Home education as a determinant of delivery place: Experience from conflict-affected settings

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Access to maternal health information in conflict-affected and resource-poor settings hindered by the poor socio-cultural characteristics of internally displaced women will be discussed in this paper. Interactive communication with woman during a home visit for maternal education is very important element to change woman attitudes towards the place of delivery and encourage her to undergo delivery in health facilities. The objectives of this study were to describe the determinants of the place of delivery for women in internally displaced person (IDP) camps. A cross-sectional study among married women aged (15–49 years old) in IDP camps was conducted in April 2009. All women were subjected to intensive maternal health education at their homes for three years prior to the survey. A sample of 640 women who gave birth during the last two years was randomly selected. Among all women investigated, 36.9% (95% CI: 33.1, 40.8) reported a home-based delivery, while 63.1% (95% CI: 59.2, 66.9) reported a facility-based delivery. Receiving visits for maternal health education at home was associated with an estimated 43.0% reduction in odds of giving birth at home, compared to not receiving home visits (adjusted odds ratio [AOR] 0.57; 95% CI: 0.35, 0.93). The level of woman's education and camp of residence were important predictors for home birth.

Factors affecting academic performance of midwife students in Gondar University, North West Ethiopia, 2015

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Introduction: Students’ performance (academic achievement) plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development.

Aim: The main aim of this study was to assess factors affecting academic performance of students among University of Gondar College of Medicine and Health Sciences midwives students.

Methods: An institutional based cross sectional study was conducted in Gondar University College of Medicine and Health Sciences. All fourth and third year students were participated in the study. A structured and pre-tested questionnaire was used to collect the data. The data was entered, cleaned and edited using EPI INFO version 2002 and exported to SPSS version 20 software packages for analysis. Both bivariate and multiple logistic regression was fitted, odds ratio and 95% CI was computed to identify associated factors and determine the strength of association. A p-value of < 0.05 was considered as statistical significant.

Result: Among 149 midwife students 108 (72.5%) achieved distinction and above and of them 76 (51%) were males. The covariant variable rural residence (AOR=2.64, 95% CI: 1.129, 6.2), third year midwife (AOR=2.67, 95% CI: 1.14, 6.24), student reported teacher during skill lab was found not helpful and effective (AOR=2.4, 95% CI: 1.03, 6.06), 10th grade 3.25 and above 2.75 (AOR=16, 95%CI: 2.7, 100.9) were significant association with academic performance (distinction and above).

Conclusion: Students’ academic performances were fair. Rural residence, third year students, student reported teacher during skill lab was not helpful and effective and 10th grade 3.25 and above were significant association with academic performance. Attention should give to urban residence, fourth year and students who achieved high score in 10th grade.