ABSTRACT

Background: Self-directed learning is a type of instructional strategy where students take charge of their learning process. Self directed learning is learning approach where learners are responsible towards learning which helps students think critically and perform task confidently. The skills that are learned through self-directed learning remain lifelong and helps to provide patient care in effective way and uplifting the nursing profession. This study was conducted to identify the readiness for self-directed learning among nursing students in Chitwan Medical College.

Methods: A descriptive cross-sectional study design was adopted. Sample size was 107 nursing students from Bachelor in science of nursing and Bachelor in nursing science program. They were selected by using probability, stratified, simple random technique. A standardized tool (Self Directed Learning Readiness Scale) was used to collect data. Data were analyzed by using descriptive statistics and inferential statistics.

Results: More than two-third of the nursing students were ready for self-directed learning. The mean score of self control was higher than the mean score of self-management and mean score of desire. The level of the readiness for self-directed learning was significantly associated with age (p=0.036), ethnicity (0.036) and most prefer resource (p=0.010).

Conclusions: Self-directed learning helps for self control towards their learning and enable students move forward towards their career goal. So, the faculties need to focus on the selection resources for learning that help to create desire for learning and promote self-directed learning skills among nursing students.

INTRODUCTION

Self directed Learning is expected of nursing students for identifying human, material resources, their own learning needs, setting goals, choosing learning strategies, and evaluating results of the learning. In the process of self directed learning students are encouraged to develop the ability to assess their knowledge deficits and then seek relevant resources help them to address these deficits. Self-directed learning is an inborn potentiality that encounter a new challenge for achieving goals. Self directed learning signifies individual self desire for learning. Self directed learning increases motivation, confidence and autonomy, learning strength and develop interpersonal communication. Self-directed learning readiness refers to the degree that learners possess the attitudes, abilities, capability and personality characteristics necessary for self-directed learning. Readiness for self directed learning is individualized with varying degrees along a continuum in their learning desire and willingness. Self directed learning integrates self-management, self-monitoring and motivation and volition in initiating and maintaining the efforts to be readiness.

One of the study conducted in Nepal revealed that readiness level was higher for self directed learning, scored was more than 150 which was in 72.7%, medical students and the mean score were not significantly different among the male and female students. In United States of America, 74% students scored high level of readiness for self directed learning. Whereas only 38% of high level of readiness for self directed learning developing countries like India.

This study aimed to assess the readiness level of undergraduate nursing students to self directed learning and to seek its association with demographic variables.

METHODS

A descriptive cross-sectional study to assess the readiness of undergraduate nursing students was conducted in 8th July 2018 to 21st July 2018 at a medical college in Chitwan after ethical clearance from Chitwan Medical College Institutional Review Committee (CMC-IRC) with reference number CMC-IRC/UG/075/76-030. The populations were nursing students of first, second and third year of Bachelor in Science of Nursing (B.Sc. Nursing) and Bachelor of Nursing science (BNS), School of Nursing, Chitwan Medical College (CMC). The total population of Nursing Students at School of Nursing, Chitwan Medical College was 133. The sample was calculated using Cochran.
formula of prevalence 60% of Pakistan study. Probability sampling technique i.e. stratified proportionate sampling was used to select sample using random number table.

A Standardized tool: Self Directed Learning Readiness Scale (SDLRS) was used to measure Readiness for Self-Directed Learning. Written consent was taken from the participants prior to the data collection. Privacy, confidentiality and anonymity were maintained. All collected data were analysed and interpreted in descriptive statistics methods and inferential statistics (Chi-square test) using SPSS IBM version 16.

RESULTS

Table 1 shows that out of 107 respondents, 68.2% of the respondents belongs to age group less than or equal to 21 years. More the two third of the respondents (71.0%) belong to Brahmin/Chhetri ethnicity. Most of the respondents (93.5%) were Hindu. About 48.6% of the respondents were living in home. Most of the respondents (95.3%) were unmarried. More than two- third of the respondents (69.2%) were from nuclear family.

Table 1: Respondents’ Socio-demographic Characteristic

| Variables                  | Frequency (%) |
|----------------------------|---------------|
| Age (completed years)      |               |
| ≤ 21 years                 | 73 (68.2)     |
| >21 years                  | 34 (31.8)     |
| Ethnicity                  |               |
| Brahmin/Chhetri            | 76 (71.0)     |
| Dalit                      | 1 (0.9)       |
| Janajati                   | 30 (28.1)     |
| Religion                   |               |
| Hindu                      | 100 (93.5)    |
| Buddhist                   | 6 (5.6)       |
| Christian                  | 1(0.9)        |
| Current place of residence |               |
| Hostel                     | 37 (34.6)     |
| Home                       | 52 (48.6)     |
| Rent                       | 18 (16.8)     |
| Marital status             |               |
| Married                    | 5 (4.7)       |
| Unmarried                  | 102 (95.3)    |
| Type of family             |               |
| Nuclear                    | 74 (69.2)     |
| Joint                      | 32 (29.9)     |
| Extended                   | 1 (0.9)       |

Table 2 shows more than two-third of the respondents (72.0%) involved in B.Sc. Nursing program. Most of the students (79.4%) prefer books for study. More than two-third of the respondents (73.8%) had secured first division in previous year examination.

Table 2: Respondents’ Academic Characteristics

| Variable                  | Frequency (%) |
|---------------------------|---------------|
| Academic Program          |               |
| B.Sc. Nursing             | 77 (72.0)     |
| BNS                       | 30 (28.0)     |
| Academic Level            |               |
| B.Sc Nursing              |               |
| First year                | 32 (2.88)     |
| Second year               | 21 (19.6)     |
| Third year                | 24 (22.4)     |
| BNS                       |               |
| First year                | 21 (19.72)    |
| Second year               | 9 (8.4)       |
| Most prefer resource      |               |
| Books                     | 85 (79.4)     |
| Internet                  | 12 (11.3)     |
| Handout                   | 10 (9.3)      |
| Academic Division         |               |
| Distinction               | 26 (24.3)     |
| First Division            | 79 (73.8)     |
| Second Division           | 2 (1.9)       |

Table 3 indicates the respondents’ subscale score on readiness for self directed learning. The subscale self control had highest mean score (58.65) and followed by subscale desire for learning had lowest mean score (46.29).

Table 4 shows that the respondents’ level of readiness for self directed learning. More than two-third of the respondents (72%) indicated high level of readiness.

Table 5 reveals the level of readiness towards self directed learning was significantly associated with age (p=0.036), ethnicity (0.036) and most prefer resource (p=0.010).
### Table 3: Respondents’ Subscales Score on Readiness for Self Directed Learning  n=107

| Subscale          | Minimum | Maximum | Mean ± SD       | Mean Percentage |
|-------------------|---------|---------|-----------------|-----------------|
| Self –Management  | 33      | 61      | 50.33±6.243     | 77.43           |
| Desire for learning | 31     | 51      | 46.29±4.914     | 77.15           |
| Self Control      | 41      | 70      | 58.65±5.524     | 78.2            |

### Table 4: Respondents’ Level of Readiness for Self Directed Learning  n=107

| Level                                    | Frequency (%) |
|------------------------------------------|---------------|
| High level of Readiness (≥150 score)     | 77 (72.0)     |
| Low level of Readiness (<150 score)      | 30 (28.0)     |
| Total                                    | 107 (100.0)   |

Min=105, Max=183

### Table 5: Association between Students’ Level of Readiness for Self Directed Learning and Socio-demographic and Academic characteristics  n=107

| Variable                          | Level of Readiness | χ²   | p-value |
|-----------------------------------|--------------------|------|---------|
|                                   | High level | Low Level | No (%) | No (%) |      |
| Age(completed year)               |            |        |             |         |         |
| ≤ 21 years                        | 48(65.8)     | 25(34.2) | 4.39   | 0.036  |
| >21 years                         | 29(85.3)     | 5(14.7)  |        |         |
| Ethnicity                         |            |        |             |         |         |
| Brahmin/Chhetri                   | 54(71.1)    | 22(28.9) | 0.108  | 0.036  |
| Others( Janajati and Dalit)       | 23(74.2)    | 8(25.8)  |        |         |
| Religions                         |            |        |             |         |         |
| Hindu                             | 72(72.1)    | 28(28.0) | 0.964  | 1.000* |
| Non- Hindu                        | 5(71.4)     | 2(28.6)  |        |         |
| Current of residence              |            |        |             |         |         |
| Hostel                            | 25(67.6)    | 12(32.4) | 0.541  | 0.462  |
| Non-hostel                        | 52(74.3)    | 18(25.7) |        |         |
| Marital Status                    |            |        |             |         |         |
| Married                           | 4(80)       | 1(20)   | 0.654  | 1.000* |
| Unmarried                         | 73(71.6)    | 29(28.4) |        |         |
| Type of family                    |            |        |             |         |         |
| Nuclear family                    | 51(68.9)    | 23(31.1) | 1.102  | 0.294  |
| Others(Joint and Extended)        | 26(78.8)    | 7(21.1)  |        |         |
| Academic program                  |            |        |             |         |         |
| B.Sc. Nursing                     | 54(70.1)    | 23(29.9) | 0.457  | 0.499  |
| BNS                               | 23(76.7)    | 7(23.3)  |        |         |
| Most prefer resource              |            |        |             |         |         |
| Books                             | 66(77.6)    | 19(22.4) | 6.621  | 0.01   |
| Others (Internet and Handouts)    | 11(76.7)    | 7(23.3)  |        |         |
| Pervious academic division        |            |        |             |         |         |
| Distinction                       | 16(61.1)    | 10(38.5) | 1.85   | 0.174  |
| Others(First and Second Division) | 61(75.3)    | 20(24.7) |        |         |

Significance level at 0.05  *Continuity correction
DISCUSSION

The finding of this study showed that most of nursing students (72%) were ready for self directed learning. The mean score of 40 items in the study was 154.91 while the mean score of self management, desire for learning and self control were 50.33, 46.29 and 58.65 respectively. The result indicates that nursing students have abilities, attitudes and personality characteristics for self directed learning. Nursing students take initiation and responsibility toward their leaning. Nursing students’ learning desire can be promote through using various resources, regulating the strategies that they used in learning process. In Since Nepal and China are Asian countries. Both countries maximum students stay with their family environment and bound with their own norms and values. So, the study of China showed 62.3% of the nursing students had high level of readiness for self directed learning and subscale self control had highest mean score 59.43. There were significant differences in certain scores according to demographic and background characteristics of respondents. In research of Kocama found that Turkish nursing students, fourth-year scores were significantly higher than in earlier years, and Self Directed Learning scores were higher than those reported in that study. There was no statistically significant among high level of readiness and academic performance of previous year.

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