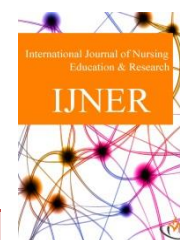




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A DESCRIPTIVE STUDY TO ASSESS THE LEVELS OF KNOWLEDGE AND ATTITUDE REGARDING READINESS FOR SELF DIRECTED LEARNING AMONG THE NURSING STUDENTS AT SELECTED COLLEGE OF NURSING

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Key word: -

Knowledge and attitude
about readiness for self-
directed learning among
the Learning students.

ABSTRACT

Aim and Objective: To assess the levels of Knowledge Regarding Readiness for Self - directed learning. **Methodology:** The research design is descriptive research design among Nursing Students. **RESULT:** The findings of the Study revealed that assess the knowledge and attitude about Readiness for Self-directed learning among the Nursing Students the Sample Size Consist of 60 in Selected college of Nursing Students DGNM Ist year and II nd year with Frequency and Percentage Distribution of Level of Attitude High is 63% , Moderate is 27% and Low is 10% And Percentage of level of Knowledge in Self-directed learning is Adequate Knowledge is 63% , Moderate Knowledge is 30% and Inadequate Knowledge is 7% with Standard deviation 5.73% and Mean 46.68%. **Conclusion:** The Presence of Study assessed the levels of knowledge Regarding Readiness for self-directed learning among Nursing Students.

INTRODUCTION

Education is a continuous process that helps individuals acquire knowledge, skills, and attitudes necessary for personal and professional development. In the rapidly changing health care environment, nursing students are expected to become lifelong learners who can independently identify their learning needs, seek appropriate resources, and evaluate their learning outcomes. Self-directed learning (SDL) has emerged as an important educational approach that promotes independent learning and critical thinking among students.

Self -directed learning is a process in which learners take responsibility for planning, implementing, and evaluating their own learning activities. It encourages students to become active participants in the learning process rather than passive recipients of information.

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SDL helps nursing students develop problem-solving abilities, decision- making skills, self-confidence professional competence, which are essential for providing quality care.

The nursing profession requires continuous updating of knowledge and skills due to advancements in healthcare technology, evidence -based practice, and changing in lifelong learning. Readiness for self-directed learning includes having adequate knowledge about SDL, a positive attitude towards independent learning, self-motivation, self-management and a willingness to take responsibility for one's own education.

Knowledge regarding self-directed learning enables students to understand its importance, principles, and benefits. Attitude towards self-directed influences the extent to which students participate in independent learning activities. Students with higher levels of knowledge and positive attitudes are more likely to demonstrate greater readiness for self-directed learning.



Need for the study

Assessing the levels of knowledge and attitude readiness for self-directed learning among nursing students for self-directed learning among nursing students is important because it helps educators identify strengths and areas requiring improvement. The findings can assist nursing institutions in developing strategies to enhance students' readiness for self-directed learning and prepare them to become competent, confident and lifelong learners. Therefore, the present study aims to assess the levels of knowledge and attitude readiness for self-directed learning among nursing students.

Objectives of the study

1. To assess the levels of knowledge regarding self-directed learning among nursing students.
2. To assess the levels of attitude towards self-directed learning among nursing students.
3. To determine the assessment of readiness for self-directed learning among nursing students.
4. To find association between knowledge and attitude regarding self-directed learning among nursing students.
5. To determine association between selected demographic variables and the levels of
6. Knowledge and attitude regarding self-directed learning.

Operational Definition

Knowledge

The understanding and awareness of nursing students regarding the concept, principles, and importance of self-directed learning.

Attitude:

The feelings, beliefs, and perceptions of nursing students toward self-directed learning.

Readiness for self-directed learning:

The degree to which nursing students possess the motivation, responsibility, and ability to manage their own learning.

Nursing students:

Students enrolled in diploma, B.Sc Nursing, post basic nursing or M.Sc Nursing programs.

Abdouslemm and EL - weel (2021) Egypt has conducted a descriptive study among 300 nursing students they used cross sectional method to self-director learning the 75% of students showed high readiness for self-director learning and 50 % had I prescription of self-directed learning setting faculty of nursing mansoura University

with the sample size of 150 nursing student.

Alexandira scientific nursing journals (2022) Egypt has conducted a descriptive cross-sectional study they used cross sectional method to self-directed learning the 76 % of students as high readiness and knowledge towards self-directed learning full. setting, Alexandira University Egypt with 350 nursing students random selection Suval and pandey (2024) Nepal has conducted a descriptive cross sectional study among the nursing student they used to descriptive method to sell direct and learning the 66.9 % had your high level of self-directed learning and 33.1% had your low level of self-director learning setting tribhuvan University teaching hospital and maharajagurj nursing campus with 151 undergraduate nursing students for SDL.

Mengetal (2020) Tamil Nadu conducted cross sectional study day used descript your method, 57% hassshowed high attitude towards readiness of self-directed learning and 500/0 has showed low attitude towards readiness of self-directed learning setting Thiruvalluvar University of science Tamilnadu with ranging 110 students.

Grande etal (2022) south Korea conducted a descriptive correlational study with the attitude of examined academic motivation and self-director learning readiness method is cross sectional the 77.8% of students should the high readiness for self-directed learning and 50% had high preception of attitude towards self-director learning setting kanish University of medical sciences from southkoreaWith the 100-nursing student.

Doghametal (2022) china conducted correlation with the attitude of study self-director learning readiness. They used descriptivemethod, 63 % of students has high level of attitude related to self-directed learning setting, china,with the 100 sizes of self-efficacy among undergraduate nursing student.

RESEARCH APPROACH

Quantiative research approach

RESEARCH DESIGN

Descriptive research design

POPULATION SAMPLE

Population: Nursing students

SAMPLE SIZE:

Sample size: 60 students

SETTING OF THE STUDY

Arcot Sri Mahalakshmi Women's College of Nursing, Ranipet



SAMPLE TECHNIQUE

Non probability convenience sampling technique.

DESCRIPTION OF TOOL**SECTION A**

Demographic variables

SECTION B

Self-structured knowledge questionnaire on levels of knowledge

SECTION C

Self-structured attitude scale on readiness for self-directed learning

Self-structured assessment of readiness scale.

The demographic variables were coded and analyzed. Analysis and interpretation were done with the help of descriptive and inferential statistics to meet the objectives of the study.

The data thus collected, analyzed and interpreted in the following tables.

The majority of the nursing students demonstrated moderate to high readiness of self-directed learning scale.

SECTION-4. To find association between knowledge and attitude regarding self-directed learning among nursing students.

Statistical test was used by spearman test rank collection test. Significant positive association $p < 0.05$. There is positive association between knowledge attitude regarding self-directed learning.

Table 1: To assess the levels of knowledge regarding self-directed learning among nursing students n=60.

S.No	Levels of knowledge	Frequency	Percentage
1.	Adequate	30	50%
2.	Moderate	20	33%
3.	Inadequate	10	17%

The majority of nursing students had 20(33%) moderate knowledge, some had 30 (50%) adequate knowledge and few had 10(17%) inadequate knowledge.

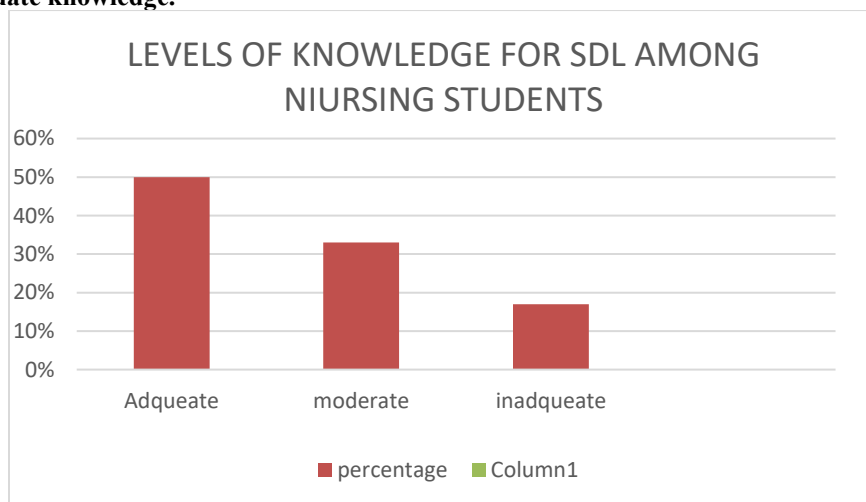


Table 2: To assess the levels attitude towards self –directed learning among nursing students. n=60

S. No	Levels of attitude	Frequency	Percentage
1.	Positive	40	66%
2.	Neutral	10	17%
3.	Negative	10	17%

The most nursing students exhibited a positive attitude 40(66%) towards self-directed learning.

Table 3: To determine the assessment of readiness for self –directed learning among nursing students. n=60.

S. No	Assessment of readiness SDL	Frequency	percentage
1.	High readiness	25	42%
2.	Moderate readiness	25	42%



3.	Low readiness	10	16%
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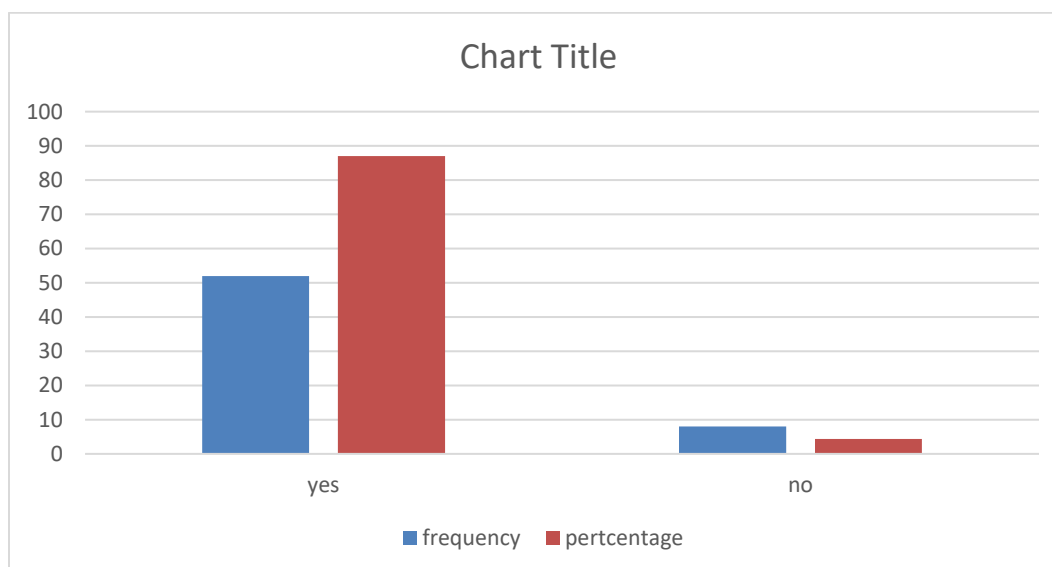
Table 4: To determine association between selected demographic variables and the level of knowledge and attitude regarding self-directed learning.

Demographic variables	Table value	Chi-square	Remarks
1.Age	12.59	66.46	S
2.Year of the study	9.49	39.4	S
3.Place of residence	11.3	25.6	S
4.Present place of residence	15.9	24	S
5.Previous exposure of self-directed learning	14	22	S
6.Sources of exposure	17.2	21.6	s

Table 5: Description of the selected demographic variables among the nursing students.

Frequency and percentage distribution of nursing students among self-directed learning according to previous exposure self-directed learning. n = 60

Previous exposure of self-directing learning	Frequency	Percentage
Yes	52	87%
No	8	13%



DISCUSSION

To assess levels of knowledge among nursing students of self-directed learning was carried out in selected nursing colleges. The sample who met the inclusion criteria were selected and each demographic variable was assessed. It was found that for knowledge and attitude about readiness for self-directed learning. The levels of knowledge using self-structured questionnaires: Knowledge regarding self-directed learning with adequate knowledge is 50%, moderate knowledge is 33%, inadequate knowledge is 17%. The levels of attitude using self-structured questionnaires despite the majority of self-directed learning is 66% positive and 17% is neutral, 17% is negative.

come under negative.

Mrng et al (2020): Tamilnadu conducted a cross-sectional descriptive study with the attitude of investigation the relationship between self-directed learning readiness. They used descriptive method. The setting is Thiruvalluvar University of Science, Tamilnadu. Result: 57.9% has high attitude towards readiness of self-directed learning, 50% has low attitude towards readiness of SDL. Sample size is ranging in 110 students.

Summary of the Study:

The present study was conducted to find out the knowledge and attitude about readiness for self-directed



learning among the the nursing students at selected college of nursing. The instrument used for data collection was to assess the level of knowledge and attitude about readiness for self-directed learning. A sample of 60 nursing students were selected by using the non-probability convenient sampling technique.

CONCLUSION

The present study assessed the levels of knowledge regarding readiness for self-directed learning among nursing students

Implication of nurse:

Nursing can be drawn from the present study for practice which promotes and creates new dimension to nursing profession

NURSING PRACTICE:

Self-directed learning readiness among nursing students helps them to develop independent learning skills and improve their clinical knowledge It encourages nurses to update their knowledge regularly and practice evidence-based care

NURSING EDUCATION:

Self-directed learning readiness among nursing students helps in improving their nursing abilities and academic performance. Nursing educators can encourage students to develop independent learning habits and critical thinking skills. It also motivates students to search for new knowledge and update themselves regularly.

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