



## FRAMING STUDENT ENGAGEMENT IN COLLEGE OF NURSING: REALITY CHECK

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## ABSTRACT

Student engagement is a current buzzword in higher education, increasingly researched, theorized, and debated with growing evidence of its critical role in achievement and learning. The quantitative survey design was used to collect the data to explore nursing student's engagement in selected college of nursing to develop strategies for student engagement. The objective of the study was to explore student's engagement in academics. The total subjects enrolled were 144 nursing students. The data was collected using 5 point student engagement instrument after obtaining written informed consent. Results were analyzed using SPSS. The findings were mean score obtained for second year & third year students were respectively 25.86 and 20.66. The student engagement was seen lowest among first year & final year nursing students. The teacher student relationship, peer support, family support & learning, control & relevance of assignment & homework, future goal aspirations and intrinsic motivation was found highest among second & third year students. As the Engagement Indicators measured distinct elements of student engagement, they could be used as a framework to help shape these actions and to refine the curriculum to provide a more responsive student-centred learning environment.

**KEYWORDS :** Student engagement, Teaching learning environment, Intrinsic motivation

## INTRODUCTION

Student engagement is a complex and multi-dimensional concept which focuses on student behaviours and teaching and institutional practices. The two main elements are associated with student engagement; firstly, the amount of time and effort students devote to their studies and other educationally beneficial activities and, secondly, how institutions use academic and non-academic resources, to encourage students' participation in activities that are associated with their learning and development. It has the capacity to capture comprehensive data on the student experience in college and is particularly useful in the case of nursing students in light of the absence of specific empirical data on their engagement

The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities. However, which also depends on institutions and staff providing students with the conditions, opportunities and expectations to become involved.

## BACKGROUND

Student engagement has been defined as "participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes" (Kuh et al., 2007)

With higher education institutions facing increasingly strained economic conditions, attracting and retaining students, satisfying and developing them and ensuring they graduate to become successful, productive citizens matters more than ever demonstrates that what students bring to higher education, or where they study, matters less to their success and development than what they do during their time as a student. If student engagement can deliver on its promises, it could hold the magic wand making all of this possible.

## MATERIALS &amp; METHODS:

The survey was conducted among nursing students (n=144) inclusive of undergraduate & post graduate students. The time selected for the data collection was mid academic. The informed consents were obtained from participants. The tool used was standardised SEI (student engagement instrument) 5 point likert scale. The scale was 1: strongly disagree, 2: disagree, 3: neither agree nor disagree, 4: agree, 5: Strongly agree. The scale has affective engagement & cognitive

engagement measurement. Total item on scale are 35 Inclusive of 15 affective & 12 cognitive items. Demographic data was collected from admission records. Participants were recruited with the assistance from class coordinators. The SEI scale was administered to the participants after giving instructions and collected the filled sheets after participants marked their responses.

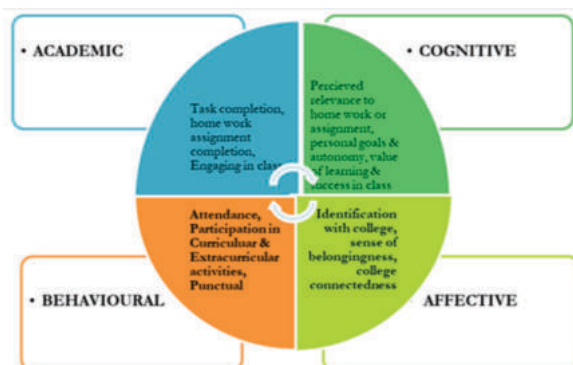


Fig 1: Framework of student engagement

## RESULTS

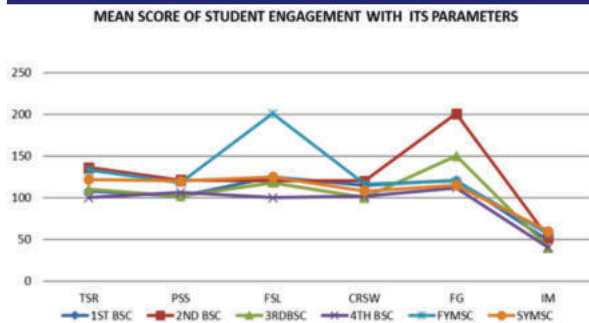
The result was analyzed using statistical tests. Descriptive statistics, which included percentages, mean, frequency distributions. The following results are findings of survey conducted to find out student engagement in college.

Table 1: Mean Score of Student Engagement

| ACAD YEAR  | 1st BSC | 2nd BSC | 3rd BSC | 4th BSC | FY MSC | SY MSC |
|------------|---------|---------|---------|---------|--------|--------|
| Mean score | 21.3    | 25.8    | 20.6    | 18      | 22.5   | 22.5   |

The above table 1 indicates that the first year B.Sc. Nursing students had mean score of 21.34 student engagement, second year B.Sc. nursing student showed 25.86 mean score, third year basic BSc nursing students displayed 20.66 mean score of student engagement & fourth basic BSc nursing students showed 18.6.

Mean score of student engagement. Wherein post graduate students are concerned, both the academic years students displayed 22.5 mean score of student engagement. The overall conclusion from these findings is as the academic year reaches the senior classes the student's engagement is lowered.



**Fig 2 Mean Score Of Student Engagement With Its Parameters**

#### Teacher student relationship:

the data indicated that in teacher student relationship, the factors related teacher availability, listening to students, the rules & regulations of college, fair treatment to students are satisfactory. Furthermore, student engagement fully mediated the impact of both instructor presence and learner interaction on perceived student learning.

#### Peer support Score:

The peer support as parameter of student engagement is also seen in caring and sharing attitude of peers. The students scored high on receiving respect from peers.

**The family support for learning score** was good Calculated on the basis of information collected on whether parents or guardians are interested in student's achievements. Helping their ward in case of need and willingness to support in studies & other achievements at college.

**Control & relevance of assignment & homework** The factors associated with control & relevance of assignment & homework are interest of the students to complete the assignment in meaningful way & with complete understanding, the belief that the hard works gives success in achievement of goal is still at lower side in senior classes

#### Future goals & achievements:

The findings also suggest that though students are aware about their future goals and achievements, they have expressed that they would not like to continue higher studies in same institution.

#### Intrinsic motivation:

The intrinsic motivation was derived with only two sub parameters i.e. reward from faculty & family. The highest score is seen in higher classes.

### CONCLUSION

The results from this study provide comprehensive baseline data on nursing students' experiences of higher education and their engagement therein. It indicates that they are no different in their engagement than other students despite the large external component. It provides a benchmark for future research in this area. As nursing programmes have a large external component, future research needs to examine the totality of the student experience and include both elements and across all years of study. More in-depth exploration of specific student cohorts such as mature-aged students and those with caring responsibilities would enrich our understanding of the experience of an expanding and diverse population.

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