

A photograph of two young women, graduates, wearing black caps and gowns with white stoles. They are smiling and looking towards the camera. The background shows a building with a red and brown facade and a white sky. The text is overlaid on the image.

Māori Midwifery student retention: Beyond the numbers

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Joan Donley Research Forum 2013

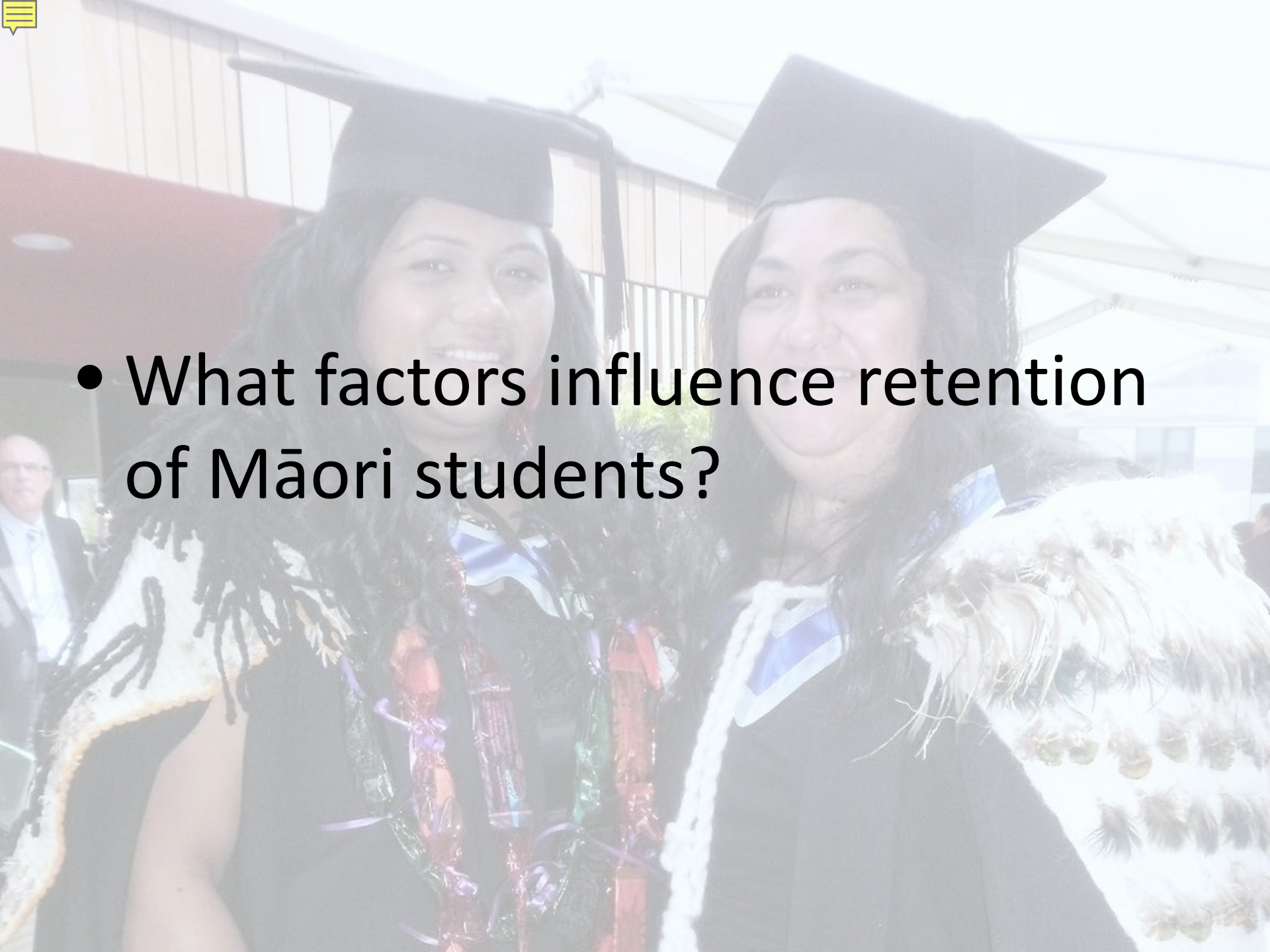
The context

The background of the slide features a photograph of two young women, likely graduates, smiling. They are wearing black graduation caps and gowns. The woman on the left has a colorful sash with purple, green, and red elements. The woman on the right has a white fur stole. The image is slightly faded to allow the text to be read clearly.

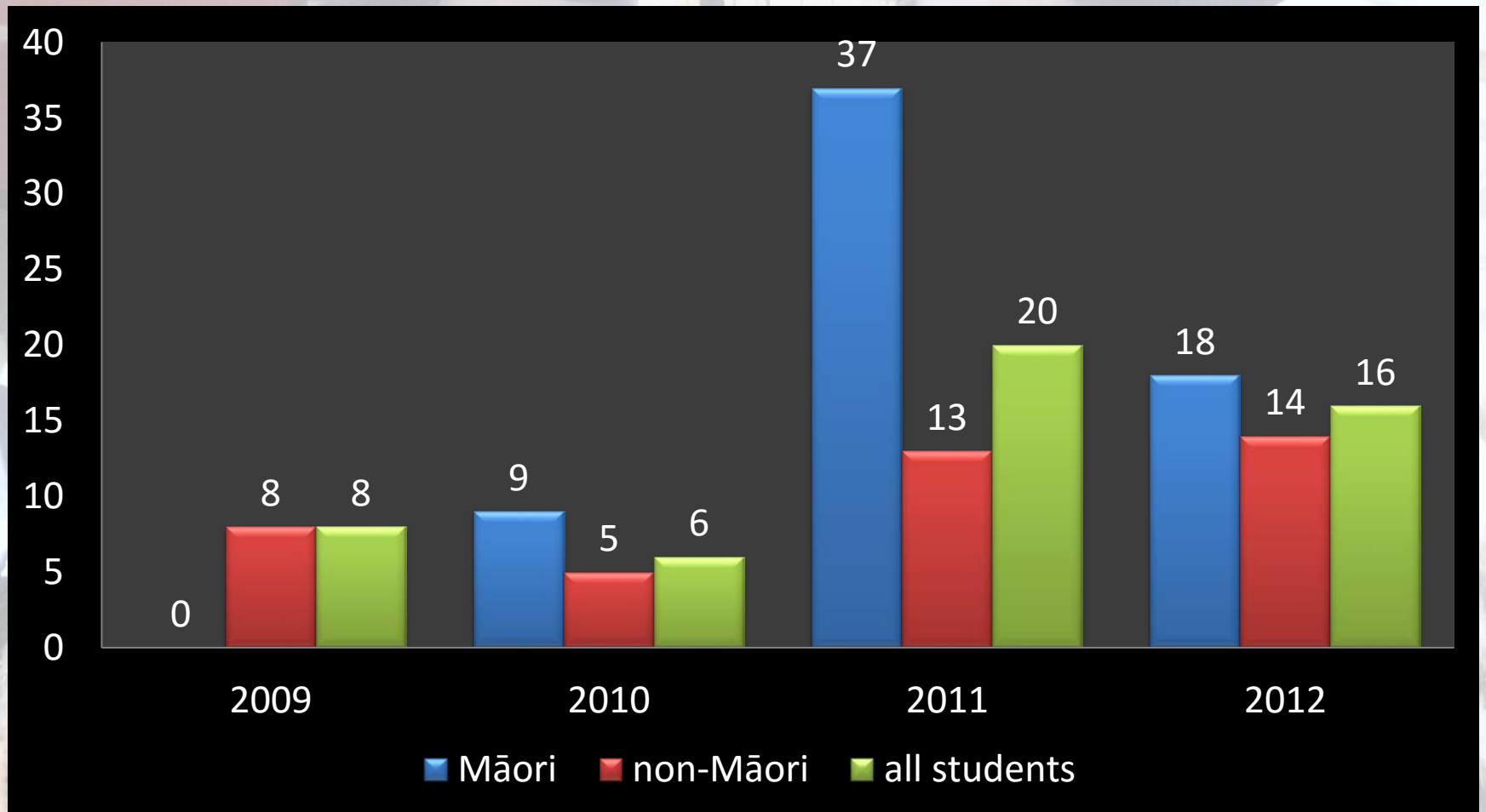
- 8.1% midwives identify as Māori (MCNZ, 2012)
- 15.4% of New Zealand population identify as Māori (Statistics NZ)
- How to increase Māori midwifery graduates?



- What factors influence retention of Māori students?



Non returning percentage



A photograph of two young women in graduation gowns and caps, smiling. The woman on the left has a colorful sash, and the woman on the right has a white sash. The background shows a building and other people.

Methodology

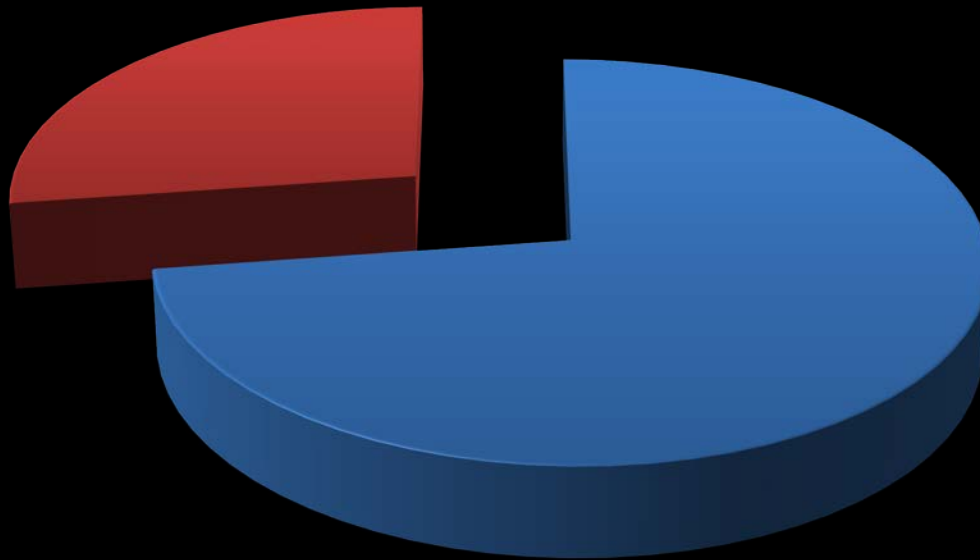
- Literature review
- Ethical approval
- Participants - students enrolled 2007 - 2012
- Invited to participate by student advocate
- Semi-structured phone interview
- Focus groups (yet to be completed)

Literature Review

The background of the slide features a photograph of two young women in graduation attire. They are wearing black mortarboard caps and black gowns with white stoles. The woman on the left has a white stole with gold tassels and is wearing a colorful sash. The woman on the right has a white stole with gold tassels and a blue and white sash. They are both smiling. The background is slightly blurred, showing a building with a red wall and a white roof.

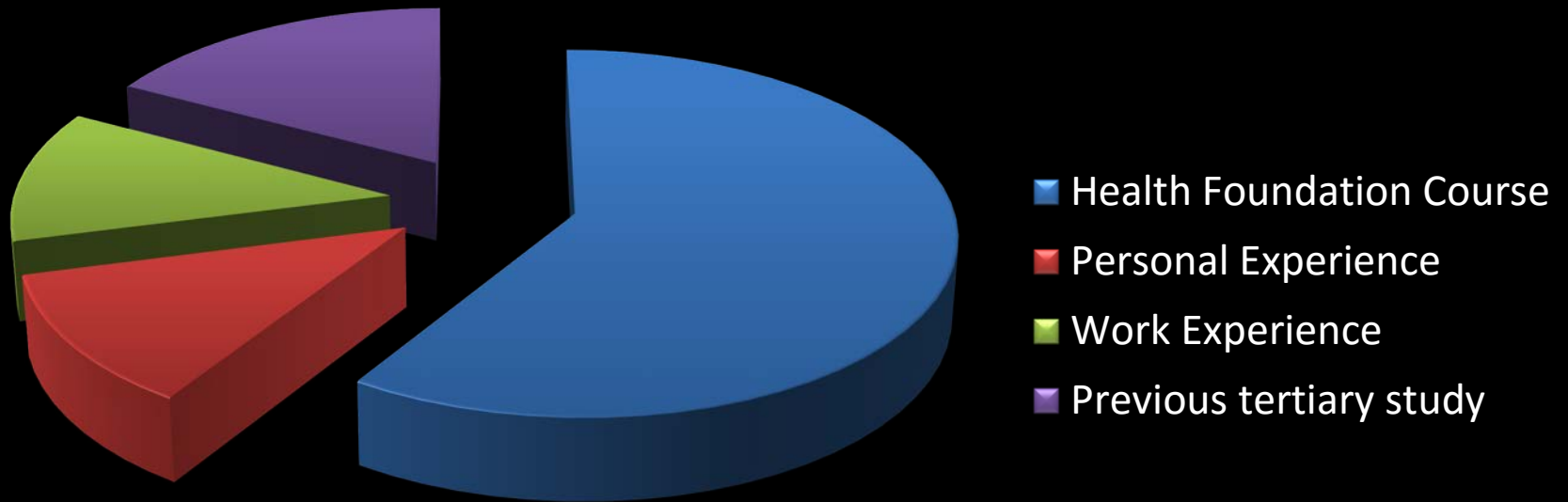
- **First generation tertiary study**
- **Negative experience with education**
- **Cycle of low expectation- low achievement**
- **Low socio economic platform**
- **Under utilisation of campus support services**

Participants

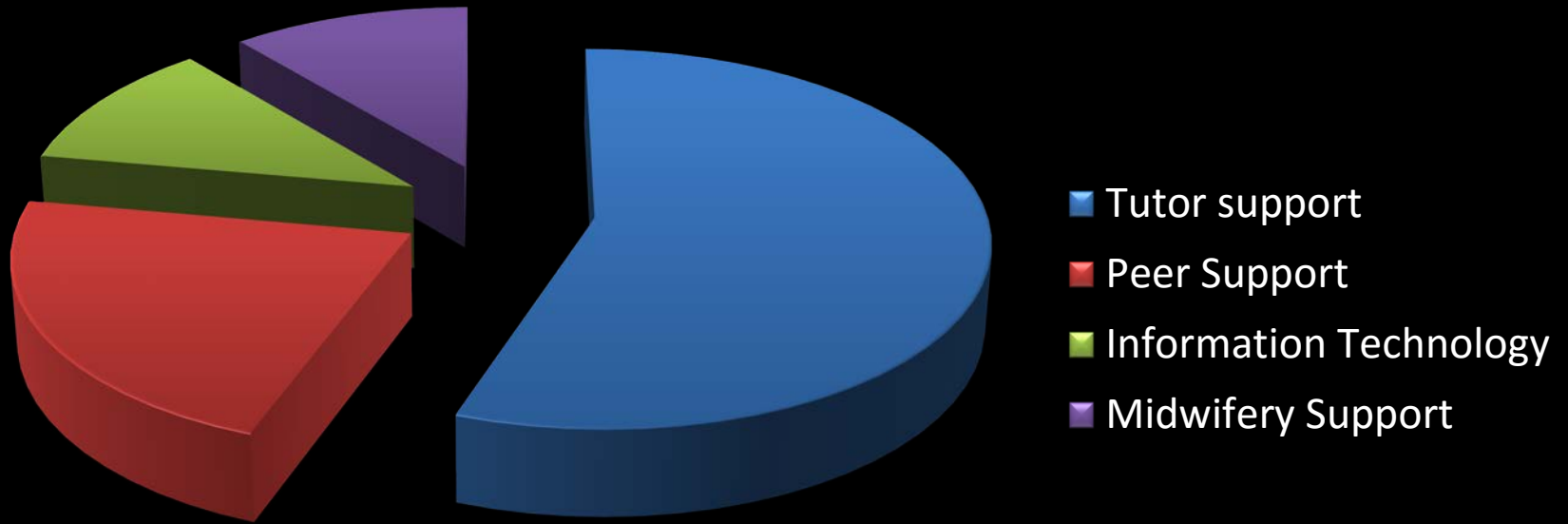


- Hub Students (Gisborne, Hastings Tauranga)
- Hamilton Students

Study Preparation for Midwifery



What was helpful during your study?

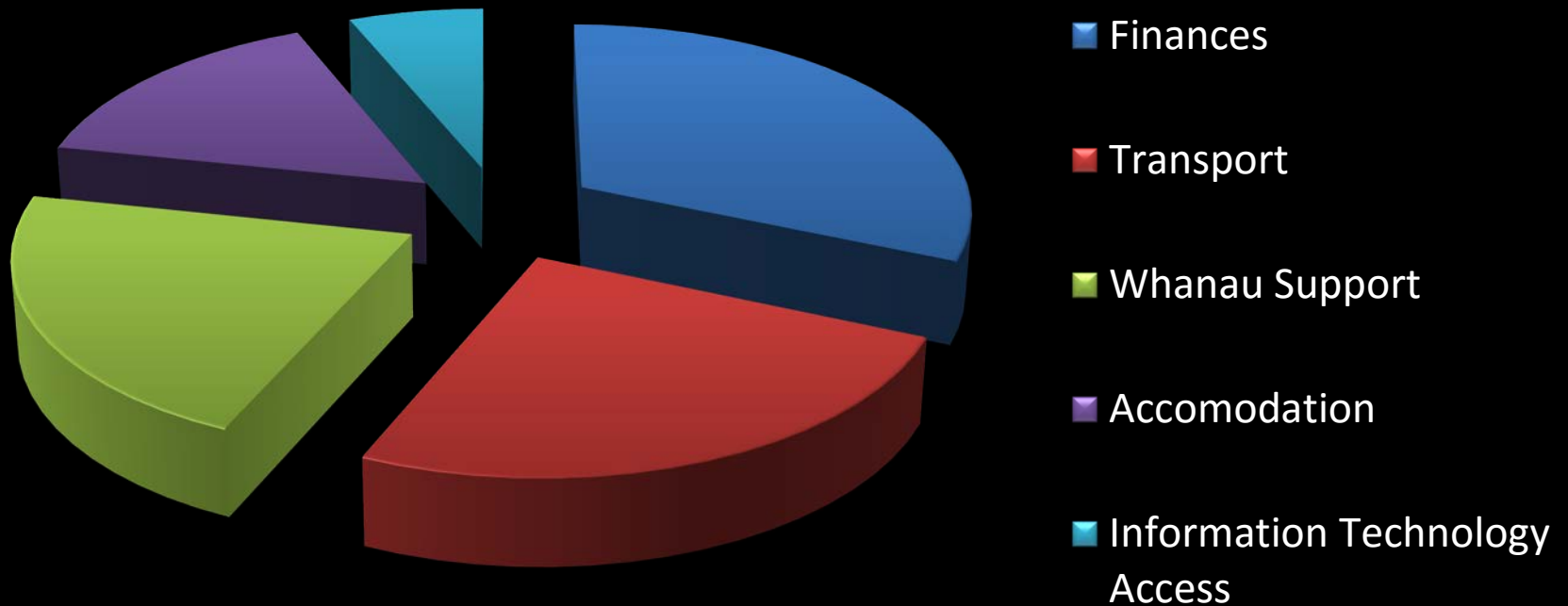


Participants comments

The background of the slide features two young women in graduation attire. They are wearing black mortarboard caps and black gowns. The woman on the left has a white stole with gold and red tassels, and the woman on the right has a white stole with gold and red tassels. They are both smiling and looking towards the camera. The background is slightly blurred, showing an indoor setting with other people and architectural elements.

- **“Classes are smaller and more intimate and tutors care more about you”**
- **“ Other midwifery students who had already been through the course (were supportive)”**
- **“Extra tutorial sessions (science and pharmacology), and meeting with tutor to debrief”**

What were the difficulties with studying?

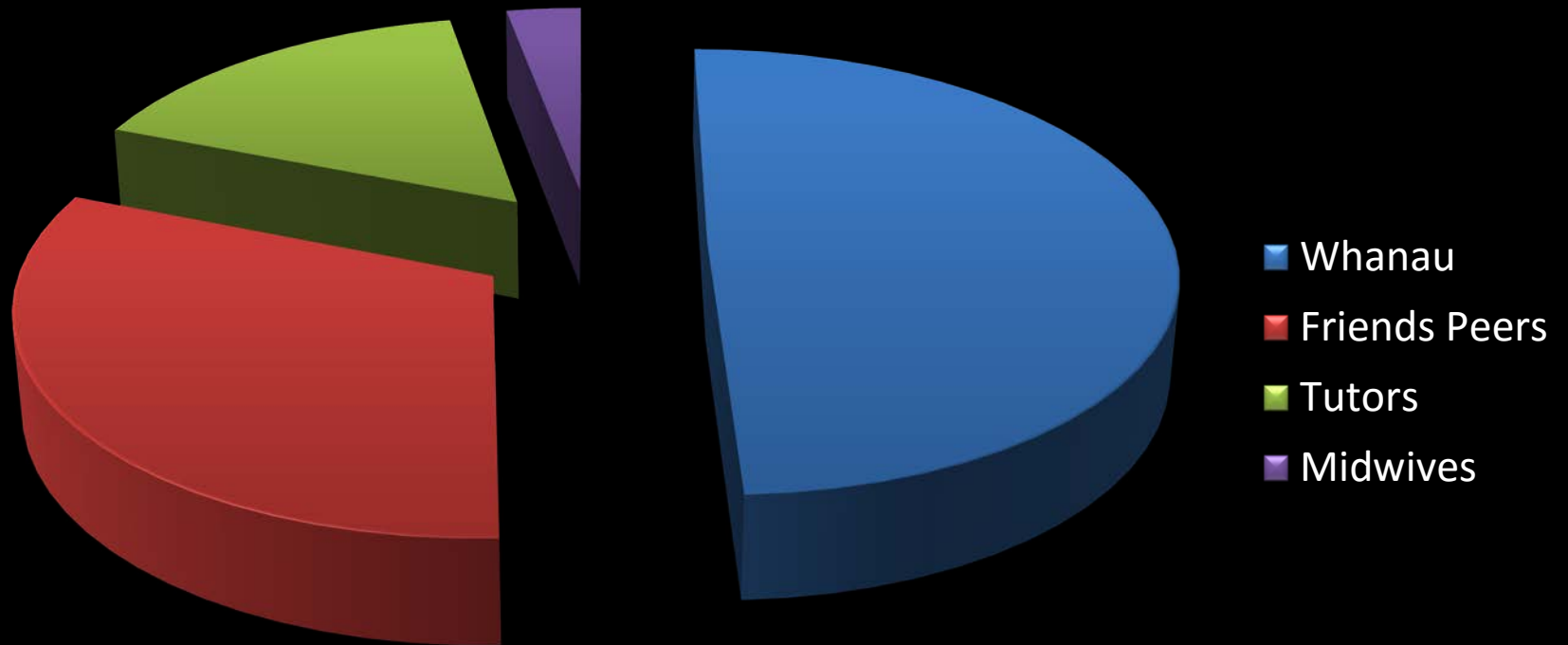




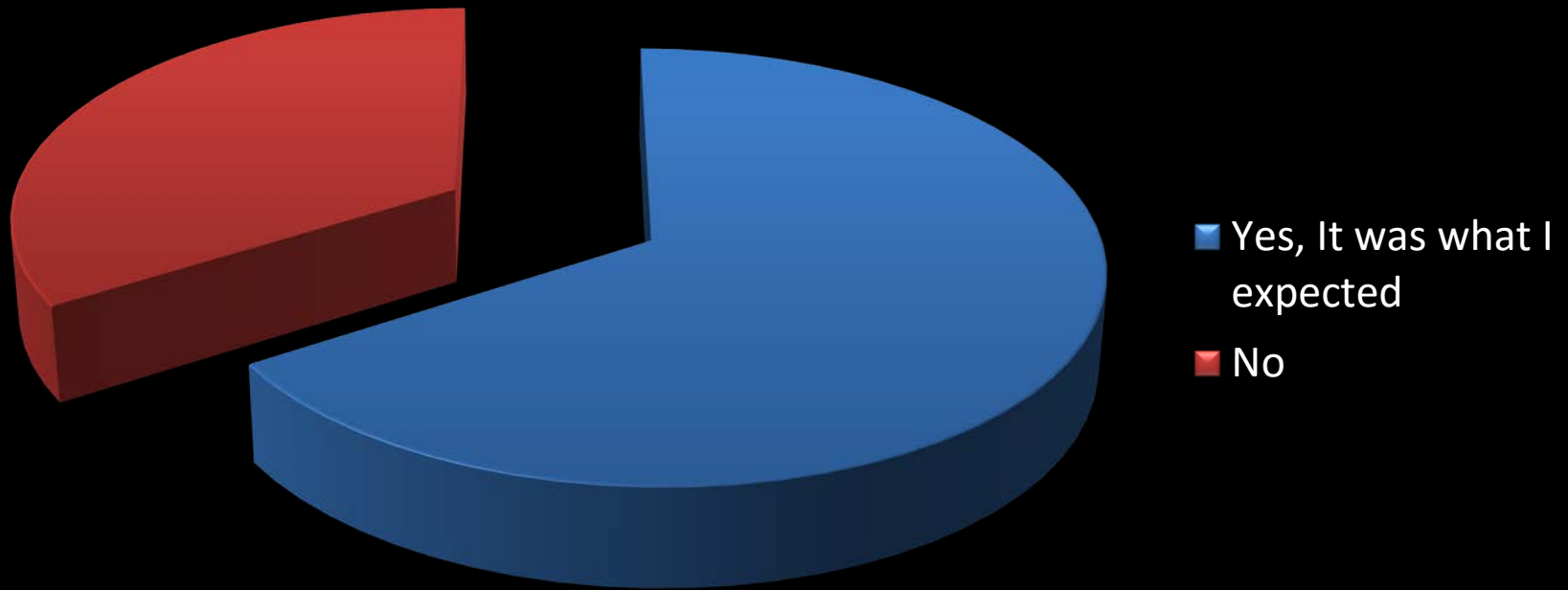
Participants comments

- “People not understanding of my situation – finances were an issue”
- “Main difficulty as a mother was juggling the demands of the course”
- “Finances and travel were a huge issue”
- “Childcare (and) technology were an issue”

Who was your support during study?



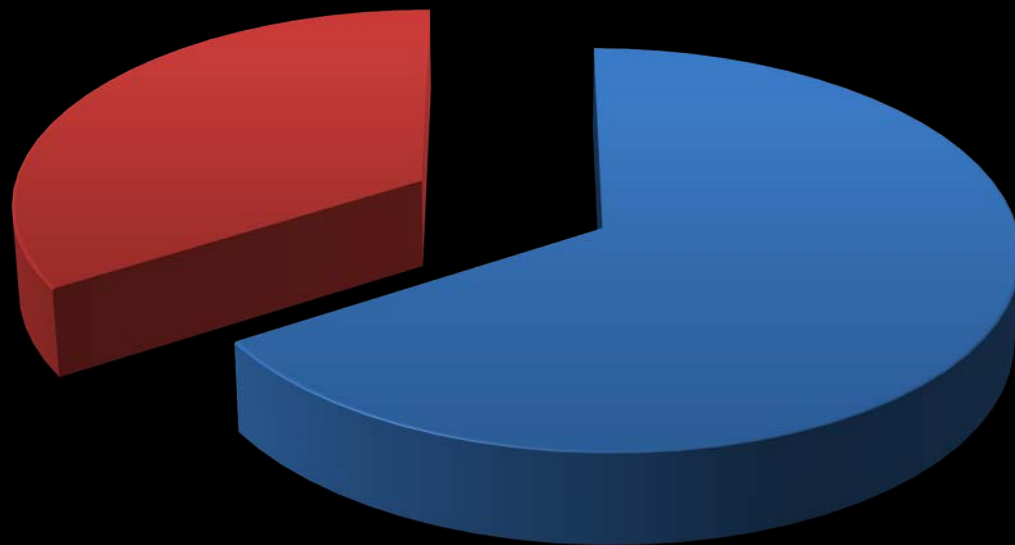
Was the study what you expected?



Participants comments

- “I might not have realised in the beginning but I can reflect now and see the positives”
- “Its been hard and full on and it is what I had expected”
- “Workload was over the top”
- “ I expected more of a Kaupapa Maori focus”
- “Maori students are too whakama to share their feelings with non-Maori students”

Options about returning to study



- Aware of the pathway to return to study
- Not clear on the process

A photograph of two graduates in black caps and gowns, smiling. The graduate on the left has a white and gold stole, while the one on the right has a white and blue stole. They are standing in front of a building with large windows.

Findings

- **Cost of study was greater than expected**
- **Juggling whanau demands**
- **Under utilisation of support services**
- **Mismatch between what Wintec is offering and what students perceive**
- **Tutor support valued**
- **Study expectations realistic**

Current Support

- Whanau face to face interviews
- Dedicated group tutor for academic overview and pastoral care
- Clinical tutor in each hub
- Praxis and tutorial sessions
- 0800 urgent contact
- Wintec wide services including academic support, health, kaiawhina

A photograph of two female graduates in black caps and gowns, smiling. The graduate on the left has a colorful sash, and the one on the right has a white sash. The background is a blurred outdoor setting with a building.

Where to from here

- Focus groups to tease out detail
- Align students needs with support offered
- On-going review of changes
- Ensure processes are understood by students
- Pursue financial support options
- Support options within MCNZ requirements

References

1. McKenzie, D. (2005). Reducing attrition rates for Maori students. *Journal of Developmental Education, 28, 3.*
2. Manning, L. (2012). Māori Midwifery undergraduate project. Ngā Manukura O Āpōpō
3. Wilson, D. McKinney, C. & Rapata-Hanning. (2011). Retention of indigenous nursing students in New Zealand: A cross-sectional survey. *Contemporary Nurse, 38, 1-2, 59-75.*



