

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF HEALTH SCIENCES

FACULTY OF ALLIED HEALTH SCIENCE

DEPARTMENT OF NURSING

DIPLOMA PROGRAMMES



**ASSESSING STUDENTS ABILITY TO COMBINE PREGNANCY WITH THEIR
ACADEMIC WORK AT HOLY FAMILY NMTC-BEREKUM**

SUBMITTED BY:

TANG SANDRA BAYELE	-	20923317
ATIVUI RHODA	-	20919939
ALBRIGHT OPOKU SEREBOUR	-	21101105
OPOKU ANTWI DOREEN	-	20917402

**[HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE,
BEREKUM]**

AFFILIATED TO KNUST, KUMASI

HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM



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DECLARATION

We hereby declare that this submission is our own work towards the Diploma in Midwifery and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of diploma of the University, except where due acknowledgement has been made in the text.

TANG SANDRA BAYELE

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24/08/24

20923317

Signature

Date

ATIVUI RHODA

.....


.....
24/08/24

20919939

Signature

Date

SEREBOUR ALBRIGHT OPOKU

.....


.....
24/08/24

21101105

Signature

Date

OPOKU ANTWI DOREEN

.....


.....
24/08/24

20917402

Signature

Date

Certified by:

CELESTINE AHIAWORNU

.....


.....
26/08/2024

(Supervisor)

Signature

Date

MONICA NKRUMAH

.....

.....

(Principal)

Signature

Date

ABSTRACT

The focus of the study was to find out how students are able to combine pregnancy with their academic duties at Holy Family NMTC-Berekum. A descriptive study design was used. Convenience sampling technique was used to select fifty respondents for the study. Data collection was done through the use of structured and semi structured questionnaires. Data was analyzed using Microsoft excel software. The study found that more than half (53.3%) of the respondents agreed that absence of designed programs that teach students regarding sex education on campus causes pregnancy among students. Most (70%) of the respondents agreed that there is the of sense belonging when pregnant at home than there is in school. Most (63.3%) of the respondents agreed that studying becomes difficult when pregnant in school. The study concluded that major cause of pregnancy is forgetting to take contraceptive, adequate nutrition on campus when pregnant was reported to be very difficult and respondents reported that there is the sense of belonging when pregnant at home than in school. The study recommended that counselling unit as part of their orientation programme should provide intensive counselling services to all the female students to be aware of the academic challenges that awaits them when they conceive/deliver in the course of reading their programmes.

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ABBREVIATIONS

BCEA	Basic Condition of Employment Act
MDGs	Millennium Development Goals
SAMNC	South African Military Nursing College

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

In nursing colleges, pregnancies among student nurses remain a challenge. Apart from the social and psychological challenges, pregnancy can also affect the academic success of student nurses and that of the institutions (Coetzee & Ngunyulu, 2021); Failure to write examinations and the lack of maternity benefits and support from colleagues and staff during pregnancy are among the challenges that pregnant student nurses face (Van Den Berg & Mamhute, 2022).

Globally college/university pregnancies are among the major social and public health problem (Nigatu, 2019). Of an estimated 210 million pregnancies that occur in the world each year, 38% are unwanted, out of which 22% end up with abortion (Nigatu, 2019). In most cases, pregnancies that occur while in college are followed by abortion, which can have a serious health, social and economic consequences. A study done elsewhere pointed out that, from the total maternal mortality worldwide, abortion is the major cause of maternal death which accounts for 49% in which half of the deaths occur in Africa (Zhou, et al., 2021).

Tertiary institutions across the globe are known to be venues of significant sexual activity. University students who are at the cross-roads of adulthood, away from home, and for many, finally in a context of no behaviour supervision and in settings that provoke and promote intellectual inquisitiveness, generally feel inclined to experiment in arenas they may have hitherto been told were the preserve of adults (Adanu, Ntomy, & Tweneboah, 2022). Female students in tertiary institutions of higher learning are at an age and in a social context that makes them extremely susceptible to unintended pregnancy (Adanu, Ntomy, & Tweneboah, 2022).

The number of pregnant and parenting students in higher education is increasing. Research suggests this population experiences added pressure and stress while pursuing their education. Few resources exist for these students and the universities who provide services do not adequately promulgate them to the campus community (Brown & Nicholas, 2023).

Karra and Lee (2019) point out that pregnant women may take longer to complete their studies because of the challenges they face, and this may impact the economy. In contrast, in the United Kingdom, pregnancy does not pose a challenge to student nurses as they receive support, are allowed to continue their studies and have 12 weeks of maternity leave as authorised absence (University of Salford, 2021). However, they have to make up for the time lost to comply with the professional registration regulation, and to be able to write their examinations on their return (University of Salford, 2021).

Mpumalanga Province has one college that admits student nurses for the Diploma in Nursing (General, Community, Psychiatry) and Midwifery. The college has one intake per year between February and April. According to the college admission register, the intake comprises 70% females and 30% males, with candidates being between the ages of 18 and 35. Study at Mpumalanga Province indicates that the admission of female pregnant students nurses faces educational challenges. According to the study, finishing one's training in the usual time has been impossible as these pregnant students misses some examination due to pregnancy related problems (Mamhute, 2023). Information from the college archives shows that, in 2023, three student nurses were admitted while pregnant; seven in 2019; nine in 2020; 10 in 2018 and four in 2019. A total number of 34 student nurses were admitted at the college while pregnant between 2019 and 2022, excluding those who reported their pregnancy during the course of their studies. Without adequate support, these pregnant student nurses may struggle to complete their training (Sibeko, 2022).

Naidoo and Kasirum (2021) describe a similar situation and policies in Nigerian colleges and universities that allow for the expulsion of pregnant students. However, Mohale (2015:4) states that in a South African Military Nursing College (SAMNC), pregnant student nurses are allowed to continue with their training. However, from the majority of the sources, it seems that pregnant student nurses, in general, need more fair consideration and better support and guidance from the academic community and other stakeholders to successfully balance their role as mothers and students (Mamhute, 2023).

Despite the success chalked with increasing female enrolment in tertiary institutions, there remain a challenge of females combining reproductive intentions and academic work at the country's institutions of higher studies with respect to coping with pregnancy in the academic environment (Asare & Esia-Donkoh, 2022).

Pregnancy is a unique experience and a major social expectation of women that most females encounter at various stages in their lives (Choi, Henshaw, Baker, & Tree, 2023). Traditionally in some Ghanaian cultures, women have been carefully trained to desire motherhood and sometimes pushed into having babies against their wish (Rothman, 2023). Those who choose not to follow this mantra are often questioned for their choice, or judged for it (Merril, 2019).

The Ghanaian culture expects women of reproductive age to reproduce. This makes pregnancy an acceptable occurrence in most tertiary institutions in Ghana (Etuah, Gbagbo, & Nkrumah, 2018). Ample evidence exists establishing the relationship between pregnancy and educational difficulties, yet little research has investigated the relationship between pregnancy during college and subsequent academic difficulties. The purpose of this study was to find out how students are able to combine pregnancy with their academic duties at Holy Family NMTC-Berekum.

1.1 Problem Statement

The central theme that emerged from this study confirmed that pregnant student nurses experienced educational challenges negatively. Four main themes that emerged were academic challenges, failure to write examinations, support system and maternity leave. These findings had a negative impact on their education.

In Zimbabwe, pregnant student nurses may also take longer to complete their studies because of a policy that instructs school principals to exclude pregnant students who, because of pregnancy-related physical discomfort, are facing academic challenges (Van Den Berg & Mamhute, 2022).

South Africa actively promotes equity policies, and the admission of pregnant women in educational institutions and work environments forms part of these equity practices. Women are also supported by being granted maternity leave of not less than four consecutive months, according to the Basic Conditions of Employment Act No. 75 of 1997 (BCEA). Sometimes, pregnant student nurses fail to write block tests that would qualify them for entrance into the examinations because they are not well, or they are already on maternity leave. Some of them hide their pregnancies for fear of being sent on maternity leave. Pregnant student nurses are conscious of the challenges of pregnancy to their academic performance (Kambanji, 2018).

With the increasing number of female student's population and intake of matured female students who are likely to combine child bearing with academic pursuits in various university this study becomes relevant to explore how students are able to combine pregnancy with their academic duties at Holy Family NMTC-Berekum.

1.2 General Objectives

To find out how students are able to combine pregnancy with their academic work at Holy Family NMTC-Berekum.

1.3 Specific Objective

1. To find out the possible cause of pregnancy among students at Holy Family NMTC-Berekum.
2. To compare students view regarding to pregnancy at home and in school.
3. To determine the effect of pregnancy on the academic performance in school of students at Holy Family NMTC-Berekum.

1.4 Operational Definition of Terms

Pregnancy: Pregnancy is the period during which a woman carries a developing embryo and fetus (World Health Organization, 2015).

Academics: Anything related to education

Berekum: A town in the Bono Region of Ghana

Maternity: Refers to the period during pregnancy and shortly after birth

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains review of relevant literature related to the research topic. A well-structured literature review begins with broad or general information, then narrows the focus to those studies most closely related to the research problem.

2.1 Overview

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, 2019). 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 behaviour may contrast with her traditional motherhood role (Cohen, 2022). While discourse regarding the “good mother” in any society is based on the traditional motherhood, its definitions vary by society given the different experiences and challenges of motherhood in diverse cultures (Zhang, 2019). Role challenges cause women to abandon one role for the sake of the other (Springer et al., 2019). Myths, expectations, and ideals available in the campus culture can influence this behaviour. 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. 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 behaviours and a discriminatory allocation of educational resources to other students (Springer et al., 2019).

Education is undoubtedly a source of empowerment and development. Achieving development goals in any society depends on women's participation in education (Esiyah-Donkoh, 2022). Education is a starting point for life improvement and has a significant impact on family members (Adofo, 2019). 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, 2018). 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 (Esiyah-Donkoh, 2022).

2.2 Causes of Pregnancy Among Students

Pregnancy has a detrimental effect on the education and future of tertiary students, this is because young mothers are obliged to attend to their education irregularly and sometimes drop out of school. Cultural practices is identified as one the factor to pregnancies among students as it prohibit young women to talk about sex at home with their mothers nor with anybody else (Brown & Nicholas, 2023). Absence of designed programs that teach students regarding sex education at the campus was reported as a major contributing factor to pregnancies among tertiary students (Sibeko, 2022). Additionally, female students who used

alcohol and drug abuse were more likely to experience teenage pregnancy compared to those who did not use (Mathews & Mekuria, 2018).

Research by the National Union of Students (NUS) into the experience of students with children in further and higher education in the UK found that 59 per cent of respondents who had been pregnant while studying did not feel supported by their college or university (NUS, 2019). The number of students who become pregnant during their studies is likely to increase as data from Scotland and other European countries show a positive correlation between the increasing age profile of students and the likelihood of their having a child (Orr, Schnitzer, & Frackmann, 2018).

A cross-section descriptive study was conducted on premarital sexual intercourse and unintended pregnancy among graduate students in 49 colleges/universities in 7 cities of China. A multistage, stratified, cluster sampling was recruited. 13,544 voluntary participants were recruited from 327 classes of 49 universities/colleges of 7 cities. Among them, 88.1% (11,936) responded validly and completely. The study identified risk factors for unintended pregnancy among both genders that were active in premarital sex were: having no steady lover, younger age at the first sexual intercourse, lack of condom use at the first sex, unaware of the conditions of conception, and unaware that abortion endangers women's future pregnancy. The study concluded that the avoidable risk of being unintended pregnancy among graduate students in China indicates that an urgent need to take action on how to delay the age of first sex, promote condom use at first sex, and acquire accurate contraceptive information, as well as improve skills to use reliable contraception among graduate students (Zhou, et al., 2021).

An institutional based cross sectional study design was employed to assess the prevalence of unwanted pregnancy and predictors among 862 female college students in Debre Tabor in

2017/18 academic year. The sample size was determined using a single population proportion formula with the assumption of 95% confidence interval, margin of error 5%, design effect 2 and 10% nonresponse rate. Data were entered, edited and cleaned using Epi-info version 7 and exported to SPSS version 20 for further statistical analysis. The study found that unwanted pregnancy were; forget to take contraceptives (44.8%), infrequent sexual act (13.4%), contraceptive failure (11.9%), rupture of condom (9.0%), unavailability of contraceptives (9.0%), forced to have sex (rape) (9.0%), and moral reasons (2.9%). The study concluded that the proportion of unwanted pregnancy among female college students was high (Nigatu, 2019).

2.3 Pregnancy at Home and in School

According to Chauke Chauke (2018), pregnant students in her study were discriminated against during school functions, and they were found on their own during lunch breaks and other school gatherings. In a study by Gyesaw & Ankoma (2019), pregnant students were provoked by the other students and teachers until some of them decided to stay away from school. When pregnant student nurses lack a sense of belonging, they feel isolated and discriminated against (Nkosi, Makhene, & Matlala, 2018).

A Ghanaian study by Etuah et al. (2018) reported that pregnant students felt lonely during pregnancy because their families lived far away from them. It was noted that partner's frequency of visit depends on the place of residence during pregnancy. About 87% of the participants lived outside the university halls. With those staying outside the halls, majority live alone while a small portion of the participants live with their parents. With those living with their parents, their partners visit them only when necessary. Among those living with their friends, about 9.52% of their partner's visits them once a month, 14.29% of the partners visit them when necessary and 4.7% of the pregnant students rather visit their partners.

Etuah et al. (2018) added that few (10.0%) of the participants indicated that they were not able to attend any Antenatal Clinic due to time constraints. A respondents indicated that: “I have not attend any Antenatal Clinic since I became pregnant for the past four months. I simply don’t have the time to attend the clinic because of my tight lecture schedules which coincides with clinic days”.

2.4 Effect of Pregnancy on Academic and Health Levels in School

Across both undergraduate and graduate populations, structural limitations issues were found within schools that restricted students’ ability to meet their needs. One issue reported was the mismatch between pedagogical strategies used within classrooms, such as group work or attendance to outside programs, and the schedules and time demands inherent in the lives of parenting students (Duquaine-Watson, 2019). Other issues included: overall lack of program flexibility (Yakaboski, 2020), lack of available housing for pregnant and parenting students (Cohen, 2022), lack of lactation facilities on campus (Springer, Parker & Levitan-Reid, 2019) and the difficulty in obtaining childcare for young children (Brown & Amankwaa, 2018).

Research by the National Union of Students (NUS) into the experience of students with children in further and higher education in the UK found that 59 per cent of respondents who had been pregnant while studying did not feel supported by their college or university (NUS, 2019). Pregnant students have faced issues including being forced to withdraw from their course, taking longer out of their course after giving birth than they would like, and being prevented from sitting examinations (Pugh, 2018). Pregnancy should not be equated with poor health. However, there are health and safety considerations that arise during pregnancy and breastfeeding, and the risks to which students could be exposed need to be assessed. The highest risk of damage to the baby is during the first 13 weeks of pregnancy (NUS, 2019).

Consequently, students should be encouraged to notify their institution as early as possible of their pregnancy so that a health and safety assessment can be conducted. Where a student is unsure whether she will proceed with her pregnancy, it may still be appropriate to conduct a risk assessment. The level of risk to which a student is exposed will depend on the requirements and nature of her course (Pugh, 2018).

Etuah et al. (2018) conducted a study on experiences of pregnant students in a public university in Ghana. It was noted that, the difficulty of combining pregnancy with academic work was a major deterrent among participants. Only 26.7% of the participants indicated that they would like to be pregnant again in school given the second chance while 73.3% indicated that they wouldn't like to be pregnant again in school given the second chance. Majority 63.74%, of those who do not want to be pregnant are of the view that study becomes difficult while pregnant, 13.64%, indicated that because of busy schedule on campus, 9.09% said they wanted to space their birth, 4.55% said they have finished child bearing.

Etuah et al. added that the task of combining pregnancy with studies is a difficult undertaking considering the different kinds of discomfort and challenges pregnant women experience even when not in school. Although majority of the participants (53.3%) indicated that it was difficult to cope with studies during pregnancy, 93.75% of them have not failed any test so far because of the pregnancy. Missing lectures because of Antenatal care visits lead to some pregnant students missing a lot of vital information from lecturers. Even though they reported their colleagues sometimes explain concepts to them, the explanation might not be exhaustive to make them cope with the lectures fully. Additionally, the length of studying has also been reduced due to frequent tiredness as a result of prolonged sitting.

Good nutrition is key during pregnancy hence it's expected that pregnant women eat well for the desired outcome. It is however during pregnancy that some women lose appetite for food hence become malnourished (American College of Obstetricians and Gynecologist, 2018).

A study conducted in Ghana found that among the participants, 43.3% reported to have often lost appetite for food. This loss of appetite leads to nutritional deprivation and associated challenges among majority of the respondents (75%). When participants were asked how many times they ate on campus, 10.0% said they eat once, 16.7% said twice, 3.3% said thrice while 70.0% said they eat as and when they feel like on campus. This could be attributed to the loss of appetite experienced by some pregnant students and financial difficulties pregnant students' experience which prevent them from eating what they actually want and not what they can afford or have (Etuah, et al., 2018).

CHAPTER THREE

MATERIALS AND METHODS

3.0 Introduction

This chapter talks about the study area and population, the study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration and limitations encountered during the study.

3.1 Study area

The research was conducted in the Holy Family Nursing and Midwifery Training College, Berekum in the Bono Region. The Nursing and Midwifery Training College, Berekum is located at New Biadan. The school shares boundary with the Holy Family Hospital, Berekum and Freeman Methodist School. The school was established in the year 1957. The major inhabitants of the college campus are nursing and midwifery trainees. The total population of the school is seven hundred and twenty-two (722) including students, teaching and non-teaching staffs with different ethnic backgrounds. The teaching staffs include the principal of the college, administrator, academic coordinators and tutors. The non-teaching staffs includes, drivers, security men, cooks and cleaners. According to the dean of students, the settlement of the college has a student population of six hundred and ten (610). The settlement type of the school building is a nucleated one with building mainly built with blocks and roofed with aluminum sheets. The school has an administration block, a class room block made up of nine (9) lecture halls, tutor offices, a conference hall, an auditorium, a supermarket, a hairdressing salon, a dining hall and a kitchen. There is a well-furnished computer laboratory, two skills laboratories for nursing and midwifery students as well as a well-furnished library in the school. The school has four hostels; one for the female nursing students, one for the Post NAP/NAC students, one for the male nursing students and the other

one for the midwifery students as well as four bungalows for tutors. The school has a bus which helps them to carry students to any event or occasions. It also has a school field which serves as a playing field and two summer huts. There are two security post, car park and a fore court.

3.2 The study population

The target population were Post NAP/NAC students of the Holy Family Nursing and Midwifery Training College, Berekum.

3.3 Study design

A quantitative approach was employed so as to help determine the relationship between factors, and provide an in-depth understanding of the established relationships. Descriptive design was used for the study. The design was used because there was the need to describe the characteristics of the phenomenon being studied. The design does not answer the questions about how, when or why the characteristics occurred but aims to observe, describe and document an already existing situation and report them as they naturally are. The design will be adopted because participants or subjects are observed in their natural and unchanged environment.

3.4 Sampling technique and Size

The sample population was obtained using convenience sampling technique. convenience sampling technique is a type of nonprobability sampling which involves the sample being drawn from that part of the population which is close to hand and readily available to take part in the study. This method was chosen because is it extremely speedy, easy, reading available and cost-effective sampling method.

3.5 Data collection methods and instruments

Data collection was done through the use of structured questionnaires consisting of closed-ended questions. It was chosen as method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, possible anonymity of respondents and no user bias. The questionnaire will cover areas such as demographic data, respondent's possible cause of pregnancy among students, view regarding to pregnancy at home and in school, the effect of pregnancy on the academic performance in school of students.

Questionnaires will be distributed to the respondents in the college to answer the questions within duration of 30 minutes after which the answered questionnaires were collected.

3.6 Data analysis techniques

Data was analyzed using Microsoft excel software and presented in the form of tables or figures.

3.7 Ethical consideration

An introductory letter was obtained from the school and the consent of the administrator of Holy Family Nursing and Midwifery Training College was sought. The respondents were well informed about the purpose of the study. The right of each respondent was respected and their personnel integrity safe-guarded. The respondents were allowed to participate and withdraw from the study if and when they felt like. The study was also carried out with no physical or psychological harm on the respondents. Since matters of stress are very sensitive but neglected on the part of the individual and the college as a whole, anonymity was ensured and none of the respondent's answers were discussed with other people in order to ensure confidentiality and also the questions were tactfully asked.

3.8 Limitation of the study

The period for the research also coincided with lectures which reduced the concentration to the work. Some respondents were reluctant to give accurate information even though they were educated on the need to provide valid information on the questionnaire with regards to the study. Limited resource, especially financial constraints since no sponsorship was obtained also accounted for the selection of half the population as our sample size.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Data Presentation & Analysis

This chapter deals with analysis of data collected from the field of study and the results obtained from the analysis. The data collected was analysed using Microsoft Excel. Descriptive statistical measures, such as tables with averages and percentages, along with graphs are used to show the occurrence of different observations as investigated in the study.

4.1 Student's Demographic Variables

Table 1: Student's Demographic Variables

Variable	Categories	Frequency (n)	Percentage (%)
Age	18-23	6	20
	24-29	8	26.7
	30-35	16	53.3
Marital status	Married	18	60
	Single	11	36.7
	Divorced	1	3.3
Ethnicity	Akan	20	66.7
	Ewe	3	10
	Fante	2	6.7
	Dagomba	5	16.7
Religion	Christian	29	96.7
	Islam	1	3.3
	Traditionalist	0	0
	Other	0	0

Table 1 above represents the demographic variables of the respondents. Majority (53.3%) of the respondents were aged between 30-35 years, over twenty percent (26.7%) of the respondents were between the ages of 24-29 years with just (20%) of them falling within 18-23 years. Most (60%) of the respondents were married, over thirty percent (36.7%) were single and only (3.3%) had divorced. Majority (66.7%) of the respondents were Akans, a few (5%) of respondents were Dagomba's, only (3%) were Ewe's with Fante recording the least (6.7%) of all the ethnic groups on campus. Majority (96.7%) of the respondents were Christians.

4.2 Cause of Pregnancy Among Students

Table 2: Respondents Causes of Pregnancy

Statement		Agree	Disagree	Not sure
Absence of designed programs that teach students regarding sex education on campus	n	16	7	7
	%	53.3	23.3	23.3
Students who tend to abuse alcohol	n	9	16	5
	%	30	53.3	16.7
Lack of condom use during sex	n	15	12	3
	%	50	40	10
Forgetting to take contraceptive	n	21	4	5
	%	70	13.3	16.7
Contraceptive failure	n	19	7	4
	%	63.3	23.3	13.3

Table 1 shows respondents causes of pregnancy among students, more than half (53.3%) of the respondents agreed that absence of designed programs that teach students regarding sex

education on campus causes pregnancy among students, a few (23.3%) of the respondents either disagreed or were not sure about the aforementioned statement causing pregnancy. Over half (53.3%) of the respondents disagreed that alcohol abuse results in pregnancy among students, a few (30%) agreed that alcohol abuse results in pregnancy among students. Half (50%) of the respondents agreed that lack of condom use during sex results in pregnancy among students while close to fifty percent (40%) of the respondents disagreed to the statement that lack of condom use during sex results in pregnancy among students. Majority (70%) of the respondents agreed that forgetting to take contraceptive causes pregnancy among students. Most (63.3%) of the respondents agreed that contraceptive failure is a cause of pregnancy among students. Respondents mentioned other causes of pregnancy which included financial problems or poverty (33.3%), peer pressure (36.7%) and broken homes (3.3%).

4.3 Pregnancy at Home and in School Among Students

Table 3: Respondents on Pregnancy at Home and in School Among Students

Statement		Agree	Disagree	Not sure
Pregnant students sometimes get provoked by other students at school than they would at home by their friends	n	13	11	6
	%	43.3	36.7	20
There is the of sense belonging when pregnant at home than there is in school	n	21	8	1
	%	70	26.7	3.3
Pregnant students feel discriminated and isolated when in school than they would when at home	n	9	17	4
	%	30	56.7	13.3
Pregnant students are unable to attend ANC due to time constraints when in school which is not the case when pregnant at home	n	15	12	3
	%	50	40	10

Table 3 shows respondents on pregnancy at home and in School among students, less than half (43.3%) of the respondents agreed that pregnant students sometimes get provoked by other students at school than they would at home by their friends while a few (36.7%) disagreed and (20%) were not sure. Most (70%) of the respondents agreed that there is the sense of belonging when pregnant at home than there is in school. More than fifty percent (56.7%) of the respondents disagreed that pregnant students feel discriminated and isolated when in school than they would when at home, only (30%) agreed to that statement. Half (50%) of the respondents agreed that pregnant students are unable to attend ANC due to time constraints when in school which is not the case when pregnant at home.

4.4 Effect of Pregnancy Academics and Health Among Students

Table 4: Respondents on Effect of Pregnancy Academics and Health Among Students

Statement		Agree	Disagree	Not sure
Pregnancy has negative effect on academic life of students	n	19	7	4
	%	63.3	23.3	13.3
There is the lack of available housing for pregnant students	n	17	10	3
	%	56.7	33.3	10
Studying becomes difficult when pregnant in school	n	19	8	3
	%	63.3	26.7	10
Missing lectures due to ANC visits could result in poor academic outcomes	n	18	8	4
	%	60	26.7	13.3
Adequate nutrition when pregnant on campus is difficult	n	25	3	2
	%	83.3	10	6.7

Most (63.3%) of the respondents agreed that pregnancy has negative effect on academic life of students. More than half (56.7%) of the respondents agreed that there is the lack of available housing for pregnant students while a few (33.3%) disagreed to the aforementioned statement. Most (63.3%) of the respondents agreed that studying becomes difficult when pregnant in school while a few (26.7%) of the respondents disagreed to the statement. Sixty percent (60%) of the respondents agreed that missing lectures due to ANC visits could result in poor academic outcomes while only (26.7%) of respondents disagreed to the statement. Majority (83.3%) of the respondents agreed that adequate nutrition when pregnant on campus is difficult.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

In this chapter, the data analysed in chapter four were interpreted based on scientific evidence. The findings are briefly discussed with references to support the study.

5.1 Discussions

5.1.1 Cause of Pregnancy Among Students

The current study found that more than half (53.3%) of the respondents agreed that absence of designed programs that teach students regarding sex education on campus causes pregnancy among students. Similarly, Sibeko (2015), reported that absence of designed programs that teach students regarding sex education at the campus was reported as a major contributing factor to pregnancies among tertiary students.

Over half (53.3%) of the respondents disagreed that alcohol abuse results in pregnancy among students, a few (30%) agreed that alcohol abuse results in pregnancy among students. This finding is contrary to the findings of Matthews and Mekuria (2018) which reported that female students who used alcohol were more likely to experience teenage pregnancy compared to those who did not use.

Zhou et al. (2017) found that unintended pregnancy among students is hugely caused by lack of condom use during sex. Similarly, the current study found that half (50%) of the respondents agreed that lack of condom use during sex results in pregnancy among students.

Majority (70%) of the respondents agreed that forgetting to take contraceptive causes pregnancy among students. Similarly, Nigatu (2019) reported that (44.8%) participants indicated that forgetting to take contraceptive is a cause of pregnancy among students.

Most (63.3%) of the respondents agreed that contraceptive failure is a cause of pregnancy among students. This finding is contrary to the report given by Nigatu (2019) where only (11.9%) of the participants indicated contraceptive failure a cause of unintended pregnancy among students.

In the current study respondents mentioned other cause of pregnancy which was financial problems or poverty (33.3%). Confirming the findings of Gbagbo (2018) who reported that more than half of the participants (66.7%) felt their pregnancy was mistimed and was simply as a result of financial challenges.

5.1.2 Pregnancy at Home and in School Among Students

Less than half (43.3%) of the respondents agreed that pregnant students sometimes get provoked by other students at school than they would at home by their friends while a few (36.7%) disagreed and (20%) were not sure. Similarly, in a study by Gyesaw & Ankoma (2019), pregnant students were provoked by the other students and teachers until some of them decided to stay away from school.

Most (70%) of the respondents agreed that there is the of sense belonging when pregnant at home than there is in school. A Ghanaian study by Etuah et al. (2018) reported that pregnant students felt loneliness during pregnancy because their families lived far away from them.

When pregnant student nurses lack a sense of belonging, they feel isolated and discriminated against (Nkosi, Makhene, & Matlala, 2018). Contrary, in the current study, more than fifty percent (56.7%) of the respondents disagreed that pregnant students feel discriminated and isolated when in school than they would when at home.

Half (50%) of the respondents agreed that pregnant students are unable to attend ANC due to time constraints when in school which is not the case when pregnant at home. Similarly,

Etuah et al. (2018) reported that few (10.0%) of the participants indicated that they were not able to attend any Antenatal Clinic due to time constraints.

5.1.3 Effect of Pregnancy Academics and Health Among Students

More than half (56.7%) of the respondents agreed that there is the lack of available housing for pregnant students. Similarly, Cohen reported that there is lack of available housing for pregnant and parenting students.

Most (63.3%) of the respondents agreed that studying becomes difficult when pregnant in school. Similarly, Etuah et al. (2018) reported that majority 63.74%, of those who do not want to be pregnant are of the view that study becomes difficult whiles pregnant. Etuah et al. added that the task of-combining pregnancy with studies is a difficult undertaking considering the different kinds of discomfort and challenges pregnant women experience even when not in school.

Sixty percent (60%) of the respondents agreed that missing lectures due to ANC visits could result in poor academic outcomes. Similarly, Etuah et al. (2018) reported that missing lecturers because of Antenatal care visits lead to some pregnant students missing a lot of vital information from lecturers.

A study by Etuah et al. (2018) reported that financial difficulties pregnant students' experience prevents them from eating what they actually want. In the current study, majority (83.3%) of the respondents agreed that adequate nutrition when pregnant on campus is difficult.

5.2 Conclusions

Based on the analysis of data obtained from the field, the following conclusions were drawn.

1. Majority (70%) of the respondents agreed that forgetting to take contraceptive causes pregnancy among students.
2. Majority (83.3%) of the respondents agreed that adequate nutrition when pregnant on campus is difficult.
3. Most (70%) of the respondents agreed that there is the of sense belonging when pregnant at home than there is in school.

5.3 Recommendations

Based on the findings of the study, the following recommendations have been made.

1. Counselling Unit as part of their orientation programme should provide intensive counselling services to all the female students to be aware of the academic challenges that awaits them when they conceive/deliver in the course of reading their programmes.
2. Further studies will be required from other universities running programmes on the distance mode to corroborate the findings of the present study and to ensure their generalisability.

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QUESTIONNAIRE

TOPIC: HOW STUDENTS ARE ABLE TO COMBINE PREGNANCY AND ACADEMIC DUTIES EFFECTIVELY

Dear respondent, this questionnaire is part of an ongoing research conducted by students of Holy Family Nursing and Midwifery Training College, Berekum. This study is purposely for academic work, and be rest assured that all the information you will provide remains confidential. You can choose to opt out if there are any personal concerns. We are counting on your cooperation. Thank you.

PART ONE: STUDENT’S DEMOGRAPHIC VARIABLES

Please indicate your answer with a (tick x) and write in the spaces provided

1. Age: (a) 18 – 23 years [] (b) 24 – 29 years [] (c) 30 – 35 years []

2. Marital status: (a) Married [] (b) Single [] (c) Divorced []

3. Ethnicity:

4. Religious background: (a) Christian [] (b) Islam [] (c) Traditionalist [] d. Others (specify).....

PART TWO: CAUSE OF PREGNANCY AMONG STUDENTS

Please indicate your answer with a (tick x) and write in the spaces provided

5. Absence of designed programs that teach students regarding sex education on campus
a. Agree [] b. Disagree [] c. Not sure []

6. Students who tend to abuse alcohol
a. Agree [] b. Disagree [] c. Not sure []

7. Lack of condom use during sex

- a. Agree [] b. Disagree [] c. Not sure []
- 8. Forgetting to take contraceptive
 - a. Agree [] b. Disagree [] c. Not sure []
- 9. Contraceptive failure
 - a. Agree [] b. Disagree [] c. Not sure []
- 10. Mention any other cause you know

.....

PART THREE: PREGNANCY AT HOME AND IN SCHOOL AMONG STUDENTS

Please indicate your answer with a (tick x)

- 11. Pregnant students sometimes gets provoked by other students at school than they would at home by their friends.
 - a. Agree [] b. Disagree [] c. Not sure []
- 12. There is the of sense belonging when pregnant at home than there is in school
 - a. Agree [] b. Disagree [] c. Not sure []
- 13. Pregnant students feel discriminated and isolated when in school than they would when at home
 - a. Agree [] b. Disagree [] c. Not sure []
- 14. Pregnant students are unable to attend ANC due to time constraints when in school which is not the case when pregnant at home
 - a. Agree [] b. Disagree [] c. Not sure []

**PART FOUR: EFFECT OF PREGNANCY ON THEIR ACADEMIC AND HEALTH
AMONG STUDENTS**

Please indicate your answer with a (tick x)

15. Pregnancy has negative effect on academic life of students

a. Agree [] b. Disagree [] c. Not sure []

16. There is the lack of available housing for pregnant students

a. Agree [] b. Disagree [] c. Not sure []

17. Studying becomes difficult when pregnant in school

a. Agree [] b. Disagree [] c. Not sure []

18. Missing lectures due to ANC visits could result in poor academic outcomes

a. Agree [] b. Disagree [] c. Not sure []

19. Adequate nutrition when pregnant on campus is difficult

a. Agree [] b. Disagree [] c. Not sure []

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Fax: 0352222474

Our Ref.

Your Ref.

August 14, 2024

Date

Ms. Celestine Ahiawomu
Holy Family NMTC
Berekum

Dear Ms. Ahiawomu

RE: PERMISSION TO CONDUCT RESEARCH

With reference to your memorandum of August 14, 2024, I write to notify you that the uderlisted students have been granted the permission to conduct their research in the College on the topic "Assessing students' ability to combine pregnancy with their academic work at Holy Family Nursing and Midwifery Training College, Berekum.

1. Opoku Antwi Doreen
2. Tang Bayele Sandra
3. Opoku Serebour Albright
4. Ativui Rhoda

Thank you.

Yours sincerely

Sr. Margaret Afrifa
Academic Coordinator, Nursing
For: Principal

ACADEMIC CO-ORDINATION NURSING
HOLY FAMILY NURSING AND MIDWIFERY
TRAINING COLLEGE
BEREKUM