EDITORIAL NOTE

Dear Readers,

We are happy to provide you with the 2017 issue of the Journal “Applied Research in Health and Social Sciences: Interface and Interaction”. This issue includes two important topics such as self-directed learning and the external factors, which are connected to quality and achievements of students in higher education school.

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Salomėja Šatienė provides information about the research, which aims to reveal how self-directed later life learning is utilized and interpreted by older adults in their particular environments by answering the following research questions: What are the opportunities for older adults’ engagement in self-directed learning in their environments? How older adults realize their self-directed learning in response to the opportunities provided by their environments? The authors of the article applied the qualitative research methodology and analyzed the participants’ experiences and meanings they attribute to self-directed learning in their actual environments. The findings from the study showed that older adults’ engagement in generativity-based activities, interest-based activities and social networks are context of self-directed learning in later life.

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The team of researchers (Andruškienė Jurgita, Barsevičienė Šarūnė, Mažionienė Asta, Virbalienė Akvilė) in the article discuss about relations among poor sleep, anxiety and depression among the students of health sciences. Results of the study showed that depression and anxiety mean scores were statistically significantly higher among the students who had poor sleep, as compared to the ones who had normal sleep, in all age and year of studying groups.

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