

# **Health Education**

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## **Factors Affecting Learning (Poverty)**

**Second Semester 2023-2024**

## **Learning Objectives:**

**On completion of this discussion, you will be able to:**

- Describe learning as a Psycho-social Process.**
- Explain experiences associated with poverty that negatively impact human learning:**
- Determine basic needs of low-income people using Maslow's hierarchy of needs.**
- State interpersonal obstacles facing economically disadvantaged learners**

## Learning Objectives:

- Discuss environmental obstacles facing economically, disadvantaged learners
- Rationalize low-income person's behaviors toward their health and health education.
- Apply teaching strategies to make the low-income persons more adherent to their educational regimen.

# Learning as a Psycho-social Process

- Learning is not a psychological process that happens in splendid isolation from the world in which the learner lives but that it is intimately related to the world and affected by it.
- Learning is also a social process that must take into account the environment in which the learner functions.

# **Impact of Poverty on Health**

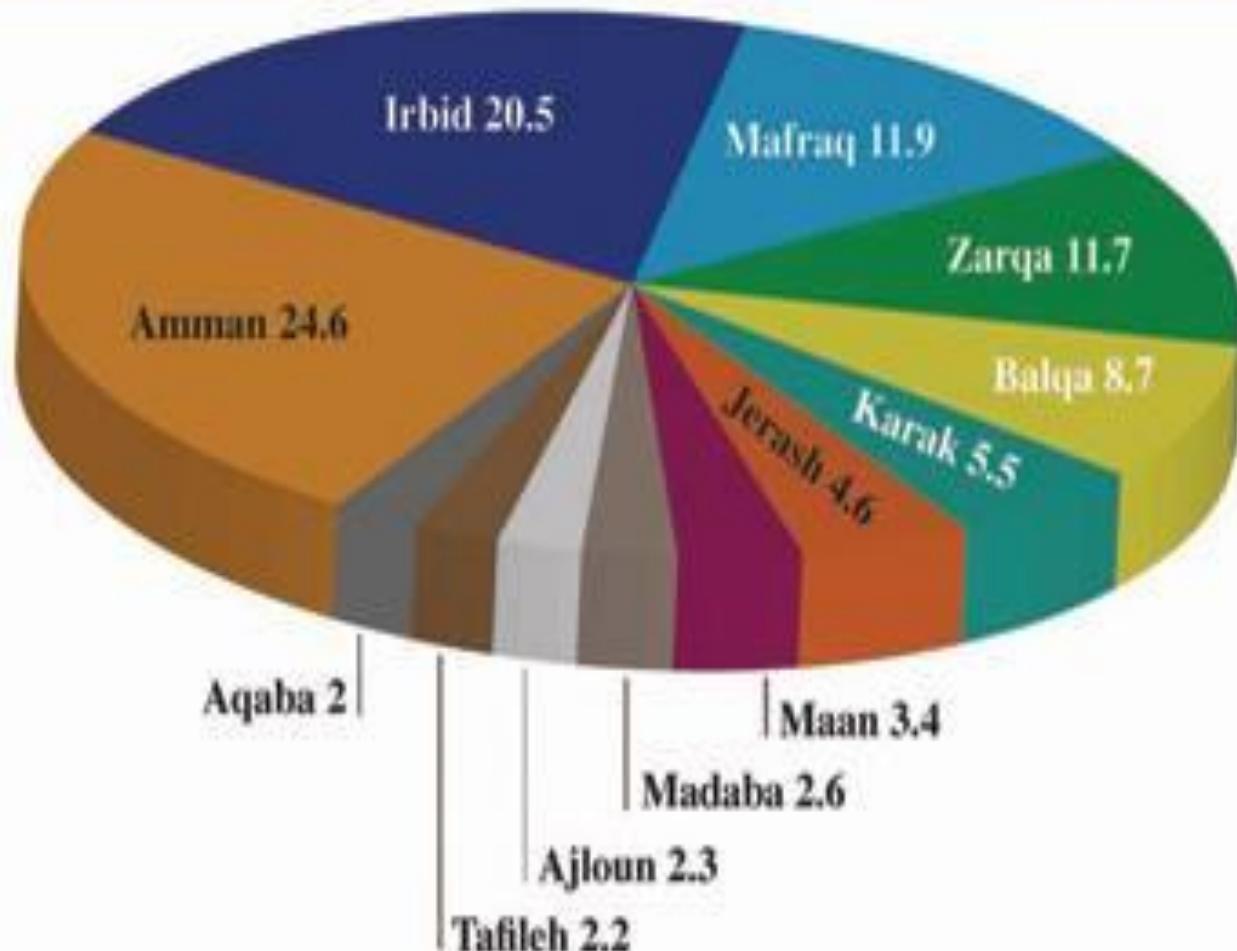
- The impact of poverty on health can be multifocal and long lasting, affecting an individual's learning and motivation to undertake healthy behaviors, beginning in early childhood and establishing health behavior patterns for life.

# **Impact of Poverty on Health**

- The World Bank has defined the poverty line in Jordan at 313.5 JD per person per year (\$ 448).
- In 1999, there were (523,000) Jordanian living below the poverty line
- Population below poverty line: 14.2% (2002)

**The absolute poverty rate among Jordanians reached 15.7%, representing 1.069 million Jordanians, while the (extreme) hunger poverty rate in Jordan was 0.12%, which is equivalent to 7,993 Jordanian individuals (Dep. Of Statistics, 2018).**

## Percentage of poor people in governorates



# Human Costs of Poverty

**There are three experiences associated with poverty that negatively impact human experience:**

- **Doing Without daily necessities.**
- **Enduring elevated levels of stress.**
- **Experiencing diminished Potential.**

# 1. Doing Without

- **Everyday those who live in poverty have to do without or compromise on access to basic necessities of life.**
- **Essential needs such as food, clothing, shelter, health care, and transportation are often not met.**
- **This situation means that meeting the basic essentials of life becomes the focus of daily life.**



## Maslow's hierarchy of needs

## 2. Elevated stress

- The inability to meet basic needs compounds the stressors of everyday life.
- This added weight strains marriages, impacts parenting, and contributes to physical and mental illness.

### 3. Diminished Potential

- The combination of prolonged deprivation and excess stress can inhibit an individual's personal development.
- That stunting of growth can lead to poor physical and mental health, academic, and vocational underachievement and to a higher degree of likelihood that the experience of poverty will persist.

# Obstacles Facing Economically Disadvantaged Learners



# Interpersonal Obstacles:

- Impaired cognitive development
- Physical health issues
- Low self-esteem
- Higher external locus of control
- Mental Health concerns

# **Environmental Obstacles**

- Limited economic resources
- Unstable housing or homelessness
- Limited social support
- Family Crises
- Discrimination

# **Education and Life Experiences**

- **Educators must understand that a low-income person's life experiences may be more stressful than their non-poor counterparts and may impact their ability to learn, but not their desire.**
- **Absenteeism and lateness may be the result of inadequate support at home, not lack of interest.**

# **Education and Life Experiences (Cont.)**

- **Open communication to better understand the context of life situation, and when feasible some flexibility may make the difference in learning.**
- **Economically disadvantaged individuals may be faced with the choice of purchasing medications or health-related services or buying food for their family.**

# **Education and Life Experiences (Cont.)**

- **Health educators need to asses the economic status of clients, using assessment techniques that do not disrespect or embarrass clients who have limited resources.**
- **Develop supportive teaching environments to build trust and seek out and assist clients to obtain resources and services as appropriate.**