



**SELF-PERCEPTION OF READINESS TO LEARN AND
SELF-EFFICACY AMONG NURSING STUDENTS IN
AN ONLINE BACCALAUREATE (BSN) PROGRAM**

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INTRODUCTION

- This study investigated the relationship between readiness to learn and self-efficacy among newly enrolled BSN students in an online nursing degree program.
- Despite the growth in the number of online learning degree programs, attrition rates remain a challenging problem (Hart, 2012).
- Attrition rates are found to be higher in online learning when compared to traditional educational settings (Hart, 2012; Ward-Smith, Schmer, Peterson; & Hart, 2013).
- Students attrition rates are relating to their lack of persistence to complete online degree, which was found to be a major challenge facing many colleges (Hart, 2012).



RESEARCH QUESTION

- ❑ Is there a relationship between self-perception of readiness to learn scores and self-efficacy scores in online learning environments among newly enrolled nursing students in an online BSN completion program?



THEORETICAL FRAMEWORK

Knowles: Adult Learning Theory

Knowles' (1980) theory identifies the learning characteristics of adult learners.

Knowles' (1984) assumptions:

- Learners' needs to know
- Self-concept
- Experiences
- Readiness to learn
- Orientation to learning
- Motivation to learn.

Bandura: Social Learning Theory

- Bandura (1986) defined self-efficacy as the person's ability to judge on one's self-capability of achieving a desired task.
- Bandura (1982) described four major concepts
 - Mastery experiences
 - Social modeling
 - Social persuasions
 - Psychological response.



STATEMENT OF THE PROBLEM

- Self-perception of readiness to learn and self-efficacy have been demonstrated to impact online learners (Dray, Lowenthal, Miskiewicz, Ruiz-Primo, & Marczynski, 2011; Hung et al., 2010).
- Some authors suggested that in order to assess online baccalaureate nursing students' readiness to learn, online nursing degree programs should incorporate self-assessment questionnaires prior to engaging in online learning (Gilmore & Lyons, 2012).



STATEMENT OF THE PROBLEM (CONTINUE)

- Some Colleges used only readiness to learn, but not self-efficacy in their self-assessment tools, also other colleges do not provide either of these tools to potential online learners.
- There is a paucity of research that examines any correlation between readiness to learn and self efficacy in online learning (Dray et al., 2011; Pillay, Irving, & Tones, 2007).



METHODOLOGY

○ Sample

- The sample was two online RN-BSN programs in New York.
- 27 students completed the combined survey questionnaires.
- **Surveys:** Test of Online Learning Success (ToOLS), and General Self Efficacy (GSE).
- A Non-probability convenience sample used for this research study.
- A correlational quantitative methodology used to answer the research question.



METHODOLOGY

○ Data Collection

- A letter of invitation was send to the chair of the nursing departments on behalf of the researcher.
- Participants gave their informed consent prior to completing the survey.
- The surveys were retrieved by the research participants through Survey Monkey.



METHODOLOGY

Instrumentation

❑ Part I of the survey: Test of Online Learning Success (ToOLS)

- ToOLS consists of 45 items scored on a 5-point Likert-type scale (answered on an interval scale).
- **ToOLS has 5 subscales items such as:**
 - (1) Computer skills,
 - (2) Independent learning,
 - (3) Dependent learning,
 - (4) Need for online delivery,
 - (5) Academic skills
- ToOLS measured a reliability of $r(76) = .77$ Cronbach's alpha (Kerr et al., 2006).



METHODOLOGY

Instrumentation

- ❑ **Part II of the Survey: General Self-Efficacy (GSE)**
 - GSE consists of 10 items questions.
 - GSE scored on a 5-point Likert-type scale.
 - The reliability of the General Self-Efficacy (GSE) survey had Cronbach's alphas ranged from .76 to .90, with the majority in the high 80s (Luszczynska et al., 2005).



METHODOLOGY

○ Data Analysis

- Research participants completed the combined self-assessment survey, and they gave their informed consent.
- Survey responses were retrieved from Survey Monkey website for analysis.
- Data from the survey were imputed into SPSS software 22.0.
- Spearman's rank correlation was used to analyze data via SPSS software 22.0.



RESULTS

○ Findings

- Results indicated that, as a group, the newly enrolled BSN students had positive self-perception of readiness to learn and positive self-efficacy for online learning.
- The correlation between self-efficacy scores from the GSE and four (computer skills, independent learning, need for online learning, and academic skills) of the five readiness to learn subscales from the ToOLS scores were statistically significant ($p < .05$).



CONCLUSIONS

- The findings revealed that there is a positive correlation between readiness to learn scores and self-efficacy scores.
- Only four subscales out of five subscales items from the ToOLS, when correlated with GSE items were found to be statistically significant ($p < .05$).
- These positive correlations support the hypothesis that those students that tended to rank higher on self-efficacy also tended to rank higher on self-perceptions of readiness to learn in online learning.
- Further, the lower correlation between self-efficacy items and dependent learning subscale items ($r_s = .16$, $p > .05$) from ToOLS supports the idea that self-efficacy tends not to be related to dependent learning.



RECOMMENDATIONS

- Replication of this study also should be done with mixed methods research that combined both quantitative and qualitative research studies.
- Replication of this study would help to understand the inter-correlation between the subscales of ToOLS (computer skills, independent learning, dependent learning, need for online learning, and academic skills) and self-efficacy in online learning.
- The recommendation is to have a larger sample size to generalize the results in future research studies.



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