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The Impact of Adopting UNICEF Maternity Modules on Nursing Students' Knowledge: A Qualitative Study

Yousef I. Aljeesh¹, and Mahmoud H. Ayash²

¹ The Islamic University of Gaza, P.O. Box 108, Gaza, Palestine.

² European Gaza Hospital, P.O. Box 5375, Gaza, Palestine.

²Corresponding Author: Mahmoudayash1995@hotmail.com

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Abstract:

Background: Maternal health refers to women's health throughout pregnancy, childbearing, and the postnatal period. every phase should be a positive experience, assuring that women and their babies reach their full potential for health and well-being.

Aim: The study aims to assess the impact of adopting UNICEF maternity modules on nursing students' knowledge.

Design: A qualitative study design was used to conduct the study.

Participants: 40 nursing students participated in the study.

Methods: Four focus group interviews were conducted on nursing students, two groups of the traditional curriculum, and two groups who adopted the curriculum which was modified according to UNICEF modules for maternity.

Setting(s): The study was conducted at the Islamic University of Gaza.

Results: Most of the students who adopted the new curriculum mentioned that they have a lot of knowledge about maternity themes and subthemes while the students from the groups of the traditional curriculum mentioned that they have a knowledge deficit about it.

Conclusion: The adopted curriculum which was modified according to UNICEF modules for maternity, effectively enhanced students' knowledge about maternity concepts.

Recommendations: Nursing faculties need to modify their curriculum according to UNICEF modules to enhance nursing students' knowledge about maternity as proved by this study's results, and this study will be a good base for other relevant research activities for nursing research interests.

Keywords:

Maternity, Nursing Students, Qualitative Study, UNICEF Modules.

1- BACKGROUND

Maternal health refers to women's health throughout pregnancy, childbearing, and the postnatal period. Every phase should be a positive experience, assuring that women and their babies reach their full potential for health and well-being [1]. Important progress has been created for decades, and the number of women and girls who died each year from complications of pregnancy and childbirth declined from 451,000 in 2000 to 295,000 in 2017. These improvements are particularly remarkable in light of rapid population growth in many of the countries where maternal deaths are highest. Still, over 800 women are dying each day from complications in pregnancy and childbirth. And for every woman who dies, approximately 20 others suffer serious injuries, infections, or disabilities [2]. Globally, maternal mortality rates nearly halved between 1990 and 2015. However, progress was patchy, with just nine countries with an initial maternal mortality ratio of more than a hundred achieving the Millennium Development Goal five target of a 75% reduction. Twenty-six countries created no progress, and in twelve countries together with the USA maternal mortality ratios exaggerated [3]. A woman's lifespan risk of dying as a result of pregnancy and birth remains over 100 times higher in sub-Saharan Africa than in high-income countries. Deaths of recently born babies have additionally declined at a slower rate than those of older infants and children, and stillbirths stay high [4,5]. The most common direct causes of maternal injury and death are excessive blood loss, infections, raised blood pressure, unsafe abortions, and obstructed labor, moreover as indirect causes such as anemia, malaria, obesity, and heart disease. Most maternal deaths can be prevented with prompt management by a trained healthcare provider who works in a motivating environment. Ending preventable maternal deaths should stay high on the worldwide agenda. At a similar time, mere survival throughout pregnancy and childbearing will never be an indication of successful maternal health care. Scaling up efforts to control maternal injuries and disabilities is important to enhance health and well-being. Each pregnancy and each birth are unique. Addressing inequalities touching health outcomes, particularly sexual and reproductive health, rights, and gender, is essential to assure access to respectful and high-quality maternity look for all women [1].

Research problem

The study originates from the researchers' responsibility to face the knowledge deficit about maternity among nursing students in the Gaza Strip.

The importance and aim of the study

This study will be a good base for students, academics, researchers, and directors of nursing to build up their research studies in the future and to adopt new standards and curriculums in nursing education and practice through the gained knowledge about maternity.

Through this study, the researchers aim to assess the impact of adopting UNICEF modules on nursing students' knowledge about maternity concepts.

2- METHODS

2.1 Design: A qualitative design was used to conduct this study on nursing students at the Islamic University of Gaza.

2.2 Participants: 40 nursing students participated in the study.

2.3 Informants and data collection: The researchers used a probability-stratified random sampling method in selecting the participants from the 3rd and 4th level nursing students, while the 1st and 2nd levels were excluded. Four focus group interviews were conducted with nursing students, two groups of the traditional curriculum, and two groups who adopted the curriculum which was modified according to UNICEF modules for maternity.

The researchers structured two focus group interviews with male students and two focus group interviews with female students separately; each group contains ten participants.

The questions were related to managing behaviors, common parenting concerns, a common concern with toddlers, and enhancing communication skills for home-visiting personnel.

2.4 Setting: The study was conducted at the Islamic University of Gaza.

2.5 The qualitative part of the analysis was done using open-ended questions:

1. Reading the transcripts.
2. Label relevant phrases opinions and words that are related to the question.
3. Creating codes from the labels.
4. Creating concepts by bringing several codes together, and then the concepts were labeled.

2.6 Data analysis: Transcription of focus group interview, video recorded, and coding is done to generate concepts and sub-concepts. The qualitative analysis of the data is carried out based on three elements, namely: concepts, categories, and propositions [6]. Concepts are the primary unit of evaluation considering that they derive from the conceptualization of the data and now no longer from the data itself. Categories are better degrees and have greater summaries than concepts. The propositions assist to attach the connections among categories and concepts. The qualitative researcher needs to get his/her subjective experiences. Therefore, the interviews and data evaluation allowed the researchers to increase their knowledge of this fact besides the feel of the participant's perception and vision. In this study, the transcribed interview documents were studied more than one time. This allowed the researchers to make certain that the interviews were efficiently transcribed. In the content material benchmarking, the data were systematically analyzed by going through particular steps.

The raw data supplied by the participants were read carefully. The codes have emerged via an open coding process. Coding in qualitative studies is a word or string of words used as titles for categories generated throughout the evaluation process. Coding is step one in going past concrete statements withinside the data to make analytical interpretations. Qualitative techniques use codes to categorize data instead of quantifying it. This technique can assist generate sub-categories and themes from textual data. Data were compared for similarities and differences, and that's to offer significant and interconnected categories and subcategories. Using a comparative content material evaluation, the researchers compared every interview with the others. The researchers additionally worked hard to have a greater perception of the phenomenon by interviewing people from distinctive corporations in the Gaza Strip. Finally, the researchers actively used those strategies to increase objectivity. Through this process, subcategories of phenomena researchers have been explored, leading to discoveries [7,8,9].

2.7 Methodological considerations:

To ensure the trustworthiness of the data, the researchers considered its credibility, dependability, confirmability, and transferability.

2.8 Ethical issues:

Approval was taken from the faculty of nursing at the Islamic University of Gaza to conduct the study and consent forms were taken from the participants considering keeping their privacy and information confidential.

3- Results

While the researchers were cautiously testing the scripts of responses of the participants, they recognized the rising subject matters and subthemes and coded them into the subsequent main themes: managing behaviors, common parenting concerns, a common concern with toddlers, and Enhancing communication skills for home visiting personnel (Table 3.1).

Under each theme, several subthemes have emerged. Under managing behavior's theme, the following subthemes have emerged: encouraging positive behaviors and changing the child's behaviors. Under the common parenting concerns theme, the subtheme of common concern with infants has emerged. Under the common concern with toddlers' theme, the subtheme common concern with toddlers has emerged.

Finally, enhancing communication skills for the home visiting personnel theme included the following subthemes: components involved in human communication, roadblocks in verbal and nonverbal communications, and sources of roadblocks in nonverbal communications.

Maternity themes and subthemes

Themes	Sub-themes (Indicators)
Managing behaviors	<ul style="list-style-type: none"> - Encouraging positive behaviors - Changing the child's behaviors
Common parenting concerns	<ul style="list-style-type: none"> - Common concern with infant
A common concern with toddlers	<ul style="list-style-type: none"> - Common concern with toddlers
Enhancing communication skills for home visiting personnel	<ul style="list-style-type: none"> - Components involved in human communication - Roadblocks in verbal and nonverbal communications - Sources of roadblocks in nonverbal communications

Table (3.1): Maternity themes and subthemes

3-1 Managing behaviors

The majority of participants of the adopted curriculum mentioned that they have a lot of knowledge about managing behavior's theme except two students mentioned that they have less knowledge. On the other hand, three students of the traditional curriculum have knowledge about it.

3-2 Common parenting concerns

Most of the participants of the adopted curriculum mentioned that they have a lot of knowledge about common parenting concerns theme except one student mentioned that he/she has less knowledge. On the other hand, two students of the traditional curriculum have knowledge about it.

3-3 Common concerns with toddlers

The Majority of participants of the adopted curriculum mentioned that they have a lot of knowledge about common concerns with toddlers. On the other hand, one student of the traditional curriculum has knowledge about it.

3-4 Enhancing communication skills for home visiting personnel

Most of the participants of the adopted curriculum mentioned that they have a lot of knowledge about Enhancing communication skills for home visiting personnel theme except one student mentioned that he has less knowledge. On the other hand, one student of the traditional curriculum has knowledge about it.

4- Discussion

The results of the study showed the effectiveness of adopting UNICEF modules about maternity on nursing students' knowledge about maternity concepts, and these results are consistent with UNICEF maternity modules [10]. Most of the students in the adopted curriculum mentioned that they have a lot of knowledge about all maternity themes and subthemes except in reducing risk factors and reinforcing protective factors' theme, they showed a knowledge deficit in this domain and that's could be because related conditions and subthemes for this theme are not widely common and not widely investigated here in the Gaza Strip. While most of the students in the traditional curriculum showed an absence of knowledge or knowledge deficit in most of the maternity themes and subthemes and that was expected as a result of depending on the traditional curriculum which lacks maternity modules. There are a few numbers of students in the traditional curriculum who showed some knowledge about some maternity modules and that could be depending on their self-study or depending on their previous experience with it. This new curriculum by the integration of UNICEF modules will be a good base for nursing students, academics, and nursing faculties in the Gaza Strip.

5- Limitations

The study was conducted just at the Islamic University of Gaza excluding other universities across the Gaza strip in addition to the lack of relevant previous studies, so the discussion was mainly based on the authors' opinions besides some research studies.

6- Conclusion

The adopted curriculum which was modified according to UNICEF modules for maternity effectively enhanced nursing students' knowledge, as most of the students who adopted this curriculum mentioned that they have a lot of knowledge about maternity themes and subthemes in comparison with the students who learned using the traditional curriculum.

7- Recommendations

Nursing faculties need to modify their curriculum according to UNICEF modules to enhance nursing students' knowledge about maternity as proved by this study's results, and this study will be a good base for other relevant research activities for nursing research interests.

8- References

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