

**INSTITUTIONALISED ON-CAMPUS CHILD CARE ARRANGEMENTS AND
BREAST-FEEDING STUDENT MOTHERS' ACADEMIC UNDERTAKINGS: A CASE
OF KYAMBOGO UNIVERSITY**

BY

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DECLARATION

I **Namubiru Aisha**, declare that this dissertation titled: “Institutionalised On-campus ChildCare Arrangements and Breast-Feeding Student Mothers’ Academic undertakings: A case of Kyambogo University” is my original work and has never been submitted to any institution for any award. I am now submitting it to the School of Graduate Studies Kyambogo University with the approval of my supervisors.


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APPROVAL

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DEDICATION

I dedicate this thesis to my husband who sees education as an investment, indeed without your advice, I would not have upgraded. I dedicate it to my lovely daddy Hajj Adam Mutebi and mum and to my children Zainab Nuhah, Husnah, Hanah, Hajj Ismail and Halwah Maimunah who are so amazing.

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ABBREVIATIONS AND ACRONYMS

HIE Higher Institutions of Education

KyU Kyambogo University

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ABSTRACT

The study focused on institutionalised on-campus childcare arrangements for breast-feeding student mothers and their participation in academic undertakings in Kyambogo University (KyU). The study sought to establish whether there are adequate institutionalised on-campus childcare arrangements in KyU; explain how these affect breast-feeding student mothers' academic undertakings and, identify coping strategies student mothers undertake in playing dual roles in KyU. A phenomenological qualitative approach was used to capture the student mothers' narratives using interviews and observations. The findings established the inadequacy of the institutionalised on campus childcare arrangements for student mothers. Additionally, the dilemmas student mothers face in taking up the dual and sometimes conflicting student-mother roles coupled with their coping strategies were illuminated. It was concluded that there is generally lack of institutionalised on campus childcare arrangements in KyU. Among the recommendations made were that KyU management provides institutionalised on-campus childcare arrangements for breast-feeding student mothers to enable them juggle dual roles effectively. KyU Management should sensitise student mothers about the child study centre and also improve it. It should also bench mark other universities to help in designing and implementing policies that cater for the needs of breast-feeding student mothers. The university should also identify all student mothers and create a database to help in proper planning for the breast-feeding student mothers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter focuses on the background to the study which entails the historical, contextual and conceptual perspectives. It highlights the statement of the problem, purpose of the study, objectives of the study, research questions and scope of the study. It also specifies the significance of the study, theoretical framework, the conceptual framework, limitations and delimitations of the study.

1.1 Background to the study

Education is a key to the development of dynamic and globally competitive economies (Juuko & Kabonesa, 2007; Cabaguing, 2017). It fosters social, economic as well as political development at individual, institutional and national levels. Higher education is an important tool for development at macro and micro levels (Bosch, 2013). Consequently, higher education is a commodity that is highly valued both at individual and national levels because of the rates of return that accrue from it (Glewwe, 2002). It provides the necessary knowledge and skills to diverse groups of people like the youth and women as advocated for by the sustainable development goal (SDG) number 4 of the 2030 agenda which calls for all nations to ensure inclusive and equitable quality education (SDG report 2018).

Furthermore, the introduction of Affirmative Action in Uganda in the 1990s led to the improvement of women's participation especially in education and politics (Musisi & Muwanga, 2003; Onsongo, 2009). Under the policy, female students are awarded 1.5 points to boost their

entry into public universities (Onsongo, 2009). This has led to increased enrolment of female students at university level to almost 50% in some universities and hence overall emancipation of women in Uganda (Mohamedhai, 2008; Mama, 2003). It is important that the increased enrolment of girls in public universities is maintained by guarding against their drop out by any factors, including the absence of on-campus childcare arrangements (Moreau & Kerner, 2012; Ellis, 2014; Myers, 2009).

It should also be noted that due to the mature age entry provision, evening programs and the distance education modes of learning that have been adopted by Higher Institutions of Education (HIE) for the working class, many mature students are entering Universities, including females who are parents as well (Najjuma & Kyarugahe, 2006). This is because in the modern society many breast-feeding student mothers concurrently want to achieve other goals such as advancing their careers, improving social economic status among others, through attainment of higher education credentials (Estes, 2011; White, 2006). Breast feeding is the feeding of babies and young children with milk from a woman's breast. Breast milk is the most nutritious food for babies because it protects them from infection, allergies, some chronic diseases, childhood cancers and sudden infant death syndrome (Gartner, Morton, Lawrence, Naylor, O'Hare, Schanler & Eidelman, 2005). It's incumbent for a mother to breast feed her young one during the early years of a child's life thus in the course of attaining higher education, breast feeding student mothers continue to breast feed their babies alongside studying.

Despite the fact that there are new innovations in regard to breast-feeding such as mothers pumping breast milk so that it can be used later when breast-feeding is not possible, physical breastfeeding remains very important and the best form of breast-feeding. This is because it allows eye-to-eye contact and physical closeness, strengthening the bond between the child and

mother. As such breast-feeding student mothers are seen moving around university campuses with their breast-feeding babies to enhance this. In this context, breast feeding student mothers are increasingly joining higher institutions of learning (Brown & Nichols, 2013). The aforementioned scenario coupled with the fact that today, more female university students are involved in risky sexual relationships from which they conceive and bear children in addition to the burden of single handedly raising them (Brown & Amankwaa, 2007).

Enrolment of breast-feeding mothers in universities has not always been met by a change in resource and program allocations to meet the unique needs of these mothers in order to assist them pursue their studies uninterrupted (Lynch, 2008; Brown & Nichols, 2013). This implies that university student mothers bear the responsibility of pursuing their education and at the same time taking care of their young ones. However, scholarly findings indicate that in the absence of on-campus childcare arrangements, some student mothers drop out of the university so as to undertake the baby care role demands (Moreau & Kerner, 2012; Ellis, 2014; Myers, 2009). In addition, Myers (2009) noted that it is very difficult for student mothers to embark on further education and training without suitable childcare because of the dilemmas they face trying to balance the dual expected roles.

The above-mentioned situation indicates that retention of female student mothers admitted for university education is equally critical in the achievement of massification of women in higher education (Mohamedhai, 2008; Mama, 2003; Mohamedbhai, 2014; Hornsby & Ruksana, 2014). This means that besides increasing women's enrolment in higher education, governments and universities should endeavour to put in place measures that ensure completion rates of higher education by all categories of university female students, including the breast-feeding student mothers. Such measures include among others putting in place institutionalised on-campus

childcare arrangements to help the student mothers juggle the dual roles. Myers (2009) states that on-campus childcare arrangements help student mothers effectively participate in academic activities thereby enabling them to complete their academic programmes successfully. Pinilla & Munoz (2005) reveal that even in the absence of on-campus childcare arrangements some student mothers complete their university education. However, the specific ways university student mothers in Uganda cope in executing the two roles is not documented. This study sought to establish how university student mothers play the dual roles in the absence of on-campus childcare arrangements and how this affects their participation in academic activities.

1.1.1 Historical perspective

Historically women were required to stay home and take care of their children since they were not working or going to school before the advent of the industrial revolution in Europe in the 19th century (Osafu, 2017; Kelley, 2017; Noor, 1999). After the industrial revolution, women began to find employment in factories since men had left factory positions to serve in the army because of political drives, need for change and stability within their societies (Tilly & Scott, 2016; Cook, 2004; Noor, 1999). The war thus offered women more opportunities in employed labour (Budig, 2003). In the same way women had to take on dual roles of motherhood and employment at the same time. In order to sustain employed labour, women needed knowledge and skills which could enable them meet the demands of the jobs acquired (Marek, 2012; Mitch, 2018; Yang, Schneller & Roche, 2015).

Kaufman (2003) states that such knowledge and skills could be attained from educational institutions especially institutions of higher learning. However, the number of female students accessing universities was low during the 19th century in Europe and to address the skills gap,

affirmative action in higher education was introduced to boost their entry into universities (Mohamedhai, 2014). Affirmative Action in education was first introduced in America by president John F. Kennedy in 1961. It was a method of redressing discrimination against women in America with in the education sector which had persisted since the inception of formal education in higher institutions of learning (Ibarra, 2001).

According to Orlans (1992), Affirmative Action in higher education in America sought to increase the number of women and minority students in most educational fields. In the 1990s, the Affirmative Action was similarly introduced in Uganda where 1.5 additional points were added to female learners to beef up their numbers in universities since there were very few women pursuing higher education at that time (Onsongo, 2009). In Uganda's public universities this Affirmative Action boosted female student numbers up to 50% and this increment has continued up to date thus increase in numbers of female learners in universities (Mohamedhai, 2008; Mama, 2003).

The student population in many universities all over the world comprise of female students some of whom are breast-feeding student mothers (Noor, 1999). It should further be noted that students' years at the university coincide with child bearing ages between 18-35 years where a considerable number of female students find themselves bearing children while studying (Myers, 2009; White, 2006). Naturally after giving birth, women are mandated to breast feed their babies, therefore university students who give birth cannot evade that natural phenomenon (Tarrant, Dodgson & Choi, 2004). As such universities need to put in place facilities which cater for the needs of the breast-feeding student mothers such as institutionalised on-campus childcare arrangements to enable the breast-feeding student mothers juggle dual roles (Schumacher, 2015). Initially there were no institutionalised on-campus childcare arrangements in Europe and

America and as such, student mothers were coming with a baby sitter at campus, leaving the baby in a car with a nanny among other means which implied something had to be done to save the situation which was likely to go out of hand. However, several decades later, it got to a level where institutionalised on-campus childcare arrangements were introduced in these universities (Boresoff, 2013; Osafo, 2017).

Despite the fact that institutionalised on-campus childcare arrangements are not a common phenomenon in universities in Africa, Uganda in particular, these have existed elsewhere in developed countries like the United States of America (USA), Britain among others in different universities for example in campuses such as Arizona State University, University of Massachusetts Amherst, the University of Michigan, the University of Minnesota, Oregon State University in the United States of America (Polakow, katja and Ziefert, 2014). In these universities, different types of institutionalised on-campus childcare arrangements are provided in relation to the categories of years of children. Different ages of children need different types of care and arrangements for example there is care given to children below 18 months, between 18 months to 5 years and between 5 years and above (Polakow et al., 2014).

Over the decades, campus-based childcare arrangements were formed in Western Michigan university to respond to the particular issues of the day relating to participation of student mothers in university education and early education of children (Myers, 2009). John Dewey (1896) established a childcare centre at the University of Chicago to serve as a model for the community and advocates for children, and offer resources for other departments and programs on campus (Keyes, 1990; Keyes & Boulton, 1995). More campus-affiliated childcare programs continued emerging in other American universities in the early 1920s and as they evolved, they embraced a three-part mission of teaching, research, and service that continue into the present

(Osborn, 1991). Across different nations, higher education leaders are coming to understand that high-quality childcare services are not only essential to the mission of their colleges and universities but are also vital for the enrollment, retention, graduation, and success of student mothers (Boressoff, 2013; Brilli, Boca & Monfardini, 2013).

According to Polakow et al., (2014) universities and numerous community colleges across the United States of America have made a commitment to student parents by advocating for the needs of this unique population, and ensuring that they have equal access to campus opportunities and resources that other students have. Whereas institutionalised on-campus childcare arrangements exist in some universities in developed countries, such facilities are either lacking (Lynch, 2008) or totally absent (Cooper, 2009) in universities in Africa (Berg & Mamhute, 2013), Uganda inclusive (Najjuma & Kyarugahe, 2006). The inadequacy of such facilities may limit breast-feeding student mothers' access to education undertakings and thus affect their academic success (Osafo, 2017; Lynch, 2008).

1.1.2 Contextual perspective

Uganda, a former British colony located in East Africa is one of the developing countries in the world (Namatende, 2018). It has a population of about 44.27 million of which 80% is engaged in subsistence agriculture (Uganda Bureau of Statistics, 2018). The government of Uganda recognises education as a basic human right therefore it continues to provide basic education to all its citizens (Willmore, 2004). The education structure in Uganda is divided into pre-primary, primary, secondary and tertiary education.

The Government, in its commitment to quality and inclusive education established several strategies to accelerate girls' participation, retention in schools as well as access to higher

education (Naziwa, 2010; Onsango, 2009). Strategies such as the policy on affirmative action (Onsango, 2009) and Universal Primary Education (Sakwa & Longman, 2013). The policies have mostly focused on increasing access to education and have led to increased enrolment in all institutions of learning (Muhwezi, 2003). While such policies target equality of opportunity in widening access to education, they fail to address issues of retention specifically of student mothers, who have proliferated the tertiary education system in Uganda (Sakwa & Longman, 2013).

This study focused on establishing whether there are adequate institutionalised on-campus childcare arrangements in KyU, explaining how these affect breast-feeding student mothers' participation in academic undertakings and illuminating their coping strategies in taking up the roles of breast-feeding student-mother. The study was situated within KyU, the second largest out of Uganda's six public universities, mandated to provide a conducive learning environment for all students (Kasule, 2015). The study fits in with the Ugandan government's political decision towards gender equality, as well articulated in *The Uganda Gender Policy* (2007), "to take into account gender equality concerns in all policy, program, administrative and financial activities" (p. 34).

As Onsango (2009) affirms, affirmative action can meaningfully impact gender-equitable access to university education, if governments and universities adopt multifaceted approaches in which various strategies support each other towards closing the gender gap within higher education. This study is therefore timely in informing policy and practice to achieve gender-equitable access within higher education. Student mothers with breastfeeding children are becoming an increasing phenomenon in Uganda's Universities in general and KyU in particular. Some female university students get involved in voluntary and non-voluntary sexual relationships that lead to

pregnancies and hence conception (Najjuma & Kyarugahe, 2006). Other female students are admitted in the university every year especially in the distance and evening education programs, while they are already mothers. Breast-feeding student mothers at KyU are a special category of the female student population that requires specific institutionalised on-campus childcare arrangements for their babies

However, no record regarding breast feeding student mothers in Kyambogo university is available because no data on students' parental status is collected either at the time of application for admission or during registration. The usual sources of information such as on-line applications, course enrolments, faculty and departmental records do not show parental information in the statistical records for the different academic programs within the university. Consequently, using snowball sampling method the researcher was able to identify 55 breast-feeding student mothers at Kyambogo University (See Table 3.1 in section 3.6.1). Although the total number of breast-feeding student mothers at KyU could be much more, the sample of 55 breast-feeding student mothers serves to demonstrate their existence in KyU.

Literature shows that childcare arrangements are numerous in universities in developed countries such as in the United States of America and Britain and include a planned area with modification provisions for separating young non-mobile infants from older and mobile infants, space for rest and storing each child's personal items such as diapers, clothes, professional childcare takers with a ratio of 1-2, breast feeding rooms for infants of 0-3 years that are divided into cubicles furnished with seats, tables, play toys, eating areas, diaper areas and bath-rooms (Keller, 2017; Osafo, 2017 Kelly & Kelly, 2015; Lynch, 2008; Williams, 2007; Schumacher, 2015; Ellis, 2014; Boresoff, 2013; Bosch, 2013; Estes, 2011; Myers, 2009; Moreau & Kerner, 2012).

The childcare arrangement at KyU is in form of a child study centre that provide nursery education services as it caters for children who are school going. Its primary objective is academic and its childcare services is secondary. Among the objectives why the centre was started was to act as a teaching facility for students studying early child hood development, to be used as a lab, resource, research centre; and to provide a link between the university and its neighbouring community. It is clear from the objectives that the child study centre was not started to cater for the needs of breast-feeding student mothers. It is therefore inadequate in providing services which cater for the needs of breast-feeding student mothers in KyU. In an attempt to find out what childcare arrangements the centre could provide for breast-feeding student mothers, a pre-visit to the centre was done by the researcher and the following was captured from a conversation with the head teacher of the child study centre.

First of all, I must admit that the centre is not in a state where we expect it to be. Even our day care service leaves a lot to be desired. We don't have equipment. In fact, we normally even send away many children because of lack of facilities for them because you can imagine we have only one day care attendant who is actually like a baby sitter and is not even professional. We don't have materials or facilities that can make her look after three, five or ten children. So, lack of those facilities incapacitates us, we cannot even go out to advertise because you would want to advertise something your even proud of. And secondly apart from the facilities the place itself actually, our rooms have many things lacking. You will go there and you will see the room leaking, the floor is very dirty, by nature even if you scrub it, it doesn't clean up and..... so those kinds of things make us not to perform as expected. We have been hoping really every year that we are supported but in vain. We need to improve it and make it known to the students and probably the staff members. Incidentally we have actually one staff member who as a child here but we requested her to come with her baby sitter and we simply oversee the baby sitter because we cannot dedicate our single staff on that particular child. (M. W. Lenard, personal communication, February, 14th, 2019)

From the information provided by the head teacher, it is evident that the centre was not started for breast-feeding student mothers. It is also in a sorry state and needs to be improved. It has only one childcare taker who is not professional. All its rooms are used for studying because it does not have a room specific for childcare services. This situation shows inadequacy in providing the

relevant childcare needs that breast-feeding student mothers need. In this case the inadequacy of the centre is used to mean absence of childcare arrangements for breast-feeding student mothers in KyU. The aforementioned scenario points out an inadequacy of institutionalised on-campus childcare arrangements within the university and this may have ripple effects on access, equity and progression of breast-feeding student mothers pursuing higher education.

1.1.3 Conceptual perspective

In this study institutionalised on-campus childcare arrangements for breast feeding student mothers were conceptualized as institutional childcare services that are put in place at university campuses to enable them undertake motherly and student roles at the same time (Myers, 2009). According to Schumacher (2015) institutionalised on-campus childcare arrangements include facilities such as a childcare center with play equipment and facilities for babies aged 0-3 years, breast feeding rooms, playing area for children, medical facilities for children, professional childcare-takers, rooms for baby sitters, pantry and kitchen services for the breast feeding children who are weaned off, university policies, plans & budgets that are sensitive to childcare needs of breast-feeding student mothers.

Academic undertakings as per the study were conceptualized as the attendance of lecture sessions by the breast-feeding student mothers. They also include attending discussions with fellow course mates, participating in tutorial sessions, writing exams, making academic presentations in lectures, completion of course works and tests as well as taking part in co-curricular activities.

In this study student mothers are those female students enrolled and registered by Kyambogo University to undertake any of its academic programs and are mothers of breast-feeding children

aged 0-3 years. They are called breast-feeding student mothers because they are students pursuing education and at the same time parents of breast-feeding children (Spilovoy, 2013).

The term inadequate as per the study means deficiency in terms of size, quality and facilities. It is also taken to mean missing and absent as used in context of the study.

1.2 Statement of the problem

Adequate institutionalised on-campus childcare arrangements facilitate student mothers to effectively undertake their academic and parental responsibilities in universities (Moreau & Kerner, 2012; Schumacher, 2015). There is shortage of institutionalised on-campus childcare arrangements despite the existence of breast-feeding student mothers in KyU. This is evidenced from the numerous student mothers who have been observed around the university campus with their babies in an attempt to attend to academic undertakings while simultaneously playing their motherly roles. Some have been seen breast feeding in classrooms, in cars, while others under tree shades and photographic evidence of this is available. Such a situation is undesirable and if not well addressed, may negatively affect the academic and parental achievement of student mothers in KyU. While student mothers' experiences in engaging their seemingly conflicted roles have been researched (Estes, 2011; Griffiths, 2002; Henry-Moss, Lee, Benton, Spatz, 2019; Lynch, 2008), there remains a paucity of studies from the African and specifically Ugandan context. This study therefore sought to establish the extent to which inadequate institutionalised on-campus childcare arrangements affect student mothers' participation in academic undertakings in KyU located in Uganda.

1.3 Purpose of the study

The purpose of the study was to establish the extent to which institutionalised on-campus childcare arrangements at KyU affect breast-feeding student mothers' participation in academic undertakings.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish whether there are adequate Institutionalised on-campus childcare arrangements in KyU.
- ii. To examine the effect of Institutionalised on-campus childcare arrangements on academic undertakings of breast-feeding student mothers in KyU.
- iii. To identify coping strategies breast-feeding student mothers undertake in playing roles of mother and student at KyU.

1.5 Research questions

The study sought to answer the following research questions;

- i. What Institutionalised on-campus childcare arrangements are adequate in KyU?
- ii. What is the effect of institutionalised on-campus childcare arrangements on the academic undertakings of breast-feeding student mothers in KyU?
- iii. What coping strategies do breast-feeding student mothers undertake in the face of inadequate on-campus childcare arrangements in KyU?

1.6 Significance of the study

This study is significant given the focus on breast-feeding student mothers who continue to proliferate within Ugandan universities. The findings provided insights into these women's experiences, which have not been documented in the literature. Therefore, this added to the literature in this field from a Ugandan perspective. Further still, the study is likely to inform policy and practice within universities, regarding how to plan for student mothers, who, as already explained, continue to increase in universities given the desire for women to attain higher education achievement. The documented coping strategies can be emulated by other student mothers, thereby modeling through lived experiences, how other student mothers can work within the dual conflicting roles, to succeed at both mothering and academic undertakings.

In addition, the information generated by the study may also serve to increase KyU management's awareness and understanding of the changing dynamics of barriers to education access by breast feeding student mothers and thus help in formulating policies that promote their interests. This may go a long way in improving breast feeding student mothers' participation in academic undertakings in universities thereby addressing the SDG no. 4 which advocates for inclusive and equitable quality education and promoting lifelong learning opportunities for all.

1.7 Limitation and delimitations of the study

The study was limited to views of breast-feeding student mothers in one public university. This means that the views of other breast-feeding student mothers would be excluded in the diverse universities in Uganda, some of which are private. Consequently, the results of the study cannot be generalized to other universities.

In addition, the study focused on breast-feeding student mothers with children of 0-3 years of age. Despite the limitations, the study is still useful because the findings can be used as a point of reference for further studies and can also be used to help KyU address the needs of student mothers.

1.8 Theoretical framework

The study was guided by the role conflict theory developed by sociologists Talcott Parsons and Ralf Dahrendorf (2008). The basic principle of the theory is that role conflict occurs when the different obligations a person plays in his or her everyday life happen at the same time. In such instance's role conflict may lead to better performance of one role at the expense of the other. However, it is also not true that underperformance will always occur when individuals undertake several roles at the same time because some individuals may be highly skilled at particular tasks and can therefore afford to undertake several tasks at the same time effectively (Keele & Hawkins, 1982).

Despite such a scenario, the theory is relevant to the study because it helps in understanding the dilemmas student mothers encounter since they also undertake dual roles of mother hood and student hood. The study anticipated instances when student mothers may face role conflict in undertaking the dual roles of motherhood and student hood. In such instances where breast feeding student mothers have to forego one of their dual role obligations at the expense of the other, the foregone role is underperformed with undesirable outcomes.

1.9 Scope of the study

1.9.1 Geographical scope

The study was carried out in Kyambogo University, Kampala Uganda. The university is located in Nakawa division, Kampala Capital City Authority in the republic of Uganda. The university is bordered by Kabaka's palace to the north, Kyambogo college school to the east, Nabisunsa girls' school to the south and the industrial area in the west.

1.9.2 Content scope

The purpose of the study was to establish institutionalised on-campus childcare arrangements that are adequate in KyU; the effect of institutionalised on-campus childcare arrangements on student mothers' academic undertakings and coping strategies breast-feeding student mothers use in playing dual roles.

1.9.3 Time scope

The study covered a period between 2018 and 2019. This is the time designated for undertaking research as required by the University for the Award of the degree of Master of Education in Education Foundations of KyU for a master's student who enrolled in the academic year 2017 to pursue the course.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents literature reviewed in relation to the research objectives. It includes literature related to institutionalised on-campus childcare arrangements that are adequate in higher institutions of education, effect of institutionalised on-campus childcare arrangements on breast-feeding student mothers' academic undertakings and coping strategies breast-feeding student mothers undertake in playing dual roles of mother and student.

2.1 Institutionalised on-campus childcare arrangements in HIE.

Different scholars assert that institutionalised on-campus childcare arrangements for student mothers are child day care facilities on campuses of HIE where care and supervision of multiple children at a time is undertaken. These include arrangements of children of ages 0-3 years (Toddlers), 3-7 and 7-10 years of age being catered for by nannies, babysitters, teachers or other providers who are well qualified and well paid. In addition the ratios of the care providers for children should be at 1:3 in order to cover all aspects of child development like physical, emotional, social, language, psychomotor and cognitive development (Boresoff, 2012; Miller et al., 2011; Kelly & Kelly, 2015; Lynch, 2008; Schumacher, 2015; Lyonette et al., 2015; Myers, 2009; Johnson, Schwartz & Bower, 2000).

Such on-campus childcare arrangements have existed in universities like the university of Manitoba (Kelly & Kelly, 2015), American Academe (Lynch, 2008), Samar State University (Cabaguing, 2017) among others in developed countries such as United States of America and Britain.

This study investigated the case of a Ugandan public university to establish whether it had adequate childcare facilities for breast-feeding student mothers. The primary task of University education is to assist students in actualizing their potential (Elias & Merriam, 2005). Universities are therefore required to provide their learners with facilities that enable them realize their full potentials without discrimination. Breast feeding student mothers belong to the non-traditional university group of students and as such should be provided with facilities that enable them balance academic work and motherly duties (Lynch, 2008).

Walkup (2005) too asserts that treating student mothers the same way as a traditional 18-year-old undergraduate is inappropriate since this cohort of students has specific needs and multiple responsibilities in addition to their role as a student. This is the basis upon which on-campus childcare arrangements have become very relevant for female students when their study coincides with childbearing years (Kuperberg, 2009). In this case facilities like institutionalised on-campus childcare arrangements need to be provided by higher institutions of education to enable student mothers juggle dual roles.

Several scholars are in agreement that institutionalised on-campus childcare arrangements are a critical resource for the success of student mothers in pursuing their degrees and diplomas in higher institutions of learning as they can help student mothers enrol, remain in colleges and universities and graduate more quickly (Manalang, Liongson & Bayubay, 2015; Kelly & Kelly, 2015; Lynch, 2008; Williams, 2007; Schumacher, 2015; Moghadam, Khaiban, Esmali & Salsali, 2017; Cabaguing, 2017; Lyonette, Atfield, Behle & Gambin, 2015; Moreau & Kerner, 2012; Ellis, 2014; Miller, Gault & Thorman, 2011; Boresoff, 2013; Bosch, 2013; Estes, 2011; Myers, 2009). This therefore makes the availability of childcare services in universities critical because their absence affects the academic and parental achievement of student mothers. This

observation is supported by Kappner (2002) who concluded that graduation rates were higher for student mothers in the University of New York when they had the support service of on-campus childcare.

Boresoff (2013) found that in the University campuses of South Africa, where childcare facilities are available, such facilities do not meet the parents' childcare needs. For instance, in the University of South Africa Berg & Mamhute (2013) found that student mothers with infants are not catered for although they pay fees like the rest of the students. In another study done by Watson (2007) found out student mothers were faced with challenges of; time constraints, need for childcare, economic constraints and an unfavourable institutional climate. Gault, Reichlin, Reynolds & Froehner (2014), too, found that though on campus childcare is crucial support for the student mothers in universities, it was difficult for them to find and afford it.

On the same issue, Cooper (2009) also argues that caring in educational contexts has become such a taken for granted sentiment and practice that parents, educators and scholars' references to care are often left undefined yet it affects academic performance. Similarly, Moreau and Kerner (2012) and Wainwright and Marandet (2006) found that many institutions address by default the needs of the child free students and not student mothers (Moreau & Kerner, 2012; Wainwright & Marandet, 2006). It should be noted the above-mentioned scenario does promote enrolment, effective academic undertakings and retention of student mothers in HIE. This is because without on-campus childcare arrangements student mothers face many challenges and obstacles as they juggle parenting and academic demands in pursuit of their degrees. This assertion is supported by Fadale & Winter (1991) who assert that absence of on-campus childcare can be a barrier for enrolling and returning to higher institutions of learning. Moghadam, Khiaban, Esmaeli & Esalsali (2017) in Iran also conclude that the management of

maternal and family affairs by female students in universities in which the motherhood role was not supported was a challenge.

Lynch (2008) too found out that graduate student mothers in America were at a higher risk of attrition than almost any other group in the academe. Such attrition rates were associated with a number of factors including lack of enough time to cater for motherly and academic duties. In addition, Lynch (2008) established that it was difficult to find affordable and reliable childcare at university. It is therefore vital that on-campus childcare arrangements are availed at zero or subsidized costs so that student mothers can access it without hindrance and hence enable them concentrate on their studies (Walkup, 2006; White, 2008; Reay, 2003). Similarly, Polakow et al., (2014) found that student mothers with unmet childcare needs were confronted with many barriers and challenges related to affordable, accessible and high-quality childcare as they struggle academically while parenting their children.

Available literature reveals that the provision and access to on-campus childcare arrangements in HEIs varies from country to country. The extent to which student mothers in HEIs receive these services also varies in the different universities and countries. The experience of student mothers on institutionalised on-campus childcare arrangements at Kyambogo university (KyU) is not documented. Thus, this study sought to establish the extent to which student mothers at KyU are facilitated with institutionalised on-campus childcare arrangements.

2.2 Institutionalised on-campus childcare arrangements and academic undertakings in

HIE.

In situations where institutionalised on-campus childcare arrangements are adequate, they provide a platform on which student mothers juggle dual roles (Lynch, 2008). This assertion is supported by Fadale and Winter (2014) in USA who found a strong positive relationship between on-campus-based childcare arrangements and student parents' academic success, enrolment and persistence. However, Lynch (2008) posits that graduate student mothers are at a higher risk of attrition than almost any other group in the American academe. Such attrition rates are associated with a number of factors including lack of support in form of on-campus childcare arrangements for student mothers among others. It was therefore highlighted by Manalang and Bayubay (2015) that support extended to student mothers in form of on-campus childcare arrangements helps to lessen student mothers burden caused by their situation.

According to Schumacher (2015) student mothers spend a significant amount of time caring for their breast-feeding dependents and as such miss out on academic activities due to inadequate on-campus childcare arrangements. Similarly, in a study done by Miller et al., (2011) student mothers reported that they spend 30 hours per week or more caring for dependents. In addition, forty two percent of single student parents said it was likely they would have to withdraw from school due to their dependent care responsibilities. This coupled with inadequate childcare provisions in higher education institutions which could assist them balance their caregiving responsibilities with schoolwork (Miller et al., 2011).

In relation to the above, Osafo (2017) states that breastfeeding of babies was one of the challenges that were encountered by breast-feeding student mothers. This is because it is likely

to consume a lot of time feeding and caring for the young ones thus affecting student mother's involvement in academic activities. Despite the innovations like use of breast pumps and breast milk storage facilities that have been made, it's important to note that physical breast-feeding remains the best for babies (Chen & Kaplan, 2003). This is because it has a lot of benefits both to the mothers as well as the babies and as such it cannot be underestimated.

In addition, breast-feeding protects babies against numerous infections and diseases like otitis media, respiratory infections and diarrhoea, and also promotes natural bonding between the mother and the baby (Chen & Kaplan, 2003). Breast-feeding student mothers therefore wish to continue breast-feeding their babies because of the many benefits derived from breast milk. Similarly, they also continue studying due to the benefits that accrue from acquiring higher education and as such they face a dilemma of which role to uphold and which one to drop (Osafo, 2017).

Lynch (2008) asserts that in situations where the academic arena does not provide breast-feeding student mothers facilities to enable them breast-feed their young ones throughout the day, they may be forced to drop out. This negatively affects academics and in cases the baby is removed from the breast also affects mothering (Osafo, 2017). This leaves breast feeding student mothers in a predicament of whether to concentrate on their academic endeavours or breast-feed their young ones (Schumacher, 2015).

Moghadam et al., (2017) contend that academic activities are intertwined with challenging competitions and academic trials on top of motherhood responsibilities for student mothers which impose a large burden on their shoulders. According to Myers (2009) this is worsened by the academic community which mainly focuses on success, development, and the never-ending

competitions without providing the required support to breast-feeding student mothers. Adofu (2013) affirms that combining motherhood and studying without compromising activities of either one is a great dilemma for student mothers. Similarly, Ellis (2014) proclaims that in case a woman must focus all her attention on studies, her behaviour may contrast with her traditional role of motherhood. As such availability of adequate on-campus childcare arrangements provide student mothers a platform on which to balance their two roles whereas inadequacy limits student mothers' participation in academic undertakings.

In a study done by Sadler, Swartz, Ryan-Krause, Seitz, Meadows-Oliver, Grey & Clemmens (2007) it was noted that missing on-campus childcare is often the central issue of interference with regular attendance and school completion. In situations where on-campus childcare arrangements are lacking, student mothers are in a dilemma whether to attend to baby care needs at home or attend to university programs at campus (Erk, 2013). Such role conflict normally ends up affecting student mothers either way. This assertion is supported by Polakow et al., (2014) who assert that failure to find affordable satisfactory childcare at the Eastern Michigan University led to an array of academic costs on student mothers.

Walkup (2005) did a study in the university of Derby in the United Kingdom and concluded that student mothers continue playing the dual roles unceasingly in an academic environment without on-campus childcare. This affects student mothers in ways like limiting their study time, missed classes among others. This is supported by Johnson et al., (2000) who conducted a study in the United Kingdom and affirmed that many of the student mothers who leave school without earning a credential, better access to on-campus childcare could have helped them avoid taking a break or dropping out completely.

Findings by Mason, Goulden & Frasch (2009) suggest that having children in the absence of on-campus childcare arrangements is a factor associated with attrition for student mothers in United States of America. Additionally, Erk (2013) states that in Indiana the significant barriers that student mothers face in the absence of Institutionalised on-campus childcare arrangements in most cases negatively affect their academics. This is in relation to the barriers their peers face to success in universities (Erk, 2013). It was further pointed out that juggling the stresses of schooling with motherhood responsibilities leaves student mothers overworked and stressed (Hinton-Smith, 2012).

Miller et al., (2011) contend that in USA much of student mothers' on-campus childcare needs go unmet and this contributes to their low rates of degree attainment. In a study conducted in Venezuela by Pinilla and Munoz (2005), evidence shows that academic performance of student mothers is lower than that of other groups of university students. Consequently, this is because of parenting roles which add on the burden of academic demands thus negatively affecting student mothers in their academic struggles (Pinilla and Munoz, 2005).

According to Egenti and Omoruyi (2011) the stress and trauma student mothers go through makes them feel psychologically ill-disposed towards university academic programmes. This further increases their burden and lowers their self-esteem which affect their learning and level of achievement in as far as academic endeavours are concerned (Egenti & Omoruyi, 2011).

Student mothers have inevitable academic impediments that emanate from the non-academic activities that they perform and therefore the success of their academic pursuit is at the expense of the time they have for their children (Osafu, 2017).

More to that in Australia research was carried out by Myers (2009) on student mothers which suggested that health problems, financial difficulties, lack of suitable childcare and general

overload lead to student mothers dropping out of school. In addition to that Miller et al., (2011) state that lack of on-campus childcare arrangements may incapacitate student mother's ability to complete their courses once they enroll for higher education. Further findings stated that forty-two percent of student mothers say it is very likely they may have to withdraw from school due to their childcare responsibilities which they find difficult to balance with academic responsibilities (Miller et al., 2011). Consequently, these student mothers are often tired because of the double workload which normally deters them from being able to meet their educational and parental demands which end up suffering (Osafo, 2017).

Evans and Grant (2008) noted that role challenges cause women to abandon one role for the sake of the other because of inadequate on-campus childcare arrangements. For this reason, myths, expectations and ideals available in the campus culture can influence this kind of behaviour on the breast-feeding student mothers. In addition to the above Lynch (2008) states that student mothers are not only guided by the norms of the academia but are also guided by the cultural scripts regarding motherhood. As a result, they end up being at cross roads due to failure to balance the two which are pointedly different yet require the same attention. Likewise, in a study done by Osafo (2017) it was noted that motherhood and the academia do not blend well for most student mothers. This is because they end up missing bonding with their children so as not to miss lectures, discussions and other academic programs.

Miller et al. (2011) posit that student parents have competing obligations that need to be balanced with their academic pursuits and in cases on-campus childcare arrangements are inadequate, this may become difficult whereas in cases institutionalised on-campus childcare arrangements are adequate, they may provide student mothers a platform on which to balance their dual roles.

According to Pare (2009) the full-time demands of both motherhood and university education are incompatible idealizations pushed upon student mothers in the university of cape coast. As a result, they have reported dissatisfaction in both roles that are mismatched. The contradictions that are faced by student mothers who are committed to their pursuit of a degree and are equally committed to raising healthy happy children are not just personal problems (Lynch, 2008). These problems don't exist in a personal bubble, they exist within the larger academic and cultural context thus it becomes increasingly difficult to balance both (Marandet & Wainwright, 2010; Ellis, 2014).

Literature reviewed in this section highlights that several scholars have conducted studies on student mothers in higher institutions of learning. However, there is limited research works on the experiences of breast-feeding student mothers in higher institutions of education therefore this thesis gives reasons why the experiences of these women are worthy of further examination.

2.3 Coping strategies breast-feeding student mothers undertake in playing dual roles in HIE.

In cases where universities do not provide institutionalised on-campus childcare arrangements, student mothers devise means of coping and learn how to resolve the tension of combining motherhood and education (Bosch, 2013). In a study conducted by Lynch (2008) in United States of America in Rutgers university demonstrated that student mothers coped with their conflicting identities by practicing maternal or academic invisibility in situations which were not welcoming at that particular time. For example, maternal invisibility was practised in situations student mothers were at university campuses and in which case, they would avoid mothering until they went back home whereas academic invisibility was practised by avoiding

doing university work while at home. This assertion is supported by Ellis (2014) who pointed out that student mothers adopted such strategies in order to hide their student status while mothering. This is because they experienced feelings of being alienated, isolated, overwhelmed and afraid of being stigmatized by their motherhood in the academic spheres.

Osafo (2017) noted that one of the circumstances that contribute positively to performance of student mothers in the university of Cape Coast is help provided by their extended families in taking care of the children. This is because almost all life circumstances of student mothers negatively affect their academic performance. Furthermore, in a study done by Berg & Mamhute (2013) in the university of South Africa, findings indicated that student mothers got support from peers and friends which enabled them manoeuvre.

Manalang et al. (2015) conducted a study in Angeles University in Philippines which revealed that student mothers considered their babies as their motivation and inspiration to surpass all challenges. In addition, Luttrell, (2016) asserts that student mothers in New York perceived both education as well as mothering their children to be highly significant. The student mothers understanding of motherhood enabled them to merge their motherly roles with academic roles. On the contrary, student mothers in Australia attested to the fact that it becomes impossible to balance such. This is especially so without proper and appropriate support, coordination extended to them in addition to various tasks both at home and at campus (Quaye, 2011; Goodwin & Huppertz, 2010).

In a study done by Schumacher (2015) it was concluded that student mothers in USA attested to the fact that support from spouses was another component of their success in combining studying and mothering. This was because without the husband's care, it would literally be difficult to

accomplish either of the activities. Similarly, Osafo (2017) posits that student mothers in the University of Cape Coast were fond of taking their children with them to campus, used paid domestic workers, left their children with neighbours, or took their children to day care centres as a means of coping and balancing dual roles of motherhood and studying.

Available literature reveals that student mothers suggest that kinship care is one of the strengths of the African American families (Osafo, 2017). This is because relatives, siblings, aunts, grandmothers among others take on roles as mothers and hence become the primary care givers to babies of the student mothers (Osafo, 2017; Lyonette et al., 2015). Kinship care is one of the coping strategies that relieve student mothers of the childcare burden (Williams, 2007; Kelly & Kelly, 2015; Lyonette et al., 2015).

According to Cabaguing (2017) who conducted a study in Samar State University in Philippines provided a description of lived experiences of the struggles of student mothers in their attempt to be both. It was concluded that despite the fact that they encounter many problems, they were motivated and inspired at the same time to work towards achieving academic and motherly roles. In Iran, Moghadam et al., (2017) found that despite the fact that student mothers were not supported yet had to manage both roles, they applied planning and sacrifices techniques such as doing one role at the expense of another.

It was also concluded in the study done by Manalang et al., (2015) that student mothers give more priority to their studies rather than to their babies thus sacrificing one role for the other. In addition, Ajandi (2011) conducted a study in Canada which revealed that when duties overlapped, student mothers took priority and sometimes decided to take a leave of absence from the universities for seven months and take care of their children. Student mothers thus needed to sacrifice one role just to fulfil the other since their time was delimited by motherhood, academic

and social activities which were in competition (Osafo, 2017; Walkup, 2006). Likewise Berg & Mamhute (2013) who conducted a study in South Africa concluded that if society fails to assist and support student mothers they often have to cope with anxiety, guilt, anger and self-esteem. Therefore, availability of institutionalised on-campus childcare arrangements in universities is a critical resource in helping student mothers create a sense of balance with dual roles (Lynch, 2008; Williams, 2007; Schumacher, 2015; Moghadam et al., 2017; Cabaguing, 2017; Lyonette et al., 2015; Moreau & Kerner, 2012; Ellis, 2014). The researcher therefore sought to conduct a study to examine coping strategies breast-feeding student mothers use in juggling dual roles in KyU which will add on the existing body of literature.

2.4 Summary of literature reviewed

The above synthesized literature review recounts the several studies that have been conducted and findings documented. Such studies include among others, the lived experiences of student mothers in managing dual roles (Manalang et al., 2015), student mothers negotiating academia and family life (Williams, 2007), financing childcare for college student success (Boresoff, 2013), moving childcare forward at the university of Manitoba (Kelly & Kelly, 2015).

However, little has been documented in Africa in general and Uganda in particular. In addition, the available literature does not delve into the stories of breast-feeding student mothers in regard to institutionalised on-campus childcare arrangements and academic undertakings. This study sought to establish and document literature specific on lived experiences of breast-feeding student mothers of 0-3 years. This will add new knowledge to the existing body of literature.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explores the research design, location of the study, target population, sample size and sampling techniques, data collection method, research instruments, validity and reliability, data collection procedures, data processing, analysis and ethical considerations.

3.1 Research design and approach

The study was guided by the phenomenological design as it enabled the researcher investigate the phenomenon of breast-feeding student mothers in KyU (Kothari, 2004). The phenomenological design was chosen because it is concerned with understanding the social and psychological phenomena from the perspectives of people undergoing the experience (Groenewald, 2004). The researcher therefore applied phenomenology to capture the experiences of the breast-feeding student mothers who experienced the phenomenon at hand. This enabled the researcher to carefully capture the facts given by the breast-feeding student mothers of KyU about the study without any bias (Kothari, 2004; Groenewald, 2004).

In this context, the researcher gained a deeper understanding of the social and psychological experiences of breast-feeding student mothers in regard to how they juggle their dual roles on campus. The phenomenological design further enabled the researcher to describe as accurately as possible the phenomenon of breast-feeding student mothers refraining from any type of pre given frame work but remaining true to perspectives given by the respondents (Kothari, 2004; Groenewald, 2004). The researcher therefore aimed at understanding the social and psychological phenomena from the perspectives of the breast-feeding student mothers in regard

to institutionalised on-campus childcare arrangements and academic undertakings (Silverman, 2016; Creswell, 2003; Glasow, 2005).

Additionally, a qualitative approach was also used to capture narratives, opinions, comments and views from breast-feeding student mothers (Taylor & DeVault, 2015). Qualitative studies aim to improve the understanding of phenomena through human experiences (Devers & Frankel, 2000; Myers, 2000; Merriam, 2002). Furthermore, in qualitative research, emphasis is placed more on the way in which the individual interprets his or her social world (Bryman, 2008). The qualitative approach therefore enabled the researcher capture voices on the experiences of breast-feeding student mothers in regard to institutionalised on-campus childcare arrangements and academic undertakings in KyU. As such experiences of student mothers were captured since the goal of qualitative research is to examine how things look from different vantage points (Taylor & DeVault, 2015; Myers, 2007). More so, using a qualitative approach enabled the researcher to connect with the participants and see the world from their own point of view (Corbin & Strauss, 2015; Patton, 2002).

3.2 Location of the study

The study was conducted at Kyambogo University located in Nakawa Division in Kampala Capital City Authority (KCCA). Kyambogo University was selected by the researcher because it has a considerable number of breast-feeding mothers among its female student population.

3.3 Target population

The target population was breast-feeding student mothers at KyU who had babies 0-3 years. Breast-feeding student mothers having babies 0-3 years of age were chosen because they had

babies who were still so much attached to their mothers because of breast-feeding. These children thus needed a lot of care and attention from their mothers who was also a student at the same time.

3.4 Sample size and selection techniques

3.4.1 Sample size for in-depth interviews

The yardstick for achieving an appropriate sample size in qualitative studies depends on when saturation is reached (Guest, Bunce & Johnson, 2006). Saturation occurs when adding more participants to the study does not result in additional perspectives or information (Guest & MacQueen, 2008). According to Morse (2000) sample size for phenomenological studies include 6-10 participants.

3.4.2 Sampling techniques

Purposive and snow balling sampling techniques were used for selecting study participants (Kothari, 2004; Silverman, 2016; Taylor & DeVault, 2015). Purposive sampling was used to select student mothers who were currently breast-feeding children from 0-3 years of age and were willing to participate in the research (Kothari, 2004; Creswell, 2003). Respondents who were breast feeding were selected from each of the five faculties and one school of the university. Due to the absence of statistical records on breast feeding student mothers at KyU, the snowball sampling technique was used for tracing breast feeding students from each faculty and school (Marques & McCall, 2005). This was because the researcher relied on participant referrals to get other potential respondents (Devers & Frankel, 2000).

Table 3.1 demonstrates the sample of the presence of breast-feeding student mothers in Kyambogo university. It reveals some of the breast-feeding student mothers contacted using the snowball sampling method.

Table 3. 1. SAMPLE ON PRESENCE OF BREAST-FEEDING STUDENT MOTHERS AT KYAMBOGO UNIVERSITY

Faculty	Number of Respondents identified	Pseudonyms of breast-feeding mothers	Number of Other Breast-feeding Mothers Known at KyU
Arts and Social science	4	Student mother 1	6
		Student mother 2	3
		Student mother 3	2
		Student mother 4	1
Engineering	1	Student mother 5	None
Science	1	Student mother 6	1
School of Management and Entrepreneurship Education	13	Student mother 7	2
		Student mother 8	1
		Student mother 9	2
		Student mother 10	1
		Student mother 11	3
		Student mother 12	Same faculty with student mother 8
		Student mother 13	5
		Student mother 14	1
		Student mother 15	2
		Student mother 16	1
		Student mother 17	3
		Student mother 18	3
Student mother 19	2		
Special Needs and Rehabilitation	2	Student mother 20	1
		Student mother 21	More than 15
Vocational Studies	1	Student mother 22	None. The ones she knew were not breast feeding.
Total number			55

Source: Designed by the Researcher (2019).

3.5 Data collection methods

3.5.1 Interviews

Two qualitative methods of in-depth interviews and participant observation that yield descriptive data were used in the study because these are the measures phenomenologists use for understanding a given phenomenon (Taylor & DeVault, 2015; Creswell, 2003; Kvale & Brinkmann, 2009).

The research instrument that guided the study comprised of the interview guide, which was designed in such a way that it included research questions that were linked to the objectives of the study (Hennink et al., 2011). The interview guide had open-ended questions (Appendix 11) which were in line with study objectives. The question items in the interview guide were used to obtain narratives of breast-feeding student mothers (Walliman, 2011).

Data was collected from the individual participants using tools and devices such as a voice recorder and writing logistics. According to Matheson (2007) a voice recorder was used for audio recordings to capture voices of the breast-feeding student mothers. This was needed for transcription purposes. Field notes were also taken to supplement voice recordings by ensuring correctness in the recorded data.

3.5.2 Observations

Non-participant observation was also used to supplement the interviewees' responses. In this case observation was used to identify silent values, expressions and gestures of the breast-feeding student mothers during the process of the face-to-face interviews (Hennink, Hutter & Bailey, 2011; Silverman, 2016).

3.6 Validity and reliability

Patton (2001) states that validity and reliability are two factors, which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study.

3.6.1 Validity

Validity is the ability of the instrument to produce findings that are in agreement with the objectives of the research (reference). In this respect, validity of the study was established using face validity where the instrument was given to my supervisors to check whether the research questions were able to answer objectives of the study. As such the interview guide was given to the supervisors for approval in terms of wording, accuracy and clarity. Validity of the interview guide was maintained by following the guidance and comments made by the supervisors who were familiar with the programme. Their comments were considered in making proper amendments in the interview guide.

In addition, respondent validity was also used where the transcriptions were taken back to the respondents for validation of data and in this case, respondents confirmed that what was in the transcriptions was a true record of what transpired (Flick, 2004). Deep saturation was also used in validating data where by on the basis of the data that was collected, further gathering was unnecessary because it would not yield any new information as the point of saturation had been reached which promoted validity (Golafshani, 2003).

3.6.2 Reliability

Reliability is the ability of an instrument to give consistent results when used. To this effect reliability in this study was established from the different sources of data which were collaborated to get reliable data (Marques & McCall, 2005; Flick, 2004; Hussein, 2015). In this case reliability was established through checking responses of the study cases so that the more the responses were similar and consistent the more reliable the instruments were (Golafshani, 2003).

3.7 Data collection procedures

Before embarking on the study, an authorization letter from the Faculty of Education was obtained which permitted the researcher to carry out the study as it authorised the researcher to continue with data collection. The researcher then sought permission from the participants who were humbly requested for their voluntary participation in the study. Those who were willing to provide the necessary information were interviewed and their responses kept confidential and only used for the purpose of the study (Silverman, 2016; Creswell & Miller, 2000). Arrangements for meeting were done by the researcher and the participant as to where and when the interview was to be conducted. In the same way meetings were held at the convenient time of the interviewee and the interviews took a period of 30-40 minutes (Kothari, 2004; Creswell, 2003).

Interviews involved face to face interactions between the researcher and respondents through question and answer sessions. The interviewer first introduced herself and then explained the purpose of the meeting to the respondents before starting the interview (Seidman, 2006; Kothari, 2004). This was supplemented by the interviewer's explanation about the study which alleviated

any fears of the respondents that could have aroused naturally (Silverman, 2016). The interview was audio recorded and this was explained to the respondent and the purpose for which it was done. The face to face interviews were guided by the interview guide which contained research questions derived after the study's objectives from which questions were got and answers captured (Hennink et al., 2011).

3.8 Data processing and analysis

Data was transcribed verbatim and analysed using content analysis as well as NVivo software version 10 (Matheson, 2007). NVivo software version 10 visualised the data output which enabled the researcher draw conclusions and recommendations. NVivo software version 10 is a qualitative data analysis computer software designed for qualitative researchers working with rich text-based information. It helped the researcher to find connections and understand underlying themes and patterns in the content across various data sources thus making informed and supported decisions. It also helped in understanding the relationship between elements of interview responses. Cluster analysis technique was used to visualize patterns by grouping together sources that shared similar words, attribute values or were coded similarly. Cluster analysis diagrams extracted from the software provided a graphical representation of data which made it possible to visualise the connections among words, which were used to develop themes.

3.9 Ethical considerations

Ethical considerations were made in this study in order to protect human rights and welfare of the participants. Ethical considerations that were used by the researcher included soliciting

consent of the interviewees and ensuring their confidentiality (Walliman, 2011; Silverman, 2016; Kothari, 2004).

3.9.1 Informed consent

Consent of the respondents was sought beforehand. Only those who gave their consent to participate were involved in the study. They were provided with sufficient information about the research by verbal explanation of the topic by the researcher (Hennink et al., 2011). The purpose for which data was collected was explained to the respondents in order to secure their informed consent (Silverman, 2016). Participants were also informed about the expected duration and procedure as well as their right to decline and to withdraw participation at will thus they willingly and knowingly participated (Hennink et al., 2011).

3.9.2 Confidentiality

The researcher observed extreme confidentiality and ethical guidelines while handling respondents. Participants were explicitly told that their confidentiality would be ensured by keeping the acquired information secure and private. This would be done by keeping it in a password locked computer only accessible to the researcher and by making data anonymous. In this way the sources of the study's data would not be disclosed to the public (Hennink et al., 2011; Sanin & Cahill, 2006). This was done so as not to compromise privacy and security of the respondents so that they would willingly give their views about the topic under study (Sanin & Cahill, 2006).

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is basically a presentation, analysis and interpretation of the findings from the field. It presents findings to the study regarding institutionalised on-campus childcare arrangements for breast feeding student mothers and academic undertakings. Data collected from the field was guided by the study objectives. The findings were obtained after several interactions with breast-feeding student mothers in KyU who were identified through purposive and snow ball sampling methods.

Findings of the Study

4.1 Institutionalised on-campus childcare arrangements that are adequate in KyU.

In this objective the study sought to establish institutionalised on-campus childcare arrangements that are adequate in KyU. The findings for this objective indicated that institutionalised on-campus childcare arrangements for student mothers having babies 0-3 years were inadequate in terms of deficiency and absence. In terms of deficiency, out of the 10 interviewees, only one knew about the existence of a one child study centre but did not even use it. She said that she had ever heard about a day care centre but she did not know much about it. Majority of the student mothers said they did not know about any childcare arrangement in KyU. The available child study centre not being known to the student mothers' points to inadequacy. Interviewee 4 who had heard about the centre had this to say:

I hear that there is a day care centre in the university but I have never used it.

(15th.05.19)

In terms of absence as operationally defined to mean missing as per the context of the study, institutionalised on-campus childcare arrangements for breast-feeding student mothers having babies 0-3 years were reported missing. These included breast-feeding rooms, a childcare centre with equipment and facilities for babies of 0-3 years, professional childcare takers, security for babies, medical facilities specific for babies, kitchen and pantry services for babies among others. A number of student mothers' voices were heard in this regard. Student mothers noted that they did not see equipment and facilities enabling their stay on university campus with their babies in case they came with them. Therefore, in cases student mothers came with their babies at the university, they had to improvise by making the environment around them useful. Interviewee 3 had this to say in this regard:

Mmm there are no baby care facilities and play grounds for children, I don't see them around, I don't see any day care sort of arrangement where our children can be kept nor rooms. I mean a room, ya rooms where there are some beds, chairs, playing toys for the babies, which they can play with and may be sleep when they are tired on the beds. Such things are not available. (06th.04.19)

Respondents also revealed that the university in which they were juggling the dual roles of motherhood and student hood was not very conducive as it did not provide basic facilities that can help them effectively undertake the two roles within the premises of the university. To this Interviewee 2 had this to say:

Ok. Conducive environment. You find that maybe playing kits are there for babies to play with, the beds for babies, nice beds not these ones which are.... full of bedbugs or other things. Because babies are still young, we need to have those things in place plus water you know that kids like bathing a lot. Warm water for that matter, all those things must be put in place to make them grow well as we also the mothers stay in class comfortably.. (06th.05.19)

Interviewees raised concern about the issue of medical facilities for the babies that were missing. The university's medical facility did not cater for babies, it only offered its services to the university students, excluding student mothers' babies. On this note Interviewee 2 recommended that the university should put in place medical facilities be equipped to support the babies' welfare. She said:

I do not see medical facilities specific for babies here like those paediatrician services because when you go at the university hospital, they tell you they don't have services for babies like immunisation. So at least if they put like some... treatment facilities for our children, like even if you are in a lecture and the baby gets some abnormality like temperature rising, they can take care of him even when you're not there." (06th.05.19)

The student mothers also complained about the absence of shelter under which they can comfortably sit and breast feed their babies within the university. They also mentioned absence of shelter where they can leave their maids who care for their babies in case they came with them at the university. They said that there was hardly any safe space in which to mind the babies at the university as the student mothers attend lectures. This is evidenced in Interviewee 1's assertion that:

There are no gazetted areas where you can leave your baby when you go for a lecture here in KyU. For example, tents may be for breast-feeding mothers. At least when you go to university with your child and maid, they sit there in a favourable environment, you go to class and find them there after the lecture. But in Kyambogo there is no such a place, the maids sit under the tree, when it rains, they rush to the classrooms. they find students there, they send them away, so you find you have nowhere to put your child and this disturbs a lot. And sometimes you find the child is sick, you cannot leave the child at home because the distance is a bit far and you cannot go with the child to Kyambogo because you have nowhere to leave it. (14th.02.19)

In conclusion, the data in objective one reveals that the Institutionalised on-campus childcare arrangements for breast-feeding student mothers were generally lacking. The only existent one was substandard and was generally unknown by the student mothers. Only one out of the 10 student mother interviewees knew about the existence of this on-campus childcare arrangement

facility at KyU- the child study center. Even then, she clearly explained that she did not even know where it was found. She had no interest in it because of its substandard facilities. This finding points to the fact that though the center exists, it seemed absent to the student mothers.

4.2 Institutionalised on-campus childcare arrangements and academic undertakings

Objective 2 examined the effect of institutionalised on-campus childcare arrangements on the academic undertakings of breast-feeding student mothers in KyU. Interviewees unanimously reported that in the face of inadequate institutionalised on-campus childcare arrangements, their participation in academic undertakings was negatively affected. The student mothers indicated that they faced several challenges and dilemmas in performing their dual roles of motherhood and student hood in the absence of on campus childcare arrangements. These challenges and dilemmas included; limited time to effectively carry out the two roles, missing lectures so as to take care of the baby, having to choose between completing a lecture and coming out to breastfeed the baby, missing exams and course works versus attending to the sick child, insufficient financing of the two roles, giving inadequate attention to the two roles which all affected student mothers' participation in academic undertakings.

Participation in academic undertakings was affected in various ways like missing; lecture sessions, academic discussions, examinations, tutorials and handing in course works and assignments late due to baby care demands.

The student mothers also reiterated that the absence of on-campus childcare arrangements sometimes placed them in compromising situations of having to choose between playing the role of motherhood and student hood. In such instances, nine out of the ten interviewees reported that

they missed lectures in order to attend to their childcare roles. Interviewee 10 illustrated this finding when she made the following narration:

It happened to me last month on a Wednesday when I was supposed to attend lectures yet it was the day that this baby had to be immunized so I had to take the baby to Naguru hospital so that he is immunized and doesn't miss the process. That day I missed three lectures and again this coming month I am again taking back the baby for immunisation so I am going to miss lectures on Wednesday 26th because this baby is supposed to be taken back for the third immunization on that day. (14th.02.19)

In line with the same experience, interviewee 4 professed that:

I remember when I was writing my second last exam, I had no one to keep the baby. I moved around in confusion, I wasted almost 30 minutes; I reached an extent of even leaving the exam. I then said to myself that instead of leaving my baby alone, I rather miss the exam. As with the exam, I can still come back but with the baby I have got one. In case something bad happens to it, I will leave to regret. Then finally some young girl found me while I was standing, she told me, madam you are not entering the exam, your friends are already doing the paper. I told her I don't have anyone to keep the baby, it's that girl who helped me carry the baby as I wrote my exam. (15th.05.19)

The above excerpts indicate that choosing one role at the expense of another often makes the foregone role to be under performed thus affecting breast-feeding student mothers' efficiency in that aspect. In the above two scenarios, student mothers' total concentration on academic endeavours was inhibited by the absence of on campus childcare arrangements- baby sitters and immunisation services for children.

Interviewees further observed whenever they overlooked their childcare demands in order to attend lectures, their concentration levels were low. This made them unable to understand and grasp concepts which resulted in posting low grades in examinations. This was because they continuously thought about the babies they had left at home whether they had eaten, whether

they were doing well among other disturbances related to childcare as illustrated by interviewee 5 who narrated that:

"I used not to concentrate in class and sometimes I got out of the lectures early. Like I used to think about him all the time, like how is he, has he eaten, what is he doing right now and sometimes my sister would call me when am in the lecture room. Hurry up I have some where I want to go" (08th.04.19).

This excerpt illustrates that a student mother's inability to monitor her baby while at the university makes her restless in the lectures. This implies that the presence of on campus arrangements that enable student mothers to easily monitor their babies could have alleviated the above mentioned scenario. This scenario begs for the presence of baby sitting-rooms, baby sitters, among other childcare facilities within the university campus.

In addition to the findings above, another interviewee revealed that she normally missed lectures in order to breast feed her baby. This was because she could normally be disturbed by the effect of accumulating breast milk which made her uncomfortable. She added that she also incurred extra transport costs in the process of going to and fro in order to breast feed thus adding on the financial burdens that she sustained. All this was done in the quest of trying to pursue both parenting and mothering. In regard to this interviewee 3 asserted that:

Sometimes if you are breast feeding, like me now the challenge I find is that i have a lot of breast milk and if I have lectures from morning up to evening, I have to miss one and attend another because I have to breastfeed the baby. Either I have to go and come back which is a bit costly because I have to board to and from since when breastmilk accumulates, you cannot be comfortable so that is also another challenge. (06th.04.19)

The above scenario, too, indicates that the movement and transport costs incurred by this student mother could have been addressed by on campus childcare arrangements that enable her to breast feed her baby within the campus.

Furthermore, inadequacy of institutionalised on-campus childcare arrangements affected student mothers' participation in academic undertakings due to lack of a university policy that allows them to hand in late assignments. Consequently, student mothers not giving enough attention to the assignments given to them and handing in course works late. In regard to this, interviewees noted that they did not give their assignments and course works the necessary attention because of the dual roles of motherhood and student hood that they played. This resulted in not only handing in course works and assignments late but also lacking in content and organisation hence ended up scoring low grades which affected them academic wise. This finding was emphasized by interviewee 2 who said:

Sometimes you find that the baby is sick, he is admitted, you take the whole day, the whole week without looking into the book and at the end of the day you need to pass. They need course works, they need those assignments and at the end of the week you find you have not done anything so you do them hurriedly and you know what it means doing something hurriedly, it can't be proper like when you have given it time so you end up failing. (06th.05.19)

This excerpt indicates that the deadlines set by the academic staff for handing in course work assignments by students are non-responsive to the childcare responsibilities of student mothers. In the above scenario, student mothers are shy to request for additional time because they fear due to the absence of an on-campus policy that gives them the right to so. In many cases exemption from handing in course on time is on humanitarian grounds.

Me personally this semester I don't know how am going to perform. I have to look after my son and study at the same time. Balancing the two is not easy so you find that things are so hard. Sometimes I miss discussions and tutorial as I have to go back when they call me that the child is crying so hard or has refused to feed on the bottle. Now that

means that it is me who has to go and attend to him personally. Me being a mother I can't leave him to continue crying like that because it might cause some diseases to him so I leave off everything at the university and go and attend to him. By doing so I end up missing lectures and the result will be failing. (10th.05.19)

The information in the above excerpt indicates that missing to participate in academic activities due to childcare is also a source of anxiety for the mothers. The fear of failing academically was always lingering in their minds when they were unable to participate in academic activities due to childcare demands.

Interviewees also revealed that the dual conflicting roles they played in the face of missing institutionalised on-campus childcare arrangements sometimes inhibited them from completing examination papers, especially when their babies were sick. Interviewee 2 reiterated that:

You find difficulties maybe you are going in an examination; they call you that your son is very sick, you go with that pressure, you have to worry about your son and at the same time write the exam. May be your still in the exam and you have done like two or three numbers, you then rush to take the child in the hospital. You find that you lack concentration in the exam because your worried about the sick child and at the end of the day, you end up not performing well hence you feel so bad. (06th.05.19)

This excerpt reveals that when the child falls sick, the student mother gives attention to take care of the child at the expense of academic work. This also implies that the presence of on campus childcare medical arrangements for student mothers could go a long way to enhance their academic undertakings at the university.

Observations made by the researcher revealed that student mothers could carry their babies on their laps during discussions and sometimes could leave the babies with a babysitter around the area they were holding discussion from. Then when the baby needed to breastfeed, she would excuse herself from the discussion to breast feed the baby who had been left with a babysitter. It was also observed during the interview sessions that some breast-feeding mothers were in constant communication with their baby sitters to get updates on their babies' welfare.

Furthermore, one student mother came for the interview with her baby because she did not have any one to leave the baby with since her sister with whom she usually left her baby had gone for other engagements.

The above excerpts shows that student mothers make childcare provisions for themselves while at university. This helps them to be in position to attend to their babies within proximity and attend to academic programs as well. Despite the fact that it may be an inconvenience to other group members in case the baby cried, it helps to alleviate fears that may arise within the student mother in case the baby is far away from her. It is also evident that despite absence of on-campus childcare arrangements for breast-feeding student mothers, they still come to university premises with their children because it is unavoidable to attend to them particularly when they are still breast-feeding.

Further findings revealed that attending to both baby care and academic demands in the face of missing institutionalised on-campus childcare arrangements limited time for effectively playing both roles. This negatively affect student mothers' participation in academic undertakings. Participants mentioned that they did not have enough time to care for their babies and attend to academic work effectively well. Student mothers were thus having hard time building a close relationship with their young ones.

Lack of enough time and complexity in schedule of activities was a big challenge to student mothers in regard to completion of tasks expected of them. Sometimes, there was collusion in the time for undertaking motherly and academic activities. This led to mothers abandoning one role at the expense of the other and this greatly affected their participation in academic undertakings. This is because it was overheard in the voices of the mothers that they would rather miss

academic activities than abandoning their babies especially in critical times like when the babies became sick. This was evident in a number of reactions which included:

Interviewee 1 who narrated:

Now the challenges are sometimes too much, I totally fail to get time to go for studies, you come from the university, you find the baby is sick, so you have to attend to the baby. You have course work; the deadlines are like deadlines but your baby is sick and you cannot leave your baby so you don't concentrate on the course work because the time is not there. Another challenge is when you find the maid sick at home, you have to go to the university yet you cannot leave the baby alone. So, you have to remain home therefore you will not have time for work because you will be doing house work. (14th.02.19)

Interviewee 8 also said:

The time for your self is not enough and the time you give to your baby is not enough. It's tiresome...Even in the discussion groups, you find that there is no time, me I have to go and wash, I have to go and cook, I need to attend to this and that plus the child. (08th.02.19)

Further findings stressed that the student mothers were stressed and psychologically tortured because of the dual roles they performed in the face of inadequate institutionalised on-campus childcare arrangements. This affected their participation in academic undertakings. The student mothers expounded on their feelings of guilt, from the neglect of their young to the psychological torture they felt within which tormented them. They felt as though they had not efficiently played their part as mothers and to this effect their babies looked at them in disguise to the extent of refusing to associate with them the moment they first saw them in a day. This brought about emotional distress to the student mothers which went a long way in affecting student mothers' participation in academic undertakings. Interviewee 7 for example, explained the sense of rejection she felt from the baby, whenever she took long without seeing him:

You spend a long time without being with him from morning up to evening, you come to campus then there after you rush and by the time you reach home, the baby looks at you

and he is like is this really my mother? Sometimes I think they think this is not my mother. Sometimes you hold him to breast feed him and he first refuses so you have to first do some things to bring him back. Aaa, so you find that is a challenge because the baby feels like they are neglected so you end up being tormented. The babies feel like they are not getting enough care that they are supposed to get so you find that there is a big distance between you and your child which also affects you psychologically.(06th.05.19)

In summary, these findings indicate that there was one on-campus childcare arrangement that was privately provided and used by student mothers. It enabled them to participate in group discussions and attend classes regularly but in limited ways. This private childcare arrangement needs to be enhanced at an institutional level. The missing institutionalised on campus childcare arrangements limited student mothers' participation in academic undertakings in various ways.

4.3 Coping strategies breast-feeding student mothers undertake in playing dual roles at

KyU

In exploring the coping strategies undertaken by breast-feeding student mothers in playing their dual roles at KyU, the respondents noted that they devised means of managing their motherly roles alongside participation in academic undertakings. Such strategies included involvement of family and friends, use of babysitters, attending to one role at the expense of another, waking up early, time tabling themselves, creating extra time to read, and getting help from their spouses.

Interviewee 8 stated that:

Choosing the right friends to help you because there are some who are good and some who are bad. The good friends can be there for you in all times like when you get a problem, maybe you have stayed at home, you can keep in touch with them and tell them am having such and such a problem but in case they give out course work or an assignment when am not around, you let me know.(08th.02.19)

The above excerpts indicates that good networking for the student mothers was important for lecture and examination updates as well as other activities that could happen from time to time within the university. Friends played a major role in helping student mothers cope with the dual

roles in the face of missing childcare arrangements at KyU. It was observed that one of the respondents who came for interview was escorted by her friends to help her take care of the baby during the interview.

In relation to the above interviewee 2 reiterated that:

Friends are the ones who can be there for you, sometimes you don't know that deadlines for handing in course works are due because you have other responsibilities to do at home so the friends keep you updated. They call and tell you they want this assignment, we are having this test or exam on such and such a date, where are you, the lecturer has come. (06th.05.19)

Further findings revealed that all participants mentioned that the role of family such as sisters, aunts, grandmothers, in-laws, husbands was important in helping them manage the dual roles. They revealed that sometimes their husbands helped them in conceptualization of class materials, paying tuition, paying baby sitters and also staying home to carry babies during critical times such as examination period. For example, the researcher observed a baby father who was carrying his baby at the university campus because the mother was in an examination around the faculty of education. In addition to the above interviewee 3 had this to say concerning help from partners:

Ya, ya the father of the child is very supportive. Mmmm I remember a time when I did not have someone to help, I would leave the child with my spouse, you see he is also just a student. So, I would leave him with the child and when I come back, he could also go. He is very supportive, sometimes he can even take out the child so that I can read. (06th.04.19)

In addition, interviewee 10 said that:

What I have seen most mothers do without these baby care services with in campus, I have seen most of them come with their baby sitters to campus and stay near the lecture rooms. They don't move far away because the mother has to keep checking on the baby to breastfeed. For me I have a baby sitter who has a home, so I just take my baby to her and pick her in the evening. So, I normally see mothers coming with their baby sitters to

campus in case they feel they have to breast feed, they move out and do it for a short time and run back for lectures. So, these babysitters help us a lot. (14th.02.19)

The above excerpts identifies another coping strategy that was mentioned by the respondents which was hiring of baby sitters. These helped with the handling of babies both at home and at the university campus. These were very important because of the help they extended to the student mothers. Supplementary to that, Interviewee 7 had this to say:

Most times i see baby sitters on the other side of vocational studies, I see some of them seated under those trees, they lay pieces of cloth down and put their babies there. (6th.05.19)

In regard to coping, interviewee 6 said:

I wake up early, cook the porridge, boil the milk and prepare the child (06th.04.19)

From the above extract it is indicated that student mothers adjusted operation times and schedules. One of the interviewees stated that they started their day early between 3:00 am-5:00am in the morning to take care of their babies needs before running to the university. They also reported that they sleep very late in the night after 11pm trying to balance the two roles. Interviewee 7 also shared her part of the story on how she coped with playing the two roles by time tabling herself and she had this to say:

Another thing is that I always create my extra time for revision, I make sure that when I am at campus i revise before going back home. Then when I go home i pay attention to the baby and in case i still want to revise and the baby is also within, I do it when he is sleeping. Another thing is that when I am given course work, I immediately begin working on it. I make sure I do the research faster from the library and by the time we are handing in, my work is ready and not sketchy because I shall have done it already beforehand. (6th.05.19)

Furthermore interviewee 9 reiterated on the issue of time tabling and professed that:

If it's time for the lectures, i have to adjust and run for the lectures, if it's time for the baby, i give it utmost attention. In other words, i create time for myself time like for personal reading. I stretch, I sacrifice, i wake up at night like at exactly 4 am in the morning and read when the baby is sleeping. (10th.05.19)

Similar to the above interviewee 10 noted in her own words that:

Exactly, you time table yourself, this is first, this is second like that like that. If I want to bathe in the morning, I first prepare, boil milk and as am bathing the milk is boiling. Then after bathing I come and check on it. I do all the things concurrently because the time is not enough if I do one activity at a time. (14th.02.19)

Another cited coping strategy was getting out of denial, accepting student motherhood status and overlooking stigma to fulfil both roles. On this note interviewee 5 commented:

“Ya. because when I got the child, I think I got more reason to focus and to know that I have to read for something. I now have a goal. I have to read and pass highly and do better for me and my child because now I have a responsibility; I have someone to take care of, I have someone to be there for so I do my best”. (08th.04.19)

From the above narration, it is evident that student mothers surpass all the negative energies around them and instead focus on raising their babies as well as concentrating on their studies.

Conclusively, in the face of missing institutionalised on-campus childcare arrangements for the breast-feeding student mothers, they devise means of coping in order for them to remain relevant in university life.

Data was also analysed using NVivo software from which these cluster diagrams were extracted. The word cloud in Figure 4.1 on page 54 for example, shows that time and care for the baby were the biggest dilemmas student mothers faced while playing their dual roles. This is because the size and position of the words in the word cloud reflected their importance and magnitude. The words that appeared to be big in size and which were centred were considered most important.

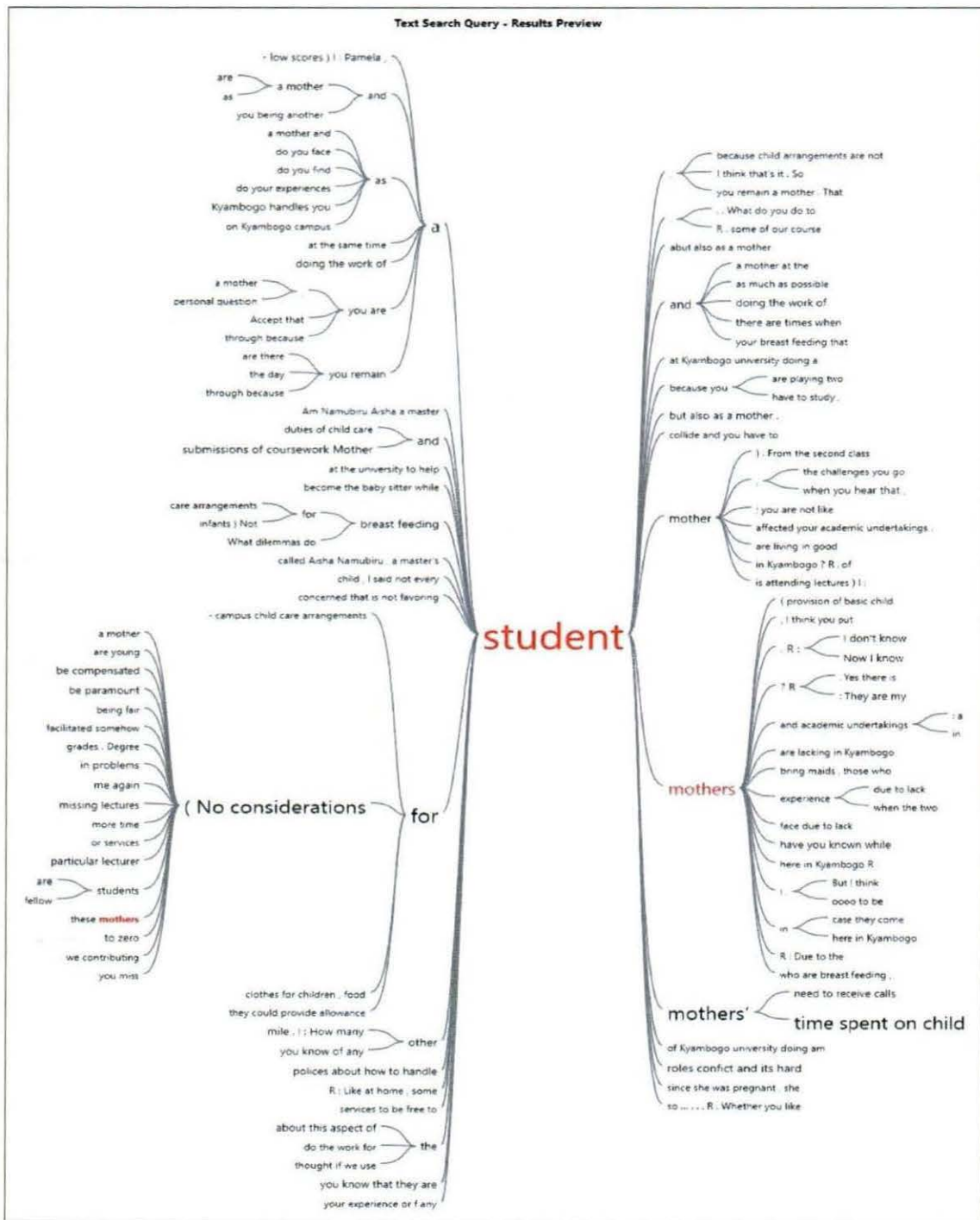


Figure 4.2 Text search query

Figure 4.2 shows a tree map that helps to understand patterns in the coding. The figure maps the similarity of the words in a manner the interviewees frequently mentioned them while responding to the research questions asked by the researcher. The words in the tree map included most of the phrases that were used in answering the objectives of the study. The words in the middle of the map in red colour indicate the gist of the study. The study therefore achieved its purpose observed from the phrases that were generated from the tree map as shown above.

Data was therefore presented, analysed and interpreted using narratives and figures extracted from the NVivo 10 software which enabled the researcher arrive at extended descriptions, conclusions and recommendations attributed to the phenomena of breast-feeding student mothers in KyU with missing Institutionalised on-campus childcare arrangements and their participation in academic undertakings.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions, recommendations and areas for further research. The discussion of findings in this chapter were structured in accordance with the objectives of the study.

5.1 Discussion

5.1.1 Preliminaries

Preliminary findings obtained from the data indicates that the age of respondents was between 18 to 38. This is the age bracket during which students are undertaking their higher education in universities. It is also the dominant child-bearing age and as such accompanied by breast-feeding which is done after giving birth.

5.1.2 On Institutionalised on-campus childcare arrangements that are inadequate at KyU

The respondents reported the inadequate institutionalised on-campus childcare arrangements for student mothers at KyU. The inadequacy in this study was in form of missing childcare arrangements within the university campus. Majority of the respondents (9 out of 10) indicated that they were not aware of the existence of the one form of institutionalised on-campus childcare arrangement- the child study centre in the university. They generally observed that on-campus childcare arrangements were missing in the university. This implies that this facility was not used by the student mothers in the university. Even the one respondent who knew about its existence indicated she did not use it because of its inadequate facilities. Student mothers in KyU

were not accessing the facility thus inadequacy which has been operational defined to mean missing.

The finding is revealing that there are no day care provisions to address the needs of breast-feeding student mothers in universities. This is not unique to KyU alone but to other universities in Uganda as well thus the need for this gap to be addressed so as to fulfil the SDG goal no.4 which calls for inclusive and equitable quality education and promote lifelong learning opportunities for all, as well as Goal 5, which is to achieve gender equality and empower women and girls.

The findings are similar with those of Lynch (2008) who assert that enrolment of breast-feeding student mothers in universities has not always been met by a change in resource and program allocations to meet the unique needs of these mothers in order to assist them pursue their studies uninterrupted. It should be noted that as universities endeavour to increase enrolment of its learners through different programs like distance learning, mature age entry, evening programs among others, it should devise means of maintaining these learners (Najjuma & Kyarugahe, 2006). This is because higher education provides skills and knowledge that are needed for development in society (Cabaguing, 2017), therefore it is important to provide breast-feeding student mothers with on-campus childcare arrangements to help them effectively juggle their dual roles.

If the public sphere does not accommodate a woman's decision to breastfeed, by allowing her to express her milk throughout her school day, she will be forced to either leave school or stop breastfeeding, depriving herself the benefits of acquiring higher education or depriving the infant of the many benefits that breast feeding provides.

5.1.3 On Institutionalised on-campus childcare arrangements and academic undertakings

On the second objective, the respondents mentioned the various ways their participation in academic undertakings were affected in the face of missing institutionalised on-campus childcare arrangements for breast-feeding student mothers at KyU. Pinilla and Muñoz (2005) posit that evidence shows that the academic performance of student mothers is lower than that of other groups of university students coupled with the interplay of dual roles which placed student mothers in a compromising situation. Such a state of affairs limited time for both parental and academic development. This implies that university students are not supported when they are not given childcare arrangements to help them effectively participate in academic undertakings while at university campuses. It also implies that the needs of the breast-feeding student mothers are not met because they are taken as traditional university students who do not have childcare responsibilities as opposed to the breast-feeding student mothers which is not right.

Further findings on the study's objective indicated that performing dual conflicting roles affected student mother's participation in academic undertakings through causing drop outs and missing lectures especially when a baby care activity like immunization coincided with a scheduled lecture. The findings are in line with Adofo (2013) who established that student mothers stay away from lectures, discussions, tutorials and exams for some period of time as a result of baby care demands which affect their learning and level of achievement. Despite that student mothers continue to play their dual roles amidst the challenges they encounter because in the end they hope to benefit from the rates of return that accrue from higher education (Glewwe, 2002). These findings are in agreement with a study done by Devos, Viera, Diaz, and Dunn (2007) who discovered that young women continue to struggle to achieve their educational goals without sacrificing fulfilment of mothering roles.

Consequently, breast-feeding student mothers are categorised under the non-traditional group of university students, it is therefore essential that their needs are taken into consideration for them to remain relevant in university life otherwise circumstances may force them to drop out. Results shows clearly that breast-feeding student mothers face enormous challenges that have dire consequences on their participation in academic undertakings and their ability to effectively play their dual conflicting roles.

5.1.4 On coping strategies of breast-feeding student mothers in playing dual roles at KyU

From the preceding presentation it is obvious that respondents faced myriads of challenges. Their continual pursuit of their academic and motherly duties is indicative that respondents have devised strategies to cope with these role conflicts. The study findings therefore revealed that breast feeding student mothers employed coping strategies which enabled them to continue carrying out their motherly roles alongside participation in academic undertakings as indicated in the section of findings.

The findings concur with Pinilla & Munoz (2005) who assert that support systems and management strategies were used by student mothers to address the challenges, problems and concerns they encountered for encouragement and assistance with their multiple roles. The role of friends and other people in society for, example was very instrumental in helping student mothers make ends meet. The findings are in line with a study done by Berg and Mamhute (2013) in South Africa who stated that support from class mates was required and very crucial in achieving academic success for the student mothers. The findings are similar with those of Najjuma & Kyarugahe (2006) who found out that some women either take their children with them, use paid domestic workers, leave children with neighbours, relatives, older siblings, paid child minders or take them to day care centres.

Since breast-feeding student mothers had to continue playing their dual roles, their main task was to find ways to meet needs of both roles. The discussion on the coping strategies meant that there were a number of factors outside the academia that extended a hand in helping student mothers juggle dual roles which assistance cannot be underestimated. Conclusively, student mothers got out of denial and motivated themselves by adopting coping strategies that helped them manage their dual responsibilities in the absence of on-campus childcare arrangements. This state of affair was promoted when student mothers did not find any supportive structures at the university and hence created for themselves a way where there seemed to be no way.

5.2 Conclusions

On the whole, the study found, firstly, that key institutionalised on-campus childcare arrangements for breast-feeding student mothers are inadequate. Whereas a child study centre was found to be available in the university, this was found to be offering inadequate services more so to breast feeding mothers. Other childcare arrangements for breast-feeding student mothers were also found to be missing in KyU and these included among others, breast-feeding rooms, a childcare centre with equipment and facilities for babies of 0-3 years, professional childcare takers, security for the babies, medical facilities specific for babies, kitchen and pantry services for babies. From these findings, it is concluded that on-campus childcare arrangements for babies 0-3 years are inadequate in KyU.

Secondly, the challenges and dilemmas that student mothers go through were complex and numerous and these range from missing lectures versus taking care of the baby, missing exams and course works versus attending to the sick child; completing a lecture versus getting out of lecture the to breastfeed the baby; limited time to effectively carry out the dual roles of mother hood and student hood, insufficient financing of the two roles and low self-esteem on part of the

breast-feeding student mothers. The study findings further revealed that performing the two roles of motherhood and student hood at the same time negatively affected student mothers' participation in academic undertakings.

Thirdly, it was also concluded that in playing dual roles, breast-feeding student mothers employed coping strategies that enabled them balance the dual roles. Such strategies included assistance from friends, involvement of spouses and family members, use of babysitters, waking up early, time tabling themselves and creating extra time for reading.

5.3 Recommendations

In terms of action, it is recommended that the management of Kyambogo University puts up institutionalised on-campus childcare arrangements within the university campus to support student mothers effectively undertake their academic roles without compromising their responsibilities as mothers.

It is recommended that the university sensitizes student mothers about the child study centre and the services it has to offer such that the student mothers make full use of it. In addition, the university management should try its level best to improve the structures generally and conditions of the child study centre to make it attract student mothers in using it.

Kyambogo University management should also bench mark other universities, government departments and agencies that provide adequate childcare facilities for mothers, to help in designing and development of childcare facilities within the university.

It is also recommended that the university through its different administrative organs identifies student mothers by capturing their data with a view of planning for them in an attempt to improve their participation in academic undertakings as well as self-esteem.

It is also recommended that the management of the university enhances and fast-tracks gender-based policies that promote full participation of student mothers in academic undertakings, just like the traditional non-parent students.

5.4 Areas for further research

This study was specifically carried out in Kyambogo university, Kampala Uganda. However, the findings of this study cannot be generalized to other government and private universities in Uganda. A similar study should be carried out in private universities. The findings of such a study can be used make a comparison of the experiences in private and government universities on this aspect possible.

Another study should be conducted to find out whether student mothers at KyU would use the child study centre in case its improved.

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APPENDICES

APPENDIX I: STRUCTURED INTERVIEW GUIDE

Name of the locality where the interview will take place :

Interview Date :

Name of Researcher :

Name of Respondent :

Pseudonym name used :

Faculty :

Department :

Course :

Year of Study :

Age :

Marital Status :

Contact :

How old is your Child :

Sex of the Child :

How many children have you had while studying at Kyambogo University?

How many other breast-feeding student mothers at Kyambogo University do you know?

APPENDIX II: SEMI-STRUCTURED INTERVIEW GUIDE

1. Institutionalised on-campus childcare arrangements that are adequate for breast-feeding student mothers at KyU

- i. In your view, in what ways does KyU provision childcare arrangements for you breast-feeding student mothers?
- ii. In what ways doesn't Kyambogo University provision childcare arrangements?
- iii. What do you think is missing in as far as institutionalised on-campus childcare arrangements are concerned?
- iv. Please describe these ways in detail and illustrate your answers with examples where possible.

2. Effect of institutionalised on-campus childcare arrangements on breast-feeding student mothers' participation in academic undertakings in KyU

- i. How does availability of institutionalised on-campus childcare arrangements affect your participation in academic undertakings.
- ii. How does inadequacy of institutionalised on-campus childcare arrangements affect your participation in academic undertakings in KyU?
- iii. Give detailed explanations of your answers with examples please.

3. Coping strategies breast-feeding student mothers use in playing dual roles at KyU

- i. Describe in detail how you manage taking care of your breast-feeding child while at the same time your studying at the university?. In other words, how do you manage juggling dual roles of motherhood and student hood in Kyambogo University?
- ii. Please illustrate your description with examples.