Research Paper...

READINESS FOR SELF DIRECTED LEARNING AMONG NURSING STUDENTS

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Abstract

The concept of self-directed learning originated in the field of adult education. In the literature, closely related terms include independent learning, self planned learning, self educate and so forth. Due to the benefits for learning outcomes, school environments and corporate settings strongly emphasize the importance of self-directed learning including its value as a required need for work in the 21st century. Likewise, one of the most important tasks for teachers is to enhance student's abilities for accessing self-directed learning. Therefore, an exploratory study to assess the readiness for self directed learning among students of selected colleges of nursing at Indore was undertaken. An exploratory research design was used and the sample was selected by Lottery method i.e. 20 students each from B.Sc (N) 3rd year and M.Sc. (N) 1st year students. A brief class was taken for the students regarding self-directed learning, its importance and role of teacher in self-directed learning. Then, the SDLR scale containing 43 items was given to the students for self-response. Findings of the study indicated that M.Sc (N). 1st year students had 38.4(89.41%) and B.Sc. 3rd year students had 35.05(81.50%) readiness for self-directed learning in nursing education. The computed 't' value was 4.46 at df - 19 with SD 2.96 indicated that there was significant difference between B.Sc. And M.Sc. Nursing students for readiness for SDL.

Key words: Self Directed Learning, Students, Readiness, SDLR scale

Introduction

The idea of self-directed learning continuously evolves. The evolution can be seen in individuals and authors in the field of adult education, as well as the research that takes place over the years. Research concerning self-directed learning in adult education involves three primary classifications: learning projects, qualitative studies and quantitative measures. Various research tools and approaches have been used, as the research in this area has increased.

Candy, P. C. (1988)[3], employed the SDLRS to explore learner's attitudes and readiness for self-directed learning, to investigate the factors correlated with academic performance in a web-based learning environment. In this study, the academic performance, defined as a final course grade, consisted of student's technical skills and attitudes/habit according to the course instructor's standards.

Need of the Study

The concept of self-directed learning originated in the field of adult education due to the benefits for learning outcomes, school environments and corporate settings strongly emphasize the importance of self-directed learning, including its value as a required skill needed for work in the 21st century**.** Likewise, one of the most important tasks for teachers is to enhance students' abilities for accessing self-directed learning. **Brookfield, S. D. (1984)[2]**.

From adult education experts' perspectives, self-directed learning contains three dimensions: motivation, metacognition, and self-regulation Learners with high levels of self-directed learning are active learners who have strong desires for learning, make use of problem-solving skills, have the capacity to engage in independent learning activities, and autonomously mange their own learning. **Candy, P. C. (1988)[3].**

Self-directed learning had been used as a correlation for students' academic performance and even as a perfect indicator of predicting academic success in traditional learning settings or non-web-based distance learning. In this case, **Gibbons, M. (2002))[5]** found a positive