Concept And Relevant Theoriesof Self-Directed Learning In The Teaching And Learning Process

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Abstract
The paper examined the meaning of self-directed learning as a concept in the teaching and learning process. Skills, tools and resources required in self-directed learning were discussed. Past studies in self-directed learning were equally highlighted. Related theories to self-directed learning were equally examined and challenges in using self-directed learning were equally discussed.The study therefore concluded that self-directed learning is a viable and potent teaching strategy that could be employed at all levels of education. It is therefore recommended that government should provide resources and facilities in schools that will permeate the use of the strategy in the teaching and learning process.

Keywords: Theory, Self-directed learning, Teaching and Learning process

I. INTRODUCTION

Self-Directed Learning means auto-didacticism or self-education. It means "learning on your own" or learning by yourself. An auto-didactic is a self-teacher (Knowles, 1948).Most adults acquire information and learn new skills. They learn new knowledge continuously, the continuous creation of new knowledge and ever widening access to information make acquisitions necessary. Quite a lot of new learning takes place at the learner's initiative, even if available through formal settings. This is self-directed learning. To be specific, Self-Directed Learning (SDL) is any study form in which individuals have primary responsibility for planning, implementing, and even evaluating the effort. Self-directed learning is promoted through related books, articles, monographs, conferences, and symposia. In addition, numerous new programmers, practices and resources for facilitating self-directed learning have been created. These include such features as learning contracts, self-help books, support groups, Open-University programmes, electronic networking and computer-assisted learning.
Self-directed learning brings about many things. These include:
a. Individual learners can become empowered to take more responsibility for various. decisions associated with a learning endeavour.
b. Self-direction is best viewed as a characteristic that exists to some degree in every person and learning situation.
c. Self-direction does not necessarily mean that all learning will take place in isolation from others.
d. Self-directed learners appear able to transfer learning in terms of both knowledge and study skill, from one situation to another.
e. Self directed study can involve various activities and resources such as self-guided reading, participation in study groups, internships, electronic dialogues and reflective writing activities.
f. Effective roles for teachers in SDL are possible, such as dialogue with learners, securing resources, evaluating outcomes and promoting critical thinking.
g. Some educational institutions are finding ways to support self-directed study through open-learning programmes, individualized study opinions, non-traditional course offerings, and other innovative programmes.

The concept of SDL originated in the field of adult education (Roberson, 2005). According to Hiemstra (1996), self-directed learning has a number of closely related terms. Such terms include Independent learning, Self-planned learning, autonomous learning, self-education and so forth. Also, Abdullah (2007) supported the view of Hiemstra (1996) by stating that self-directed learning has its roots in adult education. This explains that it was in Adult learning programme that self-directed learning was used. He added that nowadays self-directed learning is being applied to learning in the elementary and secondary schools. Self-directed Learning may be a new concept in some countries, yet it has existed for a long period of time. Self-study was known to have played an important part in the lives of

such Greek philosopher as Socrates, Plato and Aristotle. Other historical examples of Self-directed learners include Alexander the great, Caesar, Erasmus, and Descartes. During this early time there was a few numbers of higher institutions of learning and this necessitated that many people learn on their own.

As early as 1840, more than 150 years ago, scholars have been making efforts to understand SDL in the United States. Craik (1840) documented and celebrated the self-education efforts of several people. About this same time in Great Britain, Smiles (1859) published a book entitled "self-help" that applauded the value of personal development.However, it is during the last three decades that SDL has become a major research area. Groundwork was laid through the observations of Houle (1961) (University of Chicago, Illinois). He interviewed 22 adult learners and classified them into three categories based on reasons for participation in learning

a.   Goal-oriented, who participate mainly to achieve some end goal;
b.   Activity-oriented, who participate for social or fellowship reasons;
c.   Learning –oriented, who perceive of learning as an end in itself. It is this latter group that resembles the SD learner identified in subsequent research.

The first attempt to better understand learning-oriented individuals was made by Tough (1967), a Canadian researcher and one of Houle's doctoral students. His dissertation effort to analyse self-directed learning activities Subsequent interest and efforts on self-directed learning has led educational institutions to develop innovative responses to self-directed learning and has thus led to several unique programming efforts. For example, the establishment of the Open University in England in 1969 generated similar efforts around the world. St Frands Xavier University (Antigonish, Nova Scotia) Teacher College Columbia University,(New York City) Syracuse University's Adult Education Programme (Syracuse, New York) and the Ontario Institute for Studies in Education, Toronto Canada have incorporated self-directed learning principles into various aspects of their adult education programmes. Later Syracuse University and Ontario Institute assimilated computer-mediated instruction into their self-directed learning programmes.

Knowles (1975) put forward three immediate reasons for self-directed learning. First, he argued that there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things, and learn better, than people who sit at the feet of teachers passively waiting to be taught (reactive learners). They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than the reactive learners (Knowles, 1975).

A second reason is that self-directed learning is more in tune with our natural processes of psychological development. An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives to become increasingly self-directed (Knowles, 1975). The third reason is that many of the new development in education put a heavy responsibility on the learners to take a good deal of initiative and interest in their own learning. Learners entering into school programmes without having learned the skills of self-directed inquiry, will experience anxiety, frustration, and often failure and their teachers too (Knowles 1975). To this may be added a long-time reason because rapid changes in our understanding is no longer realistic to define the purpose of education as transmitting what is known. The main purpose of education must now be to develop the skills of inquiry. Knowles (1975) viewed self-direction as a package of activity that could be taken by educators and learned. He wrote these in many of his books. He propounded a five step self-directed learning model which include:

1.   Diagnosing learning needs
2.   Formulating learning needs
3.   Identifying human material resources for learning
4.   Choosing and implementing appropriate learning strategies
5.   Evaluating learning outcomes.

Merriam and Ca1tereIa (1991) observed that the above five steps as means of conceptualizing the way we learn on our own is very similar to planning and carrying out instruction for adults in formal institutional settings, it is represented as a linear process. He observed that learning does not necessarily follow the five stages above and that researches indicates that adults do not necessarily follow a defined set of steps and that they learn mostly as the circumstances offer rather than in a rigid order. He added that adult learning is often associated with a change in life circumstances (such as retirement, child care, death of a close relative). The changed circumstance provides the opportunity for learning, the way this is approached is dictated by the circumstances rather than a rigid order. Learning then progresses as the circumstances created in one episode become the circumstances for the next logical stepSelf-directed learning in this view, becomes possible when certain things come together to stimulate learners and the opportunity for reflection and exploration occur.

However, once we begin to take into account the environment in which this occurs then significant concerns arise. Merriam and Cafarella(1991) found

that 'self-directed learners, rather than preplanning their learning projects, tend to select a course from limited alternatives which happen to occur in their environment and which tend to structure their learning projects. This is of fundamental importance. It is in this light that Brookfield's (1994) question is pertinent: What are the essential characteristics of a critical, rather than technical interpretation of self-directed learning? Two suggestions are relevant here: Self-direction as the continuous exercise by the learner of authentic control over all decisions having to do with learning and self-direction as the ability to gain access to, and choose from, a full range of available and appropriate resources. Both conditions were as much political as they were pedagogical and they placed educators who chose to use self- directed approaches in the centre of political issues and dilemma. As explained earlier, self-directed learning (SDL) is any increase in knowledge, skill or performance pursued by any individual for personal reasons using any means, in any place at any time at any age. It means moving from teacher-directed learning to a self-directed learning.When the teachers or other authorities choose what is learned, why it is to be learned, when, where and at what age it is to be learned, we have self-directed learning. This is also referred to as "other directed learning".

The spectrum refers to degrees of SDL ranging from entirely teacher-directed learning (TDL) to SDL as defined above. The self-directed learning spectrum includes the following stages or degrees of movement toward SDL. The occasional introduction of SDL activities into courses or programs that are otherwise teacher-directed (e.g. individual projects stations, or brief introduction of any other form of SDL on the spectrum):

Courses or programs that emphasize the personal pursuit of learning or facts through exploration, inquiry, problem solving and creative activity (e.g. debates, case studies, investigations, trials, dramatizations, field works).Self-managed learning courses or programs present through learning guides that students complete independently. Self-planned learning courses or programs in which students pursue course outcomes through activities they design themselves. Self-directed learning courses or programs, in which students choose the outcomes, design their own activities and pursue them in their own way.

Teachers can use the spectrum of approaches to SDL in various ways: as a menu from which to select activities and approaches for their own course or programmes, or to select the programme they wish to introduce, as stages in a graduated approach to SDL in their courses that move them and their students step by step from TDL to SDL, or as a guide to a school programme designed to lead students year by year to greater self-direction concepts.

Self-directed learning entails three important stages. These include:

i.   Understand for himself what he needs in order to learn.
ii.   Go about obtaining what he needs.
iii.   Do what it takes to learn new things in any environment.

Many learners are yet to understand these three basic steps and so they need a considerable amount of support in developing the skills of self-management and self-direction.The ability of a learner to use self-directed learning strategy has been found to be of great importance in the teaching- learning situation. According to Guglielmino and Guglielmino (1991) and Gibbons (2002), learners with high levels of SDL are active learners who have strong desires for learning, make use of problem-solving skills, have the capacity to engage in independent learning activities, and autonomously manage their own learning.They also believed that SDL is a key factor to successful on-line learning. Similarly, Gugliemino and Gugliemino (2003) contended that although students' technical skills are important for e-learning, self-direction is even more vital in the successful e-learning environment.As a result of the benefits for learning, outcomes, school environments and corporate settings strongly emphasize the importance of SDL including its value as a required skill needed for work in the 21st century (Murane and Levy, 1996). Taylor (1996) while considering the importance of self-directed learning opined that one of the most important tasks for teachers is to enhance students' abilities for accessing Self Directed Learning.Self-Directed Learning has numerous benefits to the learners and the teachers as well. According to Knowles (1991), Self-Directed learning reflects the societal belief that people have the right to live their own lives and follow their own paths to pursue happiness as long as doing so does not interfere with the rights of others to do the same. He added that self-directed learning encourages "liberty and justice for all". It is based on a "win-win" philosophy.

Gurecks and Douglas (2012) also believed that the SDL reinforces the establishment of a collaborative family structure. This explains that because there is no imposition on them, the learners and their parents are free to create, discuss, negotiate, design, explore or do what they feel that will best serve their goals, values and personal desires. This is

often reflected in their choice of occupation and secular work generally and that they make choices that help to empower others and respect their right to make their own decisions, rather seek jobs that give them power over people. They also accept the responsibilities that come from being members of the family.Self-directed learning had been used as a correlation for students' academic performance and even as a perfect indicator of predicating academic success in traditional learning settings or non web-based distance learning (Long, 1991). In this case, Darmayanti (1994) found a positive relationship between self-directed learning and academic success in the traditional classroom setting. A recent study also showed self-directed learning is a strong factor for predicating learners' academic achievement in non-web-based distance learning (Hsu &Shive, 2005).

A. Skills, Tools and Resources for Self-directed Learning

The teacher-directed learner is required to learn certain skills and abilities in order to become a self-directed learner. According to Hiemstra (2013), most people are learners. We learn in order to acquire different skills and to be able to respond to the changes which life brings or changes in our priorities and personal goals. In order to learn effectively, we engage in a wide range of skills and abilities that are separate from, but related to, the skills and abilities. Among the skills and abilities necessary to become a self-directed learner are:

Develop a plan; Stay motivated; Feel okay about yourself; Work well with others; Finish tasks; Get started; Manage time; Find information; Solve problems; Prioritize tasks; Remember things; Find and correct mistakes and Think things out.

Hiemstra(2013) stated that being a successful, self-directed learner is related to how well the learner is able to manage these different tasks on his own. He added that there are different stages or levels of ability in self-directed learning and that people operate differently at each different stage of self-direction and that each of the different stages requires different supports to ensure success.

Past studies such as Hayes (1998), one of those who were initially against self-directed learning have returned to self-teaching and sought to champion the idea that people should take control of their own learning and adopt self-directed inquiry as a lifelong priority. He added that when we fail to take control of our education, we fail to take control of our lives. Self-directed inquiry, the process of taking control of your own education is the lifeblood of democracy (Hayes,1998). In order to understand and effectively use the SDL strategy in facilitating learning in school, the teacher needs to acquire self-directed learning skills. According to Guglielmino (1989)**,** the following are the skill areas that learners can examine to determine how well they fit as a self-directed learning user's personal attributes. Knowing such information will help one to identify those areas of strength that can be used in future self-study efforts, and those that may need to be enhanced in various ways.

For each potential content area, the self-directed learner user is to check the most relevant column indicating a "self-assessment". To assist in the decision regarding which column to check to each area, the SDL user is encouraged to use the information below. He is to make the best estimation on how well he is able to use or carry out the designated self-directed learning skill.

Keys

- DK: If you believe you do not have or are not able to use the skill listed. This may mean that you will need or want to develop the skill in your future discussion, reading, practice etc
- LO: If you currently have a low ability to use the listed skill, but could raise that ability to a desired level through specific learning experiences
- MD: If you currently have a medium ability to use the listed skills some specific learning experiences or activities would develop your abilities more
- HI: If the self-directed learner's past experiences and activities have substantially developed the listed skill area

Table 1: Self-Rate your Skill by Checking the Appropriate Column or Box

	Skill Area	DK	LO	MD	HI
1	Ability to question, inquire and problem solve				
2	Ability to keep an open mind to others' point of view				
3	Ability to scan data and quickly choose relevant resources				
4	Ability to collect data on performance through self-observation and feedback from others				
5	Ability to assess your present performance using the data				
6	Ability to translate learning needs into learning goals, plans and activities				
7	Ability to set goals to improve present performance				

8	Ability to observe and model others performance to improve				
9	Ability to make a firm commitment to working on goals				
10	Ability to maintain continuous self-motivation				

Source: Gughelmino 1977: Revised in 2010.

Note: DK means Don't Know, LO means Low, MD means Medium, HI means High.

The above table is a self-diagnostic form designed to help one in assessing his level of competence and need related to possible content areas for the course for personal study and for designing a personal learning contract.

According to Guglielmino (1977), there are certain tools and resources which are important in the use of self-directed learning. These tools include, the learning contact plan, the self-diagnostic form, self-analysis as a learner and the self-directed Readiness scale.

a) The Learning Contact Plan/Learning Contact Design

The learning contact is a device whereby you can plan and personalize any learning experience. It is in different shapes and forms ranging from audio tapes to outlines, descriptive statements, elaborate explanations of process and product to electronically submitted forms. This is a self-directed learning resource material.

b). Self-Diagnostic Form

A self-diagnostic form is an instrument designed to assist the teacher in assessing his personal levels of competence and needs related to possible areas of study. Such information typically helps in identifying and developing many of the professional competencies required to understand a particular topic of interest or need. It is often used as a precursor to constitution of learning contact.

c). Self-Analysis as a Learner

Self analysis as a learner requires the teacher/learner to carry out an analysis of himself usually as a learner. It includes determining the way one learns best, developmental patterns or social roles which one likes best, one's strengths and weaknesses as a learner and what the learner would change to improve his learning performance.

d). Self-Directed Learning Readiness Scale

A self-administered and self-scored instrument is popularity known as the Self-Directed Learning Readiness Scale (SDLRS). It is used importantly for measuring oneself on the readiness learning scale. It also provides user an opportunity to understand what the learner needs in terms of future learning approaches and efforts.

The self-directed learner user is to rate his competence by checking the appropriate column or box.

Table 2: Self-directed learning readiness scale

	Potential Content Area	DK	LO	MD	HI
1	Terms/acronyms/definitions relating to the self directed/individualized adult learning.				
2	Self-directed learning readiness				
3	Personal Responsibility Orientation Model				
4	Literature and information resources related to self-directed and individualized adult learning				
5	Adult learning projects				
6	Learning contracts				
7	Didactic, Socratic, facilitative teaching and learning approaches.				
8	Organization efforts related to self-directed learning (self-directed work team).				
9	Research/scholarship related to self-directed and individualized adult learning.				
10	Indentifying/developing self-directed adult-learning resources/approaches.				
11	The future for self- directed and individualized adult learning.				
12	Other (self-directed and determine those that fit best for you in developing your learning contract).				

Source:Guglielmino1977

Having completed the self-rating above, the teacher is to now numerically rank each "LO" that he has checked according to the level of importance he would attach to it. This would help in thinking about areas of concentration on the areas on which he wishes to obtain in depth knowledge.

The goal of educational process is to produce self-directed, life-long learners. It is however quite unfortunate that many current educational institutions practices and public and even private schools and universities, however, do more to perpetrate dependency than to create self-direction by the way they make the learners to learn. If the goal of an educational programme is to develop self-directed life-long learners and the learner is to be self-directed in learning, one may be tempted to feel that there is no need to employ teachers, instructors in a self-directed learning environment. If a teacher is employed, what role would he have to play? It needs to be borne in mind that the goal is for learners to become increasingly independent but self-directed learning does not encourage solitary learning. Also, while self-direct learning seeks to help learners to become increasingly independent, it does not necessarily suggest independent learning, self-directed learning can be highly interdependent, collaborative and co-operative. Besides, the reality is that the learners in a given context will likely have varying levels of competence and confidence with self-direction especially those who have spent-long years in learning context that was dominated by a teacher-directed approach to learning.

According to Hiemstra (2013), the following are the duties of the self-directed learning teacher:
i.   The teacher helps to make accessible and available rich content and resources that will benefit the learners. Such contents might be digital, traditional texts, artifacts, experiential, help coordinating visits and interviews, or it might simply be conversational.
ii.   The teacher also aids the learner as he grows in confidence and competence with information and research literacy. He can help learners to develop these skills including coordinating opportunities for learners to share and guide one-another (peer to peer learning).
iii.   The teacher provides guidance and outlets for critical thinking, brainstorming and various types of critical thinking; different forms of journaling, reflective wring for an audience, engaging in small group discussions, workshop etc.
iv.   The teacher also has the role to help the learner to engage in an evaluative process, assisting the learner as he identifies ways to check his progress toward certain-goals, and established ways to evaluate the benefits and limitations of his work. This can start with feedback as each learner produces a learning contract.
v.   The teacher also performs the role of developing the social, emotional and psychological aspects of the learner experience, offering experiences that might aid with motivation and confidence building.

Self-Directed Learning is about how people learn creating an environment where that can flourish. It elevates the role of the teacher, recognizes that learning happens when the individual learner takes ownership for her own learning.

II. STUDIES ON SELF-DIRECTED LEARNING

There are quite a number of studies carried out on self directed learning. In this study of the effect of SDL on academic performance in on-line web-based programmesChou (2004)found strong and a positive relationship between on-line SDL and learners on-line academic performance. In his own study, Long (2003) did not only find a positive relationship between the use of SDL and successful on-line learning outcomes, he opined that on-line course facilitators should use diagnostic instruments such as Self-Directed Learning Readiness Scale to identify learners' abilities for self-directed learning and then should implement appropriate instructional strategies.

Also, Doherty (2000) studied the relationship between self directed learning and learners academic performance. The study revealed the existence of a negative relationship between Self-Directed learning and academic performance. The study subjects were the college students who enrolled in on-line courses delivered by web learning platform called Washington ONLINE. The result of the study showed that SDL did not relate to academic performance. In this case, according to Doherty, the final course grades of sample subjects were positively skewed.The concept of self-directed learning originated in the field of adult education (Roberson, 2005). The literature reviewed revealed that some concepts are closely related to self-directed learning. Such terms include independent learning, self-planned learning, autonomous learning, self education, and so forth (Hiemstra, 1996). Due to the benefits for learning outcomes, school environments and corporate settings strongly emphasize the importance of self-directed learning including its

value as a required skill; needed for work in the 21st century (Murane& Levy, 1996). Likewise, one of the most important tasks for teachers is to enhance learners' abilities for accessing self-directed learning (Taylor, 1995).

From the literature reviewed, experts perceived that learners with high levels of self-directed learning are active learners who have strong desires for learning, make use of problem-solving skills, have the capacity to engage in independent learning activities, and autonomously manage their own learning (Knowles, 1975; Brockett &Hiemstra, 1991Candy,1991;Guglielmino&Guglelmino,1991; Gibbons, 2002). Long (2003) Made a tabular summary of a number of studies conducted on the relationship that have been found to exist between the use of self-directed learning and learners academic performance. The table is presented below:

Table 3: Self-directed learning and learners' academic performance

Selected study	Subject	Findings
Savoie (1980)	Nursing students	Positive relationship between learning and course grade
Harriman (1990)	Distance education students	Self-directed learning related to achievement
Anderson (1993)	Social and political science students	Self-directed learning related to academic performance
Darmayanti (1994)	Distance education students	Positive correlation between self-directed learning and GPA
Morris (1995)	Business students	Predicting academic success by learning
Horng (1995)	Distance education students	Positive relationship between self-directed learning and course grade.
Ogazon (1995)	Business, communication, public administration, and hospitality management students	Self-directed learning is one of the key factors leading to academic success.
Haggerty (2000)	Biology students	Positive relationship between self-directed learning and achievement.

Source: Long 2003
The result of the study showed that self-directed learning did not relate to academic performance.

Corbeil (2003) conducted a study on self-directed learning and learner performance. The subjects were 191 graduate-level online learners. In this study, the academic performance measured was the final grade for the course, the result of the study showed that a significantly positive relationship existed between self-directed learning and academic performance. In addition, subsequent regression analysis also showed that self-directed learning is one of the key indicators for predicting online academic performance. This study also revealed that a strong relationship exists between self-directed learning and on-line academic performance. The result of the study showed that there was no significant relationship between self-directed learning and scores obtained in the test. Thus, in this study, the use of self-directed learning would not bring about improvement in the academic performance of learners. This is one out of many studies.

In Chung's (2001) study, a total of 177 subjects participated in a three month study.In the final week of the courses, the SDL rating scale was used to measure the academic performance of the learners in the cumulative score for the courses, consisting of assignment scores and final test scores. The result of the study showed a significantly positive relationship between self-directed learning and academic performance ($r=0.21; p<0.05$). In other words, a highly self-directed learner was expected to perform well in the final course score and the less self-direction produced lower expectation.
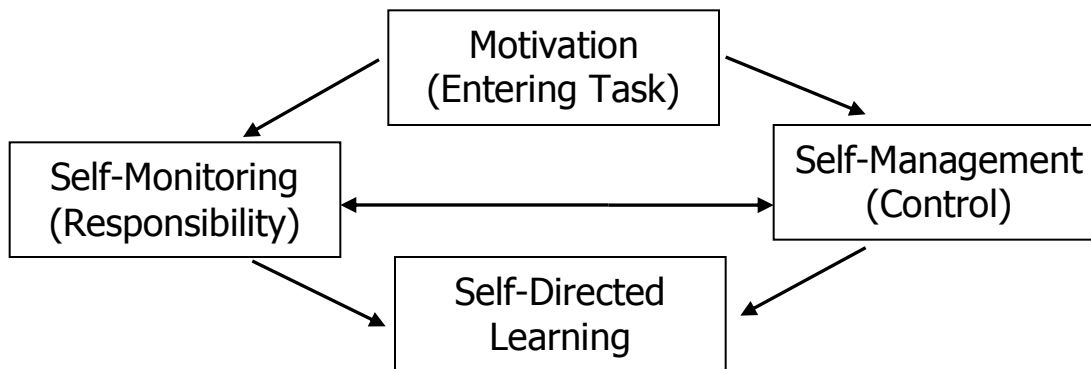
Tsai's (2005) study was conducted in a corporate setting. In his study, about four hundred employees in a power plant participated as subjects of the study. The researcher for this corporate study employed the "learner self-report learning performance scale" to substitute for traditional academic performance measure through a pilot study, the scale reached high reliability and validity. The results of the study showed a significantly positive relationship between self-directed learning and learning performance ($r=0.56; p<0.05$). This explains that highly self-directed learning and learning performance, while lower learners had lower expectation.

In conclusion, a clear relationship exists between self-directed learning and academic success whether the learning environment is a traditional classroom or a distance learning such as

telecommunication and television programmes (Savole, 1980 and Harriam, 1990).

A. Theoretical Framework: Garrison's Dimensions of Self-Directed Learning

Garrison theory of what shows three important components of self-directed learning. These are motivation (Entering task), self-monitoring (Responsibility), self-management (control) and self-directed learning.

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            ┌─────────────────────┐
            │     Motivation      │
            │   (Entering Task)   │
            └─────────────────────┘
      ┌───────────────┐      ┌───────────────────┐
      │ Self-Monitoring│◄────►│  Self-Management  │
      │(Responsibility)│      │     (Control)     │
      └───────────────┘      └───────────────────┘
            ┌─────────────────────┐
            │    Self-Directed    │
            │      Learning       │
            └─────────────────────┘
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Garrion's theory on self-directed learning begins with "motivation". This refers to the presentation of learning task or resources to pupils. It is the kick off point for self-directed learning. This is usually done by the teacher. He kick starts or gingers the learners to learn by presenting the materials that would lead to learning. This is called the "Entering task".

Self-monitoring (Responsibility) and self-management (control) are at the same level and are connected and also interconnected with motivation and self-directed learning. The concept "self-monitoring refers to the taking of the responsibility of monitoring his learning by the learner himself. In the self-directed learning programme, the responsibility for monitoring the individual learner's progress by the teacher becomes transferred to the learner himself. He observed and monitors his performance as learning progress. This is side-by-side with self-management (control) under this, the learner embarks on self-management. He decides what to learn, when he wants to learn it and by what medium or method he prefers to learn it. He has the freedom of choice. What is important is that he must ensure that he keeps on learning as required of him. He needs to embark on self-control.

Arrows link motivation with self-monitoring and self-management with self-directed learning. The arrows indicate that the three skills are linked with one another and they all lead to self-directed learning.

a). The Significance of Garrison's Dimensions of Self-Directed Learning

Garrison's theory has a lot of importance and relevance especially to self-directed learning. Firstly, the theory shows three main important factors in the

use of self-directed learning. These include motivation, self-monitoring and self-management.

Also, the theory showed the place and role of the teacher in self-directed learning. That is, the teacher is to motivate learners by presenting entering task to kick start learning. He does not dominate learning any longer.

In addition, Garrison's theory emphasized the need for self-monitoring by the learner in self-directed learning. The theory also reminded the learner on the needs to take responsibility of his learning since this responsibility is now transferred to him in self-directed learning.

Equally, another significance of Garrison's theory is that of encouraging the learner to embark on self-management in learning. The learner is no longer being controlled by the teacher but by himself and he has to exercise this to his advantage in learning.

B. Paulo Freire (2001) Theory of Learning

The theory was propounded by Friere in 2001 and was edited in 2014. The theory is about learning (awareness), and how skills and knowledge are acquired in the school system. In the theory,Freire looks at the fallacy of looking at the education system like a bank, a large repository where students come to withdraw the knowledge they need for life. He posited that knowledge is not a set of commodity that is easily exchanged between the teacher and the learners. He stated that to learn, learners must construct knowledge from knowledge they already possess and that teachers must learn how the learners understand the world. Teachers must learn how the learners understand the world so that he (the teacher) understands how the learner can learn.He emphasized that teaching cannot be a process of transference of

knowledge from one teaching to the learner. This is mechanical transference from which results in machine like memorization which he criticizes and states that "critical study correlates with teaching and that it equally critical which necessarily demands a critical way of comprehending and of realizing the leading of the world and the reading of the context" (Page 22).

The theory proceeds to emphasize that awareness is a process in which learning materialis presented to learner, but is then shaped through understanding, discussion and reflection. This explains that when a learner understands an object or a concept rather than memorizing the profile of the concept, then he knows that object. He is then able to produce the knowledge of that object as the teacher or author.

Friere (2001) posited that a learner (reader) does not suddenly become aware or learn in a snap or miraculously but contended that awareness and comprehension needs to be worked out by the learner (himself or herself) who is the subject of the actions. The theory also emphasized the need for provision and use of appropriate learning materials in facilitating learning and that this requires patience and perseverance. This is very much in line with facilitating learning in a self-directed classroom situation. He believed that learning should be a challenging task to learners and that both the teacher as well as the learner requires patience and perseverance to be able to reach their learning goals.

a). *Significance of Paulo Freire's Theory*

The theory of Friere (2001) is significant to this study in a number of ways. Firstly,the teachermust understand that all the needs of the learner cannot be found within the four walls of the school. A lot of what the learner needs to learn is acquired outside the school setting while doing personal study, while travelling and so on. The teacher is not an encyclopedia of knowledge. This is in line with the self-directed learning. The theory states that the school is not like a commodity market where you go and purchase that commodity you intend to buy, pay and leave almost immediately. For learning to take place, a lot of things need to be done such as kick start learning, prompting when necessary, encouraging learners and a lot more.

The theory also emphasizes the need for the individual learner to learn personally beside the learning materials activities that have been presented to them. This is in line with self-directed learning wherein the teacher kick starts learning by presenting materials and giving necessary instructions,then allowing the learners to do their learning.The theory is significant in that it puts the learner in the central stage of learning.

That is, learning should be child-centred. The learner himself or herself needs to play important role in his learning by deciding on what role to play and hence learning. The theory is also important in that it places the use of instructional materials in a prominent place in learning. Besides it states that learning should be challenging to the learner and placed the need for patience on the part of the learners and teachers in order to ensure that learning is facilitated in the learners.

III. CHALLENGES IN USING SELF DIRECTED LEARNING

The application of self-directed learning in school is not always a very easy task. Indeed the introduction of a new method of doing things certainly meets with obstacles. One of the main challenges in the implementation of self-directed learning is the availability of adequate resources for learning. According to the Madrassa Resource Centre, Zanzibar (2008) states that children need a lot of resources for learning even in the conventional classes. Self-directed learning environment requires a lot of learning resources.

The fact about self-directed learning is that it can be very challenging to learners. Even the brightest and most motivated learners may find it really challenging to apply knowledge in a new situation (centre for teaching excellence, university of Waterloo, USA, 2012). It added that another important challenge to the application of self-directed learning is the "readiness of the learner to learn". A self-directed learning class is not like the conventional class wherein the teacher plays the central role of imparting knowledge to the learners. Rather, he facilitates learning by stimulating learning and providing resources to kick start learning. If the learners are therefore not ready to learn, there is a problem (Candy, 1991). The centre for learning excellence also progresses to state that setting learning goals may be a challenge in the application of self-directed learning. If the learner refuses to set the goal or does not set goals necessary to achieve the expected development, self-directed learning is greatly challenged.The need for students to actively engage themselves in active learning process has been found to be another main challenge in the application of self-directed learning. The learners need to understand themselves in order to understand their learning needs. They have to understand their learning style and well understand their approach to studying in order to make the best from the self-directed learning programme (Knowles, 1975). Another important challenge in the use of self-directed learning is the issue of evaluating learning. In self-directed learning, evaluation is done personally by the learner. He therefore must be able to engage in self-reflection and self-evaluation of learning goals in each

unit of the self-directed learning programme units (Gibbons, 2002).

IV. CONCLUSION AND RECOMMENDATION

Based on the discussion so far, it can therefore be concluded that self-directed learning is a viable and potent teaching strategies that could be employed at all levels of education. It is therefore recommended that government should provide resources and facilities in schools that will permeate the use of the strategy in the teaching and learning process.

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