



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم

بسم الله الرحمن الرحيم



MONA MAGHRABY



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



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التوثيق الإلكتروني والميكروفيلم

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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MONA MAGHRABY

**The Relation between Students Achievement
and their Satisfaction level Post
Attending Training at
Delivery Room**

Thesis

Submitted for Partial Fulfillment of Master Degree in
Nursing Science
Maternal & Newborn Health Nursing
(Obstetrics & Gynecology)

By

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List of Abbreviations

<i>Abbr.</i>	<i>Full term</i>
AP	Anteroposterior
CGPA	College grade point average
EBP	Evidence Based Practice
FHR	Fetal Heart Rate
GPA	Grade point average
LDR	Labor, delivery, and recovery room
NT	Nurse teacher
OSCE	Objective Structured Clinical Examination.
PGE₂	Prostaglandin E ₂
SVD	Spontaneous vaginal delivery
WHO	World Health Organization

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Abstract

The aim was to investigate the relation between student achievement and their satisfaction level post attending training at the delivery room. **Setting:** The study was conducted at the Obstetrical and Gynecological Department of the nursing faculty at Ain Shams University. **Design:** A descriptive design was utilized. **Sampling:** A Purposive sample included (128) student nurses. **Tools:** the first tool was interviewing questionnaire tool for assessing the general characteristics of students. The second tool is a checklist to assess student clinical achievement during training in the delivery room. The third tool is the satisfaction questionnaire for assessing student nurses' satisfaction post attending at the delivery room. The fourth tool is a questionnaire to assess barriers preventing student satisfaction during their training in the delivery room. **Results:** reveals that near three quarters among the student had clinical achievement in the delivery room, while forty nine of them had need reevaluation to assess clinical achievement in the delivery room. The result shows that near third quarter of students had satisfied with training in delivery room. While thirty seven of students were un satisfied with training in delivery room. On the other hand more than half of them reported no barriers related to clinical training in delivery room. **Conclusion:** This aim was significantly answered with the framework of present study research questions. and student clinical training objective achieved at training in delivery room. Nursing student satisfied with training in delivery room and student reported no barriers related training in delivery room. **Recommendations:** The clinical instructors should encourage student's trials to do difficult nursing tasks in a successful manner which tends to increase the students competency self-efficacy. Regular seminars and meeting should be held with the clinical instructors to discuss how to improve the factors that may strength them satisfaction about clinical training environment and competency self-efficacy among nursing students.

Keywords: achievement, student satisfaction, clinical training barriers, delivery room

Introduction

The Delivery room is one of the most versatile rooms in a hospital called Labor, delivery, and recovery room (LDR). Additionally, the delivery room was the heart of the maternity ward, and it was essential to provide a safe and supportive environment for the mother and baby during delivery in order to do so treatment is administered by a professional and experienced team from the obstetrics and gynecology department (Nilsson et al., 2018).

Student clinical achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

Successful instruction of standards results in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important (Saoudi et al., 2019).

Nursing students education is composed of two complementary parts: theoretical teaching and practical training. A large part of nursing students education is carried out in clinical environments. Therefore, clinical student s training is considered to be an essential and integral part of the nursing student s educational program. Clinical training environments play an important role in acquiring professional abilities and training nursing students to become a registered nurse. Moreover, nursing student s educational clinical area is of great importance for nursing students in the selection or rejection of nursing as a profession **(Junthong et al., 2017)**.

Classroom education and clinical training in nursing occur in a complex clinical learning environment influenced by many factors. This environment provides an opportunity for nursing students to learn experimentally and convert theoretical knowledge to various mental, psychological, and psychomotor skills that are of significance for patient care. Therefore, students' exposure and preparation to enter the clinical setting are important factors affecting the quality of clinical training and education **(Jamshid et al., 2016)**.

Clinical training for nursing student is an essential part of nursing education. Clinical training allows students to make decisions, apply theories, learn time management, and prioritize decisions to apply clinical practice **(Azizi-fini et al., 2015)**.