



DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

RESEARCH BULLETIN

January-March 2025 Volume 7(1)

Technical Skills, Capabilities and Research Attitude of Teachers and School Heads in the Schools Division of Baybay City: Basis for Research Capability Enhancement Program

Raian Mark P. Valenzona, HT-I, SDO Baybay City
Carlet Gay Lingtong, Planning Officer III, SDO Baybay City

Introduction

Research is an essential tool for progress and innovation, particularly in the field of education. It drives the development of evidence-based practices, enhances the quality of learning, and provides solutions to challenges faced by educators and institutions (Borba et al., 2021). Defined as a systematic and methodical pursuit of knowledge, research improves the understanding of educational phenomena and enables the design of effective interventions. Levinson (2017) emphasized that research is directed toward improving the quality of life and addressing societal issues through scientific inquiry. Its significance is undeniable, not only in fostering professional growth but also in shaping policies and reforms that impact learners, educators, and society at large.

In the Philippines, research has become a critical component of educational development. Republic Act

No. 9155 of 2002 mandates the Department of Education (DepEd) to improve the delivery of quality basic education through policies informed by educational research and studies. Recognizing the value of research, the DepEd Research Management Guidelines (2017) was established to promote research as a key driver of educational reform. Schools Division Offices (SDOs) are tasked with encouraging research among teaching and non-teaching personnel to generate data-driven solutions to challenges in basic education. However, Gomeez and Catan (2021) found that many teachers have not conducted research due to limited training opportunities. Tamban and Maningas (2020) further revealed that teachers exhibit moderate technical writing capabilities, necessitating intensive training to enhance their skills.

Over the years, the Schools Division of Baybay City has implemented various initiatives to promote research,

CONTENT HIGHLIGHTS

- | | |
|----|---|
| 1 | Technical Skills, Capabilities and Research Attitude of Teachers and School Heads in the Schools Division of Baybay City: Basis for Research Capability Enhancement Program |
| 5 | Kumustahay: Its Effect to The Academic Performance of The Pregnant and Parenting Students |
| 10 | Breaking Barriers: Using Gender-Neutral Teaching Approach In The Classrooms Of Sta. Margarita II District |
| 13 | Enhancing Self-Efficacy Beliefs In Their Academics Of Pregnant Adolescents Through iCARE |

including training programs for teachers and school heads, research congresses, and advocacies under the Research Advancement Initiatives (RAIn) program. Additionally, contextualized division research guidelines have been established to provide a framework for

conducting research. Despite these efforts, only a small number of personnel actively participate in research activities. These findings underscore the need for targeted capacity-building programs that address the specific needs of teachers and school heads to engage in research.

Teachers are primarily focused on classroom instruction and improving student learning outcomes through research that directly applies to their teaching practices. On the other hand, school heads are responsible for managing schools, creating a supportive learning environment, and using research findings to inform decision-making and improve school policies. Studying these groups separately can uncover specific challenges and strengths unique to each group, which will help identify how their roles influence their attitudes, capabilities, and engagement in research activities. Furthermore, it will provide insights into how targeted support and capacity-building initiatives can be designed to meet their specific needs, thereby fostering a stronger culture of research in schools.

Research capability has gained wide attention and notable interest from various sectors, including tourism and hospitality management (Abarquez & Palbaca, 2013), nursing (Li, Chen, Wang, Kong, & Ying, 2019), higher education (Salom, 2013), and basic education (Wong, 2019). Research capability chiefly refers to one's ability to embark on high-quality studies (Salom, 2013). Ismail and Meerah (2012) theorized that research capability involves the ability to perform research-related tasks, including data collection, planning, selecting appropriate data collection tools, identifying suitable methods for data interpretation, and applying statistical tools for significance testing. This capability may develop over time through experience and capacity-building activities (Manongsong & Panopio, 2018). A lack of research capability can hinder one's ability to initiate and complete research, thereby influencing one's attitude toward conducting research. Hairon, as cited by

Pamatpat (2016), stated that despite being busy with teaching, job-related duties, and classroom management, teachers are still required to conduct research. The challenge lies in teachers' ability to conceptualize research and systematically perform research-related tasks, such as record-keeping, data analysis, and writing manuscripts. Abarro and Marino (2016) revealed that many teachers lack the necessary skills to conduct classroom-based research, explaining why only a few teachers engage in it. Consequently, teachers are unable to address classroom-related problems through research due to these skill gaps.

Pamatpat (2016) revealed that involvement in research activities, competence in research tasks, high efficacy in research, and deep engagement in research are influenced by educators' attitudes and values toward research. Positive attitudes toward research, along with factors such as research anxiety and perceived usefulness, were found to significantly influence research capability among Master Teachers (Wong, 2019) and public elementary teachers (Macabago, 2017).

In this context, the study examined the level of technical skills, research capabilities, and attitudes toward research among teachers and school heads in the Schools Division of Baybay City. Technical skills, as defined in this study, refer to the ability to effectively write research reports, including the formulation of objectives, presentation of data, and interpretation of findings. Research capabilities encompass the experience and resources necessary to conduct research, such as access to relevant materials, availability of time, and institutional support. Attitude toward research reflects the willingness and motivation of educators to engage in research activities, which can significantly influence their participation and performance. It also explores the differences in these variables between the two groups (teachers and school heads) and examines the relationship among

them. The ultimate goal is to develop a plan to enhance the research skills and capabilities of teachers and school heads, thereby strengthening the foundation for evidence-based educational practices.

Methodology

This study employed a descriptive correlational research design to examine the relationship among research writing technical skills, research capabilities, and attitudes toward research writing among teachers and school heads in the Schools Division of Baybay City. A descriptive design was used to provide a detailed account of the participants' levels of technical skills, research capabilities, and attitudes, while the correlational aspect identified the degree and direction of the relationships between these variables without manipulating them. This design is appropriate for generating findings that can inform evidence-based practices and the development of a Research Capability Enhancement Program.

The study utilized a stratified random sampling method to ensure fair representation of the two distinct groups of respondents: teachers and school heads. The total population consisted of 1,130 teachers and 82 school heads. Using the Raosoft sample size calculator with a 5% margin of error, a 95% confidence level, and an assumed 50% response distribution, the recommended sample sizes were 287 teachers and 68 school heads. Stratified sampling ensured that both groups were proportionally represented, enhancing the reliability of the results. The researchers categorized the population into two strata (teachers and school heads), and participants were randomly selected to meet the calculated sample sizes.

Data were collected using a survey questionnaire composed of four parts. The first part gathered the respondents' personal profile, including age, gender, and optional name disclosure. The second part measured the respondents' research technical skills using a 5-point Likert scale (1 = Strongly

Disagree to 5 = Strongly Agree) and was adapted from the study of Tamban and Maningas (2020). The third part assessed the respondents' research capabilities, while the fourth part evaluated their attitudes toward research writing, both adapted from the study of Caingcoy (2020). Capabilities to conduct research and attitudes toward research were also measured using a 5-point Likert scale. The reliability of the instrument was tested using Cronbach's alpha coefficient, which yielded $\alpha = 0.81$ for technical skills, $\alpha = 0.75$ for research capability, and $\alpha = 0.78$ for research attitude, indicating high internal consistency. The instrument was pre-tested with 100 respondents to confirm its reliability. Data were collected using Google Forms over a period of four weeks.

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including means and standard deviations, were computed to summarize the participants' levels of technical skills, capabilities, and attitudes. Spearman's rank correlation coefficient (Spearman's rho) was used to determine the strength and direction of the relationships among the three variables, as it is appropriate for non-normally distributed data. To compare technical skills, research capabilities, and attitudes between teachers and school heads, independent-sample t-tests were conducted. Statistical significance was set at 0.05. All analyses were performed using Jamovi to ensure accuracy and reliability in computation and interpretation of results.

Results and Discussion

Level of research writing technical skills of the teachers and school heads

Teachers and school heads demonstrated moderate confidence in their research technical skills, as reflected in their self-ratings of "Neutral" on most indicators. While both groups expressed confidence in their ability to formulate research titles and write research questions, they showed uncertainty in more complex tasks such as writing the

introduction, applying statistical analyses, and constructing research instruments, indicating a need for further capacity building. Similarly, they rated themselves "Neutral" in understanding and applying various research designs, including experimental, correlational, phenomenological, and ethnographic, suggesting limited confidence in specialized research methods. These findings are consistent with Tamban and Maningas (2020), who reported that teachers were moderately capable in technical research writing. Likewise, Alumbro et al. (2015) and Basilio et al. (2019) found that teachers had moderate competence in designing studies, developing research instruments, selecting statistical tools, and preparing manuscripts. The results underscore the need for targeted professional development programs to strengthen advanced research skills and build confidence in applying research methods.

Level of capability to conduct research of teachers and school heads

Both teachers and school heads exhibited moderate capability to conduct research, with most indicators rated as "Neutral" (MD = 3). Teachers, however, reported insufficient time to conduct research (MD = 2), whereas school heads rated this factor as neutral (MD = 3). Both groups (MD = 2) were not consistently conducting research and were not having completed action or basic research, highlighting a gap in research practice. Regarding the presence of a research culture, teachers rated it as neutral (MD = 3), while school heads disagreed (MD = 2), indicating a lack of support for research. Heavy workloads were identified as a barrier to research engagement, with both groups rating this factor at MD = 2. Access to resources and support from colleagues and superiors was rated as neutral (MD = 3), indicating moderate availability but room for improvement. These results align with Caingcoy (2020), who identified time constraints, heavy workloads, and limited support as significant barriers to research engagement among educators.

Attitude of teachers and school heads toward research

Both teachers and school heads generally valued research, particularly for its usefulness in teaching and its personal benefits. School heads rated the importance of research in professional training higher ("Agree") than teachers ("Neutral"). Both groups were neutral about the stress and difficulty of conducting research, as well as their interest and enjoyment in it, indicating that workload and other factors may affect motivation. School heads showed stronger agreement ("Agree") that research-oriented thinking influences daily decision-making compared to teachers ("Neutral"). These findings are consistent with Morales et al. (2016), who highlighted that teachers recognize the value of action research in improving student learning and fostering lifelong learning. They also support Ulla et al. (2017), who found that teachers generally have a positive attitude toward research and its benefits for teaching.

T-test results showed no significant differences between teachers and school heads in technical skills ($t = 0.868$, $p = 0.386$), research capabilities ($t = 1.10$, $p = 0.272$), and attitudes toward research ($t = 1.51$, $p = 0.132$), as all p-values exceeded the 0.05 significance threshold. This indicates that both groups have comparable levels of technical skills and research capabilities, suggesting that shared institutional factors or experiences may contribute to this alignment. The lack of significant differences implies that both teachers and school heads would benefit from similar levels of support and training to enhance their research skills and engagement.

Relationship among the respondents' research writing technical skills, capabilities to conduct research and attitudes towards research

The results indicated moderate positive correlations between technical skills, research capabilities, and attitudes toward research among teachers and school heads. For teachers, technical

skills show a moderate positive correlation with both research capabilities ($p = 0.615$, $p < 0.001$) and attitudes toward research ($p = 0.588$, $p < 0.001$), suggesting that improving technical skills enhances both research competence and positive perceptions toward research. Similarly, research capabilities and attitudes toward research also exhibit a moderate positive correlation ($p = 0.563$, $p < 0.001$), implying that greater research competence fosters more favorable research attitudes. These findings align with Abun et al. (2029), who found a link between research intentions and both cognitive and affective attitudes toward research. However, they contradict Caingcoy (2020), who reported no significant relationship between research capabilities and research attitudes.

For school heads, technical skills moderately correlate with research capabilities ($p = 0.487$, $p < 0.001$), indicating that stronger technical skills contribute to higher research competence. However, the correlation between technical skills and research attitudes is weak but statistically significant ($p = 0.24$, $p = 0.043$), suggesting that technical skills alone may not strongly influence attitudes, and other factors like organizational support or intrinsic motivation could play a more significant role. A moderate correlation ($p = 0.377$, $p = 0.002$) between research capabilities and research attitudes among school heads highlights that greater competence in conducting research leads to more positive attitudes toward it.

The overall findings underscore the importance of strengthening both the technical and practical dimensions of research engagement among teachers and school heads. While moderate confidence in technical skills and capabilities was observed, barriers such as time constraints, limited institutional support, and workload pressures remain significant challenges. Attitudes toward research were generally positive but could be further enhanced through targeted motivation and professional development initiatives. Addressing these issues

requires a dual approach: improving technical proficiency through hands-on training and fostering a supportive research culture. It is recommended that the division implement comprehensive research training, foster a research-supportive environment, allocate time for research, improve access to resources, and engage expert mentors—offering a strategic framework to strengthen research competence and create a sustainable research culture within the Schools Division of Baybay City.

References

- Abarquez, R. R., & Palbaca, J. A. (2013). Research Capabilities of International Tourism and Hospitality Management Faculty Members. *Journal of Tourism and Hospitality Research*, 46-55.
- Abarro, J. O., & Marino, W. P. (2016, June 6). International Journal of Science and Research Publications. Retrieved from ijrsp.org: <http://www.ijrsp.org/research-paper-0616/>
- Abun, Damianus & Magallanes, Theogenia & Encarnacion, Mary & Lalaine, Sylvia. (2019). "The Attitude of Graduate students toward Research and their Intention to Conduct Research in the Future". SSRN Electronic Journal. 10.2139/ssrn.3807893.
- Alumbro, E. C., Cuadra, L. J., & Sapan, M. J. M. (2015). Recognizing Research Competence and Interest as Basis for Faculty Development Initiatives. *JPAIR Institutional Research Journal*, 5(1), 21-32. <https://bit.ly/2yvYoJb>
- Basilio, M. B., & Bueno, D. C. (2019). Research Skills and Attitudes of Master Teachers in a Division Towards Capability Training. 19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.
- Borba, H. H. L., Tonin, F. S., Pontarolo, R., & Fernandez-Llimos, (2021). Challenges in Evidence-Based Practice Education: From Teaching Concepts Towards Decision-Making Learning. <https://doi.org/10.4018/978-1-7998-4486-0.CH004>
- Bueno, D. C., & Basilio, M. (2019). Research Skills and Attitudes of Master Teachers in a Division Towards Capability Training. Cebu: 19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.
- Caingcoy, M. (2020). Research Capability of Teachers: Its Correlates, Determinants and Implications for Continuing Professional Development. *Journal of World Englishes and Educational Practices*, 2(5), 1-11. DOI: 10.32996/jweep.2020.2.5.1
- De la Cruz, J. L. (2016). The Research Capability of Ilocos Sur Polytechnic State College: A Basis for A Capability Enhancement Program. *International Journal of Management and Social Sciences Research*, 5(7), 39-45. <https://bit.ly/2yAEnkU>
- Department of Education. (2017, March 20). Retrieved from [deped.gov.ph](https://www.deped.gov.ph): https://www.deped.gov.ph/wpcontent/uploads/2017/03/DO_s2017_016.pdf
- Ferrero, M. (2020). Can Research Contribute to Improve Educational Practice. *Spanish Journal of Psychology*. <https://doi.org/10.1017/SJP.2020.24>
- Gomez, M. A., & Catan, M. M. (2021). Factors leading to limited researches conducted by philippine public school teachers. <https://doi.org/10.22159/IJOE.2021V9I3.41272>
- Henderson, A. S. (2009). Development of research skills. *Asia-Pacific Psychiatry*. <https://doi.org/10.1111/J.1758-5872.2009.00034.X>
- Ismail, R., & Meerah, S. M. (2012). Evaluating the Research Competencies of Doctoral Students. *Procedia - Social and Behavioral Sciences*, 244-247.
- Kim, S. (2015). *ppcor: Partial and Semi-Partial (Part) Correlation*. [R package]. Retrieved from <https://cran.r-project.org/package=ppcor>.
- Levinson, R. (2017). Socio-scientific Inquiry-Based Learning: Taking off from STEPSWISE. https://doi.org/10.1007/978-3-319-55505-8_22
- Li, X. D., Chen, H. J., Wang, L., Kong, X. Y., & Ying, J. (2019). Scientific Research Capability and Continuing Education Needs for Nurses with Master's Degree in China. *The Journal of Continuing Education in Nursing*, 61-68.
- Macabago, S. M. (2017). *Teachers' Motivation, Attitude, Perceived Capability, and Difficulty to Conduct Action Research: A Basis for Intervention Plan for Public Elementary School Teachers*. Malaybalay City, Bukidnon: Bukidnon State University.
- Manongsong, M. G., & Panopio, E. Dentistry Faculty Members' Research Competencies and Attitude Towards Research Engagement. *Asia Pacific Journal of Education, Arts and Sciences*, 13-19.
- Morales, M. E., Abulon, E. L., Soriano, P. R., David, A. P., Hermosissima, M. V., & Gerundio, M. G. (2016). Examining Teachers' Conception of and Needs on Action Research. *Issues in Educational Research*, 464-489.
- Pamatpat, F. M. (2016). Research Attitude of Teaching Personnel in one Philippine State University: Basis for Development and Sustainability towards Excellence. *Research Journal of Language, Literature and Humanities*, 15-17.
- R Core Team (2021). *R: A Language and environment for statistical computing*. (Version 4.1) [Computer software]. Retrieved from <https://cran.r-project.org>. (R packages retrieved from MRAN snapshot 2022-01-01).
- Salom, M. D. (2013). Research Capability of the Faculty Members of DMMMSU MID Campus. *E-International Scientific Research Journal*, 45-55.

Kumustahay: Its Effect to The Academic Performance of The Pregnant and Parenting Students

Triciana S. Rosalia, Principal I
Jancel Q. Dela Peña
Alma R. Agosto
Schools Division of Biliran

Introduction

According to Commission on Population and Development, Philippines has one of the highest teenage pregnancy rates in Southeast Asia. Today, teenage pregnancy among young Filipinos remains high and is now considered a “national social emergency.” The increasing incidents of adolescent pregnancy in the country is primarily caused by increasing exposure to sexual risk behavior. (April 12, 2022)

Philippine Statistic Authority stated that an average of 200,000 teenage girls give birth every year.

About 10.1 percent of the births in 2020 were to mothers aged 15-19 years, while around 15.8 percent were mothers 35 years old and over. Moreover, the adolescent birth rate, or the number of births to women ages 15-19 per 1,000 women in that age group, was 31 per 1,000 women in 2020.

By the age group of mothers, highest proportion of illegitimate births were adolescent mothers aged under 15. Of the total number of babies born to adolescent mothers aged 15, 96.0 percent were illegitimate. [psa.gov.ph/reference no. 22-36/released date wed, January 26, 2022](https://psa.gov.ph/reference-no-22-36/released-date-wed-january-26-2022)

Parent involvement is one of the best ways to create a positive learning environment for every learner. According to experts, parent involvement is defined as parents and teachers sharing a responsibility to help their children learn and meet educational goals. It happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school.

According to the American Federation of Teachers, the manner in which schools communicate and interact

with parents affects the extent and quality of parents' home involvement with their children's learning and they also benefit from being involved in their children's education by getting ideas from school on how to help and support their children. In addition, substantial evidence exists showing that parent involvement benefits students, including raising their academic achievement.

DepEd Order 54, s. 2009 – Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level states that every school should organize Parents-Teachers Organization to provide avenue for discussing relevant concerns and provide assistance and support to the school for the promotion of their common interest.

Green (2022) pointed out that Parenting student acknowledges that students who have children commonly identified first and foremost as parents, prioritizing their kids' wellbeing and care over their classes, homework, jobs, and other non-parenting responsibilities. It is a shortened version of the terminology “pregnant and parenting students”, which is how they're referred to by the U.S. Department of Education's Office of Civil Rights and federal Title IX law.

Leatherwood (2006) explained that Adolescent pregnancy remains the number one cause for adolescent females to drop out of school, and an investigation of the perceptions they have of themselves and of their futures may help schools understand how to change this phenomenon and how to improve programs offered to this population.

Understanding the way pregnant and parenting adolescents think can be advantageous in helping to plan programs that will assist these students and

improve their chances of graduating from high school.

Psychosocial problems generally arise with adolescent pregnancy, such as interruption of school, persistent poverty, limited vocational opportunities, 5 separation from the child's father, divorce, and repeat pregnancy (Coughlin, 2005). Schools are the first place to where society turns to prevent these problems from occurring. In response, schools have created a number of programs for pregnant and parenting teenagers to assist them with school, raising a child, and dealing with emotional issues. The specific goals of these school programs include reducing dropout rates, increasing graduation rates, and improving parenting skills (Texas Education Agency, 2004).

There were eight (8) pregnant women and parenting learners officially enrolled in ICT High School of Eastern Biliran S.Y. 2022-2024. Oftentimes, these parenting students brought their children in school because no one took care at home and their live-in partners were working, too, as construction workers which support the daily needs of the family and for their study.

In Senior High School there were ten (10) parenting students, however five (5) of these were no longer considered as adolescents. The World Health Organization (WHO) defined adolescent as any person between ages 10 to 19. Young people were individual falls in the age range between 10 and 24. Five (5) of the respondents were aged more than 20. While five (5) of them were between 17 and 19 years of age. On the other hand, out of five (5) who have more than 20 years old, two (2) of them (a couple/ live in partner) did not enroll in the second semester and preferred to work in Manila

for daily living. While the three (3) continued in their study, two (1) of them were males and were able to graduate in Senior High in July. One (1) was female and was promoted to Grade 12. In Junior High School, there were three (3) identified pregnant students (1 in Grade 8, 1 in Grade 9 and 1 in Grade 10). Five (5) respondents from Senior High School and three (3) respondents from Junior High School. All of these eight respondents were enrolled in ICT High School of Eastern Biliran S.Y. 2022-2023.

With this alarming numbers, this intervention entitled “Kumustahay” was conducted to determine its effect to the academic performance of the pregnant and parenting students. Thus, saving them from dropping out and achieving better academic performances in school.

Proposed Innovation

To determine the effects of kumustahay to the academic performance of the pregnant and parenting students, researchers will conduct a quarterly “Kumustahay”. This program will be used by the school to gather the parents and the pregnant and parenting students in order to hear their concerns and at the same time for the school to reach out to their needs since lives pregnant and parenting students are complicated and challenging compared to ordinary students who have worries of pregnancy and no obligation in rearing their own children at an early age. “Kumustahay” is a local term for meet and greet wherein teachers, parents and pregnant and parenting students are in one way or another in resolving both issues and concerns regarding school obligation and family obligation.

Kumustahay will be the intervention used to pregnant and parenting students to avoid dropping out in school and helping them achieve better results in their academic performances.

The following were the steps undertaken by the researchers in order to determine the effects of kumustahay to

the academic performance of the parenting students, such as:

Met the teacher advisers in order to identify the students who are classified as pregnant and parenting students.

Made profiling of pregnant and Parenting students

Provided Survey Questionnaire for necessary data

Made an Attendance Sheet in every Quarterly Kumustahay

Conducted home visitation for those students who were subject for dropping out from school.

Interviewed the respondents

Provided monitoring/evaluation every after the quarterly kumustahay

Conducted a counselling with the guidance counselor.

Short talk with the priest to the pregnant and parenting students of their shortcomings or challenges.

Invited medical expert/employee from the DOH to talk on pregnancy and Parenting.

The conduct of the study started last second semester School Year 2022-2023. Although there was an established quarterly Homeroom PTA Meeting, Kumustahay was exclusively conducted for the pregnant and parenting students in order to help the learners avoid from dropping out from school and increase its academic performances despite the big roles and responsibilities as young parents.

This study primarily aimed to determine the effects of Kumustahay to the academic performance of the parenting students. Specifically, this sought to seek to answer the following questions:

What is the profile of the pregnant and parenting students in terms of:

- age
- economic status
- home atmosphere
- exposure to technology

What is the level of performance of the students in terms of quarterly academic grades:

before the implementation (1st semester)

after the implementation (2nd semester)

How relevant is kumustahay to the academic performance of the pregnant and parenting students?

Methodology

Participants and/or other Sources of Data or Information

The participants of the study were the identified eight (8) pregnant and parenting students of ICT High School of Eastern Biliran, Caibiran, Biliran SY. 2022 -2023. The study used purposive sampling. An exclusive interview as conducted to identify the main reasons why they got pregnant at an early age specifically the respondents home atmosphere.

Data Gathering Method

Pregnant and Parenting students were identified through the help of the teacher advisers. Once identified, profiling of these pregnant and parenting students was conducted and their academic performances were monitored.

A research-made survey questionnaire was given to the pregnant and parenting students for necessary data needed by the researchers.

An exclusive interview as conducted to identify the main reasons why they got pregnant at an early age specifically the

Data Analysis Plan

Data obtained from the academic performances of the students and the data from the survey questionnaire were analyzed using the frequency count, range, mean, standard deviation and Pearson test.

Results and Discussion

There were eight (8) respondents who were identified as

pregnant and parenting in S.Y. 2022-2023. The highest age of the respondent was nineteen (19) years old, while fourteen (14) was the lowest age. On the other hand, four (4) was the highest age frequency of the respondents who were seventeen (17) years old with a percentage of fifty (50%), while the age which has only one (1) frequency were ages nineteen (19), eighteen (18), sixteen (16), and fourteen (14) years old. No respondent under the age of fifteen (15) and thirteen (13). Range was five (5) with a variance of 2.12 and standard deviation of 1.45 and 16.87 total mean.

The highest age frequency of the respondents was three (3) and the respondents were only fifteen (15) years old when they got pregnant with the total percentage of 37.50%. Two (2) of the respondents got pregnant at the age of sixteen (16) years old with the total percentage of 25.00% with the same percentage on the two (2) respondents who got pregnant at the age of fourteen (14) years old. Only one (1) of the respondent got pregnant at the age of seventeen (17) years old at the time of their pregnancy. The range was 3.0 with a variance of 1.07 and standard deviation of 1.03 and 15.25 total mean.

Freud's psychosexual theory, the genital stage begins in puberty (between 10-14 for females; 12-16 for males) until adulthood which is characterized by heightened adolescent sexual experimentation and instinct that are directed to heterosexual pleasure, rather than self-pleasure during the phallic stage (3-6 years old).

Based on the data, the highest frequency with the average income of the family of less than 5,000.00 was seven (7) with a total percentage of 87.50%. Whereas, only one (1) respondent has the average income of 5,000.00-10,000.00 monthly income with a total percentage of 12.50%. It shows that students who were pregnant and parenting belong to poor family with the average monthly income of less than 5,000.00.

According to Tabei (2021), adolescent women who lived with neither

parent and belonged to the poorest wealth quintile were more likely to become pregnant as a teenager.

Based on the home atmosphere of the respondents, the highest percentage was fifty percent (50%) where the respondents mostly live with their grandparents. While the lowest percentage was 12.50% where the respondents were living with their mother. Some of the respondents live with their parents which has 37.50%.

Likewise, it shows that most of the respondents were products of a broken family before they got pregnant with 62.50%, whereas 37.50% among the respondents were from complete family.

Living with relatives and lacking solid ties with their parents or guardians increases the likelihood that a girl may get pregnant at a younger age. Parental support, proximity, and a good connection between parents and children reduce the likelihood of teenage pregnancy. (Ballon and Timuria, 2022)

Respondents' Exposure to Technology shows that the highest mean was 4.12, Agree (A), students used technology especially cellphone to study lessons. On the other hand, the lowest mean was 1.37, the respondents Strongly Disagree (SD) that they used technology/cellphone every day to watch pornography. The respondents used cellphone every hour to browse on Facebook with a mean of 3.50 (Neutral) with .82 standard deviation, while other respondents said that they were exposed to social media for three (3) hours or more in a day with total mean of 3.37 Neutral (N) and .69 standard deviation, yet they Disagree (D) that they used cellphone every hour to chat their boyfriend (mean 2.87 and 1.16 standard deviation) and post every hour on Facebook (mean 2.75 and .82 standard deviation). The respondents decision to get pregnant were not due to the use of technology such as cellphones and others.

Before the implementation phase of kumustahay. The highest general average of the respondents was ninety-four (94) while the lowest general average

was seventy-five (75). The highest frequency was two (2) who got the general average of 78 with a total percentage of twenty-five (25). On the other hand, the average grades such as 94, 93, 89, 88, 79, and 75 has only one (1) frequency. The total range was nineteen (19) with the variance of 49.93, a standard deviation of 7.06 and the with 84.25 total mean. After the implementation phase of kumustahay. The highest general average of the respondents was ninety-three (93) with a total frequency of two (2) while the lowest general average was seventy-five (75) with only one (1) frequency. The total range was nineteen (18) with the variance of 39.68, a standard deviation of 6.29 and the with 84.75 total mean.

The respondents academic performances before and after the implementation phase, both phases have the minimum average grade of seventy-five (75), however the maximum average grade before the implementation was ninety-four (94) while after the implementation it has only ninety-three (93) average grade. The range before the implementation was greater than after the implementation with a difference of one (1). The variance before and after the implementation has a difference of 10.25, while the standard deviation has a difference of .77 and the mean has -0.5 difference.

The respondents have a generally neutral opinion about their attendance and interaction with their adviser in the Kumustahay program. However, they show agreement with the statements regarding the positive influence of the program, especially in terms of receiving good advice from their adviser, sharing experiences with peers, and changing their perspective on education. The total mean of 3.9 suggests a slightly positive overall attitude toward the program, leaning more towards neutral with some positive aspects highlighted.

Conclusion

This research aimed to explore

and analyze the various factors influencing the experiences of pregnant and parenting students, particularly in relation to their academic performance, social support systems, and the impact of the Kumustahay program. Through a comprehensive examination of the respondents' demographic profiles, socio-economic backgrounds, and academic outcomes, valuable insights were gained into the challenges and opportunities faced by this unique group. The findings highlight key areas where interventions can be implemented to improve both the well-being and academic success of teenage parents, as well as the effectiveness of support programs in addressing their needs. The following conclusion summarizes the key results and offers recommendations for future actions based on the data collected.

Age of Respondents

The age distribution of the respondents in S.Y. 2022-2023 reveals that the majority of pregnant and parenting individuals were 17 years old, accounting for 50% of the total respondents. The age range among the respondents varied from 14 to 19 years old, with no respondents under 15 or 13. The calculated variance and standard deviation suggest a moderate spread in the ages, with a mean age of approximately 16.87 years. These findings highlight the prevalence of teenage pregnancies and parenting, particularly among those aged 17, emphasizing the need for targeted support for this age group.

Age of the respondents at the time of pregnancy

The age of respondents at the time of pregnancy indicates that the majority of pregnancies occurred during early adolescence, with the highest frequency (37.50%) of respondents becoming pregnant at the age of 15. A significant portion of respondents also experienced pregnancy at 14 and 16 years old, each representing 25% of the sample. Only one respondent was 17 years old at the time of pregnancy. The data shows a range of 3 years, with a variance of 1.07 and a standard deviation of 1.03, suggesting a relatively small

spread in the ages at which the respondents became pregnant. The mean age was 15.25, further highlighting the occurrence of pregnancy during adolescence. These findings align with Freud's psychosexual theory, which suggests that adolescence is a critical period of sexual development and experimentation.

Average income of the Family

A significant majority of the pregnant and parenting students come from families with a monthly income of less than 5,000.00, accounting for 87.50% of the respondents. Only a small proportion, 12.50%, reported a monthly income between 5,000.00 and 10,000.00. This suggests that the majority of these students are from low-income families, highlighting the potential financial challenges faced by pregnant and parenting students in this group. The data underscores the socio-economic struggles that may contribute to the circumstances surrounding teenage pregnancy and parenting. The data presented in Table 2 reveals that a significant majority of the pregnant and parenting students come from families with a monthly income of less than 5,000.00, accounting for 87.50% of the respondents. Only a small proportion, 12.50%, reported a monthly income between 5,000.00 and 10,000.00. This suggests that the majority of these students are from low-income families, highlighting the potential financial challenges faced by pregnant and parenting students in this group. The data underscores the socio-economic struggles that may contribute to the circumstances surrounding teenage pregnancy and parenting.

Home Atmosphere of the Respondents

A notable 50% of respondents live with their grandparents, indicating that many of these young individuals are raised in non-nuclear family structures. Additionally, 37.5% live with their parents, while only 12.5% reside with their mothers. The majority of respondents, 62.5%, come from broken families, which may suggest a potential link between

family structure and the circumstances leading to teenage pregnancy. The data supports previous research by Ballon and Timuria (2022), which indicates that living with relatives and lacking strong connections with parents or guardians can increase the likelihood of early pregnancy. These findings highlight the importance of a stable, supportive home environment, emphasizing the need for stronger family ties and parental involvement in reducing the risk of teenage pregnancies.

Respondents Exposure to Technology before Pregnancy

Although students commonly use technology, particularly cellphones, for educational purposes, they are less likely to use it for inappropriate activities such as watching pornography or engaging in excessive social media interactions. The highest mean of 4.12 suggests that students generally agree that they use technology, especially cellphones, to study lessons. However, the lowest mean of 1.37 indicates strong disagreement with the use of technology for watching pornography. While respondents reported neutral usage of social media, spending up to three hours a day on platforms like Facebook, they disagreed with using their cellphones frequently for chatting with boyfriends or posting hourly updates on Facebook. Overall, the data suggests that the respondents' decisions to become pregnant were not influenced by technology use, such as cellphones or social media.

First Semester General Average of Respondents (Before the Implementation Phase of Kumustahay)

Furthermore, with regard to the respondents' academic performance, the respondents' general averages ranged from 75 to 94, with the highest frequency being a general average of 78, achieved by two respondents (25%). Other scores, such as 94, 93, 89, 88, 79, and 75, appeared only once. The range of grades was 19, with a variance of 49.93 and a standard deviation of 7.06, suggesting a moderate spread in the respondents' academic performance. The total mean

score was 84.25, indicating that the overall academic performance was generally above average but varied among the students. This data provides a snapshot of the students' academic standing before the introduction of the *kumustahay* program, which may potentially influence their performance moving forward.

First Semester Academic Performance of the Respondents (After the Implementation)

Now on the respondents' academic performance during the first semester highlights the general averages of the respondents for the school year 2022-2023, following the implementation of the *Kumustahay* program. The highest general average was 93, achieved by two respondents, while the lowest was 75, recorded by just one respondent. The total range of the averages was 18 points, with a variance of 39.68 and a standard deviation of 6.29, indicating a moderate spread in the distribution of the general averages. The average general score across all respondents was 84.75, suggesting that, on average, the students performed fairly well during the first semester after the program's implementation. Overall, the data reflects a positive impact on the respondents' academic performance, with a good level of consistency in their results.

Respondents Academic Performances (Before and After the Implementation)

When comparing the respondents' academic performances before and after the implementation phase of the program, it is found out that both phases had a minimum average grade of 75, indicating consistency in the lowest performance. However, the maximum average grade before the implementation was slightly higher (94) compared to after the implementation (93). The range of scores before the implementation was broader, with a difference of 1 compared to the after-phase range. Additionally, the variance before the implementation was higher by

10.25, suggesting a greater spread in scores prior to the program's implementation. The standard deviation showed a smaller difference of 0.77, indicating a slight reduction in the variability of scores after the program. The mean score decreased by 0.5 points, reflecting a marginal drop in average performance. Overall, while the program's implementation resulted in a slight decrease in the maximum and mean grades, the reduction in range and variance suggests a more consistent academic performance across the respondents after the program.

Relevance of the Kumustahay Intervention

Finally, the respondents' feedback on the *Kumustahay* program reveals a mixed but generally neutral perspective. While their attendance and interaction with their adviser were rated neutrally, they expressed a more positive outlook regarding the program's impact on their personal development. Specifically, they appreciated the valuable advice from their adviser, the opportunity to share experiences with peers, and the shift in their perspective on the importance of education. With an overall mean score of 3.9, the program is seen as having a moderately positive effect, with some areas of improvement needed in terms of engagement and adviser-student interactions.

Recommendations

Based on the findings, the following recommendations are made to improve the overall experience and outcomes for the respondents, particularly in the context of teenage pregnancy and parenting:

Targeted Support for 17-Year-Old Respondents: Since the majority of respondents are 17 years old, targeted interventions and support programs should be developed specifically for this age group. Tailored resources and counseling, focusing on the unique challenges faced by 17-year-olds, could help address the issues related to

teenage pregnancy and parenting at this critical age.

Focus on Early Pregnancy Prevention: Given that many respondents became pregnant during early adolescence (15 years old being the most frequent age), preventive measures such as sexual education, access to contraception, and counseling services should be emphasized. Programs that focus on delaying pregnancies and promoting healthy decision-making could be beneficial in preventing pregnancies at such a young age.

Financial Support and Education: The data highlights the socio-economic struggles faced by respondents, with a significant majority coming from low-income families. To address financial challenges, the school and community should consider providing scholarships, financial aid, or partnerships with local organizations that can offer economic support to pregnant and parenting students. Additionally, financial literacy education could be incorporated into the curriculum to better prepare students for managing their finances.

Enhance Engagement in Kumustahay Program: While the *Kumustahay* program had a moderately positive impact on respondents' academic performance and personal development, the neutral responses regarding attendance and adviser interactions suggest the need for increased engagement. It is recommended to develop more interactive and engaging components within the program, such as group activities, peer mentoring, or increased involvement of family members, to foster stronger connections and deeper support.

Improve Adviser-Student Interactions: Strengthening the adviser-student relationship is crucial for the success of the *Kumustahay* program. The program could provide additional training for advisers on how to better engage with teenage parents, particularly focusing on building trust and creating a more supportive and empathetic environment. Regular one-on-one talks should be encouraged, with more frequent follow-

ups and personalized academic and emotional support.

Increase Technology Use for Educational Purposes: While respondents generally use technology for studying, there is room to expand its role in education. Schools could integrate more online learning resources, virtual study groups, and educational platforms to support pregnant and parenting students who may have time constraints or difficulties attending traditional classes. Additionally, providing training on how to use technology effectively could further enhance their academic performance.

Monitor and Evaluate Academic Progress: Since the Kumustahay program appears to have had a positive effect on academic performance, it is important to continue monitoring the students' progress regularly. Conducting evaluations and comparing academic outcomes over time will help assess the

program's long-term impact and allow for adjustments to be made to further support the students' educational success.

In summary, the findings highlight the importance of addressing the specific needs of teenage parents, including targeted age-based interventions, financial support, enhanced program engagement, and improved academic guidance. Implementing these recommendations will help foster a more supportive environment for pregnant and parenting students, enabling them to overcome challenges and achieve academic success.

References

Colorado, Colorin (2007). Vocabulary development on ELLs. Retrieved From <https://www.readingrockets.org/article/vocabulary-development-ells> on September 24, 2019

DepEd Order #12, s. 2015- Guidelines on the Early Language, and Literacy Program: Professional Development Component Green, Autumn (2022). Student Parents or Parenting Student? Why terminology Matters. WCW Women Change Worlds Blog. February 01, 2022. wcwonline.org

Leatherwood, Heather (2006). Comparison of Teachers and Students Perceptions of Academic Performance and Opportunities: A Focus on Pregnant and Parenting Students. www.eric.gov.ph

Pennel and Cusack, (2014). Methods of teaching reading. Phoenix Publishing House.

Breaking Barriers: Using Gender-Neutral Teaching Approach In The Classrooms Of Sta. Margarita II District

Angelo B. Velarde, Curry National High School, Samar Division

Introduction

Gender bias in education remains a pressing issue at global, national, and local levels, influencing students' academic performance, participation, and self-perception. The persistent use of gendered language and traditional stereotypes in classrooms reinforces societal biases, limiting opportunities for female and gender-nonconforming students. To address this issue, educational institutions worldwide are shifting toward gender-neutral teaching strategies that foster inclusivity and equity (UNESCO, 2024; Pennington, 2022). In the Philippines, national frameworks such as the Magna Carta of Women and the Gender-Responsive Basic Education Policy underscore the urgency of integrating gender-fair curricula to promote equitable learning environments. Locally, in the Sta.

Margarita II District, gender bias in language and classroom interactions remains evident, affecting student engagement and reinforcing traditional gender norms.

This action research sought to investigate the impact of a gender-fair English learning module in reducing gender bias, enhancing classroom engagement, and promoting inclusive communication styles among teachers and students. Specifically, the study aimed to answer the following questions: (1) *How does the implementation of a gender-fair English learning module impact students' perceptions of gender roles?* (2) *To what extent does the module improve classroom engagement and participation among female and gender-nonconforming students?* (3) *What changes in language use and communication styles are observed*

among teachers and students after implementing the module? (4) *How effective is the intervention in fostering an inclusive learning environment?*

The study is grounded in feminist theory, which highlights the role of language in shaping social structures and power dynamics (Tarrayo, 2022). The research also draws from sociolinguistic perspectives that emphasize the influence of gendered language on individual identity and societal roles (Cameron, 2021). Additionally, studies on inclusive education stress the importance of gender-fair curricula in fostering student confidence, participation, and equitable opportunities (Graham, 2019; Skoog & Krantz, 2021). By integrating these theoretical insights, this research contributes to the growing body of literature advocating for gender-sensitive teaching approaches.

The significance of this study lies in its direct contribution to improving the teaching and learning process. Traditional classroom settings often marginalize gender-diverse students, limiting their opportunities for engagement and success. The introduction of a gender-fair English learning module addresses these disparities by creating a more inclusive environment where students feel seen, heard, and respected. Findings from this research provide valuable insights for educators, policymakers, and curriculum developers in promoting gender-neutral teaching strategies that enhance student participation and break down entrenched gender barriers.

The intervention at the core of this study is a locally developed gender-fair English learning module designed to address gender bias in language and communication. This module encouraged the use of gender-neutral language and fostered a more inclusive classroom discourse. Teachers were trained to implement gender-sensitive practices, ensuring that instructional content and interactions reflected equitable representation. Through structured activities, discussions, and assessments, the module enabled students to recognize and challenge gender stereotypes while adopting inclusive language practices. By actively integrating gender-fair principles into the curriculum, this initiative aimed to reshape classroom dynamics, fostering respect, equality, and meaningful participation among all students, regardless of gender identity.

By examining the impact of this intervention, the study offers empirical evidence supporting the effectiveness of gender-neutral teaching approaches. The findings highlight the need for educational institutions to adopt gender-fair practices, ensuring that learning environments foster inclusivity, equity, and respect for all gender identities. This research not only contributes to theoretical discussions on gender and education but also provides actionable strategies for educators striving to create more equitable classrooms.

Methodology

The study involved teachers handling English or language subjects in both elementary and secondary levels in the Sta. Margarita II District. These teachers were selected based on their direct implementation of the gender-fair English learning module, ensuring that they had firsthand experience with the intervention. Participants were chosen through convenience sampling, a non-probability sampling method in which individuals are selected based on accessibility and willingness to participate (Nikolopoulou, 2022). This method was appropriate given the logistical constraints and the need for active collaboration from educators familiar with the study's objectives. In addition to the teachers' perspectives, secondary data sources such as reports from the Philippine Commission on Women (PCW) and UNESCO were used to contextualize the study within broader efforts to integrate gender-sensitive teaching practices into education.

A qualitative research approach was employed, using focus group discussions (FGDs) as the primary data collection method. The FGD allowed teachers to discuss their perceptions, experiences, and reflections on the implementation of the gender-fair module, providing a deeper understanding of the changes in gender awareness, student engagement, and classroom communication (Krueger & Casey, 2015). The discussions followed a structured yet open-ended format, allowing for flexibility while ensuring that key topics were covered. Teachers were asked about their awareness of gender roles before and after using the module, the extent to which the module influenced classroom engagement for female and gender-nonconforming students, and any noticeable shifts in language use and communication styles. The discussions were audio-recorded with participants' consent and later transcribed verbatim. Ethical considerations, including participant confidentiality and anonymity,

were strictly observed throughout the process.

Data from the FGDs were analyzed using thematic analysis, a method widely used in qualitative research to identify, analyze, and report patterns or themes within qualitative data (Braun & Clarke, 2006). The process began with a careful review of the transcripts to familiarize the researcher with the data, followed by coding, where recurring words and phrases were categorized into key themes. These themes included increased awareness of gender biases, enhanced classroom engagement, and changes in communication styles. After coding, themes were refined to ensure consistency and relevance. The final analysis provided insights into both the successes and challenges of implementing gender-fair language practices in the classroom. By employing thematic analysis, the study was able to capture the nuanced ways in which teachers adapted to gender-sensitive teaching strategies and the broader implications for fostering inclusivity in education.

Results and Discussions

The study revealed significant improvements in gender awareness, classroom engagement, and communication styles among teachers and students following the implementation of the gender-fair English learning module. Thematic analysis of the focus group discussions (FGDs) identified four key themes: (1) increased awareness of gender biases, (2) enhanced classroom engagement among female and gender-nonconforming students, (3) shifts in language use and communication styles, and (4) the module's effectiveness in fostering an inclusive learning environment.

Participants reported that the module played a crucial role in raising awareness about gender biases and stereotypes, particularly in classroom language and teaching materials. Teachers observed that students became

more mindful of the way they used language, moving away from gendered pronouns and stereotypical associations. Female and gender-nonconforming students, who previously felt excluded or hesitant to participate, showed greater confidence in classroom discussions, demonstrating an increase in engagement. Additionally, both teachers and students adapted their communication styles to be more gender-inclusive, though some traditional language habits persisted. Overall, the findings suggest that the gender-fair module successfully created a more inclusive and respectful classroom environment, where students of all gender identities felt valued and supported.

The findings of this study align with previous research emphasizing the role of inclusive teaching strategies in reducing gender bias in education (Graham, 2019; Tarrayo, 2022). By integrating gender-neutral language and fostering gender sensitivity, the module challenged traditional gender roles, allowing students to develop a more equitable perspective on gender identity and participation. Similar studies have shown that classroom environments that embrace gender inclusivity enhance student engagement and self-esteem, particularly among marginalized groups (Skoog & Krantz, 2021). The increased comfort and confidence reported by students in this study reinforce the importance of integrating gender-fair materials into the curriculum.

Another critical outcome was the shift in language use and communication styles among teachers and students. The transition from gendered terms such as “chairman” to more neutral alternatives like “chairperson” suggests that the intervention encouraged educators to be more conscious of their language choices. This change reflects the broader linguistic movement toward gender-fair language, which has been recognized as a key factor in promoting inclusivity (Cameron, 2021). However, despite these positive changes, some teachers noted that traditional language habits persisted,

indicating that ongoing training and reinforcement are necessary for long-term adoption of gender-fair practices.

The study also highlighted the need for policy-level support to ensure the sustainability of gender-fair teaching approaches. While the module was effective in shaping attitudes and behaviors within the classroom, the absence of institutional guidelines on gender-sensitive teaching remains a challenge. Expanding the integration of gender-fair materials into other subject areas and providing professional development opportunities for educators could further strengthen gender inclusivity in schools. Additionally, fostering open discussions on gender sensitivity among students, teachers, and parents can contribute to the long-term success of gender-fair education.

The implementation of the gender-fair English learning module significantly contributed to fostering a more inclusive classroom environment by increasing gender awareness, enhancing engagement among female and gender-nonconforming students, and promoting the use of gender-neutral language. However, while the module proved effective, some traditional language practices persisted, highlighting the need for continuous reinforcement and professional development for teachers.

To sustain and expand the impact of this initiative, it is recommended that gender-fair education be institutionalized through policy integration, ensuring that inclusive teaching practices become a standard across subjects. Regular training sessions for educators on gender-sensitive pedagogy should be implemented to reinforce awareness and application. Furthermore, schools should create safe spaces for gender discussions, encouraging students to engage in meaningful conversations about inclusivity. By embedding gender-fair education into the broader curriculum and institutional policies, schools can contribute to breaking barriers and fostering a more equitable learning environment for all students.

References

- Baker, P., & Levon, E. (2018). *Language and gender: A critical introduction*. Routledge.
- Bigler, R. S., & Hayes, A. R. (2002). The use of gendered language in the classroom and its impact on children's gender beliefs. *Educational Psychology Review*, 14(1), 25–40.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Cameron, D. (2021). Verbal hygiene: Revisiting language and gender. *Journal of Sociolinguistics*, 25(3), 215–233. <https://doi.org/10.1111/josl.12434>
- Graham, L. (2019). Gender equality in education: Lessons from interventions. *Educational Review*, 71(2), 123–141. <https://doi.org/10.1080/00131911.2018.1502220>
- Gunderson, E. A., Ramirez, G., Levine, S. C., & Beilock, S. L. (2012). The role of parents and teachers in shaping children's gender attitudes. *Journal of Educational Psychology*, 104(2), 220–234.
- Hilliard, L. J., & Liben, L. S. (2010). Gender salience and its effects on young children's gender attitudes and intergroup bias. *Child Development*, 81(3), 781–796.
- Keddie, A. (2016). Supporting and engaging gender-diverse students. *Education and Gender*, 2(4), 215–230. <https://doi.org/10.1080/17508487.2015.1063441>
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.
- Lips, H. M. (2020). *Gender: The basics*. Routledge.
- Miñao, W. D. (2024). Analysis on the awareness index of physical education teachers and students on gender sensitivity. *Social Psychology and Human Experience*, 18(2), 45–61.

- <https://doi.org/10.62596/96j82595>
 Nikolopoulou, K. (2022). What is convenience sampling? *Educational Research Methods Journal*, 4(1), 12-18.
- Oakley, A. (1972). *Sex, gender, and society*. Tavistock Publications.
- Pasque, P. A., & Nicholson, S. E. (2019). Inclusive pedagogies for diverse classrooms. *Educational Researcher*, 48(1), 45-57. <https://doi.org/10.3102/0013189X19841636>
- Pennington, H. (2022). What the evolution of gender can teach us about equality. *Ford Foundation*.
- Skoog, G., & Krantz, G. (2021). The role of inclusive education in supporting diverse student needs. *Journal of Gender Studies*, 30(1), 97-111. <https://doi.org/10.1080/09589236.2020.1716434>
- Smith, E., & Paechter, C. (2020). *Gender, inclusivity, and the classroom: Rethinking education for the 21st century*. Palgrave Macmillan.
- Tarrayo, V. N. (2022). Gender-fair language in English language teaching: Insights from teachers in Philippine higher education institutions. *Language and Education*, 37(4), 483–499.
- UNESCO. (2024). *Gender equality and education: A global perspective*.
- Zimmerman, D. H., & West, C. (1975). Interruptions in conversation between men and women: Gendered communication in the classroom. *Sociology of Education*, 48(1), 107-120.

Enhancing Self-Efficacy Beliefs In Their Academics Of Pregnant Adolescents Through iCARE

*Ma. Gelma L. Mapatac, District-in-Charge
 Schools Division of Samar*

Introduction

Adolescent or teenage pregnancy is a social issue that every country has to deal with carefully and sensibly because of its increasing trend and because it is a life-changing situation for teenaged girls. Based on the data from the United Nations Population Fund (UNFPA) (2015), adolescent pregnancy is a global issue. There are approximately 16 million girls between the ages of 15 and 19 years old, and two million under the age of 15 years old who become pregnant every year. The World Health Organization also stated that half of all adolescent births occur in just seven countries, namely: Bangladesh, Brazil, Democratic Republic of Congo, Ethiopia, India, Nigeria, and the United States.

The Philippines is one country where adolescent pregnancy is also a reality. In previous data such as the

official ranking made by the UNFPA in 2012, the number of teenage pregnancies, aged 10 to 19 years old, have increased to 70 percent over the last ten years. In addition, 14 percent of the teenage girls within the ages of 15 to 19 years old were reported for the first time to be already mothers or have had children in the 2014 survey of Young Adult Fertility and Sexuality as compared to the eight percent of the 2002 survey. By 2018, the country still has one of the highest adolescent birth rates among the Association of Southeast Asian Nations (ASEAN) member states. This meant that more than 500 Filipino young girls are getting pregnant and giving birth every day (UNFPA, 2020).

The above data may prove to be a potential setback considering that more than 53 million population of the Philippines is below the age of 25,

including the 10.3 million adolescent girls aged 10 to 19 years old. Having a younger population certainly has its advantages when such a demographic trend is used as an opportunity to accelerate development through investments in human talents. Unfortunately, the country experiences a portion of its younger population going through the pressing issue of teenage pregnancy, either in or out of wedlock (UNFPA, 2015).

According to Parungao et al (2014), the impact of teenage pregnancy affects the physical, emotional, social, and spiritual well-being of the adolescents. It is a situation which carries a wide-range of ensuing adverse health and psychosocial outcomes. It can have extensive and enduring consequences to the young mothers as well as to the children who are born to these mothers

who may not even know yet the full responsibility of motherhood. Self-efficacy provides anchor to the personalities of would-be young mothers. It essentially refers to the faith a person has towards the self. Crockenberg and Soby (nd) stated that a person with high self-efficacy has good adjustment and valued behaviors by the society whereas a person with low self-efficacy is often linked to one with deviant behavior. The situation of teenage pregnant girls is challenging because parents often lose faith in their future.

Therefore, this study explored the experiences of teenage pregnancy on the academic and career choices of pregnant young girls in Talalora National High School, Schools Division of Samar, during the School Year 2021-2022. It specifically answers the following questions:

1. What are the experiences of the participants in being pregnant at an early age along the following:
 - 1.1 physical changes due to pregnancy;
 - 1.2 emotional stress due to pregnancy;
 - 1.3 social stigma against teenage pregnancy; and
 - 1.4 academic dilemma due to pregnancy?
2. What are the effects of teenage pregnancy to the academic and career choices of the participants as experienced by themselves in terms of:
 - 2.1 choice of strand or degree program pursued;
 - 2.2 choice of future work place; and
 - 2.3 choice of future work conditions?
3. What is the career-related aspirations of teenage pregnant girls?

Methodology

The study utilized a qualitative approach using phenomenological method. The qualitative research approach was the appropriate design of research for this study because this

stressed the way pregnant teenaged girls interpreted and made sense of their experiences in choosing academic and career that suit their being pregnant at an early age and having an additional responsibility apart from building a future career. The study involved teenage girls who were pregnant from the Talalora National High School, Schools Division of Samar. The participants of this study were selected using purposive sampling, with the following criteria: a) that they have to be pregnant, at the very least one month along; b) that they have to be aged between 13 and 19 years old; c) that they are residing in the Municipality of Talalora; and d) that they are either in or out of a relationship. Moreover, the researcher only took those participants who were willing to take part in the in-depth interview, and were consented by their parents or guardians to do the interview. The study utilized a semi-structured questionnaire through an in-depth interview. The data, which included audio and video recording, notes, and transcriptions, were analyzed using Collaizi's method which is a distinctive seven-step process of providing a rigorous analysis of the data.

Results and Discussions

Three emergent themes on the experiences of teenage pregnancy by the participants were explored: (a) bodily changes due to pregnancy; (b) emotional strain due to social stigma of teenage pregnancy; and (c) academic pressures because of expectations. Meanwhile, two emergent themes were explored on the effects of teenage pregnancy on the academic and career choices of the pregnant young girls: (a) limited career plans for pregnant young girls; and (b) motherhood-supportive career choices. Lastly, the participants aspired for the recognition of their motherhood as part of their career plans.

Experiences on Teenage Pregnancy by Pregnant Young Girls

Three themes were derived as part of the participants' experiences with

teenage pregnancy.

Theme 1 Bodily Changes due to Pregnancy

The participants narratives emphasize bodily changes due to pregnancy. They recognized that their bodies' needs were not the same before pregnancy. The participants' experiences with bodily changes are normal experiences brought on by pregnancy. The World Health Organization (WHO) even stressed that adolescent mothers aged 10 to 19 years old face higher risks of eclampsia, puerperal endometritis, and systemic infections than women aged 20-24 years old (WHO, 2024). The physical changes that these young girls experienced were part of the normal changes in a woman's body during pregnancy, which includes swelling of feet or legs or of the hands or face, rapid heart rate, and similar physical symptoms (Munoz, 2024).

Theme 2 Emotional Strain due to Social Stigma of Teenage Pregnancy

The participants expressed that they were under so much emotional strain due to the social stigma of being pregnant at a young age. The participants narratives expressed the emotional strain that they faced while being pregnant. According to Wittenberg et al. (2022), pregnant young girls are a part of a vulnerable group of adolescents. They are prone to experiencing the stigma of the situation. The incidence of teenage pregnancy is susceptible to a pervasive cultural attitude of lacking discipline from parents, which lead to potentially negative outcomes for the vulnerable population of young girls. This stigma can further cause emotional stress to young girls, which in turn, can cause risks to their pregnancy.

Theme 3 Academic Pressures Because of Expectations

The participants recognize that their pregnancy would delay their academic goals because they had to take care of their babies after giving birth. The regret was evident on the participants as

regards to their academics. The participants were also aware of the frustrations of their parents and the society as a whole that they became pregnant while still studying. The frustrations by parents and society on young girls' pregnancy, which could lead to academic disruptions, are brought on by the fact that it is during this period that these young girls are involved in activities that will help them to define who they want to become in the future and achieve the necessary tools and abilities that will help them to connect with their future roles. Hence, the regret and frustrations given the circumstance of teenage pregnancy are understandable considering that it is at this time that teenage girls develop abilities to think and imagine themselves in different ways and to start considering long-term plans for their career in the future (Dalizu, 2023).

Effects of Teenage Pregnancy to the Academic and Career Choices of Pregnant Young Girls

The incidence of teenage pregnancy has effects on the young girls' academic and career choices. The emergent themes on the effects were: (a) limited career plans for pregnant young girls; and (b) motherhood-supportive career choices.

Theme 4 Limited Career Plans for Pregnant Young Girls

The participants expressed their sentiments over limited career plans because they are pregnant and had to wait until their babies are older. These young girls also expressed their concerns over delayed dreams because of the pregnancy. The limitation on the participants' career plans is brought on by the need to take care of their babies. According to Brodowicz (2024), teenage pregnancy affects girls' development and future chances of education and employment. The teenage pregnancy phenomenon is multifaceted that is linked to a wide-range of problems, such as young girls losing support and care from their families which is, in turn, essential

for their development as individuals. More so, the impact of teenage pregnancy on career choices is caused by the fact that it is at this stage of adolescence where adolescents make crucial decisions concerning their future that shape their present and future plans. These plans include planning to study tertiary education, acquiring work experiences, and eventually providing for their parents' sacrifices.

Theme 5 Motherhood-Supportive Career Choices

The participants stressed the need to put their babies needs first before their own needs. They expressed that they need to plan for their future with their babies in it. It was evident from the narratives of the participants that motherhood is first in the priority list of teenage girls. Motherhood has had huge impact on their decision of career choices because they considered their children first before their own needs, even if it meant choosing a career. The need for motherhood-supportive career choices is prompted by the situation that mothers are often perceived to be unfit for more complicated roles in the workplace because they are less competent and less committed to their careers since they have to care for their children (Torres et al., 2024).

Theme 6 Recognition of Motherhood in their Career Plans

The participants recognized the prioritization of their motherhood role as integrated in their career planning. The presence of their children in their lives is an utmost consideration in planning for their careers. The above-mentioned narratives support the fact that mothers are often perceived to be unfit for more complicated roles in the workplace because they are less competent and less committed to their careers since they have to care for their children (Torres et al., 2024). Hence, the mothers choose to put their own dreams on hold while they are taking care of their children.

References

- Crokenberg, S.B. & Soby, B.A. (nd). Self-Esteem and Teenage Pregnancy. <https://publishing.cdlib.org/ucpressebooks/view?docId=ft6c6006v5&chunk.id=d0e4644&toc.id=d0e4644&brand=ucpress>.
- Dalizu, M. (2023). Impact of Parental Communication on Teenage Pregnancy. <https://nayakenya.org/2023/11/28/impact-of-parental-communication-on-teenage-pregnancy/>.
- Domenico, D.M. & Jones, K.H. (2007). Adolescent Pregnancy in America: Causes and Responses. *The Journal for Vocational Special Needs Education*, 30(1), 4-12. <https://files.eric.ed.gov/fulltext/EJ841380.pdf>
- Habitu, Y.A., Yalew, A., & Bisetegn, T.A. (2018). Prevalence and Factors Associated with Teenage Pregnancy, Northeast Ethiopia, 2017: A Cross-Sectional Study. *Hindawi Journal of Pregnancy*. <https://doi.org/10.1155/2018/1714527>
- Munoz, J.L. (2024). Physical Changes during Pregnancy. <https://www.msmanuals.com/home/women-s-health-issues/normal-pregnancy/physical-changes-during-pregnancy>.
- Parungao, C.R., Bautista, L.P., Mariano, R., Bonifacio, V.M., & Aguinaldo, M.V. (2014). Life Brought at a Tender Age: The Lived Experiences of Filipino Teenage Pregnant Women. *Asia Pacific Journal of Multidisciplinary Research*, 2(1):214-218. <http://oaji.net/articles/2014/1543-1418695708.pdf>.
- Plan International. (nd). Teenage Pregnancy. https://plan-international.org/sexual-health/teenage-pregnancy?gclid=Cj0KCQjw3f6HBhDHARIsAD_i3D_nDxT3Y2LEZ88nX4IU0XOtFh0ogcqJkS7CK-434tNMb4aFveTVgaAr6wEALw_wcB

- Sharif, N., Ahmed, N. & Sarwar, S. (2019). Factors Influencing Career Choices. *IBT Journal of Business Studies*, 15(1), 33-46. https://www.researchgate.net/publication/334958324_Factors_Influencing_Career_Choices/link/5d46bba9a6fdcc370a7a0b64/download
- Torres, A.J.C., Barbosa-Silva, L., Oliveira-Silva, L.C., Miziara, O.P.P., Guahy, U.C.R., Fisher, A.N., & Ryan, M.K. The Impact of Motherhood on Women's Career Progression: A Scoping Review of Evidence-Based Interventions. *Behav. Sci.*, 14(275). <https://doi.org/10.3390/bs14040275>.
- United Nations Population Fund (UNFPA). (2015). Girlhood, Not Motherhood: Preventing Adolescent Pregnancy. https://www.unfpa.org/sites/default/files/pub-pdf/Girlhood_not_motherhood_final_web.pdf.
- UNFPA. (2020). #GirlsNotMoms: Eliminating Teenage Pregnancy in the Philippines. https://philippines.unfpa.org/sites/default/files/pub-pdf/UNFPA_Policy_Brief_Teenage_Pregnancy_%282020-01-24%29.pdf.
- Wittenberg, J.V.P., Flaherty, L.T., Becker, D.F., Harper, G., Crookall, J.M., & Vianna, N. (2022). Stigma as a Source of Stress for Adolescent Mothers and their Babies. *Journal of Nervous and Mental Disease*, 210(9), 650-654. DOI: 10.1097/NMD.0000000000001545.
- World Health Organization (WHO). (2024). Adolescent Pregnancy. <https://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>.

ABOUT THIS PUBLICATION

This Research Bulletin is a quarterly publication of the Department of Education Region VIII. It highlights studies conducted by DepEd Teachers and Employees under the Basic Education Research Fund (BERF).

This publication is part of the Region's projects to disseminate the findings and recommendations of highlighted studies to promote the use thereof. The views and opinions expressed here are those of the authors and do not necessarily reflect those of the Office.