**Birzeit University**

**Faculty of Pharmacy and Nursing and health professions**

**SEMINAR IN NURSING RESEARCH AND EVIDENCE-BASED PRACTICE**

**NURS334**

**The effects of pregnancy on academic performance for pregnant students in universities.**

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**Abstract**

Academic life is usually difficult and stressful for students across all the globe, from attending classes, lectures, doing exams and homework. Other stressors can add another layer of stress such as social life, life events, economic situation and health. Being pregnant during this period of time could be another extra burden that make it more difficult. This study aims to investigate the effect of the pregnancy on academic performance.

In order to achieve the meant goals, a quantitative, descriptive, non-experimental, study was performed. Mainly the focus was on the responses received from the participants using a questionnaire, analyzed using SPSS version 27 and defended against literature, to know the effects of pregnancy on academic performance.

 According to data collected from 75 participants, results showed that there is no significant difference between being pregnant and her academic performance *P* value > 0.05 among the participants this is all supported by the statistical analysis

 Even though participants stated that they felt pregnancy affected their academic performance in one way or another, after further analysis in this study, this was debunked. Nevertheless, due to the size of the sample (a small compared to other sample sizes used by different researchers), it was not recommended to generalize the results.

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# **Introduction**

Pregnancy to humans is to bear a fetus or an embryo in the woman's womb for nine months, roughly about 38-40 weeks (Davis,2021). It is an important phase of the female life and it needs attention and support physically and emotionally. This period in the female’s life is very difficult as it is. The physiological changes that occur in the woman’s body vary from one woman to another. For example, some women could suffer from morning sickness which occurs in the first trimester(Pillitter[i](https://www.google.com/search?rlz=1C1SQJL_enPS924PS924&sxsrf=AOaemvLk7-XRURUQNOGoab75TpUP7CU-mw:1637232231284&q=Adele+Pillitteri&stick=H4sIAAAAAAAAAOPgE-LVT9c3NEzONTUwNTdIU-LSz9U3MK1MyirK0pLJTrbST8rPz9YvL8osKUnNiy_PL8q2SiwtycgvWsQq4JiSmpOqEJCZkwOSLcrcwcoIAL-YD-hRAAAA&sa=X&ved=2ahUKEwjfhbus3aH0AhXVQkEAHUZtAAoQmxMoAXoECBQQAw),1992). In the second trimester, some women start to gain extra weight(Pillitter[i](https://www.google.com/search?rlz=1C1SQJL_enPS924PS924&sxsrf=AOaemvLk7-XRURUQNOGoab75TpUP7CU-mw:1637232231284&q=Adele+Pillitteri&stick=H4sIAAAAAAAAAOPgE-LVT9c3NEzONTUwNTdIU-LSz9U3MK1MyirK0pLJTrbST8rPz9YvL8osKUnNiy_PL8q2SiwtycgvWsQq4JiSmpOqEJCZkwOSLcrcwcoIAL-YD-hRAAAA&sa=X&ved=2ahUKEwjfhbus3aH0AhXVQkEAHUZtAAoQmxMoAXoECBQQAw),1992). In general, these changes could make the day-to-day life tasks somewhat challenging, most women could go on with their lives with these challenges, but for some, it might be hard. We picked this research subject, as the number of pregnant female students is rising in our university. We noticed that these students might have some struggling with their studies without special care for them, as pregnancy is a stressor for females. We wanted to see how pregnancy would influence the academic performance of female college students. This research question states as follows “does pregnancy influence the academic performance of pregnant female students at universities in Palestine? The purpose of this study is to identify what challenges female students go up against in universities while being pregnant and whether these challenges make the academic life of pregnant female students more troubling and do they get any special treatment from the educational institutions. Another goal of this research is to propose an appropriate solution in order to help pregnant women who go through this phase during their academic phase without much trouble.

## **Objectives of the study**

The main objective of this study was to identify how well pregnant students perform in their academic life, specifically knowing what challenges they face and how bad was it and if there was any special treatment, they got during that period.

## **Hypothesis**

The hypothesis proposed was as the following statements:

1- The higher the academic level of pregnant students the less the academic performance.

2- Absence from lectures and exams was associated with the presence of maternal illness.

3- The higher the number of antenatal care visits the lower the academic performance.

4- Students with advanced gestational age would study less by themselves.

**Research questions**

Does pregnancy influence the academic life of female students at universities in Palestine?

## **Definitions of variables**

Table 1 definitions of independent variables

|  |  |  |
| --- | --- | --- |
| Independent Variable | Operational | Conceptual |
| Pregnancy | A stage where a female is bearing a child in her womb from week 1 until she gives birth. | It’s the state of carrying and developing an embryo or fetus within the female body (Davis,2021) |
| Gestational age | Duration of pregnancy in weeks. | Is the common way to measure how far along a pregnancy is, and it’s measured in weeks from the last day of the last menstrual period (Hersh, 2018). |
| Parity | Several previous pregnancies ended with giving birth to the fetus no matter whether he was alive or not. | The number of times that the woman has given birth to a fetus with GA of 24 weeks or more, regardless of whether it was alive or stillborn (Tidy,2019) |
| Residency | Place and state of living “college dorm, dependent dorm, with a partner, with family, alone. | The state of living in a particular place (Oxford dictionary). |
| Obstetric history | History of having any health issues regarding this current pregnancy or during a previous one. | Asking questions about the patient’s current and previous pregnancies (Potter,2021) |
| Antenatal care visits | Frequency of visits that the pregnant student attends to the doctor or clinic to check up on herself and her baby. | the routine health control of presumed healthy pregnant women without symptoms (screening), to diagnose diseases or complicating obstetric conditions without symptoms, and to provide information about lifestyle, pregnancy, and delivery (Beke & Sand, 2019 |
| Support system | Close people to support her like family, friends, and partners. | A group of people who provide an individual with practical or emotional support (Oxford dictionary). |

Table 2 definitions of dependent variables

|  |  |  |
| --- | --- | --- |
| Dependent Variables | Operational | Conceptual |
| Academic Performance. | The GPA and the grades in classes, exams, and assignments. | The knowledge gained is assessed by marks by a teacher and educational goals set by students and teachers to be achieved over a specific time (Narad & Abdullah, 2016). |
| Credit hour Taken. | The number of courses the participants take in the semester. | College credits measure the number of applied hours that are recognized for the successful completion of a particular course of study(Kots,2020) |
| Practical training. | The practical part of the study is done in workspaces “hospitals, companies, banks, schools &, etc…). | The practical aspects of something involve real situations and events, rather than just ideas and theories, Training is the process of learning the skills that you [need](https://www.collinsdictionary.com/dictionary/english/need) for a particular [job](https://www.collinsdictionary.com/dictionary/english/job) or activity       (Collins Dictionary). |
| Class Attendance. | The commitment of participants to attend all of their classes. | a measure of the number of students who attend school and the amount of time they are present (Collins Dictionary). |
| Self-study | The number of hours that the participants spend studying on their own at home for their classes. | A way of learning about a subject that involves studying alone at home, rather than in a classroom with a teacher (Cambridge dictionary). |

#

# **Background and significance**

Many researchers worked on similar objectives in different places found that most pregnant students in different universities struggle to keep up to the academic standard performance (Khothasane, Makhene &Matlala, 2019). These studies showed that most of these students struggle with financial problems in college and problems with attending classes and lectures, some universities even forbid pregnant students from taking classes while being pregnant and other pregnant students had a lot of psychosocial stress that overwhelms them (Asare & Esia-Donkoh, 2014). The aim in this project is to be able to identify the problems that pregnant students face in Palestinian universities taking in consideration that there are difference in the academia and culture in Palestine compared to where other similar studies were performed. This might have different environments that would affect the challenges and change them. Hoping this project will be the first step in helping pregnant students.

## **Literature review**

 The articles that have been reviewed were a mix of quantitative and qualitative methods. These studies explored the relationship between pregnancy and other stressors in academic life. These studies were conducted in various universities in Africa. These studies were conducted in the last ten years. Most importantly, these studies included various number of participants, some stressors in these studies were economic status, psychological stress, social status, class stress, college policy, and even the pregnancy itself. These studies showed that these stressors affect directly and indirectly the academic performance of pregnant students. According to (Gabgo F 2018) female students struggled with financial and physiological issues. According to (Asare H 2014) female students faced stigma, hormonal challenges, and socioeconomic struggles. All these studies roam around the same issues and challenges.

 Other pieces of literature were read to look at the scientific aspect of pregnancy, such as maternal and child health nursing by Pillitteri A (2013 ). This book introduced us to the definitions of pregnancy, changes in the female body during pregnancy, and other concepts regarding pregnancy.

# **Materials and methods**

## **Design**

It has been approved by the team to use a quantitative method. A great deal of why the research team picked this method since this study was conducted online and face to face on pregnant female students, and they were picked from four different universities as mentioned before, is to save time, money, and effort.

## **Population and sample**

Pregnant female students at universities in Palestine, in this study this sample is nonprobability convenient. This population was collected from four main universities, Birzeit university based in Ramallah, Bethlehem university based in Bethlehem, Al-Quds university based in Jerusalem, and Alquds open university. The sample for this study was collected online via Facebook groups and other social network apps and face to face for those who we were able to meet. This population included about 75 participants, although this sample might be small in size and it is because the Palestinian society is somewhat conservative, and people usually do not get married at college age. However, there is a small portion of students who get married at this young age and they might get pregnant. All pregnant female students were included, from all majors and specialties. No pregnant students were excluded to help add to the sample size.

## **Settings**

 This study was conducted in Palestinian universities only, in four major universities in Palestine, Birzeit university based in Ramallah, Bethlehem university based in Bethlehem, Al-Quds university based in Jerusalem, and Alquds open university based in Ramallah. This study was conducted online and face to face to collect the data from the participants in those universities

## **Instrument/ Tools of data collection**

 A Questionnaire (please see appendix 1) survey was used on the selected participants from the four different universities. All data collected was after the participant's consent and approval, and with explaining the purpose of the study. The questionnaire consists of seven pages and 33 questions, where the first page contains the consent form for the participants to sign. The second page has questions about the general demographic information. The third page to the fifth page consists of questions asking about the pregnancy. Finally, sixth and seventh pages consists of question about the academic performance.

Five to six minutes is the time that took the participants to fill out the questionnaire papers. This was conformed by the pilot group we gave the questionnaire to, this group consisted of almost 17 girls with basic knowledge about pregnancy, some were pregnant and their data were used in the analysis.

## **Ethical considerations**

In this study and research, the students who are going to participate are going to be protected by not taking any information that might give away their identity, such as their name, student ID number, and phone number unless needed. If any of these data was collected, they won’t be used but for a scientific reason, only the research team would have access to this data and other information, and no one else. Another point is to give the participants the right to quite answer the questionnaire at any time they want if they feel uncomfortable with any question.

**Statistical Analysis**

 In this research, different variables were involved as shown before. However, only data that is related to answering the research question, Hypotheses were used in the statistical analysis. All data sets obtained from the questionnaires were added to SPSS then coded, and then cleaned, to be analyzed (SPSS V26- 2019) software. Descriptive statistics such frequencies to explain the results of the study, alongside chi-square test (Fisher exact test) to investigate the significance between the variables. The statistical significance is indicated by a p-value (<0,05). The demographic data was only interpreted using frequencies

# **Results**

Table (3) describes the demographic data of all the 75 participants. Regarding universities, most participants (53%) are students at Birzeit University because it was the most reachable university, (22.7%) are from Bethlehem University, (17.3%) are students at Al-Quds Open University and the other 6.7% are from Al-Quds University.For age groups, the larger portion was for participants aged between 22-28 years old (64%) and the other 36% are between 18-21 years old. For the residency part, most of the participants live with their husbands (88%) and only 12% live with their families. The last part of the demographic is the source of income, nearly all participants (97.3%) depend on their husbands, 5.3% are workers and have an independent income and only 4% reported family as a source of income. Family and independent work were secondary sources of income besides husband for most of the participants who reported those two sources.

Table 3 Demographic Data

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| University |
| Birzeit  | 40 | 53% |
| Bethlahem | 17 | 22,7% |
| Abu Dis  | 5 | 6.7% |
| Jerusalem open | 13 | 17.3% |
| Total | 75 | 100% |
| Age |
| 18-21 | 27 | 36% |
| 22-28 | 48 | 64% |
| total | 75 | 100% |
| Residency |
| With The Husband | 66 | 88% |
| With Family | 9 | 12% |
| total | 75 | 100% |
| Income |
| Independent Work | 4 | 5.3% |
| Husband | 73 | 97.3% |
| Family | 3 | 4% |

Table 4 The relation between academic level with academic performance

|  |  |  |
| --- | --- | --- |
| variable | Frequency  | P-value(chai Square test) |
| Academic Performance/Academic. Level | First-year | Second-year | Third-year | Fourth-year | Fifth-year | other |  |
| Change of academic performance during your pregnancy this semester? | Yes  | 1 | 9 | 9 | 32 | 10 | 1 | P= 0.001FisherExact test |
| No  | 2 | 0 | 7 | 2 | 1 | 1 |
| Total | 3 | 9 | 16 | 34 | 11 | 2 |
| Did your absences increase during this semester due to pregnancy? | yes | 2 | 6 | 5 | 24 | 6 | 0 | P=0.061FisherExact test |
| no | 1 | 3 | 11 | 10 | 5 | 2 |
| total | 3 | 9 | 16 | 34 | 11 | 2 |
| Have you submitted any homework late due to pregnancy? | yes | 0 | 3 | 5 | 19 | 6 | 1 | P=0.29FisherExact test |
| no | 3 | 6 | 11 | 15 | 5 | 1 |
| total | 3 | 9 | 15 | 34 | 11 | 2 |
| missed exams due to pregnancy? | yes | 0 | 3 | 1 | 7 | 5 | 0 | P=0.165FisherExact test |
| no | 3 | 6 | 15 | 27 | 6 | 2 |
| Total | 3 | 9 | 16 | 34 | 11 | 2 |
| dropped a semester due pregnancy  | yes | 0 | 0 | 1 | 4 | 1 | 0 | P=0,953FisherExact test |
| no | 3 | 9 | 15 | 30 | 10 | 2 |
| Total | 3 | 9 | 15 | 34 | 11 | 2 |
| Postpone a semester due to pregnancy | yes | 0 | 0 | 1 | 4 | 1 | 0 | P=0.953FisherExact test |
| no | 3 | 9 | 15 | 30 | 10 | 2 |
| Total | 3 | 9 | 15 | 34 | 11 | 2 |

Table (4) included all questionnaire questions that are related to academic performance and were compared for each academic level to study the relationship between academic level and academic performance during pregnancy. 94% of participants in their 4th year reported that they noticed a change in their academic performance during pregnancy, 91% of 5th-year students also said that their academic performance changed and all 2nd-year participants reported a change in their performance. These results indicate a significant association between academic performance and academic level (*P* =0.001). Regarding absence due to pregnancy, 70% of 4th-year participants answered that their absence increased during pregnancy, for other participants at the other levels the results indicate no significant association since. (*P* >0.050). For delaying submitting work due to pregnancy, no significant association was found since (*P* >0.050), for participants in both 4th and 5th years, 55% of each said that they submitted work late due to pregnancy. About missing exams because of pregnancy, 54% and 50% of 5th and 2nd-year participants respectively, answered with yes, most of the participants at the other academic levels didn’t miss any exam due to pregnancy. No significant differences was found between missing exams due to pregnancy and academic level (*P* >0.050). regarding dropping and postponing a semester due to pregnancy only 8% of participants answered yes 66.6% of them were 4th-year students, (*P* >0.050) meaning no significant association between dropping semester and academic level.

Table 5 relationship between maternal illness and pregnancy symptoms with missed exams and absences during the semester due to pregnancy

|  |  |  |
| --- | --- | --- |
| Variable | Frequency | P-Value (Chai square) |
| did absences increase during this semester due to pregnancy? |
|  | Yes | No |  |
| Have any maternal illness | Yes | 2 | 2 | P=1.000FisherExact test |
| No | 41 | 30 |
|  | Total | 43 | 32 |  |
| Have any pregnancy symptoms | Yes | 32 | 27 | P=0.298 |
| No | 11 | 5 |
|  | Total | 43 | 32 |  |
| Any missed exams during this semester due to pregnancy |
|  | yes | no |  |
| Have any maternal illness | Yes | 1 | 3 | P=1.000FisherExact test |
| No | 15 | 56 |
|  | Total | 16 | 59 |  |
| Have any pregnancy symptoms | Yes | 13 | 46 | P=0.776 |
| No | 3 | 13 |
|  | Total | 16 | 59 |  |

Table 5 shows results that measure the association between the presence of maternal illnesses and pregnancy symptoms with missing exams and increasing absences. Of all participants only 5% have maternal illnesses, 50% of them reported an increase in their absences and 25% of them missed exams due to pregnancy. Regarding the presence of pregnancy symptoms, of the 78% of participants who have or had pregnancy symptoms 54% said that their absences increased and 22% of them missed an exam or more because of pregnancy. between the four mentioned variables no significant association was found as (p-value>0.050)

Table 6 relationship between the number of antenatal care visits & the academic performance

|  |  |  |
| --- | --- | --- |
| Variable | Frequency  | P value  |
| Antenatal care visits |
|  | 2-8 visits | 9-30 visits |  |
| Change of academic performance during your pregnancy this semester? | Yes | 36 | 26 | P=1.000FisherExact test |
| No | 7 | 6 |
| total | 43 | 32 |
| did absences increase during this semester due to pregnancy? | Yes | 23 | 20 | P=485FisherExact test |
| No | 20 | 12 |
|  | Total | 43 | 32 |  |
| Have you submitted any homework late due to pregnancy? | Yes | 20 | 14 | P=1.000FisherExact test |
| No | 23 | 18 |
|  | Total | 43 | 32 |  |
| missed exams due to pregnancy? | Yes | 10 | 6 | P=0,538FisherExact test |
| No | 33 | 26 |
|  | Total | 43 | 32 |  |
| dropped a semester due to pregnancy | Yes | 4 | 2 | P=0.630 |
| No | 39 | 30 |
|  | Total | 43 | 32 |  |
| Postpone a semester due to pregnancy | Yes | 4 | 2 | P=0.630 |
| No | 39 | 30 |
|  | Total | 43 | 32 |  |

Table 6 shows the results to measure the association between the number of antenatal care visits and academic performance. Of the 57% of participants who go for antenatal visits 2-8 times whereas, 83% of them reported a change in their performance. 53% said that their absences increased and 46% of them delayed submitting homework. 23% had one or more missed exam and 9% of them postponed or dropped a semester due to pregnancy. of the 43% of participants who have 9-30 visits, 81% of them noticed a change in their academic performance, 62% said that their absences increased, 43% submitted homework late, 18% reported that they missed exams and 6% of them postponed or dropped a semester due to pregnancy. Those results indicate no significant association between academic performance and the number of antenatal care visits since (p-value>0.050) between the two variables for all questions related to academic performance.

Table 7 the relationship between gestational age with studying hours

|  |  |  |
| --- | --- | --- |
| Variable | Frequency | P-value(chai square) |
| Trimesters |
|  | First trimester | Second trimester | Third trimester |  |
| Studying hours | increased | 0 | 0 | 2 | P=0.778FisherExact test |
| decreased | 7 | 10 | 25 |
| No change | 3 | 12 | 16 |
|  | Total | 10 | 22 | 43 |  |

This table shows the results related to gestational age and studying hours, of all participants, 57% are in the third trimester, 29% in the second trimester, and 13% in the first trimester. Only 2% of participants reported an increase in their studying hours all of them in the 3rd trimester. 56% of all participants said that they studied less during pregnancy, 59% of them are in the 3rd trimester, 24% are in the 2nd trimester and 16% are in the 1st trimester. Studying hours for 41% of participants didn’t change, 51% of them in the 3rd trimester, 39% in the 2nd trimester, and 9% in the 1st trimester. (p-value>0.050) indicated no association between studying hours and gestational age

# **Discussion**

The results obtained were unexpected, even though the participants explained that had difficulties during their pregnancy like, pregnancy symptoms such as nausea and vomiting, general fatigue and other discomforting symptoms genuinely by themselves make someone’s day to day task managing difficult. However, this study showed that there was no relationship between pregnancy and academic performance. This study is comparable to other studies that were conducted in Africa (Asare, H, Esia-Donkoh, K. (Kobina) Esia-Donkoh and K.(Kweku. 2014) and (Gbagbo, F. Etuah, P. Nkrumah, J. 2018), none of them studied the direct effect of pregnancy on academic performance.

For example, According to (Gabgo F 2018) female students struggled with financial and physiological issues and according to (Asare H 2014). Female students faced stigma, hormonal challenges, and socioeconomic struggles, those struggles affected the pregnant’s academic performance negatively, however, this research studied the direct effect of pregnancy on performance and showed no relationship.

**Limitations**

Different obstacles faced the performance of this project that was as the following:

At Birzeit University during the first semester of 2021-2022 students held a 40 day-long strike, stopping the research team from finishing the study according to the time table

Hunting participants and finding them took longer than anticipated due to group admins on social media taking a long time to accept our posts.

Most participants from universities other than Birzeit had a difficult time meeting us face to face, therefore these participants filled out the questionnaire via google documents form.

Small sample, as it was difficult to find pregnant female students at universities in Palestine

## **Recommendations**

 Participants in this study, suggested that universities should provide and put more effort to help ease their lives during pregnancy, some recommendations were

* Providing basic antenatal care in the university’s clinic.
* Providing a pan flit to recognize these pregnant females and give them access to the university utilities fasters.
* Provide academic flexibility such as:
	+ Giving them extra time, for homework submissions.
	+ Increase the allowed absences for pregnant students.
	+ Allow being pregnant to be an excuse for missing exams and making them up when needed
* Maintain a clean bathroom for pregnant students
* Provide comfortable resting benches for pregnant students

# **Conclusion**

 As a general statement, this study shows that pregnancy has almost little to no effect on the academic performance. As the results before showed, whether the pregnancy was in its first trimester or last trimester, little significance showed when doing the chi-square tests. However, this result may not be the actual indicator for the effect of pregnancy on the academic performance as the small sample makes it difficult to generalize this information.

# **Annexs**

## **TimeTable**

|  |  |  |  |
| --- | --- | --- | --- |
| Task | March | April | May |
| Planning implementation | 21st-24th  |  |  |
| Revising Questionnaire &Finalizing  | 23rd-29th  |  |  |
| Hunting for participants  | 29th | 6th  |  |
| Collecting Data & Questionnaire  | 30th | 14th |  |
| Data Entry & Data cleaning |  | 11th-22nd  |  |
| Data Analysis |  | 22nd   | 7th  |
| Tables formation and result  |  |  | 8st -20th  |
| Writing results& writing discussion against literature Conclusion & Recommendations |  |  | 20th- 24st  |
| Finalizing research report & submission for feedback |  |  | 25th- 26th  |
| Modifications from feedback |  |  | 27th -28th  |
| Final report submission |  |  | 30th  |
| Preparing for dissemination  |  |  | 31st |

## **Ethical approval**



## **Consent form**

* نحن خمس طلاب من جامعة بيرزيت من تخصص التمريض في سنتنا الدراسية الرابعة واسمائنا : عدنان ابو عرقوب، جيهان برغوثي، دانيا القصاص، لانا الخطيب، رافت سويطي.
* نقوم بهذا المشروع بغاية التخرج، بعنوان تاثير الحمل على الاداء الاكاديمي للطالبات في الجامعات الفلسطينيه.
* باجابتك لهذه الاستبيانة سيتطيع فريق البحث من إيجاد الصعوبات التي تواجها الحوامل خلال فترة الدراسة الجامعية، ستتيح الفرصه لغيرك من الطالبات الحوامل بإيجاد حلول لهذه الصعوبات.
* ستكون مشاركتك في هذا البحث طوعية بلا مقابل.
* سيكون استخدام المعلومات اللتي توفريها فقط علمي، ولن تشارك مع اي شخص خارج ايطار البحث.
* سيتم المحافظه على معلوماتك بشكل سري وبشكل مجهول.
* يحق للمشارك بالتوقف عن الاجابة عن اي سؤال حينما يشاء
* لاي استفسار عن اي سؤال يمكنكم التواصل مع فريق البحث
* ستكون مده الاجابة عن الاسئلة من 5-6 دقائق
* هل توافقين على المشاركة في البحث.

## **Appendix 1**

جامعة بيرزيت

**تأثير الحمل على الأداء الأكاديمي للطالبات الحوامل في الجامعات الفلسطينية**

عزيزتي القارئة:
نحن طلاب كلية التمريض في جامعة بيرزيت طلاب سنة رابعة "عدنان أبو عرقوب ، جهان برغوثي ، رافت سويطي ، دانيا قصاص ، لانا الخطيب" نقوم بعمل بحث بعنوان " **تأثير الحمل على الأداء الأكاديمي للطالبات الحوامل في الجامعات الفلسطينية** " بهدف إتمام متطلبات التخرج من الجامعة، نطلب من حضرتك تعبئه الاستبيان حول البحث والاجابة على جميع الأسئلة. علما بأنه:

* سيتم مراعاة سرية إجابة كل شخص وعدم إفصاح اي معلومة تتعلق بشخصيته والاستكفاء بالاستفادة من النتائج للجانب الإحصائي والبحثي فقط .
* ونؤكد بان الإجابات التي يقدمها المشترك لن تتم مشاركتها مع المؤسسة التي ينتمي/تنتمي إليها، وانه سوف تعامل البيانات بسرية تامة، ولن يطلع عليها سوى الباحثين .
* نؤكد ان مشاركتك في الدراسة هي مشاركة طوعية، لن يتم تعويضكي إي مبلغ مادي من اجل مشاركتك .
* لك حق الانسحاب من هذه الدراسة في أي وقت تشاء/ي دون إبداء أسباب ولن يقع عليك/ي أي عواقب سلبية، وأنه لن يتم ممارسة أي ضغوطات عليكي من أجل استكمال الدراسة، وسنحافظ على سرية الإجابات التي قدمتها.
* مدة الاجابة على الاستبيان هي 5 دقائق

في حال يوجد لديك اي استفسارات خلال الإجابة على الاستبيان تستطيع توجيه السؤال الى اي عضو من الباحثين المتواجدين.

نشكر لك موافقتك على المشاركة في هذه الدراسة، **أوافق لا أوافق**

1. **العمر**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **الجامعة**:

أ) جامعة بيرزيت

ب) جامعة بيت لحم

ج) جامعة القدس (أبو ديس)

د) جامعة القدس المفتوحة

1. **السكن:**
2. مع الزوج
3. سكن جامعي
4. مع العائلة
5. **مصدر الدخل (إمكانك اختيار أكثر من إجابة):**
ا) العمل الذاتي
ب) الزوج
ج) من الأهل
د) غيرها
6. **هل تعملين**:

 ا) نعم

 ب) لا
إذا كانت اجابتك بنعم فما هي وظيفتك:

1. **كم يستغرق (بالدقائق) لك للوصول الى الجامعة**:

ا) اقل من 10 دقائق

ب) 11 دقائق – 30 دقيقة

ج) 31 دقيقة – 60 دقيقة

د) ساعة – ساعتين

هـ) اكثر من ساعتين

1. **اذ كان لديك أطفال فما عددهم**: \_\_\_\_\_\_\_\_\_\_\_\_
2. **سنة التحاقك في الجامعة**: \_\_\_\_\_\_\_\_\_\_\_\_
3. **مستوى الدراسة الجامعية** :
4. سنة أولى
5. سنة ثانية
6. سنة ثالثة
7. سنة رابعة
8. غيرها \_\_\_\_\_\_\_\_\_\_\_\_
9. **التخصص الدراسي**:
10. تخصص هندسي ( هندسة حاسوب ، تخطيط ـ هندسة ميكانيك ، هندسة كهرباء ، الخ)
11. تخصص صحي (طب ، تمريض ، صيدلي ، نطق وسمع ، تغذية ، الخ)
12. تخصص ادبي (الأداب ، فلسفة ، علم اجتماع ، التربية ، اللغات ، الخ)
13. تخصص حقوق (محاماه ، قانون دولي ، الخ)
14. تخصص اعمال \ تجارة (اقتصاد ، محاسبة ، إدارة عمال ، الخ)
15. تخصص فني (موسيقى ،تصميم ، الخ)
16. غير ذلك : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **معلومات عن الحمل**

1. **هل تعانين من أي امراض مزمنة ليست لها علاقة بالحمل**:
2. نعم
3. لا
إذا كانت اجابتك بنعم اذكري هذه الأمراض: \_\_\_\_\_\_\_\_\_\_\_\_
4. **الحمل هذا هو:**  أ) الأول

ب) الثاني

 ج) الثالث

 د) الرابع

 هـ) غيره : \_\_\_\_\_\_\_\_\_\_\_\_

13. **عمر الحمل الحالي بالاشهر هو:** \_\_\_\_\_\_\_\_\_\_\_\_

14. **هل تعانين من مشاكل مرضية في هذا الحمل (مثل تسمم الدم، سكري الحمل، او غيرها):**

1. نعم
2. لا

إذا كانت إجابتك بنعم اذكري هذه الأمراض: \_\_\_\_\_\_\_\_\_\_\_\_

15. **هل عانيت من مشاكل صحية في الاحمال السابقة لها علاقة في الحمل (مثل تسمم الدم، سكري الحمل، او غيرها):**

1. نعم
2. لا

إذا كانت إجابتك بنعم اذكري هذه الأمراض: \_\_\_\_\_\_\_\_\_\_\_\_

1. **هل تعانين من أي أعراض (غير مريحة) خلال هذا الحمل (مثل الغثيان، تقيؤ، ارهاق، فقدان شهية، أو غيرها):**
2. نعم
3. لا

إذا كانت اجابتك بنعم، اذكري هذه الأعراض: \_\_\_\_\_\_\_\_\_\_\_\_

17. **هل تذهبين الى عيادات متابعة الحمل**:

1. نعم
2. لا
3. **كم عدد الزيارات التي ذهبتي اليها حتى الان** : \_\_\_\_\_\_\_\_\_\_\_\_
4. **عدد الساعات المعتمدة التي تدرسينها (المسجلة) في الفصل الحالي**: \_\_\_\_\_\_\_\_\_\_\_\_
5. **هل تتضمن دراستك أي تدريب ميداني**:
6. نعم
7. لا

إذا كانت اجابتك بنعم اجيبي عن سؤال 21+ 22

1. **مكان التدريب** : \_\_\_\_\_\_\_\_\_\_\_\_
2. **نوع التدريب العملي** :
3. مكتبي
4. ميداني
5. مصانع \ شركات
6. مؤسسات صحية
7. غير ذلك : \_\_\_\_\_\_\_\_\_\_\_\_
8. **هل لاحظتي تغير في أدائك الأكاديمي خلال فترة الحمل لهذا الفصل**:
9. نعم
10. لا
11. أحيانا
12. **هل ازداد عدد غياباتك في المساقات خلال الحمل لهذا الفصل**:
13. نعم
14. لا
15. **خلال فترة الحمل عدد الساعات الدراسية اليومية**:
16. ازدادت
17. قلت
18. لم تتأثر
19. **هل تاخرت عن تسليم أي واجبات دراسية هذا الفصل** :
20. نعم
21. لا
22. **هل تغيبت عن أي امتحانات لهذا الفصل** :
23. نعم
24. لا
25. **هل سحبت فصل خلال فترة الحمل:**
26. نعم
27. لا
28. **هل أجلت فصل بسبب الحمل:**
29. نعم
30. لا
31. **هل تشعرين أن الكادر التدريسي والزملاء متعاونين معك بسبب الحمل**:
32. نعم
33. لا

اذا كانت اجابتك ب (لا) اجيبي عن السؤال 31

1. **ما هي أوجه التعاون المتوقع من الكادر التدريسي والزملاء: (بامكانك اختيار اكثر من جواب)**
2. اعتبار الغياب بسبب الحمل بعذر
3. إعطاء فرصة لاعادة الامتحانات
4. إعطاء وقت إضافي لتسليم الواجبات اليومية
5. مرونة في اختيار مكان التدريب العملي
6. غيره : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **برأيك ما هي الأمور التي زادت صعوبة الحياة الجامعية عليك خلال فترة الحمل**: **: (بامكانك اختيار اكثر من جواب)**
8. صعوبة الحركة للتنقل بين المحاضرات
9. استخدام الحمام المتكرر
10. الحمامات المتوفرة في الحرم الجامعي غير نظيفة
11. قلة\ انعدام فترات الراحة خلال النهار
12. اعراض الحمل الغير مريحه (غثيان، تقيؤ، وغيرها )
13. غيرها : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. **برأيك ما هي الأمور التي يجب على الجامعات توفيرها للطالبات لتسهيل عليهن فترة الحمل** **اثناء الدراسة : (بامكانك اختيار اكثر من جواب)**
15. حمامات نظيفة
16. عيادات طبية لمتابعة الحمل (داخل الحرم الجامعي تابعة لعيادة الجامعة)
17. مرونة في تغيير الشعب
18. اولويه في التسجيل
19. عدم الانتظار وإعطاء الأولوية في دوائر الجامعة (الكفاتيريات ، التسجيل ، المالية ، الخ)
20. مرونة في دفع قسط الجامعة (تقسيط)
21. غيرها: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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