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A Survey on Use of Self-Directed Learning To Improve Students' Academic Achievement

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ABSTRACT

The purpose of the study was to verify a poll regarding university students' usage of self-directed study to raise their academic performance. The study's objectives were to identify the self-directed learning techniques used by university students, find out academic achievement of university students and to examine the relationship between self-directed learning and academic achievement of university students. The data for the study was gathered through a survey method, making it quantitative in nature. The study was restricted to University of Kotli students in the Department of Social Sciences and Humanities. There were 1313 students were the population. Three hundred students were selected as sample of the study by using random sampling technique. Students were given access to a questionnaire that was created using the Five Point Likert Scale. The data was examined using SPSS (Statistical Software for Social Sciences) to determine the frequency and proportion of each. The results of the study show that motivation positively correlates with every other factor (achievement, self-efficacy, and support). Because self-directed learning benefits pupils and should thus lead to improvement, teachers are recommended to support it. Based on finding It is recommended that the instructors should promote self-directed learning (Motivation) among pupils because it has good influence on students. It is recommended that the instructors should encourage self-directed learning (Self-Efficacy) among students because it has a favorable influence on pupils.

Introduction

While Doyle (2008) contends that students must possess a few special skills in order gain authority over their own education, Boshuizen & Wiel (2008) maintain that independent students exercise

authority over their learning. Finding and evaluating data quality hotspots, organizing and manipulating big data sets, producing reports, managing time, and evaluating outcomes through the application of critical thinking strategies and self-assessment are examples of individual competencies. Self-directed learning (SDL) places a strong emphasis on time management fundamentals, challenging tasks, personal responsibility for learning, and readiness for learning. On the other hand, Chong (2018) divided SDL into two parts. The order is as follows: broad skill comes after personal talent. It is made up of cognitive skills for processing information and goal identification. Furthermore, Avdal (2013) notes that self-directed learners must set and have learning objectives, adequate learning resources, acceptable learning approaches, and time management in order to evaluate their progress. Students that are skilled at self-directed learning can teach others, which will aid in their own learning. Zhu, Doo, et al. (2023).

Throughout the process of self-directed learning (SDL), students assume accountability for their own education. They are able to evaluate their learning tasks at different points in time. Students are able to identify their educational requirements and set goals since the approach promotes independent learning. They have the authority to choose relevant learning materials and use a variety of learning strategies to assess their development. Additionally, SDL encourages the application of various learning methodologies. According to Nadi, et, al., (2016), students take up more responsibility over their education when they participate in self-directed learning (SDL), taking over from teachers. Students utilizing this strategy must be self-motivated in order to work toward their goal.

While Doyle (2018) asserted that in order to have mastery over self-directed learning, students must be proficient in a few personal abilities, Jossberger (2019) asserts that self-directed students can modify their learning. Finding and evaluating reliable knowledge sources, organizing key information, rationally forming information, composing reports, setting aside time, and applying problem-solving techniques to remember what has been learnt are examples of personal talents. The capacity to assist oneself multiple times is known as self-directed learning. It also establishes how a student must clearly fulfill their learning requirements and what each individual student requires in order to acquire (Lubby, et, al., 2021).

Self-directed learning refers to a process where individuals take the initiative, either with or without assistance from others, to identify their own learning needs, set goals, locate significant and human resources for learning, select and implement effective learning strategies, and assess their progress. Self-directed learning is an approach wherein individuals take the initiative, either with or without assistance from others, to identify what they need to learn, create learning objectives, identify the people and resources they need to learn, select and implement the best learning plan, and assess their educational progress. Similar to collegiate instruction, self-directed learning also occurs in nominal paving stone settings. Using the plan of original charge, which challenges students to be more self-directed and make decisions about their learning, some teachers may encourage self-directed learning (Yarbrough & Hughes, 2022).

Academic achievement refers to the prospering completion of learning destination, show competence and quality in various academic subject area. It comprehends a range of carry out such as effort knowledge, recording skills, and show understanding of topic through evaluate and measure. The measurement of academic achievement typically involves evaluate such as tests, exams, projects, in attendance, and work. These assessments evaluate students' understanding, critical thinking, problem-solving quality, and application of cognition in special academic areas (Alsariera, Baashar *et al*. 2022).

Academic achievement is commonly connected with formal education method, including schools, colleges, and universities. However, it can also extend to other learning encircle such as online courses, occupation training programs, and lifelong learning enterprise. Factors that impart to academic achievement include single motivation, learning styles, study habits, way to reference and support systems, quality of teaching, and the overall learning situation. Students who show consistent academic achievement often evidence traits such as determination, discipline, effective time management, and an authentic curiosity for learning (Yağcı, et, al., 2023).

There has been an increasing focus on appoints students to take relation of their learning and become self-directed learners. Self-directed learning mention to the ability of students to severally set goals, identify resources, and take duty for their own education process. This approach has gained identification as an effective strategy to enhance student academic action and foster lifelong education skills (Anshu, 2022).

An individual's performance results in respect to specific goals which are the primary objective of activities in educational environments, including schools, colleges, and universities, are measured by their academic accomplishment. The majority of educational systems outline cognitive objectives that might be broadly applied (e.g., critical thinking) or specific to a given intellectual domain (e.g., reading, science, history, numeracy, or science). Therefore, academic achievement should be seen as a multifaceted notion including several learning domains. Because academic accomplishment is a broad term that spans an extensive variety of educational outcomes, the definition changes depending on the measurements used to quantify it. Declarative language and procedural knowledge acquired in an educational setting are two very broad measures of academic achievement, among many other factors. Extra curriculum-based requirements, such as grades or performance on achievement exams, in addition to cumulative indicators of academic progress, including degrees and certifications. The fact that all of the requirements are intellectual endeavors that essentially reflect a person's capacity for thought unites them all. (Baashar Alsariera, 2022).

This survey aims to examine how self-directed learning can be used to improve student academic performance. Through comprehending the principles and encounters of educators, learners, and educational establishments with self-directed learning, we will gain insight into its efficaciousness, advantages, and potential obstacles. There is proof that students who are not self-directed students have a more serious gamble of disappointment when set in the rich and complex climate of web based learning. Students put in various courses in request to recuperate credit or to get up to speed to their partner and to graduate on time. Researchers have required extra investigation of self-directed learning both in the customary and the web-based climate. While researchers have explored factors related with academic achievement in secondary school students (Mcpherson, et, al., 2018).

The survey also looks for any obstacles or boundaries that would prevent self-directed learning approaches from being used successfully. As a result, the researcher decided to do an investigation how self-directed learning may be used to change students' academic performance.

Material and Methods

Given the quantitative character of the study, the researcher employed the descriptive method of research. Data from the respondents were gathered using a cross-sectional survey approach in the descriptive method. One thousand three hundred and thirteen students from the University of Kotli AJ&K, Faculty of Social Sciences and Humanities were chosen to be the study's population. To

choose a sample from the population, the researcher employed a straightforward random sampling procedure. The study's sample, as indicated by the Krejcie & Morgan sampling determination table, was 300. To determine the relationship between university students' academic achievement and self-directed learning (SDL). A survey that the researcher herself designed using a five-point Likert scale was used to collect the data. There are twenty-five statements on the questionnaire. The statements were chosen with the supervisors' perspectives in mind. The questionnaire was validated by two experts of department of education at university of Kotli AJ&K. The reliability of instrument was checked by using Cronbach' alpha technique and found 0.72. The statistical package of social sciences (SPSS) 23.0 version will be used for the analysis of collected data. The researcher were entered the collected data into the system and analyzed by using simple percentage, frequency and mean score and Pearson correlation coefficient was used to find the relationship between self-directed learning and academic achievement of students. The data will be interpreted and represented in the table form.

Results

Table 1: Demographic data Department of the participants

		Frequency	percent	Valid percent	Cumulative Percent
Valid	English	60	20.0	20.0	20.0
	Education	60	20.0	20.0	40.0
	Economic	60	20.0	20.0	60.0
	IR	60	20.0	20.0	80.0
	BBA	60	20.0	20.0	100.0
	Total	300	100.0	100.0	

Table 1 showed the departmental statistics for the study participants. Every one of the five social science departments have f=60 (20%).

Table 2: Demographic data of Class of the participants

		Frequency	Percent	Valid percent	Cumulative percent
Valid	M.Phil	65	22.3	22.3	22.3
	Masters	125	41.3	41.3	63.5
	Bachelors	110	36.5	36.5	100.0
	Total	300	100.0	100.0	

Table 2 uncovered the indicated statistics for the study participants' classes. The majority Participants in master's programs make up 41.3% (f = 128), bachelor's program participants make up 36.5% (f = 113), and M.Phil program participants make up 22.3% (f = 69)

Table 3 demographic analysis shows that the most of the respondents were in favor of all the statements. The highest mean score 4.34 shows that use the computer to keep track of my learning progress. While lowest mean score 4.06 shows that students something I don't understand in a class, I always find a way to learn it on my own.

Table 3: Analysis of students' opinion regarding Self-Directed Learning

Sr. No.	Statement	Mean
1	Regularly learn things on my own outside of class	4.19
2	Good at finding out answers for things that teachers not explain in class	4.17
3	Something I don't understand in a class, I always find a way to learn it on my own	4.06
4	Good at finding the right resources to help me do well in school	4.18
5	Self – directed learning based on my own initiative as very important for success in school and in my future career	4.13
6	I set my own goals for what I will learn	4.17
7	Like to be in charge of what I learn and when I learn it	4.25
8	Better at learning things on my own than most students	4.15
9	Motivated to learn on own without homework	4.26
10	Do not need much help to complete my homework	4.14
11	Think about different approaches or strategies I could use for studying the assignments	4.22
12	Actively work together to help each other understand the material	4.27
13	Find out more information on the internet to help me understand my lesson better	4.33
14	Make plans for how I will study	4.30
15	Classmates and I actively work together to learn new things	4.15
16	Classmates and I actively discuss the ideas we have about things we are learning	4.13
17	Actively communicate via online platform (e.g Form,MSN,wiki) to learn new things together	4.10
18	Actively challenge each other's ideas in the online platform	4.25
19	Try to determine the best way to work on the assignments	4.20
20	Use computer to get ideas from different websites and people to learn more about a topic	4.19
21	Use computer to organize and save the information for my learning	4.22
22	Actively discuss our ideas online to come up with better ideas	4.21
23	My classmates and I actively talk about what to do during group work	4.25
24	try to check my progress when I study	4.27
25	use the computer to keep track of my learning progress	4.34

Table 4 shows that the class wise correlation between factors. For motivation the value shows that Correlation (307) = .578, and $p<.05$ that means there significant correlation between self-efficacy and motivation. The value Correlation (307) = .582, and $p<.05$ that means there is a positive correlation between support and motivation. The value Correlation (307) = .510, and $p<.05$ that means there is a positive correlation between performance and motivation. The results concluded that location of school wise motivation with all the other factors (Support, self-efficacy, and performance) has a positive correlation.

For Self efficacy the value shows that Correlation (307) = .578, and $p<.05$ that means there significant correlation between self-efficacy and motivation. Between Self efficacy and support the value r (307) = .625, and $p<.05$ that means there is a positive correlation between self-efficacy and support. Between self-efficacy and performance the value Correlation (307) = .144, and $p<.05$ that means there is a positive correlation between self-efficacy and performance. The results concluded that self-efficacy with all the other factors (Support, motivation, and performance) has a positive

correlation.

Table 4: Analysis of correlation among factors

Control Variables			Motivation	Self-Efficacy	Support	Performance
Class of the participants	Motivation	Correlation	1.000	.578	.582	.510
		Significance (2-tailed)	.	.000	.000	.000
		df	0	307	307	307
	Self-Efficacy	Correlation	.578	1.000	.625	.144
		Significance (2-tailed)	.000	.	.000	.011
		df	307	0	307	307
	Support	Correlation	.582	.625	1.000	.242
		Significance (2-tailed)	.000	.000	.	.000
		df	307	307	0	307
	Performance	Correlation	.510	.144	.242	1.000
		Significance (2-tailed)	.000	.011	.000	.
		df	307	307	307	0

For Support the value shows that Correlation (307) = .582, and $p<.05$ that means there significant correlation between support and motivation. Between Support and self-efficacy the value Correlation (307) = .625, and $p<.05$ that means there is a positive correlation between support and self-efficacy. Between support and performance the value Correlation (307) = .242, and $p<.05$ that means there is a positive correlation between support and performance. The results concluded that support with all the other factors (motivation, support and performance) has a positive correlation.

For Performance the value shows that Correlation (307) = .510, and $p<.05$ that means there significant correlation between performance and motivation. Between performance and self-efficacy the value Correlation (307) = .144, and $p<.05$ that means there is a positive correlation between performance and self-efficacy. Between performance and support the value Correlation (307) = .242, and $p<.05$ that means there is a positive correlation between performance and support. The results concluded that performance with all the other factors (motivation, self-efficacy and support) has a positive correlation.

Discussion

The study reveals a consistent pattern of positive correlations among several key factors. Motivation is positively correlated with performance, self-efficacy, and support. Self-efficacy, in turn, shows a positive association with motivation, performance, and support. Support is also positively correlated with performance, motivation, and self-efficacy. Additionally, performance is favorably linked with motivation, self-efficacy, and support. These relationships highlight that each factor enhances the others, creating a reinforcing cycle of improvement. The study emphasizes the importance of these components working together to enhance overall outcomes, including professional qualifications and motivation, particularly within a school-based context. In summary, motivation, self-efficacy, support, and performance are interrelated, each contributing positively to the development and success of the others.

Conclusion

The study reveals that a significant majority of respondents demonstrate strong self-directed learning habits. Many students regularly engage in learning outside the classroom, finding solutions independently when topics are not addressed by their teachers. They also actively seek resources to succeed in school and recognize the importance of self-directed learning for their future careers. Students set their own learning objectives and prefer to control their learning processes, indicating a high level of motivation and autonomy. Additionally, respondents frequently use technology and online platforms to enhance their learning experience. They collaborate with classmates, debate ideas, and challenge each other's viewpoints both in-person and online. This collaborative approach extends to group work, where students actively discuss strategies and monitor their progress. The findings highlight that students are proactive, resourceful, and highly engaged in their learning, utilizing various methods and technologies to support their academic success.

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