



Pregnancy and Parenting Experiences among Unmarried Students in Higher Learning Institutions in Tanzania: A Case of Mwalimu Nyerere Memorial Academy

Angela Mathias Kavishe

The Mwalimu Nyerere Memorial Academy, Tanzania

Article History

Received: 2024.11.01

Revised: 2025.02.14

Accepted: 2025.02.20

Published: 2025.02.23

Keywords

Exclusion

Parenting Student

Social Inclusion

Tanzania

How to cite:

Kavishe, A. M. (2025). Pregnancy and Parenting Experiences among Unmarried Students in Higher Learning Institutions in Tanzania: A Case of Mwalimu Nyerere Memorial Academy. *Eastern African Journal of Humanities and Social Sciences*, 4(1), 142-150.

Copyright © 2025



Abstract

Pregnancy experience among unmarried university students is a worldwide concern. Although pregnancy is not a disease for students, it may be accompanied by difficulties in accomplishing academic tasks, extra financial expenses, and social segregation by lecturers, peers, parents sometimes even partners. However, a good number of pregnant students and student mothers succeed in completing their studies. This study explored the experiences of unmarried pregnant and parenting students in institutions of higher learning in Tanzania. The study was conducted at MNMA, using a qualitative descriptive design. Undergraduate, unmarried pregnant and parenting students were sampled purposively with a sample size was 20 participants. Semi-structured interviews were used to collect information. The information was analysed using thematic analysis based on Social Inclusion Theory. The study's findings produced five themes: emotional distress during pregnancy, people's reactions and perceptions during pregnancy and parenting, academic challenges during pregnancy and parenting, financial challenges and students' resilience during pregnancy and parenting. The study concludes that unmarried pregnant and parenting students require emotional, academic, and social support from the Academy and other stakeholders. The study recommends the importance of developing support programmes that focus on pregnant and parenting students in institutions of higher Learning.

Introduction

Education is a basic human right that contributes greatly to the transformation of human life. Girls' education in particular is recorded to tremendously bring positive changes to the lives not only of beneficiaries but also that of society at large (Kilango et al., 2017). According to Goroshko (2008: 1), Gender equity in higher education encompasses more than merely placing women on equal footing with men. It entails dismantling barriers to participation and confronting the stereotypes that limit opportunities and choices for both genders. Gender equity seeks to enrich classrooms, broaden opportunities, and expand choices for all students. Among the obstacles to gender equality in higher education are pregnancy and parenting. Despite the increasing awareness of inclusivity and equitable education in fostering lifelong learning opportunities for everyone, pregnant and parenting female students in tertiary education in Africa face challenges in maximising their intellectual potential due to the incompatibility between educational demands and reproductive roles. Furthermore, the entrenched patriarchy within institutional policies, structures, and among



community members cultivates a challenging environment for balancing both roles. Those impacted may find themselves under stress, performing below their potential, or prolonging their graduation timelines, in contrast to their male counterparts.

Literature Review

Governments worldwide strive to ensure gender equality in higher education through gender mainstreaming initiatives. However, negative socio-cultural stereotypes concerning women's experiences of pregnancy and parenting in colleges have hindered efforts to promote gender equality in these institutions. Considering this issue, this study examined the experiences of unmarried pregnant and parenting students in higher education institutions.

Pregnancy is a condition that women undergo as part of their reproductive process. The concepts of pregnancy and human reproduction can be examined from biological, socio-economic, cultural, and political perspectives. Biologically, human reproduction ensures the survival of the human species on Earth. Moreover, biological reproduction is closely linked to cultural reproduction, where women impart generational beliefs to their children (Reay, 2002). In certain communities, having children is regarded as an investment for caregivers during adulthood; in royal families, children, particularly males, are the heirs to dynasties.

Although pregnancy is neither a disease nor a disability, it may be associated with socioeconomic and psychological drawbacks that can hinder the learning process. In fact, parenting while studying presents an additional obligation for the student. This situation is exacerbated in developing countries, where research indicates that the material and immaterial infrastructure of most higher learning institutions is constructed from a patriarchal perspective; reproductive roles assigned to women are often ignored in policy and design. Pregnancy and parenting in these tertiary education institutions are overlooked as they are regarded as intrusive practices (Lihamba et al., 2006). Since most students who become pregnant do so for the first time, many of these pregnancies are unplanned, and, as most of the girls are not married, they are less prepared to cope with the situation.

According to Mama (2003), in many African communities, premarital pregnancy is perceived as a sign of unfaithfulness. As a result, individuals involved, particularly unmarried girls, may experience societal stigma. They are likely to face discouraging responses from parents, peers, sexual partners, and university rules and regulations (Phiri et al., 2021). Given these challenges, research suggests that these girls have several options: to terminate the pregnancy, to take their infant home to their grandparents after delivery, or to postpone their studies to concentrate on childcare (Lihamba et al., 2006). The latter option results in a significant loss of time and opportunities or in the attempt to balance both studies and childcare. Those who undertake the challenge of managing both academic pursuits and parenting encounter health, academic, social, and even financial difficulties.

In the African context, pregnancy and higher education are often regarded as incompatible, as both demand a certain level of focus. Studies indicate that factors contributing to female students becoming pregnant include a lack of recreational activities and insufficient sexual and reproductive education (Mushy et al., 2018; Victoria et al., 2021), the naivety of female students from rural areas relocating to urban centres (Somba et al., 2014; Mushy et al., 2018), peer influence, substance abuse, and gender power dynamics that result in sexual assaults (Victoria et al., 2021). It is not surprising that some students are impregnated by well-meaning individuals who provide financial support to girls in need (Mushy et al., 2018). Conversely, deliberate pregnancies are sometimes perceived to gain acceptance from male partners or prospective in-laws, or to rationalise having a child prior to graduation (Mushy et al., 2018). Consequently, due to the incompatibility



between pregnancy and higher education, some students may terminate pregnancies in secret or opt not to inform their parents about their situation.

Regarding their experiences, empirical studies conducted at universities indicate that pregnant students face emotional difficulties such as stress, along with poor concentration and anxiety (Thabethe et al., 2020). According to Phiri et al. (2021), some pregnant students find it challenging to disclose their pregnancy to their families, as many come from low-income backgrounds where there are significant expectations regarding their children's education. Others experience rejection from male partners and endure social stigma and shame within the university or college community, which may lead to isolation from their peers.

In the United States, Nelson et al. (2013) report that pregnant students require additional resources such as campus childcare centres, housing opportunities, and medical referral programmes; thus, they face higher unmet financial needs despite receiving more aid and loans than non-parents. In the African context, particularly in Zimbabwe, Berg and Mamhute (2013) indicate that pregnant and parenting students are neglected by institutional staff, resulting in their inability to sit examinations. In Ethiopia, Zenebe and Haukanes (2019) reveal that disclosing a pregnancy jeopardises family support, putting the student at risk of being ostracised by her family due to the shame she has brought upon them. Similarly, in South Africa, unintended pregnancy presents challenges, including parental reactions, academic pressure, financial constraints, relationship issues with male partners, and experiences of social stigma (Phiri et al., 2021).

Studies in East Africa suggest that most parenting students fulfil their roles individually, as higher education institutions are poorly equipped to support pregnant students and student mothers (Kilango et al., 2017; Njuguna, 2020). According to Mwangi-Chemnjor (2015), at three campuses in Kenya, pregnant students must vacate university accommodation three months before delivery and are allowed to return (without their children) three months after.

In Tanzania, according to Lihamba et al. (2006), the patriarchal nature of higher education has resulted in minimal efforts to eliminate barriers to successful graduation; in other words, the gender-related needs associated with reproductive roles remain unaddressed. Consequently, Maunde (2024) reveals that student mothers face financial and psychological challenges while struggling to balance academic and parenting responsibilities. Mwaifuge (2015) found that at the University of Dodoma, 7.2% of participating female students experienced pregnancy or parenting issues. The author reports that a significant challenge faced by pregnant students is securing accommodation. However, the perspectives of the two authors echo a patriarchal view regarding pregnancy and parenting, which is insufficient within higher education institutions. Without examining the underlying causes of pregnancy, it is implied that girls should not become pregnant. In other words, there is a lack of recognition of the necessity for gender equity in higher education. Kilango et al. (2017) report that the government of Tanzania has implemented affirmative action policies and practices to increase the enrolment of female students.

Theoretical framework

The study utilised Social Inclusion Theory to examine the challenges and vulnerabilities faced by unmarried and parenting female students on campus. Originating in the 1970s and 1980s, the concepts of social exclusion and inclusion evolved from discussions on poverty, becoming prominent in policy discourse. René Lenoir, a French scholar, introduced the term "social exclusion," highlighting issues related to the inability to participate fully in the labour market and access associated social protections (Duffy, 1995). Social Inclusion Theory posits that certain societal groups encounter barriers that hinder their full participation in political, economic, and social spheres. This exclusion extends beyond material deprivation, encompassing inadequate social participation, limited cultural and educational capital, restricted access to services, and a



deficit of power. Sen (1999) emphasises that social inclusion is an ethical imperative aimed at removing these barriers to promote equity and social justice. Policies and programmes fostering social inclusion strive to reduce inequalities and ensure the effective participation of all citizens in societal life. By utilising Social Inclusion Theory, the study aimed to comprehend the experiences of unmarried and parenting female students in higher education institutions in Tanzania. This understanding would inform the development of support programmes and policies tailored to meet the needs of pregnant and parenting students, thereby enhancing their inclusion and success within the academic environment.

Methods

The study was conducted at the Mwalimu Nyerere Memorial Academy (MNMA) Kivukoni Campus in Dar es Salaam, focusing on unmarried pregnant and parenting female college students. A descriptive qualitative design was employed, utilising a non-probability purposive sampling approach to select participants based on their experiences with pregnancy and parenting while at university. The sample size comprised twenty participants, determined by the point of data saturation, where no new information emerged from additional interviews (Hennink & Kaiser, 2022). Data were gathered through interviews, with the central question being: "What are your experiences regarding pregnancy and parenting as a college student?" Thematic analysis was used to analyse the data, involving coding to identify emerging meanings and group similar codes. Emerging themes were reviewed to ensure they correlated with and were supported by the information, and final themes were given distinct names to encapsulate the overarching meanings of the grouped codes. All ethical measures were adhered to, including the acquisition of a research permit from MNMA. Participants voluntarily signed informed consent forms, acknowledging their freedom to participate and withdraw at any time. To ensure the comfort of pregnant students, interviews were kept brief and scheduled at their convenience. Anonymity and confidentiality were maintained throughout the study, as data were recorded using pseudonyms and efforts were made to avoid plagiarism when reporting the findings.

Results and discussion

The study aimed to explore the experiences of unmarried pregnant and parenting students at the Institution of Higher Learning in Tanzania. This section presents and discusses the findings obtained. The study identified four key experiences: emotional instability, reactions and perceptions from others, academic challenges, and financial difficulties. In light of these experiences, the paper also discusses students' resilience during pregnancy and parenting.

Emotional distress during pregnancy

The participants revealed that they faced emotional challenges during pregnancy. While their expressions suggest that emotional difficulties may be common due to emotional imbalance (Thabethe et al., 2020; Li et al., 2021), my respondents felt that these emotions were intensified by the unexpected nature of the pregnancy and deteriorating relationships with friends, parents, and partners. The findings indicate that most partners who impregnated the respondents were unwilling to support the pregnant girls.

My boyfriend mentioned that he needed to reconsider whether to accept or decline, as he was not prepared to discuss the pregnancy (Tumaini, interview pregnant student 22 years).

Another student, Maua reported that:

It is really bad, especially if you tell the news to your partner with the hope that they will comfort you. If they don't, it becomes really bad. (Maua Interviewed an unmarried parenting Student who was 24 years old.)



The findings clearly indicate that many students experienced unplanned pregnancies. Additionally, it was distressing for them to realise that their partners were unprepared to provide support during what was already a challenging period. This rejection results in social exclusion, as these students undergo emotional distress, fear, and a lack of support. Many participants expressed astonishment and anger regarding their circumstances. The situation affected them psychologically to such a degree that they felt disheartened and could no longer pursue their academic ambitions.

Studies indicate that unplanned pregnancies are stressful for students, particularly when they lack support (Baloyi et al., 2020; Li et al., 2021; Maunde, 2024). According to Social Inclusion Theory, individuals without emotional and social backing during crises are more likely to experience psychological distress and diminished self-worth. Rejection by male partners further exacerbates the exclusion, isolating these students from the emotional and financial support systems necessary during pregnancy. Generally, students confront significant emotional challenges as they are unprepared for pregnancy whilst studying, alongside parents' expectations post-graduation.

People's reactions and perceptions during pregnancy and parenting

Findings indicate that participants encountered negative reactions from parents and relatives. These relatives (parents, colleagues, partners, and other family members) were unhappy about a student becoming pregnant while at university. Furthermore, the results reveal that many received the pregnancy news with a negative attitude and ultimately regarded the pregnant girl as a sinner. Indeed, relatives and parents expected the student to complete her studies, secure a job, and support the family. Consequently, when she became pregnant, her parents expressed regret, and some withdrew their support by cutting off financial assistance and other expenses. It was reported that some parents expelled their children from home, according to the pregnant student.

The father told me that if I got to his house, he would slaughter me. (Tausi, an interviewed unmarried pregnant student 20 years old).

This was reported to throw blame at the wife by citing the biblical verse (from Proverbs 10: 1): *a foolish son (child) brings grief to his mother.*

However, a few reported that relatives received the pregnancy news and continued to support the female students.

My aunt received the news with delight, but she kept insisting that I might grow old and that I needed to have children as early as possible. (Ziada, 19 years old, a pregnant student).

Findings indicate that other students react negatively to pregnancy, as they believe it is challenging for a female student to balance the dual responsibilities of studying and pregnancy. Furthermore, some perceive it as sinful, as reported by female students.

Some of my colleagues were not ready to work with us; they saw us as sinners. (Fadhili (24 years old) interviewed a pregnant student).

Participants indicated that being pregnant on campus is seen as foolish; it can be avoided, and there are numerous ways to prevent it. Nonetheless, some partners were, in fact, positive and pleased, as shared by the participants.

My partner advised me to consume healthy foods (Amani, 21 years old, interviewed a pregnant student aged 21).

Generally, these findings align with those of other studies conducted in Africa. In Ethiopia, Zenebe and Haukanes (2019) reveal that reporting pregnancy jeopardises family support due to financial constraints, while Phiri et al. (2021) note a deterioration of family ties among pregnant female



students and their friends, neighbours, and parents. The findings of this study underscore the significant challenges that unmarried pregnant students often face, particularly in regions where cultural norms stigmatise premarital pregnancy. These challenges include negative reactions from family members, social ostracism, and the withdrawal of both financial and emotional support, all of which can severely impact a student's ability to continue their education. Social Inclusion Theory emphasises the importance of creating environments in which all individuals, regardless of their circumstances, have equal opportunities to participate fully in society.

Academic challenges during pregnancy and parenting

Participants indicated that they encountered academic challenges both before and after giving birth, as they struggled to manage their studies alongside parenting responsibilities. They recognised their difficulty in balancing schoolwork and childcare, which frequently necessitated trips home to care for the infant. For some students, studying at night proved challenging, whilst during the day, the baby was awake and required their attention. Although some students mentioned having caregivers or parents to help with childcare, the majority lacked the financial means to afford such support. Furthermore, as most students come from rural areas, they navigate pregnancy without parental assistance, relying solely on distant relatives who are unwilling to help. Hekima reported that

I could not study over the weekend because I could not study at night. I prefer to focus on my schoolwork during the day since I am not productive at night. When I want to study during the day, I can't do anything if the baby is awake (Student crying). (Interviewed Hekima, a parenting student, 24 years)

The participant expressed frustration with managing schoolwork due to the conflicting demands of being both a parent and a student simultaneously. This prompted them to adjust their study routines to balance these responsibilities. Some students even refrained from attending classes for the entire semester. While studying, they were often interrupted by their babies waking for nappy changes or feedings. In one instance, the researcher observed a student-parent (Salama, 20) sitting for an examination while her baby, who was with a babysitter, cried outside. The student-parent found it unbearable to be apart and had to step out to breastfeed before returning to the examination. They reported that this significant change in their study routines adversely affected their academic performance due to missed classes. When interviewed, Salama articulated the following:

Raising children while studying is incredibly challenging. I have missed numerous exams this semester. All I do is ask my friends to take notes for me and study so that I can sit the exams. However, my grades have declined somewhat compared to when I wasn't pregnant (Salama, 20 years interviewed pregnant student).

When I became pregnant in my second year, I found it challenging to submit my assignments on time, which delayed my coursework results that were essential for taking the exam since I was not attending classes as scheduled (Interviewed pregnant student, 21 years). Applying social inclusion theory to these findings provides a framework for understanding and addressing these challenges. The difficulties faced by female students who are parents in the academic sphere have also been evident in the USA (Nelson et al., 2013), Zimbabwe (Berg & Mamhute, 2013), and Kenya (Njuguna, 2020; Mwangi-Chemnjor, 2015). These challenges arise from a lack of supportive infrastructure for pregnant and parenting individuals. Social Inclusion Theory emphasises the importance of creating equitable opportunities for all individuals to participate fully in society, regardless of their circumstances. In an educational context, this implies ensuring that pregnant and parenting students have access to the necessary resources and support to succeed academically. The theory advocates for the removal of barriers that lead to social exclusion and prevent individuals from fully engaging in societal roles.



Financial challenges

The findings revealed that many parenting students acknowledged that when one is pregnant, the budget tends to increase, particularly for housing, food, and healthcare. Housing was the most expensive. The Mwalimu Nyerere Memorial Academy did not have hostels for pregnant students.

When you are pregnant, your financial needs increase. For instance, I have been craving certain foods, but I lack the funds to buy them because my parents do not have much money. As I explained to you, my boyfriend rejected this pregnancy, so I do not have any financial support. (Nuru interviewed a 19-year-old pregnant student.)

The narratives provided by the interviewed students highlight the multifaceted financial challenges that pregnant and parenting students face in higher education. These challenges encompass increased expenses related to housing, food, healthcare, and childcare, compounded by institutional policies that may inadvertently worsen financial strain (also see Kilango et al., 2017; Njuguna, 2020; Mwangi-Chemnjor, 2015). Pregnancy and parenting significantly elevate students' living costs. The need for specialised nutrition, prenatal care, and post-birth childcare services adds to this financial pressure.

Students' resilience during pregnancy and parenting

Despite the challenges of pregnancy and parenting, the participants displayed remarkable resilience in managing their circumstances. They expressed a sense of strength and a deep understanding of their difficult situations. The participants indicated that they did not expect any special treatment during pregnancy and that they had to accept their circumstances despite the numerous challenges. Most were able to navigate their experiences by utilising available support. Hekima noted that:

When I was pregnant, I did not blame anyone; instead, I focused on the support available to me. My colleagues assisted me during discussions by sharing lecture notes and sending me group assignments, which I completed at home. Whenever I had the chance, I attended college and discussed matters with them. (Hekima, interviewed parenting student, 24 years)

The parenting experiences of female students varied in terms of accommodation. As Upendo recounts, parents and relatives could assist those who found themselves pregnant at the appropriate time.

I am grateful that I gave birth during the holidays. I have now left the baby at home, where my mother is raising him, while I continue my studies (Upendo, an interviewed parenting student, is 20 years old).

Others, like Rehema, raised children while simultaneously studying. She managed her accommodation by hiring a new resident.

After giving birth, I had to leave the hostel to arrange a room. Although my living situation is not ideal, I will endure it until the baby is six months old, after which I will send him to stay with his mother in the region so that I can continue my studies. (Rehema, interviewed parenting student, a 21-year-old female)

The narratives above highlight the resilience and determination of pregnant and parenting students as they navigate their academic and personal challenges. The participants' accounts reflect a positive attitude and maturity in coping with their circumstances, alongside the effective utilisation of available support systems, including assistance from peers and family members. The Social Inclusion Theory emphasises the need for systemic changes that not only promote diversity but also ensure that all individuals feel valued and empowered to participate fully in society. In the context of education, this means that institutions should adapt to the diverse needs of students, particularly those who are pregnant or parenting.



Research supports the idea that robust support networks, both personal and institutional, are essential for fostering resilience among young mothers (Mahlangu et al., 2024). For example, a study exploring the factors that contribute to healthy pregnancy and birth experiences among adolescents found that aspects such as self-efficacy and self-acceptance, along with resources like family and partner support, significantly impacted positive outcomes (Solivan et al., 2015; Summers et al., 2017). Additionally, programmes that combine educational and parenting support have proven effective in enhancing the social inclusion of young mothers. For instance, the Young Parents Education Programme in Melbourne, Australia, offers a flexible learning environment that allows young parents to complete their secondary education while caring for their infants (Round, 2022).

In summary, these students' experiences highlight the crucial role of resilience and support systems in overcoming the challenges associated with pregnancy and parenting during academic pursuits. By addressing the unique needs of young parents, this initiative facilitates educational achievement and fosters social inclusion. The application of Social Inclusion Theory emphasises the necessity for educational institutions and society as a whole to cultivate inclusive environments that recognise and accommodate the diverse requirements of all individuals, thereby promoting resilience and enabling full participation.

Conclusion

This study highlights the complex challenges experienced by unmarried pregnant and parenting students in Tanzanian higher education institutions, such as emotional distress, academic disruptions, financial burdens, and societal stigma. Despite these difficulties, students showcase resilience through adaptive strategies and peer support. The findings emphasise the urgent need for institutional policy reforms, including flexible academic provisions, on-campus accommodation, and mental health support, to create a more inclusive learning environment. Furthermore, broader societal efforts are vital for dismantling stigma and promoting cultural acceptance. Future research should concentrate on targeted interventions to improve the academic success and well-being of this vulnerable group of students.

References

- Baloyi, V. Kganakga, K., Madzhe, M., & Chueng, M. (2020) An exploration of the causes of student pregnancy and psychological stressors experienced by pregnant students at University of Venda, South Africa, *Cogent Psychology*, 7:1, 1863176, DOI: 10.1080/23311908.2020.1863176
- Berg, G. V. D., & Mamhute, R. (2013). Socio-educational challenges of pregnant students and student mothers. *Anthropologist*, 15. 305-311. 10.1080/09720073.2013.11891321.
- Duffy, K. (1995). *Social exclusion and human dignity in Europe*. Strasbourg: Council of Europe.
- Goroshko, O. (2008). Gender equity through gender teaching online. *Proceedings of the 4th International Barcelona Conference on Higher Education*, 3. Higher education and gender equity. Barcelona: GUNI.
- Hennink, M., & Kaiser, B. M. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 292. Elsevier.
- Institute for Women's Policy Research. (2013). *College students with children are common and face many challenges in completing higher education*. iwpr.org/wp-content/uploads/2020/09/C404-College-Students-with-Children-are-Common-and-Face-Challenges.pdf.
- Kilango, N. C., Qin, Y. H., Nyoni, W. P., & R. A. S. (2017). Interventions that increase enrolment of women in higher education: The University of Dar es Salaam, Tanzania. *Journal of Education and Practice*, 8(13), 21-27.
- Li, H., Bowen, A., Bowen, R., Muhajarine, N., & Balbuena, L. (2021). Mood instability, depression, and anxiety in pregnancy and adverse neonatal outcomes. *BMC Pregnancy Childbirth* 21, 583. <https://doi.org/10.1186/s12884-021-04021-y>



- Lihamba, A., Mwaipopo, R., & Shule, L. (2006). The challenges of affirmative action in Tanzanian higher education institutions: A case study of the University of Dar es Salaam, Tanzania. *Women's Studies International Forum*, 29(6), 581–591.
- Mahlangu, M. & Ramalepa, T., & Letswalo, L. (2024). Experiences of pregnant and parenting students at a university in Gauteng province. *Health SA Gesondheid*. 29. 10.4102/hsag.v29i0.2547.
- Mama, A. (2003). Restore, reform but do not transform: The gender politics of higher education. *Journal of Higher Education in Africa / Revue de l'enseignement supérieur en Afrique*, 1(1), 101-125.
- Maunde, R. M. (2024). Lived experience of student teenage mothers in higher learning institutions in Dar es Salaam, Tanzania: Drives, challenges and support systems. *Eastern African Journal of Humanities and Social Sciences*, 3(1), 138-146.
- Mushy, S. E., Muhindo, R., Massae, A. F., & Josaphat, B. K. (2018). Factors associated with uptake of emergency contraception among female undergraduate students in the University of Dar es Salaam Main Campus, Tanzania. *Women's Health Science Journal*, 2(3), 1–13.
- Mwaifuge, A. J. (2015). Exploring the experiences of pregnant and mothering students in higher learning institutions: a case of College of Education at UDOM. M. A dissertation: The University of Dodoma
- Mwangi-Chemnjor, C. (2015). Against all odds: Student parents in public universities in Kenya. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2(6), 130–140.
- Njuguna S M. (2020) Factors contributing to pregnancies among university students in Kenyan university: a case of Kiriri Women's University. *International Journal of Recent Research in Social Sciences and Humanities (IJRSSH)* 7(1), 60-64.
- Phiri, T. M., Nyamaruze, P., & Akintol, O. (2021). Stress and coping among unmarried pregnant university students in South Africa. *BMC Pregnancy and Childbirth*, 21, 1-13. <https://doi.org/10.1186/s12884-021-04288-1>.
- Reay, R. D. (2002). Mothers' involvement in their children's schooling: Social reproduction in action? *Improving Schools*, 5(3), 23–33. <https://doi.org/10.1177/136548020200500306>.
- Round, P. (2022) Research and evaluation of the young parents' education program 2019 – 2021, research and evaluation of the YPEP, research report, Monash University.
- Sen, A. (1999). *Development as freedom*. Alfred A. Knopf.
- Solivan A.E, Wallace M.E, Kaplan K.C., & Harville E.W. (2015) Use of a resiliency framework to examine pregnancy and birth outcomes among adolescents: A qualitative study. *Fam Syst Health*. 2015 Dec;33(4):349-55. doi: 10.1037/fsh0000141.
- Somba, M. J., Mbonile, M., Obure, J., & Mahande, M.J. (2014). Sexual behaviour, contraceptive knowledge and use among female undergraduates' students of Muhimbili and Dar es Salaam Universities, Tanzania: A cross-sectional study. *BMC Women's Health*, 14, 94. <https://doi.org/10.1186/1472-6874-14-94>.
- Summers, L., Lee, Y-M., & Lee, H. (2017) Contributing factors of teenage pregnancy among African American females living in economically disadvantaged communities, *Applied Nursing Research*, 37, 44-49, <https://doi.org/10.1016/j.apnr.2017.07.006>.
- Thabethe, L. R., Mulondo, S. A., & Tugli, A. (2020). Psychological experiences of pregnant students at the University of Venda, Limpopo Province, South Africa. *African Journal of Reproductive Health*, 24(3), 18-23. <https://doi.org/10.29063/ajrh2020/v24i3.2>.
- Victoria, B., Opotamutale, D., & Tomas, N. (2021). Factors contributing to pregnancies among tertiary students at the University of Namibia. *Global Journal of Health Science*, 13(1). Published by Canadian Center of Science and Education.
- Zenebe, M., & Haukanes, H. (2019). When abortion is not within reach: Ethiopian university students struggling with unintended pregnancies. *International Journal for Equity in Health*, 18, 23. <https://doi.org/10.1186/s12939-019-0925-2>.