Title:
Self-Perception of Readiness to Learn and Self-Efficacy Among Nursing Students in an Online Baccalaureate (BSN) Program

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Session Title:
Online Learning Strategies
Slot:
H 06: Monday, 30 October 2017: 2:45 PM-3:30 PM
Scheduled Time:
3:05 PM

Keywords:
online learning readiness and self-efficacy, readiness to learn and self-efficacy

References:


Abstract Summary:
The educational activity for participants attending this session will be focused on the relationship between readiness to learn and self-efficacy among newly enrolled Baccalaureate (BSN) students in an online degree program.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>The learner will be able to explain nursing students' readiness to learn in online learning.</td>
<td>The content to meet this objective will be done through discussion</td>
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<tr>
<td>The learner will be able to describe nursing students' self-efficacy to learn in online learning.</td>
<td>The content to meet this objective will be done through discussion</td>
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Abstract Text:
This study investigated the relationship between readiness to learn and self-efficacy among newly enrolled BSN students in an online program. Examining the relationship between online learning readiness and self-efficacy would likely assist faculty to more appropriately support students as well as mentor them during the online learning process. Gilmore and Lyons (2012) suggested that in order to assess online baccalaureate nursing (BSN) students’ readiness to learn, online nursing degree programs should incorporate student self-assessment questionnaires prior to engaging in online learning. Despite the growth in the number of online learning degree programs, attrition remains a challenging problem (Hart, 2012). Attrition rates are found to be higher in online learning when compared to the traditional educational setting (Hart, 2012; Ward-Smith, Schmer, Peterson, & Hart, 2013). Student attrition relating to their lack of persistence to complete online degree programs is a major challenge facing many colleges (Hart, 2012). Therefore, the examination of the relationship between readiness-to-learn and self-efficacy in online learning is crucial in assisting students to assess their readiness to learn and establishing a baseline to measure their progress during their studies. This information would be useful for faculty in their facilitation of nursing students’ online learning as well as mentoring of students. A sample of 27 students completed the 45-item Test of Online Learning Success (ToOLS) and 10-item General Self Efficacy (GSE) scales via Survey Monkey. Knowles’ (1980) adult learning theory and Bandura’s (1986) social learning theory provided the theoretical foundation for the study. A correlational quantitative methodology answered the 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? Spearman’s rank correlation analyzed the data using the Statistical Package for the Social Sciences (SPSS) version 22.0. 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 self-perception readiness to learn subscales from the ToOLS were statistically significant (p < .05). This study will aid online degree programs to screen potential learners before enrollment to help them assess their readiness to learn and self-efficacy for succeeding in an online learning environment.