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Self Directed Learning Practices and Academic Performance among Undergraduate Nursing Students

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Abstract: The current trend in the higher education focus on student-centered learning instead of teacher-centered learning. In the conventional approach to education, that is Teacher Centered Learning, lecturers are very influential in determining the student's ability in learning. This will make the students become inactive. Students tend to rely on what can only be given by the teachers. This situation causes the students to become uncreative in finding what they want to study. Self-directed learning is one of the newer trend in the learning practice. Self-directed learning is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. The aim of this study was to find out the relation between the self-directed learning practices and academic performance among undergraduate nursing students at selected nursing college of Mangalore. A quantitative research approach was used for this study. The study was conducted in selected nursing college of Mangalore. The sample for the study comprised of 200 undergraduate nursing students. For the present study convenient sampling technique was used to select the undergraduate nursing students. The data was collected from 28th November 2017 to 30th November 2017. The Self-directed learning readiness scale was administered to assess the level of self-directed learning readiness and academic performance of the students was obtained from college records. Analysis of the academic performance revealed that 81 % had high academic performance, and 15% of them had very high academic performance and none of them had very low or low academic performance. Analysis of the level of self-directed leaning readiness practice shows that 60 % had high level self-directed leaning readiness practice, 24.9% had poor practice and none of them had very low level of self-directed leaning readiness practice. Study shows a positive correlation (+0.325) with academic performance and level of self-directed learning readiness practice.
Keywords: Self-Directed Learning Practices; Academic Performance; Undergraduate Nursing Students.

I. INTRODUCTION

In today's world, many countries try to remain competitive by updating the national education strategies. For achieving such a transformation, a world-class educational system is needed, which includes educational curricula and training programs that are appropriate to each individual's aspirations and abilities[1]. The current trend in the higher education focus on student-centered learning instead of teacher-centered learning. As per conventional approach to education or Teacher Centered Learning, lecturers have a very influential role in determining the student's ability in learning. Lecturers are very essential to have a control in the learning process of students. This makes students inactive. Students then try to depend only on what the teachers give. This makes the students to become more uncreative in finding what they want to study. Self-directed learning is one of the newer trend in the learning practice.[2]

II. REVIEW OF LITERATURE

A study of factors related to self-directed learning readiness of students in health professional programs was conducted by Slater in 2017. A five stage structured scoping review of published literature was conducted to identify measures of self-directed learning readiness used with students in pre certification health professional programs and those factors that have investigated as potential determinants. Relevant articles were identified in the six data base using key search terms and a search strategy. Two independent reviewers used criteria to null the prevalent sources. Articles which met eligibility criteria were charted. The final results included 49 articles conducted in nursing, medicine ,physiotherapy, pharmacy, occupational therapy and dentistry cohorts.21 potential

determinants had been investigated with gender, year level, age, program delivery and previous educational level. The most common sdlr has been of invest globally mostly in medicine nursing and studies has nearly exclusively used one of two instruments.[3] A study instruments evaluating the self-directed learning abilities among nursing students and nurses. A systemic review of psychometric properties by Lucia Cadorinetal , in 2017. The study was done to identify the instruments for assessment of sdl abilities among nursing students and nurses and evaluate methodological studies quality and compare psychometric properties of available instruments. Studies retrieved were evaluated according to the consensus based standards for selection of health measurement- instruments panel. According to the results sdl instruments can be recommended for assessment of sdl ability among nursing students and nurses[4] A study of factors related to self-directed learning readiness of students in health professional program. A study was conducted by Slater etal .in the year 2017 . A five structured scoping review of published literature was conducted to identify measure of sdlr used with students in pre certification health professional program and those factors that have been investigated as potential determinates. Final analysis included 49 articles conducted in nursing medicine physiotherapy pharmacy, 21 potential dominant had been investigated with gender year level age program, delivery and previous educational level the most common. The result of the study was there is nascent evidence that age, year level and previous education level may have positive influence[5] A study of effect of self directed learning readiness of nursing students of the web based learning was conducted on 2014 by Eminesenyuvaetal, in Turkey. The study was planned in a quasi-experimental way with a single group in the pretest –post test order. The study group consists of 162 second grade students who were registered to the web based patient education course in a school of nursing in turkey during the fall semester of the school year in 2011 and 2012.The results shows that a web based course positively affects the readiness of students regarding self directed learning. According to the results it could be suggested to integrate the web learning environment into education program in order to develop the readiness of nursing students regarding self directed learning.[6]

III. RESEARCH METHODOLOGY

The aim of this study was to find out the relation between the self-directed learning practices and academic performance among undergraduate nursing students at selected nursing college of Mangalore.

A. Objectives of the Study

1) To identify the self-directed learning practices among undergraduate nursing students in Selected nursing college of Mangalore .
2) To identify the academic performance among undergraduate nursing students in Selected nursing college of Mangalore
3) To find out the relation between the self-directed learning practices and academic performance among undergraduate nursing students at selected nursing college of Mangalore

A quantitative research approach was used for this study. The study was conducted in selected nursing college of Mangalore. The sample for the study comprised of 200 undergraduate nursing students. For the present study convenient sampling technique was used to select the undergraduate nursing students. The data was collected from 28th November 2017 to 30th November 2017. The Self-directed learning readiness scale was administered to assess the level of self-directed learning readiness and academic performance of the students were obtained from college records
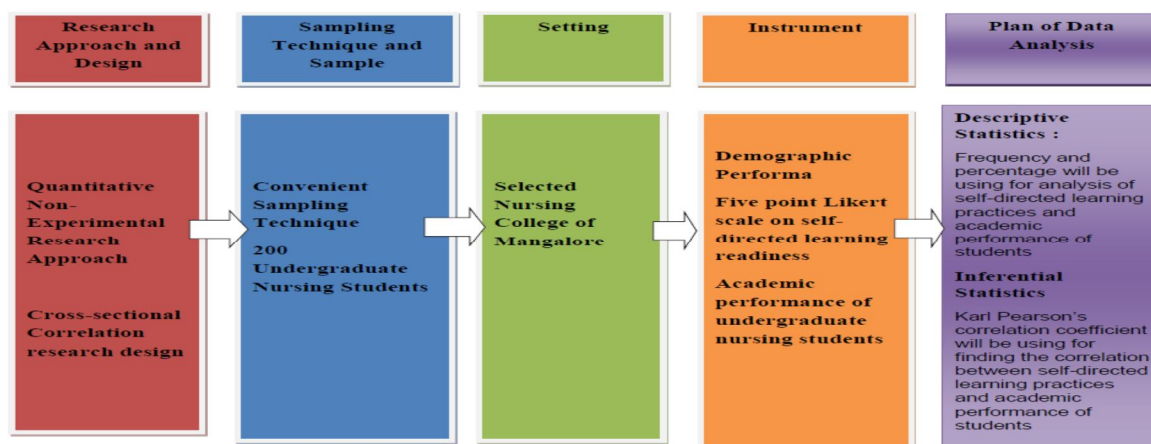

Fig:2-Schematic Representation of the Research Design

IV.   RESULTS

A.   *The results of the study are Grouped Under the Following Headings*
1)   *Section 1:*Academic performance among undergraduate nursing students in selected nursing college of Mangalore.
2)   *Section 2:*Level of self-directed learning among undergraduate nursing students in selected nursing college of Mangalore
3)   *Section 3:*The co-relation between the self-directed learning practices and academic performance among undergraduate nursing students at selected nursing college of Mangalore.

Section:1Academic performance among undergraduate nursing students in selected nursing college of Mangalore
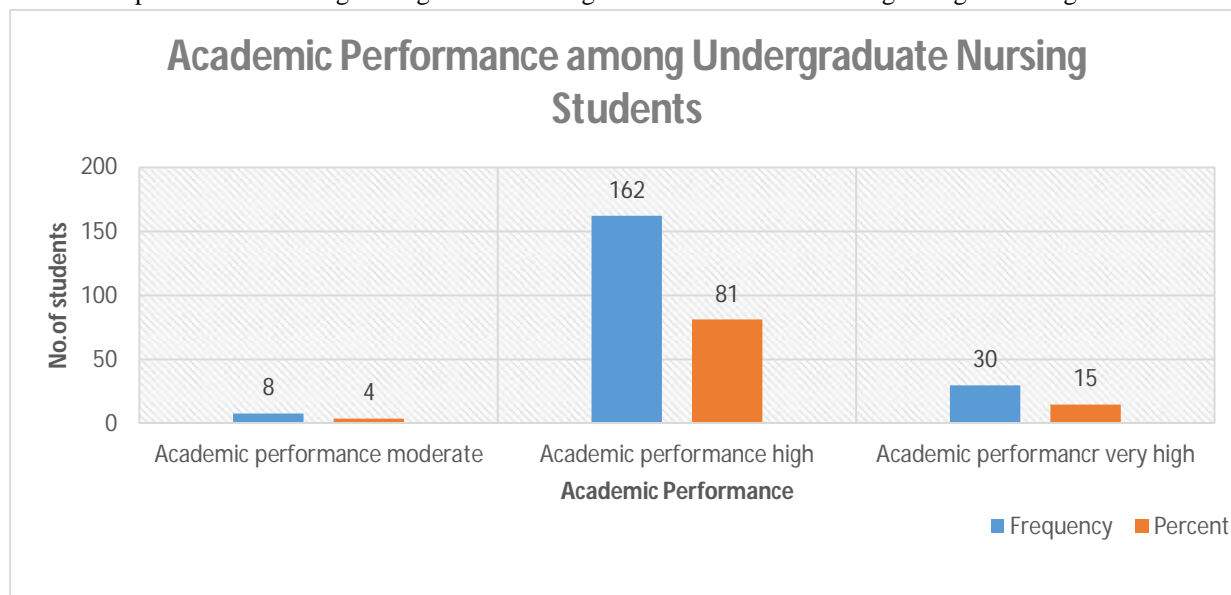
The figure depicts that 81 % had high academic performance, and 15% of them had very high academic performance and none of them had very low or low academic performance.

Section:2Level of self-directed learning practices among undergraduate nursing students in Selected nursing college of Mangalore
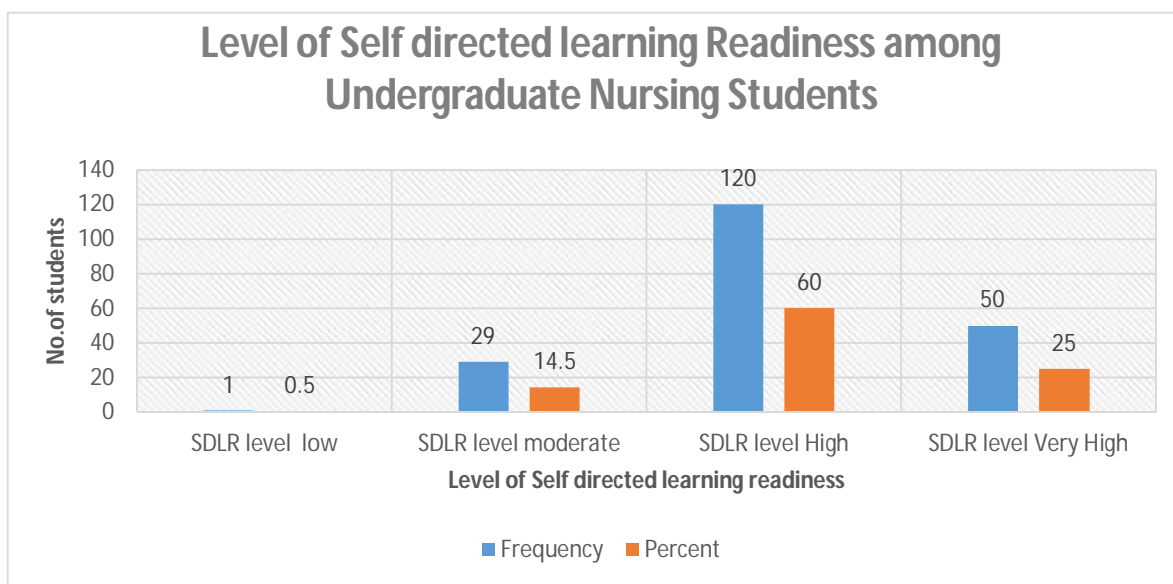
The figure depicts that 60 % had high level self-directed leaning readiness practice, 24.9% had poor practice and none of them had very low level of self-directed leaning readiness practice

Section: 3 Assessment of the correlation between academic performance and level of self-directed learning readiness practice

N=200

		SDL. Score	Academic. Performance
SDL. Score	Pearson Correlation	1	.325[**]
	Sig. (2-tailed)		.000
	N	199	199

**. Correlation is significant at the 0.01 level (2-tailed).

Karl Pearson's Correlation-coefficient value ranges between '-1' and '+1'. The table value ranges between 0 to +1, so there is a positive correlation. Table shows a positive correlation (+0.325) with academic performance and level of self-directed learning readiness practice.

B. Discussion

Self-directed learning was described as a distinct area of study in the 1960s and 1970s.[7] Malcolm Knowles explicitly defined the concept as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their own learning needs, formulating learning goals, identifying human and material sources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."[8]

C. Level Of Self-Directed Learning Practices Among Undergraduate Nursing Students In Selected Nursing College Of Mangalore

The result of this study revealed that that 60 % had high level self-directed leaning readiness practice, 24.9% had poor practice and none of them had very low level of self-directed leaning readiness practice

The present study was supported by the study conducted in Nepal.. The study was to measure the readiness for SDL of students at the beginning of undergraduate medical course. The readiness for SDL was measured among 121 first year undergraduate medical students. The results shows that most of the students scored more than 150.. According to the results students are ready for SDL.[7]

D. Assessment Of The Correlation Between Academic Performance And Level Of Self-Directed Learning Readiness Practice

The result of this study shows a positive correlation (+0.325) with academic performance and level of self-directed learning readiness practice.

The present study was supported by the study conducted in China. They have studied self directed learning readiness and nursing competency among undergraduate nursing students in China. The result shows that mean SDLR score of the student was 148.55 indicating intermediate and higher SDLR. The mean score of nursing competency was 142.31 indicating intermediate nursing competence. SDLR has a significant positive and strong relationship with nursing competency.[8]

In contrary a cross-sectional descriptive study on Self-directed learning readiness(SDLR) and learning styles among Saudi undergraduate nursing students was conducted by Abdel in the year 2013 shows there was no association between the learning style and SDLR[9]

V. CONCLUSION

Understanding Self-directed learning readiness (SDLR) as internal factors as well as high motivation to learn can certainly be used as a predictor for the success of the learning process, in which it will result in satisfactory achievement of student learning. In 1950, the timeframe in which the body of medical knowledge doubles was estimated to be 50 years; in 2010, it was 3.5 years, and in 2020, it is projected to be just 73 days.[10] The exponential growth of scientific knowledge is one of the most pervasive issues in medical education; to date, neither the expansion of curricula to fit the scope nor the introduction of postgraduate and continuing medical education has accommodated it.[11] This study was done to find out the relation between the self-directed learning practices and academic performance among undergraduate nursing students at selected nursing college of Mangalore.

A. Suggestions

1) Guidance for students to motivate learning should be conducted periodically to ensure that students remain motivated; therefore, it is expected that high academic achievement remains good.

2) Counseling for students regarding academic and more should be done periodically to enable counselors in an effort to get better achievement.

3) Similar studies should be done to further explore the factors that influence self-directed learning and student motivation.

4) Further research should be carried out for assessing the factors affecting SDLR.

5) Further research should follow the development of nursing students SDL ability over their academic year as well as their life long career.

B. *Recommendations*

In the view of the findings and limitations of the present study following recommendation are offered for further research.

1) A qualitative approach can be used to find out the expressed views of students one self-directed learning practices.

2) A similar study can be done on a large sample.

3) Research studies can be conducted to identify the learning styles of students.

4) Research studies can be conducted were educative interventions being focused on undergraduate nursing students on effectiveness of self directed learning practices.

5)

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