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The Impact of Facilitation in a Problem-Based Environment on Self-Directed Learning readiness among nursing students: A Quasi-Experimental Study in Tanzania

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Pedagogical approaches in nursing education are vital for the proper formation of nurses who can demonstrate adequate meta-competencies to care for the patients and clients. Nurse tutors need to blend with the current educational changes that require multiple innovative pedagogical approaches when implementing classroom and clinical teachings to encourage active and self-directed learning (SDL) readiness among nursing students. This study intended to investigate the effect of facilitation in a problem-based environment on SDL among 40 randomly selected participants in Tanzania. Descriptive analysis via statistical package for service solution (SPSS version 23) served to establish participants' profiles. Independent samples t-test determined mean score differences of SDL readiness and regression analysis determined the association between variables. The post-test results showed that participants in the intervention scored significantly higher [(M = 33.01±13.17; t(399) = 2.335; 95%CI: 0.486,5.668)] than their counterparts in the control. Findings of SDL readiness subscales were significantly higher among participants in the intervention including self-management [(M = 10.11±4.09; t(399) = 1.354; 95%CI: 0.173,4.026)], interest learning [(M = 9.21±2.39; t(399) = 1.189; 95%CI: 0.166,4.323)] and self-control [(M = 13.63±5.05; t(399) = 2.335; 95%CI: 0.486,5.668)]. Nursing students in an intervention were 1.291 more times higher to demonstrate SDL readiness (AOR = 1.291, p<0.05, 95%CI: 0.767,2.173) than the controlled students. Facilitation in a problem-based environment approach promises to change the spectrum of nursing competencies and therefore quality of patients' care. Nurse tutors need to be empowered with multiple innovative pedagogical approaches to prepare nursing students to meet their academic and professional potentials.

Biography

Walter C. Millanzi has completed his MSc. Nursing Education (MSc.NE) at the age of 36 years from the University of Dodoma (UDOM) – Tanzania and is currently pursuing doctoral studies (PhD) at the same University. He has published 4 papers in reputed journals and has been serving as an Assistant Lecturer at the department of nursing management and education, school of nursing and public health, UDOM.

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