

Institutional Factors Influencing Self-Directed Learning Readiness among Nursing Students in Medical Training Colleges in Siaya County, Kenya

Abstract

Context: Self-directed learning (SDL) is a prominent pedagogical approach in nursing education. The success of self-directed learning hinges upon an individual's readiness, which is influenced by the complexity of factors. Self-directed learning readiness represents an individual's capacity and willingness to take charge of their learning journey. Evaluating factors influencing self-directed learning readiness is pivotal for educational planning, aiding in selecting appropriate instructional methods tailored to students' academic strengths and weaknesses.

Aim: The study aimed to investigate institutional factors influencing self-directed learning readiness among nursing students in Medical Training Colleges in Siaya County

Methods: A cross-sectional analytical study design was adopted. The study was conducted among 404 nursing students in the Bondo and Siaya campuses of Kenya Medical Training College. Data on socio-demographics and institutional factors were collected using a self-administered questionnaire, and individuals' readiness was measured using Fisher's self-directed learning readiness scale.

Results: The majority of the students were female (67.1% n=271) compared to males (32.9% n=133), and overall, the self-directed learning readiness level among both of them was high among 73.5% of the studied students, with a mean score of 157.2. Notably, institutional factors that significantly influenced self-directed learning readiness were access to the institution's internet connectivity (OR=0.635; 95% CI=0.407-0.991; p=0.046) and self-directed learning mentorship (OR=0.402; 95% CI=0.213-0.76; p=0.005).

Authors:

Moses J. Abiri⁺, Damaris A. Ochanda⁺, David K. Kaniaru⁺

DOI: <https://doi.org/10.47104/ebnrojs3.v6i2.335>

Conclusion: Access to internet connectivity and self-directed learning mentorship are crucial institutional factors significantly influencing self-directed learning readiness among nursing students. This study recommends strengthening mentorship strategies for self-directed learning and providing reliable internet connectivity to students at all times to enhance their readiness to learn.

Open access articles are distributed under the terms of Creative Commons (CC BY-SA 4.0) which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.