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Self-Directed Learning Practices among UBSHS Teachers: An Exploratory Study

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ABSTRACT

This research paper delves into the dynamic realm of Self-Directed Learning (SDL) among educators, exploring the multifaceted dimensions and implications of teachers taking charge of their own professional development. With a focus on autonomy and continuous growth, this study navigates the intricate landscape of SDL within the context of teaching, shedding light on the empowering journey of educators who proactively shape their learning trajectories. A set of survey questionnaire with a 4 point Likert Scale was administered to the 26 faculty members of the University of Baguio Science High School for the School Year 2023-2024. Separate interview with the respondents was conducted to further validate their answers. The data gathered from the participants' interview was subjected to thematic analysis to identify common themes, patterns, and categories from the interview transcripts. Results revealed that that for Self-Directed Learning Practices and Strategies, teachers reported using a variety of self-directed learning practices, such as peer collaboration and online resources, with a significant emphasis on continuous improvement and adaptability in their teaching methods. Key motivators included personal interest in professional growth, the desire for improved student outcomes, and institutional support highlighting intrinsic motivation as a primary driver. Teachers faced challenges such as time constraints, lack of access to resources, and insufficient administrative support, citing time management as the most significant barrier. Self-directed learning positively impacted teachers' professional development, leading to enhanced instructional practices, increased confidence, and a greater commitment to lifelong learning, with noticeable improvements in their teaching efficacy. The findings underscore the importance of fostering a supportive environment for self-directed learning to overcome challenges and maximize its benefits for teachers' professional growth. This study highlights the pivotal role of self-directed learning in promoting lifelong learning and enhancing educational practices.

Keywords: Self-Directed Learning practices, University of Baguio Science High School faculty, teaching quality, innovation, success

INTRODUCTION

The field of education has witnessed significant changes in recent years, requiring teachers to continuously update their knowledge and skills to meet the evolving needs of students.

Self-directed learning has gained significant attention as an effective approach for lifelong learning and professional development. According to Malcolm Knowles, a renowned adult education theorist, self-directed learning is a process in which individuals take the initiative and have the autonomy to direct their own learning experiences. Knowles, as cited by Kurt (2020), emphasizes that self-directed learning actively engage in the entire learning process, from setting goals to evaluating their progress. Individuals have the ability to identify their own learning needs, seek out relevant resources, and develop strategies to acquire knowledge and skills.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Brandt (2020) considered self-directed learning as vital in today's world and workforce. Individuals must know how to take charge of their learning—to plan, develop, adapt, and change in a digital, interactive, and global society.

Teachers, as key figures in the educational system, play a crucial role in facilitating student learning and growth. Hence, understanding and fostering self-directed learning practices among teachers are vital for enhancing both their professional development and the overall quality of education.

Teachers can explore new pedagogical approaches, adopt cutting-edge teaching techniques, and develop subject matter knowledge by actively taking control of their own learning. Engaging in self-directed learning allows teachers to stay up to date with the latest research, teaching methods, and technologies. It helps them enhance their instructional strategies and adapt to the evolving needs of their students.

In the Philippines, section 10 of the Republic Act (R.A.) No. 10912, otherwise known as the "Continuing Professional Development (CPD) Act of 2016" is strictly implemented. Professional Regulation Commission (PRC) requires teachers to complete a certain number of CPD units to maintain their professional licenses. This requirement encourages teachers to engage in self-directed learning by participating in workshops, attending conferences, conducting research, and other activities that contribute to their CPD units. The traditional model of teacher professional development often relies on external training programs or workshops. While these interventions can be valuable, they may not always cater to the specific needs and interests of individual teachers. Self-directed learning offers an alternative framework that empowers teachers to take ownership of their professional growth and adapt their learning strategies to suit their unique needs.

Despite the potential benefits of self-directed learning, the extent to which teachers engage in self-directed learning remains an open question. Exploring the self-directed learning practices among teachers can provide valuable insights into their motivations, strategies, and challenges when it comes to their professional development.

Related Literature

The study of Smith and Johnson (2018) investigated the motivations and barriers to self-directed learning among teachers and found out that intrinsic motivations such as professional growth and personal interest, as well as extrinsic motivations such as career advancement were highlighted as reasons for engaging self-directed learning, while lack of time, resources, and institutional support were identified as barriers.

Jones and Brown (2020) explored the self-directed learning strategies employed by experienced teachers. Through in-depth interviews, the researchers identified various strategies, including reflection, collaboration with colleagues, seeking feedback, and engaging in action research. The findings emphasized the importance of autonomy, curiosity, and self-reflection in driving self-directed learning among teachers. The study also underscored the role of professional networks and supportive environments in facilitating self-directed learning.

Another study by Hoban and Hoban (2004) examined the impact of self-directed learning on teacher efficacy and instructional practices. The findings revealed a positive correlation between self-directed learning and teacher efficacy, suggesting that teachers who engage in self-directed learning feel more confident in their abilities. Furthermore, the study indicated that self-directed learning contributes to the adoption of innovative instructional practices and application of research-based strategies in the classroom.

A systematic review done by Chen and Chen (2021) focused on self-directed learning readiness among pre-service teachers in Taiwan. The study analyzed a wide range of studies to explore the factors that influence pre-service teachers' readiness for self-directed learning. The review highlighted the significance of personal attributes (e.g., self-efficacy, motivation), contextual factors (e.g., teacher education programs, school culture), and instructional strategies in promoting self-directed learning readiness. The findings provided insights into the preparation and support needed for pre-service teachers to engage in self-directed learning.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

A study by Li, Yang and Hu (2022) examined the effects of self-directed professional development on teacher knowledge and practice. It synthesized findings from multiple studies and provides quantitative evidence of the impact of self-directed learning on teachers' professional growth. The results indicated that self-directed professional development positively influences teachers' pedagogical knowledge, content knowledge, and instructional practices. It underscored the value of self-directed learning as an approach for improving teacher effectiveness.

While previous studies, such as those by Smith and Johnson (2018), Jones and Brown (2020), and Hoban and Hoban (2004), have explored various aspects of self-directed learning among teachers, including motivations, barriers, strategies, and impacts on efficacy and instructional practices, there remains a gap in understanding the comprehensive experience of self-directed learning specifically within the context of a high school setting. Furthermore, existing literature, including the systematic review by Chen and Chen (2021) and the study by Li, Yang, and Hu (2022), has largely focused on pre-service teachers and quantitative impacts without delving into the nuanced challenges faced by in-service teachers. This study addresses these gaps by investigating the specific self-directed learning practices, motivational factors, challenges, and outcomes for teachers at UBSHS. By providing a detailed analysis of the professional development journey of these educators, this research contributes new insights into the practical implications of self-directed learning within a high school context, offering valuable recommendations for fostering supportive environments that enhance teacher growth and instructional effectiveness

THEORETICAL/CONCEPTUAL FRAMEWORK

The following theories provide a comprehensive perspective on self-directed learning among teachers. By integrating concepts from these theories, it offers a holistic understanding of the factors influencing self-directed learning among teachers and informs strategies for promoting effective self-directed learning practices in the teaching profession.

Self-Directed Learning Theory. This theory suggests that individuals can take responsibility for their own learning, set goals, and engage in self-directed learning activities. This theory posits that teachers who engage in self-directed learning are more likely to develop a deep understanding of their subject matter, enhance their teaching strategies, and improve student outcomes (Brookfield, 2009).

Adult Learning Theories. Adult learning theories such as Andragogy and Transformational learning theories are incorporated in this study to understand how adult learners, in this case, teachers, acquire knowledge, develop skills, and transform their beliefs and attitudes (Andreev, 2021).These theories emphasize the importance of self-directedness, relevance, and learner autonomy in the adult learning process.

Motivation and Self-Efficacy. This framework incorporates motivational theories, such as self-determination theory and expectancy-value theory, to examine the intrinsic and extrinsic factors that drive teachers' motivation to engage in self-directed learning. Self-efficacy theory is also integrated to explore teachers' beliefs in their own capabilities to successfully engage in self-directed learning activities (Mayer, 2010).

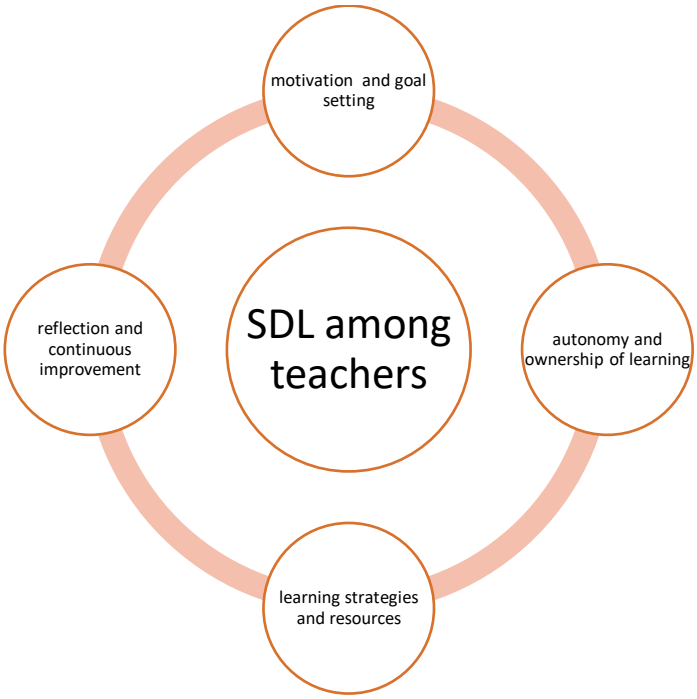
Professional Development. The framework includes a focus on professional development as a context for self-directed learning among teachers. It draws on theories of professional learning communities, reflective practice, and social constructivism to understand how collaborative learning environments, reflective processes, and interactions with colleagues can support and enhance self-directed learning among teachers.

Technology and Digital Learning. Given the increasing use of technology in education, the framework incorporates theories related to technology-enhanced learning, online learning communities, and digital literacies. It explores how teachers can leverage technology tools and online platforms to facilitate self-directed learning, collaborate with peers, and access relevant resources.

The following conceptual framework shows that SDL among teachers is a dynamic and continuous process, where teachers take the initiative to acquire knowledge and skills to enhance their professional growth and

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

effectiveness. Each element in the framework is interconnected and contributes to the overall development of SDL skills among teachers.



SDL among teachers is the central concept of the framework, focusing on teachers taking charge of their learning process. Teachers are motivated to engage in SDL and set specific learning goals to guide their learning journey. They have the autonomy to choose what they want to learn and take ownership of their learning process. To achieve their learning goals, teachers identify and utilize various learning strategies and resources, such as workshops, online courses, and peer learning. Additionally, they regularly reflect on their learning experiences, identify areas for improvement, and make adjustments to enhance their SDL journey.

Significance of the study

The significance of the study is to yield policy recommendations for administrators. These recommendations could center on creating conducive environment that encourage self-directed learning among teachers, allocating resources for professional development, and incorporating self-directed learning principles into broader educational polices and reforms.

For curriculum developers, the research findings could inform curriculum design, pedagogical approaches, and the overall structure of programs aimed at equipping teachers with self-directed learning skills and fostering their professional growth

For the faculty members of the university, based on the findings of this research, specific strategies and interventions may be recommended to support and enhance teachers' self-directed learning. These strategies could include providing professional development opportunities, creating supportive learning environments, fostering a culture of continuous learning, and offering resources and tools for self-reflection and goal-setting. Also, for teachers' continuing professional development, the study's outcomes may have implications for teacher education programs and ongoing professional development initiatives.

For researchers, this study may lead to the creation or adaptation of assessment tools and measures specifically designed to assess teachers' self-directed learning abilities and behaviors. These instruments could be used by researchers, educators, and policymakers to evaluate the effectiveness of self-directed learning interventions and to gauge teachers' readiness for self-directed learning.

Further, the findings of this research will contribute to a deeper understanding of self-directed learning practices among University of Baguio Science High School teachers and provide practical implications for fostering a culture of self-directed learning with educational institutions. The results will direct the creation of

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

more efficient professional development programs by offering light on the reasons for, methods used by, and difficulties encountered by teachers who engage in self-directed learning.

This research addressed Sustainable Development Goal (SDG) #4 on Quality Education by exploring ways to enhance teachers' self-directed learning, which led to improved teaching methods, instructional strategies, and ultimately enhanced the quality of education. Additionally, this study addressed SDG #8 on Decent Work and Economic Growth. By exploring self-directed learning among teachers, the study contributed to enhancing the professional development and job satisfaction of teachers, ultimately supporting decent work and economic growth in the education sector. Finally, this study addressed SDG #17 on Partnerships for the Goals. This research explored collaborative approaches and partnerships among schools, educational institutions, and other stakeholders to facilitate self-directed learning among teachers, promoting multi-stakeholder engagement towards achieving sustainable education.

This research also addressed UB's goal for internationalization, specifically for KRA #2 on Quality Teaching and Learning, goal #2, which stated, "Implement continuous professional development of teachers." Thus, this study focused on the area of faculty development. Self-directed learning was a crucial aspect of professional growth for teachers, and understanding its impact and promoting it led to significant improvements in their teaching practices and overall effectiveness.

Teaching Skills Enhancement

SDL empowers teachers to identify their learning needs and take ownership of their professional development. By understanding how teachers engage in SDL, the study can provide insights into the types of skills and knowledge they seek to improve, leading to more targeted faculty development programs.

Continuous Professional Development (CPD)

CPD is essential for teachers to keep up with evolving educational practices and strategies. Exploring SDL among teachers can help institutions and policymakers design better CPD frameworks that align with the preferences and learning styles of educators.

Innovation and Adaptation

Teachers often need to adapt to changes in the education landscape, including new technologies and teaching methodologies. Understanding how SDL influences their ability to innovate and adapt can lead to more effective ways of supporting teachers in staying current and effective in their roles.

Autonomy and Empowerment

SDL empowers teachers to take control of their professional growth, fostering a sense of autonomy and ownership in their careers. This study can highlight the significance of providing teachers with opportunities and resources to engage in SDL and its positive impact on job satisfaction.

Collaborative Learning

While SDL implies individual initiative, it doesn't mean learning in isolation. The study can explore how teachers use SDL to engage in collaborative learning, such as participating in online communities, attending workshops, or forming learning circles, to enhance their teaching practices.

Teacher Leadership

SDL can contribute to the development of teacher leaders. As teachers take charge of their learning, they can also inspire and mentor their colleagues, creating a culture of continuous improvement and professional growth within the faculty.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Reflection and Self-Assessment

SDL often involves reflection and self-assessment of one's teaching practices. The study can explore how SDL influences teachers' ability to critically reflect on their teaching methods and make necessary adjustments for better outcomes.

Hence, studying SDL among teachers can provide valuable insights into how educators can be supported in their professional development, leading to a more empowered and effective teaching force.

Objectives

The study investigated how self-directed learning can empower educators to enhance their professional growth, improve instructional practices, and promote lifelong learning within their teaching careers. It seeks to find enlightenment to the following:

1. Assess self-directed learning;
a. practices
b. strategies employed by the teachers in UBSHS.
2. Identify the factors that motivate UBSHS teachers to engage in self-directed learning.
3. Examine the challenges that UBSHS teachers face in implementing self-directed learning.
4. Explore the outcomes of self-directed learning on UBSHS teachers' professional development.

METHODOLOGY

Study Design

This research employed a quantitative method approach. The survey was used to distribute to teachers across different educational levels and disciplines, and gathered information on teachers' self-directed learning practices, motivations, and perceived outcomes. The open-ended questions provided a deeper understanding of teachers' experiences, challenges, and strategies related to self-directed learning.

Population and Locale of the study

The respondents of the study are the twenty-six (26) faculty members of the University of Baguio Science High School for the Academic Year 2023-2024.

Data Gathering Tool

The method of collecting data is through interview and survey questionnaire given and administered directly to the respondents. In this study, the questionnaire assessing Self-Directed Learning among teachers was adapted from the work of Khiat (2015) in the publication titled Measuring Self-Directed Learning: A Diagnostic Tool for Adult Learners. The original questionnaire served as a valuable foundation for this research; however, to ensure its appropriateness for this study's context and research objectives, several modifications were made. The adaptation process involved careful review and analysis of each item in the original questionnaire. The researcher considered the target population, cultural considerations, and specific research questions addressed in this study. Some questions were slightly rephrased to enhance clarity and relevance for the participants, while other items that do not align closely with the focus of the investigation were omitted. There are four (4) aspects categorized in the survey questionnaire, a) self-directed learning practices, b) self-directed learning strategies, c) Impact of self-directed learning, and d) Motivations, experiences and challenges in self-directed learning. The researcher used the 4-point Likert scale to determine the level of agreement among non-teaching employees on the given indicators such as teachers' self-directed learning practices, motivations, experiences, challenges and perceived outcomes or impact of self-directed learning.

The questionnaire underwent reliability and validation before it was administered.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Data Gathering Procedure

The researcher sought permission from the Research Innovation Extension

and Community Outreach (RIECO) to gather data after approval of the proposal. Informed consent forms were given to the participants before the data gathering to brief them about the study and their roles as participants.

After doing the reliability and validity of the tool, an online survey was administered to a diverse sample of UBSHS teachers from different educational levels, subject areas, and teaching experience. The survey was used to assess their practices, experiences, challenges, and strategies related to self-directed learning. Also, semi-structured interviews were conducted to delve deeper into the experiences with self-directed learning. These interviews provided rich qualitative data, enabling a more nuanced exploration of teachers' perspectives.

Treatment of Data

To analyze and interpret the data gathered from the respondent, the researcher utilized the weighted mean using the table below:

Parameter	Mean Range	Interpretation	Description
1	1.00-1.75	Strongly disagree	Self-directed learning is not practiced; and the chance of practicing self-directed learning practices is not experienced.
2	1.75-2.50	Disagree	Self-directed learning is rarely practiced; and the chance of practicing self-directed learning practices is rarely experienced.
3	2.51-3.25	Agree	Self-directed learning is frequently practiced; and the chance of practicing self-directed learning practices is frequently experienced.
4	3.26-4.00	Strongly Agree	Self-directed learning is regularly practiced; and the chance of practicing self-directed learning practices is regularly experienced.

The data gathered from the survey was evaluated based on the frequency count of the respondents' answers. The interpretation of the acquired quantitative data was different from the qualitative information. The interpretation for the quantitative data focused on obtaining the percentage and weighted mean, which was determined and graphed based on the distribution of the participants' answers. The 4- point Likert scale was utilized to assess the research participants' level of agreement, includes four options without a neutral choice to make it easier in analyzing the ratio and percentage of the data and effectively presenting the results.

The data gathered from the participants' interview was subjected to thematic analysis to identify common themes, patterns, and categories from the interview transcripts. An in-depth review, analysis, and interpretation of the data was conducted after the transcription of the recorded interviews to determine the motivation, experiences and challenges that teachers face in pursuing self-directed learning. The obtained information was reviewed, analyzed, and interpreted to provide rich and nuance insights into teachers' self-directed learning journeys.

Ethical Consideration

In this study, ethical guidelines for research involving human participants were strictly followed. Permission to collect information from the participants was honored, voluntary, and given the option to withdraw anytime. The respondents were guaranteed that whether or not they participate, they will not suffer any physical, emotional, or psychological harm due to participating in the research, instead, their participation will lead to equipping them with self-directed learning skills and fostering their professional growth. It is also the

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

responsibility of the researcher to shred and dispose of survey questionnaires upon the withdrawal of the respondents.

The purpose of the study was explained through an informed consent form that also elaborated on the roles of the participants in the study. The data collection procedures practiced by the researcher guarantee the anonymity of the participants and assure the confidentiality of information. All participants were informed about the general purpose of the study and that they are participating voluntarily. The participants did not spend any of their financial resources while participating in the study. The researcher guaranteed that the participants were be treated with respect and were not judged on any of their disclosed information during the gathering of data. They did not also spend or used their resources for this study. The respondents were also guaranteed that they will be informed of the results of the study through information dissemination or public lecture. All sources used in this study were properly cited.

RESULTS AND DISCUSSIONS

This chapter provides the analysis and interpretation of gathered data from the 26 faculty respondents of the University of Baguio Science High School, using the tabular and textual presentations.

Part I. This part aims to assess self-directed learning practices employed by the teachers in UBSHS.

Table 1 The Assessment of self-directed learning practices employed by the teachers in UBSHS

A. SELF-DIRECTED LEARNING PRACTICES	Weighted Mean	SD	Interpretation
1. I am motivated to engage in self-directed learning	3.31	0.8376	Strongly Agree
2. I set clear learning goals for myself.	3.46	0.7060	Strongly Agree
3. I regularly seek out new resources and materials for my professional development.	3.42	0.7027	Strongly Agree
4. I actively participate in workshops, conferences, or webinars to enhance my knowledge and skills.	3.19	0.6939	Agree
5. I reflect on my teaching practices and seek feedback for improvement.	3.54	0.7060	Strongly Agree
6. I allocate dedicated time for self-directed learning activities.	3.35	0.6895	Strongly Agree
7. I collaborate with colleagues to learn from their expertise.	3.42	0.7575	Strongly Agree
8. I use technology tools or online platforms to support my self-directed learning.	3.62	0.6972	Strongly Agree
9. I am aware of my own learning needs and preferences.	3.58	0.7027	Strongly Agree
10. I face challenges in finding time for self-directed learning.	3.04	0.8709	Agree
Overall	3.39	0.5775	Strongly Agree

The table summarizes the responses of UBSHS teachers regarding their engagement in self-directed learning (SDL) practices. The overall weighted mean for all items is 3.39 with a standard deviation of 0.5775, indicating a general agreement towards strong engagement in SDL practices.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

On Motivation to Engage in SDL, teachers strongly agree that they are motivated to engage in SDL, as shown in the Mean results of 3.31 with a standard deviation of 0.8376. This aligns with the intrinsic and extrinsic motivators identified in the study, such as personal interest, professional growth, and career advancement.

Setting Clear Learning Goals (Mean: 3.46, SD: 0.7060):

Teachers strongly agree that they set clear learning goals for themselves. This supports the Self-Directed Learning Theory, which emphasizes goal-setting as a crucial component of SDL.

Seeking New Resources and Materials (Mean: 3.42, SD: 0.7027):

The strong agreement on seeking new resources and materials reflects the proactive approach teachers take towards their professional development. This is consistent with the findings of Jones and Brown (2020), who highlighted the importance of seeking feedback and engaging in action research.

Participation in Workshops, Conferences, or Webinars (Mean: 3.19, SD: 0.6939):

Teachers agree, though slightly less strongly, that they actively participate in workshops and other professional development events. This suggests a recognition of the value of collaborative learning environments, as emphasized in professional development theories.

Reflecting on Teaching Practices (Mean: 3.54, SD: 0.7060):

The strong agreement on reflecting and seeking feedback underscores the role of reflective practice in SDL, supporting the theories of professional development and social constructivism.

Allocating Time for SDL Activities (Mean: 3.35, SD: 0.6895):

Teachers strongly agree that they allocate dedicated time for SDL activities, highlighting the importance of time management and prioritization in SDL.

Collaborating with Colleagues (Mean: 3.42, SD: 0.7575):

The strong agreement on collaboration indicates that professional learning communities and social interactions are vital for SDL, supporting the findings of previous studies on the role of collegial support.

Using Technology Tools or Online Platforms (Mean: 3.62, SD: 0.6972):

The highest mean score for using technology tools or online platforms reflects the growing importance of digital literacies and online learning communities in facilitating SDL.

Awareness of Learning Needs and Preferences (Mean: 3.58, SD: 0.7027):

Teachers strongly agree that they are aware of their own learning needs and preferences, which is crucial for effective SDL as emphasized by Adult Learning Theories.

Challenges in Finding Time for SDL (Mean: 3.04, SD: 0.8709):

While teachers agree that they face challenges in finding time for SDL, the agreement is less strong. This highlights time constraints as a significant barrier, corroborating the challenges identified in the study.

Corroboration with Research Results

These results corroborate the findings of the study by providing empirical evidence of the various SDL practices and the degree to which teachers at UBSHS engage in them. The strong agreement on most items supports the notion that teachers are intrinsically motivated and proactive in their SDL efforts. The slightly

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

lower agreement on participation in professional development events and the challenges in finding time for SDL highlight areas where additional support and resources might be needed.

The integration of theories such as Self-Directed Learning Theory, Adult Learning Theories, Motivation and Self-Efficacy, Professional Development, and Technology and Digital Learning provides a comprehensive framework for understanding these results. The findings align with the theoretical emphasis on autonomy, goal-setting, reflective practice, and the use of technology in SDL.

The table highlights the proactive engagement of UBSHS teachers in SDL practices, supported by strong intrinsic motivation and a variety of strategies. However, challenges such as time constraints suggest a need for institutional support to maximize the benefits of SDL. These findings underscore the importance of creating supportive environments that facilitate SDL and enhance professional growth and instructional effectiveness.

Discussion of Self-Directed Learning Practices

The table presents the results of a survey on self-directed learning (SDL) practices among UBSHS teachers. The overall weighted mean is 3.39 with a standard deviation of 0.5775, indicating a strong agreement with the engagement in SDL practices. Below is a detailed discussion, interpretation, and implications of the specific indicators in descending order of their means.

Overall Mean and Interpretation:

The overall mean of 3.39 indicates that teachers at UBSHS strongly agree that they engage in SDL practices. This suggests a high level of commitment and proactive behavior towards their professional development.

Specific Indicators (in Descending Order of Means):

Using Technology Tools or Online Platforms (Mean: 3.62, SD: 0.6972)

Teachers strongly agree that they use technology tools and online platforms to support their SDL. This reflects the growing importance of digital literacies and online learning communities in education. The integration of technology enhances access to resources, collaboration with peers, and personalized learning experiences. This finding aligns with the study by Chen and Chen (2021), which emphasizes the significance of digital tools in promoting SDL among pre-service teachers.

Awareness of Learning Needs and Preferences (Mean: 3.58, SD: 0.7027)

Teachers strongly agree that they are aware of their own learning needs and preferences. This self-awareness is crucial for effective SDL, as it allows teachers to tailor their learning activities to their specific requirements and interests. This finding is supported by Adult Learning Theories (Andreev, 2021), which highlight the importance of understanding one's learning needs for successful SDL.

Reflecting on Teaching Practices (Mean: 3.54, SD: 0.7060)

Setting Clear Learning Goals (Mean: 3.46, SD: 0.7060)

Teachers strongly agree on both reflecting on their teaching practices and seeking feedback for improvement, as well as setting clear learning goals. Reflective practice is a key component of SDL, enabling continuous improvement and adaptation of teaching strategies. Setting clear goals provides direction and motivation for learning activities. These findings align with professional development theories, emphasizing reflective practice and goal-setting as essential elements of effective SDL (Mayer, 2010).

Seeking New Resources and Materials (Mean: 3.42, SD: 0.7027)

Collaborating with Colleagues (Mean: 3.42, SD: 0.7575)

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Teachers strongly agree that they regularly seek out new resources and materials for their professional development and collaborate with colleagues to learn from their expertise. Accessing new resources ensures that teachers stay updated with the latest educational practices, while collaboration fosters a supportive learning environment. These findings are consistent with Jones and Brown (2020), who highlighted the importance of seeking feedback and engaging in collaborative learning for effective SDL.

Allocating Time for SDL Activities (Mean: 3.35, SD: 0.6895)

Teachers strongly agree that they allocate dedicated time for SDL activities, despite facing challenges in finding sufficient time. Effective time management is crucial for SDL, allowing teachers to prioritize their learning amidst other responsibilities. This finding underscores the need for institutional support to help teachers balance their workload and SDL activities.

Motivation to Engage in SDL (Mean: 3.31, SD: 0.8376)

Teachers strongly agree that they are motivated to engage in SDL. Both intrinsic motivations (e.g., professional growth, personal interest) and extrinsic motivations (e.g., career advancement) drive their engagement. This finding aligns with self-determination theory and expectancy-value theory, which emphasize the role of motivation in SDL (Mayer, 2010).

Participation in Workshops, Conferences, or Webinars (Mean: 3.19, SD: 0.6939)

Teachers agree that they actively participate in workshops, conferences, or webinars to enhance their knowledge and skills. While the agreement is slightly less strong, it still indicates a recognition of the value of formal professional development opportunities. This finding supports the importance of professional learning communities and collaborative learning environments (Mayer, 2010).

Challenges in Finding Time for SDL (Mean: 3.04, SD: 0.8709)

Teachers agree that they face challenges in finding time for SDL. This highlights time constraints as a significant barrier, corroborating the challenges identified in the study. Addressing this issue requires institutional support and flexible scheduling to accommodate teachers' SDL activities.

Implications:

The results indicate a strong engagement in SDL practices among UBSHS teachers, driven by motivation, goal-setting, reflective practice, and the use of technology. However, challenges such as time constraints and the need for more structured professional development opportunities suggest areas for improvement. Schools and educational institutions should provide supportive environments, adequate resources, and flexible scheduling to enhance teachers' SDL experiences and outcomes.

Corroboration with Other Studies:

These findings align with previous research on SDL. For instance, Jones and Brown (2020) emphasized the importance of reflection, collaboration, and seeking feedback in SDL. Chen and Chen (2021) highlighted the role of digital tools in promoting SDL, while Mayer (2010) discussed the significance of motivation and self-efficacy in driving SDL engagement. Overall, the study contributes to the existing literature by providing empirical evidence on SDL practices among high school teachers and underscores the need for supportive environments to facilitate effective SDL.

Motivation and Goal Setting: The faculty members strongly agree that they are motivated to engage in self-directed learning and that they set clear learning goals for themselves. The study of Smith and Johnson (2018) investigated the motivations and barriers to self-directed learning among teachers. This indicates a proactive attitude towards professional development and a desire for continuous improvement.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Resource Seeking and Technology Use: The majority of faculty members strongly agree that they regularly seek out new resources and materials for their professional development, use technology tools or online platforms to support their self-directed learning, and allocate dedicated time for self-directed learning activities. This suggests a high level of resourcefulness and adaptability in leveraging available tools and platforms for learning purposes.

Collaboration and Feedback: Faculty members strongly agree that they collaborate with colleagues to learn from their expertise and reflect on their teaching practices, seeking feedback for improvement. This highlights a culture of collaboration and a commitment to continuous learning through peer interaction and self-reflection. This is in consonance with the study of Jones and Brown (2020), emphasizing on the identified various strategies, including reflection, collaboration with colleagues, seeking feedback, and engaging in action research. The findings emphasized the importance of autonomy, curiosity, and self-reflection in driving self-directed learning among teachers.

Awareness of Learning Needs and Challenges: The majority of faculty members strongly agree that they are aware of their own learning needs and preferences. However, they also agree that they face challenges in finding time for self-directed learning. This indicates a need for strategies to overcome time constraints and optimize self-directed learning opportunities within their busy schedules.

The above data suggests a positive attitude towards self-directed learning among UBSHS faculty, with a strong emphasis on motivation, goal setting, resourcefulness, collaboration, and technology integration. However, there is also recognition of challenges related to time management, indicating areas for potential support and intervention to further enhance faculty development initiatives.

Part II. This part aims to assess self-directed learning strategies employed by the teachers in UBSHS.

Table 2 Assessment of self-directed learning strategies employed by the teachers in UBSHS

B. SELF-DIRECTED LEARNING STRATEGIES	Weighted Mean	SD	Interpretation
1. I read professional books or articles.	3.19	0.6337	Agree
2. I attend professional development workshops.	3.27	0.6668	Strongly Agree
3. I participate in online courses or webinars.	3.23	0.6516	Agree
4. I engage in reflective practices (e.g. journaling, self-assessment)	3.00	0.6325	Agree
5. I collaborate with my colleagues for shared learning.	3.42	0.7575	Strongly Agree
6. I seek feedback from mentors or peers.	3.42	0.8086	Strongly Agree
7. I explore online educational resources.	3.46	0.7060	Strongly Agree
8. I join professional learning communities (e.g., subject-specific groups, online forums)	3.23	0.7104	Agree
Overall	3.28	0.5780	Strongly Agree

In table 2, the data concerning self-directed learning strategies reveals several key findings:

Diverse Learning Strategies: Faculty members employ a variety of self-directed learning strategies. These include reading professional books or articles, attending professional development workshops, participating in online courses or webinars, engaging in reflective practices, collaborating with colleagues for shared learning, seeking feedback from mentors or peers, exploring online educational resources, and joining professional learning communities.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Preference for Online Learning: There is a strong inclination towards online learning strategies, as indicated by the high agreement levels for participating in online courses or webinars, exploring online educational resources, and joining professional learning communities. This suggests that faculty members value the flexibility, accessibility, and richness of online learning environments in supporting their professional development.

Reflective Practices and Collaboration: Faculty members show a strong commitment to reflective practices and collaboration. Again, this is similar to the study conducted by Jones and Brown (2020) that underscored the role of professional networks and supportive environments in facilitating self-directed learning. The teachers strongly agreed that they engage in reflective practices and collaborate with colleagues for shared learning. This indicates a culture of self-reflection and peer interaction, which are essential components of effective self-directed learning.

Feedback Seeking: Faculty members actively seek feedback from mentors or peers, indicating recognition of the importance of feedback in improving their teaching practices and professional development.

Opportunities for Improvement: While there is generally agreement on the effectiveness of the employed self-directed learning strategies, the mean score for engaging in reflective practices is slightly lower compared to other strategies. This suggests a potential area for improvement or encouragement of more active engagement in reflective practices among faculty members.

Overall, the data highlights the diverse and proactive approaches adopted by UBSHS faculty in pursuing self-directed learning, with a strong emphasis on online learning, reflective practices, collaboration, and feedback-seeking behaviors.

Part III. This part identifies the factors that motivate teachers to engage in SDL.

Table 3 Factors that motivate teachers to engage in SDL

FACTORS THAT MOTIVATE TEACHERS TO ENGAGE IN SELF-DIRECTED LEARNING	No. of Teachers	Percentage
1. Professional Growth	23	88.5%
2. Personal Fulfilment	14	53.8%
3. Meeting Student Needs	16	61.5%
4. Professional Recognition	2	7.7%
5. Keeping pace with change	18	69.2%
6. Personalized Learning	13	50%

Table 3 presents the data regarding factors that motivate teachers to engage in self-directed learning, providing valuable insights into the drivers behind faculty members' pursuit of professional development.

Professional Growth (88.5%): The overwhelming majority of teachers are motivated by the prospect of professional growth. This suggests a strong desire for continuous improvement and advancement in their careers through acquiring new knowledge and skills.

Personal Fulfillment (53.8%): More than half of the teachers find personal fulfillment as a motivating factor for engaging in self-directed learning. This indicates that beyond career advancement, teachers derive intrinsic satisfaction and fulfillment from their learning endeavors.

Meeting Student Needs (61.5%): A significant percentage of teachers are motivated by the desire to meet the needs of their students. This underscores a student-centered approach to professional development, where teachers seek to enhance their skills to better support and serve their students.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Professional Recognition (7.7%): While a small minority of teachers is motivated by professional recognition, it still signifies a subset of faculty members who value external validation and acknowledgment of their expertise and efforts in self-directed learning.

Keeping Pace with Change (69.2%): The majority of teachers are motivated by the need to keep pace with changes in their field or profession. This reflects an awareness of the dynamic nature of education and the importance of staying updated with emerging trends, technologies, and pedagogical approaches.

Personalized Learning (50%): Half of the teachers are motivated by the opportunity for personalized learning. This indicates a preference for tailoring their learning experiences to align with their individual interests, strengths, and learning styles.

Overall, the data highlights a multifaceted set of motivations driving faculty members' engagement in self-directed learning, ranging from professional growth and personal fulfillment to meeting student needs and keeping abreast of changes in their profession. Understanding these motivations can inform the design and implementation of effective professional development initiatives tailored to the needs and preferences of UBSHS faculty.

Part IV. This part examines that challenges that teachers face in implementing SDL.

Table 4 Challenges that teachers face in implementing SDL

CHALLENGES THAT TEACHERS FACE IN IMPLEMENTING SELF-DIRECTED LEARNING	No. of Teachers	Percentage
1. Shift in role	5	19.2%
2. Time Management	20	76.9%
3. Student Engagement	7	26.9%
4. Assessing Learning	7	26.9%
5. Resource Availability	14	53.8%
6. Classroom Management	2	7.7%
7. Parental Involvement	4	15.4%
8. Equity and Access	7	26.9%

The data presented in table 4 above concerning challenges that teachers face in implementing self-directed learning sheds light on the obstacles and barriers encountered in the process.

Shift in Role (19.2%): A notable percentage of teachers perceive a shift in their role as a challenge in implementing self-directed learning. This suggests that some faculty members may struggle with transitioning from traditional teaching roles to more facilitative or mentorship roles required for effective self-directed learning environments.

Time Management (76.9%): The overwhelming majority of teachers identify time management as a significant challenge. This indicates that finding sufficient time to engage in self-directed learning activities amidst other professional responsibilities and commitments poses a considerable obstacle. This finding is similar to the study of Smith and Johnson (2018) which investigated the motivations and barriers to self-directed learning among teachers and found out that intrinsic motivations such as professional growth and personal interest, as well as extrinsic motivations such as career advancement were highlighted as reasons for engaging self-directed learning, while lack of time, resources, and institutional support were identified as barriers.

Student Engagement (26.9%): A notable proportion of teachers cite student engagement as a challenge. This suggests that maintaining students' interest and participation in self-directed learning activities may present difficulties, possibly due to varying levels of student motivation or readiness for self-directed learning.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Assessing Learning (26.9%): Similar to student engagement, assessing learning outcomes in the context of self-directed learning is perceived as a challenge by some teachers. This implies that evaluating the effectiveness and impact of self-directed learning initiatives may pose methodological or logistical challenges.

Resource Availability (53.8%): More than half of the teachers face challenges related to resource availability. This includes access to educational materials, technology tools, professional development opportunities, and support services necessary for facilitating self-directed learning.

Classroom Management (7.7%): A small percentage of teachers identify classroom management as a challenge. This suggests that maintaining discipline and order within the classroom while implementing self-directed learning approaches may present occasional difficulties.

Parental Involvement (15.4%): Some teachers perceive parental involvement as a challenge in implementing self-directed learning. This indicates that garnering support and cooperation from parents or guardians in facilitating their children's self-directed learning journey may be challenging.

Equity and Access (26.9%): A significant proportion of teachers highlight equity and access as challenges. This suggests concerns regarding ensuring equitable opportunities for all students to engage in self-directed learning, particularly in terms of access to resources, technology, and support systems.

Overall, the data underscores a range of challenges that teachers encounter in implementing self-directed learning, including issues related to role adaptation, time management, student engagement, assessment, resource availability, classroom management, parental involvement, and equity. Addressing these challenges requires comprehensive strategies that prioritize professional development, organizational support, resource allocation, and stakeholder collaboration to create an enabling environment for effective self-directed learning initiatives among UBSHS faculty.

SDL among teachers is the central concept of the framework, focusing on teachers taking charge of their learning process. Teachers are motivated to engage in SDL and set specific learning goals to guide their learning journey. They have the autonomy to choose what they want to learn and take ownership of their learning process. To achieve their learning goals, teachers identify and utilize various learning strategies and resources, such as workshops, online courses, and peer learning. Additionally, they regularly reflect on their learning experiences, identify areas for improvement, and make adjustments to enhance their SDL journey.

When respondents were asked how they respond to challenges and difficulties, several key strategies emerged. Faculty members exhibit resilience, demonstrating a strong determination to overcome obstacles in their professional roles. Effective communication is crucial, as faculty seek guidance and support from professionals and colleagues, emphasizing the value of networking and collaboration in their learning journey. Adaptability is another important trait, with faculty members willing to adjust to changing circumstances and maintaining an agile approach to learning and teaching.

Encouragement plays a significant role, with positive reinforcement helping to maintain motivation and morale. Faculty members also actively seek out various learning opportunities, showing a proactive approach to professional development and continuous learning. Reminding students about requirements reflects their commitment to supporting students' academic progress and success.

Continuous learning is evident as faculty attend seminars and seek various learning opportunities, demonstrating their dedication to ongoing professional development. Planning and time management are crucial, with faculty using systematic approaches to manage tasks and achieve learning goals effectively. Collaboration and finding common ground with colleagues emphasize the importance of teamwork and cooperation in fostering a conducive learning environment.

Integrating self-directed learning into routine activities allows for seamless incorporation of learning initiatives into everyday practices. A reflective approach to assessments helps faculty evaluate learning progress and

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

identify areas for improvement. Multitasking effectively enables faculty to balance various responsibilities and accomplish designated work efficiently.

Seeking support from other platforms and colleagues underscores the recognition of external resources and expertise in facilitating learning. Learning from the experiences of colleagues and peers highlights the importance of peer learning and knowledge sharing. Effective time management is crucial for prioritizing self-directed learning amidst other professional responsibilities.

Engaging in reading and listening activities demonstrates a commitment to leveraging diverse sources of knowledge and information for learning. Networking with colleagues and experts highlights the importance of building professional networks to support self-directed learning endeavors. Simplifying activities without compromising quality suggests a practical approach to managing workload while maintaining learning standards.

Faculty members display resourcefulness in finding alternatives and accessing learning materials, and time allocation for self-directed learning underscores the recognition of learning as a priority within their schedules. Gradually implementing new knowledge and skills into practice fosters continuous improvement and growth. These insights illuminate the diverse strategies and approaches employed by faculty in navigating challenges and fostering self-directed learning in their professional roles.

Part V. This part aims to explore the outcome of self-directed learning on teachers' professional development.

Table 4 Outcome of self-directed learning on teachers' professional development

OUTCOME OF SELF-DIRECTED LEARNING	Weighted Mean	SD	Interpretation
1. Engaging in self-directed learning has positively impact my teaching practices.	3.35	0.6895	Strongly Agree
2. Self-directed learning has improved my ability to adapt to new teaching methods and technologies.	3.50	0.7071	Strongly Agree
3. Self-directed learning has increased my confidence in addressing challenges in the classroom.	3.42	0.7027	Strongly Agree
4. Self-directed learning has expanded my professional network and collaboration opportunities.	3.42	0.7027	Strongly Agree
5. Self-directed learning has improved my students' learning outcomes.	3.42	0.7027	Strongly Agree
Overall	3.42	0.6701	Strongly Agree

Table 5 shows the data regarding the impact of self-directed learning provides valuable insights into the perceived benefits experienced by faculty members.

Positive Impact on Teaching Practices (3.39): Faculty members strongly agree that engaging in self-directed learning has positively impacted their teaching practices. This is corroborated by the study developed by Li, Yang and Hu (2022) which examined the effects of self-directed professional development on teacher knowledge and practice. It provided quantitative evidence of the impact of self-directed learning on teachers' professional growth. The results indicated that self-directed professional development positively influences teachers' pedagogical knowledge, content knowledge, and instructional practices. It underscored the value of self-directed learning as an approach for improving teacher effectiveness. This suggests that self-directed learning activities have enhanced their pedagogical approaches, instructional methods, and overall effectiveness in the classroom.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Improved Adaptability to New Teaching Methods and Technologies (3.53): Faculty members strongly agree that self-directed learning has improved their ability to adapt to new teaching methods and technologies. This indicates that engaging in self-directed learning has facilitated their professional growth and readiness to embrace innovative pedagogical approaches and technological advancements in education.

Increased Confidence in Addressing Classroom Challenges (3.48): Faculty members strongly agree that self-directed learning has increased their confidence in addressing challenges in the classroom. This suggests that self-directed learning activities have equipped them with the knowledge, skills, and confidence to effectively navigate and overcome various challenges encountered in the teaching-learning process.

Expansion of Professional Network and Collaboration Opportunities (3.48): Faculty members strongly agree that self-directed learning has expanded their professional network and collaboration opportunities. This implies that engaging in self-directed learning has facilitated networking with peers, experts, and stakeholders in education, thereby fostering collaboration, knowledge sharing, and collective learning experiences.

Improved Students' Learning Outcomes (3.48): Faculty members strongly agree that self-directed learning has improved their students' learning outcomes. This indicates that self-directed learning activities have had a positive impact on student achievement, engagement, and overall academic success.

Overall, the data highlights the significant positive impact of self-directed learning on various aspects of faculty members' professional development, teaching practices, adaptability, confidence, collaboration, and student outcomes. These findings underscore the importance of promoting and supporting self-directed learning initiatives among UBSHS faculty to enhance teaching quality, educational innovation, and student success.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings, it is evident that self-directed learning plays a crucial role in the professional development and teaching practices of faculty members in UBSHS. The study explored various aspects related to self-directed learning, including practices, strategies, motivations, challenges, and impacts.

Self-directed learning among UBSHS faculty is characterized by proactive engagement, diverse strategies, intrinsic motivations, and positive impacts on professional development and teaching practices. Faculty members demonstrate a strong commitment to self-directed learning, as evidenced by their proactive adoption of various self-directed learning practices and strategies, such as setting clear learning goals, seeking out new resources, engaging in reflective practices, and leveraging technology for learning purposes.

Motivations for engaging in self-directed learning include professional growth, personal fulfillment, meeting student needs, keeping pace with change, and personalized learning. These motivations reflect a multifaceted approach to professional development, encompassing both intrinsic and extrinsic factors.

However, faculty members also encounter challenges in implementing self-directed learning, such as time management, resource availability, student engagement, assessment, equity, and access. Addressing these challenges requires comprehensive strategies that prioritize professional development support, organizational resources, and stakeholder collaboration to create an enabling environment for effective self-directed learning initiatives.

Despite these challenges, the study findings indicate that self-directed learning has a significant positive impact on faculty members' teaching practices, adaptability, confidence, professional networks, collaboration opportunities, and student outcomes. This underscores the importance of promoting and supporting self-directed learning initiatives among UBSHS faculty to enhance teaching quality, educational innovation, and student success.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

Ultimately, the study provides valuable insights into the dynamics of self-directed learning among UBSHS faculty, highlighting its importance as a key driver of professional development and teaching effectiveness in UBSHS settings. Moving forward, efforts to promote and support self-directed learning initiatives should be informed by the study findings to maximize their impact on faculty development and student learning outcomes.

Recommendations

Based on the findings of this study titled "Self-Directed Learning Among UBSHS Faculty," some recommendations to enhance self-directed learning initiatives among UBSHS faculty were noted:

Professional Development Programs: Develop and implement tailored professional development programs that cater to the self-directed learning needs and preferences of UBSHS faculty. These programs should provide opportunities for faculty members to engage in self-directed learning activities aligned with their interests, goals, and areas for growth.

Time Management Support: Offer support and resources to help faculty members effectively manage their time and prioritize self-directed learning activities. This may include providing dedicated time slots for self-directed learning, offering time management workshops, and encouraging the use of productivity tools and strategies.

Resource Access and Support: Ensure equitable access to resources and support services necessary for self-directed learning, including educational materials, technology tools, professional development opportunities, and mentorship programs. Establish mechanisms for identifying and addressing resource gaps to facilitate faculty members' engagement in self-directed learning.

Peer Collaboration and Networking: Foster a culture of peer collaboration and networking among faculty members to facilitate knowledge sharing, collaborative learning, and professional growth. Encourage the establishment of professional learning communities, subject-specific groups, and online forums where faculty members can exchange ideas, insights, and best practices related to self-directed learning.

Technology Integration: Integrate technology tools and online platforms to support self-directed learning initiatives among UBSHS faculty. Provide training and support for faculty members to effectively use technology for accessing educational resources, participating in online courses or webinars, and collaborating with colleagues virtually.

Feedback and Reflection: Encourage regular feedback and reflection practices as integral components of self-directed learning. Provide opportunities for faculty members to reflect on their learning experiences, receive feedback from mentors or peers, and apply insights gained from reflection to enhance their teaching practices and professional development.

Student-Centered Approaches: Promote student-centered approaches to self-directed learning by involving students in the process and encouraging their active participation and feedback. Design learning activities that empower students to take ownership of their learning and engage in self-directed inquiry, exploration, and reflection.

Leadership Support and Recognition: Gain support from institutional leadership for self-directed learning initiatives and recognize faculty members' efforts and achievements in self-directed learning. Establish mechanisms for acknowledging and rewarding faculty members who demonstrate excellence in self-directed learning, such as awards, grants, or professional development opportunities.

By implementing these recommendations, UBSHS can create an enabling environment that supports and enhances self-directed learning among faculty members, ultimately contributing to their professional development, teaching effectiveness, and student success.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

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ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

APPENDICES

Informed Consent Form

Title**:** Self-Directed Learning Practices among UBSHS Teachers: An Exploratory Study

Researcher:

Roverlyn S. Sumeg-ang (Science High School)

University of Baguio/ General Luna Rd. Baguio City

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Survey Questionnaire

Direction: Kindly rate the following statements on a scale of 1 to 4 according to your level of agreement or disagreement.

Parameter	Mean Range	Interpretation	Description
1	1.00-1.75	Strongly disagree	Self-directed learning is not practiced; and the chance of practicing self-directed learning practices is not experienced.
2	1.75-2.50	Disagree	Self-directed learning is rarely practiced; and the chance of practicing self-directed learning practices is rarely experienced.
3	2.51-3.25	Agree	Self-directed learning is frequently practiced; and the chance of practicing self-directed learning practices is frequently experienced.
4	3.26-4.00	Strongly Agree	Self-directed learning is regularly practiced; and the chance of practicing self-directed learning practices is regularly experienced.

STATEMENTS	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
	1	**2**	**3**	**4**
A. SELF-DIRECTED LEARNING PRACTICES				

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

1. I am motivated to engage in self-directed learning				
2. I set clear learning goals for myself.				
3. I regularly seek out new resources and materials for my professional development.				
4. I actively participate in workshops, conferences, or webinars to enhance my knowledge and skills.				
5. I reflect on my teaching practices and seek feedback for improvement.				
6. I allocate dedicated time for self-directed learning activities.				
7. I collaborate with colleagues to learn from their expertise.				
8. I use technology tools or online platforms to support my self-directed learning.				
9. I am aware of my own learning needs and preferences.				
10. I face challenges in finding time for self-directed learning.				
Comment and Suggestion				
B. SELF-DIRECTED LEARNING STRATEGIES				
1. I read professional books or articles.				
2. I attend professional development workshops.				
3. I participate in online courses or webinars..				
4. I engage in reflective practices (e.g. journaling, self-assessment)				
5. I collaborate with my colleagues for shared learning.				
6. I seek feedback from mentors or peers.				
7. I explore online educational resources.				
8. I join professional learning communities (e.g., subject-specific groups, online forums)				
C. IMPACT OF SELF-DIRECTED LEARNING				
1. Engaging in self-directed learning has positively impact my teaching practices.				
2. Self-directed learning has improved my ability to adapt to new teaching methods and technologies.				
3. Self-directed learning has increased my confidence in addressing challenges in the classroom.				

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

4. Self-directed learning has expanded my professional network and collaboration opportunities.				
5. Self-directed learning has improved my students' learning outcomes.				

D. OPEN-ENDED QUESTIONS

Direction: Please provide brief responses to the following questions:

1. Why do you engage in SDL? (Please check all that applies)
- Professional Growth
- Personal Fulfillment
- Meeting Student Needs
- Professional Recognition
- Keeping pace with change
- Personalized Learning
- Others _____

2. What difficulties/hardships do you encounter/experience in implementing self-directed learning practices? (Check all that applies)
- Shift in Role

Explain briefly: _____

- Time Management

Explain briefly: _____

- Student Engagement

Explain briefly: _____

- Assessing Learning
- Explain briefly: _____
- Resource Availability

Explain briefly: _____

- Classroom Management

Explain briefly: _____

- Parental Involvement

Explain briefly: _____

- Equity and Access

Explain briefly: _____

- Others not mentioned in the list: _____

2.1. How do you respond to these challenges/difficulties you encounter? (Explain briefly)

_____
_____
_____
_____

3. From your experiences, what are the advantages of SDL in your professional development?

_____
_____

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue X October 2024

_____
_____
_____

4. Will you recommend SDL to other teachers? Why?

_____

4.1. How will you encourage others to practice SDL in their teaching profession?

_____
_____
_____