

STUDENT-MOTHERS' DIFFICULTIES AT WINNEBA-CAMPUS UNIVERSITY OF EDUCATION - GHANA

Author's Name: ¹Amos Amuribadek Adangabe, ²Cecilia Anane, ³Daniel Inkoom

Affiliation: ¹PhD Fellow and Tutor Department of Education -Nusrat Jahan Ahmadiyya College of Education, Box 71- Wa, Ghana- West Africa

²PhD Fellow and Tutor Department of Education - St. Joseph's College of Education, P. O. Box 15 – Bechem

³PhD Fellow and Tutor Department of Education - Berekum College of Education Box 74, Berekum - Bono Region, Ghana

E-Mail: jesseayuekanbe@gmail.com

DOI No. – 08.2020-25662434

Abstract

This research work explored the challenges and perceived support (needs) of student-mothers as they undertake motherhood and studentship concurrently at the University of Education, Winneba campus of Ghana. The study is a qualitative piece that employed the case study design. Twenty student-mothers between the ages 26 – 40 with at least a child aged five years or below staying with them full time on campus were interviewed. The student-mothers were selected through purposive and snowball sampling techniques. The researchers employed an unstructured interview to gather data for the research. The study results revealed that student-mothers experience a myriad of social, academic, psychological, and financial challenges. Student-mothers stand a higher risk of experiencing stress. Student-mothers sacrifice their pleasures to fulfil their dual responsibilities—student-mothers experience role conflict as they perform their mothering responsibilities and study concurrently.

Keywords: Coping Strategy, Motivation, Student-mothers

INTRODUCTION

As society keeps advancing in knowledge and technology, it is equally essential for both men and women to be abreast with the times by upgrading themselves and their knowledge. These will enable them to fit into society, contribute their quota in nation-building, and support themselves and their families. Education in this modern time seems to be the only alternative to help individuals achieve these goals and maintain or upgrade their status. It is, therefore, not surprising to see many people trying to gain admission into tertiary institutions to undertake various programs to either help them secure their position in the job market or help them obtain or maintain their status in their respective societies. Notwithstanding the benefits of education, it is evident that not just any kind of education but rather university or higher education. In that attaining both junior and senior high education serves as the basis for future professional, economic and social empowerment. Egenti and Ouyi (2006) claim that education would enable the person to keep pace with societal, cultural, economic, political, and technological changes he or otherwise facing him or her; as a result, access to education has become a primary goal for everyone; males and females alike, as well as individuals seeking advancement in life, view it as a necessary means. While education benefits both sexes equally, women are disadvantaged by their traditional roles. The traditional roles for men and women are slowly changing even though society has collective value systems that still support prescribed traditional roles for men and women. Burgess (1994), researching the topic; Gender Role Revisited; The Development of the "Woman's Place" Among African American Women in

the United States, asserts that inherent biases and a lack of knowledge have encouraged the adoption of a single standard for family and gender-specific behaviour, resulting in a limited, one-dimensional perspective on women and men's roles in society.

It is the role of men to provide for their families and be its head. The critical role of women in pre-colonial Africa is as the subject is clearly expressed in African mythology and history. He further asserts that the duties of a homemaker and a primary parent are to raise children (Burgess, 1994). Due primarily to her duties at home, the woman was given the work. She was expected to care for the home and supervise the husband and children, and other relatives. In this way, it is normal for women to keep the household running and to raise children. Vryonis and Visilakis (2005) Assert that married men are criticised as not being able to provide financially for their families even when they work outside the home.

RESEARCH QUESTIONS

1. What challenges are experienced by student-mothers in the University of Education, Winneba campus?
2. How do these challenges Impact the student-mothers life?

LITERATURE REVIEW

Challenges of Student-Mothers

According to Pare (2009), student-mothers have families but have decided to further their education. These women seek to acquire further knowledge to improve upon their lives and their children or families as a whole. In these recent times, most family women are concerned with family issues such as mothering and housekeeping and enrol themselves in universities and other institutions to improve upon their knowledge base. Ajandi (2011), researching single student-mothers in the University of Toronto, referred to student-mothers as non-traditional students. She was of the view that although students are also seeking admission into the university, the present institution caters for the dominant mainstream student who tends to be male and females (without caregiving responsibilities), non-spiritual/religious, full-time, and of traditional age (straight out of high school). This negligence on the part of university authorities makes such students (student-mothers) vulnerable to many challenges due to certain unfavourable conditions they encounter. The above assertion is not different to that of Ghanaian institutions. It seems that most of our institutions, both government and private, are now admitting older students who have other responsibilities aside from studying. Some may have families (wife or husbands and children) who depend on such students.

Nevertheless, most of these institutions do not consider some of the basic needs of such students and expose them to various challenges. Like students in the University of Education, Winneba, it seems that authorities of the institution are most concerned about younger and single students who are not having additional responsibilities. Although the institution was purposely designed for teachers who had families, most of the facilities and programmes are now not favourable, especially to the student-mothers.

Research conducted by Acker (1994) reveals that there has been an increase in the number of mature women with children who enroll in higher institutions or education. Nevertheless, it is acknowledged that the universities have ignored such changing trend. In the light of this, it seems that universities expect young, unattached male and female students to enroll in various programs; this statement is seen as a lack of change in today's changing world where women are expected to play a significant role in the social, political and economic life of both the nation

and the family (Acker, 1994). This explains why there has not been any significant change in conditions prevailing on most universities' campuses regarding non-traditional students, that is, student-mothers.

Scott, Burns and Cooney (1998) assert that studying in the student mothers already entire lives was a significant challenge for them. The mother is naturally supposed to provide her child or children with all the necessary support, care, love, and attention to help the child develop and grow up to be a sound and healthy individual. The mother endowed with such a responsibility primarily provided the child's physical, mental, emotional and social needs.

For a student to perform well, that student needs to devote much time to his/her studies by reading extensively, attending lectures regularly, taking part in all assignments, and doing further research. The combinations of these two activities pose a significant challenge to the student mother. The student mother may be torn between these two roles, not knowing which one to perform at a given point in time. Pare (2009), researching student-mothers, found that student-mothers face various obstacles within universities designed around a traditional student role. She enumerated the following as some of the significant challenges faced by student-mothers; health-related problems, financial difficulties, child care and space problems. In Ghana, Boateng (2013) researched the experiences of pregnant and lactating mothers in the University of Education, Winneba and concluded that student-mothers face numerous challenges ranging from inadequate funds, child care problems, accommodation problems, lack of corporation from colleagues and lecturers. This implies that most student-mothers have a problem combining mothering with studying. For the sake of this research, these challenges may be classified as being academic, social, psychological or physical challenges.

The Impact or the effect of combining the double concurrent roles of studying and mothering

According to the Encarta Dictionaries, an effect is described as a consequence, a shift or altered condition that occurs due to someone or something else's behaviour. According to Kirrane and Buckley (2004), balancing the dual demands of studying and mothering responsibilities can be overwhelming for students and can have a detrimental effect on an individual's well-being. Additionally, the literature indicates that juggling academic obligations with family responsibilities such as breastfeeding has a detrimental effect on individuals and organisations. Individuals subjected to this dual demand may suffer from job stress, depression, and decreased marital and life satisfaction (Frone, Russell & Cooper, 1992; Thompson & Ganster, 1995; Mensah, 2011). The above statements also apply to the situation of the student mother; studying and mothering can have a positive or negative effect on the student mother, but the negative effect is most often detrimental to her academic performance and mothering responsibilities. The situation may also have an effect on the student mother's health, social life, and relationship. As a student mother, she juggles these two demanding roles.

METHODOLOGY

Research Design

The exploratory case study method was used to investigate the problems faced by student-mothers at the University of Education, Winneba campus. A case study is described as "an empirical investigation into a contemporary phenomenon within its real-life context, particularly when the boundaries between the phenomenon and the context are not clearly evident" (Hancock & Algozzine, 2006). In other words, a case study is a story about something

special. It enables the investigation to maintain the holistic and substantive aspects of real-life events such as human life cycles, organisational and administrative processes, neighbourhood transformation, international relations, and industry maturation (Yin, 2003). The population for this study comprised all current student-mothers pursuing undergraduate programs at the University of Education, Winneba campus. All of the participants were women who have a child of five years old or younger or two or more children with at least one five years old or less. This group of students was selected because there has not been adequate research on combining child-rearing responsibilities with academic work as they pursue various programmes. Secondly, mothers of children under five are unique because children within this age cohort are more dependent on their mothers and usually are not in school full-time. This means that student-mothers will have to devote much more of their time to the children at the expense of their studies. Also, children at this age range are in their formative years and require more outstanding care and attention from parents, especially the mothers (Bosch, 2013). Twenty student-mothers between the ages 26 – 40 with at least a child aged five years or below staying with them full time on campus were interviewed. The student-mothers were selected through purposive and snowball sampling techniques. The researchers employed an unstructured interview to gather data. The data gathered were transcribed, coded and analysed thematically.

ANALYSIS AND DISCUSSION OF RESULTS

Challenges faced by student-mothers

This research question sought to find out some of the challenges faced by student-mothers as they combine motherhood and studentship responsibilities concurrently. The following were the themes that emerged; (1) academic challenges, (2) economic or financial challenges, (3) psychological challenges (4) social challenges.

Academic challenges experienced by the student-mothers

It emerged from responses gathered from both the interview that student-mothers lacked adequate time to do some of the things required of them as students and mothers. Inadequate time was one of the essential barriers reported in this study. The mothers reported not having enough time to perform their various roles, such as taking care of the child, attending lectures and group discussions. They complained of not having enough time to study, do assignments, attend lectures or group discussions and also attend to the needs of their children and families.

'I do not have enough time to complete the activities of the day. I have to work for the child and do other things while others can attend lectures and return to relax and study again. I have to use the time for other preparations. I wish more time is added to the regular twenty-four hours for me, but it is impossible. I do not have time for my self. (SM-1)

'Academically, there is much pressure so I sometimes have to skip my sleep to finish an assignment in the morning. Getting time to do what I know I have to do is my biggest challenge. I know I have to study, do an assignment, attend to group meeting and discussion all right, but by the time finish attending to one need of the child, time will be far spent. Due to this, some other activities cannot be accomplished. (SM-6)

The responses above suggest that student-mothers do not get adequate time for their studies or academic work. Hensel (1990) elucidates that academic life assumes that a student must have an uninterrupted time for his or her books. Students are expected to study or get adequate time

to read what they are taught and do further research so that they may become academically buoyant to face challenges ahead of them. However, due to the additional responsibility of child-rearing, this is not readily achievable. Welch (1990), citing Hensel (1990), argues that 'being a mother means being constantly interruptible and continually responsive to someone else's needs, making it difficult to concentrate on one's studies much more writing effectively. He further argues that the verdict is clear and that "having children is detrimental to a woman's career success"(Welch, 1990). This is partly because motherhood also demands the majority, if not the mother's whole time, to be labelled a good one (Ajandi, 2011). According to Pare (2009), full-time student-mothers were on top of their list of student groups who had problems or difficulties getting involved academically on campus.

Economic/ Financial challenges experienced by the student mother

It emerged from the data collected that financial constraints are a major economic challenge experienced by student-mothers due to combining the activities of study and mothering. The majority of the interviewees expressed concern about their financial challenges, and these were some of their comments;

I cannot take the child to school, so I have to employ someone to take care of the child. I pay her, clothe her and provide other things she may need. (SM-6)

I do not receive any financial support from my family. Even though I have study leave, my salary is not enough to support my children and my assistant. (SM-10)

The comments above suggest that most student-mothers did not have adequate funds and therefore experienced financial difficulties. According to Ajandi (2011), money for the payment of academic fees (including purchasing books, handouts etc.), accommodation fees, feeding, purchase of other logistics including drugs, clothing, etc., remains a big blow to the student mother. Bosch (2013) and Reay (2003) elucidate that since a student mother together with her child and assistant are not permitted to stay at the university's hall with other students, the student mother, therefore, needs to look for accommodation outside campus where massive amounts are charged for rooms. The responses from the participants confirm the assertions of Bosch (2013), Reay (2003), and Lynch (2008); White (2008), revealed that student-mothers' participation in higher education is hindered due to financial constraint because they have to pay their tuition fees, rent separate accommodation, provide food and other necessary commodities for herself, her baby and the one assisting in taking care of the child.

Emotional and psychological challenges experienced by the student mother

It was revealed from the data collected that most of the student-mothers experienced emotional and psychological challenges as a result of combining motherhood with studentship. The majority of the interviewees expressed concern about their emotional and psychological challenge, and these were some of their comments;

'You are one of the poor students because your child is not allowing you to study'. This is the comment made by my head of department seeing me with a child in front of other colleagues. I felt ashamed because the impression created is that I am not doing well academically (SM-8)

"Some of my colleagues will shun you when you want to join their study group. They think you are a setback and that you will draw them back during group discussion because they think you do not get time to study. (SM-2)

It also emerged from data collected that student-mothers experienced psychological and emotional disturbance which emanated from the ill-health of their children. The following are

some of their comments;

'When my child was admitted into the hospital, I could not concentrate on anything. Peculiar to most mothers, I could not think of anything aside from praying for her recovery. Although I managed to attend lectures, I was only present in the body. I felt that because I was not getting time for him, the guilt was forever with me. (SM- 3)

From the responses collected, the entire student-mothers were sometimes challenged psychologically in one way or the other as they juggled through mothering responsibility with that of studentship responsibility. This affirms the assertion by Pare (2009), Ajandi (2011) and Bosch (2013) that psychological effects noted with student-mothers emanated mainly from stigma-related comments, doubts and poor grades. They further assert that academic stress about early attendance to lectures, inability to meet assignment deadlines, participation in quizzes and examinations, uncompromising attitudes of lecturers, and stigma or unfavourable comments from some lecturers and fellow students, together makes the student mother psychologically unstable for the task ahead.

This implies that many women felt exhausted, were sleep-deprived, felt guilty for not spending enough quality time with their children, and had to juggle multiple responsibilities while pursuing full-time education. Assignments were done early in the morning or late at night. One woman read literature on psychology to her infant son during his bedtime routine to finish her homework. However, the need for more hours in a day (or less work to be done) also contributed to these women being some of the most organised women. The student-mothers spoke about creating lists of things that needed to be done each day and adding each unfinished task to the next day's list. They knew that if they had 2 hours available one afternoon, for example, those were the only 2 hours they were guaranteed to have because children could always become ill or wake up during the night.

Academic stress in relation to early attendance to lectures, inability to meet assignment deadlines, participation in quizzes and examinations, uncompromising attitudes of lecturers, coupled with stigma or unfavourable comments both from some lecturers and fellow students, together made the student mother psychologically unstable for the task ahead.

Social Challenges Experienced by the Student Mother

It emerged from the data collected that most of the participating student-mothers did not participate in most social programmes organised by the university as a result of combining studying and mothering concurrently. It was revealed through comments made by student-mothers that they did not get time to attend group meetings and discussions;

I no longer get time to go for group discussions any more. This is because I need to stay back when I do not have lectures and attend to my son to enable my mother to rest a bit since she is not all that fit. (SM-7)

As for me, I always have something to do at home, so I have stopped attending group discussions for the time being; although its benefits outweigh learning by myself, I cannot do otherwise. (SM-2)
Occasionally I do attend group discussion, not as I used to do when I was alone. My group members complain and show concern sometimes by coming to my hostel when we have group assignment to submit. (SM-11)

However, one student mother believed that she was attending group discussions and performing her mothering roles concurrently. It had not impacted her interaction with her group. This was her comment;

I attend all group meetings because I am the group leader. That is leadership by example. I attend and even at times present on behalf of the group. (SM-12)

Other participating student-mothers said they were separated from their peers since they were now staying a bit far from campus and sometimes found it difficult to mingle with them and partake in other social events. These were some of their comments;

I cannot socialise with friends because my house is far from campus, and I cannot leave the baby at home. (SM-15)

Some social programmes cannot be attended because the programme may start very early or close late so you cannot make it. You miss many things. One must be ready to make such sacrifices. That is what makes it easy to handle. (SM-16)

The above comments made by participating student-mothers seemed to depict that most student-mothers did not actively participate in specific social programmes and affirm the assertion made by Kirby and his other colleagues that; Many students live in environments where they have little to no interaction with other students in order to improve peer or social learning skills. While instructors often encourage students to find study partners or form relationships for peer learning, student-mothers often have substantial work and family obligations that restrict their ability to attend the limited activities that provide peer or social interactions (Kirby et al., 1989).

The Impact of combining the double concurrent roles of studying and mothering

The data collected suggested that studying and mothering had an impact on the individual. It was found out that studying and mothering concurrently caused students to experience stress-related symptoms. It was also revealed that working and studying made students experience some challenges with friends and family members. Again, it emerged from the data that the study-related activities of the student-mothers were negatively affected because of their child-rearing commitments.

These impacts are discussed in detail below:

Impact of combining studying activities with mothering activities on the health of student mother

All the student-mothers who were interviewed explained that their health was affected because of their concurrent activities of studying and mothering in one way or the other. All of the participants complained of stress and its related symptoms, as the following comments show.

I experience much stress because I am sometimes frustrated and torn between these two roles, especially when there is a demand to accomplish them at specific times; I find myself at a crossroad not knowing which way to go. Also, I do not have enough time to rest because there is always pressure to accomplish these tasks intermittently. (SM-10)

Mothering and studying at the same time affect me a lot. I become worried about my welfare or health; this is because I am always exhausted. After all, my life revolves around the cycle of moving to and fro. I mostly become stressed up. I sometimes get headaches, back pains, sleepless nights, loss of appetite and many others. (SM-9)

Almost all the student-mothers complained that they experienced stress. Though quite different in symptoms, the responses above indicate that the pressure from the two roles (either) results

in the student mother feeling restless, anxious and frustrated, tired and exhausted, experiencing back pains, headaches, sleepless nights, loss of appetite and high blood pressure. According to Ackumme (2003), cited by Affum et al. (2013), prolonged exposure to stress can result in physical and psychological symptoms. Some of the stress symptoms she reported were headaches, back pain, waist pain, muscle strain, high blood pressure, neck pains, erratic heartbeat, excessive exhaustion, inability to sleep, and feelings of anxiety. They went on to say that the immediate stress reaction usually is biochemical. Stress causes an increase in certain hormones secreted by the adrenal glands and an increase in heart rate and blood pressure, which alters how well the skin conducts electrical impulses (Affum et al., 2013).

Data collected on the rest of participating student-mothers also revealed that their double concurrent roles sometimes caused them to experience; role conflict, feelings of guilt and inadequacy, induce helplessness and frustration, alienation and disconnection, self-neglect, anger, resentment, and questioning of the status quo, facilitating re-definition of self as mother, self as a student, the role of family and friends, despair, forgetfulness and decreased sexual activities as the following comments depict (Pare, 2009).

Because of my busy schedules, I hardly have time for anything anymore these days. In one instance, my girl was sick, and I had to attend to her, so I was already exhausted when I got to campus. (SM-3)

It affects me in many ways. The stress in coming to campus for lectures and moving back from the North to the southern sector here in Winneba alone is very stressful. I have to come to campus in the morning, then to the house and back to campus for other lectures in the afternoon and evenings. I get so tired sometimes, I cannot sleep at night, and I feel very sad; I sometimes feel like giving it all up. I sometimes feel I cannot go on like this anymore. (SM-14)

The comments above seem to indicate that some of the students lose hope sometimes and want to give it all up; some experience forgetfulness, while others experience decreased interest in other equally important activities due to their stress. Ackumme (2003) identified depression, forgetfulness and decreased sexual activities as signs of prolonged stress. This implies that most of the working students are going through severe stress. The responses above also indicate that some of the student-mothers seemed to show some signs of depression. According to Quinn (1997), as cited by Affum, Kusi, Mensah & Afful-Broni, (2013), making the transition from home to college is a common source of stress that can also result in feelings of sadness and hopelessness, both symptoms of depression. The student mother becomes stressed due to the overwhelming nature of balancing the dual demands of responsibilities as a student and mother. Research has shown that multiple roles may negatively impact an individual's well-being, which includes one's physical health (Kirrane & Buckley, 2004). There is, therefore, no doubt that the student mother may experience some health problem immediately or later on in life as a result of performing these multiple roles simultaneously.

Impact of combining mothering and studying on social life and relationships of student-mothers

It evolved from the interview data that most of the participants were finding it difficult to interact with friends and loved ones because of their limited time resulting from combining the activities of mothering and studying. Some of the participants revealed that they had lost many friends since they started combining the activities of child-rearing and studying. According to

Gerald (2015), in complex organisations, individuals are constantly exposed to various expectations from both themselves and others as they carry out their organisation and their inability to perform both roles concurrently result in role conflict. Others also explained that they had put most of their social activities and relationships on hold until they finish their educational programme, as highlighted in the following comments:

It is difficult for me to get time for my social life and relationships. There is no time for socialisation; actually, I do not attend any social event or programme, resulting from the study situation. When I was pregnant, a departmental programme was organised where we need to mingle and tangle with colleagues but looking at my stomach, and I could not attend. I need to relax, and my friends were disappointed. (SM-2)

From the responses above, it is evident that mothering and studying leave little or no time at all for other activities. The comments from the participants seem to suggest that student-mothers are usually too preoccupied with one role or the other that they find it hard to socialise sometimes (Affum et al., 2013). Rothbard (2001) describes that conflicting roles can use up one's limited time and resources as well as strain, and being in more than one position will lead to conflicting responsibilities.

I got affected by the pressure and demand on me, especially in my relationship with my mother. Sometimes, when I return from work or campus very frustrated, and my children disturb me, and my mother looks on unconcerned, I easily get angered. (SM-4)

Sometimes I think I was not acting the way I do because the real me would never do some of the things the new me does. For instance, I shouted at my two (2) year old son when he poured fruit juice on my lecture notes; I became so furious and scolded him, which in my usual self I would not do. (SM-19)

The above responses indicate that the stress associated with combining mothering and study activities can cause some verbal and physical behavioural changes in an individual, such as verbal or physical aggression. Some student-mothers indicated that at times they displayed such verbal or physical aggression under normal circumstances, that are, when the individual is not combining the concurrent activities of mothering and study would not do so. According to Affum et al. (2013), 'on a psychological level, high levels of stress prevent people from adequately coping with life'. They further explain that a bit of comment or criticism made by a friend can be easily blown out of proportion. Affum et al. (2013) assertion is thus confirmed by the comments made by some of the participants in this study.

Impact of studying and mothering on the academic life of students

In examining how the concurrent activities of student-mothers affected work their academic life of participating student-mothers in UEW, the researcher attempted to identify a few activities that constituted the academic life of students and how these activities were affected by the activities of mothering and studying.

The students were asked whether mothering and studying had an impact on their study group activities. All of them revealed that the concurrent activities left them little or no time to participate in study group activities actively.

I sincerely find it a bit challenging to partake in group studies and activities. I would instead use that time to stay back to do the pile of work at home. I used to have a study group but do not even know it still exists. I study on my own in my house at my own convenience, and occasionally, individual friends may come home to discuss. (SM-14)

The responses of the participating student-mothers above seem to be consistent with and

represent the position conflict depletion claim. The depletion argument of inter-role conflict is described by Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) as the simultaneous occurrence of two (or more) sets of pressures such that compliance with one makes compliance with the other more difficult. Again, Lenaghan and Sengupta (2007) established that role demands cannot be met if an individual is physically absent or mentally preoccupied with another role. In the answers above, it is apparent that they would be preoccupied with their mothering responsibilities if they attended study group activities at all (Affum et al., 2013). The data that emerged when the student-mothers were asked whether their concurrent roles of and study affected their participation in events organised by the university suggested that a more significant number of them did not attend such events. They revealed that mothering and studying made it difficult for them to accomplish tasks in either role.

CONCLUSION

Based on the findings from the study, the following conclusions were drawn: the challenges that student-mothers face are academic, financial or economic, psychological or emotional and social in nature. These challenges have health, social, and academic effects on the lives of student-mothers.

REFERENCES

- Affum, P. K., Kusi, H., Mensah, D. K. D., & Afful-Broni, A. (2013). "Serving 'Two Masters' in the Ghanaian educational context": The experiences of working postgraduate students, at the department of psychology and education, University of Education, Winneba, Ghana. *African journal of interdisciplinary studies*. 6 (2), 13-22.
- Ajandi, J. (2011). Single mothers by choice: discourses of the family through social justice alternatives. *International Journal of Child Youth and family studies*, 3&4, 410-431.
- Akumey, M. A. (2003). *Organisation and Administration of a School Guidance Programme*. Accra: Media Graphics and Press Ltd.
- Bosch, B. (2013). *Balancing the dual role of postgraduate student and mother*. Edith Cowan University: <http://ro.ecu.edu.au/theses/592/>
- Burgess, N. J. (1994). Gender Roles Revisited: The Development of the "Woman's Place" Among African American Women in the United States. *Journal of Black Studies*. Vol. 24, No. 4, pp. 391-401
- Egenti, M. N. & Omoruyi, P. F. E. O. (2011). Challenges of Women Participation in Continuing Higher Education Programme: Implications for Adult Women Counselling and Education. *Edo Journal of Counselling* Vol. 4, Nos. 1& 2, 2011.
- Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology*, 77(1), 65-78.
- Hensel, N. (1990). Maternity, promotion, and tenure: Are they compatible? In L. B. Welch (Ed.), *Women in higher education: Changes and challenges* (pp. 3-11). New York: Praeger.
- Kirby, S., & McKenna, K. (1989). *Experience research social change: Methods from the margins*. Toronto, Ontario, Canada: Garamond Press.
- Kirrane, M., & Buckley, F. (2004). The influence of support relationships on work-family conflict: Differentiating emotional from instrumental support. *Equal Opportunities International*, 23(1/2), 78-88.

- Kirrane, M., & Buckley, F. (2004). The influence of support relationships on work-family conflict: Differentiating emotional from instrumental support. *Equal Opportunities International*, 23(1/2), 78-88.
- Lynch, K. D. (2008). Gender Roles and the American Academe: A case study of graduate student-mothers. *Gender and Education*, 20(6), 585-605.
- Mensah, A. O. (2011). Is There Support for Breastfeeding Mothers? A Case Study of Ghanaian Breastfeeding Working Mothers www.ccsenet.org/ibr International Business Research Vol. 4, No. 3; July 2011. *Published by Canadian Centre of Science and Education* 93.
- Pare, E. R. (2009). "Mother and student: The experience of mothering in college" Collection for Wayne State University. Paper AAI3387323. <http://digitalcommons.wayne.edu/dissertations/AAI3387323>
- Reay, D. (2003). A risky business? Mature working-class women students and access to higher education. *Gender and Education*, 15(3), 301-317.
- Rothbard, N. P. (2001). Enriching or Depleting? The Dynamics of Engagement in Work & Family Roles. *Administrative Science Quarterly*, 46, 655-68.
- Thompson, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work-family conflict and strain: A control perspective. *Journal of Applied Psychology*, 80(1), 6-15.
- Vryonides, M., & Vitsilakis, C. (2008). Widening participation in postgraduate studies in Greece: mature working women attending an e-learning programme. *Journal of Education Policy*, 23(3), 199-208.
- Welch, L. B. (1990). *Women in higher education: changes and challenges*. New York: Praeger.
- White, S. (2009). Mothers becoming teachers. *What motivates them?* www.ccsenet.org/ibr International Business Research Vol. 4, No. 3
- Yin, R.K. (2003). *Case study research design and methods. Applied social research methods series. Vol 5.* (3rd edition) London: Sage.