

# **The Relationship between Learning Style, Self-Directed in Learning and Undergraduate Nursing Students' Academic Achievement in Tehran University of Medical Sciences (TUMS)**

## **ABSTRACT**

**Background:** Self-Directed from many aspects (such as, learning teaching methods, expanding the nursing activities domains, changing clients' needs and expectations of nurses etc...) in nursing education settings have been emphasized. Recently experts in the field of nursing education have been paid more attention than the past on the learning styles, nursing experiences and students' academic achievements. Therefore the present study with this aim "to determine learning styles, self-directed and these relationships with undergraduate nursing students from Tehran University of Medical Sciences" was performed.

**Methods and materials:** The correlation cross sectional study with 232 numbers of undergraduate nursing students (141 females and 89 males) whom were interred through the cluster stratified random sampling to the study. For data collection a self response questionnaire which has got four sections (demographic data, Kolb's learning styles inventory, Fisher's self – directed in learning readiness questionnaire and academic achievements) was applied. Before launching the questionnaire its validity and reliability were tested by the researcher. All ethical's issues were considered during the performing the present study. The data was classified, analyzed and discussed by using SPSS (version 21).

**Results:** Majority (61/6%) of the students were females. Most of the study subjects (60/8%) were in the rage of 20-25 years old. 31% of them were in year two of their studies. Majority of the subjects were single. Most of them (66/4%) had less than 2 hours a day independently study. 44% of the study subjects had study only on exam period. 52/8% of the subjects' academic scores were in the rage of good (13-16 out of twenty). Majority (37/5%) of the students' learning styles were Abstract Conceptualization (AC) and 90/52% had reported self management (SM) methods of Self directed learning. There was a relationship between AC and SM methods of learning ( $P=0/004$ ). Whereas there was not any relationship between Learning Styles and Self Directed Learning Readiness among the nursing students ( $P>0/05$ ). The study results showed that there were some statistical relationship between learning styles and some of the demographic variables such as gender and marital status ( $P<0/05$  &  $P=0/032$  respectively).

**Keywords:** Learning Styles, Self Directed, Academic achievement and undergraduate nursing students.