

## SELF-DIRECTED LEARNING PROCESS AMONG NURSING STUDENTS: READY OR NOT READY?

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**ABSTRACT :** This study aimed to assess the level of preparedness of regular nursing students, who are enrolled in professional courses with Related Learning Experience (RLE) during the first semester of the academic year 2023-2024, for self-directed learning. The study was conducted at President Ramon Magsaysay State University - Iba Campus during the same academic year. A quantitative research design with a descriptive method was used, and a questionnaire was utilized as the primary research instrument. Findings revealed that the majority of the respondents are female, young adult, with lower middle income, and Roman Catholic. The respondents perceived “often” in all the levels of self-directed learning process of the respondents in terms of awareness, learning strategies, learning activities, evaluation, and interpersonal skills. There was no significant difference on the level of self-directed learning process in terms of awareness, learning strategies, learning activities, evaluation, and interpersonal skills when grouped according to sex, age, family income, and religion of the respondents. There was no significant difference on the levels of self-directed learning process of the respondents. And the proposed intervention plan is a training program for the teachers and students. The researchers recommend the following: First, the respondents can boost their self-motivation to improve their learning style and to stay informed about the learning resources available. Second, the teacher may find other effective teaching methods as useful method complex learning and may use the portfolio assessment to check the achievements of their students. And, the teacher may ensure the diverse cultural perspectives in the classroom this can inspire creativity and drive innovation to their students. Lastly, conduct a follow-up study with in-depth and wider in scope in order to validate the findings obtained in the study.

**KEYWORDS:** *Self-directed learning, self-directed learning progress, nursing students*

### I. INTRODUCTION

Academic institutions have been introducing reforms to enable education to promote student learning. A shift in paradigm from teaching to learning has apparently occurred where the learner is supposedly central in the educational process. According to Cadorin, L., Bressan, V., Palese, A., (2017), in order to be proactive about the different demanding challenges that are present in the medical field, self-directed learning (SDL) abilities are considered a prerequisite for both nursing students and nurses. In the view of Eccles and Wigfield, (2020) self-directed learning is an academic character trait in which students actively participate in the learning process. Participants became active, independent, self-confident, and goalorientated because of SDL. In addition, as mentioned by Tri, T. M., Hong, B. V., Xuan, V. T., (2017) it allows educators to achieve the goals and mission of schools and improves positivity and training quality in universities in the context of international integration.

Due to the harmful effects of COVID-19 which alters the flow of life of the people around the world most especially the educational sector here in the Philippines, teachers, parents, stakeholders, and even students were given a lot of responsibilities. Moreover, the education that usually happens and is conducted in schools had to be moved from a distance because of the pandemic. With that, self-directed learning becomes more effective which helps the students to adapt to the new system of education as per words of Desabayla & Gueta, (2022)

Patel (2022) suggested that you can decide what, how, and where to learn something in self-directed learning. It is simply a method of studying in which you use your own resources and skills to learn for yourself. It is a style of learning that allows you to choose, pursue, and evaluate your own education. It is an alternative to standard school teaching methods in which teachers tell you what to do and how to accomplish it.

This study aimed to explore and understand the mechanisms behind self-directed learning within the context of nursing education. Its primary aim is to investigate how nursing students engage in and navigate self-directed learning practices throughout their academic journey. Through quantitative methodologies, the research intends to identify what influence the development and utilization of self-directed learning strategies among nursing students, shedding light on their motivations, challenges, and the effectiveness of these approaches. By delving into these aspects, the study sought to provide valuable insights that can potentially enhance nursing education curriculum and teaching strategies, ultimately aiming to empower students to become more autonomous, lifelong learners in the nursing profession.

This study seeks to find answers to the following:

1. What is the profile of the respondents in terms of:
  - 1.1. Sex;
  - 1.2. Age;
  - 1.3. Year and section;
  - 1.4. Monthly family income;and
  - 1.5. Religion?
2. What is the level of self-directed learning process among nursing students in terms of:
  - 2.1. Awareness;
  - 2.2. Learning strategies;
  - 2.3. Learning activities;
  - 2.4. Evaluation; and
  - 2.5. Interpersonal skills?
3. Is there a significant difference on the level of self-directed learning process among nursing students when group according to profile variables?
4. Is there a significant difference on the levels of self-directed learning process among nursing students?
5. Based on the results of the study, what is the intervention plan that may be proposed?

### **Self-Directed Learning**

As mentioned by Geng, S., Law, K.M.Y. & Niu, B. (2019), self-directed learning (SDL) refers to the psychological processes of learners that purposively direct themselves to gain knowledge and understand how to solve problems. Self-directed learners usually more actively participate in learning tasks such as reading online learning material, completing classroom tasks, planning and evaluating milestones of learning. High-level of self-management is important in SDL and learners need to adopt different strategies in dealing with various problems.

Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes according to Kchessler (n.d.).

According to Tekkol (2018), self-directed learners are individuals who set themselves clear goals, act upon plans, take initiative, are open to learning, they are motivated, self-confident and self-controlled. Back in the day when information increases exponentially, these qualities are required from up-to-date individuals. After all, people who can direct their own learning have acquired ways of reaching information, can think at higher levels and organize their own learning. In short, they are individuals who have mastered how to learn. Having these qualities would enable university students' self-development both personally and professionally after university life, they have a will to learn, they are open to sustained learning and they tend to sustain learning; in short, they become lifelong learners.

Therefore, it is important to identify university students' self-directed learning skills.

According to Shen (2014), self-directed learning (SDL) has been identified as an approach to learning that received increasing attention in recent years, particularly in the context of higher education. Self-directed learning has been shown to be associated with increased curiosity, critical thinking, quality of understanding, retention and recall, better decision making, achievement satisfaction, motivation, competence and confidence. It is a popular approach for learning in nursing education as it provides a valuable approach with regards to demands of the nursing profession. Self-directed learning is of great importance to the professional development of nursing students, and which enables them to expand the knowledge and enhance the quality of their practice. Nursing students must keep abreast of new information, current and emerging trends, medical technology and

related scientific and professional publications to be able to function effectively in a constantly changing workplace.

### **Self-Directed Learning Process**

According to Robinson, J. D., & Persky, A. M. (2020) that in SDL, the learner initiates the process by setting learning objectives, identifying assessments that allow feedback, and identifying resources to help them reach their goals. By taking the lead on their learning, the learner takes responsibility for many activities that are traditionally dictated by the instructor, who is now free to facilitate the learning. The SDL approach is a fundamental shift for an educator because it moves them from being a purveyor of information to assume the role of facilitator of learning, motivator, designer of the learning situation, and often joining the students in earnest as a co-learner as they learn instructional skills and knowledge.

Students have an important voice in defining their own learning processes. According to Flint and Johnson (2011), it may be more important to determine ways to empower students to direct their own learning processes. By encouraging students to reflect on their own learning processes, evaluate the depth of knowledge they have on a subject, and identify areas that require further development, universities are increasing the potential success of their students. The more control students have in their learning process, the more they sharpen their ability to sort through presented information as well as critical reflect and analyze their performance.

### **Self-Directed Learning of Nursing Students**

According to Noh (2019), self-directed learning has become a popular concept in nursing education. The benefits of self-directed learning include independence, professional autonomy, and increased choice and motivation. Many faculty members are attracted to the self-directed learning approach because it enables nursing students to develop independent learning skills as well as accountability, responsibility, and assertiveness, which will be important qualities throughout their careers, allowing them to adapt to the dynamical environment. Therefore, self-directed learning is a necessary and effective strategy for nursing students in their clinical practicum.

According to Wong (2021), SDL has many advantages including greater trust, independence, motivation and preparation to learn about life. Understanding and acknowledging how students think, lead themselves, and want to learn is critical to the effectiveness of SDL. Thus, SDL enables the students to determine their learning needs based on the situational and professional characteristics of their chosen field. In addition, the abilities to self-monitoring and self-assessment are developed through SDL, which has been found to be necessary to develop professional competence.

According to Alharbi (2020), national and international investigations has been done to explore SDL in nursing education. It has been found that age, culture, gender together with many factors are affecting the SDL readiness. Previous studies reported that students have a low level of SDL readiness and this may be due to receiving poor preparation in this context during their general school education.

### **Effects and Importance of Self-Directed Learning in the Professional Courses in Nursing**

As per Gatewood (2019), SDL is necessary for success in the nursing field as it helps students develop updated knowledge, skills, and self-direction. Nursing education involves both theoretical and practical processes, with clinical training being the most important part. Lifelong learning is essential in nursing due to the short-lived nature of medical knowledge and the need to adapt to new information and technology. SDL theory encourages students to assess their knowledge deficits and take action to resolve them, using available resources and informed judgment. Students with a passion for nursing have higher self-direction and willingness to learn.

### **Evidence-Based Practice (EBP) in Self-Directed Learning in Nursing**

Based on Baixinho, C.L.,

Ferreira, O., Medeiros, M., de Oliveira, E.S.F. (2022), self-directed learning is an important aspect of evidence-based practice (EBP) in nursing education. Incorporating self-directed learning in the nursing curriculum can help students develop the skills necessary to use EBP effectively. This allows students to take responsibility for their own learning and encourages them to seek out and critically appraise evidence to inform their practice. By engaging in self-directed learning, nursing students can develop the ability to identify research gaps, locate relevant evidence, and apply it to their clinical practice. Self-directed learning also promotes lifelong learning, which is essential for nurses to stay updated with the latest evidence and provide high-quality care.

### **Time Management & Goal Setting in Self-Directed Learning**

Gatewood (2019) stated that time management is an essential aspect of self-directed learning (SDL) in professional courses in nursing. SDL requires students to effectively allocate their time to various learning activities, such as studying, clinical rotations, and self-assessment. Setting clear and achievable goals is crucial in SDL to guide the learning process and measure progress. Students should establish specific learning

objectives and prioritize tasks based on their importance and deadlines. Regularly reviewing and adjusting goals and schedules can help students stay on track and make the most of their learning opportunities. Effective time management and goal setting in SDL can enhance students' ability to self-direct their learning, improve efficiency, and achieve desired learning outcomes.

Nasrullah and Khan (2015), concluded that time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity. As we can see, time management is quite essential to any university student, and it is one of the keys to higher academic achievements

According to Garrels & Palmer (2019), goal setting is a necessary component of self-directed learning. An effective tool for implementing goal setting directly linked to self-directed learning is the Self Determined Learning Model of Instruction (SDLMI). The SDLMI takes students through three phases: setting a goal, developing an action plan, and adjusting the plan or goal. Within each phase, students learn to identify a problem, generate solutions to the problem, identify possible barriers and identify consequences for each possible solution. Setting and meeting goals has a number of benefits to learners. It helps them work toward self-mastery, guides their focus, promotes positive behavior by providing small milestones that lead toward larger goals and gives a sense of accomplishments.

**Wellness and Self-Care Management to enhance Self-Directed Learning**

Shaina, A., Muhammad, H., Muhammad, A., & Syed, A. (2021) emphasized the incorporation of wellness and self-care management strategies into nursing curricula can support the enhancement of self-directed learning (SDL) skills. Promoting the importance of self-care and wellness can help nursing students develop the necessary mindset and habits for effective self-directed

**Conceptual Framework of the Study** learning. Providing education and resources on stress management, time management, and self-care practices can empower nursing students to prioritize their well-being while engaging in self-directed learning activities. Encouraging self-reflection and self-assessment regarding personal wellness and self-care needs can help nursing students identify and address any barriers or challenges that may impact their ability to engage in self-directed learning.

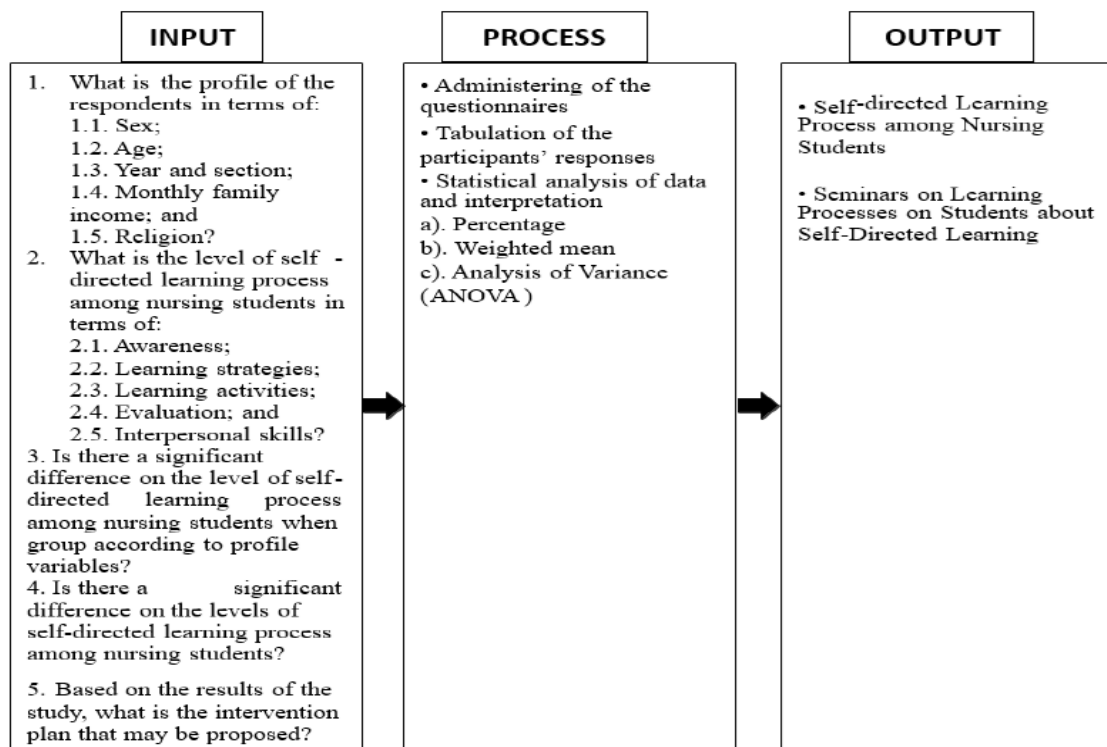


Figure 1. Conceptual Paradigm of the Study

As shown in Figure 1, the inputs are the preparations made by the researchers that are brought into a system or process for further analysis or consideration. These are the statement of the problem that are essential components that contribute to shaping the overall structure or functioning of the system being studied.

Moving on to process which is a method used in analyzing the input. The process includes administering the questionnaires, tabulation of students' responses, and statistical analysis of the data and interpretation.

The output is the results, outcomes, or products that are generated as a consequence of the processes and interactions within the system under study. The output includes the self-directed learning process among the target respondents itself and to be able to implement seminars on learning processes on Students about Self-Directed Learning.

## II. METHODOLOGY Research Design

This study was made by the means of descriptive quantitative methods of researchers. The researcher attempted to get the answers to the aforementioned problem and to justify and satisfy the objectives of the study. Quantitative research uses samples to represent a defined population and examines an objective reality through measurable variables.

### Population and Sample of the Study

The researchers aimed to have

60 nursing students from the Level 2, 57 nursing students from Level 3, and 78 nursing students from Level 4, with a total of 195 respondents in President Ramon Magsaysay State University.

### Instrumentation

This study employed the use of a questionnaire that included a set of questions that elicits factual or opinionated answers from the respondents. The instruments used in the survey design were formulated into a 5-point Likert scale questions. Also, a type of survey research by collecting data from a population or sample by asking questions and recording the responses.

The questionnaire which was used as the main data gathering instrument of this study was adapted from Williamson, S.N., (2007). Development of a Self-Rating Scale of Self-Directed Learning.

The questionnaire – checklist is considered as the main instrument used in the study. It was designed by the researchers themselves and anchored to the problem. It is composed of two main parts 1) composed of the checklist were filled by the respondent's giving information of their profile such as sex, age, year level, monthly family income, and religion; 2) statements about their self-directed learning process that is grouped based on awareness, learning strategies, learning activities, evaluation, and interpersonal skills.

### Validation of the Instrument

The questionnaire was checked by the research adviser and defense panel members to ensure the validity and correctness of the instrument. The questionnaire was revalidated, and a recommendation was made to remove the 13th statement as they believed that it held no relevance to the questionnaire under awareness, learning strategies, learning activities, evaluation, and interpersonal skills on the second part of the questionnaire. Another

recommendation was made to conduct pilot testing on 30 respondents on Level

2, 3, and 4 students from the College of Nursing to check the reliability and validity of the questionnaire to the study.

### Hypotheses of the Study

Based on the forgoing problems, the researchers tested the following null hypotheses:

- There is no significant difference on the level of readiness for self-directed learning of nursing students when grouped according to profile variable.
- There is no significant difference on the levels of self-directed learning process among nursing students.

## RESULTS AND DISCUSSION

## 1. Profile of the Respondents Table 1 Frequency and Percentage Distribution on the Profile Variables of the Respondents

Profile		Frequency	Percent
Sex	Male	88	45.13
	Female	107	54.87
	Total	195	100.00
Age Mean Age: 19.2 or 19 years old	18	36	18.46
	19	99	50.77
	20	34	17.44
	21	20	10.26
	22	5	2.56
	23	1	0.51
	Total	195	100.00
Family Income Average Monthly Income: 20,154.2	Below 10,000	47	24.10
	P10,001 – P20,000	69	35.38
	P20, 001 to P30,000	54	27.69
	P30, 001 to P40, 000	7	3.59
	P40,001 to P50,000	14	7.18
	P50,001 and above	4	2.05
	Total	195	100.00
Religion	Roman Catholic	129	66.15
	Methodist	11	5.64
	Aglipay	11	5.64
	Iglesia Ni Cristo	8	4.10
	Christian	5	2.56
	Crusaders Divine Church of Christ	11	5.64
	Mormons	13	6.67
	Born Again	4	2.05
	Agnostic	3	1.54
	Total	195	100.00

Table 1 shows the frequency and percentage distribution on the profile of the respondents.

**Sex.** Out of 195 respondents, the data shows that the majority are women with 107 respondents. This implies the dominance of female students in nursing. It is a fact that throughout history nursing has been a female-oriented profession.

**Age.** Out of 195 respondents, the data shows that the majority of the respondents are in the age 19 years old with 99 respondents or 50.77%. The computed mean age of the respondents is 19 years old which is classified as young adult.

**Family Income.** Out of 195 respondents, the data revealed that most of the respondent's monthly income is 10, 001 to 20, 000 pesos with 69 respondents or 35.38. The computed average monthly income of the respondents is 20, 154 pesos which is classified as lower middle income.

**Religion.** Out of 195 respondents, the data shows that majority of the respondents' religion is Roman Catholic with 129 respondents or 66.15.

## 2. Level of Self-Directed Learning Process

Table 2 Mean Rating, Descriptive Equivalent and Rank on the Level of Self-Directed Learning Process of the respondents in terms of Awareness

Awareness	Mean Rating	Descriptive Equivalent	Rank
1. I identify my own learning needs.	3.96	Often	7
2. I am able to select the best method for my own learning.	3.98	Often	5

3. I consider teachers as facilitators of learning rather than providing information only.	4.03	Often	3
4. I keep up to date on different learning resources available.	3.79	Often	10
5. I am responsible for my own learning.	4.16	Often	2
6. I am responsible for identifying my areas of deficit.	4.17	Often	1
7. I am able to maintain self-motivation.	3.78	Often	11
8. I am able to plan and set my learning goals.	3.86	Often	9
9. I have a break during long periods of work.	4.02	Often	4
10. I need to keep my learning routine separate from my other commitments.	3.97	Often	6
11. I relate my experience with new information.	3.94	Often	8
12. I feel that I am learning despite not being instructed by a lecturer.	3.55	Often	12
<b>Overall Weighted Mean</b>	<b>3.87</b>	<b>Often</b>	

Table 2 mean rating, descriptive equivalent and rank on the level of self-directed learning process of the respondents in terms of awareness.

The respondents perceived “often” in all indicators on the level of self-directed learning process of the respondents in terms of awareness. The three indicators with the highest mean rating are as follows: “I am responsible for identifying my areas of deficit.” with a mean of 3.29, which is rank 1; “I am responsible for my own learning.” with a mean of 3.27 which is rank 2; “I consider teachers as facilitators of learning rather than providing information only.” and “I consider teachers as facilitators of learning rather than providing information only.” with a mean of 4.03 which is rank 3. While the three indicators with the lowest mean rating are; “I keep up to date on different learning resources available.” with a mean of 3.79, which is rank 10; “I am able to maintain self-motivation.” with a mean of 3.78, which is rank 11; and “I feel that I am learning despite not being instructed by a lecturer.” with a mean of 3.55, which is rank 12.

On the respondents' level of self-directed learning process in terms of awareness, the computed mean value is 3.87, which was interpreted as often. This suggests that the participants are accountable for recognizing their weaknesses during the learning process and for their own learning. Our strengths are where we naturally excel and our weaknesses are the things we have to work on in order to be good at. Knowing your strengths allows you to succeed where things come easy to you, and knowing your weaknesses will show you what areas you have room for improvement in. Self-awareness is expected to be a mediator variable between self-directed learning and goal settings. It is because self-awareness is an important internal part to foster an individual's goal settings for the better (Dadgar, Vahid Fallah, Taheri, 2020) and self-directed learning demands motivation as well as metacognitive, one of which is self-awareness to achieve learning goals.

**Table 3 Mean Rating, Descriptive Equivalent and Rank on the Level of Self-Directed Learning Process of the respondents in terms of Learning Strategies**

Learning Strategies	Mean Rating	Descriptive Equivalent	Rank
1. I participate in group discussions.	4.12	Often	2.5
2. I find peer coaching effective.	4.02	Often	6
3. I find 'role play' is a useful method complex learning.	3.77	Often	11
4. I find interactive teaching-learning sessions more effective than just listening to lectures.	4.12	Often	2.5
5. I find simulation in teaching-learning useful.	4.01	Often	8
6. I find learning from case studies useful.	4.11	Often	4
7. My inner drive directs me towards further development and improvement in my learning.	4.06	Often	5
8. I regard problems as challenges.	3.95	Often	10
9. I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life.	3.96	Often	9
10. I find concept mapping is an effective method of earning.	3.75	Often	12
11. I find modern educational interactive technology enhances my learning process.	4.02	Often	6
12. I am able to decide my own learning strategy.	4.13	Often	1

<b>Overall Weighted Mean</b>	<b>3.96</b>	<b>Often</b>	
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Table 3 mean rating, descriptive equivalent and rank on the level of self-directed learning process of the respondents in terms of learning strategies.

The respondents perceived “often” in all indicators on the level of self-directed learning process of the respondents in terms of learning strategies. The three indicators with the highest mean rating are as follows: “I am able to decide my own learning strategy” with a mean of 4.13, which is rank 1; “I participate in group discussions.” and “I find interactive teaching-learning sessions more effective than just listening to lectures.” with the same mean of 4.12 which is rank 2.5. While the three indicators with the lowest mean rating are; “I regard problems as challenges.” with a mean of 3.95, which is rank 10; “I find ‘role play’ is a useful method complex learning.” with a mean of 3.77, which is rank 11; and “I find concept mapping is an effective method of learning.” with a mean of 3.75, which is rank 12.

On the respondents' level of self-directed learning process in terms of learning strategies, the computed mean value is 3.96, which was interpreted as often. This implies that active participation in group discussions, determination of learning strategies, and interactive teaching-learning sessions are more effective than passive listening to lectures. Students who are active learners are more engaged and have more fun. Compared to passive learners they are more successful in finishing their studies. To learn actively, we need to make sure that teaching enables this.

Students' participation in student-centered learning, especially in a group discussion, requires specific attention (Mohamed, 2012). A critical debate in a small group discussion session is typically hard to come by without some proper guidance from a facilitator. For this reason, the teacher is the most important individual to act as a facilitator in the students' learning process; he or she plays a significant role in planning and managing the method, materials, and suitable activities to have a lively learning session.

**Table 4 Mean Rating, Descriptive Equivalent and Rank on the Level of Self-Directed Learning Process of the respondents in terms of Learning Activities**

<b>Learning Activities</b>	<b>Mean Rating</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1. I rehearse and revise new lessons.	3.79	Often	10.5
2. I identify the important points when reading a chapter or an article.	4.06	Often	5
3. I use concept mapping/ outlining as a useful method of comprehending a wide range of information.	3.79	Often	10.5
4. I am able to use information technology effectively.	4.08	Often	4
5. My concentration intensifies and I become more attentive when I read a complex study content.	3.83	Often	9
6. I keep annotated notes or a summary of all my ideas, reflections and new learning.	3.89	Often	7
7. I enjoy exploring information beyond the prescribed course objectives.	3.88	Often	8
8. I am able to relate knowledge with practice.	4.09	Often	3
9. I raise relevant question (s) in teaching-learning sessions.	3.68	Often	12
10. I am able to analyze and critically reflect on new ideas, information or any learning experiences.	3.91	Often	6
11. I keep an open mind to other's point of view.	4.30	Always	1
12. I prefer to take any break in between any learning task.	4.17	Often	2
<b>Overall Weighted Mean</b>	<b>4.03</b>	<b>Often</b>	

Table 4 mean rating, descriptive equivalent and rank on the level of self-directed learning process of the respondents in terms of learning activities.

The respondents perceived “always” in the indicator “I keep an open mind to other's point of view.” with a mean of 4.30, which is rank 1. While “often” on the rest indicators of learning activities. “I prefer to take any break in between any learning task.” with a mean of 4.17 which is rank 2 and “I am able to relate knowledge



with practice.” With a mean of 4.09, which is rank 3. On the other hand, the three indicators with the lowest mean rating are; “I rehearse and revise new lessons.” and “I use concept mapping/ outlining as a useful method of comprehending a wide range of information.” with the same mean of 3.79, which is rank 10.5; and “I raise relevant question (s) in teaching-learning sessions.” with a mean of 3.68, which is rank 12.

On the respondents' level of self-directed learning process in terms of learning activities, the computed mean value is 4.03, which was interpreted as often. This implies that respondents are willing to consider other viewpoints and prefer taking breaks between learning tasks. Regular breaks throughout the school day—from short brain breaks in the classroom to the longer break of recess—are not simply downtime for students. Such breaks increase their productivity and provide them with opportunities to develop creativity and social skills. Students, particularly young ones, often struggle with staying focused for long periods of time. In 2016 study of Godwin, et. al, researchers measured how attentive elementary students were during class, and discovered that they spent over a quarter of the time distracted, unable to focus on the teacher or the current task. Shorter lessons, however, kept student attention high: Teachers found it more effective to give several 10-minute lessons instead of fewer 30minute ones.

**Table 5 Mean Rating, Descriptive Equivalent and Rank on the Level of Self-Directed Learning Process of the respondents in terms of Evaluation**

Evaluation	Mean Rating	Descriptive Equivalent	Rank
1. I self-assess before I get deed back from instructors.	3.88	Often	11
2. I identify the areas for further development in whatever I have accomplished.	4.02	Often	8
3. I am able to monitor my learning process.	4.00	Often	9
4. I am able to identify my areas of strength and weakness.	4.10	Often	6
5. I appreciate when my work can be peer reviewed.	4.13	Often	5
6. I find both success and failure inspire me to further learning.	4.30	Often	1.5
7. I value criticism as the basis of bringing improvement to my learning.	4.17	Often	3
8. I monitor whether I have accomplished my learning goals.	4.08	Often	7
9. I check my portfolio to review my progress.	3.68	Often	12
10. I review and reflect on my learning activities.	3.99	Often	10
11. I find new learning challenges.	4.16	Often	4
12. I inspired by others' success.	4.38	Always	1.5
<b>Overall Weighted Mean</b>	<b>4.06</b>	<b>Often</b>	

Table 5 mean rating, descriptive equivalent and rank on the level of self-directed learning process of the respondents in terms of evaluation.

The respondents perceived “always” in the indicators “I inspired by others' success.” And “I find both success and failure inspire me to further learning.” with the same mean of 4.38, which is rank 1.5. While “often” on the rest indicators of learning activities. “I value criticism as the basis of bringing improvement to my learning.” with a mean of 4.17 which is rank 3; “I review and reflect on my learning activities.” with a mean of 3.99, which is rank 10; “I self-assess before I get deed back from instructors.” with a mean of 3.88, which is rank 11; and “I check my portfolio to review my progress” with a mean of 3.68, which is rank 12.

On the respondents' level of self-directed learning process in terms of evaluation, the computed mean value is 4.06, which was interpreted as often. This indicates that respondents were motivated by the achievements of others, and that both success and failure inspire them to learn more. They also value criticism as a way to enhance their learning. Motivation is one of the internal factors that comes from an individual student which could be a factor that affects the learning outcomes. In accordance with Rani, Pretty and Reddy (2019), motivation is an obstacle in learning and is relevant causing a drop in educational standards. As stated by Sarangi, C (2015), achievement motivation is the consistent effort of an individual to achieve the success with a certain standard of excellence in competitive situations.

**Mean Rating, Descriptive Equivalent and Rank on the Level of Self-Directed Learning Process of the respondents in terms of Interpersonal Skills**

Interpersonal skills	Mean Rating	Descriptive Equivalent	Rank
1. I intend to learn more about other cultures and languages I am frequently exposed to.	4.05	Often	6
2. I am able to identify my role within a group.	4.09	Often	5
3. My interaction with others helps me to develop the insight to plan further learning.	4.16	Often	1
4. I make use of any opportunities I come across.	4.15	Often	2.5
5. I need to share information with others.	4.11	Often	4
6. I maintain good interpersonal relationships with others.	4.15	Often	2.5
7. I find easy to work in collaboration with others.	3.94	Often	7
8. I am successful in communicating verbally.	3.73	Often	12
9. I identify the need for interdisciplinary link for maintaining social harmony.	3.81	Often	10
10. I am able to express my ideas effectively in writing.	3.90	Often	8
11. I am able to express my views freely.	3.86	Often	9
12. I find it challenging to pursue learning in a culturally diverse milieu.	3.77	Often	11
<b>Overall Weighted Mean</b>	<b>3.81</b>	<b>Often</b>	

Table 6 mean rating, descriptive equivalent and rank on the level of self-directed learning process of the respondents in terms of interpersonal skills.

The respondents perceived “often” in all indicators on the level of self-directed learning process of the respondents in terms of interpersonal skills. The three indicators with the highest mean rating are as follows: “My interaction with others helps me to develop the insight to plan further learning.” with a mean of 4.16, which is rank 1; “I make use of any opportunities I come across.” and “I maintain good interpersonal relationships with others.” with the same mean of 4.15 which is rank 2.5. While the three indicators with the lowest mean rating are; “I identify the need for interdisciplinary link for maintaining social harmony.” with a mean of 3.81, which is rank 10; “I find it challenging to pursue learning in a culturally diverse milieu.” with a mean of 3.77, which is rank 11; and “I am successful in communicating verbally.” with a mean of 3.73, which is rank 12.

On the respondents' level of self-directed learning process in terms of interpersonal skills., the computed mean value is 3.81, which was interpreted as often. This suggests that interacting with others helps develop insight for future learning and maintain positive relationships. Positive student relationships are fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems. These relationships are more important — and more challenging — than ever in uncertain times, like during the corona virus pandemic. Many have focused on the association between student teacher relationships and students' academic motivation, observing that stronger relationships are often associated with higher academic motivation (Maulana, Opdenakker, & Bosker, 2013). Strong student-teacher relationships have also been linked to reduced aggression, and improved attitudes towards school (McGrath & Van Bergen, 2015).

**3. Significant Difference on the Level of Self-Directed Learning Process when grouped according to Profile Variables Table 7 Analysis on Variance on the Level of Self-Directed Learning Process in terms of Awareness when grouped according to Profile Variables**

Awareness		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	0.93	1	0.93	1.65	0.20	<b>Accept Ho Not Significant</b>
	Within Groups	108.81	193	0.56			
	Total	109.74	194				
Age	Between Groups	0.72	5	0.14	0.25	0.94	<b>Accept Ho Not Significant</b>
	Within Groups	109.02	189	0.58			
	Total	109.74	194				

Family Income	Between Groups	5.22	5	1.04	1.89	0.10	<b>Accept Ho Not Significant</b>
	Within Groups	104.51	189	0.55			
	Total	109.74	194				
Religion	Between Groups	1.07	8	0.13	0.23	0.99	<b>Accept Ho Not Significant</b>
	Within Groups	108.67	186	0.58			
	Total	109.74	194				

Table 7 shows the analysis on variance on the level of self-directed learning process in terms of awareness when grouped according to profile variables.

The computed sig-value for sex (0.20), age (0.94), family income (0.10), and religion (0.99) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the level of self-directed learning process in terms of awareness when grouped according to sex, age, family income, and religion of the respondents.

The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process in terms of awareness when grouped according to sex, age, family income, and religion of the respondents.

#### Learning Strategies when grouped according to Profile Variables

Learning Strategies		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	1.29	1	1.29	2.37	0.13	<b>Accept Ho Not Significant</b>
	Within Groups	104.86	193	0.54			
	Total	106.15	194				
Age	Between Groups	0.85	5	0.17	0.30	0.91	<b>Accept Ho Not Significant</b>
	Within Groups	105.30	189	0.56			
	Total	106.15	194				
Family Income	Between Groups	5.48	5	1.10	2.06	0.07	<b>Accept Ho Not Significant</b>
	Within Groups	100.67	189	0.53			
	Total	106.15	194				
Religion	Between Groups	1.03	8	0.13	0.23	0.99	<b>Accept Ho Not Significant</b>
	Within Groups	105.12	186	0.57			
	Total	106.15	194				

Table 8 shows the analysis on variance on the level of self-directed learning process in terms of learning strategies when grouped according to profile variables.

The computed sig-value for sex (0.13), age (0.91), family income (0.07), and religion (0.99) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the level of self-directed learning process in terms of learning strategies when grouped according to sex, age, family income, and religion of the respondents.

The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process in terms of learning strategies when grouped according to sex, age, family income, and religion of the respondents.

Learning Activities when grouped according to Profile Variables

Learning Activities		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	1.00	1	1.00	1.77	0.18	Accept Ho Not Significant
	Within Groups	109.02	193	0.56			
	Total	110.02	194				
Age	Between Groups	0.46	5	0.09	0.16	0.98	Accept Ho Not Significant
	Within Groups	109.56	189	0.58			
	Total	110.02	194				
Family Income	Between Groups	4.92	5	0.98	1.77	0.12	Accept Ho Not Significant
	Within Groups	105.10	189	0.56			
	Total	110.02	194				
Religion	Between Groups	0.82	8	0.10	0.17	0.99	Accept Ho Not Significant
	Within Groups	109.20	186	0.59			
	Total	110.02	194				

Table 9 shows the analysis on variance on the level of self-directed learning process in terms of learning activities when grouped according to profile variables.

The computed sig-value for sex (0.18), age (0.98), family income (0.12), and religion (0.99) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the level of self-directed learning process in terms of learning activities when grouped according to sex, age, family income, and religion of the respondents.

The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process in terms of learning activities when grouped according to sex, age, family income, and religion of the respondents.

Evaluation when grouped according to Profile Variables

Evaluation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	1.19	1	1.19	2.20	0.14	Accept Ho Not Significant
	Within Groups	104.34	193	0.54			
	Total	105.53	194				
Age	Between Groups	0.74	5	0.15	0.27	0.93	Accept Ho Not Significant
	Within Groups	104.79	189	0.55			
	Total	105.53	194				
Family Income	Between Groups	3.62	5	0.72	1.34	0.25	Accept Ho Not Significant
	Within Groups	101.90	189	0.54			
	Total	105.53	194				
Religion	Between Groups	1.14	8	0.14	0.25	0.98	Accept Ho Not Significant
	Within Groups	104.39	186	0.56			
	Total	105.53	194				

Table 10 shows the analysis on variance on the level of self-directed learning process in terms of evaluation when grouped according to profile variables.

The computed sig-value for sex (0.14), age (0.93), family income (0.25), and religion (0.98) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the level of self-directed learning process in terms of evaluation when grouped according to sex, age, family income, and religion of the respondents.

The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process in terms of evaluation when grouped according to sex, age, family income, and religion of the respondents.

#### Interpersonal Skills when grouped according to Profile Variables

Interpersonal Skills		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	1.22	1	1.22	2.35	0.13	Accept Ho Not Significant
	Within Groups	99.73	193	0.52			
	Total	100.95	194				
Age	Between Groups	0.75	5	0.15	0.28	0.92	Accept Ho Not Significant
	Within Groups	100.20	189	0.53			
	Total	100.95	194				
Family Income	Between Groups	3.91	5	0.78	1.52	0.18	Accept Ho Not Significant
	Within Groups	97.04	189	0.51			
	Total	100.95	194				
Religion	Between Groups	0.71	8	0.09	0.17	0.99	Accept Ho Not Significant
	Within Groups	100.24	186	0.54			
	Total	100.95	194				

Table 11 shows the analysis on variance on the level of self-directed learning process in terms of interpersonal skills when grouped according to profile variables.

The computed sig-value for sex (0.13), age (0.92), family income (0.18), and religion (0.99) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the level of self-directed learning process in terms of interpersonal skills when grouped according to sex, age, family income, and religion of the respondents.

The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process in terms of interpersonal skills when grouped according to sex, age, family income, and religion of the respondents.

#### 4. Significant Difference on the Level of Self-Directed Learning Process

Table 12 Analysis on Variance on the Levels of Self-Directed Learning Process

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	2.298657	4	0.57	1.05	0.38	Accept Ho Not Significant
Within Groups	532.5705	970	0.55			
Total	534.8692	974				

Table 12 shows the analysis on variance on the levels of self-directed learning process.

The computed sig-value was 0.38 which is greater than (>) 0.05 Alpha Level of Significance; hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the levels of self-directed learning process of the respondents. The result signifies that no substantial statistical evidence on the difference of level of self-directed learning process of the respondents.

#### 5. Intervention Plan

Table 13 Proposed Intervention Plan – A Training Program

Activity	Objective/s	Target	Estimated Cost	Schedule
Seminars on Teachers – Teaching and Learning Processes	It is a professional development for continuous teacher training/enhancement in order to equip and cater to the 21st century learner, particularly in self-directed instruction.	Teaching Staff	30,000.00	1st semester of the school year
Seminars on Students – Self-Directed Learning	Self-directed learning encourages collaborative learning, whereby students work with their classmates and others who may have relevant knowledge and experience to offer. In doing so, students not only learn resourcefulness, but they also develop social skills and gain valuable experience.	Students	40,000.00	1st semester of the school year

The table 13 show the proposed training program of the researchers based on the result of the study.

The activities of the training program contains Seminars on Teachers – Teaching and Learning Processes for the teachers for their professional development through the use of training/enhancement in order to equip and cater to the 21st century learner, particularly in self-directed instruction, and also the Seminars on Students – Self-Directed Learning for the students to encourages collaborative learning, whereby students work with their classmates and others who may have relevant knowledge and experience to offer. In doing so, students not only learn resourcefulness, but they also develop social skills and gain valuable experience. The total amount needed in this program is 70, 000 pesos for one year. The researchers believed that this program is suitable not only for the students but also to the teachers to be able to provide a better teaching and learning experience and become more effective in teaching and learning process. Effective teachers can have a significant impact on a child’s social, emotional and academic development. Their role is vital in ensuring students achieve the best possible outcomes. Effective teachers are always cushioned by the support of good schools that create cultures that prioritize professional development. A school’s role is key in both nurturing effective practitioners and helping them to maintain the best standards of practice.

According to Killion & Hirsh (2012), student success depends on effective teaching— not just occasionally, but every day in every classroom and school. Effective teaching impacts students’ academic, physical, social emotional, and behavioral wellbeing. Effective teaching occurs best when all education stakeholders, including parents, policymakers, community members, and educators, share responsibility for continuous improvement and student achievement. For teachers in classrooms, effective professional learning is the single most powerful pathway to promote continuous improvement in teaching.

### CONCLUSIONS

Based on the summary of the investigations conducted, the researchers have arrived to conclude that:

1. The majority of the respondents are female, young adult, with lower middle income, and Roman Catholic.
2. The respondents perceived “often” in all the levels of self-directed learning process of the respondents in terms of awareness, learning strategies, learning activities, evaluation, and interpersonal skills.
3. There was no significant difference on the level of selfdirected learning process in terms of awareness, learning strategies, learning activities, evaluation, and interpersonal skills when grouped according to sex, age, family income, and religion of the respondents.
4. There was no significant difference on the levels of self-directed learning process of the respondents.
5. The proposed intervention plan to conduct training program for clinical instructors, teachers and students.

### RECOMMENDATIONS

Based on the summary of the investigations conducted and the conclusions arrived at, the researchers have offered the following recommendations:

1. The respondents may boost their self-motivation to improve their learning style and stay informed about the learning resources available at school and home.
2. The teacher may find other effective teaching method including concept mapping and role playing as useful method complex learning.
3. The teacher may use the portfolio assessment to check the achievements of their students. This will help them to track the progress of their students.
4. The teacher may ensure the diverse cultural perspectives in the classroom this can inspire creativity and drive innovation to their students.
5. Conduct a follow-up study with in-depth and wider in scope in order to validate the findings obtained in the study.

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