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Strengthened "Project Duaw" A Policy Guidelines For Pregnant Learners' Education Based on their Experienced Challenges During Covid-19

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ABSTRACT

This study was conducted to develop policy guidelines for pregnant learners of Upper Mainit National High School during COVID-19. The participants of the study

were the identified fifteen (15) pregnant learners of the school year 2021 -2022. Since the study falls under a phenomenological type of qualitative research, the method used to gather data was In-depth Interview (5- WHY Analysis), Interview Guide, and Field Notes/Observation Notes. After that, data analysis and interpretation were done through Thematic Analysis. As to the research framework, the study adopted the action research framework suggested by Kemmis and McTaggart (2005) to present the Innovation, Intervention, and Strategy. The results revealed that the biggest factor leading to the early pregnancy of the participants was the COVID-19 pandemic, which caused school closure. The results also showed that neighbors' impact and peer pressure/influence were among the major factors that led them to early pregnancy. Furthermore, the major challenge encountered among pregnant learners in terms of the COVID-19 pandemic was the absence of face-to-face classes. In this area, learning performance was a learning comprehension-related challenge.

KEYWORDS

Project Duaw, Policy Guidelines, Strengthened, Challenges, Learners' Education, Teenage Pregnancy, Drop-out rate, Home Visitation, Covid-19, School Performance, Philippines

INTRODUCTION

The Philippines is one of the countries affected by the COVID–19 pandemic. Different sectors, agencies, and departments were challenged from the start of the lockdown to the present situation. One of these sectors is the sector of education. The pandemic has put every school in the Philippines into a near-total closure that steals each student's opportunity for meaningful learning within the four corners of the classroom. Student learning has become a burden to every home since a mother, a father, an older sister, or a brother has become a tutor to every learner. In addition, some Filipino students have lost their interest in education. Instead of learning, they are consequently involved in unpleasant activities that will eventually destroy the kind of future they deserve. One of these disagreeable activities that female students are involved in is early pregnancy.

Early pregnancy, in this context, is defined as pregnancy among the Grade Seven to Grade Twelve identified female students of Upper Mainit National High School who carry a child in their womb that is unplanned, unsolicited, or untimely.

On the other hand, according to Szabo and Edwards (2020), the impacts of COVID-19 could result in an increase of 1 million adolescent pregnancies in 2020 and 2.5 million girls at risk of child marriage over the next five years. Based on the result of the study "Impact of COVID-19 Lockdowns on Adolescent Pregnancy and School

Dropout Among Secondary Schoolgirls in Kenya", it was concluded that there is a need to implement suitable interventions and programs to abbreviate the number of school transfers and dropouts of female high school students due to teenage pregnancy. Thus, designing strategies of action to alleviate the problem somehow is necessary.

While the Commission on Population and Development – POPCOM (2020) states that in 2020, nearly two million Filipino women, ages 15-49 years old, are expected to get pregnant, and 10 percent of these pregnancies are among girls below 20. Many women are expected to give birth nine months after the imposed community quarantines.

In 2020, the total number of teenage pregnancies (from 14 to 19 years old) in the Municipality of Malungon was 470 cases. From the data, 21 of them are from barangay Upper Mainit. In addition, the number of teenage pregnancies is consistent during 2021 still, with 470 cases, and 22 of the total cases are from barangay Upper Mainit. While from January to March of 2022, the municipality identified 125 cases, and 4 of the recognized teenage pregnancy came from Upper Mainit.

Accordingly, like most of society's difficulties today, early pregnancy is one of the major problems faced by Upper Mainit National High School, starting lockdown due to the pandemic. The rising number of pregnant students from the school year 2019, with only six (6) cases, has risen to twenty-seven (27) during the school year. This number of cases is quite upsetting, for it may result in dropping out of school by the students, which will significantly affect the school's performance.

The school year 2020-2021 SMEPA reported that the General Point Average of the school has decreased, which was supported by the following data; SY 2019-2020 has 85. 458 GPA, SY 2020-2021 has 83.236 GPA. The reduction of the school's GPA continued to the present school year, with an 82.400 GPA based on the first-semester general point average of the school. Numbers clearly show that there is a shrinkage of the school's GPA from the school year 2019 up to the current school year.

Theretofore, by means of home visitation, which was locally termed "Project Duaw," it was found that the prime factor of the school's dropping GPA was early pregnancy among the students.

With the above concept in mind, the researchers aim to conduct a study entitled STRENGTHENED "PROJECT DUAW": A POLICY GUIDELINES FOR PREGNANT LEARNERS' EDUCATION BASED ON THEIR EXPERIENCED CHALLENGES DURING COVID-19" to give specific aid to the identified most common hindering factors which are early pregnancy that affects the school performance and as well as to catch and prevent the identified students from backing out of school.

Innovation, Intervention, and Strategy

This study adapted the action research framework Kemmis and McTaggart (2005) suggested to present the Innovation, Intervention, and Strategy.

The framework (Figure 1) consists of six stages to be carried out. Firstly, the researchers identified the existing problem that exists in school. The present research is about the number of cases of pregnant learners during the SY 2020-2021 and the decreasing performance of the school through the General Point Average of learners in all subject areas. In stage two, the researchers facilitated the existing issue with the school head and planned the intervening activities for learners for S.Y. 2021-2022 through Project DUAW. It is an intervention of the school through consistent follow-up with learners, regular home visitations, and community parent and learner mentoring. This is where INTERVENTION in this action research takes place. In stage three, the program was implemented for 9 months (August 2021 to April 2022) and targeted to increase academic performance and decrease early pregnancy cases among JHS and SHS. The data was collected in stage four through analysis or profiling of the general point average or school performance and a number of cases to determine if there are changes. After which, STRATEGY in this action research takes place in stage 5. Results of the data from SY 2020-2021 and 2021-2022 were compared and analyzed. Then, an analysis of the factors considered among learners was also done. Then, stage 6 takes place for reflection. The INNOVATION was designed to strengthen the development of "PROJECT DUAW" in developing Policy Guidelines for Pregnant Learners' Education Based on Their Experienced Challenges During COVID-19". This policy aims to provide safe learning spaces and guidelines for at-risk learners because of getting pregnant while studying or schooling. This could also be a way to ensure that they will not be left behind.

Etymologically, the word "DUAW' is originally a Cebuano term that means 'to pay someone a visit or go to see someone.' Using its educational context, "DUAW" refers to one of the tools teachers use to track the reasons behind their students' successive absences from school.

OBJECTIVE OF THE STUDY

This study was conducted to develop policy guidelines for pregnant learners of Upper Mainit National High School in times of COVID-19.

METHODOLOGY

Since the study investigated the documentary analysis and profiled the general point average and a number of cases of early pregnant learners as well as finding out the factors and experienced challenges of being pregnant while schooling, this research focuses on a certain phenomenon. Thus, a phenomenological type of qualitative research was utilized.

This study used a purposive sampling technique where the researchers employed fifteen (15) participants out of twenty–seven (27) pregnant learners. Some identified

students lived outside the municipality but continued their studies through modular distance learning. The researchers asked permission from the participants to take an audio and or video recording during the interview and considered the participants' informed consent, choice of time and location, confidentiality, and the anonymity of the interview. The recorded video will permanently be deleted after the analysis and interpretation of the data.

The research instrument used was a semi-structured interview guide question made by the researchers, which research experts validated.

Data analysis is 'the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature' (Thorne, 2000). This study utilized thematic and documentary analysis to present data and describe the challenges and reasons of learners who got pregnant during a pandemic time and the basis of the policy guidelines to be developed.

In presenting the qualitative data through thematic analysis, this research used the provided six-phase guide of Braun and Clarke (2006), a known reference in establishing framework in conducting such analysis.

1. The researchers familiarized themselves with the data
2. Generate the codes
3. Search for themes
4. Review the themes
5. Define the themes; and
6. Do the write-up or discuss the data.

As per designed, the thematic analysis in this study was presented through the core ideas in relation to the emerging themes. Then, discussion followed by integrating the responses of the learners during the interview.

For the Research Methodology/Procedures, the following were the enumerated procedures done by the researchers to complete this study:

1. Proper observance of the Research Protocol. Before collecting the needed data, the researchers asked permission to the School Head through sending a Letter of Permission to conduct study and gather data. Through a short conference, the researchers explained the need and the implications on why this study must be conducted. The researchers also secured a letter of permission to parents or guardians of the participants and letter of permission to the participants as well.
2. Conduct of the Study. After asking permission and upon the concerned individual's approval, the researchers conducted a community-based visitation to the identified participants. Following the health and safety protocols, the researchers discussed the purpose to the participants. Using the research instrument or tool, the researchers and the participants interacted with one another. After the data gathering, the researchers started to organize, interpret, and analyze the results.

3. Development of the Output/Product. After interpreting the results, this was analyzed and reflected by the researchers to develop a research-based innovation/ output.
4. Plans for Dissemination. The researchers believed that this study is useful and at the same way relevant on the different needs of schools nowadays. Thus, the researchers planned to disseminate the research study through orientations, conferences, or presentations.

RESULTS AND DISCUSSION

Table I. Comparative Data on the School Performance through GPA Across Learning Areas before and after the Project DUAW

Pregnant Learners	**GPA**				
Code	SY 2019-2020 (Baseline)	SY 2020-2021	SY 2021-2022	TOTAL	REMARKS
SA	89	83	82	84.66	Decreased
SB	85	83	81	83.00	Decreased
SC	88	78	79	81.66	Decreased
SD	82	79	75	78.66	Decreased
SE	82	78	79	79.66	Decreased
SF	90	80	82	84.00	Decreased
SG	91	89	85	88.00	Decreased
SH	81	79	77	79.00	Decreased
SI	91	84	83	86.00	Decreased
SJ	81	78	78	79.00	Decreased
SK	79	75	75	76.33	Decreased
SL	81	76	75	77.33	Decreased
SM	89	85	78	84.00	Decreased
SN	89	80	76	81.66	Decreased
SO	82	77	77	78.66	Decreased
Over All GPA	85.33	80.26	73.93	81.44	Decreased

The results of the table above shows the consolidated General Point Average of the participants from the school year 2019 up to the first semester of 2022. Using the GPA of the participants during the school year 2019-2020 as the baseline, the data strongly suggests that participants' GPA decreased on the next two school years.

During the SMEPA (School Monitoring and Evaluation Plan Adjustment) for the school year 2020-2021, one of the main problems raised is the decrease of the school's General Point Average in almost all of the learning subject areas. Later on, through Project Duaw, it was found out that one of the main contributing factors affecting this performance is the increasing number of cases of Early Pregnancy among the learners of the school.

This claim was supported by the study entitled The Impact of Teenage Pregnancy on Academic Performance of Grade 7 Learners at a School in the Zambezi Region by Eugene L. Maemeko*, David Nkengbeza, Traphinah M. Chokomosi last 2018 in which stated that in The Namibia Demographic Survey in 2013 revealed that about one out of five teenagers aged 15 to 19 were either pregnant or had given birth. The United Nations report for the same year believes that about 127 girls get pregnant every day in Namibia. The aim of this article was to find out the impact of teenage pregnancy on academic performance of Grade 7 learners at a school in the Zambezi Region. A qualitative research method was used in this article and two teachers, and 4 pregnant learners were interviewed. The findings for this study revealed the reasons why these teenagers get pregnant as follows: lack of parental care and control, lack of some material needs, poor peer guidance, lack of sex education, and the influence of alcohol and drug abuse. The impact of teenage pregnancy on academic performance included poor academic performance after the pregnancy, increase dropout because of pregnancy related issues and negative feeling on schooling.

Table 2. Comparative Data on the No. of Early Pregnancy Cases before and after the Project DUAW

School Year	SY 2020-2021 Before the Program Implementation	SY 2021-2022 GPA after the Program Implementation	Remarks
No. of Early Pregnancy Cases	8	19	Increased by 19 cases (70.37%)

Table 2 shows the recorded cases of early pregnancy in Upper Mainit National High school for two school years which is before and after the implementation of PROJECT DUAW.

The data revealed that there is an increase of 70.37% or 19 after the program implementation from the 8 recorded cases before the implementation of the said program. This result is so alarming as it implies that the program implemented has no effect in terms of educating young minds and consistent follow up among teachers to the learners in ensuring quality education. The result also supports the Table 1 claims on having a low school performance. This is because as per observed, those learners who got pregnant have no interest in submitting their tasks as well as participating

in important performance tasks. One factor to consider in these alarming cases is the Covid-19 pandemic.

This claim was supported by the study conducted by the University of the Philippines Population Institute (UPPI) and the United Nations Population Fund (UNFPA), revealed that an estimated 214, 000 unplanned babies will be born this year which will also push the number of births in the country to almost 1.9 million this year due to COVID-19 lockdowns. The Commission on Population and Development (POPCOM) said that the lockdown also meant hundreds of thousands of teenage women have been unable to access family planning supplies and this is one of the adverse impacts of community quarantine to the welfare of every family which further aggravates the situation of the ongoing health crisis.

POPCOM further said that in 2020, nearly two million Filipino women, ages 15-49 years old, are expected to get pregnant and 10 percent of these pregnancies are among girls below 20. Many of these women are expected to give birth nine months after the imposed community quarantines.

Table 3. Factors of Early Pregnancy in Times of Pandemic Among UMNHS Learners

Emerging Themes	Core Ideas
COVID – 19 Pandemic	If not because of the lockdown, my focus should have been on my studies ….(SD)
Neighbor's Impact	My neighbor's started to craft stories about me and my boyfriend.. (SE)
Peer Influence/ Pressure	The act of hanging out with friends most of the time leads me to this pregnancy…(SL)
Personal decision	It was really my personal decision even with or without pandemic.. (SN)
Unintentional Pregnancy	My pregnancy is by accident, I did not to have a baby at a young age... (SG)

Table 3 shows the factors of early pregnancy in time of pandemic among UMNHS learners. It further displays the number of respondents, their responses, the code and the theme. As reflected, there are fifteen respondents which were interviewed by the researchers. The data has presented the following major themes.

COVID19 Pandemic. For most of the participants, it plays the very factor to their pregnancy. This can directly be seen in the answers of the participants.

"Kung di sana naglockdown, ang focus ko ay sa pag-aaral ko." according to student D.

In addition, student H has stated the following,

"Kung walay pandemic, wala siguro ko naminyo"

If lockdown and the closing of schools have not been raised, the rising number of early pregnancy cases among the students of Upper Mainit National High School has also been prevented.

Neighbor's Impact. These interlope or destructive interventions made by the neighbors in a form of mockery, gossip and negative judgement have brought negative effect on the mind of the students as quoted from the responses of the participants.

"mga silingan, daghan kaayu ug istorya." (Student E)

Creating stories about people can be a factor for someone to lead into a decision that will affect the quality of life this person may take. Dealing with issues brought by interlopers can be toxic to someone like a teenager who at some point the personality and character are still on the process of development.

Peer Influence or Peer Pressure. As stated by the participants, friends can be a potential factor why someone would end up to early pregnancy.

"Gi sungog- sungog mi sa barkada, hangtud nagkauyab. sige man ug laag –laag kauban ang barkada." (Student L)

The result suggests that the outcome of the life of every teenager can be reflected on the kind of friends the teenage indulge in, as it can influence one's values, character, perception and thinking.

Personal Decision. The personal decision refers to a pregnancy that is planned or intentional as the couple are performing the consensual union.

"Tinuyuan. uyab mi daan, dugay na ug plando ang amuang pag minyu." (Student N)

Unintentional Pregnancy. A pregnancy which is not expected to take place at a given time, not part of the plan during the consensual union, an accident or coincidence but not unwanted pregnancy.

"Aksidente man ang akong pagkabuntis. Wala sa plano ang pagbuntis ug pagminyu. Tungod kay nabuntis maong nagminyo nalang." (Student L)

As couples are living together with the consent of their parents, provided by a certain reason, moreover, having a baby is not part of the plan.

Table 4. Challenges Encountered Among Pregnant Learners in Terms of Covid-19 Pandemic

Major Themes	Core Ideas
Absence of Face to Face Classes	..but sometimes I lack interest in answering my modules because I cannot understand the topic because there is no teacher to guide me (SA)
Time Management Problems	The time needed to answer and finish the module is a real struggle because I need to attend my babies needs at the same time answering the learning materials. (SF)
Travel Difficulties	Sometimes, I couldn't go anywhere because I have a child and there are restrictions because of COVID19. (SM)
Task Performance Difficulties	**...**have struggle in understanding the modules, especially in PE which there are tasks that need to be performed. (SD)
Lacks Cellphone	Yes, especially because I have no cellphone to be used for researching as well as communicating my teachers. (SE)

Table 4 shows the challenges encountered among pregnant learnehrs of Upper Mainit National High School in terms of Covid-19 pandemic. Among the twelve themes revealed, five got the highest number of responses.

Absence of Face to Face Classes. In this time of pandemic where suspension of face to face classes is still on, learners have finally appreciated the importance of teachers in the classroom. They have realized that a teacher plays a crucial role to their academic success.

As Student H would say,

"*Lisud mag answer sa modules. Ug naay di ko masabtan dili ko ka research kay wala koy cellphone ug wala sad koy mapangutanahan nga teacher***.***"*

Since within the framework of the suspension of face-to-face classes, the interaction between students and teacher is impossible. The challenge on understanding the content relies only on the capability of the student's learning comprehension and self-paced learning.

Time Management. This relates to the time given in answering LAS and the time spent for taking care and attending the baby's needs**.** Like what student F indicated,

"Lisud gyud kay mag atiman pa ug bata, naa pay module. Usahay akong ginatulog ang bata, pagkahuman mag answer kog module."

Lack of time and concentration to do learning tasks most of the time led to delayed submission of learning materials.

Travel Difficulties. Specifically, this means the travel restrictions due to lockdown, home and school distance, and road conditions. This has become a challenge to student D as she stated,

"sobrang stress at kung saan mo gusto, hindi ka makakapunta..."

Task Performance Difficulties. This has become one of the challenges of pregnant learners, especially in PE subjects where physical performances are required like dances and exercises. As revealed by Student G, "*Dili ko kasabot sa mga topic sa modules labi na sa PE nga naay kinahanglan I perform."* This type of encounter has become a struggle while the student is on the second up to the last trimester of her pregnancy.

Lacks Cellphone. According to Student H, "*Lisud-lisud gyud. Nalisdan sad ko sa akong mga subjects' kay wala nakoy cellphone."* This statement can be a stereotype to some of the students, but for pregnant learners whose economic status belongs to the poor, this has become one of their major problems. The absence of cellphone to be used simply blocked their access to self-learning.

Table 5. Challenges Encountered Among Pregnant Learners in Terms of School Learning Performance

Major Themes	Core Ideas
Comprehension Problems	Difficulty in understanding the topics Math, Science, English and Filipino. (SA)
"Baby Over LAS Effect"	Yes, very challenging especially on managing the time to answer modules at the same time taking care of my baby. (SH)
LAS Delivery and Recovery Issues	Someone who will carry the modules going to school is also my problem. (SB)
Loss of Interest in Schooling	…there are times that I suffered due to early pregnancy and I loss interest in my schooling, but I need to go on with my studies for the future of my family and my child. (SD)
Inability to Comply Learning Tasks and Requirements	One of the challenges I encountered when MAPEH subject in PE requires us to dance specifically cheer dance, I failed to perform… (SJ)

Table 5 shows the challenges encountered among pregnant learners in terms of school learning performance. Consequently, the data resulted to the following major themes.

Comprehension Problems. It can always be predictable that problems related to learning comprehension could be one of the major challenges encountered by the participants since there was no facilitation of the learning by the teacher.

"Naay mga parts sa module nga dili ko kabalo. Akong gina reach out akong mga teachers. Naa gani mga oras nga maka uli kog LAS nga walay answer.", cited by Student H.

This type of learning hesitation would greatly affect the academic performance of the pregnant learners if continue to happen.

"Baby Over LAS Effect. Playing dual roles simultaneously is extremely difficult. Being a mother and a student at the same time is a complication to any of the role. But, a mother will always be a mother. Choosing between the crying baby and the learning activity sheets—the answer is so obvious. Chances are, delayed submission of LAS, refusal to answer the LAS, or quit schooling. As a whole, learning performance will directly be affected.

"LAS Delivery and Recovery Issues. Most of the reasons why a pregnant learner acquires a stack of learning activity sheets is because no one from their family member volunteers to get and return the LAS on time. Some of these pregnant learners used to acquire their LAS two weeks late from the scheduled time of distribution and even take three weeks late from the time of scheduled submission.

"…walay mo dala sa akoang module paingon sa school, walay kapadalhan", uttered by student B.

As a result, these pregnant learners would always get their grades late and worst, they will get an incomplete grade due to lack of submitted LAS.

"Lisud gyud ma'am. Dili sila matulog kay mo hilak ang isa. Unya kanang mag degamo pa sa balay, asikaso pa sa bata, hilom na ang isa—ni syagit nasad ang isa. Mawad-an ko ug time mag answer sa module...", as elaborated by student J.

Loss of Interest in Schooling. For a pregnant learner, distance modular type of learning can be part of the stressors. Apart from adapting to uncomfortable physical changes, a pregnant learner would also adjust to the new set – up of learning.

"Kapoy. Dili kaayu nimu maatiman ang pag – eskwela kay naa nay bata. Sa LAS usahay malisdan kay walay cellphone.", explained by Student E.

Thus, it is not a question why many of the pregnant learners lack interest in schooling. Most probably, if this type of problem could not be supported during this pandemic time, many of the pregnant learners' education suffer.

Inability to Comply Learning Tasks and Requirements. Answering all the distributed learning activity sheets per week requires ample time to complete. But for a learner, who has to be a mother for her child, a wife to his husband, and a master

keeper of the house, time will always be gold. Every minute should be spent wisely, since both title roles are important. Yet, reality is that it is the learner role that is sacrificed. Hence, the learning performance of the pregnant learner will suffer the consequences. As narrated by Student J,

> *"ako gyud pirme ga bantay sa bata, paliguan pa nako ako pay magpakaon, ako pay maglihok diri sa balay manglaba, manglimpyo so, mao gyud nay mga main reasons nganung dili gyud kaayu ko maka pasa sa modules, usahay ma delay siya."*

proposed a STRENGTHENED "PROJECT DUAW" A POLICY GUIDELINES FOR PREGNANT LEARNERS' EDUCATION that will catch, prevent, and avoid the target learners from dropping – out of school.

1.1 That a pregnant learner will undergo a psychological aid or retreat 2x annually to ease the effect of Covid-19 pandemic/lockdown and address the issue on social stigma and discrimination like below the belt comments and gossips because of being pregnant at very young age.

1.2 That the school will provide pregnant learners a lesson/content adjustments and prioritize the competencies and values that have come to the fore in the current situation of pregnant learners to ease the difficulty on understanding lesson because of the absence of face to face classes.
- Contextualization
- Self-directed lessons

1.3 The school will provide pregnant learners with opportunities for flexible time arrangements:
- Flexible timetabling
- Flexible arrangements for submission of modules, learning materials and other learning task.

1.4 That the school will provide a modified learning task that would fit the condition of pregnant learners.

1.5 That the school will provide a device like netbook for pregnant learners as long as the memorandum of agreement for accountability, terms and conditions are being complied.
- Communication Letter
- MOA

1.6 That the pregnant learner should be given consideration on:
- Health care services
- Medical appointments or poor health

Family Planning Orientation

CONCLUSIONS

1. The rising number of early pregnancies in Upper Mainit National High School draws a strong connection to the General Point Average of the learners which determines the school performance across all subject learning areas. It is supported by the data which clearly states that the higher number of pregnancy cases is directly related to school performance. Thus, designing a practical, convenient, and consistent school programs to support the learning needs of the pregnant learners is a must.

2. COVID19 pandemic, which gained the greatest number of responses has become the bigger umbrella in which all other factors identified by participants like gossip and judgment from their neighbors, peer influence and pressure, and personal decision among others have become its key components. Apparently, these key components are the results of school closure due to lockdown brought by the pandemic. Home schooling has become an avenue which diverted the students' focus and attention to make unusual things like jumping into a relationship, habitual use of social media, hanging out with friends and develop an intimate time with their partners because of boredom. Such things negatively urged their "*marites*" neighbors to create undesirable rumors towards them. These type of below the belt rumors directed the parents of these learners to allow their child to settle down and live together with their lover to stop the rumors—where pregnancy comes in.

3. Since face to face classes is not advisable, majority of the pregnant learners find it hard to comprehend the topics within the self – learning modules and learning activity sheets. Therefore, the foundation of independent learning skill has not been developed among the participants. In addition, the role and facilitation of a teacher within the four corners of the classroom is extremely needed, especially to students who are weak in self- learning ability. The learning acquired by these types of students greatly depends on the knowledge imparted by the teacher.

4. Time management among pregnant learners, particularly those having a baby has always been a challenge. They have to divide their time according to the roles they played. Being a mother, they have to take care of the baby and attend the baby's needs, as a wife, they have to do home chores like cleaning the house, cooking and more, and as a learner, they have to answer the learning activity sheets and perform the required learning tasks. According to the participants, mostly they spent plenty of time in answering their LAS compared to the time they spent on the two other roles.

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