

20TH WORLD NURSING EDUCATION CONFERENCE

May 22- 24, 2017 Osaka, Japan

Relationship between level of readiness for self-directed learning and learning styles of CEU nursing students

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In a complex and evolving world of health care environment today, nurse educators are being challenged to prepare the Millennial students for professional practice in nursing through active learning. Assessing Self-directed Learning Readiness (SDLR) is an important factor in promoting active learning and enhancing academic performance of nursing students. Moreover, considering learning styles is also essential in helping students understand their learning needs.

This descriptive-correlational study aimed to assess the level of readiness of student nurses for self-directed learning, their learning styles and the relationship of these two factors. The Autonomous Learner Index of Abu-Moghli et al (2005) assessed the level of readiness in self-directed learning and the Learning Style Inventory of Kolb (2005) assessed their learning styles. Total population sampling was utilized covering 103 regular nursing students of Centro Escolar University for First semester of school year 2016-2017.

Findings of the study revealed that most of the nursing students were independent learners (52%), there were no dependent learners but there are several respondents who were uncertain (48%). Moreover, all the types of learning styles were present showing the variation in learning styles of nursing students but mostly prefer the Convergent learning style. The study concluded that there is no relationship between the variables: demographic profile, level of readiness for self-directed learning and learning style. However, the scores of convergent learning style was higher than that of divergent in their readiness in self-directed learning readiness, as well as those with convergent learning styles compared to those with accommodative learning styles.

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