Reported Use of Learning Strategies among B.Sc. Nursing Students

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A shift in the reported learning strategies towards meaningful learning is expected during undergraduate training. Student performance has been linked with the reported cognitive processing and regulation strategies. The curriculum of the B.Sc. Nursing program of the Faculty of Allied Health Sciences (FAHS) is a four-year traditional curriculum. The regulation of learning and processing strategies of B.Sc. Nursing students in the Sri Lankan setting has not been investigated yet. Thus, the aims of the study were, to assess the processing and regulation strategies of B.Sc. Nursing students of the FAHS and to investigate the relationship between these strategies with their academic performances.

Processing and regulation strategies of B Sc Nursing students of 2nd, 3rd and 4th years were assessed using the 55 item version of the Adyayana Rata Prakasha Malawa (ARPM). Kruskal Wallis tests were performed to investigate the variation in ARPM scores between each academic year. Correlations between ARPM scale scores and Grade Point Average (GPA) were tested using Spearman’s correlation tests. The response rate was 86%. In relation to the processing strategies, the students of 2nd and 3rd year batches showed an increase in scores of relating and structuring, critical processing, analyzing, concrete processing and self-regulation. The reported score for self-regulation scale was significantly higher among the senior groups of students. Subscale scores of relating and structuring, critical processing, analyzing, concrete processing and self-regulation showed significant positive correlation with GPA. Subscale of memorizing and rehearsing showed a negative correlation with the GPA value of the students.

As expected, positive associations were observed in deep learning strategies and self-regulation with the academic performances among the B Sc nursing students. Third and fourth year students reported higher scores for the elements of deep learning and self-regulation. Thus, observed results should be used to encourage teachers and students to further improve the B.Sc. nursing program.