

Teachers' Initiated Ways in Handling Teenage Pregnancy Cases

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ABSTRACT

Teenage pregnancy is a severe problem that causes drop-outs of females and decreases enrollment for the next school year. School administrators implement and extend academic support to help teenage mothers in their education. The purpose of this qualitative single case study was to describe the experiences of secondary teachers in handling pregnant learners and teenage mothers for School Year 2021-2022 until SY 2022-2023. The researcher interviewed eight secondary teachers with teenage pregnant learners, and teenage mothers under their class advisory was chosen through purposive sampling. In-depth interviews, observations, and field notes were utilized in the gathering of data. Using categorical analysis of the results, the secondary teachers' practices in handling this case focused on how teachers reacted to the situation, challenges that teachers encountered, teachers-initiated ways, academic support, and teenage mothers' response to the support they extended to them. Teachers described their experiences in handling pregnancy cases from the participants' utterances: Processing of mixed emotions and concern with the long-term welfare of students. Teachers need to gain a background in counseling and students' absenteeism with late submission of learning sheets. Having In-depth Conversations, Using ICT in reaching out to students, Giving Financial and Kind Support to students, and Providing Arrangement of Supplemental Activities to Students. They were giving school supplies to students, shifting to a blended learning modality, and conducting home visits / future home visits. Positivity and Keeping Academic Interest are the expected response of teenage mothers toward the academic support extended to them. According to the results, regardless of marital status of secondary teachers, their approaches in handling teenage pregnancies and mothers varied depending on the student's situation following the same strategies and techniques applied. Positive outcomes are produced on the parts of teachers and students when school administrators provide affected students with academic support.

Keywords: academic support; initiated-ways; home visitation; teenage pregnancy; blended learning

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1. INTRODUCTION

Education is a fundamental human right that contributes to the individual's development and a right for all children. Technically, it promotes the development of consciousness in all aspects of life, which benefits the community by increasing family income, responding to individual and societal needs, assisting people in bettering their lives and society, making them aware of their rights, and giving them the ability to make informed decisions (Muema et al., 2019).

According to the PSA's Annual Poverty Indicators Survey, there are approximately 2.97 million school dropouts, 61.9% of whom are 16-to-24-year-old females who drop out because of "marriage or family matters." Due to marriage and family issues, which can also be regarded pregnancy during teenage years, females have a high dropout rate. According to Former Education Secretary Leonor Briones, the

increase in the number of out-of-school adolescents may be caused by minors who are forced into marriage as a consequence of their pregnancies.

Numerous nations invest in economic and development initiatives to alleviate poverty. As well as, girls from low-income families and girls from high-income households had unintended pregnancies. Again, all nations have taken government measures, such as punitive legislation, but defilers continue to impregnate minors (Enrico et al., 2020). On the other hand, belonging to a higher socioeconomic class, having regular internet access, and identifying as Protestant or Muslim reduce the likelihood of teenage pregnancy (Finlay et al., 2019). It is necessary to improve reproductive health education and raise young people's reproductive health awareness. Recent evidence suggests that reproductive health education alone may not be sufficient to prevent teen pregnancy and must be paired with contraceptive-promoting activities to be effective (Pepito et al., 2021).

Students may have employed various simple strategies to continue learning despite changes in instructional approaches. Students with family members who are always able to provide for them have an advantage over those attempting to care for themselves and seeking assistance from others. Parents must know their daughters' needs and offer guidance regarding men's temptations (Gatzinzi, 2021).

During his administration, former President Rodrigo Duterte declared teenage pregnancy prevention a "national priority" in an Executive Order 141 (EO) issued on June 25, 2021, emphasizing the importance of adopting preventative measures to determine the causes of rising teenage pregnancies. To reach teenagers and young people, raise awareness, and promote reproductive health and rights, the relevant agencies and actors must maximize the use of digital and online platforms. Strategies for preventing teenage pregnancy are included in Section 2, while subsequent sections focus on youth mobilization issues. He decided after learning that teenage pregnancy increases the risk of anemia, sexually transmitted diseases, and postpartum hemorrhage for both mother and child (Gita-Carlos, 2021).

DepEd releases the enclosed Comprehensive Sexuality Education Policy Guidelines, DO 31, s.2018. DepEd is devoted to providing and protecting Filipino learners' rights to a decent education and better health, as well as assisting Filipino learners in completing basic education without the weight of health issues. It also acknowledges the school system's duties and obligations in ensuring students' right to good health by leading the implementation of comprehensive sexuality education (CSE). This policy will lead administrators and educators to be well-rounded in delivering excellent education. However, it is not yet ready for implementation since DepEd is currently developing modules for integrating sexuality education into topics and tools for instructors to utilize. Consequently, the causes include a lack of funds, education, young sexual activity, and history of teenage births in the family (Habitu et. al., 2019).

The Department of Education (DepEd) quickly responded by providing funding for educational initiatives aimed at assisting students in need. Pursuant to Section 1 and 2 of Article XIV of the 1987 Constitution, as well as the provisions of RA 9155 and RA 10533, DepEd is mandated to protect and promote the right of every Filipino to access quality basic education. This study is grounded in Freire's (1997) critical pedagogy theory. Critical pedagogy is based on the principle that no student should be oppressed and that educators should challenge the status quo to ensure that all students, despite their obstacles and benefit. This research was meant to shine a focus on how hard teachers and principals work to ensure that all students, regardless of their family situation, have access to a quality education. Assisting learners in continuing their education despite obstacles and setting up school-based initiatives to reduce the number of teen pregnancies within the district.

School Principals are the primary implementers of the government's education programs, particularly the re-admission policy for female students. The administrator and the teacher are explicitly and implicitly linked and intertwined to produce successful students and boost the teacher's inherent

values as an ongoing concern to establishing trust, engagement, and recognizing a teacher's worth as a stakeholder who effectively understands, prepares, scaffolds, and supports educators (Mull, 2021).

In addition, educational institutions and parents should work together to create activities and programs that equip children and teenagers with the necessary information to avoid engaging in inappropriate activities for their ages. Appropriate parenting is a crucial factor in preventing teenage pregnancy. Hence, social networking services should be strict about enforcing these rules, given that online sites are becoming the quickest way to meet people of any age or gender (Salvador et al., 2016)

Teachers' professional development is crucial to ensuring that today's teachers can meet the numerous learning demands of 21st-century students, as expected by educators in the 21st century. To face the field's challenges, educators of all competency levels must be open to change. Most importantly, educational personnel seeks assistance in adapting to the rapidly shifting environment and demands of the twenty-first century (Jasso, 2018). In addition, solid and supportive leadership is crucial for influencing how teachers perceive the purpose of evaluations as enhancing instruction and educator growth. Based on their observations, positive, pertinent, and actionable feedback must be provided to teachers. Teachers should be included in the feedback discussion to reflect on their growth and development and create goals to facilitate this process (Burroughs, 2021).

Moreover, a teacher's primary concern is how to assist students in realizing their full potential, abilities, and skills, not whether they are correct. A need to study and practice more regarding having faith in children's problem-solving abilities and valuing their decisions. Teachers would not judge the children confronted with difficult circumstances, as they are doing their best. Among teenagers, teenage pregnancy is perceived negatively. People associate it with characteristics such as knowledge, maturity, skill, and age at the first meeting. Most teenagers continue to hold false beliefs about sexuality and birth control. Teenage pregnancy causes society colossal social and health problems and affects all educational fields (Galabo, 2017).

Contextually, the purpose of this study is to describe the initiated methods and strategies of secondary teachers dealing with pregnant and teenage mothers in their advisory classes, and to explore their experiences in order to assist school administrators in designing school programs that prioritize the psychosocial, mental, and academic support of students. Assisting teachers' expertise in implementing appropriate techniques for the holistic growth of all students. Regardless of marital status of secondary teachers, their approaches in handling teenage pregnancies and mothers varied depending on the student's situation following the same strategies and techniques applied. Positive outcomes are produced on the parts of teachers and students when school administrators provide affected students with academic support.

Literature Review

The present literature review determined that the supervision practices of school principals vary from country to country in terms of perceptions, even though some of their practices are utilized in many nations; however, the perception of their impact varies from country to country. This study revealed that the perspectives and applications of school administrators' practices vary from country to country and suggests that one county's school head supervision may be adequate but not in other nations (Suson & Galigao, 2019)

In addition, the school's principal is regarded as the key to a school's successful transformation into an institution that would adequately train teachers, students, parents, and other stakeholders in overcoming obstacles and propelling them toward a brighter future with holistic development. As society evolves and technological advances alter the educational tools available, it is unquestionable that the role of school principals would also change. Changes occur in the presence and absence of changing

conditions brought about by the issues school leaders are currently facing as effective and efficient leadership is implemented (Estacio, 2022)

The Philippines' Department of Education has developed online and modular distance learning instruction delivery guidelines for the past two consecutive school years. This measure is taken to prevent students from contracting the disease. However, plans to conduct a pilot implementation of limited face-to-face delivery in low-risk areas for COVID-19 transmission in January 2021 were approved by the president but were subsequently canceled due to the threat posed by the new strain of COVID-19. Concerns are raised about whether the country is prepared to reopen its schools for face-to-face learning, despite having endured one of the world's longest and most stringent lockdowns (Sarmiento et al., 2021). As a result of this pandemic, the majority of students have faced a learning crisis. Every nation must devise strategies for reopening schools in a precautionary manner (Sarmiento et al., 2021). Resulted negative effects to student's psychosocial and emotional needs.

DepED Order No. 39, s. Child protection would be the subject of extensive research and analysis in 2016. The Department is committed to investigating reported cases of teenage pregnancy to evaluate the efficacy of previous initiatives. The possibility of new safeguards for students in schools results in a more transparent, better, and more comprehensive understanding of the current situation.

Even if some students drop out of school, education aims to provide students with the knowledge and skills necessary to function in society. Females have educational disadvantages and require special consideration because they drop out of school at a higher rate than males due to various factors, including early marriage, teen pregnancy, traditions, domestic abuse, and sexual harassment in the school context. Therefore, girls should be able to complete their educations, allowing them to compete favorably with their peers who have maintained a continuous school career (Musili et al., 2020).

Theoretical Framework

This study is grounded in Freire's (1997) critical pedagogy theory. Critical pedagogy is based on the principle that no student should be oppressed and that educators should challenge the status quo to ensure that all students, despite their obstacles and benefit. It is believed that pedagogical techniques, such as discussing sexual values with students in an age-appropriate setting, benefit their well-being (Kinloch, 2017). In this regard, teenage pregnancy is an obstacle which asserts that teachers can correct social inequalities and reform the education system to benefit all students.

Teachers' actions when coping with pregnant students and teenage mothers demonstrated their devotion and drive to education (Nguli et al., 2019). Extending service hours by visiting teenage mothers to check on the status of these learners is one of the underappreciated tactics used by teachers to offer quality education to the best of their ability without reluctance and even at their own cost. With constant communication and exchange of dialogues that was practiced by teachers and learners in this research, learners are treated as part of the learning context. This also emphasized that teachers treat their learners as co-creator of knowledge. Freire advocated that teachers and students should have equal and interactive dialogue and mutual respect to one another. Believing that absence of dialogue, there is no communication and without it there is no real education wherein no effective teaching and real learning took place.

Complementing theory was considered in this study. By the definition, it is a psychological wellness, which is the term used to describe a person's overall contentment and happiness. It entails achieving one's true potential and characteristics related to effectively coping with external pressures. The educator should implement discriminatory school policies against pregnant students to achieve this. Teachers aided pregnant students and teenage mothers to the best of their abilities so that they could continue the school year despite their difficulties in grappling with all of the lessons. Despite having insufficient

resources, teenage mothers were satisfied with the support they received from their teachers and the school.

The study aims to explore the secondary teacher's practices of Sapang Dalaga Districts' public schools during the school year 2021-2022 and 2022-2023. It would respond to the central question, "How do secondary teachers describe their experiences in handling teenage pregnancy among their students?" by looking for and implementing innovative ways to help these students continue their studies rather than drop out and to help minimize this issue of concern.

The study seeks to provide specific answers to the following questions:

1. What are secondary teachers' reactions upon having a teenage pregnancy case among their students?
2. What are the challenges of secondary teachers in handling teenage pregnancy cases?
3. What are the teacher-initiated ways to handle the cases?
4. What academic supports are extended to pregnant students?

What are the teenage mothers' responses to the academic support extended to them?

2. METHODS

In this chapter, the study's research methodology was described. It discusses the research design and methodology, including research design, research environment, study participants, sampling techniques, and data collection procedures. In addition, the research design and methodology are discussed. All of these are crucial in searching for meaningful answers to the research questions.

This qualitative investigation utilized single case study to obtain in-depth information about informants. Case study research involves the examination of a case in a contemporary, real-world context or setting. This qualitative research method has numerous advantages, which led the researcher to select it. A qualitative case study can be written to illustrate a unique case that is of exceptional interest in its own right and must be described in detail. This design is distinguished by its comprehensive understanding of the case. In order to achieve this goal, the researcher gathered data through exhaustive interviews, observations, documents, and audio recording materials. One source of information is insufficient; therefore, the researcher chose eight secondary teachers having teenage pregnant learners and teenage mothers who pursue their education despite their situations from SY 2021-2022 and still are enrolled in SY 2022-2023.

Research Environment

The research was conducted in Sapang Dalaga District, Misamis Occidental. One of the province's largest municipalities, with jurisdiction over 39 barangays and five secondary public schools, including two newly established Integrated Schools. The class advisers, comprised of eight secondary teachers from the various public integrated schools that officially enrolled teenage mothers last school year (SY) 2021-2022 and teenage pregnant students for the school year (SY) 2022-2023, were the participants in this study to delve deeper into their practices in dealing with teenage pregnancy cases among their students. The study is crucial to the environment since decrease in female enrolments were tracked from the previous school year and were pointed as first time teenage mothers.

These secondary school teachers were from the Division of Misamis Occidentals' Integrated Schools in the Sapang Dalaga District. The selected participants in the study were 8 secondary teachers mentioned in the research context, who described their practices in dealing with teenage pregnancy cases among their students that were 2 to 13 years in the service of giving quality education to all learners. All of the participants were based on the qualifications of being a class adviser having teenage pregnant

learners and teenage mothers officially enrolled in the class that pursued their education despite being pregnant and teenage mothers from the previous SY 2021-2022 until SY 2022-2023.

Focusing on their marital status, 3 female teachers were married and the two of them do not have children yet. Participant 1 was on her late thirties, Teacher – I and a Grade 7 adviser for almost 11 years and assigned only in one school, married twice and having 5 children in all. Participant 2 was on her late twenties, a Teacher – II for 5 years in the service, a borrowed teacher in her present station since was assigned in another public school outside the district, handling Grade 12 advisory class, 2 years as a married couple. 3rd Participant is on her late thirties, a Teacher – I and a Grade 10 adviser for 10 year and married for almost 6 years. Another 3 single teachers, one male having no experience being in a relationship with opposite sex, a Teacher – II and a Grade 11 adviser for almost 3 years as Participant 4. For Participant 5 and 6 were both female teachers, Teacher – I and Grade 8 advisers, with 3 years teaching experience. The last participants, 7 (male) and 8 (female) were both unit earner and second-course teachers both are Registered Nurses – with pregnant learners during modular distance learning modality last SY 2021-2022. Participant 7, a Teacher – I and a Grade 10 adviser for 8 years with a son. Lastly, Participant 8 was a teenage mother and a mother of two. A Teacher – I and a Grade 9 adviser for 10 years.

The researcher viewed herself, with the aid of an interview guide, as the primary research instrument for the study. Before collecting the essential data, the researcher designed interview questions for the guide, three experts from the field reviewed the interview guide question to ensure that the questions were relevant to the research study. An interview which lasted between 20 to 35 minutes with purely observation and recorded analysis. The researcher gave the Interview Guide Question considerable thought, beginning with the study's central question as a point of departure. The interview guide question aimed to determine how class advisers provide academic support to pregnant teenage students and mothers, allowing the researcher to collect primary data on secondary teachers' experiences in handling teenage pregnancy cases. The study's data were collected in response to the vital question.

The interviewer asked the participants open-ended questions so that they could freely describe their experiences as classroom advisers in the new standard education system. Interview guide questions categorized as engaging, exploratory, and exit questions supplement the problem statement questions. The interviews with participants served as preliminary data to be evaluated and interpreted.

Before the researcher began data collection, she created an interview guide with questions that fit within the research parameters. Three field experts validated this guide to ensure the viability of the expected results. After a thorough validation procedure, a letter from the Schools Division Superintendent requesting permission to conduct the study in Misamis Occidental Division was signed by the Schools Division Superintendent. After the permission letter was approved, the researcher met with the public school district supervisor and informed her of the research study's implementation within the district, including data collection and let her read the letter that was signed by SDS and signed the letter to conduct the study in three integrated schools within the district. Then, the researcher collaborated with the school heads of the three integrated schools, with the assistance of the designated Schools' Information and Communication Technology Coordinators, to compile a list of class advisers with both pregnancy cases and teenage mothers from SY 2021-2022 and were officially enrolled for SY 2022-2023.

Since the names and identities of pregnant students and teenage mothers were kept confidential and were not revealed in the paper because they were not the primary focus of the study, but rather the secondary teachers who handled advisory classes, parental consent was not obtained.

The interviews that were recorded would be transcribed. Triangulation is data collection using multiple methods or different data types for the case study conducted. Member checking is also considered along the process on letting them verify the primary notes that was gathered after the

interview was conducted. The reflective notes of the researcher's observations during the interviews were collected and added to the interview data. In data-mining procedure, during the interview, some teacher advisers presented their group chats as they communicate with their pregnant learners, tracking form of their modules, learner's activity sheets provided with side notes and pictures of their home visitation. While the other teachers, who chose places away from school, invited the researcher for a classroom visit in order to verify sources.

To conduct a thorough analysis of data, suitable qualitative descriptions were employed. The data collected from the sources were accurately transcribed. The researcher utilized triangulation to document a code or theme from multiple data sources, and valid findings were obtained. It is defined as "any qualitative data reduction and sense-making effort that attempts to identify core consistencies and meanings from a volume of qualitative material."

This study utilized thematic analysis to analyze the data collected. Explains thematic analysis as the process of encoding qualitative data into codes, words, or phrases that serve as identifiers for data segments. The researcher explained that this set of codes could be a list of themes, a complex model with causally related themes, indicators, qualifications, or something in between. The researchers' data were analyzed and interpreted using the approach of Meriam (1998). Coding is the initial step in category construction which means grouping data bits. Called analytical coding was applied next, which was to break down data into bits of information and sort them into distinct categories; then, data were categorized in a mutually exclusive way to make the data of one category answer the one research question it pertains to. Lastly, categories were organized in such a way that makes sense in answering questions.

The categories chosen for the data analysis were responsive to the research purpose, comprehensive, and accurate. Thus, the categories provided in this study were sensitive, which means that the participants in this study, without prior knowledge of the study, understood the main idea. And that categories were conceptually consistent, meaning the same level of abstraction should characterize all categories.

3. RESULTS AND DISCUSSION

This chapter analyzes and presents the data gathered from the selected secondary teachers of the three (3) Integrated Schools in Sapang Dalaga District on dealing with and integrating Support for pregnant teenage students and teenage mothers who were enrolled last SY 2021-2022 and still were enrolled for SY 2022-2023 they applied various of techniques and strategies supported by the school heads in ensuring that education is accessible to every learner.

Moreover, this study applied a single case design to which the researchers focused on one group of participants who were DepEd married and single teachers, second-course teachers, who were both Registered Nurses – with pregnant learners during modular distance learning modality last SY 2021-2022 and enrolled in SY 2022 – 2023 in Sapang Dalaga District to learn as much as possible about their experiences to determine how public secondary teachers handle cases of teenage pregnancy.

Describing secondary teachers' initiated ways in handling teenage pregnancy cases among their students revealed prevailing categories that are responsive from the interviews of participants in the study. The five (5) categories from the participants' utterances were the following: Secondary teachers' reactions upon having a teenage pregnancy case among their students. *Processing of mixed emotions and concern for the long-term welfare of students.* Challenges that the secondary teachers encountered in handling the cases. *Teachers need to gain a background in counseling and students' absenteeism with late submission of learning sheets.* The teacher-initiated ways to handle the cases. *Having In-depth*

Conversations, Using ICT in reaching out to students, Giving Financial and Kind Support to students, and Providing Arrangement of Supplemental Activities to Students. Academic Support that is extended to pregnant students. *Giving School supplies to students, shifting to a blended learning modality, and conducting home visits / future home visits.* Teenage mothers' response towards academic Support extended to them. *Positivity and Keeping Academic Interest.*

Secondary teachers' reactions upon having a teenage pregnancy case among their students.

Hints that class advisers neglected before they confirmed that they have pregnant learners were both behavioral and physical changes. There were two (2) subcategories emerged from the *secondary teachers' reactions*, namely; (1) Processing of Mixed Emotions and (2) Concerned with the Long-Term Welfare of Students.

Processing of Mixed Emotions. This was backed up by a discussion of parents of pregnant students, who were almost identical to secondary school teachers in their reactions to the news that their daughter was pregnant (conflicted emotions and a lack of explanation, despite knowing their daughter had relationships with students of the other sex and constantly reminding them to focus on their studies). A mother's reaction to finding out her daughter was pregnant was described. It took her some time to accept the situation because she had such great hopes for her daughter. She decided to take care of her grandchild while letting her daughter finish her education through traditional classroom instruction and the guidance of teachers. As parents must know their daughters needs and offer guidance to the new chapter of their lives (Gatzinzi, 2021)

Having relationships with people of the other sex was a cause for concern. Thus, it shocked professors when otherwise well-behaved and attentive students became pregnant. The two bipolar and orthogonal dimensions along which emotions might be experienced are valence (negative to positive) and arousal (low to high). Thus, in principle, one cannot simultaneously experience happiness and sadness. When we experience a range of feelings at once, we experience mixed emotion, which follows the same behavioral patterns as its pure components. A more nuanced emotional state emerges from its pure constitutive components through the gradual elimination of inappropriate inclinations and the dampening of dominating reactions (Kreibig et al., 2013).

They are concerned with the Long-Term Welfare of Students. Teachers that consider mentoring seriously comprehend the circumstances under which females become pregnant and frequently offer support and compassion.

Participants 4 and 7 said they were more concerned about the future of their teenage mothers. Observation of the researcher indicated that teachers were also looking forward to their learners' welfare. They were already thinking for the upcoming days about how their pregnant learners survived the situation they chose—knowing that when a teenager is pregnant, it becomes increasingly difficult for her to manage herself physically and emotionally, to attend school, and to prepare for giving birth and caring for her child.

Teachers' attitudes towards teenage pregnancy and young mothers must be addressed to end harmful views that lead to poor schooling experiences. The visibility of teenage pregnancy can have an unsettling effect on school constituencies. Both state and teachers have a responsibility, and working together to improve the life chances of pregnant teenagers and young mothers at school remains a necessary step towards gender equality (Bhana et. al., 2010).

Challenges that the secondary teachers encountered in handling the case

Two subthemes related to the challenges encountered by secondary teachers include teachers needing a counseling background *and* students' *absenteeism with late submission of learning sheets.*

It was clear from reviewing teachers' resumes that secondary school educators needed to participate in counseling training, conferences, or seminars on assisting students emotionally and socially. They saw this as a significant obstacle to overcome before effectively organizing their ideas and having in-depth discussions with their expectant students. Both participants, 4 and 6, were single teachers with happy, complete families, so that they could relate to one another's experiences.

It was an intelligent approach to quickly identify the challenges teachers were facing so they could be addressed. Principal interviews corroborated the lack of a school district-wide guidance counselor. They chose a teacher with no experience or training in counseling to take on the role of advice advocate. One principal disclosed that she had included the necessity of this program in the SIP to attract funding from the school MOOE.

From the day they found out they were pregnant, teachers' monitoring forms and attendance records showed that pregnant students missed almost three weeks of school in a row. One of the participants said that the student stopped showing up to class after she had her baby. Despite being a mother, participant 2 chose the face-to-face learning mode and was indifferent to the teen mother who was enrolled in her class for nearly three weeks. The third-party narrator claims students' school participation is lower than before pregnancy. However, records show that Participants 5 and 7 were already enrolled in modular instruction when they began submitting their learning sheets late.

In the real world, no one could actively investigate such cases on behalf of the district's guidance department. Therefore, teachers handling class advisory have been asked to go above and above in accommodating children with varying requirements and fostering an environment that is welcoming to all, free of tension, and conducive to learning. As expected by educators in the 21st century (Jasso, 2018)

The teacher-initiated ways to handle the cases

Developed strategies and techniques for handling pregnant learners and teenage mothers are a great challenge to all teacher-advisers. Four (4) subcategories were generated upon consolidating participants' responses: having in-depth conversations, reaching out using social media platforms, *giving support in kind and financial aspects, and arranging supplemental activities.*

Having in-depth conversations. The responses indicated that educators made time for pregnant students to talk to one another. Taking into account the current emotional state of the children. Inadequate parental direction, particularly a lack of intimate relationship with their children, was scored highest by the instructors (Gatzinzi, 2021).

Living with grandma has been linked to increased children's behavioral disorders because some guardians considered parental separation related to various detrimental consequences on children's well-being. According to research, pregnancy at a younger age is more likely among girls who live with relatives rather than with their parents or guardians. Support from parents, living close by, and a close relationship lessen the chances of adolescent pregnancy. One father of a teen mother expressed opposition to this, presumably because they didn't want their daughter to follow in their footsteps and start having sexual relationships with much older men at such a young age. She regularly reminds her daughter to prioritize schoolwork. These exercises could aid in the diagnosis of issues plaguing pregnant students and teenage mothers. Teachers make concerted efforts to have meaningful conversations with students to arrive at workable solutions after recognizing the underlying problems. Therefore, the critical pedagogy idea is most evident in teachers having in-depth conversations with their students, learning more about the issue and the students' perspectives, and then gradually setting up a network of extended support.

Reaching out using social media platforms. The answers revealed that students participate often in online communities. Teachers took advantage of this trend to communicate with their pregnant students

and adolescent mothers, extending virtual discussions to make them feel like they were still a part of the class even though they couldn't physically be there. Regular checks in with students and monitoring of their progress. The incorporation of ICT (information and communication technology) into classrooms was an element of the 21st-century educational reform movement. Technology was included into the classroom so that educators could become more proficient and literate in ICT integration, which in turn would boost student achievement. Digital tools make teachers more connected, but they must be incorporated into modern pedagogical practices to be truly effective. The learning environment for students benefits when teachers are able to collaborate and grow professionally through meaningful relationships (Swanson, 2015).

Giving Support in Kind and Financial Aspects. Teachers were considering the current and future needs of their pregnant students, based on the responses. The mentality of asking for baby clothes, milk, and diapers worries the class adviser. Providing pupils with necessary educational supplies. Teenage pregnancies were more common in households where both parents had low levels of education, which in turn affected parental employability and exacerbated poverty. Educational achievement is consistently recognized as a common factor related with adolescent pregnancy, which is consistent with studies undertaken in both established and developing Asian nations. Considerations of culture, society, and economics, as well as the natural environment, are additional concerns (Habitu et.al., 2019).

Arranging Supplemental Activities. Based on the data, it appears that teachers put in extra effort to meet the needs of pregnant students by making special preparations for them in advance. Teachers devise this program to close the achievement gap and encourage students to keep a good attendance record. The principal said that educators need to be familiar with the methods that will help their kids succeed. One of the most important tools used by teachers in classrooms is encouraging student involvement in extracurricular academic activities. Therefore, when students are taught strategies for overcoming obstacles and disappointments, they gain a more nuanced understanding of the meaning and relevance of academic activity (Musili et.al., 2020).

Academic Supports that are extended to pregnant students

School administrators have great impact towards the delivery of quality education to all learners. In the absence of guidance counselors in school premises and even district wide, in response, school heads' designate a certain teacher as guidance advocate that has no trainings and expertise in the field. Certain categories emerged from the responses of participants are giving school supplies to students, shifting to blended learning modality and conducting home visit / future home visit.

Giving of School Supplies to all Learners. In addition to reaching an agreement with the parents and guardians of pregnant learners to ease their agony in going to school, the school head disclosed that one way of supporting teenage mothers is by using the school MOOE Funds in providing school supplies to all learners, which had an impact on the interests of learners to stay in school. For the safety of learners, modular or blended learning is also an option. Pursuant to Section 1 and 2 of Article XIV of the 1987 Constitution, as well as the provisions of RA 9155 and RA10533, Accordingly, DepEd is tasked to provide learner-centered, inclusive, responsive, relevant, and contextualized K to 12 Basic Education.

The passages demonstrated that a school principal must be well-equipped to handle the variety of social, economic, technical, political, and cultural issues that can have an impact on the administration's ability to do its job and the school's success as a whole. It was evident from the comments that teachers maintained open lines of communication with their students in order to tailor lessons to their needs (Patrick, 2021).

Shifting to Blended / Modular Learning Modality. Based on the responses, it appears to be an efficient aid that helps pregnant students focus on their birth preparations. By having the parents of

pregnant students come to the principal's office to sign a consent form, the school can ensure that their daughter can continue the school year while using the modular learning format. Pregnant students benefit immensely from explanations of different sides from parents, class advisers, and school principals so that she can maintain her academic focus despite the situation. Secondary school leaders have a lot of administrative tasks that demand their attention. Principals, on the other hand, must come up with answers to the many problems plaguing their schools, including lackluster student performance and poor communication with parents and the community (Patrick, 2022).

Conducting Home Visit & Future Home Visit. Best strategy to check the learners' status. Participant 1, 3 and 4 decided to conduct future home visit. The participants went beyond what was required to make sure their pregnant students still felt included by visiting them at home. By offering long-term, scheduled, in-home care, sustained home visiting is a service delivery model that combines prevention and intervention. In this research, "continuous home visiting" was defined as "going the extra mile for learners regardless of pregnancy," which aided in those students' success in school. The health, happiness, development, and progress of children and their families are only few of the many outcomes of comprehensive home-visiting programs.

The mother placed a premium on home-visiting care providers who listened to them, validated their feelings, and supported their choices rather than judging or shaming them. When the researcher spoke with the parents of future students, she learned that they valued the work done by the class advisors for their daughters. This funding was deemed the most crucial in ensuring that all students receive a high-quality education. Students who had been marked as not participating due to a pattern of absences and later revealed to be pregnant were also given this opportunity (Kraemer K, 2017).

Teenage Mothers' Responses to the Academic Support extended to them

From all the extended support given to them, class advisers noticed the response of pregnant student and teenage mothers in many ways. Categories emerged are the following: Positive Outlook with Maintain Academic Interest and No Problems Encountered on Supports Extended.

Positive Outlook with Maintain Academic Interest. According to the outcomes, educators have a responsibility to help their pupils develop optimistic worldviews. This crucial element will allow them to do all necessary actions and procedures. Teachers are responsible for making learning sessions exciting and engaging for their pupils. Academic activities are designed to help students develop a wide range of skills and capacities, including communicating and collaborating effectively, solving problems creatively and effectively, persevering in adversity, and maintaining productivity despite pressure and uncertainty.

Students at all school levels should be encouraged to participate in a wide range of scholarly pursuits and activities. This would allow young people to have a sense of accomplishment and satisfaction. In addition, students develop optimistic worldviews on a range of topics. Positive students would be better able to support their studies. Teachers and students should collaborate on activities that promote honesty, fairness, perseverance, and responsibility (Estacio, 2022).

The study's findings encourage educators and school administrators everywhere, particularly in the secondary school setting, to create initiatives and programs to support pregnant students and young mothers in staying engaged in school. As a result, they help students study more and enhance the educational system so that fewer adolescents become pregnant while still in high school. All of the measures that can be taken to reinforce academic activities—from home visits to classroom visits, from instilling a positive atmosphere to ensuring a safe learning environment—have the potential to improve student learning and motivation (Mull, 2021).

Finally, intellectual activities help kids and the educational system by fostering positive community attitudes and providing extra motivation for students, parents, teachers, and administrators relevant to complementing theory, describing a person's overall contentment and happiness.

4. CONCLUSION

Teachers are the second parent of all learners. They are responsible for the well-being of the learner during school time from emotional to financial aspects, and despite lacking expertise in counseling, initiated ways that were extended to their pregnant learners and teenage mothers were all visible in their group chats as they observed and provided pieces of advice, they with motivational messages, bible verses, and constant follow-ups, for material things that were given to them for personal use and the infants also. Modules with attachments of side notes were also transparent, and their teachers prepared tracking forms for their written and performance tasks.

Children who live with single parents, particularly single mothers, are likely to lack essential requirements and amenities due to their socioeconomic background. This may make it more difficult for them to remain in school, perform well, or even have a positive attitude toward school, mainly if their classmates are more privileged. In addition to the factors mentioned above, parental relationships are crucial, as adolescents cite poor communication with their parents as a major cause of teenage pregnancy. (Mankani, 2019).

According to the results, regardless of marital status of secondary teachers, their approaches in handling teenage pregnancies and mothers varied depending on the student's situation following the same strategies and techniques applied. Positive outcomes are produced on the parts of teachers and students when school administrators provide affected students with academic support. It is best to establish strong relationships with all students to understand their needs when providing academic support. Because they had not received any training in managing pregnancies, the participants agreed that it was inappropriate for pregnant students to attend class. They worried that they would not know what to do if something unfortunate happened to a pregnant student. The school head must re-admit teenage mothers into the school system because the government has a policy for its readmission of such students. Parents need to be aware of where their daughters are, inside and outside school.

Recommendations

Regarding the built-in conclusion, the researcher made the following suggestions: (1) The proposal of a guidance and counseling department for the entire secondary schools in Sapang Dalaga District is required to stop the stigmatization of teenage mothers, improve their focus on academic work, and raise the retention rate of teenage mothers in school; (2) Teachers must be well-versed in the skills necessary to handle pregnant students. The government should provide in-service training for teachers on handling pregnant students. Secondary students may be invited to a symposium about teen pregnancy's potential health risks and effects on their academic performance; (3) Government organizations might consider revising the curriculum to include sex education for secondary students so that they are aware of the consequences of engaging in pre-marital sex and having close relationships with the opposite sex and have sufficient knowledge of those consequences; (4) Other researchers are urged to conduct additional research to learn more about how secondary teachers handle pregnancy cases. This would help us better understand how the teachers handled these situations' difficulties; and (5) To learn more about how secondary teachers handle pregnancy cases, other researchers are urged to conduct additional research. This would help us better understand how the teachers handled these situations' difficulties.

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