

Obstacles Facing Male Nursing Students at Maternity Clinical Learning Settings

Thesis

Submitted for Partial Fulfillment of the Requirements of the
Master Degree in Nursing Science Maternity and Newborn
Health Nursing

By

Fayza Ahmed Ali Abdel-Baky

B.SC in Nursing

Faculty of Nursing, Fayoum University

**Faculty of Nursing
Helwan University**

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Supervision

Dr. Entesar Fatouh Abdel moniem

Professor of Maternal and Newborn Health Nursing
Faculty of Nursing, Helwan University

Dr. Fatma Aboul khair Farag

Assistant Professor of Maternal and Neonatal Health Nursing
Faculty of Nursing, Fayoum University

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Summary

Historically men had a dominant role in nursing, which has been documented in a number of places, such as the monastic movement records. There are many other examples of the major nursing and caregiver roles men had over the centuries, but these are few, also their contribution has been perceived as negligible; largely because of the dominant influence that the 19th century female nursing movement has had on the occupation's historical ideology (**Gaber & Mustafa, 2013**).

Gender and sex role stereotyping are recognized as having the potential to limit the professional development of males within the nursing profession. Dilemmas related to gender role stereotypes seem to be exacerbated when men first enter the maternity clinical training settings rotation in their nursing education program. The intimate nature of maternity care and its sexual overtones make male nurses uncomfortable and anxious about this aspect of care and finally refused to be assigned or recruited in those areas (**O'Lynn, 2013**).

In summary, nursing is still a female dominated profession, but as it opens its doors to recruit more men, there is need for designing strategies in both academic and clinical settings to overcome gender barriers and enhance retention and growth of the profession.

Aim of the study:

This study aimed to:

- Determine obstacles facing male nursing students at maternity clinical learning settings.
- Assess male nursing students' attitude toward maternity clinical course.

Research Questions:

- Are male nursing students facing obstacles regarding working in maternity clinical settings?
- What are male nursing students' attitudes toward maternity clinical course?

A. Research design:

A descriptive study design was used to determine obstacles that facing male nursing students at maternity clinical learning settings.

B. Setting:

The study was conducted at Faculty of Nursing, Fayoum University and Hospital clinical training settings (maternal and child health centers, delivery room, operating room, high risk unit, in patient and postpartum ward).

C. Subjects of the study:

A purposive sample of this study was composed of 114 male nursing students from Faculty of Nursing at Fayoum University.

The students were distributed as follows:

- Third year male nursing students = 72 student.
- Internship male nursing students = 42 student.

D. Tools for data collection:

The data was collected by using two tools:

1. Interviewing Questionnaire Sheet.

It was designed by the researcher based on reviewing related literatures and consisted of 24 questions. It was divided into 4 parts:

Part (1): Socio-Demographic Characteristics of Students:

It was designed to assess the male nursing students' characteristics such as age, residence, marital status, academic year and academic achievement, certificate obtained and mother's job and education.

Part (2): Male Nursing Students' Experience about Maternity Nursing Course:

It was designed to assess the male nursing students' experience in practical training and theoretical experiences about maternity course such as curriculum description, objectives which include suitability and achievements of objectives from maternity clinical training, teaching and learning methods and media and evaluation of maternity clinical settings.

Part (3): Practical and Theoretical Obstacles at Maternity Nursing Course:

It was designed to assess the most embarrassing procedures in antenatal, labor and postpartum, practical and theoretical obstacles and the most useful clinical area giving experience and relationships with female clients, clinical instructors, female colleagues and hospital health team.

Part (4): Male Students' Suggestions to Optimize Maternity Nursing Course:

It was designed as open ended questions to identify suggestions to optimize practical and theoretical maternity nursing, which specialty they prefer to work in it in the future.

2. Likert Rating Scale:

It was designed to assess the attitude of male students toward maternity clinical course. This tool is adapted from (Atia, 2016) and modified by the researcher.

Results of the present study revealed that:

- Students' age range was between 20 to 25 years with mean age (21.9 ± 1.13) and nearly two thirds (65.8%) of them were from rural areas and the vast majority of them (92.9%) were single.
- Regarding academic year, less than two thirds (63.2%) of the study students were in third year meanwhile, slightly more than one third (36.8%) were in internship.
- Regarding academic achievement, more than one third (36.8%) of the study sample were in internship and completed maternity course and slightly more than half (54.8%) of them taking excellent in maternity nursing course.
- More than half (50.9%) of the study sample described the maternity nursing curriculum as interesting. Moreover, more than one quarter (29.8%) reported that the maternity nursing curriculum was embarrassing for a male student nurse.
- The majority (88.6%) of the study group reported that the most embarrassing procedure in antenatal clinical training was breast examination.
- The most embarrassing procedure in labor clinical training was vaginal examination as reported by the majority of the study students (88.6%).
- The majority (84.2%) of them reported that the most embarrassing procedure in postpartum clinical training was care of episiotomy area.
- Nearly two thirds (65.8%) of the study group reported that the antenatal area was the most useful area of experience for them.
- Third (33.3%) of the study sample weren't satisfied and uncomfortable when performing obstetrics procedures.

- The majority (87.7%) of the study students reported that they faced practical and theoretical obstacles during their studying of maternity nursing course and these obstacles were students, academic, curriculum, teaching environment, client/ community and hospital obstacles.
- More than half (53.5%) of male nursing students had negative attitude toward maternity clinical course.
- More than half (55.3% and 64.0%) of the study students had good relationship with their female colleagues and clinical instructors.
- More than one third (37.7%) of the study students had bad relationship with female clients and hospital health team.