Volume 4, Issue 3 (Summer 2025)
e-ISSN: 3006-869X
DOI: 10.55737/tk/2k25c.43072
Pages: 1 – 14

https://doi.org/10.55737/tk/2k25c.43072 THE KNOWLEDGE | RESEARCH ARTICLE

Relationship between Self-Directed Learning and Academic Achievement among University Students: A Quantitative Analysis

Eman Javed [1] **Muhammad Naqeeb ul Khalil Shaheen** [2] **Hajira Naqeeb** [3] **Hamid Azam** [4]

Abstract

Self-directed learning is all about students taking charge of their own education. This means they set their own goals, look for resources, and keep track of how they're doing. This study aimed to explore how self-directed learning connects with the academic success of university students. The objectives of the study were to see how university students practice Self-directed learning, measure their academic success, and check out the links between the two. To tackle this, the study took a quantitative approach, using descriptive methods and survey to gather data. The research focused on all 1434 students at the University of Kotli. The researchers used a simple random sampling method to pick out a group of 310 students to participate. A self-developed questionnaire was developed, featuring 16 statements and utilizing a five-point Likert scale. The researchers personally collected the data after ensuring that the questionnaire was reliable and valid. Once the data was in, they analyzed it using mean, Pearson's correlation, frequencies, and percentages, all with the help of SPSS software. Most students lack active control over their learning, rarely planning or adapting study methods, highlighting the need for guidance in developing effective self-directed learning and management skills for academic success. So, it's suggested that students may put together clear plans to meet their learning goals. Teachers can play a crucial role here, helping students set those goals and break them down into smaller, manageable tasks.

Key Words

Self -Directed learning, Academic Achievement, University Students

Corresponding Author

Muhammad Naqeeb ul Khalil Shaheen: Assistant Professor, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan. Email: naqeeb.shaheen@gmail.com

How to Cite

Javed, E., Shaheen, M. N. u. K., Naqeeb, H., & Azam, H. (2025). Relationship between Self-Directed Learning and Academic Achievement among University Students: A Quantitative Analysis. *The Knowledge, 4*(3), 1-14. https://doi.org/10.55737/tk/2k25c.43072

Introduction

Learning is about changing knowledge that sticks in our memory and can actually influence how we behave (Tyng et al., 2017). But learning isn't the same for everyone. It's shaped by personal differences like our cognitive skills, what we already know, and how motivated we are. There are different styles of learning, too. You've got teacher-centered approaches, where the instructor takes the lead, and then there's student-centered learning, which is all about engaging the students. In a traditional, teacher-focused setup, the teacher plays a big role. They often rely on

[1] Research Scholar, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan. Email: emanj7527@gmail.com
[2] Assistant Professor, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan. Email: naqeeb.shaheen@gmail.com
[3] MS Scholar, Department of English, COMSATS, Wah Campus, Punjab, Pakistan. Email: hajirahonan@ymail.com
[4] Visiting Lecturer, Department of Education, University of Kotli, Azad Jammu and Kashmir, Pakistan. Email: hamidazam862@gmail.com

textbooks that focus mainly on grammar, diving into the structure of both the students' native language and the target language. Unfortunately, in this kind of environment, students might feel more competitive and individualistic because they don't get many chances to share their ideas or interact with each other (Ameliana, 2017). So, educators often act as the main source of knowledge here. When it's teacher-centered, they usually just answer questions directly — if students even ask any — without really getting them involved in the discussion. There are some clear upsides to this approach, like it works well for large groups, keeps activities short, and allows teachers to prepare materials thoroughly. Plus, they can boost student participation by setting communication norms in class. But really, the key focus in this model is how knowledge is handed over to the students (Murphy et al., 2021).

Student-centered learning has stepped in as a game-changer in how we think about education. Here, student engagement is a major indicator of how well the learning process is going and how effective the outcomes are (Desitarahmi, 2018). The aim of this approach is to help students become more autonomous and independent (Manzoor & Islam, 2022). This kind of learning gets them actively involved in discovering new things, making class time a space where they can really grasp the material in a fun and engaging way. It's about applying what they've learned, rather than just memorizing it (Cones & Burns, 2020).

When it comes to self-directed learning, it's best introduced when students transition from middle school to high school (Chukwunemerem, 2023). And honestly, it should be reinforced during middle school and beyond. These self-directed tasks can really boost critical thinking skills. Educators need to realize that if they don't prepare students to be lifelong, independent learners, they might be doing them a disservice. It's believed that these skills can help students take charge of their learning, both in and out of the classroom, leading to academic success and preparing them for future challenges. In simpler terms, academic success often comes from self-directed learning (Chukwunemerem, 2023).

Self-directed learning actually started in adult education. It's built on a humanistic philosophy that encourages learners to take charge of their own learning while also highlighting the importance of social action. This approach looks closely at the transformative aspects of self-directed learning. In today's knowledge-driven world, being able to learn independently is key, especially for tackling complex problems and analytical tasks (Murphy et al., 2021). Nowadays, fostering autonomy is seen as a vital life skill to develop during education. There are also various initiatives aimed at boosting students' independent skills.

As noted by Kacha et al., (2024), self-directed learning needs both opportunities and choices. Garrison points out that formal education thrives on collaboration between students and instructors. Self-direction goes beyond just being controlled from the outside. It's about understanding that we're all interconnected, and our understanding is shaped by the social contexts we are in).

Teachers really need to think about how technology can better support student independence. Sure, it's a big task to help students become self-sufficient learners who can think critically and learn effectively. There are some tools out there that are aimed at either adults or learners in general. This whole process of self-directed learning means that the responsibility shifts from teachers to the students themselves. At the heart of this idea is the learner, who takes charge and actively participates in their entire learning experience. Basically, self-directed learning is all about envisioning, organizing, executing, and assessing educational experiences, with the learners steering the ship at every step (Murphy et al., 2021).

When we talk about self-directed learning (SDL), it's all about these key learning phases. First off, you got to recognize what you need to learn. Then, there's a bit of an unspoken agreement about what the learning objectives are. After that, it's about finding the right resources to select, plan, use, and assess the outcomes. But it's not just about the mechanics of learning; SDL is deeply tied to self-regulation, self-efficacy, and self-control. It calls for

mastering the art of learning itself, keeping your motivation (both intrinsic and extrinsic) in check, and really nailing those educational tasks (Kurent & Avsec, 2023). The beauty of SDL really shines when you look at the kinds of learners it helps to create. Research shows that independent learners take more responsibility for their education. They craft meaningful learning experiences and often engage in self-assessment (Bhandari et al., 2020).

These learners are curious—they want to explore and experiment. For them, challenges? Just opportunities in disguise! They're all about transformation and genuinely enjoy soaking up knowledge. Taylor even described them as proactive, persistent, independent, self-disciplined, confident, and goal-oriented (Clara & Bamkole, 2021).

Now, let's not underestimate the role of academic success. It shapes how individuals see life, their future dreams, and their overall well-being (Buzzai & Filippello, 2022). Academic achievement is really about the growth and knowledge that teachers share with students in the classroom (Yıldızbaş, 2017). Students need to tackle their tasks head-on, sometimes striving for perfection, showing resilience when things get tough, and figuring out how to overcome obstacles to really succeed (Madjar et al., 2015). Student engagement, teacher guidance, parental involvement—these are all pieces of the puzzle that affect how well students do. Plus, factors like socio-economic status and cognitive abilities come into play too. Academic success is a solid predictor of what's to come in a person's life (Madjar et al., 2015). And let's not forget about teachers. They're at the heart of the education system, playing a crucial role in helping students develop not just academically, but also behaviourally and emotionally. They're the ones prepping students for their future careers and moulding individuals who fit societal needs (Nilson, 2016).

This research is really digging into the connection between SDL and academic achievement. Researchers are working on the idea that there's a link between SDL and how well university students perform, whether they're in a traditional classroom or learning online (Okwuduba, et al., 2021). To back this up, the researchers look at earlier studies that separate SDL from online learning. Studies have shown that SDL is positively linked to academic achievement (Doo & Zhu, 2024). Students who dive into SDL tend to be more motivated, effective, and strategic about their learning (Bosch, 2017). But the relationship between SDL and academic success can change based on individual differences, the learning environment, and even cultural backgrounds (Zhoc et al., 2018).

Recently, self-directed learning and academic success have been hot topics in education, all aimed at boosting student performance. Still, there's a noticeable gap when it comes to research focusing specifically on university students in Kotli Azad Jammu and Kashmir. We really need to highlight the importance of looking into the benefits of SDL and how it affects academic success across different fields. Kan'an and Osman (2015) suggest that more research is necessary to explore the connection between SDL and the academic success of students in less-studied areas. So, that's exactly what this study aims to do—analyzing how SDL relates to academic success for university students in Kotli AJK.

Objectives of the Study

Following were the objectives of the study:

1. To find out the practices of self –directed learning among university students.
2. To measure the academic achievement of university level students.
3. To examine the relationship between self – directed learning and academic achievement of university level students.

Research Questions

Following were the research questions of the study:

1. What are the current practices of self -directed learning among university students?

2. What is the academic achievement of university students?
3. To what extent there is a significant correlation between self –directed learning and Academic achievement?

Literature Review

Learning

Learning is about how we pick up, build, and reshape our knowledge, skills, and attitudes. It happens through our experiences, some deep thinking, and chatting with others. Ultimately, it leads to changes in how we behave, think, or even feel—kind of like a shift that sticks with us for a while (Lenkauskaitė et al., 2020). It's not just a straightforward process, either. It's dynamic and interactive! We've got to dive in, practice, and get feedback—this is what really helps us transform our basic thinking, feeling, and social skills. Learning, in a way, is a journey that reshapes our mental, expressive, and social abilities through these back-and-forth cycles of feedback and revision.

It involves using some metacognitive skills—basically, thinking about our own thinking—and having self-regulation to keep tabs on our learning and adjust to whatever new situations come our way (Kauffman, 2015). So, it's like we're not just absorbing information; we're actively engaging with it and figuring out how to make it work for us.

Self -Directed Learning

Self-directed learning, or SDL for short, is all about individuals taking the reins of their own education. It's where you figure out what you need to learn, set your own goals, hunt down information, and choose the best ways to learn — sometimes even without help from others. This concept has been around and studied for quite a while now (Dhumad, 2024).

According to Chianchana (2015), when students dive into self-directed learning, they often take on challenging tasks. It's like they're on a mission to build their own skills and knowledge to tackle whatever comes their way. So, SDL is essentially a process where folks actively pinpoint their learning needs and figure out how to meet them, whether they have support or not. Morrison (2020) digs a bit deeper into SDL and ties it to different learning strategies. He suggests that educational environments that promote SDL really boost deeper understanding. It's a shift from just memorizing facts to genuinely grasping the material. It's like moving from surface-level learning to something much richer.

Self-directed learners often show a bunch of traits that help them succeed. We're talking motivation, goal-setting, a sense of control over their learning, confidence, self-regulation, and metacognition — that's just a fancy way of saying they're aware of their own learning processes (Brandt, 2020). Overall, you can break down SDL into a few key steps: setting your goals, analyzing what you need to do, putting your plan into action, and then reflecting on your own learning journey.

History of Self-directed Learning

Self-directed learning isn't exactly a new concept. It goes way back to the days of the Greek philosophers like

Socrates, Plato, and Aristotle. They really leaned into learning on their own terms. And then there are historical figures like Alexander the Great, Julius Caesar, Erasmus, and Descartes—definitely notable self-directed learners.

In colonial America, the situation was pretty interesting, too. With not a lot of formal education available, many folks had to take the initiative to teach themselves. Fast forward to about 150 years ago in the U.S., and that's when we really started to see some serious academic interest in self-directed learning (Poblet, 2022). People began documenting these self-learning journeys, and it was kind of celebrated. Around the same time, Blum (2018) in the UK published a book called *"Self-Help"*, which really highlighted personal development as a big deal.

Self-directed learning has really blossomed into a major area of study in recent years. Some foundational work in this field is based on research by Kacha et al., (2024). They interviewed 22 adult learners and sorted them into three categories based on what motivated them to learn. You've got the goal-oriented group, who were all about reaching specific targets. Then there's the activity-oriented crowd, who were more into the social aspects of learning. And finally, the learning-oriented folks, who saw learning as a valuable pursuit in itself. On the organizational side, Tolentino (2016) points out how understanding the unique situations learners find themselves in can really help foster self-directed learning.

Importance of Self -Directed Learning

Self-direction is a key trait for those who want to keep learning throughout their lives. Universities are starting to realize that their role isn't just about stuffing information into students' heads anymore. It's all about helping students learn how to be self-sufficient. Self-Directed Learning (SDL) is a hot topic worth diving into, especially since it's linked to academic success. In fact, studies show that students who take charge of their own learning often end up with better grades (Zhoc et al., 2018).

But here's the big question: Can we really teach SDL like a skill? Owatnupat (2022) seems to think so by proposing a stage model that outlines how teachers can help students move from being dependent learners to those who can navigate their own learning paths. Research backs this up, showing that when learners have control over their education, it correlates with doing well academically (Welter et al., 2022). So, for students to really embrace self-direction, it's crucial to let them take the reins of their learning environment. Interestingly, the organization of that learning space matters too. If students lack SDL skills, they might need a bit more structure to get ready for it. On the flip side, those who are already pretty good at SDL might thrive better in a more flexible setup (Kranzow & Hyland, 2016).

Now, let's talk about academic achievement. According to the Dictionary of Education (Ozowuba, 2018), it's all about the knowledge and skills a student picks up in school, usually measured through grades or test scores. It's not just about passing exams; it's about how well students perform in various academic tasks, as evaluated by teachers or standardized tests (Kazmi & Jha, 2023).

You can think of a student's academic success as part of their overall behaviour. It reflects how they interact with their environment—school, teachers, and classmates all play a role (Jolliffe & Kadima, 2016). And, interestingly, academic success isn't a one-size-fits-all deal; it's a complex process that involves different stages. When students do well academically, it shapes how they see themselves and how others see them too. It can even affect how much time and energy they put into their social lives (Schunk, 2023). Ughamadu and Enuah (2021) pointed out that there are many factors at play when it comes to academic success, and exam results can have a huge impact. Ibrahim (2021) also noted that academic performance is all about how well a student is doing in their subjects, which in turn affects their standing in class. It's a stepping stone for students to develop their skills, improve their grades, and gear up for whatever academic challenges lie ahead. And, of course, it's quite common for schools to move students between classes based on their academic performance.

Academic Achievement

When we talk about how well students are doing academically, we often look at things like school performance and achievement quotients—those are the common measures we use (Villagonzalo, 2016). If we dive a bit deeper, Lontoh and Chia (2022) suggest that when we say "performance," we're really referring to the outcomes of what students learn. As students tackle different subjects, those learning outcomes can actually shift how they behave in school and beyond. So, let's break it down a bit. There are three big areas where learning makes an impact on

students: (1) cognitive, (2) emotional, and (3) psychomotor skills (Bali & Musrifah, 2020). But keep in mind, learning doesn't happen at the same pace for all three. Some students might be excelling in one area while struggling in another—it really varies from person to person.

Relationship between Self-Directed Learning and Academic Achievement

According to Liu et al., (2023), there's been a lot of discussion about how "self-directed learning" (SDL) relates to "academic achievement" in online education. They looked at six different studies and found a mixed bag of results. Even though theory suggests that SDL should help students do better academically, when researchers crunched the numbers in online settings, the positive link wasn't always clear-cut.

Several factors seem to play into how SDL affects academic outcomes. Things like how consistently students are evaluated, their preferred ways of learning, when SDL assessments are given out, the quality of online resources, and even the backgrounds of the students all come into play. Plus, you can't forget about their previous educational experiences and knowledge. It's also crucial to consider the research methods and sample sizes used (Wang et al., 2021).

We definitely need more studies to dig deeper into these factors. Interestingly, personality traits don't seem to have a big impact on success in online courses. This really highlights the need to explore other important elements that contribute to how well students perform (Kauffman, 2015). With online learning becoming a global phenomenon, it's super important for researchers and educators to identify effective teaching strategies that encourage self-directed learning and address the various factors that can influence success in this space. Ultimately, this could help cut costs and improve educational outcomes over time.

SDL is particularly important for older students. It can really boost their motivation and effectiveness when it comes to learning, especially when they're juggling work, family, and a bunch of other commitments. Research has even pinpointed 11 indicators of SDL (Balaobao et al., 2024). Studies show that how students rate their skills in these areas can directly or indirectly affect their academic success. This awareness has led universities to roll out new programs—like diagnostic assessments to identify learning needs, student study guides, online classes, and exam prep workshops—all aimed at supporting students on their self-directed learning journeys (Slater, 2018). These resources are crafted to help students evaluate their strengths and weaknesses in SDL, offer tips for improvement, and refine their SDL strategies (Nasri & Abd-Talib, 2021).

Research Methodology

This study was all about numbers—quantitative, to be precise. The researchers used a descriptive method, which basically means they gathered data through surveys. Now, they had a hefty population to consider: all1434 students from the Faculty of Social Sciences and Humanities at the University of Kotli in AJ&K. To pick their sample, they went with a simple random sampling technique, which is pretty straightforward. In the end, they landed on 310 students to participate. For this research, they developed a questionnaire themselves. The questionnaire had fifteen statements about self-directed learning and just one that touched on academic achievement. Before rolling it out, they made sure it was solid by getting it validated by two education experts from their department at the university. They even ran a pilot study with 20 students from the same population to test the waters. To check how reliable their instrument was, they used the Cronbach alpha technique calculating it as 0.723, definitely acceptable. The researchers didn't just crunch numbers from behind a desk. They actually visited all the Social Sciences and Humanities departments at the university four times. This way, they could chat with the respondents and make sure the data they collected was spot on. Once all that data was in, they analyzed it using the Statistical Package

for Social Sciences (SPSS). They looked at things like Pearson's correlation, frequency, mean scores, and percentages to get the full picture.

Results

The collected data were analysed by using Statistical Package for the Social Sciences (SPSS). Frequency, percentage, mean score and standard deviation were applied for the analysis and interpretation of data. The results are presented in the form of tables.

Table 1

I Make a Clear Plan to Meet my Learning Goals.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	136	173	0	1	0	1.57	.515
Percentage		43.9	55.8	0	.3	0		

Table 1 indicates that 99.7% (43.9% SDA+55.8%DA) of students disagreed with the statement, "I make a clear plan to meet my learning goals". Moreover, mean score 1.57 and SD .515 of students also show that they disagreed with the statement.

Table 2

I Look for Extra Help outside of Class to Learn more about the Subject.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	25	52	69	110	54	3.37	1.186
Percentage		8.1	16.8	22.3	35.5	17.4		

Table 2 indicates that 52.9% (35.5%AG +17.4% SA) of students agreed with the statement, "I look for extra help outside of class to learn more about the subject". Moreover, mean score 3.37 and SD 1.186 students also show that they partially agreed with the statement.

Table 3

I Assess my Progress toward my Learning goals Regularly.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	23	55	68	88	76	3.45	1.242
Percentage		7.4	17.7	21.9	28.4	24.5		

Table 3 indicates that 52.9% (28.4%AG +24.5 %SA) of students agreed with the statement, "I assess my progress toward my learning goals regularly". Moreover, mean score 3.45 and SD 1.242 students also show that they partially agreed with the statement.

Table 4

I use Different Methods to Manage my Time well for Studying.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	43	66	62	66	73	3.19	1.375
Percentage		13.9	21.3	20.0	21.3	23.5		

Table 4 indicates that 44.8 (21.3%AG +23.5% SA) of students agreed with the statement, "I use different methods to manage my time well for studding". Moreover, mean score 3.19 and SD 1.375 students also show that they partially agreed with the statement.

Table 5

I am Confident I can learn by Myself with Just a Little Help.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	23	57	79	77	74	3.39	1.239
Percentage		7.4	18.4	25.5	24.8	23.9		

Table 5 indicates that 48.7(24.8%AG+ 23.9%SA) of students agreed with the statement, "I am confident I can learn by myself with just a little help". Moreover, mean score 3.39 and SD 1.239 students also show that they partially agreed with the statement.

Table 6

I Regularly Evaluate my Strengths and Weakness in my Learning.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	140	165	0	4	1	1.58	.600
Percentage		45.2	53.2	0	1.3	.3		

Table 6 indicates that 98.4% (45.2%SDA+ 53.2%DA) of students disagreed with the statement "I regularly evaluate my strengths and weakness in my learning". Moreover, mean score 1.58 and SD .600 students also show that they disagreed with the statement.

Table 7

I Look for Extra materials to Help with my Learning.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	40	63	63	85	59	3.19	1.313
Percentage		12.9	20.3	20.3	27.4	19.0		

Table 7 indicates that 46.4% (27.4%AG+ 19.0%SA) of students agreed with the statement, "I look for extra materials to help with my learning". Moreover, mean score 3.19 and SD 1.313students also show that they agreed with the statement.

Table 8

I Change my Study Methods to Fit what Work best for me.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	137	172	0	0	1	1.57	.534
Percentage		44.2	55.5	0	0	.3		

Table 8 indicates that 99.7 % (44.2%SDA+ 55.5%DA) of students disagreed with the statement "I change my study methods to fit what work best for me". Moreover, mean score 1.57 and SD .534 students also show that they disagreed with the statement.

Table 9

I Take Action to Solve any Problems I Face while Learning.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	140	164	2	4	0	1.58	.579
Percentage		45.2	52.9	.6	1.3	0		

Table 9 indicates that 98.1 % (45.2%SDA+ 52.9%DA) of students disagreed with the statement, "I take action to solve any problems I face while learning". Moreover, mean score 1.58 and SD .579 students also show that they disagreed with the statement.

Table 10

I use Technology for Self-directed Learning.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	42	56	61	77	74	3.27	1.363
Percentage		13.5	18.1	19.7	24.8	23.9		

Table 10 indicates that 48.7% (24.8%AG+23.9%SA) of students agreed with the statement, "I use technology for self-directed learning". Moreover, mean score 3.27 and SD 1.363 students also show that they partially agreed with the statement.

Table 11

I Take Responsibility for how well I Learn and do in my Studies.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	34	77	73	73	53	3.11	1.265
Percentage		11.0	24.8	23.5	23.5	17.1		

Table 11 indicates that 40.6 % (23.5%AG+17.1%SA) of students agreed with the statement, "I take responsibility for how well I learn and do in my studies". Moreover, mean score 3.11 and SD1.265 students also show that they partially agreed with the statement.

Table 12

I Participate in Study Group with others when Needed.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	40	70	65	57	78	3.20	1.377
Percentage		12.9	22.6	21.0	18.4	25.2		

Table 12 indicates that 43.6% (18.4%AG+25.2%SA) of students agreed with the statement, "I participate in study group with other when needed". Moreover, mean score 3.20 and SD 1.377 students also show that they partially agreed with the statement.

Table 13

I Look for Online Courses to Help my University Studies.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	59	112	52	68	19	2.60	1.197
Percentage		19.0	36.1	16.8	21.9	6.1		

Table 13 indicates that 55.1% (19.0 %SDA+36.1DA) of students disagreed with the statement, "I look for online courses to help my university studies". However, mean score 2.60 and SD 1.197students also show that they partially agreed to some extent with the statement.

Table 14

I Regularly Check my Goals based on my Academic Needs.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	39	76	59	81	64	3.24	1.292
Percentage		9.7	24.5	19.0	26.1	20.6		

Table 14 indicates that 46.7% (26.1AG+20.6%SA) of students agreed with the statement, "I regularly check my goals based on my Academic needs". Moreover, mean 3.24 and SD 1.292 students also show that they partially agreed with the statement.

Table 15

I Feel Motivated to Learn by Myself even without the Teachers Help.

Responses	N	SDA	DA	N	AG	SA	Mean	SD
Frequency	310	123	180	3	2	2	1.65	.605
Percentage		39.7	58.1	1.0	.6	.6		

Table 15 indicates that 97.8% (39.7SDA%+58.1%DA) of students disagreed with the statement "I feel motivated to learn by myself even without the teachers help". Moreover, mean 1.65 and SD .605 students show that they disagreed with the statement.

Table 16

Academic Achievement

	N	Minimum	Maximum	Mean	SD
CGPA	310	2.95	4.00	3.79	0.19

Table 16 indicates the academic achievements of the university students. It also shows that they scored 2.95 (Minimum) and 4.00(Maximum) CGPA. Moreover, mean is 3.79 and SD is .19. This shows that students showed high Academic achievement score.

Table 17

Correlation between Self-directed learning and Academic Achievement

Variables	Mean	SD	N	*r*	*p*
Self-directed learning	39.97	5.03	310	.751	.000
Academic achievement	3.79	0.19	310		

Table 17 indicates that self-directed learning has mean (39.97) and SD (5.03) and Academic achievement has mean (3.79) and SD (0.19). The table further showed that there was a significant correlation (as p=.000) found between the two variables. As the value of Pearson Correlation r =.751 found between self-directed learning and academic achievement, it means there was a strong and positive correlation existed between Self-Directed Learning (Mean = 39.97, SD = 5.03) and academic achievement (Mean = 3.79, SD = 0.19).

Conclusions

The study found that most students struggle with controlling their own learning, often not planning their education, assessing their learning styles, or modifying their study techniques. However, many actively participate in their learning, often seeking help outside the classroom. Many students have a positive attitude about learning independently, seeking resources and using technology to aid their studies. However, many students do not take action to address issues they encounter, such as not seeking online courses or relying on teachers for support.

Despite this, a significant percentage of students have favorable attitudes towards education, demonstrating responsibility for their education and regularly reviewing their objectives and participating in study groups. They are actively working towards their academic achievement.

Students generally maintain high academic achievement. A strong positive relationship was found between self-directed learning and academic achievement, and teachers reported feeling comfortable and performing well in a workaholic environment.

Recommendations

It is recommended that students may develop clear plans to achieve their learning goals. Teachers may guide students in setting goals and breaking them into manageable tasks. Students may regularly review and adjust their plans, while teachers may promote discussions on planning and time management to enhance academic success. They may regularly assess their strengths and weaknesses to improve their learning. Teachers may encourage self-reflection, provide tools for evaluation, and offer constructive feedback. Students may actively engage in this process to enhance their academic growth. Teachers may encourage independent learning and provide resources, while students may stay motivated through self-reflection and seeking new challenges.

References

Ameliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? Jurnal Sosial Humaniora, 10(2), 59. https://doi.org/10.12962/j24433527.v10i2.2161

Balaobao, A., Calapaan, A. J., Cubero, S. A., & Syting, C. J. (2024). Analyzing teacher-student interaction in English-medium classrooms: Flanders' and initiation-response-Feedback model in-focus. *Journal Corner of Education, Linguistics, and Literature*, *4*(1), 132-154. https://doi.org/10.54012/jcell.v4i1.318

Bali, M. M., & Musrifah, M. (2020). The problems of application of online learning in the affective and psychomotor domains during the COVID-19 pandemic. *Jurnal Pendidikan Agama Islam*, *17*(2), 137-154. https://doi.org/10.14421/jpai.2020.172-03

Bhandari, B., Chopra, D., & Singh, K. (2020). Self-directed learning: Assessment of students' abilities and their perspective. *Advances in Physiology Education*, *44*(3), 383-386. https://doi.org/10.1152/advan.00010.2020

Blum, B. (2018). The self-help hermeneutic: Its global history and literary future. *Publications of the Modern Language Association of America*, *133*(5), 1099-1117. https://doi.org/10.1632/pmla.2018.133.5.1099

Bosch, C. (2017). *Promoting self-directed learning through the implementation of cooperative learning in a higher education blended learning environment* (Doctoral dissertation, North-West University, Potchefstroom Campus).

Brandt, W. C. (2020). *Measuring Student Success Skills: A Review of the Literature on Self-Directed Learning 21st Century Success Skills.* National Center for the Improvement of Educational Assessment.

Buzzai, C., Filippello, P., Caparello, C., & Sorrenti, L. (2022). Need-supportive and need-thwarting interpersonal behaviors by teachers and classmates in adolescence: The mediating role of basic psychological needs on school alienation and academic achievement. *Social Psychology of Education*, *25*(4), 881-902. https://doi.org/10.1007/s11218-022-09711-9

Chianchana, C. (2015). Validation the measures of self-directed learning: Evidence from confirmatory factor analysis and multidimensional item response analysis. *Mediterranean Journal of Social Sciences*. https://doi.org/10.5901/mjss.2015.v6n4p579

Chukwunemerem, O. P. (2023). Lessons from self-directed learning activities and helping University students think critically. *Journal of Education and Learning*, *12*(2), 79. https://doi.org/10.5539/jel.v12n2p79

Clara, B. A., & Bamkole, B. A. (2021). Self-Directed Learning and Participation in Physical And Recreational Activities of Female Academics in Obafemi Awolowo University, Nigeria. *Journal of Pedagogy, Andragogy and Heutagogy in Academic Practice*, *2*(3), 18-41. https://uonjournals.uonbi.ac.ke/ojs/index.php/pedagogy/article/view/908

Cones, B., & Burns, S. (2020). *Fully conscious, fully active: Essays in honor of Gabe Huck*. Liturgy Training Publications.

Desitarahmi, R. (2018). *A competency-based English course book for university learners* (Doctoral dissertation). Sanata Dharma University, India.

Dhumad, A. L. A. K. (2024). Students perspectives towards self-directed learning. *Nasaq Journal, 42*(1).

Doo, M. Y., & Zhu, M. (2023). A meta-analysis of effects of self-directed learning in online learning environments. *Journal of Computer Assisted Learning*, *40*(1), 1-20. https://doi.org/10.1111/jcal.12865

Ibrahim, A. (2021). The Relationship between Attitude to School and Academic Achievement of Senior Secondary School Students in Okene, Kogi State, Nigeria. *Zaria Journal of Educational Studies (ZAJES)*, *21*(1), 30-38. https://zarjes.com/ZAJES/article/view/434

Jolliffe, I. T., & Cadima, J. (2016). Principal component analysis: A review and recent developments. *Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences*, *374*(2065), 20150202. https://doi.org/10.1098/rsta.2015.0202

Kacha, K. T., Charles, T., Alemnge Fedelis, L., & Célestin, N. (2024). Learning Management Systems and Self-Directed Learning in Higher Education Institutions in Cameroon. *Learning*, *8*(4).

Kan'an, A., & Osman, K. (2015). The relationship between self-directed learning skills and science achievement among qatari students. *Creative Education*, *06*(08), 790-797. https://doi.org/10.4236/ce.2015.68082

Kauffman, H. (2015). A review of predictive factors of student success in and satisfaction with online learning. *Research in Learning Technology*, *23*. https://doi.org/10.3402/rlt.v23.26507

Kazmi, S. Y., & Jha, P. (2023). Study based on effect of parental encouragement in academic achievement of high school student of Raipur district. *Journal for ReAttach Therapy and Developmental Diversities*, *6*(5), 1101-1112. https://doi.org/10.53555/jrtdd.v6i5s.2932

Kranzow, J., & Hyland, N. (2016). Self-directed learning: Developing readiness in graduate students. *International Journal of Self-Directed Learning*, *13*(2), 1-14.

Kurent, B., & Avsec, S. (2023). Examining pre-service teachers regulation in distance and traditional preschool design and technology education. *Heliyon*, *9*(2), e13738. https://doi.org/10.1016/j.heliyon.2023.e13738

Lenkauskaitė, J., Colomer, J., & Bubnys, R. (2020). Students' social construction of knowledge through cooperative learning. *Sustainability*, *12*(22), 9606. https://doi.org/10.3390/su12229606

Liu, B., Gui, W., Gao, T., Wu, Y., & Zuo, M. (2023). Understanding self-directed learning behaviors in a computer-aided 3D design context. *Computers & Education*, *205*, 104882. https://doi.org/10.1016/j.compedu.2023.104882

Lontoh, F. O., & Chia, P. S. (2022). An evaluation of Christian education in Indonesia in light of targum: A cognitive psychology approach. *Pharos Journal of Theology*, *104*(1). https://doi.org/10.46222/pharosjot.1044

Madjar, N., Voltsis, M., & Weinstock, M. P. (2013). The roles of perceived parental expectation and criticism in adolescents' multidimensional perfectionism and achievement goals. *Educational Psychology*, *35*(6), 765-778. https://doi.org/10.1080/01443410.2013.864756

Manzoor, A. A., & Islam, M. (2022). Challenges and Problems Faced by University Teachers, while Implementing Autonomous Learning in their University Classrooms. *Pakistan Social Sciences Review*, *6*(2), 109-121. https://www.ojs.pssr.org.pk/journal/article/view/118

Morrison, B. (2020). *Stories of autonomy: International students successfully surviving, striving and thriving in a second-language ecosystem* (Doctoral dissertation). University of Glasgow.

Mottonen, A. L. (2019). *Self-directed learning as a personality construct* (Doctoral dissertation). Nipissing University, Faculty of Education.

Murphy, L., Eduljee, N. B., & Croteau, K. (2021). Teacher-centered versus student-centered teaching. *Journal of Effective Teaching in Higher Education*, *4*(1), 18-39. https://doi.org/10.36021/jethe.v4i1.156

Nasri, N. M., Nasri, N., & Abd Talib, M. A. (2021). The unsung role of assessment and feedback in self-directed learning (SDL). *Journal of Further and Higher Education*, *46*(2), 185-197. https://doi.org/10.1080/0309877x.2021.1900552

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.

Okwuduba, E. N., Nwosu, K. C., Okigbo, E. C., Samuel, N. N., & Achugbu, C. (2021). Impact of intrapersonal and interpersonal emotional intelligence and self-directed learning on academic performance among pre-university science students. *Heliyon*, *7*(3), e06611. https://doi.org/10.1016/j.heliyon.2021.e06611

Owatnupat, N. (2022). *Self-directed learning in the translation classroom: an investigation to the relationship between self-directed learning and translator competence* (Doctoral dissertation). Macquarie University.

Ozowuba, G. U. (2018). *Relationship between English proficiency and academic achievement of Nigerian secondary school students* (Doctoral dissertation). Walden University.

Poblete, M. (2022). Metanoia and our legacy: The fostering of student agency through devised theatre education (Doctoral dissertation, University of Hawai'I at Manoa.

Schunk, D. H. (2023). Self-regulation of self-efficacy and attributions in academic settings. In *Self-regulation of learning and performance* (pp. 75-99). Routledge.

Silamut, A., & Sovajassatakul, T. (2021). Self-directed learning with knowledge management model on academic achievement and digital literacy abilities for employees of a Thai energy organization. *Education and Information Technologies*, *26*(5), 5149-5163. https://doi.org/10.1007/s10639-021-10484-5

Supe, A., Dandekar, S., Rege, N., & Mahdi, F. (2024). Self-Directed Learning. In *Global Medical Education in Normal and Challenging Times* (pp. 69-80). Cham: Springer Nature Switzerland.

Tolentino, C. L. (2016). *Content analysis of TeacherTube and TouTube videos for instructing English language learners* (Doctoral dissertation). University of Hawai'I at Manoa.

Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, *8*. https://doi.org/10.3389/fpsyg.2017.01454

Ughamadu, U., & Enuah, G. C. (2021). Influence of corrupt practices on academic achievement of students in public universities in Anambra State. *Journal of Educational Research & Development, 4*(1). https://educationalresearchdevelopmentjournal.com/index.php/JERD/article/view/17

Villagonzalo, R. R. (2016). *Intelligence quotient, emotional quotient, spiritual quotient, and adversity quotient and the academic performance of students* (Unpublished Undergraduate Thesis). City of Koronadal, St. Alexius College.

Wang, Q., Xiong, C., & Liu, J. (2021). Does culture or self-directed learning drive online performance? *International Journal of Educational Management*, *35*(6), 1077-1098. https://doi.org/10.1108/ijem-06-2020-0327

Welter, V. D., Becker, L. B., & Großschedl, J. (2022). Helping learners become their own teachers: The beneficial impact of trained concept-mapping-Strategy use on Metacognitive regulation in learning. *Education Sciences*, *12*(5), 325. https://doi.org/10.3390/educsci12050325

YILDIZBAS, F. (2017). The relationship between teacher candidates' emotional intelligence level, leadership styles and their academic success. *Eurasian Journal of Educational Research*, *17*(67), 215-231. https://doi.org/10.14689/ejer.2017.67.13

Zhoc, K. C., Chung, T. S., & King, R. B. (2018). Emotional intelligence (EI) and self-directed learning: Examining their relation and contribution to better student learning outcomes in higher education. *British Educational Research Journal*, *44*(6), 982-1004. https://doi.org/10.1002/berj.3472