Nurses’ Lifelong-Learning Tendencies and Their Attitudes Toward Distance Education: A Sample of Turkey

Abstract

Little is known about nurses’ viewpoints, experience, and opinions regarding this issue even though lifelong learning and distance education are of great importance in nursing. It is important to have knowledge about nurses’ lifelong-learning tendencies and attitudes toward distance education when structuring related education programmes. The aim of this study was to determine the correlation between nurses’ lifelong-learning tendencies and their attitudes toward distance education. This is a descriptive research design with a stratified random sample. The sample included 417 nurses. The Lifelong-Learning Tendencies Scale and the Distance Education Attitude Scale were used to collect data. SPSS for Windows 16.0 was used for statistical analysis. Our results show that nurses do not tend to engage in lifelong learning, and they experience uncertainty in their attitudes toward distance education. We found a weak negative correlation between lifelong-learning tendencies and attitudes toward distance education. Continuing education programmes should be designed to improve and support nurses’ attitudes toward lifelong learning and distance education. Distance education supports nurses’ lifelong learning by updating their post-graduation knowledge improving comprehension about developments that affect and consciously broaden their viewpoint and intellectual level. Continuing education programmes to enhance nurses’ personal and professional development should be designed to improve their attitudes toward lifelong learning and distance education.

Keywords: lifelong learning, distance education, nurse, nursing, Turkey