



ORIGINAL RESEARCH ARTICLE

READINESS FOR SELF-DIRECTED LEARNING AMONG NURSING STUDENTS IN A MEDICAL COLLEGE, CHITWAN

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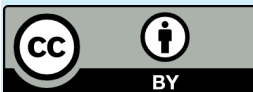
**Key words:** Nursing Students; Readiness; Self Control; Self-directed learning.

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**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.<sup>1</sup> 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.<sup>2</sup> Self directed learning is an inborn potentiality that encounter a new challenge for achieving goals. Self directed learning signifies individual self desire for learning.<sup>3</sup> Self directed learning increases motivation, confidence and autonomy, learning strength and develop interpersonal communication.<sup>4</sup> 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.<sup>5</sup> Self directed learning integrates self-management, self-monitoring and motivation and volition in initiating and maintaining the efforts to be readiness.<sup>6</sup>

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.<sup>7</sup> In United States of America, 74% students scored high level of readiness for self directed learning.<sup>8</sup> Whereas only 38% of high level of readiness for self directed learning developing countries like India.<sup>9</sup>

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 8<sup>th</sup> July 2018 to 21<sup>st</sup> 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.<sup>6</sup> 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**  
n=107

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

Median =21years,  $Q_3-Q_1=22-19$ , Min=17, Max=30

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**

n=107

Variable	Frequency (%)
<b>Academic Program</b>	
B.Sc. Nursing	77(72.0)
BNS	30 (28.0)
<b>Academic Level</b>	
<b>B. Sc Nursing</b>	
First year	32 (2.88)
Second year	21 (19.6)
Third year	24(22.4)
<b>BNS</b>	
First year	21(19.72)
Second year	9 (8.4)
<b>Most prefer resource</b>	
Books	85(79.4)
Internet	12(11.3)
Handout	10(9.3)
<b>Academic Division</b>	
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)
<b>Total</b>	<b>107 (100.0)</b>

Min=105, Max=183

**Table5: Association between Students' Level of Readiness for Self Directed Learning and Socio-demographic and Academic characteristics**

n=107

Variable	Level of Readiness		χ <sup>2</sup>	p-value
	High level	Low Level		
	No (%)	No (%)		
<b>Age(completed year)</b>				
≤ 21 years	48(65.8)	25(34.2)	4.39	0.036
>21 years	29(85.3)	5(14.7)		
<b>Ethnicity</b>				
Brahmin/Chhetri	54(71.1)	22(28.9)	0.108	0.036
Others( <i>Janajati and Dalit</i> )	23(74.2)	8(25.8)		
<b>Religions</b>				
Hindu	72(72.1)	28(28.0)	0.964	1.000*
Non- Hindu	5(71.4)	2(28.6)		
<b>Current of residence</b>				
Hostel	25(67.6)	12(32.4)	0.541	0.462
Non-hostel	52(74.3)	18(25.7)		
<b>Marital Status</b>				
Married	4(80)	1(20)	0.654	1.000*
Unmarried	73(71.6)	29(28.4)		
<b>Type of family</b>				
Nuclear family	51(68.9)	23(31.1)	1.102	0.294
Others( <i>Joint and Extended</i> )	26(78.8)	7(21.1)		
<b>Academic program</b>				
B.Sc. Nursing	54(70.1)	23(29.9)	0.457	0.499
BNS	23(76.7)	7(23.3)		
<b>Most prefer resource</b>				
Books	66(77.6)	19(22.4)	6.621	0.01
Others ( <i>Internet and Handouts</i> )	11(76.7)	7(23.3)		
<b>Pervious academic division</b>				
Distinction	16(61.1)	10(38.5)	1.85	0.174
Others( <i>First and Second Division</i> )	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.<sup>11</sup> There were significant differences in certain scores according to demographic and background characteristics of respondents.<sup>9</sup> 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.<sup>12</sup> There was no statistically significant among high level of readiness and academic performance of previous year .

The finding of this study showed that the respondents who prefer books for their learning are ready for self directed learning. Faculty members must focus on selection of resources for learning and assist them to meet their learning goals.

The study was conducted in a single medical college Bharatpur so the results cannot be generalized.

## CONCLUSIONS

On the basis of the findings of the study it is concluded that more than two-third of the nursing students are ready for self directed learning. The score of subscale self control is higher than self management and desire for learning. The students who are ready for self directed learning have self control towards their own learning process and take responsibility to fulfill their learning needs.

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**CONFLICT OF INTEREST: None**

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