly poor family structure (Kennedy and Bumpass, 2008). The census bureau reported that over a quarter of American children live with a single parent and about 7.5 percent live in a stepparent family (Kreider & Ellis, 2011). The Fragile families and Child Wellbeing Study (FFCWS) report that children who grow up in single-mother suffer ill health condition and low outcome compared to children from married couple households (Waldfoegel, Craigie, & Brooks-Gunn, 2011). In addition, children of single parents are less successful because they need for guidance, protection and support to education are not attended to well by the single parent. There is difficulty on the part of the single parent to impose discipline to her children and has less time also since she has to attend to economic alleviation as well (Waity, 2008). In United States, rising non-marital childbearing rates are the concerns among both policymakers and the general public about implications for the long term well-being of children. Research shows spending time in a single parent home is associated with negative psychosocial and behavioral outcomes across the life of the child. Children who are born from single mothers tend to act having a lot of hang ups compared to those with complete mothers and fathers (Martinez, Daniels, and Chandra, 2012). Likewise, children born to never-married mothers are more likely to live the same in poverty compared to married parents, even those with divorce parents (Huan, Mincey, & Garfinkel 2005), and the state of not having something people need is strongly associated with annoying mental and physical health effects in their entire course (Conley & Bennett, 2001; Duncan & Brooks-Gunn 1997). Furthermore, children born to unmarried mothers have less linkages and communication of social support (Harknett & Hartnett 2011) and face the high risk of experiencing the possible stressful conditions (Murphey, Bandy & Moore, 2012) and mothers partnership instability (Osborne & Mclanahan, 2007). Chronic stress exposure, in turn, has increasing negative effects on health through frequent natural and psychosocial pathways (Pearlin et.al., 2005). Furthermore, according to research, children raised by single mothers misbehaved in school compared to those who are born with both parents. It was disclosed that children raised by lone mothers are likely to have less economic security, less attention and guidance and more likely to live in deprived areas (Patton, 2010). Likewise, recent studies have investigated the degree to which pregnancy related school dropout is a major cause of gender differences in educational attainment (Eloundou-Enyegue and Strokes, 2004). Teenagers who got pregnant have experienced social isolation and feel low self-esteem, and believe that at early age, they are not yet capable of becoming parents (Wiemann, Rickert, Berenson, & Volk, 2005; Esbaugh, 2011). The study stressed that some factors to consider in early pregnancy, include tolerance for sexual practices, less parental supervision and exposure to dating activity. Research also indicates that those females who have consistent communication with their parents are likely to have less risk to early pregnancy, compared to those who

have less contact or communication with parents (Benson,2004; Barn & Mantovani, 2007). In addition, study also emphasized that mothers who have been in positive support to children leads to strong family connection which prevent early pregnancy (Benson, 2004). Another factor to consider is the positive influence of friends, for children with good friends with them can support and advise them in times of difficulties (Bunting & Mc Aulley, 2004). This study found that peer social support was a factor to lead children to emotional and psychological comfort (Bunting & Mc Aulley, 2004). Some studies have shown that peer support is a vital supplement to boost the self-esteem of the students (Bunting & Mc. Aulley, 2004). In Asian culture, teenagers who got pregnant and are not married is considered as act which is not accepted by the community. With this, many social workers deal with this issue by having constant follow up of the teenagers with the parents to collaborate with them. They help the individuals by having intervention policies that address the cases of teenage pregnancy, unemployment, drop outs and other social problems (Chabra,1992; Kenneth &Kasper, 1992; Triwulan, 2009; Wang, 1997; Levine et.al., 2001). Recent strands of the sociological and economic literatures stated and argued that the negative effects of teenage childbearing primarily reflect unmeasured family background rather than the true consequences of a teen birth (Geronimus & Korenman, 1992; Ribar, 1994; Hotz et al., 1997; Hotz et al., 2005; Levine et al., 2001; Brien et al., 2002; Ermisch & Pevalin, 2003). Adolescents whose mothers opened up the social and moral costs of being sexually active are less likely to engage in sexual activity. The more mothers communicated with their adolescent children about the social and moral consequences of sexual activity, the less likely adolescents were to engage in sexual activity. Adolescents in single parent households are more likely to sexually active than peers in two-parent families. Compared to adolescents from two-parent families, adolescents from single –parent families were significant more likely to report to have sexual activities. Adolescents whose mothers had a premarital pregnancy, adolescents whose mothers had divorced, adolescents whose mothers were married at a young age, and adolescents whose mothers expressed more accepting attitudes about teen sexual activity tended to report having had sex with more partners than their peers (Bersamin et al., 2008).

Effects of Teenage Pregnancy

Teenagers getting pregnant at an early age cannot pursue their higher education due to extra responsibility, which increases the rate of literacy in society. The education of the teen mother remains on hold during pregnancy, and some teens even decide to drop out of their high school and find a job to supplement themselves. Teenage pregnancy is one of modern society's evils and is a rather alarming situation. Most countries, developed, and underdeveloped, consider teenage pregnancy a social stigma. And, it can have devastating effects on the teen's social life. The negativity, the social alienation, and the financial distress can inflict confusion in anyone's life, let alone that of a teen, who isn't yet mature or strong enough to face the world. Teens who plan to attend college have to bear taunts, acidic remarks, and arrogant discourses from their peers about their pregnancy and baby. In such circumstances, teen moms decide to focus on the baby or plan to get married rather than pursuing a higher education (Benson, 2004). In addition, after getting pregnancy at an early

age, the teen mother may suffer from huge emotional crisis due to lack of social support from family. Severe emotional and mental breakdown triggers the onset of evil behavior like suicide attempts or attempting to self-abort the baby (Bersamin, Todd, Fisher, Hill; & Grube, 2008). Parallel to it, teen mother experiences severe depression while facing the negative feedback about the pregnancy from the society. In undeveloped countries, society usually considers teenage pregnancy a social dilemma and young parents have to face huge humiliation and negative remarks from people. Teenage pregnancy is viewed as social stigma and teen parents have to bear bad reputation as the society treats them as outcasts and strangers. Teenage pregnancy is happening due to some factors, as to most teens get pregnant due to unprotected sexual intercourse, lack of maturity and lack of personal responsibility, lack of proper sex education, the stigmatizing of sex, and many other societal rules contribute directly or indirectly to teen pregnancy. Further, teen mothers are unable to pursue higher education and cannot offer their child a strong financial ground; for a teenage mother, it may take a relatively longer time span to attain a stable living, and the child has to suffer the negative consequences; most young fathers hesitate to commit to the teen mother and moms have to raise the child alone; taking responsibility for the child is a huge burden itself, and the teen mother has to face several negative consequences like financial distress, no committed partner, lack of education or good job and no permanent house. All these consequences of teenage pregnancy on society make life more difficult for the mother and her baby; teenage parents often have to face negative judgment from their family and friends and have to face discrimination from society (Eloundou-Enyegue and Strokes, 2004). Furthermore, having a child at a young age, does not stop either of the young parents from fulfilling their dreams or attaining success in life. However, the things become more difficult because of the extra responsibility of taking care of the baby. Almost all teen pregnancies, around 80%, are unplanned and unexpected. A lack of sex education and contraception is the main reason for it. Over a quarter of pregnant teens choose abortion to get rid of their hardships and social implications of teenage pregnancy on society (Domenico, & Jones, 2007). Teen parents tend to leave school or not attend college, which limits their potential contributions to society and prospects for career advancement. The children of teenage parents, especially those from working class families, often face many of the same challenges as their parents. This puts a continuing cycle of strain on society, especially social welfare programs. Increased health care costs for both teen parents and their children costs the public a large amount of money, as well. Teenage pregnancy affects the family of the teen and baby, but its effects on society are those that affect the public. Pregnant teenagers do not have a life built up to support a baby, so they often need the help of those around them. This help comes in the form of informal community support, such as baby sitting or hand-me-down baby essentials. These parents also usually need help from the local, state or federal government agencies in the form of food stamps or housing assistance. Long-term effects include lack of education of both the parents and child (Ermisch, and Pevalin, 2003). In addition, according to research, most pregnant teenagers will drop out from school because of the fear of embarrassment, humiliation and harassment from the fellow teenagers. Teenage pregnancy statistics shows that only a third of teen

mothers ever earn a high school diploma and less than 2% of them receive a college degree. When teen pregnancy happens, the first thing to be affected according to teen pregnancy facts is education. This results to pregnant teenagers working twice as hard as they are supposed to because they have to support their kid in one way or the other. One of many teen pregnancy facts is that teenage mothers work the hardest to support their children on their own. This ruins the pregnant teenager's hopes of getting a good job they might have wanted. Pregnant teenagers drop out of school and the highest number of them do not go back to school according to teenage pregnancy statistics. This puts the pregnant teenagers in a very risky situation because it is very hard to get a good job without education and without a good job it becomes even harder to support their kid. (Francesconi, 2008). Pregnant teenagers suffer from stress twice as the normal grown up woman would suffer. This is because they face a lot of discrimination from their fellow teenagers and also from the society at large. Teen pregnancy facts show that teen pregnancy faces harsh criticism from everybody and only a few friends support the pregnant teenager. Pregnancy comes with its own emotional and physical stress and when combined with the extra pressure from the society, a pregnant teenager is more likely to suffer from depression (Geronimus and Korenman, 1992; Friedman, 2009). Since most of the pregnant teenagers end up dropping out from school, this creates a society that is uneducated. This shows that if teen pregnancy rates increase the society becomes highly uneducated. The society is affected by teen pregnancy in that a pregnant teenager will have to be supported starting from the parents to the neighbors who will look at the pregnant teenager when there is no one around to take care of them. It becomes very hard for the parent to support the pregnant teenager (Eshbaugh, 2011). One of the most common complications found in children from teen mothers is low birth weight. This can lead to blindness, deafness and some respiratory problems and sometimes even death. Pregnant teenagers are also known to be less caring meaning the kid will have less medical care and treatment as compared to kids born to grown up women. Teen pregnancy facts show that children born from teenage mothers are likely to suffer from more health risks as compared to children born from grown-up women. This is because most teenagers' bodies are not fully developed to handle the complications that come with pregnancy (Bunting, & McAuley, 2004; Bloomberg, 2013). The above- mentioned readings, concepts, insights and ideas from the different authors have relevance to my investigation since they served as the springboard in the conceptualization of the study as to the formulation of the research questions, anchored theories, and in the support to the various procedure I did in gathering the responses of my participants. Moreover, the review of literature provided support to the results and findings of the study, and finally, it would serve as the references for future studies that maybe undertaken by other researchers.

3. METHODOLOGY

This chapter presents the methodology used in this qualitative study. This includes the research methods and design, role of the researcher, informants of the study, the method of data collection, data analysis, trustworthiness, and credibility, and its ethical consideration.

Research Design

The qualitative phenomenological design was the method used in this study for it explored the structures of consciousness in human experiences. This qualitative phenomenological was appropriate since it found out the experiences, coping mechanisms and insights of the pregnant students of secondary school who are descendants of unwed mothers in Davao del Norte Division for the school year 2015-2016. Phenomenology seeks meanings from appearance and arrives at essences through intuition and reflection on conscious acts of experience, leading to ideas, concepts judgements, and understandings (Moustakas, 1994). Also, as mentioned by Creswell (2012), phenomenology is a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. Qualitative research can be generalized. Analytic data can be generated to some defined population that has been sampled but to a theory of the phenomenon qualities of seeing, hearing, etc. However, experience is normally much richer in content than mere sensation (Harper, 2000). The operative word in phenomenological research is to describe as accurate as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. The phenomenologist is concerned with understanding social and psychological phenomenon from the perspectives of people involved. A variety of methods can be used in phenomenological research that includes interviews and focus group discussion (Groenewald, 2004). Qualitative research involves the use of qualitative data, such as interviews, documents and participant observation data, to understand and explain social phenomena. It uses in depth- studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive (Qualitative Research Consultants Association, 2015). One form of qualitative study is in-depth interview (IDE). An in-depth interview is an open-ended and one of the main methods of data collection used in qualitative research (Legard, Keegan, Ward 2003). One advantage of qualitative methods in exploratory research is that used of open-ended questions (Hancock, Ockleford, & Windbridge, 2007). The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives (Gempes, 2008). One of the advantages of the in-depth interview is that there is time for the respondents, in peace to further develop and give reasons for his or her individual point of views without being influenced by the opinions of other respondents being studied, a theory that may have much wider applicability than the particular case studied. In this, it resembles experiments in the physical sciences, which makes no claim to statistical representatives, but instead assumes that their results contribute to a general theory of the phenomenon (Yin, 2003). The qualitative phenomenological design is the method used in this study for it explores the structures of consciousness in human experiences. The finding of the phenomenological research is a description of the essential structure of the experience it contributes to deeper understanding of lived experience (Holloway, 2008). Phenomenology is commonly understood in either of two ways as a disciplinary field in philosophy, or as a movement in the history of philosophy. The discipline of phenomenology maybe defined initially as the study of phenomena appearances of things or things as they appear in

our experience, or the ways we experience things, thus the meanings things have in our experience. This studies conscious experience as experienced from the subjective or first person point of view. This field of philosophy is then to be distinguished from, and related to, the other main fields of philosophy (Hycner, 2004). In recent philosophy of mind, phenomenology as a social science analytical perspective or orientation. It is often restricted to the characterization of sensory qualities of seeing, hearing, etc, What is like to have sensations of various kinds. However, experience is normally much richer in content than mere sensation (Harper, 2000). The operative word in phenomenological research is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. The phenomenologist is concerned with understanding social and psychological phenomena from the perspectives of people involved. A variety of methods can be used in phenomenological research that includes interviews and focus group discussion (Groenewald, 2004). Qualitative research involves the use of qualitative data, such as interviews, documents and participant observation data, to understand and explain social phenomena. It uses in depth- studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive (Qualitative Research Consultancy Association, 2015). One form of qualitative study is in-depth interview (IDI). An in-depth interview is an open-ended and one of the main methods of data collection used in qualitative research (Legard, Keegan, Ward; 2003). One advantage of qualitative methods in exploratory research is that used of open-ended questions (Hancock, Ockleford, & Windbridge, 2007). The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives. One of the advantages of the in-depth interview is that there is time for the respondents, in peace to further develop and give reasons for his or hers individual point of views without being influence by the opinions of other respondents. Focus group discussion is effective in eliciting data on the cultural norms (Smith, Flowers, and Larkin, 2009; Smith, 2016) of a group and in generating broad overviews of issues of concern to the cultural groups of subgroups represented (Nkwi, 2001; Lochmiller & Lester, 2016). But, focus group transcript can be analyzed so as to explore the ways in which the participants interact with each other and influences each other's expressed ideas, which obviously cannot happen with one-to-one interview material (Patton, 2015, Lochmiller & Lester, 2016).

Role of the Researcher

In this study, I took the roles as to designing, interviewing, transcribing, verifying, thematizing,. The actual interview was recorded and field notes was used to supplement the record review. A note taker, audio recorder/document was requested to assist me. The next step done was to transcribe the audio recordings after the interview is done. The transcription was done in verbatim passion for any easy and manageable way of scrutinizing and probing the content. Analyzing the data was the next step, where the data gathered were coded and each of the participants was assigned to a code and pseudonyms to hide their identities, In qualitative research, the need to ask the permission of the participants is a vital step that should be undertaken by the researcher (Patton, 2015; Lochmiller & Lester, 2016). I am a teacher for 15 years now, and is

married for 10 years. I am designated as school guidance counselor for 6 years and had my master's degree in Guidance and Counseling and handled many cases related to teenage pregnancy in school and shortly address these problems within the school parameters. In this study, as a teacher, mother, school-records in-charge, guidance coordinator at the same time acted as HRMO assistant, I got the interest to find out the different insights about the alarming numbers of cases in school and to find out the different reasons behind them, for me to be afforded with more information, knowledge, coping strategies and insights of the so called pregnant students as descendants of unwed mother.

Research Participants

The participants of this study were the 14 identified pregnant students, seven in the in-depth-interview and focus group discussion in DepEd Davao del Norte Division, San isidro, Davao del Norte who were pregnant as descendants of unwed mothers. The focus of this study were the secondary students who were pregnant as descendants of unwed mothers in the secondary school of san Isidro District and continued their schooling under modular program, DLP program, ALS and some of them in regular class. The qualitative type of study may employ varieties of sampling methods. The purposive sampling was used to identify 14 pregnant students who participated in this study. In this study, I employed the purposive sampling method for it involved only the students who were descendants of unwed mothers. Purposive sampling was widely used and popular in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Patton,1990; Palinkasa, 2015). I had seven students for the in-depth interview and another seven in the focus group discussion to share their life experiences, coping mechanism, and insights as pregnant students of unwed mothers. This is as mentioned by Creswell (2012) that participants in qualitative study may involve seven participants for the in-depth interview and seven for the focus group discussion. Purposive sampling does not essentially employ the cause of an informant as an informant as well. Purposive sampling subjects are selected because of some characteristics (Patton, 2015; Lochmiller & Lester 2016). These participants were identified and contacted through my personal approach. In qualitative research, the informants should be well informed of the interview to be done (Boyce & Neale,2006), the time and place were set when and where the meeting to be done (Lochmiller & Lester,2016;Patton (2002) ;Creswell,2013) and the interviewer's preferred the place (Boyce & Neale,2006) and time that the informants suggested to their own convenience (Lochmiller & Lester, 2016; Hancock, Ockleford, & Windbridge, 2007). To protect the participants confidentiality, their names were, Ms. Angel Locsin as informant no.1, Ms. Ann Curtis, informant no.2, Ms. Marian Rivera, informant no.3, Ms. Mauie Taylor, informant no.4, Ms. Angelica Panganiban, informant no.5, Ms. Maricar Reyes , informant no.6, and Ms. Jenelyn Mercado, informant no.7 (Willis, 2007; Patton, 2015; Smith.2016).

Data Collection

Before I formulated my study, I made sure of the accessibility of my respondents and the possibility to get in touch with them as they were my informants in my study. I made a background check to determine their parent values, family status and their way of living. I made sure of their number that would warrant

to the number of my required participants as identified pregnant students as descendants of unwed mother. Before the data collected. First I develop an early familiarity with the background of the participants. Letters were sent to the head of the schools stating the purpose of the study. Second, I made sure the list of possible students who were pregnant as descendants of unwed mothers. Only those identified as pregnant as descendants of unwed mothers. Third was to apply the triangulation method where observation, focus group discussion and individual interviews were utilized. And fourth, was to apply the different techniques to ensure that the participants will honestly give the information needed by the study. To achieved it, I developed a good rapport with my participants so that accurate information will be gathered. This method was suggested by Shenton, 2004 saying that this method is usually to saturate data. To address and ensure credibility of my qualitative study, the participants of my study were screened and identified by the school guidance coordinator and the researcher. This helped establish the confidence in the truth of the findings that the participants are really teenagers who were pregnant as descendants of unwed mother during high school days. I also asked the help of the school guidance counselor and friend to do debriefing and recording my insights through the entire conduct of the research. (Miles and Huberman ,1994) considered the key criterion for conformability is the extent to which the researcher admits his or her own predispositions. Credibility entails launching a believable result from the viewpoint of the participants of the study. Since, it is the perspective of the participants where we can describe or understand the phenomena of interest. Participants are the only ones who can justifiably examine the credibility of the results (Trochim, 2006). To address dependability, I applied consistency in the collection and analysis of my data. I made sure that all the necessary information were recorded and included and I also applied the peer debriefing and triangulation of the gathered data. Dependability is an assessment of the quality of the integrated processes of data analysis, and theory generation. In order to address the dependability issue more directly, the processes within the study should be reported in details, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same result. Thus, the research design may be viewed as a "prototype model". It is supported by Streubert (2000) that dependability is met through securing credibility of the findings. Also, Siegel (2008) explained that dependability must provide its audience with evidence that if it were replicated with the same or similar respondents in the same context, its finding would be repeated. To ensure transferability, I made sure that the research context was rich and thick in description so that interested readers and researchers will be given enough references should they do transfer the data. Transferability implies generalizability of the findings and results of the study to other settings, situations, populations, and circumstances. This is the quality we have been calling "external validity" or "generalizability" in our use of the term intro to research design (Lincoln & Guba, 2000). Also, Crotty (2006) elucidated transferability in the naturalistic researcher maintains that no true generalization is really possible all observations are defined by the specific contexts in which they occur.

Data Analysis

After the data were collected, the next step was data categorization. Data Analysis is the most complex and mysterious of all the phases of the qualitative project, and the one that receives the least thoughtful discussion in the literature (Thorne, 2000). This study made use of the thematic analysis in analyzing the collected and gathered data. The objective was to identify any pattern representing concepts the participations represented during the data collection phase. Data were then organized into logical categories that summarized and brought meaning to the manuscript of notes. Specific codes were developed allowing me to categorize the responses into the above-mentioned construct, while identifying emergent theme. Thematic analysis is a method of analyzing and reporting the pattern of themes with the data. Thematic analysis is flexible and what researchers do with the themes once they uncover them differ based on the intentions of the research and the process of analysis. Many researchers use thematic analysis as a way of getting close to their data and developing some deeper appreciation of the content (Boyatzis, 1998). This theory requires the researcher to look into a more involvement and interpretation of the case. Thematic analysis involves focusing on identifying and describing both implicit and explicit ideas within the data, which is the theme (Mack et. al. (2005) added that thematic analysis is considered as the most commonly used method of analysis in qualitative research. Following the concept of Boyatzis (1998). I followed the steps such as familiarizing the data, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and constructing the report (Boyatzis 1998; Roulston, 2001). To familiarize the data, I listened to the recorded interview of my participants and transcribed them so that it would be easier for me to code the data after. I read the data several times to familiarize the responses and to identify easily the common answers given by my participants. After which, I grouped the common answers and found answer and found out several themes, which narrowed down into just few ones. Boyatzis (1998) stated that to display the data in an order and organized way, data display was used. Data display is an organization of data showing them through matrices, charts, and graphs that enable the reader to draw out their ends. Furthermore, I employed the data reduction which means deleting the unnecessary data and modify them into useful material for the study so that the readers can understand it. In this study, I sorted out, organized voluminous qualitative data for me to be able to merge and categorize the data easily.

Trustworthiness

Qualitative research, ensuring from a variety of discipline paradigms, and epistemologies, embraces multiple standards of quality, known variously as validity, credibility, rigor, or trustworthiness (Morrow, 2005). Trustworthiness as suggested by Guba and Lincoln (1989) include credibility, transferability and conformability. Qualitative research, trustworthiness has become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research. Hence, the concepts of generalizability, internal validity, reliability, and objectivity are considered in qualitative terms. These alternative terms include transferability, credibility, dependability, and conformability. In essence, trustworthiness can be thought of as the ways in which qualitative researches

ensure that transferability, credibility, dependability, and conformability are evident in their research. Moving away from the quantitatively oriented terms allows qualitative researchers the freedom to describe their research in ways that highlight the overall (Given & Saumure, 2008). To address credibility, I employed several steps as to: first, I developed an early familiarity with the background of the participants before the data collection. This was achieved through visiting the schools of my possible participants. Letters were sent to the head of the schools stating the purpose of the study. Second, I made the list of possible students who were pregnant as descendants of unwed mothers. Only those identified as pregnant as descendants of unwed mothers. Third, was to apply the triangulation method where observation, focus group discussion and individual interviews were utilized. And fourth, was to apply the different techniques to ensure that the participants will honestly give the information needed for the study. To achieve it, I developed a good rapport with my participants so that accurate information will be gathered. This method was suggested by Shenton (2004) saying that this method is usually to saturate data. To ensure transferability, I made sure that the research context was rich and thick in description so that interested readers and researchers will be given enough references should they do transfer the data. Transferability implies generalizability of the findings and results of the study to other settings, situations, populations, and circumstances. This is the quality we have been calling "external validity" or "generalizability" in our use of the term into to research design (Lincoln & Guba, 2000). Also, Crotty (2006) elucidated transferability in the naturalistic researcher maintains that no true generalization is really possible all observations are defined by the specific contexts in which they occur.

Ethical Consideration

Ethics has become a cornerstone for conducting effective and meaningful research (Drew, 2007). The participants of my study were individuals under my protection, so that trust is imposed to us. To establish ethical considerations, I followed the ethical steps as suggested by Boyatzis (1998) such as respect for persons, beneficence, justice, consent and confidentiality. To establish respect for person, I asked permission from the School Division Superintendent for me to be able to proceed to my study. The participants were also given an informed consent so that their willingness to get involved in the study was sought. Respect for person is an obligation of the researcher not to exploit the weakness of the participants. To establish beneficence, I asked their vacant time for the in-depth interviews and their preferred place where they can freely express their thoughts about the study. Each of them was given the informed consent before the set date and time of the in-depth interview. Beneficence requires a commitment of minimizing the risks of the participants rather maximizing the profits that are due to them (Creswell, 2012) To establish confidentiality, I ensured that the true identities of the participants were hidden. The video tapes, recorded transcripts, notes, and other materials were destroyed after the data were analyzed. This step has been suggested by Van Der Westhuizen (1999). To establish justice, I made sure that the participants did not spend any amount for I acknowledge their contribution to complete my study. The participants were provided snacks, and accommodated properly to complete my study. The participants of the qualitative research must be

given due credit for all their contribution.

4. Chapter

RESULTS

This chapter presents the experiences of pregnant students of secondary schools as descendants of unwed mother, their coping mechanism and their insights collated from the in-depth interview and focus group discussion.

1. What are the experiences of pregnant students in secondary schools as descendants of unwed mother?
2. How do these pregnant students cope with their situation?
3. What are the insights of the pregnant students as descendants of unwed mothers?

This chapter is divided into three parts: Part 1 is the participants' data from which the qualitative data were collated. Part 2 is the analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interview and FGD questions under each research problem and part 3 is the summary of the responses.

Participants in In-Depth Interview

The profile of the participants of my study is a vital consideration since the investigation deals with pregnant students as descendants of unwed mother. Thus, the personal and family background of these students are detailed to give clearer picture of their experiences.

Table 1. Profile of Informants in In-Depth Interview

Participants	Pseudonym	Age	Grade level	Status of Enrollment	Status of Pregnancy	Family Status
D 1	Anne Curtis	15	G-10	DLP	Delivered during G-9	Extended Family
D 2	Angel Locsin	13	G-7	Modular	Delivered	Broken Family
D 3	Marian Rivera	14	G-7	ALS	Delivered last August	Broken Family
D 4	Maui Taylor	16	G-9	Modular	Pregnant	Live in Foster Parent
D 5	Angelica Panganiban	14	G-9	ALS	Pregnant	Live in Foster Parent
D 6	Jennelyn Mercado	17	G-10	ALS	Delivered last June	Extended Family
D 7	Ruffa Mae Quinto	15	G-10	Regular	Delivered during G-9	Live in Foster Parent

Table 1 shows the profile of the informants. I selected seven informants in my in-depth interview. The youngest was 13 years old while the oldest was 17 years of age. There were two from grade seven, two from grade 9, while 3 from grade 10. Among these informants, only one is attending a regular class, while the rest are enrolled in Alternative Learning System and Modular in mode. Moreover, among the seven, five have delivered their babies, while the others are still on pregnancy stage. These informants are from families whose parents are separated and are living with their foster parents.

Focus Group Discussion

Table 2 is the profile of my participants in the focus group discussion. In my focused group discussion, I had seven participants. The youngest was 14 years old, while the oldest was 17 years of age. Majority of these participants are living with their foster parents, due to the separation of their parents. Among the seven, four have already delivered their babies, while the other three are still on pregnancy stage. Moreover, two are attending the classes on regular class on regular schedule, there are also on modular mode, while two are attending on regular schedule, while two are enrolled through Distance Learning Program.

Categorization of Data

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with essential themes. These data were arranged and organized based on the common or general concepts presented by the participants. Regroupings were done to reduce the essential themes. The main themes into fewer items. The process finally generated 17 essentials themes.

Table 2. Profile of Informants in Focus Group Discussion

Participants	Pseudonym	Age	Grade level	Status of Enrollment	Status of Pregnancy	Family Status
G 1	Aramina	15	G-10	DLP	Delivered (Last October)	Extended Family
G 2	Maricar Reyes	17	G-8	Modular	Pregnant (2 mos.)	Broken Family
G 3	Ina Raymundo	14	G-10	modular	Delivered (During G-8)	Extended Family
G 4	Cristine Reyes	17	G-9	DLP	Pregnant (8-mos)	Live in Foster Parent
G 5	Andrea Del Rosario	14	G-10	Regular	Delivered (During G-8)	Live in Foster Parent
G 6	Sam Pinto	16	G-10	Regular	Delivered (During G-9)	Live in Foster Parent
G 7	Diana Zubiri	16	G-10	Modular	Pregnant (4 Mos.)	Extended Family

The second step as data display presented in Tables 3,4 and 5. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with the essential themes. Research Question No 1. What are the experiences of pregnant students in secondary schools as descendants of unwed mothers?

Humiliation and Disdain

One of the experiences shared by pregnant students was humiliation and disdain. They express that they were ashamed of their classmates and friends. They also felt disdained and humiliated when their best friends left them, with their families, friends and other relatives who also blamed them for their situation.

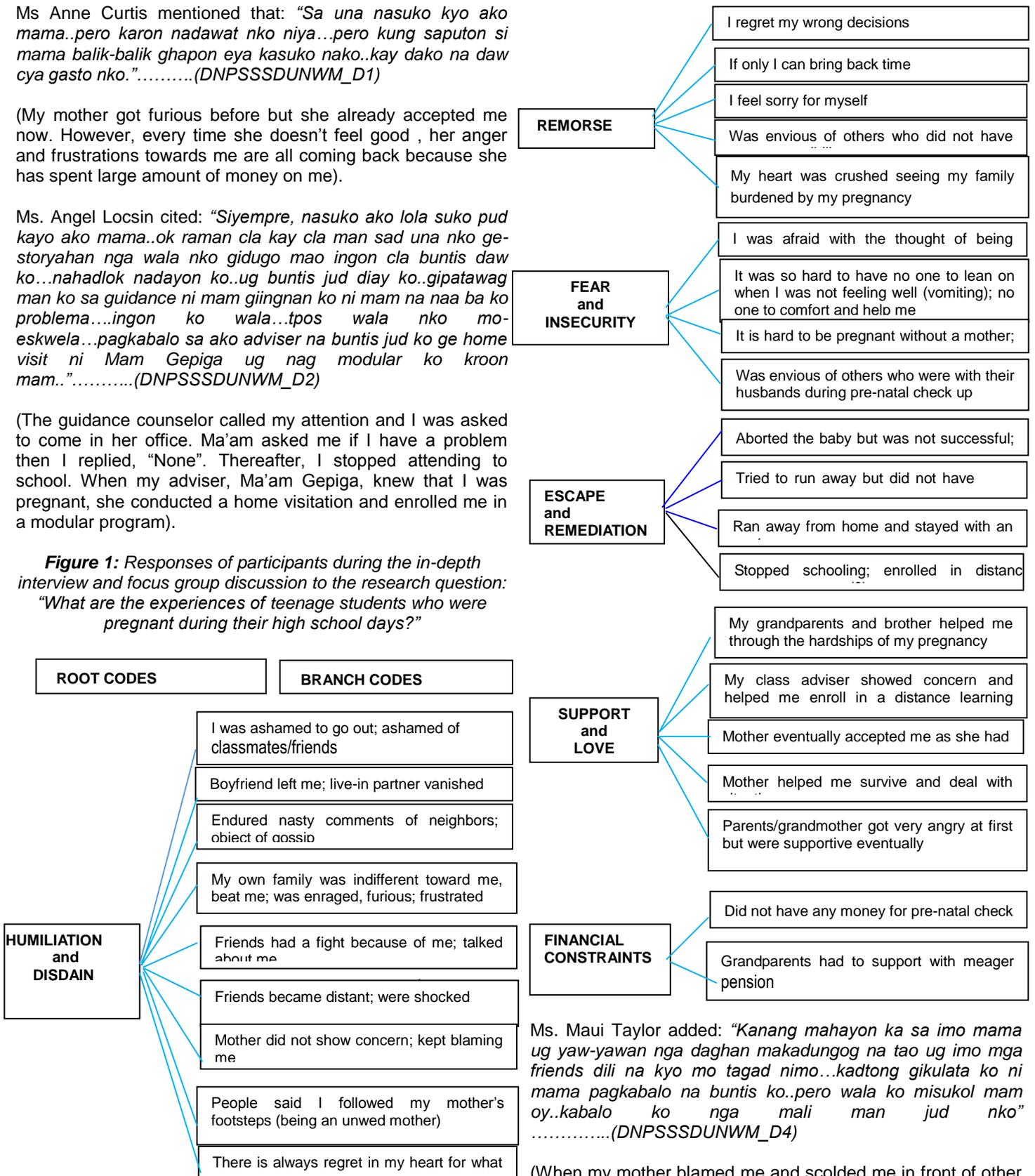
Ms Anne Curtis mentioned that: *“Sa una nasuko kyo ako mama..pero karon nadawat nko niya...pero kung saputon si mama balik-balik ghapon eya kasuko nako..kay dako na daw cya gasto nko.”.....(DNPSSSDUNWM_D1)*

(My mother got furious before but she already accepted me now. However, every time she doesn't feel good , her anger and frustrations towards me are all coming back because she has spent large amount of money on me).

Ms. Angel Locsin cited: *“Siyempre, nasuko ako lola suko pud kayo ako mama..ok raman cla kay cla man sad una nko gestoryahan nga wala nko gidugo mao ingon cla buntis daw ko...nahadlok nadayon ko..ug buntis jud diay ko..gipatawag man ko sa guidance ni mam giingnan ko ni mam na naa ba ko problema....ingon ko wala...tpos wala nko mo-eskwela...pagkabalo sa ako adviser na buntis jud ko ge home visit ni Mam Gepiga ug nag modular ko kroon mam..”.....(DNPSSSDUNWM_D2)*

(The guidance counselor called my attention and I was asked to come in her office. Ma'am asked me if I have a problem then I replied, "None". Thereafter, I stopped attending to school. When my adviser, Ma'am Gepiga, knew that I was pregnant, she conducted a home visitation and enrolled me in a modular program).

Figure 1: Responses of participants during the in-depth interview and focus group discussion to the research question: *“What are the experiences of teenage students who were pregnant during their high school days?”*



Ms. Maui Taylor added: *“Kanang mahayon ka sa imo mama ug yaw-yawan nga daghan makadungog na tao ug imo mga friends dili na kyo mo tagad nimo...kadtong gikulata ko ni mama pagkabalo na buntis ko..pero wala ko misukol mam oy..kabalo ko nga mali man jud nko”(DNPSSSDUNWM_D4)*

(When my mother blamed me and scolded me in front of other people. My friends became distant. When my mother beat me when she knew that I am pregnant, I didn't fight back because I knew that it was my mistake)

Ms. Jennelyn Mercado stated: *"Karon ang relasyon nako sa akoang pamilya puno gihapon sa kasuko nko..ako mama ug mga igsoon...maghilom2x nlang ko sa balay".....(DNPSSSDUNWM_D6)*

(At present, my relationship with my family is still not good; they- my mother and siblings are still full of hatred towards me mad at me. I just zip my mouth at home.)

Remorse

The feeling of remorse and rights is also experienced by pregnant teenage students. They got envy with other students who do not have any burden that they desire to bring back the time when they were still free of the responsibility.

Ms. Angel Locsin cited that: *"Lisod kyo nga walay mama mam oy...walay mo alalay nimo sa panahon nga nay kalisod sa pagbuntis...dili jud malikayan ang pagmahay sa nahitabo".....(DNPSSSDUNWM_D2)*

(It is very hard to be pregnant while my mother is not around. No one will support me to go through the hardships in bearing a child. There is always regret in my heart of what has happened.)

"Dapat dili magpa- dalos-dalos sa desisyon ug dili magpadala sa gibati..ug dapat maminaw sa tambag sa maestra sa eskwelahan ..ug magtarong ug eskwela".....(DNPSSSDUNWM_D2)

(I should not be in a rush with my decision and should not be carried away with my emotions. Moreover, I should listen to the advice of my teachers in school and study well)

Fear and Insecurity

The teenage pregnancy of the participants has brought them the experience of fear and insecurity. The students stressed that they were afraid of being pregnant so nobody has to lean on. They have the burden seeing their family affected by their situation and feel reactive when other pregnant women have husbands during check-ups.

"Mopadayon ko sa ako eskwela kay lisod kyo nay anak maam nga walay bana..Kay kung dili ko kahuman paiingon ra pud sa pagka maid maam kung mangita ko ug trabaho".....(DNPSSSDUNWM_D1)

(I will pursue my studies because it is very difficult to raise a child without a husband that I can rely on. If I will not be able to finish my studies, the only job that I could possibly have is being a housemaid.)

Escape and Remediation

The participants also experienced taking moves to escape and remedy their situation like resorting to abortion, running away from families. However, with their pregnancy, they stopped schooling and enrolled in a distance learning program.

Ms. Marian Rivera cited that: *"kadtong buntis pko miundang jud ko mam hangtod nanganak ko....kron naa may ALS nga klase kada barangay nagpa-enroll ko...karon January amo exam mam....maayo unta makapasar ko maayo nalang*

makahuman ko ug haiskul.".....(DNPSSSDUNWM_D3)

(I have stopped going to school when I was pregnant until I gave birth. At present, I am enrolled in the Alternative Learning System (ALS) in our barangay. This January will be our examination. I am hoping that I will pass so that I can finish secondary)

Ms. Maui Taylor mentioned: *"Nag-attempt jud ko ug pakuha maamkay nag advise man ako friend na mag inom daw ug coke tpos butangan ug paracetamol den sabayan pud ug inom ug aspirin..try nko maam...nakatulog raman ko tpos nasakpan man ko ako lola sa kwarto mao to suko kyo siya....mao to gipa-stay ko ako lola sa panabo sa ako iyaan pud para dili daw ko maguol ug malingaw pud daw ko".....(DNPSSSDUNWM_D4)*

(I have tried aborting the baby Ma'am. I have drunk coke together with a paracetamol and aspirin based on the advice of my friend. My grandmother caught me because after drinking, I fell asleep. Thus, she made me stay at my aunt's house in Panabo so that I will not be sad and I will enjoy my stay)

"Karon na buntis pko maam nakaundang jud ko kadiyot kay nasuko man ako lola..nakaapekto jud man kay karon naa ko sa ALS gamay raman amo klase lahe rajud tong mag-eskwela ka kada-adlaw".....(DNPSSSDUNWM_D4)

(I have stopped attending to school for a while Ma'am due to my pregnancy and my grandmother was mad as well. It has really affected me because in the Alternative Learning System (ALS), we only have few days of school unlike in a regular class which is every day.)

Support and Love

Despite the situation of the teenage pregnant students, they expressed that they still experienced the love of the teenage of their grandparents, brothers through financial assistance. Also, their mother who motivated them to survive and teaches who showed deep concern to their studies.

Ms. Marian Rivera stressed that: *"Usahay kung makadungog ko malooy pud ko sa ako mama kay ingon ni lola wala daw swerte si mama sa mga lalaki...pareho pud daw mi ni mama walay swerte sa lalaki...dawat-dawat nlang sad".....(DNPSSSDUNWM_D3)*

(When I heard about it, I feel pity for my mother because my grandmother told me that she doesn't have any luck for men. They added that I and my mother are the same. I don't have any luck for men either but I have accepted it)

Ms Maui Taylor stressed: *"Ako iyaan maam ug lola...ingon ako iyaan kung manganak daw ko kung babae daw eya daw adapon kay puro man lalaki eya anak maam...duha man eya anak lalaki gusto man niya naa siya babae pud.seaman eya bana maam....ambot ani maam oy.paeskwelan daw ko nya ug tiwas hangtod makahuman daw ko".....(DNPSSSDUNWM_D4)*

(My aunt and grandmother supported me while going through with my problem. My aunt told me that she is going to adopt my child if the baby is a girl because she has 2 sons and doesn't have a daughter. Her husband is a seaman. I am not sure about it but she told me that she will send me to school until I finish my studies).

Financial Constraints

Financial problem was also considered a sad experience by the teenage mothers. These include no money for pre-natal check-up and their grandparents are ones dependent on the meager pension..

Ms Marian Rivera added: *“Kulang sa kwarta mam...ug suporta sa ako kinahanglan pero usahay moadto ko panabo sa ako mama usahay labi na mengawon ug laayan ko sa balay...dawat nman nko mam kay mao man ako kapalaran tpos nagtuman man sad ko ako gusto”.....(DNPSSSDUNWM_D3)*

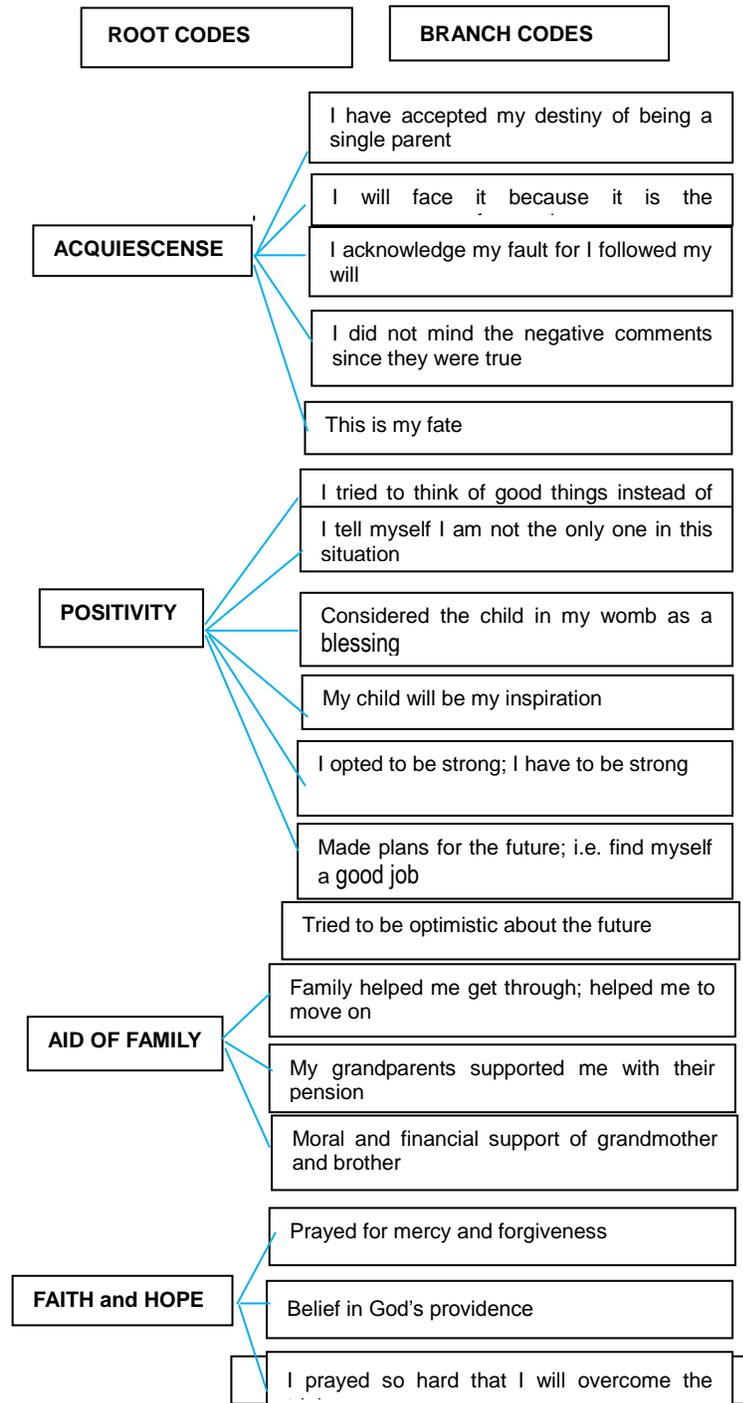
(There is no enough money and support that I need Ma'am. Sometimes, I go to my mother at Panabo City especially if I got bored in the house. I have accepted my fate because I have followed my own will).

Research Question No. 2: How do students who were pregnant during high school days cope with their situation?

Acquiescence

To cope with their situation, the students who were pregnant during high school days have no choice but to accept their situation on their destiny. They believe it is their fate, so they did not mind anymore the negative comments they received.

Figure 2: Responses of participants during the in-depth interview and focus group discussion to the research question: “How do students who were pregnant during high school days cope with their situation?”



Ma Anne Curtis stated that: *“Be strong jud...akong gidawat akong kapalaran nga napaangkan ko...pero dili nko mousab maam oy.. paet kyo”(DNPSSSDUNWM_D1)*

(I opted to be strong. I have accepted my destiny of being a solo parent. I will never do it again because of the challenges that I have gone through)

Ms. Marian Rivera mentioned that: *“Mag-antos gyud kay mao may nadangatan nko...dili dapat mo surrender sa trials sa kinabuhi nato....kay ako dawat-dawat lang naa nman jud ni”.....(DNPSSSDUNWM_D3)*

(I will endure because this is the result of my act. We should not surrender to the trials in life because in my case, I have accepted it since it is there already)

Ms Jennelyn Mercado cited: *“Ang reaction sa akoang pamilya maam..nasuko sila sa akoga ug ginamahay ko nila sa nahitabo.. naikog ko sa ako mga higala..ako mga maestro ug maestro nag-ingon na nabuntis nman ko ang pinakamaayo nko buhaton ampingi, ug dawata ug labi sa tanan atimana ug mahala ug mag-ampo sa ginoo”.....(DNPSSSDUNWM_D6)*

(My family’s reaction Ma’am are: they got angry with me and they blamed me for what has happened. I felt awkward towards my friends. My teachers told me that since I am already pregnant, the best thing I can do is to care, accept and most especially, love the child and pray to God)

Positivity

One of the coping mechanism raised by the students is having the virtue of positivity. This is through considering the child as a blessing, and be strong enough to face the situation.

Ms. Ruffa Mae Quinto mentioned that: *“Think positive nlang maam... daghan man sad pareho nko maam. Tapos gina-encourage pud ko ako pamilya maam”.....(DNPSSSDUNWM_D7)*

(Just think positively Ma’am. There many who are just like me-unwed mothers. My family also encouraged me)

Aid of Family

The students also considered the aid of the family as a strong factor that they survived in their situation. Supports experienced include moral and financial support.

Ms. Anne Curtis mentioned that: *“Ako pamilya maam...cla mama ug step-father nko duha raman pud me ka mag-igsoon maam..kron makalakaw-lakaw nman ako anak tugtan nko molakaw-lakaw ug layo.....sa pagkakaran mam cla mama ug step-father nko maoy nag-alalay nko naa man pud me gamay tindahan karon”.....(DNPSSSDUNWM_D1)*

(My family: mother and stepfather, extended unwavering support during my hardest time. They helped me get through with this problem. We have a small store at present. Since my baby doesn’t need all of my time, my parents allow me to go in far places)

Ms. Marian Rivera stated: *“Ako lola jud kay ako mama laen-laen man ang bana..duha me igsoon laen-laen amahan...ako lola mao jud mitabang nko pag-ayo pinangga man ko sa ako lola kay sa eya man ko nagdako... ug pension pud ni lola ug sa bukid...sa copras ni lola ug lolo.”.....(DNPSSSDUNWM_D3)*

(My grandmother supported me because my mother has several live-in partners. I and my sister/ brother have different

biological father. My grandmother supported me a lot because she really cared for me since I grew up in her care. My grandparents sustain my needs through their pension and their profit from coconuts.

Faith and Hope

The faith and hope of the students are weapons also of the students for them to move on. They believed in God’s Providence and they prayed a lot for them to overcome trials.

Ms. Jennelyn Mercado expressed that: *“Ang pag-ampo sa ginoo maam.. ug sa kanunay nga paghuna sa maayong mahitabo kada adlaw ug sa pagtabang sa akong pamilya sa balay maam ug sa negosyo nila gamay”.....(DNPSSSDUNWM_D6)*

(I prayed to God Ma’am and constantly thinking of the good things that happened in the day. I have helped my family at home Ma’am and in their small business.)

“Dili sila makalimot ug ampo sa ginoo kay siya jud migiya nimo sa panahon saproblema...dilijud musukol sa ginikanan....labina nasayop ka”.....(DNPSSSDUNWM_D6)

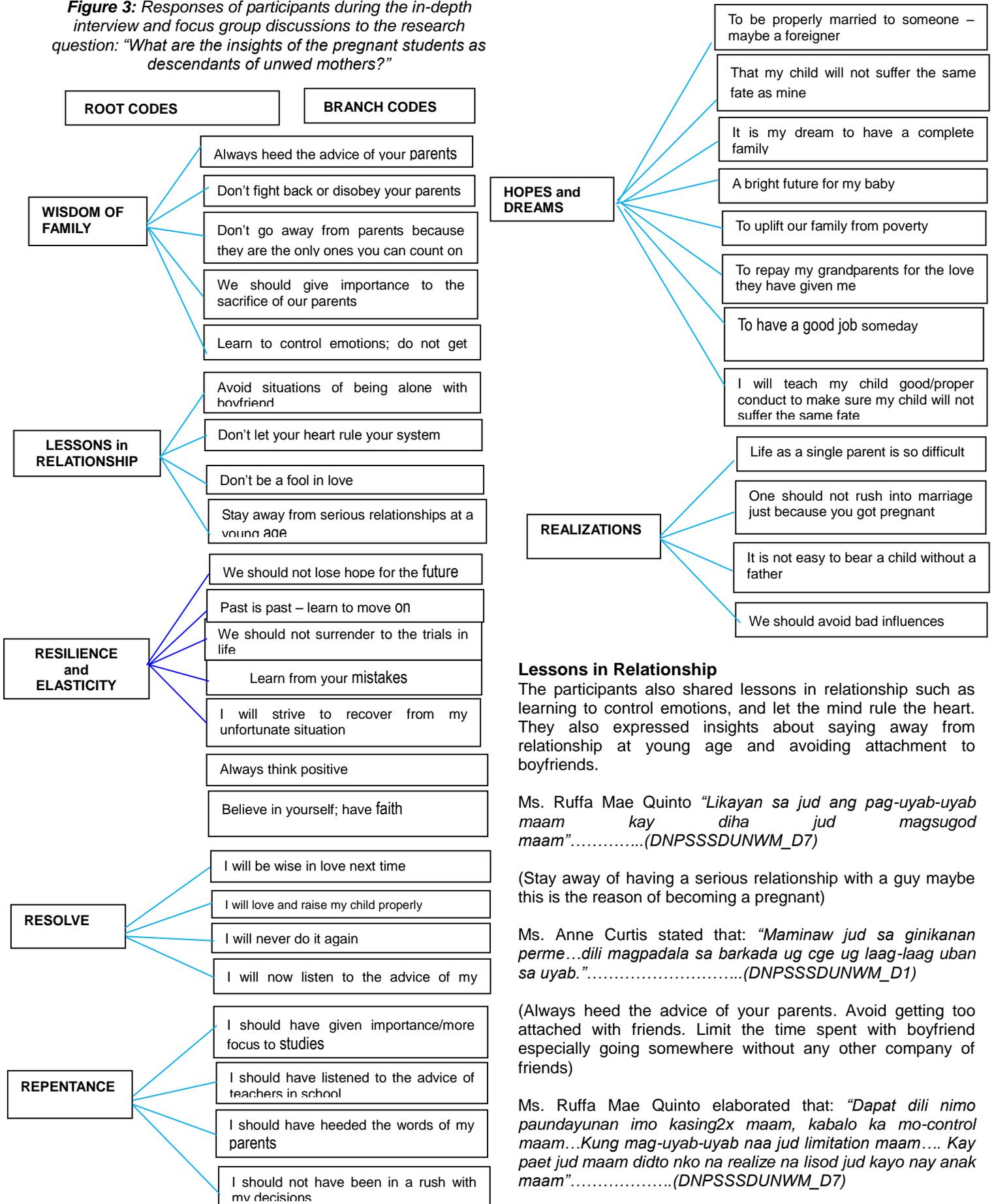
(Don’t forget to pray to the Lord because He will surely guide you in times of problems. Don’t fight back or disobey your parents especially if you have already commit mistake.)
Research Question No. 3: What are the insights of the students as descendants of unwed mother?

Wisdom of Family

Having experienced the situation of being pregnant during high school days, the participants realized that one should not disobey parents, and give importance to their sacrifice.

Ms. Marian Rivera said that: *“Dili dapat magdali-dali ug menyo tapos walay klaro...maningkamot jud sa pag eskwela ug dapat maminaw jud sa mga ginikanan ug lola...kung wala pko nagtuman sa gusto dili unta ko mabuntis...gahi man sad ko ug ulo maam gud...tpos napasagdan pud ko sa ako mama pud.....dili dapat maminaw sa mga barkada sad”.....(DNPSSSDUNWM_D3)* *(Don’t rush getting married if there’s no assurance of successful marriage. I will strive hard in my studies and I will listen to the advice of my grandmother. If I have not followed my own will and I wasn’t hardheaded, I wouldn’t be impregnated. Don’t listen to bad influential friends as well)*

Figure 3: Responses of participants during the in-depth interview and focus group discussions to the research question: "What are the insights of the pregnant students as descendants of unwed mothers?"



Lessons in Relationship

The participants also shared lessons in relationship such as learning to control emotions, and let the mind rule the heart. They also expressed insights about saying away from relationship at young age and avoiding attachment to boyfriends.

Ms. Ruffa Mae Quinto “*Likayan sa jud ang pag-uyab-uyab maam kay diha jud magsugod maam*”.....(DNPSSSDUNWM_D7)

(Stay away of having a serious relationship with a guy maybe this is the reason of becoming a pregnant)

Ms. Anne Curtis stated that: “*Maminaw jud sa ginikanan perme...dili magpadala sa barkada ug cge ug laag-laag uban sa uyab.*”.....(DNPSSSDUNWM_D1)

(Always heed the advice of your parents. Avoid getting too attached with friends. Limit the time spent with boyfriend especially going somewhere without any other company of friends)

Ms. Ruffa Mae Quinto elaborated that: “*Dapat dili nimo paundayunan imo kasing2x maam, kabalo ka mo-control maam...Kung mag-uyab-uyab naa jud limitation maam.... Kay paet jud maam didto nko na realize na lisod jud kayo nay anak maam*”.....(DNPSSSDUNWM_D7)

(Don't let your heart rules your system. You should know how to control your emotions. If you are having relationship with the opposite sex, there should be a limitation because I have realized the difficulties of having a child)

Resilience and Elasticity

Experiencing a sad situation, the participants learned to be resilient and elastic. They stressed that one should not surrender to the trials in life. To move on and consider the lessons of mistakes, to believe in one's self and to strive hard from unfortunate situations are also insights raised by the participants.

Ms. Diana Zubiri mentioned that; *"Ang pagsalig sa akong kaugalingon ug prayer pud maski pa ako sitwasyon karon dili jud mawad-an ug paglaum nga mohuman sa pag eskwela bahala na naa nako'y anak gusto gihapon nako maabot akong gusto nga pangandoy sa kinabuhi".....(DNPSSSDUNWM_F7)*

(Self- confidence and prayer also despite of the situation that I am in. Don't lose hope that I can finish studies despite of having a child. I still would like to reach my dreams in life.)

Resolve

Resolution come along as insights of the students. They cited that they would be wise in love that the next time, and never be a fool again. They will also listen to the advice of their parents and raised their child properly.

Ms. Jennelyn Mercado stated that: *"Mag-amping jud sa kanunay ug permi huna-hunaon nga dili lalim magbntis nga walay amahan....nga walay makatabang nimo samtang na buntis ka....ug dili na nako usaban ang mga mali na desisyon nko sa kinabuhi...ug karon ako ipakita sa ako anak na bisan na wala mi suporta nga pinansyal sa iyahang amahan na kaya nako padakoon nko ug mahalon ako anak sama sa ako kaugalingon....ug wala gihapon ko nagmahay sa panghitabo kay nalagpasan nman nko ang kalisod ug nagpasalamat ko sa ginoo nga iya ko gigiyahan sa kanunay maam.....ug sa ako pud pamilya".....(DNPSSSDUNWM_D6)*

(Be careful always and bear in my mind that it is not easy to bear a child without a father. That no one will help you while you are pregnant. And I will not do the wrong decisions that I have done in my life. Now, I would like to show to my child that I can love and raise him/her even we don't have financial support from his/her father. I don't regret of what has happened because I was able to surpass all the difficulties and I am thankful to God that He has guided me always. I am thankful to my family as well)

Repentance

The participants expressed repentance on what happened to them. If only they have given importance and focus on their studies, and listened to the advice of their parents, they would not be in their position as teenage mother.

Ms. Cristine Reyes stated that; *"Dili mosukol sa ginikanan maminaw jud permi sa ela tambag...dili pud magpadala sa emosyon ug kiat2x uban sa mga amiga ug barkada".....(DNPSSSDUNWM_F4)*

(Don't disobey your parents and always listen to their pieces of advice. Don't be carried away by your emotions. Avoid roaming around with your bad influential friends.)

Hopes and Dreams

The participants dreamed that someday, they can marry someone, and have a complete family. They also dreamed to have job to repay the goodness of their family. Moreover, they hoped that their child will not suffer the same situation that they experienced.

Ms. Ruffa Mae Quinto expressed that: *"Makahuman ko ug eskwela maam. Ug makakita ko ug tarong na trabaho maam para sa ako anak maam".....(DNPSSSDUNWM_D7)*

(I would be able to finish my studies Ma'am. I will find a job for the sake of my child).

Realization

After what happened to them, the participants realized the difficulty of being a single parent. They also stressed to avoid bad influence and one should not rush into marriage just because of pregnancy.

Ms. Marian Rivera stated that: *"Dili dapat magdali-dali ug menyo tapos walay klaro...maningkamot jud sa pag eskwela ug dapat maminaw jud sa mga ginikanan ug lola...kung wala pko nagtuman sa gusto dili unta ko mabuntis...gahi man sad ko ug ulo maam gud...tpos napasagdan pud ko sa ako mama pud.....dili dapat maminaw sa mga barkada sad".....(DNPSSSDUNWM_D3)*

(Don't rush getting married if there's no assurance of successful marriage. I will strive hard in my studies and I will listen to the advice of my grandmother. If I have not followed my own will and I wasn't hardheaded, I wouldn't be impregnated. Don't listen to bad influential friends as well)

Summary

The responses of the participants and key informants of my study have afforded me so much to learn about parenting, particularly on motherhood, for I found out that the greatest factor affecting the life of the children is the parents' example, care and love of the family. In the in-depth-interview and focused group discussion, the pregnant students who were descendants of unwed mothers revealed that their experiences were on humiliation and disdain, remorse, fear and insecurity, escape and remediation, support and love ,financial constraints, and acquiescence, Among the coping mechanisms, they stated were being positive about the situation, having the aid and support of the family, faith and hope to the divine God and the wisdom of the family, Finally, the teenage mothers expressed their insights as to lessons in relationship, the values of resilience and elasticity, resolution repentance for what they have done, hopes and dreams in the future and their realizations having caught in the situation.

5. DISCUSSION

This chapter presents the discussion of the results of the study as well as the conclusions and the implication for future research which are anchored on the emerged themes of the investigation. The objective of this phenomenological study

was to document the experiences, coping mechanisms and insights of the students in foster homes, through an in-depth interview and focused group discussion shared their experiences, coping mechanism and insights.

Experiences of the Pregnant Students in Secondary Schools as Descendants of Unwed Mothers In the conduct of the in-depth interview and focus group discussion, I found out that there are various emotions, sincerity, honesty and hope of the students in foster homes. Their honesty in sharing their experiences have led to coming up with remarkable themes in my investigation.

Humiliation and Disdain. The participants emotionally expressed that they experienced shame and frustration most particularly when their boyfriends left them. Much more, when their attention was called by the Guidance Counselor and that even her own family members became indifferent toward her. The result is parallel to the statement of Mlamboo (2000) and Mc. Neely et.al (2002) that depression, poor school performance and emotional instability are the observed outcomes of teenage pregnancy. Depression can also be assumed. Depression is manifested with impaired decision making, lack of motivation and a low self-esteem. However, with the parental supervision, and connectedness between parent and child can decrease the risks of sexual activity (Klein, 2005). Teen females whose mothers who reportedly to have more satisfaction with their relationship with their teenage daughter are more likely to delay intercourse, thus teenage pregnancy is being avoided.

Remorse. Repentance is emphasized by the participants when asked about their experiences. According to them, they get for their wrong decision and they felt sorry for themselves. Ghanaian Chronicle (2009) showed concern that children are always considered to be a gift from God, but for some, it is either considered a mistake or a misfortune, especially when it is planned for. The arrival of the child is usually prepared for, even before it becomes a fetus. In the case of the child giving birth to a child, the preparation is done out of inconvenience, since its coming was not prepared for. When it comes to a child giving birth to a child, teenage pregnancy is always a central idea.

Fear and Insecurity. The participants also felt the fear and insecurity being in their situation. They were afraid of their pregnancy, especially that no one to lean on. They got jealous with those mothers with husbands during pre-natal check-up. Similarly, Hobcraft & Kierman (2001) stated the likelihood that early parenthood is a cause of adverse outcomes later in life, through the limitation of opportunities and choices. Benson (2004) suggests that adolescents may not have the ability to imagine alternative future because of their life experiences or incomplete formal operational thinking.

Escape and Remediation. Being in the situation, the participants shared that they tried abortion and ran away as part of escape. They stopped schooling and enrolled in the distance learning program. The result is in conformity with the concept of Singh (2006) that teenagers who got pregnant tend to resort to abortion to escape from the situation. They are ashamed of the community's humiliation that risking their life is the means that they can think of.

Support and Love. The participants articulated that amidst their situation, they were lucky to feel the love, concern and help of their grandparents, and mothers. This has led them to surpass the situation. Research provides evidence to show that family support leads to positive outcomes for teenage mothers and positive maternal well-being; cohesive family relations were associated with less depression and less risk for child abuse (Benson, 2004). Bunting & McAuley (2004) mentioned that peer support is a factor to consider that provides positive support to teenagers. Good friends supplement emotional and psychological support as teenagers deal with the daily activities and undertakings (Bunting & Mc Auley, 2004). This study found that peer social support was a factor to lead the children to emotional and psychological comfort (Bunting & Mc Auley , 2004). Some studies have shown that peer support is a vital supplement to boost the self- esteem of the students.

Financial Constraints. One of the sad experience disclosed by the participants was financial difficulty like having no money for the pre-natal check-up Benson, (2004) and Klaw (2008) emphasized economic poverty, lack of education and limitations on opportunities, disrupted family background, and poor parental supervision and communication are all examples of risks factors that contribute to teenage pregnancy. Conditions of economic poverty at both an individual and community level are related to higher rates of pregnancy, abortion, and child-bearing.

Acquiescence. The students, during the interview sincerely articulated that part of their coping mechanism is acceptance of their situation considering that it has been the consequence of their action, so they did not mind anymore the comments of the community. The result is parallel to the idea of Mc Neely et al.,(2002). Stating that teenage pregnancy has to be talked about in the family instead. Instead of putting blame; it is better that planning on what to do so one can move on with the situation.

Positivity. To survive, the participants heartily shared that amidst their sad experience they think positively by considering the baby in their womb as a blessing. They also thought that they are not alone in the situation so they should be strong enough to accept their situation. The result concurs to the statement of Hobcraft & Kierman (2001) that although teenage pregnancy is a difficult issue in the society, the sense of acceptance on the part of the teenager and that of the family must be manifested considering that blaming will become no sense at all, but being positive about the situation is a help for the teenager to move through her life.

Aid of Family. The participants are thankful to their relatives for the support and aid they gave such as financial and moral support. The result conforms to the concept of Ghanaian Chronicle (2009), that during hard times, the family is always the shelter to comfort one. Even there is chaos among siblings, at the end of the day the welfare of one is top priority.

Faith and Hope. Prayer and belief in God have been considered by the participants as their weapons in overcoming the challenges they faced on teenage mothers. The result conforms to the concept of Wierman, Rickert, Berenson, &

Volk, (2005) that no one conquers all but prayer and faith in God.

Wisdom of Family. When asked about the insights that they can share to their peers, the participants willingly uttered that one should need the advice of their parents, listen to them and give importance to their worlds. The result concerns to the idea of Klaw ,2008; Domenico & Jones, (2007) that it is only during the time of struggles that a child remembers the advice and love of the family. The importance will be truly cherished when one is in the situation.

Lessons in Relationship. With what happened, the participants seriously cited the lessons they learned. They said one should not be so attached with the relationship and don't be a fool in love. Also, they expressed that one should not engage in serious relationship. The result is in conformity to the concept mentioned by Eloundou-Enyegue and Strokes (2004), that in every mistake, there is a lesson to learn. This will lead a particular individual to go through with life's situation with caution and prevention. In the case of teenage pregnancy, the woman tend to be careful the next time they engage in a relationship.

Resilience and Elasticity. One of the insights mentioned by the participants to cope with their situation is resilience and elasticity. They said that one should not lose hope and learn from the mistakes. One should not surrender to the trials in life, and have faith to survive in the situation. The result is in conformity with the idea of Esbaugh (2011) stating that strong resilience on the things that one does, even how difficult the situation is would eventually lead someone to a better and more colorful life. Teenage pregnancy is a difficult stage for a woman, yet, being already in the situation is a matter of accepting the situation and learn from it.

Resolve. Having experienced the pain under the situation, the participants expressed resolutions as to not doing it again, listening to the advice of the parents, and be wise the next time. The finding is in parallel to the statement expressed by Rutman, Strega, Callahan, & Dominelli (2002) that resolutions in life will come in when a certain thing is learned. It is patterned from what the recipients perceived one's situation. Resolution will help one to do something with direction as she/he moves on to realize his/her goals.

Repentance. There were regrets felt by the participants about their situation that eventually for them that shared insights as to obeying parents, following teachers' advice, and giving importance to study. If only, these are done, they would never be in the situation that they are in. The result is in accordance to the idea of Rutman et al., (2002) that immediate decision would lead a person to do a thing which will not benefit a good result. Teenage pregnancy is sometimes a product of a rush decision. Influences from peers and friends are reasons also considered on this.

Hopes and Dreams. Feeling hopeful, the participants shared their dreams in life. These include, having a complete family, to have a stable job, to marry the right man and to be ready to the goodness of their family. The result is in conformity with the idea of Bunting & Aulley (2004) that students have peculiar dreams and aspirations why they go to school. However, these

are being hampered by some circumstances in life like in early pregnancy.

Realizations. Having experienced the difficulty of being a teenage mother, the participants realized that it is not easy to be single a parent. That then, they advised that one should avoid bad influences and think first before rushing into something. The result concurs to the idea of Esbaugh (2011) that on one's mistake is a good avenue for an individual who had undergone a hard situation in life. This realization springs direction in pursuing one's life and direction.

Implication for Educational Practice

The themes generated from the experiences of pregnant students of secondary schools as descendants of unwed mothers include humiliations and disdain, remorse, fear and escape and remediation. All these themes signify that the students who are descendants of unwed mothers have regrets over their situation. This suggests that the school may strengthen their counseling program. All these themes best describe the definition of guidance by Kapunan (1997) that says that guidance involves personal help given by someone; It is designed to assist individuals to decide where they want to go, what they want to do, or how they can best accomplish their purposes; it assists them to solve problems that arise in life. It does not solve problems for the individuals but helps to solve them. The focus is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction. This can be done by having strong collaboration with their parents, guardians and school. Kapunan (1997) states that "coordination means not only the placing of student personnel services under a personnel director, but the development of the appropriate staff relationship with other services and other department of the institution" The aim of guidance in school is not to make decisions for the individuals but to enable them to make proper decisions for themselves after "knowing themselves". Sara (1989) says that guidance is intended to enable the individuals to resolve conflicts around them. There are schools which have some guidance but no organized program of guidance. On the other hand, there are schools which have an elaborate programs but less effective guidance. As a guidance coordinator in a small school no matter how simple a guidance program must be planned. Principles and goals must be set-up because 80% of us educating for the past. 15% for today and only few of us are looking for tomorrow, (Singh, 2006). We need to strengthen the role of parenting which started at home, stressed the roles of barangay official, social workers to create ordinances and program to prevent the youngster not be hooked with the bad influences in their respective community. Social workers can play a key role in expanding life options both by helping individuals gain access to key resources and by developing policies and interventions that address the multifaceted risks of intergenerational cycles of poverty, school dropout, unemployment, and teen parenthood (Klaw, 2008). The themes on support and love as an experience of the pregnant students signifies that despite their situation, they are accepted and guided by their family members. This suggests that there is a mutual advantage to home and school when close contacts are maintained. The students are the ones who benefit if the school and home reinforce each other in their reciprocal task of educating and socializing. Parents often need help in understanding their children and in appreciating

fully the emotional and social factors that bear upon their children's development. Parents should be encouraged to visit schools frequently, made to feel welcome, and urged to confer with members of the school staff. Such efforts strengthen both the school and the home, Kapunan (1997) that says, in promoting the intellectual, physical, social and emotional well-being of children, the school personnel and the cooperation of a team from outside agencies that work closely with the school. Finally, the themes generated for the insights were wisdom of the family, lessons in relationship, resilience & elasticity, resolve, repentance, hopes and dreams and realizations. All these themes imply that pregnant students from unwed mothers learned lessons from life, and their experience has taught them something about life. This suggests that parenting principles be applied to the children particularly on teen mothers no matter where modern trends take us, if only we can identify them. Student/teenagers have to face a crop of problems in the process of their growing up, which, if left unresolved, causes a variety of disturbances in the steady flow of the streams of life and results in imbalances and maladjustments of various kinds and dimensions for the individual. This is where parents and teachers, religious leaders and community officials, supervision & guidance services and curricular activities are related because both share the goal of helping the individuals achieve their maximum potentiality and become capable of self-direction. Moreover, teachers can make their classroom a place where both they and their students can learn to express genuine feeling for each other openly, detect how others feel, and take cognizance of others' feeling in managing their own self-expression. As key persons in the guidance program in the classroom, teachers have all the time and opportunity to enhance the social and emotional development of their students. Sara (1989) says counseling is a learning process, for the persons or individual learns about his life space. If he is to make meaningful and informed choices, he must know himself and the world in which he lives. Likewise, teachers can build a relationship with their students which enables the latter to face, express, and learn to cope with their most disturbing feelings and thoughts; to discover alternative solutions and to select one; and, where necessary, to learn the essential skills required to take action, and apply newly learned behavior in daily life. In sum, "Hopes and Dreams" is a strategy to engage children and teachers in setting a positive, workful tone for the year. It gives us all permission to begin the year recalling the apt words of Sara (1989), "for children, hope is as important as breathing".

Implications for Future Research

Since this phenomenological study focused only on the experiences, coping mechanisms and insights of the seven participants for in depth interview and seven participants for the focused group discussion, which could not be generalized to all teenage mothers in other locale, further investigation may be done in a different setting having the same purpose, to find out also their perspective on teenage pregnancy. It is commended also that a further study be undertaken about the success stories of mothers who got pregnant during their teenage years in order to solicit their struggles and mechanisms in surpassing the challenges of their situation. For the Department of Education, strengthened programs on guidance and counseling be done so that students will be well guided about the consequences of early parenthood. The key

ingredients for ensuring success in school is helping children at the beginning of their careers to get into the habit of attending school every day and acquire basic academic skills that lead to becoming performing students, certainly puts a child to high achievement. The No Child Left Behind Act, signed into law in January 2001 by President George W. Bush and was adopted in the Philippines through Senator Manny Villar last October 2008, the law provides increased accountability for states, school districts, secondary schools, as well as more flexibility for states and local agencies in how they maximize school program to address education for all and global standard of education and some issues and concern in academic achievement of students in both elementary and secondary school. It is a basic responsibility of the parents that the values and education of the children, may be intellectual, social and personal aspects always start at home, therefore, their role as parents should be lived up despite the hindrances the family is facing. Parental supervision, setting expectations, and connectedness between parent and child have been associated with a decrease in risky sexual behavior (Klein, 2005). Specifically for females, mothers who reported more satisfaction with their relationship with their teenage daughter had daughters who were more likely to delay intercourse (Neely et al., 2002). Further research may be done also that would re-interview the informants to validate their insights and thoughts whether they have changed over a period of time. Finally, in order to hear also the voices of the parents of the students, whose children are victims of the circumstance of teenage pregnancy, a study may be done that would solicit their stories.

Concluding Remarks

This phenomenological study will hopefully open the eyes of the school authorities, parents, regarding the different experiences, coping mechanism and insights faced by the pregnant students in secondary schools as descendants of unwed mother. This also serves as a reminder that we should give direct guidance, love and care, total support and understanding that as pregnant students there is still an opportunity for them to continue their schooling and go back to their normal life as students, thus giving them hopes and dreams in the future in the realization of the lessons in the relationship, and to be successful again after what had happened. The role of the teacher in the holistic development of a child plays a very important role. Just like at home where children have father and mother. This should be given a serious consideration since, what we after in the education is the total development and learning of a child. I, myself is a living witness of the struggle and challenges faced by these students as they continue their studies despite their situation. The lessons they shared to me during the conduct of the in depth interview and focused group discussion has made me feel the importance of parents' example, the love and care of the family, and goodness of the heart of the teachers. Truly, teachers should know their vital role in the teaching and learning process so they may not feel that they are not welcome in school, there are no students left behind, not only to teach but to serve as second parent, comfort and protection of the children. Finally, it is a basic responsibility of the parents that the values and education of the children, maybe intellectual, social and personal aspects always be practice at home.

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