



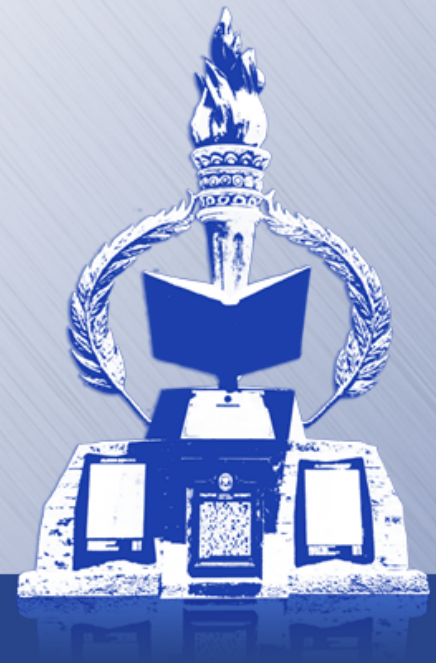
April 2019

Motivations, Challenges, and Ways of Coping of Filipino Teenage Mother Students in a Teacher Education Program

Aerl Carolaine Buenafe

Philippine Normal University

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MOTIVATIONS, CHALLENGES, AND WAYS OF COPING OF FILIPINO TEENAGE MOTHER STUDENTS IN A TEACHER EDUCATION PROGRAM

A Thesis

Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfilment of the Requirements
for the Degree Bachelor of Science – Master of Arts
in Psychology and Counseling – Straight Program

Aerl Caroline Buenafe

April 2019

Dedication

Mama Alice, Centeno family, Mama and Papa, my friends Cheeska, Jerryl, Cristine, Angel and Bianca, JDC, and my professors, this is for you.

Acknowledgement

This thesis was accomplished because of the various contributions of individuals who guided and helped me. I would like to express my gratitude to all of them.

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I also want to express my appreciation and gratitude to Jerryl D. Apoloan, who have been my partner in conceptualizing this thesis paper and her contributions in the literature review of my study.

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JED Diagnostic Center family, who supported me financially, to Centeno family, to my friends, who never gets tired of encouraging and listening to me, and to all the people who helped me, I sincerely want to express my appreciation.

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Abstract

Name:	Aerl Carolaine Buenafe
Title of the Study:	Motivations, Challenges, and Ways of Coping of Filipino Teenage Mother Students in Teacher Education Program
Key Concepts:	teenage mother students, teenage mother, teacher education, case-study
Degree:	Bachelor of Science – Master of Arts
Specializations:	Psychology and Counseling
Adviser:	Dr. Evelyn C. Bagaporo

Exploring the life experiences of teenage mothers and their increasing population as students in Teacher Education Program is quite surprising. In this study, the motivations, challenges, and ways of coping of selected 10 Filipino teenage mother students in Teacher Education Program were studied. Using multiple case study design, their experiences in being a mother and student at the same time were identified and analyzed. The analysis and discussion of each cases were provided. Findings revealed several motivations, positive and negative experiences of education student mothers, their numerous challenges and remarkable ways of coping. The implications of the study were mostly contributing to the field of Guidance and Counseling. Overall, the life experiences of the teenage mother students with teacher education as a career choice was viewed as positive. Further research is needed to explore the motivations of the same population in various courses and creation of psycho-educational programs for the student mothers is recommended.

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CHAPTER 1

The Problem and Literature Review

Background of the Study

There are teenage mothers all over the Philippines. It has become a usual scenario in every community despite the stigma attached to them. Most of them have stopped schooling; but a number of them are continuously going to school. Some chose to take the path of teacher education as their career. Making this choice, teenage mothers encounter a lot of challenges and achievements not only in school, but also in other facets of their lives. They tend to overcome these despite difficulties from attending and participating regularly in school and facing problems in other aspects of life like psychological, economical, physical, and social problems. The focus of the present study lies in exploring the experiences of teenage mother students in teacher education.

Teacher education is only one in numerous career paths to take. According to the National Council for Teacher Education, teacher education is a training ground for students aiming to learn and develop teacher proficiency and competence. Being a teacher requires professional skills and pedagogy. Different kinds of students take it as their course in undergraduate studies; and one kind of those who pursue it are mothers already. Based on Philippine Basic Education (2013), there are more than four hundred thousand students who were enrolled in teacher education courses in 2011. Without knowing the exact figures, some of them already have children. Teenage mother students' experiences in choosing teacher education as their career path have a great impact in their lives. Dual roles of being a mother and a teacher student need a matter of efficacy, determination, and other characteristics so that they can view life positively.

In a study conducted by the National Demographic and Health Survey in 2013, one out of every young Filipino women age 15 to 19 was already a mother or pregnant with a first child. Teenage pregnancies have increased by 70% in the last ten years according to the official 2012 ranking of the United Nation Population Fund Agency. This has impacted educational settings and societal problems like poverty. Although not all teenage parents have contributed to this, there is a high level of chance of dropping out from school, and it cannot be denied that teenage parents usually came from a low socioeconomic status.

Early pregnancies are associated with poverty, being disadvantaged, and/or lack of opportunities. A study by Watson and Vogel (2017) has shown that pregnancy in high school students has two major barriers: stigma and segregation; and these two often complicated the already challenging task of graduating while parenting. Stigmas surround teenage parents in schools, and have traditionally excluded pregnant and parenting mothers from the mainstream setting because they were thought to increase the likelihood of sexual behavior. Failing grades and disengagement from school are also common among teen mothers. It is hard to be resilient in situations where early pregnancy is not very pleasant in the views of other people or the immediate classmates. Stigmas circling teenage parents are common in the school setting where they feel alienated from their peers; and since there were norms in the age of parenting in the society, it cannot be avoided (Wilson & Huntington, 2015). Results from a qualitative study about educational resiliency also by Watson and Vogel (2017) revealed that each respondent found the inner strength and resiliency to overcome those obstacles and find a place of belonging. Motivation is the key word that explains this situation. Once they felt secure in their respective environments, they began to work on school and were able to beat the odds against them and graduate.

Several studies about the experience of teenage pregnancy in the Philippines exposed the vulnerable states of a teenage parent, particularly teenage mothers. These vulnerabilities were not only limited to education but also from the duality of roles they are facing. Thoughts from a phenomenological study of Salvador et al. (2016) have shown that the period of adolescence is all about curiosity and experiment; and thus, this became the ground for being reckless about sexual activities. Physical changes in the body mark the disturbance in the life of pubescence on which they feel curious about. When not given substantial explanations from adults, this could result to doing things they have no understanding about yet. Other studies have provided reasons about teenage pregnancy in the Philippines.

Emergent themes from a study of Parungao, Bautista, Mariano, Bonifacio, and Aguinaldo (2014) aver that teenage childbearing among Filipino adolescents has become not uncommon with the trend line heading to commonality. From this viewpoint, it can be inferred that teenage pregnancy can be modeled and observed from the immediate environment. Seeing peers that are pregnant at an early age might make one individual romanticize this occurrence. Several reasons were also highlighted by a study of Pogoy, Verzosa, Coming, and Agustino (2014). This includes curiosity, lack of sexual knowledge, financial and family problems, and uncontrolled emotions. Family problems and financial instability leave an individual feeling alone and uncared for; and thus, they go to people who open their arms for them, thinking that it will save them from those problems. Low socioeconomic status is not the only reason, but the uncontrolled emotions or urges that young people experience. Having relationships at an early age makes the occurrence of teenage pregnancy in the high.

On the other hand, studies have also explored the experience of teenage pregnancy during motherhood. Being a mother changes the perspective of teenage parents and has shifted their focus to the welfare of their child, not having much time thinking about their own future of education. Emotions such as fear, excitement, worry, angst, and pride happening at the same time had explained how it felt also when having one's own child (Salvador et al., 2016). Developments such as "Building New Dreams" from the qualitative study of Salvador et al. (2016) have shown that what happened to teenage parents and in their lives have imparted them with lessons. They believed that these lessons could either construct or destroy them in enduring the confrontations of life. Although many would say negative side comments about teenage pregnancy, teenage parents have become more hopeful of their situations especially now that they have their own child. Their belief in the supreme being has guided them in overcoming their current and future obstacles. They considered that their prayers have been the shield of protection (Parungao et al., 2014). Teenage parents might withdraw from their immediate environment due to stigmatization; nevertheless, their optimism has shown to make them pursue their goals in life. With their child by their side, they believe they could do anything that would stabilize the future of their child. Some teenage parents have not been supported by the father of their child, although some have been supported. Family also has an impact in the lives of the teenage parents. Supportive parents have let their child study while taking care of the child of their daughters or sons. This setup has given strength to teenage parents in overcoming problems in their lives.

Stigma has been attached to being a teenage mother; and so much more to being teenage mother students in teacher education. Most of the studies in teenage motherhood have focused on its negative impact in the mother's personal growth and in the society; but only few research studies have investigated the positive outcomes of the scenario. The number of teenage mothers in the

Philippines has been increasing until now. Fortunately, the number of teenage mothers who continues to go to school are also growing. These numbers are visible in almost all areas in college level. One of those areas is teacher education; thus, the present study focuses on teenage mother students in teacher education institutions. To be more specific, the researcher aims to investigate the impacts of their experiences in their current situation, including school concerns and settings.

Hundreds of thousands are studying education, but the number of teenage mothers pursuing it is not exactly known, despite the fact that they exist and form part of the population. It is interesting to know the experiences of teenage mothers in teacher education school in the midst of challenges they face in preparation for their future career profession. Likewise, from the lens of other people's and other institutions' perspectives, how teenage mothers deal with various challenges offer pathways of understanding their contexts. For instance, one challenge they might be facing is teaching in catholic schools. In the National Board of Religious Inspectors and Advisers' distinctive curriculum of the catholic school guidelines for school review, they perceive teaching as "a noble calling and profession, for a teacher does not write on inanimate materials, but on the very spirits of human beings" (p. 5). This states that teachers must be an inspiration to the students; so they must reflect on what they bring of themselves as an educator.

Few have explored teenage mothers who are studying as a research endeavour, so this study aims to know the outcomes of being a mother to their career choice. It is more of looking into teenage mother students' perspective in life, the current views of the other people towards them, and the way they look into themselves being in teacher education institutions. The variables of the present study are unique in relation to exploring the experiences and circumstances of teenage mothers studying in teacher education institutions specifically. Although there are various studies

concerning the lives of teenage mothers, few have studied teenage mothers as college students, and even fewer on those desiring to be future teachers. There seems a need to probe the extreme bipolarity of the topic in a sense that there is a stigma attached to being a teenage mother on one hand, and the nobility of teaching profession being appreciated still in the Philippines (Sison, 2017), on the other. As a contribution, the present study may possibly explore how teenage mother students remain positive towards their situation.

The present study aims to provide an in-depth knowledge on the life experiences of teenage mothers as students in teacher education institution. This topic is essential for the field of Guidance Counseling because the output and implications of this paper could be a help in catering the needs of students who are already mothers in a related albeit complicated situations. Also, the study could be a contribution in education field that addresses the teenage mother students' career planning and opportunities in the future. In addition, this could serve as a basis for the improvement of the university's career development in teacher education institutions by way of including activities that benefit teenage mothers in the campus.

The present study encompasses significance for different groups of people. For the participants, the experiences of others with the same situation can give them additional knowledge on how to deal with their life. The study could also help teenage mother students to think that they are not the only ones experiencing the situation, thus lessening the burden they feel from society in terms of stigmatizing their condition. It is essential to give the society and community a deeper understanding of their situation so that hopefully, these can motivate and inspire them to continue with their life and to pursue their future career path.

As a student and personnel in teacher education institution, it is important to be familiar of the situation of students who are already mothers, so that they can contribute to the mothers' growth instead of adding problems to them. This study might also help the participants who are teenage mothers and students on how to manage and cope with their academic life. It can contribute on ways to balance their academic and personal life. Also, the study can be an avenue to encourage them to continue studying even when they already have a child. As regards other students who are non-teenage mothers, proper knowledge about the lives of teenage mother students can perhaps help them lessen their negative impressions about these mothers, as a way of feeling with them and easing the weight that the teenage mother students usually carry, helping them to strive harder and be motivated in life.

The information gained from the study can give light for the people in the community and country to understand and become aware on how teenage mothers live. The impact of their positive views towards their experiences can be a big help in changing perspectives of people given a different situation. It could reduce the discrimination received by the teenage mothers. If taken positively, the experiences and successes of the teenage mother students could be an inspiration to pursue their goals no matter the situation they are into.

The study is anchored on the ethics of research set by the Research Ethics Committee of the university. In interviewing the participants, informed consent was presented. A participant who is a minor was given an informed consent through the parents. Since the interview was in-depth and very personal, the researcher ensured that the information was confidential and for research purposes only. The researcher ensured that no harm in any form was committed, and that the study would be conducted exactly the way it was explained in the informed consent. The participants'

safety and comfortability were also prioritized, as the setting for the interview was made conducive for the process.

Literature Review

Different research studies in different settings about the topic and its outcomes in different facets of life are discussed, specifically those that show positive and negative results as related information as regards the present study from various countries and settings.

Teenage Mothers and Teenage Pregnancy

Teenage pregnancy or teenage childbearing was recognized as a cause of bad economic outcomes for mothers, unfortunate outcomes for children, and a cost to society. It was found that the teenage mothers had lower income and lower educational attainment than those who were not a teenage mother. The children of the teenage mothers were studied to have worse short-term and long-term outcomes than the children who did not have teenage mothers (Holmlund, 2005). Teenage mothers were considered to have a lower status in the society because of their situation that possibly hindered them in pursuing their goals and become successful. Because they got pregnant early than expected, the society also expected that most of them would stop schooling; and that they had a worse future than those teenagers who did not get pregnant early. Being a teenage mother decreased the years of education. Further, consequences attributed to the teenage mothers also included long-term psychosocial and economic disadvantages. As stated, teenage mothers also had a higher possibility to become a single parent (Hillis et al., 2004).

The fertility rate among teenagers was high specially in United Kingdom and United States. It declined in the 1970s but started to increase again in 1980s. Throughout the U.S., teenage fertility

rate peaked at around 60 births per 1,000 women. In its escalation especially in Sweden and Denmark in the said year, the rate of teenage fertility declined in the year 1995. In line with this, teenage mothers were experiencing social stigmatization because of their unmarried situation which had a bad impact to the society (Holmhund, 2005). These scenarios and outcomes were already experienced by the teenage mothers all over the world. But in the study of Schinke and Maxwell (1983), society's stigmatization in teenage mothers was decreasing, yet there were remaining social causes of psychological distress in teenage mothers. Although the numbers became lower, the impact of the effect of other remaining factors remained contributing heavily in terms of the teenage mother's psychological well-being. These factors affected teenage mothers in different aspects of their lives.

In the study of Hillis et al. (2004), adverse childhood experiences were related to adolescent pregnancy. When the number of adverse childhood experiences reported to increase, the risk of adolescent pregnancy also increased. It means that the past experiences of teenage mothers were considered a factor why they involved themselves in early pregnancy, especially the bad experiences. It was cited that pregnant teenagers had higher risk of suicide (Barth, Schinke, & Maxwell, 1983). Also, it was observed that teenage mothers were experiencing a lot of psychological problems and difficulties aside from the physical, social, and economical problems that they were facing. In terms of the children of teenage mothers, male children were the ones more affected when it came to the effects of teenage motherhood developmentally and intellectually than females (Furstenberg, Brooks-Gunn, & Chase-Lansdale, 1989). Thus, this phenomenon did not just affect present situation of the involved individuals, but also the next generation after them.

A number of studies represented teenage mothers and teenage pregnancy negatively. However, in the study of Holmhund (2005), it was concluded that these too negative outlooks in teenage mothers had biases and were overstated by previous studies in some aspects like in the process of selecting a family. There were recognized social, education, and economical disadvantages in teenage motherhood that were visible in the mother and in the child. A lot of studies discussed and proved this notion; but in the study of Barth, Schinke, and Maxwell (1983), the findings stated that teenage mothers were in a less distressing situation and their psychological incapacity was lower than expected. The participants in the study were women who all lived in a community where all, at least, part-time in school which diminished the notion stated of other studies that teenage mothers were all in the residential area, public clinics, or at home. This notion somehow suggested that teenage mothers were not that psychologically distressed. Moreover, the large portion of teenage mothers in Uganda suffered from physical, psychological, and social problems after pregnancy and childbirth especially the unmarried ones. With this, they were thought to lack education and prone to stigmatization. To address this problem, Leerlooijer et al. (2013) conducted a project called Teenage Mothers Project (TMP) which aimed to create a social support environment and lessen the negative consequences of being unmarried teenage mothers. In the implementation of this project, the expected outcome was to improve the psychological and social well-being of the teenage mothers by increasing the level of their decision-making, and to create a supportive social environment. In terms of the behavioral outcomes, it was expected for the teenage mothers to cope with stigma and motherhood, and to continue with their education. In the study, the researchers found that the TMP project contributed to coping and income generation of the teenage mothers in the said district. Social support was the primary aim needed of teenage mothers especially in social, informational, and material aspects (Barth, Schinke, & Maxwell,

1983). It was cited that the teenage mothers had a higher social support than the non-teenage mothers.

Before the study of Ermisch (2003) was conducted, he hypothesized that the chances of the teenage mothers to become poor were higher than others, which means that they had more chances of becoming in the bottom quartile household income distribution. They also had lower possibility to be employed, and there was a difference when it came to compensation of the teenage mothers and non-teenage mothers, which was unfavorable to former. Also, teenage mothers had lower percentages when talking about having a partner. But after the study was done, although teenage mothers had the higher chance to become poor than the others, the difference between their compensation and that of the non-teenage mother was decreasing when they got older. It was also true that the teenage mothers had lower chance when it came to employment; but their compensation was just the same with the other employees.

The work of Haleman and Haleman (2006) revolved around the difficulties of college students who were mothers and the stereotypes they experienced in the educational setting. The study revealed that participants experienced widespread stereotypes of single motherhood, which revolved around issues of family form, welfare participation, and race; nonetheless, they actively contested them. Educational experiences and goals served as important mechanisms for contesting and transforming these stereotypes of single motherhood as shown in the study. Another study by Holm (2006) centered on experiences of students who were mothers too. Observations made revealed that students who were mothers felt lonely in their educational environment and without a supportive community to rely on. There was no real support about their concerns in their personal life; and school was like another dimension sealed off from the problems of the real world.

Expectations from them were also low; and they tended to have less, or mostly they did not have friends in school. All failings were attributed with the family of the girl and not with the own failings of the school and the teachers. It was shown how the school excluded the private lives of the students from school life and how this school's management orientation undermined the potential for the students involved to explore, understand, and deal with their own needs and problems (Holm, 2006).

A study by Chico, Gonzalez, Ali, Steiner, and Fleming (2008) showed that cognitive flexibility was low on teen parents than adults who were parents. The former were also less sensitive towards their infants' interactions. This result was supported by the works of Dumas and Terrell (2017) about the unmet needs of teen mothers. Focus group data from their study revealed that teen mothers rarely received any special prenatal care or referrals prior to giving birth, and had a general lack of knowledge about birth and parenting. This can be viewed in the behaviors of teen mothers who were balancing their time as students. Difficulties with parenting and child-care emerged when the time of the mother was afflicted due to her time in school.

Outcomes of Teenage Motherhood

Opposite to the usual notion about teenage motherhood, results gained in other studies (Barth et al., 1983; Leerlooijer et al., 2013) reflected that teenage mothers were not that in a bad situation; and the consequences of their situation were not that negative especially in terms of their psychological well-being; and in fact, they had more social support than the non-teenage mothers. Teenage mothers described their motherhood as an avenue in making them stronger, and marked a change for the better. Their current circumstances were their motivation to take up education,

training, and employment. Teenage mothers viewed their condition to be more of opportunity than a catastrophe and often made sense in their lives (Duncan, 2007).

Teenage mothers who were college students were not a new sight to behold in the Philippines. Several studies here and abroad explored the experiences and stories of these teen mothers while they were still going to school. One phenomenal work was by Ajandi (2011) which was based on her own life story. She described her own experiences as a mother while inside the university at a young age. Aside from her story, she incorporated stories of other women with the same fate as hers. The first theme that emerged in her case studies revealed that violence was one reason that drove some women to stand on their own feet and retake their education. After pregnancy, their boyfriends commonly ran away or had become violent for no apparent reason. She was quite a feminist and pointed that education was oppressive to mothers who were students. Students who were mothers did not get special attention from the university. Schedules and on-site child care were those things that she wanted to change. Aside from this study, local studies about teen mothers who were students were also explored by some researchers, like the phenomenological study by Parungao et al. (2014) where lived experiences of teenage mothers were analyzed. Another study was done by Pogoy et al. (2014), this time exploring the lived experiences of high and low performing students and their coping mechanisms. On the other hand, a study by Meneses and Saratan (2015), explored teenage pregnancy in terms of the antecedents and consequences of the phenomenon.

These local studies have similarities and differences in the themes that emerged. In the study by Parungao et al. (2014), the teenage mother experiences centered in their experience and feelings while they were pregnant with their first child. This was related to the study because prior

experiences can be basis for experiences after the child was born and the mother had to think what to do with her life. Based on the study, teen mothers were happy with their pregnancy due to their faith in God and the concept of “bringing life into this world”. They also had a new outlook in life and were looking positively in life. The study by Pogoy et al. (2014) revealed that low performing students who got pregnant during their teen years had higher chances of being housewives in the future. On the other hand, high performing students tended to have higher chances of pursuing their education. From this study it can be concluded that the teenage mothers who were college students had the self-efficacy to carry on with their studies because they performed well in school.

A study by Salvador et al. (2016) covered almost all of the lived experiences studied from pregnancy to motherhood. Almost all of these studies got responses like they had a positive outlook in life, building new dreams for their futures, and the emotions the teenage mothers shared. A similar study by Jamisola, Estomata, Halasan, and Inte (n.d.) revealed that students who were mothers could go on with their lives due to the support of their parents. College students who were mothers were found not to be the first in their family to attend college, and reported high levels of family support for their college attendance. Support was truly important to teen mothers because they were not yet stable in many aspects primarily their sense of self and their finances. Most were living with their parents and getting support was the first step in pursuing their dreams again, like getting a degree for the future of their children. Other than aspects in their academic life, emotional connectedness with the infant could also be affected.

Onsite child-care was one necessary step in inclusive education of teen mothers who were college students. A study by Gonchar (1995) tested the importance of onsite child-care facilities in school. Higher level of time flexibility and satisfaction were experienced by mothers. They

could take more advantage of their educational experiences that way. On a positive note, a longitudinal study by Smithbattle (2007) showed that teen mothers had risen their educational aspirations with the transformed meaning and significance of school in their lives. The study showed that these were apparent in their improved grades, in their resolve to graduate, and in their new interest in attending college. Their renewed commitment to school was often thwarted by competing work demands, family responsibilities, and school policies and practices (Demands & Smithbattle, 2007). It could be inferred that having a child increased their resolve to pursue their education. It was a good observation about the experiences of teenage mothers in their academic endeavors.

One researcher earlier than the year 2000 proposed an intervention called “School-Based Day Care Program” for students who had a child. Major goals of this program were for the students who are teen parents to increase their academic levels and the likelihood of their remaining in school until graduation, to increase attendance rates, to increase employability skills, and to develop a more positive attitude about school that would result in their becoming life-long learners. Results showed the strengths associated in this program, like interaction of the parent and the child was one; and the reduced worrying of the teen mother about her child was the other. Another strength was that anyone who took care of the child within the program like the grandmother or any relative was compensated well. Long term effects could be highly relevant to the infant because they experienced motherly love more.

Teacher Education

Teacher Education is a formal course program to establish an individual to teach for either elementary and secondary level of education (Taylor, NY). Before, it was a struggle to

professionalize the course of education as it had no specialized body of knowledge to justify specialized training (Walsh,2013). According to UNESCO (2005), teacher education aims to address environmental, social, and economic issues contextualized to create locally-relevant and culturally-appropriate teacher education programs for both pre-service and in-service teachers.

Teacher Education is generally subdivided into improving the general background of the faculty to handle trainee teachers; the mastery of courses/subjects that they are being specialized to; pedagogy and understanding of child psychology; and lastly, the development of practical skills and competences as cited in the Training Teachers Globally. Also there are three areas of education researches identified, all of which are important to achieve better understanding of teacher education, namely: research in teacher education which is mainly carried out by teacher education practitioners; secondly, research on teacher education that is carried out by education policy scholars; and lastly, the research about teacher education carried out by scholars in a range of disciplines, seeking to widen the social significance of teacher education (Menter, 2017).

Synthesis

The study of Barth, Schinke, and Maxwell (1983) showed that teenage mothers in a community were all, at least, part-time in school which diminished the notion stated by other studies that teenage mothers were all in the residential area, public clinics, or at home. Also, a longitudinal study by Smithbattle (2007) showed that teen mothers pursued their educational aspirations with the transformed meaning and significance of school in their lives. By looking at the researches involving teenage mother students, it could be inferred that a number of teenage mothers continued going to school even after having a child. It was supported by the study of Watson and Vogel (2017) about educational resiliency. Each of the participants struggled with the

difficulties of teenage motherhood, including stigma and segregation. Yet, each one found the inner strength and resiliency to overcome those obstacles and find a place of belonging. Once they felt secure in their respective environments, they began to work on school and were able to beat the odds against them and graduate (Watson & Vogel, 2017). The themes that emerged: struggle, hope, support, and perseverance illustrated how the participants in the study overcame the problems associated with their education as being a mother. On the other hand, in terms of the teenage mother students' economic relation, they tended to have a lower income and a higher chance of financial problem (Holmhund, 2005).

The literature provided supported the proposition of the study that teenage mother students are encountering challenging experiences and struggles. The surveyed studies and researches balance the positive and negative views about the condition of teenage mother students which function importantly in resolving the stated problem of the study and obtaining its main purpose--to identify and explain the positive impact of participants' experiences in their career choice. There were studies highlighting their negative outcomes in life when they experienced teenage pregnancy, especially in their educational attainment and financial capability (Ermisch, 2003; Hillis et al., 2004; Holmlund, 2005); while others (Barth et al., 1983; Duncan, 2007; Holm, 2006; Leerlooijer et al., 2013) had a more positive view of their experiences in life. The propositions, trends, arguments, and gaps discussed in this section served as basis in supporting the purpose of the present study.

Research Problems

The main purpose of the study were to gather information about the experiences of the teenage mother students in a Teacher Education program regarding their dual roles and to explore

their motivations, challenges, and their ways of coping. It sought to address the following objectives:

1. Identify the motivations of teenage mother students on choosing teacher education as their career choice;
2. Describe their challenges in their dual roles;
3. Describe the teenage mother students' ways of coping.

Conceptual Framework

This section discusses the framework and its explanations to support the present study and to guide the analysis of findings from data gathered.

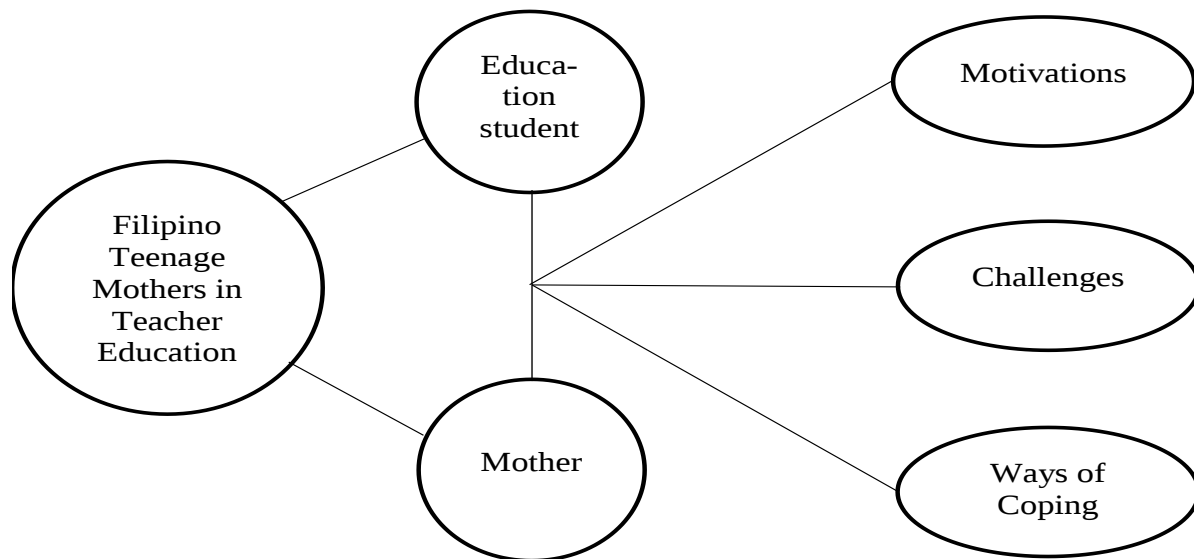


Figure 1. Conceptual Framework of the Study

Being a Filipino teenage mother in Teacher Education program will basically provide two major roles, which is being an education student and a mother. These two roles mainly sum up the teenage mothers' experiences in different aspects of their life, namely academic, personal,

psychological and social. In their career choice, teenage mothers have their motivations and reasons why they took teacher education as their program, assuming that their choice were related to them being a mother already. Having a larger number of roles than the other students, challenges regarding those roles would obviously arise. As the teenage mother students have their motivation in choosing teacher education as their career choice, and challenges in being a mother and a student at the same time, it is important to know their ways of coping as they continuously striving and pursuing their dreams and lives despite the challenges they described.

Definition of Terms

Teenage mother refers to an individual who has been a mother during her teen years. In this study, the mothers or the participants are considered as a teenage mother if they gave birth when they were 13-19 years old.

Teenage mother student refers to an individual who is a teenage mother and currently enrolled in any school, college, or university. It is defined in this study as teenage mothers who are currently studying in any university, college, or institute as a college student.

Teacher education refers to a training ground for students aiming to learn and to develop teacher proficiency and competence, which is similarly used in thi study.

Teacher education institutions refer to universities, colleges, and institutions offering teacher education courses only or related allied education courses as their programs.

Motivations refers to reasons and causes why teenage mothers continue studying Teacher Education considering the role of being a mother as well.

Challenges are the problems and difficulties face by the teenage mothers because of being a mother and an Education student at the same time.

Ways of Coping refers to the strategies, in terms of actions and thinking, teenage mothers used to face and solve their challenges and priblems.

CHAPTER 2

Procedures

This section discusses the research design, research site, selection of participants, data gathering procedures, data analysis, and ethical considerations of the study. This part serves as a guide in the research process, specifically in data gathering process and discussion of findings.

Qualitative Design and Methodology

The study utilized a qualitative research method. A qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter (Mottier, 2005). The researcher studied the experiences of teenage mother students in teacher education. Also, it explored their experiences in natural setting such as school and home environments, attempting to make sense of, or interpret, their life experiences in terms of their current situation and career choice. According to Health University of Utah, rather than knowing the “what”, qualitative research focuses on the “why” of the present phenomenon and relies on direct experiences of the individuals. The experiences of the teenage mother students in their chosen career path were investigated, but they were not enough; hence, their reasons, perceptions, actions, and emotions were also explored. Qualitative research uses multiple systems of inquiry for human phenomena such as case, study, historical analysis, biography, grounded theory, phenomenology, and biography rather than using logical and statistical procedures.

One type of qualitative research is case study used in exploring the focus of the study, the life experiences of teenage mother students. A case study design is an in-depth investigation of a phenomenon within the real-life context especially when the boundary between the phenomenon

and the context is not clearly evident (Yin & Davis, 2007). The study emphasized thematic analysis of the phenomenon or the situation. Conducting case study research can extend experiences and add strength to the knowledge that has been gained (Soy, 1997), specifically about teenage mothers in previous researches. In the present study, it was necessary to know how their experiences as teenage mothers affected their career choice and education, specifically in Teacher Education.

The study used collective case study or multiple case study design, in which one issue or concern was selected, in this research the life experiences of teenage mother students in their career choice. But there are multiple case studies or multiple participants (Creswell, 2007) focusing on one phenomenon but exploring more than one or many cases with the same situation or concern. The study used multiple case-study design done to gain a deeper understanding of the case (Zucker, 2009). The researcher in multiple case-study design analyzed the general problem or phenomenon with multiple participants (Willig, 2001). This sense was applied to the study because it aimed to explore and investigate the experiences of teenage mother students with Teacher Education as their career choice. The emphasis of the methodology was a descriptive study in nature that used verbal constructions and analysis.

Research Site

The participants of the study were selected from teacher education institutions or schools in Metro Manila that offer teacher education only as their program. Schools offering mainly education courses were selected to know the impact of their setting in the participants' perception in their career choice and experiences in life. The area was chosen to consider the convenience of the researcher in terms of approaching the participants, scheduling interviews and data gathering period, and managing financial aspect of the study.

The data gathering was conducted in a place deemed conducive, safe and protected for both the participants and the researcher. Also, other places where the participants felt comfortable and open to share were considered. Most of the participants were interviewed in their schools or in comfortable and peaceful coffee shops. It was important for the researcher to do the data gathering with the participants and the key informants in their immediate environments to gather other valuable observations and follow-up questions for the study; but the place of choice where they felt safe, other than their immediate environment, were respected. Besides, a comfortable place for them to freely talk with less inhibitions made the study more enriching. The researcher also explored how they were situated in their homes or in their schools through questioning. It gave the researcher an overview of how they interacted with their environments.

Selection Criteria and Participants

Case studies are commonly focused on single cases; but in this study, it was a multiple case study design. Thus, there were ten (10) participants who described their cases, providing bases of worthwhile themes in data analysis. Cases of teenage mothers, though a common situation in the Philippines, were limited to teenage mothers who were currently studying in the tertiary level taking up education as their course, or any related courses, and courses with teaching units. It was believed that findings of the study could benefit teacher education institutions, like Philippine Normal University, in a sense that those in charge could plan support program for students as they understand the complicated circumstances of students who are already parents. Students who are mothers can also benefit from the study as it could yield data favorable to raising awareness and understanding from their school and home communities, hoping that they could shift paradigm influencing positive attitude towards them.

Participants were identified using purposive sampling and snowball technique guided by the following criteria: (a) female; (b) college student taking up education courses or any related/allied courses or courses with teaching units; (c) has a child/children and had been pregnant during teenage years; and (d) willing to participate in the study. Any race, ethnicity and cultural beliefs were accepted as long as the participants met the given criteria. The researcher also used the social media in gathering the participants for the study. The participant had to be willing to participate and comfortable with the interview questions, including the sharing of personal information and openness for possible home visitations.

The researcher strictly followed ethical considerations in data gathering. Any participants were free to withdraw in the study without any consequences. The present study had no negative impacts in participants' personal life or view of life while conducting the data collection. Although, once the paper was published, the participants could be benefited particularly in academic setting because of the possible development of modules dedicated to addressing their needs.

Data Collection

Ten (10) teenage mother students in teacher education institutions who met the criteria were selected through purposive sampling for the seven participants and through snowball sampling for the three who were referred by the participants. The place for data gathering procedure was conducted depending on the participant's comfortability and convenience.

The schedule for interview was agreed upon by the researcher and the participants. All of the participants were interviewed either in schools or in a comfortable place conducive for data gathering. Before the interview, informed consent was given stating the nature of the study, the manner and place of its conduct, the conditions of the process, and benefits that the participants

could gain from the study. Aside from written or paper form, the consent was also discussed verbally. In the study, all of the participants were 18 years old and above so there was no need for parents' consent. Participants who felt uncomfortable during the interview, or for any reason at all were free to withdraw from the study without any consequences. Participants who confirmed their participation and sign the informed consent proceeded to the next step of the study.

The researcher established rapport to the participants prior to the main interview. Communication was arranged were through Facebook or Messenger and personal conversations; but the interview were conducted face-to-face for the purpose of having comfortability and openness to the topic. The interviews were also tape-recorded or audio-recorded. There was no time limit in terms of the length of the interview as long as the participants were still willing to share so as to get needed data. Follow-up interview was also done to know more of participants' personal information and background.

Aside from the participants, key informants were also interviewed. These people were the ones closest to the participants. They were the participant's friends, lover/boyfriend, or classmates. The set of questions asked to the key informants was different from the questions asked to the participants. The data gathered from the key informants were essential because they gave either additional information about the participants related to their life experiences or support the participants' answers in the interview. The key informants were interviewed face-to-face in a place where they were comfortable enough to share and to be open. Before the interview, the same procedure was completed regarding the discussion of informed consent.

Some qualitative techniques were used in gathering data such as semi-structured interviews and participant observations. In semi-structured interview, although a list of formalized questions

was constructed, the researcher made them more open-ended for a free-flowing discussion. In the conduct of the study, all the data collection tools and documents such as informed consent and guide questions were free from any gender, class, ethnic, and cultural biases. Additional questions not included in the interview guide but were also related and necessary to widen and deepen the conversation and acquire additional information beneficial to the study were added. Follow-up interviews were also done to obtain sufficient information for the study. Participant observation was conducted throughout the interview process as the researcher took down notes obtained in the whole data gathering procedure. Participants' expressions and reactions while listening and answering the questions were noted as they might be helpful eventually.

After the interviews, the participants and key informants were debriefed. They were informed that the interview was already done and possible follow-ups might be needed. After all the necessary information was gathered, data checking was conducted to those who were available. Notes or transcribed interviews were shown to the other participants to check the authenticity of the record and transcript. Also, the researcher explained that all the information gathered from them were treated with utmost confidentiality.

Data Analysis

After the interview, recorded conversations of the participants and key informants were transcribed, and the following techniques were also done in analysing the data:

Thematic Analysis

The collected data was coded using open, and axial coding, before moving on to descriptive, interpretative, and pattern coding. Afterwards, data were classified and organized

according to research problems and assembled using tables. Major concepts were identified and classified into themes.

Within-case Analysis

A “Within-Case Theme Analysis” consists of making a detailed description of the case and its setting (Cruzes et. al., 2014). Each participants’ case was explored and analyzed. Each case was summarized. In this case, the analysis focused on the purposes of the study which was to identify the teenage mothers’ motivations, challenges, and ways of coping.

Cross-case Analysis

In the cross-case analysis of the study, the similarities and differences between the cases were identified to gain meaningful findings. The patterns and correspondence between two or more categories were established.

Making Meaning

After clustering, mapping, and comparing the data, the researcher made use of literature and philosophical framework to make meanings of the data. Describing experiences was essential in the concept of making the meaning out of themes and categories.

Role of Researcher

In the study, particularly in the data collection, the researcher acted as a facilitator. The researcher worked in understanding, describing, and the possibility of addressing the particular phenomena. Aiming to facilitate, the researcher led the discussion and gathered information from the participants. In the study, the researcher initiated the conversation and the interview. Adding

follow-up questions and statement to guide the participants in a wider explanation of experiences was also done.

The researcher also acted as an investigator of the case of every teenage mother student to make sense of the whole case. The researcher made use of different strategies such as observations and taking notes to further absorb the information essential in analysis of data. Just like the principal investigator in a laboratory study, the researcher was the one that prepared, conducted, administered, and analyzed the data collected.

Methods of Validation

Before conducting the study and collecting data, the instrument and interview questions were validated by professional validators to attain objectivity, accuracy, and appropriateness of questions. Face validity and construct validity were established as well by the validators. Semi-structured interview served as the primary means of gathering data for analysis in case study because it allowed participants to have freedom to talk and to further explain what they were talking about. The interview guide contained a series of questions designed for the purpose of the study, mainly focusing on the experiences of teenage mother students in their career choice of teacher education and its positive impacts.

After gathering the data from the participants and key informants, the recorded conversations were transcribed. The researcher did member checking (Hayes, 2000), in which the transcripts, were either shown or emailed to the participants to check if the transcribed conversations were correct.

Ethical Considerations

The study followed general principles and basic ethical standards in research, particularly the ethical guidelines provided by the PNU Research Ethics Committee (REC). The topic involved teenage mother students, considered as vulnerable population. In addressing the ethical issues of this population, a plan was provided ensuring the safety, protection, and confidentiality of the participants in the process of data collection. Also, justice, respect, and beneficence for the participants were considered.

The researcher ensured physical and psychological safety of the participants by making sure that they agreed to the nature of study after explaining the consent form and answering it. Likewise, the teenage mother students were briefed about the conduct and the nature of the research as provided in informed consent. The researcher ensured that they thoroughly understood the content of the said consent. Participants who felt uncomfortable in continuing with the study were freely allowed to withdraw without any consequences. The key informants such as the parents, friends, or classmates of the participants were also briefed and given informed consent. The procedure for agreement in the study was the same as that of the participants.

All procedures and data were treated with utmost confidentiality and honesty. The information gathered was secured from publications, sharing, and replication in any other forms and from outside parties. All the procedures and process stated in the proposal were strictly followed accordingly. The discussion of the results was made comprehensive, valid, and authentic in a way that only those culled from participants were reported in the paper. The researcher made use of reflexivity to provide meaningful and enriched discussion of findings. The researcher would let the participants know that their information or the paper would possibly be published, so their

consent on this matter was also sought. In terms of sharing the results of the study, a research report or article of the study would be provided for the participants and the key informants.

Also, the researcher ensured that teenage mother student participants were not harmed by conducting the interviews in the safest place possible. The participants and key informants were compensated non-monetarily from their active participation, receiving tokens of appreciation for their time and effort to answer the questions of the researcher. Research objectivity remained uncompromised despite the tokens given, and it was guaranteed that the researcher was not related to any of the participants involved.

In addition, the study gave credit to those who significantly contributed in the form of citation of existing studies about the variables. The researcher tried to her best to be unbiased to teenage mother students. Data gathered from the participants were presented with all honesty.

CHAPTER 3

Cases

Cases are discussed in this chapter, summarizing the ten (10) cases and illustrating the life experiences of teenage mother students which focused on their motivations, challenges faced, and ways of coping. Also, responses of the participants regarding the lessons gained in their experiences are described and quoted.

Participant No. 1: “Jhen”

“Mas napahalagahan ko yung magulang ko. Hindi man nila gustong sabihin or gawin to sayo pero ginagawa nila yun para sa ikakabuti mo.”

She is a 26-year old mother and Education student majoring Biology. Her child is an 8-year old boy who is also a grade 3 student. She got pregnant when she was 18 years old and at that time, she was second year in college and a working student. She took up Financial Management as her first course, but she stopped schooling when she learned about her pregnancy. She said that she did not expect it; and she cried because she was still studying at that time that was why she needed to choose between continuing her studies or not. The father of the baby took responsibility for her and for their baby. Her husband is now the one supporting her financially in her schooling. Her pregnancy was sensitive, so her doctor advised her to rest. She really wanted to become a teacher and her husband supported her all the way.

In being a mother and a student, she was struggling in terms of maximizing and managing her time between study and family, especially for her child. Sometimes when encountering a dilemma on what to prioritize, she chooses to comply with school requirements first instead of

attending to her son's academic activities. Time management was her main problem aside from financial difficulties. She really likes her course as she thinks of giving her and her family a better life in the future, the reasons of her ambition-- her parents, child, and husband. As her experiences in Practicum gave her an idea as a future teacher, she learned to manage her students well, thinking of them as her children as well. She was looking forward to apply what she have learned in school to her child.

Being a teenage mother had bad and good impacts to her. First, after giving birth, she realized that there were some things that she could not do because she already had a child. What was good about being a mother for her was that since then she had a sense of direction in life. She learned how to set her goals, not just merely going with the flow. At present, all her decisions in life are for her son. Also, she started dreaming high not just for herself but for her son as well. Her life became meaningful because of her experiences.

Participant No. 2: "Nikki"

"Masasabi ko na enjoyin mo muna yung buhay mo hangga't bata ka. Kasi pag dumating ka na sa time na nagkaanak ka, nagkajowa ka, hindi mo na maaasikaso yung sarili mo. Oo, may time ka sa sarili mo pero iisipin mo kasi yung anak mo eh. And then makinig din sa parents kahit paano. Pero if alam mo naman yung tama sa mali, syempre gagawin mo yung tama."

She had two daughters at the age of 16 and 18 years old and a 20-year old psychology student. For her, being a mother was a happy experience especially when seeing her children happy as well. Even when she got pregnant at the very young age, she continuously chased her dreams not just for her, but for her children also. She became pregnant with her first child when she was 4th year high school, and her family kept her pregnancy as a secret. The second child was born when she was in her 2nd year college studying education. Her first pregnancy occurred before

graduation; fortunately, she was allowed to march and go up on stage. She got pregnant again before her 2nd year college vacation. She learned about her pregnancy when the school year was almost over. She just finished the school year, and then transferred to another school and took another course.

Her main problem when it comes to her current situation was her mother because of the latter's continuous conviction about the mistakes and failure that she made in the past. She studied Education because it was what her mother wants, and this second course was what she really likes more. Being a mother and a student at the same time, she did not really find it hard to manage and balance her time and tasks because most of the time, her children were not with her. Aside from her family, her problem were in terms of financial and emotional aspects. Her husband or the father for her second child was the one who supported her. She described her emotional problem as being sad sometimes because she often misses her children who were not around.

She pursued her education for her children because she wanted to give them better life in the future, but her main reason in taking up Psychology as her course was to know herself more. After graduating, she just wanted to provide and support her child, because according to her, she was not really thinking of herself anymore since her priority is her children. She considered judgment of other people as something that has an impact to her. Fortunately, her present environment accepted her situation as is. There was nothing to be ashamed of because as people can see, she was pursuing her studies, suggesting that her situation is not bad at all. For her, there is something to be proud of about her life. She viewed her experiences as positive because at an early age, she learned to see the world wider than what other people say about her experiences. Lastly, her mistakes in the past were her motivation to do well and right in the future.

Participant No. 3: “Miel”

“Yung pinakanatutunan ko talaga is para dun sa anak ko. Kasi ever since na nalaman kong buntis ako, never kong inisip na ipalaglag. Sabi ko hindi ko ipalalaglag kasi sabi ko maybe plano to ni God. Sabi ko hindi lang ako yung ano. Sabi ko kung hindi naman plan ni God wala naman sigurong ganyan. Lahat plano ni God to serve as inspiration din sabi ko kaya... Kaya ang iniisip ko nalang sa sarili ko is, lahat ng sa tingin nila ay mali, lahat ay may purpose kung bakit naging mali siya. Ang dapat mo lang gawin dun is iimprove mo yung sarili mo talaga. Ipakita mo sa kanila na kaya mo tumayo sa sarili mo kahit anong mangyari.”

She is a single mother who got pregnant at the age of 15 when she was in third year high school. She has never stopped schooling since then. After graduating in high school, she attended vocational school and finished her course there. She entered college and took up teacher education. She was a working student when she went to a vocational school. Since then, she has been the only one taking care of her child while going to school once a week.

Before she gave birth to her child, she decided to finish her relationship with the father of the baby because she knew that he was not ready that time. During pregnancy, her high school teachers helped her and encouraged her not to stop in school. They got her to a program that did not consume too much time going to school. She was doing modules and self-studying. Her teachers were also the ones who first learned about her pregnancy and the ones who helped her talk to the principal for consideration.

Because of her experience in assisting pre-school children when she was in vocational school, she realized that she wanted to become a teacher. Her child affected her career decisions because after she got pregnant, she learned to see the value of everything, and she recognized what she really wanted for herself that was why she viewed her situation as a positive experience. Her

child was her inspiration in pursuing her dream to become a teacher. She wanted to finish college so that she could support and give proper education to her child.

She really wanted to graduate because she believed that in order to provide a great future for her child, she should first have a future for herself. While studying, she found her school really stressful so, the first thing she did was to approach someone and ask for help. Asking for advice and ideas from other people helped her because according to her, people from her school were really approachable. What challenged her current situation was how she could manage her time for her child, academic requirements, and work. Support system was important for her to overcome the challenges in her life.

The biggest impact of her experiences was for her child to see all her hard work and sacrifices in the future. She chose to continue because she really wanted to have a good future. She said that she chose to show her big tummy to other people rather than to hide it and be ashamed, knowing that it was her choice to do such act. Also, her inspiration was to prove to others that being a mother at an early age was not a hindrance for her to achieve her dreams and goals.

Participant No. 4: “Jan”

“Pag-isipan lahat ng bagay na ginagawa. Sa lahat talaga, parang wag kang padalos-dalos. Parang kelangan bago mo gawin yung isang bagay, naisip mo muna yung consequences na mangyayari, ganun. Kahit na yung naisip mo na yung gawin mo maganda, isipin mo kung anong motive mo dun? Bakit mo yun gagawin? Anong mapapala mo pag ginawa mo yun? May sense ba yun pag ginawa mo pa? Matatapakan mo ba yung ibang tao pati sa rili mo, ganun.”

She is a 19-year old Physical Education major student who got pregnant when she was 16 years old. She entered college without knowing that she was five months pregnant already. She did not file a leave of absence and gave birth to her child without dropping any subjects. It was a

normal delivery and her pregnancy was not sensitive at all. Her mother was shocked when she learned about the pregnancy. Although the school doctor advised her to take a leave of absence, she continued attending her classes until the 8-month of her pregnancy.

She was separated from the father of her baby, but he was the one taking care of the child for a year while she was attending her classes. Even with a baby already, she managed to study, became an athlete, and joined a dance group in school. She finds time for her baby after school. Jan saw her mother as her major motivation in continuing her studies and pursuing Education as planned. As an only child, she said that she had to finish her studies, so she could provide for her child and help her mother in the future. In being a future teacher, Jan believes that she had to be more responsible because aside from being a teacher, she is also a mother and her mistakes in the future must be corrected right away. Also, she saw being a teacher as an advantage for being a mother because she can apply what she has learned in school in parenting.

Time management was a major challenge for Jan because of her roles as a mother and a student. She could not manage her time well and 24 hours was not enough for her to do all the things that need to be done. In terms of judgment of other people, she said that she was just ignoring them and she could not easily be put down. As long as she has remaining time after school, she usually spends it for her child.

Participant No. 5: “Mitch”

“Matuto kang makinig sa magulang mo kasi sila talaga yung nakakaalam kung ano yung tama at mali. Tapos matuto ka ring ano ah... Magkaroon ng mahabng pasensya sa lahat ng bagay kasi yung pasensya babunin mo sa lahat ng oras. Hindi lang sa... Hindi lang sa lahat ng nakakasalamuha mo ngayon, pati sa mga susunod pa.”

She is a 27-year old single mother. She got pregnant when she was 19 years old. Her daughter is closer to her even when she is being taken care of by the parents of her father. Michelle and the father of her child are already separated. Her pregnancy affected her decision in terms of career choice. For her, in choosing a career, the needs of her child must be considered. She was in her first year college when she got pregnant. Her major problem in terms of schooling and pregnancy was the baby and her health. She described her classmates as supportive when she was going to school pregnant. In her family, specifically on the side of her father, they were blaming her situation on her father's health condition and the delay of her graduation. Although other people were judging her, she did not mind them especially when her mother really supported her all throughout. She stopped schooling only when she was 6-month pregnant already. Afterwards, she took her second course in another university. She chose her current course because of its flexibility in terms of considering her child. She really likes her course a lot, and she wanted to teach or to become a guidance counselor because of her closeness to children.

Being a mother already, her motivation in continuing her studies were herself and her parents. Michelle's parents were giving their moral support and pushing her to continue her studies; but her own passion to finish her study was the main reason why she went to school again. She was working while studying and taking care of her child as a sales lady in a mall. When talking about the challenges she encountered in being a mother and a student at the same time, she mentioned time management as her major problem. She has difficulty in balancing her time for her child, school, and work; but all things considered, everything was fine for her.

Praying was her way of dealing with her problems, and thinking of her child as a motivation to continue. When she started her schooling again, she made a lot of adjustment because she got

used to be in a work-home routine; but that time, she was also considering her time in school making it a school-work-home routine. Moreover, her child was her motivation to continue her life and her goals. She said that maybe, if she did not have a child, she would not be doing things she did like continuing her studies. Her daughter was her strength in every challenge she faced.

Participant No. 6: “Julie”

“Kung hindi ako nagmadali, siguro marami pa kong magagawang bagay na naiisip ko na gusto kong gawin sa hinaharap.”

Julie is a 21-year old student majoring Physical Education. She got pregnant twice, but her first baby died after several days of her delivery. Being a mother was a challenge for her after having her second child because she could not do anymore the things she had been doing before. Being a mother did not affect her career choice because she got pregnant in her second year of stay in college. One of her major problems when she had a child was that she had been dropped from scholarship by her sponsor. She stopped studying for one year. Yet she continued because of the future opportunities that might be lost if she would not pursue. Also, she was thinking that finishing her studies would give her better career opportunities to provide the future of her child and family. Further, she wanted to learn more because she really wanted to become a teacher ever since, and she wanted to become competent enough. She also saw teaching as an avenue to have a better parenting style as she would apply the approaches she learned in school to her child. On the other hand, she found it challenging to manage her time for both doing school requirements and taking care of the baby. Moreover, financial aspect was a major challenge for her because she was having a hard time providing for her child's need.

In dealing with the said problems, positive mindset was often a solution for her. In financial aspect, she managed to overcome her problem as she always found part-time jobs, and ‘sidelines’.

Her sister and father also supported her financially and morally. Unexpectedly, her father accepted her pregnancy immediately, which caused her to be more motivated to continue with what she has started. Her ways of coping towards her experiences in being a teenage mother student were being positive and managing her time well. Her experiences have both positive and negative sides. The negative impact of being a teenage mother for her was that she could not enjoy much socially anymore because she had a child to take care of. Positively, her experience made her realize her priorities in life. Also, she learned a lot from it that she already knew how to deal with the problems more carefully. Furthermore, Julie's child made her look at life positively as she became her stress reliever and she was happy that now, her child is with her when she fulfils and do things she wanted to do in life.

Participant No. 7: "Analyn"

"Pinakanatutunan ko siguro ano... Wag masyadong pabigla bigla ng desisyon kaso that time nung nagkaroon ako ng anak akala ko madali lang, at nung nalaman kong buntis ako akala ko madali lang, akala ko sa umpisa lang pagkalabas niya wala na, yun na yun. Pero ayun yung natutunan ko na pag-isipan mabuti yung desisyon na gusto kong mangyari sa buhay ko like uhm ngayon tulad ko nag-aarala ko. Hindi pwedeng mag-asawa muna ko kasi ang goal ko talaga matulungan ko yung parents ko, makatulong ako sa kanila kasi once na nagkamali ka hanggang dun nalang yun. Pagbibigyan ka nila ng isang beses wag na siguro ulitin pa kasi masisira na yung tiwala nila sakín na ang aga nung nangyari na nagpromise pa ko sa kanila na ako naman after kong gumraduate para makabawi man lang ako kahit sa ganung way na pinagtapos nila ko."

Analyn was 16 years old, graduating in high school, when she got pregnant. After that, she stopped schooling for almost 6 years because she wanted to focus on her family life. She and her partner that time decided not to get married because of their very young age. After giving birth, she decided to work on a fast chain as a crew way back in 2013. In 2015, she went to school again taking up Education as her course. As a fourth year student, she took education because she saw it as an advantage to teach her child as well and not only her students. She saw teaching as her forte.

Her pregnancy did not become a hindrance as her parents and sister were continuously supporting her financially. Analyn and the father of her daughter were separated since birth of her child.

Her parents were her motivations in pursuing her studies because she wanted to give back the support her parents provided to her. Although she was a working student, her parents continued their financial support for her and for her daughter. Aside from that, she really wanted to finish her study; that was why she went to school again. She believed that taking up Education as her course would give her permanent and stable job in the future to provide for her daughter's needs. As a practice teacher, she said that she wanted to help her future students and teach them by her experiences in life.

According to her, there was nothing much a problem in being a student and a mother at the same time. She only had a hard time when her daughter could not understand that she had some school requirements to do, and when she needed to sleepover in her classmate's place. Financial aspect was not a problem for her because her parents were helping her in this area. Time management and emotional setbacks such as people's judgment were not considered as challenges for her. Positive thinking was her key in every challenge she faced. Also, she thought of a solution as soon as a problem came. Her friends also helped her in some of her problems. Her overall experiences as a teenage mother student were positive because having a child did not burden her at all as it gave her motivation and inspiration in life.

Participant No. 8: "Grace"

"I learned how to appreciate things saka natutunan ko na iappreciate yung buhay na meron ako kasi it's not only for me eh so I'm not doing... Parang nagkaroon na ko ng instant motivation na hindi ka pwedeng parang alam mo yun maglulungkot lungkutan ka? Hindi ka pwedeng matagal masyadong malungkot kasi kailangan bumangon ka ulit,

kailangan pumasok ka ulit so parang ganun. Ayun so parang meron akong motivation na hindi mawawala sakin."

For Melody, the day she gave birth was one of the best things that happened to her and she was so happy that time. She was 17 years old when she got pregnant. During her pregnancy, aborting the child was the first thing that came into her mind considering the possible judgment of the society to her and to her family, as well as thinking of her dignity as a person. Her pregnancy itself affected her career choice because she thought that she could not just stop in schooling; she had to continue because she was halfway through her college life already. She would miss a lot of future opportunities which could just go wasted if she decided otherwise. She continued her studies for the sake of the degree or title. Being a mother and a student at the same time divided her attention. Being pregnant while studying negatively affected her because aside from the school loads, she also had to consider her health and that of the baby. Fortunately, she had classmates who really supported her when she was pregnant, and they were one of her motivations.

Being a mother already, Melody had a wider view for her future as she believed that she really needed to continue because finishing her study was not just for herself, but she also had to think of her child's future. She said that her motivation to pursue her study was really her goals. She was trying to dream big and had a lot of goals even when she had a child already. She wanted her child to have an environment that would cater his needs and wants. Also, her pride was a reason why she continued. According to Melody, her past mistakes could no longer be corrected by other mistakes, so she had to rise again, and self motivation was her way of striving for the better.

Her pregnancy did not really affect her career choice because she got pregnant during college already. But, in her third year as an education student, she decided that she would not become a teacher anymore because of salary issues. She was also working in a BPO and as she

involved herself in call center, she found that it enhanced her communication skills; and intelligence wise, she learned a lot there more than in being a future teacher. Being a teenage mother student affected her negatively as it divided her attention in doing her school requirements, earning for a living, and taking care of the child, which resulted to failure in other subjects. Time was a major challenge for her because she was having a hard time doing all three simultaneously. She also had financial difficulties because she had to allocate her income for her studies and for her child. In addition, emotional instability was also a challenge for her because of the anxiety in the classroom, stress with work loads, and negative judgment of other people.

Melody often solved her problems in being a teenage mother student by first accepting the situation. She said that she really needed to accept her mistakes and failures and everything would follow. In terms of financial problem, she learned to lessen her expenses and did some budgeting. Also, she always set her goals properly and visualized it as she solved her problems one step at a time. Lastly, self-motivation was a way for her to overcome such difficult situation. She coped with her experiences by multitasking, acceptance, and doing the things that needed to be done step by step, little by little. These experiences of Melody resulted to her having a focus in life. She learned to appreciate things and life.

Participant No. 9: “Joy”

“Ano lang yung pag gumawa ka ng plano, wag mo lang iexpect na yun lang yung mangyayari sa plano mo, may plano... Ay yung plano mo, i-align mo pa rin sa plano ng nasa Taas kasi pag nawala yung plano mo, ang gagawa, wala kang kakapitan eh, ang gagawin mo sisihin yung nasa Taas ganun. Nagstrive ka naman pero failure parin. Kaya dapat balance.”

Joy was a first- year student when she got pregnant. She was in her first trimester when she learned about her pregnancy and she stopped for 6 months. Being a mother, she was scared at first

because she did not know what to do and how to take care of a child. When she went to school again, her baby was with her everyday because no one would take care of her at home. In terms of academics, she usually did her school requirements when her baby was sleeping at night. Luckily, her classmates and other schoolmates supported her situation as they often took care of the child as well. On the other hand, there was also a problem on bringing her child to school as two of her professors prohibited her to do so because they found it distracting. Also, transportation issue was a problem for Joy because she was with her baby all the time, exposing the child to health risks and difficulty commuting.

Being an education student was not her real goal because she really wanted to take up Medical Technology; but now, she found being a future teacher good as she was looking forward to be her child's teacher someday. For her, she wanted to become a teacher to her child and apply what she has learned in Education course. Her pregnancy did not affect her studies at all because she learned about it when it was already vacation that's why she had time to focus on taking care of herself and her baby. Sometimes, Joy found bringing her child to school problematic because when her child had tantrums, she often could not concentrate on the discussion of the professors as she had to deal with her child first. One of her problems was on how to do her school requirements because she also had to take care of her child in school and at home.

Financial problem was a major problem for her because she had to find funds for their foods, for the baby, and for her studies as well. On the other hand, her motivation in pursuing her education was to have a better job because she believed that having a degree results to better career opportunities. Also, she said that she wanted to finish what she had started because she already sacrificed a lot so she must finish it to have a better life. The future of her child was a priority; but

aside from that, her inner motivations ignited her to continue as she wanted to prove herself that despite her experiences, she could still achieve her goals. She chose teacher education as her course because of the better opportunities and good compensation when she graduated.

In being an education student, she was often struggling with the school requirements of the university because of lack of resources and time to finish them. Joy often solved her problem by positive thinking. She knew that her sacrifices would bring her a better life that was why she continuously strived despite the challenges including the judgment of other people. Having a strong personality was her armor in facing everyday challenges in any aspect of her life. The major impact of being a teenage mother student for her was that her motivation and determination increased after having a child. After her pregnancy, she believed that her life had a better sense because she needed to think not just for her future, but for the future of her family also.

Participant No. 10: “Jemi”

“Kung anuman yung naging desisyon mo, parang imbis na madagdagan mo pa yun, parang itama nalang ganun. Parang kumbaga kasi yung iba na sa edad ko, na hindi ganun ka ano yung... Katatag tas hindi nagagampanan ng maayos yung pagiging nanay siguro iyon yung lesson na dapat hindi na siguro dagdagan pa yung pagkakamali mo. Kumbaga nakagawa ka na, itama mo, gawin mo lahat para maging okay kang nanay kasi parang nani... Parang ano kasi eh... Parang naging cycle na sa amin, una yung mama ko tas ako.”

Jemi is a 19-year old teenage mother. She got pregnant in her second year in college. She pursued education because of her mother, who was also an education student before, and her former choreographer in MAPEH. Although Education was not her first choice as a career, she really wanted to teach in the future. Her pregnancy did not affect her choice of career because she was in her college days already when she got pregnant. When her family learned about it, they supported her all the way especially financially. On the other hand, as an effect of her pregnancy,

she needed to stop and to cope with her left subjects. Her situation led her to not graduate on time and it was considered to be her main problem. She continued her studies because she really wanted to graduate with the course she took. She did not want to waste the effort she exerted, and she did not want to give up that easily. Aside from that, she really wanted to become a teacher someday and she wanted to give back for the sacrifices her parents did for her. Also, she thought of her child as a motivation for her to pursue her goals.

Being a mother and a student at the same time, she found it hard to go to school sometimes when her child had tantrums. The challenges she identified were the possibility of not to graduate on time and finding someone who would take care of the child when she went to school. She also shared that her relationship with the father of her baby was not that okay, that they were always working on it to have a harmonious one. Jemi said that she was not that problematic in terms of financial issues because her parents were supporting her. Emotionally, her friends and classmates were there to help and support her in her academics and other problems.

Jemi's parents were a big factor in overcoming her problems as they never stopped supporting her and providing for her and her child's needs. Also, she learned how to cope with her situation because of her supportive friends usually helping her. For Jemi, the impact of what happened in her life was that it directed her to a more positive life because after having a baby, she knew that she needed to be goal-oriented. Although a negative impact of it was not graduating on time and it took away some time for her to enjoy her life alone, she believed that everything that happened to her had a purpose.

CHAPTER 4

Findings and Discussion

This chapter includes the interpretation of the responses illustrated according to the frequency of codes and themes. Also, sample responses supporting the analysis of data are provided, in consonance with research problems of the study. The findings are supported by literature that either approve or contradict the findings obtained and the implications of the findings are enumerated.

Research Problem No. 1: Describe the motivations of the teenage mother students in choosing teacher education as their career choice.

Knowing the motivations of the teenage mothers were essential in understanding their experiences and situation as education students and why they chose teacher education as their program or course. In asking three interview questions that will answer the first problem, the following themes emerged: (1) Application of experiences as a mother in teaching and vice versa; (2) Future opportunities and benefits as a teacher and; (3) Personal choice and interest.

Being a teacher was an avenue for the teenage mother students to teach their children and to understand them. The participants viewed their experiences in being a mother will help them in teaching their future students. Moreover, they as well as consider that being a future teacher will benefit them in taking care and raising their children well. Most of the participants responded that the application of their experiences in one role will help them to successfully accomplish the other role. Although there are participants who already chose teacher education prior to their pregnancy, they shared that what they have learned in studying teacher education served as their motivation

to continue what they have started. They also believed that the strategies and principles they have learned in school will be significant on how will they properly raise their children. They viewed both motherhood and teaching as an advantage for their dual roles as a mother and as a future teacher. In relation to the statements, teacher candidates reported that the desire to work with children and adolescents was very influential in choosing a teacher career (Watt & Richardson, 2008).

Joy: She was looking forward to becoming the teacher of her child and for her, it will be a big help. As she experienced the struggle of being a student who can't fully understand the lessons and who was afraid to ask questions, she can help her child in the academic aspect. She was emphatic in the future situation of her daughter in the academe. As a teacher, she was looking forward in knowing her child's learning style and help her succeed in life.

“Okay lang din naman kasi nilu-look forward ko nalang na someday maging teacher ako ng anak ko, malaking tulong na rin sabi kong ganun. Ayun, mas okay na rin yun. Parang alam mo yun. Parang naranas mo kasi yung struggle nung bata ka eh kung paano mo intindihin, pag hindi mo naintindihan nahiya ka magtanong, so kung anak ko yung tinuturuan ko, alam ko na yung pakiramdam. Alam ko kung saan ko sisimulan, kung anong kahinaan niya, weakness niya, anong strength niya. Kaya ganun, makukihang agad kung anong learning style niya agad. Yun, ganun. Hindi na niya kailangan pa mailang kung ano oa kailangan niya itanong ganun.”

Analyn: Having a first-hand experience in early pregnancy, Analyn viewed such as help for her future students who will be experiencing same situation as her. Because of being a mother, she will be able to share what she experienced and learned in the past as an inspiration for her students to do better with their lives.

“Kasi yung educ, for me ah? Yung experience na early pregnancy of age ano kasi sa ngayon nakikita ko uhm yung ibang estudyante ngayon, ang dami nang uhm

parang hindi na agad iniisip yung mga mangyayari, mga maaga nagboyfriend, mga nabubuntis ng maaga. Parang gusto ko yung nalalaman ko yung naexperience sa mga batang nakikita ko na ganun. Like ako nakakahawak na ko ng estudyante na grade 10. Syempre grade 10, grade 9 nasa stage sila ng ano eh...”

Jhen: Aside from the fact the she really likes children, Jhen wanted to apply what she learned to her child. Through her course, she can teach her child the specialization she has and for her, that was the main reason why she chose teacher education after having a child.

“Tas naisip ko kasi na gusto ko kasi ma... Kasi nung una talaga gustong gusto kong maging teacher kasi mahilig talaga ko sa bata. Tas naisip ko na parang at least pag naging teacher na ko, matuturuan ko yung anak ko sa kung ano yung specialization na meron ako. Tapos ayun nga, naaapply ko naman siya ngayon kasi nga diba may science na sila sa ano, naaapply ko naman siya. So ayun, nakakaapekto. Para saakin, malaking reason talaga yung anak ko kung bakit mas pinili ko yung gantong course kumpara dun sa una kong course na financial management.”

Julie: According to her, studying in PNU taught the students how to properly approach the child and identify their learning styles. Having a child already, Julie was looking forward that her child will ask her questions, and what she learned in school will help her properly teach her child as well as her future students.

“Oo, syempre pag lumaki si baby tas, mommy nagteacher ka pala. Syempre parang ang laki ng epekto sayo na hala ayan na yung mga tanong niya. Kasi habang lumalaki si baby madaming tanong yan. Tas parang habang nag-aaral ka katulad ng dito sa PNU, tinuturuan tayo kung paano mag-aapproach as a teacher. Eh diba pag teacher ka parang magulang ka na din? Ayun natuturo ko din siya sa baby ko. Lalo na sa pamangkin ko na tinuturuan ko ngayon. Yung approach na natutunan ko dito.”

Most of the participants shared that being an education student was really beneficial for them in raising their children as they learned the approaches and strategies that they can apply for

their children's learning. Half of the participants were already in the teacher education program before they got pregnant, but they chose to continue and pursue the program they took, having their children as their motivation. Four out of those five participants who stopped schooling when they learned about their pregnancy said that they had the choice not to continue what they have started but they chose pursuing teacher education because of their children, especially their future.

It takes courage and passion for the teenage mothers to choose what they like after what they have experienced, but it takes unconditional love for them to pursue and chose the future that's not only for them but also for their children. In this manner, the teenage mother students were considering both of their roles and based on their shared experiences, their children were the main reason why they took teacher education as their program.

The second theme that emerged in the teenage mothers' motivation in taking teacher education as their program was considering their future opportunities and benefits as a teacher. *"Madaling makahanap ng trabaho"*, *"sure kana sa work"*, *"may future"* and more were some of the responses which encompassed that one of the teenage mothers' motivations in choosing and pursuing their career was to have better job or career opportunities in the future considering the stated possibility of lower employment rate in the study of Ermisch (2003) among teenage mothers.

Joy: She said that she was just thinking of her child's future. It'll be a big problem if she cannot find a job, because of its outcome. Joy's husband was an undergraduate and he's having a hard time resigning to his current job even he wants to. Joy doesn't want to be like that.

"Parang future nalang din niya iniisip ko. Paano kung di ako makagraduate? Edi ang trabaho ko iba iba, eh paano yun, kung walang trabaho edi wala ding pang ano sa anak ko. Ayun yung pinoproblema ko. Eh yung papa niya hindi rin

nakagraduate ng college, high school lang yun. Kaya hindi siya maka-resign resign sa trabaho niya ngayon kahit ayaw niya na. So sabi ko ayoko na dumating ako sa punto na ganun. Yung ayaw na ayaw ko yung trabaho ko di ako makaalis alis kasi kailangan.”

Julie: Graduating in college will make her find job easier and have a better life.

“Iniisip ko na pag mas nakapagtapos ako, o kaya napagpatuloy ko yung pag-aaral ko, mas magiging madali yung buhay ko kasi syempre mas madali makakuha ng trabaho pag nakapagtapos.”

Analyn: She believed that taking Education will give her permanent job in the future. She’s pursuing her education to give back to her parents as well.

“Pinili ko yung education para kahit papaano. Para ano uhm what do you call this? Uhm ano maintain, permanent. Permanent, permanent na job. Kaya yung reason ko kung bakit ako nagpatuloy, para rin sa kanila. Sa parents ko ganun. Lahat ng binibigay nila sakin, mabalik ko after kong ah... Magkaroon ng trabaho.”

Mitch: She said that there are a lot of options in the career path that she chose. She also wanted to graduate in a course that she really like.

“Pero kasi pag gagraduate ka yung gusto mo na eh. At yung gustong gusto mo talaga in the future. Saka psychology kasi pwede ka kasing magturo talaga eh. Hindi lang siya pang-HR, pang-guidance, marami pang options.”

They perceived that choosing their career choice of teaching would give them “permanent job”, “stable job”, and “many options” in the future. Better opportunities are ahead of them as they studied teacher education. Extrinsic motivations such as salary, job security, and career status were found as important factor in choosing a career, satisfaction in job and persistence (Bastick, 2002; Brown, 1992; Yong, 1995). One of the participants responded that she did not want to stay in a job she did not really like just to make a living. Also, she said that she did not like to be stuck in her status now or in poverty that was why she was striving hard to finish her education.

Julie: She did not want to waste the efforts she put in her college years. She had been absent for days because according to her, she was thinking of the hardwork of her boyfriend going to work but ended up spending all their money. She was willing to sacrifice because she needed to, for the future of her family.

“Ito nalang, konti nalang bat hindi ko pa tatapusin? Parang ganun kahit medyo ilang bese ko na rin gusto magstop. Actually, umabsent ako ng ilang araw ba yun? Kasi gusto ko na ring magstop. Ramdam mo na yung pagod ng boyfriend mo, ramdam mo na pagod na pagod lagi galing trabaho tapos lagi pang ubos yung pera na minsan laging puro utang na kami. Kailangan. Pag hindi ako nagstruggle, pag hindi ako nagsacrifice ngayon, eh yung parents niya sa amin rin umaasa. Ayoko naman na habang buhay ganun kami. Ang hirap kaya...”

The children of the participants were also their main motivation in continuing their education and choosing their career. Based on their frequent responses, they wanted to give their children a better future. The teenage mothers wanted to support their children by providing their needs and giving them proper education in the future. The teenage mothers believed that the benefits of being a teacher in the future would help them in being a mother. As for the salary of being a teacher, the teenage mothers shared that it will help them provide for their children's future. Having a permanent job for their career choice is a motivation for them.

Michelle: She wanted to choose the career that will help her provide the needs for her child. Choosing Psychology was what she really wanted aside from its flexibility as a choice of career.

“Sa akin oo, kasi kumbaga para saakin yung pipiliin kong career dapat yung mas matutugunan yung needs ng anak ko. Kasi ang psychology naman flexible sa lahat kaya....actually yung pagpili ko ng psychology, hindi siya, gusto ko talaga siya as in”

Grace: She wanted to raise her child in the environment wherein he can get anything that he needs and wants. For her, having an own house is needed and she also have to support her child all the way, that's why she did not stopped schooling.

“And gusto ko lumaki siya sa isang pamilya na yung environment na uhm nakukuha niya mga kailangan niya. Not only what he wants but what he needs so... Yun yung mga una kong iniisip. So kailangan kong magkaroon ng sariling bahay, mga ganun. So kailangan ko siyang bigyan ng support lagi kaya... Kaya hindi talaga ko tumigil.”

Joy: It was better to sacrifice for a number of years, rather than to sacrifice forever. She was thinking that it was for her baby, so she chose to have a hard time in the present for a better future.

“So, kung magsasakripisyo lang din naman ako, ilang taong nalang naman eh, para sa baby ko din naman, yun nalang iniisp ko. Ang i... Ilang taon lang isakripisyo ko kesa naman forever magsasakripisyo ka ano. Parang dun ka nalang sa mabigat bigat ngayon pero ang kakalabasan ay gagaaan naman yung buhay ng anak mo in the future. Parang yun nalang yung pinanghahawakan ko kahit medyo mahirap.”

Miel: Miel wanted to finish her studies to provide a better education for her child. She was happy knowing that she was studying, and her child also wanted to do the same.

“So nakakatuwa lang isipin na pinagbubuti ko yung pag-aaral ko tapos maririnig ko sa anak ko na ma gusto ko magganyan ganyan. Mas gusto mong makapagtapos para mapag-aral mo din siya.”

Analyn: Her motivation to continue her studies was for her child because she can see the increasing needs of her.

“Motivations ko bakit nag-aaral ako ulit? Para din sa ano... Sa anak ko kasi nakikita ko rin na yung anak ko habang lumalaki ang dami nang pangangailangan eh.”

Nikki: The future of her children was her motivation because she said that after having children, she often thinks of her children's welfare instead of her own.

"Motivation ko is syempre sa mga anak ko iisipin ko yung future nila ano bang kahihinatnan ng..pag hindi ako nag-aral diba?... More on ano lang kasi ako eh more on anak nalang kasi ako hindi ko na naisip yung sarili ko talaga sa totoo lang."

Jhen: She was sacrificing things for her child, because according to her, she wanted to make her child experience the things that she didn't experience before. She wanted to give the things that she didn't had the chance to have before. She said that everytime she thinks of quitting, she was reminding herself by having her child as a motivation to continue.

"Yung masasakripisyo ko kasi gusto ko talaga yung hindi ko naranasan noon, gusto ko maranasan ng anak ko. Tas parang naano ako na parang ayoko na maranasan yun ng anak ko, gusto ko maibigay ko sa anak ko yung mga hindi ko naranasan noon. Kaya kapagka everytime na nakakaramdam ako na gusto ko na sumuko, na bakit ko pa kailangan to ituloy, iniisip ko lang talaga siya. Siya. Para at least nagkakaroon ako ng motovation na kailangan ko talaga to ituloy kahit na ayoko."

The last theme that arose in knowing the motivation of the teenage mothers in taking teacher education as their career choice was not totally related to their dual roles of being a mother and a student at the same time, but it is essential for successfully achieving these roles of being mothers and teachers.

The teenage mother students' motivations and reasons in choosing their career choice as well as continuing their studies mainly contribute to their experiences as teenage mothers. Supporting the study, motivation was one characteristic that played an important role in terms of

the engagement of the struggling students. It usually increased academic achievement, self-esteem, social adjustment, and school completion (Watson & Vogel, 2017). The teenage mother participants viewed their personal growth and achievements as a motivation in pursuing education and career as a number of them think that continuing their education will benefit themselves. Some participants were determined to prove themselves and to others that they could, and they will finish their education and become successful. “*Kaya ko naman pala*” was one of the answers of the participants as her self-motivation became her reason to strive more.

Aemiel: Her motivation was to finish her studies. According to her, before she can provide a better future for her child, she needs to have a good future for herself first.

“Yung ang motivation ko talaga gusto kong makatapos eh kasi diba ang nung nagka... Pag nakaroon ka ng anak iisipin mo is for the future ng anak mo. So para magkafuture yung anak mo, kailangan mo muna magkafuture sa sarili mo”

Joy: She continued her schooling because she wanted to prove something for herself. Despite the challenges and struggles that she experienced, she believed that she needed to sacrifice and she has a mindset that she can do it.

“Kasi ano din eh... Kasi may gusto pa rin akong patunayan sa sarili ko kahit na medyo madami na kong pinagdaanan. Kahit ang dami ko na challenges naoagdaanan sa buhay, ito pa ba? Ito nalang, konti nalang bat hindi ko pa tatapusin? Parang ganun kahit medyo ilang beses ko na rin gusto magstop... Pag hindi ako nagstruggle, pag hindi ako nagsacrifice ngayon, eh yung parents niya sa amin rin umaasa. Ayoko naman na habang buhay ganun kami”

Nikki: Her motivation why she chose her course was to know herself more.

“... eto talaga yung gusto ko sa lahat syempre para makilala ko na yung sarili ko.”

Also, one of the participants considered her pride as a factor contributing to her decision to continue. She wanted to remove the stereotype that teenage mothers have no future and cannot

be successful. Intrapersonal motivations or viewing success for themselves when they finished college were teenage mother students' essential reasons in choosing their career choice.

Melody: She had the chance to have different achievements, and for her, that was something that she can be proud of. People's judgment of her situation served as her motivation not to give up. She wanted to prove to them that their stereotype or thinking about her being a single mother were wrong. Grace wanted to show them that despite her situation, she can manage her roles as a working student and as a mother who can properly raise her child. It was her pride that push her to continue after making mistakes in the past.

“That's something that I can be proud of. Uhm nagkaroon ako ng different achievements something na hindi mababayaran ng iba. So especially yung judgement ng tao na sinasabi ko kanina pa. Parang nagkaroon ako ng... Parang yun yung naging compensation ko instead of giving up. Lagi kong pinipili mag... Mag... Ah lumaban for that. Kasi nga gusto ko ipakita sa kanila na mali yung iniisip nila. Na mali yung stereotype nila na pag single mom ka hanggang dyan ka lang. So, gusto kong mawala yung stereotype na yun especially for me saka sa anak ko na ay okay rin pala. Kaya mo pa rin pala iraise yung anak mo, kaya mong makapag-aral at makapagwork at the same time. And siguro pride na rin kung aaminin ko. Pride, it's a part of my pride na ano ka na eh natumba ka na eh, nagkamali ka na.”

Personal choice was a main reason in choosing teacher education as their career choice. The study of Dick and Rallis (1991) found that genuine interest was one of the most important factor for women in choosing their career. Most of the participants said that they really wanted to become a teacher or to teach. For some, teaching made them happy as the students learned from them. Aside from that, most of the participants really wanted to finish their degree or to graduate that was why they continued their education. One of the participants answered that she wanted to learn more as she continued her study; and the other participant wanted to compensate herself because of the mistakes she made in the past. Also, a participant said that teaching was really her

forte; and one responded that based on her experience in assisting students, she found teaching challenging, so she took it as her career choice.

Jhen: Since then, she already wanted to become a teacher because she likes children.

“Kasi nung una talaga gustong gusto kong maging teacher kasi mahilig talaga ko sa bata.”

Jemi: She really wanted to teach MAPEH.

“at saka gusto ko talagang magturo talaga ng MAPEH.”

Analyn: Teaching was Analyn’s forte.

“Reasons kung bakit ko tinake yung educ kasi ano eh mas ano ko siya forte compare sa ibang course.”

A subtheme that emerged was the possible loss of opportunities in the future if the teenage mother students did not continue and pursue their college and gain degree or job. They had the following statements as they thought of the reasons why they continued their education despite being a mother already. They were afraid of losing better opportunities in the future if they did not continue what they have started. Most of them were in college already when they got pregnant, so they did not want to waste the future and effort in studying. This theme emerged was perceived to be notable in the life experiences of teenage mothers. Most of them stopped schooling because of pregnancy that’s why they have feelings of regret and guilt which resulted to have the desire and need to continue what they have started.

Research Problem 2: Describe the challenges of teenage mothers in being a mother and a student at the same time.

(1) Difficulty in balancing the roles of being a mother and a student; (2) Financial incapability; (3) Society’s negative judgment in being a teenage mother and; (4) Difficulty gaining

acceptance from family were the main themes that arose in identifying the challenges of the teenage mothers. All the challenges mentioned affected both the roles of being a mother and a student of the participants.

After the pregnancy, the participants faced harder situations because of having children already which require more time, money, effort, etc. The main challenge that the participants mentioned in being a mother and a student at the same time was balancing these two roles. Time management was a main challenge encountered by the participants. According to the study of Misra & McKean (2000), time management had a great buffering effect on student's academic stress. When they already had their children, their attention started to become divided and they tended to lack in management of time in doing their academic works, taking care of the child, and for some of them, working to make a living.

Melody: She was saying that she had a little bit of problem when it comes to managing her time. Being a mother and a student, as well, was tough. Also, she said that she was a little bit jealous because of her situation wherein she needed to go to school so the only person to stay with her child is her mother.

“First is yung time so sobrang challenging siya sa time kasi hindi ko alam king paano ko hahatiin yung time ko as a mother and as a student kasi kailangan ko maglaan ng oras syempre sa studies ko para pumasa, kailangan ko maglaan ng oras sa anak ko para para ano magbuild of course ng relationship as a mother para makita niya yung presence ko. Kasi nga madalas siyang kasama nung mama ko kaya parang nakakalungkot sakín kapag mas naghahabol siya sa lola niya kasi nga mas madalas niyang nakikita eh so hindi ko naman siya masisisi about that.”

Michelle: She was having a hard time managing her time in terms of work, studies, and for her child. Her rest day was allotted to school instead of taking care of her child. She really needed to manage her time because after work, she also needed to study.

“Mahirap talagang pagkasyahin yung time between sa work, sa anak, sa studies. Rest day ko nasa school ako eh kumbaga parang dapat nasa anak ko ako, inaalagaan ko siya pero syempre pinapaliwanag ko naman sa kanya na nag-aaral si mommy, di lang naman para sakin to, para sayo din. Tapos yung time management lang talaga. Kailangan na kailangan ko yun kasi pagdating sa bahay galing work, aral.

Jhen: She said that the common dilemma of being a teenage mother is time management because of the responsibilities she had as a student and as a mother. She added that in school you cannot just reason out that you have a child to attend to. At some point, she tends to prioritize her studies rather than attending to her child.

“Ayun, sa time. Yun talaga. Yun talaga yung problema ko. Time talaga kasi... Kasi pagdating sa school hindi mo naman pwedeng sabihing may anak ako... Ang pinakaano talaga yung time. Kung paano ko hahatiin lalo na ang nahahati... O yung hinihingi talaga is sa pamilya ko, yung sa anak ko at yung sa school. Parang naiisantabi ko sila, naipa-prioritize ko talaga yung pag-aaral ko.”

Jan: For her, time management is the biggest problem as a teenage mother. She is a student, a mother, and an active member of a dance group. She finds it hard to allocate her time to fulfill her duties as a mother, a student, an athlete and a dancer. She added that it is so challenging to be a teenage mother.

“Time management. Bukod sa, yun na nga, mother tapos estudyante, atleta pa ako, before dancer, eh yung kislap. Sobrang laki ng oras yung kinukuha sa buhay ko grabe talaga. Tapos parang ayun, dapat kong hatiin yung sarili ko ng 3 para lang napunan ko yun lahat eh dance, ay, parang nanay at estudyante palang ang hirap na tapos sinamahan mo pa ng dancer, saan na ko pupulutin nito? Anong oras na ko umuwi parati, pag-uwi ako tulog na yung bata. Di ko pwedeng i-apply yung ginawa ko kagabi na harutin siya kasi kailangan ko rin gumawa. Yun, sobrang challenging ng oras.”

It became their problem because aside from divided attention, most of them needed to wake up early in the morning for their classes and sleep at night late to either take care of the child or do their academic requirements, such as lesson plans, demo teaching preparations or reports. In the

study of Lesko (1995), a lot of obstacles regarding school completion which included attendance issues related to pregnancy and parenting were commonly faced by the teenage mothers. Four of the participants said that they tended to become late in attending their classes. This challenge was related to the other which was taking care of the child. This means that the teenage mother student participants were having a hard time thinking and looking for someone who would take care of their child while they were in school. The reason of the three participants why they sometimes came late at school was because they had to look after their child first before they could go.

Joy: She said that she needs to wake up early to attend to the needs of her child.

Although, she woke up early, still, she arrived at school late.

“Yun kapag ano kapag kailangan mo gumising ng maaga, sobrang aga. Tapos sobrang aga mong nagising late ka pa rin. Kasi kailangan ko antayin yung anak ko na gumising. Kanina anong oaras ako nagising? Alas singko? Ano oras nakarating? Alas otso.”

Julie: She was finding it hard to do every requirement on time because sometimes she is preceeded by laziness.

“Oo, palagi pala. Kasi diba may morning na 7 nangyayari dumadating ako 8 kasi hindi ko kayang tumayo ng maaga kaya ayun lagi akong late tas yung ibang requirements, alam mo yun yung parang gusto mo siyang gawin nauuna yung tamad mo.”

Michelle: She said that she was late in her classes most of the time because she needs to accompany her daughter to school.

“Experiences ko nun ano eh. Nung unang nag-aral siya, uhm kinder kasi sabay kami pumapasok, eh first year college ako nun. Hinahatid ko pa siya bago ako pumasok sa school, ang nangyayari nalelate ako sa school. Nagtataka yung teacher ko bakit daw ako late lagi ayun, sinabi ko yung reason.”

Jemi: She stated that her experiences as a mother and as a student is tough. She finds it hard everytime she needs to go to school because sometimes her daughter wanted some attention and she cannot resist it. Also, there are times wherein she cannot go to school because the mother of her husband had to do something and no one will be in charge of her daughter. So, she needs to sacrifice.

“Sa ngayon, yung naeexperience ko talaga sa pagiging mommy at estudyante is yung hindi ko sigurado kung makakaalis ba ko ng bahay o hindi kasi si Summer minsan pag aalis ako iiyak siya, nagwawala siya. Minsan kahit alam ko na late na ko nagi-stay nalang muna ko sa bahay kasi ayun, naghahanap din ng oras si Summer tas minsan pag iniwan siya, dun siya nagta-tantrums, nahihirapan yung mama ni Kelvin pag iniwan siya sa bahay. Saka yung ano, puyat ka sa gabi tas papasok ka ng maaga. Yun yun talaga siguro yung pinakamahirap saka yung minsan may gagawin si tita, hindi ako makakapasok.”

As a subtheme, numerous workloads, subjects and requirements were also viewed by the teenage mother students as a problem. Aside from that, they were concerned about not graduating on time because most of them stopped schooling while they were pregnant and just continued it after they gave birth. This appeared to be a problem because it caused an increase in amount of stress to teenage mothers as supported by the study of Kausar, 2010) which found that there was a positive relationship between academic workloads and perceived stress among university students. Also, because of the school activities, the participants were struggling on how to have some quality time with their children. Often, teenage mothers weren't able to do the duties of being a mother successfully because of academic dilemmas.

More than half of the teenage mothers interviewed were considered irregular students. One of their major concerns was they could not graduate on time. A number of participants who got pregnant while studying took a leave of absence; and when they came back, they became irregular

students and they could not graduate with their batch mates. The participants who enrolled in college after stopping from schooling were also irregular students because of their work. They tend to be noncompliant with regard to their school requirements. These problems and experiences resulted to emotional negativity similar to the study of Kausar (2010) in which perceived stress was predicted by academic workloads among students. Because they were irregular students, they had to come to different classes which resulted to becoming isolated to others. One of the participants shared her experience in becoming such:

Melody: Her 3rd year in college was the hardest year for Grace. She was back in school from maternity leave, and according to her, she experienced culture shock again because of the academic loads that were left. There were subjects that she intentionally left because she already know that she will be extending before she graduates and she didn't want to make to harder for herself.

“So ayun, nawala yun. So second year medyo oks pa. Tas third year, yun na kasi ah... Sakin naging mahirap. Pinakamahirap na stage ko siguro ko masasabi third year kasi yun galing akong maternity leave nga tas pagbalik ko nung maternity leave ko, boom culture shock ulit ako kasi uhm wala na kong baby na dinadala pero ang daming naiwang loads so ang nangyari umabot ako ng 29 units nung first term so parang sobrang sabog na agad ako. So there were 2 subjects na binitawan ko nalang din nung third term sabi ko papahirapan ko pa yung sarili ko eh mag-eextend din naman ako ng isang year. So ayun. So parang uhm nung fourth year ang ginawa ko na parang second ano parang first term laban na laban pa ko eh.”

Also, because most of the participants could not graduate on time, they said that they tended to feel frustrated. As one of them that stopped schooling said that her confidence decreased. Some of the participants became irregular students and some of them had a very exhausting schedule because of taking a lot of subjects or courses per term or per semester as stated in their answers:

Grace: She started to become an irregular student. She had disorganized loads and breaks. She spent some of her breaks in sleeping, in classroom usually.

“Sabog sabog na yung schedule. Sabog sabog na yung breaks ganun. Minsan di na ko nagbebreak. Natutulog nalang ako ganun o kaya mismo sa classroom dun na ko natutulog. Ganun talaga wala eh tas irreg na ko. Start na ng pagiging irreg ko.”

Jemi: Since high school, she wasn't used to reporting and speaking in front of other people that's why she was usually wondering why she wanted to become a teacher. She viewed speaking in front of other people as a struggle especially when she stopped schooling because she felt that her confidence in public speaking decreased.

“Experiences... Siguro po... Kasi nung high school talaga ko hindi talaga ko pala-report na estudyante hindi po ako kaano sa harap kaya hindi ko din po alam kung bakit ko ba nagustuhan yung pagiging teacher. Kailangan maano talaga kayo pag nagsasalita sa harap. Siguro yun po yung struggle ko hanggang sa ngayon kasi nagstop din ako. Parang nawala yung confidence ko, yung ano ko sa pagsasalita sa harap.”

Financial problem also tended to be a main challenge in the lives of the teenage mother students. It was also mentioned in the study of Chilman (1979) that teenage mothers were most likely to experience financial problems. Most of the participants had difficulty in providing satisfactory amount for funding their lives especially for their child. Because of the pregnancy, they could buy only the things they really needed and rarely bought their wants. Some of them could hardly support the child fully. Also, they were torn if they would spend their money for their child or to the things they needed in school.

Melody: Problems in financial aspect was one of her major challenges because aside from allotting money for her studies, she also had to part something for her child. She

also needed to have a budget for their food aside from providing for her child's basic needs.

As a student, she was struggling financially because she was spending for her thesis, and instructional materials for demo teaching, and other paper works.

“Financial pa rin. So laging nandun pa rin kasi syepmre pera for school kasi diba yung mga school load lalo na thesis. So yun basag talaga income ko nun kasi naglalaan ako around 2k sure na yun para sa anak ko na yun. Wala pa dun yung mga parang mga food, parang ano lang yan diaper, gatas, uhm wet wipes mga ganun palang yan basic needs palang, chupon. So sobrang aabutin ka ng 2k wala pa yung mga pagkain na pwede mong ibigay, jollibee, wala pa yun. Second ayun. Uhm as a student ayun din, pera kasi nga kailangan mo ng gamit para sa instructional materials sa pagdemo so paprint, photocopy so ayun. Second is pera.

Joy: The main challenge for Joy when it comes to being a mother and a student at the same time was financial because their primary provider was her boyfriend. They needed to budget his salary for foods, fare, and baby's needs. Most of the time, their budget was just for their family's needs and she cannot even buy her wants even she really wanted it.

“Yung pinakauna ko talaga financial problem kasi, yung nagtatrabaho lang sakín boyfriend, ay yung nagtatrabaho samin boyfriend ko. Eh gastos araw araw, pamasahé, pagkain, si... Alam mo naman yung baby magastos kaya hin... Breastfeed... Breastfeed ngayon si baby ko. Hindi ko na pinapa... Milk muna kasi ang mahal kasi nung nagmilk kami lalo kaming nagkapos, nagkapos yung budget namin kaya breastfeed kami hanggang ngayon. Tapos medyo hindi mo na rin nabibili wants mo, puro needs nalang. Gusto mong bumili ng ganito, ng bagong uniform, hindi mo mabili kasi nagbabudget ka. Yung pinakaproblema ko talaga financial, support hindi.

Aemiel: She tried asking for assistance in the local government but they failed to give her because the only available financial assistance was for business. She asked for help in terms of her schooling but according to her, the government was not giving any help for that.

“Kasi being a mother and as a student, nagtry kaming nung... Ano yun? Nakalimitan ko single parent... Kumuha kami sa munisipyo. Kailangan single mother ka ganyan ganyan. So pagdating dun namin, parang ang hirap mag-

approach kasi ang gusto nila is yung ibibigay nilang pera pangkakabuhayan mo, hindi ka nila tutulungan pag for schooling mo. So walang ganun na program na tutulong sa amin para mag-aral pa kami.”

Jhen: Money was one of her problems because Jhen’s and her child’s provider in school matters was her husband. They both have expenses in school that’s why they sometimes struggling to manage their budget.

“Minsan sa pera. Kasi... Oo kasi dalawa kaming pinag-aaral ng asawa ko. Minsan kasi nagyayari saming dalawa, pagka may bayarin ako dito sa school, may bayarin rin siya sa school. Pag meron akong bibilhin, may kailangan rin siyang bilhin. Kaya ayun, pera rin minsan.”

Julie: One challenge for her was in terms of money because she said that as her child grows, their expenses increases as well. It was her main problem because she have to find ways to support herself and to provide for her baby.

“Ano, dahil sa pera. Kasi ano habang lumalaki kasi siya, mas ano kailangan namin ng pera sa mga gamit niya tas parang pag sakin naman, yung mga bayarin dito sa school. Ayun mga... Ayun kasi yung pinakaproblema ko ngayon, financial. Tas ayun, kailangan ko maghanap ng paraan para masuportahan ko yung sarili ko pati yung baby ko.”

Another challenge they encountered was the society’s negative judgment towards the situation of teenage mothers. It has been a stigma attached to being a teenage mother. Although unwanted attention was often received by the teenage mothers, people failed to realize its impact to teenage mothers (Watson & Vogel, 2017). Some of the participants pursued schooling even when they were already carrying their child, and all of them were known to have a child already. In this manner, the bad judgment of other people towards their situation was inevitable. A number of them experienced negative feedback from random people in their school. They tended to be concerned with the judgment of other people in their school. Several teenage mothers experienced

being labeled, stereotyped and discriminated especially by other students. It is noted that previous studies showed that teenage mothers were perceived as “a homogeneous group of immature, irresponsible, single, benefit-dependent, unfit parents” (p. 671) (Yardley, 2008), which was also appeared to be a problem until now. One of the participants tended to struggle in making good relationship with her classmates after pregnancy, and she felt almost isolated because of that. As stated in the study of Watson and Vogel (2017), isolation was one of the struggles faced by teenage mothers and it often left them feeling ignored, sad, and lonely.

Grace: The main thing that she always thinks of was the negative judgment of other people especially the ones that she was encountering everyday. She said that people were looking at her was she was pregnant and some was approaching her and confirming that she really got pregnant.

“and judgment yun parin talagang main thing na inisip ko non yung maiisip sakin ng mga tao so dumadaan ako sa school na ang daming nakatitig sa akin tas parang ahmm. One day nung nakita ko na isa kong makilala sabi niya ah ikaw pala yung English major na kumakalat na buntis, gumanon siya so, ahh ako yun, gumanon ako, tapos...”

Julie: She often think of the judgment of other students and what they might say about her because she was pregnant again that time.

“Ayun, naiisip ko yung judgement kasi diba... Lalo na yung mga ibang kabatch ko na nakita nila ko na buntis nung second year tapos makikita na naman nila na buntis na naman ako, parang syempre iisipin nun parang ano ba yan, buntis na naman siya.”

Jan: There were a lot of judgments regarding her situation. Sometimes, she believed that people were judging her, especially when she was with a guy friend. She thinks that people have negative insights about her, being a mother.

“Ayun, madaming judgements kung bakit ganto, bakit ganyan, na parang ang dadating tuloy yung makasama ka lang ng ibang lalaki though friend mo lang siya, parang iisipin na ng iba ay kasi ganito yan, may anak na yan eh.”

Jemi: People who didn't know the real story were the ones judging her and saying something about her. It was a struggle for Jemi that her friends were supporting her, but people who were not close to her were negatively judging her situation because she was too young to be a mother and her boyfriend was a graduating student that time.

“Kung nalaman rin po kasi ng mga close friend ko, umaamin naman po ako agad kaso pag nalalaman ng ibang tao, dun ako naiinis kasi may iba pang sasabihin tapos wala naman silang alam, tapos ija-judge pa nila ko. Parang yun lang yung pinaka na... Na-struggle ko na nalalaman na ng ibang tao kasi imbis na yung mga kaibigan ko support, support sila, iba, iba yung dating sa kanila kaya paramg ang pangit nung ano namin ni Kelvin kasi syempre graduating siya. Tapos ako tingin pa nila ang bata bata ko para kay Kelvin pero nung kalaunan, parang wala naman na kong magagawa kung malaman ng ibang tao.”

Miel: For her, judgment was inevitable, but the good thing about it for her is that she recognized the people who really appreciated and understand her. Those people were her inspiration because she didn't want to disappoint them.

“Biggest impact nun is, syempre yung judgement ng iba, di mo maiiwasan pero ang maganda lang dun is nakikita mo talaga kung sino yung mga tao na nakakaappreciate sayo at the same time nagiging inspirasyon mo sila kasi ayaw mong madisappoint sila.”

Also, more than half of the participants were separated from the father of their children. As stated, teenage mother also had a higher possibility to become a single parent (Hillis et al., 2004). These scenarios affect the way the teenage mothers live every day. In support to this theme, the general findings in the study of Eisenberg, Golberstein and Hunt (2009) revealed that mental health problems were associated with lower academic success. It implied that with the experiences of the participants that affected their mental aspect might result to problems related to academics as well.

Their family became a problem also as they continuously convicted their daughter for the mistakes that they made in the past. In the study of Field et al., (1980) it was mentioned that the teenage mothers' relationship with their parents were typically strained and the mothers tend to be socially isolated. Although the parents did not totally condemn them, this matter significantly affect the teenage mothers. One participant said that her only problem in terms of being a teenage mother student was her mother because of constantly burdening her either in terms of emotional aspect or financial aspect of her life.

Joy: Since then, her family was considered as a problem because they didn't say and it seems that they didn't care about her situation.

"Yung family ko talaga since then, problema ko na yan. Wala silang say ate. Although alam na nila na ganito sitwasyon mo. Wala, hayaan ka nila, bayaan ka nila tumayo..."

Nikki: Her main problem was her family, specifically her mother who was always nagging at her and she often convicted her because of the decisions she made. For Nikki, her mother was not really concerned with her achievements because she just wanted Nikki to take care of her children, and she didn't understand her struggles in terms of managing her tasks in school.

"Ang problem ko pamilya ko parang lagi nilang sinusumbatan ay nagbuntis ka ng maaga, pagdaan mo yan. Pero yung sa student and mother wala talagang problema dun. Kaya ko naman siyang ihandle. Yun nga lang sa pera sa ano ng mama ko lagi yung bunganga talaga yun. Sa family ko nga and then sa pag-aaral kasi research yan, assignment, ang daming project, hindi niya naiintindihan na ang dami kong ginagawa tas bubungangaan niya pa ko na ganyan ganyan kung anong sinasabi. Alam mo yun yung nagmamadali ka na tapos sasabayan niya pa. Hindi man lang niya nakikita na dapat tapusin yan ng anak ko nang tumaas yung grade para makaano sa future. Hindi niya iniisip yun. Kumbaga ang iniisip nalang niya alagaan ko yung anak ko."

In terms of emotional instability, the participants answered, *“I think I’m emotionally unstable”*, *“Stress din sa work load”*, and *“Di mo maiiwasang malungkot”*, in which they pertained to having emotional difficulties. Supported by the study of Schinke and Maxwell (1983), social stigmatization in teenage mothers was decreasing; but there were still some causes of psychological distress for them. Some of the participants also felt pressure because of the school workloads that they needed to catch up. In support to this theme, the general findings in the study of Eisenberg, Golberstein and Hunt (2009) revealed that mental health problems were associated with lower academic success. It implied that with the experiences of the participants that affected their mental aspect might result to problems related to academics as well.

Grace: She was emotionally unstable. Sometimes, she was in a good mood, but when she was inside the classroom already, she was becoming anxious because of her classmates. She was very conscious with what might her classmates think of her because they often stared at her when she was participating in the class. According to her, she has unstable emotions because she didn’t know how to handle it, but she have to overcome her problems because she didn’t have any choice.

“Emotional state naman, I think I’m emotionally unstable kasi sobrang di ko alam kung parang sobrang good mood ako bago pumasok tapos bivla akong magkakaroon ng anxiety sa loob ng room kasi nga sobrang hirap ako makipagano sa kanila makipag uhm friends sa kanila kaya certain people lang yung kausap ko, minsan nasa likod ako para wala na kong makausap at all sa kanila. Pag sasagot ako parang nakatingin silang lahat sakin. Parang hindi ko alam kung natutuwa ba sila sakin or hindi. Sobrang conscious. Naging conscious ako. Tapos pagdating sa bahay naman, sobrang okay ako galing sa school pagdating naman sa bahay may sakit yung anak ko bigla yung mga ganun. Emotionally unstable kasi di ka naman alam kung parang paano ihahandle yun pero parang kailangan mong mahandle, kailangan mong ma-overcome kasi nga parang wala, wala kang choice kailangan mong lumaban para sa inyo.”

Nikki: She got emotional sometimes, especially when her son was away.

“Emotional naman ano, syempre di mo maiiwasang malungkot, ang layo eh.”

Problem 3: Describe the ways of coping of teenage mother students.

Dealing with those challenges mentioned, they chose their actions and ways of coping to lessen or to solve those problems. They dealt and coped with them by (1) positive thinking and self-motivation; (2) priority and time management; (3) finding support system; (4) having part-time jobs and budgeting expenses.

Positive thinking was a big factor on how to cope with the difficulties they encountered, as they responded, *“Matatapos din ang lahat”, “Minamani-mani ko lang ang problema”, “Hinahayaan ko nalang”*. Although it was stated in the study of Watson and Vogel (2017) that failing grades and disengagement in school were common among teenage mothers, thinking positively was done by all participants as they reflected that everything, including their problems, would pass eventually. They thought positively by foreseeing their future as successful and meaningful; and these kinds of thinking served as their motivation in pursuing life.

Inclined with positive thinking; self-motivation and determination were important to cope with their situation as they gave self-appreciation and rewards to themselves. Also, they were learning how to be better and often facing their problems. It was found in the same study mentioned above that each teenage mother found inner strength and resiliency to overcome their challenges. The statements related to what were mentioned were shown from the following answers of the participants:

Melody: She was dealing with her problems by having positive mindset. She used to accept, plan, find her purpose and look into her goals with positive thinking. She didn't want to burden herself and she's doing self-motivation.

"So yun uhm dealing with this I guess positive thinking din. One main thing is positive thinking din. Yun acceptance, planning, finding your purpose tapos uhm look into your giloals then afterwards positive thinking parin. Tapos yun babalik ka sa acceptance kasi matatanggap mo na ah okay so natapos ko na siya, next step naman. Moving on, moving forward. So pagkatapos ng isa next naman. Yung ganun yung hindi mo masyadong iaano yung sarili mo, ibeburden yung sarili mo. So self-motivation."

Joy: She was taking her problems lightly, because for her, everything will pass and anything will come eventually. She was using self-talk to resolve her problems.

"Minamani-mani ko lang mga problema ko ate. Pag walang pera, darating din yan. Binabaliktad ko nalang, lahat ng pagod, makakarating din naman ako makakapagpahinga din ako ganyan. Pag umiyak yung anak ko, tatahimik din naman yan, mapapagod din naman yan. Ganun. Kasi kahit anong problema mo ginagawa mo nalang pasanin kasi pag sobrang depressed ko, kinakausap ko nalang sarili ko, bakit ka ba lumalaban? Gunaganun ko lang sarili ko. Ayun, sasagutin ko lang rin naman."

Analyn: She didn't deeply take her problems. Whenever there was a problem, she was planning to solve it immediately. She was usually facing her problems.

"Hindi ko siya ganun dinadamdam. Parang nandyan na yung problema mas ginagawan ko pa siya ng solusyon na ah ganito ganyan ganyan dapat meron akong ano dito kahit na nahihirapan ako or ano. Hindi kasi ako parang tinatakanan yung problema, hinaharap ko naman."

Judgment of other people has an effect on the everyday lives of teenage mother students and to solve this challenge, they learned and they chose to ignore what others said or would say to them. From having their child to their tummy until after pregnancy, teenage mothers received different judgment anywhere that were mostly negative. As the time passed by, they tend to

become familiar with such comments. The teenage mothers, aside from ignoring other people's judgment, often think of letting the problems pass. They responded like the following statements below when that problem was mentioned. Lastly, teenage mother students learned how to adjust with their current situation as they learned to manage their time and task schedules as well. As stated in the study of Gerdes and Mallinckrodt (1994), social adjustment of the students was as important as academic factors with regards to their persistence.

Joy: She didn't really care about the judgment of other people regarding her current situation. She encountered scenarios like that especially while commuting and she was just ignoring the other people because for her, they didn't really matter to her life.

"Wala akong pake sa judgement ng iba. Paki ko ba sa kanila hindi naman sila nagpapaaral sakin. Hindi naman ako nagpapahirap, hindi naman sila naghihirap para sa akin. Madami akong naeencounter na ganyan ate sa LRT."

Nikki: The judgment of other people didn't matter to her. Since the actions were already taken, it couldn't be undone already. She said that other people can't do anything about her situation, because she was the one who will take care of everything about her life. Also, hiding her children was useless.

"Ang sakin naman ako anong pakialam ko kung huhusgahan ako ng tao? Wala eh, nandyan na eh. Wala nang, wala naman kayong magagawa eh. Kayo ba magpapaaral dyan? Kayo ba magpapalaki dyan? Hindi naman diba? Saka ano? Habang buhay mong itatago?"

In terms of how to take care of the child and how to have a quality time with them, the teenage mother students were setting their priorities and schedule on how to maximize their time so that they could do all their responsibilities. Most of the time, the participants would first do their tasks in school before having some time with the child. Also, with child as their priority, they

thought of them as an inspiration to do their other responsibilities. Although time management was said to be teenage mothers' major problem, they also found that prioritizing and managing their time properly would help them overcome almost all of their challenges. One of the participants was doing self-study whenever she was commuting because of having a work as well. Similarly, the study of Macan et al. (1990) revealed that students who find control of their time reported greater evaluation in terms of their performance, greater work and life satisfaction.

Jan: At the times when Jan's mother feel that she wasn't doing anything for her child, Jan was reminding her that she was prioritizing her studies at that time. For her baby, when she had any free time, she wasn't hesitating to take care of him even for the whole day.

“Kapag po dumadating yung time na kapag feeling ni mama wala na kong ginagawa sa bahay para dun sa baby, lagi ko nalang pinapaalala sa kanya, ma diba may gagawin pa ko? Ma ganito, ganyan. Lagi ko yun sinasabi sa kanya. Tapos uhm sa time ko para sa baby, kapagka may time talaga ko, dun ko talagang inaanuhan, aalagaan ko siya ng buong araw na to, ganun.”

Right after they gave birth or came back to school, the teenage mother students tended to cope with the support system they gained from their family, friends, classmates, and husband/boyfriend. They received pieces of advice from other people. Also, most of the participants' classmates were supportive. Similar to the study of Leerlooijer et al. (2013), a project called Teenage Mothers Project was created which aimed to provide social support environment to the teenage mothers because most of them suffered from different problems, especially in social aspect. Also, it was mentioned that social support may reduce the negative effects of stress in parenting (Unger & Wandersman, 1988).

Jemi: A big factor on how she overcome the challenges in her life was that her parents supported her all away and she also gained support from her friends. They often get in touch with her and her child, and they cared for the two of them. Support system wasn't her problem because a number of people cared for her and the child.

“Siguro pinakamalaking factor din po kaya ko naoovercome lahat ng yun kasi nandyan yung magulang ko na talagang hindi ako iniwan saka yung mga kaibigan ko talaga na suportado sa lahat ng bagay na nandyan lang sila kahit anong mangyari kasi yung iba, ninang sila ni Summer kaya close talaga sila sakin. Kaya alam nila kung anong nangyayari, kinakamusta nila si Summer. Ayun, maraming nagke-care. Yung pinakaano rin yung maraming nagke-care samin ni Summer, samang dalawa. Kaya siguro di na ko ganun namomroblema kasi may mga taong kayang iano yun eh.”

Aemiel: If she has a problem, her friends were always there. Sometimes, they were just joking and making her happy instead of giving serious advices.

“Kasi minsan iniisip ko nalang pag na... Pag may problema ako, nandyan yung mga kaibigan ko. Imbis na palakasin yung loob ko, minsan nagpa... Nagjoke nalang sila ganyan, wag mong problemahin yan, ganyan.”

Analyn: There were instances that she was asking for her friends to run errands for her, especially when she was with her child. She also said that there were a lot of people who give her advices about having a better life because she was still young and she needed to have a permanent job.

“Ang paraan ko dun, ang mangyayari kasi minsan pag may pinabibili siya sakin na hindi ko na kailangan lumakad, nag-uutos pa ko. Nag-uutos pa ko sa kaibigan ko na malapit sa amin na makikisuyo ako na pabili ng ganyan kasi may mga project siya na kailangan bilhin. Ano habang gumagawa ako nagagawan ko siya ng paraan. Pag pautos muna sa ibang tao, nakikisuyo ako na ganito ganyan. Ayun sa nakikita ko kasi, ang daming nag-aano sakin... Nag-aadvice na, bata pa raw ako. Marami pa raw akong magagawa sa life ko eh hindi naman habang buhay daw yung trabaho is ganun ganyan eh dapat daw may permanent job ako like sa pinsan ko.”

Jemi: Her friends didn't make her feel it difficult to be a student and a mother at the same time. She was a student in school and a full-time mother at home. They didn't treat her differently because of being a mother already.

“Isa rin siguro sa ano ko is yung mga kaibigan ko. Hindi nila pinaparamdam sakin na... pag sa school, nanay ka lang talaga, di ka pwedeng... Parang pag sa school, estudyante ka, pinaramdam nila sakin kasing sa school hindi mo kailangan mag-alala tas pag sa bahay yun na dun ka na maging full time na mama. Tapos hindi nila pinaparamdam sakin na, na iba ako kasi nanay ako.”

Jhen: The people around her, especially her husband was motivating her in terms of dealing with her problems and they were really supporting her to continue.

“Sa mga taong nakapaligid din saakin kasi usually, samang kasi ng asawa ko, halimbawa sinasabi ko yung mga problema ko, sinasabi niya sinasabi niya lang saakin na tiis tiis nalang. Yung mga, mga advice nila saakin tiis nalang, kaya mo yan, wag mo masyadong isipin yan, isipin mo lagi mas madaming problema yung ibang tao kesa sayo. Parang dapat nga matuwa ka kasi madaming nakasuporta sayo, mga ganun.”

Moreover, the families of the participants were often the ones who would take care of the child while they were in school. They were asking for help if needed and some of them really had their parents supporting them. According to the study of Furstenberg and Crawford (2016), teenage mothers who remained to their parents were somewhat more likely to return to school and be graduated because they rely on their own families to provide economic assistance, child-care services and psychological support.

To solve the problems in terms of financial aspects, in contrast to having attributed to economic disadvantages (Hillis et al., 2004), they were in part-time jobs and often doing “sidelines” and “raket” when they had their free time so that they could provide for their needs and of the child's. Being working students, they learned how to save and lessen their expenses.

Although teenage mothers seemed problematic with regards to time management, working while studying may cost time, however, it also addresses a major challenge of them which was to provide funds for their own and children's needs. Likewise, the employment while in college did not purposely affect the academic achievement of the students (Cheng & Alcantara, 2007). They first provided their needs most of the time and had budget plan.

Melody: In terms of financial aspect, she coped by having a job for herself and, of course, for her family.

“So financially nakacope ako kasi nagwowork ako for myself uhm for syemore of course my family.”

Julie: Most of the time, she was finding ways to provide financially for her child by looking for “rakets” or anything that can provide them income. She became her cousin's assistant make up artist, and last time, she was working as student assistant for the income. Sometimes, she was doing laundry for her aunt to gain money. When Julie and her husband earned money, they immediately buy their child's needs.

“Siguro nagagawan ko siya ng paraan pag yung may raket kasi yung pinsan ko kapag kailangan niya ng make up ano assist.. Assist ka, ayun doon ako sumasama. Tas last time nag-SA ako kaya nakagawa akong pera... Ang ginagawa niya, nung last time, ginawa namin, naglaba kami dun sa tita ko, edi nagkapera kami. Uhm pag nagkakapera kasi kami, binibili agad namin yung kailangan ng baby ko tapos siya pag may ano naman, yung sa mama niya, pag may sobra binibigyan siya. Ayun ginagawa naming.”

Analyn: She has an on-call work on different casinos like Okada and Resorts World, so she didn't have to ask for financial help from her family, and sometimes, she was the one providing for her child's needs.

“Meron akong mga on call na work like uhm sa casino, yung PR. Yung sa Okada or Resorts World uhm kahit paano hindi na ko humihingi sa kanila ng panggastos para sa anak ko. Minsan ako nalang din gumagastos para sa anak ko.”

The Table 1 shows the summary of the findings as the motivations, challenges, and ways of coping of each participant was identified. An additional column was also provided in which the researcher described the personal insights that were gained in each of the participants’ shared experiences.

Table 1. *Summary of Teenage Mother Students’ Motivations, Challenges and Ways of Coping with the Researcher’s Personal Insight of each case.*

Code Name	Motivations	Challenges	Ways of Coping	Personal Insights
“Jhen”	– Choice of interest – She wants to become a teacher – To provide for the child’s future – To make her parents proud – To give back to her parents and husband	– Divided the attention of being a student because of being a mother – Financial problems in terms of supporting the providing for her child.	– Advices from family and husband – Social support from friends and classmates – Allot time for her child	Jhen is a loving and caring daughter, mother and wife. Her desire to finish her education was really strong. She really wanted to become a teacher but above that, she’s doing to all for her family.
“Nikki”	– For the future of her children – Choice of interest – She wants to know herself more	– Her mother can’t fully accept what happened to her life. – Providing financially for her child and for herself.	– She will just ignore it and let it pass – Understanding – Flexibility – Adapt to the new environment	Experience is the best teacher and maturity doesn’t come with age. Those attitudes were observed with Nikki while sharing her experiences. She is a strong woman who continuously

		– Feeling sad when her children are not with her.		pursuing her goals not just for herself, but also for her family, without considering the negative judgment of other people.
“Miel”	– To have a degree – For her child’s future – She wants to become a teacher –	– The local government can’t provide financial assistance for her. – School requirements that affect her time for her child and her work. – Time management (work, family, and school)	– Social support – Self-determination – Self-study	Miel really wanted to become a teacher. While observing her sharing her experiences, she was open to talk about her child, but she was vulnerable with the society’s judgment about her situation.
“Jan”	– She wants to become a teacher – To give back to her mother – To provide for the child’s future – To have a stable job	– Time management – Who will take care of the child	– Managing her time properly – Ignoring what other people will think about her – Studying hard –	Physically, it wasn’t obvious that Jan was already a mother. She was tough and flexible, but she was sensitive when it comes to the opinion of other people.
“Mitch”	– Choice of interest – To understand the children by teaching them – Her mother wanted her to	– Time management (work, family and school)	– Pray – Prioritizing her child when problems about attention and time arise	Looking at the participants, Mitch was the one who really looks like a mother, not in physical features but on how she manages

	become a teacher		– Working while studying	her life and time. She was a hardworking mother who have high dreams for her future and her child's future as well.
	– Better job opportunities and more career options			
	–			
“Julie”	– She really wants to become a teacher	– Who will take care of her child	– Positive thinking	Julie is an admirable teenage mother.
	– Better future for her child	– Financial problems	– Ignoring the problems that she knows she can't do anything about	Aside from being hardworking, she's a dedicated mother as well. Her life is hard, in financial aspect specifically, but she was trying everything she can to provide for her family.
	– To learn more	– Fear of the consequence of pregnancy	– Do part-time jobs and sidelines	
	– Application of the learning in teaching to motherhood		– Managing her time and doing her school works when her child is sleeping	
	– It's easier to find a better job			
“Analyn”	– Application of being a teacher to motherhood	– Her child was seeking for her time and attention	– Solving the problems right away	Analyn youth days have passed that's why she was being responsible about her life and her child's future. She was a <i>kikay</i> mother but she knew her obligation of being such.
	– To give back to her parents	–	– Asking for help to her friends and classmates	
	– She wants to become a teacher		– Advices she received from her relatives, friends and classmates	
	– To provide the needs of her child		– Applying for a job and adjust her schedule in school	
	– To have a stable job			

“Grace”	– To have a degree – Trying to dream big – To have a better future for her child and family – Self-motivation – Because of her pride – Lower tuition fee – She wants to teach – To prove herself that she can still make it despite the pregnancy	– Time – Financial problems – Emotional state – Stress in workloads – She became stressed because of extreme workloads – Difficulty in transportation – Stopped schooling because of pregnancy – Failing grades	– She gained support from her classmates – Acceptance regarding her situation – Do financial planning and budgeting – Goal setting – Doing part-time jobs – Positive thinking – Provide quality time for her child once in a while	One thing that ignites Grace’s feeling of responsibility of being a good mother by proving a great future for her children and for herself as well, was her pride. She was a responsible mother, but she also thinks of herself often. Also, she seems to be positive in regards to their future and she was doing everything she can, to provide financially for her child.
“Joy”	– Better job opportunities in the future – It’s easier to find a job – The future of her child – To prove herself – To escape poverty by a degree and stable job – She wants to become a teacher – To apply the strategies and approaches of teaching that she learned to her child	– Financial problems – Time management – Transportation	– Positive thinking: problems and challenges will all pass	It was observed that Joy was a very strong woman. She was also independent and can live alone with her child. Joy wisely thinks of her life and future ahead because her past mistakes and experiences taught her appropriately. She was a good example of a person being optimistic despite the challenges in her life. If she continuously uses the mindset she has, Joy can successfully face the

				problems in the future and can provide a good future for her family.
“Jemi”	– She wants to become a teacher – To give back to her parents’ sacrifices – To have a better future for her child	– She cannot graduate on time – Relationship with the father of her child	– Gained emotional and financial support from her parents. – Do part-time jobs or sidelines	Jemi knows her priority, and it was her child. She was cautious with the things that might happen in their future, and she was planning for it ahead. Her eyes were open in the reality about her current situation. She was strong, because based on her experiences, she will do anything for the welfare of her child.

The shared experiences of the teenage mother students gave people a glimpse of how they are dealing with their life. Investigating and studying their motivations, challenges, and how they cope up will help the people understand their situation deeper. The motivations of the teenage mothers were determined, such as continuing their education for their future and for the future of their children, so it can be implied that the teenage mother students were also striving and achieving their goals in life just like the other typical students. The identified problems of the teenage mothers were similar to the problems experienced by other students; thus, discrimination should be disregarded because similarities between the chosen population and others in terms of their challenges (e.g. time management in school and financial problems) were determined.

After being pregnant, most of the participants considered their actions in their past experiences as a “mistake”. Negative outcomes have been identified because of their early pregnancy, which was supported by many researches. Thus, preventing the situation or preventing the engagement to premarital sex which can lead to pregnancy was highly implied. In the education institutions, programs advocating prevention of teenage pregnancy and implying the consequences of such actions in everyday classroom basis can be helpful. It has been learned that one of the main challenges faced by teenage mothers was the society’s judgment to them, as teachers or professors, and classmates of the participants, a positive environment and less discrimination culture in classrooms was aimed to be a must.

Teenage mother students should be viewed as the same with the other students in any universities. The services that were provided to every student were also applicable to them. Being in a different situation with other group of students, the teenage mothers in school also need to be treated as somewhat different because of their situation. Their identified motivations and challenges served as an avenue for the universities’ consideration of their situation in terms of academic aspect. By such advocacies, negative judgment can decrease and empathy from other students will increase. Moreover, as an evidence of the saying, “experience is the best teacher”, the shared experiences of the teenage mothers, who were also future educators, showed that being a mother contributed to their attitude and skills in teaching as they can relate their personal experiences of being a mother to being a teacher in school. The teenage mothers were viewed as having more crucial experience in handling children, which might as well increase the possibility of them in becoming competent teachers in the future.

In Guidance Counseling, the experiences of teenage mother students, knowing their motivations, challenges, and ways of coping specifically, were viewed as an avenue for the universities to provide welfare for students with similar cases. After exploring the lives of the participants, the guidance counselors served as light bearers, because development of guidance programs catering their needs not just in school might be possible. For the teenage mothers who were not yet in college, the guidance counselors in their current schools should provide career module and orientation for their future path. In terms of helping teenage mother students with their problems academically and emotionally, guidance counselors should provide counseling techniques and strategies that were appropriate with their shared experiences and situation. Although they were students also, their experiences and situations often gave increased burden to them, thus, an approach that caters their needs must be applied.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary of the Study

Included in this section are the summary of the study and description of the conceptual framework. Also, the summary of data collection procedures and data analysis are included.

The present study focused on the teenage mother college students who were taking up teacher education as their course. It purports to know their motivations in choosing teacher education as their career choice, the challenges they have faced, their ways of coping, and their experiences as education students. Moreover, the study aimed to give meaningful implications in Teacher Education and Guidance Counseling. To provide such, the study described the teenage mother student as one who encompassed roles such as being a student and a mother at the same time. It was a qualitative research and multiple-case study design was used. As aimed, ten (10) participants were selected for the study and each of them was asked to provide key informants for support and additional information. Before collecting the data, the research questions underwent validations from three professionals. The remarks and suggestions were acknowledged and the research questions were revised.

The data were gathered through semi-structured interview with the participants. Ethical considerations were maintained by providing informed consent, ensuring confidentiality of information, among others. The average time of the interview lasted for 40 minutes. The interviews were conducted either in the school where the participants were studying or in a place with a comfortable and conducive ambiance. The questions were asked free-flowingly and the

participants were encouraged to tell their stories in details. There were some follow-up interviews where additional needed information was gathered. In separate appointments, the key informants were interviewed following the same procedures done with the participants. The conversation was audio-recorded and then transcribed. The data were categorized and organized logically and chronologically. Thematic analysis was done. The data were presented and discussed thematically, and the researcher used sequential discussion of events in the experiences of the participants.

Summary of the Findings

Based on the gathered and analysed data, the researcher came up with the following findings regarding the present study:

Research Problem No. 1: Motivations of the teenage mother students in choosing teacher education as their career choice.

The study showed that the motivations of the teenage mothers when they chose teacher education as their career choice were in accordance to the application of their experiences in their dual roles, meaning, they viewed being an education student as really beneficial for them in raising their children as they learned the approaches and strategies that they can apply for their children's learning. Also, being future teachers will give them easier and bigger opportunities in the future, like having stable or permanent jobs as well as enough salary to provide for their children. Self-motivation was also one of the teenage mother students' motivation in pursuing Teacher Education program, because most of them really wanted to become a teacher. Another motivation for them was their family or parents. Lastly, the teenage mothers believed that losing the opportunities ahead of them was a reason why they continued their education.

Research Problem No. 2: Challenges of teenage mothers in being a mother and an education student at the same time.

The challenges experienced by the participants in the study included difficulty in balancing the roles of being a mother and a student, financial incapability, society's negative judgment in being a teenage mother, and difficulty in gaining acceptance from their own families. Teenage mother college students often experienced lack in time management as their attention started to be divided and they tend to lack management of time in doing their academic works, taking care of the child and for some of them, working to make a living. Second, financial problem was also a main challenge for the participants who had difficulty in providing satisfactory amount for funding their lives especially for their child. The judgment of other people and support system were also a challenge for teenage mothers, as the participants were known as being mothers already and bad judgment from other people was continuous, resulting to feelings of anxiety and isolation. Moreover, they had tendencies in becoming emotionally unstable as they sometimes perceived themselves as having emotional difficulties and being pressured in academic works, because of the additional burden from their parents who continuously convicting them for the mistakes that they did before.

Research Problem No. 3: Ways of coping of teenage mother students.

Positive thinking, self-motivation and self-determination were the most frequent way on how the teenage mothers cope with the challenges they faced as they thought and act positively by foreseeing their future as a success and they tended to learn better from their mistakes. Second, because of the effect of the judgment of other people on the everyday lives of teenage mother students, they learned and they chose to ignore what others said or would say to them. Third, in

terms of how to take care of the child and how to have a quality time with them, the teenage mother students were setting their priorities and schedule on how to maximize their time so that they could do all their responsibilities. Fourth, because of their support system like family, loved ones, and friends, the teenage mothers coped up after their pregnancy and after they came back to school. Fifth, in terms of their financial problems, the teenage mothers usually have part-time jobs so they can provide for their family's needs as well as budgeting and lessening the expenses were mentioned by the participants as their way to cope with their problems regarding financial aspect.

Limitations

The present study has acknowledged limitations. It was a qualitative study using multiple case-study design. The study aimed to describe the life experiences of the Filipino teenage mother college students in Teacher Education program. It focused on the motivations, challenges, and ways of coping of the teenage mothers who were students as well. It was limited to those mentioned, but the possible causes and outcomes of the said purposes, only if shared by the participants, were also discussed. Since the study was mainly into the experiences of the teenage mothers in making their career choice, their school environment was observed; however, their home environment was described only through their shared stories. Hence, the study stayed true to the case study design only and not other research designs in the study.

The present study was limited to ten Filipino teenage mother college student participants only, mostly living in Metro Manila, who were taking up Teacher Education, allied teaching course or any courses with teaching units. The age of the participants ranged from 19 years old to 26 years old and they got pregnant between the age of 15 and 20 years old. The discussion in the present study was limited to their shared stories only about their experiences of being a mother, a college

student, and a future teacher. Also, the discussion of the cases was based only on experiences shared in the events before, during, and after their pregnancy. The interview questions constructed aimed to answer only the purposes of the study which particularly revolved around the experiences of teenage mothers in making their career choice, thus limited to describing such findings. Also, the conduct of the study did not cover aspects other than what were necessary for the study, excluding participants outside teacher education institutions.

Conclusions

Based on the findings that were limited to the experiences of the participants in the study, several conclusions were discussed. Amidst literature emphasizing the negative outcomes of being a teenage mother, it was highlighted in the present study that the teenage mother students viewed their life and situation positively as they continuously progressing in terms of their academic and personal life. It was notable that the teenage mothers were considering both of their roles as mothers and students in choosing and continuing Teacher Education program. Their motherhood was a reason for them to take Teacher Education or to pursue the said program. A number of external motivations were also identified such as the future opportunities of being a teacher, their family and parents, but internal motivations were also a main reason for them. Most of the participants, aside from the reason of being a mother, also really wanted to become a teacher. Moreover, the experiences of teenage mothers in being education students were influenced and affected by their motivations and challenges in being a mother and a student at the same time. In school, teenage mother students both have negative and positive experiences considering their situation. Several challenges were faced by the teenage mothers in terms of personal, academic,

financial, and social aspects. On the other hand, despite the mentioned challenges, the teenage mothers manage to cope and solve their problems by setting their ways of coping and solutions.

Teenage mothers were facing significant challenges and setback in their lives. It was noted that because of having children at an early age, teenage mothers were viewed to have a more challenging life than others. However, the present study provided subjective shared experiences of selected teenage mothers which demonstrated that despite the perceived negative outcomes of teenage motherhood based on the past researches, the teenage mother students tended to be more positive with regards to their situation. Teenage mothers can be labeled as more self-determined and internally motivated by continuously striving and proving themselves to other people as they pursued their education and aimed to attain their goals not only because they already have a child, but because they wanted it for themselves. Overall, the teenage mother students viewed their life experiences in being a mother and a student at the same time as positive despite the challenges they faced.

Recommendations

As the findings, conclusions, and limitations of the study were discussed, the following recommendations were formulated:

1. Student mothers studying different courses could also be studied. This is to validate the motivations of the population with different environment. It is recommended to visit the participants in their natural or home environment to gain more detailed observations and findings in relation to the cause and outcomes of their situation aside from their shared subjective experiences.

2. For the purpose of future research, it is recommended to further study the teenage mothers' motivations, challenges and ways of coping in relation to other psychological or any significant variables. Also, researchers can use different qualitative research design to provide a different focus of the study.
3. Identifying and describing the motivations, challenges, and ways of coping of teenage mother students is an avenue for the development of a guidance program or specialized module for the special target group. The recommended guidance program or module can contribute, specially to the academe in catering the needs of the students who are mothers also. A counseling strategy that is valid for the students that are mothers as well can be developed.
4. It was evident that being a teenage mother student is more challenging and requires more responsibilities, preventing teenage pregnancy is recommended. Sex education and planning can help the students to decide properly in this matter.
5. In accordance to the school policy, teenage mother students were recommended to have a flexible schedule addressing to their difficulties in managing their time. Financial support or scholarship and prioritizing them in student assistant positions as well as part-time jobs inside the school were recommended to lessen their burden financially.

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Appendix A

Informed Consent Form

I, _____, understand that I am being invited to participate the research entitled *Life Experiences of College Students Teenage Mothers in Making Their Career Choice in Teacher Education*. This research is about the experiences of teenage mother students and its impact in their career choice in teacher education.

Generally, this study proposes is to address the following objectives:

4. Identify the motivations of teenage mother students on choosing teacher education as their career choice;
5. Describe the experiences of teenage mothers as an education student;
6. Describe the challenges and ways of coping of teenage mothers in school;
7. Describe the implications of the career choice of teenage mother students in teacher education.

I agree that my participation in this study is voluntary and that I may withdraw from it anytime that I deem necessary. Should I agree to participate in this study, I will participate in interviews in a manner acceptable to my schedule and based upon the agreement between I and the researcher. I understand that there are no risks associated with this study.

I understand that my name and other personal information will not be used in the research. Code number or nicknames that I approved will be used in order to ensure my anonymity in the discussion of data.

I also understand that all study data will be kept confidential. However, this information may be used in the presentation of results and publication of the paper in an academic journal.

Should any questions arise regarding this research, I may contact Aeryl Carolaine Buenafe, BSMA Psychology and Guidance Counseling student, through her e-mail address, buenafeaerylcarolaine@gmail.com, or phone number 0917-734-8974.

I understand that I will not receive monetary compensation for this study. The complete details that I needed to know in this study were well-explained to me. I have understood this consent form. All my questions have been answered and I agree to participate in this study.

Signature over Printed Name

Date

I understand that I am being invited to participate the research entitled *Life Experiences of College Students Teenage Mothers to Their Career Choice in Teacher Education*. This research is about the experiences of teenage mother students and its impact in their career choice in teacher education.

I agree that my participation in this study is voluntary and that I may withdraw from it anytime that I deem necessary. Should I agree to participate in this study, I will participate in interviews in a manner acceptable to my schedule and based upon the agreement between I and the researcher. I understand that there are no risks associated with this study.

I understand that my name and other personal information will not be used in the research. Code number or nicknames that I approved will be used in order to ensure my anonymity in the discussion of data.

I also understand that all study data will be kept confidential. However, this information may be used in the presentation of results and publication of the paper in an academic journal.

Name: _____
Age: _____
Date: _____

Signature

Appendix B

Parent/Guardian Informed Consent Form

I, _____, understand that my son/daughter _____ is being invited to participate on the research entitled *Life Experiences of College Students Teenage Mothers in Making Their Career Choice in Teacher Education*. This research is about the experiences of teenage mother students and its impact in their career choice in teacher education.

Generally, this study proposes is to address the following objectives:

1. Identify the motivations of teenage mother students on choosing teacher education as their career choice;
2. Describe the experiences of teenage mothers as an education student;
3. Describe the challenges and ways of coping of teenage mothers in school;
4. Describe the implications of the career choice of teenage mother students in teacher education.

I agree that his/her participation in this study is voluntary and that he/she may withdraw from it anytime that he/she deem necessary. Should he/she agree to participate in this study, he/she will participate in interviews in a manner acceptable to his/her schedule and based upon the agreement between him/her and the researcher. I understand that there are no risks associated with this study.

I understand that my son's/daughter's name and other personal information will not be used in the research. Code number or nicknames that he/she approved will be used in order to ensure my anonymity in the discussion of data.

I also understand that all study data will be kept confidential. However, this information may be used in the presentation of results and publication of the paper in an academic journal.

Should any questions arise regarding this research, I may contact Aeri Carolaine Buenafe, BSMA Psychology and Guidance Counseling student, through her e-mail address, buenafeaerlcarolaine@gmail.com, or phone number 0917-734-8974.

I understand that I and my son/daughter will not receive monetary compensation for this study. The complete details that I needed to know in this study were well-explained to me. I have understood this consent form. All my questions have been answered and I agree to participate my son/daughter in this study.

Signature over Printed Name of Parent/Guardian

Date

I understand that my son/daughter _____, is being invited to participate on the research entitled *Life Experiences of College Students Teenage Mothers to Their Career Choice in Teacher Education*. This research is about the experiences of teenage mother students and its impact in their career choice in teacher education.

I agree that his/her participation in this study is voluntary and that he/she may withdraw from it anytime that he/she deem necessary. Should he/she agree to participate in this study, he/she will participate in interviews in a manner acceptable to his/her schedule and based upon the agreement between him/her and the researcher. I understand that there are no risks associated with this study.

I understand that my son's/daughter's name and other personal information will not be used in the research. Code number or nicknames that he/she approved will be used in order to ensure my anonymity in the discussion of data.

I also understand that all study data will be kept confidential. However, this information may be used in the presentation of results and publication of the paper in an academic journal.

Name: _____

Son/Daughter's Name: _____

Age: _____

Date: _____

Signature

Appendix C

Certificate of Language Editing

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

27 February 2019

CERTIFICATION

This certifies that I have edited the thesis titled “**Life Experiences of College Student Teenage Mothers in Making Their Career Choice in Teacher Education**” by AERL CAROLAIN BUENAFE, a candidate for the degree BSMA in Psychology and Guidance Counseling.

MERRY RUTH MORAUDA GUTIERREZ
CGSTER Faculty

Appendix D

Sample Transcript

Researcher: What are the challenges you encounter being a mother and a student at the same time? At the same time parang yung challenges na naexperience mo na nanay ka tapos estudyante ka rin ganun

Participant: uhm first is yung time so sobrang challenging siya sa time kasi hindi ko alam king paano ko hahatiin yung time ko as a mother and as a student kasi kailangan ko maglaan ng oras syempre sa studies ko para pumasa, kailangan ko maglaan ng oras sa anak ko para para ano magbuild of course ng relationship as a mother para makita niya yung presence ko. Kais nga madalas siyang kasama nung mama ko kaya parang nakakalungkot sakín kapag mas naghahabol siya sa lola niya kasi nga mas madalas niyang nakikita eh so hindi ko naman siya masisisi about that. Bata eh. So second, financial pa rin. So laging nandun pa rin kasi syempre pera for school kasi diba yung mga school load lalo na thesis. So yun basag talaga income ko nun kasi naglalaan ako around 2k sure na yun para sa anak ko na yun. Wala pa dun yung mga parang mga food, parang ano lang yan diaper, gatas, uhm wet wipes mga ganun palang yan basic needs palang, chupon. So sobrang aabutin ka ng 2k wala pa yung mga pagkain na pwede mong ibigay, jollibee, wala pa yun. Second ayun. Uhm as a student ayun din, pera kasi nga kailangan mo ng gamit para sa instructional materials sa pagdemo so paprint, photocopy ao ayun. Second is pera. Third, challenges diba? I think yung ano ... Emotional state naman, i think I'm emotionally unstable kasi sobrang di ko alam kung parang sobrang good mood ako bago pumasok tapos bivla akong magkakaroon ng anxiety sa loob ng room kasi nga sobrang hirap ako makipagano sa kanila makipag uhm friends sa kanila kaya certain people lang yung kausap ko, minsan nasa likod ako para wala na kong makausap at all sa kanila. Pag sasagot ako parang nakatingin silang lahat sakín. Parang hindi ko alam kung natutuwa ba sila sakín or hindi. Sobrang conscious. Naging conscious ako. Tapos pagdating sa bahay naman, sobrang okay ako galing sa school pagdating naman sa bahay may sakit yung anak ko bigla yung mga ganun. Emotionally unstable kasi di ka naman alam kung parang paano ihahandle yun pero parang kailangan mong mahandle, kailangan mong ma-overcome kasi nga parang wala, wala kang choice kailangan mong lumaban para sa inyo. So next question uhm ano pa ba? Basixally time lang naman talaga kasi nga kasi nandun na lahat eh sa time. Dun mo na malalaman kung paano yung pag-aalaga sa anak mo, pagtulog mo, paggawa mo ng requirements. Yun sobrang nandun yung stress din. Stress din sa work load tapos sa... Sa atudents diba ang dami ring requirements na kapag hindi mo napasa sobrang laking impact. So ayun. Pressure din sakín na may matutunan ako. Kasi pag cram ka, pag nagkacram ka walang natututunan yung utak mo. Yun yung big thing na naisip ko. Kasi pag-uwi ko talagang tulog nalang iniisip ko kasi diba para makapahinga tapos gigising ako papasok sa work so pagkatapos ko sa work papasok ako sa school so parang wala akong time mag-aral ganun

Researcher: hmmm. Walang nagagawang requirements

Participant: mm-mn sobra. Yung requirements ko sobrang sabaw. Parang para matapos lang. Parang unproductiveness na rin. So yun yu yung talagang sobrang basic na mga naencounter ko for those years na nagkaanak ako parang uhm unproductive ako in a way na wala na kong nagagawang maayos uhm puro na sabaw lalong lao na sa requirements ko. So sa anak ko namab kasi yun nga yung adjustment period kasi di ko alam kung paano ko siya aalagaan pag may sakit siya di ko alam kung paano siya lalambingin pag ganto yung mood niya. Mga ganun

Researcher: Oo, oo

Participant: yun yung mga challenges ko kasi mas madami akong time sa school eh so pag-uwi ko di ko alam kung ano bang gagawin kong pag-aalaga, paano ko soya mapapaamo, tapos ano pa thankful ako ako sa mother ko sobra pero parang mas alam p niya kung paano mapapaano yung anak ko, ganto lang yan, ilabas mo lang yan. Ganun yung mga ganung time na mas alam ng nanay ko yung gagawin kesa sakín ako yung nanay. So yun yung time parang sobrang laking impact

Appendix E

Sample Transcript with coding

Researcher: What are the challenges you encounter being a mother and a student at the same time? At the same time parang yung challenges na naexperience mo na nanay ka tapos estudyante ka rin ganun

Participant: uhm first is yung time so sobrang challenging siya sa time kasi hindi ko alam king paano ko hahatiin yung time ko as a mother and as a student kasi kailangan ko maglaan ng oras syempre sa studies ko para pumasa, kailangan ko maglaan ng oras sa anak ko para para ano magbuild of course ng relationship as a mother para makita niya yung presence ko. Kais nga madalas siyang kasama nung mama ko kaya parang nakakalungkot sakín kapag mas naghahabol siya sa lola niya kasi nga mas madalas niyang nakikita eh so hindi ko naman siya masisisi about that. Bata eh. So second, financial pa rin. So laging nandun pa rin kasi syempre pera for school kasi diba yung mga school load lalo na thesis. So yun basag talaga income ko nun kasi naglalaan ako around 2k sure na yun para sa anak ko na yun. Wala pa dun yung mga parang mga food, parang ano lang yan diaper, gatas, uhm wet wipes mga ganun palang yan basic needs palang, chupon. So sobrang aabutin ka ng 2k wala pa yung mga pagkain na pwede mong ibigay, jollibee, wala pa yun. Second ayun. Uhm as a student ayun din, pera kasi nga kailangan mo ng gamit para sa instructional materials sa pagdemo so paprint, photocopy ao ayun. Second is pera. Third, challenges diba? I think yung ano ... Emotional state naman, I think I'm emotionally unstable kasi sobrang di ko alam kung parang sobrang good mood ako bago pumasok tapos bigla akong magkakaroon ng anxiety sa loob ng room kasi nga sobrang hirap ako makipagano sa kanila makipag uhm friends sa kanila kaya certain people lang yung kausap ko, minsan nasa likod ako para wala na kong makausap at all sa kanila. Pag sasagot ako parang nakatingin silang lahat sakín. Parang hindi ko alam kung natutuwa ba sila sakín or hindi. Sobrang conscious. Naging conscious ako. Tapos pagdating sa bahay naman, sobrang okay ako galing sa school pagdating naman sa bahay may sakit yung anak ko bigla yung mga ganun. Emotionally unstable kasi di ka naman alam kung parang paano ihahandle yun pero parang kailangan mong mahandle, kailangan mong ma-overcome kasi nga parang wala, wala kang choice kailangan mong lumaban para sa inyo. So next question uhm ano pa ba? Basically, time lang naman talaga kasi nga kasi nandun na lahat eh sa time. Dun mo na malalaman kung paano yung pag-aalaga sa anak mo, pagtulog mo, paggawa mo ng requirements. Yun sobrang nandun yung stress din. Stress din sa work load tapos sa... Sa students diba ang dami ring requirements na kapag hindi mo napasa sobrang laking impact. So ayun. Pressure din sakín na may matutunan ako. Kasi pag cram ka, pag nagkacram ka walang natututunan yung utak mo. Yun yung big thing na naisip ko. Kasi pag-uwi ko talagang tulog nalang iniisip ko kasi diba para makapahinga tapos gigising ako papasok sa work so pagkatapos ko sa work papasok ako sa school so parang wala akong time mag-aral ganun

Researcher: hmmm. Walang nagagawang requirements

Participant: mm-mn sobra. Yung requirements ko sobrang sabaw. Parang para matapos lang. Parang unproductiveness na rin. So yun yu yung talagang sobrang basic na mga naencounter ko for those years na nagkaanak ako parang uhm unproductive ako in a way na wala na kong nagagawang maayos uhm puro na sabaw lalong lao na sa requirements ko. So sa anak ko naman kasi yun nga yung adjustment period kasi di ko alam kung paano ko siya aalagaan pag may sakit siya di ko alam kung paano siya lalambingin pag ganto yung mood niya. Mga ganun

Researcher: Oo, oo

Participant: yun yung mga challenges ko kasi mas madami akong time sa school eh so pag-uwi ko di ko alam kung ano bang gagawin kong pag-aalaga, paano ko siya mapapaamo, tapos ano pa thankful ako ako sa mother ko sobra pero parang mas alam pa niya kung paano mapapaano yung anak ko, ganto lang yan, ilabas mo lang yan. Ganun yung mga ganung time na mas alam ng nanay ko yung gagawin kesa sakín ako yung nanay. So yun yung time parang sobrang laking impact

Appendix F

Sample Thematic Analysis

Responses	Significant Statements	Codes	Themes	Description
Coz uhm... I'm trying to dream big. So yun yun. I have a lot of goals kahit may anak na ko. Dun, totoo lang magiging part siya ng hindrance kasi ang daming magagawa ng isang single na tao sa isang single mom, ng isang nanay.	I'm trying to dream big. So yun yun. I have a lot of goals kahit may anak na ko.	Dreams and goals	Personal growth and achievement	She was trying to achieve her dreams and goals for herself as she tries to prove to others that she can finish her degree and have a successful life.
Kasi ano din eh... Kasi may gusto pa rin akong patunayan sa sarili ko kahit na medyo madami na kong pinagdaanan. Kahit ang dami ko na challenges napagdaanan sa buhay, ito pa ba?	Kasi may gusto pa rin akong patunayan sa sarili ko kahit na medyo madami na kong pinagdaanan.	To prove herself		She chose to continue her studies and pursue teacher education because she wanted to prove herself and she did not want to waste all her sacrifices.
Okay lang din naman kasi nilu-look forward ko nalang na someday maging teacher ako ng anak ko, malaking tulong na rin sabi kong ganun. Ayun, mas okay na rin yun. Kasi kung paano mo intindihin, pag hindi mo naintindihan nahiya ka magtanong, so kung anak ko yung tinuturuan ko, alam ko na yung pakiramdam. Alam ko kung saan ko sisimulan, kung anong kahinaan niya, weakness niya, anong strength niya. Kaya ganun, makukihang agad kung anong learning style niya agad.	Okay lang din naman kasi nilu-look forward ko nalang na someday maging teacher ako ng anak ko, malaking tulong na rin sabi kong ganun.	For her child	Child	Took up education a course and she was looking forward to teach her child and to apply her experiences and learning to him/her.
Yung masasakripisyo ko kasi gusto ko talaga yung hindi ko naranasan noon, gusto ko maranasan ng anak ko. Tas parang naano ako na parang ayoko na maranasan yun ng anak ko, gusto ko maibigay ko sa anak ko yung mga hindi ko naranasan noon.	Yung masasakripisyo ko kasi gusto ko talaga yung hindi ko naranasan noon, gusto ko maranasan ng anak ko.	Supporting her child		She continued and pursue teacher education to provide and support her child in the future.

Appendix G

Letter for Expert Validation

To _____

Dear _____,

I am **Aerl Carolaine Buenafe** currently enrolled at the Philippine Normal University under the course Bachelor of Science and Master of Arts in Psychology and Guidance and Counseling. I am currently working on my thesis on **LIFEEXPERIENCES OF COLLEGE STUDENT TEENAGE MOTHERS IN MAKING THEIR CAREER CHOICE IN TEACHER EDUCATION**. This is a case study about the experiences of teenage mother students and its impacts in their career choice in teacher education.

In line with this, I would like to request you to serve as one of the experts to validate my in-depth interview questions. Your experience and expertise in your chosen craft has been outstanding – which I acknowledge very much.

Please refer to the attached **Interview forms for Life Experiences of College Student Teenage Mothers** for the evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the constructs and concepts used in the study. Also please evaluate the overall comprehensiveness of the interview questions to representing the total content domain of the study.

I truly appreciate you time and effort in providing feedback in the development of my interview questions.

Thank you and God bless.

Respectfully yours,

Ms. Aerl Carolaine Buenafe

Noted by

Dr. Evelyn Bagaporo
Thesis Adviser

Appendix H

Interview Questions Guide

Please use this form to guide your review of items. Kindly put check (/) mark in the column (suitable, not suitable, needs revision) to represent your evaluation on each item for the interview. For the items you recommend for revision, kindly use the remarks column for your suggestions for revisions.

Please consider the following aims of the study:

1. Identify the motivations of teenage mother students on choosing teacher education as their career choice;
2. Describe the experiences of teenage mothers as an education student;
3. Describe the challenges and ways of coping of teenage mothers in school;
4. Describe the implications of the career choice of teenage mother students in teacher education.

Definition of Terms:

Teenage mother refers to an individual who has been a mother during her teen years. In this study, the mothers or the participants will be considered as a teenage mother if they gave birth when they are 13-19 years old.

Teenage motherstudent refers to an individual who is a teenage mother and currently enrolled in any school, college or university. It is defined in this study as teenage mothers who are currently studying in any university, college, or institute as a college student.

Teacher education refers as a training ground for students aiming to learn and to develop teacher proficiency and competence. As same as it will be used in the study, teacher education is a training for students who are aiming to become a teacher.

Appendix I

Interview Questions Validation Form

Interview Questions	Suitable	Not Suitable	Needs Revision	Comments
For Participants				
General Question:				
1. Can you tell a brief background of yourself?				
2. Can you tell a brief background of you being a mother?				
General Question:				
3. When did you became pregnant? Before or during college?				
Prompt Question:				
a. How did your pregnancy affect your career choice? (If pregnancy occur before college)				
Prompt Question:				
b. What is/are the effect(s) of being pregnant while studying teacher education?				
General Question:				
4. What are your motivations or reasons in continuing your study despite being a mother already?				
General Question:				
5. What is your reasons in taking teacher education as your career choice? Do really like the course you are studying?				
General Questions:				

6. What are your experiences as an education student?				
General Question: 7. What are the challenges you encounter in being a mother and a student at the same time?				
Prompt Question: b. How did you overcome/deal with those challenges?				
Prompt Question: b. What is/are your way(s) of coping?				
General Question: 8. What is the biggest impact of being a teenage mother and education student at the same time in your life?				
For Key informants				
General Question: 1. What is your relationship with the participant?				
General Question: 2. What did you feel about the participant after knowing their pregnancy?				
General Question: 3. How do you feel about the participant being a mother?				
General Question: 4. What are your experiences or encounters with the participants as being a mother and a student				
General Question: 5. What do you think is/are their motivation(s) or				

reason(s) in continuing their studies after being pregnant?				
General Question: 6. What problems and challenges being encountered by the participants can you observe?				
General Question: 7. In your observation, how do the participants face or deal their problems and challenges?				
General Question: 8. What support or help are you giving to the participant?				

Signature of Validator

Appendix J

Interview Questions

For Participants

The following questions will be used in gathering information:

1. Can you tell a brief background of yourself?
2. Can you tell a brief background of you being a mother?
3. When did you became pregnant? Before or during college?
 - a. How did your pregnancy affect your career choice? (If pregnancy occur before college)
 - b. What is/are the effect(s) of being pregnant while studying teacher education?
4. What are your motivations or reasons in continuing your study despite being a mother already?
5. What is your reasons in taking teacher education as your career choice? Do really like the course you are studying?
6. What are your experiences as an education student?
7. What are the challenges you encounter in being a mother and a student at the same time?
 - a. How did you overcome/deal with those challenges?
 - b. What is/are your way(s) of coping?
8. What is the biggest impact of being a teenage mother and education student at the same time in your life?

For Key informants

1. What is your relationship with the participant?
2. What did you feel about the participant after knowing their pregnancy?
3. How do you feel about the participant being a mother?
4. What are your experiences or encounters with the participants as being a mother and a student?

5. What do you think is/are their motivation(s) or reason(s) in continuing their studies after being pregnant?
6. What problems and challenges being encountered by the participants can you observe?
7. In your observation, how do the participants face or deal their problems and challenges?
8. What support or help are you giving to the participant?

Appendix K

Letter of Assignment to Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Tarlac Avenue, Manila



ASSIGNMENT AS THESIS ADVISER

August 25, 2018

DR. EVELYN C. BAGAPORO

I take pleasure in assigning you as Adviser to guide MS. ARRI CAROLINE BUENAFE a BSMA in Psychology and Counseling student in her thesis proposal entitled *"Impact of Life Experiences of College Student Teenage Mothers to their Career Choice in Teacher Education."*

It is requested that you meet with the student regularly to evaluate the progress of her work. Please accomplish the attached Thesis Writing Monitoring Form and submit it to the Graduate Research Office. For purposes of civil service, accountability and quality assurance, the Graduate Research Office is tasked to monitor and evaluate these thesis writing and research mentorship processes.


RONALD ALLAN A. MASUNGWA, Ph.D.
Dean, CGSER

cc: Ms. Arri Caroline Buenafe
GRSO Director

Contact Number & Email Address of Student:
09177343974

buenafearri@pnu.edu.ph

Email Address of Adviser:
bagaporo.e@pnu.edu.ph

GRSO@pnu.edu.ph
Reference Code: PNU-RMN-2017-035-GR-01
Revision No: 01

[02] 317-1760 loc. 743
Effective Date: January 2, 2018

Nurturing Innovative Teachers and Education Leaders

Appendix L

Revision Colloquium Summary of Comments



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Graduate Research Office
Manila

Revision Colloquium Summary of Comments

Student: Aeri Caroline Buenaflor

Program: BSMA Psychology and Guidance Counseling

Date of Colloquium: September 18, 2018

Comments/Suggestions/ Recommendations	Action Taken	Page no. reflecting the changes done	Panelists who suggested
1. Revise the title and make it "Life Experiences of College Student Teenage Mothers in Making Their Career Choice in Teacher Education"	Revised the title.	1	Dr. Teresita Rungdum
2. Revise the research problems	Revised the research problems.	19-20	Dr. Teresita Rungdum, Dr. Evelyn Bagapora and Dr. Tito Baclagan
3. Revise the conceptual framework.	Revised the conceptual framework of the study.	20	Dr. Teresita Rungdum
4. No mention of institutions in Research site	Removed the names of the institutions in the paragraph.	24-25	Dr. Teresita Rungdum
5. "Discuss the important concepts from each theory that you may want to indicate in your study."	The theoretical perspectives were removed	20-21	Dr. Tito Baclagan
6. "What do you prefer? Pheno or case study? The title points to pheno."	The study remained as case study.	23-24	Dr. Tito Baclagan
7. Have key informant(s) per participant.	Discussed in the data collection.	27 (3)	Dr. Teresita Rungdum



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Graduate Research Office
Manila

Prepared by:

AERL CAROLINE BUENAFE

Signature of Student

Certified Correct by:

RODOLFO C. BARRERA

(Signature over Printed name)

Adviser

RODOLFO C. BARRERA

(Signature over Printed name)

Panelist

Peter Howard J. Ocho

(Signature over Printed name)

Panelist

(Signature over Printed name)

Adviser

Dr. Bonifacio T. Baccay

(Signature over Printed name)

Panelist

ADONIS DAVID, Ph.D.

ADONIS DAVID, Ph.D.

Director

Appendix M

Letter of Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc. 750/751 Email: eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPRDC	CLEARANCE TO PROCEED	OAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	111218-291
Research Proposal Title:	Life Experiences of College Student Teenage Mothers in Making their Career Choice in Teacher Education
Researcher / Project Leader and Designation/Affiliation:	Aerl Caroline Buenafe

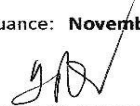
The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

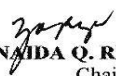
- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **November 12, 2018**


TERESITA T. RUNGDUIN, Ph.D.
Head, Secretariat
Research Ethics Committee


ZENaida Q. REYES, Ph.D.
Chair
Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix N

Authenticity Result



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: February 16, 2019
Result Code: 2019-0523
Submission ID: 1078624593
Title of Output: Life Experiences of Teenage Mother College Students
in Making Their Career Choice in Teacher Education
Author (s): Aeri Carolaine Buenafe

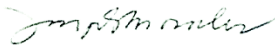
Authenticity Report:

Similarity Report: 2%

- Interpretation: A similarity of 2% means that 2% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (2%), publications (1%), and student papers (1%) for the remaining similarity percentage.

- Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
- Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).



Marie Paz E. Morales, Ph.D.
Director

Appendix O

Interview Question Validation (Validator No. 1)

October 10, 2018

To: **Dr. Maryfe M. Roxas**

Dear Ma'am,

I am **Aerl Caroline Buenafe** currently enrolled at the Philippine Normal University under the course Bachelor of Science and Master of Arts in Psychology and Guidance and Counseling. I am currently working on my thesis on **LIFE EXPERIENCES OF COLLEGE STUDENT TEENAGE MOTHERS IN MAKING THEIR CAREER CHOICE IN TEACHER EDUCATION**. This is a case study about the experiences of teenage mother students and its impacts in their career choice in teacher education.

In line with this, I would like to request you to serve as one of the experts to validate my in-depth interview questions. Your experience and expertise in your chosen craft has been outstanding – which I acknowledge very much.

Please refer to the attached **Interview Question Validation Form** for the evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the constructs and concepts used in the study. Also please evaluate the overall comprehensiveness of the interview questions to representing the total content domain of the study.

I truly appreciate you time and effort in providing feedback in the development of my interview questions.

Thank you and God bless.

Respectfully yours,



Ms. Aerl Caroline Buenafe

Noted by



Dr. Evelyn Bagaporo
Thesis Adviser

Interview Questions Validation Form

Interview Questions	Suitable	Not Suitable	Needs Revision	Comments
<i>For Participants</i>				
General Question: 1. Can you tell a brief background of yourself?	/			
2. Can you tell a brief background of you being a mother?	/			
General Question: 3. When did you became pregnant? Before or during college?	/			
Prompt Question: a. How did your pregnancy affect your career choice? (If pregnancy occur before college)	/			
Prompt Question: b. What is/are the effect(s) of being pregnant while studying teacher education?	/			
General Question: 4. What are your motivations or reasons in continuing your study despite being a mother already?	/			
General Question: 5. What are your reasons in taking teacher education as your career choice? Do really like the course you are studying?	/			
General Questions: 6. What are your experiences as an education student?	/			
General Question: 7. What are the challenges you encounter in being a mother	/			

and a student at the same time?				
Prompt Question: b. How did you overcome/deal with those challenges?	✓			
Prompt Question: b. What is/are your way(s) of coping?	✓			
General Question: 8. What is the biggest impact of being a teenage mother and education student at the same time in your life?	✓			
<i>For key informants</i>				
General Question: 1. What is your relationship with the participant?				What is the role of your key informant in your study? What part of your definition of them?
General Question: 2. What did you feel about the participant after knowing their pregnancy?				
General Question: 3. How do you feel about the participant being a mother?				
General Question: 4. What are your experiences or encounters with the participants as being a mother and a student				
General Question: 5. What do you think is/are their motivation(s) or reason(s) in continuing their studies after being pregnant?				
General Question: 6. What problems and challenges being encountered by the participants can you observe?				
General Question: 7. In your observation, how do the participants face or deal				

Appendix P

Interview Question Validation (Validator No. 2)

October 10, 2018

To: **Dr. Jenina Nalipay**

Dear Ma'am,

I am **Aerl Carolaine Buenafe** currently enrolled at the Philippine Normal University under the course Bachelor of Science and Master of Arts in Psychology and Guidance and Counseling. I am currently working on my thesis on **LIFE EXPERIENCES OF COLLEGE STUDENT TEENAGE MOTHERS IN MAKING THEIR CAREER CHOICE IN TEACHER EDUCATION**. This is a case study about the experiences of teenage mother students and its impacts in their career choice in teacher education.

In line with this, I would like to request you to serve as one of the experts to validate my in-depth interview questions. Your experience and expertise in your chosen craft has been outstanding – which I acknowledge very much.

Please refer to the attached **Interview Question Validation Form** for the evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the constructs and concepts used in the study. Also please evaluate the overall comprehensiveness of the interview questions to representing the total content domain of the study.

I truly appreciate your time and effort in providing feedback in the development of my interview questions.

Thank you and God bless.

Respectfully yours,

Ms. Aerl Carolaine Buenafe

Noted by

Dr. Evelyn Bagaporo
Thesis Adviser

Interview Questions Validation Form

Interview Questions	Suitable	Not Suitable	Needs Revision	Comments
<i>For Participants</i>				
General Question: 1. Can you tell a brief background of yourself?	/			
2. Can you tell a brief background of you being a mother?	/			
General Question: 3. When did you became pregnant? Before or during college?			/	When did you <i>become</i> pregnant? (You can also ask: Please tell me about the time that you got pregnant.)
Prompt Question: a. How did your pregnancy affect your career choice? (If pregnancy occur before college)			/	You can ask this question even when the participant got pregnant during college (e.g., she could have shifted to another course, etc.)
Prompt Question: b. What is/are the effect(s) of being pregnant while studying teacher education?			/	How did being pregnant affect your studies? (No need to state teacher education because it's already a given, right?)
General Question: 4. What are your motivations or reasons in continuing your study despite being a mother already?	/			
General Question: 5. What are your reasons in taking teacher education as your career choice? Do really like the course you are studying?			/	What are your reasons <i>for</i> taking up teacher education? Did your being a mother, in any way, affect your choice of program? If so, in what way did it affect your choice?
General Questions: 6. What are your experiences as an education student?	/			
General Question: 7. What are the challenges you encounter in being a mother and a student at the same	/			

time?				
Prompt Question: b. How did you overcome/deal with those challenges?	/			
Prompt Question: b. What is/are your way(s) of coping?	/			
General Question: 8. What is the biggest impact of being a teenage mother and education student at the same time in your life?	/			
<i>For key informants</i>				
General Question: 1. What is your relationship with the participant?	/			
General Question: 2. What did you feel about the participant after knowing their pregnancy?			/	How did you feel/react when you found out about the participant's pregnancy?
General Question: 3. How do you feel about the participant being a mother?	/			
General Question: 4. What are your experiences or encounters with the participants as being a mother and a student			/	How would you describe the participant as a mother and a student? (Keep the focus on the participant, not on the informant.)
General Question: 5. What do you think is/are their motivation(s) or reason(s) in continuing their studies after being pregnant?			/	What do you think is/are her motivation(s) or reason(s) for continuing her studies despite her pregnancy?
General Question: 6. What problems and challenges being encountered by the participants can you observe?			/	What problems and challenges being encountered by the participant <i>do</i> you observe?
General Question: 7. In your observation, how do the participants face or deal			/	In your observation, how <i>does</i> the participant face or deal with <i>her</i> problems/challenges?

their problems and challenges?				
General Question: 8. What support or help are you giving to the participant?			/	<i>How</i> do you support the participant?

General comments:

- I changed the "what" into "how" in some items, because when you ask "what," you are likely to get an enumeration of answers but "how" is more descriptive.
- I just made some grammatical corrections in some items, e.g., you will talk to key informants about just one particular participant, right? So you should use "her/she" rather than "their/they."

mynalupay

Signature of Validator

Appendix Q

Interview Question Validation (Validator No. 3)

October 10, 2018

Dr. Praksis A. Miranda
Director, UCGD
Philippine Normal University

Dear Ma'am,

I am **Aerl Carolaine Buenafe** currently enrolled at the Philippine Normal University under the course Bachelor of Science and Master of Arts in Psychology and Guidance and Counseling. I am currently working on my thesis on **LIFE EXPERIENCES OF COLLEGE STUDENT TEENAGE MOTHERS IN MAKING THEIR CAREER CHOICE IN TEACHER EDUCATION**. This is a case study about the experiences of teenage mother students and its impacts in their career choice in teacher education.

In line with this, I would like to request you to serve as one of the experts to validate my in-depth interview questions. Your experience and expertise in your chosen craft has been outstanding – which I acknowledge very much.

Please refer to the attached **Interview Question Validation Form** for the evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the constructs and concepts used in the study. Also please evaluate the overall comprehensiveness of the interview questions to representing the total content domain of the study.

I truly appreciate you time and effort in providing feedback in the development of my interview questions.

Thank you and God bless.

Respectfully yours,

Ms. Aerl Carolaine Buenafe

Noted by

Dr. Evelyn Bagaporo
Thesis Adviser

Interview Questions Validation Form

Interview Questions	Suitable	Not Suitable	Needs Revision	Comments
<i>For Participants</i>				
General Question: 1. Can you tell a brief background of yourself?				
2. Can you tell a brief background of you being a mother?				
General Question: 3. When did you become pregnant? Before or during college?				
Prompt Question: a. How did your pregnancy affect your career choice? (If pregnancy occur before college)				
Prompt Question: b. What is/are the effect(s) of being pregnant while studying teacher education?				
General Question: 4. What are your motivations or reasons in continuing your study despite being a mother already?				
General Question: 5. What are your reasons in taking teacher education as your career choice? Do really like the course you are studying?				
General Questions: 6. What are your experiences as an education student?				
General Question: 7. What are the challenges you encounter in being a mother and a student at the same				

time?				
Prompt Question: b. How did you overcome/deal with those challenges?				
Prompt Question: b. What is/are your way(s) of coping?				
General Question: 8. What is the biggest impact of being a teenage mother and education student at the same time in your life?				
<i>For key informants</i>				
General Question: 1. What is your relationship with the participant?				
General Question: 2. What did you feel about the participant after knowing their pregnancy?				
General Question: 3. How do you feel about the participant being a mother?				
General Question: 4. What are your experiences or encounters with the participants as being a mother and a student				
General Question: 5. What do you think is/are their motivation(s) or reason(s) in continuing their studies after being pregnant?				
General Question: 6. What problems and challenges being encountered by the participants can you observe?				
General Question: 7. In your observation, how do the participants face or deal				

their problems and challenges?				
General Question: 8. What support or help are you giving to the participant?				

General comment: maganda ring itanong ang mga questions in Tagalog/Filipino, it might elicit more answers or openness

(sgd) Praksis A. Miranda, Ph.D.

Signature of Validator

Appendix R

Profile of the Participants

Code Name	Age	Age when she got pregnant	No. of children	Major	Year Level	Living with child's father or Separated
“Jhen”	26	18	1	Biology	4 th year	Living with child's father
“Nikki”	20	16	2	Psychology	3 rd year	Living with child's father
“Miel”	19	15	1	Science and Mathematics	2 nd year	Separated
“Jan”	19	16	1	Physical Education	4 th year	Separated
“Mitch”	27	19	1	Psychology	3 rd year	Separated
“Julie”	21	17	1	Physical Education	5 th year	Living with child's father
“Analyn”	25	16	1	Physical Education	4 th year	Separated
“Grace”	20	17	1	English	5 th year	Separated
“Joy”	22	19	1	Science and Mathematics	2 nd year	Living with child's father

“Jemi”	19	17	1	Physical Education	3 rd year	Living with child’s father
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