

**THE RELATIONSHIP BETWEEN READINESS AND FACILITATION OF
SELF-DIRECTED LEARNING AND ACADEMIC ACHIEVEMENT:
A COMPARATIVE STUDY OF WEB-BASED DISTANCE LEARNING
MODELS OF TWO UNIVERSITIES**

By

SHIREEN HARON

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

November 2003

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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Faculty : Educational Studies

The purpose of this research was to explore the practise of self-directed learning in web-based learning environments. The main objectives of the research were: (1) to determine whether students following UNITAR and UiTM web-based learning models were ready as self-directed learners, (2) to determine whether the web-based learning models facilitate self-directed learning, (3) to establish the relationship between level of readiness and academic achievement and between level of facilitation of self-directed learning and academic achievement.

The research employed the quantitative methodology. Data were collected using two survey instruments. The Self-Directed Learning Readiness Scale or SDLRS is developed and designed to measure the level of readiness for self-directed learning among adult learners. The second instrument is the Self-Directed Learning in Web-based Learning Environment Survey Instrument or the SDLWEB which was designed

to measure to the level of facilitation of self directed learning in web-based learning models.

Approximately 244 students from two universities participated in this research. There were two data sets involved in this research. The first data set comprised of 109 students responding to the SDLRS instrument. From the 109 students, 53 students were from UNITAR and 56 students were from UiTM. The second data set consist of 135 students responding to the SDLWEB instrument. From the 135 students, 65 students were from UNITAR and 70 students were from UiTM.

The research revealed that Malaysian web-based learners are below average in their level of readiness for self-directed learning. Both groups from UiTM and UN ITAR have a mean score of 203 and 189 respectively. However, UiTM's web-based distance learners have a higher SDLRS score than UNITAR's web-based distance learners. Test of significance shows that there is a significant different between the means of the two groups.

The research also revealed that Malaysian web-based learning models are average in their capability to facilitate self-directed learning. Results shows that UNITAR have a higher SDLWEB score than UiTM that is 124 for UNITAR and 118 for UiTM. The t-test shows that there is no significant difference between the two groups means in the level of facilitation.

The research also revealed that there is a strong and positive relationship between level of readiness and academic achievement. The test of significance shows that the

relationship is significant. However, there is a weak yet positive relationship between the level of facilitation of self-directed learning and academic achievement. The test of significance shows that the relationship is insignificant.

The research concluded that (1) there is a need to provide students' with knowledge, skills, and support to be more ready for self-directed learning. (2) there is a need for universities that offer web-based distance education programs to developed the web-based learning models to be able to highly facilitate self-directed learning. Further research should explore these areas within different web-based distance learning models.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PERHUBUNGAN ANTARA KESEDIAAN DAN PEMUDAHCARAAN
PEMBELAJARAN KENDIRI DAN PENCAPAIAN AKADEMIK:
KAJIAN PERBANDINGAN MODEL PEMBELAJARAN JARAK JAUH
MENERUSI WEB DI DUA BUAH UNIVERSITI**

Oleh

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Tujuan kajian ini adalah untuk menerokai bidang pembelajaram sendiri dalam persekitaran pembelajaran melalui web. Objektif utama kajian ini ialah: (1) untuk menentukan sama ada pelajar-pelajar yang mengikuti model-model pembelajaran melauai web UNITAR dan UiTM bersedia sebagai pelajar-pelajar sendiri, (2) untuk menentukan sama ada model-model pembelajaran itu memudahkan pembelajaran sendiri, (3) untuk mewujudkan hubungan antara tahap kesediaan dan tahap pembelajaran sendiri terhadap pencapaian akademik pelajar.

Kajian ini menggunakan kaedah berkuantiti. Data-data dikumpul dengan menggunakan 2 instrumen tinjauan. Skala Kesediaan Pembelajaran Kendiri atau SDLRS telah dikembangkan dan direka bentuk untuk mengukur tahap kesediaan pelajar-pelajar dewasa dalam pembelajaran sendiri. Instrumen kedua ialah Instumen Tinjauan Persekitaran Pembelajaran Kendiri Melalui Web atau SDLWEB yang mana telah direka bentuk untuk mengukur tahap keupayaan model-model pembelajaran menerusi web memudahcara pembelajaran sendiri.

Lebih kurang 244 orang pelajar dari 2 universiti terlibat dalam kajian ini. Kajian ini melibatkan 2 set data. Set data pertama mengandungi 109 orang pelajar yang menjawab kepada instrumen SDLRS. Dari 109 orang pelajar itu, 53 orang daripada mereka adalah dari UNITAR dan 56 orang pelajar yang lain dari UiTM. Set data kedua terdiri daripada 135 orang pelajar yang menjawab kepada instrumen SDLWEB. Dari 135 orang pelajar itu, 65 orang daripada mereka adalah dari UNITAR manakala 70 pelajar yang lain dari UiTM.

Kajian ini mendedahkan bahawa tahap kesediaan untuk pembelajaran sendiri pelajar-pelajar Malaysia yang belajar melalui web adalah di bawah nilai purata. Kedua-dua kumpulan dari UiTM dan UNITAR masing-masing mempunyai nilai min 203 dan 189. Namun begitu, pelajar-pelajar UiTM mempunyai nilai SDLRS yang lebih tinggi berbanding pelajar-pelajar UNITAR. Ujian kepentingan menunjukkan terdapatnya perbezaan penting antara nilai-nilai min bagi kedua-dua kumpulan.

Kajian ini juga mendedahkan bahawa model-model pembelajaran melalui web di Malaysia adalah bernilai purata dalam keupayaannya untuk memudahkan pembelajaran sendiri. Keputusan menunjukkan bahawa UNITAR mempunyai nilai SDLWEB yang lebih tinggi berbanding UiTM di mana UNITAR memungut 124 mata manakala UiTM hanya 118 mata. Ujian-t menunjukkan bahawa tidak terdapat perbezaan penting di dalam nilai min bagi kedua-dua kumpulan bagi tahap keupayaannya memudahcarakan pembelajaran sendiri.

Kajian ini juga mendedahkan bahawa terdapat hubungan yang kuat dan bersifat positif antara tahap kesediaan dan pencapaian akademik. Ujian kepentingan

menunjukkan bahawa hubungan tersebut adalah penting. Namun begitu, terdapat satu hubungan yang lemah tetapi bersifat positif antara tahap kesediaan bagi pembelajaran sendiri dan pencapaian akademik. Ujian kepentingan itu menunjukkan bahawa hubungan tersebut adalah tidak penting.

Kajian ini menyimpulkan bahawa (1) wujudnya keperluan untuk melengkapkan pelajar dengan pengetahuan, kemahiran, dan sokongan supaya mereka akan lebih bersedia untuk pembelajaran sendiri. (2) wujudnya keperluan bagi pihak universiti yang menawarkan program pengajian jarak jauh menerusi web untuk membina model-model pembelajaran supaya berupaya untuk memberikan tahap pemudahcaraan yang tinggi terhadap pembelajaran sendiri. Kajian yang seterusnya harus menerokai bidang-bidang ini dalam lingkungan pelbagai model-model pembelajaran jarak jauh melalui web.

ACKNOWLEDGEMENTS

First and foremost, I bow my head to Allah for the many blessings He has showered in my life ever since I have been preparing this manuscript. From Him I saw the light and the importance of education in my life.

I would like to recognise and thank the people who have given tremendous contributions in the completion of this manuscript. Without them, I know I would not be able to make it.

I wish to express special gratitude to Professor Dr. Abu Daud Silong, the chairman of the research committee, for his continuous support and guidance throughout the dissertation process.

Dr. Shamsudin Ahmad, who contributed much of his ideas in the theoretical framework of this research. He had been responsible in giving much motivation to me for the completion of this research.

Associate Professor Dr. Bahaman Abu Samah for his knowledge of statistics. He shared a lot of thoughts on the way statistical results were presented in tables. His commitment and willingness to help has made the researcher confident in her statistical analysis.

To my husband, Mohd. Ishak Mohd Ibrahim, a self-directed learner whose own learning continues to add value to mine. For his support, love, and understanding, this manuscript could not be completed. To my children Mohamad Sheferezza Isreen, Shefereena Isreen and Nur Faatihah Isreen whose future will be shaped by a world which learning is lifelong, and anywhere and anytime. To my parents, Haron Ismail and Maria Abdullah, for their love, guidance and encouragement helped me all these years to maintain focus on my studies and my life.

I certify that an Examination Committee met on 13th November 2003 to conduct the final examination of Shireen Haron on her Doctor of Philosophy thesis entitled “The Relationship Between Readiness and Facilitation of Self-Directed Learning and Academic Achievement: A Comparative Study of Web-Based Distance Learning Models of Two Universities” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

SHIREEN HARON

Date:

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ABSTRAK	v
ACKNOWLEDGEMENTS	viii
APPROVAL	ix
DECLARATION	xi
LIST OF TABLES	xvi
LIST OF FIGURES	xviii
LIST OF ABBREVIATIONS	xix
CHAPTER	
I INTRODUCTION	1
Background of the Study	1
Academic Achievement in Web-based Learning Models	2
Self-Directed Learning	3
Self-Directed Learning and Technology	5
Distance Education	6
Models of Online Learning	8
Universiti Teknologi MARA Web-Based Learning Model	9
UNITAR Virtual University	13
Statement of the Problem	14
Research Questions	14
Research Objectives	16
General Objectives	16
Specific Objectives	16
Research Hypotheses	17
Scope of the Research	18
Significance of the Research	18
Limitations of the Study	19
Definition of Terms	20
Summary	21
II REVIEW OF THE LITERATURE	22
Introduction	22
Adult Education	22
The Theory of Adult Education	22
Self-Directed Learning	24
Definitions of Self-Directed Learning	24
History of Self-Directed Learning	26
Characteristics of Self-Directed Learners	27
Readiness in Self-Directed Learning	28

Self-Directed Learning and Distance Education	29
Transactional Distance	32
Students' Academic Achievement	33
Models of Online Learning	36
The Web Technology	37
Facilitating Self-Directed Learning in Web-Based	
Distance Education Models	45
Learning Material	47
The Teaching and Learning Environment	48
Flexible Learning	51
Instructor's Skills and Roles	52
The Technology	54
Administrative Support	55
Research in Usage of the Web-Based Learning	57
Distance Education Theories	59
Theory of Independence and Autonomy	59
Theory of Industrialization	62
Theory of Interaction and Communication	62
Theory of Transactional Distance	71
Research on Transactional Distance	77
Distance Education	83
Definitions of Distance Education	83
History of Distance Education	86
Characteristics of Distance Learners	88
Generations of Distance Education	93
Research in Distance Education	98
Summary	104

III PROPOSED METHODOLOGY 108

Introduction	108
Design of the Study	108
Conceptual Framework	108
Independent and Dependent Variables	111
Population and Sample	111
Sampling Procedure	112
Data Collection	114
Instruments	114
Self-Directed Learning Readiness Scale (SDLRS)	114
Self-Directed Learning in Web-Based Learning	
Environment (SDLWEB)	117
Validity and Reliability of the SDLWEB	119
Reliability of the SDLWEB	120
Data Analysis	121
Summary	124

IV	FINDINGS	125
	Introduction	125
	Readiness for Self-Directed Learning	126
	The Levels of Readiness of Self-Directed Learning among the Students	126
	Difference in the Levels of Readiness between Students in the Two Universities	132
	Difference in the Components of SDLRS between the Two Universities	132
	Relationship between the Levels of Readiness and Academic Achievement	134
	Relationship between Selected Personal Characteristics and Levels of Readiness	134
	Ranking of the SDLRS Components According to the Highest Percentage	137
	Ranking of SDLRS Items according to the Highest Mean	139
	Facilitation of Self-Directed Learning	156
	The Levels of Facilitation of Self-Directed Learning in Two Web-Based Learning Models	156
	Difference in the Facilitation of Self-Directed Learning in UiTM and UNITAR Web-Based Learning Models	160
	Difference in the Components of SDLWEB between the Two Universities	161
	Relationship between the Levels of Facilitation and Academic Achievement	162
	Relationship between Selected Personal Characteristics and Levels of Facilitation	162
	Ranking of SDLWEB Components According to Highest Percentage	165
	Ranking of SDLWEB Items according to the Highest Mean	167
	Academic Achievement	177
	Difference in Academic Achievement between the Two Universities	178
	Selected Students' Characteristics	178
	Relationship between Selected Personal Characteristics and Students' Achievement	181
	Comparison of Selected Personal Characteristics between the Two Universities	182
	Summary	182

V	CONCLUSIONS, RECOMMENDATIONS AND SUMMARY	183
	Introduction	183
	Conclusion	183
	Recommendations	187
	Recommendations for the Improvement of the Level of Readiness for Self-Directed Learning	187
	Recommendations to Improve the Level of Facilitation of Self-Directed Learning	188
	Recommendations for Future Research	190
	Summary	191
	BIBLIOGRAPHY	196
	APPENDICES	212
	BIODATA OF AUTHOR	224