

Effect of Facilitation in a Problem-Based Environment on the Metacognition, Motivation and Self-Directed Learning in Nursing: A Quasi-Experimental Study among Nurse Students in Tanzania

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Abstract : Background: Currently, there has been a progressive shortage not only to the number but also the quality of medical practitioners for the most of nursing. Despite that, those who are present exhibit unethical and illegal practices, under standard care and malpractices. The concern is raised in the ways they are prepared, or there might be something missing in nursing curricula or how it is delivered. There is a need for transforming or testing new teaching modalities to enhance competent health workforces. Objective: to investigate the Effect of Facilitation in a Problem-based Environment (FPBE) on metacognition, self-directed learning and learning motivation to undergraduate nurse student in Tanzanian higher learning institutions. Methods: quasi-experimental study (quantitative research approach). A purposive sampling technique was employed to select institutions and achieving a sample size of 401 participants (interventional = 134 and control = 267). Self-administered semi-structured questionnaire; was the main data collection methods and the Statistical Package for Service Solution (v. 20) software program was used for data entry, data analysis, and presentations. Results: The pre-post test results between groups indicated noticeably significant change on metacognition in an intervention ($M = 1.52$, $SD = 0.501$) against the control ($M = 1.40$, $SD = 0.490$), $t(399) = 2.398$, $p < 0.05$. SDL in an intervention ($M = 1.52$, $SD = 0.501$) against the control ($M = 1.40$, $SD = 0.490$), $t(399) = 2.398$, $p < 0.05$. Motivation to learn in an intervention ($M = 62.67$, $SD = 14.14$) and the control ($n = 267$, $M = 57.75$), $t(399) = 2.907$, $p < 0.01$. A FPBE teaching pedagogy, was observed to be effective on the metacognition (AOR = 1.603, $p < 0.05$), SDL (OR = 1.729, $p < 0.05$) and Intrinsic motivation in learning (AOR = 1.720, $p < 0.05$) against conventional teaching pedagogy. Needless, was less likely to enhance Extrinsic motivation (AOR = 0.676, $p > 0.05$) and Amotivation (AOR = 0.538, $p > 0.05$). Conclusion and recommendation: FPBE teaching pedagogy, can improve student's metacognition, self-directed learning and intrinsic motivation to learn among nurse students. Nursing curricula developers should incorporate it to produce 21st century competent and qualified nurses.

Keywords : facilitation, metacognition, motivation, self-directed

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