Readiness for Self-Directed Learning Among Students of Bachelor of Science in Nursing Program of Selected Colleges in Kathmandu, Nepal

Sandhya Shrestha[1], Rupa Devi Thapa[2]
[1,2]Yeti Health Science Academy, Kathmandu, Nepal

ABSTRACT : Self-Directed Learning (SDL) is a process in which the learner takes self-initiation for assessing own learning needs and work accordingly with the help of available resources for achievement of required learning, The objective of this study is to identify the readiness for self-directed learning among the Bachelor of Science in Nursing (BSN) students. A descriptive cross sectional study was conducted among BSN students of Yeti Health Science Academy and Kantipur Academy of Health Science, Kathmandu, Nepal. Complete enumerative sampling technique was used in this study where 107 students were involved. Questionnaire method with SDL scale was used for data collection. Most of the respondents 74(69.2%) had high level of readiness for self-directed learning and 33(30.8%) of respondents had low level of readiness for self-directed learning. The association between academic year with the level of readiness for self-directed learning were statistically significant (p=0.045) whereas the association between other variables (age, ethnicity, religion, marital status, family type and residence) with the level of readiness for self-directed learning were statistically insignificant (p>0.05).It is concluded that depending upon the academic year, seniors are more ready towards self-directed learning than junior nursing students.

KEY WORD: Self-Directed Learning, Readiness for SDL

I. INTRODUCTION

Self-Directed Learning (SDL) is a process in which individuals take initiative, with or without help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes [1]. SDL is the most commonly used method in adult learning practices. For the better outcomes, SDL is considered to be associated with the management of lifelong learning. It is more of learner-centered instead of instructor-centered in which learner determines what, how, where and when to learn. SDL provides learner to be responsible, self- confident, manage learning with planning and be self-controller until the result of decision made, improved skills of learning and self-evaluation [2].

Although this method seems to be new in teaching learning process at modern era, it had been existed since classical period of education system. Even in colonial America, there was lack of formal educational institutions where many people had to learn by their own ways. Formally, self-directed learning had taken place about 150 years ago in the United States [3].

There are different methods to develop the readiness to learn among nursing students through the appropriate assessment of their learning needs. The appropriate assessment includes informal conversations, focus group discussion, case studies, pre-tests, self-administered questions and observations [4].

While doing survey among 142 Saudi students from nursing and emergency medical services undergraduate programs, it was found that SDL level positively influenced students' academic performance [5]. In Australia 407 students of three years of Bachelor of Nursing program had mean of the total self-directed learning readiness with 159.27 (SD 14.62). It is found that overall students in the later year of their degree had significantly higher scores of SDL than first year [6].

Due to the complexity and changes in nursing profession development, self- directed learning has become a focus for nursing education in past few decades [7]. Nurses have to work in multifaceted healthcare settings where they have to face constant challenges from the ongoing social and scientific changes in the healthcare field. Hence, the responsibility of nursing education is to support and prepare for those challenges so that they can successfully adjust and respond in such healthcare field for which self-directed learning can be one of the very effective ways [8].

Readiness for Self-Directed Learning Among Students of Bachelor of Science in Nursing Program of Selected Colleges in Kathmandu, Nepal

II. METHODOLOGY

A. Methods

A descriptive cross sectional study was conducted among the students studying Bachelor of Science in nursing program.

B. Sampling and Setting

Non-probability, enumerative sampling technique was used among 107 students. The study was conducted in Yeti Health Science Academy and Kantipur Academy of Health Science, Kathmandu which are affiliated to Purbanchal University of Nepal.

C. Instrumentation

Structured self-administered questionnaire was administered which consisted two parts:-

Part I: Socio-demographic Data

Part II: Self-directed Learning (SDL) scale

Self-directed learning scale for nursing education was developed by Murray Fisher, Jennie King and Grace Tague in 2001. It comprise of three dimensions i.e. self-management, desire for learning and self-control. It has 40 items with 5 point Likert scale which means it has 200 scores in total.

D. Data Collection

The researchers obtained permission to collect data from two nursing college authorities. After then questionnaires were distributed to the students and collected soon after the students filled up the questionnaire.

E. Data Analysis

The collected data was coded and then entered in IBM SPSS 20 version. The data was analyzed in terms of descriptive statistics i.e. frequency, percentage, mean, standard deviation. Similarly Chi-square was used to measure the association between respondents' readiness level for SDL with socio-demographic variables.

III. RESULTS

Table 1. Socio Demographic Information of the Respondents

N=107		
Variables	**Frequency**	**Percent**
Age (years)		
16-20	73	68.2
21-25 Mean age 20years	34	31.8
Ethnicity		
Janajati	40	37.4
Madhesi	4	3.7
Brahmin/Chhetri	63	58.9
Religion		
Hinduism	96	89.7
Non Hinduism*	11	10.3
Academic year		
BSN 1st year	36	33.6
BSN 2nd year	36	33.6
BSN 3rd year	35	32.7
Marital status		
Unmarried	104	97.2
Married	3	2.8
Family type		
Nuclear	94	87.9
Joint	13	12.1
Residence		
With family	70	65.4
Hostel or Rented	37	34.6

Buddhism, Christianity

Readiness for Self-Directed Learning Among Students of Bachelor of Science in Nursing Program of Selected Colleges in Kathmandu, Nepal

Table 2. Distribution of Response of Respondents for Self-management
N=107

Items	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F(%)	Strongly Agree F(%)	Mean ± SD
I solve problem using a plan.	0(0)	3(2.8)	27(25.2)	63(58.9)	14(13.1)	3.82 ± 0.684
I prioritize my work.	5(4.7)	0(0)	15(14.0)	68(63.6)	19(17.8)	3.90 ± 0.857
I do manage my time well.	4(3.7)	7(6.5)	41(38.3)	48(44.9)	7(6.5)	3.44 ± .860
I have good management skills.	1(0.9)	10(9.3)	53(49.5)	40(37.4)	3(2.8)	3.32 ± 0.722
I set strict time frames.	1(0.9)	20(18.7)	51(47.7)	33(30.8)	2(1.9)	3.14 ± 0.770
I prefer a plan my own learning.	0(0)	2(1.9)	35(32.7)	55(51.4)	15(14.0)	3.78 ± .705
I am systematic in my own learning.	1(0.9)	6(5.6)	38(35.5)	54(50.5)	8(7.5)	3.58 ± 0.753
I am confident in my ability to search out information.	0(0)	3(2.8)	25(23.4)	66(61.7)	13(12.1)	3.83 ± 0 .666
I set specific time for my study.	2(1.9)	15(14.0)	37(34.6)	39(36.4)	14(13.1)	3.45 ± 0.954
I am self-discipline.	1(0.9)	4(3.7)	14(13.1)	60(56.1)	28(26.2)	4.03 ±0 .795
I am organized.	0(0)	11(10.3)	28(26.2)	47(43.9)	21(19.6)	3.73 ± .896
I am methodical.	1(0.9)	5(4.7)	60(56.1)	38(35.5)	3(2.8)	3.35 ± 0 .660
I can be trusted to peruse my own learning.	0(0)	5(4.7)	26(24.3)	58(54.2)	18(16.8)	3.83 ± 0.758

F: frequency

Table 2 shows the response of students for self-management in which the item 'I am self-discipline' have highest mean ± SD (4.03 ±0 .79 whereas the item 'I set strict time frames' have lowest mean ± SD (3.14 ± 0.770).

Table 3. Distribution of Response of Respondents for Desire for Learning
N=107

Items	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F(%)	Strongly Agree F(%)	Mean ± SD
I need to know why.	1(0.9)	0(0)	14(13.1)	65(60.7)	27(25.2)	4.09 ± 0 .680
I critically evaluate new ideas.	1(0.9)	6(5.6)	30(28.0)	60(56.1)	10(9.3)	3.67 ± 0.762
I learn from my mistakes.	1(0.9)	0(0)	8(7.5)	39(36.4)	59(55.1)	4.45 ± 0.717
I am open to new ideas.	0(0)	1(0.9)	18(16.8)	66(61.7)	22(20.6)	4.02 ± 0.644
When presented with a problem, I can resolve I will ask for assistance.	1(0.9)	5(4.7)	39(36.4)	50(46.7)	12(11.2)	3.63 ± 0.783
I like to evaluate what I do.	0(0)	1(0.9)	11(10.3)	70(65.4)	25(23.4)	4.11 ± 0.604
I do enjoy studying.	2(1.9)	4(3.7)	42(39.3)	44(41.1)	15(14.0)	3.62 ± 0.843
I have a need to learn.	0(0)	1(0.9)	18(16.8)	63(58.9)	25(23.4)	4.05 ± 0.664
I enjoy a challenge.	1(0.9)	1(0.9)	27(25.2)	62(57.9)	16(15.0)	3.85 ± 0.711
I want to learn new information.	0(0)	0(0)	7(6.5)	52(48.6)	48(44.9)	4.38 ± 0.609
I enjoy learning new information.	0(0)	1(0.9)	6(5.6)	57(53.3)	43(40.2)	4.33 ± 0.626
I like to gather the facts before I make a decision.	0(0)	0(0)	21(19.6)	64(59.8)	22(20.6)	4.01 ± 0.637

F: frequency

Table 3 shows the response of students for desire for leaning in which the item 'I learn from my mistakes' have highest mean ± SD (4.45 ± 0.717) whereas the item "I do enjoy studying" have lowest mean ±SD (3.62 ± 0.843).

Readiness for Self-Directed Learning Among Students of Bachelor of Science in Nursing Program of Selected Colleges in Kathmandu, Nepal

Table 4. Distribution of Response of Respondents for Self-control

N=107

Items	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F(%)	Strongly Agree F(%)	Mean ± SD
I am able to focus on a problem.	0(0)	5(4.7)	19(17.8)	71(66.4)	12(11.2)	3.84 ± 0.675
I prefer to set my own learning goals.	0(0)	1(0.9)	22(20.6)	67(62.6)	17(15.9)	3.93 ± 0.634
I am responsible.	0(0)	3(2.8)	13(12.1)	57(53.3)	34(31.8)	4.14 ± 0.733
I have high personal expectations.	0(0)	2(1.9)	39(36.4)	46(43.0)	20(18.7)	3.79 ± 0.765
I have high personal standards.	0(0)	8(7.5)	41(38.3)	48(44.9)	10(9.3)	3.56 ± 0.767
I have high beliefs in my abilities.	0(0)	3(2.8)	34(31.8)	54(50.5)	16(15.0)	3.78 ± 0.731
I am aware of my own limitations.	0(0)	1(0.9)	21(19.6)	51(47.7)	34(31.8)	4.10 ± 0.739
I am logical.	0(0)	5(4.7)	36(33.6)	53(49.5)	13(12.1)	3.69 ± 0.745
I evaluate my own performance.	0(0)	4(3.7)	16(15.0)	65(60.7)	22(20.6)	3.98 ± 0.713
I prefer to set my own criteria on which to evaluate my performance.	0(0)	1(0.9)	27(25.2)	66(61.7)	13(12.1)	3.85 ± 0.627
I am responsible for my own decisions/actions.	0(0)	1(0.9)	9(8.4)	67(62.6)	30(28.0)	4.18 ± 0.611
I can find out information for myself.	0(0)	3(2.8)	25(23.4)	58(54.2)	21(19.6)	3.91 ± 0.734
I like to make decisions for myself.	0(0)	4(3.7)	19(17.8)	57(53.3)	27(25.2)	4.00 ± 0.765
I prefer to set my own goals.	0(0)	0(0)	11(10.3)	60(56.1)	36(33.6)	4.23 ± 0.623
I am in control of my life.	0(0)	4(3.7)	25(23.4)	46(43.0)	32(29.9)	3.99 ± 0.830

F: frequency

Table 4 shows the response of students for self-control in which the item 'I prefer to set my own goals' have highest mean ± SD (4.23 ± 0.623) whereas the item "I have high personal standards" have the lowest mean ± SD (3.56 ± 0.767).

Table 5. Respondents' Level of Readiness for Self-directed Learning

N=107

Level of readiness	Frequency	Percent
Low level (<150 scores)	33	30.8
High level (≥150 scores)	74	69.2

Table 5 shows that 69.2% of the respondents have high level of readiness for self-directed learning while only 30.8% respondents have low level of readiness for self-directed learning.

Table 6. Association between Respondents Level of Readiness for Self-directed Learning with Socio-demographic variables

N=107

Level of readiness			
Variables	Low Level F(%)	High Level F(%)	P-value
Age (years)			
16-20	25(34.2)	48(65.8)	0.264
21-25	8(23.5)	26(76.5)	
Ethnicity			
Janajati	12(30.0)	28(70.0)	0.208*
Madhesi	0(0.0)	4(100.0)	
Brahmin/Chhetri	21(33.3)	42(66.7)	
Religion			
Hinduism	29(30.2)	67(69.8)	0.679*
Non Hinduism	4(36.4)	7(63.6)	

Readiness for Self-Directed Learning Among Students of Bachelor of Science in Nursing Program of Selected Colleges in Kathmandu, Nepal

Academic year			
BSN 1st year	11(30.6)	25(69.4)	**0.045**
BSN 2nd year	16(44.4)	20(55.6)	
BSN 3rd year	6(17.1)	29(82.9)	
Marital status			
Married	2(66.7)	1(33.3)	0.195*
Unmarried	31(29.8)	73(70.2)	
Family type			
Nuclear	29(30.9)	65(69.1)	0.995*
Joint	4(30.8)	9(69.2)	
Residence			
With family	23(32.9)	47(67.1)	0.532*
Hostel or Rented	10(27.0)	27(77.0)	

F: frequency   * Likelihood Ratio,   Significant at 0.05

Table 6 reveals that there is statistically significant association between academic year and respondents' level of readiness for self-directed learning whereas no any statistically significant association between respondents' level of readiness for self-directed learning and other socio demographic variables i.e. ethnicity, age, religion, marital status, family type and residence.

IV. DISCUSSION

Here mean scores ≥ 150 indicates a high level of SDL, while mean scores <150 represents low level of SDL according to Fisher's et al criteria [9]. In this study, the total score of 69.2% of students had ≥150 scores which indicate high level of the readiness for SDL which suggest that most of the respondents were ready for self-directed learning. Somehow similar finding was found in the study by Bajracharya, Jha, Gurung, Ansari and Thapa in which 72.7% students' scores were ≥150 scores [10].

In the present study, the association of the level of readiness for self-directed learning with the academic year of students is significant (P = 0.045) while the association of the level of readiness for self-directed learning with age, ethnicity, religion, marital status, family type and residence were not significant. Similar findings was found in the study conducted by Ejaz, Afzal, Hussain, Majeed and Gilani among 133 students (2-years BSN Post RN) and (4-years BSN Generic) degree programs which showed that level of readiness for self-directed learning were significant with academic years only [11].

V. CONCLUSION

Based on the findings, it can be concluded that there is high level of readiness in majority of the students of Bachelor of Science in Nursing for SDL. A significant association was found only between academic years of students with the level of readiness for SDL which shows that depending upon the academic year seniors are more ready toward self-directed learning than junior nursing students.
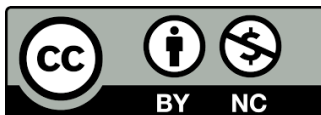
AKNOWLEDGEMENTS

REFERENCES

1) Singh, I. (2012). *Essential of Education, (5th Ed.).* Kathmandu: Hisi Offset Printers Pvt. Ltd.
2) Emine, S., & Hulya, K. (2014). Effect of self-directed learning readiness of nursing Students of the web based learning. *Procedia-Social and Behavioral Sciences, 152.386-392*.Doi: 10.1016/j.sbspro.2014.09.217.
3) Hiemstra, R. (1994). Self-directed learning. *The International Encyclopedia of Education.* Retrieved from http://home.twcny.rr.com/hiemstra/sdlhdbk.html.

4) AbuAssi , E. N., &Alkorashy, E.A.H. (2016).Relationship between learning style and readiness for self-directed learning among nursing students at king Saud University, Saudi Arabia. *International Journal of Advanced Nursing Studies, 5 (2). 109-116.*Doi: 10.14419/ijans.v5i2.5993.

5) Alotaibi N. K. (2016). The learning environment as a mediating variable between self-directed learning readiness and academic performance of a sample of Saudi nursing and medical emergency students. *Nurse Education Today*. 36. 249-25. Doi: https://doi.org/10.1016/j.nedt.2015.11.003.

6) Brain, N.P., Baverly, J.T., & Flora, X.H. (2015). Assessing readiness for self-directed learning within a non-traditional nursing cohort.*Nurse Education Today.*35(3). e1-e7. Doi: https://doi.org/10.1016/j.nedt.2014.12.003.

7) Gilany, H. A., &Abussad, S.F. (2013). Self-directed learning readiness and Learning styles among Saudi undergraduate nursing students. *Nurse Education Today, 33 (9), 1040-1044.*Doi: https://doi.org/10.1016/j.nedt.2012.05.003.

8) Yang, F.G., & Jiang, Y.X. (2014). Self-directed learning readiness and nursing Competency among undergraduated nursing students in Fujiyan province of China. *International Journal of Nursing Science, I (3). 255-259.*Doi: https://doi.org/10.1016/j.injnss.2014.05.021.

9) Fisher, M., King, J., & Tague, G. (2001). Development of a self-directed learning Readiness scale for nursing education. *Nurse Education Today, 21. 516–525.* Doi:10.1054/nedt.2001.0589.

10) Bajracharya, O., Jha, N., Gurung, S.B., Ansari, S.R., &Thapa, H.S.(2011). Change In medical students' readiness for self-directed learning after a partially problem- based learning first at the KIST medical college in Lalitpur, Nepal. *Education for Health, 24(2). 552.* Retrieved from http://www.educationforhealth.net/text.asp?2011/24/2/552/101434.

11) Ejaz ,S., Afzal, M., Hussain, M. Majeed, I., & Gilani, S. A.(2018).Readiness for Self-Directed Learning among Nursing Students in Lahore, Pakistan. *International Journal of Graduate Research and Review, 4(2), 20-29.* Retrieved from: http://ijgrr.org/vol_4/Ejaz_et_al._4.2.pdf.