



**PSYCHO - SOCIAL LEARNING
ENVIRONMENT FROM
NURSE STUDENTS' PERSPECTIVE**

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AYUBOWAN.....



BACKGROUND



- ❑ Sri Lanka
 - ❑ Total Population -19986000
 - ❑ Nine Provinces
- ❑ Seventeen Government Nursing Schools by the Ministry of Health - Sri Lanka
- ❑ ~ 1800 nursing students are learning in the schools as first, second and third year students (Health Report, 2015)
- ❑ Though the criteria of student enrolment and educational curriculum are the same, physical facilities and educational environment differ from school to school (Annual Health Bulletin, 2003).

LITERATURE

- ❑ The term learning environment is complex and can be understood on the basis of psycho-social, physical and organizational factors (Harden, 1986).
 - ❑ The psycho-social learning environment covers psychological and social factors that have consequences for student satisfaction, health and the ability to perform at the place of study (Straker & Zandvlieti, 2001; Nahar, Kabiar, Khan & Nargis, 2010).
 - ❑ Cognitive development has the greatest impact on a student's psycho-social development (Lupton, 2009).
 - ❑ A competitive authoritarian stressful environment may demotivate students and weaken their engagement for the learning process (Jiffery, McAleer, Fernando & Marasinghe, 2005).
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OBJECTIVES

❑ **General objective**

- ❑ To explore nurse students' experiences of their psycho-social learning environment

❑ **Specific objectives**

- ❑ To identify what the strengths are on students' psycho-social learning environment
 - ❑ To identify what the challenges are on students' psycho-social learning environment for learning
 - ❑ To describe what the strategies to improve student learning are to be used
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METHODOLOGY

❑ **Study Design:**

- ❑ An explorative and descriptive design with a qualitative, inductive approach

❑ **Method:**

- ❑ Focus group discussions (FGD) and individual interviews as data collection methods.

❑ **Study Setting:**

- ❑ Two nursing schools, one from the western province of Sri Lanka and one from the southern province.

❑ **Data Analysis:**

- ❑ Content analysis (Graneheim & Lundman (2004),



ETHICAL CONSIDERATION

- ❑ The study was approved by the Training and Research (ET&R) unit of Ministry of Health and the Deputy Director General of Ministry Of Health
- ❑ The empirical study upheld the principles of research ethics in accordance with the declaration of Helsinki
(<http://www.wma.net/en/30publications/10policies/b3/index.html>)



DATA COLLECTION

- All(5) FGDs and (16) individual interviews were conducted based on the same semi structured interview guide
- that consisted of five domains:
 - self-experience of learning;
 - self-experience of tutors;
 - self-experience of atmosphere;
 - self-experience of academics
 - self-experiences of social activities



CONT...

- ❑ The FGDs lasted around 60-75 minutes.
- ❑ A tutor who is specialized in mental health and psychiatry nursing participated for note taking and observation of the nurse students' interactions.
- ❑ The individual interviews at respective nursing school lasted around 30-35 minutes.



FINDINGS

- ❑ **Encouraging and empowering but also discouraging and disempowering**

- ❑ **Satisfied and motivated**
 - ❑ *Feeling secure*
 - ❑ *Feeling relaxed*

- ❑ **Fed up and de motivated**
 - ❑ *Feeling disrespected*
 - ❑ *Feeling insecure*
 - ❑ *feeling frustrated*



ENCOURAGING AND EMPOWERING

BUT ALSO DISCOURAGING AND DISEMPOWERING

- Nursing students' experience of their psycho-social learning environment meant that they on the one hand harboured feelings of security and self-confidence in becoming a nurse professional by being encouraged and empowered by their psycho-social environment,
- but on the other hand, harboured feelings of inadequacy related to the nursing profession but also as an individual by being discouraged and disempowered by their psycho-social environment.



SATISFIED AND MOTIVATED

- Nurse students felt satisfied and were motivated to become a nurse as they were pleased with their education due to supportive superiors and peers as well as stimulating 'after work' social activities.

- *Feeling secure*

- *Feeling relaxed*



FEELING SECURE

- *“We have very kind enthusiastic teaches and supportive tutors here except a very few. They reassure us all the time what we have faced very unhappy situation.”(M-1)*
- *“Our colleagues are the most supportive person in this environment. Therefore we always like to work with our close friends because it helps to develop strength, courage and security especially in ward” (M-1)*



FEELING RELAXED

- *“We like social activities in the school it helps relax our frustrated mind and increase our social dignity (FGD-3)*
- *“Social activities which are conducted in the school help to develop our interpersonal relationship among all groups. Therefore we enjoyed on participating in such activities. It helps to develop our mutual understanding and mutual respect among ourselves.”(FGD-2)*



METHODOLOGICAL DISCUSSION

- The trustworthiness of qualitative research is discussed in terms of credibility, dependability, confirmability and transferability according to Guba and Lincoln (1994).

Dependability :

- Dependability was assured by the fact that the principle investigator carried out all the interviews by using the same interview guide for both FGDS



CREDIABILITY

- The triangulation of data source as well as data collecting methods may have strengthen the credibility of the study as data presented views from informants from two different nursing schools and by using two data collection methods; FGDs and in depth interviews so that different experiences were captured.
 - Moreover, after each FGD and in-depth interview, informants' consensus was achieved by briefing key findings which helped in strengthening the trustworthiness of the study.
 - Researcher checks of data as well as discussion with supervisor with regards to the interpretation in the analysis strengthened the credibility of the findings.
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CONFIRMABILITY & TRANSFERABILITY

- **Confirmability**, ensures the necessity of matching the interpretations with the data which was assured through citations supporting the interpretations of the data. Transferability in qualitative research is always a debatable area.

Transferability

- The findings can be transferred with caution to most nursing schools in Sri Lanka as all nursing schools follow same course under the ministry of health but physical and clinical facilities may vary in different nursing schools



FINDINGS DISCUSSION

- Discuss the importance of empowering the nurse students so that their selfconfidence is improved in relation to
- Interactions
- Bridging the Theory-practice gap
- Teaching methods
- Physical facilities



RELATIONSHIP AND INTERACTION

- Study was identified relationship among peer and tutors which is highly impact on outcome in individual. In further researcher identified an added dimension to teaching and allows the development if a collaborative relationship between tutors and students within a learning community
- Similarly, Ryan and Kaplan (2007) found that a strong positive relationship between teachers and students, helps students level of motivation and engagement in their work.



CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

Psycho-social learning environment is outmost importance for nurse students' satisfaction and motivation to learn and by:

- Empowering nurse students through the support of supervisors and peers
 - Education more stimulating through student involving teaching methods and simulation lab
 - To improve on the quality of the clinical practice by integrating theory and practice
 - Enhance activities for stress management as well as development of self-respect and social dignity
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A bouquet of hydrangea flowers in shades of purple and white is centered against a teal background. The word "Thank" is written in a stylized, light blue font across the middle of the bouquet, followed by a light blue speech bubble icon containing a white letter "Q".

Thank Q