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RESEARCH ARTICLE

TEENAGE PREGNANCY STRUGGLES OF HAIYAN AFFECTED COLLEGE STUDENTS

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ABSTRACT

This study attempts to find out and understand the experiences lived by the college teenage pregnant students of Eastern Samar State University Salcedo Campus in relation to its causes, effects, challenges faced and coping mechanism undertaken during pregnancy. The study utilized a typical-purposeful sampling where data is confirmed based on in-depth interviews among teenage pregnant students. The study find outs that teenage pregnancy becomes the reason of extended family, wherein the children are living with their parents while having a family of their own, relying their needs and child's needs on their parents. Based on the findings, the study identifies realistic recommendations needed to decrease teenage pregnancy in the campus. The study suggests further studies to find out more distinct struggles experienced associated with teenage pregnancy.

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INTRODUCTION

Teenage pregnancy is an under educated problem in society. One of the major problems of teen pregnancy is not educating the teenagers in society. What they do not see they do not believe can happen. Lack of education is not the only reason teens are not taking proper precautions to avoiding pregnancy. There are many factors that play into an adolescent's life that causes them to prematurely have sex without thinking of the consequences such as family/friend relationships, social status, self-esteem, and school involvement. Teenage pregnancy is a serious problem in societ. There have been a number of studies regarding the rate of teen pregnancies, their causes or contributing factors, and prevention (D'Angelo *et al.*, 2004). Although there are various programs throughout the nation designed to address the problem of teen pregnancy, the information changes so rapidly it becomes difficult to have current data. According to the United Nations Population Fund (2013), teenage pregnancy has a huge rate in the Philippines, especially among the poor. Two out of three Filipinos who give birth before age 20, belongs to the low class society.

Philippine Statistics Authority (2014) reported that one of ten young Filipino women aged 15 to 19 is already a mother or pregnant with first child. As reported by Philippine Information Agency (PIA 8) (2006), Eastern Visayas has the second highest percentage of teenage pregnancies. Percentage of female teenagers who have pre-marital sex increase from 4% in 1994 to 6.1% in 2002. Rampant occurrence of teenage pregnancy among college students is very obvious in the university. College students aging 15 to 19 years old enrolled in college institutions where they are supposed to be enjoying their studies are ending up being single mothers. Teenage pregnancy have negative social and economic effects on girls, their families and communities. Many girls who become pregnant have dropout of school (World Health Organization, 2014). Stewart (2003) theorized that adolescents with high educational aspirations are less likely to engage in teenage pregnancy while enrolled in school. This is because they are highly motivated by their studies and have the impetus to pursue college. Turner (2004), stated that students with low self-esteem and poor school performance have no realistic expectations about education. Pregnancy served to be their path to economic independence and adult status. The factors which influence adolescents to engage in early pregnancy are unsafe sex, deprivation, substance misuse, school drop-outs,

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bad school performance in school and low family income (Tsai and Wong, 2003). Many researchers viewed that the future of teenage mothers will be depressing and some challenges will be experienced (Tonelli, 2004). After pregnancy teenage mother lacks qualifications which mean they have low paid and often unsatisfying jobs, but some young mothers worked out of necessity because they had no choice. A big challenge for a teenage mother is how to give a bright future for the child. However, as well as the money, there were additional, wider benefits. Working also have women a sense of accomplishment, confidence and some much needed social contact (Wiggins, 2005).

According to (Kirby, 2007) in a report on new research findings on programs to reduce teen pregnancy, there are a number of reasons why teenage girls become pregnant. The more important of these includes lack of education on right and wrong birth control methods, belief that this is a way to rebel against parents, lack of emotional fulfillment at home, contraceptive failure or human error, belief that becoming pregnant is a way to exercise control over one's life, belief that having inappropriate relations or becoming pregnant will keep a boyfriend from leaving, and cultural values that support early pregnancy. Such factors suggest that communication skills and relationship education might be powerful factors in reducing teen pregnancy. It also indicates that many girls are not educated about methods of birth control and how to deal with peers who pressure them into having premarital relations. In addition, the list shows that pregnant teens may lack awareness of the central facts of sexuality. Meade and Ickovics (2008), who conducted a study on girls who became pregnant in their teen years, identified that teenage girls who are most likely to become pregnant are characterized by low self-esteem, an unfavorable attitude toward themselves, low educational expectations, and an external locus of control, and perpetuating the intergenerational cycle of teenage motherhood. Thus, this research would like to describe, explore and understand the phenomena of teenage pregnancy.

Understanding the phenomenon will help us design programs and policies that is geared towards minimizing teenage pregnancy in the campus. Hence this study will be conducted to describe and explain the struggles of college students on teenage pregnancy at ESSU Salcedo.

Theoretical Framework

The study was anchored on the following theories namely Social Conflict Theory, Social Learning Theory, and Symbolic Interactionism.

The *Social Conflict Theory* (Chegg, 2012) claims human behavior in social contexts result from conflicts between compete groups. There will be conflict between two groups of people. This theory is Marxist-based. With teen pregnancy there can be conflict between the parents of the teens and the teens themselves. Parents and kids are always butting heads. Parents want obedience and control from their kids, while kids want freedom from their parents. Teen pregnancy can be a form of rebellion. A lot of parents kick their children out after finding out their child is pregnant, or refuse to help financially support the child. Some parents can even force their children into abortion and adoption, even against the teen's will which can lead to resentment and issues in that family.

Social Learning Theory (Bandora, 1977). Learning theories attempt to explain how people think and what factors determine their behavior. Social Learning Theory (SLT) is a category of learning theories which is grounded in the belief that human behavior is determined by a threeway relationship between cognitive factors, environmental influences, and behavior. The study patterned this theory where the participants are subjective by the three main factor of Bandura's Learning theory. The participants lack knowledge in terms of sex education, teenage pregnancy. They are living in an environment where it was easy for them to engage in sex since their boarding houses has no television, internet access and even cellphone signal are limited, without a landlord living with them, that during night time, they have nothing else to do, and in addition without the supervision of their parents.

Stages of Change Model by Lezin (2016). This model recognizes that behavior change is a complex process, that individuals trying to change unhealthy behavior are in different stages of that process, and that relapse is not failure but a learning opportunity. It can be a useful model for health educators and others seeking behavior change because it helps them tailor health messages and interventions to specific individuals and groups according to the stages of change they are in. Once Prochaska and DiClemente identified the stages of change and their characteristics, the next challenge was to understand how one could move from one stage to the next. This study used this approach where the participants had undergone the several process of behaviour change. First the consciousness-raising where the participant learned to engage in sex, secondly the consequences of this action was unplanned pregnancy where they had gone through the dramatic relief whereby they experienced and expressed negative feelings such as worry or fear, the next process the participants had accepted their situation through self re-evaluation where the problem have somehow become part of their identity. Fourth in the behavioural process which our participant had been through is Environmental Re-evaluation where somehow the problem did not only affect the participant but the family as well, then Self Liberation follows where they accepted the responsibility as a changing phase of their lives. The participants needed the acceptance of peers, school which is part of the process of behaviour change called social liberation. Counter-conditioning was another phase of behaviour process where the participants think positively, consoling themselves instead of negative thoughts that give them stress. And the most important was seeking helping relationship where they use a strong support system of family, friends for their situation.

Sociologists consider the symbols and details of everyday life, what these symbols mean, and how people interact with each other as a factor on how a person views things. According to the *Symbolic Interactionist* (Hermes, 2012) perspective that people attach meanings to symbols, and then they act according to their subjective interpretation of these symbols. So how something is portrayed to them will form that individual's opinion. A pro to this theory would be you can see how people can interpret things around them and make a decision. But a con is that it neglects to focus on the bigger picture. It looks at smaller things. *Alfred Adler Theory on Fictional Finalism* (Boeree, 2006) proposes that people act as much from accepted ideals as they do from observed reality. Whatever the subconscious mind accepts as true, it acts as if it is true whether it is or not - it does not have the benefit of the

conscious mind's ability to observe independently and check with real experience. From the point of the view of the person, such a fiction may be taken as the basis for their orientation in the world and as one aspect of compensation for felt inferiority. In this theory, the participants used their idealism in engaging sex of how they see their boyfriends as their ideal man,

Research Questions

This study aimed to describe, explore and understand the phenomena of teenage pregnancy in ESSU Salcedo. Specifically, it aimed to answer the following:

1. What are the causes that lead to teenage pregnancy?
2. What are the struggles encountered by college students on teenage pregnancy?
3. What are the coping mechanisms of college students on teenage pregnancy?

Review of Literature

Teenage pregnancy is mostly unplanned, and as a result, people react to the experience differently. The teenager has to come to terms with the unexpected demands of being an adult, and in some cases, she may also have to deal with disapproval and dissatisfaction shown by significant others like parents and relatives (Swann *et al.*, 2003). According to Macleod and Durrheim (2003), teenage pregnancy is a social problem that leads to the disruption of schooling; poor obstetric outcomes, inadequate mothering; poor child outcomes; relationship difficulties with relatives, partners and peers; and demographic concerns about increasing population numbers. A student whose academic performance is considerably below their ability exemplifies the impact of a negative self-concept. Mentally healthy students who are resilient will generally be productive, feel competent, find fulfillment in group efforts, and enjoy learning experiences. These adolescents are also better able to exercise control over their thoughts and actions. They can better change their behavioral risk for pregnancy as compared to those who do not feel competent and have low self-esteem (Santelli *et al.*, 2009). Studies indicate an increase in sexual activity among teenagers. Little and Rankin (2009) stated nearly two-thirds (64%) of teens are sexually active. When teens are sexually active, they are at risk of developing other problems, such as pregnancies and sexually transmitted diseases, include AIDS. Thirth-four percent of teenage girl become pregnant at least once before they reach the age of 18, about 820,000 per year (D'Angelo *et al.*, 2004). Eight in 10 of those pregnancies are unintended, and 79% are to unmarried teens (D'Angelo *et al.*, 2004) When teenagers become unintentionally pregnat they faced several difficult choices. Almost equal proportions of pregnant adolescents have unintended births at 37% or induced abortions at 35%. Smaller percentage of adolescent pregnancies, approximately 14%, end in miscarriages or intended births (D'Angelo *et al.*, 2004). Studies confirm parents, especially mothers, have significant influences on what pregnant adolescents decide to do. To a lesser degree, friends and sexual partners also influence the adolescent's decision (D'Angelo *et al.*, 2004).

The problem of teenage pregnancy is further exacerbated by poor socialization, in that the mothers' lack of parenting skills may find it difficult to live in mainstream society or do well in school. Furthermore, new social problems such as HIV/AIDS

and drug addiction, which were not prevalent some years ago, now present tremendous problem (Kirby, 2007). In the study of Hanna (2001) about negotiating motherhood: the struggles of teenage mothers, five participants describe stories of disrupted lives, unhappiness in childhood, turmoil during adolescence and a need to find love and connection in their lives. After the analysis of data she identifies four major themes, transforming lives and opportunities for change, accommodating the challenges, tolerating the abandonment of supports and living publicly examined lives. Sodi (2009) in his study, found that the female adolescents who were poor students with low educational aspirations were more likely to become teenage mothers than were their high-achieving peers. On the other hand, he also stated some of the causes of teenage pregnancy such as lack of parental guidance, adolescent sexual behaviour, inadequate knowledge about safe sex, exploitation by older men and socio-economic factors.

According to Quinlivan *et al.* (2003), lack of educational achievement is a risk factor not only because of limited career and educational opportunities but also because of its correlation with a lack of motivation and ambition. Young people uncertain of a purpose in life or a career objective identify parenting as a future role (Quinlivan *et al.*, 2003). Williams (2005) states that adolescents generally encounter more problems during pregnancy and child birth than older women. The long- term effects of pregnancies are far reaching and teenage mothers face difficulties such as dropping out of school. The problems encountered may be physical, psychological, social, academic and emotional. Dlamini (2002) stated in his study the problems that might affect the pregnant adolescents' psychologically, emotionally and also the social relations with the people around them, including the support from individuals. And also there are some challenges that they encountered such as: the father of the child was not willing to support the pregnancy or even denied being a father and nonacceptance of pregnancy by the adolescents' parents. Adolescent pregnancy and child birth impose difficult long-term outcomes and have adverse effects not only on the young mother, but also on her child (Hao and Cherlin, 2004; Meade and Ickovics, 2008). A study of Darisi (2007) stated that a negative perspective on teen pregnancy leads to a negative view of pregnant teens. The young woman who becomes pregnant sets in motion a series of events that ultimately leads to the disaster of a teen birth. The pregnant teen becomes a statistic and assumptions are made about her character, intelligence and maturity. Young mothers are often well-aware of these assumptions.

According to Ioannidi-Kapolou (2004) lack of accurate information on sex education is one of the reasons for the increasing number of unwanted pregnancies among teenagers. However, Watson (2003) stated that a strategy can be successful only when a multi agency tasked group is formed with representatives that provide services and work closely with children and young people. A key element in the increasing occurrence of teen pregnancy is poverty (Santelli *et al.*, 2009). Poverty affects the community in ways that often cause a ripple effect in terms of social consequences. In many cases, these consequences include lower educational attainment and high school dropout. Teenagers (ages 13 to 19 years) are engaging in sexual activity at somewhat high rates. Some children, even younger than 13 years of age, are having premarital relations (Price and Hyde, 2009). Many teenage mothers rely on welfare to help them support and raise their

children because they find it difficult to work and take care of their child at the same time (Meade and Ickovics, 2008). Teen mothers are less likely to graduate from high school and are more likely to live in poverty and rely on welfare than their peers who delay having children (Mangino, 2008). The children of teenage mothers are often born with a low birth weight, experience health and developmental problems, and frequently are abused or neglected. Teenagers' yearly income averages 40% less than that of adults. It is not surprising therefore that the majority of young mothers end up living in poverty and on welfare (Meade and Ickovics, 2008). Most teenagers are poor before they have children and very few teenage mothers marry their partners. This results in a large number of single-parent homes. These children, in turn, model the behavior of their mother as they become teenagers and thus the intergenerational cycle continues (Meade and Ickovics, 2008).

While most prevention programs seek to change adolescents' attitudes and perspectives, improve adolescent decisionmaking, and reduce risky behavior, reducing teen pregnancy rates also requires attention to broad social and environmental factors. While it is true that teen pregnancy occurs in all types of communities, teenagers who give birth are more likely to come from economically disadvantaged families and neighborhoods (Gallagher, 1999; Meade and Ickovics, 2008; Santelli *et al.*, 2009). Thus, socioeconomic environment is an important factor in whether or not teenagers become pregnant. However, some researchers such as Bridgeland *et al.* (2006), Hardy and Landry (2000) and Meade and Ickovics (2008) believe factors associated with low-income households, including low educational attainment, lack of employment in the community and neighborhood, and single parenthood are more influential than poverty itself. According to Brace (2009), parents, as well as the community and society, need to do all they can to develop positive attributes in their children. They should not only encourage them, but also educate their teenagers about premarital relations and its consequences, especially as it pertains to engaging in inappropriate behavior at an early age. In addition, reducing teen pregnancy contributes significantly to the goal of promoting responsible fatherhood. Brace (2009) stated that involved and committed fathers are important to the wellbeing of their children. However, children who are born to teen parents often consistently lack any close connection with the father because the relationship between their parents is more likely to dissolve over time. Research has shown that teens are more likely to postpone premarital relations, and thereby pregnancy, when they can envision a positive future (Mueller *et al.*, 2008). Therefore, after-school programs offer an appropriate means for helping teens enhance their education, increase their employment opportunities, and set goals for their lives. They can also show adolescents how the decisions they make today, including those about premarital relations, will affect them tomorrow. Unfortunately, both schools and after-school programs often decide not to initiate after-school sex education programs due to budget constraints, community controversies over sex education, and/or because they are uncertain about what components are successful. Apparently, due to separation of church and government, education that the government often chooses is based on safe sex and contraception, rather than on abstinence.

According to Martino *et al.* (2005), exposure to media such as music videos, movies, and television contribute to early

premarital activity. Of these, the researchers believe television had the greatest impact. As shown in their study, sexual content averaged 10 sexual references per hour during primetime television. These programs also contain sexual messages and sexual talk or behaviors. These were found to occur in eight out of 10 primetime episodes. Interviews were conducted with participants and then surveys were administered, both of which centered on perceived norms regarding sex consistent with social learning theories, sexual intentions and behaviors, and exposure to televised sexual content. Price and Hyde (2009) also investigated predictors of early premarital activity in adolescence. Their findings differed from the research discussed above. Using a cumulative risk model to analyze data from a sample of 273 adolescent girls, Price and Hyde identified a number of specific risk factors that influenced early premarital activity in girls that differed from those that influenced boys. Specifically, Price and Hyde (2009) identified the following influences on girls: low self-esteem, poor parental relationships, increased television viewing, low academic achievement, living in a non-intact household, higher levels of externalizing behavior (associated with symptoms of ADHD), and parents with low education levels. Early premarital activity on the part of boys, however, was influenced by advanced pubertal development, increased television viewing, higher rates of externalizing behaviors (associated with symptoms of ADHD and ODD), and poor parental relationships. When the results for boys were compared and analyzed against those of girls, it was found that girls were 1.56 times more likely to become involved in premarital relationships than were boys. In addition, the power to predict premarital activities increased with risk accumulation.

Hipwell *et al.* (2010) also investigated early predictors of premarital behaviors in adolescent girls, noting the alarming growing trend of higher rates of activity among increasingly younger adolescents in recent years. Using data from the 2002 National Survey of Family Growth, they found that over six percent of girls reported having premarital relations before they reached the age of 14. This percentage was the highest ever recorded.

Methodology

This is a qualitative study based on in-depth interviews among teenage pregnant college students of ESSU Salcedo Campus. The study used phenomenological approach because we would like to directly investigate, describe and understand the experiences, causes, struggles and coping mechanisms of teenage pregnant college students. Creswell (2007) defined qualitative research as an inquiry process of understanding that is based on distinct methodological traditions of inquiry that explore a social or human problem. The purpose of utilizing the collective case study with the phenomenological approach is to capture the lived experiences of several individuals regarding a concept or phenomenon they have (Creswell, 2007). Qualitative research occurs in a natural setting where the researcher is an instrument of data collection of who gathers words or pictures, analyzes them individually, focuses on the meaning of the participants, and describes a process (Babbie, 2003). This study was conducted at ESSU Salcedo Campus. The subjects were non-commuter, were living in dormitories, boarding houses, cottages in the campus during weekdays. It utilized a typical – purposeful sampling using the following criteria unwed, non-commuters, female college

students, aging 15-19 years old. The data from this study were derived from an in-depth interview conducted last March 28 to April 6 of 2016, with a total of 6 teenage pregnant college students. In every case the researcher made every effort to make each participant feel relaxed and at ease. The data analysis started by taking one transcript then analyzing it in depth. Initial notes were made and, as the researcher became more familiar with the information, emerging themes were grouped together into master themes. Each transcript were then read numerous times, looking for new themes and confirmation of those that had already been identified. The overall aim of this analysis was to translate the themes into a narrative account. The researchers ensured the participants' names have been kept confidential, with each participant's name changed to pseudonym. To ensure the use of ethical procedures, the purpose of the research, procedures, and outcomes were explained to the participants. Written informed consent were sought and obtained from all participants. Permission was also obtained from parents and guardians. Participants were assured that all information collected in the study would be held in the strictest confidence, and only aggregated information would be used for analysis.

"Malipayon ako nga pinaeskuyla ako nira nanay han college. Siring ko, magtatangpos ako tapos matrabaho para makabulig hit ak kag-anak kay ako ite suhag nga anak." ("I was glad that my parents sent me to college. I told myself that I will finish my study and land a job so I could help them because I am the eldest child in the family.")

"An nakadi han ak huna-huna, magtatangpos ako, matrabaho kay bubuligan ko ak kag-anak." ("What was in my mind is to finish college, get a job for I like to help my parents.")

"Nag-eejoy ako hit pag-eskuyla. Damo an ak mga naging sangkay ha school. Plano ko makapagtangpos para maging teacher pareho kan nanay. Bubuligan ko hira tatay ngan nanay, pati ak bugto." ("I am enjoying my studies, I have many friends at school. I plan to finish my studies so that I will become a teacher just like my mother. I will help my family.")

Life during pregnancy

Unplanned pregnancy especially for unwed mothers causes apprehensions, shame, guilt, and denial. It brings disappointment not only to the victim but as well as to the

Table 1. Responses of the Teenage Pregnant Students

Participants	Causes	Effects	Struggles	Coping Mechanisms
1	Sexual Drive. Living in the campus together.	Together they quit school for one semester. Then returned again. Now living together but not married.	Worried of her parent's reaction. Rearing the child, difficulty in providing adequate financial needs to support her child and her studies.	Told her parents. Take care of her child together with the help of the father and father's family. While at the same time continued their study.
2	Sexual Drive	Will not take the board exam. Uncertainty with the relationship of the baby's father	Waking up in the morning causes her sickness. Always feel sleepy at school. Has a lot of absences, did not have much interest anymore in school. Fear on what will be her parent's reaction. Uncertainty with her relationship with the child's father.	Told her parents and depend on her parents for her checkup needs. At present unsure of what lies ahead for her and her baby.
3	Sexual Drive, Healthy Hormones	Early Marriage. Will take her OJT at later time.	Laziness on attending school classes and activities. Having hardship in carrying the baby while pregnant. Shortness of breathing. Fear on her parent's reaction. She developed a feeling of insecurity towards her teachers and classmates.	Told her parents and boardmates. Kapal-muks and Bulag-bulagan of what other people's reaction. Will continue her study for her future and her baby's future. Positive in her approach to what awaits her because of her fiancée's support.
4	Sexual Drive	Early Marriage	Having a hard time on the practice teaching because of staying late night due to development of IMs and lesson plans. Fear on her parent's reaction	Continued practice teaching. Consoled herself that she is not alone in this situation, other people had been through this. Thinking positive for the future with the help of the father's child.
5	Sexual Drive/ Had been together for 6 years now.	Early Marriage	Having a hard time on the practice teaching because of staying late night due to development of IMs and lesson plans. Fear on her parent's reaction. Health problems.	Continued her studies. She just never-minded what other people will say since reality. No plans yet.
6	Sexual Drive/both are living in the campus.	Single mother.	Rearing the child. She developed a feeling of insecurity towards her friends and teachers. Always alone, become unfriendly.	Continued her studies, raised her child with the help of her aunts and mother who is working abroad.

RESULTS AND DISCUSSION

Life before pregnancy

Participants were very excited when they entered their college life. They were jubilant that they reach this stage of their educational journey. All of them have one goal, it was to finish college and land a job so they can help their families. Pregnancy was never part of their plans.

whole family. Parents become disappointed and forlorn towards their children. It became a separating piece between parents and child. It breaks trust, and respect within the family. *"Una ko nga reaction nga burod ako, naghinaya ako ha boarding house. Nahadlok ako pag anak, tapos it akon mga kag-anak maano, sugad hiton. Pagsumati ko kanda nanay, nag-isog hira, he tatay waray ako paglabot-laboti pera ka bulan."* ("My first reaction when I found out that I was pregnant, I was crying for several weeks at my boarding house. I was afraid how to give birth, worried how will I tell my

parents. And when I told them, they got angry, my father did not talk to me for a while.”)

“An akon na feel syahan na shock ako siyempre kay bagat denial pa ako kay naiskupla pa ako, pero han maiha na bagat excited na lugod. Pagsumat ko kanda nanay, nagisog hira ngaduha. Hi nanay an iya reaction, syempre nagtu-ok any hiya, tapos nag-isog hiya kay dire niya expected kay dako man an iya pagtapod ha ak. Hi tatay waray yakan yakan pero nag-iisog.” (“I was shocked when I found out I was pregnant, denial in a way because I am still studying, but later on, I became excited. When I told my parents, they both got angry. My mother cried, she didn’t expect this to happen to me because she trusted me that I will finish first my studies.”)

“Nakonsensiya ako kanda mama nga nagburod ako habang naeskuyula. Nagratrabaho hiya ha abroad para haam. Deri parte han am plano. Damo pa an iya plano ha akon.” (“I feel guilty for my mother that I have been in this situation. She works in abroad for us. This is not part of our plan. She has more plans for me.”)

Causes

College teenage pregnant students have one common cause in engaging sex that led them to teenage pregnancy. Most of them were living in the campus away from their parents scrutiny and guidance while studying. Physical drive was another cause of these students to engage in sex. They were driven by their emotions and they were very much attached to their boyfriends. Out of six respondents only one of them has taken up a seminar related to teenage pregnancy, family planning and other related activity before pregnancy. Thus, they don’t have a clear knowledge about the consequences related of teenage pregnancy.

“Permi kami nag-iinupod, malipayon ako nga kaupod ko hiya. Love ko hiya.” (“We were inseparable, I am happy when I am with him. I love him.”)

“An akon boarding house harani lan iya cottage, tapos every night magka-upod permi kami.” (“My boarding house is close to his cottage, and every night we are always together.”)

“Waray ako maka atender hiton nga seminar. Deri ako hiton maaram.” (“I never attended such seminar, I don’t know anything about it”).

However, the effects vary; three out of six respondents will be getting married just after delivery thereby ending up in early marriage; one will not be able to take the exam and uncertain if her boyfriend will support or take up the responsibility to her and her child; one end up being a single mother while the other one is now living with her boyfriend but not officially married. When asked about their future plans, it appears that the respondents have plans for their future but not precise of what it will be, practicing the “Bahala na” attitude. They wish to look for a job but are worrying who will take care of their child.

“Ambot pa, magpapakasal. Diri man it akon kag-anak mapabilin kay mayda mga trabaho. Mag tratabaho kun makatrabaho. Bahala nala.” (I am not sure yet, maybe I will get married. I cannot rely on my parents to take care of my child because they have jobs. I will try to get a job. Come what may”.)

“Deri ako mag tatake hit board exam. Deri pa ako maaram kun pakakasalan nya ako. Bahala na” (I will not take the board exam. I am not sure if he will marry me. Come what may!)

“Magpapasibil kahuman panganak. Matrabaho kunta pero dire pa maaram kun hain kami maukoy kay it nanay hit ak boyfriend waray na daman upod tapos hira nanay deri ko daman mababayaon kay waray daman upod. Mapapadako ko ak anak nga kami la kun makakaya, pero siring pa “No man is an island”. (We will have civil wedding after giving birth. I plan to look for a job but I do not know where we are going to live because my boyfriend’s mother is living alone as well as my own parents. As much as possible, I want to raise our child. But in a way there is a saying “No man is an island”).

It can be noted that these students see their boyfriend as ideal man, can be trusted, and responsible.

“Han syahan, nag lolook forward na ako nga hiya an akon last boyfriend kay nakada na hiya an akon hinahanap nga ideal man.” (“I was looking forward that he will be my last boyfriend because I found in him my ideal man.”)

“Matatapuran ko hiya, bootan ngan love niya ako”. (He can be trusted, kind, and he loves me”).

Before pregnancy, these students had in fact an ideal mother in their minds. They see themselves like their own mother who is responsible, caring, and loving. One student defined an ideal mother who is working, and providing all materials needs to her child. Having been asked, if they can be this ideal mother in their minds, they positively confirmed that they will be.

“Responsable, pareho kan nanay, deri pinapabay an iya mga anak. Magiging sugad gad ako kay nakita ko man kan nanay.” (“Responsible, just like my own mother who always take care of their children”. “I might become this kind of mother because I have seen it in my mother.”)

“Iton nga nanay nga kaya mag risk nga tanan para iya anak, kaya isacrifice tanan na iya personal na panginahanglan para iya anak. Ngan mahigugmaon. Oo gad, ada man akon fianc’ee mabulig ha ak.” (“A mother who will risk everything for her child, who will sacrifice her own personal needs for her child. A loving mother. Yes, I can be this mother with the help of my fiancée”)

“It akon ideal mother, iton nga nanay nga mayda trabaho para maihatag niya ngatanan it kinahanglan hiton iya mga anak. Ha pagka yana, deri pa ako sugad nga nanay kay ma graduate pa man la ako, pero magbibiling ako hin trabaho para mahatag ko ngatanan kinahanglan ak anak.” (“My ideal mother is a working mother who can provide all the needs of her child. Right now, I am not yet this kind of mother since I am just about to graduate but I will look for a job so I can give all my child’s needs.”)

Struggles and Coping Mechanisms

Teenage pregnant students encountered several challenges that are common to them. There is the fear of how they would disclose the problem to their parents. With this situation, two participants did not tell their parents but was instead confronted. Rearing a child and difficulty in providing adequate financial needs to her child and her studies for those who had given birth was a big challenge for they were not yet

prepared, that they need the support of their families to overcome it so they will be able to continue their studies. Facing their classmates and teachers was another challenge, that one of them uses the *kapal-muks* and *bulag-bulagaan* approach to people's reaction just to be able to continue her studies. Another consoled herself positively thinking that this is not the first time her case happened in school.

"*Waray waray namanla hadto kay an ak syahan nga guin sumatan an ak mga ka boardmates. Ngan kapal-muks nala ako han syahan ko nga pagsulod nga waray na ako paguniform, bagat bulagbulagan nala ako han reaksyon han tawo.*" ("I did not mind anymore, I first informed my board-mates regarding my situation. Then I pretended to be oblivious of what others will say when I entered the classroom because I was not wearing my school uniform for it does not fit anymore. AI ignore the people's reaction.")

"*Diri la anay ngahaw mag-aanak. Makuri it pagbantay bata, pan diaper, pan gatas, syempre waray gud nam trabaho. Maupay nala mayda niya auntie nga adto abroad nabulig danay ha am. Yana naglulugaring naman kami, kanan relocation han Yolanda victims. Makuri gad bisan kanan pangaon pero ok gad la kay it ak asawa nakakapan masahiros man, nakakapalit na gad sura, bugas ngan gatas ni iday. Dire nala sinasabot.*" ("We will not yet have another baby. It is hard taking care of a child, to provide diaper and milk because we don't have a job. The only good thing he has an auntie who is working abroad who sometimes help us. We are now living on our own with his mother on our care, a house is given to us in the relocation site for Yolanda's victims. It is really hard to provide food on our table, but luckily at times my boyfriend who is a tricycle driver (for hire) works during weekends so we are able to buy viand, rice and milk for our baby.

Somehow, we are able to get by)

Conclusion

Teenage pregnancy among college students is a delaying stage that temporarily and at times permanently ends students to pursue their dreams. It becomes an interfering point where students have to re-define their already planned future. It became an extra nonetheless major priority for them to take on, that was not part of their plans. It is a student's problem that requires acceptance from family, school, and peers so the sufferer could continually chase her dreams and ambition. The participants of the study fortunately appear to have been able to continue their studies with the support of their families and yet it could be noted that these students cannot come up yet with a suitable plan for their own family life. It is evident that teenage pregnancy became an avenue for an extended family wherein the children are living with their parents while having a family of their own, relying their needs and child's needs on their parents.

Recommendation

Seminars related to teenage pregnancy and family planning should be conducted regularly to students for awareness on its consequences. Strictness on dormitories and boarding houses on curfew should be properly implemented. Parents supervision should be conducted from time to time for those daughters living in the campus. In addition based on the restricted results of literature review and the human differences associated with

teenage pregnancy, further research is acceptable. And finally, there is a need to conduct more comprehensive wide-ranging reviews and analysis of studies to avoid pointless recurrence and to explore further areas that would reveal distinctive experiences linked with teenage pregnancy.

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