

The Development of Self-directed Learning through Blended-Learning Approach for Students in English Language Subject Group: The Opportunity Expansion Schools

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Abstract

Self-directed learning and blended learning are instructional methods to enhance students' current learning behavior and promote their life-long learning. This research aims to develop the self-directed learning instructional model by implementing a blended learning method with English subject group teachers in opportunity expansion schools in Lampang province, Thailand and to examine the effects of teaching approach. Thirty English language teachers were selected as the sample group by using the voluntary sampling technique. The research instruments were an interview form; a lesson plan assessment form; a teacher's evaluation form in teacher's self-directed learning management behavior; and a students' evaluation form for students' self-directed learning behavior. The data analysis employed percentage, mean, standard deviation, and dependent t-test.

This study found two principal outcomes: 1) the teacher's average mean score on the instructional behavior was higher than before the teaching intervention was implemented, with statistical significance of 0.05; and 2) the students' average mean score on self-directed learning behavior was higher than before they engaged in the self-directed learning programme, with the statistical significance of 0.05.

Keywords: self-directed learning; blended learning instruction; the English subject group; educational expansion school

1. Introduction

Forces such as globalization, the rapid development of modern information technology, and the COVID-19 pandemic have led to great positive and negative changes in the way people live around the world. Such changes have led to a new way of life-a 'new normal', which is markedly different from the past. This new normal requires new practices that are sometimes unfamiliar, altering ways of thinking, learning, communicating, practicing, and managing. This current situation requires people around the world to adapt to the change rather than maintaining traditional ways or longing for the past (Office of the Royal Society, 2013). This means that leaders in all countries must urgently foster understanding and prepare to face these changes by fostering high-quality education through new learning models, thereby ensuring a population that is able to face the challenges of the new era. Thailand has continuously recognized the need to transform its learning system. It has revised its approach to human resource development, aiming for holistic growth and readiness for life. This approach is being implemented through formal education, non-formal education, and higher education. Thailand's Ministry of Education has implemented policies and emphasized six key areas aligned with its 20-year National Strategy (2017-2036). The third area focuses on developing and enhancing human potential, reflecting the capabilities of teachers and learners, with a crucial emphasis on 'educational equity'.

Data from Thailand's Northern Development Plan (2023-2027) highlight the need for students to receive equal educational services. The data reveal that while access to education has increased for people in the north of Thailand, remote areas continue to face significant challenges in access to education. These challenges are connected to location, income, and the digital divide (Regional Education Office 17, 2019). During the COVID-19 pandemic, students had to switch from in-person (onsite) learning to online learning. Many students struggled with online learning because of a lack of necessary equipment, which limiting their learning

opportunities and, in some cases, led to them dropping out of the educational system. This issue is particularly pronounced in schools that are currently aiming to expand educational opportunities, which often serve students from rural, low-income families facing financial difficulties, family issues, and suffer from a low motivation for learning. Online learning remains a significant challenge for these students. To address this disparity in educational opportunity, learning in the context of the new normal should aim to reduce inequity. Phuworawan (2021) suggests that new learning models should build students' abilities and competencies by defining the skills to be acquired through learning activities and evaluating and measuring the students' competencies to plan and achieve educational goals. New learning approaches should encourage self-expression and self-directed learning based on individual interests, emphasizing experiential learning, hands-on activities, and problem-solving. Collaborative activities should be promoted to develop cooperation and problem-solving skills, respecting diverse perspectives. In an era with abundant information and knowledge, and where technology may not be the most crucial element, individual learning abilities become paramount. New approaches should promote learning that is not confined by time or place and should provide access to unlimited information sources. Teachers should act as facilitators, while students become self-directed learners, searching for and creating knowledge independently.

1.1 Self-directed Learning

Self-Directed Learning (SDL) involves students initiating their own learning; analyzing their learning needs; selecting and seeking knowledge; and setting their own learning goals. The process includes planning; finding and choosing learning resources; working collaboratively; and engaging in decision-making and self-assessment. These processes are based on the four self-directed learning elements: self-regulation, motivation, personal responsibility, and autonomy (Brandt, 2020). Self-directed learning comprises two dimensions: 1) the process dimension, which refers to the teaching methods that develop students into self-directed learners; and 2) the product dimension, which refers to the outcomes of self-directed learners. Self-directed learning fosters lifelong learning processes, that is, teachers can develop students' self-directed learning skills, resulting in continuous lifelong learning. Self-directed learning places students at the center of the educational process, providing experiences and skills for independent learning, which is essential for lifelong learning in the future. Educational success requires nurturing students to be able to learn independently. Self-directed learning is an appropriate learning approach in the era of the new normal because it promotes behaviors of self-direction in students and equips teachers with skills to facilitate self-directed learning. The educational approach of self-directed learning can be implemented through blended learning, which combines various learning methods.

1.2 Blended Learning Approach

Blended learning or hybrid learning approach focuses on creating an effective learning environment that uses communication channels and teaching materials that integrate electronic media used for online teaching (e-learning) with traditional classroom instruction. This approach can foster interactions between students and teachers; students and peers; students and contents; and students and diverse learning contexts, offering flexible learning activities to accommodate individual differences and achieve optimal learning outcomes for each student (McCarthy & Palmer, 2023; Daskan & Yildiz, 2020).

1.3 The Importance of Problem

In Thailand, educational opportunity expansion schools have been established according to the Ministry of Education's policy to decentralize education. These schools have been providing basic educational opportunity expansion projects in well-equipped primary schools to ensure inclusive and equal education for disadvantaged students since 1990. They allow students who graduate from grade 6 to continue their education from grade 7 to grade 9 without sitting entrance exams or incurring any financial costs. The goal is to develop disadvantaged students' knowledge and skills for future careers or higher education, enabling them to find suitable ways to benefit themselves and their community. Currently, educational opportunity expansion schools experience significant disparity and disadvantage compared with secondary schools under the Office of Secondary Educational Service Area (O-SEA). These disparities include budget, staff quality, student quality, and other supportive factors such as the cooperation of school boards, community support, nearby agencies or organizations, and close supervision from educational authorities. These factors affect the effectiveness of these schools and have resulted in low student performance. This is evident from the results of the Ordinary National Educational Testing (O-NET) conducted by the National Institute of Educational Testing Service (Public Organization), which has revealed that the average achievement scores of students in grade 9 in five core subjects are below 50% (Prommakul et al., 2018). Additionally, these schools face issues such as inadequate teaching staff with specific expertise; insufficient personnel; lack of budget to support learning activities;

insufficient facilities such as classrooms, laboratories, and workshops; and a lack of good public relations. That is, there is a lack of community support for school activities. In addition, some schools are in remote areas, which negatively influences their development of educational quality (Kotsombat, 2015).

Lampang Province, which comprises three educational service areas, has 65 educational opportunity expansion schools, 22 of these schools are under the Lampang Primary Educational Service Area Office 1; 31 are under the Lampang Primary Educational Service Area Office 2; and 12 are under the Lampang Primary Educational Service Area Office 3. An analysis of the Ordinary National Educational Testing results for grade 9 students in these educational opportunity expansion schools over the past three years (i.e. from the academic years 2018 to 2020) reveals that, overall, the average scores for all subjects in these three areas were lower than the averages of the Office of the Basic Education Commission and the national averages. The only subject with an average score above 50% for students in opportunity expansion schools was Thai language, and the average score for English was below 50%. These results demonstrate the need to improve education in opportunity expansion schools in Lampang Province, including English education.

Educational management issues that arose during the COVID-19 pandemic and the problems faced by educational opportunity expansion schools highlight the need for decision makers involved in education management in Thailand to focus on improving the effectiveness of learning management in these schools, particularly in English subject. Thus, this study aims to provide a model for self-directed learning that is implemented through blended learning approach. Stakeholders can apply these methods to educational opportunity expansion schools in Lampang Province and in other regions.

2. Research Objectives

The main objectives of this study were to develop the self-directed learning model through blended learning approach for the English subject group teachers in educational expansion in Lampang province, Thailand and to examine the effects of the model as implemented through the blended learning approach.

3. Research Question

This study was contributed to find the answer for “What are the results of self-directed learning through blended learning approaches implementation among the English subject teachers and their students in the opportunity expansion schools in Lampang province?”

4. Scopes of the Research Study

This study focused on the following research characteristics:

1. The independent variation was the self-directed learning instruction development through blended learning and the dependent variation was the teachers’ instructional behavior in self-directed learning instruction by using blended learning.
2. The research population was the English teachers in educational opportunity expansion schools in the 13 districts of Lampang province, Thailand. Purposive sampling was employed to select the research sample group through voluntary recruitment. The final sample was 30 teachers teaching grade 8 English subject was selected from these schools. Each school was represented by one teacher.
3. The study period was from October 2022 to September 2023.

5. The Research Conceptual Framework

The research conceptual framework focused on the relationship of the input, process, and the project outcomes which was shown in figure 1.

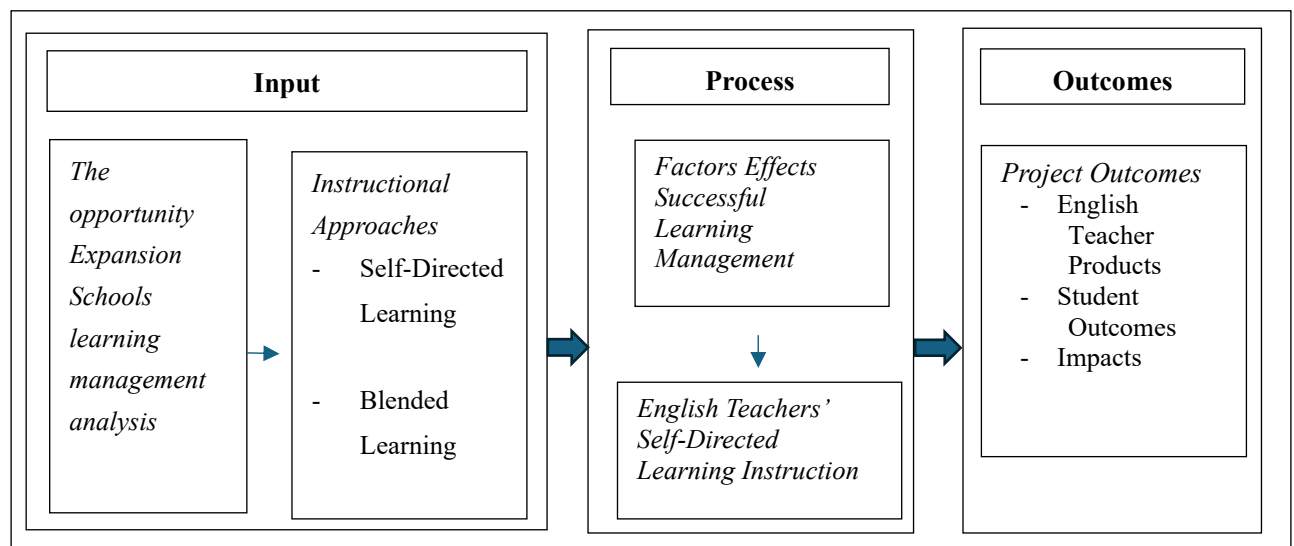


Figure 1. The Conceptual framework

From figure 1, the research conceptual framework consisted of 5 elements, with the following details:

- 1) *Opportunity expansion school management context analysis*, which focused on the schools' basic information, level of teachers' readiness, the current instruction situation, multimedia design/selection, and the assessment for learning.
- 2) *The combination of two instructional approaches*: self-directed learning approach and blended learning approach. *The self-directed learning approach* is grounded in Piaget's psychological theory of cognitive development and Vygotsky's sociocultural theory of cognitive development and emphasizes fostering learners' initiative and responsibility for their own learning, which can occur both inside and outside of educational institutions (Loeng, 2020) and is designed to enhance a "basic human competence-the ability to learn on one's own" (Knowles, 1975), and enhanced learners' collaborative constructivist of learning (Garrison, 1997). *The blended learning approach* refers to an integrated approach to learning based on the theory of constructivism aimed at enhancing students' learning and encouraging knowledge sharing (Oliver, 2014) through the implementation of the behaviorist, the cognitivist, and the constructivist theory, which incorporated into a variety of instructional methods (Hoic-Bozic, Mornar, and Boticki, 2009).
- 3) *Self-Directed Learning management*, which included learner analysis; provision of instructional activities that enhance student's participation; development of learners' learning skills, collaboration skills and self-assessment skills; and facilitation of self-directed learning.
- 4) *Factors effecting learning management success*, which included parental support, school contexts, and support from the local office area.
- 5) *Project outcomes* included three categories: 1) *English teacher group products*, which included a self-directed learning instructional process, a self-directed instruction manual, and self-directed learning lesson plans; 2) *Student outcomes*, which included students' self-directed learning behavior; and 3) *Impacts*, which included the development of the opportunity expansion school instructional model, a policy brief on teacher development and self-directed learning instruction in opportunity expansion schools for local education office support, and the creation of an academic cooperation network between the Faculty of Education at Lampang Rajabhat University and the local education office.

6. Research Methods

This research model was divided into 2 phases according to the research objectives as shown in figure 2.

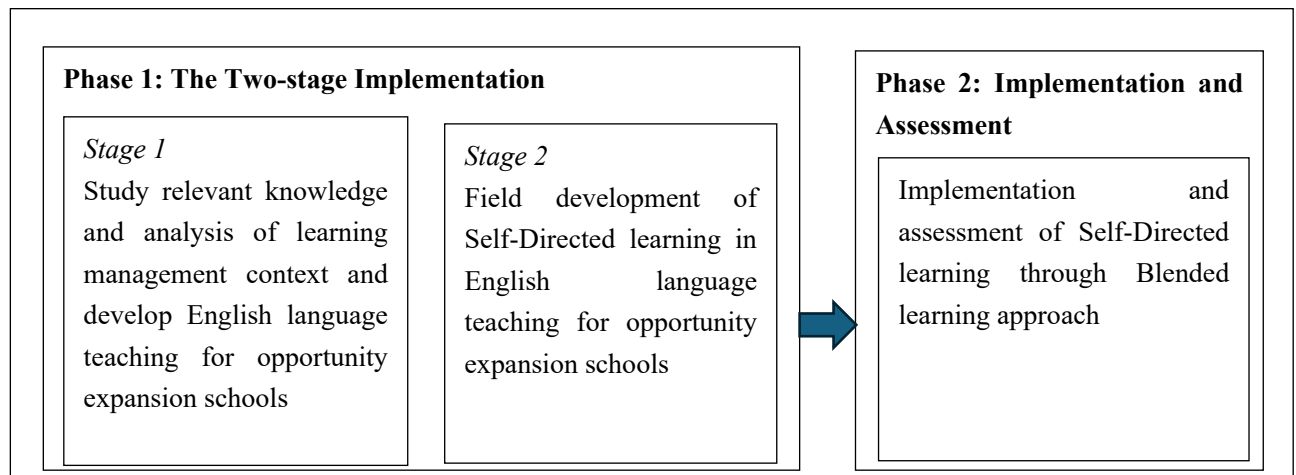


Figure 2. The three-stage research model

In figure 2, the research model consisted of 2 phases, the details of each phase were described as follows.

Phase 1: The Two-stage Implementation

Stage 1

Stage 1 involved the implementation of self-directed Learning through blended learning approach in English language teaching for opportunity expansion schools in Lampang Province. This stage was executed through the examination of relevant knowledge and analysis of learning management context and development of learning management in Lampang province by implementing the following steps:

1. *Review documents, research findings, concepts, theories and principles* related to self-directed learning and blended learning approaches, then formulating a conceptual framework for the research.
2. *Collaborate research team* with three Primary Educational Service Area Offices to gather basic information about the context of learning management in opportunity expansion schools. Data collection included interviews to gather important information for developing the self-directed learning process in English language learning, covering general information, the current state of teaching and learning management, and guidelines for learning management in English language teaching.
3. *Interview Experts* in self-directed learning approach, blended learning approach, and educational psychology (total of 5 experts) to establish guidelines for determining the self-directed learning process for English language teaching.
4. *Organize a group discussion* with 30 participants, as well as area education office administrators, school administrators, teachers, and related educational personnel, to find ways to establish a self-directed learning process for English language teaching.
5. *Design a draft learning process, media, and evaluation* for English language teaching based on information gathered from document reviews, research, websites, interviews, and group discussions. The draft self-directed learning process was reviewed by experts to assess its suitability and feasibility.
6. *Present the self-directed learning process* using a rating scale questionnaire to 30 academic representatives, teachers, and stakeholders to gather feedback on the process's acceptance and obtain suggestions for improvement.
7. *Revise the self-directed learning process* using the feedback received from academic representatives, teachers, and stakeholders (total of 30) to refine the process for suitability in opportunity expansion schools.
8. *Verify and confirm the self-directed learning process* through a focus group discussion with 10 experts experienced in self-directed learning approach, blended learning approach, educational psychology, educational technology, curriculum, educational management, and English language teaching. The discussion objective was to gather information to provide recommendations for how to implement the self-directed learning process.

9. *Present* the finalized and improved self-directed learning process.

Stage 2:

Stage 2 involved field work for the development and implementation of a self-directed learning in English language teaching for opportunity expansion schools in Lampung Province, and comprised the following steps:

1. *Conduct meetings* to clarify the self-directed learning process for English language teaching in opportunity expansion schools in Lampung Province with teachers, school administrators, and representatives from the educational area offices.
2. *Gather feedback* from workshop participants on the suitability of the self-directed learning process for English language teaching.
3. *Evaluate the teaching management of teachers and student behaviors* (teachers were required to submit their current lesson plans before attending the workshop).
4. *Develop training curricula* and a manual for implementing self-directed learning for English language teaching in opportunity expansion schools.
5. *Conduct workshops on the self-directed learning process* for English language teaching in opportunity expansion schools according to the agreed schedule.
6. *Conduct the first teaching trial* using the self-directed learning process, with teachers implementing the plans developed after the workshop, and support and monitor the process in collaboration with the educational area supervisors using coaching and Professional Learning Community (PLC), both online and onsite, during the second semester of the 2022 academic year.
7. *Evaluate teacher teaching management and student self-directed behaviors* at the end of the second semester of the 2022 academic year.
8. *Analyze the monitoring and support results* and the changes in teachers and students to improve the self-directed learning process for the second round.
9. *Revise the handbook for implementing the self-directed learning process.*
10. *Conduct the second trial of the self-directed learning process* and support and monitor the developed teaching management in collaboration with the educational area supervisors using coaching and Professional Learning Community (PLC), both online and onsite, during the first semester of the 2023 academic year.
11. *Hold a research team meeting* to reflect on the implementation results, summarize the outcomes, and find solutions to any issues encountered.

Phase 2: Implementation and Assessment of Self-directed Learning through Blended Instruction Approach in English Language Teaching for Opportunity Expansion Schools in Lampung Province

In this phase the activities included:

1. *Evaluate the behavior of teachers' self-directed learning management* before and after implementing the self-directed learning in English language teaching.
2. *Assess changes in students' self-directed behaviors.*
3. *Analyze the monitoring and support results* and evaluate the behaviors of teachers and students to improve the self-directed learning process and the handbook for implementing self-directed learning in English language teaching for opportunity expansion schools.
4. *Organize knowledge exchange forums* between teachers and stakeholders at the school and area levels, along with researchers from two other subprojects, to improve the self-directed learning process. Select schools with good practices for the field study.
5. *Conduct the field study at schools with good practices* from three educational service areas and find ways to expand the implementation of the self-directed learning process in English language teaching.
6. *Conduct research team meetings* to reflect on the implementation results, summarize the outcomes, and synthesize information on factors influencing the implementation of the learning process. Present these as policy recommendations to educational institutions and area offices and prepare progress and final reports.

7. Results and Discussion

7.1 Results

7.1.1 The Development of Self-directed Learning Plan through Blended Learning Approach

The research study was conducted following a two-phase plan comprising three stages designed to facilitate the creation of a self-directed learning instruction plan through the blended learning approach, which we recorded in an instructional manual for the English teachers working in educational opportunity expansion schools in Lampung Province. The three main activities consisted of:

1. *Analyze* basic needs and the context information of the English teachers in the educational opportunity expansion schools in Lampung province through the focus group discussion.
2. *Conduct* the workshop on the self-directed learning through blended learning instruction development for the English teachers in the educational opportunity expansion in Lampung province.
3. *Develop* the instruction manual on the self-directed learning through blended learning instruction for the English teachers in the educational opportunity expansion schools in Lampung province.

After these three stages, the English teachers produced a manual for providing self-directed learning instruction through the blended learning approach for English teachers in the educational opportunity expansion schools in Lampung province.

The self-directed learning management plan using blended learning instructional approach was divided into three parts: 1) the teacher pre-instructional activities; 2) instructional activities; and 3) evaluation. The instructional process followed the instructional model as shown in figure 3:

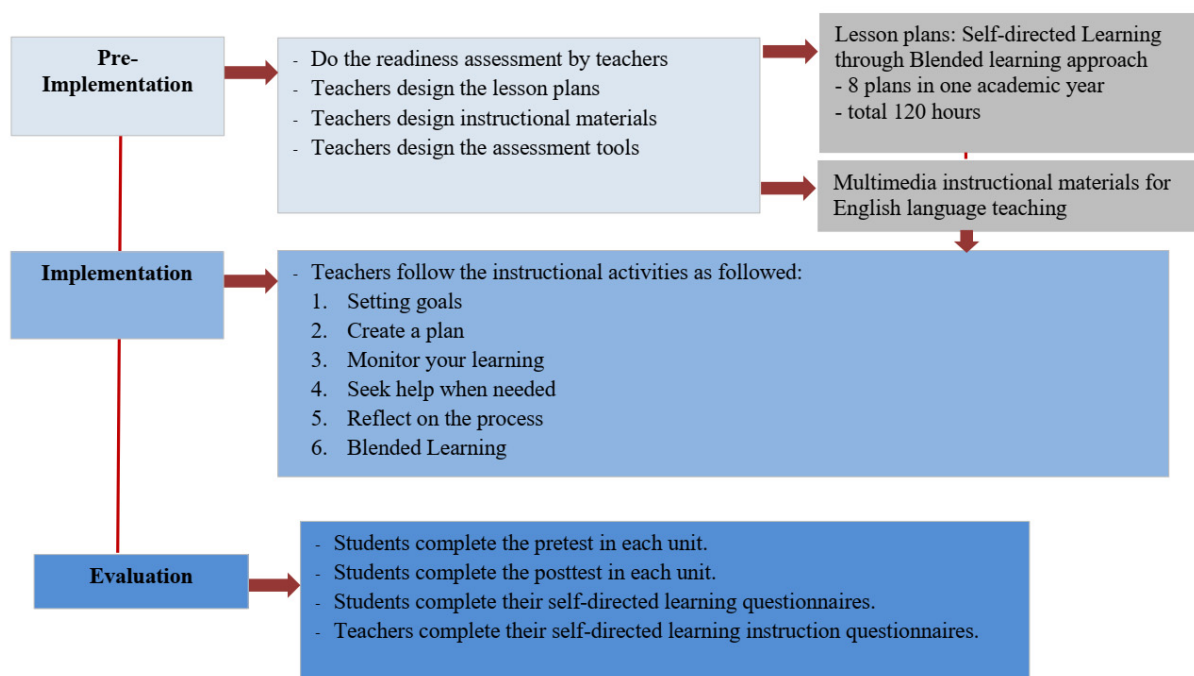


Figure 3. The Three-stage Implementation Process Model

In figure 3, the instructional model was as follows:

1. The teacher pre-instructional activities included conducting learner readiness assessments, designing lesson plans on self-directed learning through blended learning, designing instructional materials to promote students’ self-directed learning, and designing the unit lesson pre-test and post-test in English subject. These activities led to a set of lesson plans on self-directed learning through blended learning for grade 8 students. This one academic year lesson plans contained eight-unit lessons to be taught in 120 instructional hours using a set of multimedia instructional materials.
2. The instructional activities were conducted by English teachers through a six-stage instruction plan that involve: setting goals, create a plan, monitor your learning, seeking help when needed, reflecting on the process, and employing blended learning.

3. The instructional evaluation was conducted by the students and the teacher: students completed every unit pre-test and post-test; students completed their self-directed behavior assessment; and teachers completed their self-directed instructional behavior assessment.

7.1.2 Effects of Using the Self-directed Learning Instruction through Blended Learning Approach

Here, we report the effects of implementing self-directed learning instruction through a blended learning approach for the English teachers in educational opportunity expansion schools in Lampang province. The teachers focused on fostering self-directed instructional behavior in the students, with the following results:

1. The self-directed learning management behavior of the teachers before implementing the self-directed learning through blended learning approach was generally at a moderate level ($\bar{X}=3.49$, S.D.=0.22). The average self-directed learning management behavior in relation to blended teaching approaches was higher than it was in other aspects and was rated as good ($\bar{X}=3.64$, S.D.=0.39). However, the average self-directed learning management behavior of teachers in relation to learning assessment and reflection on the process was lower than in other aspects and was rated as moderate ($\bar{X}=3.37$, S.D.=0.50).

2. The self-directed learning management behavior of teachers, after implementing self-directed learning through blended learning approach was generally good ($\bar{X}=4.01$, S.D.=0.16). The average self-directed learning management behavior in relation to seeking advice and assistance was higher than in relation to other aspects, rated as good ($\bar{X}=4.13$, S.D.=0.42). However, the average self-directed learning management behavior for goal setting was lower than for other aspects; however, it was still rated as good ($\bar{X}=3.89$, S.D.=0.24).

3. The results of comparing the average self-directed learning management behavior of teachers before and after implementing the self-directed learning through blended learning approach revealed that the average self-directed learning behavior differed significantly at the 0.05 statistical level, with the average self-directed learning behavior being higher after the intervention than it was before the intervention.

The students' results in relation to self-directed learning behavior results are as follows:

1. The self-directed learning behavior of students before the implementing the self-directed learning through blended learning approach was generally at moderate ($\bar{X}=3.13$, S.D.=0.50). The average self-directed learning behavior in relation to goal setting was higher than in other aspects and was rated as moderate ($\bar{X}=3.18$, S.D.=0.60). However, the average self-directed learning behavior in planning was lower than in other aspects and was also rated as moderate ($\bar{X}=3.10$, S.D.=0.56).

2. The self-directed learning behavior of students, after the implementing the self-directed learning through blended learning approach was generally rated as good ($\bar{X}=3.62$, S.D.=0.53). The average self-directed learning behavior in goal setting was higher than in other aspects, rated as good ($\bar{X}=3.65$, S.D.=0.60). However, the average self-directed learning behavior in process reflection was lower than in other aspects; however, it was still rated as good ($\bar{X}=3.55$, S.D.=0.66).

3. The results of comparing the average self-directed learning behavior of students before and after learning revealed that the average self-directed learning behavior differed significantly at the 0.05 statistical level, with the average self-directed learning behavior after the intervention than it was before the intervention.

7.2 Discussion

The research findings were discussed in 3 key points.

1. The self-directed learning through blended learning approach in the English language teaching at opportunity expansion schools in Lampang province was evaluated by experts in self-directed learning management and psychology. They agreed that the overall instructional process of self-directed learning using blended instruction was highly appropriate. This may be because of the creation of an instruction manual for studying before implementing the self-directed learning process using blended learning approach. The process in establishing the integrated instruction was based on the need analysis result and the development process was clear and reliable according to the inspecting process by using the expert inspection, the focus group discussion and the teachers' work presentation. The manual provided clear details about concepts and theories related to the development of the self-directed learning process, the purpose of using the process, the steps for managing teaching and learning, recommendations for implementation and expected outcomes. As a result, instructors could study the manual and conduct teaching in line with the objectives of self-directed learning. This aligns with Srisodsai's (2014) argument that a good manual must clearly define who the manual is for, its objectives, and the processes to follow to ensure correct and purposeful implementation. The key steps in creating a manual involve researching related information from studies and textbooks, analyzing the target users, drafting the manual, testing it, and

refining it based on expert feedback to ensure it is comprehensive. This is also consistent with Kaewklang (2015), who states that a manual's components include instructions; content to be taught; teaching preparation; methods, and activities; and assessment and evaluation guidelines. This helps ensure that the manual benefits the reader and fosters understanding. Additionally, Kamtui's (2019) study on the development of a transition manual for student care at Watthanothai Payap School in Chiang Mai found that the manual, which included five areas of student care, was suitable and effective. It helped advisory teachers improve their understanding and ability to implement the care system efficiently.

2. Instructors' self-directed learning management behaviors improved after the intervention. This is because instructors participated in designing the English learning management plan and selecting blended teaching materials. They also attended workshops before applying the self-directed learning management plan and blended instruction materials. As Sosanui (2022) states, the process of participation involves development, decision-making, and problem-solving. This aligns with Herzberg's two-factor theory, which emphasizes the importance of job satisfaction for effective performance. Satisfied individuals are more engaged, responsible, and enthusiastic, leading to increased productivity. The theory also aligns with organizational activities, where staff participation in decision-making fosters a sense of ownership and contributes to successful development. Bangmo (2016) also notes that workshops can be part of a process of enhancing individual work efficiency by improving knowledge, skills, and attitudes, which in turn improves work standards and supports both personal and organizational growth. This is consistent with Gonzales's (1994) finding that effective educational management requires a thorough understanding of roles and responsibilities. Training helps personnel and stakeholders collaborate closely to improve student learning outcomes, aligning with Maiwai's (2017) finding that teachers who received life skills training demonstrated improved knowledge and understanding and were able to develop learning management plans effectively.

3. Students' self-directed learning behaviors also improved after the intervention. This result occurred because the self-directed learning process motivated students to engage more in their studies. It encouraged them to take responsibility, control their own learning, and work independently. Students were able to choose what they wanted to learn, set goals, seek knowledge, create their own work and evaluate their learning outcomes. Knowles (1975) argues that when learners are given responsibility and opportunities to use their experiences, knowledge, skills, attitudes, and values in the learning process, they learn better. This study also emphasized the role of instructors as facilitators, providing guidance when necessary. Rogers (1969) highlights the importance of creating a supportive learning environment where students lead their own learning, with instructors offering guidance and support as needed. Similarly, Kamanee (2021) explained that instructors should design activities that actively engage learners and use appropriate learning processes to achieve learning objectives. During teaching, instructors should reduce their role, shifting from knowledge transmitters to facilitators, helping learners conduct activities smoothly and effectively. Knowles (1975) also noted that facilitators must understand when to intervene and when to allow learners to take responsibility for their own learning.

8. Recommendations and Suggestions

8.1 Recommendations for Applying the Research Findings

This study offers the following recommendations for applying the research findings:

1. Instructors who implement the self-directed learning process using blended learning approach should focus on learner-centered education. Learners should be encouraged to set their own learning goals and methods, emphasizing hands-on learning that aligns with their interests and needs. Instructors should provide guidance until learners successfully complete their learning activities. Instructors should use coaching as a tool to encourage self-discipline, self-regulation, and motivation in learners. This will help learners see their own value and the value of learning. Learners should be given opportunities to engage in goal-oriented learning activities, using a variety of self-directed learning methods.

2. In addition to using technological tools in the process of self-directed learning through blended learning approach, instructors can also incorporate available or easily accessible teaching materials that are appropriate to the school and community context.

3. The self-directed learning process from this research was used in English teaching. If instructors of other subjects wish to adopt this process, they can modify it to suit their content and adjust the teaching materials as needed.

8.2 Suggestions for Future Research

This study offers the following suggestions for future research:

1. Given that instructors played a crucial role in this research, future studies should place more emphasis on training instructors to enhance the clarity and effectiveness of their self-directed learning management behaviors.
2. Although this research focused primarily on developing self-directed learning management behaviors in instructors, future research that aims to enhance self-directed behaviors in learners should develop self-directed learning activities tailored specifically for learners. This would lead to a clearer impact on learner self-directed behavior.

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