

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**SELF-DIRECTED LEARNING AMONG TERTIARY LEVEL EFL
LEARNERS- A CASE STUDY AT A PRIVATE UNIVERSITY IN
TURKEY**

PREPARED BY

RENAN GÜNEY

MASTER THESIS

ANKARA – 2022

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SUPERVISOR

DR. GÜLİN DAĞDEVİREN KIRMIZI

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BAŞKENT ÜNİVERSİTESİ
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ÖZET

Renan GÜNEY

Yüksek Öğrenim Düzeyinde İngilizce' yi Yabancı Dil Olarak Öğrenen Öğrencilerle Öz-Yönelimli Öğrenme: Türkiye'de Özel Bir Üniversitede Vaka Çalışması

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 2022**

Bu çalışmanın amacı, Türkiye'de Ankara'da özel bir üniversitenin İngilizce Dil Okulu'nda öğrenim gören üniversite öğrencilerinin öz-yönelimli öğrenme becerilerinininincelenmesidir. Katılımcılar ise Türkiye'deki İngiliz Dili Yüksek Okulu'nda özel bir üniversitede okuyan öğrencilerdir. Yaşları 17 ile 21 arasında değişir. Seviyeleri orta seviyeden üst orta seviyeye göre değişir ve İngilizceyi akademik amaç için öğrenmektedirler. Ayyıldız ve Tarhan (2015) tarafından hazırlanan ve pilot uygulaması yapılan Öz-Yönelimli Öğrenme Becerileri Ölçeği (SDLSS) olan Likert tipi ölçek 154 katılımcıya uygulanmıştır. Daha sonra, katılımcıların sınıf içi ve sınıf dışı öz-yönelimli öğrenme ile ilgili deneyimlerini içeren ikinci araştırma sorusu için, Leach (2000) tarafından Sidney Teknoloji Üniversitesi'nde de hazırlanan ve pilot uygulaması yapılan yapılandırılmamış bir görüşme ile 12 katılımcının mülakat cevapları analiz edilmiştir. Bu görüşmeler, sınıf içi ve sınıf dışı bağlamlarda öz-yönelimli öğrenmeyi etkileyen faktörler olmak üzere üç bölümden oluşmaktadır. Sonuç olarak katılımcılar isteklendirme ve özgüven, öğrenmeyi planlayabilme, bilgiyi yönetebilme, öğrenme sürecini değerlendirme ve öğrenme başarısını/sonuçlarını değerlendirme alt boyutlarından en yüksek puanları almıştır. Katılımcılar, öğrenmeye yönelik tutum ve öğrenme sorumluluğu alt başlıklarından en düşük puanları almıştır. Genel olarak katılımcıların Kendi Kendine Öğrenme Becerileri Ölçeğinin alt boyut puanları ve toplam puanları orta düzeydedir. Katılımcıların Kendi Kendine Öğrenme Becerileri Ölçeği alt boyut puanları cinsiyet ve yaşlarına göre istatistiksel olarak anlamlı bir farklılık göstermemiştir. Katılımcılar, deneyimlerini tartışırken, kendi kendine öğrenen olma isteklerini ve yeteneklerini etkilediği görülen çeşitli özellikleri vurgulamışlardır. Öğrenmenin arka planı, alan uzmanlığı ve tamamlanan öğretimin seviyesi, önceki deneyimlerin sosyalleşme veya koşullandırma etkisi, kişisel özgüven, ilham, öğrenmeye katılmak için sunulan fırsatlar, kaynakların mevcudiyeti ve yaşları alt başlıkları bu çalışmada sekiz değişken olarak kabul edilmiştir.

Anahtar Sözcükler: Öz-yönelimli öğrenme, öz-yönelimli öğrenme becerileri, yabancı dil öğrenimi, üniversite öğrencileri.

ABSTRACT

Renan GÜNEY

Self-Directed Learning among Tertiary Level EFL Learners- A Case Study at a Private University in Turkey

**Başkent University
Institute of Educational Sciences
Foreign Language Education Major Science
English Language Teaching with Thesis Master Program 2022**

The aim of the study was to investigate the self-directed learning skills of university students studying at the English Language School at a private university in Ankara, Turkey. As for the participants, they were students at a private university at the university's School of English Language. Their ages differed from 17 to 21. Their level changed from intermediate to upper-intermediate and they learned English for academic purposes. The Likert-type scale, named the Self-Directed Learning Skills Scale (SDLSS), prepared, and piloted by Ayyıldız and Tarhan (2015) was implemented with 154 participants. Then, the second research question, which was about the participants' experiences with respect to SDL both inside and outside of the classroom was analyzed with the help of 12 participants through an unstructured interview prepared and piloted by Leach (2000) at the University of Technology in Sydney. This interview consisted of three sections that were about SDL in formal and non-formal contexts and factors affecting SDL. As a result, participants got the highest scores from the sub-dimensions of motivation and self-confidence, ability to plan learning, ability to manage information, assessment of learning process, and evaluation of learning success/results. Participants got the lowest scores from the sub-dimensions of attitude towards learning and learning responsibility. In general, the participants' SDLSS sub-dimension scores and total scores were moderate. Self-Directed Learning Skills Scale sub-dimensions points of the participants did not show a statistically significant difference according to their gender and age. Participants highlighted a variety of characteristics that appeared to impact their desire and aptitude to be self-directed learners as they discussed their experiences. The background of the learning, domain expertise and the level of the teaching being completed, the socialization or conditioning effect of prior experiences, personal self-confidence, and inspiration, opportunities left to engage in learning, availability of resources, and their age were recognized as the eight variables.

Keywords: SDL, EFL, self-directed learning skills, university students.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELS	English Language School
ELT	English Language Teaching
SDL	Self- Directed Learning
SDLSS	Self-Directed Learning Skills Scale
FLA	Foreign Language Anxiety
OCLI	Oddi Continuing Learning Inventory
TPACK	Techno Pedagogical Content Knowledge
SDLR	Self-Directed Learning Readiness
SDLPS	Self-Directed Learning Perception Scale

1. INTRODUCTION

1.1. Background of the Study

Learning is one of the most profound human exigencies. The necessity to learn and know are also included in the "self-actualization" step, which is the elevated level of Maslow's hierarchy of needs. It is acknowledged that the prerequisites in the "self-actualization" step boost as they are contented. Accordingly, it can be said that the need for learning and knowing enlarges as the individual learns. In this case, it can be stated that learning is an urge that continues from birth to death. In today's societies where information alters rapidly and increases exponentially, providing the learning needs of individuals is not possible by direct transfer of information. The salient notion here is to provide individuals with ways of accessing information. Thus, they can organize and manage their learning process, and realize this desire themselves by meeting their own learning needs; therefore, it can contribute to the training of self-directed, lifelong learners who have learned to learn. The most effective way to achieve this is a qualified education (James, 2008).

The concept of self-directed learning (SDL) has many definitions in the literature. SDL can generally be defined as individuals' learning by themselves and managing their learning processes. To make a simpler definition, it can also be described as learning to learn. Knowles (1975), who is accepted as the pioneer of SDL, attempts to elaborate more on SDL with or without help from others. He brought the idea that self-directed learners can set and define goals in line with their own learning needs, can determine resources for learning and determine learning strategies in line with these resources, and then evaluate what they have performed so far as far as Knowles (1975) examined.

The foundation of SDL goes back to andragogy. This concept, which first emerged in the 1920s, spread rapidly when researchers such as Grow (1994) put forward the view that it can occur not only in adults but also in children and in all education levels. SDL has become a popular theme in education in the last few years to replace traditional teacher-directed learning. SDL can be considered as a step of lifelong learning. Individuals should be raised as self-directed learners. In particular, futurists argue that in the near future, there will be environments where each individual can learn by himself rather than from schools and teachers (Borg and Al- Busaidi, 2012).

Aside from formal education, most adults today already have the educational environments suggested by futurists. The expansion of the internet, the continuous development of instant technologies, and the continuation of the information flow oblige individuals to be self-directed learners. When the individual senses any learning need, the person can reach the information or resource he wants without difficulty. It can confirm the accuracy of the source when appropriate and can easily do this when it needs a strategy for a change. For example, an individual who wants to learn any subject by himself or herself through an online course can achieve success thanks to his inner motivation. The principle of learning by doing, which is one of the concepts that has been emphasized recently in the field of educational sciences, is implemented in the SDL process by means of the learner's own learning skills (Salas, 2010).

SDL enables the individual to dominate the learning process in many aspects, to develop research and questioning skills, and to gain self-confidence. The successful execution of this process depends on the recognition of the SDL method and the individual's readiness for self-directed learning. In order for individuals to acquire and use information effectively, they need to use mental process skills such as questioning, filtering, and evaluation. The individual should evaluate what he knows and what he does not know, should decide what he wants to know, and should search for ways to do this (Ceylaner, 2016).

Lifelong learning skills include the basic competencies of the individual in the cognitive, affective, and psychomotor domains. One of these competencies is SDL. Researchers have stated that one of the basic concepts of lifelong learning is self-directed learning and that it is one of the most appropriate approaches that can be used in the education of adults. SDL, which is one of the sub-dimensions of lifelong learning, has important functions in maximizing the skills of people by constantly making practices and internalizing routines to cope with the uncertain conditions of the changing environment. This approach, which provides individuals with lifelong learning skills, enables them to discover and develop their own learning strategies, and to learn more quickly and easily (Du, 2012).

Lifelong learning and SDL are concepts that support each other and are closely related. In SDL, individuals determine their own learning needs, reach resources for this

need, reveal learning goals, choose and use learning strategies, direct and evaluate. SDL is a very important concept for students. That is why it is important to determine the factors affecting SDL and how to teach people to become self-directed learners. For this purpose, in the first chapter, the background of the study, the importance, aim and the questions of the study, limitations of the study, and key definitions are examined. In the second chapter, the concepts of SDL, the historical development of SDL, main principles of SDL, factors affecting SDL, models of SDL, components of SDL, characteristics of self-directed learners, stages of SDL, measuring SDL, and research in the related literature are included. In the third part, the design of the study, sample selection, data collection tools, and method of data analysis are explained. In the fourth part of the study, the findings related to the research problems are presented. In the fifth part, the findings are compared with the studies in the literature with reference to the topic. In the last part, suggestions are made according to the findings of the study.

1.2. Problem Statement of the Study

With respect to the issue of the study, unfortunately in Turkish educational system many pupils may be fed up with both memorization and teacher-centered curriculum which can lead the way to temporary knowledge and lack of awareness about how to learn a foreign language. Similarly, according to Karademir (2015), the major hurdle to improve competence in the Turkish educational system is the teacher-centered language teaching tradition, which is based on rote memorization and form-focused instruction. Therefore, in many universities at the end of each academic year, many ELT teachers have been coming together in order to find the most appropriate way to accelerate learning both inside and outside the classroom settings. They also consider effective ways to boost learners' motivation in the process of learning, as well. At this point, after brainstorming numerous ideas with colleagues, teachers may become aware of the fact that plenty of learners may not know how to learn a new language as an independent learner who needs to take responsibility for their own learning (Knowles, 1975). Moreover, after COVID -19 students can be less motivated both in class and outside the classroom setting with regard to learning anything. As a consequence, a case study can be conducted to figure out the understanding and the experiences of learners in the process of learning at the tertiary level, which may activate learners' schemata and boost their urge to learn.

1.3. Purpose of the Study

The purpose of this research is to put light on SDL with regard to the learners' understanding of SDL, and their utilization of it both theoretically and practically inside and outside the classroom setting in accordance with the demographic variables of the learners. As limited number of studies have been conducted in this regard in Turkey at the tertiary level related to the ELT field, this study aims at enlightening the 21st-century scholars and learners about SDL to some extent. Moreover, as education in Turkey generally supports spoon-feeding the learners, it is thought that instructors should open a new way for their learners to gain a perspective to take the responsibility for their own learning. Accordingly, it is reckoned that instructors should lead the way for them to raise the awareness of becoming their own captain of their ship with reference to learning process. This will boost their confidence in learning, as well. Hence, by means of this study, the learners may have the opportunity to broaden their horizons thanks to SDL. Thus, the aim of the study is to investigate the SDL skills of the university students studying at the English Language School of a private university in Ankara in the 2021-2022 Academic Year.

1.3.1. Research questions

According to the topic of the study, research questions are mentioned below:

- What is the understanding of SDL to the students in the English Language School at a private university?
- Do SDL skills of university students differ according to the demographic variables?
- What do EFL students think and feel about their experiences of SDL inside and outside the classroom at ESL in a private university?

1.4. Significance of the Study

As it was previously stated, while learning a second language, it is vital for students to take the responsibility for their own learning process, and unfortunately, there were few studies associated with SDL in Turkey at the tertiary level.

Tough (1971) claimed that a great number of adult learning has been regarded as a procedure, which is life-centered and self-ruled, encouraged by profoundly practical solutions, individual eagerness, and/or amusement. Also, Knowles (2001) asserted that motivation follows learning, like a demand for job satisfaction or high living standards have been considered as the most remarkable motivators for SDL. Thus, SDL can enable them to have both extrinsic and intrinsic motivations, as they are the captains of their own learning in the process. Consequently, it is very significant to conceptualize the learners' understanding of SDL. In addition, in the ELT context, it can be very crucial to put a light on the gap between theory and practice of SDL in both classroom settings and outside the classroom.

SDL can be a different learning experience for adult education in ELT classes at the tertiary level in Turkey. Therefore, it may be considered as a highly vital concept in ELT settings. Besides, in Turkey, there has been no study on the current understanding of our students about SDL as practical. In other words, this study was conducted to learn whether students in Turkey utilize this phenomenon inside and outside the classroom setting. Hence, the study was held at an English Language School at a private university in Ankara in the 2021-2022 Academic Year and both learners' conceptualization of SDL and the skills with respect to SDL in learners' educational experiences were investigated.

1.5. Limitations of the Study

Limitations of the study were another issue that were taken into consideration. It was held in Ankara, Turkey. It merely included one private university with a restricted number of participants in terms of both survey participation and semi-structured interview respondents. In addition, with respect to the data analysis procedure and the academic calendar, the time given to complete the survey solely was one and a half months for the participants, which poses another restriction with regard to the study. Finally, it constitutes only the learners who were participating in preparatory school.

1.6. Definitions of Key Terms

As for the key terms related to this study, SDL was the main topic of this study. In the literature, there were numerous definitions and some of them are presented in this study. To

begin with, the literature demonstrates that a close bond occurs between lifelong learning and self-direction. Greveson and Spencer (2005) assert that self-direction is essential for lifelong learning, while Candy (1990) points out that a mutual bond appears between the two. Also, according to Candy (1990), self-directed learning is a method of making learners lifelong students. On the other hand, one of the profound purposes of lifelong learning is to train individuals in terms of skills and competencies that lead them to learn by themselves. According to this notion, self-directed learning is not only the meaning, but also the product of lifelong learning (Candy, 1990). As for another point of view, Mocker and Spear (1982) however, claim that self-direction is a phenomenon of lifelong learning and accelerates it thanks to formal and informal learning. Another perspective is that according to Spencer and Jordan (1999), self-directed learning makes individuals become ready for lifelong learning. Also, Brockett and Hiemstra (1991) pinpoint that self-direction is required to be regarded as an idea of conceptualizing lifelong learning. According to this, lifelong and self-directed learning are alike concepts, and they form a basis for one another. Another definition of SDL is defined by Knowles (1975), which is self-directed learning, also known as independent learning, which refers to an individual's ability to identify his own learning needs, decide about his learning aims, get knowledgeable about the materials he needs to utilize, choose/use suitable learning strategies, and evaluate learning outcomes with or without outside assistance.

2. LITERATURE REVIEW

2.1. Concept of SDL

Learning is an ongoing process that happens during life. Adjustments in the circumstances and overall motivation to study are what motivate learners to explore new knowledge. SDL can be defined as learning where the student decides to go through the main experience in designing, executing, and assessing educational opportunities (Bergmann, 2001).

SDL goes back to the early beginning of time. Aristotle, Plato, and Socrates promoted self-direction, for instance, as a component of their approach. Lifelong learning with postal classes, an earlier type of distant learning, provided early examples of programs that started SDL in the U. S. SDL's theoretical concept was originally developed in the realm of adult learning. Lindemann (1926) claimed that individuals' drive originated from personal encounters and the ability to provide their own course of study. Lindemann and Knowles are believed to have created the word "andragogy", which would be described as the science and art of assisting people in their learning. Here on the basis of five principles, Knowles constructed a theoretical foundation for adult literacy. Adult students have a self-concept that really is self-directed and free. Individuals have previous experience that can be used as a study aid. Adult learners might well be motivated to study by shifting social positions. People are engaged in problem-based information which can be applied right away. Lastly, older students are more likely to be self-motivated (Merriam, 2001).

Researchers discovered that SDL plays a crucial role in the adult learning experience. As lifelong learning grew in importance, the science of SDL merged with andragogy to make up two essential components of adult literacy study. The requirements of the digital world raised this need for the workforce. Knowles reached the conclusion that all these assumptions could be applicable to younger students to different degrees. The corporate sector has asked for school leadership to assist the new generation in being more self- directed because then tomorrow's workers can handle the problem of high staff turnover inside the skill set expected from future employees. According to the study's point of reference, the phenomenon of SDL has been seen from several perspectives. According to

Oddi (1987), a number of experts see self-direction as a procedure, whereas a smaller number of them perceive it as a psychological condition (Warschauer & Matuchniak, 2010).

SDL is defined by Knowles (1975) as a way in which learners diagnose their educational needs, formulate educational objectives, recognize human and physical resources for education, choose and enforce learning strategies, and evaluate educational objectives, with or without the assistance of the others. According to the definition, some features of students may be easily emphasized. Some of them are learners who are in charge of training: SDL is a cooperative effort - it employs a range of educational techniques, it necessitates development and preparation, and it is a continuous procedure that repeats (Enakeyarhe, 2016).

As a result, SDL has impacted on the learning process of students in many positive ways. By using SDL techniques, students can have various learning experiences. To put it simply, each learner may go through various occasions with reference to the utilization of SDL both inside and outside classroom environments. Therefore, they may come up with abundant insights concerning SDL.

2.2. Historical Development of SDL

The notion of self-directed education arose from popular publications mostly released in the United States throughout the 1960s and 1970s, which includes Allen Tough's studies. He is a Canadian who did his Ph.D. research in North America after becoming important in understanding the dynamics of learning outcomes, particularly as training in maturity is typically an SDL experience. Tough (1971) found that 68 adult learners frequently engaged in self-taught learning projects beyond compulsory learning, and without the assistance of an instructor, they completed a questionnaire. He deduced that people, just at the beginning of the survey and in the setting of the study, completed an average of 8 projects which were based on project - based learning every year, including 864 training hours. A substantial, planned endeavor to attain particular information and skill, he termed it as a learning project. Tough's experimental research illustrates the practical aspect of SDL: practical in the idea that adults frequently undertake teaching in order to fix real-world challenges that they encounter in their daily lives. Many training activities are launched for extremely pragmatic purposes. Tough observed significant numerous training initiatives which were tied to the

person's work or profession. As a result, a significant amount of quantifiable adult literacy in this study was self-directed, with the goal of solving or resolving life-centered challenges. Tough did not assess the quality of training results obtained from SDL experience, which was a major flaw in his research. It was a potentially significant restriction only because people engaged in self-directed education did not really guarantee they were effective self-directed students, and overall learning results may not have been effective or productive in terms of their learning goals. Furthermore, the structure of adult literacy may well have altered dramatically in this study, particularly as a result of digitalization. Furthermore, the results' face validity must be examined as the characteristics of adult literacy may change significantly between settings (Tough, 2002).

Rogers authored the seminal textbook *Freedom to Learn* in 1969. Rogers, regarded as the creator of humanistic psychology, argued in his dissertation that self-directed study has had the most remarkable capacity to promote formal schooling in order to cope with the issues of existing in a society where conditions are constantly shifting. Rogers did not provide any scientific proof on how to promote students' SDL capabilities, but he did provide his thoughts on how self-directed studying could be fostered in classroom contexts. Rogers emphasized the significance of teachers (1) establishing the preliminary feeling or climate of the knowledge, (2) empowering the cooperative set up of educational activities with beginners, (3) supplying access to a broad potential variety of teaching funds, such as themselves (the educators) as a valuable resource, (4) inviting all preferences towards to the subject matter in an unbiased way, and (5) continuing to work on a regulation of directing the methods and goals. In conclusion, Rogers regarded encouraging self-directed study in an official learning setting as a team endeavor (Rogers, 1969).

Certain upcoming conceptual papers on self-directed education have supported this viewpoint. For example, Garrison (1997) believed that in formal educational environments, educators must necessarily collaborate with students to help them grasp the importance of considering what qualifies as meaningful information.

Tan (2017) claimed that based on this approach, effective self-directed education is eventually supported by a universally shared vision of the individual and the community. That would be to say, self-directed education doesn't really take place within a social or

cultural vacuum, and it should be acknowledged that students may need to reconcile personal aspirations with society's demands (Tan, 2017).

Furthermore, Knowles, who like Tough, was overseen by Houle throughout his Ph.D. studies, was a well-known scholar in the field of self-directed theory of learning. Knowles dedicated his life to campaigning for the promotion of SDL in advanced educational environments, influenced by Rogers' concepts. Knowles' study focused on the process component of self-directed training that relates to the learner's influence over the methods and purposes of learning and the outwardly visible administration of academic tasks. When comparing and contrasting SDL to teacher-directed education, in which a teacher directs the education methods and goals, Knowles (2001) suggested that the significance of self-directed teaching becomes evident.

2.3. Main Principles of SDL

There are different explanations for SDL Programs. The Five most common concepts that define SDL programs are mentioned below (Gibbons, 2002):

To begin with, according to Gibbons (2002), programs ought to be compatible with a lifetime of study, the natural methods we study, and the individualized education styles of all of us. From birth to death, people lead lives of training: initially training to survive, next, training to live effectively, and lastly, learning how to make a contribution. Education is a natural occurrence that is defined both in our species and personal experiences. Our performance is measured on the breadth and characteristics of our education. Each of us demonstrates and grows these innate abilities in our own unique way, depending on the skills we are given, the encounters we have, the abilities we uncover, the hobbies that start to lead and inspire us, and the learning habits we establish. These continuous, spontaneous, and independent study impulses must be reflected in an SDL program (Gibbons, 2002).

Another aspect of SDL for Gibbons (2002) is that programs must be tailored to teenage students' development, changes, and transitions. Teenagers go through a wide range of physical, mental, and physiological changes, which can be unstable. The most crucial shift or stage individuals must go through is creating and affirming a unique, stable identity. The growth of introspection, personality, and skill are all important aspects of this training.

Adolescents must make a shift from dependent infancy to autonomous adult years, where they must obtain newfound freedom while still meeting the obligations that come with them. SDL courses are intended to foster the effective execution of these adjustments with the goal of personal greatness (Gibbons, 2002).

Another trait of SDL considered by Gibbons (2002) is that courses should cover all parts of a person's life. Academic courses are crucially included within an SDL curriculum, but emotional, social, and technological areas of human existence are equally significant as well. The user domain is concerned with the development of a person's abilities, beliefs, and hobbies. The social dimension is focused on a person's capacity to connect to, gain with, or collaborate with others. Expertise and efficiency are prioritized in the technological area. In SDL, those areas are just as essential as academia, in part since they contribute to academic performance, but mostly because they constitute the basis for a wonderful educational experience (Gibbons, 2002).

Another vital element with respect to SDL according to Gibbons (2002) is that SDL programs must make use of the complete diversity of human abilities, encompassing our perceptions, feelings, and behaviors, and also our intellectual abilities. SDL is based on anecdotal evidence that includes sensibilities that have been precisely tuned and assimilated experiences. The intellect considers, researches, and prepares. Our ideas and activities are stirred, driven, and directed by our emotions. Our perceptions, emotions, and ideas, on the other hand, are all focused on an activity, productivity, and tangible results. SDL is intended to improve attention, develop motivation, stimulate thoughtful conclusions, and create strategies, all of which contribute to the successful completion of difficult goals (Gibbons, 2022).

The final characteristic of SDL promoted by Gibbons (2002) is that SDL activities must be carried out in environments that are conducive to learners' growth. If transformed to service SDL, the school is a helpful setting; however, even when adopted, it is a limiting context. Through simulations, computers, as well as other multimedia, numerous experiences may be introduced into the class, either directly or indirectly. SDL, on the other hand, flourishes best whenever the learning environment is broadened to encompass a wider range of individuals to study from and spaces to study in. This starts with the surrounding area and expands outside to encompass as much difficulty as possible throughout the world.

Some subjects are best taught on the job. We get an understanding of individuals and their lives by trying to get to know people and interacting with them (Gibbons, 2002).

2.4. Models of SDL

According to the literature, the models of SDL are the Linear Model, Spear Model, Model of Brockett and Hiemstra, Garrison's Model, and Teaching Model. These models are explained in detail in the sections below.

2.4.1. Linear model

Tough (1971) and Knowles (1975) proposed it as the first model of Self-Orientation Learning. Many classic learning mechanisms are included. Tough focused on personal transformation. According to him, researchers discovered that while organizing learners' learning, they employed 13 phases, including what, when, where, and which source to use. He also devised techniques for personal growth and enhancement. Many dissertations have been written on Tough's work. Several adult researchers corroborated the predominance of SDL (Merriam, Cafarella, Baumgartner, 2007).

2.4.2. Spear model

Spear's first collaboration with Mocker was built on three fundamentals. People discovered their unique learning settings, old or new knowledge, and unplanned events. The convergence of these three elements has resulted in Spear presenting SDL initiatives. He stated that these three elements do not have to be always linked. In his investigations, Berger (1990) stated that learners will establish new learning environments by guiding themselves with their errors and truths. He also believed that random processes have a favorable influence on educational contexts (Merriam et al., 2007).

2.4.3. Model of Brockett and Hiemstra

In creating an understanding of SDL, Brockett and Hiemstra (1991) established a justification for two fundamental directions: procedure and aim. SDL is understood as a method "where a student bears the main role in planning, executing, and assessing the

learning experience" in the initial training period. SDL has alluded to a purpose in the second orientation that emphasizes "a learner's motivation or desire for taking ownership of the learning". In their paradigm, Brockett and Hiemstra (1991) merged the procedural and individual characteristic views. Researchers also explored the function of institutional arrangements in SDL and included cultural context as an element in the theory. It was a substantial contribution to the SDL modeling at that moment the design was created. However, in today's educational environment, the model's contextual element is fairly restricted. Contemporary society, according to Brockett and Hiemstra (1991), is made up of many architectural organizations where learning occurs, such as state universities, museums, and galleries. In today's educational environment, where digital learning is growing at an accelerated rate, focusing solely on face-to-face situations is limiting (Brockett and Hiemstra, 1991).

2.4.4. Garrison's model

The viewpoints of SDL as a personality quality and an educational system are included in Garrison's concept of SDL. SDL, according to Garrison (1997), is achieved by the combination of different aspects: self-management, self-monitoring, and motivation. Self-management in school settings includes students' usage of educational content within the framework of their studies. Garrison's (1997) paradigm focuses on resource consumption, learning techniques, and desire to learn. Self-management, according to Garrison, refers to students who take charge of their educational environment in order to achieve their goals. He went on to say that student control did not always imply freedom, but instead it might mean cooperation with others in the setting. From this vantage point, one can see that Garrison's approach did place one certain emphasis on the SDL learning experience. Garrison (1997), like Candy (1991) and Brockett and Hiemstra (1991), acknowledged the context component in his theory by specifying the self-management of assets in a given context. However, in Garrison's (1997) approach, the relevance of the environment was understated, and the interactive features among education contexts and SDL weren't really explicitly stated.

2.4.5. Teaching model

Hammond and Collins came up with the idea for this Model Grow. This paradigm is positioned as a way for teachers to assist students in becoming more self-directed in their learning. It is divided into four sections (Merriam et al., 2007):

- Student-based: This occurs when teachers tell students what to do since they have low levels of self-studying inclinations.
- Relevant Learner: Possessing a moderate degree of self-directed study, yet students who really are uninterested in the topic.
- Retaining students: Educators have a moderate level of self-directed study.
- Self-Directed Learners: Learners that recognize their own progress without the assistance of others.

What sets this model apart from Knowles (1975) is that it takes a critical approach to the establishment of both individual and interpersonal learning goals (Merriam et al., 2007).

2.5. Components of SDL

Pintrich, Smith, Garcia, and McKeachie (1991) proposed that SDL is composed of 3 procedures: preparation, monitoring, and control. These three stages can also be referred to as a general overview of the SDL experience and features. Goal setting, self-observation, self-evaluation, commitment tactics, asking for support, and planning are six aspects determining learner achievement according to Dabbagh and Kistansas (2005):

When learners define goals, they consider processes and results, examine how successful learning techniques and tactics are, and assess themselves:

- The student will benefit from self-observation, pay close attention to one's own learning habits and traits, and analyze the effects of these habits.
- Self-assessment is the act of comparing results at the conclusion of a learning activity to an objective or aim.

- The usage and belief in the approaches that students feel will help them attain their objective, which is an accountability strategy. To illustrate, condensing the material, illustrating or repeating key ideas might be used.
- Asking for help implies that a person requires resource in order to achieve the objective he has set for himself, as well as the ability to learn from these tools.
- Managing time is a self-direction process that allows students to pick the strategies they want to employ to achieve their goals and make the most use of their limited period of time when they have some (Dabbagh and Kistasnas, 2005).

2.6. SDL as a Process

Self-directedness on the side of the individual learner was incorporated in Mezirow's theoretical model of transformational learning as one of the liberatory processes of viewpoint change. SDL was included in Mezirow's concept of andragogy, which was defined as an organized and persistent attempt to bolster people in learning in a way and improve their capacity to operate as self-directed students. SDL was considered by the second set of researchers as a process or ability that could have been learned by practice or instruction from an educator. Teachers should encourage students to develop their capacity to become more self-directed learners and accept personal responsibility for learning. Brookfield (2009) also saw SDL as a technique for people to define goals, find help, pick a way, and track their progress through critical analysis. Merriam and Caffarella (1999) advocated for a paradigm in which the notion of SDL was utilized to create an educational strategy to help in curriculum planning that shifted knowledge for instructors to encourage their students towards self-direction.

Hammond and Collins (1991) stated that the idea of SDL as a feature is overly limited and that a full model of SDL should comprise nine phases. Constructing a collaborative learning environment, trying to analyze the scenario, developing a competency-based profile, undertaking a diagnosing self-assessment of learners' needs, drawing up learning contracts, self-management of teaching, ability to reflect and having to learn, appraisal and verification of teaching, and trying to coordinate are the crucial stages of SDL (Hammond & Collins, 1991).

Those who perceived SDL as a necessary element in the based combination movement for professional learning sought to advance up the income scale, enhance political consciousness and encourage social action, and formed a third philosophical stream. Research ahead of time emphasized the necessity of fostering SDL as part of the human resources development phase, but Hammond and Collins (1991) chastised the adult learning industry for moving away from the real SDL or towards corporate-driven education. Jarvis (1992), Sze-Yeng and Hussain (2010) have explored the function of SDL as a based combination procedure.

Establishing academic objectives, identifying, and evaluating goal accomplishment are all components of the SDL procedure according to experts. Skills that are widely employed by self-directed students have indeed been discovered, albeit the proportional value ascribed to such abilities differs depending on the study. The individual student is organically motivated, sets learning objectives, locates and utilizes appropriate learning materials, and assesses his or her own progress. Some scholars have emphasized the capacity to work alone, whereas others have emphasized the importance of social networking in liberated SDL. Scientists disagree with the idea that essential assistance indicates a learner's lack of independence. According to Carson (2012), some scholars have considered help seeking as a phase in finding and exploiting relevant educational materials, whereas others have seen it as an element of cooperative learning rather than SDL.

2.7. Readiness for SDL

Learners' preparedness to participate in SDL varies. Learners migrate from pedagogy to andragogy preferences, according to a developmental interpretation of SDL; nevertheless, this change appears to occur at various periods for different people. Similarly, when it comes to a personal oriented knowledge of SDL, there is a wide range of personality attributes, which might or might not be beneficial to SDL. Learners differ in their preparedness to engage in SDL, in both attitudes and ability, according to developmental or personality characteristics. SDL readiness (SDLR) is defined by Wiley (1983) as the degree to which an individual possesses "the attitude, talents, and character qualities essential for SDL" (p.5). As a result, SDLR is the forerunner of SDL. Learners must be ready for SDL when they have good attitudes about taking charge of their own learning, understanding how to conduct independent learning, and self-efficacy in the ability to meet their personal learning

demands. As a result, SDL is concerned with learners' abilities and behaviors in diagnosing their learning requirements, formulating learning objectives, identifying human and other resources for training, selecting and implementing suitable learning techniques, and assessing learning results. According to Edward (2018), knowing students' SDLR may help determine whether SDL-related education-learning techniques should be included in the curriculum. In addition, it may identify individuals who may require assistance with SDL tasks.

2.8. Dimensions of SDL Readiness

The overlapping components of adult learning concept of self-directed education and andragogy influence the level of preparation of learners. Learners must accept some key concerns to be able to limit their actions to the achievement at this level of preparation. Self-discipline, autonomy, good communication, efficient control, acceptance of honest criticism, and participation in self-evaluation and self-reflection are among the key elements. Self-discipline, autonomy, good communication, efficient control, acceptance of honest criticism, and participation in self-evaluation and self-reflection are included as key assets as well. Such factors converge in three major ways: self-management, self-monitoring, and motivation, which also examine a learner's present situation, family obligations, study skills, and support system at home and in the classroom, which all support a need to encourage best practice in SDL. The three aspects of self-directed education are as follows (Merriam, 2002).

- Self-management: Merriam (2002) points out that adult learners in a self-directed educational environment could only be willing to study once they have the skills to assure successful self-management, according to the philosophy of SDL and andragogy. Without which, tremendous problems might arise, obstructing the learning experience. Self-management, according to Garrison (1997), entails task control problems that concentrate on the behavioral and social facets of adults in terms of meeting one's self-directed education programs in response to the surrounding activities related to their teaching. This is important because it ensures that a student does not operate independently from the predictors in the shared environment. It also necessitates the availability of materials to aid in the learning experience. As a result, an adult learner must mold situational factors such as self-management, self-discipline, and persistence towards goal-oriented behavior in

order to construct the necessary learning environment. Performance management is one of the elements that must be considered. It refers to the ability to perform successfully during cooperative learning strategies while being free of influence or social freedom. Increasing learners to know, according to Garrison (1992), leads to expanded obligations, which aid in the building of eloquent meaning about the need to seek SDL.

- **Self-monitoring:** Readiness is linked to one's ability to keep track of all self-conducted actions. Without sufficient self-monitoring, a user's learning process might quickly deviate from its intended path. Effective self-monitoring is critical for adult learners in order to create the necessary boundaries for improved outcomes. According to Loftin, Gibb, and Skiba (2005), monitoring makes it simple to transform one's perspective in order to meet the learning objective or goal.
- **Motivation:** A motivational approach, according to Galbraith (2004), is an intentional act employed by an educator to increase adult motivation for learning. Motivation is essential for the beginning and continuation of learning efforts. According to Yap (2009), an adult learner has to be highly motivated in order to successfully complete the learning experience. Low motivation obstructs the learning experience and renders a learner unprepared for it. Motivational variables, according to Garrison (1992), have a significant effect on cognitive processes that emphasize human training, assist in the mediation among command or environment, and cognitive or accountability during the learning experience. Motivation fosters self-directed studying engagement. Adults do better in various learning situations when they are motivated. Adults may well be inclined to learn by external factors. They may be able to join training programs that will help them maintain their employment or improve in their careers. Finally, self-management and self-monitoring work together to create an atmosphere that encourages adult learners to acquire the required level of preparation for SDL. Figure 2.1 depicts the relationships between the factors of SDL preparedness.

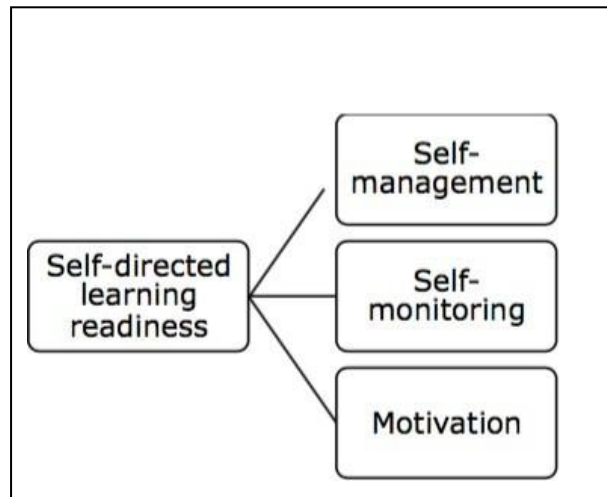


Figure 2.1. Illustration of the components of SDL readiness (Slater, 2018, p.29).

As Figure 2.1 displays, according to Slater (2018), SDL readiness constitutes three factors, which include self-management, self-monitoring, and motivation.

2.9. Characteristics of Self-Directed Learners

Although the earliest academics regarded SDL as a procedure, some examined it from a psychological standpoint. SDL, according to Long (1990), has three aspects: educational, social, and psychological. "The critical element in SDL is neither a social element nor an educational one," (p.10) he said. The behavioral factor is the most important difference. As psychosocial factors, including such personality characteristics, tend to remain from one classroom process to the next, seeing SDL as a feature has offered a reliable signal. Researchers were able to investigate the association between SDL and other factors as a result of this. The self-directed student is defined as someone who has the following characteristics: having a strong sense of self, being intrinsically motivated, being good at diagnostic tests or personalized learning necessities, being eager to set objectives based on such necessities, selecting strategies for achieving some of these objectives, and attributing significance to self-evaluation management by utilizing internal proof and external responses, and being ready to take on new challenges. According to Garrison (1997), SDL is a "strategy whereby students are inspired to take an individual responsibility and degree of control of the cognitive and environmental processes in generating and verifying useful and meaningful learning results" (p. 11).

Researchers and practitioners have conducted studies of personality characteristics by providing quantification that may be used in the workplace to evaluate training and estimate job success. Hogan and Holland (2003) emphasized that the five-factor model, established by academics, is a coherent model for self-report that has found practical use especially in the educational sectors.

Open-mindedness to experiences or intelligence, industriousness or drive to succeed, assertiveness or emotionality, agreeableness against hostility, and anxiety versus emotional maturity were among the five personality qualities considered in the five-factor model. According to Rogers (2005), the Big Five Model, which has been based on a five-factor prototype, gave a comprehensive definition of features that were "more global in nature." To improve the model's predictive abilities, research indicated narrower qualities to the unique attitude. In an attempt to face particular actions undergoing examination such as SDL, generalization declined as the complexity of the character description rose.

Positivity, aggressiveness, tough-mindedness, work drive, and self-directed study are the specific attributes that are linked to academic success. Stockdale and Brockett (2011) pinpointed that in this regard, a predisposition to learn the activity is defined as "when an individual adopts individual responsibility for preparing and carrying out educational endeavors in an independent manner without being supported or guided by others" (p. 32). Brockett and Hiemstra (1991) defined learner self-direction as a personal orientation and as a person's perceptions and behaviors that "directly cause one to embrace principal responsibility of the process" (p. 20). Stockdale and Brockett (2011) continued that although everyone has this feature, the degree of it ranges from a minimum to a maximum predisposition to be a self-directed student. Scientists also have discovered that personal traits remain in motion till the late teenage years, after which they seem to level off. Self-directed students are innately driven, and react well to external incentive, which includes a variety of educational activities. Studies have also discovered that self-directed learners have a higher perception of self-efficacy (Stockdale & Brockett, 2011).

2.10. Stages of SDL

For teachers switching to SDL, the most important decision is how they will deliver the program. The question is, "How would we work as a group to achieve self-direction?"

The four phases or approaches of SDL are training learners to reflect independently, educating self-managed learning, teaching self-planned instruction, and teaching SDL. Each phase necessitates a unique strategy, and as the process unfolds, the student assumes greater responsibility for program development. As a consequence, as Gibbons (2002) emphasized, every stage necessitates a unique course planning by the instructor as well as a unique infrastructure. The following is a quick review of the criteria for each step.

2.10.1. Students thinking independently

According to Gibbons (2002), in classrooms run in a teacher-directed learning manner, the instructor teaches and supervises students' groups; thus, the true purpose of the actions becomes substantially different. The issue with this strategy is the transition of learners from relying on the school's reasoning to relying on their own. Gibbons (2002) underlies the fact that from reciting to prodding, from speaking to questioning, as well as from instructions to advice, the instructor encourages students to explore on their own. Course results are problems to be studied and pondered upon. For instance, the goal, which is "people will comprehend mechanical energy" becomes understanding "what mechanical energy really is, and how would it be accomplished?" The teacher will explain the school's topics, challenges, and difficulties, together with the research that students conduct in order to obtain solutions (Gibbons, 2002).

These inquiries are often carried out as a class, and they were conducted in small numbers or as personal exercises. Students will learn to assess a situation, acquire facts, develop reasoning, explain their perspectives, and justify their findings. Learners learn to communicate by means of their individual judgment and viewpoint on the things they examine in the humanities, where the accent is on analytical appraisal and the development of individual beliefs, but the reliance on facts and arguments remains vital. As Zimmerman, Bonner, Kovach (1996) stated responding to questions about the school's results is vital. However, the learners' knowledge of the methods through which they generate compelling replies is even more essential. As a result, the secondary focus is on investigative abilities and methods. Learners learn to consider and prepare the best feasible method for obtaining and verifying the information they desire. Students ponder upon their own concerns, passions, and thoughts at a level of autonomous thinking (Zimmerman et al., 1996).

2.10.2. Teaching self-managed learning

As Gibbons (2002) pinpointed, the teacher translates the program into learning modules that learners may study at their own pace in self-managed study. The learning packet can take various shapes, and they all educate people about what they need to know, how they ought to acquire it, and also what they need to do to indicate what they've finished and are prepared to move on to the other. "Read the relevant papers...", a package can simply state. "Fill in the blanks with the answers to these questions." "Ask your teacher for the answer sheet." The goal of instructors should be to go further than these basic instructions as far as feasible, by connecting every result based on students' imagination. Gibbons (2002) continues that the package can make use of the news, link students to extracurricular activities, and direct them to local resources. After the packets are prepared, the instructor may design a curriculum to teach children the knowledge they will need, such as goal setting, time management, and arranging their studies. Each packet must contain an analysis tool, which can be self-administered or led by an instructor as long as performance is tracked on a routine basis (Gibbons, 2002).

When the education is supplied; the most important feature of SDL is the learners' capacity to successfully regulate their educational activities on their own. Students who work at their own pace will complete the course at various periods; a few will complete it fast, while others may struggle to accomplish it in the allocated time. According to Zimmerman et al. (1996), as soon as students finish it, all instructors and learners will make a profit. These could include options from a variety of extracurricular facilities. For instance, learners might make their own unique packages to pursue their own educational journeys. The program might be designed so that the fundamentals are taught in packets that most learners can finish in two-thirds of the allocated time, allowing one-third of the time for student-created projects (Zimmerman et al., 1996).

2.10.3. Self-planned learning

In self-planned learning, students can determine how they want to fulfill the course objectives. It's as though they created and implemented their own training guidelines. There may be as numerous diverse strategies and techniques in a school as there are individuals because each student develops a unique plan. For example, learners can investigate the topic

of eroding in a variety of ways, including reading about that now, generating statistical formulas, investigating eroding in the field, doing a web search, contacting specialists, or building erosion designs and reflecting on their findings. This variety necessitates two fundamental course changes which are offering a variety of learning methods, arranging a range of learning possibilities for placing those methods to use and establishing many stations in the school to introduce self-planning by means of presenting alternative resources for coping with one of the program outcomes. Students select a table and afterward create their individual learning programs using the tools and recommendations provided. Gibbons (2002) stated that by means of program alternatives in place, the instructor may focus on building a program that teaches learners to identify their own skills, create their own active learning, allocate resources, and start their own projects. As learners' learning goals expand, they frequently contain more tangible encounters as well as inquiries, both of which frequently result in people performing constructive mix of experience, research, and activity that refer to learning events. Namely, the classroom becomes like work with this strategy. While the teacher supervises the enterprise, the students are working and socializing with one another. The instructor designs a planning structure, establishes a mechanism for discussing plans of action and the definition of success (Gibbons, 2002).

2.11. Measuring SDL

In literature with respect to SDL, there was no scale that measures readiness or skills that were related to SDL. However, with Guglielmino (1977), there appeared an elaborated scale that assessed the readiness of learners regarding SDL. Therefore, Guglielmino (1977) is one of the first to develop an instrument to assess self-direction readiness. The SDL readiness scale (SDLRS) is a 58-item Likert scale, which utilizes self-reported answers to measure how much people actually believe that they have the skills and expertise affected by self-education. The questionnaire was developed by using a Delphi approach which included experienced teachers like Houle, Tough, and Knowles on the board. A factor analysis displays the presence of eight factors: self-perception as a good learner; exposure to new learning experiences; action plan and autonomy in teaching; affirmation of obligation for one's own teaching; love of reading; creative thinking; capacity for using fundamental research and issue skills; and an optimistic attitude in the long term. The scale, according to Guglielmino (1989), is designed to assess a student's educational preparedness for self-direction instead of actual self-direction. She claims that it is a learnable skill that really is

inherent in everyone to the least extent and hence occurs on a spectrum. It evaluates self-perception instead of behavior (Brockett & Hiemstra, 1991).

The SDL Readiness Scale (SDLRS) is perhaps the most extensively utilized and most popular measurement. However, Field (1989) challenges its accuracy and dependability. He claims that the process-based approach is theoretically and logically defective as the phrasing and design are problematic: an item being tested is much more probable to be a love of knowledge than preparation for self-directed study. Although it may not be the ideal measuring device, it is the greatest tool in this field of study, Guglielmino pinpointed out (Field, 1989).

West and Bentley (1989) questioned the instrument's construction as well. Delahaye and Smith (1995) conducted research that confirmed the validity of the slightly altered and rebranded scale. Researchers actually noticed that it was less dependable for those under the age of 20. He implied that they had not established a favorite method of learning, yet. Further study, held by Merriam and Caffarella (1999), is required to shed a light on those substantial conflicts.

Oddi (1987) pointed out that Continuing Learning Inventory (OCLI) is a second tool for assessing self-direction. Oddi (1987) differentiated between both the temperament and procedural elements of self-direction and created a questionnaire that concentrated on personality traits of self-directed students, especially ones linked to ambition and tenacity. Researchers suggested that tools like the SDLRS are restricted in their focus on the process of self-direction, so pondering upon the entire strategy would incorporate both traits and cognitive processes. The OCLI is a Five- point Likert inventory with 24 components, similar to the SDLRS. Three characteristics, which determine self-direction discovered by using factor analysis are aspects of self-confidence, power to act freely, and education through participation with each other. Candy (1991) questions if the OCLI can assess a property that is more likely to succumb and indicate the effect instead of some generic characteristic. Brockett and Hiemstra (1991) review the minimal work that has been conducted through the OCLI; however, they highlight intense doubts concerning the OCLI's suitability as a measure of self-direction (Candy, 1991).

Pilling-Cormick (1997) created a third, lesser-known instrument, the SDL Perception Scale (SDLPS). It's a 57-item questionnaire "intended to examine students' opinions of natural conditions that aid or impede their capacity to be self-directed learners. It is meant for usage in classroom contexts, and it tries to discover what individuals feel regarding their feeling of influence in a learning opportunity. This tool, like the SDLRS, refers to the external element, or the learning experience. But unlike SDLRS and the OCLI, it considers the contexts as a component that influences SDL, answering some of Candy's concerns (1991). The allocation of funds, external impacts on the education process, evaluation, timekeeping, group discussions, and space layout include natural traits. This scale hasn't been extensively adopted, yet (Pilling-Cormick, 1997).

2.12. Studies on SDL

There were many studies that were conducted in various contexts related to SDL especially abroad. In this study, prominent ones were taken into consideration in accordance with learners' and instructors' utilization of SDL in ELT context.

Kreber (1998) performed research to highlight the relevance of SDL, critical thinking attitudes, and psychological conditions in higher education, which all play a part in a person's successful learning and demonstrate the links among them. According to his findings, in association with SDL, critical reasoning disposition, and psychological conditions are all positively related and critical thinking disposition is a significant predictor of SDL as well.

Gardner and Helmes (1999) investigated SDL and focused on control predictions. Financial contentment, the impact of past learning, age, personal growth, self-efficacy, and other factors were examined in 117 participants who took part in the study. SDL and perceived control in learning were influenced and predicted by cognitive, emotional, and social characteristics.

In their paper, Aydede and Kesercioglu (2012) probed the effects of having to learn activities on the self-learning abilities of elementary school 8th-grade middle school students. The study included 64 students, 30 of whom were in the experimental group, and 34 were assigned to the control group, and was conducted by using an experimental design. According to the findings of the 10-week study, there was a significant difference between

the experimental and control group learners in relation to the self-learning skills scale pre- and post-test values acquired by the experimental group.

Hughes (2010) studied the link between ethnically feminine university students' self-efficacy in organizing their professional career path and decision-making, as well as their preparedness for self-directed study. There was indeed a vital difference in balance in favor of African University students, and a relationship between SDL readiness and self-efficacy, according to the findings obtained from data accumulated from 355 college students using two various measurements.

Raemdonck (2006) examined the predictive frameworks of SDL preparedness in the setting of demography, personality characteristics, and institutional determinants, and linked them to its function in shaping the career cycle. Personality qualities were found to be predictive of preparedness for SDL, according to the study's findings. Furthermore, it was shown that the aforementioned traits indicated preparation for self-direction with demographic and psychological variables, together with institutional elements, which had a substantial impact on the learning process.

Didem (2010) analyzed the role of the electronic portfolio by building in the development of SDL through fostering reflective thinking thanks to electronic journals and compelling individuals to take responsibility and control of their own learning. This analysis was conducted in a practicum course with pre-service teachers from the Department of Foreign Language Education at Middle East Technical University. Pre-service teachers can use electronic portfolios, which can include multimedia presentations to track the progress of their educational objectives and techniques on a regular basis. They can also assess their own work and evaluate their learning and teaching process by keeping track of their research and reflections. Thanks to their dynamic process, portfolios effectively transfer the burden of learning and decision-making of the students: whenever they are expected to reflect on the material, they receive it, and they begin to accept their learning practice as a process within their control, accordingly.

Argün (2021) inspected the SDL skill of university students. The study's goal was to look into university students' SDL abilities as well as their perspectives and experiences through academic motivation. One of the research's goals was to demonstrate how self-

directed students were studying at the institution fare in terms of learning. At the quantitative stage, the question was addressed by using the SDL score. The minimum score acquired from the scale was 24, the highest score was 49, and the mean score was 40.39 according to the data gained through statistical analysis. Based on the score calculated by the scale's creators, it was found above average.

Aşkın and Demirel (2018) questioned the SDL skills of undergraduate students. The goal of the study was to find out about university students' SDL abilities and figure out if they differed depending on university type, gender, area of study, year of study, academic achievement, kind of university entrance score, income level, and intention to pursue a graduate degree. In addition, the connection between college students' SDL skills and the life-long learning tendencies was investigated in this study. The findings showed that university students' SDL scores were higher than the scale's median score. SDL abilities were shown to be unaffected by the university, year of study, and the socioeconomic status of the students. Gender, topic of study, university entrance scores, academic achievement, and ambition to seek a graduate degree, on the other hand, had a substantial impact on university students' SDL skills. Finally, SDL skills and lifelong learning tendencies were found to have a moderately positive association. In conclusion, undergraduate students gained SDL skills, and these talents were linked to lifetime learning.

Torabia, Aslani, Bahrami (2013) investigated the SDL among preliminary schoolteachers in Esfahan, Iran. The purpose of this survey-based descriptive study was to look into SDL among instructors. In the academic year 2010–2011, its statistical population included preliminary school instructors in Esfahan, Iran. A total of 400 people were included in the study. The findings of this study revealed that teachers were eager to engage in SDL.

Uzun (2016) stated that Foreign Language Anxiety (FLA) and Self-Directed Learning (SDL) has been two fields in applied linguistics, which have been investigated to a great extent. Nevertheless, the literature appears to have missing studies, which aim at searching for a relationship between two phenomena. Therefore, the purpose of this study has been to look for whether there is a crucial correlation between FLA and SDL. The respondents are 104 students of English Language Teaching in Edirne, Turkey and the data collection tools are Foreign Language Classroom Anxiety Scale and the Self-Directed Learning Readiness Scale (Guglielmino, 1978). The correlational examination indicates that there is no important

correlation between foreign language anxiety and self-directed learning; nevertheless, there is a positive relationship between test anxiety and self-control (Uzun, 2016).

Sert and Boynuegri (2017) who studied SDL in terms of technology pinpointed out that the digital age has been an outstanding difficulty for instructors. While children have been familiar with computer-generated technology prior to the age of six, the instructors, who have encountered the technology world afterward in their lives, fight against it. SDL, which has been significant for lifelong learning, can be improved by using technology, especially outside the classroom setting. The goal of this study was to scrutinize the difference between the attitudes of 5-8 graders in low- and high-income groups about technology use skills and their English teachers' technology use skills. Moreover, it investigated the relationship between the attitudes of their self-directed language learning and their technology-use skills together with their English teachers' technology-use skills. The population of the study included 145 students. Inter-group comparisons and correlational research methods were adopted. The findings demonstrated that the low- and high-income students' attitudes did not differ relating to their own technology-use skills, and similarly, their English teachers' technology-use skills scores. There was no relationship between the attitudes of the low and high-income group junction in accordance with their technology-use skills and their English teachers' technology use skills. In addition, eventually, their attitudes on their SDL behaviors did not correspond to their attitudes on their technology use skills and their English teachers' technology use skills. According to Sert and Boynuegri (2017), the educational indications of these results were argued, and recommendations were proposed in order to produce more fruitful learning settings.

Bakac and Ozen (2018) who dealt with SDL with regard to correlation pointed out that the goal of their study was to analyze the correlation between preservice teachers' self-directed learning readiness levels and Techno Pedagogical Content Knowledge (TPACK) Competencies. A descriptive model was utilized in the study. The study group was composed of the fourth-year pre-service teachers (n=159) who were working in a university in the Northwest Black Sea Region of Turkey in the Spring of 2016 academic year constituted the study group. In this study, the data concerning SDL gathered through Readiness Scale improved by Fisher King and Tagua, (2001) and translated into Turkish by Şahin and Erden, (2009). The data were scrutinized by descriptive statistics (mean and standard deviation), and a t-test, and simple regression analysis was employed. Eventually, it revealed that the

pre-service teachers' TPAKC competencies were a significant indicator of the level of readiness for SDL (Bakac & Ozen, 2018).

In another study with regard to the skills of teachers, Arslan (2019) stated that she investigated the notions of teachers' self-directed learning skills through semi-structured interview form. The participants consisted of 40 teachers from primary and two secondary schools in Kartepe (the area of Kocaeli). The Self-Directed Learning Interview Form, which was designed thanks to reading the related literature and looking for the experts' notions, consisted of five questions in accordance with the phases of self-direction in learning. The form was conducted with teachers face to face. The interviews were audio-recorded and then transcribed by the researchers. The findings of this study displayed every phase of SDL, and they were persistent with the studies in the literature (Arslan, 2019).

Holzweber (2019) stated that heterogeneity in EFL settings required assured extensibility in teaching and learning. To develop learning achievement for the learners with various skills, talents, and requirements, an attitude that was suitable for this variation was vital. Holzweber (2019) continued that SDL appeared to be a remarkable opportunity of method for adult learners since it enabled them to have the independence to select their individual learning aims and individual learning platforms to attain these goals. SDL appeared to be particularly efficient together with e- learning since SDL further boosts the students' autonomy in accordance with time, place, and pace of studying. Making the best usage of effective data from a qualitative study implemented among 40 university students and observations of the author displayed that SDL was commonly recognized by the students and included plenty of benefits. This study proposed that the combination of responsibility and freedom led to student incentives (Holzweber, 2019).

In conclusion, there have been plenty of research studies with regard to SDL in many respects for years, and in this study, the recent ones along with the related studies have been brought together to compare and contrast both the similarities and differences so as to have more reliable research with regard to SDL.

3. RESEARCH METHODOLOGY

3.1. Design of the Study

As a mixed-method study, the present study employs a sequential explanatory design. The mixed method is usually chosen as the quantitative data weighs more rather than the qualitative data. In this study, first of all, mixed-method and sequential explanatory design will be explained.

It is argued that the "mixed method" approach in education and social research is an important turning point. Especially since the beginning of the 1990s, mixed-method research has started to be seen as a different and separate field in social sciences. According to Creswell (2003), with the introduction of multiple data collection methods and forms of analysis into research, more open methods were needed to remove the complexity of this type of research. These methods have also been developed to meet the researcher's need for a more understandable design (Greene, 2005).

The sequential explanatory design includes both quantitative and qualitative data collection tools in which qualitative data collection tools were gathered first. Hence, in this design, qualitative data is collected after predominantly quantitative data are attained and analyzed. Priority is often to quantitative data. Qualitative data is mainly obtained to increase quantitative data. Data analysis is interrelated and often combined in data interpretation and discussion sections. This design is particularly useful in explaining unexpected research findings or relationships.

According to Cameron (2011), mixed method is regarded as one of the three research methods whose reputation has risen dramatically in this century. Also, Creswell (2013) pointed out that mixed method makes the best use of qualitative data together with quantitative data. Hence, more insightful comprehension may be increased by employing both rather than using one. Nevertheless, researchers require to be vigilant in implementing mixed-method studies as multiple data gathering is needed. In other words, both qualitative and quantitative findings are required to be analyzed and triangulation is essential. Thus, researchers require to be aware of the phases of both qualitative and quantitative study

thoroughly. Besides, they conceptualize the findings of the two research methods continuously. Creswell and Clark (2011) defined the mixed method as follows.

Mixed methods research is a study design with analytical suppositions together with methods of investigation. As a methodology, it consists of logical suppositions that pave the way for gathering and analysis of results and the combination of qualitative and quantitative data in one research study or a succession of research. Its main belief is to employ qualitative and quantitative approaches in one study (Schoonenboom & Johnson, 2017).

Therefore, as previously mentioned because of the benefits of mixed study and with regard to the research questions' nature, in this research, mixed method will be utilized.

3.2. Participants

With respect to the participants of the study, they were learners who studied English for academic purposes at the School of English Language (ELS) at a private university in the center of Ankara, Turkey in the downtown district. As the medium of instruction is in English at this private university, these learners first had to demonstrate their English language proficiency. Therefore, the participants were the learners who had to take the English Proficiency Exam at the end of the spring semester in the 2021-2022 academic year. As their time was full studying and using English all of the time, and also since they were fed up with the Covid 19 breakout, only 154 of the learners filled in the SDL Skills Scale (SDLSS).

Table 3.1. Demographic Data of Participants

Data Instruments	Participants	Gender
SDLSS	154	92 Female 62 Male
Interview	12	9 Female 3 Male

As seen in Table 3.1 above, the participants constituted 166 in total in this study. 154 of them filled in the SDLSS: 92 of them were female learners and 62 male students.

Table 3.2. Gender of the Participants in Semi Structured Interviews

Participant number	Gender
Participant 1	Male
Participant 2	Male
Participant 3	Female
Participant 4	Female
Participant 5	Female
Participant 6	Female
Participant 7	Female
Participant 8	Female
Participant 9	Female
Participant 10	Female
Participant 11	Female
Participant 12	Male

As demonstrated in Table 3.2, regarding the interviews, 12 of the respondents participated in a one-on-one interview with the researcher by their own consent. With respect to these 12 interviewees, 3 were male and 9 of them were female.

Table 3.3. Participants' Details of Faculty Distribution

SDLSS	Participant Number
Faculty	
Faculty of Engineering	80
Faculty of Education	20
Faculty of Architecture and Design	32
Faculty of Economics and Administrative Sciences	22
Interview	
Faculty	
Faculty of Engineering	4
Faculty of Economics and Administrative Sciences	2
Faculty of Education	4
Faculty of Architecture and Design	2

As for the details about the participants' faculties with respect to SDLSS, as demonstrated in Table 3.3, in this study 80 of the participants belonged to the Faculty of Engineering: 20 of them constituted the participants from Faculty of Education, 32 of them were included in Faculty of Architecture and Design, and 22 of them were affiliated to Faculty of Economics and Administrative Sciences. By the same token, as displayed in Table 3.3, with regard to interviews, 4 of the participants belonged to the Faculty of Engineering, 2 of them were affiliated to the Faculty of Economics and Administrative Sciences, 4 of them were included in the Faculty of Education, and 2 of them comprised of the participants from Faculty of Architecture and Design.

3.3. Sampling

Owing to the COVID-19 breakout, the study was conducted in a private university in Ankara, Turkey. Moreover, according to Seffrin, Puccinelli, Vivan, Vancini, De Lira, Nikolaidis, Andrade (2022), after one and a half years of the closure of the universities, learners came back to the university; however, they were still going through a different kind of depression which led the way to demotivation and reluctance to perform the tasks by sticking to the due dates of the assignments, performances, etc. Therefore, in this study, convenience sampling was implemented as the respondents were the ones who were accessible to the researcher.

According to Boslaugh (2008), convenience sampling refers to a designated group of participants within a specific population that is identified on their availability to the researcher. The reasons why convenience sampling was applied were that the data could be gathered in a short period of time and the researcher could easily access the participants who were available. Consequently, the survey link was sent to 50 instructors of English language who had a class of 20 learners to share the survey link and who encouraged their learners, fill out the questionnaire in class. Researcher requested from the instructors to complete the survey within a month period by taking their pacing and curriculum issues into account. In other words, since instructors had a limited time to cover a related month's course map, the researcher gave them a month before opening the surveys to be completed by the students. As for the interviews, once more the researcher asked for volunteer participants, which constituted convenience sampling since the ones who were available and eager to enroll in the interviews participated in the study.

3.4. Data Collection Instruments

As for the research design, a case study was implemented as the research questions were investigated deeply to obtain adult learners' insights and explorations of SDL in detail in the English language context. The benefit of implementing a case study is that the researcher could investigate the participants' conceptualizations and perceptions to a great extent by implementing the data collection tools such as a scale, and interviews.

In this study, the data collection instruments constituted two folds: a scale that had 40 items and unstructured interviews. After the selection of these data collection tools, the researcher connected with the corresponding people to receive their allowance through e-mail so as to utilize them in this study and attain their permission. Besides, prior to conducting the data gathering procedure, the researcher applied to the ethical committee at the private university at the very beginning of the 2021-2022 academic semester. After obtaining the acceptance of the study, the survey was sent to the learners via e-mail. Also, the interviewees' permissions were received orally before the interviews were carried out both for conducting and recording the interviews.

Table 3.4. Data Collection Instruments

Data Collection Tool	Participants	
SDL Skills Scale	154	Research Questions I&II
Interviews	12	Research Question III

As seen in Table 3.4, for the first two research questions, which investigated the understanding of SDL and its variance with respect to demographic variables to the learners at the English Language School at this private university, the SDL Skills Scale (SDLSS) was utilized. As for the third question, which was associated with their notions and feelings about their experience of SDL both inside and outside the classroom setting, semi-structured interviews were applied to 12 volunteer respondents.

3.4.1. SDL skills scale (SDLSS)

To begin with, the data was first gathered through a scale owing to access to more participants at the same time within a limited span of time. Hence, Ayyıldız and Tarhan's

(2015) scale was conducted, and their permission was received beforehand (Appendix E). They called the scale as SDL Skills Scale (SDLSS) (Appendix A). Besides, Ayyıldız and Tarhan (2015) identified that dependent on literature review and data gathered from similar instruments, most of the skills with respect to SDL were included in it. To summarize, there were 9 skills encompassed by SDLSS: attitude towards learning, learning responsibility, motivation, and self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning process, and evaluation of learning success/ result (Ayyıldız & Tarhan, 2015). Moreover, SDLSS was comprised of 2 parts. In the first part, participants filled in their demographic information such as their names, surnames, gender, age, etc. As for the second part, it was a 5-point Likert type scale and it consisted of 40 items of the above-mentioned 9 skills with regard to SDL. Participants were to choose one point among 5 such as “Strongly Agree”, “Agree”, “Partially Agree”, “Disagree”, and “Strongly Disagree”.

By the same token, there were several reasons for the choice of SDLSS including its validity and reliability. To begin with, Ayyıldız and Tarhan (2015) stated that it was firstly conducted on 255 learners from various high schools in Izmir, Turkey. After its implementation, the results of the study displayed that SDLSS presented valid and reliable data for the examination of the high school students’ SDL skills. Moreover, according to Ayyıldız and Tahan (2015), it was regarded as a feasible tool for instructors to utilize since the organization of this scale did not need a long duration of time, and it was not challenging to comprehend the findings. Finally, it encompassed a variety of skills with respect to SDL which was the attitude towards learning, learning responsibility, motivation, and self-confidence, ability to plan to learn, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning process, and evaluation of learning success/ result. In other words, the research could not be limited to just one or two skills that were related to SDL.

3.4.2. Interviews

Secondly, in this study unstructured interviews (Appendix B) were implemented. Patton (1990) defined them as the casual, colloquial interviews: the mainstream interview, guide approach and the standardized open-ended interview. They were designed and piloted by Leach (2000). Moreover, the reason why the researcher selected unstructured interviews

was that this approach was the most open-ended form. It meant it enabled the interviewer to engage in the interview actively instead of merely asking plenty of pre-arranged questions. S/he could make remarks, declare his/her ideas, and build on information together with asking questions and exploring the participant's answers. Besides, the bond between interviewer and interviewee was more of a collaboration with both engaging in the conversation, a dialogue which made participants possible to feel free to display any possible anecdotes that pass through their minds in a comfortable but still professional atmosphere as it comprised active participation of critical thinking and relevant responses accordingly.

Also, thanks to the unstructured interviews the participants can feel free to project their feelings and insights into the interviews. Merriam (1988) summarizes the significance of interviews in this manner:

... interviewing is a fundamental origin of qualitative data required for figuring out the phenomenon under analysis. For the interview is the most remarkable tool – and possibly the only way – to comprehend what is in and on participants' heads (Leach, 2000, p.20).

As for the interview itself, the third research question which is about the participant's experiences with respect to SDL both inside and outside the classroom would be analyzed with the help of the 12 eager participants. This interview consisted of three sections which were SDL in formal and non-formal (inside and outside the classroom setting) contexts, factors affecting SDL in formal contexts, and factors affecting SDL in non-formal contexts. For the first part, interviewees were to mention their experiences and journeys with respect to SDL while learning both in class and outside the classroom setting (i.e., learning that may take place at home). For the second theme, there were six subheadings which encompassed "context", "domain knowledge and level of learning", "socialization", "confidence", "time", and "age" in the semi-structured interviews, which were conducted in this study. In other words, in this part, the interviewee could focus on the above-mentioned subtitles one by one so as to elaborate more on these factors to express their ideas fully with respect to each element. Finally, the last section of the interview formed two more subheadings, which consisted of "the teacher as a guide" and "self-assessment". In this part, the interviewee's perception was directed to these two different aspects of learning and the interviewee could tell her/his ideas on the aspect of the teacher as a guide and assessing oneself in SDL.

3.5. Data Collection Procedure

In regard to the data collection procedure of the study, upon receiving the ethical acceptance from the private university, the researcher launched the data collection procedure which constituted two parts: First, in November the link of SDLSS was sent to the instructors of the English Language School through e-mail at the university and the researcher requested them to share the relevant link with their learners to fill them in. Also, the learners had one and a half months to complete it. Upon receiving the data from the participants with respect to SDLSS, the researcher announced that 12 interviewees were required to complete the study in her own class at ESL in the middle of December. Then, 12 of the researchers' own volunteer learners took part in interviews individually. Each week 2 interviews were conducted according to the designated time of a class until February. Last but not least, each interview was held in an empty classroom at the university. Also, upon the permission of each participant, it was recorded and transcribed by the interviewer. However, in this study, the utterances of the interviewees were presented as they used the language. So, the grammatical mistakes were not corrected as they were the original data. As for the timing, interviews lasted primarily 20 minutes. After completing 12 interviews, the researcher transcribed them separately in February. Hence, the data was gathered within six weeks after the completion of the SDLSS.

3.6. Data Analysis

Finally, a descriptive analysis of the data gathered was implemented on SPSS 24.0 version. To begin with, the demographic information of the participants who enrolled in the surveys was analyzed in terms of their genders and age details. Secondly, a reliability analysis of SDLSS was conducted in order to display the trustworthiness of SDLSS by calculating the Cronbach Alpha Value, which is usually utilized in Likert-type scales. Thirdly, normal distribution test results of the scores of respondents in SDLSS were held so as to demonstrate and conceptualize the distribution among the data gathered from the respondents by means of calculating Shapiro Wilk, which is commonly employed to attain the normal distribution result of a statistical study. Fourthly, the distribution of SDLSS scores of the participants was conducted to attain details about participants' exposure to SDL. Finally, comparisons of SDLSS respondents' scores by gender and age were examined through standard deviation and means thanks to SPSS version 24.0.

4. RESULTS

In the fourth chapter of the study, responses of the participants develop into data and the obtained data are examined for attaining the results of the study. This section encompasses descriptive analysis of demographic information of the participants, the reliability of SDLSS, normal distribution test results of the participants' scores from SDLSS, the distribution of SDLSS scores of the participants, comparisons of the SDLSS scores of the participants by gender, and comparisons of the SDLSS scores of the participants by age.

Table 4.1. Demographic Information of Participants

N=154		N	%
Gender	Female	92	59.7
	Male	62	40.3
Age	17-20	138	89.6
	21-31	16	10.4

As seen in table 4.1, a total of 154 people participated in the research. As for the distribution of the participants by gender, in table 4.1 it is displayed that 92 participants are female, and 62 respondents are male. Another factor, which is related to the distribution of the participants by age is that 138 people are in the 17-20 age range, and 16 participants are in the 21-31 age range.

Table 4.2. Reliability Analysis of Self-Directed Learning Skills Scale (SDLSS)

Scale	Cronbach Alpha Value
SDLSS	0.906

As displayed in Table 4.2, the reliability level of the total items of SDLSS seems to be at a satisfactory level (close to 1) according to Cronbach Alpha Value, which is utilized to measure a scale's trustworthiness.

Table 4.3. Normal Distribution Test Results of the Scores of the Participants from the Self-Directed Learning Skills Scale (SDLSS)

Normal distribution test results	Saphiro-Wilk
SDLSS	0.024

As Table 4.3 shows, Saphiro Wilk is measured as it is one of the most powerful tests to be implemented to attain the normal distribution score of a test in this study. At this point, according to the table 4.3, SDLSS does not show a normal distribution since Saphiro Wilk is 0.024 as it is below 0.05 ($p < 0.05$). Therefore, the hypothesis in this study is rejected.

Table 4.4. Distribution of Self-Directed Learning Skills Scale (SDLSS) Scores of the Participants

SDLSS	Mean	S. D	Median	IQR	Min	Max
Attitude towards learning	10.94	2.86	11	3	3	20
Learning responsibility	7.46	2.52	7	3	3	14
Motivation and self-confidence	10.46	2.92	10	4	4	18
Ability to plan learning	13.02	3	13	4	5	22
Ability to use learning opportunities	8.26	2.17	8	3	2	15
Ability to manage information	14.75	3.09	15	3	4	24
Ability to apply learning strategies	12.14	3.95	12	5	4	24
Assessment of learning process	15.51	4.38	15	6	6	26
Evaluation of learning success/results	12.76	3.31	13	5	5	22
SDLSS Total score	104.95	22.05	104	27.25	44	169

In Table 4.4, it is seen that there are 9 subcategories to define SDL skills in SDLSS. Those skills encompass attitude towards learning, learning responsibility, motivation, and self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning process, and evaluation of learning success/results. The SDLSS itself consists of 40 statements with respect to these ten subtopics. As the Table 4.4 displays, overall participants identify themselves better in the sub-dimensions of motivation and self-confidence ($\bar{x} = 10, 46$), ability to plan learning ($\bar{x} = 13, 02$), ability to manage information ($\bar{x} = 14, 75$), assessment of

learning process ($\bar{x} = 15, 51$), evaluation of learning success/ results ($\bar{x} = 12, 76$). In words, it can be concluded that participants are making the best usage of SDL in their own lives with respect to learning English in terms of utilizing these above-mentioned 9 sub-skills with regard to SDL. On the other hand, participants got the lowest score from the sub-dimension of learning responsibility ($\bar{x} = 7, 46$), which means that they are not still aware of the fact that learning is their own responsibility. Nonetheless, in general, the participants' SDLSS sub-dimension scores and total scores are slightly above moderate. To illustrate, respondents attained a slightly above moderate score in the sub-dimension related to attitude towards learning which is $\bar{x} = 10, 94$.

As seen in Table 9 which was given as Appendix C, the subscales of SDLSS are attitude towards learning (0,323), learning responsibility (0,960), motivation and self-confidence (0,527), ability to plan learning (0,819), ability to use learning opportunities (0,824), ability to manage information (0,343), ability to apply learning strategies (0,066), assessment of learning process (0,212), evaluation of learning success/ results (0,990) and SDLSS total scores (0,539). These results do not show a statistically significant difference between male and female participants ($p > .05$). Therefore, either being a male or female does not contribute to the utilization of SDL with regard to the scores attained in Table 9.

In Table 10, which was presented as Appendix D, it is revealed that the subcategories of SDLSS comprise attitude towards learning, learning responsibility, motivation, and self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning process, evaluation of learning success/ results, and SDLSS total scores do not show a statistically significant difference according to their age ($p < 0.05$).

Upon scrutinizing the sub-dimensions of SDL in the scale in Table 10, it is a striking point that the participants whose ages range from 17-20 receive ($\bar{x} = 15, 43$) at the assessment of the learning process. Likewise, the participants whose ages differ from 21-31 attain remarkably higher scores in the assessment of their own learning process ($\bar{x} = 16, 26$). As seen in this item, there is not an outstanding statistical difference with regard to ages. For another example, when the ability to manage information skills is taken into consideration, the learners who are between 17- 20 demonstrate a high performance ($\bar{x} = 14, 81$) as well. Similarly, the participants whose ages range from 21-31 for the same sub-skill reveal that

they are proficient in terms of managing information while learning since they have astonishingly high scores ($\bar{x} = 14, 20$). In another example, after analyzing the results in association with the subskill entitled ability to apply learning skills, the respondents' scores are once higher ($\bar{x} = 12, 21$), who are between 17-20 years old, and they do not display a high statistical variation from the respondents whose ages are between 21-31 as their scores ($\bar{x} = 11, 53$) are close to each other. Hence, according to Table 10, there is not a great variation with respect to the age factor regarding the SDL sub-skills.

4.1. Qualitative Analysis

In this part, semi-structured interviews were analyzed and interpreted, which formed the second phase of the data collection tools. The interview consisted of three sections, which were SDL in formal and non-formal (inside and outside the classroom setting) contexts, factors affecting SDL in formal contexts (inside the classroom), and factors affecting SDL in non-formal contexts (outside the classroom). For the first part, interviewees were to mention their experiences and journeys with respect to SDL while learning both in class and outside the classroom. For the second theme, respondents were addressed to six subheadings which encompassed “context”, “domain knowledge and level of learning”, “socialization”, “confidence”, “time”, and “age” with regard to SDL in the semi-structured interview. Moreover, 12 volunteer participants enrolled in these semi-structured interviews in order to report their ideas and practices with respect to their experiences in terms of SDL. By the same token, these interviews enabled the researcher to gain deep insight into their conceptualization, experiences, and perceptions in their own lives about SDL. Also, by means of these semi-structured interviews, the researcher has the opportunity to validate the data gathered by means of quantitative analysis of the SDLSS, of which statements were in parallel with the open-ended questions in the interview. Finally, these volunteered semi-structured interviews were conducted in an empty classroom and lasted 20- 25 minutes at most. Therefore, in this part of the study, the information obtained as a result of the interviews with the participants of the research was analyzed and interpreted.

4.2. What do you Understand from Self-Directed Learning Inside and Outside the Classroom Setting?

This part of the study encompasses respondents' depictions of their experiences concerning SDL inside and outside the classroom context such as libraries, home, extracurricular activities like online components of learners' classroom books, and their perceptions and insights of their overall learning process.

- Participant 1 (P1): *According to my experiences, I manage this situation better when I am on my own. Because there are no external factors that will disrupt my focus since I know myself well, I know what will be useful for me. I can create this self-directed learning system better at outside the classroom. For instance, when I was studying in university exam, I used to focus on the subject outside in the class, which I could not understand in the class.*

One concern brought about by P1 is that he can manage the learning process easier on her own as there is no external factor that can disrupt his attention. Hence, he reports that the learning process will be easier outside the classroom. Also, he underlies the significance of the learning abilities of the individuals. He perceives that the learner may have the opportunity to accelerate his improvement, which can be one of the vital aspects of 21st-century learning skills as time is of paramount importance.

- Participant 2 (P2): *It is totally belonging to us, no friends, no teacher, no guide. We are our own bosses or our teachers, whatever you want to call, and this is what I understand from self-directed learning, in total.*

P2 suggests that self-directed learning belongs to the learner as the agent who is going through the journey of learning, and s/he does not need any teacher. In this respect, various learning models have been developed about individuals' regulation of their own cognitive processes thanks to recent research in the field of educational psychology.

- Participant 3(P3): *Ohhh nice question as I know self-directed is a process that a person doesn't want to go to the formal class or course, so they prefer self-study. This study strategy is an individualized study whenever and whatever they want in*

their favorite place. This isolation makes them more focus and consume their time more efficiently. The point is how to study even you don't have any guide or mentor. As an example, the corona virus pandemic that we have this 2 year.

P3 indicates that if someone does not want to go to school for learning, s/he chooses self-directed learning. According to her, in this way, s/he can study whatever s/he wants, and s/he can study whenever s/he wants. In our world, where information is rapidly multiplied and renewed, new ideas are put forward to learn, and various learning-teaching theories and strategies have been shaped on the basis of these ideas, which are then put into practice. However, there is a fundamental problem that draws attention in this process.

- *Participants 4 (P4): According to my opinion, self-directed learning is not objective subject. Because of other peoples' personality traits difference it depends on the person, but I think we can say that people learn self-directly mostly outside the classroom. For instance, in school, they generally teach us the techniques of the subjects, but they never teach us how to use this information. The rest of it depends on us.*

P4 believes that people learn lots of information at school, but they do not use it mostly. By self-directed learning, people can adapt the newly learned information to real life. Speaking broadly, in the formal context which refers to a classroom setting, learners may become overwhelmed by plenty of input. Therefore, it can be deduced that she underlies the significance of the balance between input and output in the learning context inside and outside the school setting. Thus, she realizes the fact that after receiving the input in class, the implementation part which means hands-on practice totally belongs to their responsibility to be carried out outside the classroom setting.

Eventually, in the first part of the semi-structured interview participants lay stress on the importance of taking the responsibility for learning as an adult. Only then can a student acquire or learn what s/he focuses on according to them. What is more, one of the participants emphasizes the vitality of the theory and practice both inside and outside the class, which refers to SDL in terms of application.

4.2.1. What are the factors affecting self-directed learning inside the class?

All the participants who enrolled in this study were at the English Language School and this was a part of the educational institution's Bachelor of Education program. They had a wide range of reactions to their self-directed learning opportunities in their English classes. Inside classes, several students did not perceive themselves to be self-directed learners in this study. Besides, they referred to the teacher as the one who possessed the necessary skills and abilities, along with overall accountability for what occurred in the classroom. Eventually, the respondents who participated in the interviews in this study looked to the instructor to keep the teaching and learning process under control.

- Participant 2 (P2): *In my opinion, self-directed learning inside is having group activities with my friends, working on some subject and of course with direction of our teacher (our guide). Learning something new, I may say but of course the main characters are ourselves.*

P2 reports that self-directed learning can be managed by having classroom activities under the direction of a teacher. So, at this point, he attributes importance to the guidance of the teacher in the journey of learning in the classroom setting. Thus, the conclusion may be drawn that by the presence of a teacher, learners can have the opportunity to accelerate learning by means of the facilitation of various activities in class. Consequently, it can be concluded that he underlines the significance of scaffolding in-class facilitation, which may pave the way for learners' conceptualization of SDL.

- Participant 3 (P3): *In my opinion context is one of the most important things that has affected us because of the class atmosphere students are likely to be in touch with their teachers and be more active. Especially if their friends or them are competitive. It brings them ambition to be better and as a result of that they would be more excited to learn.*

According to P3, the atmosphere in the educational setting has a vital role in determining learners' success as the people around learners influence each other. She gives an instance of being attentive. If the students in one class are mostly eager to learn and

participate in the activities assigned, the other learners can be active as well during the class hour according to her.

- Participant 11 (P11): *Self-directed learning is an application for the individual to know himself and to develop a strategy accordingly, and it helps to increase the efficiency of the individual in the learning process. Or it can be developed based on the individual's experience of the appropriate type of learning orientation or on the guidance of a teacher. He knows the person best, but sometimes others, like teachers, can see things that we cannot see. For this reason, before stepping into an efficient self-directed learning process, a self-directed study method can be developed by which we can use our knowledge effectively in and out of the classroom, by consulting these people we have designated as guides and taking into account our past work experiences.*

Similarly, P11 regards SDL as a procedure to get to know oneself deeply in the journey of learning. Besides, she considers SDL as a strategy through which an individual can boost the efficiency of learning. In fact, it can be said that in the 21st century, many learners look for a strategy by means of which their learning can be accelerated. Therefore, she pinpoints the significance of SDL in the presence of a teacher as a trainer in the class who helps learners make the best usage of the SDL in-class setting thanks to being a third eye who can see their strengths and weaknesses. This may enable learners to be provided with constant feedback about both their strengths and weaknesses, which can contribute to their enhancement in the long run to a great extent.

- Participant 12 (P12): *For self-directed learning outside the classroom, the student's in-class acquisitions can be shared with home, library, etc. It is important to make the information more permanent by considering how it works more efficiently in the learning environments. The main emphasis here is on the method that is more efficient for itself. To give an example, while learning English, our teacher gave us a "phrasal verb" every day in the first semester, when I looked back at the end of the semester, I saw a large pool of "phrasal verbs" that had accumulated, and actually here my teacher showed me the importance of continuity in language learning and talked about how I should work has guided me.*

By the same token, P12 emphasizes the significance of a teacher's role as a guide outside the classroom setting by means of which a learner can learn how to study effectively all alone. So, he shows that he learned how to study regularly by being a role model for the learners, as well as through providing learners with a different phrasal verb each day. Consequently, it can be interpreted that in the way of conceptualizing how to study outside the classroom setting, a learner can acquire many strategies and practices from a teacher inside the classroom context, and then s/he continues to practice them outside the classroom setting in the same way with his/her teacher does inside the class. With this respect, he regards this way of learning as an effective strategy.

Consequently, in this part of the interview, the respondents are asked to express their insights and experiences with regard to SDL inside the classroom setting. Most of the participants relate the presence of a teacher inside the classroom as a guide and a facilitator who provides learners with the most effective strategy constantly inside the class.

4.2.2. Factors affecting self-directed learning

Participants highlighted a variety of characteristics that appeared to impact their desire and aptitude to be self-directed learners as they discussed their experiences. Several of them emerged as reoccurring ideas in the interviews. The background of their learning, domain knowledge and the level of learning, the socialization or conditioning effect of prior experiences, personal self-confidence, time and age were recognized as the variables in the semi-structured interview.

4.2.2.1. Context

In this section, the context factor, which is one of the primary assets that affects students' self-directed learning in the classroom, is examined and the opinions of the participants on this subject are interpreted. By context, the educational setting is referred to in this study.

- Participant 1(P1): *In my opinion, context is an important thing for self-directed learning. For example, class setting is a good place to see people and encourage us to study for our own work. In addition, libraries are good place to do. However,*

if you are person who can hardly concentrate, I think these environments are not ideal for you.

P1 believes that class settings and libraries are effective places for self-directed learning. In addition, the library is seen as an environment where students can work and learn comfortably as they are supplied with various books and other resources. However, he warns that if learners have concentration problems, these kinds of places will not be an appropriate option to study. Hence, he emphasizes the significance of knowing oneself and deciding on the place to study efficiently accordingly.

- Participant 2(P2): *About context, I guess learning something should be enjoyable for the person. That's why the context is very important and also, I assume it does not matter inside or outside self-directed learning. Moreover, this context needs to have a lot of documents etc. I mean, to be more precise, when the student or students (the group, inside of the class) want/wants to learn more about the subject actually, as much as they dig for it, they should find another and another precious information about it. If this happens, students will be more addict to learning and at the end of this learning process, they/he/she will be satisfied and happy. This is my opinion.*

P2 thinks that for a better self-directed learning experience, context should be enjoyable which increases the curiosity about acquiring something new. Therefore, in order to activate adult learners' brains, the context should encompass an enjoyable topic through which a learner can discover unprecedented information for him.

- Participant 3 (P3): *In my opinion, context is one of the most important things that has effects on us because of the class atmosphere students are likely to be in touch with their teachers and be more active. Especially if their friends or them are competitive. It brings them ambition to be better and as a result of that they would be more excited to learn.*

P3 assumes that if people enjoy the lesson, they can conceptualize what has been presented more easily. In addition, she pinpoints that learning can be facilitated by the interaction of the participants with the teacher and the interaction and motivation of the

participants among them. At this point, interaction among classmates and with the teacher can be regarded as extrinsic motivation as any type of interaction can increase a learner's motivation. Consequently, it can be concluded that she attributes high importance to both interactions with a teacher and the interaction among her classmates as in this way a learner may become more willing to learn by means of boosted motivation in the educational setting.

- Participant 4 (P4): *First of all, the person should do research to find the most suitable learning method, list them and try to find the best for him/herself and after implementing this practice, the person should continue to practice it at every point of the life. For example: in school; lectures, seminars and even if there is a conversation. Because with self-directed learning we also learn how to listen really carefully and we can use these experiences in our conversation with our loved ones, our friends, our teacher and others all around the whole world.*

P4 brings about the idea that at the beginning of self-directed learning, it is crucial for people to find the most effective strategy for themselves to continue learning as it is a long process. According to her, to find the most efficient method of learning, an individual should get knowledgeable about all of the strategies. Then, s/he should choose the best one for herself. Only then can she be successful in learning for herself.

- Participant 11 (P11): *This is of course a very important factor because the course content has a relationship with active learning. If the lesson attracts the attention of the student or is a subject that he is interested in, he will understand better normally because there will be no coercion and he will not feel any pressure on him. Otherwise, he or she will probably feel more reluctant and stressed, and this can undermine the student's ability to learn effectively and self-directed work patterns, so I think content is important.*

Similarly, P 11 emphasizes the paramount importance of attentive learning, which can be attained by means of obtaining the attention of the learner thanks to an interesting subject. Only then, learning can occur without any hesitation or the pressure of the burden of learning. She attributes significance to an engrossing subject as a context so that a learner can accomplish what s/he attentively learns. Therefore, it can be inferred that the subject

matter plays a great role in the process of learning in SDL as it constitutes the context in educational settings.

- Participant 12 (P12): *In some learnings based on physical abilities and experiences, which can be laboratory or in-workshop training, one's own experience with a guide provides a very high level of learning, because one misfortune is better than a thousand advice. In other words, the teacher's saying it over and over may not even be equivalent to the student's experience once. We see this during speaking activities, which we repeat frequently in the classroom. Even in simple grammatical matters that have been told to us many times, when we hear a mistake made quickly during conversation with our own ears, which mistake literally hits us.*

P12 depicts the vitality of the learner's own practice by means of SDL inside the class by giving a striking example from his / her own experience. He underlines the significance of learning by doing especially during speaking activities. He continues that rather than hearing the accurate grammatical structure from the teacher, he believes that learners should face their own mistakes, particularly themselves while speaking. In other words, they can be hit by uttering inaccurate grammatical structures. Only then, they can become aware of its inaccuracy according to him. Moreover, he states that the teacher may repeat and correct a learner's mistakes many times; however, it does not work as a learner can only acquire the language by experiencing it himself or herself practically rather than theoretically.

Thus, in this part of the semi-structured interview participants come up with vital aspects of the meaningful and gripping context. They do this in order to accelerate learning effectively, such as knowing oneself and determining the most appropriate place to study, the importance of a learning atmosphere which boosts the extrinsic motivation of learners, riveting context, and a suitable learning strategy.

4.2.2.2. Domain knowledge and level of learning

Among the factors affecting SDL in the classroom, it is determined that the content knowledge and learning levels are addressed regarding the interviewees and examined in this section. Therefore, this part includes the experiences and conceptualizations about these two subheadings.

- Participant 4 (P4): *The person should be aware of his/her own interests and maybe choose the learning materials accordingly to this. Because we may need to put in extra effort on matters that are out of our interests. Because if we are aware of our interests, we can find out how we can study about a topic.*

P4 suggested that people should know their own interests, which may determine their success as they have a tendency to learn effectively if they are keen on the topic while learning for her. For instance, if a student enjoys football, and if the reading text is on the same topic, then he may attain achievement in the relevant tasks concerning the reading text.

- Participant 5 (P5): *Both domain knowledge and level of learning are important things. The domain knowledge is also an important situation because it is easier to learn something if you have a background information about it. The amount of the knowledge you know will not matter because the human brain tends to understand and remember the things that is which are similar in their memory and due to their background knowledge; the brain adds more information on the subject and makes it harder to forget. Which benefits the learning process when someone teaches something? And the learning level of someone has a huge impact on learning a matter in the class.*

P5 brings about the idea that domain knowledge contributes a lot to what a learner focuses on because if the learner has background information about the field in advance, this may accelerate the learning according to her. Therefore, she emphasizes the positive role of background knowledge in learning.

- Participant 6 (P6): *Everyone's interests are different. People often talk about what they are knowledgeable about. To give an example, someone who studies economy, doesn't have knowledge about medicine. And finally, people have different learning capacities. Somebody learns fast, somebody learn slowly. These factors are affecting self-directed learning inside the class.*

P6 explains that factors such as a person's interest and learning capacity influence SDL. She starts with the significance of interest, as people merely focus on what they are

fond of. Then, she returns to the issue of one's capacity, which plays a vital role in SDL since each learner has a different capability of learning, as far as this participant reports.

- Participant 12 (P12): *Theoretically, a person who has studied English for 10 years should speak English like a mother tongue. However, I learned about Tenses, which is a grammar subject, for the first-time last year thanks to an interesting topic. In my first semester at university, I saw a method that I had never seen from any of my teachers before, for only one tense from a teacher. And in this way, I realized that I understood that tense well and when I returned home, I performed the same method for other tense. As an individual with a predominant numerical intelligence, I realized that I understood better through formulas, and it solved all my problems about time. That's why I can say that while we made a lot of progress in a short time with the right method, we just lost time with the wrong method.*

P 12 emphasizes the significance of the most appropriate strategy to learn the tenses in the English language by means of a gripping subject matter, which refers to the context in educational settings. Also, he points out that he has been learning English for more than 10 years; however, through implementing the appropriate method he learnt it accurately last year, which is a striking experience for him as he attempted it many times before, but he has not sought to learn them thoroughly. Hence, it can be concluded that by means of his insight, thanks to an effective method, a learner can accomplish learning thoroughly although s/he may not have figured out a target topic in the previous attempts. Correspondingly, he regards teachers as a guide who let learners get to know how to use suitable strategies to accelerate learning in the long run.

4.2.2.3. Socialization

With regard to the factors affecting self-directed learning in the classroom, the effect of socialization is analyzed and interpreted in this part. By means of socialization, interaction among classmates and with the teacher is meant in the semi-structured interview.

- Participant (7): *Getting success needs some sacrifices. I strongly believe that how many times that person listen that lesson if he or she doesn't try to self-directed*

learning can't get to success that case if we want to be a successful person, we need to take less hour for socializing. In that point that's includes sacrificing.

P7 mentions that people need to take fewer hours for socializing for better learning experiences which refers to SDL. At this point, inferences can be drawn the conclusion that she is talking about the effectiveness of SDL by means of which an individual may sacrifice less as it is an appropriate method to learn effectively. Otherwise, an individual may spend more time understanding and learning a subject.

- Participant 8 (P8): *It is an inevitable fact that self-learning has an effect on socialization. We can reduce socialization to the easiest level for us with the help of the method most suitable for us. It is having a great impact on our understanding of people our behavior accordingly. We can talk to people who use the same method with us in the classroom and we can establish closer relationships.*

P8 assumes that people can reduce socialization to the easiest level for them with the help of the method most suitable for themselves. In this way, participants can be motivated by socialization, which is of chief importance for individuals as they interact with their classmates during the journey of learning.

- Participant 9 (P9): *People can learn to plan when they socialize because they have to do two jobs, also they have to continue their studies and social life in the right proportion so that their brain acts accordingly, and the person begins to have no problems with self-directed learning.*

P9 deters that people should have balanced socialization with their job and social life through which they can actually attain the skill of organizing one's life. Thus, if a person can complete this task thoroughly, then, s/he can overcome the upcoming issues in life accordingly, too according to her. Also, this talent is SDL itself along with individual's control over her life by keeping this balance as she explains.

- Participant 11 (P11): *I think it will help shy and socially prone students to express themselves better. For example, if a student's working style is to come to the blackboard and explain the subject as if he has students at home, I think that we*

can give this student presentation style homework and open the student if he has a tendency. I think it will affect sociality in this way.

P 11 points out that the way a teacher facilitates the tasks may enable learners to attentively participate in the activities vigorously. In this regard, especially if a teacher chooses presentations that include speaking, this may let them get away from their hesitant attitudes while learning, which may enable learners to improve their self-confidence according to her. She emphasizes the importance of presentations since there may be plenty of learners who want to enhance their fluency. Hence, it can be deduced that the selection of tasks and the nature of activities in class may have a great role in boosting the self-confidence of learners in class in terms of building upon SDL.

4.2.2.4. Confidence

One of the traits affecting SDL in the classroom is self-confidence. This factor is analyzed and interpreted in this section.

- Participant 3 (P3): *It is a good thing to be confident and trust yourself. People who don't have confidence are generally think they are not qualified enough, and they tend to quit.*

P3 reckons that people with low self-confidence generally think that they are not qualified enough to learn, and they tend to quit. Therefore, self-confidence plays avital role which affects the SDL process as it determines the continuity of learning with respect to an individual according to her.

- Participant 4 (P4): *Thanks to this method, a more successful result is observed in contrast to the result that will be obtained with unconscious work. Because if we work unconsciously, we are not aware of what we are doing, and it affects us in a bad way so with self-directed learning (in this way) increased success of the person will also increase his/her self-confidence. Because in these days, we know we can also observe this according to our marks, scores or our performance in lessons. If we notice we are successful at the same point we can start feeling really confident about in social life, about in work-life.*

P4 reports that if people notice that they are successful at some point in the process of learning by means of SDL, they can start feeling self-assured about their social life and work life, which may promote their overall well-being in terms of the quality of their lives. So, it can be inferred from what she says that by realizing and feeling the sense of becoming accomplished, an individual may become self-confident by means of SDL, which also may affect a person's life in every aspect.

- Participant 5 (P5): *Confidence plays a huge role on self-directed learning too. Because to be able to not get shy or stressed about saying or asking something when they missed a point or did not understand the entire conversation takes confidence. And being able to not get scared of answering wrong takes a lot of courage during the class. Sometimes even though a person who has high confidence can get shy or scares to answer wrong. Getting scared is a normal behavior with every person shows from time to time as you know but usually in an environment where everyone will be listening and watching can affect a person's learning behaviors. In those situations, I think students tends to get shy and feel insecure to talk or learn because in the back of their head there is a voice who says you might make yourself seem like a fool if you do wrong. And this voice pretends to learn in a sufficient way. That is why confidence plays a huge role on self-directed learning because as much as the person is comfortable and confident in their skin and their words, they tend to be more successful on learning.*

P5 believes that confidence plays a huge role in SDL as to be able to overcome being shy or stressed about uttering a wrong answer or asking something when people miss a point or do not understand the entire conversation, which influences the self-reliance of learners. Thus, she considers that being hesitant impairs learning to a great extent. At this point, she may refer to a comfortable atmosphere, which may be a solution to being more self-confident for learners so that they can willingly become attentive throughout the class hour. Especially, she may emphasize the importance of overcoming the barrier of becoming stressful inside the class as this may hinder the conceptualization of the subject matter and implementing it with the classmates in the educational setting.

4.2.2.5. Time

One of the elements affecting SDL in the classroom is time. In this section, the views of the participants on how time influences SDL are analyzed and interpreted.

- Participant 6 (P6): *Time is an ongoing process. As we know, we can never turn back time. Therefore, we must manage our time well. Making a plan and keeping a calendar are example of this. It may not always be possible to stick to plans, but also at least our time will be divided into tasks*

P6 mentions the skill of time management. She is aware of the fact that time is vital in learning, and if a learner can manage it efficiently, then she can be successful in learning. Therefore, time management skills are an indispensable aspect in educational context for her.

- Participant 7 (P7): *I think people can manage and arrange everything if we really want learning something we can also arrange our programs and our times for self-directed learning.*

P7 comes up with the idea that people can schedule their programs and organize their time for SDL if they really want to learn something new. Consequently, she brings about the issue of motivation which is the desire to learn. After that, an individual can create time for learning, which can be the ultimate key for learning according to her.

- Participant 8 (P8): *The self-directed learning method saves us time as it makes things comprehend faster. What is more important than time in this life? We need to use our time wisely, so it is up to us to learn by ourselves. It is very useful at this point. If we analyze the information we need to learn and only learn them, we will not fill our brains with empty information and we will use our time sparingly.*

P8 thinks that SDL saves time as it makes things comprehend faster. Also, she realizes the fact that time is a salient asset in learning; therefore, individuals make use of it wisely. Another point she focuses on is examining the information and conceptualizing it accordingly, which promotes learning.

- Participant 9 (P9): *Success is directly proportional to time. Now, time is flowing very quickly, and we need to make it efficient. That's why, we need to plan and not waste our time.*

P9 reports that time is flowing very quickly, and people need to make it efficient for better learning experiences. Considering the time allocated for learning, it is possible to classify learning methods as intermittent or collective studying. Intermittent studying means that the subject is repeated every day or every week, and it is a systematic study of the lesson. Collective studying, on the other hand, means working on the lesson only during the exam. Collective workers are not interested in the lesson at times other than during exam time, and thus they prepare for the exam "until the morning" of the exam day. Interval methods are of course two extremes: combining the two undoubtedly yields more success. However, the answer to the question "which one is more useful" is a little different than expected. Students who work in groups are seen more successful in the next day's exam than students who work intermittently, and they get higher grades. This is the reason why students persistently prefer collective work. They can get high marks in a short time. However, the learned information is forgotten in a short time. For example, they cannot remember when the exam is postponed. The information about people who work intermittently is perceived as more stable. Even when the exam is postponed, their success is at the same level.

4.2.2.6. Age

One of the factors affecting self-directed learning in the classroom is age. In this section, the views of the participants on how age influences SDL were analyzed and interpreted.

- Participant 6 (P6): *We must recognize self-directed learning at an early age and of course it is very important to maintain this. I believe that information learned at an early age.*

P6 reports that people must recognize self-directed learning at an early age and should implement it continuously in order to succeed in learning. Therefore, she observes that studying regularly and applying SDL at an early age in an individual's life are the two assets in learning, which boost obtaining knowledge and implementing it.

- Participant 7 (P7): *In these days I am taking a driving lesson and my teacher say to me “I have a 72 ages student and she get to how to drive and pass the exam “In that point if someone really wants to do something there is no barrier in front of them*

P7 emphasizes that if someone really wants to do something, there is no age barrier in front of him/her. Therefore, in the adventure of the learning journey, individuals are the agents who decide upon learning, and age does not constitute a limitation to learn. Hence, she underlies the importance of becoming determined to learn rather than considering age as a hindrance for learning.

- Participant 8 (P8): *It would be very good for us to start doing self-learning a young age, like fourth grade. Because I think that habits gained from childhood and knowledge are unforgettable, so age has an important effect. Of course, you can also start in high school, but I think fourth grade is the best class and beyond. We have to be careful about this.*

P8 reports that habits can be attained during the childhood period which is a crucial era to obtain permanent knowledge. Therefore, she highlights the fundamental influence of the habits children acquire which can contribute greatly to their knowledge.

4.2.3. Other significant themes

In this section, additional themes, which were ‘teacher as a guide’ and ‘self-assessment in SDL while learning’ were analyzed and interpreted. Accordingly, the opinions of the participants were examined.

4.2.3.1. The need for a guide

In this section, the participants were asked what their opinions were about the teacher as a guide, and their answers were recorded, transcribed, analyzed, and interpreted.

- Participant 8 (P8): *In fact, at this point, teachers have a little too much responsibility because yes self-learning is up to us, they can just show the way but that’s important*

point. I think teaching has a very important place in gaining a habit because it is an adventure that will start with their encouragement self-learning. If we think of this event as a car, we are the car, gasoline is our motivation and the sign would be our teachers. In fact, we can say that teachers are role models of students. They can do something as like mini exams, test and etc. I am sure about that will be perfect for us.

P8 utilizes an effective metaphor about the role of a teacher in learning. She expressed that if learning is a car, the learner is in the place of the car. What is more, the gasoline inside the car refers to a learner's motivation, and the signal in the car is associated with the teacher. Through this metaphor, she depicts the fact that teachers are guiding the learner in the process of learning by showing him/her what to do.

- Participant 9 (P9): *Teachers have always been guiding not only the lesson, but also helped with personal life. Teachers are always understanding and attentive, help their students and also, they listen to them. For example, when a bad incident happened to me. When I was in high school, my teacher told me that life is very short and difficult, but I am with you. I am not just your teacher; I am your friend. I feel relaxed and safety next to the teacher. It is a memory I will never forget.*

P9 assumes that teachers are guiding learners not only about the course content but also helping students with their personal lives. Therefore, she underlines the fact that teachers are interested in learners' concerns or problems and provide learners with a comfortable learning atmosphere as well. Thus, she underlines the importance of one aspect of teachers' roles which is counseling individuals.

- Participant 10 (P10): *As everybody said teachers are the second mother in the educational system so they play an important role in every side of our lives. As an example, they answer our questions heartily, reassuring students in bad conditions based on consultation time, and give us extra materials and resources to improve ourselves and achieve the highest score.*

P10 assumes that teachers are the second mother in the educational system, so they play a salient role in every side of students' lives. The teacher is a productive force that

shapes the soul and character of a nation. S/he is so productive that it can be said that a whole society is the work of the teacher. In this sense, they can be considered as the core agent in the education system.

4.2.3.2. Self-assessment

In this section, the opinions of the participants about self-evaluation were analyzed and interpreted. For this reason, the participants' self-evaluations on education were revealed along with their perceptions and experiences.

- Participant 3 (P3): *It is a great thing to be able to judge and criticize yourself. In that way people can see their mistakes and have a chance to focus and also correct them. It is a great opportunity to develop and increase your abilities by yourself.*

P3 acknowledges that people can realize their mistakes, which are a principal key for self-development in the long run. Thus, a person can notice his or her strengths and weaknesses by doing so. Then s/he can take actions accordingly through which achievement may appear thanks to correction and enhancing themselves by self-assessment.

- Participant 4 (P4): *I believe it's the most important fact because we can't properly express who we are without self-awareness and I think if we are not aware of ourselves, we can't show who we are, we can't work as how we have to be. Because we have to aware of our characteristics, our skills and then maybe we can apply this to our daily life, our school life, our family life. Actually, it happens through our whole life and I think it is the most important thing for a person. Because self-awareness is the key to life, at every point. Cause everything comes together at that point, self-awareness. In my opinion, they are actually connected, that's why I said self-awareness. Self-assessment means for me again like being aware of who you are and then knowing these things, apply them to your life about every point.*

P4 believes that self-assessment means being aware of whom the person is, knowing these things, and applying them to his/her life at every point. What is more, she underlies the fact that by means of SDL, an individual can have the chance to get to know himself or herself in-depth, which is a key asset in life. Thus, in the process of lifelong learning, an

individual can have the opportunity to evaluate himself/ herself after obtaining each trait of her/his character after which a person can realize herself or himself which is the ultimate purpose of every individual's life.

- Participant 5 (P5): *I would compare my present self with my past self. If I am learning a new language, I would try to record myself while I am trying to talk that language. And after some time, I would rerecord myself to see how much I developed. And also, I would try to talk with my friends and see what I have learned compared to them. And also, I would look at my essays and my writing tasks comparing them with my present writing comparing the errors I made. I would learn from my past mistakes.*

P5 reports that people can learn from their past mistakes in the learning process. Hence, she makes the best usage of recording so that she can be aware of her past mistakes, which will contribute to her enhancement of the language to a greater extent. Thanks to this strategy, she increases her awareness of learning how to learn effectively which refers to SDL.

- Participant 6 (P6): *Self-assessment is evaluating our own work. For example, by proof-reading an assignment before handing it in, and making changes to improve it, students are assessing their work. Despite, it is importance in the learning process. Self-assessment components more intentionally into the classroom, instructors can encourage and empower students to assess themselves more effectively.*

P6 came up with the idea that self-assessment components are more intentionally into the classroom as such, instructors can encourage and empower students to assess themselves more effectively in this way. Thus, it is vital for instructors to lead the way for the learners to check their own work/products which paves the way for them to gain the habit of assessing their own work.

In conclusion, in the qualitative analysis of this study, 12 volunteer respondents' insights and experiences with respect to SDL have been examined under the subtopics as SDL in a formal setting, factors affecting SDL in non-formal settings, and additional themes

such as ‘teacher as a guide’ and ‘self-assessment in SDL’. Overall, it can be deduced, thanks to the semi-structured interviews that most of the participants believe that teachers are the learners’ guides who pave the way for them to utilize the most effective strategy both inside and outside the classroom setting. In this way, learners can have the opportunity to get to know themselves better, which may boost their learning in the long run in the journey of learning. Consequently, it can be inferred that participants who enrolled in this study regarding SDL as an operative method to accelerate their learning throughout their lives.

5. DISCUSSION

The purpose of this research is to put light on SDL with regard to the learners' understanding of SDL, and their utilization of it both theoretically and practically inside and outside the classroom setting in accordance with the demographic variables of the learners. As limited numbers of studies have been conducted in this regard in Turkey at the tertiary level related to the ELT context, this study aims at enlightening 21st-century scholars and learners about SDL to some extent. Accordingly, it is reckoned that instructors should lead the way for learners to raise their awareness of becoming autonomous learners, which is essential for individuals throughout a lifetime of learning. This may boost their confidence in learning, as well (Zamnah & Ruswana, 2019). Hence, by means of this study, the learners may have the opportunity to broaden their horizons thanks to SDL. Thus, the aim of the study is to investigate the SDL skills of university students studying at the English Language School at a private university in Ankara, Turkey.

5.1. What is the Understanding of SDL to the Students in the English Language School at a private university?

Although people have received different trainings in different systems, they may somehow develop their own abilities in various ways. It is observed that the respondents participating in the semi-structured interviews also prefer the SDL method and they are successful in it. To illustrate, P1 reports that when she is alone at home, as there are no distractions as external factors in class such as chatting among classmates during the class hour, she can have the chance to do her best accomplishing the tasks either assigned by an instructor or online workbook activities. Therefore, an environment where students can develop their own abilities will trigger positive development (Demirel, 2019). Also, Dewey (1997) thinks that people can turn both positive and negative insights thanks to experiences. He expressed this by pinpointing that experience is a motivating force. It is not just something that a person acquires, but rather that it may affect people's curiosity, purpose and desire. On the other hand, liberation is inherent in learning. Therefore, what he emphasizes is that he is independent at home while studying English, which is regarded as a positive situation for the respondents in the semi-structured interviews.

Self-management is the degree to which the learner can effectively organize the learning process as metacognitive, motivational and behavioral (Zimmerman, 1989). The first studies on SDL were those carried out by Houle (1961). According to Whipp and Chiarelli (2004), it constitutes all of the strategies that affect the learning process in a very vital way. In addition, it is stated that the basis of self-management is metacognition (Pintrich, Smith, Garcia, McKeachie, 1991). On the other hand, studies in the literature state that the social context is also important in SDL (Hadwin, Oshige, Gres, & Winne, 2010). In support of this statement, it is also noted that social cognitive principles greatly affect SDL. (Bandura, 1994; Zimmerman, 2000). Studies have demonstrated that SDL is the learner's own choice (Zimmerman, 2000). Similarly, in this study, most of the participants regard SDL as a totality of learning strategies, which are presented by their teacher in class. By means of these strategies, learners are aware of the fact that they implement learning on their own. Hence, it can be concluded that teachers may play an essential role in building SDL in class. This may occur in Turkish educational system, where they may be considered as the core agents in the process of learning responsible for deciding upon the needs of the learners, designing a suitable curriculum, and identifying an effective material etc.

SDL processes include some strategies that the learner should follow, together with being a process that continues with the learner's own choice (Pintrich, 1999). Basically, according to Pintrich (1999), the strategies of SDL constitute planning, monitoring, and organizing. In addition, there are different strategies determined as a result of studies carried out in the literature. According to Dabbagh and Kitsantas (2005), these strategies are made up of goal setting, self-observation, self-evaluation, commitment strategies, asking for help, and time management. It is argued that the most salient strategy in the implemented and developed strategies is the determination of the learner's purpose (Zimmerman, 2000; Bandura, 1988; Schunk, 1989). On the other hand, in this study learners could not think of themselves as independent individuals from their teachers as they point out that teachers are essential agents who lead the way for them in terms of strategies, materials, etc. in the ELT context. Therefore, it can be inferred that in Turkey teachers are the agents who can pave the way for learners to become practitioners of appropriate strategies in class. Consequently, it can be assumed that posing a fundamental attribution to teachers in the Turkish educational setting may have a vital role in raising dependent learners.

Studies on SDL have provided detailed information about learners in many subjects (Aşkın & Demirel, 2018). Learner profiles are created in the light of learners' characteristics and demographic information (Aşkın & Demirel, 2018). There are remarkable findings in studies on SDL. In the literature, it is depicted that SDL skills differ in cultural contexts (Zhao, Chen, & Panda, 2014). In addition to these findings, it is pointed out that there is a fascinating difference in the SDL skills of citizens of various cultures and countries with various economic development (Zhao et al., 2014). In the study conducted by Zhao et al. (2014), it is stated that the SDL skills of men in countries with patriarchal societies are higher (Geduld, 2016). However, in this study, the results display almost no significant difference between the two genders in terms of utilizing SDL in an educational context. Thus, it can be assumed that thanks to technology, each gender may have the opportunity to enhance their educational skills.

SDL is firstly defined by Knowles (1975), who is considered to be the pioneer of it. It is considered as the process of attempting to learn, identifying one's own learning needs with or without the help of others, establishing learning goals, determining a source (person, book) for learning, choosing and applying the right learning strategy for the information to be learned, and evaluating learning results. Tough (1979) depicts that the most crucial stages in the SDL process are organizing and decision-making. He also defines it as the learning process with particular phases that the learning responsibility imposes on the learner. Iwasiw (1987) describes SDL as a process, which consists of five stages. He expresses these as students' identifying their own learning needs, determining learning goals, defining learning resources, defining learning strategies, and evaluating learning products. Spencer and Jordan (1999), similar to Knowles (1975), regard SDL as a process that consists of the steps of learners attempting to learn, determining their needs, setting goals, selecting resources, choosing appropriate activities, and evaluating the result. Slevin and Lavery (1991) state that it is difficult to make a clear definition for the concept of SDL. They explain that they accept it as an individual model, and a means of teaching various contexts to different people. Senge (1992) defines it as an individual learning model that the individual realizes by using his knowledge and skills and assimilating the values obtained through experimentation and observation. As can be seen, although the definitions of SDL differ, there are some common expressions concerning the definitions. These are individuals taking responsibility for their own learning, planning for learning, and realizing and evaluating the learning situation (Caffarella, 2000; Merriam & Caffarella, 1999). However, in this study, most of the learners

consider SDL as the right strategies to be used which are taught by an instructor in class, so that they can practice them outside the classroom setting. It can be concluded that the learners are teacher dependent as they have been trained so throughout their educational background in the Turkish educational system.

Field experts on SDL have developed its models from various perspectives. (Candy, 1991; Brockett and Hiemstra, 1991; Garrison, 1997). According to these models, individuals who are self-directed learners should have the necessary thinking skills and some affective structures should be enhanced accordingly. In this sense, individuals' ability to acquire SDL skills depends on their prerequisite cognitive, affective, and psychomotor behaviors that are their readiness. Fisher (2001) defines the concept of readiness concerning SDL as the degree to which an individual has the tendencies, abilities, and personal characteristics mandatory for acquiring SDL skills. Guglielmino (1977) also lists the situations related to readiness for SDL as a wide range of learning following opportunities the individual's self-concept, willingness to attempt learning, responsibility for learning, and the desire for learning. In this sense, the responses from the participants display that the individual's characteristics and attitudes towards learning play an important role in acquiring SDL skills. As may be perceived here, the role of the teacher as a motivating tool is prominent in SDL according to the respondents. Thus, these above-mentioned studies are compatible with the results of our research. So, it can be supposed that in the educational context, traits of learners, and their motivational readiness may promote to accelerated learning. Deci, Vallerand, Pelletier, Ryan (1991) defines extrinsic motivation as the type of motivation in which the behavior is performed for an outcome. The individual exhibits a behavior for the consequences of the behavior rather than the behavior. Hence, motivation may play an outstanding role in an educational context.

It is examined that self-assessment is of great importance concerning SDL skills of the respondents participating in this study. Participants talk about issues and in this way the individual can test herself by keeping track of past and present recordings of their speaking performances, raising their awareness of their strengths and weaknesses, proofreading their writings, etc. Similarly, Khiat (2015) examined academic performance and the practice of SDL. Eleven SDL markers were developed and measured. Strategic planning, time management, procrastination management, project preparation, test preparation, note-taking ability, essential tools, seminars class readiness, technical readiness, online course readiness,

and stress management were among the markers. Adult students' reported levels of competence in 11 SDL criteria, which had a direct and indirect impact on their academic performance, according to the research. Based on the findings, the university has developed some new efforts in the area of SDL assistance to help its adult students in succeeding in their studies.

Moustaffa (2020) examined SDL skills and problem-based learning in Medical Education. The researcher utilized an analytical descriptive approach and used the scale of "self-learning skills" for the sample population. The first group was made up of 63 pupils from the 3rd and 4th grades who really were taught utilizing problem-based learning techniques. The other group consisted of 51 children in grades 5 and 6 who were taught employing traditional techniques. The study's findings revealed a statistically significant difference between the two groups, indicating that problem-based education was better than traditional learning. Furthermore, the researcher discovered that the degree of the strategy's impact on SDL abilities varied. Similarly, in the development of data management skills and the application of learning techniques, the benefits were determined to be salient. Attitude towards learning, learning responsibility, motivation, self-confidence, capacity to plan learning, ability to use learning opportunities, assessment of learning process, and appraisal of learning success all had a modest influence on SDL according to the results of the research. Consequently, it can be supposed that learning may require various skills such as attitude towards learning, learning responsibility, assessment of learning process and appraisal of learning, etc., which may also promote SDL in the process of learning.

Alotaibi (2016) discovered the learning environment as a mediating variable between SDL readiness and academic performance of medical emergency students. He claimed that disparities in students' SDL levels may be attributable to demographic variables, which could influence their educational objectives, motivation to learn, attitudes towards teaching and instructors, and reactions to class and current clinical settings. In various contexts, these demographic characteristics may have distinct consequences. On the contrary, in terms of demographic variables, this study's results do not display a significant difference between genders. So, it can be concluded that in the 21st century, there is no vital statistical difference between genders with respect to SDL. It can be due to the high technological opportunities as now everyone can access it and learn whatever they need in an instant.

Abu Assi and Alkorashy (2016) discovered that SDL ability was impacted by age and academic level. Remarkable differences between several socio-demographic factors such as age group, educational discipline, location of residence, relationship status, educational levels, and SDL were also discovered in the research. Similarly, in this study, with respect to age, there is no crucial difference, which goes along with our study as well. Also, it can be assumed that thanks to technology, these kinds of demographical issues may disappear as technology is accessible to many learners currently.

People with high academic vitality, according to Safari et al. (2016), employ ways to change negative tasks into good ones and enjoy completing them, even if they are not interested in performing them. Due to their academic energy in learning and obtaining science and information, they are devoted and struggling, in control of the events around them as they are autonomous and self-directed learners.

The sub-themes of "determining learning needs", "identifying learning goals" and "planning the learning process" are perceived as sub-dimensions of the learning and planning theme. The majority of the students stated that they identified their learning needs and learning goals and made a learning plan when faced with a learning task. It can be deduced that students' views on this subject offer positive clues about their exposure to SDL. Savin-Baden and Major (2004) also depict that self-directed learner are individuals who progress in line with a plan. This may occur as young people may enjoy being independent learners.

In determining the learning needs, issues that will contribute to professional and personal development and issues of interest have come to the forefront. In the study conducted by Selvi (2011), it was defined as one of the lifelong learning competencies that teachers should have to develop themselves professionally and take part in scientific facilities such as courses, symposiums, seminars, and conferences. The factors that are efficient in identifying the learning goal have come to the fore such as the place/situation where the information will be utilized (exam, daily life, professional life, etc.), the gains to be attained from the learning process, being interested in the subject and providing personal satisfaction. As for the planning of learning, some of the participants determined this plan according to the nature of the learning material (either easy or difficult), and in this process, they start with the easy topic, divide the time according to the topic, etc. It was determined that they applied the planning processes. Similarly, in this study, some participants also

stated that they designed the learning plan according to the duration of production and level of motivation. As a result, it can be supposed that time management and the motivational aspects may play a significant role in SDL as they may constitute crucial aspects of the learning process.

Knowles (1975) emphasized the importance of identifying the learning need, purpose, and planning in SDL, He continues that individual should spot their learning needs in a way that would contribute to their own development and enable them to improve their abilities. Determining the learning purpose, making a plan in line with this purpose, and planning the time accordingly are also among the practices that successful students apply in order to be effective learners (Beyaztas, 2014). This situation can be associated with the fact that the academic achievement of the students who set their learning goals and make a learning plan is above the average.

In fact, there are studies in the literature that reveal a positive relationship between SDL (Edmondson et al., 2012; Sarmasoğlu, 2009), self-regulated learning (Turan, 2009; Üredi&Üredi, 2005), and academic achievement. Students plan their learning according to the lesson/topic to be studied (starting with an easy topic, dividing the time according to the scope of the topics, planning according to related topics, etc.) or according to the time/level of motivation to study efficiently (before going to bed, at night, on a break, in the evening, etc., when motivated, etc.). In the light of these findings, it can be assumed that students plan their learning processes in accordance with their learning styles and learn according to the characteristics of the learning material. As a result, it can be deduced that the subject matter may have an outstanding factor in promoting learning as it may have the power to activate learners' interest.

Under the theme of monitoring and evaluation of learning, the sub-themes of "using different learning strategies", "monitoring the learning process" and "evaluating learning results" were reached. All of the participants reported that they benefited from distinct learning strategies and reported that they chose these strategies mostly according to the subject/course and their effects on learning the information. It has been revealed that condensing the learning time and facilitating learning were also salient criteria in choosing learning strategies. Choosing and using different tools, ways, or strategies in learning is considered to be vital in SDL (Guglielmino, 1977; Knowles, 1975; Oddi, 1984). When the

studies on this subject are examined, it is observed that the students use non-identical learning ways for various purposes (Arsal & Özen, 2007).

When the opinions about the monitoring of the learning process were investigated, it was determined that most of the students watched/reviewed the learning process. They emphasized that they reviewed their learning processes the most when they could not get efficiency from the study as they thought they wasted time and whether the evaluation results were at the desired level or not. Individuals' monitoring of their own learning has a crucial place in SDL (Knowles, 1975). Students who follow every stage of their own learning process, gain more awareness to eliminate their deficiencies. Consequently, it can be assumed that participants attributed high significance to observing their phases of learning, which may promote their self-awareness in terms of their strengths and weaknesses. Therefore, they may have the chance to know themselves as learners according to Knowles (1975).

It is critical for students to be self-directed learners, to monitor their learning in line with their own needs and goals, identify any deficient or faulty learning, and to make appropriate adjustments. In this study, students' deficiencies in their learning and identifying the points that slow them down provide clues about their characteristics concerning SDL. Almost all of the students did their best by asking questions, grading, explaining the topic, etc. after the study. They reasoned that they evaluated their learning results in various ways and that they used exam results as a criterion for evaluating learning processes. In this case, it can be inferred that students have self-evaluation awareness. Self-assessment constitutes an important dimension of SDL and is regarded as a high-level skill that self-directed learners can attain (Grow, 1991). According to Selvi (2011), raising students' awareness of their own learning styles and helping students to increase their self-evaluation skills are skills that include teacher responsibilities and roles for students to become active lifelong learners.

Regarding the desire to learn, the sub-themes of motivation and not giving up on learning/perseverance in learning have been reached. It has been observed that the students have a positive profile in the dimensions of motivation and persistence in learning (insistence) in the theme of the desire to learn. All the students cited that it is vital to be motivated while learning and they should think positively and focus on the gains in order to motivate themselves as a result of the studying. Thinking that the subjects are necessary,

trying to enjoy learning, and thinking about future success are also expressed as ways of motivation. Motivation is perceived as crucial in SDL (Fisher, 2001; Stockdale & Brockett, 2011). Garrison (1997) mentions the critical role of motivation in SDL and divides motivation into participation (initial motivation) and maintenance (task-related motivation).

It is observed that students both have positive thoughts that enable them to take action (initial motivation) and focus on the goal they set for themselves (task motivation). In this case, it can be deduced that students have the motivation to learn which can be an indispensable asset in SDL. In the literature, learning and motivation are regarded as interconnected processes that cannot be fully understood when considered separately (Zimmerman, 1990). In the literature, the effect of motivation on learning (Çalışkan, 2008) and SDL (Edmondson, Boyer, & Artis, 2012; Esposito, 2012; Teng, 2005) has been revealed by studies.

On the subject of not giving up on learning/perseverance in learning, all of the students stated that they would not give up on learning when it was a subject they liked, no matter how hard it was. Half of the students reported that they stopped working if there was a subject they did not like. The students stated that they insisted on learning, considering that learning was their responsibility and that it would contribute to their professional and personal development. In SDL, being patient and not giving up on learning were considered important and they played an eminent role in the continuation of learning. Most of the respondents reported that they took responsibility for learning: in other words, they recognized learning as a duty. Taking responsibility for learning was regarded as profound by Knowles (1975) and emphasized as one of the competencies that individuals must have in order to be self-directed learners.

As a result, participants got the highest scores from the sub-dimensions of motivation and self-confidence, ability to plan learning, ability to manage information, assessment of learning process, and evaluation of learning success/results. Factors affecting the learning of individuals were related to mental factors such as intelligence, affective factors like self-esteem, personality structure, self-efficacy, motivation and study habits, environmental factors such as parental attitudes, socio-economic status of the family, and the adequacy and attitude of school administrators and teachers (Arıcı, 2007; Howie & Pietersen, 2001; Şevik, 2014; Wang, 2004). In our study, it was determined that the scores obtained in self-

management skills did not show a normal distribution. Therefore, it cannot be concluded that these studies were in line with our study.

5.2. Do SDL Skills of University Students Differ According to the Demographic Variables?

In this study, it was determined that the total scores of students' SDL skills were not statistically significant according to gender. When the studies were examined, Aydemir (2007) concluded in his research that female students used learning strategies more in English lessons and made more internal attributions regarding their failures. In addition, Saban and Saban (2008), on the other hand, found that female students' cognitive awareness and motivation levels were higher than male students in their research with pre-service teachers. Demirtaş and Özer (2007), moreover, concluded that female teacher candidates perform time management more effectively. Finally, Karasakaloğlu and Saracaloğlu (2009), on the other hand, determined that female students' academic self-concepts of Turkish were higher than male students. When the literature is examined, it is seen that there are studies demonstrating that female students have higher self-directed learning skills. Guglielmino, Guglielmino, Long (1987) came to the end that women had higher scores in terms of SDL skills. Hutto (2009), continuing to prove the point, examined the SDL tendencies of adult learners and found that female students had significantly higher SDL inclinations than male students.

Subekti (2021) discovered SDL concerning gender influence in Indonesian university students in online education. In the current study, the learner respondents in the online learning context exhibited a rather high degree of SDL. Furthermore, there was no significant difference in SDL among female and male students. As a result, this research implies that teachers should maximize the use of technology to help male students to have a more positive attitude towards or to boost motivation in language learning. Nevertheless, this is not in association with our study as there is no significance difference concerning the use of SDL with respect to gender.

In our study, it was detected that the total scores of students' SDL learning skills did not show a statistically significant difference according to age. It was examined that the SDL skills of the participants aged 25 and under were higher than the SDL of other age groups. It

was identified that the age group with the lowest SDL skills was the participants aged 46 and over. Although it was thought that participants aged 46 and above may have more experience than other age levels, it was stated in the literature that participants in the higher age group had problems related to allocating time (Castel, Murayama, Friedman, McGillivray, & Link, 2013). If the memory of the participants in the older age group did not receive enough feedback, inefficiencies may occur in the performance of SDL (Castel et al., 2013). In addition, it was pointed out that the controls of the participants in the higher age group decreased in advancing ages (Lachman, 2006). In the study carried out by Castel et al. (2013), it was stated that the participants in the high age group may need a learning environment that can support control processes that can increase their ability to obtain information. Hausmann (2017) argued that older participants set slower-paced and less ambitious learning goals. In this context, the reason for the low SDL skills of the participants aged 46 and above in mass open online courses based on self-study may be due to the fact that the participants in this age group are slow-paced learners and their control decreases over time. In addition, the SDL skills of the 25-year-old and younger participants were higher than the participants in other age groups. It can be inferred that the participants in this age group are members of the Z generation, and some of the most important features of the Z generation participants are their ability to direct themselves and process information very quickly, according to Çetin and Karalar (2016). The reason for the SDL skills of the participants in this age group can be explained by their self-direction and their interest in technology in daily life. In this context, massive open online courses may be suitable learning environments for the needs of learners in this age group. Thus, the results of the research and the results of these studies do not support each other.

One of the factors that affects SDL is age. It has been determined that SDL occurs easily at an early age. It has been discovered that the SDL skills of the participants aged 25 and under are higher than the SDL skills of other age groups. It was found that the age group with the lowest SDL skills was the participants aged 46 and over. Although it is thought that participants aged 46 and above may have more experience than other age levels, it is emphasized in the literature that participants in the higher age group have problems in allocating time (Castel et al., 2013). If the memory of the participants in the older age group does not receive enough feedback, inefficiencies may occur in the performance of SDL skills (Castel et al., 2013). In addition, it is depicted that the controls of the participants in the higher age group decrease in higher age levels (Lachman, 2006). In the study carried out by

Castel et al. (2013), it was pointed out that the participants in the high age group may need a learning environment that can support control processes, which can increase their ability to obtain information. Hausmann (2017) argued that older participants set slower-paced and less ambitious learning goals. SDL skills of participants aged 25 and below are higher than participants in other age groups, which is in line with our study.

Participants got the lowest scores from the sub-dimensions of attitude towards learning and learning responsibility. In general, the participants' SDLSS sub-dimension scores and total scores were moderate. SDLSS sub-dimensions' points of the participants did not show a statistically significant difference according to their gender and age. In many classrooms, it is necessary to determine the learning responsibility levels of the students and to create learning environments that will facilitate the achievement of educational goals. Learning is the holistic changes that individuals (animals) experience in knowledge, emotion, behavior, and all other dimensions. Learning is an inevitable, multidimensional, and holistic construct. Responsibility for learning is what learners feel when they act for purposes such as completing the things they feel lacking, fulfilling the tasks, and determining and fulfilling the requirements on the way to reach the goals. Responsibility for learning is an important predictor in determining the quality of learning. In addition to these, it is a matter of curiosity to what extent students studying in different types of schools can fulfill their learning responsibility, what has been done and can be done to gain students' learning responsibility and to improve students' learning responsibilities. (Allan, 2006; Bacon, 1993; Başbay, 2008; Carpenter and Pease, 2013; Cook-Sather and Luz, 2015; Corno, 1992; Çam and Ünal Oruç, 2014; Devlin, 2002; Kaya and Doğan, 2014; Özen, 2013; Yeşil, 2014).

5.3. What do EFL Students Think and Feel about Their Experiences of SDL Inside and Outside the Classroom at ELS at a Private University?

Participants highlighted a variety of characteristics that appeared to impact their desire and aptitude to be self-directed learners as they discussed their experiences. The background of the learning, domain expertise and the level of the teaching being completed, the socialization or conditioning effect of prior experiences, self-confidence, inspiration, opportunities to engage in learning, availability of resources, and their age were recognized as the eight variables.

It is observed that the teachers are effective in the learning process of the students and their SDL skills are developed within this framework. It is the teacher who plans and directs the learning-teaching process. In a study conducted by Fidan (1986), it was revealed that the quality of teachers' teaching situations affects student achievement. As Açıkgöz (2003) pinpoints, the education system consists of learners, materials, trainings, etc. Even if the factors identify the effectiveness, the teacher's role in the teaching process attains particular significance as the interaction is supported by the teacher, and the classroom environment, the profound determinant, is created by the teacher. So, the teacher is responsible for this process. Namely, it is the teacher who sets the atmosphere of the process. It is the teacher who makes learners happy, enthusiastic, ritualistic, or not prone to anxiety, fear, or violence. Therefore, the main source of errors in the process and the majority of them appear as methodological contradictions that the teacher, who plans, develops, implements, and is responsible for, uses while managing the process.

Participants claim that when they are away from the school setting, they also choose SDL. In this way, they can read and learn anything they want. In a world where information is rapidly multiplied and renewed, new ideas about learning are put forward and new learning theories and strategies come to the fore in this way.

In the study by Ramazanova (2019), it was examined how gifted and talented students living in Kazakhstan discovered SDL. As a result of the survey, it was determined that the students performed lower than the instructors in SDL skills. The capacity to organize information was observed as the least developed SDL ability for both groups of participants. These findings suggest that student leaders should work to create learning environments in secondary schools that are truly beneficial for the formation of SDL skills, by providing adequate training for children and educators focused on learning to set their own learning goals, retain information received, and evaluate resources. This supports the results of our study in the idea that learners are trained by teachers who have already enrolled in formation of SDL skills as the respondents in the semi-structured interviews regarded teachers as a guide to practice SDL in class.

When the opinions of the people who participated in the interview were examined, it was found that the learning activities of the participants changed according to their interests. Learning styles are unique to individuals. In other words, each student's learning style is

different from another student's learning style. Moreover, learning styles often differ even by age, gender, culture, and level of achievement. In reality, a student's learning style is similar to or compatible with his or her personality traits. For example, a student who moves slowly and reflectively in his daily life will behave in the same way when learning. In contrast, a student with an assertive, impulsive, and decision-making personality, will follow a random approach to learning, unsure of whether it is appropriate or not. In other words, it can be said that a student who acts by thinking has a systematic learning style, while an assertive student has a learning style based on totally intuition. Individuals' learning styles are formed as a result of internalizing their entire environment. Internalization is not just a cognitive activity. It also has physical and affective aspects. Therefore, learning styles are formed in students by the combination of physical, affective, and cognitive activities. Learning styles have been approached in various ways to date. These approaches are based on different characteristics of individuals' learning. As Dunn and Dunn (1979) discussed, we can gather learning styles in four areas. These are environmental conditions, affective characteristics, social preferences, and physical characteristics. Affective characteristics are related to the characteristics of students such as motivation to learn, continuity in the study, responsibility for learning, and structuring in learning. For example, while motivation is important for some students to learn, others may not need it. While some students are successful with continuous and regular study, others may be far from such a regular study style. These students only try to achieve success by studying hard when it is necessary such as during exam times. While some students feel responsible for learning, others do not have such a feeling, and they may be careless about learning. Nevertheless, some students enjoy a structured learning style. These students work in strict adherence to the principles and rules set by their teachers and do their homework on time and as requested. However, some students do not like principles and rules. They have great difficulty in studying by adhering to them. This supports the results of our study as most of the participants lay stress on the fact that the learning styles of students change according to their interests (Çiftçi, 1998; Fidan, 1996; Ertürk, 1998; Dilek, 1993).

In our study, it was concluded that positive socialization affects the learning process of individuals. Socialization in educational organizations is regarded as the process of education through which employees become active members of the school. Socialization is a link between education workers and school success. Organizational socialization at school is regarded as teachers and administrators who acquire their roles in the school, adopt to the

school culture, form work attitudes and behaviors, and gain a new functional identity (Kartal, 2007).

The first years that employees spend in their organizations are the challenging and important era of their professional lives. In this process, some socialization training programs are offered by the organization under various names, such as preparatory and basic education, in order to ensure the successful adaptation of the new member to the organization. Socialization at school as an educational organization is the process by which the members of the organization (manager, teacher, student) learn and conform to the values and norms of the school. It shapes the school administrator's work and response (protective or innovative).

The socialization of teachers includes accepting professional values, attitudes, and interests and “learning how to change” them. Individual socialization practices are more common for school administrators. It is seen that school administrators participate in the socialization process often in an unplanned way, which is limited with the school. In the socialization of school administrators, management responsibilities, meeting individual needs, and providing opportunities for professional development are required. Pre-service planning and training are important in achieving this potential. Another criterion that should be taken into account in ensuring the socialization of school administrators is the elimination of recruitment. The most important criterion of elimination is whether the individual is ready for management functions (Kartal, 2007).

In association with the socialization of the teacher, s/he learns the basic values, norms, philosophy, and mission of the school. In this process, the new teacher changes in line with the school's policy, procedure, planning, educational principles, practices and values. The socialization of teachers begins with the fact that they have passed the selection system. Later, he changes by gaining experience at school. In this process, the supportive efforts at the school, especially the approach of the administrators, positively affect and accelerate this process.

The dialectical approach, as an alternative to the functionalist approach in organizational socialization, accepts the individual as an active receiver of the socialization process and as a donor who also influences the organization. According to this approach,

socialization is not a process that can be restricted to certain educational activities. Socialization does not occur at the end of the training program or after it, but during tasks and field practices carried out simultaneously within it. In this sense, it is argued that successful socialization should begin before the profession, even by considering the experiences of the individual before joining the organization. The structural situation, complex climate, and inspection process of the school also directly affect the socialization of the teacher.

According to Kartal (2007), there are three basic indicators of teachers' socialization:

- (1) Establishing positive relationships with other school personnel,
- (2) Learning core values,
- (3) Helping students solve their problems

Socialization is a process that takes place every moment the individual is in the organization. In addition, socialization is considered not only at the beginning of the profession but also as a process that includes retirement (Cheng and Pang, 1997; Zeichner and Tabachnick, 1985). As can be perceived here, organizational socialization facilitates learning, which is compatible with this study as respondents attributed salience to integration both with their classmates and with the teacher, as well.

As a result of the interviews conducted, the students who participated in the research stated that self-confidence positively affects their SDL skills. When we look at the studies on learning and self-confidence, while there is no significant relationship between self-confidence and learning in some studies (Karademir, 2015; Erkek, 2015; Öztürk, 2017), some other studies also found a significant positive relationship between self-confidence and learning skills (Soner, 2000; Çelik, 2014). This is in accordance with the results of our study. Upon investigated the literature, a relevant study conducted by Başoğlu (2007) was found. He examined the relationship between learning anxiety and self-confidence in his study. In the research, it was discovered that there is a negative relationship between self-confidence and learning anxiety, and overexcitement negatively affects self-confidence. Çevikbaş (2013) examined the effects of the types of feedback given to student mistakes on students' self-confidence, and it was found that while giving feedback by focusing only on the inaccurate structures, giving a voice to others, and ignoring mistakes had a negative effect

on the students' self-confidence. However, the constructive feedback, which may include simplification and clues attained a positive impact on the learners.

One of the factors affecting SDL is time. In this section, participants' views on how time affects them are analyzed and interpreted. Time is an ongoing process. As it is known, it is irrevocable. Therefore, learners need to manage their time well. Planning and keeping a calendar are examples of this. It may not always be possible to stick to plans, but at least time they can allocate limited time effectively for tasks.

There are various details, which need to be pondered on with respect to the learning method: structure of the subject learned, time devoted to learning, feedback, and active participation of the student. The structure and content of the learning topic should be interesting, sufficient time should be allocated according to the topic, and instant feedback should be given to the student. The more the student participates in the learning process, the more learning will increase (Seven & Engin, 2008).

Equal opportunity in education enables individuals to develop their talents and intelligence at the highest level. When equal opportunities are provided for education, a person's success in life will largely depend on his talent and intelligence. Standard programs should be differentiated in terms of quality and broader and deeper learning opportunities should be offered in order to meet the learning needs of students. They should be given the opportunity to develop themselves in line with their abilities. In the background of the concept of teaching, there is the transfer of some knowledge to the student. Since the student is expected to acquire ready-made knowledge, the education programs have always been organized with a focus on teaching. There are subjects that need to be taught. However, understanding and interpreting this information is the way the student can learn. In order for the transferred information to go beyond being information and to be a part of one's thinking, it must be interpreted by the student. If the person is active in accessing information, it becomes easier to make sense of it (Özden, 2008). Time is of great importance in terms of learning skills. This supports the results of our study as participants noted that managing time is an indispensable asset, which accelerates learning. In this study, it has been determined that teachers are perceived as a guide in SDL skills; they motivate students in this regard and have an important role concerning gaining the habits of learners.

SDL and assessment have been a prominent topic for some researchers. The Wiki Educator E-quiz system was defined as a way to facilitate students' self-assessment (Aheto, Ng'ambi, & Cronje, 2017). According to law students in Lumina's study (2005), the utilization of portfolios and peer assessment supported SDL. Likewise, Van Wyk (2017) suggested that e-portfolios might aid in the development of SDL. De Beer (2019), Kruger, Van Rensburg, and De Witt (2015), and Terblanche (2010) concluded that portfolios may be utilized successfully to promote SDL, based on an analysis of numerous portfolio studies. Stegmann and Malan (2016) investigated the effect of comprehensive feedback and peer-assessment. They found that notwithstanding some student resistance to peer-assessment, improvements can be attained in the manner feedback was delivered and this aided self-assessment and SDL. Leach (2000) also examined SDL in practice and theory. In her study, participants' remarks regarding their experiences with SDL in formal settings constitute eight themes. These elements have an impact on their desire and capacity to be self-directed in these situations. The context of the teaching is the learner's prior domain expertise and the level of the teaching, the learner's previous socialization process interactions within and without the learning setting, the learner's self-belief, their ambition, the time they have had to devote to the learning, the assets they have access to and the learner's age. They are among the eight factors, which affect SDL in her study. Her study is in line with our study as respondents emphasized the importance of domain knowledge, which contributes learning as they had an inclination to the topics, they had already been familiar with.

As a consequence of the changes in the field of information and communication technology, individuals, there are also alterations in learning styles. It is very important to be equipped with SDL skills so that they can take part in their lives more effectively (Guglielmino & Long, 2011, p.1). In addition, the formation of more democratic social structures together with the changes occurring in societies require students to have SDL skills in the teaching-learning process (Bolhuis, 2003, p.328).

6. CONCLUSION

In this chapter, the results of the study for each research question are summarized and recommendations for further research based on the results are presented.

6.1. Summary of the Results

The aim of this study conducted was to determine the understanding of SDL of the learners both inside and outside the classroom context at tertiary levels. Participants got the highest scores from the sub-dimensions of motivation and self-confidence, ability to plan learning, ability to manage information, assessment of learning process, and evaluation of learning success/results. Moreover, they got the lowest scores from the sub-dimensions of attitude towards learning and learning responsibility. In general, the participants' SDLSS sub-dimension scores and total scores were moderate. SDLSS sub-dimensions points of the participants did not show a statistically significant difference according to their gender and age. Furthermore, they highlighted a variety of characteristics that appeared to impact their desire and aptitude to be self-directed learners as they shared their experiences. The background of the learning, domain expertise and the level of the teaching being completed, the socialization or conditioning effect of prior experiences, self-confidence, inspiration, opportunities to engage in learning, availability of resources, and their age were recognized as the eight variables.

As a result of the examinations conducted, it was determined that the total scores of SDL did not show a statistically significant difference according to gender. For this reason, in future studies, it is recommended to conduct research according to the educational status, classes, and family status of the students.

As a result of the analysis made, it was detected that the SDL total scores did not show a statistically significant difference according to age. According to this situation, it is observed that there is no relationship between the ages of the students and the skills of SDL and that SDL skills should be analyzed in various educational settings, which may include both state and private universities in Turkey to validate this result.

It has been determined that self-directed learning skills and lifelong learning are closely related concepts. For this reason, it is ensured that SDL skills are developed, and lifelong learning tendencies are enhanced accordingly. Here, individuals can be trained to become lifelong learners by organizing learning experiences that will improve their SDL skills further.

6.2. Recommendations

The primary focus of this study was on SDL in English Language learning both inside and outside the classroom context at the tertiary level. The study has been conducted according to the demographic variables of the participants. The results may enlighten teachers of the English language, learners who are eager to focus on the English language, administrative staff who would like to promote SDL in their educational institutions, and scholars who are interested in SDL in an educational context.

In this study, it has been discerned that learners can benefit from reflective diaries, assessment scales of learning performance, and cognitive and/or meta-cognitive learning strategies with respect to the students' SDL skills. Thus, as teachers are attributed great vitality to the learners in Turkey, they can encourage learners to make the best usage of these above-mentioned strategies both inside and outside the classroom setting that can contribute to their learning in an effective way in the long run.

When participants' SDL skills are examined, it is suggested that creativity is important; therefore, the relationship between creativity and SDL skills should be investigated further. In this way, the development and support of student creativity can be emphasized. Correspondingly, it is recommended that researchers should examine how to allocate more space for activities that focus on creative thinking skills, and the development of primary, secondary, and high school students may affect the development of SDL skills together with higher-order thinking skills.

By the same token, as a result of the analysis conducted, it has been determined that the total scores of SDL did not display a statistically significant difference according to gender. Thereby, in future studies, it is suggested to conduct research according to the

educational status, classes, and family status of the students to have a wider perspective about gender with regard to SDL.

In addition, it has been found out that SDL skills and lifelong learning are closely related concepts as most participants reported that their teachers led the way for them to learn a new subject-matter effectively through accurate strategies, which enable learners to continue learning outside the classroom setting. As a consequence of this, it is ensured that SDL skills can be developed, and lifelong learning tendencies can be promoted accordingly. Here, individuals can be helped to become lifelong learners by organizing learning experiences that will improve their SDL skills further.

Also, as this study only included a limited number of participants' ideas, experimental research can be conducted on the effect of instructional environments designed with activities that support SDL skills on cognitive and effective learning production. Besides, further inquiries with regard to environments in which and in what ways students acquire and/or enhance their SDL skills can be examined in depth through qualitative studies. Next, the SDL skills of students attending undergraduate and graduate programs can be examined comparatively. (Those who continue formal education versus those who continue open education, graduate-doctorate students, etc.) Here, the study group of this research merely consists of university students. SDL skills of students at different education levels (primary school, secondary school, high school) can be investigated for further inquiries. As for another study to promote SDL in literature, SDL skills of faculty members who are responsible for conducting academic programs in universities can be analyzed as well. In addition, cross cultural studies can be conducted with reference to SDL skills in ELT context.

By taking the examination of the analysis of both qualitative and quantitative data of this study, some recommendations can be put forward. To begin with, it should be ensured that individuals should be provided with meaningful and interesting contexts. Secondly, it can be observed easily that individuals can learn thanks to intrinsic motivation; therefore, it is essential to work to assure intrinsic motivation. Thirdly, virtual and online connections should be used in the learning process which promote learners' understanding effectively. Fourthly, learners should be helped to develop self-directed learning skills by giving more responsibility for learning and organizing effective learning environments. In addition, comparisons can be made among different levels. Finally, in future research, the relationship

between university students' readiness for SDL and various variables such as motivation and self-efficacy belief can be examined.

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APPENDICES

APPENDIX A: SELF-DIRECTED LEARNING SKILLS SCALE

Dear students,

This questionnaire has been developed to measure your learning skills. The answers you provide are of great importance to the assessment of your self-directed learning skills.

After reading each sentence carefully, please mark the appropriate option from among the options of Strongly Agree, Agree, Partially Agree, Disagree and Strongly Disagree with an (X) to indicate how much you agree or disagree with the statement in the sentence. In this study, your surname will be symbolically defined, and your personal information will be kept confidential.

Thank you for your contribution.

Name & Surname: _____ **Gender:** Female Male

School: _____

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
<p>1. I take notes about important points when learning a new subject.</p> <p>2. I believe that I can learn a lesson, no matter how it is complicated.</p> <p>3. I should use the internet for learning purposes, instead of having a goodtime.</p> <p>4. I make use of different learning strategies depending on the properties of the subject I am going to learn.</p> <p>5. I can solve the problems I encounter during learning based on cause-and-effect relationship.</p> <p>6. I have difficulty relating the information I have learned in the lessons to the daily life.</p> <p>7. My friends say that I suggest interesting new ideas while discussing the learning process.</p> <p>8. The result of an examination is not an indicator of my learning achievement.</p> <p>9. I organize my study hours by making plans.</p> <p>10. I underline the important parts while reading a text.</p> <p>11. I am aware that the knowledge that I obtain when I study immediately before the examination is not permanent.</p> <p>12. If I can relate the new concepts to old knowledge the learning is successful.</p> <p>13. I question the information in the books I make use of.</p> <p>14. If I am motivated for learning, any distracting factors do not sidetrack me from my objective.</p> <p>15. I pay attention to establish relations between concepts when I learn a subject.</p> <p>16. After each learning process, I think about what I should do to be more successful.</p> <p>17. During each learning process, I question myself regarding whether I have made use of the internet for my purposes.</p> <p>18. I hold myself responsible for my learning.</p> <p>19. I would like my hobbies during my leisure time to be didactic.</p> <p>20. I must know clearly and implicitly the objectives of the new subject to be learnt.</p> <p>21. After each lesson I question whether I used the course materials adequately and systematically.</p>					

<p>22. I always assess my achievements in the exercises/homework I completed.</p> <p>23. To learn a new subject without difficulty, I should learn related previous subjects well.</p> <p>24. Generally, I try to finish my homework at the last moment.</p> <p>25. When I want to learn a new subject, I know which learning resource I should use.</p> <p>26. I begin to worry that I could not solve the problems that I encounter.</p> <p>27. I cannot establish accurate hypotheses about the event or problems in the subjects that I have learnt.</p> <p>28. I believe that active participation in the learning process ensures the permanency of my knowledge.</p> <p>29. After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning.</p> <p>30. Instead of feeling despair when I encounter a difficult subject, I think about what I should do.</p> <p>31. While planning a new day, I prioritize time for learning.</p> <p>32. I review the previous knowledge that forms the basis for the new subject when I start to learn something new.</p> <p>33. I can produce alternative methods to reach solutions when I solve a problem.</p> <p>34. I have difficulty using different learning strategies in the learning process.</p> <p>35. After each learning process, I assess which of the learning resources I used was more efficient.</p> <p>36. Generally, I have difficulty in integrating information I obtained from different resources.</p> <p>37. I believe in the importance of playing an active role in learning.</p> <p>38. I have difficulty accessing the information. I seek in an equipped library.</p> <p>39. The important thing is not what I learn but whether I have got a passing grade.</p> <p>40. I motivate myself by thinking about the outcome I will obtain at the end of a learning process.</p>					
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APPENDIX B: SECTION TWO: EXPERIENCES OF SELF-DIRECTED LEARNING

1. What do you understand from self-directed learning inside and outside the classroom setting?

Your Comments:

2. What are the factors affecting self-directed learning inside the class? Answer the question under the subheadings below.

2.1 Context

Your Comments:

Domain knowledge and level of learning

Your Comments:

2.2 Socialization

Your Comments:

2.3 Confidence

Your Comments:

2.4 Time

Your Comments:

2.5 Age

Your Comment

Additional Themes

3.1 What are your ideas about the teacher as a guide?

Your Comments:

3.2. ~~What~~ do you think about self- assessment?

Your Comments

Thank you for your contributions☺

APPENDIX C: TABLE 9

Table 9. Comparison of the Self-Directed Learning Skills Scale (SDLSS) Scores of the Participants by Gender

Self-Directed Learning Skills Scale/subscales	Gender	N	Mean	S. D	Median	IQR	Mann Whitney U test	P																																																																																																																																				
Attitude towards learning	Female	32	10.73	2.73	11	3	-0.988	0.323																																																																																																																																				
	Male	18	11.25	3.04	11	4			Learning responsibility	Female	32	7.42	2.31	7	3	-0.050	0.960	Male	18	7.51	2.83	7	5	Motivation and self-confidence	Female	32	10.57	3.05	11	5	-0.632	0.527	Male	18	10.30	2.74	10	4	Ability to plan learning	Female	32	13.05	2.77	13	3	-0.228	0.819	Male	18	12.98	3.34	13	4	Ability to use learning opportunities	Female	32	8.15	2.11	8	3	-0.222	0.824	Male	18	8.43	2.26	8	2.25	Ability to manage information	Female	32	14.49	2.91	15	3	-0.949	0.343	Male	18	15.14	3.32	15	4	Ability to apply learning strategies	Female	32	11.67	3.74	11	5	-1.840	0.066	Male	18	12.83	4.18	12	5	Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212	Male	18	15.91	4.69	16	6	Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94
Learning responsibility	Female	32	7.42	2.31	7	3	-0.050	0.960																																																																																																																																				
	Male	18	7.51	2.83	7	5			Motivation and self-confidence	Female	32	10.57	3.05	11	5	-0.632	0.527	Male	18	10.30	2.74	10	4	Ability to plan learning	Female	32	13.05	2.77	13	3	-0.228	0.819	Male	18	12.98	3.34	13	4	Ability to use learning opportunities	Female	32	8.15	2.11	8	3	-0.222	0.824	Male	18	8.43	2.26	8	2.25	Ability to manage information	Female	32	14.49	2.91	15	3	-0.949	0.343	Male	18	15.14	3.32	15	4	Ability to apply learning strategies	Female	32	11.67	3.74	11	5	-1.840	0.066	Male	18	12.83	4.18	12	5	Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212	Male	18	15.91	4.69	16	6	Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25												
Motivation and self-confidence	Female	32	10.57	3.05	11	5	-0.632	0.527																																																																																																																																				
	Male	18	10.30	2.74	10	4			Ability to plan learning	Female	32	13.05	2.77	13	3	-0.228	0.819	Male	18	12.98	3.34	13	4	Ability to use learning opportunities	Female	32	8.15	2.11	8	3	-0.222	0.824	Male	18	8.43	2.26	8	2.25	Ability to manage information	Female	32	14.49	2.91	15	3	-0.949	0.343	Male	18	15.14	3.32	15	4	Ability to apply learning strategies	Female	32	11.67	3.74	11	5	-1.840	0.066	Male	18	12.83	4.18	12	5	Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212	Male	18	15.91	4.69	16	6	Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25																											
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	Male	18	8.43	2.26	8	2.25			Ability to manage information	Female	32	14.49	2.91	15	3	-0.949	0.343	Male	18	15.14	3.32	15	4	Ability to apply learning strategies	Female	32	11.67	3.74	11	5	-1.840	0.066	Male	18	12.83	4.18	12	5	Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212	Male	18	15.91	4.69	16	6	Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25																																																									
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Ability to apply learning strategies	Female	32	11.67	3.74	11	5	-1.840	0.066																																																																																																																																				
	Male	18	12.83	4.18	12	5			Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212	Male	18	15.91	4.69	16	6	Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25																																																																																							
Assessment of learning process	Female	32	15.24	4.16	15	6	-1.249	0.212																																																																																																																																				
	Male	18	15.91	4.69	16	6			Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990	Male	18	12.77	3.79	13	5	SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25																																																																																																						
Evaluation of learning success/ results	Female	32	12.75	2.97	13	4	-0.013	0.990																																																																																																																																				
	Male	18	12.77	3.79	13	5			SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539	Male	18	29.94	8.38	29	14.25																																																																																																																					
SDLSS	Female	32	28.22	8.58	27	9	-0.615	0.539																																																																																																																																				
	Male	18	29.94	8.38	29	14.25																																																																																																																																						

APPENDIX D: TABLE 10

Table 10. Comparison of the Self-Directed Learning Skills Scale (SDLSS) Scores of the Participants by Age

SDLSS	Age	N	Mean	S. D	Median	IQR	Mann Whitney U test	P
Attitude towards learning	17	138	0,1097	2.92	11	3	-0.043	0.965
	20	16	0,1066	2.35	11	2		
	21							
	31							
Learning responsibility	17	138	0,751	2.58	7	3.25	-0.939	0.348
	20	16	0,700	1.92	7	3		
	21							
	31							
Motivation and self-confidence	17	138	0,1047	2.96	10	4	-0.232	0.816
	20	16	0,1033	2.69	11	4		
	21							
	31							
Ability to plan learning	17	138	0,1305	3.12	13	4	-0.695	0.487
	20	16	0,1273	1.66	13	2		
	21							
	31							
Ability to use learning opportunities	17	138	0,823	2.20	8	2.25	-0.440	0.660
	20	16	0,860	1.91	9	3		
	21							
	31							
Ability to manage information	17	138	0,1481	3.15	15	3.25	-1.266	0.206
	20	16	0,1420	2.39	15	3		
	21							
	31							

Ability to apply	17	138	0,1221	4.07	11.50	5	-0.645	0.519
learning	20	16	0,1153	2.64	12	4		
strategies	21							
	31							
Assessment of	17	138	0,1543	4.48	15	6.25	-0.588	0.557
learning	20	16	0,1626	3.39	16	4		
process	21							
	31							
Evaluation of	17	138	0,1273	3.32	13	5	-0.083	0.934
learning	20	16	0,13	3.33	13	4		
success/ results	21							
	31							
SDLSS Total	17	138	0,1054	22.27	104	28	-0.293	0.769
score	20	16	0,1005	20.23	105	21.75		
	21							
	31							

APPENDIX E: PERMISSION OF SDLSS

Sayın Renan GÜNEY,

Öncelikle çalışmamıza gösterdiğiniz ilgi için teşekkür ederiz. “Development of the self-directed learning skills scale” başlıklı makalemizde adı geçen “Self-Directed Learning Skills Scale” (Kendi Kendine Öğrenme Becerileri Ölçeği)’ni tezinizde kullanmanız uygundur.

Not: Bu ölçek benim doktora tezimde geliştirdiğim bir ölçek olup makale de tezden üretilmiştir. Dolayısıyla ölçek ile ilgili detaylı bilgiye makaleden İngilizce olarak ulaşabileceğiniz gibi, doktora tezimden Türkçe olarak da ulaşabilirsiniz...

Çalışmalarınızda başarılar dilerim.

Saygılarımla.

Dr. Öğr. Üyesi Yıldızay AYYILDIZ

*Dokuz Eylül Üniversitesi
Torbalı Meslek Yüksekokulu*

APPENDIX F: PERMISSION OF INTERVIEWS

Dear Renan

Thank you for your message. I am pleased that you are interested in my doctoral dissertation and happy for you to replicate it in your own school in Turkey. You can access it at: <http://hdl.handle.net/2100/1191> or through the Massey University library.

Best wishes for your research.

Regards

Linda

APPENDIX G: RESEARCH PERMISSION

İnsan Arařtırmaları Etik Kurulu
Etik Kurul Kararları

2022/06

TED ÜNİVERSİTESİ
İNSAN ARAŐTIRMALARI ETİK
KURULU
ETİK KURUL KARARLARI

Toplantı Tarihi	29.07.2022
Toplantı Sayısı	2022/06
Toplantı Yeri	Dekanlık Toplantı Odası
Toplantı Saati	10:00
Toplantıya Katılanlar	Doç. Dr. İlgin Gökler Danışman Kurul Başkanı Dr.Öğr. Üyesi İbrahim Yiğit Raportör Dr.Öğr. Üyesi Melike Ünal Gezer Üye Dr. Öğr. Üyesi Çağla Öneren Şendil Üye Dr. Öğr. Üyesi Kutluk Bilge Arıkan Üye Dr.Öğr. Üyesi Kıymet Duygu Erdaş Üye Dr.Öğr. Üyesi Pelin İrgin Üye Dr. Öğr. Üyesi Duygu Onay Çöker

Raportör Serkan Karaca İAEK Sekreteri

Gündem _____ : Ted Üniverisitesi İnsan Arařtırmaları Etik kurulu Toplantıları COVID-19 salgını nedeni ile online yapılmıř olup kararları toplu olarak yazılıp e-imza ile imzaya açılmıřtır.

GÖRÜŐME MADDELERİ

G.02 : TED Üniversitesi, Arařtırmacı Renan Güney'in " Üniversite Ortamında Öz-Yönelimli Öğrenmeye İlişkin Bir Vaka Çalışması " başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2022-06/02 : TED Üniversitesi, Arařtırmacı Renan Güney'in " Üniversite Ortamında Öz-Yönelimli Öğrenmeye İlişkin Bir Vaka Çalışması " başlıklı çalışmasına,

ONAY KARARI VERİLDİ.