

EMERGING VOICES – SINGLE PARENT STUDENTS IN THE UNIVERSITIES

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Abstract:

The purpose of this study was to investigate, the socio-economic perspective of the parenthood policy in public universities in Kenya, and the impact on students who are parents. It was based on Structural Functionalism and Symbolic Interaction Theories and their relation to student parenting in the university. The study sample consisted of Eighteen (18) interviews, ten (10) university officials and eight (8) student parents. Data was collected through in-depth interviews and focus group discussions. The study revealed that Single Student Parents face role conflict and financial challenges and that this impacts on their participation in the university as well as the completion rates of individual students. The study argues for inclusiveness in the university approach to student parenthood it recommends documentation of a clear policy on the management approach for student parenthood in the public university in order to help this group of students progress smoothly through their studies.

Keywords:

Inclusiveness; role conflict student parenthood; social economic status (SES)

1. Introduction

There has been an increasing enrolment of student parents in public universities which has posed challenges to educators. This study refers to student parents as those students who become parents after joining university as well as parents who become students. Out of these there is a group of student parents who are single. In addition to the challenges posed to the University, these single student parents face challenges in fully participating in the university life both academic and social life, as well as in smooth completion of their studies. With higher education being impacted by liberalization and privatization policies which have affected other private and public sectors of the economy, this has resulted in the creation of a competitive environment as well as an increase in the number of universities. The university has traditionally been at the heart of innovation in society and is constantly challenged to be a leader in expansion and change (Ramphele, 2004).

As universities expand and change in response to the demand for higher education, the result has been diversity which in turn has enhanced the professional and academic discourse in the university in addition to increasing public appreciation and interest in the public university (Nyaigotti-Chacha in Zeleza and Olukoshi, 2004). Students who are parenting and parents who are students are part of this diversity. This study sought to locate these students in the university system thus capturing the emerging voices of single student parents, interrogate the university approach in managing student parents and consequently aligning these approaches to the needs expressed by the diversity in the student population. This would ascertain the implications of the approaches that the university takes on these students and how best these can be enhanced.

Student parenthood as a phenomenon in higher education is as a result of various factors, analysing these factors will place student parenthood in perspective and affect a more sympathetic approach towards reviewing existing approaches. Student parents have challenges of their own in negotiating university life of which when these have been scientifically explored, will enable educationists to intervene better in assisting to alleviate these challenges. Most studies on student parents have focussed on socio-welfare viewpoints, but the socio-educational perspective is lacking which this study sought to focus on.

1.1 Research Problem

The approaches used in addressing student parenthood in the public university in Kenya are varied depending on the specific institution. Studies done in Kenya on student parents emphasise that these approaches are normally based on social policy and are as a result of demands brought about by change in the society and in education policy, resulting in individual universities responding with varying policies regarding the diversities in their institutions. One such diversity has been the approach in regard to student parenthood in the public university. The Government of Kenya through the Kenya Education Sector Support Programme 2005-2010 has stressed key components of investment in university education. The objective has been to expand access and equity, enhance quality and relevance and improve effectiveness and efficiency in the governance and management of university education in the face of diversity of the expanding population of students who seek entrance into universities (Ministry of Education...Kenya Education sector...2005). In addressing this objective, the public university needs to heed the fact that in the process of quantifying equity in education opportunity it does not erroneously settle on equality. In addition efficiency of the university system would need to be addressed as regards the smooth progression of the individual students as they navigate through the system, and the structures in place to manage this progression. The diversity created by the expanding population leads to concerns as to who these students are, what their experiences and expectations are, and hopefully raising awareness of the socio-economic dimension. In addition, the changing university landscape suggests a need of analysis of some of the structural constraints acting on these students to better understand the situation. Some of the constraints include social and cultural factors that may affect their academic participation in the university. The study therefore sought to analyse institutional policies and structures that respond to the student parents in the public university. Finally with needs that differ markedly from the traditional populations those universities were designed to serve, some of these students especially single student parents drop out of school. For others, the impact of parenthood on their potential to function simultaneously as parents and students in the universities is greatly affected. The study sought answers to this problem as observed in the Kenyan public universities about the lack of support to student parents and to answer the question, of the socio-economic approaches of public universities to student parenting. The following questions guided the study: (i) To what extent do the approaches taken by the university management both academic and administrative enhance the actualization of the student parent potential in the public university? (ii) What is the effect of the experiences of student parents in the public university in relation to their socio-economic status? (iii) To what extent are the academic interactions of student parents and their interpersonal relationships in the public university enhanced or limited by the burden of parenting?

2. Literature Review

In reviewing literature related to the management of student parents by the public universities, and capturing the emerging voices of single student parents, this study attempted to situate the student parent in the university, consider the effect of the approaches and practices in place with an

examination of the consequences on single student parents. The student population in the public university has changed over the years as shown through a simple demographic check in many institutions of higher learning. It includes a rising number of student parents. This is a group that is particularly affected by the social and physical environment within the academic context of the university as they interact with faculty, lecturers, other staff and their peers. Few individuals in any institution may be able to know all there is to know about the students in the organization and the initiatives that support them but as (Alexander and Gardner, 2009) contend, it is necessary to gather as much information as possible about whom the university campuses serve, approaches taken that may have an effect on these students as well as opinions on decisions made based on the information gathered. These authors assert that while the organization may not be able to control student behaviour they can control institutional approaches and practices.

Institutional practices are based on norms and assumptions that influence the everyday behaviour of participants in an organization and these are learned through socialization. As mechanisms are put in place to evaluate the impact of these on different parts of the student body, the focus shifts to the socialization process, socialization if properly undertaken, prepares individuals to relate to one another in the organization, it enables people to fit and to have related values, norms and expectations. Socialization is carried out within a specific culture. In an exploration of the socialization experiences of the student parents who are not part of what has traditionally been assumed to be the norm, questions arise on: one the effect of institutional culture on student parents, two the socio-educational approaches in respect to student parents, three the experiences of these student parents and how they are socialized into higher education in view of the academic structures and functions of different parts of the organization and the institutional culture (Kelly et al, 2007). All these are areas that will impact on the smooth progression of the single student parent and these are among the voices that need to emerge so as to facilitate inclusion and retention of these student parents in the public universities. As consideration is made as to how these students fit culturally as well as the consistency in the information flow, and access throughout the organization, this will lead to putting a voice to the meanings attached to particular settings and the significance of these (Steck, 2003).

As the assumptions raised within the socialization framework are addressed these emerging voices will affect satisfactory provision of education and access to that education equally, acknowledging the needs of the participants, and fulfilling the satisfaction of all concerned. In the process, scrutiny of approaches taken concerning the diversified student body will encourage a focus on approaches to student parents in particular (Medved & Heisler, 2002). As the public universities analyse the socialization framework and evaluate the various dimensions of organization culture, it becomes useful in addressing assumptions of the organization and in making the approaches to student parents in public universities more inclusive.

In giving voice to single student parents, (Butler, 2008) explains that student participation in the education organization is a planned process with each university community ensuring that its practises are inclusive of the unique and special characteristics of its student population. This practice will go a long way in giving voice to the single student parent. Emerging voices will be included in the examination of the university policies and practices to ensure that all students have an opportunity to participate in decision making matters related to their academics, developing an environment that fosters and supports participation of all students in developing skills and knowledge appropriate to their age, social and cultural background.

In addition studies have pointed to the necessity of facilitating faculty student interaction for any change in the organization to be effective (Astin, Keup and Lindholm, 2002). Their study presents the view that students are both recipients of institutional influence as well as a source of influence

on others. They stress the importance of both formal and informal organizational structures and how this affects student participation in the socializing role of the institution. Therefore it is important to take into account this influence in creating positive experiences and making these formal and informal structures work for the advantage of all concerned in the organization. There has to be a way of involving those who will be affected for change to be effective. This is one way in which emerging voices of single student parents will be captured, as well as a way to positively influence approaches and policy direction taken by the university in respect to student parents. As student parents are involved in participating in the direction of the approaches taken concerning them, the facts on the ground and structures in place need to be identified so as to help in articulation of student needs, thus capturing the emerging voices.

2.1 Theories underpinning the study

The theories that formed a foundation to the study were; Structural Functionalism that focused both on the structure and function of the organization. The other was Symbolic Interaction that deals with the social interaction of the student and sought to understand the private and inner experiences of the individual. By focussing on the social structure, the existence and actions of the individual are explained in terms of the functions they perform, with the system being held in equilibrium by norms and values (Mann, 2007). Parson (1937) as cited by (Mann, 2007) therefore declares that any actor who is well integrated cannot afford to ignore the normative rules of the game because these are internalized through socialization. If there is dissonance in the socialization process, it leads to conflict (Bruce, 1998).

Symbolic Interaction involves objectifying the actions as having meaning or character, the person involved has to take into account the demands, expectations, prohibitions and threats in the situation he or she is acting in. That is the different aspects and significance of his or her actions, based on how he or she defines or interprets the social demands made (Mann, 2007). Symbolic interaction takes the view that the social organization is a framework to develop actions by the people "culture", "social systems", "social stratification", or social roles. In addition human beings act towards things on the basis of the meanings they have for them. The meaning of things arises out of the social interactions that one has with one's peers or colleagues. These meanings are managed in, and modified through an interpretive process that the person uses in dealing with the things he or she encounters.

In other words conflict may arise within the structural environment which consists of a set of socio-cultural expectations that construct the student parent life. The norms and expectations in life are learned through socialization in respect to the dominant cultural ideals presented to the individual through the symbols and their interpretations. For instance how does a student manage the practice of being a proper parent and reconcile it with the practice of being a scholar as per socialization into the socio-cultural expectations (Lynch, 2008).

3. Methodology

3.1 Design

The study was a qualitative study investigative in nature. The research problem and the research questions were used to guide the study (McMillan & Schmacher, 1993). The detailed descriptions were a way of revealing the socio-educational perspective of the policy as it impacts on the student parents, as well as an exploration of institutional practises, patterns and power structure (Wyner, 1991).

3.2 Study locus and Sample

Eighteen (18) interviews of ten (10) university officials and eight (8) student parents formed the research sample. The University officials were homogeneously sampled to include both male and female staff who interact most with the student parents. Student mothers were homogeneously sampled, while student fathers were purposefully sampled through snowballing so as to identify students who are fathers.

3.3 Instrumentation

To gather data and information needed for this research study, the main research instruments used were in-depth interviews and focus group discussions. The one-on-one semi-structured interviews were used, consisting of both open-ended and close-ended questions. The predetermined close-ended responses as recommended by (Creswell, 2002) were useful in acquiring information to support theories and concepts in the literature, while the open-ended responses allowed the participant to provide personal experiences that may be outside or beyond those identified in the close-ended options. The use of a close-ended question followed by an open-ended question to explain or elaborate on answers given was done in an effort to represent the different viewpoints in policy and experiences. An interview protocol (guide) was designed with instructions for the process of the interview, the questions to be asked and space to take notes from the interviewee. This was used to capture issues on various dimensions of parenting, as well as the experiences of student parents in relation to the parenthood approaches of the public university. A staff interview protocol was designed to capture issues concerning approaches, structures and mechanisms in place in the public university, as well as how reforms can be transformed and localized.

Focus group interviews were used to provide checks and balances, as well as weed out false or extreme views (Flick, 2009). In addition focus groups were used to explore specific issues that arose from the interviews as well as giving the participants opportunities to introduce any new ideas. The group interviews further acted as stimulus and support to the participants in remembering events beyond the answers given in the one-on-one interviews.

3.4 Mode of Analysis

In attempt to interpret the data, it was subjected to various frames of interaction. Frames were used to analyse data and to compare knowledge with previous events and personalities. Some areas that were used as bases of interpretation based on (Grbich, 1999) include frames applied by the researcher; the researcher's interpretive focus as well as the reader's position in relation to the collected data. Analysis of the focus group data was done through categorization of responses in terms of questions asked based on the theoretical frameworks chosen for the study. The results gained were combined in a focused manner by placing them within previous research.

4. Results

In the exploration of student parent experiences in the public university there was a lot of information gleaned from the discussions with student parents, as well as from observations of their interactions with the various university institutions set up to support the student body. The findings of the study have been presented in this section in accordance to the research questions.

4.1 Research Question One

The first research question aimed at finding out the extent to which the approaches taken by the university management both academic and administrative enhance the actualization of the student parent potential in the public university. Recognition of a holistic approach to education is

important because a student's academic progress is influenced by a range of factors outside the classroom some which may be socio-cultural. Therefore there are many initiatives in higher education that emphasise interdependence both for academics and administrators aimed at achieving the major element of the core business of education which is effective student learning (and thereby enhancing student potential) (Eastcott and Farmer, 1996). These researchers maintain that an approach for the university personnel both academic and administrators teaming up is the most effective way forward to the support for student achievement. The theory of both administrative and academic faculty and student interaction is further discussed by (Landry, 2002) who focuses on the concept of faculty serving as socializing agents for the institutions which not only results in influence on the development and competences of the individual student but in leading as well to greater institutional commitment and increased social and academic integration. In the public university where this study was conducted, student interaction with both administrative and academic staff was greatly encouraged. Most of the participants mentioned the fact that they looked out for one another, and when asked whether they felt responsible for the student parents, the staff responded in the affirmative.

Some of the activities that result in benefit both to the university in retention of students and to the students in form of increased social and academic integration include faculty advisers, academic advising, course coordinators, peer tutoring and study support networks (Landry, 2002). Some of these are helpful in breaking the sense of isolation which can be a challenge to students in the university especially for single student parents who live outside the campus and have limited time to interact with the rest of the university fraternity. But sometimes it proved difficult not only for the students but for the university personnel to participate as fully as they know they should. One member of academic staff commented;

my role as a lecturer should place me closer to the students, but I find my interaction with them is very restrictive. The lecture hall I use is the largest, but it is too small for all my students, ventilation is not so good, and therefore I find myself reduced to lecturing only...the large classes make it difficult to know who is who and the students are the ones who follow me up sometimes after classes if they need to consult or if they have any questions...during the class time, one or two will rise up their hands for clarification but that is about as far as I can go with interaction. The classes are too large to even notice if there is a student mother or a student who needs my attention

One of the administrators explained that when it comes to dealing with the students he wishes he would do it differently, but there is no policy, or method he can use to trace students who may be parents so what ends up is;

I deal with them as if they do not have the attendant baggage of social or economic responsibilities unless of course one wants to delve deeply that category of student parents is not even captured as a data item.

If there is deference of studies, you look at it purely as a medical case it could be just like one of the cases like psychiatry or physical illness it is seen as common...nothing special

The university academic and administrative personnel are committed to fairness both in theory and practice. They are actively involved in excluding biases of all sorts and creating an all inclusive environment. Most biases can easily go unnoticed in that the structures that have been put in place for inclusion may be based on the traditional norms of the institution as related to the larger social order. Some of this was noted in the student collaborative course projects, the student lead seminars and discussion groups. These have been integrated in the university academic practices to support the theory of inclusiveness but some of the student parents are unable to be fully involved especially if the groups meet on campus while they live off campus, and if they meet after classes or are

scheduled on non schooldays. The scheduling of these as well as other university functions may be more convenient to the faculty and the administrators rather than to the students; it may be helpful to refocus on what the student needs rather than on what has been tradition (Blimling & White, 1999).

4.2 Research Question Two

The second question sought to explore the effect of the experiences of student parents in the public university in relation to their socio-economic status. From the study what emerged is that student parents operate in a social environment that draws from the norms and expectations of the prevailing social culture and practice. Assimilation is a principal tool in the social environment to produce equity in education opportunities that leads to social advancement. Any structural deficiencies in the system are interpreted as underachievement on the part of some groups as a result these groups are viewed as a problem for the system since it is not easy to fit them into the existing social environment (Ratchiffe, 2006). Some of the participants in the study expressed the prevailing social environment in the public university. While one member of the academic staff queried why the university would want to change this prevailing social environment, since student parenting would be a disruptive influence on the academic process, as well as a waste of resources. Yet another member of the counselling staff cautioned;

there seems to be a level of stigmatisation against these student parents...we point fingers saying we don't want you being a student parent when you enter the university.... there is no place for that here

So as the university community goes on and on about the difficulties that one is bound to encounter if they choose that path, the student parents feel prejudiced in the social environment and the university community causes other students to form an opinion about them, thus the stigma. They feel belittled and to blame for their choice of having a baby and to even consider that they can pursue life in this, a social environment of higher education. She further argues that some of the student parents are already judging themselves negatively and instead of providing a supportive environment, the university adds salt to injury causing them to feel stigmatized as they are used as the unfortunate examples. The social environment is therefore hostile to the student parent.

As a result of the social environment in the university being based on the prevailing culture both within and without the university, one of the university administrators mentioned how the society does not feel comfortable discussing the topic of student parenthood. This leads to a situation sometimes where the student parent feels that they would rather be left to sort themselves out, since they believe that they are viewed as a problem by the university, and are thought of as not being bright enough to plan for their time in the university. Any support that is given to them is limited. He maintained that as a matter of fact, there is a sense in which the support given to the student parents in the public university is qualified support even if it is availed nobody wants to be called upon to answer what is termed as "extra care".

The single student parents in relating to the social environment of the public university mentioned that among the challenges facing them is the fact that they can be easily overlooked since they live outside the campus in other words; they are not accepted as part of the social environment of the college. One participant put it that as student parents it is your duty to fit into the system if you do not, that is your problem not the system's.

For the social environment in the public university to be deemed "effective" in terms of all students regardless of their status, attaining their full potential it is necessary for all students to feel psychologically safe (Ratchiffe, 2006). The student parents were of the opinion that their

performance was under scrutiny and that they had to prove they were as serious with their studies as the other students to be accepted into the social environment both by the internal and external publics. The onus was on them as one student mother commented; we try to fit in as much as possible, even when we do our assignments, our work is no different from the other students unless like in a case where a student may not be in a position to attend a field trip because of parenting responsibilities. This attitude of exclusion of student parents' right from the lower levels of learning on to the institutions of higher learning was a powerful normative process that impacted on the student parents in the social environment of the public university.

4.3 Research Question Three

The third question, seeking to find out the extent to which academic interactions of student parents and their interpersonal relationships in the public university were enhanced or limited by the burden of parenting revealed that, parenthood in the public university has its demands and it impacts on the student parent. As Anderson (2001) explains it is an important human experience that changes people emotionally, socially and intellectually. This study revealed that the demands of parenthood in the public university fell under the following categories, social, financial, emotional as well as intellectual or academic challenge; of these the highest on the demands of parenthood was financial support. All the student parents interviewed single mothers included, articulated that finances were a big challenge. But they agreed that if their parents and guardians did not step in financially, it would be extremely difficult to perform as adequately in both their academic and parental pursuits.

In addition there was the social challenge or demands of parenting. Most students were under the social expectations of what parenthood consists of that is; taking care of their children and they felt the strain in fulfilling this expectation. In the university where this study was carried out, there were no childcare facilities nor any university sponsored or subsidized childcare facilities therefore this was a social demand of parenthood that impacted on the academic demand of being a student. There are expectations that are put on the student parent to behave in accordance with the approved system as expected of students. This leads to prioritizing of the different roles that this student is expected to fulfil. All the student mothers in the focus group interviews agreed that there were multiple roles that demand their attention, and that they felt under pressure to respond accordingly to each. But they reported that they tried as much as possible not to allow parenthood to interfere with the student role. Whenever they were under pressure they set aside the demands of parenthood to accommodate the student role. Sometimes leading to guilt emotionally but they consoled themselves that it was just a transitory phase. This emotional guilt is what leads to role conflict which would be garnered from conversations with the single student parents

Another demand that came with parenthood was the sense of isolation reflected by living away from the rest of the student body which resulted in them integrating less with the college environment. Living off campus posed challenges of affordability of housing as well as accessibility to facilities and participation in some of activities on campus, especially those that are done after school or over the weekends. The sense of isolation was reflected in the way one student parent defined the term student parent; as one "who lived away from the school". This way of defining themselves was part of what constituted the demands of parenting.

Socially when asked about success the student parents' responded that success was defined as achievement not only of the academic goals but achievement of life goals as well. They were at pains in the focus groups to explain that success was not measured by high academic grades only but in addition the level of adjustment of the individual socially which they as student parents aspired to fulfil.

5. Discussion

The literature review illustrates that student parents are part of the public university and it behoves the institution to interrogate its practices and approaches taken in regard to the individual students in the institution. This will result in accountability, efficiency and effectiveness in delivery of its services to the public in general and the students in particular. The factors that influence parenthood in the university are varied, and include the students themselves, higher education culture, and university socialization as well as complex socio-educational factors. The social factors which are the most influential include the changing university student demographics in the liberalization of higher university education. As more students of diverse ages and experiences, join the university and as the university encourages higher student enrolment; this results in many students some young and inexperienced finding themselves on their own for the first time in the public university. Some of these young students due to their socio-economic status find it extremely difficult to survive in the impersonal environment that they find themselves in, without accountability to anyone and most on their own for the first time.

Other factors that influence parenthood and impact on student parents include conflict in the expected roles of the university student and parenthood, as well as the norms and assumptions of the university. The theoretical assumption underlying the conflict that arises in this situation is the structural functionalism and the norms and values that hold institutions and individuals in that institution in a state of equilibrium. This helps explain conflict that may arise in the academic business of the university and the parenting issues that the student parent has to resolve. Another theory that tried to explain this conflict was the symbolic interaction approach that places social cultural expectations or demands made on the student as a parent as well as scholar in perspective. This theory as well is based on the socialization into the expected cultural norms and symbolic interpretations of the expected roles. In addition other factors such as lack of support, understanding, isolation, social pressure as well as physical and psychological demands all lead to frustration and as a result impact on academic life of the student parent.

This study based on socio-educational theories tried to explain the student in a parenting role as well as in an educational environment. Socio-economic theory (SES) lends an explanation of the financial implications to the approaches of support given to student parents. This theory maintains that; there are substantial disparities in educational outcome by socio economic status (SES) among other factors, at various stages of the educational journey. Historically low (SES) groups have been underrepresented in higher education. In Kenya with the introduction of the Higher Education Loans Board (HELB), students who were hitherto unable to access funds for university education are in a position to access loans to finance their education. As the participation of more economically disadvantaged groups continues growing in the university it is important to monitor anything that may be likely to impact on their retention and completion rates in the public university.

Public universities are assumed to be dedicated to equal opportunity and affordability therefore it is important that the diverse groups of students in the public university have an equal opportunity of accessing education. There has been a sense in which integration and inclusiveness has been advocated by the international community in a bid to minimise the effect of inequalities in provision of education. This has resulted in an impact on the educational perspectives of parenthood in the public university with various support services being advanced, and accountability being expected from the University on retention and completion rates of all students admitted in the public universities.

However, despite these efforts, there is still a lot left to be desired in the approaches taken towards student parenthood. The public university needs to be more in the forefront in promoting change

and integrating student parents into the university community as well as more inclusiveness in the institutional space, structures and discourse of the academic environment.

6. Conclusions and Recommendations

The following conclusions can be drawn from the literature findings and the findings of the investigational study. The burden of parenthood impacts on the potential of students in the public university. The approaches taken in the management of student parenting are limited. It is necessary that approaches be formulated that are more inclusive so as to incorporate additional needs and expectations of student parents in an effort to make the public universities' response more appropriate to this group of students who are part of the university population. The public university though not encouraging parenting, may have to support those who are student parents in order for them to attain to their full potential, and increase retention and smooth completion rates of these single student mothers who are part of the group of students.

Based on the literature review and the investigative study, various recommendations for a strategy or programme of enhancing the approaches taken by the public university to student parenthood are proposed. The study recommended that any strategy to address student parenthood should be all encompassing, with the aim being to improve and strengthen mechanisms that will reduce pressure on students as well as reduce the vulnerability of the students to the cultural and financial snares. The research noted that with the number of students increasing in the public university and many more with diverse needs it is important to create ways to connect with the students. This can be done through provision of office space and time for student consulting in the schedule of the staff and the programme of the university. This will increase chances of mentoring and acting as role models for the students.

In addition the study determined that a major impediment to enhanced approaches to student parenthood in the public university is the lack of a clear policy on student parents in the public university. There were recommendations to document a policy on student parenthood in the university that is comprehensive enough to reflect best practices in education while taking into account the diversity of the student population. Furthermore the students should be involved in the formulation of the policy so that it is all inclusive and acceptable to all. Staff expressed a desire for a comprehensive policy as well that would guide their dealings with the students. The policy should clearly specify what to do and in addition put mechanisms in place which would help in identifying the students who are carrying the burden of parenthood and the type of support advanced to them.

Finally in conclusion, the study attempted to bring the voices of the single student parents from the margins, and has shown that parenthood impacts on the academic potential of the student, and in effect the retention and completion rates of these single student parents. This retention and completion rate of a student in turn has an effect on the SES of the individual. It is therefore evident that the public university should be involved in addressing parenthood and instituting structures and mechanisms in place to enhance any approaches as regards parenthood. Change in the approaches to parenthood can help in mitigating the effects of parenthood on the students if all the parties involved make a decision to make it happen.

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