

Nursing Students' Attitude toward Reflective Debriefing Strategy and its relation to Academic Motivation

¹Yasmin Hesham Sakr, ²Fawzia Farouk Kamel and ³Ehsan Saad Soliman

(1) Assistant Lecturer of Nursing Administration, Faculty of Nursing, Benha University, Egypt, (2) Professor of Nursing Administration, Faculty of Nursing, Benha University, Egypt and (3) Assistant Professor of Nursing Administration, Faculty of Nursing, Benha University, Egypt.

Abstract:

Background: Reflective debriefing strategy is effective teaching strategy, making improvements in student performance and lead to increase nursing student's academic motivation. **Aim of the study:** Assess student's attitude toward reflective debriefing strategy and its relation to academic motivation. **Study design:** Descriptive correlational design was used in this study. **Setting:** The study was conducted at Nursing Administration department at Faculty of Nursing, Benha University. **Study subjects:** Systematic random sample of the fourth year nursing students (n=50). **Data collection tools:** Two tools were used **I:** Reflective debriefing strategy attitude questionnaire. **Tool II:** Academic motivation scale. **Results:** More than three quarters (88.0%) of studied nursing students had positive attitude regarding reflective debriefing strategy and the majority (90.0%) of studied nursing students had high academic motivation level. **Conclusion:** There was a highly statistically significant positive correlation among attitude regarding reflective debriefing strategy and academic motivation. **Recommendations:** Developing workshops for nursing educators about reflective debriefing strategy, Encourage nursing students to regularly take time to reflect on what learned and what areas need more work on to increase academic motivation

Keywords: Academic motivation, Nursing students attitude, Reflective debriefing strategy.

Introduction:

Reflective debriefing strategy is an essential teaching strategy in nursing education, especially for situations where students gain practical experience through simulation or clinical rotations. It's a structured conversation that helps students analyze their performance, learn from the experience, and improve their future patient care. By effectively using reflective debriefing strategy, nursing educators can transform simulations and clinical experiences into powerful learning opportunities that prepare students to be competent and compassionate nurses (Rueda-Medina et al., 2024).

Reflective debriefing strategy is a constructive teaching strategy for educators and an effective teaching method to consolidate knowledge and skills for students and is a cornerstone for continuous learning and improvement because strategy help students to analyze their thoughts, feelings, and actions. Also, improved performance through analyzing strengths and weaknesses and this allows students to develop strategies to perform better next time (Oliveira et al., 2024).

Debriefing is a teaching and learning strategy in which reflection facilitates students' coming to terms with clinical issues encountered throughout the simulated event.

It further extends analytical learning and supports development of self-correction. This reflection allows students to translate experiences into actionable knowledge. Various disciplines, including nursing, regard debriefing as an integral part of experiential learning underpinned by the philosophy of constructivism. As this review has established, minimal nursing research has been undertaken to develop best-practice methods, and further research is therefore warranted (Decker et al.,2021).

Academic motivation is a critical factor in nursing education. It is important for nursing students who are faced with different demands from patients. Nursing students need long-standing motivation to help patients during their professional lives, Sharma et al., (2020). Academic motivation is the process by which goal-oriented academic activity is stimulated and sustained and defined as a process by which academic activity directed towards achieving the objectives of the course (Elfeky et al., 2023).

Academic motivation was considered to be an important element for student achievement, particularly at the university level. Academic motivation involves the desire to do something well in a particular area and to self-assess one's performance besides, attitudes and behaviors pertaining to academic motivation involve maintaining difficult assignments, working intensely to learn to new things and selecting effort requiring tasks. Overall, academic motivation is an important predisposition to pursue an academic assignment successfully and to assess students' current performance (Günaydn., 2022).

Significance of the study:

Practical training of nursing students considers the basis of nursing practice that increases the call for improving the methods of teaching and the environment in which

nursing students learn the clinical skills. Thus, the nursing curriculum should guide toward using innovative methods of teaching that enhance the clinical skills and transforming nursing students into competent nursing practitioners. Reflective debriefing strategy (RDS) is a form of active self-learning where participants use self-discovery through reflection on their performance and experimentation with newly learned ideas to improve future performance, academic motivation (Elgebalay et al., 2021). So, the study aimed to assess student's attitude toward reflective debriefing strategy and its relation to academic motivation

Aim of the study:

The study aimed to assess nursing student's attitude regarding reflective debriefing strategy and its relation to academic motivation.

Research questions:

1. What are nursing students' attitudes toward the reflective debriefing strategy?
2. How does the use of reflective debriefing strategies impact nursing students' academic motivation?
3. What is the relation between nursing students' attitudes toward reflective debriefing and their levels of academic motivation?

Subjects and method

Technical design:

The technical design for this study included study design, study setting, study subjects, tools and methods that used in data collection.

Research design:

Descriptive correlational design was used to achieve the aim of the present study.

Study Setting:

Nursing Administration department at Faculty of Nursing, Benha University.

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Study subjects:

The subject consisted of systematic random sample of the fourth year nursing students (n=50) who were enrolled in practical Nursing Administration course in the second term of academic year 2022-2023.

Tools of data collection:

Two tools were used to collect data as the following:

Tool I: Reflective debriefing strategy attitude questionnaire

Structured questionnaire was developed by the researchers based on literature review as (Reed., 2012, Kadhim ., 2013 , El-gebaly et al., 2021) and it included 19 items to assess nursing students' attitude toward reflective debriefing strategy.

Scoring system:

The responses of fourth year nursing students' were measured based on a five points Likert Scale as follows; "5" for strongly agree, "4" for agree, "3" for neutral, "2" for disagree and "1" for strongly disagree. Total attitude score was calculated as follows:

Positive attitude: $\geq 75\%$ of total attitude score that equal ≥ 71 points.

Negative attitude : $< 75\%$ of total attitude scores that equal < 71 points (Kruse et al., 2022).

Tool (II): Academic Motivation Scale

The scale developed by Vallerand et al., (1993) to assess the levels of academic motivation among nursing students. It was included 28 items divided into seven dimensions (Intrinsic motivation (to know), Intrinsic motivation (toward accomplishment), Intrinsic motivation (to experience stimulation), Extrinsic motivation (identified), Extrinsic motivation (introjected), Extrinsic motivation (external regulation), Amotivation)

Scoring system:

The fourth year nursing students' responses were measured based on a five point Likert Scale as follows; (5) Always, (4) Often, (3) Sometimes, (2) Rarely and (1)

Never. The level of academic motivation was considered as follows:

High academic motivation level: >75 of total scores that equal > 105 points.

Moderate academic motivation level: 60 to $<75\%$ of total scores that equal 84 <105 points.

Low academic motivation level: $< 60\%$ of total scores that equal < 84 points. (Křeménková., 2019).

Tools validity:

The tools of data collection were tested for validity through distribution of the tools to a jury of experts on field of Nursing Administration and Nursing Education consisting of five Professors. (one professor of Nursing Administration from Tanta University, one professor of Nursing Administration from Menoufia University, one professor of Nursing Administration from Ain shams University, one Professor of Nursing Education from Cairo University and one professor of Curriculum and Teaching Technology Faculty of Education Benha University).

Reliability of the tools:

Tools of data collection were tested for internal consistency using Cronbach's Alpha coefficient. Reflective debriefing strategy attitude questionnaire was (0.867), Academic Motivation Scale was (0.958).

Ethical consideration:

Prior to the conduction of the study, ethical approval was obtained from the scientific research ethics committee at Faculty of Nursing, Benha University. The researchers explained the nature and aim of the study to fourth year nursing students and informed that participation in the study is voluntary. Oral consent was obtained from each student in the study. Nursing students

were informed that the obtained data were be used for the study purpose only. Nursing student's right to withdraw from the study at any time with no consequences was ascertained.

Pilot study:

Pilot study took first week of February (2023) to assess tools clarity, applicability and to estimate the time needed for collection of each tool. It was done on 5 fourth year nursing students representing 10%. In the light of the pilot study analysis, no modification was done so; study subjects were included in the research study.

Field work:

Data collection was done on second week of February 2023 to assess nursing student attitude toward using reflective debriefing strategy and nursing students' academic motivation. At the beginning, the researchers welcomed the fourth year nursing student's, gave a brief description of the study and aim of study for fourth year nursing students.

The researchers collected tools (attitude toward reflective debriefing strategy, academic motivation electronically by link done via google forms (https://docs.google.com/forms/d/e/1FAIpQLSeSAEd_YZVPsFyVEgNYpznUF5LIXezH8sCinPpPp2nzThKKHA/viewform?usp=sf_link). The time required for filling for reflective debriefing strategy attitude questionnaire was around (5-10) and academic motivation scale was around (10-15) minutes.

Data was collected daily and the average number of responses per day ranged between (8-10) responses from nursing students.

Statistical analysis:

Data was verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS version 25) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages, Chi- square (χ^2) It utilized to compare percentage between studied variables. Pearson correlation (r) test was used for association between variables. A significant level value was considered when $p \leq 0.05$ and a highly significant level value was considered when $p \leq 0.001$. None significant level value was considered when $p > 0.05$

Results:

Table (1): The table shows that, SD age of the nursing students was (21.76 ± 0.431 years). Also, (72.0%) of nursing student were female. Moreover, (90.0%) of nursing students were unmarried. Regarding previous education, (76.0%) of nursing students graduate from high secondary school. Regarding to residence, (54.0%) of nursing students from rural areas.

Figure (1): Displays that more than three quarters (88.0%) of nursing students had positive attitude toward using reflective debriefing strategy.

Figure (2): Displays that the majority (90.0%) of nursing students had high level of total academic motivation.

Table (2): Displays that, there was a highly statistically significant positive correlation among attitude regard using the reflective debriefing strategy and academic motivation ($p \leq 0.001$).

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Table (1): Distribution of nursing students regarding their personal characteristics (n=50)

Personal characteristics	Study group (n=50)	
	No.	%
Age		
21 years	12	24.0
22 years	38	76.0
X ± SD	21.76 ± 0.431	
Gender		
Male	14	28.0
Female	36	72.0
Marital status		
Married	5	10.0
Unmarried	45	90.0
Previous education		
General secondary school	38	76.0
Associated nursing degree	12	24.0
Residence		
Rural	27	54.0
Urban	23	46.0

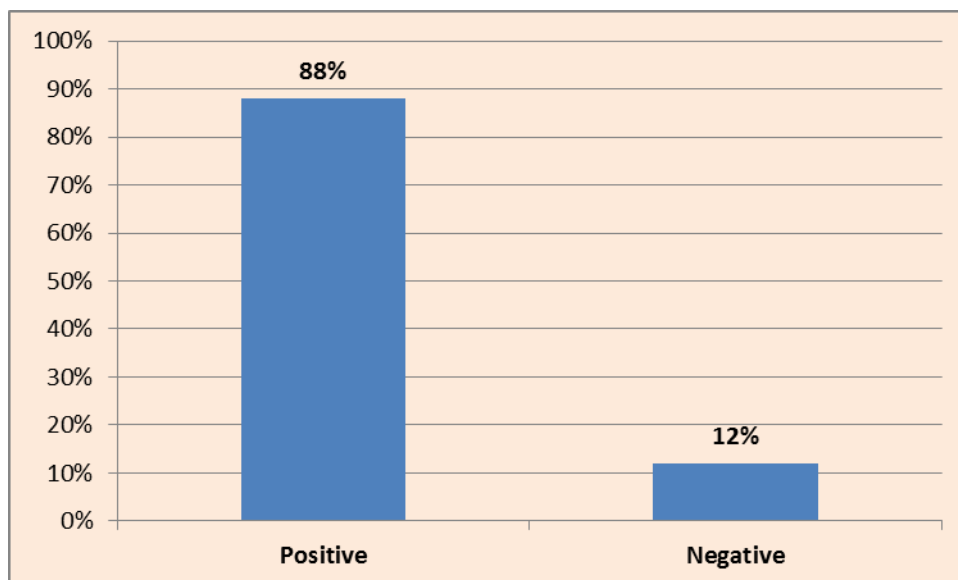


Figure (1): Frequency distribution of nursing students' attitude toward reflective debriefing strategy

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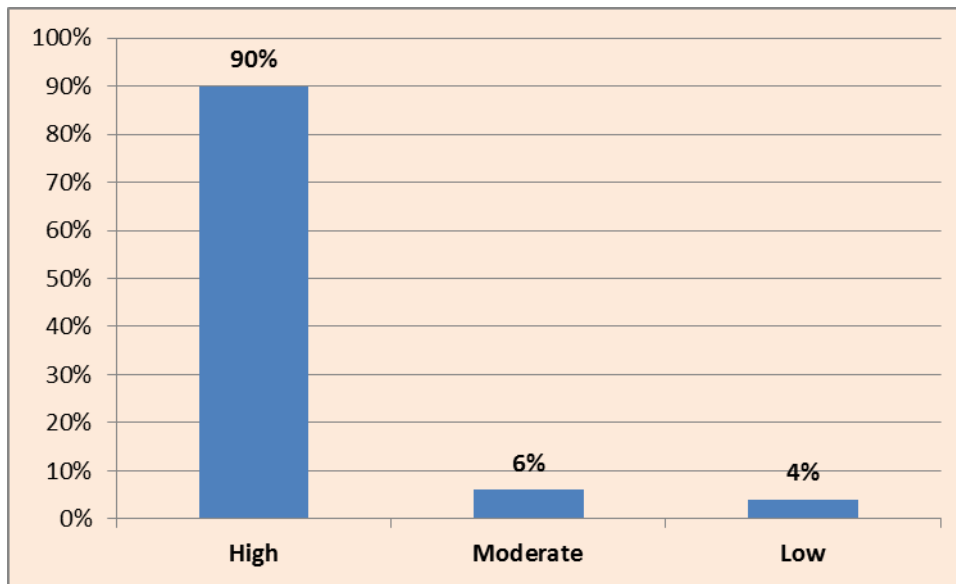


Figure (2): Percentage distribution of nursing students' academic motivation

Table (2): Correlation among academic motivation and attitude toward using reflective debriefing strategy for nursing students

Variables	Pearson Correlation	Academic motivation
Attitude toward reflective debriefing strategy	r	0.786
	P-value	0.000**

Discussion:

Reflective debriefing strategy is a structured way to analyze an experience, focusing on learning and improvement and an effective pedagogical approach to optimize learning outcomes. It can be implemented as a norm in clinical training at higher education institutions to increase retention of nursing students' knowledge which leads to improve students' performance and increase academic motivation and achievement (Decker et al., 2024).

Regarding personal characteristics of the nursing students more than two thirds of the study age 22 years and were female. The majority of the study were unmarried. More than three quarters were high secondary

school. More than half of the study from rural areas.

Regarding academic motivation levels of studied nursing students, the result of current study showed that the majority of nursing students had high academic motivation level.

From the researchers' point of view that improvement in academic motivation levels can be attributed. The positive shift in the studied group indicates the successful enhancement of their motivation levels through the intervention. Reflective debriefing strategy fosters students' self-reflection and enhances their self-confidence, ultimately contributing to an improvement in overall academic motivation.

The result was disagreed with **Kim & Son, (2022)**, who reported that there was no statistically significant differences in academic motivation level.

Concerning nursing students' attitude levels toward reflective debriefing strategy at post intervention. The result revealed that the majority of studied group had positive attitude at post intervention.

From the researchers point of view students didn't know how to apply reflective debriefing strategy and didn't know importance of strategy but after application of strategy students found strategy help to increase knowledge, skills, improve performance, help students to actively involved in learning, creates a safe space for students to discuss mistakes without fear of judgment and boosts motivation and self-efficacy so students attitude about reflective debriefing strategy increased.

The result of present study was supported by **El-gebaly et al., (2021)** who reported that the majority of students agreed that reflective debriefing strategy identified their weaknesses, expressed themselves, improved their thoughts, became more aware of their strength about skills, identified their learning needs and increased students attitude toward reflective debriefing strategy. Also, the study was congruent with **Fegran et al., (2023)** who reported that the majority of the studied group had positive attitude at post applying reflective debriefing strategy.

Regarding correlation among academic motivation and attitude toward the reflective debriefing strategy for the studied group at post intervention, the current study revealed that there was a highly significant positive correlation among academic motivation and attitude toward the reflective debriefing strategy for the studied group at post intervention. From the researchers' point of view the application of reflective debriefing strategy increased students' academic

motivation and attitude toward reflective debriefing strategy.

The study was congruent with **Fegran et al., (2023)** who reported that there was a highly significant positive correlation among academic motivation and attitude toward the reflective debriefing strategy for the studied group at post intervention.

Conclusions:

There was a highly statistically significant positive correlation among attitude regarding reflective debriefing strategy and academic motivation.

Recommendations:

For nursing educators:

- Developing workshops for nursing educators about reflective debriefing strategy.
- Integrating reflective debriefing strategy into the nursing curriculum as a teaching method in combination with traditional clinical teaching methods.
- Introducing reflective questions in all nursing /non-nursing courses for motivating students.
- Using reflective debriefing strategy as a method of feedback for enhancing quality of education.
- Conduct periodical meetings with fourth year nursing students to express their feeling, seeking opinions, exchanging their experiences and getting feedback and support to increase students' academic motivation.

For nursing students:

- Developing workshops for nursing students about reflective debriefing strategy.
- Encourage nursing students to regularly take time to reflect on what learned and what areas need more work on to increase academic motivation.
- Encourage nursing students to seek guidance from researchers as a facilitator if find reflective debriefing strategy challenging.

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- Encourage nursing students to pay close attention to researchers and other students during the discussion.
Encourage nursing students don't be afraid to share thoughts with researchers and other students even if they involve mistakes or uncertainties.

For further researchers:

- Replicate study with more students is highly recommended to achieve generalizable results and generate more evidence on the effects of reflective debriefing strategy.
- Conduct a study to determine the effect of reflective debriefing strategy on students' satisfaction and self-confidence.
- Study the effect of reflective debriefing strategy on nursing students' clinical competency.

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اتجاهات طلاب التمريض نحو إستراتيجية استخلاص المعلومات الإنعكاسية وعلاقتها بالتحفيز الأكاديمي ياسمين هشام صقر- فوزية فاروق كامل- إحسان سعد سليمان

تُعتبر استراتيجية استخلاص المعلومات الإنعكاسية استراتيجية تعليمية فعّالة، تُساهم في تحسين أداء الطلاب وزيادة دافعهم الأكاديمي، وخاصة بين طلاب التمريض. لذا هدفت الدراسة إلى تقييم موقف الطلاب تجاه استراتيجية استخلاص المعلومات الإنعكاسية وعلاقتها بالدافع الأكاديمي و تم استخدام التصميم الوصفي الارتباطي لهذه الدراسة وقد أُجريت هذه الدراسة في قسم إدارة التمريض بكلية التمريض- جامعة بنها على عينة عشوائية منتظمة من طلاب الفرقة الرابعة في كلية التمريض (عددهم = ٥٠) طالب و تم استخدام أداتين لهذه الدراسة:الأداة الأولى: إستمارة إستبيان موقف الطلاب تجاه إستراتيجية استخلاص المعلومات الإنعكاسية،الأداة الثانية: مقياس التحفيز الأكاديمي. وأظهرت نتائج الدراسة أن أكثر من ثلاثة أرباع الطلاب (٨٨,٠%) لديهم موقف إيجابي تجاه استراتيجية استخلاص المعلومات الإنعكاسية، وأن الأغلبية (٩٠,٠%) يتمتعون بمستوى عالٍ من الدافع الأكاديمي. :وُجدت كما أن هناك علاقة ارتباط إيجابية ذات دلالة إحصائية عالية بين موقف الطلاب تجاه استراتيجية استخلاص المعلومات الإنعكاسية والدافع الأكاديمي. وأوصت الدراسة بتطوير ورش عمل لمعلمي التمريض حول إستراتيجية استخلاص المعلومات الإنعكاسية وتشجيع طلاب التمريض على قضاء بعض الوقت بانتظام للتفكير فيما تعلموه وما هي المجالات التي تحتاج إلى المزيد من العمل لزيادة الحافز والتحصيل الأكاديمي.