Academic Challenges of Student Mothers in Tertiary Education: Implication for Inclusiveness and Counselling

Rowland Chukwuemeka Uwakwe[a*], Mercy Ndidi Ofole[b], Chinyere Ori Elom[a], Mercy Benedette Ifeoma Uba[a], Solomon Onyinyechi A. Obih[a], Chikwendu Ugbogu[a], Francis Ato Otubo[c], Eunice Nnenna Eze[d]

[a]Department of Educational Foundations, Alex Ekwueme Federal University Ndufu-Alike Ikwo, Ebonyi State
[b]Department of Counselling & Human Development, University of Ibadan, Oyo State
[c]Department of Educational Foundations, Ebonyi State University Abakaliki
[d]Faculty of Humanities, Alex Ekwueme Federal University Ndufu-Alike Ikwo, Ebonyi State

Abstract

The study investigated the academic challenges of student mothers in tertiary education, its implication for inclusiveness and counselling. The study adopted the mixed-method design. The purposive and convenient sampling procedures were used to select 20 student mothers from Alex Ekwueme Federal University Ndufu Alike Ebonyi state Nigeria. Data were collected through focused group discussion and a semi-structured questionnaire. The study found that the majority of respondents go through serious academic challenges such as inability to attend lectures regularly because of tiredness, sickness of child, taking baby to the hospital and insufficient funding. To cope with the challenges respondents relied on paid house helps, keeping children at daycare centres, and relying on husbands and friends for support. The study recommended the Counselling Unit of the University to intensify education on inclusive practices, best motherhood practices and problem-focused coping strategies and for an inclusive approach through the provision of daycare centres and remedial school counselling services for student-mothers.

Keywords: Academic Challenges, Counselling, Inclusiveness, Student Mothers

1. Introduction

This era of a knowledge economy and knowledge convalescence has witnessed an increased number of students being admitted into different institutions of higher learning to pursue various degree programmes not minding the inconveniences attendant to it, student mothers inclusive. This may not be far from the belief that education provides knowledge and skills that hold potentials for economic empowerment, better livelihood and social development. **Jekayinfa (2009)** opines that the educational system of any society is an elaborate social mechanism designed to fashion in a person or group of individuals certain skills and attitudes that are adjudged to be desirable and useful for the society.

Obioma and Ngozichukwuka, cited in **Adofo (2013)**, argue that as a result of the necessity for education, there has been the view that one who ceases to learn ceases to exist although the one may

be living. A woman may enthusiastically embrace the dual role of mother and student, however undertaking these two roles, even in ideal conditions can pull one person in dual directions (**Springer, Parker, & Leviten-Reid, 2009**). Combining academics and motherhood without compromising the activities of the other one is a great dilemma for student mothers. If a student mother pays more attention to academics this may affect her traditional motherhood roles (**Visick, 2009**).

However, in the traditional society, it is perceived that the man is the head of the family and breadwinner and so needs to be educated for better employment and higher income. The woman who is the heart and keeper of the home must be trained in the kitchen (**Mumuni, 2000**). Marriage and housekeeping have also been found to limit the role of women (**Edwards, Hasebe, & Sakai, 2019**). Moreover, the need to make ends meet and the recent trend in the world economy has made it necessary for women to act as co-breadwinners of the family and therefore must be educated to gain employment so as to earn a living (**Hossian, Naiz-Asadullah & Kambhampati 2019**). This societal trend has made it necessary for women to be educated so that they will be equipped with the skills, knowledge and attitudes required to fit into the ever-growing global economy.

Women participation in education is one of the determining factors for achieving developmental goals in any society (**Esia-Donkoh, 2014**). As a fundamental human right, every individual wants to avail him/herself of the opportunity of self-development hence the existence of student mothers irrespective of their status which is quite different from other students. Student mothers are the highest and rapidly growing student demography in institutions of higher learning around the world for six decades (**Williams, Alon & Bornstein, 2006**). Thus being a student mother coupled with the responsibility of caring for a little child should not be perceived as a hurdle to engaging in education and training (**Brooks, 2012**).

Nevertheless, **Caplan (1993)** notes that the academic tenure clock and women's biological clocks coincide. Due to their reproductive responsibilities, women have had to combine their quest for higher education with childbirth. This has resulted in a phenomenon of student mothers in our various higher educational institutions. This phenomenon has brought in its wake a lot of struggles by the student mothers because the universities do not have facilities like lactation rooms, and convenient places for the baby sitters who accompany them while the home setting may pose other challenges that prevent the student mother from leaving the child at home. Being a student mother entails a parallel role combination of parenting and academic activities. The intertwining of these roles is a challenging task considering the volume of responsibilities it forces on such students.

Student mothers face numerous challenges in a bid to acquire education. According to **Egenti and Omoruyi (2013)**, the stress and trauma which they have to go through make them feel psychologically, emotionally and physically ill-disposed towards the programme. Retention is a major problem, despite the exact ratio of student mothers dropping out which remains unknown (**Moreau & Kerner, 2012**). Other challenges include caregiving activities and inability of the students to graduate from school with a degree, anger, loneliness restlessness, skipping lectures, failing some courses (**Taukeni, 2014**). Others include inconvenient timing of lectures, financial pressures, 'no child in lecture hall' policies and the challenge of being both a student and a parent of a young child (**Marandet & Wainwright, 2009**).

The myriad of challenges attendant to student-mothers requires an inclusive approach. **Haggis (2018)** emphasized that student mothers must not only be included in University statistics and probably be physically present in the classroom, but they must also feel themselves to be valued and as belonging within their University cultures. Haggis position is corroborated by **Ogunji, Nwajiuba and Uwakwe (2019)** who found that Student mothers feel very much excluded in the mainstream of academics due to their inability to measure up with fellow students.

With these and few other problems facing student mothers in the tertiary institutions, the effect of inadequate support systems in the universities and the home in terms of academics, child care and financial support cannot be overemphasized. This study thus seeks to find out the challenges in terms of academics, child care, financial issues and coping strategies of student mothers who combine the worlds of family and academic pursuits.

2. Justification of Study

Many empirical studies have been conducted in this area however the focus is on the academic challenges that students face in various regular universities **(Eyster, Callan, & Adams 2014; Beeler 2016)**. This study is therefore among few studies that target the student-mothers as a population of its own in the tertiary education system. A study to investigate the academic challenges of student mothers in Nigerian universities will go a long way to encourage and motivate this category of students. This study is therefore relevant due to the need for inclusive education for all including students with special needs with student mothers forming strata to encourage full participation in tertiary education for sustainable development.

3. Theoretical Framework

The role conflict theory underpinned this study. Wolf as cited in **Adofo (2013)** posits that the term role conflict refers to a clash between two or more of a person's roles or incompatible features within the same role. These incompatibilities can consist of differing expectations, requirements, beliefs, and/or attitudes. He further identified two types of role conflict: intra-role conflict, referring to incompatible requirements within the same role, and inter-role conflict, referring to clashing expectations from separate roles within the same person. Intra-role conflict can arise in two ways. First, different people sometimes have inconsistent conceptions concerning the requirements and expectations that constitute a particular role. Inter-role conflict arises when the requirements and expectations of one role interfere or conflict with those of another role. Geraldine's role as a mother is likely to conflict occasionally with her role as a student, as an example.

4. Consequences of Role Conflict

The extant body of literature finds an association between conflict and consequences which may be positive or negative. **Liu, Wang, Min and Li (2019)** noted that much attention had been given to the problems associated with multiple roles. Role overload and role conflict are two of the most well-known role theory concepts. Role overload refers to the experience of lacking the resources, including time and energy, needed to meet the demands of all roles. Role overload and conflict often lead to difficulties with meeting role expectations, known as role strain. **Egenti and Omoruyi (2013)** observed that the stress and trauma which student mothers have to go through make them feel

psychologically, emotionally and physically ill-disposed towards academic activities. This has led to some dropping out of the programme, as some contend with pregnancy while others take care of their newborn babies along their studies, they further noted that this increases the burden of some student mothers and has made some fail their exams while some have had to even abandon their examinations. Some come late for lectures because of their marital demands or even stay away from lectures for a reasonable period as a result of home pressure and demands. All these affect their learning and level of achievement. **Chauke (2013)**, on the other hand, found that pregnant students in her study were discriminated against during school functions, and they were found on their own during lunch breaks and other school gatherings. In a study by **Gyesaw and Ankoma (2013)** pregnant students were provoked by the other students and teachers until some of them decided to stay away from school. While **Smith (2019)** in a study, found that both pregnant and nursing students had their studies negatively affected by financial problems. When financial resources were not sufficient to sustain them, students temporarily absconded from some educational activities such as lectures to source funds and or other essential materials.

5. Coping Attitude for dealing with Inter Role Conflict

Hall, as cited by, **Adofo (2013)** has identified three types of coping behaviour for dealing with inter-role conflict. Type A coping (structural role redefinition) involves an active attempt to deal directly with role senders and lessen the conflict by mutual agreement on a new set of expectations. One way of changing structural demands would be to relocate and share one's role tasks (engaging in house chores, and child care, for example). Type B coping (personal role redefinition) involves changing one's concept of role demands received from others. It entails changing the expectations themselves. Type C coping (reactive role behaviour) entails attempting to improve the quality of role performance with no attempt to change the structural or personal definition of one's roles.

Najiuma and Kyarugah (2006) on the other hand found that some women either take their children with them, use paid domestic workers, leave children with neighbours, relatives, older siblings, or take them to daycare centres. One coping strategy that cannot be ignored is the support from the family, especially, husbands, grandparents and other relatives. Writing on coping strategies used by student mothers to succeed in Occupational Therapy School revealed that physical support from husbands was used by all the participants. Emotional support from husband and peers and time management strategies was used by 93.3% of the participants. Findings concluded that 100% of the participants who had their first child in the school reported that they used emotional and physical support from their husbands and parents and time management strategies.

6. Research Design

A qualitative, exploratory, descriptive and contextual (Mixed method) research design was used **(Grove, Burns & Gray 2013)**. A qualitative research method is largely an investigative process where the researcher makes sense of a phenomenon under study **(Miles & Hubermann 2009)**. An exploratory research design was followed to explore the experiences of student mothers. This research was also contextual as it was conducted at a University South East of Nigeria. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2014).

7. Research Method

This research investigation took place at Alex Ekwueme Federal University Ndufu Alike (AE-FUNAI) Ebonyi State, South-East Nigeria. The target population for the study consists of all student mothers in the institution. The purposive and convenient sampling techniques were used to select 20 student mothers who participated in the study. The choice of student mothers is based on the reason that, according to research by Erickson (1982), children under the age of five years need more attention from their mothers especially to grow and develop well psychosocially. A semi-structured questionnaire and an interview guide were used to collect data from the mothers. The study, therefore, is relevant because of the need for inclusive education for all categories of students with special needs (student mothers) to encourage equal opportunity in tertiary education for sustainable national development.

Qualitative data collection took place between March and June 2021; this however included focus group and one-on-one discussions and interviews that took place at a convenient venue free from noise and distractions and lasted about 30–40 minutes **(Polit & Beck 2012)**. The researchers did not take part in the interview processes as he is known to most of the participants. A colleague with interviewing skills conducted the interviews. The interviewer asked for permission from participants to record all conversations on an audiotape.

The central questions posed during the interviews include the following:

- What were the academic challenges you experienced as a student mother in the University?

- What do you recommend should be done to address these academic challenges?

The participants were purposefully selected to investigate the academic challenges of student mothers in tertiary education.

7.1. Data analysis

According to **Grove et al. (2013)**, qualitative data analysis is done to reduce, sort and make sense of the data. This occurs after data collection (Polit & Beck, 2012). Data were analyzed according to Giorgi's thematic data analysis method **(Clarke & Braun 2013)**. The researchers identified the central theme, main themes and sub-themes. An independent coder verified the accuracy of the analysed data and had a consensus meeting with the researchers to discuss and agree upon the identified themes. Quantitative data generated were analyzed using descriptive statistics.

7.2. Ethical Consideration

Ethical clearance was obtained from the Institution's Directorate of Research. Ethical principles were complied with to protect the rights, dignity and safety of all participants **(Grove et.al. 2013)**. The researchers applied the following ethical principles, as outlined in Dhai and McQuoid-Mason 2011) respect for personal autonomy, the principle of beneficence and non-maleficence, informed consent of participants, the principle of justice, privacy and anonymity. The research, therefore, underwent

ethical conduct as informed consent was obtained verbally from student mothers before the commencement of the study.

8. Discussion of Findings

Following the interviews of participants, one central theme indicated that student mothers experienced academic challenges in a negative way. The following main themes emerged, namely Lecture attendance difficulties, learning difficulties, examinations difficulties, support system and inclusive measures. The descriptions of findings that were obtained from the interviews were integrated with the relevant literature to add to the body of knowledge. The description of themes is presented thus.

Theme one: Lecture attendance challenges

Figure 1: represents responses of respondents on challenges with lecture attendance
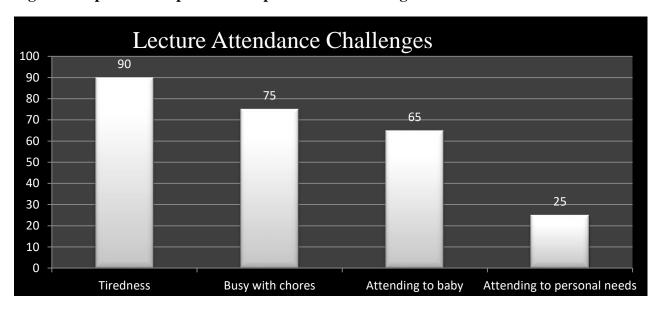

Figure 1 shows that key among the factors that the student-mothers pointed at was tiredness (90%), busy with chores (75%) and attending to baby (65%) Least but also worth mentioning in the rating of the respondents was attending to personal problems (25%). The qualitative data also supported the results.

A young student mother said:

"Sometimes the whole week is so packed that I hardly get the time to rest, so I cut some lectures in order to see to that. It even becomes worst when the child is sick and is unwilling to go to any other person, the stress is too much".

The finding is in line with **Egenti and Omoruyi (2013)**, who posited that the stress and trauma which student mothers go through makes them feel psychologically, emotionally and physically ill-disposed towards the programme. This has led to some dropping out of the programme.

Theme two: Learning challenges

Table 1: represents responses of respondents on learning difficulties

Learning Challenges	Number of Respondents	Percentage
Lack of concentration	14	70%
Combining childcare and night learning	11	55%
Difficulty in understanding topics taught in my absence	10	50%
Inability to access library facilities	06	30%

Table 1 reveals that the main challenge confronting the respondents in their learning was lack of concentration (70%) with the least difficulty being the inability to access libraries facilities (30%). The result shows that most of the difficulties that respondents faced were related to learning at home and either caring for the child or performing house chores.

This is exemplified in the following comments made by two respondents during the interview.

"Hmm! Learning is the most difficult aspect of the course. By the time I am done with caring for the baby and other kids I get so tired that I end up dozing off when I sit behind the books. My only luck is the occasional support I get from my husband"

"Ah! When you have an uncooperative husband as I have and who is of the opinion that I am too ambitious, you have no alternative but to find a way of facing all the odds and as well as find time to learn".

 This is also consistent with **Liu, Wang, Min and Li (2019)** who stated that role overload may lead to the experience of lack of resources such as time and energy needed to meet the demands of all roles.

Theme Three: Examination Challenges

Table 2: represents responses of respondents on Examination challenges

Examination Challenges	Number of Respondents	Percentage
Difficulty preparing for an examination	20	100%
Difficulty concentrating during examination	15	75%
Fatigue and stress during examination	14	65%
Issues with baby care during examination and other factors.	06	30%

All the respondents, (100.0%) found it difficult to prepare adequately for examination, (75%) of the respondents find it difficult concentrating during examination due to complex factors,(65%) of the

respondents agree that they experience serious stress and fatigue during examination, in addition, divided attention, and the inability to breastfeed the babies during exams were some challenges faced by the respondents respectively, while the least difficulty faced by respondents was to get a place to keep their babies during examination as agreed by (30%) of the respondents.

During the interview, two respondents recounted their experience as:

'I find it quite difficult concentrating in examination hall due to stress, not being able to have read well, so oftentimes I look helpless in examination hall'

Some participants in this study reported that they failed to write their examinations because they missed the examination dates due to illnesses or childbirth as indicated below;

'I was due to deliver during examination time, so I couldn't write some of the examinations.'

.Another respondent said;

"I always become afraid during examination. This is because I am unable to prepare effectively for examination and my domestic responsibilities will as well not allow me to concentrate and learn. My daily prayer during exam is that my daughter will not fall sick, in fact, that will be a disaster for me".

This is also in agreement with **Adofo (2013)** who was of the view that the role conflict experienced by nursing mothers leads to clashing expectations from separate roles.

Theme four: Support systems

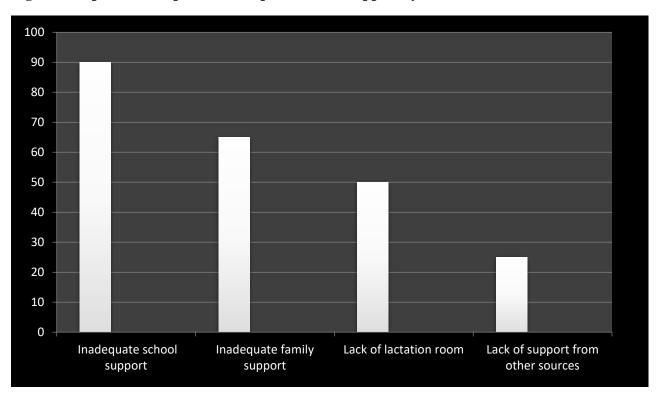**Figure 2: represents responses of respondents on support systems**

Figure 2 indicate the support system for student mothers as they combine academic work with childcare are inadequate school supports (90%), inadequate family support (65%) lack of lactating rooms (50%), and lack of support from other sources (25%).

Commenting on inadequate school supports, a respondent said:

'I expected the lecturers to show empathy as most of them are family people, but what do we get from some of them, inconsiderate disposition and discouraging attitude, at a point I was almost concluding that it is a crime to be a student mother'

Learning for student mothers should not be different from that of others. Lecturers should create a positive learning environment that will encourage a positive self-concept for student mothers. In a study by Rangia **(2012)**, some of her participants voiced their dissatisfaction with the attitudes of their lecturers towards them that made life more difficult for them. Meanwhile, when student mothers do not speak about problems related to their academic performance, learning becomes even more difficult, and the likelihood of achieving success is small **(Sekgobel, 2008)**.

Commenting on inadequate family supports, a respondent said:

"My only luck is the level of support I receive from my husband. Apart from paying part of my fees, he daily gives us lift, helps me in my assignments and takes the kids to school. In any case, he encouraged me to enrol so he sees it as a responsibility to assist me".

The view expressed above represents an ideal condition that few respondents enjoy. A contrary view expressed concerning inadequate family supports is as follows:

'What makes my burden heavier as a student nursing mother is the attitude of my husband. Though he initially accepted my enrolment he has become so apathetic. He insists that I am chasing my degree at the expense of the child's welfare and the neglect of the family at large. Because of this he easily picks up quarrels with me on very trivial matters. I sometimes feel like abandoning the programme. I pray that he changes".

This finding agrees with **Najjuma and Kyarugah (2006)** who established that student mothers are challenged by the triple role of productive, reproductive and community service, which is likely to bring stress, anxiety and sometimes diseases, and therefore must be provided with support services such as counselling in order to manage the struggles they go through.

Commenting on poor support from course mates a respondent said;

'Some of my course mates were giving me attitude because I was pregnant, they didn't want to talk to and work with me anymore. Some said I didn't know my purpose of being at the university because I was pregnant.'

Students can help one another if they form support groups for the purpose of encouraging learning and discouraging hostility and judgmental attitudes towards pregnant student mothers. **Kim et al. (2012)** think that group participation can increase one's ability to understand the curriculum better; hence, student mothers can be supported through group work to receive assistance from various

group members. When pregnant student mothers lack a sense of belonging, they feel isolated and discriminated against.

Theme five: Inclusive measure

Some of the student mothers indicated receiving some inclusive measures, yet believed that more could be done to assist them. Some of the measures include assistance by fellow students, counselling sessions, remedial sessions, mentoring and mop up formative assessments.

Commenting on inclusive measures one of the respondents noted:

"My baby was hospitalized, for two weeks I didn't attend lecture, I missed some quizzes, the lecturer called me on phone to know why I missed classes and the quiz, as my baby was discharged from the hospital, I reported to him and explained things better to him, he administered a mop-up test to me, encouraging me to share my challenges with some lecturers as some may wish to assist me. Some of my fellow students assisted with some lecture materials. However, some lecturers couldn't pay attention to my situation".

Another respondent said;

"I thought that female lecturers would be more accommodating given the fact that they are fellow women, but I noticed that male lecturers show more care and concern. One of them who has been a pillar of support for most students offered some of us remedial school counselling and also fixed a quiz for some of us that misses it, surprisingly he asked for my opinion on when to administer the quiz since I was just discharged from the hospital".

Well the empathy shown by male lecturers may be attributed to the fact that some of them have wives who are going through or had gone through similar experiences. Reflecting on inclusive measures, **Haggis (2018)** emphasized that student mothers must not only be included in University statistics and probably be physically present in the classroom, but they must also feel themselves to be valued and as belonging within their University cultures. Haggis position is corroborated by **Ogunji, Nwajiuba and Uwakwe (2019)** who found that Student mothers feel very much excluded in the mainstream of academics due to their inability to measure up with fellow students.

9. Conclusion

In conclusion, student mothers are faced with dual challenges combining the role of caring for the family and attending to academic work at school. The student mothers received major financial support from their husbands who took care of their expenses while in school. Few of them received support from their family members. None of the respondents mentioned any sort of institutional support. The tertiary educational institution should dedicate their effort towards initiatives that provide more than just assuring access and mobility to students with special needs. Institutions should commit to implementing inclusive policy and practice by ensuring resource availability and tailored services to students with special needs.

Moreover, tertiary educational institutions are also responsible for restructuring study programs design and delivery that will accommodate students with special needs. In addition, they should identify means aimed at ensuring the cultivation of shared values and attitudes for inclusive tertiary

education. They should treat students' diversity and inclusion with appreciation considering that all stakeholders involved will gain a fruitful teaching and learning experience that guarantees a mutual transformation.

10. Recommendations

The need for inclusiveness in tertiary education is apt given the teeming population of students with special needs which student mothers constitute strata. Firstly, the study recommends to the Counselling Unit of the University to intensify the education on inclusive practices, best motherhood practices and problem-focused coping strategies. Secondly, the University must, on its admission form, indicate the pregnancy and motherhood status of applicants. This data is vital to assessing and developing a policy guideline with respect to child-rearing practices on campus and the welfare of student mothers, their babies and child-baby-assistants. They should also build a lactation room for the student nursing mothers. Finally, further research should focus on Student mothers' lecturers, the welfare of children of student-mothers and child-baby- assistants on campus.

11. Limitations of this study

This is a contextualized study and its result could not be generalized to other universities. This study, non-the-less, can be used to frame additional research that could be generalized to a larger population in tertiary education systems. However, there is great potential for future studies in this field. Firstly, studies with larger and representative samples are welcomed. Secondly, comparative studies that cover a range of contexts can offer a bigger picture of the issue at the global higher education setting. Thirdly, the experiences of lecturers on teaching student mothers were not explored in this study, it could be explored subsequently.

12. Implication for Inclusiveness and Counselling

The findings of this study revealed that student mothers experienced academic challenges. Lack of concentration and physical discomforts led to their failure to cope with their academic responsibilities and subsequent failure to progress for a few of them. The attitudes of some lecturers were desirable while others were not and few fellow students attitudes towards the student mothers have challenged the needed inclusiveness, made it impossible for some student mothers to receive the needed encouragement to continue with their studies.

There is a major challenge on the lecturers' position on inclusive education. The lecturers' experience, skill and perspective on teaching techniques in accommodating students with various special needs in the mainstream context of tertiary education should be addressed. University management should provide series of training and workshops for lecturers on inclusive education philosophy whether they teach students with special needs or not. It should be part of the career policy suggesting all teachers attend inclusive education training as a requirement of their career path.

The participation of women in education is one of the determining factors for achieving developmental goals in any society. Given the dynamics of teaching and learning in the 21st century, hence the increased enrolment of student mothers in our tertiary institutions. The Counselling Unit of the University should intensify the education on inclusive practices, best motherhood practices and

Rowland Chukwuemeka Uwakwe, Mercy Ndidi Ofole, Chinyere Ori Elom, Mercy Benedette Ifeoma Uba, Solomon Onyinyechi A. Obih, Chikwendu Ugbogu, Francis Ato Otubo, Eunice Nnenna Eze

problem-focused coping strategies. These challenges faced by the student mothers can be ameliorated through counselling and proper guidance. Often student mothers tread through misguided lonely paths occasioned by ignorance. They can train the lecturers on principles of remediation for special needs students.

References

[1] Adofo, S. (2013).Challenges and Coping Strategies of Student Nursing Mothers in Tertiary Institutions in the Greater Accra Region of Ghana. Unpublished Thesis, Legon: University of Ghana.

[2] Beeler, S. (2016).Undergraduate Single Mothers' Experiences in Postsecondary Education. New Directions for Higher Education, 2016, 69-80. https://doi.org/10.1002/he.20210

[3] Brooks, R. (2012) Student-parents and higher education: a cross-national comparison. Journal of Education Policy, 12(3). https://www.tandfonline.com/doi/abs/10.1080/02680939.2011.613598. Retrieved 25/9/2018

[4] Caplan, P. J. (1993). Lifting a Ton of Fathers. A Woman's Guide for Survival in the Academic World. Toronto: University of Toronto Press.

[5] Chauke H, 2013, 'Challenges experienced by teenage mothers in secondary schools: The case of Hlanganani circuit', Unpublished Master's thesis, University of Limpopo, Polokwane, viewed 02 February 2017, from http://hdl.handle.net/10386/962. [Google Scholar]

[6] Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.

[7] Dhai A. &Mcquoid-Mason D, 2011, Bioethics, human rights and health law: Principles and practice, Juta, Cape Town. [Google Scholar]

[8] Edwards, L. N., Hasebe, T., & Sakai, T. (2019).Education and Marriage Decisions of Japanese Women and the Role of the Equal Employment Opportunity Act. Journal of Human Capital, 13, 260-292. https://doi.org/10.1086/702924

[9] Egenti, M. N., & Omoruyi, F. E. O. (2011). Challenges of Women Participation in Continuing Higher Education Programme: Implications for Adult Women Counselling and Education. Edo Journal of Counselling, 4, 131-143. Erickson, E. H. (1982). The Life Cycle Completed. New York: W. W.

[10] Esia-Donkoh K. (2014). Child-rearing practices among student-mothers. Society & Biology & Human Affairs, 78 (1&2), 20–38. https://www.researchgate.net/publication/281117729_Childrearing_practices_among_student-mothers_at_University_of_Cape_ Coast_Ghana. Retrieved 25/09/18

[11] Eyster, L., Callan, T., & Adams, G. (2014). Balancing School, Work, and Family: Low-Income Parents' Participation in Education and Training. Washington DC: Urban Institute.

http://www.Urban.org/research/publication/balancing-school-work-and-family-low-income-parents-participation-education-and-training

[12] Goode, W. (1960).Theory of Role Strain. American Sociological Review, 25, 483-496. https://doi.org/10.2307/2092933

[13] Grove S.K., Burns N. & Gray J.R, (2013), The practice of nursing research: Appraisal, synthesis, and generation of evidence, 7th edn, Elsevier, St. Louis, MO. [Google Scholar

[14] Gyesaw N.K. &Ankoma A, 2013, 'Experiences of pregnancy and motherhood among teenage mothers in a suburb of Accra, Ghana: A qualitative study', International Journal of Women's' Health 12(5), 773–780. [PMC free article] [PubMed] [Google Scholar]

[15] Hossain, M., NiazAsadullah, M., &Kambhampati, U. (2019). Empowerment and Life Satisfaction: Evidence from Bangladesh. World Development, 122, 170-183.

https://doi.org/10.1016/j.worlddev.2019.05.013

[16] Jekayinfa, A. A. (2009). Teaching the Informal Education Skills as Catalyst for Achieving the Millennium Development Goal of Eradicating Poverty in Nigeria.Southern African Journal of Educational Foundations, 3.

[17] Liu, Z., Wang, X., Min, Q., & Li, W. (2019). The Effect of Role Conflict on Self-Disclosure in Social Network Sites: An Integrated Perspective of Boundary Regulation and Dual Process Model. Information Systems Journal, 29, 279-316. https://doi.org/10.1111/isj.12195

[18] Moreau, M.P. &Kerner, C. (2012).Supporting Student Parents in Higher Education: A policy analysis. Nuffield Foundation www.nuffieldfoundation.org. Retrieved 25/09/2018

[19] Mumuni, B. Y. (2000). Factors Influencing Female Enrolment in Educational Institution in Ghana.A Case Study of West Mamprusi District in the Northern Region of Ghana. Unpublished M. Phil. Thesis, Cape Coast: University of Cape Coast.

[20] Najjuma, S. M., &Kyarugahe, D. T. (2006). Studying and Parenting: Experiences of Student Mothers in Ugandan Universities. Monograph Series, MtafitiMwafrika (African Researcher), 17, 1-22. https://doi.org/10.4314/mtafiti.v17i1.38353

[21] Ogunji, C.V., Nwajiuba, C.A., & Uwakwe, R.C. (2019), Student-Mothers in Higher Education:An Exploratory Study of Challenges and Support System for Inclusion. Journal of the Nigerian Academy of Education; 15 (2) 278-294.

[22] Polit D.F. & Beck C.T, (2012), Nursing research: Generating and assessing evidence for nurse practice, 8th edn, J.B. Lippincott, PA. [Google Scholar]

[23] Rangia J. (2012), 'The experience of teenagers about their pregnancy', Master's dissertation, University of Stellenbosch, Stellenbosch. [Google Scholar

[24] Sekgobela C.B, (2008), 'Pregnancy-related challenges encountered by student nurses at a South African Military Health Services Nursing College', Master's thesis, Unisa, Pretoria. [Google Scholar]

[25] Smith, S. (2019). Student-Mothers in Community College: A Populous and Overlooked Demographic in Critical Need for Support and Understanding. Doctoral Dissertation, Northern Kentucky University.

[26] Springer, K. W., Parker, B. K., & Leviten-Reid, C. (2009).Making space for graduate student parents: Practice and politics. Journal of Family Issues, 30(40), 435–457.

[27] Taukeni, S. (2014) The Main Challenges Student Mothers Experience to Manage Their Dual Roles. International Journal of Advances in Psychology (IJAP) 3(3) doi: 10.14355/ijap.2014.0303.04

[28] Visick, A. (2009). Mothering by the book (Unpublished PhD thesis) .University of Bedfordshire, England. Retrieved from http://uobrep.openrepository.com/uobrep/bitstream/10547/134972/1/visick.pdf