



Maloro, Tanguib City

**LIVED EXPERIENCES OF TEEN-AGED PRIMIPARA STUDENTS IN THE
ATTAINMENT OF MATERNAL ROLE IDENTITY IN A LOCAL COLLEGE IN
NORTHERN MINDANAO**

A

Research Concept Paper

From the

Institute of Midwifery

Prepared: JAY STEPHEN C. MONDONG, RM, LPT, RN, MN

Faculty

Noted: JAY STEPHEN C. MONDONG, RM, LPT, RN, MN

Dean

Verified:

ELAINE Y. BANGDIPATAN, MSCRIM

Head, Research and Extension

Received:

MARICENTE M. NUOYA, DM

VP for Planning,

Research & Extension

Chapter 1

INTRODUCTION

One in ten young Filipino women age 15-19 has begun childbearing: 8 percent are already mothers and another 2 percent are pregnant with their first child according to the results of the 2013 National Demographic and Health Survey (NDHS). Of women aged 15-24 who have had a live birth, 26.3% came from Northern Mindanao Region. The same region also reported 28.9% of the same age group that have begun childbearing.

In Governor Alfonso D. Tan College, it was noted that there are a number of college students that are teen-aged mothers sparsely present across the different programs. The said college, where the researcher is presently affiliated, have not yet conducted a study on this group of students. These set of students, in fact, according to Ricco, Sabet and Clough (2009) in their study , received limited attention in educational, and psychological literature in terms of their experiences. The same study focused on the dual role of college mothers as parent and student in terms of their motivational orientation and their children's attitude toward school. Brown and Amankwaa (2007) revealed five themes in the life of college student mothers which are: (1) Mother's love for the child, (2)Relationship with the child's father, (3) Responsibility for their education; (4) Friends and family involvement, and (5) The learned lessons. Taukeni (2014) and Marandet and Wainwright (2010) both have reported that such student mothers have issues in terms of the lack of time in managing studying and parental roles.

The cited previous studies, as previously discussed, focused on dual roles of the college student mothers as parent and as student, reported issues such as the lack of time in managing such dual roles, and their motivational orientation. These studies however have not delved into

the experiences these college mothers have gone through in attaining their maternal role identity while managing such dual roles of being student and mother.

Statement of the Problem

The researcher aimed to understand and define the experiences of teen-aged primipara college student mothers in terms of how they achieve their maternal role identity despite the dual role of being student and mother through the use of the research question:

1. What are the lived experiences of teen-aged primipara student mothers in attaining their maternal role identity?

Theoretical Framework

Ramona T. Mercer's Maternal Role Attainment-Becoming a Mother theory was used as a theoretical fit on this study. This model provides the framework for mother-infant bonding that affects the health and development of individuals and families throughout the lifespan (Role Attainment, 2005). Mercer's theory is based on becoming a mother throughout a woman's lifespan in order to develop a strong maternal identity (Meighan, 2010). The concepts of Mercer's theory center on the bond between mother and child which fosters competency, confidence and joy in the motherhood role (Role Attainment, 2005). Mercer's original maternal role attainment theory follows a process that has four stages. First is the "commitment, attachment, and preparation" stage during pregnancy when the mother makes psychological adjusts and prepares for the expectations of her new role. Second is the "acquaintance, learning, and physical restoration" stage which begins with the infant's birth when the role of mother is assumed and learned in the contexts of her social system. Third is the "moving toward a new

normal” stage in the first few months of the infant’s life where the mother makes her new role fit her lifestyle in a personal way instead of in context with a social system. Lastly is the “achievement of maternal identity” stage when the mother internalizes her role and experiences a sense of harmony, competence and confidence which usually occurs about 4 months after birth.

These stages can overlap and the timing is highly variable however the stages usually progress in a sequential, predictable manner (Mercer, 2004).

Chapter 2

METHODS

This chapter of the study presents the research design, settings, respondents of the study, research instruments, data gathering procedures, and ethical considerations.

Research Design

This study used qualitative type of research which is an approach useful for exploring and understanding a central phenomenon (Creswell, 2002). An specific qualitative approach, phenomenology, is used to “describe the meaning of lived experiences for several individuals about a concept or the phenomenon.” The subjective view of experience portrayed by phenomenology was a “necessary part of any full understanding of the nature of knowledge”, according to Moran (2000). Since this study sought to describe and understand the experiences of primipara teen-age mothers enrolled in Gov. Alfonso D. Tan College, Phenomenological approach was selected. The study utilized Husserlian phenomenology with Colaizzi’s (1978) method of data analysis.

Research Setting

The interview of each identified participants was conducted within Governor Alfonso d. Tan College, Tanguib City. Gov. Alfonso D. Tan College is an institution of higher learning created and financed as a local government funded post-secondary institution in Northwestern Mindanao in 1984.

Tangub is one of three cities (along with fourteen (14) municipalities) comprising the province of Misamis Occidental in Northern Mindanao. The city is politically subdivided into (55) barangays, and is a part of the 2nd Congressional District of Misamis Occidental. It is found at the southern curve of the D-shaped province of Misamis Occidental and is bounded by Mt. Malindang in the north, Ozamiz City in the east, Pangul Bay in the south and the municipality of Bonifacio in the west. Tangub City is a fourth class city in the province of Misamis Occidental, Philippines with a population of 63,011 people according to the 2015 census.

Research Respondents

In this study, five (5) primipara teen-age students were selected as participants of the study. According to Creswell (1998), phenomenological studies have a typical sample size range of between five (5) and twenty five (25). The researcher selected ten (10) patients who qualify the criteria for this research study to make sure the full range of common experiences were investigated while allowing for sufficient time to be spent with each participant to gather a rich data set. Eligible participants were selected based on the following criteria: 1) teen-age (2) primipara mother, 3) currently studying in tertiary level in GADTC, 4) has given consent to participate in the study.

Data Gathering Procedures

Approval from the Dean of the Graduate School was obtained before the actual study begun. The researcher first informed the Assistant College Administrator for Academics Governor Alfonso D. Tan College of his intent to conduct a phenomenological study to the selected students during the study period. Once the possible participants were identified, the

researcher contacted them and asked for an interview on their most convenient time. The participants were interviewed one-by-one exclusively in the office of the researcher. The researcher explained the nature of the research such as the interview and the time involved. The researcher informed the participants that participation would be voluntary and that they could withdraw at any time. The participants asked to fill out an informed consent form.

After the identification of the final participants a scheduled interview was conducted. The interview was digitally recorded and then transcribed. The interviews occurred throughout the course of two (2) weeks and each one lasted approximately twenty-five (25) to thirty (30) minutes. A preliminary study similar to this was conducted with two (2) respondents prior to the final and actual interview to ascertain the effectiveness of the questions. Based on the responses, questions were altered to foster more detailed and thoughtful answers. A face-to-face interview format was used to add the benefit of being able to clarify questions, ask further probing questions, and observe non-verbal communications.

The researcher took notes at the time of the interview and made remarks of participants' behaviour as observed and added the memos to his journal. Moreover, a tape recorded was also used for the researcher to review what transpired during the interview. The interview was transcribed by the researcher.

To start the interview, the researcher greeted the identified participants and reviewed the purpose of the interview. The participants were informed again of their right to withdraw at any time and that confidentiality would be maintained. Participants were asked to review drafts of the written report of the study and to give additional feedback to establish the accuracy of the

findings. This kind of member checking is one of the procedures for verifying the accuracy of the data (Crewell, 1998).

An interview protocol (Appendix D) was followed. The questions were open-ended as to encourage the subjects to share with the researcher the details of their experience. Probing questions were asked gain the rich description needed for the study and to clarify meaning of participant's statements. Participants in this study were asked what experiences they had during their pregnancy, labor, and delivery, and challenges they meet in rearing each of their children while at the same time attending college. Their responses were recorded via digital devices used during the entire interview and later transcribed and compiled together with the reflective notes of the researcher's observation.

To come up with the findings, the researcher followed the seven-step method of data analysis of Colaizzi (1978). The seven steps are: 1) making sense or acquiring feeling for the protocol, 2) extracting significant statements, 3) formulating meanings, 4) organizing the cluster themes, 5) integration of results, 6) exhaustive description, and 7) validation.

Ethical Consideration

To conduct the research study, the approval from the Dean of the Graduate School was obtained as well as the Assistant College Administrator for Academics of Governor Alfonso D. Tan College. Written informed consent was obtained from each participant prior to start of the interviews. Participants were encouraged to read the consent, discuss the contents, and ask questions before signing the document. All participants were informed that they could withdraw their stories from the study anytime before finalization of the transcript without ramification. The participants were also assured of the confidentiality of the information they have given.

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GOV. ALFONSO D. TAN COLLEGE
Tangub City, 7214 PHILIPPINES

RESEARCH AND DEVELOPMENT CENTER

CERTIFICATE OF PANEL APPROVAL

This research attached hereto, "ADDRESSING THE TOP HEALTH PROBLEMS OF BRGY. SUMIRAP THROUGH PARTICIPATORY COMMUNITY HEALTH CARE PLANNING (COMMUNITY ORGANIZING PARTICIPATORY ACTION RESEARCH)", prepared and submitted by JAY STEPHEN MONDONG as contribution in the field of General Midwifery is hereby recommended for approval.

ELAINE Y. BANDIGAN, MSCJ
Chairman

Date

PROF. EMELIO S. PASCUAL, MA
Member

Date

LOVE H. FALLORAN, MSCRM
Member

Date

ELAINE Y. BANDIGAN, MSCJ
Chairman

Date

This research is accepted and approved contribution in the field of **GENERAL MIDWIFERY**.

**ADDRESSING THE TOP HEALTH PROBLEMS OF BRGY. SUMIRAP THROUGH
PARTICIPATORY COMMUNITY HEALTH CARE PLANNING (COMMUNITY
ORGANIZING PARTICIPATORY ACTION RESEARCH)**

A Research Paper Presented to the
Research Council of
Gov. Alfonso D. Tan College
Maloro, Tanguib City

As contribution for the Field
GENERAL MIDWIFERY

JAY STEPHEN MONDONG

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I. CONTEXT AND RATIONALE

Introduction

A community is a social group determined by geographical boundaries, living together to attain certain common goals and sharing the same values and interests (World Health Organization). A community must be defined by its geographical boundaries within certain identifiable characteristics, made of institutions organized into a social system with the institutions and organizations linked in a complex network, common shared interests have an area with fluid boundaries and have a population aggregate concept. A community will be considered healthy if; the members are aware of their own health and biologic status has a strong and reliable governing body, the parents and guardians serve as a role model for their children and people shows concern on their health status (Maglaya).

The practice of COPAR (Community Organizing Participatory Action Research) can give a full fundamental nature of Community Health Nursing because COPAR is a Community Health Nursing itself. Community Health Nursing promotes and preserves the health of populations by integrating the skills and knowledge relevant to both nursing and public health, (ANA, Clark 1999-50)

COPAR is a process by which a community identify its needs and objectives, develops confidence to take action with respect to them and in doing so, extends and develops cooperative and collaborative attitudes and practices in the community, (Ross, 1967). It is a continuous and sustained process of educating the people to understand and develop their critical awareness of their existing conditions; working with the people collectively and efficiently in their immediate and long term problems; and mobilizing the people to develop their capability and readiness to respond and take action on their immediate needs towards solving their long term problems (Community Organizing: A manual of Experience, PCPD).

It is an important tool for Community development and people empowerment. This helps the community workers to generate community participation in developmental activities. It also offers alternative solutions to health problems that may not resolve modern medical interventions, (The Basic of Community Health Nursing, Gesmundo).

The significance of COPAR, specifically to the Community Immersion Program is the community health nursing practicum of health care students to apply the concepts of PH card Community Organizing in a real community set up. The students will live with the selected foster families and learn to integrate with the whole community for four weeks. This will be the actual application of the knowledge skills, and attitudes in dealing with the family and community as a whole. In the process, the student nurses arouse the people's awareness about health and wellness, (Concepts and Guidelines in COPAR, 2007).

The general objectives of COPAR is to further develop the level of consciousness and sensitivity of the community in relation to the prevailing situation in today's society that contributed to the detriment of the people's health condition. The specific objectives are: (1) To bring into consciousness of the actual plight of the community's condition in terms of socio-political aspects and their effect to the National Health Situation, (2) take active part in the management and implementation of a program or organization, (3) respond to the health needs of the community health through utilization of natural available resources, (4) acquire and develop skills and potentials in CO, (5) contribute to the enhancement of the process in developing and training community health workers, (Concepts and Guidelines in COPAR, 2007).

Background

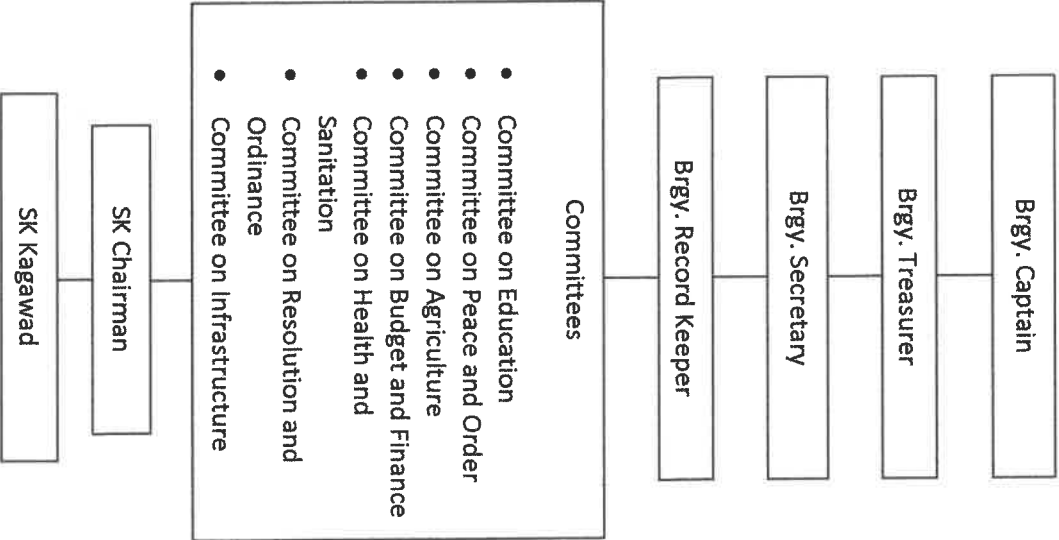
Description and Justification for the Selection of the Adopted Community

There are criteria to be considered in selecting an adopted community and this are the following:

- The community must be socio-economically depressed and underserved as evidenced by the high percentage of the family income below the national poverty threshold;
- Health services in the community are inaccessible or inadequate to meet the needs of the community residents;
- The community is in poor health status with high malnutrition rate there is lack of sanitary toilet facilities in the community;
- It should be relatively peaceful and safe for the students and faculty members to immerse in;

- There must be acceptance of the program to ensure that the community residents will accept the activities;
- The area must not be currently served by similar agencies or programs to avoid competition.

Socio-Political Structure



Identifying the Root Causes

II. ACTION RESEARCH QUESTIONS

This study aimed to address the Barangay Sumirap’s ‘identified top health problems using Community Organizing and Participatory Health Care Planning.

Specifically, this sought to answer and address the following questions:

- 1. What is the top health deficit of the residents of Brgy. Sumirap?
- 2. What is the top health threat of the residents of Brgy. Sumirap?
- 3. What is the top foreseeable of the residents of Brgy. Sumirap?

III. PROPOSED INNOVATION, INTERVENTION, STRATEGY

Root Causes	Community Organizing Participatory Health Care Planning	Desired Outcome
Top Health Deficit: Malnutrition	<ul style="list-style-type: none">• Feeding Program• Health Teaching on Proper Nutrition• Operation Timbang	Improved Level of Nutrition
Top Health Threat: Lack of a clean toilet facility	<ul style="list-style-type: none">• Zero Open Defecation Program<ul style="list-style-type: none">○ Construction of Water-sealed Toilet through inter-agency support	Presence of Proper Toilet Facility every household
Foreseeable Crisis: Death of a family member or an elderly	Addressing the identified health deficit and health threat	Absence of death within the family due to preventable health threat or deficit