INFLUENCE OF CHILD-BEARING IN ACADEMIC ACHIEVEMENT AND

EDUCATIONAL ATTAINMENT OF STUDENT MOTHERS IN

TERTIARY INSTITUTIONS IN ENUGU STATE

**BY**

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**JUNE 2019.**

###### **DECLARATION**

###### I hereby declare that this work “Influence of Child-bearing on Academic Achievement and Educational Attainment of Student Mothers in Tertiary Institutions in Enugu State” is the product of my own research efforts, undertaken under the supervision of Dr C. C. Ogbu and has not been presented elsewhere for the award of a degree or certificate. All sources have been duly distinguished and appropriately acknowledged.

###### ………………………………………

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 DATE: ……………….

**CERTIFICATION**

###### This is to certify that this project has been examined and approved for the award of the Masters degree in educational science.

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Dean School of Post Graduate Studies

DEDICATION

This work is dedicated to Our Lady of Perpetual Help.

ACKNOWLEDGEMENT

The researcher owes profound gratitude to Almighty God for His infinite mercy, protection and guidance on her during the period of this work.

The researcher expresses gratitude to Dr C. C. Ogbu who is the project supervisor for her wonderful encouragement to her in ensuring the success of the research. Her prayer is that God will continue to strengthen her.

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***Abstract***

*This study was conducted to find the influence of early marriage and childbearing on academic achievement and educational attainment of student mothers in tertiary institutions in Enugu State. Three tertiary institutions in Enugu State were used for the study. Three research questions and two hypotheses guided the study. The survey research design was adopted for the study. The total population of the study was 450 and the sample size of 150 student mothers was drawn from the population using simple random sampling technique. A 33-structured questionnaire was used to collect data while statistical mean and standard deviation were used for data analysis. Hypotheses were tested using t-test at 0.05 significance level. The findings of this study revealed that early marriage, childbearing and other domestic challenges has no influence on both academic achievement and educational attainment of student mothers. The study also showed that there is no significant difference between childbearing and academic achievement as well as educational attainment of the student mothers. Based on the findings the researcher recommended that coping strategies should be adopted by the student mothers.*

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education is believed to provide knowledge and resources that hold potentials for economic empowerment, for better livelihood and social development. Jekayinfa (2009) postulated that the educational system of any society is an elaborate social mechanism designed to bring about in the persons certain skills and attitudes that are adjudged to be useful and desirable in the society. 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. Education is not only seen as a human right, but it is also viewed as an instrument to fight poverty and universal apparatus to promote economic advancement for developing countries. Amartya Sen takes this one stride further, claiming that education leads to development, which in turn leads to an increase in freedom (Sen, as cited in Adu-Gyamfi, 2014). For this reason, there are thus several motives to encourage and promote universal education.

All over the world, people hold the view that education is the cardinal channel to accomplish sustainable transformation and development. Education contributes to the progress of analytical mind and reasoning power in the personality which assists him or her to build up a sense of confidence, self-esteem and self-respect. In coming years, a nation that does not educate its children (especially female) will be undermined in terms of the economic productivity and social welfare of its people”. Female education has noteworthy implications for maternal and child welfare development. Education is an ongoing effort towards further development of the potential of individuals in a holistic and integrated manner, so as to produce persons who are intellectually, spiritually, emotionally, and physically balanced. Such an effort is designed to produce citizens who are knowledgeable and skilled, who possess high moral standards, and who are responsible and capable of attaining a high level of personal wellbeing and be able to contribute to the advancement of the society and the country at large.

Education provides the platform for the acquisition of knowledge, skills, habits and values for productive living in the society. As a result of this, education equips individuals with the personal capabilities for survival in and contribution to the societal development. Globally, socio-economic and political developments are increasingly being driven by the advancement and application of knowledge (education). Education attainment is long-term, it is more about reaching your academic goals and one’s ambition of getting higher degrees and qualifications while Academic performance is short-term and involves more of the statistics of what one did for instance in GPA grades. To this end, higher institutions of learning are established to give students sound and qualitative education so that they can become more productive, self-fulfilling and attain self-actualization. This is why the Federal Government of Nigeria (2004) in the National Policy on Education highlights the aims of higher education as:

* the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society;
* the development of the intellectual capacities of individuals to understand and appreciate their environments;
* the acquisition of both physical and intellectual skills which will enable individuals to develop into careful members of the community; and
* the acquisition of an objective view of the local and external environment.

Higher institutions in Nigeria are expected to achieve the above aims through teaching, research, and dissemination of existing information and the pursuit of service to the community and by being a store house of knowledge. However, study by (Aluede and Aluede, inOnoride, 2011) have shown that many higher institutions in Nigeria are finding it increasingly difficult to achieve the highlighted aims because of many crises that have rocked the institutions. Such crises, in recent times, have come to be recognized as one of the most visible perennial problems of significance when compared with other social vices like cultism, examination malpractices, drug abuse and so on leading to indefinite closure of schools and other attendant problems (Aluede, Jimoh, Agwinede and Omoregie, in Onoride, 2011). Magagula (2007) argued that the basic functions of higher institutions are to teach students and impart knowledge; to develop critical and analytical skills; to inculcate appropriate values, norms and attitudes; to create and extend the existing knowledge with a view to establish facts and truths through critical reflection and objective thinking; and improve the quality of life of community members through community service initiatives. The importance of higher education to national development cannot be overemphasized. However, no meaningful development can take place in a crisis-ridden system torn apart by crisis as witnessed in the educational institutions in the country today. Studies have shown that crisis/conflict in any organization is inevitable and is as old as the higher institutions in Nigeria itself. Today, students’ militancy in the nation’s higher institutions have come to be an issue for serious concern. This is more so in an organization as a higher institution with a structure that allows two or more units or groups to share functional boundaries in achieving its set objectives.

Birth, marriage and death are the standard trio of key events in most people’s live. But out of these three events; ‘marriage’ is a matter of choice (Bunting, 2012). The right to exercise that choice was identified as a principle of law starting from the Roman era and has been established in the international human right instruments. Yet, many girls enter into marriage without any choice of exercising their right to choose. Most of them forced themselves into marriage while schooling for the sake of finding help. Others are simply too young to make a matured decision about their marriage partner or about the consequences of marriages itself. They may have given what passes for ‘counsel’ in the eyes of the law, but in reality, consent to their binding union has been made due to poverty (Bunting, 2012).

The axiom is that once a girl is married while schooling she has automatically become a woman regardless her age and it may possibly affect her academic performance and well-being. There are various forms and causes of female marriage while still schooling, but one issue is prominent, which is marriage while still in school affects the female’s academic performances because combining domestic jobs to lectures, assignments and exams is a task that can’t be met. The right to free and full consent to marriage is recognized in the 1948 Universal Declaration of Human Rights (UDHR) and in other human right instruments (Shehu, 2010; Bunting, 2012). Female Students getting married has a profound physical, intellectual, psychological and emotional impacts, which has the capacity to dash away the educational opportunities and chances for personal growth. It almost leads to pregnancy and childbearing, and is likely to result into a lifetime domestic and sexual subservience.

For many young girls in developing countries, marriage is perceived as a means of securing and protecting their future. Girls are forced into marriage while still schooling by their families while they are still children in the hope that marriage will yield them returns financially and socially without considering the negative effect it will bring to the students’ academic (Shobba, 2009). On the contrary, marriage while schooling violates the rights of the female students with negative implications. It compromises their overall development, leaving them socially isolated with little or no education, skills and opportunities for employment and self-realization. These conditions ultimately make married female students susceptible to poor academic performance. These married female students are required to do a disproportionate number of chores, which includes new roles and responsibilities as wives and mothers. The young bride’s status in the family is frequently dependent on her, demonstrating their fertility often within the first year of her marriage. At this time, she is not psychologically, emotionally and physiologically prepared for these roles. Additionally, this married female students are made responsible for the care and well-being of future generations while still children themselves. Young mothers with no decision-making powers, restricted mobility and no economic resources are likely to transmit this vulnerability to their kids. Therefore, marriage of female students while still schooling directly compounds to feminization of poor academic performance and intergenerational poverty (Shobba, 2009).

 The mindset of the society does not allow girls for higher education in that, it promotes gender inequality and ensures prioritization of economic resources for boy-child (ren). They get fewer opportunities not only in education, but also in all facets of life (Daraz, 2012). Studies conducted by Goldien, as cited in Onoride (2011) revealed that many young married female students face many problems and leave their education uncompleted due to different social and cultural factors. Even if they are fortunate to complete their education, their performance is abysmally poor. This termination of education and abysmal poor performance in their studies is the outcome of the challenges encountered when combining education with their responsibilities as home-keepers in their families.

There has been consensus in literature that marriage of girls still in school disrupts, disturbs and distorts the academic performance and well-being of female students, but these does not imply that all married female students perform poorly in education (https://nairaproject.com/projects/3674.htm) Marriage while still in school poses great threat to the academic performance and well-being of students coerced into it. Poor attendance to class, limited time to read and study, digressed focus from academics to families’ welfare, withdrawal at times and poor time management. All these challenges have been identified in existing literature as the effects of marriage on the academic performance and well-being on female students. Results from some studies revealed that physical discomforts, dizziness, morning sickness, tiredness, excessive spitting and general body pains were some common physiological challenges reported that prevented most pregnant students from learning effectively. In most situations, morning sickness prevented students from attending morning lectures particular when the lecture is scheduled for the early hours of the day. Regular missing of impromptu scheduled lectures and examinations is also common as pregnant student reported that sometimes these activities coincide with their planned antenatal care visits which they have no control over (https://nairaproject.com/projects/3674.htm).

A woman may enthusiastically embrace the simultaneous roles of mother and student; however, undertaking these two roles, even in ideal conditions, can pull one person in two directions (Springer, Parker, &Leviten-Reid, [2009](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0059)).

Combining motherhood and studying without compromising the activities of either one is a great dilemma for student mothers. When a woman must focus all her attention on her studies, her behavior may contrast with her traditional motherhood role (Visick, [2009](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0064)). While discourse regarding the “good mother” in any society is based on the traditional motherhood role (Goodwin &Huppatz, [2010](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0025)), its definitions vary by society given the different experiences and challenges of motherhood in diverse cultures (Zhang, [2011](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0071)). Role challenges cause women to abandon one role for the sake of the other (Springer et al., [2009](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0059)). Myths, expectations, and ideals available in the campus culture can influence this behavior.

Academic activities are intertwined with challenging competitions. Therefore, motherhood responsibilities impose a large burden on students’ shoulders. The academic community focuses mainly on success, development, and never-ending competitions without providing any support (Moghadam, Khiaban, Esmaeli&Salsali, 2017). Therefore, taking on motherhood along with studies is not considered normal in universities. Student mothers experience unpleasant emotional pressures and receive negative feedback from the academic setting, implying that education is the first priority. Moreover, prejudice towards student mothers and the labelling of them as non-productive stimulate avoidance behaviors and a discriminatory allocation of educational resources to other students (Springer et al., [2009](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0059)).

Studies showed that whenever the roles of mother and student overlapped, student mothers made their families and children a priority over their educational duties (Forster and Offei-Ansah,[2012](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0020)). Priority to the family and responsibilities of marital life created problems for doing academic tasks, because the comfort of the family and children was more important than studies for female students (Forster &Offei-Ansah, [2012](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0020)). In a study entitled College students as mothers, Erk stated that U.S. student mothers made many sacrifices to overcome obstacles and achieve success (Erk, [2013](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0016)). One example of sacrifice mentioned by the participants was the need to spend time with a sick child at the cost of losing educational goals.

 Other studies have confirmed that one cause of emotional turmoil and stress for student mothers was their child’s illness. Almost all student mothers stated that the fear of losing a child to illness was so great that they stayed with their ill children all the time until they got well, even if it prevented them from attending to academic tasks (Esia-Donkoh, [2014](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0017)). Adofo ([2013](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0002)) also stated that student mothers had to look after their sick children; therefore, they could not prepare for examinations and often did not pass them successfully (Adofo, [2013](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510199/#CIT0002)). It is difficult for women to pursue academic careers and family life. Therefore, choosing to become a mother gives the appearance that a woman is unmotivated, less committed, less interested in doing what she must do to get to the next step on the ladder (Williams, as cited in Onoride, 2011). According to Egenti and Omoruyi (2011) the stress or trauma which they have to go through makes them feel psychologically ill-disposed towards the programme. This has led some of their colleagues to drop out of the programme. 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 or demand. All these affect their learning and level of achievement (Egenti and Omoruyi, 2011).

With regards to the above revealed challenges encountered by the student mothers, this study therefore intends to identify the influence of pregnancy and child bearing on the academic achievement and educational attainment of student mothers.

**Statement of the Problem**

There has been consensus in literature that marriage of girls still in school disrupts, disturbs and distorts the academic performance and well-being of female students. Marriage while still in school poses great threat to the academic achievement and well-being of students coerced into it. Poor attendance to class, limited time to read and study, digressed focus from academics to families’ welfare, withdrawal at times and poor time management. All these challenges have been identified in existing literature as the effects of marriage on the academic achievement and well-being on female students. Studies have revealed that many young married female students face many problems and leave their education uncompleted due to different social and cultural factors.

There have been studies on academic achievement of married female students in higher institutions challenges and coping strategies of student mothers; relationship between academic achievement and child bearing.

The present study therefore intends to investigate the influence of child bearing on the educational attainment and academic achievement of student mothers in tertiary institutions in Enugu State.

**Purpose of the Study**

The purpose of this study was to identify the influence of child-bearing on the academic achievement and educational attainment of student mothers in higher institutions in Enugu State.

Specifically study sought to;

1. Find the factors contributing to early marriage and child-bearing during education,
2. Find the effects of child-bearing on the academic achievement of the student mothers,
3. Find the effects of child-bearing on the educational attainment of the student mothers.
4. Proffer solution to the effects.

**Significance of the Study**

 The result from this study will be beneficial to both Federal and State government, Educators and Educational Planners, nursing and student mothers, families, high institutions.

 Federal and State government will be equipped from the result of this study that funds, higher access education, poverty easing programs should be made available for education at all levels as this has been observed to be the cause of early marriage and consequential child bearing of the female student. The result from this study will reveal to educators, educational planners and the general public that girls are in no way inferior to men and should be guided, educated encouraged to continue to aspire higher and climb educational ladder.

The findings of this study will also guide young mothers who wish to further their education to post graduate studies such as M.Sc, Ph.D and so on. They will get well acquainted with the inherent challenges in continuing education in the tertiary institutions and the possible coping strategies they could adopt to face these challenges.

The findings of the study will not only be useful to the family as a unit but to the nation as a whole in its quest for empowering women through education. The authorities and policy–makers in the Department of Education may use information derived from this study to devise strategies that would bring changes to the traditional perspective that motherhood and educational responsibilities cannot be met at the same time.

It is the wish of all educational institutions to design and deliver programme that meet the needs and aspirations of different categories of beneficiaries. The findings could therefore serve as a guide to tertiary institutions in their quest to improve on their programme. This could occur as the study will serve as a source of information on the challenges confronting the student nursing mothers and the support services the university must provide to make academic work meaningful to them.

The results of this study may also be used by the researchers as a baseline study for future studies in the area.

 **Scope of the Study**

The study will identified the influence of child-bearingon the academic achievement and educational attainment of the student mothers in tertiary institutions in Enugu State. The topic was chosen in order to investigate how the challenges of child bearing influence the academic achievement and educational attainment of student mothers.Enugu State was chosen because it is where the researcher is residing. Enugu State is bounded in the North by Kogi State, South by Abia State, East by Ebonyi State and West by Anambra State.

**Research Questions**

The following research questions guided this study;

1. What are the factors contributing to early marriage and child-bearing during education?
2. What are the effects of child-bearing on the academic achievement of student mothers in tertiary institutions?
3. What are the effects of child-bearing on the educational attainment of student mothers in tertiary institutions?
4. What are the proffered solution to these effects?

 **Hypotheses**

The following hypotheses were formulated at 0.05 level of significance. The hypotheses formulated in the study are:

HO1 There is no significance difference between child-bearing and academic achievement of the student mothers.

HO2 There is no significance difference between child-bearing and educational attainment of the student mothers.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter presents a review of literature on the influence of child – bearing on academic achievement and educational attainment of student mothers in tertiary institutions in Enugu State. The review of related literature is divided into sections. The sections include the conceptual framework, theoretical framework, the empirical studies and the summary.

1. **Conceptual Framework**

The following concepts were reviewed here:

* Education and its Importance
* Tertiary Institution
* Marriage
* Challenges Associated with Pregnancy and Child Bearing on Campus
* Student’s Academic Achievement in Higher Education
* Consequences of low Education Attainment
1. **Theoretical Framework**

The following Educational theories were reviewed

* Rational Emotive Behaviour Therapy (REBT) by Albert Ellis (1950)
* BernardWeiner Attribution Theory (2001)
1. **Empirical Studies**
2. **Summary of Literature Reviewed**

**Education and its Importance**

Education is an ongoing effort towards further development of the potential of individuals in a holistic and integrated manner, so as to produce persons who are intellectually, spiritually, emotionally, and physically balanced. Such an effort is designed to produce citizens who are knowledgeable and skilled, who possess high moral standards, and who are responsible and capable of attaining a high level of personal wellbeing and be able to contribute to the advancement of the society and the country at large.Education is not, at root, about the transmission of specific bodies of knowledge and skills. Rather, it is about the development of understanding and the formation of minds and identities: minds that are robust enough and smart enough to engage with the uncertain demands of the future, whatever they may be, and identities that are attuned to the changing communities of which they are members, and able and willing to participate effectively and responsibly in their activities and thus to contribute to, and benefit from, their transformation.(Wells and Claxton, in Onoride, 2011). Education provides the platform for the acquisition of knowledge, skills, habits and values for productive living in the society. As a result of this, education equips individuals with the personal capabilities for survival in and contribution to the societal development. Globally, socio-economic and political developments are increasingly being driven by the advancement and application of knowledge (education). This explains why education in general and higher education in particular is germane to the growth and development of knowledge and economy (World Bank, in Onoride, 2011). Education is contemporary regarded not only as a tool for development, but also a right. Such right has been enshrined and strengthened in national and international laws, conventions and protocols such as the Human Rights Act, 1998. The introduction of the Free Compulsory Universal Basic Education (FCUBE) and the establishment of the Capitation Fund in 2004 have come to strengthen this constitutional provision. The rights (including reproductive rights) and empowerment of females has now become a crucial tool for development.

Education is undoubtedly a source of empowerment and development. Achieving development goals in any society depends on women’s participation in education (Esia-Donkoh, [2014](https://www.tandfonline.com/doi/full/10.1080/17482631.2017.1335168)). Education is a starting point for life improvement and has a significant impact on family members (Adofo, [2013](https://www.tandfonline.com/doi/full/10.1080/17482631.2017.1335168)). It should be noted that the education of women is required to achieve the Millennium Development Goals (MDGs) of gender equality and empowerment. Achieving the MDGs’ goal is an unfinished agenda and requires comprehensive and transformative methods with a new development framework (UN Women, [2013](https://www.tandfonline.com/doi/full/10.1080/17482631.2017.1335168)).

Education is recognized as a developmental tool and a female individual’s right. Nevertheless, the characteristics of female reproduction have become a barrier to some female students’ achievement of their full potential in the academic setting. A woman’s reproduction rights, such as having the right to have children, are not considered equally as important as their education rights. It is essential that females’ reproduction rights are recognized in academic settings and their rights for education are respected with consideration given their demographic characteristics (Esia-Donkoh, [2014](https://www.tandfonline.com/doi/full/10.1080/17482631.2017.1335168)). Iranian student mothers with different contexts and cultures have special needs. The current study purposed to explore and describe the experiences of Iranian student mothers. The findings can be used to develop educational policies to facilitate the provision of appropriate healthcare services to this group of students. In addition, the findings can introduce a discourse for female individuals who seek a balance between studying and motherhood.

This study is therefore important because the result from it will detect where and how to empower and encourage student mothers to go for post – graduate studies.

**Importance of Education in Life and Society**

A primary role of education is to equip people with the knowledge to make a positive difference in society. Also, education helps instill values, attitudes and behaviors that align with those expected in a society.

Education in a child life affects his overall quality of life in the society and employment.Due to such significance, the governments around the world spend huge funds on it.They encourage people to study by providing good universities, [scholarships](https://www.studyread.com/importance-of-scholarships/), accommodation and other allowances.The valuable childhood is spent on education so that he could live a better life in the future.The parents are also eager to educate their child. The demand for education is so high that there is a reasonable level of business involved around it.A person’s education starts at school, then going to college and finally ends with a degree or PG.This enables them to take up some related professional work in the future.

So, education is an essential and indispensable need to live in the modern world. Education contributes to

* Ability to read and write
* Descent livelihood
* Better communication
* Use of technology
* Secure transactions
* Serve society
* Knowledge propagation
* Social harmony and more (https://www.studyread.com>Education)

Education imparts benefits like

* **Ability to read & write**:

[Education](http://knowledge.wharton.upenn.edu/article/the-objective-of-education-is-learning-not-teaching/) helps a person to be able to read and write. Most of the information is communicated by writing. Hence, it is the key to many daily activities. A man who has this ability to read is literate.He can read books, newspapers and signs and symbols. He can understand others views and experiences to add to his knowledge.It also helps read signboards in the street, at shops, bus, train and air stations. It also helps in day to day activities like banking, shopping and money transaction. Without primary education, one has to rely on others for all the above basic needs.

* **Opportunity to make a decent livelihood**:

Education provides a platform for a decent livelihood. One can take up a job in industry or another professional service if he is educated.Many people of middle and lower income groups have a better lifestyle through proper education. They can meet the technical skills required to land a high pay job.Some of the professional education courses include [healthcare](https://www.studyread.com/healthcare-careers/), engineering, law etc.Hence, education can guarantee a better lifestyle.

* **Helps to communicate better:**

A good education helps one communicate better. [Communication](https://www.studyread.com/improve-communication-skills/) includes speech, signs, gestures and even body language. A person with better education has refined speech and other ways of communication. Even his body language sounds confident and optimistic due to education.Without basic education, it would be difficult to write an email, letter or even use a smartphone.Even if a person travels to a foreign country, he can live there by learning that countries language. He can do it with ease as there are books available to learn that language.Also, it helps us to communicate better. By speaking in a proper language like the use of correct grammar, pronunciation, etc.

* **Express views and opinions:**

In modern times when the internet is readily available and bursting with information, education, especially kindergarten through 12th grade, has a different role than it did before. Rather than being a source of facts and information, teachers offer applied learning as well as teaching critical thinking skills. When there's so much information available, it's important to be able to have discernment. (https://www.reference.com/education/role-education-society-today) Education helps a person to express his opinions in a better manner. He can communicate with the large audience by writing in newspapers, letters and video recordings.Many poets, authors are renowned and famous worldwide due to their ability to influence people. This ability though is an inherent talent and education enhances their skill.One can even communicate professional and personal issues in written form. They can do by [email,](https://www.studyread.com/email-writing-skills/) letters, books, etc. Many people write novels, poems, stories due to their education.

* **Ability to serve the society**:

Attending educational institutions is vital in learning the necessary information to be successful in various fields. Also, there are new and modern career fields that don't require traditional educational paths. These include computer programming and website development. For nontraditional education, students can attend boot camps that teach critical skills for a fraction of the cost of a university education. (https://www.reference.com/education/role-education-society-today)Education also helped in the rise in the number of medical experts, engineers, teachers, etc. To provide services to such a vast population of the world we need many medical and other experts. Through education, we can generate the skilled personnel. This has lead to better health and also an improvement in lifestyle.

* **Use of technology**: The food production, medicine, electronic gadgets, automobiles and other luxury items were developed due to the spread of science and [technology](https://www.studyread.com/how-technology-has-changed-education/) among the professionals through studies.So, without basic education, it would be difficult for one to use gadgets of modern technology.Even use of social networking sites requires minimal basic education. So education helps us use technology in the better way.
* **Support to the economy**: The means of economy and money making have changed with education. It is the primary cause of rising in the employment opportunities all over the world. Without education, a person can only perform lay jobs using his hands and legs. But due to education, he can work using his brain.The advent of the internet, software and other technology could perform well due to education. This makes us generate colossal income and employment opportunities.Maybe if people are not educated, these technologies would be of no use to anyone. So such vast income generation is possible due to educated humans.
* **Safe and secure transactions:** Nowadays all the money related transactions happen through bank cheques, credit cards, etc. Without education, it would be difficult to understand the terms and processes and depend on others. This can give a chance for misuse to others. Having education would help one rely on to himself and make safer transactions.
* **Mind maturity**: The mind gets matured by proper education and training. A person can judge what is right and what is not.  Education makes a person independent and helps him abide by the rules of the land.He can earn his bread anywhere in the world without being dependent on family or his native state.It also helps us to improve our discipline, self-control and even a sense of responsibility. Proper education of masses can cut the crime rate and other sorts of social violence.

**Importance of Education in Society:**

* **Propagation of knowledge**: Transfer of knowledge from one generation to other or from country to other is possible through education.For example, Newton’s laws which first came to the scientific world in 1700. These are still taught in schools and colleges through books and teachers. These essential laws can be spread to masses to a complete extent with education.Similarly, the history of countries and the world can be explained to the current society. This helps them learn from the previous mistakes and experiences. Thus, education is a crucial method to pass knowledge of the past to the people of the present. (https:www.studyread.com>Education)
* **Improvement of Technology**:

Advances in medicine, war equipment, technology were possible due to constant exploration and research. People of current age carry this exploration. They could do so due to their education and knowledge about the past technology. Since they knew how the previous methods work, they could explore more. People with higher education in science, mathematics, and technology can do this.Even findings and discoveries are published in magazines and journals to reach the masses. This spread is possible because masses are educated. Without education, they could not read or understand the technological improvements. Once followed, they can try for more betterment.

* **Better Social harmony**: Education is a way by which people of different cultures, religions; sects come together during schooling, college, etc. Thus it helps them understand each other better and stay in mutual harmony. Therefore education can improve social harmony.

**Tertiary Institution (or Higher Institution)**

Tertiary institution in Nigeria is inevitable given the human, natural, physical, material and other forms of resources available. In Nigeria, higher education is generally referred to as tertiary education. This term is expanded to include universities, polytechnics, colleges of education and monotechnics. There are in addition other non-conventional higher education institutions. These are usually professional bodies known for the promotion and regulation of professionalism in certain areas of endeavor, but do not usually have a particular place or centre of their own for teaching and learning like other conventional higher education institutions (universities, polytechnics etc.). Examples of non-conventional higher education institutions are the Institute of Chartered Accountants Nigeria (ICAN), the Chartered Institute of Administration (CIA), the Nigeria Institute of Management (NIM), and the Chartered Institute of Bankers (CIB). The difference in conventional higher education lies mainly in the types of programme they run, the skill they develop, and the duration of their programme and qualifications or certificates offered on completion of the programme. Universities are meant for the development of high level manpower within the context of the needs of the nation. Universities award degrees, and polytechnics, monotechnics and colleges of education develop middle-level manpower and award diplomas (ordinary national and higher national diplomas). Recently, most polytechnics have been upgraded, following the discrimination of the Higher National Diploma (HND) and the bachelor’s degree from the university by employers of labour. Colleges of Education award the Nigeria Certificate of Education (NCE).

Higher institutions of learning are established to give students sound and qualitative education so that they can become more productive, self-fulfilling and attain self-actualization. This is why the Federal Government of Nigeria in the National Policy on Education highlights the aims of higher education as:

a. the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society;

b. the development of the intellectual capacities of individuals to understand and appreciate their environments;

c. the acquisition of both physical and intellectual skills which will enable individuals to develop into careful members of the community; and

d. the acquisition of an objective view of the local and external environment.

Higher institutions in Nigeria are expected to achieve the above aims through teaching, research, and dissemination of existing and new information and the pursuit of service to the community and by being a store house of knowledge. However, study by (Aluede and Aluede, in Onoride, 2011) have shown that many higher institutions in Nigeria are finding it increasingly difficult to achieve the highlighted aims because of many crises that have rocked the institutions. Such crises, in recent times, have come to be recognized as one of the most visible perennial problems of significance when compared with other social vices like cultism, examination malpractices, drug abuse and so on leading to indefinite closure of schools and other attendant problems (Aluede, Jimoh, Agwinede and Omoregie, in Onoride 2011) Magagula, in Onoride (2011) argued that the basic functions of higher institutions are to teach students and impart knowledge; to develop critical and analytical skills; to inculcate appropriate values, norms and attitudes; to create and extend the existing knowledge with a view to establish facts and truths through critical reflection and objective thinking; and improve the quality of life of community members through community service initiatives.

Education is commonly associated with at least five purposes:

* to prepare students to understand, conduct or apply research of various kinds
* to instruct students in the rational traditions and academic disciplines associated with liberal or advanced learning
* to provide vocational training that will enable students to enter the workforce, earn a living, and engage in productive and satisfying labour
* to initiate students into the study of substantive visions of the good
* to foster the dispositions and skills required for democratic citizenship

Put together, in terms of national and international perspectives, higher education is thus

meant to be development oriented, whether in physical or psychological dimensions (Yaqub, in Onoride, 2011).

 Higher education for women should be a critical aspect of national interest, especially in the context of accessibility, enrolment and academic performance. Furthermore, higher education for women should not be merely optional if they are expected to make a positive and meaningful input and impact on society. According to the Nigerian National Policy on Education, higher education for women will help to foster and cement national unity, given their roles and contributions at home which will reflect in them, their husbands and children. In recent years, there has been a global endeavor to prioritize women’s education as a foundation for further development. Studies revealed that women’s access to university-level education has increased in New Zealand and the United States of America, as well as most of the other countries in the world. In this context, most of the women in her study regard higher education as a major route for getting to the top or holding key, sensitive and powerful positions in a country. In countries like Nigeria and other developing countries, there is still cause for concern as the percentage of female participation in higher education is still very low compared with developed countries. In this regard, remarkable efforts have been made by government and other stakeholders to help improve the situation. Education being very important for the economic development of every nation, everybody should be encouraged to attain high level of education. In addition to government and other stakeholders’ efforts to improve the percentage of female participation in higher education, this study will recommend the possible remedies to the problems that hinder student mothers from going further in education sector.

**Marriage**

Marriage is a union between a man and a woman such that the children born to the woman are

recognized as legitimate offspring of both partners (Kottack, 2009). It is an important

institution both for the individual and the society at large. For the individual, it is a significant

and memorable event in one’s life cycle as well as the most important foundation in the family

formation process. It is also a rite of passage that marks the beginning of an individual’s

separation from the parental unit, even if generations continue to be socially and economically

inter-dependent. For the society as a whole, it unites several individuals from different families

and represents the creation of a production and consumption unit as well as one for the exchange

of goods and services (Reuben, 2013).

In the Traditional African setting, marriage was not an option, but an obligatory experience for alladults. It was associated with procreation and without procreation there was no marriage

(Reuben, 2013). In an appreciable number of societies, marriages arearranged, and negotiations are handled by the immediate families or by go-betweens. Sometimes, betrothals are completed while the future partners are still children. Thewestern concept of marriage is different in that the two people getting married choose theirpartners and decide when to get married. In this case, marriage is seen as a companion betweentwo people to the exclusion of all others and procreation need not result from the union (Reuben, 2013).

Marriage itself can be regarded as a major cultural practice in Nigeria. Marriage is seen as requisite life stage, rather than an option, and it remains the most important social institution and a major cultural practice (Salm andFalola, in Onoride, 2011). Cultural practice in Nigeria mandates marriage for men and women. It is only when people are married that they can be said to be “responsible” in society. Defined broadly, marriage is a socially approved mating relationship that is expected to be stable and enduring (Benokraitis, in Onoride, 2011). Marriage is a critical rite of passage for both men and women, but the effect of this rite on the two sexes is very different (Watson, in Onoride, 2011). The forms of marriage vary within the different groups in Nigeria because the members of a society construct its norms or culturally defined rules for behavior. Women cherish marriage more in Nigeria and thus put in much to sustain it. It is quite interesting to know as I have observed that the success of marriage and other forms of cultural practice depend on the role women play; they are instrumental in conceiving, practicing and sustaining cultural practices yet they are the most affected by them.

Culturally, marriage in Nigeria takes place only when the dowry has been paid. In other words, there is no marriage without the payment of dowry. In Nigeria, dowry usually takes the form of money. The amount payable as dowry varies from one ethnic group to another. Some families and ethnic groups use the level of a woman’s education as a parameter for determining dowry. The practice of using women’s education for hiking dowry is dominant among the Ibos in the eastern part of Nigeria. Despite some cultural variations, marriage in most western industrialized countries and on the African continent of which Nigeria is part has some common characteristics (Benocraits, Lamb,inOnoride, 2011).

In summary, married couples are expected to share economic responsibilities, to engage in sexual activity with their spouses, and to bear and raise children. However, this is not true for many parts of the world because marriage is seen to be female dependence on men – both social and economic. This certainly, pertains to Nigeria and many other countries in Africa where cultural practices paint marriage for women as economic dependence on men and agree on the issue of child bearing and raising and the continuation of the family from generation to generation (Falola, Falola & Salm, in Onoride, 2011). Falola emphasized that cultural practices associated with marriage in all parts of Nigeria view the raising of children, especially in the context of taking care of them (domestically), to be solely the woman's job. These beliefs and practices have helped to confine many Nigerian women to the home and to exclude them from involvement in society.In Nigeria, there is a popular saying that states “women’s education ends in the kitchen”, implying that education is not useful to them; in other words, education is not meant for them. The situation is exacerbated when they get married. At that point, the chances of women furthering their education are very slim. Women, especially married women, in Nigeria are relegated to the kitchen and their major role is childbearing. As such, right from early childhood, the Nigerian female child is psychologically attuned to see herself as a future homemaker and mother of children. In a nutshell, married women are restricted to the home, primarily because it is believed that their husbands will provide for all their needs. Thus, higher education for women is seen as useless and a waste of time, money and resources generally. In addition, elders and traditional chiefs regard it is as a gateway for prostitution and non-submissiveness in women, and the forfeiting of their marriage prospects. Simply put, some traditional chiefs maintain that it takes women beyond the shores of tradition and culture, thereby making them behave and live contrary to existing customs, norms and beliefs. On this basis, it is largely believed that once they are married and in their husband’s house, they have no need for more education and can cope with whatever form or type of education they had before marriage. Elders and traditional chiefs (male) maintain that primary and secondary education at most is enough for a married woman to run the affairs of her home as expected of her. It is believed that once a girl is married, the next task will be pregnant and child-bearing.

 Pregnancy at whatever stage in life can be a life changing experience that cuts across boundaries of race, educational attainment and socio-economic status (Kost, Henshaw and Carlin, 2010) Motherhood places demands on one's life which were hitherto non-existent prior to the birth of the woman. When a girl that should be in school becomes pregnant, her entire life could be completely altered as her hopes and aspirations could be shattered. One of the objectives of this study is to determine the remedies to the challenges the married student encounter during the period of study thereby encouraging them to attain high level of education. It is the intention of this work to fill the above gap.

**Causes of Early Marriage**

The causes of early marriage as cited by Reuben 2013 are as follows:

* **Poverty and Economic Transaction**

Poverty is the critical factor contributing to early marriage. Where poverty is acute, a young girl

may be regarded as an economic burden and her marriage to a much older man, a practicecommon in some Middle Eastern and South Asian societies, is a family survival strategy, andmay even be seen as being in her interest. In traditional societies in Sub-Saharan Africa, the bridefamily may receive cattle from the groom, or the groom’s family, as the bride wealth for theirdaughter. This is because in Africa the monetary value of bride wealth islinked to marriage.

Bride wealth is a sum, either in cash or kind, used to exchange a bride for her labour and fertility. On the other hand, in communities where early marriage is practised marriage is regarded as a transaction, often representing a significant economic activity for a family. A daughter may be the only commodity a family has left to be traded and sometimes girls can be used as currency to settle debts. In India, for example, dowry as a gift to a daughter married is like a bribe to the groom to take one’s daughter off one’s hands. In the context of poverty, the practice of paying bride wealth can encourage early marriage. Bride wealth enhances the practice in most African communities as it is highly valued and encourages parents to marry off their children early. In addition, some communities do not regard education of the girl highly as that of the boy child. Therefore, marrying off daughters early relieves the family financially and socially (International Centre for Research on Women, in Onoride 2011).

* **Traditional and Cultural Practices**

Traditional and cultural practices such as female genital cutting (FGC) contribute to the early marriage of girls. FGC is defined as partial or complete removal of the external female genitals for cultural rather than medical reasons. Other names for FGC include female circumcision or ritual female surgery. It is performed in some African, South American, Asian and Middle Eastern countries. Female genital cutting is a cultural rather than a religious practice, and its origins are unknown. However, its practitioners believe the procedure enhances the girl’s health, hygiene, chastity, fertility and marriage prospects. Globally, an average of 140 million women have undergone FGC with 4 and 5 million procedures performed annually on female infants and girls.

* **Cementing Alliances**

Reasons behind early marriages vary from one country to the next. The most cited reason for

this is culture. According to a study done in Ethiopia by ICRW, children are betrothed before

birth to cement the strategic alliances between families (International Centre for Research on Women, Onoride 2011).

* **Women’s Status in Society**

The status of women in society plays a key role in early marriage; women are seen as inferior and they are neglected and despised. A girl is seen as a burden given the fact that she will get married elsewhere and leave her natal family. Thus, parents prefer to educate boys and marry the girls off at an early age. A male child is more likely to gain full education, gain employment and pursue a working life, tending to marry later. The low status of women in society is due to gender inequality. Gender inequality is a product of culture in that male children are given preference which leads to poor treatment of girls and women in society.

**Challenges Associated with Pregnancy and Child Bearing on Campus**

Education has been recognized as a basic human right since the 1948 adoption of the [Universal Declaration of Human Rights](https://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights). A positive correlation exists between the enrollment of girls in primary school and the gross national product and life expectancy. Because of this correlation, enrollment in schools represents the largest component of societal investment into human capital. Rapid socioeconomic development of a nation has been observed to depend on the calibre of women and their education in that country. Women participation in education has been on increase, several motivations are employed by [NGO](https://en.wikipedia.org/wiki/Non-governmental_organization), local, state, and federal government to encourage more women in education. Women can now been seen in various high-profile careers. That being said, there are still many challenges preventing gender equality in the Nigerian education system. There is a significant bias against female involvement in specific academic disciplines, with studies showing the existence of sex-based stereotyping of students by teachers in secondary schools. The most dominant barriers are currently [teen pregnancy](https://en.wikipedia.org/wiki/Teenage_pregnancy), [teen marriage](https://en.wikipedia.org/wiki/Teen_marriage), religious beliefs, [poverty](https://en.wikipedia.org/wiki/Poverty), and poor school facilities. Studies have shown that, Physiological changes occur in pregnancy to nurture the developing foetus and prepare the mother for labour and delivery. Some of these changes could be challenging as they influence normal biochemical values while others may mimic

symptoms of medical disease (Nelson-Piercy, Soma-Pillay and Mebazaa, 2016) . Results from this study revealed that physical discomforts, dizziness, morning sickness, tiredness, excessive spitting and general body pains were some common physiological challenges reported that prevented most pregnant students from learning effectively. In most situations, morning sickness prevented students from attending morning lectures particular when the lecture is scheduled for the early hours of the day. In recent years, the rise of militancy groups such as the [Boko Haram](https://en.wikipedia.org/wiki/Boko_Haram) and the Niger Delta militancy have contributed to destabilization of the education system. Both now and historically, girls have disproportionately experienced the impacts of this destabilization. (Abdullahi and Abdullah, 2014).

Undoubtedly, pregnancy and child-rearing by student-mothers on campus comes with challenges. These differed from one respondent to the other. The challenges have been categorized into biophysical, psychological and socioeconomic challenges. These challenges themselves are not the bane but their effects on academic work.

**Biophysical challenges**

The respondents talked about the complications some went through during labour. Forinstance, those who went through caesarean delivery found it difficult to engage in certaindomestic and academic activities for longer durations. These impacted on their physicalpresence at lectures and group discussions regularly. There were others too, who could notextract adequate milk from the breast due to biological reasons. Thus, they had to skip somehours of lectures to breastfeed, or rely on supplementary foods - a situation which preventedthem from practicing exclusive breastfeeding.

**Psychological challenges**

Psychological effects associated with child-rearing mostly emanated from stigma-related comments, doubts and poor grades. Certain comments from some lecturers and student became a source of worry to some student-mothers. There were doubts about the ability of some of the (teenage) baby-assistants to take good care of the babies. Without any prior background knowledge of baby-assistants, and sometimes, their lack of knowledge in child-care made some of the mothers doubt about the safety of their babies. The most mentioned source of psychologically and emotionally disturbances and stress was whenever a baby fell ill. All the respondents said that the fear of losing a baby due to illness was so pronounced that they always stay with them all the time until they get well. This didnot only affect their attendance to lectures and group discussions but also private studies. One of the respondents regarded her baby as an obstacle to her after she suffered ejection from her rented apartment by the landlord due to consistent cry of her baby. There were also instances where post-natal clinic attendance coincided with lectures and continuous assessment examinations. While lectures were compromised, respondents always postponed post-natal clinic attendance to write quizzes. This contributed to psychological stress.

**Socio-economic challenges**

Apart from attendance to religious services, respondents did not involve themselves in organized social activities on campus. They however conversed with friends around and those who visited. They preferred to stay indoors to take care of their babies or do private studies. Child-rearing also comes with economic cost. Expenditure on diapers, food supplements and sometimes drugs (for the mother and the child) increase the cost of living of student-mothers. This study therefore intends to proffer solutions to these challenges in order to help student mothers improve academically.

**Student’s Academic Achievement in Tertiary Institution**

Student academic achievement is the outcome or result of a student’s study at the end of a given period. In addition, it is said to be the achievements obtained by students in relation to ability or level of understanding, representing the academic inputs in terms of skills, knowledge and technical knowhow that have been assimilated (Datar, Sturm &Magnabosco; McCarthy, Lindgren, Mengeling, Tsulikian&Engvall, in Onoride, 2011). It is measured or shown in grade points and class of degree. Having said that, the educational process is complex; it makes sense to highlight that ascertaining or determining student academic achievement is done through evaluation. Evaluation is often said by psychologists and test and measurement experts (e.g. Adewolu; Poplam, in Onoride, 2011) to be sensitive, significant and critical, and without it academic performance would be unknown. The outcome of students‟ evaluation largely reveals “academic performance”. It is for this reason that academic performance of students is greatly relied on as an indicator for academic achievement. In other words, it is believed that it shows how much in terms of content (impacted knowledge) the students have learnt, retained, utilized and can apply in the present and in the future. In a nutshell, student academic performance, according to Cuttance, in Onoride, 2011, is the learning outcomes of schooling in terms of the cognitive and affective outcomes that students acquire as a result of their schooling. In addition, a number of social outcomes are derived from schooling; these are socialization and social control functions. Because the latter outcomes relate to schools as institutions, measures of them are usually described at the level of the school. This is the reason why most tertiary institutions in Nigeria award certificates on the basis of academic requirements and character worthiness. For the purpose of clarity, the broad set of outcomes from schooling is categorized into cognitive outcomes, affective outcomes and social outcomes.

With regard to the effectiveness of educational institutions and students, the cognitive learning outcome is often used because it is centred on the core curriculum of literacy and numeracy. When taking a look at the academic performance of women students in higher education, it is of paramount importance to consider cognitive learning outcomes as a major yardstick because they involve curriculum-based knowledge and skills. To explicate, this entails the acquisition of proportional knowledge, knowledge application, higher-order problem-solving skills and the development of the capacity to construct knowledge from constituent elements and contexts; specifically, at the higher education level of science, social and human systems, technology, the arts and health. It makes sense to look at women students‟ academic performance from this perspective because other academic or learning outcomes depend greatly on cognitive learning outcomes (Shield, inOnoride, 2011).

Academic success is, without doubt, the main focus of all educational activities and has received tremendous attention from educationists across the world. However, prediction or determination of academic performance is still not clear to many people. Once again, the assessment of academic performance is a complex and by no means easy task. There are several ways in which students‟ academic achievement in higher education is assessed. They include examinations, tests, continuous assessment tasks and projects. In Nigeria today, examinations are still the most popular mode for assessing students (Gbenu, in Onoride, 2011). Examinations are an educational activity that has been well organized to evaluate, test, measure and consequently evaluate the cumulative knowledge of students in their academic endeavours (Sanni,; Kelly, Kelly & Clanton, in Onoride, 2011). Academic performance in its true context should be seen as a process, not merely a once-off situation. It has been reported that female students do not perform as brilliantly as male students in subjects or courses that are quantitatively oriented. It has also been revealed by a number of authors (e.g. Crowl; Poon Wai-Yee; Bolarin, in Onoride, 2011) that female students perform better in the arts or language-related courses. Judgement of academic performance is usually based on the cumulative grade point average (CGPA) of the students. This ranges from 0 to 5, where 0 to 0.99 is a fail (could mean probation or withdrawal); 1.00 to 1.49 is a pass; 1.50 to 2.39 is third class, 2.40 to 3.49 is second class lower division; 3.50 to 4.49 is second class upper division and 4.50 to 5.00 is first class.With the increasing number of women in higher education (Aina*et al.,* 2009) and the diversity of women students attending higher education today there is undoubtedly interest in knowing their academic performance. Mckenzie and Schweitzer in Onoride, 2011) write that knowing academic achievement of students in higher education will make sense ifthe factors predicting academic achievement are examined. One of the objectives of this study is to determine the effects of pregnancy and childbearing towards the academic achievement of the student mothers and then the remedy will be given. That is the need for the present study.

**Consequences of Low Education Attainment**

The increased inability to successfully navigate through school and completehigh school has far reaching consequences. Failure to obtain at least a high school diploma negatively impacts employability and overall employment outcomes. A teenmother is likely to struggle to attain and retain employment and is likely to earn lower wages. As a result, a teen mother and her child are more likely to live in poverty; further perpetuating the cycle and the social complexities of poverty (e.g., limited access to housing, healthcare and social support) (Basch, 2011). These outcomes result in limited social productivity, earnings, and tax revenues, which in turn reduces economic development and competitiveness. Teen mothers are more likely to rely on public assistance (i.e., publicly provided healthcare, food stamps, public housing) for financial support, resulting in millions of dollars in taxpayer revenue being spent annually to support teen childbearing (Basch, 2011). Focusing on African American and Hispanic/Latino Teen Girls African American and Hispanic/Latino girls living in the United States are at increased risk of pregnancy because of structural, cultural, and psychosocial factors.

These risk factors have contributed to higher teen pregnancy rates among this

population as compared to White and Asian teen girl populations (Minnis, Marchi, Ralph, Biggs, Combellicks, Arons, Brindis and Braveman, 2013).

Factors contributing to increased teen pregnancy include but are not limited to the expectation of childbearing at an early age (Childs, Knight, & White, 2015), acculturation (Minnis et al., 2013), and the need for love and affection (Childs et al., 2015). Theimpacts these factors have on education attainment have had cyclical repercussions and longstanding generational effects. As a result, this research focused on pregnant or parenting African American and Hispanic/Latino teen girls.

**Theoretical Framework**

**Rational Emotive Behavior Therapy (REBT) By Albert Ellis (1950)**

Rational emotive behavior therapy, also known as REBT, is a type of [cognitive-behavioral therapy](https://www.verywellmind.com/what-is-cognitive-behavior-therapy-2795747) developed by psychologist [Albert Ellis](https://www.verywellmind.com/albert-ellis-biography-2795493). REBT is focused on helping clients change irrational beliefs. Rational emotive behavior therapy was one of the very first types of cognitive therapies. Ellis first began developing REBT during the early 1950s and initially called his approach rational therapy. In 1959, the technique was redubbed rational emotive therapy and later rechristened rational emotive behavior therapy in 1992. Ellis continued to work on REBT until his death in 2007.Precursors of certain fundamental aspects of rational emotive behavior therapy have been identified in ancient philosophical traditions, particularly [Stoicism](https://en.wikipedia.org/wiki/Stoicism). Robert, 2010in his first major book on rational therapy, Ellis wrote that in the central principle of his approach, that people are rarely emotionally affected by external events but rather by their thinking about such events, "was originally discovered and stated by the ancient Stoic philosophers". Ellis illustrates this with a quote from the [*Enchiridion*](https://en.wikipedia.org/wiki/Enchiridion_of_Epictetus) of [Epictetus](https://en.wikipedia.org/wiki/Epictetus): "Men are disturbed not by things, but by the views which they take of them." Ellis noted that [Shakespeare](https://en.wikipedia.org/wiki/William_Shakespeare) expressed a similar thought in [*Hamlet*](https://en.wikipedia.org/wiki/Hamlet): "There's nothing good or bad but thinking makes it so."

A fundamental premise of REBT is that humans do not get emotionally disturbed by unfortunate circumstances, but by how they construct their views of these circumstances through their language, evaluative beliefs, meanings and philosophies about the world, themselves and others. This concept has been attributed as far back as the Roman philosopher [Epictetus](https://en.wikipedia.org/wiki/Epictetus), who is often cited as utilizing similar ideas in antiquity (Robert, 2010). The REBT framework assumes that humans have both innate rational (meaning self-helping, socially helping, and constructive) and irrational (meaning self-defeating, socially defeating, and unhelpful) tendencies and leanings. REBT claims that people to a large degree consciously and unconsciously construct emotional difficulties such as [self-blame](https://en.wikipedia.org/wiki/Self-blame), [self-pity](https://en.wikipedia.org/wiki/Self-pity), clinical anger, hurt, guilt, shame, [depression](https://en.wikipedia.org/wiki/Clinical_depression) and [anxiety](https://en.wikipedia.org/wiki/Anxiety), and behaviors and behavior tendencies like [procrastination](https://en.wikipedia.org/wiki/Procrastination), compulsiveness, avoidance, [addiction](https://en.wikipedia.org/wiki/Substance_dependence) and [withdrawal](https://en.wikipedia.org/wiki/Social_withdrawal) by the means of their irrational and self-defeating thinking, [emoting](https://en.wikipedia.org/wiki/Emotion) and behaving (Ellis, 2001). REBT is then applied as an [educational](https://en.wikipedia.org/wiki/Education) process in which the therapist often active-directly teaches the client how to identify irrational and self-defeating beliefs and philosophies which in nature are rigid, extreme, unrealistic, illogical and absolutist, and then to forcefully and actively question and dispute them and replace them with more rational and self-helping ones. By using different cognitive, emotive and behavioral [methods](https://en.wikipedia.org/wiki/Methodology) and activities, the client, together with help from the therapist and in [homework](https://en.wikipedia.org/wiki/Homework_in_psychotherapy) exercises, can gain a more rational, self-helping and constructive rational way of thinking, emoting and behaving. One of the main [objectives](https://en.wikipedia.org/wiki/Goal) in REBT is to show the client that whenever unpleasant and unfortunate activating events occur in people's lives, they have a [choice](https://en.wikipedia.org/wiki/Choice) of making themselves feel healthily and self-helpingly sorry, disappointed, frustrated, and annoyed, or making themselves feel unhealthily and self-defeatingly horrified, terrified, panicked, depressed, self-hating and self-pitying.By attaining and ingraining a more rational and self-constructive philosophy of themselves, others and the world, people often are more likely to behave and [emote](https://en.wikipedia.org/wiki/Emotion) in more life-serving and adaptive ways.

REBT clearly acknowledges that people, in addition to disturbing themselves, also are innately [constructivists](https://en.wikipedia.org/wiki/Constructivism_%28psychological_school%29). Because they largely upset themselves with their beliefs, emotions and behaviors, they can be helped to, in a [multimodal](https://en.wikipedia.org/wiki/Multimodal_therapy) manner, dispute and question these and develop a more workable, more self-helping set of constructs.

REBT generally teaches and promotes:

* That the concepts and philosophies of life of unconditional self-acceptance, other-acceptance, and life-acceptance are effective philosophies of life in achieving mental wellness and [mental health](https://en.wikipedia.org/wiki/Mental_health).
* That human beings are inherently fallible and imperfect and that they are better served by accepting their and other human being's totality and humanity, while at the same time they may not like some of their behaviors and characteristics. That they are better off not measuring their entire self or their "being" and give up the narrow, grandiose and ultimately destructive notion to give themselves any global rating or report card. This is partly because all humans are continually evolving and are far too complex to accurately rate; all humans do both self-defeating / socially defeating and self-helping / socially helping deeds, and have both beneficial and un-beneficial attributes and traits at certain times and in certain conditions. REBT holds that [ideas](https://en.wikipedia.org/wiki/Idea) and feelings about self-worth are largely definitional and are not empirically confirmable or [falsifiable](https://en.wikipedia.org/wiki/Falsifiability).
* That people had better accept life with its hassles and difficulties not always in accordance with their wants, while trying to change what they can change and live as elegantly as possible with what they cannot change.

REBT can be a daunting process for the client. Facing irrational thought patterns can be difficult, especially because accepting these beliefs as unhealthy is far from easy. Once the client has identified the problematic beliefs, the process of actually changing these thoughts can be even more challenging. While it is perfectly normal to feel upset when you make a mistake, the goal of rational emotive behavior therapy is to help people respond rationally to such situations. When faced with this type of situation in the future, the emotionally healthy response would be to realize that while it would be wonderful to be perfect and never make mistakes, it is not realistic to expect success in every endeavor. You made a mistake, but that's okay because everyone makes mistakes sometimes. All you can do is learn from the situation and move on. It is also important to recognize that while rational emotive behavior therapy utilizes cognitive strategies to help clients, it also focuses on [emotions](https://www.verywellmind.com/what-are-emotions-2795178) and behaviors as well. In addition to identifying and disputing irrational beliefs, therapists and clients also work together to target the emotional responses that accompany problematic thoughts. Clients are also encouraged to change unwanted behaviors using such things as [meditation](https://www.verywellmind.com/different-meditation-techniques-for-relaxation-3144696), journaling, and guided imagery. In general REBT is arguably one of the most investigated [theories](https://en.wikipedia.org/wiki/Theory) in the field of psychotherapy and a large amount of clinical experience and a substantial body of modern psychological research have validated and substantiated many of REBTs theoretical assumptions on [personality](https://en.wikipedia.org/wiki/Personality_psychology) and psychotherapy.Since one of the main [objectives](https://en.wikipedia.org/wiki/Goal) in REBT is to show the client that whenever unpleasant and unfortunate condition arises that you are in charge, it can be inferred at this juncture that the pregnant and student mothers should device adaptive ways of remedying their challenges in order to attain high level of education. Therefore this is the gap the present study is filling.

[**Bernard Weiner**](https://en.wikipedia.org/wiki/Bernard_Weiner) **Attribution Theory (2001)**

Bernard Weiner proposed that individuals have initial affective responses to the potential consequences of the intrinsic or extrinsic motives of the actor, which in turn influence future behavior. That is, a person's own perceptions or attributions as to why they succeeded or failed at an activity determine the amount of effort the person will engage in activities in the future. Weiner suggests that individuals exert their attribution search and cognitively evaluate casual properties on the behaviors they experience. When attributions lead to positive effect and high expectancy of future success, such attributions should result in greater willingness to approach to similar achievement tasks in the future than those attributions that produce negative effect and low expectancy of future success. Eventually, such affective and cognitive assessment influences future behavior when individuals encounter similar situations.

Weiner's achievement attribution has three categories:

1. stable theory (stable and unstable)
2. [locus of control](https://en.wikipedia.org/wiki/Locus_of_control) (internal and external)
3. controllability (controllable or uncontrollable)

Stability influences individuals' expectancy about their future; control is related with individuals' persistence on mission; causality influences emotional responses to the outcome of task. Culture bias is when someone makes an assumption about the behavior of a person based on their cultural practices and beliefs. People in [collectivist](https://en.wikipedia.org/wiki/Collectivist) cultures see individuals as members of groups such as families, tribes, work units, and nations, and tend to value conformity and interdependence. In other words, working together and being involved as a group is more common in certain cultures that views each person as a part of the community. Research shows that culture, either individualist or collectivist, affects how people make attributions. People from individualist cultures are more inclined to make fundamental-attribution error than people from collectivist cultures. Individualist cultures tend to attribute a person's behavior due to their internal factors whereas collectivist cultures tend to attribute a person's behavior to his external factors. Research suggests that individualist cultures engage in [self-serving bias](https://en.wikipedia.org/wiki/Self-serving_bias) more than do collectivist cultures, i.e. individualist cultures tend to attribute success to internal factors and to attribute failure to external factors. In contrast, collectivist cultures engage in the opposite of self-serving bias i.e. self-effacing bias, which is: attributing success to external factors and blaming failure on internal factors (the individual). This study intends to find out whether child bearing is the main cause of student mothers’ poor academic achievement and low educational attainment and that is how the attribution theory relates to the present study.

**Empirical Studies**

The research by Onoride (2011) on the academic achievement of married women students in Nigerian Higher Education which aimed at investigating the experiences/challenges of women students and its influence on their academic achievement and also if there is a relationship between cultural practices and academic achievement of student mothers. The researcher guided the study with three research questions and three hypotheses. The author employed mixed research design that is quantitative and qualitative research. A well-structured questionnaire and a semi- structured interview were used as instrument for data collection. The population comprised of undergraduate women students between the age of 18 and 45 in a recognized higher institution in Nigeria (Lagos State University and AdeniranOgunsanya College of Education) Purposive sampling was used. Statistical methods were used to analyze the data collected, Pearson Product Moment Correlation and t-test statistics were employed to test hypothesis. The study revealed that there is relationship between cultural practices and academic achievement of women students; that cultural practices confine women to specific responsibilities and tasks; dwindling number of women students as theyclimb up the educational ladder. This study is similar to the present study because both of them aimed at seeking the academic achievement of student mothers or women students.

A research by Gyan (2013) on the effects of teenage pregnancy on the educational attainment of girls at Chorkor, a Suburb of Accra Region of Ghana which purposed to find out the effect of teenage pregnancy on the educational attainment of the girl-child was also reviewed. The population for the study comprised all females and opinion leaders in Chorkor (both menand women).Purposive and snowball sampling procedures were used in selecting respondents for the study. After purposefully selecting and interviewing the initial subject, the researcher used the snowball samplingprocedure to ask for assistance from the subject to help identify people with a similar trait of interest. The researcher thenobserved the nominated subjects and continued in the same way until fifty (50) respondents were interviewed.Two focus group discussions were organized with each comprising five members (teenage mothers or girls).There were in-depth interviews with five teenage mothers and two key informants using unstructured interview schedule.

The five (5) key informants were the head teachers of two selected schools in the community and three (3) opinionleaders in the community. Questionnaire was the major tool employed to collect quantitative data for the study. Thequestionnaire was administered in a face-to-face interview. Interview guide and observation were used to collect thequalitative data.The qualitative data collected from the field were transcribed that is, they were typed (from interviews, andobservational notes) into word processing documents. The researcher then carefully read the transcribed data, line byline, and divided the data into meaningful analytical units (that is segmenting the data). When meaningful segments werelocated they were coded. The coding was done by marking the segments of data with symbols, descriptive words, or

category names.The quantitative data on the other hand were edited coded and fed into the computer using the StatisticalPackages for Social Sciences (SPSS). The data were analyzed using descriptive statistics. Tabular presentations ofinformation were used to facilitate easy interpretation and comprehension.The study revealed the causes of teenage pregnancy include poor parenting, poverty, peer influence. The author recommended that educational, social, economic,and employment histories common among teenage parents, career development is a priority for helping this group make the transition from adolescence to economic independence. It also revealed that love seeking cannot lead to teenage pregnancy. The present study intends to realize the educational attainment of student mothers.

A research by Moghadam , Khiaban, Esmaeili and Salsali (2017) on motherhood challenges and wellbeing along with the studentship role among Iranian women which purposed to explore and describe the experiences of Iranian female students with the role of motherhood. The author used purposeful sampling to select twenty student mothers aged 24 – 50 who were studying at a state or non- state university in an urban area in northwest Iran. The researcher used individual semi structured interview as an instrument for data collection and the data collected were analyzed using a qualitative content analysis approach. The study revealed that whenever the roles of mother and that of student overlapped, student mothers made their families and children a priority over their educational duties. The difference between this study and the present study is that the present study is on Nigerian women students while this study researched on Iranian women students. Also, the present study seeks to find the influence of these challenges on the academic achievement and educational attainment of student mothers in high institutions.

 Another study by Achema, Emmanuel and Moses, (2014) on factors responsible for teenage pregnancy and its implication on adolescent health and education: Perception of secondary school students in Nigeria was reviewed. The study was conducted in two secondary schools inAbejukolo, Omala Local Government Area of Kogi State,Nigeria. Abejukolo is the Headquarters of Omala LocalGovernment and it is situated in the Eastern flank of KogiState. The work aimedat determining the perception of students about factors responsible for teenage pregnancy,and its implication on adolescents’ health and education.The authors useda descriptive survey design, out of the total population of 800 teenage girls in both schools, 300 students were randomly selected from twosecondary schools to complete a self-administered questionnaire. Data collected was analyzed using descriptive statistics. Result from the study revealed that lack of parenting; self-control and sex education were responsiblefactors for teenage pregnancy among the adolescents. The educational and health implications borders onschool dropouts, abortion, sexually transmitted infections among others. They equally recommended that Parents, teachers andgovernment agencies should provide supportive systems with regards to prevention of teenage pregnancy.

Adofo (2013) researched on the challenges and coping strategies of student nursing mothers in Tertiary Institutions in the greater Accra region of Ghana using mixed method design. The author used purposive and accidental sampling procedure to select samples, then a semi- structured questionnaire and interview were used as instrument for data collection. The researcher used two research questions to guide the study. The data collected were analyzed using statistical package for social sciences (SPSS). The study found outthat majority of respondents faced academic challenges such as inability to attend lectures and tutorials regularly because of tiredness, sickness of child, takingbaby to child welfare clinic and lack of lactation rooms for breastfeeding of babies. The cost of transport to and from school and payment of fees were the economic challenges. They were as well unable to perform their child care functions adequately. To cope with the challenges respondents relied on paid house helps, keeping children at day carecentres, raising loans and relying on husbands and friends for lift to school. The study recommended for the provision of lactation rooms, day care centres and counselling services for student nursing mothers on university campuses. The difference between this study and the present study is that the present study intends to find the influence of these challenges on both the academic achievement and educational attainment of the student mothers.

**Summary of Literature Reviewed**

In this study, the review of the related literature was carried out under three broad headings namely; the conceptual framework, theoretical reviews and empirical studies. In conceptual framework, the researcher reviewed some reported opinions and ideas with regards to education and its importance, higher education, marriage, challenges associated with pregnancy and childbearing on campus, student's academic achievement in higher education.

The theoretical framework was based on two cognitive theories. They include Rational Emotive Behaviour Therapy, REBT and Bernard Weiner Attribution Theory. REBT which was propound by Albert Ellis in 1950 assumes that humans have both inmate rational and irrational tendencies and leanings and also promotes/ teaches that the concepts and philosophies of life of unconditional self-acceptance, other acceptance and life acceptance are effective philosophies of life in achieving mental wellness and mental health. While the Bernard Weiner theoryproposed that individuals have initial affective responses to the potential consequences of the intrinsic or extrinsic motives of the actor, which in turn influence future behavior. That is, a person's own perceptions or attributions as to why they succeeded or failed at an activity determine the amount of effort the person will engage in activities in the future.

Under the empirical studies, four different researchers were reviewed. Most of the literature reviewed revealed the challenges being encountered by the student mothers and some coping strategies to improve their academic achievement. Also, most of the work were done in Ghana, Iran, Kogietc, none of these works available to the researcher was done in the Tertiary Institutions in Enugu State, hence the need for the present study “Influence of Child-Bearing on Academic Achievement and Educational Attainment of Student Mothers in Tertiary Institutions in Enugu State”

**CHAPTER THREE**

**RESEARCH METHOD**

The methods involved in this research are discussed under the following subunits: Research design: Area of study of study: Population: Sample and Sampling: Instrument for data collection: Validation of the instrument: Method of data collection and data analysis.

**Research Design**

Survey research design was used for this study. Generally, items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire group(Nworgu 2010). Survey can be used to designate any research activity in which the investigator gathers data from a portion of the population.

**Area of Study**

The chosen area for this study is Enugu State. The State was chosen because that is where the researcher resides. There are about twelve tertiary institutions in Enugu State (including public and private) and three were randomly selected. The selected tertiary institutions include Enugu state college of education (Technical), Institute of Management and Technology (IMT) and Peaceland college of education.

**Population of the study**

The population of the study comprised of all the student mothers in the three selected tertiary institutions in Enugu State. There are four hundred and fifty student mothers in the selected institutions.

**Sample and Sampling Techniques**

The simple random sampling technique was used to select fifty student mothers from each of the selected tertiary institutions. The sample size for the study was one hundred and fifty respondents (150).

**Instrument for Data Collection**

Questionnaire was be instrument for data collection. It was made up of two sections A & B. Section A was personal data while section B consisted of 32 items that was rated and formed from the four research questions. The questionnaire were structured along the four modified Likert point scale of:

Strongly Agreed (SA) 4points

Agreed (A) 3points

Disagreed (D) 2points

Strongly Disagreed (SD) 1point

**Validation of the Instrument**

The research instrument was validated by three experts, two from Science Education Department and one from Educational Measurement and Evaluation all in Peaceland College of Education, Enugu. The validators were requested to ensure coherence and relevance of the items to the subject matter.

**Reliability of the Instrument**

The Cronbach's Alpha procedure for testing reliability was applied. The copies of the questionnaire were administered to a group of twenty student mothers in tertiary institutions in Anambra State which is different from the area of study. The alpha coefficient value was 0.75 (see appendix 2), this indicated that the instrument is reliable.

**Method of Data Collection**

The researcher went to the selected tertiary institutions and administered 150 questionnaires to the respondents and collected them back immediately to avoid loss of any questionnaire and ensured 100% return rate.

**Method of Data Analysis**

Data collected were analyzed using mean and standard deviation for the research questions. A cut-off point was be determined by finding the mean of the nominal values assigned to response code thus;

Strongly Agreed (SA) rated as 4 points

Agreed (A) rated as 3 points

Disagreed (D) rated as 2 points

Strongly Disagreed (SD) rated as 1 point

The mean derived was 2.5 as shown in Appendix 1. Therefore, any item with a mean of 2.5 and above was interpreted as strongly Agreed (SA) while those with the mean below 2.5 was regarded as Disagreed (D).

**Decision Rule for Testing Hypotheses**

Decision for acceptance or rejection of the stated hypotheses was taken by t- test. The t-calculated was compared with the t- critical such that if t- critical is greater than t- calculated, the stated null hypothesis is accepted, else it is rejected.

The degree of freedom (df) was determined by calculating (N1 + N2) -2 and used at a 0.05 level of significance to trace the critical – t value in the t- distribution.

**CHAPTER FOUR**

**RESULTS AND DISCUSSION**

This chapter deals with the analysis of data collected. The result of the analysis were presented in Tables to highlight the major findings according to responses to the research questions.

**Research Question 1**: What are Factors Contributing to early marriage and Childbearing while still in School?

**Table 1**: Mean Responses of the Respondents on Factors Contributing to early marriage and Childbearing while still in School

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | ITEM | SA | A | D | SD |  X |  N | S/Deviation | Remark |
| 1.2.3. 4.5.6.7.8.9.  | Parents always pay school fees as at when due.There is a struggle to pay school fees and buy other necessary things.It is difficult to pass examinations.Teachers in the school discourage learning.Peers in school are aspiring higher in education.All girlfriends have boyfriends and always have date with them. Boys help in up-keep of their girlfriends in school.Teachers teach very well and are friendly.Parents are not educated. | 3441191646 21 25 4528 | 365328145642445931 | 473560622744342648 |  332143582143472043 | 2.472.762.151.922.852.272.312.862.29 |  150 150 150 150 150 150 150150 150 |  1.08 1.00 0.98 0.95 1.00 1.03 1.090.99 1.08 | RejectedAcceptedRejectedRejectedAcceptedRejectedRejectedAcceptedRejected |
|  | Grand Mean/Std Dev |  |  |  |  | 2.43 |  |  1.02 |  |

From Table 1, items 2, 5 and 8 with mean scores of 2.76, 2.85 and 2.86 respectively were above the cut-off of 2.5 and were accepted. While items 1, 3, 4, 6, 7 and 9 with mean scores of 2.47, 2.15, 1.92, 2.27, 2.31 and 2.29 respectively were below the cut-off and were rejected. This showed that poverty, students struggling by themselves to pay their school fees etc are the major factors causing students to enter into marriage while still in school. The grand mean in research question 1 is 2.43 indicating that most of the listed items are not the cause of early marriage and childbearing.

**Research Question 2:** Wha**t** are the Influence of childbearing on the academic achievement of the student mothers?

**Table 2**: Mean Responses of Respondents on Influenceof Childbearing on the Achievement of the Student Mothers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD | X | N | S/Deviation | Remark |
| 10.11.12.13.14.15. 16.17.18.19. | Unable to attend lectures whenever the child is sick.Failure to participate in quiz whenever the child is sick.It is difficult to get a place to keep the child during examination.Attention is always divided during lecture when house work is remembered.Concentration rate in the class always increases whenever there is domestic challenge.Adequatepreparation for examinations.Inability to understand the topics taught when absent in class. Combining child care, house work and class work adversely affect academic achievement.During pregnancy, missing of lectures become unavoidable due to antenatal and sicknesses accompanying pregnancy.Many courses are passed with good grades. | 4737 38 34306341544238 | 50354653374963486064 | 31533232462226302938 | 22253431371620181910 | 2.812.562.592.602.403.062.832.922.832.87 | 150150150150150150150150150150 | 1.040.101.091.051.040.990.981.010.670.85 | AcceptedAcceptedAcceptedAcceptedRejectedAcceptedAcceptedAcceptedAcceptedAccepted |
|  | Grand Mean/Std Dev |  |  |  |  | 2.75 |  | 0.88 |  |

From Table 2, items 10, 11, 12, 13, 15, 16, 17, 18 and 19 having mean scores of 2.81, 2.56, 2.59, 2.60, 3.06, 2.83, 2.92, 2.83 and 2.75 respectivelywere all accepted being above the cut-off mark. Only item 14 with mean scores of 2.40 was rejected. This implied that student mothers do not concentrate in the class whenever they have domestic challenge. The items accepted showed that the influence of childbearing on the academic achievement of student mothers include absence from lecture whenever their child is sick, failure to participate in the quiz when the child is sick, having divided attention while the lecture is going on, combining class work, caring for their children and other domestic works.But from item 19, which was equally accepted, it showed that in the mist of all their challenges they still have pass their courses with good grade. The grand mean of 2.75 indicates that childbearing has no influence on the academic achievement of student mothers.

**Research Question 3**: What are the influence of childbearing on the educational attainment of student mothers?

Table 3: Means Responses of the Respondent on the Influence of Childbearing on the Educational Attainment of Student Mothers.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD | N | X | S/Deviation | Remark |
| 20.212223242526 | Inability to further my education because of the challenges accompanying child bearing.Hope to go for masters and Ph D after First degree programme.Professional examinations are necessary to support oneselfWould become member of professional organizations in orderto continually upgrade knowledge.Attending conferences, seminars and workshops is not necessary.Ability to carry out research and publish the results in renowned educational journals.Hope to become a Professor in my field of study | 27625058274478 | 32535660316343 | 47232320472718 | 44122112451611 | 150150150150150150150 | 2.283.102.903.092.272.903.25 | 1.070.931.020.921.070.940.94 | RejectedAcceptedAcceptedAcceptedRejectedAcceptedAccepted |
|  | Grand Mean/Std Dev |  |  |  |  |  | 2.83 | 0.98 |  |

From Table three, items 21, 22, 23, 25 and 26 having mean scores of 3.10, 2.90, 3.09, 2.90 and 3.25 respectively were accepted because they are above the cut-off mark. While items 20 and 24 with mean scores of 2.41 and 2.27 respectively were rejected. This showed that student mothers are aspiring to further their education to masters, Ph D and Professorial levels even in the mist of the challenges they are facing. They equally accepted to be attending conferences, seminars, workshops and even becoming members of professional bodies, carrying out researches and publishing in the renowned journals. Also the grand mean of 2.83 shows that childbearing has no influence on the academic attainment of student mothers.

**Research Question 4**: What are the proffered solutions?

**Table 4**: Mean Response of Respondents on the Proffered Solutions

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | D | SD | N | X | S/Deviation | RemarkAcceptedAcceptedRejectedAcceptedAcceptedAcceptedAccepted |
| 27.28293031.3233 | Participating in group discussions.Provision of financial support from husband and relatives.Skipping some lectures to take care of the baby.Employing the services of the paid domestic workers.Domestic helps/support from the husband like taking care of the baby at home, helping in the house chores.Engaging oneself in petty-trading for financial support.Taking the baby to child care center | 45712132464360 | 45444951585946 | 37235039273022 | 23123028191822 | 1501501501501501501 | 2.753.162.412.582.872.842.96 | 1.040.960.951.051.050.991.06 |
|  | Grand Mean/Std Dev |  |  |  |  |  | 2.80 | 1.01 |  |

From Table 4 accepting the following items 27, 28, 30, 31, 32 and 33 with the mean scores of 2.75, 3.16, 2.87, 2.84 and 2.96 respectively implies that the following proffer solutions to the effects were equally accepted – participating in discussion class, financial support from their husband and friends, domestic support from husbands, employing the service of the paid domestic workers, taking the baby to child care center.While item 29 having mean score of 2.41 was rejected indicating that skipping lectures in order to care for the baby is not a solution at all. The grand mean of 2.80 shows that all the items are the proffered solutions to the effects.

Table 5A-B:**Testing the Hypotheses using t-test**

**A. Ho1: There is no significant difference between childbearing and Educational Achievement**

The t-test of significant difference between the mean ratings of student mothers on childbearing and the academic achievement in tertiary institutions in Enugu State.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **X¯** | **S/Dev** | **N** | **df** | **p** | **t-cal** | **t-crit** | **Decision** |
| **Educational Achievement** | **2.75** | **0.88** | **150** | **298** | **0.05** | **0.11** | **1.96** | **Accept Null Hypothesis** |
| **Childbearing** | **2.43** | **1.02** | **150** |

**B. Ho2: There is no significant difference between childbearing and Educational Attainment.**

The t-test of significant difference between the mean ratings of student mothers on childbearing and the educational attainment in tertiary institutions in Enugu State

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | **¯X** | **S/Dev** | **N** | **df** | **p** | **t-cal** | **t-crit** | **Decision** |
| EducationalAttainment | **2.83** | **0.98** | **150** | **298** | **0.05** | **0.11** | **1.96** | **Accept Null Hypothesis** |
| Childbearing | **2.43** | **1.02** | **150** |

Tables 5A-B reveals that calculated t-value of 0.11 and0.11 respectively are less than t-critical value of 1.96 at 0.05 level of significance. The null hypothesis was therefore not rejected. This implies that there is no significance difference between childbearing and academic achievement as well as educational attainment of student mothers in tertiary institutions in Enugu State.

**Summary of the Findings**

The statistical Analysis of the data collected with respect to research questions revealed that

* 1. The result of the study showed that the factors contributing to early marriage and childbearing while still in school are notinability of parents to pay school fees due to poverty, finding it difficult to pass their examinations, lack of encouragement from teachers. The grand mean of 2.43 shows that some of the factors enumerated such as students struggling to pay their school fees led the students into early marriages which in turn led to childbearing.
	2. The grand mean of 2.75 shows that childbearing has no influence on the academic achievement of student mothers.
	3. The student mothers are aspiring to climb to the highest level of educational ladder, that is from Master degree to Ph D and finally to Professorial level. Even to the extent of being versatile by going to conferences, workshops, seminars, publishing papers in renowned journals. Hence the grand mean of 2.83 confirming that childbearing has no influence on the Educational attainment of student mothers.
	4. The finding from the study revealed thatfinancial and domestic support from husbands, employing the service of the paid domestic workers, taking the baby to child care center were the proffered solution to the effects.
	5. There is no significant difference between childbearing and academic achievement as well as educational attainment of student mothers in tertiary institutions in Enugu State. This shows that childbearing has no influence on both the academic achievement and educational attainment of student mothers.

**CHAPTER FIVE**

**DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with discussion of the findings, conclusion, recommendations, limitation of the study and suggestion for further study.

**Discussion of the Findings**

The discussion of the findings was based on the research questions. Research question one aimed at finding out the factors contributing to early marriage and childbearing while still in school. This study revealed that inability of the parents to pay school fees due to poverty, lack of encouragement from the teachers, finding it difficult to pass examination are not the factors causing students to enter into marriage and childbearing while still in school. This finding is notin accordance with the studies of Gyan (2013), Reuben (2013), Achema, Emmanuel and Moses (2014). Gyan (2013) found out that the causes of early marriage are poverty, poor parenting and peer influence. Reuben (2013) established that poverty is the leading cause of early marriage and it affects people in terms of development. He revealed that girls are married off early for an economic gain in order to educate the boy- child. Reuben also revealed that culture is also one of the causes of early marriage. While Achema, Emmanuel and Moses (2014) revealed that lack of parenting, self- control and sex education are the factors responsible for early marriage among adolescents.

Research question two which aimed at finding out the influence of childbearing on the academic achievement of the student mothers revealed childbearing has no influence on their academic achievement. This compares negatively with the studies of Chindo (2010) and Moghadam, Khiaban, Esmaeili and Salsali (2017). Chindo revolved that marital conflicts influence the concentration of married students thereby influencing self –control of emotion, drop in CGPA and subsequent withdrawal from academic pursue. He also concluded that married students who are experiencing marital conflicts cannot perform better in their academic work.While that of Moghadam, Khiaban, Esmaeili and Salsali found out that whenever the roles of mother and that of student overlapped, student mothers made their families and children a priority over their educational duties. But compares positively with the study of Umar and Aliyu (2018). The study of Umar and Aliyu revealed that there is a significant relationship between influence of marriage and academic achievement of students in tertiary institutions.

Research question three which sought to establish the influence of childbearing on the educational attainment of student mothers revealed that child bearing has no influence on the educational attainment of student mothers i.e that the student mothers are aspiring to climb to the highest level of educational ladder, that is from Master degree to Ph D and finally to Professorial level. Even to the extent of being versatile by going to conferences, workshops, seminars, publishing papers in renowned journals. This findingof the present study is not in line with the studies of Nnodim and Albert (2016) and O’connor (1999) cited in Gyan (2013). Nnodim and Albert (2016) revealed that teenage pregnancy adversely affects the educational attainment and socio-psychological well-being of the affected teenage girl. While O’connor revealed that academically-oriented females are less likely to give birth while still in high school. On the other hand, the finding is in line with the study of Onoriode (2011) which revealed the increasing interest by women in higher education and the dwindling number of women students as they climb the educational ladder. This is attributed to self-determination, applying coping strategies and hardwork on the side of student mothers.

Research question four aimed at finding the proffer solutions to the challenges encountered by the student mothers. The finding from the study revealed that participating in discussion class, financial support from husbands and friends, domestic support from husbands, employing the service of the paid domestic workers, taking the baby to child care center were the proffered solutions to the challenges. This finding agreed with the study of Adofo (2013) which established that the coping strategies to relieve student mothers of their challenges were relying on the paid house help, keeping children at day care centers, raising loans and relying on husbands and also participating in discussion class.

**Summary**

The study of influence of childbearing on academic achievement and educational attainment of student mothers in tertiary institutions in Enugu State purposed to find the factors contributing to early marriage and child-bearing during education period, the influence of child-bearing on the academic achievement and educational attainment of the student mothers and also the possible remedies to tackle the challenges.The researcher employed four research questions and two hypotheses to guide the study.The literature was reviewed under conceptual framework, theoretical framework and empirical studies.Survey research design was used for the study. The population of the study comprised of all the student mothers in the three selected tertiary institutions in Enugu State which include Enugu State College of Education (Technical) ESCET, Institute of Management and Technology (IMT) and Peaceland College of Education, Enugu, totaling four hundred and fifty student mothers. Then simple random sampling was used to select fifty student mothers from each of the selected tertiary institution. The sample sizefor the study was one hundred and fifty respondents.

Questionnaire was the instrument for data collection and data collected were analyzed using mean and standard deviation. From the data analysis the study revealed that the student mothers pass their courses irrespective of the challenges they suffer and they also aspire to attain higher educational level like studying further to Masters, Ph D and Professional level. They even accepted to broaden their knowledge by going to conferences, workshops, seminars, carrying out researches and publishing in reputable journals among others.

**Conclusion**

The following conclusions were drawn from the findings of the study;

1. Students enter into marriage and child-bearing mainly due to struggle to pay fees.
2. Childbearing has no influence on the academic achievement of student mothers in tertiary institutions in Enugu State.
3. Student mothers’ educational attainment is not influenced by childbearing and other domestic challenges.
4. The proffered solutions to the challenges encountered by the student mothers are: having both financial and domestic support from their husbands and parents, employing the services of the paid domestic worker, taking the baby to child care center and also engaging oneself in petty-trading for financial support.
5. There is nosignificant difference between childbearing and academic achievement as well as educational attainment of student mothers in tertiary institutions in Enugu State

**Recommendations**

Based on the findings from this study, the following recommendations were made

1. Government should make provisions for student mothers in all the tertiary institutions such as providing comfortable hostel for them, giving them allowance occasionally to encourage them.
2. School authorities should be giving student mothers preferential treatment such as giving instruction that all lectures should be starting from 10.00am in order to accommodate student mothers.
3. The student mothers should adopt coping strategies such as employing the services of paid domestic workers and taking their babies to child care center.

**Limitation of the Study**

 The limitation of this study was using only three tertiary institutions out of the numerous tertiary institutions in existence as the result generated cannot be generalized for all.

**Suggestion for Further Study**

1. The researcher suggests that a study of this kind should be carried out in all the states occasionally.
2. Survey of educational attainment of married women in two or three states.
3. Survey of educational achievement of student mothers in tertiary institutions.

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**Appendices**

**Appendix 1**

Analysis of data using statistical mean:

Mean (X¯) =$\sum\_{}^{}\frac{fx}{N}$

Where X= Mean scale

$\sum\_{}^{}$=Summation of all nominal value of items

 F = Frequency

X= Nominal of value of options

N= Number of scale items

X= 4+3+2+1 = 10 = 2.5

 4 4

**Appendix 2**

Calculation of Cronbach’s Alpha,

 α = {$k/($k-1)} × ($1-[(\Bbbsum\_{}^{}s$i$ )$ /st)]

Where k = Number of items

Si = SD of ith item

St = SD of sum score

α = Alpha

**Appendix 3**

Higher Institutions used for the study

The following higher institutions in Enugu State will be used for the study:

1. Enugu State College of Education (Technical)
2. Peaceland College of Education
3. Institute of Management and Technology (IMT)

**Appendix 4**

 School of Post Graduate Studies

 Peaceland College of education

 Enugu

 In Affiliation with

 Anambra State University, Uli

 01st Feb 2019

Dear Validator,

 I am a Masters Degree student of the above-named institution. I am conducting a research on ‘The Influence of Child Bearing on Academic Achievement and Educational Attainment of Student Mothers in Tertiary Institutions in Enugu State’.

 I sincerely solicit your help in validating to the items below to enable me carry out the research work.

 I will be grateful if my request is given a favorable consideration

 Thanks, in anticipation

 Yours Faithfully,

 Odionyenma Obiageli