

The psychosocial factors that affecting the learning of students

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Abstract:

A study titled “**The psychosocial factors that affecting the learning of students.**”. **this study aimed** to identifying the main psycho-sociological factors that play big roles in facilitating or distraction the learning process between teachers and students. And to find out the ways of managing and solving problems that distract students learning.

There are a lot of psychosocial factors that affecting the student’s ability to learn like: family factors (parent’s separation, home environment), class factors (studying with close friends, taking class together boys and girls, having exam before or after the class), the teacher’s strategy and teaching style and the college or institute’s strict rules, as well as the class room atmosphere.

Questionnaire included three parts. 1st part included 13 questions covering the above mentioned psychosocial factors from student points of view that have been answered by the students through interview. 2nd part of questionnaire included two essay questions allocated to be answered by the student him/herself, which were (1. What you will do if you were assigned in class which you don’t like the students and teachers at that class?) and (2. According to your opinion what are the important psychosocial factors that promote or obstruct your learning?). And finally the 3th part, students were asked to rank the psychosocial factors that were mentioned above according to the priority.

(93) in (69.4%) from the total number of the third year students (134) from College of Health Science at Sultan Quboos University / Muscat / Oman, were chosen and interviewed randomly to answer structured questionnaire of three parts. (55.9%) of the sample were male and (44.1%) were female. (94.6%) of students from both sexes were Omani and only 5 in (5.4%) female students were from Arab Gulf Countries. 48% of the male and 61% of the female was living in the dorm including the 5 female students from Arab Gulf Countries. (14) in (15.1%) male and female students raised by single parents because of the death of one parent or divorce. Data were analyzed. Likert Scale was used for rating

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(agree, neither agree nor disagree, and finally disagree).

Students were ranking the psychosocial factors from their point of view and the result were revealed as follows: (67.35%) of them considered that family affairs taken 1st priority as a factor effecting students learning, followed by college rules and regulation in(45.85%) , then *Friends relation* (44.4%) then *teacher ability to teach* (40.2%)and finally *class atmosphere* in (37.45%).

All teachers and students as well as college students affairs and social workers should cooperate together to be part of the solution and facilitator the teaching learning process. The researcher recommended that “social workers unit” in each college should be established in order to create a relation between university / college and student’s family to understand students life at home and help in facilitating students learning.

Introduction

Not only teaching, but effective teaching and learning are the major aim of each teacher. For this reason, consideration of some of basic concepts regarding learning as it relates to teaching is desirable. The teacher who understand the essential elements of learning process will better able to plan and provide learning opportunities that will help the learners to attain the desire educational goals but the ability of teacher to achieve her/his goals dependence on how the learner responds, so the learner responds intellectually, emotionally, physically, socially and spiritually as a whole person in a unified way to the whole situation.

Jill Williams in 2003 mentioned that positive relationships between teachers and learners, inspirational classroom, organization and management and examples of students taking their learning forward in an environment where they have choices. The careful monitoring, assessment and discussion of teaching and learning which is presented highlights the benefits for both learners and teachers when there is a focus on direct and indirect learning.

The term" learning" has been defined by Boud, David (1981), as a process resulting in some modification relatively permanent of the behaviour, way of thinking, feeling, doing, of the learner.

For this study answering the following question was required... “**The psychosocial factors that affecting the learning of the students**” and the aims of this study are:

1. Identifying the main psychological factors that play big roles in facilitating or distraction the learning process between teachers and students.
2. Identifying the ways to manage and facilitate teaching-Learning process
3. Identifying the ways to solve problems that distract students learning.

When we recognize the problems of student learning , engagement in

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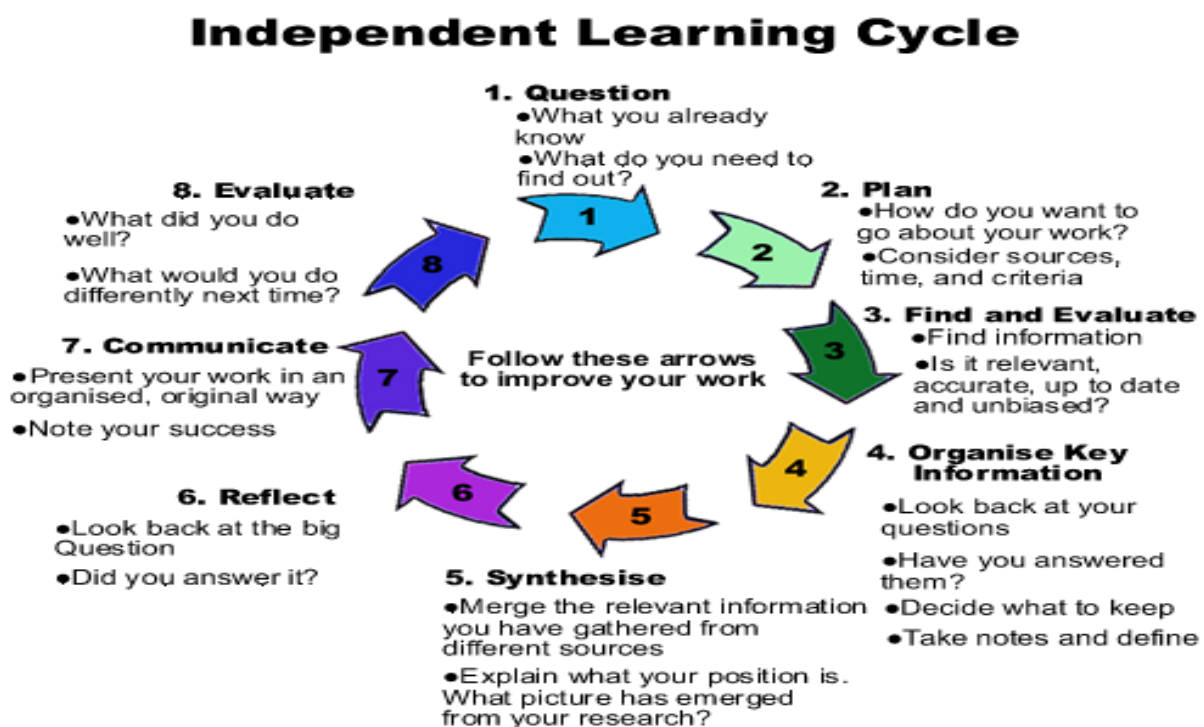
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solving, problems can help teacher as well as students to motivate toward to what they call it today “independent learning “or “autonomic learning”.

Today more attention turn toward autonomic learning in graduate study that make teacher to take a big responsibilities in helping students to study without an intervention of the teachers, from this point, we take in consideration, today technological development and updating knowledge and different knowledge resources, as well as different learners. Learners today are different than learners yesterday. From this point, we have to understand the psychological factors that interfere with the learning process of the learners today. CJ McRobbie (1993)

(See the following diagram).

Diagram # (1) Shows the Independent Learning Cycle for effective learning



Ritesh, G. & Menezes, (2007).

Definition of the terms:

1. Psychosocial factors: it defined by (Dr. Magda 2005) as that psychological as well social forces that interfere with students' learning motivation as (home, community, environment and other roles like father, mother, teachers and others).

2. Learning Process: A theory of learning is presented that accentuates the interaction between the person and the situation. (JB Biggs – 1987)

Review of Literature

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From birth, human beings are striving to make sense of the world. They learn through interaction, modelling first hand experience and independent action. Most students arrive at school and university with the notion that being independent and having the desire to take responsibility has been seen, in their homes, as a good thing. However, what often happens is that responsibility may be denied them in school / university and further bids for independence are viewed as negative behaviour (Jill Williams, 2003).

The students face social, emotional, physical and family problems which may affect

their learning ability and academic performance (Ritesh, G. & Menezes , p. 2007).

Student's interaction with their classmates and their instructor or teacher may have an impact on their satisfaction and motivation to teach (Eric Jensen, 2010). Almost every teacher has a theory about students. The great news is that recent neuro-scientific studies are opening up the brain of the student and telling us what matters most in learning. You might be surprised at what they're finding. While a huge numbers of variables may influence the brain on the macro level (physical environment, food, safety in the classroom, interest in the content, etc.) it turns out that very few factors influence student learning inside our head at the micro level. (Eric Jensen, 2010).

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and objectives, and plan instruction and assessment, in order to diagnose problems that interfere with student's ability to learn.

- ≈ Knowledge of community, college, and classroom factors
- ≈ Knowledge of characteristics of students and their social relation
- ≈ Knowledge of students' varied approaches to learning
- ≈ Knowledge of students' skills and prior learning
- ≈ Knowledge of students life style and home or resident setting

Maryllen W.(2008) mentioned that students friends and classmates effect their motivation of learning. "whenever he saw his friend study, he would study too. Raymond G(2010).

Research reported recently in the *Journal of Marketing Education* (using a robust empirical design) three features of group work that increase the incidence of social loafing. First, students are more likely to avoid their responsibilities in a group if the project is large. If it's a course-long project with multiple parts, chances for social loafing increase. The researchers recommend dividing big projects into two parts or otherwise reducing the scope of the project.

It means that one specific aim of many studies is to explore factors that

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teachers believe affect student achievement in science. To investigated through the following lens: (1) Beliefs about the context for teaching and learning; and (2) Beliefs about professional issues. As decision making surrounding the implementation of curriculum and education policy must be informed by the evaluation of sound assessment of teacher beliefs. (Pajares, 1992).

An administrator's dream is to walk into every classroom of her college and see students actively learning, working together, and working to create a learning community in the classroom. Many factors contribute to creating an effective classroom environment that fosters these goals. Effective classrooms share common characteristics regardless if the class is in an inner city, a rural community, or a suburbia setting. Teachers in any school or college can establish classroom rules and goals with their students that lead to an effective classroom climate and ultimately an effective college or school wide climate. The implementation of such cooperative events as classroom meetings and cooperative learning can contribute to an effective classroom environment. Effective classroom climate may look like; how teachers can establish an effective classroom climate; how cooperative events, such as classroom meetings and cooperative learning activities, contribute to an effective classroom climate; what factors may hinder the development of an effective classroom climate; and the personal reflection included will offer a testimony of an effective classroom climate. Cooper M. (2004).

Other factors that adapt to Omani Arabic culture with orient and Muslim cultural norms and values play a big role and influencing the process of teaching – learning. Omani families as an orient and Muslim families, their matters and problems effect either positively or negatively on their students learning, and may make pressure and stress on them.

Therefore the researcher likes to identify that factors which are mostly social and psychological effecting Omani students in their learning. Omani students are very motivated and so their family, both looking forward and like learning and getting school or university degree.

Informed Constant

For the completion of this study, firstly, an interview to the sample was organised to explain the objectives of this study, university and students agreement were obtained to answer questionnaire by interview in which the plan was made.

Validity & Readability: were made by through collecting papers from college students that showed their psychosocial problems which interfere with their learning, then the researcher ranks that problems according to its origins, and then modified according to Oman's culture. Three specialists from Psychological and Social Department at same university investigated the format

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of questionnaire. Correction was made according to their suggestion. Then the final draft were adapted and used.

Methodology

1. People selected to be interviewed and their setting:

(93) in (69.4%) from the (134) total number of the 3rd year students from College of Health Science at Sultan Quboos University / Muscat / Oman were chosen and interviewed randomly to answer structured questionnaire of two parts.

- (52) in (55.9%) of the sample were male and (41) in (44.1%) were female.
- (88) in (94.6%) of students from both sexes were from different regions of Sultanate Oman (North, East, West, and south) and from (inner city, and rural community), the remaining 5 students were from Arab Gulf Countries and all were female.
- 48% of the male and 61% of the female was living in the dorm including the 5 female students from Arab Gulf Countries.
- (14) in (15.1%) male and female students raised by single parents either father or mother because they were from either divorced parents or widow father or mother.

2. Reason for choosing Sample:

- 3rd and 4th year students have more experience than 1st and 2nd year students in their studying and familiar to the factors that affected their learning.
- 3rd and 4th year students were already faced some problems in their study life and learned how to manage it and find proper solutions.
- 3rd year were chosen to answer this questionnaire only because 4th year students were busy practicing their clinical part at many clinical Health Centers out of the university area for the three months that were the time of collecting sample for this study.

3. Time used to collect data:

Data collection was done at the Student Study Hour (SSH) from each Saturday of the 1st semester (mid of September to the mid of December 2010). Initially the Student Study Hour (SSH) at University was used to fulfil their study requirement. (At SSH 11:00 am – 12:00 pm, students used to be free from regular classes). SSH is the time of group meeting which usually used to check the progress of their assignments or projects and group work).

In each Saturday for 12 weeks, (SSH) was chosen to be the hour of interviewing students that have been chosen randomly for this study “**The Psychosocial Factors that Affecting the Learning Students**”.

The plan was simply arranged for groups of students to follow the Blank

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Page Method (BPM) which was taken in the English classes that involve six steps for writing: Brain Storming, Research, Planning, Writing, Editing and Presenting. In the brain storming step, the teacher was asked about the guidelines for doing the assignment, the ideas were discussed & a simple plan for completion is made & each member was assigned to do a part of the assignment. In the research step, information about the topic was read in the books & internet to gather the research materials & a questionnaire based on these materials was. In the planning step, people to conduct the interview with were chosen, the interviews were conducted, the findings of the interviews were gathered & the findings were compared with the readings. In the writing step the assignment was written & typed by following the guideline. In the editing step the assignment was checked for grammatical, spelling & other mistake & then was edited. In the presenting step, the written part was submitted & a role play was made & performed.

The time of (BPM) is the best time for making an interview and sampling to fulfil the requirement of study and it was used for distributing the questionnaire of this study, because students were aware for the process of research.

4. Instrument:

A questionnaire was developed in three parts. 1st part containing 13 questions focused on the psychosocial factors (*Family College, institute Friends Teacher Class*) affecting students learning and performance, Likert scale was used for rating (agree, neither agree nor disagree, and finally disagree).

. Result and finding were compared with other research and finding. 2nd part of questionnaire consists of 2 open-ended questions. And 3rd part, students have been asked to rank psychosocial factors affecting their study performance according to priority from their point of view.

5. Findings of study:

Table # (1) shows the psychosocial factors that interfere with students learning N=93

Statement	Agree	Neither Agree nor disagree	Disagree
1. Students who are living with their parents not at the dormers more able to learn and concentrate in the class.	<u>66.7%</u>	27.7%	5.6%
2. Students of divorced parents are less able to learn and concentrate in the class.	<u>61.1%</u>	27.8%	11.1%
3. Living in home with (quite atmosphere and cooperative family's members) will affect students learning positively.	<u>94.4%</u>	5.6%	0%
4. Exam of any course should be taken first hour before any other classes other classes.	<u>58.3%</u>	33.3%	8.4%

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5. Taking class together (boys and girls) make you feel shy and less active in the class.	19.7%	33.1%	<u>47.2%</u>
6. Taking class together (boys and girls) make you more active and Initiate you to be better than other sex.	<u>44%</u>	22%	34%
7. Taking class with your close friends make you more comfort and active.	<u>63.8%</u>	30.5%	5.7%
8. Taking class with your close friends make you noisier and more disturbing for your colleagues in the class.	<u>63.8%</u>	27.7%	8.5%
9. My teacher has a big role in motivate me to learn.	<u>61.6%</u>	21.8%	16.6%
10. If my teacher always embarrasses me when ever I share in the class I discussion will not motivate me toward improving self.	<u>48.2%</u>	4.6%	<u>47.2%</u>
11.If my mother is my teacher in the college it will make me lazy to concentrate in the class because she will explain every thing to me again.	<u>50%</u>	27.8%	22.2%
12.Having a sister or brother who studying same specialist like me will encourage and support me to improve my level to be like her / him or better than her/ him.	<u>50.7%</u>	26.8%	22.5%
13. Studying with very strict rules will affect negatively on learning.	44.4%	8.3%	<u>47.3%</u>

PART TWO:

1. What you will do if you have been assigned in class that you don't like?

More than 80% of students answered that they will try their best to cope in that class, some of them said that they will talk to the teachers to change them class and rarely said that they will change the institute.

According to you "what are the most two important psychosocial factors that promote your learning?" and "what are the most two important psychosocial factors that inhibit your learning?"

Promote:

1. Support and encouragement from family and teachers.
2. Good group cooperation.

Inhibit:

1. Stress.
2. Social Problems at the home and study and social interaction problems at college.

PART THREE:

students have been asked to rank the psychosocial factors that affecting their academic performance and interfere with their learning abilities : Graph number(1) showed the ranking of factors from student's point of view.

Table 1: shows the ranks of the factors that interfere with students learning abilities

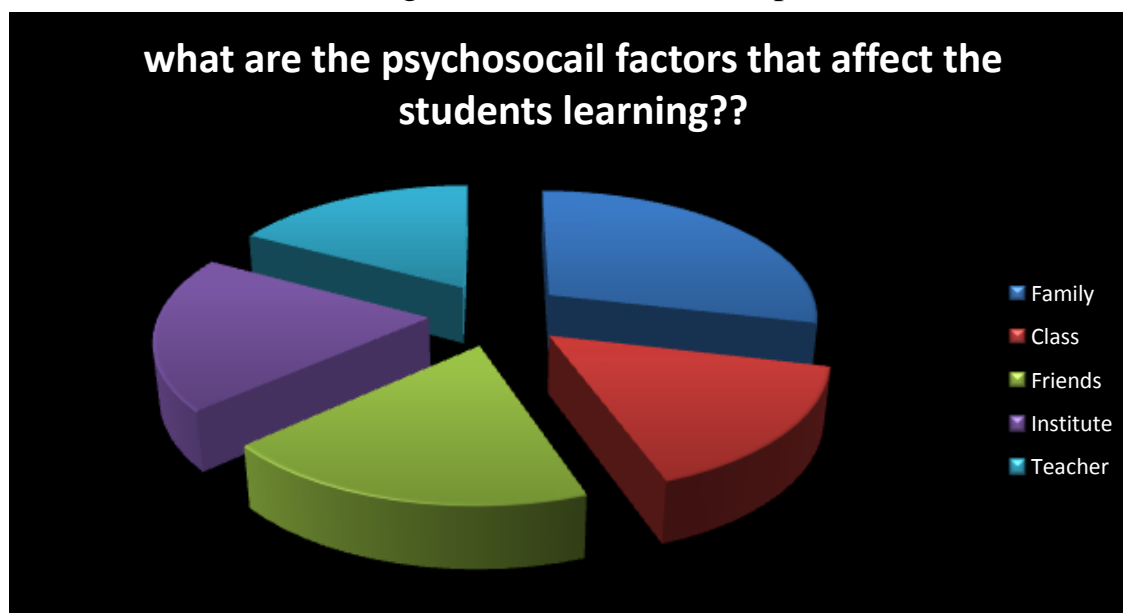
Factors	Percentage
Family	67.35%

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<i>College, institute</i>	<i>45.85%</i>
<i>Friends</i>	<i>44.4%</i>
<i>Teacher</i>	<i>40.2%</i>
<i>Class</i>	<i>37.45%</i>

Diagram # (2): Shows the ranking of the factors that interfere with students learning abilities from students point of view



Comparison of Findings with Reading

one of the factors that motives student to learn is high parental expectations of the family (Menezes , pril 17, 2007). The students' academic performances were found influenced by their family negative or positive attitudes toward learning. The student's learning process may be influenced negatively by inappropriate learning environment. (Sea-Shon Chen 22 Mar, 2010).

a huge numbers of variables may influence the brain on the macro level (parental attitudes, physical environment, , food, safety in the classroom, interest in the content, etc.) it turns out that very few factors influence student learning inside our head at the micro level. Eric Jensen (2010).

Q 1, 2 and 3:

Readings:

The student's family play an important role in the student's ability to learn. Living in good home environment with happy family will increase the student's ability to learn. (Dr. Magda 2005)

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Findings:

Most of the students agree that the family play an important role in the student's ability to learn. More than **66.7%** of the students agree that living in good home environment with happy family rather than dorms will increase the student's ability to learn but only 5.6% of the students disagree.

61.1% believe that students of divorced parents are less able to learn and concentrate in the class. So family is the main source of safety and security to students to achieve their objective in high academic learning.

94.4% of the students believe that Living in home with (quite atmosphere and cooperative family's members) will affect their learning positively.

Q 11 & 12

Readings:

Family means a lot to students, it is a big system, like a knife with two edges either to support and build their individuals properly or to distract their life. So for students who comes from different families, different cultural atmosphere, and different educational levels, they can deal with education differently, either their families facilitate their education and career or to distract them. (Dr. Magda 2005)

Findings:

50% & 50.7% of the students feel secure if family members like father, mother, and sister or brother teaching or studying same speciality,

Q 4:

Readings:

The students cannot concentrate in two things at the same time. If the students focus in two things at the same time they will not gain any thing. (CJ McRobbie 1993)

Findings: 58.3% of the students agree that they cannot concentrate in any other thing except the exam in the exam's day but 8.4% of the students disagree.

Q 5 & Q 6:

Readings: Studying boys and girls together has no effect on student's learning but increasing the competition between them. (Dr. Magda 2005)

Findings: 47.2% the students only agree that studying boys and girls together make student less shy and ore active, while 19.7% of them believe the opposite.

Q 7 & 8:

Readings: Students when study together with their friends, they encourage and motivate each other. And if they are noisy, they will effect negatively on other. Raymond G(2010)

Teacher has a big responsibility to maintain and encourage student's group work. (Schuster & Ashburn, 1986)

Findings: **63.8%** of the students agree that taking class with close friends make

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them comfort and easy to study. While the same **63.8%** agree that the class will be nosier if they are all friend

Q 9 & 10:

Reading: Teachers play an important role in encouraging students to learn. The way that the teachers teach the students is important to motivate the students to learn.

If my teacher always embarrasses student in front of the other, thus make student feeling down, and his mind will be occupied by thought of saving his/her self-esteem and will not motivate student toward improving self. The important thing is to save commons and treating student quietly fair and free from prejudice in front the other and talks to his/her later out of the class will.

(Schuster & Ashburn, 1986)

Findings:

More than 61% of the students agree that the teachers play an important role in motivating the students to learn. **48.2%** of students agree that the relation of the teacher with student is important and when the teacher embarrasses student in front his colleagues will not motivate him to learn and distract his learning, it means that student friends mean a lot to him

Q 13:

Readings: The rules play an important role in the student's learning but strict rules affect student's learning negatively. Eric Jensen (2010).

Findings:

50% of the students agree that studying with very strict rules will affect them learning negatively but less than 23% of the students disagree.

Summary

On the summary, the activities have been done for the purpose of study titled:

The psychosocial factors that affecting the learning of students''''

The problem statement formulated for the purpose of identifying psychosocial problems that affect the students learning and their academic performance from students point of view. 3rd year students male and female from college of Health Science at University of Sultan Quboos were chosen randomly to answered structure questions by interview for the time between mid of September to the mid of December 2010. Questionnaire from three parts were used, results and finding revealed that family support is important and play a big roles in either motivating or distracting student learning, followed by student social life or communication with friend, then college and teachers as well as studying material and last class indoor play a role too.

All, teachers, students, family, student's affairs department and even social workers, have to work together toward solving problems that obstacle student's

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motivation toward achieving their objective of learning.

Recommendations: The researcher recommended that:

- teacher have to understand students life in every day and teach clearly and properly
- teacher have to understand students differences in their ability to learn
- Student's affairs, teachers and administrative department responsible to orient students to rules_and regulation to minimize stress level of students due to unawareness to rules.
- Each college in the University need to have a social workers unit to contact students families if necessary to help in solving problems that interfere with students studying.
- quiet and smooth study environment are needed at the dorm.
- Teach students to accommodate fare away from their families.

Limitations

Two of the problems that we faced during obtaining the information were; the limited of time for interview, because the hour for collecting data from students through interview and during their time of (BPM) which were a good time for collecting data for the researcher but a stress time of students. The second problem was the excluding of the 4th year students from the study due to their Study will be stronger if it included the 4th year students but for the limitation time of the 4th years students due to their clinical practicing out of the university. Including students from the last two years will give more strength to the study.

Rewards

I would like to thanks all the people who helped the researcher from Sultan Quboos University and specifically from College of health Science, teachers, students' specifically 3rd year students from College of health Science and administrative people. Special thanks for my family for their support.

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Appendix:

Questionnaire

PART ONE: student's opinions regarding psychosocial factors that affect your learning

Statement	Agree	Neither Agree nor disagree	Dis-agree
1. Students who are living with their parents not at the dorm are more able to learn and concentrate in the class.			
2. Students of divorced parents are less able to learn and concentrate in the class.			
3. Living in home with (quite atmosphere and cooperative family's members) will affect students learning positively.			
4. Exam of any course should be taken first hour before any other classes other classes.			
5. Taking class together (boys and girls) make you feel shy and less active in the class.			
6. Taking class together (boys and girls) make you more active and Initiate you to be better than other sex.			
7. Taking class with your close friends make you more comfort and active.			
8. Taking class with your close friends make you noisier and more disturbing for your colleagues in the class.			
9. My teacher has a big role in motivate me to learn.			
10. If my teacher always embarrasses me when ever I share in the class I discussion will not motivate me toward improving self.			

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11.If my mother is my teacher in the college it will make me lazy to concentrate in the class because she will explain every thing to me again.			
12.Having a sister or brother who studying same specialist like me will encourage and support me to improve my level to be like her / him or better than her/ him.			
13.Studying with very strict rules will affect negatively On learning.			

PART TWO:

- 1.** What you will do if you be assigned in class which you are not like the students and teachers in that class?
- 2.** According to your opinion what are the important psychosocial factors that promote or obstruct your learning?

Promote:

- 1.
- 2.

Obstruct:

- 1.
- 2.

Part three

Students have been asked to rank the psychosocial factors that affect their academic Performance according to priority from their point of view

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المستخلص:

إن النجاح الدراسي والتحصيل الجيد للطلاب يعتمد على عوامل متعددة ، ومن تلك العوامل هي العوامل النفسية والاجتماعية والتي تتعلق ببيئة الطالب الاجتماعية وخاصة الاسرية منها اضافة الى بيئته الجامعية والحالة النفسية الناتجة عن ذلك اضافة الى العملية التعليمية والبيئة التي تتم فيها عملية التعلم . وعلى الرغم من تعدد البحوث والدراسات في هذا الموضوع ومن أوجه مختلفة فإن دراسة العوامل النفسية - الاجتماعية وكذلك التعليمية لم تحظى بالاهتمام الكافي من قبل الباحثين وخاصة في مجتمعاتنا العربية على الرغم من أهميتها وشدة الحاجة إليها فقد ركزت أغلب البحوث السابقة على دراسة العوامل العقلية والمعرفية (سعاد أبو بكر امحمد المقرحي ، 2008) . وبناءاً عليه فإن الباحثة رأّت أنه من الضروري تسليط الضوء على العوامل النفسية - الاجتماعية

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والتعليمية التي تحيط بالطالب وتساعد في تعلمه بشكل صحيح، تكمن أهمية الدراسة في معرفة العوامل النفسية - الاجتماعية والتعليمية التي تؤثر في عملية التعلم لدى الطلبة. أما الدراسة بشكل عام تهدف إلى التعرف على العوامل النفسية - الاجتماعية والتعليمية وتأثيرها في عملية التعلم لدى الطالب، ولتحقيق هذا الهدف العام ترجمت الباحثة هذا الهدف إلى الأهداف الفرعية التالية: 1. معرفة العلاقة بين عملية التعلم لدى الطلبة وبعض العوامل النفسية - الاجتماعية والتعليمية. 2. التعرف على العلاقة بين الطالب ومدرسيه ومدى تأثيرها على عملية التعلم. 3. الكشف على مدى تأثير علاقة الطالب بزملائه على رغبته بالتعلم. 4. التعرف على تأثير البيئة الصفية ورغبة الطالب بالاستيعاب والتعلم و 5. العمل على إيجاد الحلول المناسبة لحل أو تذليل المشاكل التي تعيق العملية التعليمية.

93 طالب وطالبة منهم (88) طالب وطالبة عمانيين و (5) طالبات من دول مجلس التعاون الخليجي من طلبة المرحلة الثالثة / كلية العلوم الصحية / جامعة السلطان قابوس / سلطنة عمان تم اختيارهم عشوائيا لتعبئة استبانة الدراسة " العوامل النفسية الاجتماعية التي تؤثر على عملية التعلم لدى الطلبة" عن طريق المقابلة . تكونت استبانة الدراسة من ثلاثة اجزاء ، الجزء الاول شمل (13) سؤال تضمنت الاسئلة العوامل النفسية - الاجتماعية التي تعيق عملية التعليم من وجهة نظر الطالب وهي (بيئة الطالب الاسرية ، وبيئة الطالب الجامعية او الدراسية، وعلاقة الطالب باصدقائه ومدرسيه ، ورغبته بالمادة التعليمية ، والانظمة والقوانين الصارمة في الجامعة) . وقد تمت الاجابة على الاسئلة وفق مقياس لكر (وافق ، لا اعلم ، لا اوافق) .

والجزء الثاني من الاستبانة تضمن سؤالين موجّهين لكل طالب هما: " ماذا تفعل لو كنت في صف غير راغب بزملائك الطلبة الموجودين معك وغير راغب بالمدرسين الذين يدرسونك." و " اذكر عاملين يعيقان سير العملية التعليمية وقد يهدمونها وعاملان يساعدان في انجاح العملية التعليمية من وجهة نظرك" .

اما الجزء الثالث من الاستبانة طلب من الطلبة ترتيب ملخص مجموعة العوامل حسب الاولوية من وجهة نظر الطالب التي تعيق تعلمه وتجعل أدائه غير مرضي. وظهر تحليل النتائج ان (89%) من الطلبة اتفقوا على أن البيئة البيتية لهم تلعب دورا كبيرا في التأثير المباشر على تعلمهم وادائهم الاكاديمي وبنسبة (67%) لكون البيت عامل اجتماعيا ويشكل ضغطا نفسيا كبيرا يؤدي الى اعاقه تعلمهم الصحيح ، اعقبتها طبيعة الكلية وقوانينها الصارمة بنسبة (45 %) ، وتلتها علاقات الطالب مع اصدقائه بنسبة (44 %) ، ثم علاقته مع مدرس المادة بنسبة (40 %) ، واخيرا بيئة الصف بنسبة (37 %) .

اما الوسائل الاحصائية المستخدمة في تحليل نتائج البحث فقد استخدمت الجداول التكرارية والنسب المئوية. ومن التوصيات الواجب الاخذ بها لتسهيل عملية التعليم والتعلم هو تظافر كل الجهود من مدرسين ، طلبة ، وشؤون طلبة، وباحثين اجتماعيين وخصائين بعلم النفس لايجاد الحلول للمشاكل المتعلقة وخصوصا المستطاع حلها وتذليل الاخرى ومساعدة الطالب على التكيف مع صعاب المشاكل التي لا يستطيع حلها بالكامل والتي تعيق عملية التعلم . ولكون الجامعة او مديرية شؤون الطلبة خالية من شعبة متخصصة بالباحثين الاجتماعيين ليكونوا اداة وصلا بين الجامعة وبيئة الطالب الاسرية فكانت من التوصيات الرئيسية ايجاد مثل هكذا شعبة لتتعاون مع

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اسر الطلبة في تذليل المشاكل التي تعيق عملية تعلم ابناءؤهم .