A STUDY TO EXAMINE THE IMPACT OF SELF-DIRECTED LEARNING ON STUDENTS' ACADEMIC ACHIEVEMENT THROUGH THEIR READING PRACTICES.

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ABSTRACT

The study's principal goals were to give more insight into the link between self-directed learning and academic accomplishment, as well as to compare and contrast the advantages of independent study in online and traditional higher education environments. Both of these aims were accomplished via the research undertaken. For the purpose of gathering information from both traditional and online students, the researchers designed a questionnaire that they themselves utilised. This research was conducted with the participation of all education majors from two different educational institutions: one of the schools was an online college, while the other was a more traditional four-year university. When compared to students who attend classes on campus, individuals who study online have a much different SDL. When compared to traditional students attending institutions, students who are enrolled in online courses demonstrate a stronger correlation between skills development and academic success. The outcomes of the research provide validity to the possibility of SDL as a tool for enhancing students' capacity to self-regulate their own educational experiences. In order to do this, the learners are provided with self-direction tools of reading comprehension. These strategies allow the learners to monitor their own acquisition of knowledge.

Keywords: Readings by Learners, Independent Learning, Results, Student Achievement.

INTRODUCTION

In still in their children a love of learning and the belief that there is no end to the amount they can discover. At the university level, students are expected to be more engaged in their own learning. This might be accomplished if students work together on projects and join study groups. The idea that students should be able to study whenever they please make SDL seem like a no-brainer (Ayyildiz &Tarhan, 2020). Using independent educational assessments, the researchers may gauge students' motivation to study, guide them towards specific learning objectives, give them agency over their own education, and track their progress. In addition, it is a way of teaching that recognises and values the strengths and weaknesses of every single learner. In contrast to the more conventional classroom setting, self-directed learning encourages students to actively participate in their own education while

simultaneously fostering their personal growth. To be successful in self-directed learning, students need to have mastered a range of abilities that allow them to take responsibility of their own education. A person with a well-rounded skill set can remember lessons learnt via creative problem-solving and self-evaluation, as well as locate and assess information sources, prioritise and arrange data, produce reports, and manage their time efficiently. A person with SDL is able to study alone. On top of that, it finds out how each student's individual requirements are best met and what methods they prefer. It also shows how a student uses different study methods to evaluate his own progress. There is an emphasis on the most crucial aspects of SDL mastery. Learning outcomes are defined, planned, implemented, and evaluated after the phases of determining learning requirements, conveying learning goals implicitly, and choosing learning materials. The concepts of self-management, self-efficacy, and self-control are closely related to SDL. Being ability to regulate one's own emotions and actions is crucial for academic success. A review of the extensive literature on SDL reveals that the approach values independent learning, problem-solving, creativity, openness to new ideas, and time management skills highly. Go into SDL thoroughly and divide it in two. An individual's abilities must take precedence over those of the team at all times. Skills in planning and analysing data are discussed. Independent learners are those who, when it comes to their education, pick and choose what they study, how they learn it, and when it comes to evaluating their own progress, everything at their ease. It is possible that self-directed students can help their classmates by sharing what they have learnt (Cazan M. & Schiopca, 2020).

BACKGROUND OF THE STUDY

Students must learn to think for themselves and become self-reliant in order to succeed in school and in their future careers. Students are also required to take responsibility of their own academic work in the context of higher education. Working together may help students succeed in school and get work experience at the same time (Roberson & Merriam, 2019). Students who take an active role in their own education may be successful in both their academic and professional lives, which can only help them in the long run. The application of the autonomous learning method allows for the evaluation of students' study motivation by guiding them towards relevant activities, assessing their knowledge gained from those activities, and facilitating their suitable acquisition of information. The success of this kind of teaching also depends on the students' natural intelligence and capacity for learning. This phenomenon is a method of education where a group of self-motivated students' study independently, rather than under the constraints of a typical classroom. When a person takes charge of their own education, they are engaging in self-directed learning, which is characterised by both a procedural framework and personal qualities (Bardach et al., 2020).

PURPOSE OF THE RESEARCH

With a particular emphasis on the ways in which students' reading habits affect the link between SDL and academic accomplishment, the objective of this study is to evaluate the effect that SDL has on students' academic performance. This research intends to determine whether or if students' reading comprehension, critical thinking, and overall academic performance may be improved via the use of SDL. This will be accomplished by investigating how students autonomously manage and steer their own learning, especially through reading. The purpose of this study is to establish whether or whether students who participate in self-regulated learning tactics, such as setting personal objectives, monitoring their progress, and commenting on their reading, demonstrate superior academic accomplishment in comparison to those who engage in more passive learning approaches. In the end, the purpose of the research is to provide light on the role that self-directed learning plays in developing higher academic performance, with a particular focus on reading as a core practice.

LITERATURE REVIEW

The steps involved in SDL include self-diagnosis, goal-setting, resource-finding (both human and material), strategy-choosing and -implementation, and outcome-evaluation, whether with or without external support (Jiang et al., 2024). The idea of SDL has been studied and acknowledged for many years. Because of its origins in adult education and its focus on constructing learning environments, SDL is most often used to describe learning activities that take place outside of the conventional classroom. Conversely, SRL is mostly investigated within the context of educational settings, drawing on cognitive psychology. While teachers often provide tasks in SRL, students in a self-directed learning environment take the initiative to do so. According to some, SRL is the notion at the micro level, whereas SDL is at the macro level. The planning of the learning trajectory is the macro-level SDL; a self-directed learner may choose what has to be learnt next and the best way to learn it. The integration of technology into present-day learning paths has altered its setting, as a consequence of the reform of digital education and the consequent focus on SDL. Students may be better prepared to apply SDL in a well-designed online learning system (Dweck & Yeager, 2019).

RESEARCH QUESTION

What is the impact of time management on academic achievement?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the magnitude and direction of the statistical link. The researchers set a statistically significant criterion of $p < 0.05$. A

descriptive analysis was performed to ascertain the primary characteristics of the data. Quantitative techniques are often used to evaluate data obtained from surveys, polls, and questionnaires, together with data processed by computational tools for statistical analysis.

SAMPLING

Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 623 people in the research population, so researchers sent out 712 questionnaires. The researchers got 687 back, and they excluded 32 due to incompleteness, so the researchers ended up with a sample size of 655.

DATA AND MEASUREMENT

The investigation mostly used a questionnaire survey to collect data. Initially, participants were requested to provide fundamental demographic details. Subsequently, participants were instructed to evaluate several facets of the online and offline channels using a 5-point Likert scale. Numerous sources, particularly internet databases, provide secondary data.

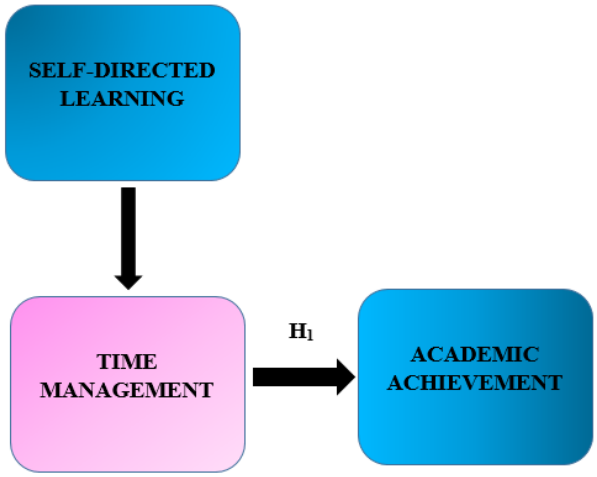
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's: Sampling Adequacy Measured by Kaiser-Meyer-Olkin .970

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.970 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The use of Bartlett's Test of Sphericity further validated the overall relevance of the correlation matrices. The Kaiser-Meyer-Olkin sampling adequacy is 0.970. Researchers identified a p-value of 0.00 using Bartlett's sphericity test. The researcher recognises that the correlation matrix does not qualify as a true correlation matrix, since Bartlett's sphericity test yielded a significant result.

INDEPENDENT VARIABLE

Self-Directed Learning: Students, with the help of an instructor, take the lead in deciding what and how they will study in a classroom that practices SDL. Both individual and group work may contribute to student-centered learning, which ultimately seeks to empower students to take charge of their own education. In SDL, students, with some oversight from the instructor, choose their own learning objectives and methods (Leenknecht et al., 2019). The idea is the same whether students' study alone or in small groups; what matters is that they be actively involved in their own education. In order to deduce human motivation, they focus their attention on the relationship between the mind and society. This strategy emphasises the importance of the achievement environment for motivating dynamics, as well as students' beliefs and their interpretations of genuine happenings. These are the driving factors that comprise the social cognitive hierarchical success model the two main categories into which students' motivation falls are their "beliefs about their capabilities to do a task," or "expectancy components," and their "motivational beliefs about the reasons for choosing to accomplish the activity," or "value components." A great deal of literature discusses these overarching types of motivational theories and frameworks. Students' confidence in their own talents (the "expectancy components of motivation") and their views on the significance of reaching certain objectives are two of the primary ideas discussed in this article (Raufelder & Wulff, 2022).

FACTOR

Time Management: To get the most out of one's time, one must learn to organise their many responsibilities and pursuits. The basic goal of time management is to help individuals do more, with higher quality, in the same amount of time (Schweder, 2020). To make the most of one's time, time management entails

organising, planning, and scheduling. A person's unique circumstances, as well as their pertinent skills and traits, are considered in time management strategies. The capacity to give time purpose and maximise one's time is the essence of time management. Its primary application in the corporate world is to lay down the ground rules for how workers and employers should interact. Workers who are able to efficiently manage their time are more likely to accomplish their objectives and provide high-quality results. Effective time management also aids supervisors in gauging staff capabilities and establishing attainable objectives. Management is the practice of guiding a group of individuals to achieve a common goal. Management entails guiding and regulating the actions of individuals in order to accomplish a company's goals (Rogat et al., 2024).

DEPENDENT VARIABLE

Academic Achievement: How far a student has come in their intended educational pursuits is what the term "academic achievement" describes. People who have completed bachelor's degrees or more education levels are good examples of academic excellence. In educational contexts, students' academic progress is often evaluated via examinations and other forms of ongoing evaluation. In education, "academic achievement" refers to how far a school or individual has come in terms of accomplishing a set goal GPAs are one way to measure students' academic performance, while graduation rates are one way to measure a school's efficacy (Leenknecht et al., 2019). A student's "academic achievement" is defined as the extent to which they have met their learning goals. Acquiring a bachelor's degree or above is one measure of academic achievement. It is common practice to measure students' progress in class via the use of exams and other continuous assessment tools. One definition of "academic achievement" is the extent to which a school or individual has achieved a predetermined goal in the realm of education. GPAs are one measure of student accomplishment while graduation rates are another measure of school success (Schweder et al., 2022).

Relationship Between Time Management and Integrating Academic Achievement: Effective time management is one of the most important factors in determining whether or not a student will be able to reach their academic potential and thrive in their courses. Students who are able to effectively manage their time are better able to juggle their academic, personal, and extracurricular commitments. Students may be more consistent and focused in their academic work when they learn to manage their time well (Bardach et al., 2020). This is because they are able to prioritise activities, establish realistic deadlines, and avoid procrastinating. Successful time management allows students to focus on studying, finishing assignments, revising notes, and preparing for exams—all of which are critical for improving grades and succeeding in school. Conversely, a lack of enough preparation, last-minute cramming, and missed deadlines are common outcomes of ineffective time management, which in turn causes elevated stress levels and poor

performance. Students are more likely to get distracted and underachieve when they don't have a strategy or timetable to follow. Students who are good at managing their time are more likely to be self-disciplined, proactive, and organised, which helps them to handle their schoolwork well and not stress out too much. This paves the way for more active participation in the learning process, more knowledge retention, and enhanced problem-solving skills, all of which lead to more robust academic achievements (Jiang et al., 2024).

Because of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Time Management and Integrating Academic Achievement.

H_{01}: There is no significant relationship between Time Management and Integrating Academic Achievement.

H_1: There is a significant relationship between Time Management and Integrating Academic Achievement.

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	258	5345.217	997.986	.000
Within Groups	492.770	396	5.356		
Total	40081.390	654			

This investigation will provide major results. The value of F is 997.986, attaining significance with a p-value of 0.000, which is below the 0.05 alpha threshold. This signifies the **"H_1: There is a significant relationship between Time Management and Integrating Academic Achievement"** is accepted and the null hypothesis is rejected.

DISCUSSION

The results of this research disprove the notion that Iranian EFL students' reading comprehension improves when they use self-directed tactics. Students who completed the course with the SDL strategies in their toolbox were able to do more than their TDL group counterparts in terms of purposeful, planned learning; they were also better able to identify their own learning needs, set personal goals, make decisions, and generally take responsibility of their own learning—in this course and beyond. Students taking responsibility of their own learning and directing their own learning processes is a hallmark of good learning. Learners are able to be more productive, engaged, and enthusiastic when they use SDL. This work is now something they look forward to doing. Independently, they follow their passions and aim to achieve their own personal bests. The issues emerge, however, when the first

phases of instruction are misguided and the teaching style is not adapted to the level of self-direction of the pupils. Conversely, it necessitates student-teacher collaboration. Students' remarkable improvement after therapy is corroborated by the t-test results, which show a statistically significant difference in the mean scores of the two groups.

CONCLUSION

In this lecture, the researchers aimed to simulate an online classroom as closely as possible. Students who demonstrated a high level of independence in their study habits fared well in this contest. Although it would be ideal if self-directed learning abilities were positively correlated with academic performance in a virtual classroom, this is obviously not the case. Another research found similar results when participants with varied levels of intrinsic drive for learning finished an online course. Randomisation, the online educational environment, self-directed learning capacity, and online instructional activities are among the potential confounding variables that might explain the apparently contradictory results. An online course simulation constituted the basis for the first study's lesson plan. This learning activity yielded higher results from those who shown more initiative. In a realistic online classroom, nevertheless, a correlation between self-directed learning and performance is unrealistic. Results in an online course were similar across students' levels of self-study, according to the second research. The inconsistencies can be due to four outside forces: randomisation, the online learning environment, the capacity for independent study, and the online instructional activity.

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